

Organization of the Curriculum:

Prior to admission to the program, students must establish an educational base in liberal arts and sciences through baccalaureate programs and additional prerequisite coursework. These requirements introduce students to modes of inquiry and subject matter of the major branches of knowledge that include the factual information and theoretical/artistic constructs that impact on kinds of questions to ask and how insight, knowledge and data are acquired and used. These experiences include a core curriculum of physical and biological sciences, history and social sciences, art, humanities, mathematical thinking, and general liberal arts education. Students are expected to have writing skills, an appreciation for cultural diversity, a worldview of their environment, reasonable ethical viewpoints, and a sense of citizenship.

The concepts and methods utilized to organize the curriculum strongly reflect the mission and educational philosophy of the program. The curriculum follows a modified problem-based learning model of teaching and learning. Students are required to solve practice problems through self-directed and peer group study. Use of this system allows students to integrate their acquired theoretical and foundational knowledge base into occupational therapy practice.

Curriculum Design

The curriculum is designed with five threads and four levels. In each thread the curriculum follows a developmental sequence of learning from understanding through synthesis. This process is conceived as a spiral of increasingly more complex learning. This complex learning will start with the foundational knowledge courses as prerequisites to the more complex theory and tenants of occupational therapy and practice. These foundational courses include Gross Anatomy, Functional Human Motion, Foundation of Occupational Therapy, Occupation Across the Lifespan, Concepts of Occupational Therapy, and Therapeutic Communications. The completion of these courses will assist with the understanding, analysis, and integration of the occupational therapy process. The successful completion of these courses is mandatory to progress to the next level of the curriculum, including but not limited to Biosychosocial Development I, Biosychosocial Development II, and Neuroanatomy.

The five Threads of the Curriculum:

- Foundational knowledge
- Theory and tenets of occupational therapy and healthcare practice
- The occupational therapy practice process
- Professional behaviors and communication
- Critical analysis, problem solving and research.

The four Levels of the Curriculum:

- Understanding
- Analysis
- Integration
- Synthesis

Curriculum Design Table

	Understanding	Analysis	Integration	Synthesis
Foundational Knowledge	Understand the structures, functions and conditions that affect body, mind and emotions	Analyze the complex and integrated nature of humans.	Integrate concept of occupation into life view	
Theory and Tenets	Understand development and importance of theories in occupational therapy practice	Analyze theories and FOR's for use in evaluation and treatment	Integrate principles of theory to enhance fit between person, environment and occupation	Synthesize understanding of occupation to enable persons and populations to fulfill occupational roles.
Occupational Therapy Process	Understand use of screenings, evaluations and occupations	Analyze occupation-centered means for reaching treatment goals	Integrate evidence from research into decision-making	Synthesize occupational therapy perspective with knowledge of community and service delivery models
Professional behaviors and communication	Understand and demonstrate professional behaviors and ethics and communicate effectively	Analyze validity of practice through continual learning and reading	Integrate own strengths with leadership skills to work with diverse teams.	Synthesize professional behaviors with excellent communication skills
Critical analysis, problem solving and research	Understand process of critical analysis	Analyze literature	Integrate literature with problem solving of cases	Synthesize research evidence with practice

Curriculum

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Course Sequence

Year One

Fall Semester

Course	Name	Credits
OTH 5206	Occupation across the Life Span	3
OTH 5241	Human Gross Anatomy	3
OTH 5241L	Human Gross Anatomy Lab	1
OTH 5723	Professional Development I	3
OTH 5032	Foundations of Occupational Therapy	<u>3</u>
TOTAL		13

Spring Semester

Course	Name	Credits
OTH 5033	Concepts in Human Occupation	3
OTH 5142	Therapeutic Communication Skills	3
OTH 5245	Neuroanatomy	3
OTH 5766	Scientific Inquiry	<u>1</u>
TOTAL		10

Summer

Course	Name	Credits
OTH 5243	Functional Human Motion	3
OTH 5243L	Functional Human Motion Lab	1
OTH 6270	Occupational Pharmacology	2
OTH 6767	Scientific Inquiry II	1
OTH 5932	*Special Topics Conditions in OT	<u>3</u>
TOTAL		10

Year Two

Fall

Course	Name	Credits
OTH 5205	Biosychosocial I: Infancy thru Adolescence	2
OTH 5205L	Biosychosocial I: Lab	2
OTH 5870	Level I Fieldwork: Infancy thru Adolescence	1
OTH 5935	Seminar I	1
OTH 6768	Scientific Inquiry III	<u>1</u>
OTH 5932	SP: Psychosocial Aspects of Disability	<u>3</u>

TOTAL **10**

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Spring

OTH 5207C	Biosychosocial II: Adults & Older Adults	3
OTH 5207L	Biosychosocial II: Lab	2
OTH 5208	Biosychosocial II: Fieldwork I	1
OTH 6936	Seminar II	1
OTH 6002	Health Care Foundations	2
OTH 5141	Communication in Groups	2
OTH 5141L	Communication in Groups L	1

TOTAL **12**

Summer

OTH 6830	Biosychosocial III: Community Model	2
OTH 6830L	Biosychosocial III: Community Model	1
OTH 6833	Level I Fieldwork: Community	1
OTH 6937	Seminar III	1
OTH 6715	Leadership and Management	<u>3</u>
TOTAL		8

Year Three

Fall

OTH 6941	Fieldwork Level II: Rotation I	8
OTH 6938	Advanced Topics	<u>1</u>
TOTAL		9

Spring

OTH 6942	Fieldwork Level II: Rotation II	8
OTH 6727	Professional Development II	<u>1</u>
TOTAL		9

TOTAL CREDIT HOURS FOR GRADUATION **81**

* Changes in curriculum can occur based on the needs of the students and input from faculty