

# Occupational Therapy

The Department of Occupational Therapy Education (<http://www.kumc.edu/school-of-health-professions/occupational-therapy-education.html>) is one of eight departments of the KU School of Health Professions (<http://healthprofessions.kumc.edu/>) and is located on the KU Medical Center campus in Kansas City, KS.

- **Vision statement:** To develop learners who will impact the health and occupations of people and their communities through innovative and collaborative practice, education, research, and leadership.

KU's occupational therapy programs are nationally recognized for excellence in producing leaders in education and research.

The department offers the following degree programs:

## Entry-Level Doctorate, Occupational Therapy (OTD) (<https://catalog.ku.edu/health-professions/occupational-therapy/otd-entry-level/>)

The entry-level doctorate is for students entering the profession of occupational therapy after acquiring a bachelor's degree at KU or another institution. Our transition to the OTD allows our students to gain greater in-depth practice knowledge, enhance leadership skills and provide experiences that allow our students to participate in policy and systems change to improve healthcare. The OTD culminates in a Doctoral Capstone which includes both a Capstone Project and Doctoral Experience. Graduates are eligible to take the national certification examination to obtain OT licensure. The first cohort of OTD students entered Fall 2019.

## Post-Professional Doctorate, Occupational Therapy (OTD) (<https://catalog.ku.edu/health-professions/occupational-therapy/otd/>)

This is a post-professional, clinically-focused doctoral program designed for practicing occupational therapists wanting to pursue advancement in contemporary and evidence-based practice, professional leadership and foundations in teaching. A degree in occupational therapy from an accredited program, a master's degree, and a current license to practice as an occupational therapist are required for admission.

## Therapeutic Science (Ph.D.) (<https://catalog.ku.edu/health-professions/therapeutic-science/phd/>)

Administered through the Department of Occupational Therapy Education, this research-focused doctoral program benefits from faculty expertise in many different departments and schools across the University of Kansas. It is designed to support interdisciplinary study of wellness and disability related to individuals and support systems.

## Occupational Therapy (MS) Courses

### OTMS 699. Special Projects. 1-6 Credits.

(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 analysis as negotiate with the

faculty mentor. May be repeated for credit. Prerequisite: Enrollment as a non-degree seeking student and permission of the instructor.

### OTMS 701. Professional Development. 3 Credits.

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.

### OTMS 705. Multidisciplinary Theoretical Perspectives. 3 Credits.

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.

### OTMS 735. Practice Models for Applied Science. 3 Credits.

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.

### OTMS 799. Special Topics in Occupational Therapy. 1-6 Credits.

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.

### OTMS 800. Research Proseminar. 1 Credits.

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.)

### OTMS 801. Applied Neuroscience. 3 Credits.

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.

### OTMS 835. Interpreting Research for Applied Science. 3 Credits.

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.

### OTMS 890. Graduate Research. 1-6 Credits.

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.

**OTMS 899. Thesis. 1-6 Credits.**

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.

## Occupational Therapy (Doctorate) Courses

**OTD 750. Clinical Reasoning and Problem Based Learning. 3 Credits.**

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.

**OTD 770. Knowledge For Specialty Practice Area. 3 Credits.**

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 or Permission of Instructor.

**OTD 776. Population Based Health Care. 3 Credits.**

This course will coordinate with OCH 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

**OTD 780. Practicum in Specialty Practice Area. 3 Credits.**

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.

**OTD 783. Evidence Based Practice. 3 Credits.**

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.

**OTD 799. Practice and Research. 3 Credits.**

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.

**OTD 825. Qualitative Research Methods. 3 Credits.**

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.

**OTD 835. Quantitative Research for Applied Science. 3 Credits.**

Research relevant to applied science 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 critical appraisal on a specific area of study or interest.

**OTD 850. Teaching Practicum. 1-3 Credits.**

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

**OTD 860. Multidisciplinary Theoretical Perspectives. 3 Credits.**

Students will identify and explore key theories in behavioral, social, and occupational science with an emphasis on those currently influencing clinical reasoning and applications to practice and/or research. Students will demonstrate an understanding of multidisciplinary theoretical frameworks and be able to compare and contrast key theories, while also developing knowledge about theory guided research and practice.

**OTD 865. Occupation-Based Practice. 3 Credits.**

This course will focus on review of client-centered practice within the student's area of expertise and passion. Students will analyze seminal literature and critically relate theory and evidence to practice. For the final project, students will review their specified area of practice to develop a presentation that incorporates empirical evidence and practice methods that support client-centered practice. Students will participate in a combination of synchronous class discussions, written assignments, readings, interviewing a professional of the student's choosing, and presentations.

**OTD 875. Professional Development. 3 Credits.**

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 healthcare professions.

**OTD 880. Program Evaluation. 3 Credits.**

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.

**OTD 885. Advanced Practicum. 1-3 Credits.**

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.

**OTD 890. Capstone Project. 1-3 Credits.**

The capstone project will comprise a scholarly report individualized to the scope of the project chosen. 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 initiation of the project. PREREQUISITE: Permission of OTE Advisor/Mentor after completion of core, elective, and practicum coursework. Total capstone credit will equal 3 hours. Prerequisite: All core, elective, and practicum coursework.

**OTD 899. Special Projects. 1-3 Credits.**

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

## Therapeutic Science Courses

**TS 800. Research Proseminar. 1 Credits.**

This course will equip students to develop essential writing skills for producing clear, coherent, and well-structured scholarly work. Emphasizing the writing process from brainstorming and outlining to drafting and revising, the course focuses on effective argumentation, critical analysis, and the integration of research. Students will learn how to craft strong thesis statements, organize ideas logically, and maintain academic tone and style. Through targeted writing exercises and feedback, students will also learn citation practices, plagiarism avoidance, and writing and disseminating to different audiences.

**TS 805. Multidisciplinary Theoretical Perspectives. 3 Credits.**

Students will identify and explore key theories in behavioral, social and occupational science with an emphasis on those currently influencing clinical reasoning and applications to practice and/or research. Students will demonstrate an understanding of multidisciplinary theoretical

frameworks and be able to compare and contrast key theories, while also developing knowledge about theory guided research and practice.

**TS 850. From Beliefs to Evidence. 1 Credits.**

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. A minimum of two credits over two successive terms is required (1 credit fall and 1 credit spring semester). Note this course alternates in succession with TS900 and TS950, and is offered in the Fall & Spring every 3rd year. Prerequisites: Permission of the instructor.

**TS 880. Special Projects. 1-6 Credits.**

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 negotiated with the faculty member. May be repeated for credit. Prerequisite: Permission of instructor.

**TS 900. Evolving Interdisciplinary Views of Disablement. 1 Credits.**

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. A minimum of two credits over two successive terms is required (1 credit fall and 1 credit spring semester). Note this course alternates in succession with TS850 and TS950 and is offered in the Fall & Spring every 3rd year. Prerequisite: Consent of the Instructor.

**TS 950. Designing Effective Knowledge Transfer. 1 Credits.**

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. A minimum of two credits over two successive terms is required (1 credit fall and 1 credit spring semester). Note this course alternates in succession with TS850 and TS900 and is offered in the Fall & Spring every 3rd year. Prerequisite: Consent of the instructor.

**TS 980. Advanced Study in Therapeutic Science. 1-9 Credits.**

Students engage in advanced study of a topic of their interest, guided by an appropriate mentor. Options for engaging in learning include directed readings, interpretation of evidence, discussions, and written syntheses of existing literature. Students typically enroll in offerings of this course several times over a series of successive terms, with the course sequence culminating in a written proposal for original research and an oral defense of that proposal (oral comprehensive examination). Prerequisite: Permission of instructor.

**TS 990. Dissertation in Therapeutic Science. 1-9 Credits.**

Research experience leading to dissertation for doctoral students in Therapeutic Science. Students enroll in offerings of this course over a series of successive terms, culminating in a written dissertation describing original research and an oral defense of the dissertation research. Prerequisite: Permission of instructor.

## Occupational Therapy Doctorate Early Entry Courses

### **OTDE 700. Foundations in Occupational Therapy. 2 Credits.**

This foundational course will support transition to the graduate program and the occupational therapy profession. Students will understand occupation as the foundation of the discipline and discuss the philosophy, history, current practice parameters and future directions of the occupational therapy profession. This course introduces students to constructs of professionalism including ethics and professional behaviors, interprofessionalism, and professional responsibilities within context of occupational therapy. Prerequisite: Acceptance to the entry-level professional OTD program of study.

### **OTDE 705. Functional Anatomy and Kinesiology to Support Occupational Performance. 3 Credits.**

This course will focus on understanding of the physical components of human movement which serve as one foundation for occupational performance. The instructor will facilitate a section-based review of anatomy (e.g., shoulder, elbow, wrist, hand, hip, knee) integrated with the biomechanical and kinesiology principles that occur in typical and atypical movement within each section. The emphasis in this course will be on how to use biomechanical and kinesiology principles to guide the development of occupation-based interventions in people with various abilities across the lifespan through promotion, compensation, adaptation and prevention. Prerequisite: Acceptance to the entry-level doctoral program in Occupational Therapy.

### **OTDE 710. Professionalism in Context - I: Interpersonal and Interprofessional. 2 Credits.**

This course includes professional opportunities for students to apply interpersonal and interprofessional skills and professional reasoning through service learning. Students will gain understanding regarding occupational performance in medical, community and educational contexts across the lifespan. Students will participate in reflections through small group discussions, apply knowledge from fieldwork experiences, conduct assessments, and develop evidence-based interventions. The emphasis for this course in the series is becoming familiar with the interprofessional team process and structure. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

### **OTDE 711. Professionalism in Context II. 3 Credits.**

This course will explore the importance of context in understanding how the person, environment, and tasks all interact to guide occupational performance in everyday life. Students will apply the fundamentals of the evaluation process to assess occupational performance across the lifespan. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

### **OTDE 715. Scholarly Practice I: Becoming an Evidence-Based Practitioner. 2 Credits.**

This course provides a beginning structure for the development of foundational scholarship skills to support and inform evidence-based occupational therapy practice. Topics include university resources for scholarship; finding and evaluating evidence related to conditions, assessments, interventions, outcomes, populations, and patient experiences. Students will be guided in understanding and categorizing levels of evidence provided by primary sources, books, web resources & practice journals. Students will complete writing assignments and identify key elements of scientific reasoning. Prerequisite: Acceptance to the entry-level professional OTD program.

### **OTDE 716. Scholarly Practice II: Professional Writing. 2 Credits.**

This course builds on basic scholarship skills and will provide experience in communicating scholarly findings and articulating interpretation of study outcomes through professional writing. This process will reinforce familiarity with the American Psychological Association (APA) writing style. Writing clarity, good syntax, and proper grammar are essential components of professional writing, and will be considered when assigning grades. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

### **OTDE 720. Theory to Practice in Occupational Therapy. 2 Credits.**

This course prepares students to use occupational therapy theories and professional reasoning to guide the OT process of evaluation, intervention and outcomes. Students will explore contemporary themes in current OT theories and models and examine the roots of these ideas. Students will explore how theory develops and evolves and the potential role of occupational therapy theories to influence health and well-being of individuals, groups and populations. Prerequisite: Acceptance to the entry-level professional OTD program.

### **OTDE 725. Analysis & Adaptation I. 3 Credits.**

This course will analyze the role of occupations and the factors influencing occupational performance in everyday contexts. This course will apply the occupational therapy practice framework to understand occupation as a means and end to occupational therapy practice. This course will use experiential learning for understanding occupation, the occupational therapy process, and person-centered practice. Prerequisite: Acceptance to the entry-level professional OTD program.

### **OTDE 726. Analysis & Adaptation II. 4 Credits.**

This course will apply concepts of professional reasoning and the occupational therapy framework to explore the impact of selected medical and psychosocial conditions on person factors and occupational performance in everyday life. An understanding of these conditions is paired with appropriate occupational therapy assessments and task analysis to understand performance considerations and occupation as a therapeutic means and end to occupational therapy practice. This course will use practical lab and service learning experiences as a context for understanding performance considerations, occupation, the occupational therapy process, and person-centered. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

### **OTDE 730. Population Health & Wellness. 3 Credits.**

This course will present population-based concepts, theory, and evidence that link occupation, health, wellness, and quality of life and prioritize the health and life participation needs of populations. The course will draw from experiences with community partners to develop assessment and intervention emphasizing health promotion, maintenance and restoration of health and wellness and disease prevention for all populations in communities. Prerequisite: Acceptance to the entry-level professional OTD program.

### **OTDE 740. Neuroscience Foundations to Support Occupational Performance. 3 Credits.**

Principles of neuroscience will be interpreted in clinical application using a strength-based approach to advance understanding of nervous system function. The integration and function of neural systems will be considered in relation to specific challenges and capacity of the nervous system as a whole to support behavior. A practical application and problem-based perspective will be encouraged throughout the course, with students invited to consider consumer perspective and availability of potential supports. Students will consider human behavior and occupational performance in relation to development and to function/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. Prerequisite: Open to students enrolled in the entry-level OTD graduate program or those with permission from the OTEd department. Successful completion of all prior courses required by the OTDE curriculum.

**OTDE 754. Occupational Performance and Participation Across the Lifespan - I. 3 Credits.**

This course is part 1 of theory and practice related to children and adolescents. This course will emphasize the need to examine participation in meaningful activities within authentic contexts with considerations for the effects of a disability, conditions, and age on occupational performance using a person-centered approach. Prerequisite: Successful completion of all prior courses in the OTDE curriculum.

**OTDE 755. Occupational Performance and Participation Across the Lifespan - II. 3 Credits.**

This is PART 2 of the OPPAL series that focuses on theory and practice related to children and adolescents. This course will emphasize the need to examine participation in meaningful activities within authentic contexts with considerations for the effects of a disability, conditions, and age on occupational performance using a person-centered approach. Prerequisites: Successful completion of all prior courses required by the OTDE curriculum.

**OTDE 756. Occupational Performance and Participation Across the Lifespan - III. 5 Credits.**

This course includes study about developmental theories and how occupations change across the lifespan related to adults and older adults. This course will emphasize the need to examine participation in meaningful activities within authentic contexts with considerations for the effects of a disability, conditions, and age on occupational performance. Prerequisite: Successful completion of all prior courses required by the OTDE curriculum.

**OTDE 760. Policy and Advocacy for Occupational Therapy - I. 2 Credits.**

This foundational course will introduce policies and the impact of professional advocacy on occupational therapy practice and systems. Students will understand what policy is, why policy matters, and how laws, payment/reimbursement policy, practice acts and regulatory agencies shape our view of health, ability/disability, and OT practice. Self-assessments provide baseline information for professional development related to policy and advocacy. Prerequisite: Successful completion of all prior courses required by the OTDE curriculum.

**OTDE 761. Policy and Advocacy for Occupational Therapy - II. 2 Credits.**

This course will build on foundational policy information by introducing system specific policies and the work of advocacy as applied to the OT profession, populations and policy development/implementation. Students will examine policy within and across settings and systems that impacts OT practice. Students will learn about stakeholders, policy development and will demonstrate advocacy within teams, across public/private systems. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 795. Scholarly Practice III: Understanding Research Methodology. 3 Credits.**

This course introduces students to the process of conducting research. Students will apply the evidence-based practice cycle, scientific method, and critical thinking skills of research to occupational therapy practice. Students will develop research questions aligned with their interests for OT practice needs, and then explore existing literature and evidence related to their research question. Students will learn about responsible conduct of research as they begin to employ the research process.

Students will learn and practice the steps for quantitative research processes using a statistical software package. Students will learn the preliminary stages of how to write and put together the components of a manuscript for a peer-reviewed publication. Prerequisite: Successful completion of all prior courses required by the OTDE curriculum.

**OTDE 815. Supporting Occupational Performance Across the Mental Health Continuum. 4 Credits.**

This course will apply theory and evidence to occupational therapy practice across the continuum of mental health through mental illness in healthcare, social, and educational settings. Students will consider opportunities to support positive mental health for all people and support individuals with psychiatric disorders through assessment and intervention for meaningful, client-determined engagement in everyday life. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 845. Scholarly Practice IV: Interpreting, Integrating, and Translating Evidence. 4 Credits.**

This course will emphasize the processes of conducting and disseminating a research study. Conducting a study includes activities such as subject recruiting, data management and analysis, and evaluating how findings may be used to guide practice. Disseminating research involves understanding how to frame the research based on stakeholder interests and could involve manuscript writing, professional presentations, or discussions with community agencies, families, or consumers. This course allows students to implement a research project based on research questions developed as part of the prior courses in the research sequence in this curriculum. Additionally, students will create a dissemination plan for a community agency wanting information to advance their mission. The goals are to produce an entry-level occupational therapist who is aware of the relation between good research and good practice, is capable of critical analysis of scientific and clinical research literatures, and who is aware of the need for problem identification, good research design and methodology, and the appropriate evaluation, interpretation, and presentation of research findings. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 850. Professionalism in Education. 1 Credits.**

This course focuses on teaching and learning activities in a variety of contexts. This course builds on professional communication strategies introduced in previous Professionalism in Context I. Students will learn effective teaching strategies to communicate information to clients, families, and other professionals while gaining confidence as an entry-level occupational therapy practitioner. Students will gain experience in the development of scholarly presentations for health care professionals. Relationship development, the exchange of messages, conflict management, and a better understanding of the Self, will all contribute to the student's knowledge and understanding of the importance of effective communication in teaching. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 860. Professionalism in Practice I. 2 Credits.**

Students will apply the professional reasoning process to understand individuals' occupational performance based on cases from level II fieldwork experiences. Students will conduct case analysis and develop evidence-based intervention plans. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 861. Professionalism in Practice II. 2 Credits.**

This course will use professional reasoning to examine occupational practice within various delivery systems. Students will use lecture and small group seminars to analyze systems from level II fieldwork experiences and provide evidence to support the role of OT in innovative

and traditional practice settings. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 870. Contemporary Community Engagement. 2 Credits.**

This course introduces the concept of community engagement as a strategy for supporting healthy individuals, populations, and communities. Students will reflect on professional experiences and interests to identify gaps in community resources that impact occupational justice. Students will gain competency in identifying health disparities, analyzing policy, and identifying and communicating with funding agencies to engage community interprofessional partnerships. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 900. Occupational Therapy Level II Fieldwork - Part I. 1-12 Credits.**

The first of 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. This course can be taken multiple times and must be taken until a total of 12 credit hours have been completed to meet degree requirements. Prerequisite: Satisfactory completion of required academic coursework with a cumulative grade point average of 3.0.

**OTDE 901. Occupational Therapy Level II Fieldwork - Part II. 12 Credits.**

The second 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. By the end of the three-month period, students will be expected to perform at the level of an entry-level therapist. Prerequisite: Satisfactory completion of required academic coursework with a cumulative grade point average of 3.0.

**OTDE 902. Occupational Therapy Level II Fieldwork - Alternative. 6-12 Credits.**

An alternative supervised experience in a facility meeting specific criteria. Qualified occupational therapists supervise the experience. By the end of the experience, students will be expected to perform at the level of an entry-level therapist. Prerequisite: Satisfactory completion of required academic coursework with a cumulative grade point average of 3.0.

**OTDE 915. Professionalism in Leadership and Administration. 3 Credits.**

This course will focus on professional responsibilities and essential skills associated with leadership, administration, and management of occupational therapy services. Students will gain knowledge in the principles of program evaluation, business aspects of practice, as well as supervisory and management issues. In addition, students will acquire skills in professional development and leadership skills for the entry-level practitioner. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 925. Independent Study - Special Topics. 1-3 Credits.**

This is a learning experience tailored to the needs and interests of a student, focused on topic outside of the regular curriculum or explored in greater detail than is covered by the regular curriculum. The student will work closely with the faculty sponsor to define, pursue, and complete the project. This syllabus is accompanied by a "proposal" form, which must be completed and submitted for consideration by the faculty sponsor at least 8 weeks prior to the start of the term in which the experience will take place. Permission to enroll in this course will not be granted until the proposal has been reviewed and approved by the faculty sponsor.

Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum. Consent of the instructor.

**OTDE 935. Independent Study - Study Abroad. 1-3 Credits.**

This independent study experience allows occupational therapy students to explore the profession in an international setting. The experience must be closely coordinated with the Office of International Programs at KU Medical Center. The student establishes individual learning objectives with the OT department faculty mentor in the semester preceding the experience. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum. Consent of the instructor.

**OTDE 950. Capstone II: Planning. 3 Credits.**

Students will gain in-depth and advanced knowledge in a specific interest area through guided planning of the capstone project. Students will propose a capstone project based on a literature review and the needs of the capstone site population, setting, and/or practice area. Students will develop individual learning objectives with evidence-based rationales for their capstone proposal. Students will collaborate with faculty and site mentors to develop collaborative mentorship agreements. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 952. Capstone Project Planning - III. 1 Credits.**

This course will prepare students for their capstone experiences as they begin implementing a plan for their capstone project. Building upon the activities started in OTDE 950 & 951, this course supports student development of in-depth knowledge as they explore an area of: a) research and scholarship, b) policy and advocacy c) advanced practice, or other content area specified by ACOTE. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 970. Capstone III: Preparation. 2 Credits.**

Students will collaborate with faculty and site mentors to finalize the capstone proposal and project. The final capstone proposal will include three fully developed individual learning plans, measurable outcomes, timelines, and mentorship agreements. Once approved, the student, site mentor, faculty mentor, and DCC will sign the approved capstone plan. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 980. Capstone IV: Dissemination. 3 Credits.**

Students will collaborate with faculty mentors and site mentors to develop scholarly presentations for dissemination. Students will present the results of the capstone project to local, regional and/or national audiences. Students will assume a leadership role in identifying opportunities for publication of the capstone project and completing the submission. This course is completed in conjunction with the capstone experience to provide students with the opportunity to develop skills in professional presentations and publications. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.

**OTDE 990. Capstone V: Experience. 14 Credits.**

Students will complete a 14-week practical experience at the completion of coursework and level II fieldwork experiences. This experience is designed to provide in-depth knowledge in a specific area of interest. Students will participate in practical experiences and scholarly activities designed to promote autonomous learning. Students will assume a leadership role in the implementation of the capstone project with guidance from faculty mentor and site mentor. Prerequisite: Successful completion of all prior coursework required by the OTDE curriculum.