

COURSE DESCRIPTIONS

Pre-requisite for Bachelor-Trained Occupational Therapist

OT 603 Research Methods & Mentorship (4 credits)

This course provides a comprehensive exploration of current issues in research and evidence-based practice in occupational therapy. The course begins with the student's exploration of professional development in the area of research and scholarship, then proceeds to review philosophic traditions, research design and methodology, and strategies for data analysis that will provide a solid framework for understanding the appraisal and implementation process in advanced evidence-based practice. The remainder of the course builds upon this framework and provides a structure from which to build knowledge and skills in survey development, program evaluation, and development of objectives and outcomes for the final doctoral project. (Offered according to projected Earned BS to PPOTD enrollment per semester).

OT 632 Introduction to Critical Disability Studies (3 credits)

This course introduces Critical Disability Studies theories, frameworks, and ideas. Critical Disability Studies is a critical interdisciplinary field of study that is dedicated to the study of disability as a social, political, cultural, and historical phenomenon. Critical Disability Studies critiques ableism in culture and society and equips learners with tools to think about disability differently. The course particularly focuses on the relevance of Critical Disability Studies for current and future healthcare professionals, and the implications of Critical Disability Studies for current healthcare systems. Topics addressed will include the social model of disability, Mad Studies, the neurodiversity paradigm, the Disability Rights movement, accessibility, eugenics, and more. This is an interdisciplinary elective course that is open to graduate students in any program at Jefferson. Course materials will be multimedia and will include academic texts in addition to films, blogs, and social media. Learners will experiment with creating accessibility in the classroom and in their course assignments. The synchronous class discussions will serve as an opportunity to discuss disability studies concepts, learn from peers, and practice creating collective access. The course is designed with transformative learning principles in mind and aims to enable students to be agents of change in addressing ableism in their professions and communities. (Fall Semester; Requires Weekly Synchronous Remote Class Attendance)

OT 680 Leading Edge Occupational Therapy Practice, (3 credits)

Students conduct in-depth analysis and presentation of their clinical practice and clinical reasoning processes, use of theory and occupation in achieving therapeutic outcomes. Through participation in various learning activities, students demonstrate evidence of practice reflection and analysis, demonstrate knowledge of evidence that supports OT practice (e.g. – scientific evidence, guidelines, standards of practice, clinical experience, etc.), Students demonstrate how their analyses of occupational therapy theory(ies) are used to frame practice (e.g.- select assessments, interventions, and determine client outcomes). Students demonstrate knowledge and use of the occupational therapy practice framework, 2nd Ed. in all reflections, analyses, and presentations. Students review current contributions of occupation science to the understanding of human occupation and its relevance to their occupational therapy practice. Finally, students conduct an organizational (environmental) analysis of

the work environment in supports (or creation of barriers) to the use of occupation-based interventions. Through various learning activities, students develop and communicate mechanisms to infuse a lifelong learning model to professional practice. (Offered according to projected enrollment per semester).

OT 681 Advanced Practicum in Occupational Therapy (6 credits)

A total of 6 credits are awarded for documented clinical practice experience since graduation. Credit is contingent on completion of appropriate clinical practice forms (See AOTA Professional Development Plan from the AOTA website) and requires that students register for the Advanced Occupational Therapy Practicum course. Students also must be members of AOTA. Students create a professional review that is as much a process as it is a product. It serves not only as a record of past work history, professional accomplishments, and professional and leadership activities but also as documentation of the activities identified to meet current and future professional development needs. (Offered all semesters).

PPOTD Program Required Core Courses

OT 727 Visionary Practice Development and Evaluation (3 credits)

This core course in the OTD curriculum highlights the significance of a systematic needs assessment to guide new and innovative occupational therapy program development within an existing organization or current population. Coursework provides students with an opportunity to develop advanced skill in program design and evaluation processes, with opportunities to rely on their own professional expertise, multiple stakeholder perspectives, occupational therapy theory and current research evidence, to propose a program design and evaluation plan that addresses an identified unmet need. Students briefly explore potential funding sources to launch new occupational therapy programs and consider issues to sustain program initiatives beyond their pilot phase. (Offered Fall and Spring semesters).

OT 778 Advanced Evidence-Based Practice (3 credits)

In this course, students examine evidence-based practice from conceptual, empirical, practical, and personal perspectives. Students develop skills, knowledge, and confidence needed to conduct literature searches, appraise research literature, and translate evidence into practice by integrating “best” evidence, client values and priorities, personal experiences, and environmental considerations. To prepare for leadership roles as advanced-practice and doctoral-level therapists, students also develop research literacy for EBP, an understanding of knowledge translation, and high-level mastery in producing scholarly work in the form of critically appraised papers, poster presentations, and literature synthesis. In support of these outcomes, students learn to: develop clinical questions using the PICO framework; explore and gain experience using a variety of EBP resources including TJU Scott Library resources, Library guides, self-paced tutorials, books, articles and, videos; utilize search engines and terms to search for relevant research literature; make decisions about measurement tools based on the understanding of sound psychometric principles; apply knowledge about research design and methods to critique papers effectively; develop statements of the “clinical bottom line” based on an understanding of evidence; appreciate, identify and defend evidence of all sources; articulate the role of theory in EBP and the tenets of knowledge translation methodologies; and, critically reflect upon their characteristics as an EBP clinician and the transformation in thought and action as a result of confidence, knowledge, and skills gained in the course. This course supports interactive learning that encourages

critical thinking and scholarly debate among Jefferson's occupational therapy doctoral students, post-professional certificate students, faculty, and other professionals. Students participate in synchronous and asynchronous learning experiences that promote the socialization process of advanced practice therapists and doctoral-prepared occupational therapy leaders. (Offered Fall semester)

OT 782 Leadership: Moving Beyond Traditional Roles (3 credits)

This course provides students with knowledge, skills, and practical tools to exercise exemplary leadership in Occupational Therapy in cross-sector contexts. Throughout the course, students will explore leadership theory and its application to occupational therapy, identifying their unique contributions to the profession as a leader. Students develop an understanding of leadership within the context of the wider health systems and social and political press and apply this knowledge to defined leadership roles in clinical practice. (Offered Spring semester)

OT 798A Occupational Therapy Doctorate Seminar (1 credit)

This course introduces students to concepts and skills necessary to the development of their Doctoral Project. In this course students will explore current trends in the profession, entrepreneurship, and approaches to navigating organizational changes while recognizing possibilities for transformative innovative within their current or desired professional setting. An emphasis will be placed on accessing peer-reviewed literature, scholarly writing, mentorship, and feedback with the intent to preparation students for the diverse roles that are expected from an advanced-level professional. (Offered each semester).

OT 799A Exploratory Seminar in Clinical Research (3 credits)

This course is designed for students to systematically explore preliminary ideas for their doctoral project while practicing the skills needed to create such a project. The students practice anchoring projects in self-reflection on their professional trajectory, readiness, and interests; aligning potential projects with Boyer's scholarship; defining and writing a preliminary problem statement, purpose statement, and research question(s); conducting a literature search and review; synthesizing evidence in support of their preliminary capstone project idea; exploring and selecting a theoretical framework coherent with the potential capstone project idea and type of project; and, delivering an oral presentation of their preliminary capstone project idea. (Offered all semesters).

OT 809 Planning the Doctoral Project (3 credits – multi-semester)

The primary aim of the course is the development of a coherent Doctoral Project justification and plan through the two parts of the courses. To achieve this, students develop their Conceptual Foundations Paper including anticipated Outcomes, Doctoral Project Proposal and Proposal Defense. The Conceptual Foundations Paper, Outcomes, and Doctoral Project Proposal are carefully constructed and reviewed documents that lead to successful completion of the defense prior to the student's enrolling in the Post Professional Doctoral Capstone course (OT 810).

OT810 Post Professional Doctoral Capstone (5 credits – multi-semester)

The Post Professional Doctoral Capstone is a multi-semester culmination course of the post professional OTD experience. In this course, students finalize their doctoral proposal, and implement their approved project. Students will then analyze, interpret, and synthesize the results of their doctoral project in preparation for the dissemination of the project's results in the form of a manuscript and presentation. The course thus provides the opportunity for students to demonstrate their doctoral level knowledge and apply it in their chosen area, and to evolve into doctoral-level scholars who advance the field of occupational therapy through the dissemination of their scholarly work.

PPOTD Program Electives

OT 786 Health Literacy (3 credits)

Health and human service professionals often work with clients and populations with low health literacy while unaware of the severe consequences this has on practice and health outcomes. Thus, health and human service professionals must take action to empower clients to make positive health decisions. This course will provide a comprehensive review of health literacy, strategies for effective health communication, methods of empowering clients to navigate challenges in accessing health care resources, applications of health literacy in the community; use of virtual worlds in promoting health literacy; and review of instruments to evaluate consumer and health professional's knowledge of health literacy. Course participants will evaluate their environments for consistency with health literacy principles and develop new strategies to promote health literacy.

OT 797 Cultural Humility for Transformative Health Care (3 credits)

This course provides an advanced understanding of cultural humility for transforming healthcare practices across different settings as a health/human service practitioner. The course facilitates the development of cultural humility in oneself, colleagues, and the work environment with a critical outlook of how healthcare and social systems have historically unequally shaped practices and the knowledge, skills, and attitudes required to transform them. As the course progresses, students apply knowledge and insight to their professional areas of health and human services practice. Students develop a culturally grounded individual or community health initiative that reflects their learning of cultural humility from the course. Offered in Summer 1.

OT 799B Mentored Seminar in Clinical Research (1-4 credits)

In this mentored independent study, students develop their own objectives to advance their present level of knowledge in clinical research in conjunction with their faculty mentor. The course fosters students' ability to understand and apply methodological strategies for data collection and analysis appropriate to specific research or project interests.

Matriculated PP-OTD students typically take the course for one the following reasons:

- to develop content or conduct specific tasks needed to build their final doctoral project (e.g., develop content for an educational program or a survey; gain a deep understanding of the design that they intend to use for their Doctoral project) - 1-3 credits (PP-OTD Faculty Advisors or

Mentors)

- to provide an extension on work conducted in OT809 or OT810 with the Jefferson faculty mentor and/or content expert(s) – 1 credit (PP-OTD Faculty)

OT 689 Innovations in Occupational Therapy Practice (3 credits)

Students submit evidence of original and/or advanced professional knowledge and skill in a content area. These might include program development or an educational program.

OT 690 Advanced Occupational Therapy Skills (3 credits)

Students submit evidence of advanced occupational therapy clinical skills and expertise, including mastery of a clinical technique or framework.

OT 691 Professional Leadership (3 credits)

Students submit evidence of outstanding occupational therapy leadership activities. Note that specialty elective courses are offered depending on the level of student interest/enrollment and faculty availability. Please refer to the Course Lists provided each semester to see if specialty courses will be offered in that particular semester.

ADVANCED PRACTICE CERTIFICATES COURSES

Students may also choose as electives courses from one of the JCRS Advance Practice Certificates.

Emerging As Leaders in Autism Practice And Research

See <https://www.jefferson.edu/university/rehabilitation-sciences/departments/occupational-therapy/degrees-programs/advanced-practice-certificates/autism.html> for information about courses and scheduling for this Advanced Practice Certificate.

Coaching In Context

See <https://www.jefferson.edu/coachingAPC> for information about courses and scheduling for this Advanced Practice Certificate.

Life Care Planning

See <https://www.jefferson.edu/academics/colleges-schools-institutes/rehabilitation-sciences/departments/outcomes-measurement/education/life-care-planning-graduate-certificate.html> for information about courses and scheduling for this Advanced Practice Certificate.

Neuroscience

See: <https://www.jefferson.edu/university/rehabilitation-sciences/departments/occupational-therapy/degrees-programs/advanced-practice-certificates/neuroscience.html> for information about courses and scheduling for this Advanced Practice Certificate.

Teaching in The Digital Age

See: <https://www.jefferson.edu/university/rehabilitation-sciences/departments/occupational-therapy/degrees-programs/advanced-practice-certificates/teaching.html> for information about courses and scheduling for this Advanced Practice Certificate.