

Graduate Program: Occupational Therapy Doctorate

DEPARTMENT PERSONNEL

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MISSION

The Occupational Therapy Doctoral Program at Kettering College is committed to excellence in the education of self-reflecting, trustworthy, innovative, caring, competent, collaborative, culturally aware, and culturally sensitive entry-level occupational therapists to serve the community in southern Ohio.

DESCRIPTION

The American Occupational Therapy Association gives the following definition of the profession: In its simplest terms, occupational therapists and occupational therapy assistants help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes. Occupational therapy services typically include:

- An individualized evaluation, during which the client/family and occupational therapist determine the person's goals.
- Customized intervention to improve the person's ability to perform daily activities and reach the goals.
- An outcomes evaluation to ensure that the goals are being met and/or make changes to the intervention plan.

Occupational therapy services may include comprehensive evaluations of the client's home and other environments (e.g., workplace, school), recommendations for adaptive equipment and training in its use, and guidance and education for family members and caregivers. Occupational therapy practitioners have a holistic

perspective in which the focus is on adapting the environment to fit the person, and the person is an integral part of the therapy team.

OCCUPATIONAL THERAPY DOCTORAL PROGRAM PHILOSOPHIES:

The Kettering College Occupational Therapy Program has adapted philosophies of occupation and occupational therapy from the Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. (AOTA, 2014). The fundamental beliefs about humans and how people learn is adapted from Andragogy (Knowels, 1980)

OCCUPATION

Occupations are the activities in which human beings engage that provide meaning and purpose. Humans engaging in occupation contributes to their increased health and well-being. Specific occupations are differentiated by the unique characteristics of each individual person, task, and context in which the occupation is engaged. Occupational contexts include the cultural, temporal, physical, and social diversity that is present in our everyday lives. Engagement in occupation creates the fabric and meaning of our human experience.

OCCUPATIONAL THERAPY

The art and science of occupational therapy is to support full participation in life through identified meaningful occupations, which leads to increased health and well-being. Fundamental to occupational therapy is the belief that occupational engagement is the right of everyone regardless of circumstances. Occupational therapy is the only profession that provides treatment focused on increased participation in meaningful occupations as a method to maximize function, adaptation, and health. Occupational therapy interventions comprise a variety of approaches including the promotion, restoration, and maintenance of health, well-being, and quality of life; modifications to support health and occupational engagement; and prevention of changes that could negatively impact health and participation in life. Occupational therapists strive to provide occupation-based, evidence-based, client-centered, and culturally appropriate interventions for individuals, communities, or populations. Maintaining high levels of quality in occupational therapy requires continued professional engagement of therapists in research, education, advocacy, cultural competency, and clinical practice.

FUNDAMENTAL BELIEFS ABOUT HUMANS AND HOW THEY LEARN

Human beings have an innate drive to learn. Learning prepares people for full participation in the occupations of life. The learning process is unique for each individual and based on multiple dynamic variables including the purpose for learning, the preferred learning style, the learning environment, the time frame for learning, and the complexity of information to be learned. Adult learners are capable of identifying areas that need to be improved, setting their own goals and desired outcomes, and choosing which approaches to learning will help them achieve

these outcomes. Acquisition of knowledge and skills occurs through seeking, reflecting, hands-on practice, and self-assessment. Successful educators facilitate and mentor adult learners in methods that support life-long learning.

CURRICULUM DESIGN

The occupational therapy curriculum design is organized based on the Human Developmental Model (biological and psychological) for a conceptual framework and the three domains of Bloom's Taxonomy of Learning Domains as the categories of educational activities. The human development model is used to guide the student in learning and understanding the impact of challenges on occupational performance during the life span of individuals. This provides the framework for students to develop their clinical skills. The three domains of Bloom's taxonomy (knowledge, skills, and attitude), are also applied throughout the curriculum. The curriculum involves the acquisition of knowledge and the development and shaping of intellectual skills, as students begin to recognize facts, procedural patterns, as well as concepts that help in developing cognitive skills. The acquisition of skills pertinent to the profession, such as practice of hands-on activities, is of utmost importance and is used extensively in the curriculum. Personal attitude is important in all professions, and even more so in a clinical profession such as occupational therapy. Therefore, students' awareness of their own behavioral strengths and weaknesses that can affect their attitude is strongly emphasized from day one of the curriculum. This is accomplished through self-assessment of behavior using a portfolio-based reflection tool and professional skills assessments.

STUDENT LEARNING OUTCOMES AND MAIN THREADS OF CURRICULUM

- Student-centered learning: The concept of student-centered learning drives the occupational therapy curriculum. Students benefit most from active, experiential learning including laboratory experiences, case-based problem-solving exercises, fieldwork, and participation in projects and discussions.

OTD student learning outcomes: The student will become a committed lifelong learner and will practice a client-centered approach with a broad exposure to occupational therapy areas of practice (broad integrative learning).

- Occupation-based practice: Woven throughout the curriculum and emphasized in all core theoretical and clinical courses is the importance of the use of occupations as a means and ends of clinical practice. Students are encouraged to use occupation as the main therapeutic tool.

OTD student learning outcomes: The student will demonstrate the use of occupations not only in the assessment of clients but also as therapeutic tools to assist clients in regaining occupational identity (applied learning, intellectual skills).

- Client-centered practice: Also woven throughout the curriculum and emphasized in all core theoretical and clinical courses is the importance of a client-driven therapeutic approach and the collaborative manner in which occupational therapists relate to clients.

OTD student learning outcomes: The student will uphold the knowledge that increased client participation in the rehabilitation process results in enhanced functional and occupational outcomes (applied learning).

- Evidence-based practice: The first year includes didactic coursework on the core concepts of evidence-based practice and advanced measurement. Woven into the coursework for the rest of the curriculum are opportunities to apply evidence to case examples in OT practice.

OTD student learning outcomes: Student will use and apply critical analysis of evidence during the occupational therapy process and in clinical research (specialized learning, intellectual skills).

- Social-cultural interactions: Throughout the curriculum, students gain an appreciation for diversity of cultures, interests, roles, abilities, and opportunities prevalent in society and in the border communities of southern Ohio.

OTD student learning outcomes: The student will demonstrate knowledge of and appreciation for the role of clients' sociocultural backgrounds on health and participation in occupations (applied learning, civic engagement).

- Reflective learning: Throughout the curriculum, students are required to assess their professional behavior using a portfolio-based reflection tool and a professional skills assessment tool. This tool encompasses areas such as communication, commitment to learning, time management, problem solving, and critical thinking. Students identify areas that need to be improved and document their goals, desired outcomes, and approaches to reach those outcomes. Students meet at midterm each semester to discuss with advisors their goals and outcomes. This process encourages students to become reflective learners and clinicians.

OTD student learning outcomes: Student will display a transformation from student to healthcare professional who can communicate and demonstrate use of self and modify behavior as required (broad integrative learning, intellectual skills).

- Christian service: Beginning the first semester, students are guided to understand the Christian concepts of self-giving love and whole-person wellness and how these concepts shape the ideal of service. Throughout the curriculum, students have classroom and community opportunities to do service, developing a habit of service, so that it informs personal and professional choices and builds commitment to others in both local and global communities.

OTD student learning outcomes: Student will uphold the Christian concepts of service and advocate for clients who are experiencing occupational dysfunction, alienation, or deprivation (civic engagement).

ACCREDITATION

The entry-level occupational therapy doctoral degree program has been granted preaccreditation status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION ACCREDITATION MANUAL VI.E. Revised December 2015 Section VI – Page 17 Web address is www.acoteonline.org.

The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR).

In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. A felony conviction may affect a graduate's eligibility to sit for the NBCOT certification exam or to obtain state licensure.

APPLICATION INFORMATION

Minimal requirements for admission:

1. A bachelor's or master's degree from a regionally accredited higher education institution with a minimum cumulative GPA of 3.0 on a 4-point scale. For students with a degree in progress and admitted on a conditional basis, evidence of completing the bachelor's degree must be submitted to the Kettering College occupational therapy department at least 30 days prior to the first day of class.
2. Completion of the following prerequisite courses (semester credit hours) within the past 10 years with a minimum grade of C or evidence of use of content in work within the past 10 years:
 - Anatomy and Physiology with lab.....8 semester credits
 - Developmental Psychology3 semester credits
 - Abnormal Psychology3 semester credits
 - Sociology3 semester credits
 - Statistics3 semester credits
 - Writing and Rhetoric II.....3 semester credits
 - Medical Terminology 1 semester credit

Notes: Students earning less than a C during a retake of any of the prerequisite courses will not be considered for admission. Evidence of completion of all prerequisite courses must be submitted to the occupational therapy department at least 30 days prior to the first day of class.

3. Five letters of recommendations from individuals with direct experience in evaluating the student's academic or work performance (e.g., work supervisor, course instructor).
4. Twenty (20) hours of observation of an occupational therapist (OTR).
5. Submission of official GRE results to the Kettering College main campus: 3737 Southern Blvd. Kettering, OH 45429.

APPLICATION PROCESS

An applicant must complete the application process on the Occupational Therapy Centralized Admission System (OTCAS) at <https://portal.otcas.org/> and have the application completed and verified by the deadline published on www.kc.edu/occupational-therapy to be considered for admission. It can take several weeks for applications to be verified by OTCAS; applicants should plan accordingly. During the application process, all official transcripts should be sent directly to OTCAS. However, if an applicant received college credit from any international college or university, official transcripts need to be mailed to OTCAS and Kettering College directly from the institution(s), and the applicant needs to have the transcript(s) officially translated by a company that provides credential evaluation, such as WES (www.wes.org), ECE (www.ece.org), or Josef Silny (www.jsilny.com).

It is Kettering College's policy to use the cumulative GPA calculated by OTCAS when assigning admissions points and determining eligibility. This applies to those who have completed their bachelor's and/or master's degrees, as well as those who have degrees in progress. OTCAS calculates GPAs based on all academic course work completed. For more information on how OTCAS calculates GPAs, please read the OTCAS Frequently Asked Questions (FAQ) on the OTCAS website.

Once completed applications are reviewed and verified by the admission committee, select applicants are invited for interviews. The interview consists of a series of set questions for all applicants; responses during the interview are scored.

Scores are compiled based on:

- Overall GPA
- Prerequisite GPA
- GPA of last 60 credits completed
- Five letters of recommendation
- GRE scores
- Interview scores

- Previous enrollment and/or a degree from Kettering College or a college/university accredited by the Accrediting Association of Seventh-day Adventist Colleges, Schools, and Universities (AAA)
- Kettering Health Network employment

Following interviews, all applicants will be ranked in total score from highest to lowest. Positions in the program will be offered in writing to the top applicants. Applicants accepting the offers will be required to submit a formal written acceptance and a \$500 non-refundable deposit. The \$500 will be applied to the first semester's tuition. If any applicant does not accept an offer or fails to submit the deposit, the next person in the ranking will be offered the position. This will continue until all positions are filled. Once all positions are filled, any applicants left on the ranking list will be placed on a wait list. If any seats remain open following the standard admission process, applications will be accepted and reviewed as they are received, with admission offered to qualified applicants until the cohort reaches full enrollment or until the first day of classes, at which time the admissions process will officially close for the academic year.

FOREIGN APPLICANTS

Citizenship requirements: U.S. citizen, permanent resident, naturalized citizen, F visa-eligible.

Required TOEFL scores: Students from non-English-speaking countries need to submit TOEFL scores. A minimum total score of 90 is required for all Internet-based tests; a minimum total score of 577 is required for all written tests. The TOEFL exam must be taken within the past two years, and the official test scores must be mailed directly from the testing site to the Kettering College admissions office, 3737 Southern Blvd., Kettering, OH 45429.

Note: International students must provide proof of ability to pay for at least one academic year at Kettering College.

PROGRESSION REQUIREMENTS

Students must maintain continuous enrollment and meet all program requirements.

Grading scale:

- 90 – 100 percent = A
- 80 – 89 percent = B
- 70 – 79 percent = C*
- 60 – 69 percent = D*
- < 60 percent = F*

*Any grade less than a B is considered failing.

Students must request and pay to have a criminal background check performed by a College-approved service no more than six months prior to beginning a clinical experience. Please contact the admissions office for an approved service.

Commencement of the clinical portion of the program is contingent upon successful clearance of the background check.

CONDITIONS FOR DISMISSAL

A student will be dismissed from the OTD program for any one of the following:

- Earning a grade lower than B in any course
- Breaching professional ethics
- Exhibiting behavior that might pose a threat to other people or property
- Professional skills probation for more than two semesters

A student may be dismissed from the OTD program for any violation of a program policy.

GRADUATION REQUIREMENTS

Students must complete all coursework (100 credits) in the OTD curriculum with a minimum of a B or Pass. All fieldwork and doctoral experiences must be successfully completed within three years of completion of the didactic coursework in the sixth semester.

PROGRAM OF STUDY

Semester 1: The first semester begins with the “big picture” of occupational therapy by outlining and exploring occupation, occupational therapy, client-centered practice, and ethics. This will set the students firmly in the overarching values and beliefs of occupational therapy and Kettering College’s mission and values. In addition, detailed foundational knowledge of kinesiology, occupation (task) analysis, occupation models, occupational science, and evidence-based practice will be built.

Semester 2: The second semester continues with building foundational information on neuroscience, evidence-based practice, and delivery management of pediatric intervention. Students will begin developing pediatric evaluation, intervention, and outcomes skills including use of frames of reference. Students will reflect on internal and personal assets, challenges, and reactions as they may impact professional interactions with clients and colleagues to determine plans for professional growth. A pediatric level I fieldwork is an experiential opportunity for students to synthesize curriculum content during a clinical experience.

Semester 3: The curriculum continues building pediatric OT skills, culminating in a case application and comprehensive exam. Students will apply their evidence-based practice knowledge in designing a group research project.

Semester 4: In this semester, students will develop knowledge in delivery management of adult intervention. They will develop adult OT evaluation, intervention, and outcomes skills including frames of reference in orthopedic, PAMS/splinting, and psychosocial conditions. Students will apply their evidence-based practice knowledge in implementing a group research project.

Semester 5: Students develop adult OT evaluation, intervention, and outcomes skills in neurological and medical conditions. Students synthesize all adult OT skills during Level I fieldwork, a case application, and a comprehensive exam. Students also develop a detailed understanding of various organizational leadership styles. They apply their evidence-base practice knowledge in disseminating a group research project. They reflect on knowledge and skills developed in courses and determine a professional development plan to prepare for Level II fieldwork.

Semester 6: Students start with an advocacy/occupational justice seminar and integrate curriculum in their Level II fieldwork. They explore and discuss complex occupational therapy management issues they encounter and present, brainstorm, and determine potential resolutions or action steps.

Semester 7: Students continue their Level II fieldwork and online discussions.. A comprehensive exam determines eligibility to begin the doctoral experience.

Semester 8: In the doctoral experience, students advance in one of the following areas:

- Clinical practice skills
- Research
- Administration
- Leadership
- Program and policy development
- Advocacy
- Education
- Theory development

The experience is designed by faculty collaborating with the student and the mentor; it includes a capstone project, seminar course on the transition from a student to a practitioner, and a detailed preparation plan for the NBCOT exam.

COURSE SEQUENCE

SEMESTER 1 (FALL)

| | | |
|---------|---|---|
| OTD 500 | Human Occupation | 3 |
| OTD 501 | Occupation Paradigms, Science, and Models | 3 |
| OTD 510 | Evidence-based Practice I | 3 |

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|---------------------|---|---|
| OTD 520 | Kinesiology | 4 |
| RELP 510 | Health Care as Christian Service | 3 |
| SEMESTER 2 (WINTER) | | |
| OTD 511 | Evidence-based Practice II | 2 |
| OTD 521 | Neuroscience | 4 |
| OTD 530 | Dimensions of Therapeutic Relationships (seminar) | 1 |
| OTD 540 | OT Management with Pediatrics | 3 |
| OTD 550 | Pediatric OT Practice I | 3 |
| OTD 560 | Pediatric Level I Fieldwork | 1 |
| RELP 511 | Bioethics from Occupational Therapy and Christian Perspectives | 3 |
| SEMESTER 3 (SUMMER) | | |
| OTD 551 | Pediatric OT Practice II | 3 |
| OTD 610 | Research I | 2 |
| OTD 690 | EBP Case Application and Exam I | 1 |

SEMESTER 4 (FALL)

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|---------|--|---|
| OTD 611 | Research II | 2 |
| OTD 630 | OT Practice with Psychosocial Conditions | 2 |
| OTD 631 | OT Practice with Adult Psychosocial Conditions Lab experience (Group) | 1 |
| OTD 640 | OT Management with Adults | 3 |
| OTD 650 | OT Practice with Adult Orthopedic Conditions | 3 |
| OTD 651 | OT Practice with PAMS/Orthotics | 2 |
| OTD 652 | Assistive Technology for Occupational Engagement | 2 |

SEMESTER 5 (WINTER)

| | | |
|---------|--|---|
| OTD 660 | Adult Psychosocial Level I Fieldwork | 1 |
| OTD 710 | Research III | 2 |
| OTD 730 | Professional Preparation for Clinical Practice | 1 |
| OTD 740 | Organizational Leadership (seminar) | 2 |
| OTD 750 | OT Practice with Adult Medical Conditions | 3 |
| OTD 751 | OT Practice with Adult Neurological Conditions | 6 |
| OTD 790 | EBP Case Application and Exam II | 1 |

SEMESTER 6 (SUMMER)

| | | |
|---------|--|---|
| OTD 760 | Level II Fieldwork A | 6 |
| OTD 800 | Advocacy and Occupational Justice (seminar/online) | 2 |
| OTD 840 | OT Service Management I (online/seminar) | 1 |

SEMESTER 7 (FALL)

| | | |
|---------|---|---|
| OTD 761 | Level II Fieldwork B | 6 |
| OTD 841 | OT Service Management II (online/seminar) | 1 |
| OTD 890 | Comprehensive Exam III | 1 |

SEMESTER 8 (WINTER)

| | | |
|---------|---|---|
| OTD 810 | Doctoral Experience | 8 |
| OTD 830 | Transformation to Practitioner (online/seminar) | 2 |

TOTAL CREDITS

97