**Occupational Therapy**

The Department of Occupational Therapy Education resides in the KU School of Health Professions (http://healthprofessions.kumc.edu) and is located on the KU Medical Center campus in Kansas City, Kan. The department offers the following degree programs:

**Master of Occupational Therapy (MOT)**

For students wanting to enter the profession of occupational therapy, this graduate degree begins with one year of undergraduate study. Graduates are eligible to take the national certification examination to obtain OT licensure. >> MOT program details (http://www.kumc.edu/school-of-health-professions/occupational-therapy-education/master-of-occupational-therapy.html)

**Doctor of Occupational Therapy (OTD)**

This clinical-based doctorate program is designed for practicing occupational therapists who want to pursue the highest level of advanced practice. An OT degree and current license are required for admission. >> OTD program details (http://www.kumc.edu/x12196.xml)

**Occupational Therapy Courses**

**OCTH 101. Introduction to Occupational Therapy. 1 Hour.**
Survey of the profession of occupational therapy. Includes information on academic and professional requirements, career opportunities, general description, and history of the profession. Open to all students. LEC.

**OCTH 388. Human Anatomy. 6 Hours.**
This course will explore the human body to develop an understanding of how anatomy influences the occupational therapy process. This course will use a biomechanical approach to guide assessment and intervention in examining occupations. LEC.

**OCTH 395. Orientation to the Occupational Therapy Profession. 3 Hours.**
This course will describe occupation and discuss the philosophy/history, current and future directions of the occupational therapy profession. We will explore professionalism including ethics and professional behaviors, professional communication/relationships, and involvement with professional/regulatory associations within context of occupational therapy. LEC.

**OCTH 401. Theory and Practice in Occupational Therapy. 2 Hours.**
This course will explore conceptual theoretical models in occupational therapy and the relationship with professional reasoning. This course will use small case-based groups to apply theoretical models. LEC.

**OCTH 422. Analysis and Adaptation of Occupations I. 4 Hours.**
This course will analyze the role of occupations and the factors influencing occupational performance in everyday contexts. This course will use service learning as the context for understanding occupation, the occupational therapy process, and person-centered practice. LEC.

**OCTH 430. Practicum I. 2 Hours.**
This course will use a person-centered approach to engage with individuals across the life span in their natural contexts. This course will incorporate observation and interview skills with individuals across the life span emphasizing participation in everyday life. LEC.

**OCTH 435. Lifespan Development from an Occupational Perspective. 4 Hours.**
This course will discuss developmental theories and study how occupations change across the lifespan. We will emphasize the need to examine participation in meaningful activities within authentic contexts with considerations for the impact of a disability on occupational performance. LEC.

**OCTH 445. Contexts of Occupation. 2 Hours.**
This course will explore the importance of context in order to facilitate understanding how the person, the context, the environment, and the task all interact to guide occupational performance in everyday life. LEC.

**OCTH 455. Neuroscience Analysis of Occupational Performance. 3 Hours.**
This course will examine human behavior and occupational performance in relation to function and dysfunction of the nervous system, both in formulating potential behavioral signs when a specific neurological site is presented, and in hypothesizing about neurological involvement when given a client description. LEC.

**OCTH 462. Physical Considerations in Facilitating Occupational Performance. 4 Hours.**
This course will use scientific reasoning to explore the impact of selected medical conditions on person factors and occupational performance in everyday life. An understanding of injury and disease processes is paired with appropriate occupational therapy assessment and intervention strategies to facilitate optimal occupational outcomes. LEC.

**OCTH 470. Practicum I. 2 Hours.**
This course will engage in the occupational therapy process and participate in service provision to individuals/families through level I fieldwork experiences. We will apply the components of documentation to the occupational therapy process with emphasis on note writing and goal development. Students will demonstrate command of occupational therapy knowledge through successful completion of professional growth assessment. LEC.

**OCTH 472. Psychiatric Considerations in Facilitating Occupational Performance. 3 Hours.**
This course will apply theory and evidence to occupational therapy practice in mental health settings. This course will consider selected psychiatric disorders and their impact on occupational performance in everyday life. LEC.

**OCTH 482. Analysis and Adaptation of Occupations II. 2 Hours.**
This course will apply the occupational therapy framework to understand occupation as a therapeutic means and end to occupational therapy practice. This course will use service learning as the context for understanding occupation, the occupational therapy process, and person-centered practice. LEC.

**OCTH 490. Evaluation and Assessment of Occupational Performance. 4 Hours.**
This course will apply the fundamentals of the evaluation process to understand occupational performance across the lifespan. We will examine how to select, interpret and document formal and informal measures within a person-centered, contextually relevant approach. LEC.

**OCTH 499. Evaluation and Assessment of Occupational Performance. 2 Hours.**
This course will apply the fundamentals of the evaluation process to understand occupational performance across the lifespan. We will examine how to select, interpret and document formal and informal measures within a person-centered, contextually relevant approach. LEC.

**OCTH 680. Independent Study. 1-6 Hours.**
An elective course to allow students to pursue areas of special interest under direction of faculty of his or her choice. Investigation of special issues relevant to an aspect of occupational therapy practice will include study of pertinent practice factors. Student will complete special projects relevant to the practice areas, such as oral presentation, written paper or case analyses. May be repeated for credit. Prerequisite: Permission of department and instructor (offered Spring, Summer and Fall). IND.
OCTH 704. Planning and Intervention in Occupational Therapy. 2 Hours.
This course will use professional reasoning to analyze cases across the lifespan. We will work in small groups using a problem-based format with faculty mentors as we develop an occupational profile, occupational analysis and evidence-based intervention plans for each case. LEC.

OCTH 710. Service Management: Delivery Systems. 1 Hour.
This course will explore how service delivery systems influence pragmatic reasoning and occupational therapy practice. We will examine American and global health care systems along with occupational therapy health care delivery settings with a focus on quality, cost, and access related to service delivery. Teaching and learning experiences occur through lecture, on-line materials, class discussion and small group activities. LEC.

OCTH 715. Supervision, Team Relations, and Management Communication. 1 Hour.
This course emphasizes entry level skills related to supervision, teamwork, and communication within practice environments. LEC.

OCTH 720. Occupational Therapy Practice Models. 7 Hours.
This course will use practice models to guide evaluation and intervention in occupational therapy practice. Students will gain an understanding of historical and contemporary models, learn the evidence underlying each model and conduct assessments with a consumer from each of the contemporary models. LEC.

OCTH 725. The Research Process. 1 Hour.
This course will transition from understanding and appraising research (OCTH 783) to generating research (OCTH 790). The purpose of this course is to guide students through planning research by introducing the components of research and describing ways in which research may be conducted. The course reviews research ethics, writing research questions and hypotheses, sampling, measurement and data collection, components of quantitative and qualitative research, and information about disseminating research. LEC.

OCTH 730. Practicum III. 2 Hours.
This course will build upon practicum and level I fieldwork experiences to continue developing necessary skills for level II fieldwork experiences. We will determine the relevant variables for intervention, work collaboratively with others within each setting, analyze, and reflect upon the experience. We will analyze principles of evidence-based practice and occupation-based intervention. LEC.

OCTH 738. Special Topics in Practice. 1-2 Hours.
Focused study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. LEC.

OCTH 750. Case-Based Clinical Reasoning. 2 Hours.
This course will apply the professional reasoning process to understand individuals’ occupational performance and analyze services provided based on cases from level II fieldwork experiences. We will participate in small group discussion using a problem-based format to conduct case analysis and develop evidence-based intervention plans. LEC.

OCTH 755. Issues and Trends Seminar. 1 Hour.
This course will analyze key professional, political, and cultural issues and trends that impact service provision and the populations served by occupational therapists. This seminar format incorporates student-driven service experiences, discussion forums, and small group work to examine issues/trends and recognize opportunities to shape the future of the occupational therapy profession. LEC.

OCTH 760. Professional Development and Leadership in Service Management. 3 Hours.
This course will discuss professional responsibilities and career development opportunities as they relate to leadership, administration, and management of occupational therapy services. We will use reflective assessments to identify professional leadership strengths and career paths. Students working in small work groups will apply management principles to develop and propose community-based health promotion programs. LEC.

OCTH 765. Family and Community Service Systems. 2 Hours.
This course will use professional reasoning to examine occupational practice within various delivery systems. We will use lecture and small group seminars to analyze systems from level II fieldwork experiences and develop a program evaluation plan based on collaborations between students and fieldwork supervisors. LEC.

OCTH 770. Level II Fieldwork, Part I. 6 Hours.
A required full-time, three-month supervised experience in a facility meeting specified criteria. Qualified occupational therapists supervise the experience. Students will be exposed to a variety of age ranges and disabilities within different service delivery systems. Prerequisite: Satisfactory completion of required academic coursework. LEC.

OCTH 775. Level II Fieldwork, Part II. 6 Hours.
A required full-time, three-month supervised experience in a facility meeting specified criteria. Qualified occupational therapists will supervise this experience. Students will be exposed to a variety of age ranges and disabilities within different service delivery systems. Ages, disabilities, and service provision systems for this course will differ from the student’s prior fieldwork experience. Prerequisite: Satisfactory completion of required academic coursework. LEC.

OCTH 776. Population-Based Clinical Reasoning. 3 Hours.
This course will consider population-based concepts and theories to identify, prioritize and meet the health and life participation needs of populations. Within an interprofessional online learning context, students collaborate to develop community-based assessment and intervention emphasizing promotion, maintenance and restoration of health and wellness and disease prevention for specific populations. LEC.

OCTH 780. Elective Level II Fieldwork. 3-6 Hours.
An elective (optional) supervised experience in a facility meeting specific criteria. Qualified occupational therapist will supervise this experience. This fieldwork would allow students to pursue areas of special interest. Length and time commitment of experience will be commensurate with credit hours (e.g. each credit requires 80 hours of fieldwork contact at specified site). Prerequisite: Satisfactory completion of required academic coursework and OCTH 770. LEC.

OCTH 783. Evidence-Based Practice. 2 Hours.
This course will review, appraise, and integrate various levels of evidence to inform occupational therapy practice. Students will learn where and how to find relevant evidence as well as what factors should be considered in the assessment of evidence. We will review statistics and their use in interpreting outcome data. Students will also learn to synthesize and translate evidence into useful information for practice. LEC.

OCTH 790. Research Practicum and Professional Writing. 3 Hours.
This course will explore the process of conducting a faculty-mentored research project becomes a platform for developing occupational therapy principles and for guiding practice, and how conveying meaning through professional writing is essential for communicating outcomes.
interpretations, and instructions. Prerequisite: OCTH 727. Students from programs outside the MS in Occupational Therapy or PHD in Therapeutic Science need to contact the Occupational Therapy Department for permission to enroll. LEC.

Occupational Therapy (Doctorate) Courses

OTD 750. Clinical Reasoning and Problem Based Learning. 3 Hours. Students will apply a clinical reasoning process to individuals with occupational performance needs. Cases will be presented from students' clinical experiences. In a problem solving format, students will evaluate models of service delivery, evaluation and intervention delivery and dissemination of information received by the individual. Students will identify and discuss alternatives given a variety of situations and environments. PREREQUISITE: Permission of Department. LEC.

OTD 770. Knowledge For Specialty Practice Area. 3 Hours. This course is designed to support and correspond with OTD 780. Students will be matched with a faculty mentor as they develop a literature review in an area of clinical interest. This experience is designed to supplement students' ongoing clinical practice as they develop a library of pertinent empirical readings. Students will be mentored as they develop skills in analytical reading and identification of information that informs best practice. PREREQUISITE: Admission to OTD Program orPermission of Instructor. LEC.

OTD 776. Population Based Health Care. 3 Hours. This course will coordinate with OCTH 776. The purpose of this course is to introduce concepts and theories related to providing health care to complex systems and aggregates in the community, state and nation. Emphasis is placed on the promotion, maintenance and restoration of health and wellness and the prevention of disease. Internal and external environmental components which include historical, political, social, cultural and economic factors are presented. The role of the health care provider in identifying, prioritizing and meeting the health and life participation needs of aggregates is discussed. PREREQUISITE: Permission of department. LEC LEC.

OTD 780. Practicum in Specialty Practice Area. 3 Hours. This course is designed to support and correspond with OTD 770. Students will complete this course as they work in a clinical environment. They will meet with a faculty mentor to support the analysis and dissemination of their empirical information gathered during OTD 770. They will present their empirical literature findings to their professional colleagues via a clinical research forum. Students will be expected to create three forms of information dissemination and critically review the professional feedback they receive. PREREQUISITE: Permission of department. LAB.

OTD 783. Evidence Based Practice. 3 Hours. This course will coordinate with OTCH 783. Students will address the parameters and criteria for evidence-based practice. They will build a library of information that facilitates their evaluation of the status, beliefs, and practice of Occupational Therapy. They will develop skill in the synthesis of empirical evidence and explore dissemination options to service recipients. Students' work will culminate in the formulation of a decision-making paradigm for their future practice decisions. PREREQUISITE: Permission of Department. LEC.

OTD 799. Practice and Research. 3 Hours. This is an elective course that allows students to pursue areas of special interest under the direction of a faculty member of his or her choice. This course is designed to support students' learning as they complete their pre-doctoral studies. Investigation of special issues relevant to an aspect of occupational therapy practice will include study of pertinent practice factors. Students will complete special projects relevant to the practice areas of interest, such as an oral presentation, written paper, or case analysis. May be repeated for credit. PREREQUISITE: Permission of Department. LEC.

OTD 825. Qualitative Research Methods. 3 Hours. This course is an introduction to qualitative research techniques. Students will have several opportunities to gain hands-on experience using fundamental qualitative research techniques to sharpen their data collection, analysis and write-up skills. The goals of this course are to better understand the role qualitative techniques play in research, identify various ethical issues, sharpen interview and observation skills, and develop foundation skills for collecting, analyzing and interpreting qualitative data. Prerequisite: Permission of Department. Lecture course. LEC.

OTD 835. Quantitative Research for Applied Science. 3 Hours. Research relevant to therapeutic intervention comes from a variety of disciplines involving varied research designs and analysis strategies. Students in this course will examine selected research studies and gain skill in analyzing methods and results as well as in applying research findings to practical problems. Students will conduct a systematic review on a specific area of occupational therapy practice. LEC.

OTD 850. Teaching Practicum. 1-3 Hours. The purpose of this course is to provide practical learning whereby students receive individual mentorship for the development, implementation and evaluation of a teaching experience. Students will be responsible for developing the material, instructing students, grading assignments and evaluating the teaching experience. The teaching experience is expected to include at least 12 hours of face-to-face instruction (or the equivalent in on-line teaching or written materials). Teaching experiences can include MOT program lectures or labs, continuing education workshops, patient education programs, or staff inservices or another experience that meets the time and competency requirements. Prerequisite: A graduate level teaching methods course such as NSG 873, NSG 874, C T 740, C T 840 PRA.

OTD 860. Theory and Practice in Occupational Therapy. 3 Hours. This course will cover major theoretical frameworks and practice models in occupational therapy. The history of occupational therapy will be included to provide a basis for understanding the evolution of the profession as well as past and current issues and trends. Students will learn how to critically analyze theories, evaluate research evidence related to specific theories and practice models, and assess pragmatic issues in applying practice models to specific settings and populations. LEC.

OTD 865. Theory Based Practice. 3 Hours. This course is designed to critically review Occupational Therapy theories, research, practice models and frameworks using the tenets of occupation based practice. Students will analyze seminal literature from occupational science and relate theory and evidence to practice. Students will review their specified area of practice to develop a proposed method of practice that incorporates empirical evidence and practice methods. Finally, students will select a mentor from their practice area to review their proposal. Critical feedback will be incorporated into a final presentation and paper. PREREQUISITE: Permission of Department. LEC.

OTD 875. Professional Development. 3 Hours. This course will explore professional development from an advanced practice perspective. Students will examine aspects of advanced practice such as leadership (both work and professional), management, group and system communication and change agency. They will explore these topics within their current practice settings and select an area of advanced skills to explore in more depth. Students will develop an understanding of
how they can impact systems and contribute to the development of the occupational therapy profession. LEC.

**OTD 880. Program Evaluation. 3 Hours.**
Leadership in areas of specialty practice will require our graduates to critically evaluate their practice programs. In this course, students will explore the traditional and innovative ways to evaluate professional services and systems, and they will develop skills to conduct program evaluations. Students will examine the purpose and process of program evaluations in a variety of clinical settings. Through lecture, discussion and a project they will develop and execute a program evaluation in their area of practice. **PREREQUISITE:** Permission of Department. LEC.

**OTD 885. Advanced Practicum. 1-3 Hours.**
This practicum is designed to span 400 hours. Students will identify an area of practice through which they want to develop clinical initiatives and leadership. Selected field experiences will provide opportunities for program development, leadership, and information dissemination. Upon completion, the students will provide his or her clinical team with a program, or research based initiative, along with specified program evaluation methods. **PREREQUISITE:** Permission of Department and continuous enrollment until completion of competencies. LAB.

**OTD 890. Capstone Project. 1-3 Hours.**
The capstone project will comprise a written report that involves both literature and field research activity. A capstone project report represents the application of knowledge as well as the search for it, and differs from a thesis such that student opinion and experience is involved. The student must negotiate capstone objectives, evaluation standards and any potential approvals prior to his or her practicum. **PREREQUISITE:** Permission of Department and continuous enrollment until competencies totaling 6 credit hours are completed. IND.

**OTD 899. Special Projects. 3 Hours.**
This is an elective course that allows students to pursue areas of special interest under the direction of a doctoral faculty member of his or her choice. This course is designed to support doctoral training. Academic options range from research based studies and/or activities to critical analysis of clinical practice methods. Students will complete special projects relevant to their designated practice area of interest. Students must negotiate learning objectives, academic projects and evaluation standards with their mentor. May be repeated for credit. **PREREQUISITE:** Permission of department. LEC. RSH.

**Occupational Therapy (MS) Courses**

**OTMS 699. Special Projects. 1-6 Hours.**
(1-6) An elective course to allow student investigation of special issues or problems relevant to applied research and/or practice, under the direction of a faculty member chosen by the student. Systematic coverage of current issues may include a research investigation or study related to pertinent sociocultural trends, practice factors, or emerging issues in service provision. Students will complete special projects such as oral presentations, written papers, or case analyses as negotiate with the faculty mentor. May be repeated for credit. **PREREQUISITE:** Enrollment as a non-degree seeking student and permission of the instructor. IND.

**OTMS 701. Professional Development. 3 Hours.**
With an emphasis on leadership skills and professionalism, this course will include mentoring, supervising, managing, organizing presentations, and teaching, writing, and contributing through professional organizations (interdisciplinary and occupational therapy). Students professionalism on issues of concern to administrators, staff therapists, educators, or those in private practice. **Prerequisite:** Permission of Instructor. LEC.

**OTMS 705. Multidisciplinary Theoretical Perspectives. 3 Hours.**
Students will identify and explore the key theories in occupational therapy and those more specific to their emphasis area with an emphasis on those currently influencing clinical reasoning. Students will demonstrate an understanding of contemporary theories and be able to compare and contrast key theories. Students will develop rationales for theory guided interventions. Furthermore, they will develop an impact summary in their identified area of emphasis. **Prerequisite:** Permission of Instructor, LEC.

**OTMS 735. Practice Models for Applied Science. 3 Hours.**
Issues and trends relative to advanced application of theory, assessment and intervention with emphasis on pediatrics will be presented in lecture and discussion. Special projects will emphasize the student’s special interests. Although faculty directed, student presentation will be emphasized. LEC.

**OTMS 799. Special Topics in Occupational Therapy. 1-6 Hours.**
An elective course to allow student investigation of special issues or problems relevant to applied research and/or practice, under the direction of a faculty member chosen by the student. Systematic coverage of current issues may include a research investigation or study related to pertinent sociocultural trends, practice factors, or emerging issues in service provision. Students will complete special projects such as oral presentations, written papers, or case analyses as negotiate with the faculty mentor. May be repeated for credit. **Prerequisite:** Permission of instructor. IND.

**OTMS 800. Research Proseminar. 1 Hour.**
A proseminar conducted by the core graduate faculty in Occupational Therapy and Therapeutic Science. Twice-monthly meeting will involve student and faculty presentations of their current research, as well as provide more opportunities to obtain feedback on research proposals. May be taken more than once for a total of four credits. (Same as TS 800.) RSH.

**OTMS 801. Applied Neuroscience. 3 Hours.**
The course will address the major functions of the systems within the central nervous system and how they interact to produce responses to environmental demands. Sensory input, central processing, and output mechanisms will be analyzed. The student will then appraise human behavior in relation to function and dysfunction of the nervous system, both in formulating potential behavioral signs when a specific neurological site is presented, and in hypothesizing about neurological involvement when analyzing a particular individuals problems. **Prerequisite:** Undergraduate neuroscience course or permission of instructor. LEC.

**OTMS 835. Interpreting Research for Applied Science. 3 Hours.**
This on-line course examines selected research studies, analysis methods and results employed, and applies research findings to practical problems. Students will design their own research project reflecting their area of interest. RSH.

**OTMS 850. Graduate Research. 1-6 Hours.**
Students investigate an empirical question relevant to occupational therapy and write a literature review and a research proposal under the guidance of a faculty advisor. Pending approval of the proposal, the student will carry out initial phases of the project, including materials preparation and data collection. RSH.

**OTMS 899. Thesis. 1-6 Hours.**
Course requires data analyses, interpretation, and scholarly writing based on individual original research carried out under the guidance of the student’s adviser. These activities, along with an oral presentation of research, must meet with approval of the student’s advisory committee to complete thesis requirements. **Prerequisite:** OTMS 890. THE.
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Therapeutic Science Courses

**TS 800. Research Proseminar. 1 Hour.**
A proseminar conducted by the core graduate faculty in Occupational Therapy and Therapeutic Science. Twice-monthly meetings will involve student and faculty presentations of their current research, as well as provide more opportunities to obtain feedback on research proposals. May be taken more than once for a total of four credits. (Same as OTMS 800.) LEC.

**TS 805. Multidisciplinary Theoretical Perspectives. 3 Hours.**
Students will identify and explore key theories in behavioral and social science with an emphasis on those currently influencing clinical reasoning. Students will demonstrate an understanding of contemporary theories and be able to compare and contrast key theories, while also developing knowledge about theory guided research and interventions. LEC.

**TS 850. From Beliefs to Evidence. 1 Hour.**
Analysis of the role of beliefs about practice in professional culture and how beliefs are affected by the accumulation of research evidence. Topics include the nature of science and beliefs, the nature of evidence, and the debate over evidence-based practice. Students will use topics from their own professional interests for class presentations and written assignments. May be taken more than once for a total of two credits. LEC.

**TS 880. Special Projects. 1-6 Hours.**
An elective course to allow student investigation of special issues or problems relevant to applied research and/or practice, under the direction of a faculty member chosen by the student. Systematic coverage of current issues may include a research investigation or study related to pertinent sociocultural trends, practice factors, or emerging issues in service provision. Students will complete special projects such as oral presentations, written papers, or case analysis as negotiate with the faculty member. May be repeated for credit. Prerequisite: Permission of instructor. IND.

**TS 900. Evolving Interdisciplinary Views of Disablement. 1 Hour.**
Assessment of how our social and cultural context defines notions of disability and disablement in our society. Topics include historical constructs of disability, public policy related to disability, and social paradigms of disability. Students will evaluate views of disablement from the perspective of their own discipline. May be taken more than once for a total of two credits. LEC.

**TS 950. Designing Effective Knowledge Transfer. 1 Hour.**
Examination of the principles of knowledge transfer and diffusion of innovation as they relate to practices in therapeutic professions. Topics include the diffusion process, change agents, innovation adoption, and current diffusion methods. Students will evaluate diffusion processes that have occurred within their own professions. May be taken more than once for a total of two credits. LEC.

**TS 980. Advanced Study in Therapeutic Science. 1-6 Hours.**
Students engage in advanced study of a topic of their interest, guided by an appropriate mentor. Methods include directed readings, interpretation of evidence, discussions, and written syntheses of existing literature. Course culminates in a written proposal for original research and an oral defense of that proposal. Credit is given only after the dissertation proposal is accepted by the student's advisory committee. Prerequisite: Permission of instructor. SEM.

**TS 990. Dissertation in Therapeutic Science. 1-9 Hours.**
Research experience leading to dissertation for doctoral students in Therapeutic Science. THE.