



# Post-Professional Doctor of Occupational Therapy

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## Program Description

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.

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.

### **Program Length**

Advanced Track: Most students complete the program in four semesters over 16 months. Semesters 1, 2 and 3 require 2-4 days of on-site attendance and semester 4 is entirely web-based. All courses are web-supported.

Elective Tracks: Most students complete the program in five semesters over 20 months. Semesters 1, 2, 3, and 4 require 2-4 days of On-site attendance and semester 5 is entirely web-based. All courses are web-supported.

### **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**
- 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).
  - 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.

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- 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 Calendars

## **Advanced Track Course Sequence**

(Semesters in **Blue** include required on-site class sessions)

Semester	Course	Credits	On-site Dates
<b>Semester 1</b> <b>Summer 2019</b> <i>May 6-Aug. 23</i>	OTD 710 Evidence-Based Practice	3	Jun. 11
	OTD 712 Quantitative Inquiry	3	Jun. 12
	OTD 714 Foundations of Practice Scholarship in OT	2	Jun. 13
	HS 714 Scientific/Professional Writing	1	Online
	<b>Semester Total:</b>		<b>9</b>
<b>Semester 2</b> <b>Fall 2019</b> <i>Sep. 3-Dec. 20</i>	OTD 716 Healthcare Advocacy: Policy, Legal, & Ethical Content	2	Online
	OTD 720 Qualitative Inquiry**	3	Oct. 12-13
	OTD 724 Educating in Occupational Therapy**	3	Online
	<b>Semester Total:</b>		<b>8</b>
<b>Semester 3</b> <b>Winter 2020</b> <i>Jan. 6-Apr. 24</i>	OTD 730 Emerging Roles for OT in Primary Care & Health Promotion**	4	2 days – TBD
	OTD 732 Advanced Practice Scholarship in Occupational Therapy**	2	2 days – TBD
	OTD 734 Use Design & Implementation of Evidence-Based Guidelines**	2	Online
	<b>Semester Total:</b>		<b>8</b>
<b>Semester 4</b> <b>Summer 2020</b> <i>May 4-Aug. 21</i>	OTD 740 Leadership as an Occupation**	2	Online
	OTD 742 Capstone Project**	3	Online
	<b>Semester Total:</b>		<b>5</b>
<b>Total Program Required Credits:</b>		<b>30</b>	
<i>Four-year deadline for program completion from start of program is May 6, 2023</i>			

\*\*Course includes pre-requisite and/or co-requisite requirement(s). Refer to course description below.

NOTE: On-site components and dates are subject to change.

## Elective Track Course Sequence

(Semesters in **Blue** include required on-site class sessions)

Semester	Course	Credits	On-site Dates	
<b>Semester 1</b> <b>Summer 2019</b> <i>May 6-Aug. 23</i>	OTD 710 Evidence-Based Practice	3	Jun. 11	
	OTD 712 Quantitative Inquiry	3	Jun. 12	
	OTD 714 Foundations of Practice Scholarship in Occupational Therapy	2	Jun. 13	
	HS 714 Scientific/Professional Writing	1	Online	
	<b>Semester Total:</b>	<b>9</b>	<b>Jun. 10-13</b> (Jun. 10-orientation)	
<b>Semester 2</b> <b>Fall 2019</b> <i>Sep. 3-Dec. 20</i>	OTD 716 Healthcare Advocacy: Policy, Legal, & Ethical Content**	2	Online	
	OTD 720 Qualitative Inquiry**	3	Oct. 12-13	
	Elective Track Course 1	3	Online	
	<b>Semester Total:</b>	<b>8</b>	<b>Oct. 12-13</b>	
<b>Semester 3</b> <b>Winter 2020</b> <i>Jan. 6-Apr. 24</i>	OTD 730 Emerging Roles for OT in Primary Care & Health Promotion**	4	2 days – TBD	
	OTD 732 Advanced Practice Scholarship in Occupational Therapy**	2	2 days – TBD	
	OTD 734 Use Design & Implementation of Evidence-Based Guidelines**	2	Online	
	<b>Semester Total:</b>	<b>8</b>	<b>4 days – TBD</b>	
<b>Semester 4</b> <b>Summer 2020</b> <i>May 4-Aug. 21</i>	OTD 740 Leadership as an Occupation**	2	Online	
	Elective Track Course 2†	3	Online	
	Elective Track Course 3†	3	Online	
	<b>Semester Total:</b>	<b>8</b>	<b>3 days – TBD</b>	
<b>Semester 5</b> <b>Fall 2020</b> <i>Aug. 31-Dec. 18</i>	OTD 742 Capstone Project**	3	Online	
	<b>Semester Total:</b>	<b>3</b>	<b>Online</b>	
<b>Total Program Required Credits:</b>		<b>36</b>		
<i>Four-year deadline for program completion from start of program is May 6, 2023</i>				

\*\*Course includes pre-requisite and/or co-requisite requirement(s). Refer to course description below.

†On-site class session for Elective Track Courses may be delivered remotely via synchronous online sessions.

NOTE: On-site components and dates are subject to change.

## **Elective Track Courses**

Course Sequence	Course Code & Title	# Days On-site
<b>Aging*</b>		
1	AG 716 Neurodegenerative Disease: Addressing Participation in Occupation	Online
2	AG 726 Examining Occupational Therapy's Role in Productive Aging	Online
3	AG 738 Application of Evidence for the Provision of Care for Persons with Dementia	Online
<b>Assistive Technology*</b>		
1	AST 716 Assistive Technology Taxonomy & Evaluation	Online
2	AST 726 Assistive Technology Intervention & Environment Modifications	Online
3	AST 736 Assistive Technology Implementation & Outcome Studies	Online
<b>Behavioral &amp; Mental Health*</b>		
1	BMH 716 Mental Health & Occupational Engagement Across the Developmental Lifespan	Online
2	BMH 726 Behavioral & Mental Health Interventions in Community-Based Practice	Online
3	BMH 736 Promotion, Prevention, & Advocacy in Behavioral & Mental Health Practice	Online
<b>Education*</b>		
1	EDU 718 Introduction to Occupational Therapy Educational Settings	Online
2	EDU 726 The Foundations of Instructional Design	Online
3	EDU 736 Instructional Methods for Occupational Therapy Education	Online
<b>Hand Therapy*</b>		
1	HT 718 Seminar for Upper Extremity Specialists	Online
2	HT 726 Evidence-Based Concepts of Radiographic Imaging	Online
3	HT 736 Advanced Concepts in Hand Therapy Evidence-Based Practice	Online
<b>Leadership*</b>		
1	LD 718 Essentials of Practice Management & Administration	Online
2	LD 726 Best-Practice for Organizational Development	Online
3	LD 736 Productivity & Profitability for Participation	Online
<b>Pediatrics*</b>		
1	PED 718 Examining Occupational Therapy's Role with Children & Youth	Online
2	PED 728 Pediatric Occupational Therapy Service Delivery: School-Based Services, Medical Practice, & the Community	Online
3	PED 736 Sensory Processing, Social, & Behavioral Disorders: Addressing Participation in Occupation	Online

\*Elective tracks are offered contingent upon enrollment. Cohort may not offer all tracks.

# Course Descriptions

## ***Occupational Therapy Core Courses:***

### **HS 714      Scientific/Professional Writing      (1 credit; Online)**

This pass/fail course reviews PubMed, Index Medicus, other search methodologies, American Medical Association Manual of Style editorial format, the composition of a scientific/professional manuscript, and the style of Scientific/professional writing, its construction and formats.

### **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      Quantitative Inquiry      (3 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 in terms of problem statements, question formulation, methodological features, and significance of findings for application in practice. The course will prepare students to judge evidence based 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. Quantitative article critiques will be conducted to strengthen students' abilities to analyze the relationship between research question and study design to facilitate understanding of how evidence informs practice.

### **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.

**OTD 720 Qualitative Inquiry** (3 credits; 2 days On-site)

This course provides a general overview of qualitative research methods and their applications to the examination of the traditions, current trends, and emerging areas of practice within healthcare. The contribution of qualitative inquiry to knowledge translation and evidence-based practice is explored. Students will critically appraise scientific literature to understand the implication of how qualitative research informs clinical practice. *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*

**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*

**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 Graduate Program Director or Designee. *Prerequisites: OTD 710, 712, 714, 720 elective 1*

**OTD 734      Use, Design and Implementation of Evidence-Based Practice Guidelines** **(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*

**OTD 740      Leadership as an Occupation** **(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 *Vision 2025* 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*

**OTD 742      Capstone Project** **(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, 732*

## Elective Tracks

### ***Elective Track in Aging***

**Michelle Webb, OTD, OTR/L, RAC-CT, CAPS**

*Elective Track Director*

The OTD Aging track offers an elective course of study for the post-professional occupational therapist that addresses the complex needs of senior populations. Doctoral candidates will consider evidence-based practices and principles with an added focus on the physical and psychosocial dimensions of aging, neuropathology, and degenerative disease. Graduates will be poised to enter one of the many advanced occupational therapy disciplines that serve the growing needs of the aging population.

#### Aging Course Descriptions:

*On-site sessions for elective track courses may be delivered remotely, via synchronous online sessions.*

#### **AG 716      Neurodegenerative Disease: Addressing      (3 credits; Online)** **Participation in Occupation**

This course will require students to examine current and emerging best practices for addressing participation in occupation for an older adult experiencing a neurodegenerative disease process. This course requires students to explore the role of occupational therapy on promoting participation in occupation for the aging population. Neurological diseases covered within this course include Alzheimer's disease, Parkinson's disease, and polyneuropathies. Students will engage in critical reasoning within forum discussions, analyzing intervention strategies, and development of a client-based case study.

#### **AG 726      Examining Occupational Therapy's Role in      (3 credits; Online)** **Productive Aging**

This course offers students the opportunity to explore and critically analyze evidence associated with current and emerging areas of occupational therapy practice addressing the occupational performance needs of older adults. This course will analyze the current evidence-based interventions related to falls prevention, home safety, and environmental modifications to support aging-in-place. During this course, students will have the opportunity to develop a critically appraised paper and a client-based case study.

#### **AG 738      Application of Evidence for the Provision of      (3 credits; Online)** **Care for Persons with Dementia**

This new course will provide the opportunity for students to examine issues and evidence related caring for persons with dementia including non-pharmacologic intervention approaches, theoretical frameworks, environmental modification, caregiver education and their application in different clinical settings. Students will engage in clinical reasoning to understand and evaluate the complexities of addressing the need to promote participation and to optimize quality of life for persons with dementia.

Students will utilize evidence-based practice guidelines (such as those developed by the American Occupational Therapy Association) to develop a client-based case study.

## ***Elective Track in Assistive Technology***

**Lynn Gitlow, PhD, OTR/L, ATP, FAOTA**

*Elective Track Director*

The OTD Assistive Technology track guides students through the application of assistive technology for children and adults with disabilities across various environmental contexts. The program will prepare graduates in identifying areas of need and implementing and coordinating care through effective technology systems.

### Assistive Technology Course Descriptions:

*On-site sessions for elective track courses may be delivered remotely, via synchronous online sessions.*

#### **AST 716 Assistive Technology Taxonomy & Evaluation (3 credits; Online)**

This course requires students to explore the role of occupational therapists in assistive technology in both the educational and medical profession. Theoretical frameworks are reviewed to guide the application of assistive technology for children and adults with disabilities across various environmental contexts in addition to exploration of specialized clinical competencies. Students will review assistive technology taxonomy and theoretical framework that will guide the assistive technology assessment process. Strategies for assessment include identifying area of need, evaluating consumer skills and personal preferences, assessing environmental factors, and selecting technology systems.

#### **AST 726 Assistive Technology Intervention & Environment Modifications (3 credits; Online)**

This course requires students to explore the role of occupational therapists in assistive technology interventions and environmental modifications across various environmental contexts. Focus will be on analyzing assistive technology products/devices and features matched to the needs and personal preferences of clients and evidence-based research outcomes. Specific assistive technology areas to be discussed include technology for learning disabilities, computer access, cognitive aids, augmentative and alternative communication devices, sensory aides, electronic aides to daily living, and environmental modifications.

#### **AST 736 Assistive Technology Implementation & Outcome Studies (3 credits; Online)**

This course requires students to synthesize information from the assistive technology assessment and tool features matched to the clients' needs to develop an implementation strategy for successful assistive technology use. Focus will be on development and implementation of an assistive technology plan and coordination of care across environmental contexts, identifying measurable outcomes for progress,



influence the lives of persons with behavioral and mental health conditions, such as lack of insurance or unemployment. Students will understand how advocacy efforts with local, state, and federal stakeholders can influence policy change to positively impact behavioral and mental health services. During this course, students will develop a program/service evaluation or client-based case study to integrate new learning.

## ***Elective Track in Education***

**Michelle Webb, OTD, OTR/L, RAC-CT, CAPS**

*Elective Track Director*

The OTD Education track leads the student to a focus on education and learning in an academic setting. Doctoral candidates will explore the dimensions of adult learning, instructional design principles, and pedagogical methodology. Graduates in this elective track will be prepared to enter a variety of academic fields and contribute to the occupational therapy profession's growing need for doctoral educators.

### Education Course Descriptions:

*On-site sessions for elective track courses may be delivered remotely, via synchronous online sessions.*

#### **EDU 718 Introduction to Occupational Therapy Educational Settings (3 credits; Online)**

This course will allow the student to explore the foundations of adult learning theory establishing an understanding of adult learning theory and the domains of learning. Students will relate this knowledge to the Scholarship of Teaching and Learning as outlined by AOTA and Boyer's Scholarship of Teaching. This course requires students to critically examine theoretical approaches in teaching and learning in academic and clinical settings. Students will foster within themselves their own teaching philosophy, the awareness of learning styles, and an understanding of the importance of life-long learning.

#### **EDU 726 The Foundations of Instructional Design (3 credits; Online)**

This course will allow the student to gain the necessary skills required to use backward design in lesson planning, course development, developing assessment tools, writing learning and course objectives reflective of Bloom's / Fink's Taxonomy. The course will culminate with the student demonstrating a working knowledge of creating a learner centered syllabus and lesson plan.

#### **EDU 736 Instructional Methods for Occupational Therapy Education (3 credits; Online)**

This course will focus on increasing the student's awareness of the latest trends in education including the concept of the flipped classroom, the use of technology in teaching and learning, learning management systems and program design (hybrid, distant, and traditional classrooms). The student will explore various teaching methods (lectures, small group discussions and group task-oriented work, student led learning,

guided inquiry, seminar, etc.) and managing student concerns to allow for facilitating continued learning.

## ***Elective Track in Leadership***

**Ellen Hudgins, OTD, OTR/L**

*Elective Track Director*

The OTD Leadership track is designed for those advanced occupational therapy practitioners who seek to influence the profession from a leadership and practice management perspective. The program explores leadership theories, organizational development, and financial management strategies, emphasizing an evidence-based philosophy with a reflection on key professional trends.

### Leadership Track Course Descriptions:

*On-site sessions for elective track courses may be delivered remotely, via synchronous online sessions.*

#### **LD 718          Essentials of Practice Management & Administration          (3 credits; Online)**

This course will allow the student to explore the foundations associated with designing, promoting, and leading a healthcare organization. The course will offer instruction regarding the following principles: financial planning; budgeting, marketing/branding; strategic planning, space designing, and core principles associated with developing and or leading a healthcare organization. The student will utilize evidence in establishing business planning principles for owning or operating a healthcare organization. Students will engage in critical reasoning within forum discussions and through the development of an executive business summary.

#### **LD 726          Best-Practice for Organizational Development          (3 credits; Online)**

This course will allow students to gain the necessary skills required in the daily operations of leading a healthcare organization. Advanced knowledge occurs in developing a strategic plan along with an evidenced-based business planning. The student will review evidenced associated with human resource theory, strategic planning, development theory, conflict resolution, corporate goal setting and staff development. The course will address barriers associated with integrating evidence into practice, as a leader of a healthcare organization plays an integral part in promoting evidenced-based practice within all healthcare settings. Additionally, the course offers foundational knowledge regarding innovative leadership and entrepreneurship, allowing the student to develop knowledge regarding alternative health care delivery models.

#### **LD 736          Productivity and Profitability for Participation          (3 credits; Online)**

This course integrates concepts and skills of administration and practice management with core tenets associated with occupational therapy practice patterns. This course focuses on participation in occupation, client-centered care, customer satisfaction and outcome based delivery models. This course aims to equip students with confidence

and tools to validate that operating a clinic or business in this way will promote productivity, profitability, client outcomes, and clinician satisfaction. Students synthesize and apply knowledge associated with evidence-based practice, occupation-based practice, client centeredness, documentation, and outcome measurement to establish strategies to lead within the healthcare arena. Students will demonstrate the ability to identify significant factors that affect business sustainability through the creation of an evidence-based final project.

## ***Elective Track in Hand Therapy***

**Kristin Biggins, OTD, OTR/L, CHT, CYT-C**

*Elective Track Director*

The OTD Hand Therapy track prepares graduates for an advanced level of evidence-based practice specific to the upper extremities. Occupational hand therapy focuses on the treatment of orthopedic conditions to optimize arm and hand use. Doctoral candidates will prepare to provide an advanced level of client-centered, occupation-based therapy designed to restore function and well-being.

### Hand Therapy Course Descriptions:

*On-site sessions for elective track courses may be delivered remotely, via synchronous online sessions.*

#### **HT 718 Seminar for Upper Extremity Specialists (3 credits; Online)**

This course will require students to examine current and emerging best practices for addressing participation in occupation for individuals with musculoskeletal and neurological disorders involving the upper quadrant. This course requires students to explore the role of occupational/hand therapy on transitioning from a reductionist model to promoting meaningful activity and participation. Students will adopt language from the ICF to incorporate treatment of body structures and function to promote activities and participation while considering individual and societal perspectives of participation. Students will share research and clinical expertise on hand therapy related interventions including orthosis management for tendon injury, nerve injury, fractures, degenerative diseases and movement disorders. Students will engage in critical reasoning within forum discussions, analyzing intervention strategies, electronic presentations and development of a client-based case study. Students will be indoctrinated in EBP and utilization of technology in hand therapy.

#### **HT 726 Evidence-Based Concepts of Radiographic Imaging (3 credits; Online)**

This course will provide fundamental principles of radiographic imaging procedures while challenging the student to address occupational-based strategies for clinical decision-making. Students will broaden their knowledge and acquire skills to recognize common normal and abnormal radiographic findings of the upper quadrant. The student will develop skills to approach imaging studies from a scientific and occupation-based



prospective. Students will integrate the diagnostic utility of imaging procedures related to activities and participation.

**HT 736      Advanced Concepts in Hand Therapy      (3 credits; Online)**  
**Evidence-Based Practice**

This course will provide the opportunity for students to examine client-centered care practices through utilization of the best evidence for interventions used in upper quadrant rehabilitation clinics. Students will appraise the literature pertaining to upper quadrant interventions and outcome assessment tools to assist in determining the best practices in hand therapy. Emphasis will be placed on in-depth examination of interventions strategies, and diagnosis and prognosis of specific neuromuscular and musculoskeletal disorders of the upper quadrant. This didactic course will promote student interaction through class forums, blogs, and social networks. Critical reasoning will be reinforced through the development of electronic presentations, scholarly papers, and the application of theoretical concepts in support of Vision 2025.

### ***Elective Track in Pediatrics***

**Sue Zapf, PhD, OTR, BCP, ATP**  
*Elective Track Director*

The OTD Pediatric track prepares students for a future in neonatal, early intervention, or school-based practice. Doctoral candidates will consider the unique occupational needs of infants, children, and youth, as well as the principles of physical, sensory, and cognitive impairment. This post-professional Doctor of Occupational Therapy focus will prepare graduates for success in a variety of settings, including clinics, schools, and private practices.

Pediatrics Course Descriptions:

*On-site sessions for elective track courses may be delivered remotely, via synchronous online sessions.*

**PED 718      Examining Occupational Therapy's Role      (3 credits; Online)**  
**with Children & Youth**

This course offers students the opportunity to explore and analyze evidence associated with current and emerging areas of occupational therapy practice addressing the occupational performance needs of children and youth. This course will analyze the current Pediatric Frames of References and best evidence available to guide occupational therapists in the evaluation and intervention process to provide contemporary and innovative occupational therapy services to children and youth in diverse environments. During this course, students will have the opportunity to develop a professional presentation and write a case study treatment plan.

**PED 728 Pediatric Occupational Therapy Service (3 credits; Online)**  
**Delivery: School-Based Services, Medical Practices, & the Community**

This new course will explore the environmental context of occupational therapy services for children and youth. Students will discuss laws governing occupational therapy services in both school-based and medical/private practice settings. Students will utilize evidence-based practice within the setting discussed and analyze outcome effectiveness of occupational therapy services. Students will use critical reasoning to compare and contrast service delivery systems including early intervention, school-based services, medical practices, and community service delivery. A program service evaluation or client-based case study will allow students to synthesize new learning.

**PED 738 Sensory Processing, Social, & Behavioral (3 credits; Online)**  
**Disorders: Addressing Participation in Occupation**

This course requires students to explore the role of occupational therapy on promoting participation in occupation for children with sensory processing, social, and behavioral needs. Focus will be on analysis of current diagnostic criteria and critically questioning and appraising the state of current and emerging evidence on assessments, outcome measures and intervention to promote best practices for children and youth. Diagnoses covered within this course include sensory processing disorder, autism, ADHD, and anxiety. Students will engage in critical reasoning within forum discussions, analyzing intervention strategies, and developing a client-based case study.

## **Faculty**

### ***Program Leadership***

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