

The background of the page features a large, faint, circular seal of Lincoln Memorial University. The seal contains a portrait of Abraham Lincoln, a caduceus, and the text "COLLEGE OF MATHEMATICS, SCIENCES & HEALTH PROFESSIONS" and "LINCOLN MEMORIAL UNIVERSITY".

**Lincoln Memorial University –
College of Mathematics, Sciences, and Health Professions
Doctor of Occupational Therapy**

CATALOG 2024-2025

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This catalog is a supplement to the Lincoln Memorial University General Graduate Catalog, which students should consult for information on matters not covered in this document.

General Information

Welcome to the LMU-Knoxville OTD Program

Welcome to the LMU-Knoxville Doctor of Occupational Therapy (OTD) Program. We are happy that you chose LMU to further your academic career. Consistent with the mission and purpose of LMU, the mission of the LMU-Knoxville OTD Program is to graduate *critical thinking* practitioners who lead the way in *client-centered, evidence-based* interventions through *collaborative care* to the individuals, communities, and populations of rural Appalachia and beyond. To obtain our mission, we have developed an innovative 36-month curriculum, supported by extraordinary faculty and staff members, who are devoted to preparing leaders in the occupational therapy profession.

The curriculum is robust in opportunities to better prepare you to graduate as a thriving entry-level occupational therapist. The curriculum includes a combination of learning activities, such as traditional lecture, small group discussion of client cases, simulated client encounters, client assessment and clinical skills laboratories, and gross anatomy laboratory sessions. During the Didactic Phase, occupational therapy is examined across the lifespan including pediatrics, adults, and geriatrics. The Program also places an emphasis on collaborative care, evidenced-based practice, and clinical reasoning throughout the curriculum. During the Clinical Phase students apply concepts learned in the classroom to novel client encounters in a variety of occupational therapy settings.

Dedication and personal sacrifice are required for successful completion of the Doctor of Occupational Therapy. Upon matriculating, students are assigned a faculty advisor who will help them develop a plan for academic success and professional development. The faculty advisor will also serve as a resource for academic concerns. In addition, I encourage all students to share in each other's academic and personal successes and to lean on classmates and Program faculty and staff when challenges arise.

Welcome to the LMU-OTD family! We are confident in your ability to become a compassionate and respected OT in the Appalachian region and beyond.

Sincerely,

Dr. Colleen Bullen, OTD, OTR/L

Interim Program Director, Academic Fieldwork Coordinator

LMU-Knoxville OTD Program

Heritage

Lincoln Memorial University grew out of love and respect for Abraham Lincoln and today honors his name, values, and spirit. As the legend goes, in 1863 Lincoln suggested to General O. O. Howard, a Union Army officer, that when the Civil War ended, he hoped General Howard would organize a great university for the people of this area.

Equal Opportunity, Affirmative Action, and Nondiscrimination Policy

Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in University publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs; the Vice President for Enrollment and

Student Affairs; the Vice President for Academic Services and Institutional Effectiveness; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

All members of the University community bear responsibility for compliance with the equal opportunity, affirmative action, and nondiscrimination policies disseminated through the current University publications, including, but not limited to the *LMU OTD Student Handbook (ONLINE)*, the *Lincoln Memorial University Catalog*, other program catalogs and handbooks, and the *Lincoln Memorial University Faculty/Staff Policy Manual*. Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs, the Vice President for Enrollment Management and Student Services, and the Office of Human Resources.

The Lincoln Memorial University's Doctor of Occupational Therapy program is located at 9731 Cogdill Road, Knoxville, TN, 37932. The phone number for the department is 865-338-5731.

Section I: University and Program Information

Accreditation

Institutional Accreditation

Lincoln Memorial University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Professional Accreditation

The Lincoln Memorial University Doctor of Occupational Therapy (OTD) Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is <https://acoteonline.org/>.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

LMU OTD Program Vision

Be recognized as a global leader in occupational therapy by continuously preparing practitioners who act as agents of change to meet societal needs through advocacy, inclusivity, scholarship, and life-long learning.

LMU-Knoxville OTD Program Mission and Goals

Consistent with the mission and purpose of Lincoln Memorial University, the mission of the Doctor of Occupational Therapy program at Lincoln Memorial University is to graduate critical thinking practitioners who lead the way in client-centered, evidence-based interventions through collaborative care to the individuals, communities, and populations of rural Appalachia and beyond.

In order to accomplish this mission, the LMU-Knoxville OTD Program is committed to achieving Program designated benchmarks for the following:

Benchmarks

1. The LMU OTD program will maintain an 80% on-time graduation rate.
2. Graduates of the LMU OTD program will achieve an overall pass rate for the NBCOT certification exam of 80%.

Program outcomes, in relation to the above goals, will be published on the Program's website as soon as data is available.

Administration, Faculty, and Staff

LMU Administration and Staff

- President of the University - Jason McConnell, DBA
- Executive Vice President for Academic Affairs - Robert Stubblefield, PhD
- Vice President for University Advancement - Frank Woodward, DPA
- Director of Counseling - Jason Kishpaugh, LPC-MHSP
- Title IX Coordinator/Institutional Compliance Officer - Becky Webb, MEd
- Director of Accessible Education Services - Jason Davis
- Registrar - Helen Bailey
- Executive Director of Student Financial Services - Tammy Tomfohrde, MBA

College of Mathematics, Sciences, and Health Professions

- Executive Dean & Chief Academic Officer - Adam Rollins, PhD
- Assistant Dean for Undergraduate Programs - Julie Hall, PhD

OTD Program Administration, Faculty, and Staff

- Interim Program Director & Academic Fieldwork Coordinator - Colleen Bullen, OTD, OTR/L
- Director of Clinical and Didactic Education & Assistant Professor - Emma Cummings, OTD, OTR/L, BCPR
- Director of Research & Assistant Professor - Elizabeth Schmidt, PhD, OTR/L
- Director of Innovation & Assistant Professor - Deborah Ruediger, OTD, OTR/L, CHES, CAPS
- Doctoral Capstone Coordinator & Assistant Professor - Jillian Pindar, OTD, OTR/L
- Assistant Professor - Rachel Ellis, EdD, OTR/L
- Assistant Professor - Acacia Gambrel, OTD, OTR/L
- Assistant Professor - Allison Martin, PhD

- Assistant Professor - Deborah Zeitlin, OTD, OTR/L
- Program Administrative Coordinator - Kathy Chumley
- Clinical Education Administrative Coordinator - Alicia Belt, B.S.
- Admissions and Community Relations Coordinator - Maggie Anderson, B.S.

Section II: OTD Admissions and Enrollment

Pathways to Admission in Occupational Therapy

All application materials must be uploaded and submitted to the Occupational Therapy Centralized Application Service. Applications will open mid-July every year.

Consistent with the University's mission, applicants from the Appalachian region are given preference in the admissions process. Students who are graduates (or who plan to graduate) from Lincoln Memorial University will be guaranteed an interview provided they have met all the admissions prerequisite criteria. Lincoln Memorial University students are not guaranteed acceptance into the program, but they are granted a preferred status which may be beneficial in a competitive admissions environment.

Pathways to Admission in Occupational Therapy

There are 3 options to enter into the occupational therapy program.

1. [Direct entry \(traditional admission pathway\)](#)

Applicants have received a bachelor's degree and have completed a minimum of 90 semester hours of undergraduate education from a college or university accredited by an accrediting agency recognized by the U.S. Department of Education (DOE) prior to anticipated enrollment. Graduate Record Examination (GRE) scores are NOT required for application.

Students must achieve the following requirements prior to enrollment:

- 3.0 overall GPA on all college coursework
- 3.0 overall GPA on all prerequisites
- Minimum of 40 hours of shadowing occupational therapists

- Three professional letters of reference
- Personal Statement
- Applications are submitted at OTCAS.org

Prior to matriculation into the Program, applicants must have completed all prerequisite coursework with a C grade or better of the following prerequisite courses:

- Anatomy and Physiology I with Lab (4 credits)
- Anatomy and Physiology II with Lab (4 credits)
- Kinesiology or Biomechanics (3 credits)
- Human Growth and Development OR Lifespan Development (3 credits)
- Introduction to Psychology (3 credits)
- Abnormal Psychology (3 credits)
- Sociology, Anthropology, OR Philosophy (3 credits)
- Statistics (3 credits)
- Medical Terminology (3 credits)

Substitution of requirement for any of the above prerequisite courses may be granted by the occupational therapy program admissions committee on an individual basis.

2. 3+3 that results in only an OTD

Applicants must complete a minimum of 90 semester hours of undergraduate education from a college or university accredited by an accrediting agency recognized by the U.S. Department of Education (DOE) prior to anticipated enrollment. Graduate Record Examination (GRE) scores are NOT required for application.

Students must achieve the following requirements prior to enrollment:

- 3.0 overall GPA on all college coursework
- 3.0 overall GPA on all prerequisites
- Minimum of 40 hours of shadowing occupational therapists
- Three professional letters of reference
- Personal Statement
- Applications are submitted at OTCAS.org

Prior to matriculation into the Program, applicants must have completed all prerequisite coursework with a C grade or better of the following prerequisite courses:

- Anatomy and Physiology I with Lab (4 credits)
- Anatomy and Physiology II with Lab (4 credits)
- Kinesiology or Biomechanics (3 credits)
- Human Growth and Development OR Lifespan Development (3 credits)
- Introduction to Psychology (3 credits)
- Abnormal Psychology (3 credits)
- Sociology, Anthropology, OR Philosophy (3 credits)

- Statistics (3 credits)
- Medical Terminology (3 credits)

Substitution of requirement for any of the above prerequisite courses may be granted by the occupational therapy program admissions committee on an individual basis.

3. 3+3 that results in a B.S. General Exercise Science and an OTD (Internal to LMU undergraduates only via the Guaranteed Professional Admission (GPA) Pathways)

Please see below for our requirements for Undergraduate Freshman who elect the 3+3 pathway that results in a bachelor's degree in Exercise Science:

- High school graduate with a grade point average (GPA) of 3.2 or higher on a 4.0 scale
- Minimum Math ACT score of 21 or minimum Math SAT score of 530
- Students will be required to answer an occupational therapy-focused writing prompt/personal statement
- Two (2) character references from (choose two of the following)
 - Guidance counselor/humanities teacher
 - Science teacher
 - Coach
 - Employer

Freshmen admitted as BS/OTD students will be granted acceptance into the OTD program upon satisfactory completion of the above requirements. Full acceptance will be granted pending satisfactory completion of the criteria for progression to the Professional OTD Program. Students must also complete LMU's general education core curriculum requirements in addition to the BS requirements to earn a baccalaureate degree in General Exercise at the end of the second year of the OTD program.

Preference is given to applicants with permanent residence in the Appalachian region of the following states: TN, KY, VA, NC, OH, WV, PA, AL, and GA.

Section III: Program Curriculum

Description of the LMU-Knoxville OTD Program Educational Program

The Program is a full-time cohort program completed over nine (9) semesters in 36 months leading to a Doctor of Occupational Therapy (OTD). The OTD program is designed to train future OT's in order to provide high-quality, client-centered care in the Appalachian region and beyond. This 103-credit program provides a solid foundation in occupational therapy and includes opportunities for interprofessional education. The first six semesters are completed in the classroom (Didactic Phase) and the final three semesters are completed at the fieldwork and capstone sites of the Program's Clinical Affiliates (Clinical Phases). Students must successfully complete the Didactic Phase, including acquisition of Didactic Phase Learning Outcomes, before beginning the Clinical Phase. Students must successfully complete the Clinical Phase to graduate. Throughout the Program, students are supported in their acquisition of clinical knowledge, skills, and development of professional conduct necessary for the delivery of high-quality client-centered care for the people of the Appalachian region and beyond.

Instructional Design

The Philosophical Base of Occupational Therapy (2017) identifies the fundamental belief that occupations hold therapeutic value. The use of occupation, particularly meaningful occupations, is critical for promoting the health of individuals, groups, communities, and populations. LMU OTD integrates this belief within its own philosophy of learning and curriculum design. In an effort to prepare practitioners to address occupational needs, students are provided opportunities to recognize the influence of diverse occupational contexts, personal factors, and the environment.

Consistent with the Philosophy of Occupational Therapy Education (2018), LMU OTD recognizes the impact of the learning context and the teaching-learning process on students. The curriculum is intentional in its design to promote clinical reasoning, critical thinking, and evidence-based practice throughout all didactic and experiential components. Students gain an understanding of theory, client-centered practice, and collaborative care as they develop their professional skills and identity. The majority

of the OTD program is delivered mostly in a face-to-face format. All courses are delivered through the university LMS. The student to faculty ratio in lecture is 60:1. The student to faculty ratio in labs is 15:1.

The teaching-learning process for LMU OTD is supported by opportunities for active learning, self-reflection, and lifelong learning (AOTA, 2018). As a guide for curricular design, the program utilizes L. Dee Fink's approach to significant learning experiences (2013) to facilitate students' personal growth and understanding of occupational therapy. Using a learner-centered focus, LMU OTD recognizes that learning has occurred when there is a change in the learner (Fink, 2013). This is facilitated through the use of Fink's Taxonomy of Significant Learning which includes foundational knowledge, application, integration, human dimension, caring, and learning how to learn. Rather than serving as a traditional hierarchy, the taxonomy emphasizes interaction of all categories in achieving significant learning. Faculty recognize each of these categories in the creation of significant learning experiences.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey Bass.

Curricular Threads

There are four curricular threads that are present throughout the curriculum. They are listed below:

- **Collaborative Care:** Students will demonstrate effective communication skills to serve as a valued member of an interprofessional team.
- **Clinical Reasoning:** Students will apply clinical reasoning throughout the occupational therapy process, integrating critical thinking, therapeutic use of self, and occupation-based practice.
- **Evidence-Based:** Students will demonstrate dedication to evidence-based, scholarly occupational therapy practice and lifelong learning.
- **Client-Centered:** Students will develop, implement, and evaluate client-centered care that is inclusive of the beliefs and needs of clients.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

[illegible]

Base Camp (Year 1): Students learn the programmatic expectations, develop an understanding of the Philosophy of Learning, and acquire foundational knowledge to facilitate success on the remainder of their journey. Base Camp courses largely focus on the basic sciences and foundational knowledge of occupational therapy while providing initial exposure to all curricular threads.

OTD 722 Research Process

Camp Smoky (Year 2): Students develop a deeper understanding and appreciation for the occupational therapy process as they engage in courses focused on evaluation and intervention for different populations. Camp Smoky courses provide opportunities for clinical application within Level I Fieldwork and community partnership experiences. Additional emphasis is placed on the Evidence-Based curricular thread as students continue to develop their research agendas and capstone proposals.

OTD 833 Advocacy and Leadership

OTD 835 Doctoral Capstone II

OTD 836 Physical Rehabilitation II

OTD 837 Emerging Treatment Areas

OTD 814 FW Level I B Adult

Camp Blue Ridge (Year 3): Students use their knowledge acquired at Base Camp and Camp Smoky to establish competence as entry-level practitioners. Camp Blue Ridge courses focus on clinical experiences that allow students to apply all curricular threads within practice.

OTD 991 FW Level II A

OTD 992 FW Level II B

OTD 921 Professional Competencies

OTD 993 Capstone Experience

OTD 994 Doctoral Capstone III

Curriculum Outline and Course Descriptions

Didactic Phase (80.0 credit hours)

Year 1 (Base Camp) 39.0 credit hours

Summer Term (10.0 credit hours)

OTD 710: Foundations of Occupational Therapy (4.0 credit hours)

This course is designed to introduce students to the history and philosophy of the occupational therapy profession, the evolution of occupation, and contemporary OT practice. This course provides an overview of the Occupational Therapy Practice Framework, the function of professional organizations, the continuum of care, and the use of theory in OT practice. Students will also explore legal and regulatory considerations regarding supervision, reimbursement, and HIPAA.

OTD 719: Functional Gross Anatomy (6.0 credit hours)

This course is focused on gross human anatomy and is presented in a regional approach. Students learn anatomical terminology and correlate structure with function through lectures, laboratory dissection, and demonstrations. (Prerequisite- Admission into the LMU OTD program)

Fall Term (14.0 credit hours)

OTD 722: Research Process (3.0 credit hours)

This course includes an introduction and study of methods of scientific inquiry and research pertaining to human-service professions. An overview of quantitative and qualitative research methodologies and design will be introduced with emphasis placed on understanding the research process and how to use research to evaluate and guide models of clinical decision-making using Internet, library, and other resources. The fundamentals of scholarly activities and their contributions to a professional knowledge base will be highlighted. This course advances students' knowledge and understanding of quantitative and qualitative research designs. Students will develop and apply quantitative statistical analysis as well as qualitative data analysis to understand processes used in scholarly research. This course also prepares students for the planning and implementation of the OTD clinical doctoral project. It will offer review and discussion of statistical analyses as it relates to health sciences research. Students will design a comprehensive research proposal and develop independent research skills to plan, evaluate, and critique clinical studies in professional practice. (Prerequisite- none)

OTD 723: Health Conditions: Epidemiology & Pathophysiology I (2.0 credit hours)

This course will give students an overview of the clinical conditions that are commonly seen in populations in rural Appalachia. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathology, and disease course/prognosis. Functional deficits that result from each condition and the role of health promotion and prevention will also be studied. (Prerequisite- OTD719)

OTD 725: Introduction to Documentation (2.0 credit hour)

This course will develop clinical reasoning throughout the OT process for client and family centered care. Documentation and plan of care justifying care within treatment settings across the lifespan will be highlighted. (Prerequisite- none)

OTD 727: Foundations of Teaching & Learning (2.0 credit hours)

This course will introduce the learner to basic theories of adult teaching and learning. A focus on teaching and learning in a higher education setting, as well as client settings will be explored. Multiple learning theories will be studied with an emphasis on how these affect one's

decisions in selecting teaching strategies. Students will analyze selected theories and their use in a variety of educational settings. (Prerequisite- none)

OTD 728: Client Care Management (2.0 credit hours)

This course is designed to expose, orient, and introduce students to interprofessional practice through the acquisition and demonstration of skills related to the collaborative examination and management of clients in different practice settings. Students of various healthcare disciplines will work closely to learn and practice client care skills. This course will emphasize the overall assessment, assessment of vital signs and appraisal of lab values, standard precautions and infection control, client positioning and draping, bed mobility, and will introduce transfers, and body mechanics awareness. Students will also begin to develop problem-solving and clinical reasoning skills related to client care within the context of the interprofessional healthcare team. Through lecture and lab sessions, students will interact, engage, and collaborate with students from other healthcare disciplines to evaluate simulated client's representative of the Appalachian region. (Prerequisite- OTD710)

OTD 729 Neuroscience (3.0 credit hours)

This course allows students to study neuroanatomy, neurophysiology, and applied neuroscience principles in the promotion of health and wellness and the recovery of illness and/or injury. This course, Neuroscience includes the physical and electrical properties of cells, synapses and synaptic transmission, the somatosensory system, motor neurons, neuroplasticity, basal ganglia, cerebellum, nervous system support systems. The spine, cranial nerves, and peripheral nervous system will also be explored. (Prerequisite- OTD719)

Spring Term (15.0 credit hours)

OTD 721: Clinical Reasoning (2.0 credit hour)

Students will learn aspects of reasoning as they relate to occupational therapy practice, including models and aspects of clinical reasoning, and differences based on the context or setting.

OTD 732: Evidence Based Research (3.0 credit hours)

The second in a series of research-based courses, this course allows students to continue to the implementation phase of their scholarly/research projects. Students will need to begin obtaining IRB approval (if applicable) and begin collecting, managing, and analyzing data in their chosen research area. Faculty assistance and prearranged peer seminars for review, critique, evaluation, and

discussion of research projects will take place. Grant writing to secure funding for research will also be introduced. (Prerequisite- OTD722)

OTD 733: Health Conditions: Epidemiology & Pathophysiology II (2.0 credit hours)

Continuing from Health Conditions: Epidemiology & Pathophysiology I, this course will resume teaching students an overview of the clinical conditions that are commonly seen in populations in rural Appalachia. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathology, and disease course / prognosis. Functional deficits that result from each condition and the role of health promotion and prevention will also be studied. (Prerequisite- OTD723)

OTD 734: FW Level I Mental Health (1.0 credit hour)

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Corequisite- OTD736)

OTD 736: Mental Health (4.0 credit hours)

This course will introduce the occupational therapy student to mental health populations, with a primary focus on populations of rural Appalachia. Theoretical foundations of mental health rehabilitation including assessment and evidenced-based treatment in various rehabilitation settings will be taught. Utilizing clinical reasoning, students will apply various theories and frames of reference associated with mental health practice. Family and client-centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component.

OTD 739: Applied Kinesiology (3.0 credit hours)

This course will teach students the study of movement. Students will use clinical reasoning to determine appropriate evidenced-based biomechanical evaluation and assessment of musculoskeletal structures to identify normal and abnormal movement patterns. Students will learn to evaluate joint range of motion, strength, and sensation to better allow client-centered care, thus improving client outcomes. This course contains a laboratory component. (Prerequisite- OTD719)

Year 2 (Camp Smoky) 41.0 credit hours

Summer Term (9.0 credit hours)

OTD 815: Assistive Technology (3.0 credit hours)

This course introduces a variety of assistive technology devices with application throughout the lifespan. Universal design and environmental modifications are explored in depth. Considering a client's occupational profile, students use technology to assist and prepare the client for independence in occupational engagement and purposeful, meaningful activity. This course contains a laboratory component. (Prerequisite- OTD729, OTD733, OTD739)

OTD 816: Physical Rehabilitation I (4.0 credit hours)

This course is an introduction to occupational therapy practice for clients with physical dysfunction, with a primary focus on populations of rural Appalachia. Theoretical foundations of physical rehabilitation and assessment and evidenced-based treatment in different physical rehabilitation settings will be taught. Using clinical reasoning, students will learn to choose, grade, and adapt treatment for clients with diverse rehabilitation diagnoses. Family and client-centered care including collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisite- OTD729, OTD733, OTD734, OTD736, OTD739)

OTD 817: Social Determinants of Health (2.0 credit hours)

Health disparities, such as access to care and disability status, and their relevance to occupational therapy will be discussed. Health disparities prevalent in rural Appalachia will be the primary focus. The overall intention of this course is to provide students an introduction to social factors that may impact individual, population, and community health. This course will evidenced-based study intervention approaches to improve population health outcomes. (Prerequisite- none)

Fall Term (15.0 credit hours)

OTD 820: Community Health and Wellness (2.0 credit hours)

This course allows students the opportunity to recognize and analyze a problem prevalent to individuals or populations within rural Appalachia, develop possible resolutions, and determine the efficacy of the resolution in community-based settings. Students will assess the needs, then design and implement a community, evidenced

based program. Afterwards, students are responsible to examine and report the results of their program. (Prerequisite- OTD817)

OTD 821: Interprofessional Collaboration (1.0 credit hour)

Students will learn and apply the principles of interprofessional practice in multiple interprofessional simulated experiences across the continuum of care. Students will utilize their clinical reasoning skills for effective interprofessional collaboration.

OTD 822: Research Seminar I (2.0 credit hours)

The third in a series of research-based courses, this course allows students to continue carrying out their scholarly/research projects. Students will continue collecting, managing, and analyzing data in their chosen research area. (Prerequisite- OTD732)

OTD 823: PAMS, Orthotics, and Prosthetics (3.0 credit hours)

This course provides an evidenced-based, systematic method to the selection, design, application and fabrication of splints and orthotic/prosthetic devices. The upper extremity will be the primary focus during this course with select lower extremity devices being introduced. Physical agent modalities, electrical and thermal, will be presented and applied. Participation will be both lecture and laboratory activities to allow students the ability to gain the knowledge and clinical reasoning skills essential for fabrication and modification of various devices used in clinical practice. (Prerequisite- OTD729, OTD733, OTD739)

OTD 824: FW Level I Pediatrics (1.0 credit hour)

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Corequisite- OTD826)

OTD 825: Doctoral Capstone I (2.0 credit hour)

The second course in the doctoral capstone series where students will work in collaboration with their faculty advisor, in either individual or small group sessions, to complete their literature review followed by their need's assessment.

OTD 826: Pediatrics (4.0 credit hours)

This course will introduce the occupational therapy practice for pediatric populations, with a primary focus on populations of rural Appalachia. The activities of infants, children and youth will be studied along with developmental milestones and how they relate to ADL, play, school, leisure, and social and family interactions. Using clinical reasoning, students will apply various evidenced-based theories and frames of reference associated with pediatric practice. Family centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisite- OTD728, OTD729, OTD733, OTD739)

Spring Term (17.0 credit hours)

OTD 830: Specialty Topics in Pediatrics (2.0 credit hours)

This course will provide advanced studies of occupational therapy within school-based settings. Activities of daily living of school-aged children will be studied along with the development, assessment, and evaluation of individualized education plans (IEP). Using clinical reasoning, students will apply various evidenced-based theories and frames of reference associated with occupational therapy within school settings. Family centered care and collaborative consultation appropriate to school settings will be emphasized. (Prerequisite- OTD824, OTD826)

OTD 832: Research Seminar II (2.0 credit hours)

This is the fourth in a series of research-based courses where students will continue progression of their scholarly/ research projects. At the completion of this course, students are expected to disseminate their scholarly/ research projects prior to beginning level II fieldwork. (Prerequisite- OTD822)

OTD 833: Advocacy and Leadership (4.0 credit hours)

This course gives students the fundamentals of leadership and management applicable to health and rehabilitation settings. Students will develop an understanding of the healthcare system and the social forces that affect care delivery, effective leadership, quality assurance, project management, accounting rules and entrepreneurship. (Prerequisite- OTD736, OTD816, OTD826)

OTD 835: Doctoral Capstone II (2.0 credit hours)

The third course in the doctoral capstone series, students will finalize their area of interest and secure a site mentor allow for successful completion of their capstone experience. Students will work closely with their faculty advisor and site mentor to develop individualized learning objectives and plans for supervision. Students will propose

the 'Methods' section of their project, submit for IRB approval (if applicable), and present their capstone proposal for committee approval. (Prerequisite- OTD825)

OTD 836: Physical Rehabilitation II (4.0 credit hours)

This course will introduce the occupational therapy practice for the older adult population, with a primary focus on populations of rural Appalachia. Evidence-based theories of aging are studied, and students use clinical reasoning to evaluate and assess the dimensions of function that influence participation and positive aging. Important community resources, public policies and safety issues effecting the older population are examined. Family centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisite- OTD814, OTD816)

OTD 837: Emerging Treatment Areas (2.0 credit hours)

This course will ask students to analyze findings related to individual and population health from professional associations, national and international literature, and other sources. Current and emerging treatment areas related to service delivery in medical, education, and community settings will be explored. (Prerequisite- OTD816)

OTD814 FW Level I B Adult (1 credit hour)

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Corequisite- OTD816)

Clinical Phase (23.0 credit hours)

Year 3 (Camp Blue Ridge) 23.0 credit hours

Summer Term (6.0 credit hours)

OTD 991: FW Level IIA (6.0 credit hours)

This is the first of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the

conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. (Prerequisite- Successful completion of all previous coursework)

Fall Term (6.0 credit hours)

OTD 992: FW Level IIB (6.0 credit hours)

This is the second of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. (Prerequisite- Successful completion of all previous coursework)

Spring Term (11.0 credit hours)

OTD 921: Professional Competencies (1.0 credit hour)

This course explores skills, knowledge, and attributes that are specifically valued by AOTA and other professional associations, organizations, and bodies connected to the profession of occupational therapy, both current and future. Students will research criteria required to be an entry level occupational therapy practitioner, including national certification, state licensure, and professional duties. (Prerequisite- Successful completion of all previous coursework)

OTD 993: Capstone Experience (8.0 credit hours)

The 14-week capstone experience fosters student's growth and enriches professional skills and abilities enabling the student to obtain an innovative perspective in at least one area of the profession. The capstone experience is a critical component of the capstone process with a primary goal being to collect data for the capstone project.

Examples are legislation and policy, clinical practice, advocacy, leadership, research, program development, administration, education, or theory development (ACOTE, 2018). (Prerequisite- Successful completion of all previous coursework)

OTD 994: Doctoral Capstone III (2.0 credit hours)

The last in a series of doctoral capstone courses leads to the completion of the capstone project. The student will finalize the 'Results,' 'Discussion,' and 'Conclusion' of the capstone project. At the completion, the student is required to disseminate the capstone project to their committee and invited guests, at a Scholarship Symposium, just prior to graduation. (Prerequisite- Successful completion of all previous coursework)

**Level I Fieldwork will be completed in accordance with ACOTE accreditation standards. One credit hour of Level I Fieldwork equates to not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time.*

**Supervised Level II Fieldwork and Capstone Experiences during the Clinical Phase are based on a 40-hour work week. Coursework required during the clinical phase is to be completed outside of fieldwork and capstone working hours.*

**103 Total Credit Hours*

Program Learning Outcomes

The dynamic nature of contemporary health and human services delivery systems provides opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.

A graduate from LMU's OTD program must:

1. Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
2. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
3. Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.
4. Be prepared to evaluate and choose appropriate theory to inform practice.
5. Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.

6. Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the OTPF.
7. Be able to plan and apply evidence based occupational therapy interventions to address the physical, cognitive, functional 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, as informed by the Occupational Therapy Practice Framework.
8. Be prepared to be a lifelong learner to keep current with evidence-based professional practice.
9. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
10. Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.
11. Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.
12. Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.
13. Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.
14. Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.
15. Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging.
16. Demonstrate active involvement in professional development, leadership, and advocacy.
17. Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills,

administration, leadership, program and policy development, advocacy, education, and theory development.

(Adopted from 2018 ACOTE Standards and Interpretive Guide/preamble for Doctoral-Degree-Level)

Section IV: Clinical Phase Experiences

Establishment of Clinical Phase Sites/Clinical Educators

Students are not allowed to contact or solicit Clinical Sites or Clinical Educators (Clinical Affiliates). The Program employs sufficient faculty and staff to coordinate Clinical Sites and Clinical Educators for the Clinical Phase of the Program. However, students may provide the AFWC/DCC with contact information for Clinical Sites or Clinical Educators with whom the student has an established professional relationship (e.g. employed at the Clinical Site prior to matriculation) or in cases where the Clinical Preceptor (who is not the student's spouse/partner, parent/in-law, or other familial relationship) has indicated they would like to serve as a Fieldwork (FW) Educator or Capstone Educator for the student. The AFWC/DCC determines if the Clinical Affiliate(s) can meet Program requirements and provide students with sufficient educational experiences to achieve Program Learning Outcomes.

Clinical Phase Assignments Policy

The AFWC/DCC is responsible for coordinating student assignments to Clinical Affiliates for both FW and Capstones. Clinical Phase assignments are developed after a thorough review of FW/Capstone Educator availability, credentialing paperwork for the Clinical Site and Educator(s), review of prior evaluations of the Clinical Site and Clinical Educator(s) if available, the suitability of the Clinical Affiliate to provide students with sufficient educational experiences to achieve Program Learning Outcomes, student academic and professional conduct history in the Didactic Phase, and student requests.

Clinical Phase assignments are maintained in the Program's online program management system. The Program makes every effort to provide students with FW and Capstone final assignments no less than twelve (12) weeks prior to the start of each FW or the Capstone. Throughout the

Clinical Phase FW or Capstone assignments may change, often due to circumstances outside of the Program's control. The Program also reserves the right to change any student's Clinical Phase assignment(s) based on the student's individual academic or professional performance, achievement of Program Learning Outcomes and Graduate Competencies, SPC recommendations, or new concerns about the Clinical Affiliate's ability to provide an appropriate FW/Capstone Experience. The Program makes every effort to minimize disruption of a student's Clinical Phase assignment should a change occur. Students are notified in a timely manner of any change in their Clinical Phase assignment(s).

The Program provides students with contact information for the Clinical Affiliate and Primary FW/Capstone Educator for each assigned FW/Capstone experience. Students must contact the FW/Capstone Educator (or other designated associate of the Clinical Affiliate) via phone, or the FW/Capstone Educator's preferred method of communication, no less than two (2) weeks prior to the start of the Clinical Phase experience to determine what date/time, where, and to whom the student should report on the first day of the FW/Capstone experience.

Client Care Hours

The OT profession values service and dedication to client care. As such, students may work long hours, night shifts, holidays, and weekends during Clinical Phase experiences. Every opportunity for a client encounter advances each student's academic and professional growth. Students are expected to complete approximately forty (40) hours of client care activities (e.g. client encounters, documentation of client encounters, etc.) each week. Hours vary depending on the Clinical Phase discipline and the Clinical Affiliate's practice patterns; however, students are expected to work the same hours as the FW/Capstone Educator(s). This includes seeing clients in all settings in which the Educator provides care (covered by the Clinical Affiliation Agreement) such as the office, hospital, long term care/skilled nursing facility, other outpatient facilities, and prison. Students may need to work with more than one FW/Capstone Educator at the Clinical Site in order to obtain sufficient exposure to client encounters and other activities to achieve Program Learning Outcomes and Graduate Competencies. Students are expected to arrive at the Clinical Site each day at least 15 minutes prior to the expected time.

Clinical Phase Conference Policy

All students must schedule a virtual conference or phone call with the AFWC to occur during weeks 5-7 of each fieldwork and with the DCC during weeks 6-8 of their capstone experience. The purpose of each conference is to discuss student progress at midterm and to ensure students have access to the resources they need to successfully complete these Clinical Phase experiences.

Housing, Transportation, and Meals

Students are responsible for securing their own housing, transportation, and meals during the Clinical Phase. Students are encouraged to discuss housing options with students who will be completing or have completed FWs and Capstones in the same geographic area. Students are responsible for all costs associated with housing, transportation, and meals during the Clinical Phase.

Section V: Academic Policies and Procedures

Advanced Placement Policy

The Program does not provide a waiver of required coursework (in whole or in part) included in the curriculum based on prior academic or professional experience. Transfer academic credits are not accepted. All students must complete all components of the curriculum in whole to be eligible for graduation.

Academic Conduct Policy

The Program seeks to create an environment of academic excellence conducive to student learning. This requires students to take personal responsibility for their learning and mastery of the knowledge and skills necessary to provide safe and effective patient care and for excellence in professional practice. This also requires students to complete all work with academic integrity, recognize the limits of their current knowledge, and pursue life-long learning. Academic misconduct undermines the purpose of education and violates the trust among faculty and students necessary for intellectual growth and development. Examples of academic misconduct include, but are not limited to, the following

- Abetting: encouraging or assisting another student to do something wrong
- Cheating: acting dishonestly to gain an advantage, such as using unauthorized study materials
- Plagiarism: claiming someone else's ideas, words, data, etc. as your own
- Fabrication: presenting falsified work as genuine
- Misrepresentation: any act or omission with the intent to deceive

Dishonesty of any kind on examinations, unauthorized possession of examination questions, duplication of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating and are violations of appropriate academic and professional conduct.

Students suspected of violation of the Student Code of Conduct will be referred to the Student Progress Committee for progression and/or disciplinary action recommendations which may include dismissal from the Program.

Our attendance policy is designed to support students in their academic journey while recognizing and respecting the diverse circumstances they may encounter. While regular attendance is encouraged to maximize learning and engagement, we understand that circumstances may arise that prevent students from attending every class session. Open communication between students and instructors is essential. If a student anticipates an absence or encounters challenges that affect their attendance, they are encouraged to inform the instructor in advance whenever possible. Likewise, instructors will communicate any changes to the class schedule or expectations in a timely manner. While attendance may be tracked for administrative purposes, it will not be the sole determinant of a student's academic performance. Our inclusive attendance policy reflects our commitment to supporting all students in their educational journey while fostering an inclusive and supportive learning environment. We encourage mutual respect, understanding, and collaboration among students, instructors, and staff to ensure the success and well-being of every member of our academic community.

Excused absences include:

- Personal illness or injury

- Illness of a family member requiring the student's assistance
- Death of a loved one
- Military service

In order to make up graded work, students must submit proof of excused absence, regardless of duration, within a timely manner.

In the didactic phase, students are granted two (2) "wellness days," to be used at the student's discretion for personal needs. Wellness days are unable to be used on formal assessment days and lab days. Students are **required to notify the instructor** in advance, if possible, when they intend to use a wellness day.

During the Clinical Phase, students must notify the FWE/Capstone Mentor and AFWC/DCC of their absence prior to the time and date they are expected at the Clinical Site. Excused absences include personal illness or injury (with care rendered by a health care provider), illness of a family member requiring the student's assistance for care, death of an immediate family member (spouse/partner, children, parents, siblings, aunts, uncles, grandparents, great grandparents, grandchildren, or corresponding in-law and step relationships), and military services.

Unexcused absences are not permitted and may require additional learning assessments or hours to be completed at a later time. Since the clinical experiences are full time, the student is required to have full time hours in relation to their site; if this is not obtained then a plan to make up hours will be developed and completed by the student with guidance from their FWE/Capstone Mentor and AFWC/DCC.

LMU OTD reserves the right to require students to attend a meeting or activity on campus in person as needed.

Graduation Requirements

The LMU-Knoxville OTD program requirements for graduation are that all Level II Fieldworks and the Doctoral Experiential Component must be completed within 24

months of the conclusion of the didactic portion of the curriculum, and the entire curriculum must be completed within 72 months of beginning the OTD program. To be eligible for graduation, students must successfully complete the 108-credit hour fixed-sequence curriculum, attain a cumulative GPA of 2.7/4.0 or higher, earn a "Pass" for all courses that are graded on a "Pass/Fail" basis, successfully complete Fieldwork and Doctoral Capstone Experiences, and be in good administrative/financial standing.

Credential Awarded

Upon graduation from the LMU-Knoxville OTD Program, students are awarded the degree of Doctor of Occupational Therapy (OTD) from Lincoln Memorial University. Graduates are eligible to take the National Board Certification Examination (NBCOT®) **

A felony conviction may affect a graduate's ability to sit for the NBCOT® Certification Examination or attain state licensure. Lincoln Memorial University Department of Occupational Therapy assumes no responsibility for ineligibility to sit for the NBCOT® Certification Examination or the denial of state licensure.

****Please review the requirements for NBCOT® exam eligibility at nbcot.org**

The Office of the Registrar houses official academic records. The student's permanent academic record may contain the following:

- Name
- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of LMU coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed, and degree conferred

Instructors report final grades to the Registrar at the end of the course. Students receive their grades electronically through WebAdvisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the Office of the Registrar before the week of final exams.

Electronic transcripts (including course grades) are retained permanently.

To receive due consideration, any challenge regarding the accuracy of a student's academic record must be submitted in writing by that student to the Registrar within one year of the term in question.

The student may obtain or have forwarded to designated parties' copies of his/her academic transcript by submitting a written request to the Office of the Registrar. The cost of each physical transcript is \$10.00. The fee for electronic transcripts is \$6.75. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades, academic transcripts, or access to WebAdvisor.

Verification of Program Completion/Degree Awarded

Many state licensing boards, and some hospital credentialing boards require verification of Program Completion/Degree Awarded. FERPA guidelines are followed when completing these forms.

Official Transcript Request

Many state licensing boards, and some hospital credentialing boards require official transcripts from LMU. LMU follows FERPA guidelines in fulfilling requests for official transcripts. Students must submit all requests for official transcripts to the Registrar.

Family Educational Rights and Privacy Act (FERPA)

The Program complies with the provisions of the Family Educational Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the Program will provide for the confidentiality of student education records. Identifiable information from a student's educational record will only be accessible to OTD Program faculty, staff, and other LMU employees with a legitimate educational need for the information. Student grades are recorded, stored, and secured with the LMU Registrar. All other student educational records are maintained by the Program. Please see (www.LMUnet.edu) for detailed information regarding FERPA and the list of disclosures that LMU may make without student consent in accordance with FERPA.

Course Registration

- Summer 1 Semester (Didactic Phase): Matriculating students are registered by the Program.
- For the remaining semesters, both didactic and clinical phases, students are responsible for completing course registration.
- The Financial Aid Office will notify students, via LMU student email accounts, about registration and financial aid deadlines and provide instructions for registration.

Change of Personal Information

Students must notify the OTD Department, Office of the Registrar and Director of Financial Services, as soon as possible with any change in name, contact information, or emergency contact(s) information in person or via email communication. Students must provide the Registrar, LMU Alumni Services, and Director of Financial Services with their current name and physical address at graduation.

Assessment/Course Grades: Letter grades for each assessment/course correspond with the following numeric ranges:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60- 69%
- F = < 60%

Assessment grades will be computed and recorded to the nearest thousandth (0.001). Course grades are rounded up if the first number after the decimal is greater than or equal to 5 (e.g. a course grade of 79.500% is rounded up to 80% (B) and a course grade of 79.499% is not). Some assessments may be computed and recorded as pass ("P")/fail ("F"). This is noted in each course syllabus.

Extra credit opportunities are not allowed in the LMU OTD program.

Progression Standards

Throughout the student's time within the LMU OTD Program, student's should demonstrate knowledge, skills, attitudes and clinical and professional judgement to assume the responsibilities of an OT. The OTD faculty and staff monitor student progress in all phases of the curriculum and make recommendations on student progression in the Program and, when appropriate, recommendations on academic or professional probation.

Didactic Phase – Academic Probation

At the conclusion of each semester, any student who has the cumulative GPA of less than 2.7 is automatically placed on Academic Probation. The student is notified of their Academic Probation through an email from the Program Director. During the time that a student is on Academic Probation, it is the student's responsibility to work alongside their academic advisor in developing a plan to increase cumulative GPA to 2.7, or above, during the next academic semester. At the conclusion of the semester that the student is on Academic Probation, if the student is successful in increasing their cumulative GPA to at least a 2.7 then they will be take off of Academic Probation. If a student is unsuccessful in increasing their cumulative GPA to at least a 2.7, they will continue on Academic Probation. For students who fail to be removed from Academic Probation, the OTD Program may recommend any of the following actions/requirements:

- Mentoring by Program Faculty
- Use of other Program/Institutional resources
- Other (e.g. use of resources external to the institution)
- Progression in the Program
- Dismissal from the Program

Clinical Phase – Academic Probation

Any student required to complete formal remediation learning activities and assessment(s) is automatically placed on Academic Probation at the time of identification and documentation of the academic deficit. The course grade for the related course may be initially recorded as "I" (incomplete) until assessment of remediation activities is completed. The following are possible outcomes of being placed on Academic Probation while in the Clinical Phase:

- Removal from Academic Probation
- Mentoring by Program Faculty
- Use of other Program/Institutional resources
- Other (e.g. use of resources external to the institution)
- Progression in the Program

Didactic Phase – Course Failure

Any student who fails a Didactic Phase course with the grade of an "F" has the possibility of being dismissed from the Program.

Clinical Phase – Course Failure

Any student who fails a Clinical Phase (Fieldwork, Capstone) course has the possibility of being dismissed from the Program. Failure of a Fieldwork Performance Evaluation or Capstone Evaluation alone does not equal failure of a Clinical Phase course. The Clinical Education Department will discuss the possibility of remediation of the clinical experience and determine if this is appropriate

based on the evaluations, discussion with the student and clinical personnel, and other information collected. The course syllabi for Clinical Phase courses detail student performance required for successful course completion.

Remediation For Professional Conduct Deficits

Any student who is suspected of violating professional conduct policy will be notified by the OT Program Director regarding recommendation(s) on disciplinary action and/or progression, including dismissal from the Program.

In cases where the student is not dismissed, he/she is placed on Professional Probation and is required to successfully complete remediation of the professional conduct deficit(s) in the following time frame:

- Didactic Phase
 - Prior to beginning the Clinical Phase (this may result in a delay in beginning FWs, delay in graduation, and failure to complete the Program curriculum within 72 months of initial matriculation)
- Clinical Phase
 - Prior to beginning the next scheduled FW or Capstone (this may result in a delay in graduation and failure to complete the Program curriculum within 72 months of initial matriculation)

In addition, the OTD Program may require any of the following for professional conduct deficits:

- Mentoring by faculty
- Use of other Program/institutional resources
- Other (e.g. use of resources external to the institution)

If the student does not successfully complete remediation of professional conduct deficit(s), the student will potentially be dismissed from the Program. In addition, students placed on Professional Probation two (2) or more times may be dismissed from the Program.

Program Progression

Students must complete all components of the Program's curriculum within 72 months of initial matriculation. This includes time for remediation and leaves of absence. The academic and non-academic requirements that students must meet in each phase of the Program to be eligible for graduation are listed below.

Students must meet all Didactic Phase requirements including those listed below to be eligible to progress to the Clinical Phase.

- Demonstrate consistent compliance with all LMU and Program policies and procedures.
- Demonstrate no professional conduct deficits or successful remediation of professional conduct deficits.
- Demonstrate successful achievement of Didactic Phase Learning Outcomes:
 - Earn a grade of C or higher for all Didactic Phase courses
 - Pass all graded clinical skills assessments
 - Pass all graded simulated client encounters

Students on Academic and/or Professional Probation may be delayed in beginning fieldwork and capstone experiences. In order to graduate, a student must achieve a 2.7 overall GPA. Before progressing to the clinical phase, if a student's GPA is below the required 2.7, they must meet with the Clinical Education Department to determine readiness.

Students must meet all Clinical Phase requirements listed below and must not be on Academic and/or Professional Probation to be eligible for graduation.

- Demonstrate consistent compliance with LMU and Program policies and procedures
- Demonstrate no professional conduct deficits or successful remediation of professional conduct deficits.
- Demonstrate successful achievement of Clinical Phase Learning Outcomes:
 - Successfully complete Fieldwork Level II A and B with a grade of pass.
 - Successfully complete the Capstone Experience with a grade of pass.
 - Successfully complete Doctoral Capstone IV with the dissemination of the Capstone Project with a grade of pass.

Students on Academic and/or Professional Probation are not allowed to progress to Graduation. The OTD Faculty have the authority to remove a student from Academic and/or Professional Probation so that the student may progress to Graduation.

Dismissal Policy

The Program may dismiss any enrolled student or rescind an offer of admission to any matriculating student found to betray the values and integrity of LMU, the Program, the OTD profession, and/or the community. Circumstances warranting dismissal or rescinding of an offer of admission may be of an academic, professional, or legal nature. Enrolled students who are dismissed must complete an exit interview with the Office of Admissions and Student

Services and must return their LMU-Knoxville OTD student name badge and parking tag to the Campus Police and Security Team. Failure to do so will result in the Program withholding all records pertaining to the student's attendance.

Readmission/Reapplication Policy

- Any student dismissed from the Program for academic deficits is eligible to reapply to the Program. The Program does not offer automatic readmission for any student dismissed for academic deficits.
- Any student dismissed from the Program for Violation of the Student Code of Conduct is not eligible to reapply to the Program.

Section VI: Student Services

Academic Support Services

In addition to having access to Program faculty for academic advising and mentoring, students have access to the Office of Academic Support. Services include assistance with study skills, time management, stress management and wellness, test anxiety management, and test-taking skills. Students may self-refer or be referred by Program faculty.

Accessible Education Services

The Office of Accessible Education Services works with Program faculty to provide accommodations for learning and assessment activities. Students with disabilities are responsible for requesting services and are strongly encouraged to contact the Office of Accessible Education Services prior to matriculation and as soon as possible after a disability that may qualify for accommodations arises.

Financial Services

The Director of Financial Services is responsible for providing qualified students with the appropriate documents and counseling to secure financial assistance in the form of loans, scholarships, and grants. It is very important to be aware of the completion dates for the Free

Application for Federal Student Aid (FAFSA) requirements. Student applicants receive financial aid information during student applicant interviews. Accepted and enrolled students are supported by representatives from Student Financial Services.

Cost of Attendance

The LMU Student Financial Services Office provides and communicates information on financial aid and student accounts. For the most recent cost of attendance, please visit <https://www.lmunet.edu/student-financial-services/tuition-and-fees/graduate-and-professional>.

Refund Policies

Resignation is defined as a student-initiated discontinuation of the student's enrollment in the Program where the student is eligible to reapply to the Program. The Program uses the term "resign" or "resignation" as opposed to "withdraw" or "withdrawal." Students voluntarily resigning from the Program must submit a letter of resignation to the Program Director. Course grades for students who chose to resign may be designated by LMU's registrar as "WD" for "withdraw" on the student's transcript for that course/semester. Resignation from the Program does not waive the student's financial responsibility to LMU. For more information please see the Refund Policies page in the Graduate Catalog (<https://graduatecatalog.lmunet.edu/refund-policies>). **No refund of institutional charges will be made after the fourth week of the semester.**

Veterans Benefits

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill** benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website – eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility

The university shall not impose any penalty, including the assessment of fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding form VA under Chapter 31 or 33.

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment. After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification

*GI Bill is a registered trademark of the US Department of Veteran Affairs

Appendix A

Receipt of the LMU OTD Program Student Catalog

I _____, have been provided a copy of the Student Catalog for my review and agree to abide by all policies. Furthermore, I attended orientation for the LMU-Knoxville Doctor of Occupational Therapy (OTD) Program on _____ and was provided opportunities to ask questions regarding LMU and OTD Program academic policies, procedures, and regulations. I understand that it is my responsibility to ask program faculty and/or leadership any future questions that I have regarding these policies.

Student Name (print legibly)

Student Signature

Date

Appendix B

Academic Calendar Class of 2025

OTD Class of 2025	
Summer Semester 2022	
Classes Begin	May 16, 2022
Memorial Day - no classes	May 30, 2022
Independence Day - no classes	July 4, 2022
Classes End	July 29, 2022
Final exams	August 1-5, 2022
Fall Semester 2022	
Classes Begin	August 29, 2022
Labor Day- no classes	September 5, 2022
Thanksgiving Break – no classes	November 23-25, 2022
Classes End	December 2, 2022
Final Exams	December 5-9, 2022
Spring Semester 2023	
Classes Begin	January 2, 2023
Spring Break - no classes	March 20-24, 2023
Good Friday – no classes	April 7, 2023
Classes End	April 14, 2023
Final Exams	April 17-21, 2023
Summer Semester 2023	
Classes Begin	May 15, 2023
Memorial Day - no classes	May 29, 2023
Independence Day - no classes	July 4, 2023
Classes End	July 28, 2023
Final Exams	July 31- August 4, 2023
Fall Semester 2023	
Classes Begin	August 28, 2023
Labor Day - no classes	September 4, 2023
Thanksgiving Break - no classes	November 22-24, 2023
Classes End	December 1, 2023
Final Exams	December 4-8, 2023

Spring Semester 2024	
Classes Begin	Jan 8, 2024
MLK Day – no classes	January 15, 2024
Spring Break - no classes	March 11-15, 2024
Good Friday - no classes	March 29, 2024
Classes End	April 19, 2024
Final Exams/Capstone Dissemination	April 22-26, 2024

Graduation	April 27, 2024
Summer Semester 2024	
Classes Begin	May 20, 2024
Memorial Day - no classes	May 27, 2024
Independence Day - no classes	July 4, 2024
Classes End	August 2, 2024
Final Exams	August 5-9, 2024
Fall Semester 2024	
Labor Day - no classes	September 2, 2024
Classes Begin	September 3, 2024
Fall Break - no classes	October 10-11, 2024
Thanksgiving Break - no classes	November 27-29, 2024
Classes End	December 6, 2024
Final Exams	December 9-13, 2024
Spring Semester 2025	
Classes Begin	January 6, 2025
MLK Day – no classes	January 20, 2025
Spring Break - no classes	March 17-21, 2025
Classes End	April 17, 2025
Good Friday - no classes	April 18, 2025
Final Exams/Capstone Dissemination	April 21-25, 2025
Graduation	TBD

During the Clinical Phase, timelines apply only to coursework. The actual dates for the 12-week Fieldwork or 14week Capstone Experience will be provided to the student by the Clinical Education Department.

This Academic Calendar is tentative and subject to change.

Academic Calendar Class of 2026

OTD Class of 2026	
Summer Semester 2023	
Classes Begin	May 15, 2023
Memorial Day - no classes	May 29, 2023
Independence Day - no classes	July 4, 2023
Classes End	July 28, 2023
Final Exams	July 31- August 4, 2023
Fall Semester 2023	
Classes Begin	August 28, 2023
Labor Day - no classes	September 4, 2023

Thanksgiving Break - no classes	November 22-24, 2023
Classes End	December 1, 2023
Final Exams	December 4-8, 2023
Spring Semester 2024	
Classes Begin	January 8, 2024
MLK – no classes	January 15, 2024
Spring Break - no classes	March 11-15, 2024
Good Friday - no classes	March 29, 2024
Classes End	April 19, 2024
Final Exams/Capstone Dissemination	April 22-26, 2024
Graduation	April 27, 2024
Summer Semester 2024	
Classes Begin	May 20, 2024
Memorial Day - no classes	May 27, 2024
Independence Day - no classes	July 4, 2024
Classes End	August 2, 2024
Final Exams	August 5-9, 2024
Fall Semester 2024	
Labor Day - no classes	September 2, 2024
Classes Begin	September 3, 2024
Fall Break - no classes	October 10-11, 2024
Thanksgiving Break - no classes	November 27-29, 2024
Classes End	December 6, 2024
Final Exams	December 9-13, 2024
Spring Semester 2025	
Class Begin	January 6, 2025
MLK Day – no classes	January 20, 2025
Spring Break - no classes	March 17-21, 2025
Classes End	April 17, 2025
Good Friday - no classes	April 18, 2025
Final Exams/Capstone Dissemination	April 21-25, 2025
Graduation	TBD
Summer Semester 2025	
Classes Begin	May 19, 2025
Memorial Day – no classes	May 26, 2025
Independence Day – no classes	July 4, 2025
Classes End	August 1, 2025
Final Exams	August 4-8, 2025
Fall Semester 2025	
Labor Day - no classes	September 1, 2025
Classes Begin	September 2, 2025
Fall Break - no classes	TBD
Thanksgiving - no classes	November 26-28, 2025
Class Ends	December 5, 2025
Final Exams	December 8-12, 2025
Spring Semester 2026	

Classes Begin	January 5, 2026
MLK Day – no classes	January 19, 2026
Spring Break - no classes	March 9-13, 2026*
Good Friday - no classes	April 3, 2026
Classes End	April 17, 2026
Final Exams/Capstone Dissemination	April 20-24, 2026
Graduation	TBD

During the Clinical Phase, timelines apply only to coursework. The actual dates for the 12-week Fieldwork or 14-week Capstone Experience will be provided to the student by the Clinical Education Department.

****This Academic Calendar is tentative and subject to change.***

Academic Calendar Class of 2027

OTD Class of 2027	
Summer Semester 2024	
Classes Begin	May 20, 2024
Memorial Day - no classes	May 27, 2024
Independence Day - no classes	July 4, 2024
Classes End	August 2, 2024
Final Exams	August 5-9, 2024
Fall Semester 2024	
Labor Day - no classes	September 2, 2024
Classes Begin	September 3, 2024
Fall Break- no classes	October 10-11, 2024
Thanksgiving Break- no classes	November 27-29, 2024
Classes End	December 6, 2024
Final Exams	December 9-13, 2024
Spring Semester 2025	
Class Begin	January 6, 2025
MLK Day – no classes	January 20, 2025
Spring Break	March 17-21, 2025
Classes End	April 17, 2025
Good Friday	April 18, 2025
Final Exams/Capstone Dissemination	April 21-25, 2025
Graduation	TBD
Summer Semester 2025	
Classes Begin	May 19, 2025
Memorial Day – no classes	May 26, 2025
Independence Day – no classes	July 4, 2025
Classes End	August 1, 2025

Final Exams	August 4-8, 2025
Fall Semester 2025	
Labor Day – no classes	September 1, 2025
Classes Begin	September 2, 2025
Fall Break	TBD
Thanksgiving Break- no classes	November 26-28, 2025
Class Ends	December 5, 2025
Final Exams	December 8-12, 2025
Spring Semester 2026	
Classes Begin	January 5, 2026
MLK Day – no classes	January 19, 2026
Spring Break	March 9-13, 2026*
Good Friday	April 3, 2026
Classes End	April 17, 2026
Final Exams/Capstone Dissemination	April 20-24, 2026
Graduation	TBD
Summer Semester 2026	
Classes Begin	May 18, 2026
Memorial Day – no classes	May 25, 2026
Independence Day – no classes	July 4, 2026
Classes End	July 31, 2026
Final Exams	August 3-7, 2026
Fall Semester 2026	
Classes Begin	August 31, 2026
Labor Day	September 7, 2026
Fall Break	TBD
Thanksgiving Break- no classes	November 25-27, 2026
Class Ends	December 4, 2026
Final Exams	December 7-11, 2026
Spring Semester 2027	
Classes Begin	January 4, 2027
MLK Day – no classes	January 18, 2027
Spring Break	March 15-19, 2027*
Good Friday	March 26, 2027
Classes End	April 23, 2027
Final Exams/Capstone Dissemination	April 26-30, 2027
Graduation	TBD

During the Clinical Phase, timelines apply only to coursework. The actual dates for the 12-week Fieldwork or 14-week Capstone Experience will be provided to the student by the Clinical Education Department.

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END OF STUDENT CATALOG

Course Descriptions

Occupational Therapy

OTD-710 : Foundations of Occupational Therapy

This course is designed to introduce students to the history and philosophy of the occupational therapy profession, the evolution of occupation, and contemporary OT practice. This course provides an overview of the Occupational Therapy Practice Framework, the function of professional organizations, the continuum of care, and the use of theory in OT practice. Students will also explore legal and regulatory considerations regarding supervision, reimbursement, and HIPAA.

Credits 4

OTD-719 : Functional Gross Anatomy

This course is focused on gross human anatomy and is presented in a regional approach. Students learn anatomical terminology and correlate structure with function through lectures, laboratory dissection, and demonstrations.

(Prerequisite- Admission into the LMU OTD program)

Credits 6

OTD-721 : Clinical Reasoning

Students will learn aspects of reasoning as they relate to occupational therapy practice, including models and aspects of clinical reasoning, and differences based on the context or setting. (Prerequisite- none)

Credits 2

OTD-722 : Research Process

This course includes an introduction and study of methods of scientific inquiry and research pertaining to human- service professions. An overview of quantitative and qualitative research methodologies and design will be introduced with emphasis placed on understanding the research process and how to use research to evaluate and guide models of clinical decision-making using Internet, library, and other resources. The fundamentals of scholarly activities and their contributions to a professional knowledge base will be highlighted. This course advances students' knowledge and understanding of quantitative and qualitative research designs. Students will develop and apply quantitative statistical analysis as well as qualitative data analysis to understand processes used in scholarly research. This course also prepares students for the planning and implementation of the OTD clinical doctoral project. It will offer review and discussion of statistical analyses as it relates to health sciences research. Students will design a comprehensive research proposal and develop independent research skills to plan, evaluate, and critique clinical studies in professional practice. (Prerequisite- none)

Credits 3

OTD-723 : HC: Epidemiology & Pathophysiology I

This course will give students an overview of the clinical conditions that are commonly seen in populations in rural Appalachia. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathology, and disease course/prognosis. Functional deficits that result from each condition and the role of health promotion and prevention will also be studied. (Prerequisite- OTD719)

Credits 2

OTD-725 : Introduction to Documentation

This course will develop clinical reasoning throughout the OT process for client and family centered care. Documentation and plan of care justifying care within treatment settings across the lifespan will be highlighted. (Prerequisite- none)

Credits 2

OTD-727 : Foundations of Teaching & Learning

This course will introduce the learner to basic theories of adult teaching and learning. A focus on teaching and learning in a higher education setting, as well as client settings will be explored. Multiple learning theories will be studied with an emphasis on how these affect one's decisions in selecting teaching strategies. Students will analyze selected theories and their use in a variety of educational settings. (Prerequisite- none)

Credits 2

OTD-728 : Client Care Management

This course is designed to expose, orient, and introduce students to interprofessional practice through the acquisition and demonstration of skills related to the collaborative examination and management of clients in different practice settings. Students of various healthcare disciplines will work closely to learn and practice client care skills. This course will emphasize the overall assessment, assessment of vital signs and appraisal of lab values, standard precautions and infection control, client positioning and draping, bed mobility, and will introduce transfers, and body mechanics awareness. Students will also begin to develop problem-solving and clinical reasoning skills related to client care within the context of the interprofessional healthcare team. Through lecture and lab sessions, students will interact, engage, and collaborate with students from other healthcare disciplines to evaluate simulated client's representative of the Appalachian region.

(Prerequisite- OTD710)

Credits 2

OTD-729 : Neuroscience

This course allows students to study of neuroanatomy, neurophysiology, and applied neuroscience principles in the promotion of health and wellness and the recovery of illness and/or injury. This course, Neuroscience includes the physical and electrical properties of cells, synapses and synaptic transmission, the somatosensory system, motor neurons, neuroplasticity, basal ganglia, cerebellum, nervous system support systems. The spine, cranial nerves, and peripheral nervous system will also be explored. (Prerequisite- OTD719)

Credits 3

OTD-732 : Evidence Based Research

The second in a series of research-based courses, this course allows students to continue to the implementation phase of their scholarly/research projects. Students will need to begin obtaining IRB approval (if applicable) and begin collecting, managing, and analyzing data in their chosen research area. Faculty assistance and prearranged peer seminars for review, critique, evaluation, and discussion of research projects will take place. Grant writing to secure funding for research will also be introduced. (Prerequisite- OTD722)

Credits 3

OTD-733 : Heal Con: Epidemiology & Pathophysiology II

Continuing from Health Conditions: Epidemiology & Pathophysiology I, this course will resume teaching students an overview of the clinical conditions that are commonly seen in populations in rural Appalachia. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathology, and disease course / prognosis. Functional deficits that result from each condition and the role of health promotion and prevention will also be studied. (Prerequisite- OTD723)

Credits 2

OTD-734 : FW Level I Mental Health

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Corequisite- OTD736)

Credits 1

OTD-736 : Mental Health

This course will introduce the occupational therapy student to mental health populations, with a primary focus on populations of rural Appalachia. Theoretical foundations of mental health rehabilitation including assessment and evidenced-based treatment in various rehabilitation settings will be taught. Utilizing clinical reasoning, students will apply various theories and frames of reference associated with mental health practice. Family and client- centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component.

(Prerequisite- OTD720)

Credits 4

OTD-739 : Applied Kinesiology

This course will teach students the study of movement. Students will use clinical reasoning to determine appropriate evidenced-based biomechanical evaluation and assessment of musculoskeletal structures to identify normal and abnormal movement patterns. Students will learn to evaluate joint range of motion, strength, and sensation to better allow client-centered care, thus improving client outcomes. This course contains a laboratory component. (Prerequisite- OTD719)

Credits 3

OTD-814 : FW Level I B Adult

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork.

Credits 1

OTD-815 : Assistive Technology

This course introduces a variety of assistive technology devices with application throughout the lifespan. Universal design and environmental modifications are explored in depth. Considering a client's occupational profile, students use technology to assist and prepare the client for independence in occupational engagement and purposeful, meaningful activity. This course contains a laboratory component. (Prerequisite- OTD729, OTD733, OTD739)

Credits 3

OTD-816 : Physical Rehabilitation I

This course is an introduction to occupational therapy practice for clients with physical dysfunction, with a primary focus on populations of rural Appalachia. Theoretical foundations of physical rehabilitation and assessment and evidenced-based treatment in different physical rehabilitation settings will be taught. Using clinical reasoning, students will learn to choose, grade, and adapt treatment for clients with diverse rehabilitation diagnoses. Family and client-centered care including collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisite- OTD729, OTD733, OTD734, OTD736, OTD739)

Credits 4

OTD-817 : Social Determinants of Health

Health disparities, such as access to care and disability status, and their relevance to occupational therapy will be discussed. Health disparities prevalent in rural Appalachia will be the primary focus. The overall intention of this course is to provide students an introduction to social factors that may impact individual, population, and community health. This course will evidenced-based study intervention approaches to improve population health outcomes. (Prerequisite- none)

Credits 2

OTD-820 : Community Health & Wellness

This course allows students the opportunity to recognize and analyze a problem prevalent to individuals or populations within rural Appalachia, develop possible resolutions, and determine the efficacy of the resolution in community-based settings. Students will assess the needs, then design and implement a community, evidenced based program. Afterwards, students are responsible to examine and report the results of their program. (Prerequisite- OTD817)

Credits 2

OTD-821 : Interprofessional Collaboration

Students will learn and apply the principles of interprofessional practice in multiple interprofessional simulated experiences across the continuum of care. Students will utilize their clinical reasoning skills for effective interprofessional collaboration.

Credits 1

OTD-822 : Research Seminar I

The third in a series of research-based courses, this course allows students to continue carrying out their scholarly/research projects. Students will continue collecting, managing, and analyzing data in their chosen research area. (Prerequisite- OTD732)

Credits 2

OTD-823 : PAMS, Ortho, & Prosthetics

This course provides an evidenced-based, systematic method to the selection, design, application and fabrication of splints and orthotic/prosthetic devices. The upper extremity will be the primary focus during this course with select lower extremity devices being introduced. Physical agent modalities, electrical and thermal, will be presented and applied. Participation will be both lecture and laboratory activities to allow students the ability to gain the knowledge and clinical reasoning skills essential for fabrication and modification of various devices used in clinical practice. (Prerequisite- OTD729, OTD733, OTD739)

Credits 3

OTD-824 : FW Level I Pediatrics

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Corequisite- OTD826)

Credits 1

OTD-825 : Doctoral Capstone I

The second course in the doctoral capstone series where students will work in collaboration with their faculty advisor, in either individual or small group sessions, to complete their literature review followed by their need's assessment.

Credits 2

OTD-826 : Pediatrics

This course will introduce the occupational therapy practice for pediatric populations, with a primary focus on populations of rural Appalachia. The activities of infants, children and youth will be studied along with developmental milestones and how they relate to ADL, play, school, leisure, and social and family interactions. Using clinical reasoning, students will apply various evidenced-based theories and frames of reference associated with pediatric practice. Family centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisite- OTD720, OTD728, OTD729, OTD733, OTD739)

Credits 4

OTD-830 : Specialty Topics in Pediatrics

This course will provide advanced studies of occupational therapy within school-based settings. Activities of daily living of school-aged children will be studied along with the development, assessment, and evaluation of individualized education plans (IEP). Using clinical reasoning, students will apply various evidenced-based theories and frames of reference associated with occupational therapy within school settings. Family centered care and collaborative consultation appropriate to school settings will be emphasized. (Prerequisite- OTD824, OTD826)

Credits 2

OTD-832 : Research Seminar II

This is the fourth in a series of research-based courses where students will continue progression of their scholarly/research projects. At the completion of this course, students are expected to disseminate their scholarly/research projects prior to beginning level II fieldwork. (Prerequisite- OTD822)

Credits 2

OTD-833 : Advocacy and Leadership

This course gives students the fundamentals of leadership and management applicable to health and rehabilitation settings. Students will develop an understanding of the healthcare system and the social forces that affect care delivery, effective leadership, quality assurance, project management, accounting rules and entrepreneurship. (Prerequisite- OTD736, OTD816, OTD826)

Credits 4

OTD-835 : Doctoral Capstone II

The third course in the doctoral capstone series, students will finalize their area of interest and secure a site mentor allow for successful completion of their capstone experience. Students will work closely with their faculty advisor and site mentor to develop individualized learning objectives and plans for supervision. Students will propose the 'Methods' section of their project, submit for IRB approval (if applicable), and present their capstone proposal for committee approval. (Prerequisite- OTD825)

Credits 2

OTD-836 : Physical Rehabilitation II

This course will introduce the occupational therapy practice for the older adult population, with a primary focus on populations of rural Appalachia. Evidence-based theories of aging are studied, and students use clinical reasoning to evaluate and assess the dimensions of function that influence participation and positive aging. Important community resources, public policies and safety issues effecting the older population are examined. Family centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisite- OTD816)

Credits 4

OTD-837 : Emerging Treatment Areas

This course will ask students to analyze findings related to individual and population health from professional associations, national and international literature, and other sources. Current and emerging treatment areas related to service delivery in medical, education, and community settings will be explored. (Prerequisite- OTD816)

Credits 2

OTD-921 : Professional Competencies

This course explores skills, knowledge, and attributes that are specifically valued by AOTA and other professional associations, organizations, and bodies connected to the profession of occupational therapy, both current and future. Students will research criteria required to be an entry level occupational therapy practitioner, including national certification, state licensure, and professional duties. (Prerequisite- Successful completion of all previous coursework)

Credits 1

OTD-991 : FW Level IIA

This is the first of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. Prerequisite- Successful completion of all previous coursework)

Credits 6

OTD-992 : FW Level IIB

This is the second of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. (Prerequisite- Successful completion of all previous coursework)

Credits 6

OTD-993 : Capstone Experience

The 14-week capstone experience fosters student's growth and enriches professional skills and abilities enabling the student to obtain an innovative perspective in at least one area of the profession. The capstone experience is a critical component of the capstone process with a primary goal being to collect data for the capstone project. Examples are legislation and policy, clinical practice, advocacy, leadership, research, program development, administration, education, or theory development (ACOTE, 2018). (Prerequisite- Successful completion of all previous coursework)

Credits 8

OTD-994 : Doctoral Capstone III

The last in a series of doctoral capstone courses leads to the completion of the capstone project. The student will finalize the 'Results,' 'Discussion,' and 'Conclusion' of the capstone project. At the completion, the student is required to disseminate the capstone project to their committee and invited guests, at a Scholarship Symposium, just prior to graduation. (Prerequisite- Successful completion of all previous coursework)

Credits 2