

Muskingum University

Master of Occupational Therapy Program

Curriculum Design

Muskingum University Vision Statement

“Educating the whole student for the whole world”

Muskingum University Mission Statement

The mission of Muskingum University is to offer quality academic programs in the liberal arts and sciences in the setting of a residential, coeducational, church-related university and in the context of a caring community where individual fulfillment is encouraged and human dignity is respected. Its primary purpose is to develop – intellectually, spiritually, socially and physically – whole persons, by fostering critical thinking, positive action, ethical sensitivity and spiritual growth, so that they may lead vocationally productive, personally satisfying and socially responsible lives.

About Muskingum University

Founded in 1837, Muskingum University educates the whole student for the whole world. Committed to excellence, affordability, and innovation, it continues to be a top performer among Ohio universities in the U.S. News & World Report 2022 rankings for the Regional Midwest. The University ranked 2nd among Ohio universities in [Best Value Schools](#) and 2nd among Ohio universities in Top Performers in Social Mobility. Muskingum offers more than 60 undergraduate majors which prepare students for the professional workforce and advanced studies; four master’s degree programs; a post-master’s degree; the Muskingum Adult Program, featuring online and evening courses; and workforce development partnerships for continuing education. Emphasizing entrepreneurial and experiential learning opportunities on its campus, in the community, and around the world, Muskingum is located in the village of New Concord, an hour east of Columbus on Interstate 70. Muskingum’s excellence is measured most significantly by its alumni, who have served the world as CEOs of major corporations, major media figures, scientists, educators, civic and religious leaders, and as parents and friends. For more information, visit www.muskingum.edu.

About the Master of Occupational Therapy Program

Muskingum University chose to develop the MOT Program to serve an identified need for an accessible program for occupational therapy assistants who desired to become occupational therapists. At the time of needs assessment, only 166 of the 5460 licensed occupational therapists in Ohio lived and served clients within southeastern Ohio. Muskingum University was ideally situated to fill this need for occupational therapists and accepted the first MOT class in

2019. The MOT Program successfully received full accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) for seven years effective August 2021. ACOTE is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929 ACOTE's phone is (301)-652-6611 and their website is www.acoteonline.org. Ongoing employment assessment indicates a continued need for occupational therapists both regionally and nationally.

For the first four cohorts, the program focused on providing an Occupational Therapy Assistant (OTA) to Master of Occupational Therapy (MOT) bridge program consisting of online didactic coursework and face-to-face weekend learning experiences on the Muskingum University campus according to course needs. Starting with the fifth cohort, the MOT Program will begin accepting a small number of bachelors prepared students with health-related degrees who will complete an additional series of Occupational Science prerequisite courses before matriculating into the MOT program. The interest in a flexible hybrid MOT Program has extended significantly beyond the initial OTA targeted audience. Therefore, an alternate pathway was implemented to serve non-OTA students wanting to become occupational therapists.

MOT Program Vision Statement

Valuing what we know in order to grow future knowledge and opportunities for the individual, the occupational therapy profession, and the world.

MOT Program Mission Statement

To provide creative, ethical, and compassionate occupational therapist leaders for southeastern Ohio and other regions of the country by providing a well-rounded and accessible educational opportunity to individuals who desire to become occupational therapists.

Philosophy

The philosophy of the Master of Occupational Therapy Program reflects the vision and mission of Muskingum University, the vision and mission of the program and the official documents of the American Occupational Therapy Association regarding the philosophical foundation of occupational therapy (AOTA, 2017) and occupational therapy education (AOTA, 2018).

The following understanding of human beings informs both our understanding of the students in our program and their needs as well as what we need to teach our students about the human beings whose lives they will touch within their occupational therapy practice.

We believe that human beings:

- Desire to be active and to interact with others.
- Are influenced by developmental factors acting on their lives.
- Are not stagnant but rather experience changes in interests and abilities throughout the lifespan.

- Are agents of change in their own lives and the lives of others.
- Are complex entities composed of multiple interactive systems including physical, psychological, cognitive, social, and spiritual.
- Influence and are influenced by the contexts and environments in which they interact.
- Function best and are healthiest when engaged in meaningful occupational performance throughout the lifespan.

We believe that the therapeutic use of occupation is the cornerstone of occupational therapy and should be considered first when developing an occupational therapy program or plan. As such, we believe the following about occupation:

- Occupation gives meaning and order to life.
- Occupations include (but are not limited to) activities of daily living (ADLs) and instrumental activities of daily living (IADLs), health management, rest and sleep, education, work, play, leisure and social participation.
- Occupational engagement is essential for health and well-being.
- Occupational Justice is a construct that asserts that persons, groups, and populations are entitled to have opportunities to engage in occupations regardless of disability, age, gender identity, ethnicity, socioeconomic status or cultural considerations, and that occupational therapy practitioners should work for occupational justice for individuals, groups and populations.
- Limitations in opportunities or ability to participate in occupations lead to disruption of health within physical, mental, and/or social functioning.

The Master of Occupational Therapy Program is centered on occupation, using the Model of Human Occupation (Taylor, 2017) as its guiding theory. The principles and components outlined in the model are included throughout the curriculum. We believe by using the Model of Human Occupation our program is occupation focused, client (student)-centered, holistic and evidenced-based.

The Master of Occupational Therapy Program is designed to be for occupational therapy assistants and individuals with health-related bachelor's degrees to complete the necessary education to become occupational therapists. By virtue of the fact that they already have completed a college degree and have relevant work and life experiences, they come to Muskingum University as adults. With this in mind, we believe the following, as presented by Malcom Knowles (1980), about adult learners:

- Adults learn best with opportunities for self-directedness in their individual learning process.
- Adult learners need to be involved in the planning and evaluation of their instruction.
- Experience provides a basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

Therefore, learning experiences should:

- Minimize faculty-driven instruction and maximize autonomy.
- Include a wide range of experience levels and backgrounds.
- Use online collaboration tools to tie learning to social participation.
- Emphasize how the subject matter is going to solve problems that an adult learner regularly encounters.
- Provide valid reasons for course content, modules, or educational activities.

MOT Program Objectives

The Master of Occupational Therapy Program will:

1. Prepare students for entry-level practice as caring, competent, ethical, and creative occupational therapists with the ability to use occupation appropriately with a wide range of individuals, groups and populations across practice areas.
2. Provide students with the foundation of theoretical knowledge, technical skills, and values needed for quality occupational therapy practice.
3. Prepare students to use professional reasoning to assume the role of a health care professional who functions as an agent of change by engaging patients/clients in meaningful occupation.
4. Provide students with the knowledge, skills, appreciation, and ability to use evidence which advances the effectiveness of occupational therapy practice.
5. Develop in students the appreciation and skills for life-long learning within a changing and diverse environment.
6. Provide the communities of our region, state, and nation with quality occupational therapists who are responsive to an individual's unique occupational and sociocultural nature and needs.
7. Develop occupational therapy leaders and advocates to serve our region, state, and nation.

Curriculum Design

In consideration of the already stated assumptions, the MOT Program has determined that the following ***threads*** are evident in our program:

Building on knowledge and skillset – Many students come to us as already established occupational therapy practitioners who have been working and who will continue to work while in the program. Non-OTA students will have experience within a related health field and will have completed Occupational Science pre-requisite course sequence. As such, all students will have a knowledge of the profession overall and very basic understanding of the theory, process, and knowledge necessary for occupational therapy practice. Muskingum University MOT faculty are committed to valuing the students' current knowledge and role while facilitating their development of expanded understanding and skill in keeping with practice as an occupational therapist.

Occupation-Based Practice – The faculty are committed to occupation as the foundation for occupational programming. The program requires Occupational Science content as part of the prerequisite courses for admission and follows that up with occupation-based assessment, treatment and social constructs within all courses in the sequence. Faculty combine adult learning theory and occupation to create meaningful learning experiences for students.

Evidence-Based Practice – Occupational therapy relies on evidence-based practice to guide and advance the profession and best practices in service delivery. The MOT program employs a three-pronged approach to being an evidence-based practitioner which includes application of scholarly evidence, clinical experience, and the consumer's preferences (Sackett et al., 1996). Students build their skills for identifying, analyzing, and synthesizing evidence throughout the didactic portion of the curriculum. They progress by creating evidence-based assessment and intervention plans using this three-pronged approach in fieldwork experiences.

Leadership and Service – Both the University and the MOT faculty believe that leadership and service are essential for both the ongoing development of the individual and the occupational therapy profession. Students are encouraged to serve their fellow classmates through many "peer teacher" learning experiences. Faculty members incorporate experiential learning opportunities to promote students' leadership skills within service opportunities.

OTA and OT Roles, Value, and Partnership – Delivery of content clearly articulates and advances student knowledge regarding this role delineation. The program emphasizes the value each occupational therapy practitioner contributes to the OT process and the vital nature of the intraprofessional partnership to deliver optimal client-centered care.

Emphasis on critical thinking and professional reasoning – Students with health-related education have direct and substantive experiences that provide a foundation on which to expand their critical thinking and professional reasoning skills. Professional reasoning is

facilitated throughout the curriculum as students analyze occupational performance and develop intervention plans that promote health and engagement in occupations across the lifespan. This thread also emphasizes characteristics of adult learners by providing opportunities for self-directed, relevant, and problem-centered learning.

Content, Scope and Sequencing of Coursework

The sequence outlined represents a student progressing through the courses on a full-time basis. The program offers a part time option if needed for student-specific situations. The sequence is different for the part time students however still places foundational courses ahead of courses in which the foundational knowledge is critical.

Year 1

Fall Term – This is a foundational semester intended to learn what students already know and to teach them core content necessary for the coming semesters. Because the program is serving already credentialed occupational therapy practitioners and individuals with health-related bachelor's degrees, faculty will spend significant time this semester becoming familiar with the students' experience levels and educational backgrounds. This knowledge will be used (in keeping with Knowles' Adult Learning Theory) to customize future learning. Students must complete these courses sequentially to progress through the MOT curriculum. The students take the following courses during this term:

Foundations of OT Practice: This course focuses on understanding The Occupational Therapy Practice Framework and elements of the OT process including screening, assessment, evaluation, intervention, intervention review, and outcomes including discharge planning. Topics include practice settings and areas, documentation, licensure, credentialing, and professional associations. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Transition of the OTA to OT: This course focuses on the crucial differences between the occupational therapy assistant and occupational therapist, on the ethics of practice in these roles and while in the learning process, and on the knowledge base necessary for future practice as an occupational therapist. This course is primarily delivered online and highly discussion based.

Anatomy & Physiology Review for OT Practice: This one-hour course reviews content from previously completed anatomy & physiology courses. Content focuses on the structures and functions most often encountered in OT practice such as the central nervous system and musculoskeletal systems. It also prepares students with tools for research and review of topics not specifically covered in this course. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Cognitive Neuroscience for OT: This course focuses on foundational content in neuroscience for future learning about human function, cognition, and neurodevelopmental movement. The course is an introduction to human cognition from neuroscientific and evolutionary perspectives. Topics include perception, memory, language, brain organization, and plasticity. The ways in which neuroscience supports occupational performance and human behavior are

explored. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Health Policy and Informatics for the OT: This two-hour course focuses on two topics that, although different, are inextricably linked: health policy and informatics. Students will learn about the diverse health system and the policies that drive decisions within government, institutions, and facilities. They will begin to recognize their role within this complex system. Students will also learn about information technology used within healthcare for record-keeping and communication and develop an understanding about information literacy that will be used as a foundation as they research evidence within the MOT program and begin their evidence-based practice. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Spring Term – delivered in two, 10-week sessions

Spring 1 – This term builds on the first and begins a series of five terms that progressively address the occupational therapy content necessary for practice as an occupational therapist across the lifespan. Because the program is rooted in occupation, this semester offers the foundation for assessment and planning within an occupational framework. Courses also prepare the student to recognize factors that impact occupational performance along with foundational structures and function of the sensory system. The students take the following courses during this term:

Kinesiology for OT: This two-hour course is a study of the forces and active and passive structures that are involved in human movement. Within the course students review musculoskeletal anatomy and biomechanical principles for efficient bodily movement. Laboratory activities allow students to have hands-on practical observation and evaluation of movement. It prepares the student to be able to apply kinesiology in a future term for development of intervention to those for whom movement or positioning are limited. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Occupational Assessment & Planning: This course focuses on assessment and planning from an occupational perspective with students learning the skills to assess occupational performance, satisfaction, and opportunity. By taking a broad look at these processes, without the constraint of a particular population, students will be offered a pure view of occupation and an opportunity to be client-centered with a holistic perspective. Examples within the course will come from across practice settings, areas and ages. The course will feature the Model of Human Occupation and other occupation-based and client-centered models to identify occupational needs. Students will develop an occupation-based intervention plan for individuals. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Sensory Assessment & Planning Lecture and Lab: The sensory system is viewed in this course as being the foundation of the central nervous system and therefore an influence on all human functioning. These lecture and lab courses teach students about the sensory system, sensory processing, and disorders of the sensory system. Included are assessment of disorders in varied populations and details for planning intervention for individuals and groups. These courses in the sensory system are, therefore, sequenced ahead of courses focused on specific populations. These courses are a hybrid format including online instruction and on-campus weekend learning experiences.

Developmental and Human Behavior Influences on Occupational Performance: This two-hour course reviews content from human development and psychology courses taken as prerequisites. As students with health-related educational backgrounds, they have some background in development, psychology, and sociology. Content focuses on the influence that development and behavior have on individual's occupational performance. Basic intervention plans will be completed as part of this course however major developmental and behavioral planning will be completed as part of future MOT courses. This completes the foundational content allowing students to begin, during Spring 2, to apply content to planning for specific individuals, groups, populations, and purposes.

Spring 2 – This term begins more occupational therapy specific content that builds on the foundation developed over the previous two terms. This term contains a mental health specific course and lab. It is placed here in the sequence because occupational therapy has a foundation in mental health which is inherent in all other programming. Concepts learned here will be reinforced within future age-related courses. Tied to the mental health course and lab is a level I fieldwork for carryover of learning and practical application. Building on the kinesiology course students took in the second semester, they now apply the principles to functional human movement for occupational performance. Finally, the term has a two-hour evidence-based practice course designed to provide a foundation for best practice. This course lays the foundational knowledge for the research project that the students will undertake in a subsequent term. The students take the following courses during this term:

Mental Health Assessment & Planning Lecture and Lab: This course will cover the necessary assessments and intervention for serving the mental health needs of individuals across the lifespan and practice settings. A person's mental health is critical to function in every aspect of living. Mental health content is critical to every occupational therapy plan but is also a specialized area of practice. These lecture and lab courses prepare students to recognize and address mental health needs and behaviors across settings as well as formulating intervention plans for those with severe mental illness. It is sequenced ahead of the Pediatric, Adult, and Elder courses because it is felt that mental health functioning is a part of all performance. These courses coordinate with MOTP 622 – Mental Health Level I Fieldwork. These courses employ a hybrid format including online instruction and on-campus weekend learning experiences.

Mental Health Level I Fieldwork: This course is the Level I fieldwork experience for the area of mental health. Students will be assigned to one or more sites or experiences in which they can

both observe and apply some of the skills and knowledge that they are learning in the classroom and lab portions of mental health content. This course coordinates with MOTP 620 Occupational Performance in Mental Health and MOTP 621 Occupational Performance in Mental Health Lab. This course is a hybrid format utilizing online instruction, simulated environments, and faculty-led fieldwork experiences in the community.

Evidence-Based Practice: In this course students will gain an understanding of evidence-based practice, its importance to OT, and how to create and use evidence in practice. Students will examine evidence to understand types of research design, sampling, and data collection to better understand how to discern quality evidence in practice. This course establishes a solid groundwork for the Research Planning and Research Project courses where students will use these skills with their own research projects. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Functional Human Movement Lecture and Lab: This two-hour course is a continuation of kinesiology content and includes intervention strategies for those with neuromuscular and musculoskeletal conditions. Content includes assessment and intervention within a variety of theories used by occupational therapy. This course coordinates with MOTP 628 Functional Human Movement Lab which examines Functional Human Movement as a foundation of function and occupational performance. This course permits students to practice assessments, make observations, become familiar with equipment and intervention implementation with a focus on those individuals with neuromuscular and musculoskeletal dysfunction. These courses employ a hybrid format including online instruction and on-campus weekend learning experiences.

Summer Term –With the foundation of the sensory system and mental health established, this term begins three terms of content based on lifespan development. As was the case for content in mental health, the Occupational Performance in Pediatrics lecture and lab is accompanied by a Level I fieldwork experience. Through content in these courses, students will be prepared to assess and provide intervention for individuals, groups and populations of infants, toddlers, children, and adolescents within a variety of practice settings. Assistive Technology for Occupational Performance includes assistive technology with the pediatrics course, thus providing a full range of content for providing OT to the pediatric population. Assistive technology for populations other than pediatric will also be covered during the course and related in subsequent terms. Finally, Leadership and Program Development is offered in this term, with students encouraged to think futuristically about program and service delivery and to build knowledge and skills for management and leadership. The students will take the following courses during this term:

Occupational Performance in Pediatrics Lecture and Lab: This course utilizes content from courses already taken, applies it to those birth-21 and includes topics specific to this population. Pediatrics is a large area of practice in OT. Topics include working with families, assessment, developmental theory, play, interventions for all ages, handwriting, school-based practice, and trauma-induced conditions. This lab course allows students the opportunity to

practice and demonstrate competence in the skills specific to working with children and adolescents. These courses coordinate with MOTP 632 Pediatrics Level I Fieldwork. These courses employ a hybrid format including online instruction and on-campus weekend learning experiences.

Pediatric Level I Fieldwork: This course is the Level I fieldwork experience for the area of pediatrics. Students will be assigned to one or more sites or experiences in which they can both observe and try some of the skills and apply knowledge that they are learning in the classroom and lab portions of pediatric content. This course coordinates with MOTP 630 Occupational Performance in Pediatrics and with MOTP 631 Occupational Performance in Pediatrics Lab. This course is a hybrid format utilizing online instruction, simulated environments, and faculty-led fieldwork experiences in the community.

Assistive Technology of Occupational Performance (AT): Assistive technology is defined as “any product, instrument, equipment or technology adapted or specifically designed for improving the functioning of a disabled person” (WHO, 2001) In this course students will learn the principles and practice elements of using assistive technology in occupational therapy practice. Emphasis will be on assessment, clinical reasoning and reimbursement for this area of practice. Splinting and Physical Agent Modalities will be covered as part of this course. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Leadership and Program Development: MOTP 635 reviews leadership theory and strategies both within and outside of occupational therapy and facilitates development of leadership and management skills necessary for practitioners who will be working in a variety of practice settings. This course provides the foundation for the business aspects of practice including business planning, financial management, program evaluation models and strategic planning. Students will demonstrate the ability to determine and develop occupational therapy program needs as well as to design ongoing processes for quality improvement to ensure quality of outcomes and services provided. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Year 1 = 38 Total Semester Credits

YEAR 2

Fall Term– This term continues the exploration into occupational performance with focus on adults. Coupled with the occupational performance course is a Physical Dysfunction Level I Fieldwork where students will be assigned to one or more sites or experiences in which they observe and practice skills to address physical dysfunction needs in the adult population. To prepare students for practice in an ever-changing healthcare environment, they take Advocacy and Planning for Alternative & Emerging Practice. This gives them to opportunity to apply their foundational leadership knowledge and skills from the previous term as well. Finally, the term has a two-hour research planning course designed to develop student proficiency in locating evidence for independent research and practice. This course begins the work for the research

project that the students will complete in the following term. The students take the following courses during this term:

Occupational Performance in Adults; Lecture and Lab: These courses apply content from courses already taken to those who fall into the age range for adults, which varies somewhat by practice setting. These courses will primarily focus on physical dysfunction, although in keeping with principles of occupational science will recognize all elements of occupational performance. Topics include application of the OT Practice Framework to physical dysfunction, health promotion, infection control, occupational performance across performance areas and client factors, application of theory, and interventions specific to diagnosis and setting. These courses coordinate with MOTP 642 Physical Dysfunction Level I Fieldwork with a focus on adults. These courses employ a hybrid format including online instruction and on-campus weekend learning experiences.

Physical Dysfunction Level I Fieldwork: This course is the Level I fieldwork experience for the area of physical dysfunction in adults. Students will be assigned to one or more sites or experiences in which they can both observe and practice skills and apply knowledge that they are learning in the classroom and lab portions of the Occupational Performance – Adults courses. This course coordinates with MOTP 640 Occupational Performance - Adults and MOTP 641 Occupational Performance - Adults Lab. This course is a hybrid format utilizing online instruction, simulated environments, and faculty-led fieldwork experiences in the community.

Advocacy & Planning for Alternative/Emerging Practice: As the title implies, this course covers advocacy for occupational therapy practice, practitioners, and clients across many contexts, as well as learning to plan for provision of services across alternative and emerging practice settings. Topics include local, regional, state, and international policy as an influence on OT; articulating the role of OT; promoting and advocating for OT; and exploration of non-traditional, non-clinical, and emerging practice areas. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Research Planning: In this course, students will begin to apply the knowledge they gained in MOTP 625 regarding evidence-based practice and how to create and use evidence in practice. Students will develop a PICO question about a current and relevant practice problem, then find and critically examine current evidence about their topic to better understand how to discern quality evidence. Students will present the results of their findings to peers via a poster presentation ~~midterm~~. The remainder of the course allows students to begin their group research projects which carry forward to MOTP 656, including selection and refinement of a PICO question and development of their systematic review search strategy. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Spring I – This is the last term of didactic coursework before students complete Level II fieldwork. The occupational performance series of courses is completed this term with an

emphasis on older adults, including the final Level I Fieldwork with elders. Students continue the work started in the evidence-based practice and research planning courses and complete the research project. The students take the following courses this term:

Occupational Performance in Elders Lecture and Lab: These courses apply content from courses already taken to those clients who fall into the age range for elders which varies somewhat by practice setting. In general, it is the population 65 and older. These courses will address topics specific to elders or most often encountered when working with elders. Topics include application of the OT Practice Framework to physical dysfunction, health promotion, infection control, occupational performance across performance areas and client factors, application of theory, and interventions specific to diagnosis and setting. These courses coordinate with MOTP 652 Elders Level I Fieldwork. These courses employ a hybrid format including online instruction and on-campus weekend learning.

Occupational Performance in Elders Level I Fieldwork: This course is the Level I Fieldwork experience for the area of working with elders. Students will be assigned to one or more sites, simulations, or experiences in which they can both observe and practice, applying newly acquired knowledge and skills they are learning in the classroom and lab portions of content specific to working with elders. This course coordinates with MOTP 650 Occupational Performance – Elders and MOTP 651 Occupational Performance - Elders Lab. This course is a hybrid format utilizing online instruction, simulated environments, and faculty-led fieldwork experiences in the community.

Research Project: In this course students will work with a faculty mentor to complete a systematic review research project using unique topics pre-determined by faculty. The research projects will be completed in small groups culminating in a final scholarly report and presentation to faculty and peers. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

Spring II – Although officially terms within Graduate and Continuing Studies are 10 weeks, the Level II Fieldwork courses will be 12 full-time weeks to comply with ACOTE requirements. The first of the two mandatory Level II Fieldwork placements begin during the Spring 2 term and extend 2 weeks in the MOT-specific term. By the end of this fieldwork experience students are expected to be functioning at entry level practice for their assigned facility. In conjunction with Level II Fieldwork, students take a one credit hour online seminar to facilitate the transition to, expectations of, and reflective learning related to fieldwork learning experiences.

Level II Fieldwork I (12 weeks): This course is 12 weeks of full-time assignment to a supervised fieldwork experience, as required by accreditation standards. Because occupational therapy services are primarily offered during daytime hours, this course must be taken during traditional daytime hours. The specific hours for this course are determined by the fieldwork educator's work schedule as the person(s) who will facilitate the fieldwork experience. This course coordinates with MOTP 661 Seminar I.

Seminar I: This course facilitates problem-solving and critical thinking during fieldwork experiences, including documentation, professional and ethical issues and transitioning to the professional role. This fully online seminar facilitates ongoing communication and networking between faculty and students as they engage in fieldwork and begin to make sense of the full picture of practice as an occupational therapist. Assignments for seminar encourage students to use critical planning, communication, and intervention planning skills and to network with their peers as they do.

Summer Term – For the final term, students are assigned for 12 full-time weeks to a Level II Fieldwork site. Fieldwork experiences are designed to expose students to a variety of clients across the lifespan and to a variety of settings. By the end of this fieldwork experience students are expected to be functioning at entry level practice for their assigned facility. In conjunction with Level II Fieldwork, students take a one credit hour online seminar to facilitate the transition to, expectations of, and reflective learning related to fieldwork learning experiences.

Level II Fieldwork II (12 weeks): This course is 12 weeks of full-time assignment to a supervised fieldwork experience, as required by accreditation standards. Because occupational therapy services are primarily offered during daytime hours, this course must be taken during traditional daytime hours. The specific hours for this course are determined by the fieldwork educator's work schedule as the person(s) who will facilitate the fieldwork experience. This course coordinates with MOTP 671 Seminar II.

Seminar II: This course facilitates problem-solving and critical thinking during fieldwork experiences, including documentation, professional and ethical issues and transitioning to the professional role. This fully online seminar facilitates ongoing communication and networking between faculty and students as they engage in fieldwork and begin to make sense of the full picture of practice as an occupational therapist. Assignments for seminar encourage students to use critical planning, communication, and intervention planning skills and to network with their peers as they do.

Year 2 = 31 Semester Credits

TOTAL SEMESTER CREDITS = 69 CREDITS

Graduate Outcomes

The graduate will:

- have entry-level competence to provide therapeutic use of occupations for evidence-based evaluations and intervention to achieve expected outcomes with individuals, groups, and populations in a variety of settings.
- be able to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.
- understand and demonstrate the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process and will demonstrate value of the unique knowledge and skillset of each.
- be prepared to effectively communicate and work interprofessionally in a variety of delivery models and systems and will be able to clarify each members' responsibility in executing components of an interprofessional plan.
- uphold and demonstrate leadership in the ethics, values, and attitudes of occupational therapy including being a lifelong learner, advocating for the profession and recipients of service, being a consumer of research and knowledge bases that support practice, and contribute to the growth and dissemination of research and knowledge.

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