

Post-Professional Doctor of Occupational Therapy

Elective Track in Work and Health



ROCKY MOUNTAIN
UNIVERSITY of
HEALTH PROFESSIONS

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Curriculum

An aim of Rocky Mountain University of Health Professions (RMUoHP) is to address our national need for high quality occupational therapy services by providing professional education promoting scholarship of practice. Our Post-professional Doctor of Occupational Therapy (OTD) program provides meaningful, obtainable, and affordable post-professional education and is available to all students having an entry-level degree in occupational therapy.

The Mission of RMUoHP's Post-professional Doctor of Occupational Therapy (OTD) program is to teach and inspire evidence-based practice, leadership and professional development for occupational therapists to be practice-scholars and leaders in health and human service. Coursework promotes reflection on practice in the context of professional trends, use of research, clinical reasoning, program evaluation, best practice, and roles associated with being an occupational therapist such as advocate, educator, clinician, manager and entrepreneur. Learning activities facilitate the development of the occupational therapy practice-scholar who embeds research in his/her everyday practice. Elective courses highlight advances in science associated with specialty areas of practice. Upon completion of a majority of coursework, students must successfully generate a Capstone Project, an individualized, culminating scholarly work demonstrating synthesis of curricular content, informing occupational therapy and illustrating application of the best available evidence at the point of care. Most students complete the program in four semesters over 15 months. Semesters 1, 2 and 3 require 3-4* days of On-site attendance and semester 4 is entirely web-based. All courses are web-supported. **Participation in elective courses may require an additional day/s on campus during 2nd or 3rd semester.*

The curriculum is based on an analysis and synthesis of evidence associated with a) adult learning theory, blended learning approaches, evidence-based practice, and graduate education, b) national and international trends in occupational therapy and healthcare, population health initiatives, evidence-based practice guidelines and knowledge translation and c) research and official documents, philosophical principles, theoretical perspectives, supporting the practice of occupational therapy. Ultimately, the process and intention of the curriculum aims to create a learning experience that causes

or allows students to experience a paradigm shift leading to a transformation of one's perception and practice as an occupational therapist (Mezirow & Associates, 2000). Completion of the curriculum confers the degree of *Doctor of Occupational Therapy (OTD)* to graduates.

Degree Outcomes

RMUoHP's Post-Professional OTD program is committed to the development of the occupational therapist who can:

1. Utilize Evidence-based Practice

- Apply the knowledge, skills and abilities necessary to make independent judgments about the validity and trustworthiness of research.
- Integrate clinical expertise, best evidence available from systematic research and values and preferences of patients to make healthcare decisions (Sackett, Rosenberg, Gray, Haynes & Richardson, 1996).
- Synthesize, disseminate, exchange and soundly apply knowledge to improve health, provide more effective health services and products and strengthen the healthcare system (Straus, Tetroe, & Graham, 2009).

2. Demonstrate Practice/Clinical Scholarship

- Exercise high-level curiosity, critical thinking, continuous learning and reflection to substantiate best practice, outcomes and clinical decisions with reference to: systematic observation, current research, theoretical guidelines, contextual influences, quality improvement data and other forms of evidence.
- Document and disseminate outcomes and improvements for best practice through mechanisms including publication, presentations, consultation, advocacy and leadership (AOTA, 2009).
- Use expertise to anticipate trends, predict needs, create effective clinical products and services, and measure and manage outcomes promoting the profession of occupational therapy (AOTA, 2009; Corcoran, 2008; Crist, 2010).

3. Demonstrate Leadership

- Influence local, regional, national, and international policy, practice and education through advocacy, consultation, teaching and practice of occupational therapy with individuals, populations and organizations (AOTA, 2006).
- Model ways of thinking and doing to promote the art and science of occupational therapy, enable others to act, challenge the process to promote change, inspire a shared vision of the value of occupational therapy and encourage the hearts of employees, colleagues and students (Kouzes & Posner, 2007).
- Function within an ethical decision-making framework by applying ethical theories and legal standards to decision making regarding healthcare issues.

4. Promote Participation in Occupation as the Practice and Outcome of Occupational Therapy

- Educate about and advocate for the therapeutic use of occupation as a core foundation of the use of occupational therapy in rehabilitation, health promotion, and prevention (AOTA, 2006; AOTA, 2008).
- Demonstrate the ability to seek, appraise and use reliable and valid evaluation and outcome measures documenting participation in occupation and roles (Holm, 2000).
- Incorporate philosophical, theoretical and scientific traditions of occupational therapy into consultation, education, entrepreneurship, advocacy, direct care, program development and quality improvement.

American Occupational Therapy Association. (2006). *AOTA's Centennial Vision: Shaping the future of occupational therapy*. Bethesda, MD: Retrieved from <http://www.aota.org/nonmembers/area16/index.asp>.

American Occupational Therapy Association. (2009). Scholarship in occupational therapy. *American Journal of Occupational Therapy*, 63, 790-796.

Corcoran, M.A. (2008). Five years in review: Clinical scholarship revisited. *American Journal of Occupational Therapy*, 62, 263-264.

Crist, P. (2010). Adapting research instruction to support the scholarship of practice: Practice-scholar partnerships. *Occupational Therapy in Health Care*, 24(1), 39-55.

Kouzes, J. & Posner, B. (2007). *The Leadership Challenge*, 4th edition. San Francisco, CA: Jossey-Bass.

Mezirow, J. (2000). *Learning as transformation*. San Francisco, CA: Jossey Bass.

Sackett, D. L., Rosenberg, W. M., Gray, J. A., Haynes, R. B., Richardson, W. S. (1996). Evidence based medicine: What it is and what it isn't. *British Medical Journal*, 312, 71-72.

Straus, S. E., Tetroe, J., & Graham, I. D. (2009). *Knowledge translation in health care: Moving from evidence to practice*. West Sussex, UK: Blackwell Publishing, Ltd.

Program Module Calendar

	Start Date	On-site Dates	End Date
Semester 1 <i>Fall 2015</i>	August 31, 2015	October 1-5, 2015	December 18, 2015
Semester 2 <i>Winter 2016</i>	January 4, 2016	February 17-19, 2016	April 22, 2016
Semester 3 <i>Summer 2016</i>	May 2, 2016	June 14-17, 2016	August 19, 2016
Semester 4 <i>Fall 2016</i>	August 29, 2016	No On-site Dates	December 16, 2016

Semester 1

(10 credits)

Start Date	On-site Dates	End Date
August 31, 2015	October 1-5, 2015	December 18, 2015

OTD 710 Evidence-based Practice

(3 credits; 1 day On-site)

This course prepares occupational therapists with knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their careers. This course will focus on the concepts and process of evidence-based practice with emphasis on forming answerable clinical questions, utilizing effective literature search strategies, and incorporating methods to organize the literature. Students will learn how to dissect a research study and interpret the data, statistics and results reported in scientific literature as it relates to occupational therapy practice. Based on didactic information, presentation of case scenarios, and clinical experience, students will be required to formulate clinical questions, rapidly search medical and health-related databases, critically appraise evidence, and describe application of evidence in a clinical context.

OTD 712 Evidence Analysis and Design (2 credits; 1 day On-site)

This course provides an overview of research design from the perspective of the hierarchy of levels of evidence. Students will examine common designs of studies from lowest to highest levels of evidence in terms of purpose of study, question formulation, methodological features and significance of findings for application in practice. The evaluative approach to appraising research will prepare students to judge evidence on: 1) reliability and validity of diagnostic tests, standardized assessments and outcome measures 2) effectiveness of clinical interventions for a client; population or organization; 3) natural history of health-related conditions; and 4) risk of harm from select preventative and therapeutic interventions. Course content will foster students' abilities to analyze the relationship between research question and study design in order to deepen an understanding of how evidence informs practice and to speculate upon design of clinically meaningful research.

OTD 714 Foundations of Practice Scholarship in Occupational Therapy (2 credits; 1 day On-site)

A practice-scholar embeds research in their everyday practice and contributes independently or collaboratively to building the evidence base for occupational therapy practice and occupational therapy education. This course launches the student's transition to the role of practice scholar and leader in health and human service. Students explore literature underlying the paradigm of scholarship, analyze leading models of behavioral and system change, review literature guiding occupational therapy, and engage in self-reflection to evaluate being and becoming practice/clinical scholars in occupational therapy. Students participate in practical exercises associated with scholarly writing, professional development analysis, strategic planning and the production of works of scholarship. Students receive an introduction to the Capstone Project process in the class.

OTD 716 Healthcare Advocacy: Policy, Legal & Ethical Context (2 credits; Online)

This course raises awareness of important policy, legal and ethical issues affecting the domain and process of occupational therapy. The course examines evidence supporting ways to advocate for others as leaders in healthcare and to self-advocate to function within an ethical decision-making framework. Emphasis is placed upon a) gaining awareness of efforts to empower clients [i.e., person, population or organization] to seek and obtain resources to fully participate in occupations, b) exploring methods to influence policy change and c) examining strategies to identify, manage and reduce risk of legal and professional ethical problems.

WRK 716 Concepts and Models of Return-to-Work (1 credit; 1 day On-site)

This course requires students to examine the relationships among impairment, disability and return-to-work. Students will explore the application of the World Health Organization's (WHO) International Classification of Functioning, Disability and Health framework (ICF) and the *Occupational Therapy Practice Framework Domain & Process-III (Framework-III)*. In addition there will be an emphasis on the new concept of the margin of maneuver in return-to-work/stay-at-work (RTW/SAW), as well as motivational,

readiness and efficacy aspects of returning to work. Focus will be on the integration of complex clinical reasoning and evidence appraisal regarding occupation-based practice in RTW/SAW, client-centeredness, and the AOTA *Centennial Vision*.

Semester 2

(10 credits)

Start Date	On-site Dates	End Date
January 4, 2016	February 17-19, 2016	April 22, 2016

OTD 720 Analysis & Evidence of Participation (3 credits; 1 day On-site)

This course requires self-reflection upon and examination of the traditions, current trends and emerging areas of practice within occupational therapy literature, research and practice. Students engage in critical analysis of evidence and clinical reasoning in the context of a model of practice, frames of reference, health care initiatives and official documents to formulate rationales for the place of occupational therapy in health and human service. The contribution of qualitative inquiry to knowledge translation, evidence-based practice and participation as the process and outcome of occupational therapy is explored more deeply. Particular attention is paid to formulation of a qualitative inquiry statement using focus group methodology as a means of needs assessment and/or program evaluation. *Prerequisites: OTD 710, 712, 714*

OTD 722 Measuring the Impact of Participation in Occupation (3 credits; 1 day On-site)

This course requires students to appraise methods of documenting the impact of participation in occupation as an ultimate outcome of occupational therapy. Course involves examination of the evaluation of a client [*i.e., person, population, or organization*], contextual/environmental influences and/or aspects of occupational performance to document efficacy and effectiveness of occupational therapy intervention. Students review constructs associated with psychometric quality of assessment tools and outcome measures, explore evidence of tools associated with key models of practice, critically appraise select measures, and learn trends associated with measuring goal attainment among clients. Course will also expose students to case report methodology as a product of clinical scholarship and contribution to evidence. *Prerequisites: OTD 710, 712, 714*

OTD 724 Educating in Occupational Therapy (3 credits; 1 day On-site)

This course provides students with foundational knowledge of best evidence associated with teaching and learning in clinical and academic settings. Knowledge will be applied in modules to offer students opportunities to explore how best to teach clients [*i.e., person, population, or organization*], professional peers and students in academic or clinical settings. Overall content aims to expose students to a range of educational delivery mechanisms and to basics of policies and procedures per educational setting. Course will require creation of an evidence-based learning module and assessment of learning for a targeted audience. *Prerequisites: OTD 710, 712*

WRK 726 Evidence-based Return-to-Work Approaches (1 credit; Online)

This course will provide an evidentiary basis for return-to-work/stay-at-work including: integration of clinical and occupational interventions; early intervention; work accommodations; workplace interventions; participatory ergonomics; collaborating with stakeholders; and organizational and policy approaches.

Semester 3

(9 credits)

Start Date	On-site Dates	End Date
May 2, 2016	June 14-17, 2016	August 19, 2016

OTD 730 Emerging Roles for OT in Primary Care & Health Promotion (4 credits; 2 days On-site)

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes principles of program development and evaluation. Course exposes students to research associated with emerging roles for occupational therapists in health promotion, prevention and primary care. Students are challenged to conceptualize how occupational therapy can meet growing societal needs in the context of population health issues and initiatives, an occupational justice framework and models of behavior change. Mechanisms of program development such as feasibility study, proposal preparation, grant writing and business planning will be reviewed along with topics associated with reimbursement, basic survey design and program evaluation. Students will choose a program approach and target population; appraise the state of the evidence in selected realm and generate an evidence-based executive summary of a program that promotes the profession of occupational therapy as contributing to meeting the designated population's occupational needs. *Prerequisites: OTD 710, 712, 714, 720, 722*

OTD 732 Advanced Practice Scholarship in Occupational Therapy (2 credits; 2 days On-site)

This course launches student towards the initiation of the Capstone Project. Constructs examined in this course build upon foundational course and challenge students to demonstrate commitment to being/becoming practice-scholars. Through continued scholarly discourse, self-reflection, and examination of knowledge translation/transfer as a consequence of evidence-based practice, students formulate the proposal for the Capstone Project. Students generate a working draft for presentation on campus to receive peer and instructor feedback to further refine Capstone Project proposal. Instructor reviews parameters for: options for project, expected rigor, deliverables, impact of project on healthcare and occupational therapy and the process to optimize successful completion. Instruction on professional presentation and dissemination of subsequent works of scholarship are provided. Students conclude course with approval of project proposal by the Program Director or Designee. *Prerequisites: OTD 710, 712, 714, 720, 722, electives 1 & 2*

(2 credits; Online)

This course focuses on the role of evidence-based and/or clinical guidelines as a means of applying best-available evidence at the point of care. Course content is structured in terms of *use* of existing evidence-based guideline for case-based care planning, *creation* of a clinically relevant guideline or best evidence statement and *implementation* of evidence-based guidelines or processes into a department or system. Students apply steps of evidence-based practice, contemplate literature on overcoming barriers to evidence-based practice, and critically reflect upon stories of exemplars of evidence-based practice. Course aims to arm students with mindset and tools to exert change in practice and to justify occupational therapy's contribution to the public's health.

Prerequisites: OTD 710, 712, 714, 720, 722

(1 credit; Online)

This course offers students the opportunity to explore and analyze evidence associated with current and emerging areas of the practice of directly addressing return-to-work/stay-at-work (RTW/SAW) needs of people who want or need to include this occupational performance in their lives after an injury or a disease. This course emphasizes the measurement of work limitations, RTW/SAW outcomes, assessing work demands, grading of RTW/SAW work tasks, and program evaluation.

(6 credits)

Start Date	On-site Dates	End Date
August 29, 2016	No On-site Dates	December 16, 2016

(2 credits; Online)

This course examines current research and practices of leadership. Students examine the influence of emerging technologies, shifting accountabilities between providers and consumers, health care reform and occupational therapy's Centennial Vision for 2017 in relation to evolving leadership principles and characteristics. Evidence-based tools are analyzed for their contribution to developing leadership as a meaningful activity. Issues of change, creativity and innovation, inter-professional collaboration, leadership delivery models, self-mastery, professional integrity, credibility and other leadership-related concepts are themes that underpin the course. Special emphasis is placed upon self-exploration of intentions for leading in health and human service beyond degree conferral. *Prerequisites: OTD 710, 712, 714, 720, 722*

(3 credits, Online)

Students complete a Capstone Project reflecting the synthesis and application of evidence-based practice and occupational therapy principles learned within the RMUoHP Post-Professional OTD curriculum. The Capstone Project demonstrates achievement of GPD-approved*, student-generated learning outcomes and a product of

practice/clinical scholarship that informs occupational therapy practice. The quality of the Capstone Project shall meet high standards for professional presentation and illustrate application of best available evidence and integration of curricular content. The course requires students to engage with peers online for constructive feedback and accountability. Students submit and present a summation of the Capstone Project in the form of a “virtual” professional poster according to parameters outlined during class to peers and instructor by end of course. Students conclude course with final reflections upon the learning process. *Prerequisites: OTD 710, 712, 714, 720, 722, 732, electives as applicable*

WRK 746 Best Return-to-Work/Stay-at-Work Interventions (1 credit, Online)
and Practices in Key Diagnoses

This course will review best RTW/SAW practices for people who present with the most prevalent and challenging diagnoses such as chronic pain, brain injury, stroke, transient mental illness, spinal cord injury, low vision, cancer, serious mental illness, fibromyalgia and chronic fatigue syndrome.