Entry-Level Doctor of Occupational Therapy Program
Student Handbook

Kinney College of Nursing and Health Professions

2026-2027

Congratulations on your acceptance to the University of Southern Indiana (USI) Occupational Therapy Doctorate (OTD) Program! We're excited to have you join us on this incredible journey.

This handbook will serve as your guide through the program, providing important information about your courses, expectations, resources, and policies. Take the time to review it thoroughly, as it will help you navigate your studies and ensure you're set up for success.

The USI OTD program is committed to supporting your growth as a future occupational therapist, and we look forward to helping you develop the skills, knowledge, and experiences you need to make a meaningful impact in the field.

Once again, congratulations! We are excited to be part of your journey.

Best wishes,

The USI OTD Team

Meet the USI OTD Program Faculty and Staff

Our dedicated and passionate faculty and staff are here to support you throughout your journey. Below, you'll find a list of key personnel in the program, along with their contact information. Please feel free to reach out if you have any questions or need assistance.

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We're Here to Help!
We are always here to assist you with any questions or concerns. Don't hesitate to reach out via email or phone—we are excited to be part of your educational journey and look forward to your success in the program!

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Program Structure and Location

The USI entry-level OTD Program three years, including two summers, and is designed as full-time in-person experiences. The USI Occupational Therapy Program is located at The Stone Family Center for Health Sciences. The address is 515 Walnut Street in Evansville, Indiana 47708.

Welcome

On behalf of the Occupational Therapy Doctorate Program, we welcome you into the entry-level OTD curriculum at the University of Southern Indiana. As you begin this transforming adventure, you will soon cease to view the world and your existence in quite the same light as you did before starting this curriculum. We believe you will find that occupational therapy is not just a profession, but a way of life.

Mortimer J. Adler (1982) wrote that "all genuine learning is active, not passive… the student is the main agent, not the teacher" (pp. 50–51). While a few may learn entirely on their own, most students need the guidance of teachers who serve as facilitators rather than information deliverers.

Today's research strongly supports this view. Active learning—where students engage in discussion, problem-solving, and application—improves grades, deepens understanding, and lowers failure rates compared to lectures (Freeman et al., 2014; Harvard Gazette, 2019). Although students may find it more demanding, the increased effort leads to longer-lasting learning (Deslauriers et al., 2019).

Effective active learning combines cognitive, emotional, and social engagement. Strategies such as peer instruction, case studies, and project-based work make learning relevant, build critical thinking, and promote inclusion (Carnegie Mellon University, 2021; Prince, 2004; Cornell University Center for Teaching Innovation, n.d.). The educator's role remains what Adler envisioned: guiding students to discover, connect, and truly understand.

With your entry into the occupational therapy profession, your world is no longer black and white. In fact, one of our goals is to make gray your favorite color. For your success in the occupational therapy field, you must become intimate with ambiguity. If you are seeking recipes for delineating treatment for specific medical diagnoses, you might want to reconsider your options: becoming an occupational therapist, trained to think critically and work autonomously, may not be a good match for your needs. You must realize that the *Occupational Therapy Cookbook* does **NOT** exist. Just as every student is different, each person receiving occupational therapy services varies.

If you are book-smart and want to succeed in the program, you will need to adapt to the learner-centered curriculum, learn to think, and give up your search for the one resource that will tell you what to do. In the USI OTD occupational therapy curriculum, much of the knowledge you will learn must be revisited and updated as you practice in the future.

Not only are you expected to think in this OTD curriculum, within a short period of time—you will have to think on your feet. Be warned: thinking may hurt . . . but you will become accustomed to the "pain." The heavy emphasis we place on thinking is congruent with the University Core Curriculum designation of critical thinking as an overarching goal. What is defined at the University of Southern Indiana as *critical thinking* is called *clinical reasoning* by the occupational therapy profession. In addition to procedural reasoning, you will learn to utilize other types of clinical reasoning. Conditional reasoning, oftentimes the most difficult for occupational therapy majors and some therapists, is the primary way expert occupational therapists deal with the ambiguity of the world. If you practice your conditional reasoning skills while in the program, you will have a head start in using conditional reasoning in your occupational therapy practice.

Reflection is another key element of the Occupational Therapy Program. On the days you are not in the classroom, you are still expected to exhibit occupations indicative of an occupational therapy major— reflecting, reading, writing, working on group assignments, completing clinical experiences, etc. You will notice that reflection heads the list. We realize this curriculum is fast paced so be sure to take some time to sit back and just think about what you have been doing. Later, you will learn to use this way of thinking about thinking (termed "metacognition" by some) to become what Donald Schön (1983) calls a reflective practitioner.

The successful occupational therapy major is the student who:

- Actively engages throughout the program.
- Synthesizes and applies knowledge from multiple sources.
- Connects past learning to new situations and future information.
- Demonstrates strong interpersonal and professional communication skills.
- Works well in teams and respects diverse perspectives.
- Follows directions and adapts to change with flexibility and creativity.
- Takes risks, shows resilience, and manages challenges constructively.
- Seeks feedback, reflects, and grows professionally.
- Manages time and organizes work effectively.
- Strives for high-quality results and embraces lifelong learning.
- Shows a visible passion for the occupational therapy profession.

The remainder of this student handbook, which was compiled to present information and policies relevant to you as an occupational therapy student, has been designed to help you move effectively through the OTD curriculum. Since you are responsible for knowing and understanding the policies and procedures found in this handbook, please ask for clarification if you have any questions about the information. We also welcome your suggestions for the inclusion of additional information that would be helpful to you. **The faculty reserves the privilege of revising policies and procedures found in this handbook at any time deemed advisable**. As soon as written revisions are available, you are responsible for the new information, which will be posted on the program website.

Before closing, congratulations on your selection of entering the occupational therapy profession! You have chosen very wisely. The occupational therapy profession is a dynamic, energetic field. With a long history and strong foundation in the human services field, occupational therapy is a well-respected discipline with many opportunities available for growth, advancement, and achievement.

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Program Background

History

In 1991 the Indiana Commission for Higher Education updated a study of occupational therapy programs in Indiana's public institutions. Evansville was identified as a large metropolitan area in Indiana without accessible state supported occupational therapy education. Following consultation with area occupational therapy practitioners, other healthcare providers, and the Indiana Commission for Higher Education, administrators at the University of Southern Indiana received approval from the Indiana State Legislature in the spring of 1991 for the establishment of a baccalaureate occupational therapy program in Evansville.

Until the completion of the Health Professions Building on campus, the Occupational Therapy Program was housed in the Health Sciences Building on the Deaconess Hospital Complex, approximately seven miles east of the Main Campus of the University of Southern Indiana.

The baccalaureate level curriculum (65 credit hours including a minimum of 1060 clock hours of internships), was based on Uniform Terminology for Occupational Therapy (Third Edition). An initial accreditation site visit took place in October 1993.

On December 4, 1993, the University of Southern Indiana baccalaureate degree program became the 84th occupational therapy program to receive accreditation status from the Accreditation Committee of the American Occupational Therapy Association.

The MSOT degree was approved by the Indiana Commission for Higher Education in 2001. To comply with the occupational therapy profession's change in entry-level to post-baccalaureate degree and accreditation shortly followed. The first USI MSOT class graduated in 2006. The USI MSOT Program began seeking approval to transition the MSOT Program to an entry-level doctorate. In 2018, the USI MSOT Program relocated to the Stone Family Center for Health Sciences in downtown Evansville.

The USI OTD Program was approved by the Indiana Commission for Higher Education on May 2023. It was then approved by the Higher Learning Commission in June 2024. The OTD Program opened the application for their initial cohort October 2024 and admitted their first cohort August 2025. The last MSOT student will graduate December 2026. The OTD Program is currently seeking accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE).

Vision

To be a leading force in occupational therapy education recognized for excellence in research and community engagement, producing influential scholars who transform healthcare and champion the power of occupation to improve lives globally.

Mission Statement

Empowering future healthcare leaders in occupational therapy through innovative education and evidence-based practice, while promoting engagement in meaningful occupations to enhance the quality of life for individuals and communities.

Philosophy

The faculty members of the Occupational Therapy Program at the University of Southern Indiana uphold the following core beliefs regarding individuals, occupational therapy, and education. These beliefs align with the mission of the University of Southern Indiana and serve as the foundation for our curriculum, instructional methods, and educational practices.

Philosophy of Occupational Therapy

The Occupational Therapy Program at USI embraces the philosophy of the American Occupational Therapy Association (AOTA), which emphasizes that engagement in meaningful occupations is fundamental to health and well-being (AOTA, 2020). Occupations shape identity, enable participation in society, and contribute to personal fulfillment. Occupational therapy is a client-centered profession that promotes participation through holistic and evidence-based interventions, recognizing the dynamic interactions among the person, environment, and occupations. The profession is guided by the belief that people are occupational beings, and their ability to participate in meaningful activities is essential for overall well-being and quality of life (Hammell, 2020).

Beliefs About the Person

Every individual is a unique, dynamic, and multifaceted being, deserving of dignity and respect. Human behavior is influenced by the continuous interaction between the person, their environment, and the occupations they engage in (Kielhofner, 1995). A holistic approach is essential, considering performance skills, patterns, and areas of occupation across diverse contexts. Engagement in occupation is shaped by an interplay of client factors, activity demands, and performance patterns (AOTA, 2020). Throughout the lifespan, occupational participation may be disrupted by biological, psychosocial, spiritual, or environmental factors, requiring intervention and support (Dunn et al., 1994).

Beliefs About Occupational Therapy

Occupational therapy is a science-driven and evidence-based profession that enhances individuals' occupational performance through skill development, adaptation, and wellness promotion (Law et al., 1996). Occupational therapy practitioners address factors that either facilitate or hinder occupational performance, striving to optimize individuals' ability to function across the lifespan (AOTA, 2020).

The USI OTD Program is committed to a client-centered, holistic approach to practice. Our curriculum is grounded in theoretical models that emphasize the interconnection between the person, environment, and occupation. Key models guiding our program include:

- **Person-Environment-Occupation (PEO) Model** (Law et al., 1996)
- **Ecology of Human Performance (EHP) Framework** (Dunn, Brown, & Youngstrom, 1994)
- **Model of Human Occupation (MOHO)** (Kielhofner, 1995)

These models highlight the importance of understanding individuals within their unique environmental and occupational contexts, ensuring comprehensive and effective intervention strategies. The integration of these models supports evidence-based practice and ensures that occupational therapy interventions remain relevant and responsive to the evolving needs of society (Hammell, 2020).

Beliefs About Education

Education is a lifelong journey that fosters competence, critical thinking, and professional growth (AOTA, 2020). Learning is an active, continuous process that builds upon prior knowledge and experience. Motivation, readiness, and engagement are key components of effective learning (Dunn et al., 1994). Educational experiences should be goal-directed, purposeful, and meaningful to the learner (Law et al., 1996).

USI OT faculty are dedicated to guiding, mentoring, and evaluating students while promoting self-directed learning, intellectual curiosity, clinical reasoning, self-reflection, and community engagement. A learning environment that respects individual dignity and upholds a commitment to excellence is essential for student success. Higher-order cognitive skills are strengthened through a liberal arts foundation and thoughtfully designed learning experiences within the occupational therapy curriculum.

Graduates of the USI OTD Program will be well-prepared as entry-level practitioners, equipped to navigate and contribute to an evolving healthcare landscape. Through a commitment to lifelong learning, advocacy, scholarly inquire, and professional leadership, graduates will be prepared to influence policy, advance evidence-based practice, and contribute to the continued growth of the occupational therapy profession.

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Curriculum

Synopsis

This eight semester, 100 credit hour OTD program is designed to be completed in approximately 3 years and fully integrates the OTD Program Strategic Plan.

Professional Coursework

First Year		
Fall Semester		**17**
OT 701	Doctoral Orientation Camp	1
OT 713	Fundamentals of OT Practice	3
OT 724	Psychosocial & Cognitive Strategies	3
OT 731	OT Theory & Clinical Reasoning	4
OT 752	Applied Neuroscience	3
OT 765	Systems & Disease	3
Spring Semester		**16**
OT 711	Human Occupations	3
OT 741	Evidence-Based Practice	4
OT 753	Kinesiology in Rehabilitation	3
OT 757	Specialized Evaluation	4

OT 761	Pharmacology	2
Summer Semester		11
OT 767	Biomechanics of Occupation	3
OT 775	Children and Adolescents	4
OT 785	Aging	4
Second Year		
Fall Semester		15
OT 743	ADL/Work	3
OT 762	Therapeutic Media	2
OT 763	Orthopedics in OT	3
OT 791	OT Research	3
OT 795	Professional Practicum	3
OT 801	Doctoral Capstone Development	1
Spring Semester		8
OT 786	Ethics in Rehabilitation	2
OT 796	Level II Fieldwork A	6
Summer Semester		8
OT 723	Social Determinants of Health	2
OT 797	Level II Fieldwork B	6
Third Year		
Fall Semester		15
OT 751	Professional Trends/Emerging Practice	3
OT 771	OT Leadership	3
OT 773	Program Evaluation	3
OT 781	OT Education	3
OT 793	Advanced OT Research	3
Spring Semester		10
OT 811	Doctoral Capstone Experience	6
OT 821	Doctoral Capstone Project	3
OT 831	Doctoral Capstone Dissemination	1

Course Descriptions

OT 701: Doctoral Orientation Camp (First Year, Fall Semester); 1 Credit Hour: 1 Lecture Hour
This course introduces the curriculum design of the program of study, institutional and interdisciplinary resources, and foundational skills for doctoral level scholarship. Learning activities prepare students to be successful in doctoral level education and foster relationships with peers and faculty for collaborative learning.

OT 711: Human Occupations (First Year, Spring Semester); 3 Credit Hours: 3 Lecture Hours
This course introduces human occupation as the central element of occupational therapy. Students will learn about the philosophical base and scientific evidence that describes how person/population factors and context/environment factors impact occupational performance, participation, health, and well-being for persons,

groups, and populations. Observation, interview, activity analysis, reflection, and scholarly writing are used as learning strategies to better understand the meaning of occupation and occupational performance.

OT 713: Fundamentals of OT Practice (First Year, Fall Semester); 3 Credit Hours: 3 Lecture Hours
The emphasis of this course is the development of professional level skills in the areas of listening, speaking, reading, and writing regarding occupational therapy practice. This course includes skills such as interviewing, group interaction, documentation to ensure accountability, critical reading of research and scholarly papers, and public speaking. Additionally, students learn the history and philosophical base of occupational therapy practice as well as ethical aspects of practice.

OT 723: Social Determinants of Health (Second Year, Summer Semester); 2 Credit Hours: 2 Lecture Hours
This course focuses on key social determinants of health (SDH), including health and health care, social and community contexts, education, economic stability, and built environments. Students learn how the SDH relate to inequitable distribution of resources and contribute to health disparities and health inequities. Students learn how the SDH may impact or are being used to improve health equity for persons, groups, and populations.

OT 724: Psychosocial & Cognitive Strategies (First Year, Fall Semester); 3 Credit Hours: 3 Lecture Hours
This course emphasizes the examination of appropriate theoretical frameworks, the application of purposeful activities and occupations as therapeutic interventions for both psychosocial and cognitive occupational performance across the lifespan and performance contexts. Psychosocial subcomponents include psychological skills (values, interests, self-concept), social skills (role performance, social conduct, interpersonal skills, and self-expression), and self-management abilities (coping skills, time management, and self-control). Cognitive subcomponents (level of arousal, orientation, attention span, memory, sequencing, categorization, reasoning, executive functioning, problem solving, learning, and generalization).

OT 731: OT Theory and Clinical Reasoning (First Year, Fall Semester); 4 Credit Hours: 4 Lecture Hours
This course introduces core models and theories that guide evaluations and interventions for occupational therapy practice. Students will identify, examine, and apply various types of clinical reasoning pertinent to the occupational therapy process. Students will explore and analyze theories, practice models and frameworks employed in the practice of occupational therapy.

OT 741: Evidence-Based Practice (First Year, Spring Semester); 4 Credit Hours: 4 Lecture Hours
This course focuses on the foundations of evidence-based practice (EBP) and scholarly inquiry. Emphasis is provided in developing questions for inquiry, searching databases, reading and analyzing evidence, synthesizing literature using published guidelines and applying the EBP process to practice.

OT 743: ADL/Work (Second Year, Fall Semester); 3 Credit Hours: 2 Lecture Hours; 1 Lab Hour
This course focuses on purposeful and meaningful activities throughout the lifespan, addressing enhancement of occupational engagement using ADL and IADL in relation to areas of occupation, performance skills & patterns, context, activity demands, and factors.

OT 751: Professional Trends/Emerging Practice (Third Year, Fall Semester); 3 Credit Hours: 3 Lecture Hours
This course enables students to explore and integrate factors contributing to trends within the practice of occupational therapy, while formulating opportunities for the expanding the practice of occupational therapy into emerging areas of practice. The course requires students to analyze past, present, and future trends in US and international practice; compare and contrast the ideas of the leaders of the profession; and explain how environmental forces affected their ideas, theories, and models of practice.

OT 752: Applied Neuroscience (First Year, Fall Semester); 3 Credit Hours: 3 Lecture Hours

This course provides a focus on neuroscience, exploring the structural and functional concepts of the human nervous system including etiology, clinical course, management, prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries. Emphasis is placed on developing an understanding of the potential effects of such conditions on anatomical structures, physiological processes, and the occupations of individuals across the lifespan.

OT 753: Kinesiology in Rehabilitation (First Year, Spring Semester); 3 Credit Hours: 2 Lecture Hours, 1 Lab Hour
This course focuses on analyzing the structure and function of bones, joints, muscles and the nervous system in relation to normal and pathological movement of the human body. Course learning is applied to clinical practice through analysis of force principles, ergonomics, gait, posture, and task demands. Foundational principles of rehabilitation are covered through exploration of the anatomical structures involved, effect on occupational performance, injury precautions and rationale supporting occupational therapy interventions for common structural conditions.

OT 757: Specialized Evaluation (First Year, Spring Semester); 4 Credit Hours: 2 Lecture Hours, 2 Lab Hours
This course focuses on the OT evaluation process with the application of tests and measurement principles. During the OT process, the emphasis for this course is placed on gathering initial evaluative data, determining and documenting the need for skilled therapy services, individualized treatment planning, reevaluation, and discharge planning while selecting appropriate evidence-based practice standardized, nonstandardized, basic, and specialized OT assessment tools. The professional relationship with occupational therapy assistants in the evaluation process will also be addressed.

OT 761: Pharmacology (First Year, Spring Semester); 2 Credit Hours: 2 Lecture Hours
The course provides students with relevant and comprehensive information on how contemporary drug therapies, including some alternative natural/herbal remedies, can affect clients receiving occupational therapy. It introduces basic pharmacological principles and includes information on drug delivery, pharmacokinetics and metabolism. Students learn to use commonly available resources to investigate drugs.

OT 762: Therapeutic Media (Second Year, Fall Semester); 2 Credit Hours: 1 Lecture Hour, 1 Lab Hour
This course explores therapeutic medias and emphasizes tenants of performance, adaptation and utilization of activity. An emphasis is on the processes involved in selecting creative and manual tasks and activities with therapeutic value. Principles and methods of delineating goals, grading, and adapting activities, and evaluating in the context of goal achievement are emphasized.

OT 763: Orthopedics in OT (Second Year, Fall Semester); 3 Credit Hours: 2 Lecture Hours, 1 Lab Hour
This course is focused on the areas of physical disabilities and orthopedics, continues the exploration of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries. Emphasis is placed on developing an understanding of the potential effects of such conditions on anatomical structures, physiological processes and the functional performance of individuals throughout the lifespan. Students gain skills in evaluation and treatment regarding environmental adjustments, splints, orthotics, assistive technology, adapted equipment, physical agent modalities, and other technology.

OT 765: Systems & Disease (First Year, Fall Semester); 3 Credit Hours: 3 Lecture Hours
This course focuses on the role of occupation throughout the lifespan in relation to the acute and chronic human disease processes. Students will develop critical analysis and problem-solving skills relating to the occupational function and dysfunction continuum while exploring therapeutic OT treatment approaches.

OT 767: Biomechanics of Occupation (First Year, Summer Semester); 3 Credit Hours: 2 Lecture Hours, 1 Lab Hour

Students explore the relationship between the human systems producing movement and engagement in daily activities as activity demands, person factors and contexts change. These systems are thoroughly reviewed and applied through musculoskeletal constructions allowing an in-depth understanding of how the influence of muscle attachments, length and relationship to joint axes can change and influence movements and impacting occupational performance.

OT 771: OT Leadership (Third Year, Fall Semester); 3 Credit Hours: 3 Lecture Hours
The focus of this course is to develop executive leadership, management skills, and a working understanding of the following topics: organizational mission and vision, strategic planning, personnel management, reimbursement systems, accrediting bodies, basic budgeting concepts, internal and external marketing of therapy services and interdisciplinary cooperation. These skills are applied to the delivery of occupational therapy services in a variety of service models including medical, community, and educational systems.

OT 773: Program Evaluation (Third Year, Fall Semester); 3 Credit Hours: 3 Lecture Hours
This course focuses on program evaluation, including evaluation planning, methods, analysis, and communication to stakeholders. Students identify data collection and analysis methods appropriate for evaluation projects, such as surveys, focus groups, and participatory action research. The course culminates with a comprehensive evaluation plan for a student-chosen program.

OT 775: Children and Adolescents (First Year, Summer Semester); 4 Credit Hours: 4 Lecture Hours
This course focuses on the occupational therapy process for children, adolescents, and families. Students will develop knowledge and skills in screening, evaluation, documentation, referral, intervention/program planning and implementation to support occupational performance, participation, health, and well-being for persons, groups, and populations. Client cases with interprofessional teaming opportunities help students to develop clinical reasoning, communication, practice, and team competencies that are client-centered, culturally relevant, and evidence-based and address person/population-environment-occupation goals.

OT 781: OT Education (Third Year, Fall Semester); 3 Credit Hours: 3 Lecture Hours
This course introduces educational theory, instructional methods, and evaluation of educational programs. Students will learn about principles of teaching and learning, health and academic education, and design educational programs to meet the needs of different audiences. Topics include literacy, universal design, active learning, online teaching, and principles of learning across the lifespan.

OT 785: Aging (First Year, Summer Semester); 4 Credit Hours: 4 Lecture Hours
This course focuses on the occupational therapy process for older adults, their support networks and communities. Students will develop knowledge and skills in needs assessment, evaluation, documentation, referral, intervention/program planning, and implementation across a range of service delivery models to support occupational participation, health, and well-being for persons, groups, and populations. Students will develop clinical reasoning, communication, practice, and interprofessional competencies that are client centered, culturally relevant as well as based on theories and evidence to address person/population-environment-occupational goals.

OT 786: Ethics in Rehabilitation (Second Year, Spring Semester); 2 Credit Hours: 2 Lecture Hours
This course is designed to assist students to understand the larger social, cultural, ethical, professional, and systematic issues that impact healthcare and occupational therapy practice. This course will focus on strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts and ethical dilemmas in occupational therapy through the lens of the OT Code of Ethics. Sociocultural issues, including occupational justice, health disparities, and their impact on ethical practice will also be explored.

OT 791: OT Research (Second Year, Fall Semester); 3 Credit Hours, 3 Lecture Hours

This course is designed to introduce the philosophical underpinnings of inquiry, the importance of research, the traditions of research, and essential components of research. Focus will be placed on learning different aspects of quantitative and qualitative research designs and include ethical implications of research.

OT 793: Advanced OT Research (Third Year, Fall Semester); 3 Credit Hours, 3 Lecture Hours
This course is designed for students to conduct and disseminate scholarly work of the profession including examining, developing, refining, and evaluating the profession's body of knowledge, theoretical base, and philosophical foundations. Specific tasks involve designing and directing the completion of various studies, including data analysis, interpretation, and dissemination of results; collaborating with others to facilitate studies of concern to the profession; and mentoring novice researchers.

OT 795: Professional Practicum (Second Year, Fall Semester); 3 Credit Hours: 2 Lecture Hours, 1 Fieldwork Hour
This practicum is designed to introduce fieldwork and application of occupation and occupational performance. Focus will be placed on providing fieldwork opportunities to students to demonstrate clinical skills while analyzing fieldwork matters and integrating fieldwork experience with occupational therapy process and practice issues. This course will include three 40 clock hour Level I fieldwork experiences.

OT 796: Level II Fieldwork A (Second Year, Spring Semester); 6 Credit Hours: 1 Lecture Hours, 5 Fieldwork Hours
In this Level II fieldwork experience of at least 12 weeks, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry level occupational therapist. Fieldwork I must vary from Fieldwork II to reflect a difference in (a) in ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long term versus short term), and (c) facility type (institutional versus community based).

OT 797: Level II Fieldwork B (Second Year, Summer Semester); 6 Credit Hours: 1 Lecture Hours, 5 Fieldwork Hours
In this Level II fieldwork experience of at least 12 weeks, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry level occupational therapist. Fieldwork I must vary from Fieldwork II to reflect a difference in (a) in ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long term versus short term), and (c) facility type (institutional versus community based).

OT 801: Doctoral Capstone Development (Second Year, Fall Semester); 1 Credit Hour, 1 Lecture Hour
This course focuses on completion of all components of the doctoral capstone project proposal in preparation for the doctoral capstone experience and project. Students summarize and present their preparatory activities (literature review, needs assessment, goals/objectives, and evaluation plan), processes and materials for the project, and implementation plan to a doctoral committee. The student is a self-directed learner with the support of a doctoral faculty adviser and a doctoral capstone experience mentor. The outcome of this course is an approved doctoral capstone project proposal that is ready to move forward.

OT 811: Doctoral Capstone Experience (Third Year, Spring Semester); 6 Credits: 1 Lecture Hour, 5 Clinical Hours

This is a 14-week in-depth capstone experience with a mentor where students develop advanced skills in one or more of the following: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, or leadership.

OT 821: Doctoral Capstone Project (Third Year, Spring Semester); 3 Credits: 3 Lecture Hours
This course focuses on implementation and evaluation of an applied culminating project in a chosen area of practice conducted during the capstone experience. In this course, the student is supported by a doctoral faculty adviser and a capstone experience mentor.

OT 831: Doctoral Capstone Dissemination (Third Year, Spring Semester); 1 Credit: 1 Lecture Hour
This course focuses on the distribution of scholarly knowledge to advance the profession of occupational therapy. The outcome of this course is the dissemination of a scholarly project to a national audience.

Curriculum Design

The entry-level proposed OTD curriculum has three phases: (1) building the foundation, (2) developing the generalist, and (3) developing the advanced practitioner. Five curricular threads (occupation-centered practice, professional integrity, health and social justice, systematic inquiry, and partnerships and collaboration) are interwoven across the three phases.

Components:

33 hours: Building the Foundation
41 hours: Developing the Generalist
26 hours: Developing the Advanced Practitioner

Curriculum Threads:

1. Occupation-Centered Practice
2. Professional Integrity
3. Health & Social Justice
4. Systematic Inquiry
5. Partnership & Collaboration

Baccalaureate degree completion will assist in developing the following:

The Mind: Enhancement of Cognitive Abilities (English, communications, and mathematics)
The Self: Enhancement of Individual Development (ethics, arts, health/fitness)
The World: Enhancement of Cultural and Natural Awareness (history, developmental psychology, sociology, anatomy and physiology, western culture, and global communities) The Synthesis: Integration and Application of Knowledge

Other required prerequisite courses include:

- BIOL 121: Anatomy and Physiology 1
- BIOL 122: Anatomy and Physiology 2
- PSY 201: Introduction to Psychology
- PSY 261: Lifespan Developmental Psychology
- PSY 322: Abnormal Psychology

- EXSC 383: Kinesiology or EXSC 391: Biomechanics
- HP 302: Biostatistics, or PSY 353: Research Methods and Statistics II, or STAT 241: Principles of Statistics

OTD Program Goals and Outcomes

Upon completion of the program, the USI OTD Entry-Level graduate will be able to:

Goal One: Students Will Synthesize Advanced Theoretical Knowledge and Practice
Outcome: Students will demonstrate advanced proficiency in integrating complex theoretical approaches, frameworks, and practice models into innovative evaluations, interventions, and outcome evaluations, adapting to evolving service delivery systems and emerging paradigms in occupational therapy.

Goal Two: Students Will Advance Understanding of Occupation's Role in Health and Wellness
Outcome: Students will critically analyze and expand the theoretical and empirical understanding of how occupation and related concepts influence health and wellness at both individual and population levels, while contributing to research.

Goal Three: Students Will Engage in Scholarship and Evidence-Based Practice
*Outcome: Students will d*esign, implement, and critically evaluate scholarly projects that advance theoretical and practical knowledge in occupational therapy, applying advanced methodologies and contributing to the body of evidence-based practice.

Goal Four: Students Will Influence and Innovate Practice Across Diverse Contexts
Outcome: Students will lead and contribute to innovative practices that address the complex interplay of person, occupations, and contexts, facilitating optimal occupational performance across diverse populations, life stages, and cultural contexts.

Goal Five: Students Will Foster Advanced Professional Development and Scholarly Inquiry
Outcome: Students will engage in scholarly activities that drive the advancement of occupational therapy practice and education, demonstrating a commitment to lifelong learning, advanced problem-solving, and the integration of diverse ways of knowing and reasoning.

Goal Six: Students Will Lead and Mentor in Professional Integrity and Ethical Standards
Outcome: Students will exhibit and model the highest standards of professional integrity and ethics, leading initiatives that promote and advance ethical practice within the field, and mentoring peers and practitioners in maintaining these standards.

Goal Seven: Students Will Advance Collaborative Practices Across Disciplines
Outcome: Students will evaluate and enhance collaborative practices by leading interdisciplinary teams, promoting effective communication, and integrating contributions from various professionals to improve client outcomes and service delivery.

Goal Eight: Students Will Develop and Advocate for Innovative Practice Models
*Outcome: Students will a*nalyze and apply advanced principles of person-occupation-context interaction to develop and advocate for innovative practice models, enhancing the effectiveness and ethical considerations in occupational therapy practice.

Curriculum Component I. Building the Foundation (33-hours)

The first component of the University of Southern Indiana's Doctor of Occupational Therapy Program, "Building the Foundation," is designed to establish a strong academic and professional groundwork for students entering the field.

This phase of the curriculum primarily introduces foundational occupational therapy concepts and introductory courses that provide students with essential knowledge of the profession, including its history, theories, and fundamental principles. These courses help students build a strong understanding of the occupational therapy process. Students will explore the philosophical foundations of occupational therapy, the significance of occupation in human health and well-being, and the diverse settings in which occupational therapy services are provided.

The academic approach in this phase emphasizes the development of well-rounded individuals who are prepared to contribute meaningfully to society. Students are encouraged to cultivate their intellectual, aesthetic, emotional, and physical resources to enhance both their own lives and the lives of those they serve. The program is based on the premise that students must develop self-awareness and a deep understanding of the world before they can become effective, responsive, and responsible occupational therapy practitioners. It assumes that students must think critically, communicate effectively, uphold consistent ethical standards, engage with public issues, and apply knowledge wisely.

Critical thinking is a core component of this foundation and involves the ability to analyze and critically evaluate information. Students in this phase of the program will develop the ability to assess and interpret information across various formats, including numerical, written, spoken, and visual media. Higher-order cognitive skills such as synthesis, application, illustration, inference, and problem-solving are emphasized. Additionally, students will learn to differentiate opinions, theory, and fact while honing their ability to define problems and identify solutions. These skills are essential for future occupational therapy practitioners, who must analyze client needs, develop intervention plans, and evaluate treatment outcomes using a critical and evidence-based approach.

Information processing is equally vital and involves the ability to locate, gather, and process information. Throughout this phase, students will engage in research tasks utilizing both primary and secondary sources, including laboratory experiences. They will also develop proficiency in retrieving and organizing information from diverse formats and leveraging technology to enhance their analytical capabilities. Instruction in professional writing and documentation prepares students to communicate effectively within healthcare environments, ensuring accuracy and clarity in client records and research reports.

Students begin their journey with OT 701: Doctoral Orientation Camp, a foundational course that immerses them in the expectations and professional mindset required for success in the program. OT 711: Human Occupations explores the significance of occupation in health and well-being, providing a comprehensive understanding of the various roles and activities that contribute to human function.

OT 713: Fundamentals of OT Practice introduces core principles, ethics, and the scope of occupational therapy, helping students build a strong professional identity. To further enhance their understanding of client needs, OT 724: Psychosocial & Cognitive Strategies delves into mental health considerations, cognitive processes, and therapeutic approaches essential for holistic patient care. A strong theoretical foundation is established through OT 731: OT Theory & Clinical Reasoning, which emphasizes models of practice and decision-making strategies. Students

also develop their research skills in OT 741: Evidence-Based Practice, learning to critically evaluate and apply scientific literature to enhance clinical outcomes.

Understanding the human body and its functions is critical for occupational therapists. OT 752: Applied Neuroscience examines the neurological underpinnings of movement and behavior, while OT 753: Kinesiology in Rehabilitation focuses on biomechanics and movement analysis crucial for effective intervention. OT 757: Specialized Evaluation provides students with advanced assessment techniques necessary for accurate diagnosis and treatment planning. Additionally, students gain insight into the impact of medications on occupational therapy through OT 761: Pharmacology, learning how drugs influence client health and rehabilitation. OT 765: Systems and Disease offers a comprehensive overview of medical conditions and their implications for therapy, equipping students with knowledge to provide evidence-based interventions.

By integrating these foundational courses, the initial phase of the Occupational Therapy Doctorate Program prepares students to advance with confidence into more complex aspects of their education and professional development. With a firm grasp of foundational knowledge, critical thinking abilities, and information processing skills, students are well-positioned to engage in advanced coursework, clinical reasoning, and hands-on patient care experiences that will shape their future roles as leaders in the profession. This phase aligns with the Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and introduces essential frameworks such as the Occupational Therapy Practice Framework: Domain and Process.

Curriculum Component II. Developing the Generalist (41-hours)

The second phase of the University of Southern Indiana's Doctor of Occupational Therapy Program, "Developing the Generalist," is structured to build upon the foundational knowledge established in the first phase and expand students' competencies in clinical reasoning, intervention strategies, and professional development. This component of the curriculum is designed using an occupation-centered and holistic approach, emphasizing the interdependent relationship between the person, the environment, and occupational performance. It also aligns with the Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and incorporates essential frameworks such as the Occupational Therapy Practice Framework: Domain and Process.

The curriculum in this phase is grounded in a functional approach that supports occupation-centered practice, professional integrity, health and social justice, systematic inquiry, and partnership and collaboration. Learning progresses through a continuum that requires students to acquire knowledge, develop skills and competencies, and cultivate attitudes that align with the philosophy and core tenets of occupational therapy. The coursework emphasizes applying and evaluating knowledge to ensure students are prepared for generalist practice across various populations and settings.

Students begin this phase with OT 767: Biomechanics of Occupation which builds upon these concepts by integrating movement analysis and occupational performance strategies into intervention planning. Students engage in laboratory-based learning experiences to apply biomechanical principles to real-world occupational therapy practice. To address the needs of specialized populations, OT 775: Children and Adolescents provides an in-depth exploration of pediatric occupational therapy, covering developmental milestones, sensory processing, and school-based interventions. Students learn to tailor interventions to support children in achieving age-appropriate occupational performance. Similarly, OT 785: Aging focuses on geriatric occupational therapy, emphasizing the unique needs of older adults, adaptive strategies, and interventions aimed at enhancing quality of life. This course prepares students to address the growing demand for occupational therapy services among aging populations and to promote successful aging through occupation-based approaches.

The program continues with OT 743: ADL/Work, which addresses the assessment and intervention strategies for activities of daily living (ADLs) and work-related occupations. This course provides students with practical skills to support clients in regaining independence and functionality in daily tasks. Through case studies and hands-on experiences, students develop expertise in designing individualized intervention plans that align with clients' goals and occupational needs. In OT 762: Therapeutic Media, students explore the use of various therapeutic interventions and creative modalities to enhance occupational performance, recognizing the role of meaningful activity in recovery and rehabilitation. Students deepen their knowledge of physical rehabilitation in OT 763: Physical Disabilities/Ortho, which introduces evidence-based approaches to treating musculoskeletal and physical impairments. This course emphasizes the importance of a client-centered approach to addressing functional limitations and optimizing movement.

OT 791: OT Research advances students' abilities in systematic inquiry, enabling them to critically analyze literature and apply evidence-based practices in occupational therapy. This course equips students with the skills necessary to engage in lifelong learning and contribute to the advancement of the profession through research and scholarship. In preparation for professional practice, OT 795: Professional Practicum offers experiential learning opportunities that allow students to apply their knowledge and refine their clinical skills in real-world settings. This immersive experience fosters the integration of theoretical knowledge with hands-on practice, ensuring students are well-prepared for entry-level occupational therapy roles. Research and practice should be applied ethically, which is why OT 786: Ethics in Rehabilitation challenges students to grapple with complex ethical dilemmas, professional responsibilities, and moral decision-making in contemporary healthcare settings.

Although the occupational therapy profession incorporates a variety of theoretical approaches, the curriculum emphasizes an occupation-centered and holistic model of practice. This is informed by comprehensive frameworks such as the Person-Environment-Occupation Model, the Ecology of Human Performance, and the Model of Human Occupation. These models recognize the interplay between individuals, their environments, and their meaningful occupations, which serves as a guiding principle for the curriculum design. By integrating these evidence-based frameworks, students develop a comprehensive understanding of how to facilitate meaningful occupational engagement and enhance clients' quality of life. In OT 723: Social Determinants of Health —a course that shifts the focus from the individual to the broader societal factors that influence well-being. Here, students examine how economic stability, education, healthcare access, and community environments shape health outcomes. This understanding serves as the foundation for addressing disparities and advocating for equitable occupational therapy services.

Learning is solidified through immersive fieldwork experiences. OT 796: Level II Fieldwork A and OT 797: Level II Fieldwork B provide students with hands-on training in occupational therapy settings, allowing them to refine their clinical reasoning, intervention strategies, and professional competencies under the mentorship of experienced practitioners. These experiences are invaluable in helping students integrate theoretical knowledge into meaningful practice.

By integrating a structured, evidence-based, and client-centered curriculum, the "Developing the Generalist" phase ensures that students develop the critical thinking, professional reasoning, and applied skills necessary for competent and ethical occupational therapy practice. This rigorous training prepares graduates to enter the field as well-rounded professionals who can adapt to the evolving healthcare landscape while upholding the highest standards of occupational therapy. The curriculum fosters a commitment to lifelong learning, advocacy, and leadership, ensuring that graduates are well-equipped to address the diverse and complex needs of the individuals and communities they serve.

Curriculum Component III. Developing the Advanced Practitioner (26-hours)

The third curriculum component, Developing the Advanced Practitioner, is designed to elevate students' ability to critically evaluate, synthesize, and apply knowledge at an advanced level, preparing them for leadership roles in occupational therapy. This phase too aligns with the Accreditation Council for Occupational Therapy Education (ACOTE®) Standards. This portion of the curriculum builds upon foundational concepts related to function across the lifespan and expands students' expertise in research, leadership, education, and evidence-based practice. Through this curriculum, students develop the skills necessary to meet the complex demands of the profession while advancing occupational therapy through innovative practice, scholarship, and advocacy.
By integrating advanced coursework with real-world experiences, students gain the competencies required to transition into diverse roles within the field, including clinical practice, program development, policy-making, academia, and research. Maintaining a functional approach to occupation across the lifespan, this portion of the curriculum comprises 26 credit hours, covering the following courses:

The journey begins with OT 751: Professional Trends and Emerging Practice, a course designed to keep students at the cutting edge of the field. Occupational therapy is constantly evolving, with new practice areas emerging in response to societal needs, technological advancements, and healthcare system changes. This course helps students anticipate and adapt to these shifts, ensuring they are prepared for the future of the profession.

Leadership is a critical skill for advanced practitioners, and in OT 771: OT Leadership, students cultivate the executive and management skills necessary to guide teams, influence policy, and advocate for the profession. This is complemented by OT 773: Program Evaluation, where students learn how to assess and improve occupational therapy services, ensuring they are effective, efficient, and aligned with client needs.
In OT 781: OT Education, students gain insight into instructional strategies, curriculum development, and the unique responsibilities of occupational therapy educators.

Evidence-based practice is the cornerstone of high-quality occupational therapy, and in OT 793: Advanced OT Research), students engage in designing, conducting, and analyzing research to contribute to the profession's growing body of knowledge.

The pinnacle of this journey is the Doctoral Capstone Experience, a multi-course sequence that allows students to apply their learning in a highly focused, individualized project. The process begins with OT 801: Doctoral Capstone Development, where students identify a specific area of interest, refine research questions, and develop a structured plan for implementation. The real-world impact of their work takes shape in OT 811: Doctoral Capstone Experience, where students immerse themselves in a chosen setting—whether in clinical practice, academia, research, or community engagement—conducting in-depth projects that address critical needs within occupational therapy. This coincides with OT 821: Doctoral Capstone Project, where students synthesize their findings and demonstrate expertise in their specialization. The final step, OT 831: Doctoral Capstone Dissemination brings their work to the broader community, ensuring that their research, innovations, and contributions are shared through professional presentations, publications, or community initiatives. This final phase solidifies their transition from student to scholar-practitioner, ready to influence the future of occupational therapy.

The Developing the Advanced Practitioner component of the curriculum is more than a collection of courses—it is a transformative experience that shapes students into confident, knowledgeable, and forward-thinking professionals. By the time they complete this phase, they are not just prepared to enter the field; they are

equipped to lead, educate, advocate, and innovate within it. With a strong foundation in leadership, research, education, and ethical practice, graduates of this program are positioned to drive meaningful changes in occupational therapy, improving lives and communities through their expertise and dedication.

Curriculum Threads: Weaving the Fabric of the USI OTD Curriculum

Strong clinical skills and professionalism are the primary components of the Occupational Therapy Program as are five curriculum strands (Occupation-Centered Practice, Professional Integrity, Health and Social Justice, Systematic Inquiry, and Partnerships and Collaboration) which are threaded throughout courses in the OTD curriculum. USI's OTD Program strands were derived from *ACOTE Standards* while other curriculum strands grew from trends in occupational therapy practice, the philosophy and curriculum design, USI MSOT Program history, faculty members, and input from USI OT Program's advisory board. All OT course syllabi include objectives addressing aspects of each strand.

OT 701: Doctoral Orientation Camp

This course introduces the program's curriculum, resources, and foundational skills for doctoral-level scholarship. Students engage in **Occupation-Centered Practice** by exploring the role of occupation in scholarship. **Professional Integrity** is fostered through ethical reasoning and academic rigor. **Health and Social Justice** is integrated through discussions on advocacy and health equity. **Systematic Inquiry** develops research and critical appraisal skills, while **Partnerships and Collaboration** strengthen connections with faculty, peers, and interdisciplinary resources. This comprehensive approach prepares students for advanced scholarship and leadership in occupational therapy.

OT 711: Human Occupations

This course introduces human occupation as the core of occupational therapy, emphasizing its impact on performance, participation, health, and well-being. **Occupation-Centered Practice** is integrated through the study of person, population, and environmental factors influencing occupational engagement. **Professional Integrity** is fostered by engaging in reflective practices, ethical discussions, and scholarly writing. **Health and Social Justice** is explored by examining how contextual factors contribute to disparities in occupational participation. **Systematic Inquiry** is developed through analyzing scientific evidence, conducting observations, and applying activity analysis. **Partnerships and Collaboration** are strengthened through interviews and interactive learning strategies, enhancing students' ability to engage with diverse populations and interdisciplinary teams.

OT 713: Fundamentals of OT Practice

This course develops professional skills in listening, speaking, reading, and writing for occupational therapy practice. **Occupation-Centered Practice** is emphasized through communication and documentation that reflect the core values of the profession. **Professional Integrity** is fostered by addressing ethical responsibilities and accountability in documentation and practice. **Health and Social Justice** is integrated by exploring how effective communication supports advocacy and equitable service delivery. **Systematic Inquiry** is developed through critical reading of research and scholarly papers, enhancing evidence-based reasoning. **Partnerships and Collaboration** are strengthened through interviewing, group interaction, and public speaking, preparing students for interdisciplinary teamwork and client engagement.

OT 723: Social Determinants of Health

This course examines key social determinants of health (SDH) and their impact on health equity**. Occupation-Centered Practice** is emphasized by exploring how SDH influence occupational engagement and well-being. **Professional Integrity** is fostered through critical discussions on ethical responsibilities in addressing health disparities. **Health and Social Justice** is central as students analyze inequities in resource distribution and advocate for marginalized populations. **Systematic Inquiry** is developed through evaluating research on SDH and their role in improving health outcomes. **Partnerships and Collaboration** are strengthened by examining interdisciplinary and community-based approaches to promoting health equity for individuals, groups, and populations.

OT 724: Psychosocial & Cognitive Strategies
This course explores theoretical frameworks and the application of purposeful activities and occupations as therapeutic interventions for psychosocial and cognitive occupational performance across the lifespan. **Occupation-Centered Practice** is emphasized through the use of meaningful activities to enhance psychological, social, and cognitive function. **Professional Integrity** is fostered by applying ethical decision-making and best practices in intervention planning. **Health and Social Justice** is addressed by examining how psychosocial and cognitive factors influence access to and engagement in occupations across diverse populations. **Systematic Inquiry** is integrated through the evaluation of theoretical models and evidence-based interventions. **Partnerships and Collaboration** are strengthened by promoting interdisciplinary approaches and client-centered strategies to support occupational participation and well-being.

OT 731: OT Theory and Clinical Reasoning
This course introduces core models and theories that guide occupational therapy evaluations and interventions, emphasizing various types of clinical reasoning. **Occupation-Centered Practice** is integrated by applying theoretical models to enhance occupational engagement and performance. **Professional Integrity** is fostered through ethical decision-making and the application of sound clinical reasoning. **Health and Social Justice** is addressed by analyzing how models and frameworks support equitable and inclusive practice. **Systematic Inquiry** is developed through the critical examination of theories and evidence-based practice. **Partnerships and Collaboration** are strengthened by engaging in discussions and activities that promote interdisciplinary perspectives and client-centered care.

OT 741: Evidence-Based Practice
This course establishes the foundations of evidence-based practice (EBP) and scholarly inquiry, equipping students with skills to integrate research into occupational therapy. **Occupation-Centered Practice** is emphasized by applying evidence to support meaningful occupational engagement. **Professional Integrity** is fostered through ethical research practices and critical evaluation of literature. **Health and Social Justice** is addressed by examining evidence that informs equitable and inclusive interventions. **Systematic Inquiry** is developed through formulating research questions, searching databases, analyzing evidence, and synthesizing literature. **Partnerships and Collaboration** are strengthened by engaging in discussions and applying EBP principles within interdisciplinary and client-centered contexts.

OT 743: ADL/Work
This course explores the use of purposeful and meaningful activities to enhance occupational engagement across the lifespan. **Occupation-Centered Practice** is emphasized through the application of ADLs and IADLs to support participation in meaningful occupations. **Professional Integrity** is fostered by promoting ethical and client-centered intervention planning. **Health and Social Justice** is addressed by examining how contextual factors influence access to and engagement in daily activities. **Systematic Inquiry** is developed through the analysis of performance skills, patterns, and activity demands to inform evidence-based practice. **Partnerships and Collaboration** are strengthened by engaging in interdisciplinary discussions and client-centered approaches to optimize occupational performance.

OT 751: Professional Trends/Emerging Practice
This course examines trends in occupational therapy practice, preparing students to expand the profession into emerging areas. **Occupation-Centered Practice** is emphasized through the analysis of evolving theories and models that shape practice. **Professional Integrity** is fostered by critically evaluating the perspectives of occupational therapy leaders and the ethical implications of emerging trends. **Health and Social Justice** is addressed by exploring how environmental and societal factors influence the development of inclusive and equitable practice. **Systematic Inquiry** is developed through the analysis of historical, current, and future trends in both U.S. and international contexts. **Partnerships and Collaboration** are strengthened by engaging in discussions that connect students with global perspectives and interdisciplinary innovations in occupational therapy.

OT 752: Applied Neuroscience
This course explores neuroscience by examining the structure and function of the human nervous system and its impact on occupational performance. **Occupation-Centered Practice** is emphasized by analyzing how neurological conditions affect engagement in meaningful activities across the lifespan. **Professional Integrity** is fostered through the study of ethical considerations in managing neurological disorders and their implications for occupational therapy. **Health and Social Justice** is addressed by exploring disparities in access to neurological care and rehabilitation services. **Systematic Inquiry** is developed through the examination of etiology, clinical course, management, and prognosis of neurological conditions using evidence-based research. **Partnerships and Collaboration** are strengthened through discussions on interdisciplinary approaches to neurological rehabilitation and client-centered care.

OT 753: Kinesiology
This course examines the structure and function of the musculoskeletal and nervous systems in relation to human movement, integrating foundational principles of rehabilitation into clinical practice. **Occupation-Centered Practice** is emphasized through the analysis of movement and task demands to support functional engagement in daily activities. **Professional Integrity** is fostered by applying ethical and evidence-based approaches to assessing and addressing movement disorders. **Health and Social Justice** is addressed by exploring the impact of structural conditions on occupational performance and access to rehabilitation services. **Systematic Inquiry** is developed through the study of biomechanics, injury precautions, and intervention rationales to support clinical decision-making. **Partnerships and Collaboration** are strengthened through discussions on interdisciplinary approaches to movement analysis, ergonomics, and rehabilitation strategies in occupational therapy practice.

OT 757: Specialized Evaluation
This course focuses on the OT evaluation process, emphasizing assessment principles and evidence-based practice. **Occupation-Centered Practice** is integrated through the selection and application of assessment tools that measure occupational performance and guide intervention planning. **Professional Integrity** is fostered by ensuring ethical and accurate documentation, appropriate use of assessments, and justification for skilled therapy services. **Health and Social Justice** is addressed by examining how assessment tools impact diverse populations and support equitable access to care. **Systematic Inquiry** is developed through the critical analysis and application of standardized and nonstandardized assessments to inform clinical decision-making. **Partnerships and Collaboration** are strengthened by exploring the professional relationship between occupational therapists and occupational therapy assistants in the evaluation process.

OT 761: Pharmacology
This course explores the impact of contemporary drug therapies, including alternative remedies, on occupational therapy practice. **Occupation-Centered Practice** is emphasized by examining how medications influence occupational performance and participation. **Professional Integrity** is fostered through the ethical consideration of pharmacological effects, client safety, and evidence-based recommendations. **Health and Social Justice** is addressed by analyzing disparities in medication access and the impact of cultural beliefs on treatment choices. **Systematic Inquiry** is developed through the investigation of pharmacokinetics, drug metabolism, and the use of reliable resources to evaluate drug information. **Partnerships and Collaboration** are strengthened by fostering interdisciplinary communication with healthcare professionals to ensure comprehensive, client-centered care.

OT 762: Therapeutic Media
This course explores therapeutic media with a focus on performance, adaptation, and activity utilization in occupational therapy. **Occupation-Centered Practice** is emphasized through the selection and application of creative and manual tasks to support client engagement and functional outcomes. **Professional Integrity** is fostered by ensuring ethical decision-making in activity selection, grading, and adaptation to meet client needs. **Health and Social Justice** is addressed by examining how accessible and inclusive therapeutic activities promote

participation for diverse populations. **Systematic Inquiry** is developed through the evaluation of activity effectiveness in achieving therapeutic goals. **Partnerships and Collaboration** are strengthened by engaging in interactive learning and interdisciplinary discussions to enhance intervention planning and implementation.

OT 763: Orthopedics in OT
This course examines physical disabilities and orthopedics, focusing on the impact of various conditions on functional performance across the lifespan. **Occupation-Centered Practice** is emphasized through the evaluation and treatment of individuals using adaptive strategies and assistive technologies to enhance occupational engagement. **Professional Integrity** is fostered by ensuring ethical and evidence-based decision-making in the selection and application of interventions. **Health and Social Justice** is addressed by exploring disparities in access to rehabilitation services, assistive devices, and adaptive technologies. **Systematic Inquiry** is developed through the critical analysis of clinical conditions, prognosis, and the effectiveness of interventions. **Partnerships and Collaboration** are strengthened by engaging with interdisciplinary teams and utilizing technology to support client-centered care and improve quality of life.

OT 765: Systems & Disease
This course examines the role of occupation throughout the lifespan in relation to acute and chronic disease processes. **Occupation-Centered Practice** is emphasized through the exploration of therapeutic OT treatment approaches that support occupational function and participation. **Professional Integrity** is fostered by developing ethical reasoning and clinical decision-making skills to address client needs. **Health and Social Justice** is addressed by analyzing disparities in healthcare access and the impact of disease on diverse populations. **Systematic Inquiry** is developed through critical analysis and problem-solving in assessing occupational dysfunction and selecting evidence-based interventions. **Partnerships and Collaboration** are strengthened by engaging in discussions on interdisciplinary approaches to treatment, promoting holistic and client-centered care.

OT 767: Biomechanics of Occupation
This course explores the relationship between human movement systems and engagement in daily activities, emphasizing the impact of musculoskeletal factors on occupational performance. **Occupation-Centered Practice** is integrated through the application of movement analysis to support functional participation. **Professional Integrity** is fostered by ensuring ethical and evidence-based approaches in assessing and addressing movement-related challenges. **Health and Social Justice** is addressed by examining how individual and environmental factors influence access to movement-related interventions and rehabilitation. **Systematic Inquiry** is developed through the critical analysis of musculoskeletal structures, joint mechanics, and their role in occupational performance. **Partnerships and Collaboration** are strengthened by engaging in interdisciplinary discussions to enhance understanding and application of movement science in occupational therapy practice.

OT 771: OT Leadership
This course develops executive leadership and management skills essential for the delivery of occupational therapy services across various settings. **Occupation-Centered Practice** is emphasized by aligning strategic planning and service delivery with client-centered and evidence-based occupational therapy principles. **Professional Integrity** is fostered through ethical decision-making in personnel management, reimbursement systems, and compliance with accrediting bodies. **Health and Social Justice** is addressed by examining equitable access to therapy services and the role of leadership in advocating for underserved populations. **Systematic Inquiry** is developed through the analysis of budgeting, marketing strategies, and organizational planning to enhance service efficiency and effectiveness. **Partnerships and Collaboration** are strengthened by exploring interdisciplinary cooperation and leadership strategies that support comprehensive, client-centered care within medical, community, and educational systems.

OT 773: Program Evaluation
This course develops skills in program evaluation by focusing on planning, data collection, analysis, and stakeholder communication. **Occupation-Centered Practice** is emphasized by ensuring evaluation methods align with occupational therapy principles and client-centered outcomes. **Professional Integrity** is fostered through ethical data collection, analysis, and transparent reporting to stakeholders. **Health and Social Justice** is addressed by examining how program evaluation can identify disparities and improve service accessibility for diverse populations. **Systematic Inquiry** is developed through the application of research methods such as surveys, focus groups, and participatory action research to assess program effectiveness. **Partnerships and Collaboration** are strengthened as students engage with stakeholders and interdisciplinary teams to create comprehensive evaluation plans that support evidence-based improvements in occupational therapy services.

OT 775: Children and Adolescents
This course explores the occupational therapy process for children, adolescents, and families, emphasizing comprehensive evaluation and intervention planning. **Occupation-Centered Practice** is integrated through client-centered, developmentally appropriate interventions that support occupational performance and participation. **Professional Integrity** is fostered by emphasizing ethical documentation, referrals, and culturally responsive care. **Health and Social Justice** is addressed by examining disparities in access to pediatric and adolescent occupational therapy services and promoting equitable care. **Systematic Inquiry** is developed through evidence-based decision-making in screening, evaluation, and intervention planning. **Partnerships and Collaboration** are strengthened through interprofessional teaming opportunities that enhance clinical reasoning, communication, and teamwork in delivering holistic and effective occupational therapy services.

OT 781: OT Education
This course explores educational theory, instructional methods, and program evaluation to prepare students for effective teaching in various settings. **Occupation-Centered Practice** is integrated by designing educational programs that enhance learning and engagement across diverse populations. **Professional Integrity** is fostered through ethical considerations in teaching, curriculum design, and learner assessment. **Health and Social Justice** is addressed by examining literacy, universal design, and equitable access to education for diverse learners. **Systematic Inquiry** is developed through the evaluation of instructional strategies, active learning methods, and evidence-based teaching practices. **Partnerships and Collaboration** are strengthened by engaging with interdisciplinary teams, educators, and learners to create inclusive and effective educational experiences.

OT 785: Aging
This course prepares students to support older adults, their networks, and communities through comprehensive occupational therapy services. **Occupation-Centered Practice** is emphasized by focusing on interventions that enhance occupational participation and well-being in aging populations. **Professional Integrity** is fostered through ethical evaluation, documentation, and referral processes within diverse service delivery models. **Health and Social Justice** is addressed by promoting equitable access to care and culturally relevant interventions that support aging in place and community inclusion. **Systematic Inquiry** is developed through the application of theories and evidence-based practices in needs assessment, program planning, and intervention strategies. **Partnerships and Collaboration** are strengthened as students engage in interprofessional teamwork, develop communication skills, and build competencies that enhance client-centered, community-based care for older adults.

OT 786: Ethics in Rehabilitation
This course equips students with the skills to navigate complex social, cultural, ethical, and systemic issues in healthcare and occupational therapy practice. **Occupation-Centered Practice** is emphasized by examining ethical decision-making within the context of occupational therapy's core values and client-centered care. **Professional Integrity** is fostered through the application of the OT Code of Ethics, enabling students to resolve ethical dilemmas at personal and organizational levels. **Health and Social Justice** is addressed by exploring sociocultural

factors, occupational justice, and health disparities that influence equitable service delivery. **Systematic Inquiry** is developed through the critical analysis of ethical conflicts and decision-making strategies based on evidence and ethical frameworks. **Partnerships and Collaboration** are strengthened as students engage in discussions, case analyses, and interdisciplinary problem-solving to uphold ethical and just occupational therapy practices.

OT 791: OT Research
This course establishes a foundation for scholarly inquiry in occupational therapy by exploring research philosophy, methodologies, and ethical considerations. **Occupation-Centered Practice** is emphasized by examining research that informs and enhances occupational therapy interventions. **Professional Integrity** is fostered through the study of ethical research practices, ensuring responsible conduct in data collection and analysis. **Health and Social Justice** is addressed by analyzing research that explores health disparities and promotes equitable access to occupational therapy services. **Systematic Inquiry** is developed as students engage with quantitative and qualitative research designs, learning to critically evaluate and apply evidence to practice. **Partnerships and Collaboration** are strengthened through discussions on interdisciplinary research traditions and the role of collaboration in advancing the profession's body of knowledge.

OT 793: Advanced OT Research
This course prepares students to contribute to the advancement of occupational therapy through scholarly inquiry and dissemination. **Occupation-Centered Practice** is reinforced by grounding research in the profession's theoretical and philosophical foundations to enhance practice. **Professional Integrity** is fostered through adherence to ethical research standards, responsible data analysis, and transparent dissemination of findings. **Health and Social Justice** is addressed by encouraging research that promotes equitable access to occupational therapy services and reduces health disparities. **Systematic Inquiry** is developed as students design, analyze, and interpret studies that contribute to evidence-based practice. **Partnerships and Collaboration** are strengthened through interdisciplinary research, teamwork in scholarly projects, and mentoring novice researchers to expand the profession's body of knowledge.

OT 795: Professional Practicum
This practicum provides students with hands-on experience in applying occupational therapy principles in real-world settings. **Occupation-Centered Practice** is reinforced as students engage in the application of occupation-based interventions to enhance client outcomes. **Professional Integrity** is developed through adherence to ethical standards, professional behavior, and self-reflection on clinical decision-making. **Health and Social Justice** is addressed by exposing students to diverse practice settings and populations, fostering awareness of health disparities and the role of occupational therapy in promoting equity. **Systematic Inquiry** is integrated as students analyze fieldwork experiences, apply clinical reasoning, and reflect on evidence-based practices. **Partnerships and Collaboration** are strengthened through interactions with supervisors, interdisciplinary teams, and clients, supporting professional growth and collaborative problem-solving in occupational therapy practice.

OT 796: Level II Fieldwork A
In this Level II fieldwork experience, students apply and integrate their knowledge to deliver occupational therapy services in diverse settings. **Occupation-Centered Practice** is emphasized as students utilize theoretical approaches to support occupational performance across the lifespan. **Professional Integrity** is fostered through ethical decision-making, self-reflection, and adherence to professional standards in real-world clinical environments. **Health and Social Justice** is addressed as students engage with individuals from diverse backgrounds and navigate disparities in healthcare access and service delivery. **Systematic Inquiry** is developed through clinical reasoning, evidence-based practice, and ongoing assessment of intervention effectiveness. **Partnerships and Collaboration** are strengthened as students work with interdisciplinary teams, supervisors, and clients, preparing them to function as entry-level occupational therapists by the completion of their internship.

OT 797: Level II Fieldwork B
During this Level II fieldwork experience, students integrate their academic foundation into clinical practice by delivering occupational therapy services across diverse settings. **Occupation-Centered Practice** is emphasized through the application of theoretical approaches to enhance occupational performance. **Professional Integrity** is cultivated as students engage in ethical decision-making, self-reflection, and adherence to professional standards. **Health and Social Justice** are addressed by working with individuals from various backgrounds and advocating for equitable access to care. **Systematic Inquiry** is reinforced through evidence-based practice, clinical reasoning, and assessment of intervention effectiveness. **Partnerships and Collaboration** are fostered as students engage with interdisciplinary teams, supervisors, and clients, preparing them for entry-level practice in occupational therapy.

OT 801: Doctoral Capstone Development
In this doctoral capstone project proposal course, students integrate the five curriculum strands as they prepare for their capstone experience and project. **Occupation-Centered Practice** is emphasized through the development of a project that aligns with occupational therapy principles and addresses real-world occupational needs. **Professional Integrity** is demonstrated as students engage in ethical research practices, uphold academic standards, and work with faculty and mentors in a responsible and accountable manner. **Health and Social Justice** are incorporated as students conduct needs assessments and design projects that address disparities, promote inclusivity, and support underserved populations. **Systematic Inquiry** is central to the course as students engage in literature reviews, data collection, and evidence-based project design. **Partnerships and Collaboration** are reinforced through mentorship with faculty advisors, capstone mentors, and stakeholders, ensuring that the project is informed by interdisciplinary and community perspectives.

OT 811: Doctoral Capstone Experience
In this **14-week in-depth capstone experience**, students integrate the five curriculum strands as they develop advanced skills in a chosen area of occupational therapy. **Occupation-Centered Practice** is emphasized as students apply advanced knowledge to real-world settings, ensuring their work aligns with the core values of the profession. **Professional Integrity** is demonstrated through ethical decision-making, adherence to professional standards, and accountability in their specialized area of focus. **Health and Social Justice** are embedded in the experience as students engage in advocacy, policy, or program development to address disparities and promote equitable access to occupational therapy services. **Systematic Inquiry** is a key component as students engage in research, evidence-based practice, or program evaluation to inform and advance the profession. **Partnerships and Collaboration** are reinforced through mentorship, interdisciplinary teamwork, and engagement with community stakeholders, ensuring that students' projects and experiences are informed by diverse perspectives and real-world applications.

OT 821: Doctoral Capstone Project
In this capstone implementation and evaluation course, students integrate the five curriculum strands as they apply and assess their culminating project within a chosen area of practice. **Occupation-Centered Practice** is reinforced as students implement projects that align with the principles of occupational therapy, emphasizing meaningful engagement in occupations. **Professional Integrity** is demonstrated through adherence to ethical guidelines, accountability in project execution, and professional communication with stakeholders. **Health and Social Justice** are emphasized as students address disparities, advocate for marginalized populations, and develop inclusive interventions that promote occupational equity. **Systematic Inquiry** is a core component as students collect, analyze, and interpret data to evaluate the effectiveness and impact of their project, contributing to the body of evidence in occupational therapy. **Partnerships and Collaboration** are fostered through mentorship by a doctoral faculty adviser and a capstone experience mentor, as well as engagement with interdisciplinary teams, organizations, and community stakeholders to ensure the project's success and sustainability.

OT 831: Doctoral Capstone Dissemination

In this scholarly dissemination course, students integrate the five curriculum strands by actively contributing to the advancement of occupational therapy through the distribution of scholarly work. **Occupation-Centered Practice** is reinforced as students ensure that their research and findings align with core occupational therapy principles, emphasizing the role of meaningful occupations in health and well-being. **Professional Integrity** is demonstrated through ethical scholarship, accurate representation of research, and adherence to professional dissemination standards. **Health and Social Justice** are incorporated as students address disparities, advocate for equitable care, and promote inclusive practices within their scholarly work. **Systematic Inquiry** is a central focus, as students engage in rigorous analysis, synthesis, and presentation of evidence-based findings that contribute to the profession's knowledge base. **Partnerships and Collaboration** are fostered through engagement with peers, mentors, and professional organizations, as students share their work with a national audience, facilitating interdisciplinary dialogue and contributing to the growth of occupational therapy.

Accreditation Status

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is acoteonline.org.

The program must have a preaccreditation review, 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 to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Standards for entry-level occupational therapy education can be found here.

Code of Ethics

Students should become familiar with the Occupational Therapy Code of Ethics (2020) as a foundation for their future careers.

Essential Functions of OT Students

Essential functions are those physical, mental, and psychosocial characteristics that are necessary to meet the clinical/practice/fieldwork expectations for the Kinney College of Nursing and Health Professions programs. Becoming a healthcare professional requires the completion of an education program that is both intellectually and physically challenging. The purpose of this statement is to articulate the essential function requirements of the Kinney College programs in a way that allows students to compare their own capabilities against these demands. A student with a disability may request reasonable accommodation to meet academic requirements and to fulfill the essential functions of the KCNHP programs. Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that we will work with students with disabilities to determine whether there are ways that we can assist the student toward completion of the task(s) at issue without fundamentally altering the nature of the program or task and without incurring undue financial and administrative burden.

Motor Skills

- Ability to independently manipulate and guide weights up to 50 pounds
- Ability to move about freely and maneuver in small spaces

- Tolerate regular changes of physical position, both stationary and mobile, for extended (8-12 hour shift) periods of time
- Possess skills to independently handle and operate a range of items, devices or equipment
- Maintain a stable physical position
- Agility to respond in an emergency situation

Communication Skills

- Process, comprehend and communicate information effectively, clearly, in a timely manner, in the English language, and with individuals from various social, emotional, cultural and intellectual backgrounds.

Cognitive/Critical Thinking Skills

- Collect, measure, calculate, analyze, interpret, and apply information
- Exercise good judgment in a variety of settings
- Ability to set priorities and manage time effectively

Interpersonal and Behavioral Skills

- Establish and maintain professional working relationships
- Apply conflict management and problem solving strategies
- Demonstrate professional, ethical, and legal behavior
- Demonstrate appropriate maturity, stability, and empathy to establish effective and harmonious relationships in diverse settings
- Demonstrate flexibility and ability to adapt to change
- Maintain self-control in potentially stressful environments
- Comply with professional standards regardless of circumstance

Sensory Skills

- Uses all available senses to collect data regarding patient status and provide patient care

General Information

Student Support Services

The USI library and information resources are available to support the program and students. The University offers a variety of critical student services (financial aid, registrar, graduate studies, library, counseling and assistance, disability resources, wellness center, and career services and internships) to every student. Students receive information about these services when they complete the mandatory orientation to the University. Both a Financial Care and University CARE team are available to students. The goal of the Financial Care Team is to assist students who find themselves in unexpected financial distress. The team will thoroughly assess each situation and direct the student to the appropriate resources on campus for assistance with payment options, employment opportunities, housing, personal budgeting skills, or financial resources. The University's CARE Team is a cross-functional assessment group, chaired by the Dean of Students, that responds to students in apparent/potential distress. C.A.R.E. stands for Campus Action Response and Engagement (CARE) of students in distress. The CARE team works collaboratively to provide confidential, respectful, and proactive support while offering resources and balancing the educational needs of students within the overall mission of the University. Students also have access to CAPS (USI Counseling and Psychological Services) to address a variety of needs including adjusting to college life, depression/anxiety, body-image concerns, trauma, or anything else the student may need services for with both virtual and in-person options. The OTD program is committed to student success and works with USI Disability Resources Office, the USI ADA Accessibility Coordinator, and the USI Institutional Equity Office to ensure each student's individual academic accommodations are met.

College Offices

The office of the Kinney College of Nursing and Health Professions Dean and Assistant Deans are located in the Kinney College of Nursing and Health Professions on the USI main campus. The offices of the Occupational Therapy Program faculty are located at the Stone Family Center in Downtown Evansville.

Status Change

Changes in name, address, telephone number, parent's or guardian's address must be reported, using the appropriate official form, to the Occupational Therapy Program and to the Registrar's Office. Please notify the Occupational Therapy Program support staff of any changes.

Full-Time Working Policy

Faculty in the Occupational Therapy Doctorate Program realize occupational therapy students have commitments outside of the professional coursework. While full-time employment is not prohibited, students must remember they are enrolled full-time as occupational therapy majors and are expected to perform at that level. If faculty determine that a work-related commitment may interfere with occupational therapy training, they may recommend that the student decrease hours of employment.

Schedule Flexibility

Flexibility is an indicator of strong occupational therapists, and students are expected to demonstrate flexibility. For special projects or speakers, students may be assigned to attend class at times or on days other than those typically scheduled; however, the changes in dates will be announced by the faculty assigned to the course as soon as they are available.

Payment of Tuition

Students are responsible for making certain their tuition is paid each school term. Failure to do so will result in delays in enrolling in classes for the following semester. Please contact the bursar for information on paying your bill.

Advising

Every student enrolled in the OTD Program is assigned an advisor, who is an OTD faculty member. The administrative assistant will notify you of your advisor each August prior to the start of the fall semester. You will have the same advisor for the entire academic year. Advisors will meet formally at least once a semester and informally with you as often as needed. Students and advisors will complete the required program advising paperwork each semester addressing academic progress, professionalism, and academic standing. All advising paperwork will be stored in a locked storage area.

Student Identification Cards

Each student is responsible for obtaining an Eagle Access Card, the University of Southern Indiana identification card which also allows debit capabilities. Eagle Access Cards are required for checking out library books, paying for printing services in the campus computer labs, attendance at student events, and cashing checks. In addition, Eagle Access Cards may be used in the vending and photocopying machines located around campus, and the various food services in the University Center. Students are also required to obtain a Stone Center for Family Science Access Card. Arrangements for Eagle Access Cards and Stone Center Access Cards can be made in the University Center. The purchase of each card is associated with a fee.

Car and Parking Policies

Residents of campus housing are required to fulfill USI parking regulations. Parking is available at/around the Stone Family Center. Students will receive parking access cards or codes the first week of class. Students are responsible for transportation to all educational activities off campus.

Tobacco-Free Policy

The University of Southern Indiana prohibits the use of all tobacco products including cigarettes; pipes; cigars; smokeless tobacco including snuff, chewing tobacco, smokeless pouches, loose-leaf tobacco; and all electronic vaping devices on University-owned, operated or leased property and vehicles (see student housing exception below). The use of all above mentioned products is permitted only inside personal vehicles. The use of all previously mentioned tobacco products and electronic vaping devices is prohibited inside all student housing facilities. This includes residence halls, apartments, common areas, balconies, building entries, student rooms and the Community Center. The use of all tobacco products and electronic vaping devices is only permitted outdoors within student housing areas, per Vanderburgh County ordinance, at least 10 feet outside any enclosed area where smoking is prohibited to ensure that tobacco smoke does not enter any such enclosed area through entrances, windows, ventilation systems, or any other means. USI's Tobacco-Free Policy.

Student Right-to-Know Act

The University of Southern Indiana publicly discloses statistics pertaining to the University completion rate and transfer rate as mandated by the Student Right-to-Know Act. All colleges nationwide are required to release this information. For the most recent statistics, refer to the Student Right-to-Know Act webpage on the University of Southern Indiana website.

Professional Liability Insurance

All occupational therapy students must have professional liability insurance coverage while they are enrolled in courses offered by the Occupational Therapy Doctorate Program. Professional liability insurance is included in course fees.

Other Course Fees

In addition to fees assessed annually for professional liability insurance, fees are attached to all courses for program fees and lab and fieldwork fees when applicable.

Health Insurance

Maintaining health insurance throughout the duration of the OTD Program is required. Most clinical sites require that students provide evidence of health insurance coverage. You must provide a copy of your health insurance to DISA (CastleBranch).

Professional Associations and Memberships

USI occupational therapy students show their support of the profession by joining the American Occupational Therapy Association (AOTA) and the Indiana Occupational Therapy Association (IOTA). Students are required to join AND maintain AOTA and IOTA membership.

Email Accounts: eagles.usi.edu

Upon admission to USI, e-mail addresses are automatically assigned to all students. The University routinely uses this USI email account for both formal and informal communications with students. During the duration of your USI OTD Program you are required to use your USI account for correspondence with faculty and clinical sites.

Technology Requirement:

The USI OT Program requires technology both in the classroom and for online learning. Technology requirements include:

- A reliable computer: a dedicated computer with an updated operating system. ***No Chromebooks.***
- High-speed internet connection: (e.g. DSL or Cable). All USI online students are required to have a stable high-speed Internet connection. A wired Internet connection is recommended for online meeting, exams, and assignment submission
- Office 365 (USI login needed) and Adobe Acrobat Reader installed.
- Supported web browser: Firefox or Google Chrome
- Microphone and webcam

The USI OTD Program requires technology both in the classroom and for online learning. System requirements are found at USI's Online Learning Webpage.

CPR Certification

Students are required to have current BLS for Healthcare Providers CPR certification throughout the duration of the OTD Program. Students must arrange their own CPR training. If you need referral information, please check with the Occupational Therapy Program Administrative Assistant.

OTD Application

To begin taking graduate courses, you are responsible for completing and submitting the Graduate Studies application (which includes an application fee). You must meet all admissions requirements of the OTD Program.

OTD Graduation

You are responsible for completing, in your final year of study, two graduation forms: *Formal Application for Graduation* and *Diploma Form*, to earn your OTD degree. Both forms are available online. See the *University of Southern Indiana Bulletin* for more information.

APA Style Requirements

The Occupational Therapy Program uses American Psychological Association (APA) publication guidelines. The most recent editions of the *Publication Manual of the American Psychological Association* are available for student utilization in the University of Southern Indiana Rice Library and for purchase at the University of Southern Indiana bookstore.

AI Tools in the Classroom

In general, the use of AI tools that generate content (such as ChatGPT, Copilot, Claude, Gemini, Perplexity) is not permitted for work done in the OTD Program, except for specific assignments that have been identified and given specific guidelines for appropriate use of AI tools. All work submitted in the OTD Program must be your own. Contributions from anyone or anything else (including generative AI tools, when permitted) must be properly quoted, cited, or attributed every time they are used. When permitted for use in specific assignments, you must clearly identify the use of generative AI tools in your submission, including which AI tool was used and what part was AI generated.

Authorship and Acknowledgement Policy for Student Work

The primary purpose of any student's work conducted for academic credit is to enhance knowledge and comprehension. In many cases, student work conducted under faculty guidance constitutes a significant contribution worthy of publication and/or presentation. A clear authorship policy is essential to:

1. Ensure that scientific findings and/or applicable creative works are publicly disseminated through presentation and/or publication.
2. Appropriately credit individuals and organizations for their contributions via authorship or acknowledgment.

Authorship Criteria

Authorship is warranted for individuals who provide a **substantive intellectual contribution** to the conceptual or methodological foundation of a work. All potential authors have the right to review a manuscript and/or abstract before submission for publication or presentation and must be given the opportunity to decline authorship.

Acknowledgment Criteria

Acknowledgment, typically included at the end of a paper or during a presentation, is warranted for individuals who provide substantive assistance that does not meet the criteria for authorship, such as serving as a research assistant or data collector. Individuals should be notified and given the opportunity to decline acknowledgment.

Student as First Author

The student shall be recognized as the first author on all publications or presentations derived from their research or project unless one of the following conditions applies:

1. **Delayed Submission:** If the student does not submit the manuscript for publication or presentation within **one year** of final approval, and the faculty member deems the research or project to be of merit, the faculty member has the prerogative to submit the manuscript as the first author, with the student recognized as the second author.
2. **Faculty-Led Research with Student Contributions:** If a presentation or publication involves student assistance in generating and/or analyzing data **within a faculty member's broader research area**—but the focus differs from the foundation of the student's research project—the faculty member may serve as the first author. In such cases, the student will be credited appropriately, either through acknowledgment or co-authorship, depending on their level of contribution.

*The above policy applies to student work not related to capstone projects. Capstone projects will have documented authorship signed guidelines kept in student files. See Capstone Handbook for more information.

Data Communications & Computer Use

All students are required to abide by USI data communications and computer use policies. See Data Communications and Computer Use Policies for more information.

Temporary Credentials

For students wishing to practice on a temporary license, the Occupational Therapy Program will assist students in obtaining temporary credentials. Upon request, a student will receive a letter after degrees are conferred by the registrar's office.

Please note: a felony conviction (this includes documentation of driving under the influence – DUI) may affect your eligibility to take the national certification examination and also state credentialing (e.g., license, certificate, registration). If you are currently charged with or have been convicted of a felony, please notify the Occupational

Therapy Program immediately. In addition, if you have had credentials (e.g., license, registration and certificate) in another field (e.g., PTA) denied, revoked, suspended, or subject to probationary conditions, your eligibility to take the national certification examination may be in jeopardy. Please contact the Occupational Therapy Program if you have questions.

NBCOT Examination Registration

Graduates are eligible to take the *Certification Examination for the Occupational Therapist Registered*® administered by the National Board for Certification in Occupational Therapy (NBCOT) when graduating from an accredited program. After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). For further information, please contact www.nbcot.org.

Impact of Felony Conviction or DUI

A felony conviction (this includes documentation of driving under the influence—DUI) can negatively affect your eligibility for (a) taking the *Certification Examination for the Occupational Therapist Registered*® and (b) state credentialing such as licensure. If you have been convicted of a felony or being charged with a felony, you must contact your advisor immediately.

Health and Safety During Educational Experiences

The USI OTD Program provides students various activities, equipment, and supplies to further the students' professional and technical development. Equipment, supplies, and/or activities may potentially impact the health and wellness of participants—students, clients, and/or faculty. Students and faculty engaging in activities and utilizing equipment and supplies must remain cognizant of considerations of safety. Towards the aim of ensuring client, student, and faculty safety:

Students

- Students may use classrooms for practice of clinical skills, during regular class session, and/or during times arranged by faculty members (i.e. individual practice sessions or open lab periods).
- Students should be particularly aware of their own behaviors during individual practice sessions and/or open lab periods. Students should assume responsibility for safety, and exhibit safety awareness and techniques as demonstrated during supervised class session.
- Students are never to engage in practice activities with a client unless an OT faculty member is present for supervision.
- Students are not to practice potentially dangerous activities when alone.
- Students are not to bring non-OT students into a regular class session, individual practice session, and/or open lab period unless advance consent of an OT faculty member is secured.
- Students should not remove equipment/supplies from the OT facilities unless the student signs out the equipment/supplies with the OT administrative assistant. All borrowed equipment/supplies should be returned in a timely manner and in good condition.
- Students should inform an OT faculty member of any concerns regarding safety, including but not limited to the condition of equipment and/or supplies. Students should **not** attempt to repair equipment.

OT Faculty

- OT faculty are responsible for supervising activities within a class session and educating students on safety issues regarding the operation and condition of equipment/supplies utilized as part of the individual OT faculty's course. OT faculty will model safety behaviors and the proper operation and utilization of equipment and supplies.

- OT faculty will report to the Program Director any issues/concerns of safety regarding activities, equipment, and/or procedures.

Health Information

Medical Evaluation, Immunizations, and Record Keeping

The following items are required for all students enrolled in the Occupational Therapy Program professional level coursework:

1. Health History Form
2. Report of Physical Examination: Please have your doctor complete the report of Physical Examination, attach reports and/or submit documentation with the actual date of immunization or illness.
    a. Varicella (chickenpox): Documentation of the date you had the disease or dates of immunization (adults must have 2 doses of vaccine).
    b. Tetanus, Diphtheria, & Pertussis (T-dap): Must have a booster within the last 10 years, and updated every 10 years
    c. Measles (Rubeola), Mumps, Rubella (MMR): If born before January 1, 1957 you must have at least one dose. If born after January 1, 1957 you must have 2 doses. Provide documentation of the date you had the disease(s) or dates of immunization.
    d. Hepatitis B: Must have documented dates you received the completed series of 3 immunizations. Also documented date of Serologic response, this will be a test for antiHBs (antibody to hepatitis B surface antigen)
    e. Tuberculin skin test (TB) Updated yearly. Must be administered in a two-step process with tests given within a three-week period and must be read in the United States by a registered nurse or physician within 48-72 hours. Need signature of doctor or nurse reading results.
    f. Annual Flu vaccine
3. Annual Drug Test
4. Annual Background Check
5. Health Insurance
6. CPR (Basic Life Support for the Healthcare Provider): copy of new card is needed with each renewal period.

Students are also required to complete HIPAA, OSHA, Confidentiality Statements, Social Media Policy, Workforce Member Review of HIPAA Policies, Agreement to Submit Medical Information, Fieldwork and Capstone Permission Form, and Consent Form, as well as, obtain a yearly IOTA and AOTA Membership.

Disability Status

For on-campus courses: If you have a disability and need academic accommodations for this class, please register with Disability Resources (DR) as soon as possible. Students who receive an accommodation letter from DR are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources in DR, Science Center Rm. 2206, 812-464-1961 http://www.usi.edu/disabilities. To help ensure that accommodations will be available when needed, students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation. However, if you will be participating in an internship, field, clinical, student teaching, or another off-campus setting this semester, please note that approved academic

accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

For online learning courses: If you have a disability and need academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email usi1disres@usi.edu as soon as possible. Students who are approved for accommodations by Disability Resources, should request their accommodation letter from the DR office. The student can then forward the letter to the online instructors. Due to the nature of online courses, some accommodations that are approved for on campus courses may not apply to online courses. Please discuss this with Disability Resources to clarify as needed. However, if you will be participating in an internship, field, clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. For more information, please visit the Disability Resources Website.

Students should be aware that if seeking a testing accommodation for their National (NBCOT) Exam, information will be requested to the nature of accommodations received while in the OTD Program.

Change in Health Status

A student experiencing a change in health status must report it to the OTD Program Chair if accommodations are required. If the change involves an illness or injury that restricts participation in fieldwork or classroom activities (e.g., lifting restrictions affecting the ability to learn or perform patient lifting and transfer techniques), the student must provide the OTD Program Chair and, if applicable, the fieldwork site with documentation and a physician's release.

Personal Injury

Students who become injured in the Health Professions Center classrooms, offices, or student housing must report the incident immediately. An *Injury and Illness Report* form, available from the Occupational Therapy Program support staff desk must be completed. Students, who become injured in the clinical setting, are to report the incident immediately to their instructor and complete an agency and Kinney College of Nursing and Health Professions incident report. The College incident report will be submitted to the Dean's office. A copy of a physician's release must be provided to the Occupational Therapy Department after the student experiences an illness or injury that will restrict participation in any of the fieldwork or classroom activities (e.g. lifting restrictions which may affect the ability to learn and/or perform patient lifting and transfer techniques.)

Infection Control Policy

The Occupational Therapy Program belongs to the Kinney College of Nursing and Health Professions and assumes their Infection Control Policy.

Health Information Privacy Policies and Procedures (HIPAA)

As a member of the University of Southern Indiana Kinney College of Nursing and Health Professions (KCNHP) workforce you may have access to confidential personal health information. Members of the KCNHP workforce include but are not limited to faculty, staff, students, and volunteers.

As a member of the University of Southern Indiana College of Nursing and Health Professions (CNHP) workforce you may have access to confidential personal health information.
Members of the KCNHP workforce include but are not limited to faculty, staff, students, and volunteers.
As a member of the KCNHP workforce, you will likely have access to and use confidential information in any or all of the following categories:

- **Client personal health information** (such as charts and other paper and electronic records, demographic information, conversations, admission/discharge dates, names of attending healthcare providers, client financial information, etc.);
- **Information pertaining to members of the KCNHP workforce** (such as health records, salaries, employment records, student records, disciplinary actions, etc.);
- **University of Southern Indiana and KCNHP information** (such as financial and statistical records, strategic plans, internal reports, memos, contracts, peer review information, and communications); and
- **Third-party information** (such as insurance).

As a member of the KCNHP workforce you shall:

- Only access, use, or disclose confidential personal health information as necessary to perform your job functions.
- Only access, use, and disclose confidential personal health information which you have authorization to access, use, and disclose as necessary to do your job.
- Not in any way access, use, divulge, copy, release, sell, loan, review, alter, or destroy any confidential personal health information except as properly and clearly authorized within the scope of your job and as in accordance with all applicable University of Southern Indiana and CNHP policies and procedures and with all applicable laws.
- Report to your supervisor and to the appropriate office any individual's or entity's activities that you suspect may compromise the confidentiality of confidential personal health information.

More information may be found at USI's HIPAA Resources Webpage.

Zachary Law Compliance Policy

At the University of Southern Indiana, the Occupational Therapy Program complies with Indiana State Law P.L. 11-1994: Conviction of Sexual Offenses Against Children (also known as Zachary's Law) by verifying for each student the results of two criminal history checks during the student's duration of time in the program. A student who has been convicted of sex offenses against children, as identified in P.L. 11-1994, will not be granted admission to or permitted to progress in the Occupational Therapy Curricula.

All information regarding the criminal history check will remain confidential. Each criminal background check shall be submitted in DISA (CastleBranch).

Health Professions Center Policies, Procedures, and Guidelines

Portions of the Health Professions Center are shared by many groups; therefore, students must abide by policies established by the University of Southern Indiana regarding the use of facilities.

Phone Calls

Students will not be disturbed from class for phone calls except for emergencies.

Use of Technology

The operation and utilization of digital and/or electronic devices such as cell phones, smartphones, iPods, notepads, notebooks, cameras, Blackberries, MP3 players, and/or personal computers is generally permissible if complementary to the educational activities of any OT course.

Use of Student Work

All student work, i.e., papers, assignments, etc., may be displayed as student examples in course workbooks, faculty portfolio's, course files, and for accreditation purposes as long as any identifiable student information has been removed. Any student work used for any other purpose will require a permission form, outlining the justification for use, by the requesting faculty member and signed by the student(s) prior to the use of this work. A copy of the signed student release will be maintained in the student's administrative file.

Eating and Drinking Policies

Kitchen and classroom table surfaces used between classes must be clean at the end of each day's scheduled classes privileges will be revoked for the entire cohort of students. The refrigerator, microwave, and sink in the ADL Lab must always remain clean. Students are not allowed to eat during scheduled class times.

Social Media Policy

Approved August 2026

The use of social media, digital platforms, and digitally created or artificially generated content with artificial intelligence (AI) has grown exponentially in the last decade and continues to reshape how society communicates, creates and shares information. These technologies can have many positive uses in health care; they can be used to establish professional connections, share best practices in providing evidenced based care, and educate professionals and patients. However, communication about professional issues can cross the line and violate patients' privacy and confidentiality, whether done intentionally or not. Health professionals, including students in health profession disciplines, have a legal and ethical obligation to protect the privacy and confidentiality of each patient's health information and privacy. The unauthorized or improper disclosure of this information, in any form, violates state and federal law and may result in civil and criminal penalties. Health professionals, including students in health care profession disciplines, have an obligation to respect and guard each patient's privacy and confidentiality at all times.

Postings on social media sites and any digitally created or AI-generated content must never be considered private, regardless of privacy settings. Any social media communication, post or digitally created content has the potential to become accessible to people outside of the intended audience and must be considered public. Once shared or posted, individuals who posted the information have no control over how the information will be used. Students should never assume information or digitally created material is private or will not be shared with an unintended audience. Search engines and digital archives may retain or find posts, even when deleted, years after its original creation. Never assume that deleted information is no longer available.

Policy

- Patients (and their families) and clinical experiences with patients must never be discussed on any social media site. A patient's identifying information is only to be discussed with faculty and other health care providers who have a need to know and have a role in the patient's care. Discussion of a patient's case may occur with faculty and peers in a course related assignment in a place where such discussion can't be heard by people who are not involved in the clinical experience. Patients (and their families) are never to be discussed in a negative manner. At no time during course discussions is the patient to be identified by name or any other personally identifying information such as any relationship to the student. Students are prohibited from using

any form of social media to discuss patients, their families or any of their patients/ families medical or health care information.

- Students are prohibited from inputting confidential, sensitive, personal identifiable information or protected (HIPAA/FERPA) data into artificial intelligence (AI) tools.
- Students are prohibited from creating, distributing, or publishing deepfakes (digitally manipulated audio, images, or video that falsely depict individuals or events using artificial intelligence or other technologies) or any digitally manipulated media that falsely represents individuals, patients, faculty, or clinical scenarios.
- No photos or videos of clients/patients (and their families) or of any client/patient health records may be taken on any personal electronic devices (such as, but not limited to, cameras, smartphones and tablets), even if the patient gives you permission.
- No photos or videos of patients/clients (and their families) or clinical field work or internships may be taken on personal electronic devices (such as, but not limited to, cameras, smartphones and tablets), unless the video or photo is a specific requirement of the internship experience and is requested in writing by an authorized representative of the clinical site.
- Students may not post messages that: incite imminent lawless action, are a serious expression of intent to inflict bodily harm upon a person, are unlawful harassment, are a violation of any law prohibiting discrimination, are defamatory or are otherwise unlawful.
- Students are prohibited from uploading tests/quizzes, faculty generated presentations, or faculty information to any website.
- Students are prohibited from claiming or even implying that they are speaking on behalf of the University.

Sanctions

Students may be subject to disciplinary action or removal from a clinical experience if they:

- violate University policy or HIPAA regulations;
- share any confidential patient and/or University-related information;
- make unprofessional or disparaging comments or posts related to patients, patients' families, or employees of third party organizations which provide clinical experiences for University students.

Charles E. Day Learning Resource Center: Main Campus

The Charles E. Day Learning Resource Center (LRC), dedicated in 1995 with the completion of the Health Professions Center on USI's campus, plays an important role in the education of students within the College of Nursing and Health Professions. The center is located on the second floor, conveniently near student classrooms, labs and faculty offices. Designed as a multi-use area for students and faculty, guidelines are followed and services provided supporting the most up-to-date instructional practices including Interprofessional Education. Access to desktop computers, printing, scanning and skills practice is available during the posted hours of operation.

As technology use continues to expand in health care, the Learning Resource Center serves as a starting point to support the ever-changing technology through partnership with the University's support departments. Students and faculty can find assistance with computers, mobile devices, classroom technology, distance education, clinical practice labs and electronic health records at the LRC.

The most common services offered as part of the Learning Resource Center include:

- Peer-to-peer collaboration
- Quiet study space
- Interprofessional, open-access area for meeting and study
- Help Desk staffed by trained Student Workers
- Access, support and learning partner with the Clinical Simulation Center
- Multimedia and emerging technologies instruction and design
- Twenty station up-to-date computer lab

- Support for the University's Learning Management System
- Assistance for students and faculty in distance education delivery of courses
- Evaluation space for didactic and clinical learning
- Online registration access for students entering the College of Nursing and Health Professions

The Day Learning Resource Center was initially furnished and equipped through the generosity of Lilybell M. Day in memory of her husband, Charles E. Day, 1907-1988.

Day Learning Resource Center Policy

- The Day Learning Resource Center is for the use of University of Southern Indiana Nursing and Health Professions students and faculty.
- Students using the Day LRC are required to sign in and out at the computer near the main entrance.
- Resource books, media, software, hardware, and clinical skills equipment may not be removed from the Day LRC without the express permission of an LRC employee.
- Use of the Day LRC facilities, media, and clinical equipment is on a first come first served basis. During peak hours of operation, students may be asked to observe a 2-hour time limit on their use of equipment and media.
- Eating and drinking are not permitted in the Day Learning Resource Center.
- The Day LRC has been designed to promote a learning environment for individual and small group study. Students are asked to maintain an atmosphere conducive to study. Headphones are available for use when viewing media in the learning carrels. The doors to the individual A/V study rooms and the Clinical Skills Lab should be kept closed when those rooms are in use.
- Report problems with equipment or media to the Day Learning Resource Center staff.
- All equipment, media, models, and supplies are to be returned to their proper place after use. Bed linens should be straightened and trash removed after use of the Clinical Skills Lab.
- The Day Learning Resource Center is here to serve you; we need and want your suggestions. Please use the "Input for Excellence" box located in the LRC to share your ideas for improving the Center.

Occupational Therapy Program Facilities

Occupational Therapy Lab

Rooms 3056, 3058 3060, 3070, and 3112 of the Stone Family Center has been designated as the Occupational Therapy classrooms and labs, to be utilized only for classes, labs, and meetings in the Occupational Therapy Program. If occupational therapy students wish to reserve the lab during a time when classes or program activities are not scheduled, they must confirm with the Occupational Therapy Program Staff or Chair.

Occupational Therapy Program Library

With the consent of faculty or staff, students may check out materials owned by the Occupational Therapy Program. Students must sign-out as well as sign-in materials in the presence of Occupational Therapy Program staff or faculty.

Occupational Therapy Program Equipment

The Occupational Therapy Program owns many pieces of equipment, digital items, assessment instruments, tools, etc. Students have the privilege to check out equipment owned by the Occupational Therapy Program with the consent of faculty or staff. Students may sign-out as well as sign-in items in the Equipment Sign-out Notebook located at the administrative assistant's desk. During the time the item is signed out to the student, that student is responsible for replacing any item that is not returned. Faculty and/or staff members will revoke a student's sign-out privilege for any misuse of the system.

Health and Safety During Educational Experiences

The USI OTD Program offers students various activities, equipment, and supplies in order to further the students' professional development, including equipment, supplies and/or activities that can potentially negatively impact the health and wellness of participants—students, clients, and/or faculty. Students and faculty engaging in activities and utilizing of equipment and supplies must remain cognizant of considerations of safety. Towards the aim of ensuring client, student, and faculty safety:

Students

- Students may use classrooms for practice of clinical skills
    - during regular class session, and/or
    - during times arranged by faculty members,
- Students should be particularly aware of their own behaviors during individual practice sessions and/or open lab periods. Students should assume responsibility for safety, and exhibit safety awareness and techniques as demonstrated during supervised class session.
- Students are never to engage in practice activities with a client unless an OT faculty member is present for supervision.
- Students are not to practice potentially dangerous activities when alone.
- Students are not to bring non-OT students into a regular class session, individual practice session, and/or open lab period unless advance consent of an OT faculty member is secured.
- Students should not remove equipment/supplies from the OT facilities unless the student signs out the equipment/supplies with the OT administrative assistant. All borrowed equipment/supplies should be returned in a timely manner and in good condition.
- Students should inform an OT faculty member of any concerns regarding safety, including but not limited to the condition of equipment and/or supplies. Students should **not** attempt to repair equipment.

OT Faculty

- OT faculty are responsible for supervising activities within a class session, and educating students on safety issues regarding the operation and condition of equipment/supplies utilized as part of the individual OT faculty's course. OT faculty will model safety behaviors and the proper operation and utilization of equipment and supplies.
- OT faculty will report to the Program Director any issues/concerns of safety regarding activities, equipment, and/or procedures.

Scholarships/Graduate Assistantships

Any information received regarding scholarship and financial assistance opportunities is shared with students via email. Please contact the Office of Graduate Studies for any Graduate Assistantship opportunities.

Job Postings

Any information related to available jobs that are submitted to the Occupational Therapy Program by potential employers is accessible to students via social media.

Alumni and Employer Surveys

An alumni survey will be sent annually (one-year post graduation) to our graduates regarding job placement and satisfaction with the program. An employer survey will also be sent annually to employers of our graduates regarding their satisfaction on placement and performance of our graduates. The information collected and analyzed will be utilized in our program evaluation for meaningful analysis on the program's achievement of its goals and objectives.

Attendance, Preparation, and Assignments Policies

1. **Objective:** The primary objective of this protocol is to ensure consistent student attendance in classroom sessions, thereby maximizing learning opportunities and fostering an environment conducive to academic success.
2. **Scope:** This protocol applies to all students enrolled in USI OTD courses where mandatory attendance is stipulated by the institution. It governs the process for monitoring attendance and managing exceptions.
3. **Attendance Requirement:**
    a. Attendance in all scheduled classroom sessions is mandatory unless explicitly stated otherwise by the instructor.
    b. Each student is allowed one unexcused absence. The student is responsible for ensuring understanding of missed content. All assignments are still due as instructed. Any missed learning activities including quizzes, IPE events, tests, labs, simulations, etc. resulting in missed points are made up to the discretion of the instructor. In the event that a missed class activity cannot be recreated, any points associated with that activity will be recorded as a zero.
4. **Recording Attendance:**
    a. Instructors are responsible for accurately recording attendance for each classroom session.
    b. Attendance records should be maintained in a secure and accessible format.
5. **Notification of Absence:**
    a. Students are required to notify the instructor AND OTD Program Chair in advance of any planned absences.
    b. In the event of an unforeseen absence, students must inform the instructor AND OTD Program Chair as soon as possible.
6. **Excused Absences:**
    a. Excused absences may include but are not limited to: - Illness or injury (with appropriate documentation if required). - Family emergencies. – Funeral - Religious observances. - University-sanctioned events. - Jury duty or military service.
    b. The OTD Program Attendance Committee reserves the right to determine the validity of excuses provided by students.
7. **Requesting an Excused Absence:**
    a. Students requesting an excused absence should submit their request to the instructor AND OTD Program Chair.
    b. Requests should include a brief explanation of the reason for the absence and any supporting documentation if applicable.
8. **Penalty for Unexcused Absences:**
    a. Students will receive a 6% grade deduction for each unexcused absence beyond their one allowed absence.
9. **Appeals Process:**
    a. Students have the right to appeal decisions regarding attendance penalties or ~~excused~~ absence requests. To appeal, schedule a meeting with your advisor and OTD Program Chair.
10. **Review and Modification:** This protocol shall be subject to periodic review and modification as necessary to ensure its effectiveness and alignment with the program's objectives and policies.
11. **Implementation:** This protocol shall be implemented at the beginning of each academic term and communicated to all students on the first day of class.
12. **Conclusion:** This protocol aims to strike a balance between the importance of regular attendance and the recognition of unforeseen circumstances that may necessitate occasional absences. By adhering to these guidelines, students and instructors can collaborate to create a supportive and productive learning environment.

13. **Tardiness:** A student who is tardy three times per course to class will receive one unexcused absence.
14. **Performance Improvement Plan:** A student who is habitually tardy or absent will be placed on a performance improvement plan which may result in dismissal from the program.

Preparation

Students must prepare for class and lab activities and for clinical experiences. Preparation for class includes completing reading assignments, assigned group activities, etc. Students who are unprepared for class will be counseled as needed. Individual courses may have points associated with class preparation.

Assignments

Written assignments are essential to meeting course objectives and must be submitted to faculty by the announced date. If problems are noted with written assignments, the student will be counseled. Failure to submit written assignments on time may result in the student being given an assignment grade deduction.

Assessment Measures

The Occupational Therapy Program takes measures to ensure regular assessment of student learning. Each professional OT course incorporates an array of assessment measures. This may include quizzes, tests, written assignments, presentations, group projects, discussions, and discussion boards. In addition, students are required to pass the clinical competency components of the curriculum

Grading Scale

The grading scale for the Occupational Therapy Doctorate Program is uniform across degree courses. Generally, classes have multiple measures of assessing learning and the final course grade is based on the percentage of total points each student achieves. Please see Table 2 for the grading scale of the Occupational Therapy Doctorate Program.

Table 2. OTD Program grading scale.

Percentage	Letter Grade
95-100%	A
90-94%	B+
85-89%	B
82-84%	C+
77-81%	C
0-76%	F

Professionalism, Appearance, and Behavior

Students must present with professional appearance. Attire suitable for usual occupational therapy practice is necessary. Students must dress appropriately for coursework involving presentations, guest speakers, lab activities, site visits, and field trips.

Guidelines for such appropriate dress include khaki pants (**not** shorts, capris, or crops), polo shirts, close-toe and close-heel shoes, and student name tags. Khakis are to be an appropriate length that do not drag the floor and should sit at the natural waist. Polo shirts should be plain or have the USI OTD Program logo. Students may also wear solid color scrubs. If scrubs are V-neck, students must wear a plain white t-shirt underneath.

In addition to professional appearance, students are expected to treat each other, as well as faculty, in a professional manner. This includes addressing faculty with appropriate titles. Students are expected to always demonstrate professional behavior, meaning that each student is individually responsible for his/her own actions, and must abide by the standards, procedures, policies, rules, and regulations as outlined by the program/clinical affiliates. While off campus and during fieldwork assignment, students represent the program, the college, and profession and are required to conduct themselves in a positive manner.

Infractions of professional behavior can include, but are not limited to: insubordination, falsification of any documents or statements, intoxication or abuse of prescription or nonprescription drugs, theft of any kind, malicious gossip, use of profane/vulgar language, failing or refusal to work/communicate with classmates or clinical personnel, displaying rude or discourteous behavior, violating HIPAA, gambling, inappropriate use of technological devices, excessive absenteeism, abandonment of clinical assignment, inattention or carelessness of fieldwork responsibilities and other misconduct as deemed by program administration or fieldwork affiliates.

Each fieldwork affiliate reserves the right to refuse a student admission or continued education at their facility resulting from a violation of the code of ethics, infractions of professional behavior, or other violations of program or fieldwork affiliate policies. Fieldwork affiliates also reserve the right to ask a student to leave their facility when patient safety is a concern.

Student Retention, Progression, Probation, Suspension, and Removal Policies

Coursework in the OTD program is sequential, with subsequent courses building upon knowledge, critical thinking, and clinical reasoning skills mastered in previous coursework.

Completion in a Timely Manner

All students are admitted to the OTD program on a full-time basis. Completion of all degree requirements on a full-time basis will take a minimum of three years including two summers. In exceptional cases, part-time status may be granted by the Department Chair. Part-time students must complete all degree requirements within a period defined by the Department Chair. The time period must not exceed five years from the start of the student's first semester into the OTD Program. Students must complete all Level II Fieldwork and the Doctoral Capstone within 18 months following completion of the didactic portion of the program.

Leave of Absence, Withdrawal and Readmission

Students may be granted a leave of absence in cases of illness or other extenuating circumstances. Students may apply for a leave of absence only after they have been successfully engaged in coursework in the Occupational Therapy Program. Students are required to submit a letter detailing the length of leave requested and the reason for the request to the Department Chair. The letter will be reviewed by the Department Chair and faculty. The student will be informed of the status of their request within 15 days. If a leave of absence is granted, faculty will work with the student to determine any remedial work that must be completed prior to the student being allowed to re-start in the OTD program. Students must complete all Level II Fieldwork and the Doctoral Capstone within 18 months following completion of the didactic portion of the program.

Progression and Retention Requirements

After admission into the USI OTD Program, a student must achieve the following for retention/progression in the program:

1. General Information
    a. Only one course with a letter grade of C or C+ is allowed in the program. One letter grade of a C or C+ will result in a student being placed on academic probation.

b. Students must achieve at least a grade of B (3.00) for all additional occupational therapy courses
c. Achieve at least a 3.00 grade point average on a 4.0 scale each semester.
d. Achieve at least a B on required competency-based skills checkoffs
e. Demonstrate acceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of healthcare professionals.

2. Didactic Course Progression Information
   a. To begin taking courses:
      i. Admission to the OTD Program
      ii. Completion of remaining prerequisite courses with maintenance of overall GPA (no significant change in individual ranking within the invited cohort.)
      iii. Submission of all DISA (CastleBranch) requirements
   b. To enroll subsequent semester courses:
      i. Successful completion of previous semester courses.
      ii. Pass all competency testing required of previous semester courses.
      iii. Keep DISA (CastleBranch) account current.
      iv. Meet with OT academic advisor each semester to evaluate and monitor academic standing i.e. grades, overall GPA, and professional behaviors
3. Progression in Relation to Fieldwork
   a. If a student earns a letter grade of C or C+ in OT 796: Level II FW A or OT 797: Level II FW B, the student will be required to retake the course. Progression in the OTD Program will depend upon successful completion of the second attempt of the fieldwork course.

Students who fail to meet the retention criteria may:

1. Be placed on probation for not meeting academic or professionalism requirements in the OTD Program resulting in a Performance Improvement Plan, or
2. Be dismissed from the Program, based on the judgment of the majority of the OTD faculty. Students who fail to meet the probationary criteria or are dismissed from the program are not eligible for readmission into the OTD Program. Students have the right to follow the University's appeal process on any disciplinary sanction received.

Probation/Dismissal

A student in the Doctor of Occupational Therapy Program who does not meet academic or professionalism requirements, thus resulting in an initial instance of deficiency, may be placed on probation and a Performance Improvement Plan. The student will be notified by email of the change in status and will be required to meet with the program chair and academic advisor within 1 week of notification. The student must meet the objectives and requirements outlined in the Performance Improvement Plan in order to progress in the OTD Program. If a student does not meet the requirements of their Performance Improvement Plan or does not meet academic or professionalism requirements for a second time, the student will be dismissed from the OTD Program.

A student will be placed on academic probation if the student demonstrates academic deficiency in the following areas:

a. Receives one letter grade of a C or C+ in a course
b. Receives less than a 3.00 grade point average on a 4.0 scale
c. Demonstrate unacceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of healthcare professionals.

Student Suspension or Removal

A student may be suspended (termination of student status for a period) or removed (permanent termination of student status) from the Occupational Therapy Doctorate Program for one or more of the following conditions:

1. Academic Dishonesty**.** Please refer to the most recent *University of Southern Indiana Bulletin* regarding issues related to academic dishonesty situations and the processes involved. Confirmed incidents of academic dishonesty will become part of the Occupational Therapy Doctorate Program's student records and will be provided to other university academic units upon request.
2. Interference in Fieldwork Arrangements. A student may be suspended or removed from the Occupational Therapy Doctorate Program if he or she, or a family member, or anyone working on the student's behalf (outside of the Occupational Therapy Doctorate Program) interferes with a Level I or Level II fieldwork arrangement.
3. Interference in Capstone Arrangements. A student may be suspended or removed from the Occupational Therapy Program if he or she, or a family member, or anyone working on the student's behalf (outside of the Occupational Therapy Doctorate Program) interferes with capstone arrangements.
4. Two terms of academic deficiency.
5. Be dismissed from the Program, based on the judgment of the majority of the OTD faculty i.e. professional behavioral concerns.
6. Earns a letter grade of F in a course within the OTD curriculum.

Appeal to Student Probation, Dismissal, Suspension or Removal Process

The process consists of the following steps:

1. The Occupational Therapy Chair notifies the student and Assistant Dean of the College of Nursing and Health Professions of the intention to place a student on probation or to dismiss, suspend, or remove the student from the occupational therapy major.
2. The student meets with the Assistant Dean of the College of Nursing and Health Professions to respond to the Occupational Therapy Chair's charges.
3. The Assistant Dean of the College of Nursing and Health Professions concurs with the Occupational Therapy Chair.
4. The student is placed on probation, or dismissed, suspended, or removed from the occupational therapy major.
5. The student can appeal decisions of the Assistant Dean to the Dean of the CNHP.
6. The student can appeal decisions of the Dean of the CNHP to the Provost.

Withdrawal

1. The option of withdrawing from a course and receiving a grade of "W" is possible within the withdrawal period listed on the academic calendar each semester.
2. See University of Southern Indiana guidelines for the procedure that must be followed regarding withdrawal. Students who do not follow the required university procedure to withdraw officially from a course will receive an "F" grade.
3. Students should be aware that withdrawing from an OTD course will affect their course sequence progression and graduation dates in the OTD Program.
4. If a student withdrawals from the program, they will be required to complete a new OTD application.

Incomplete Grade

An "incomplete" grade at the close of an academic semester **must be approved by the Occupational Therapy Chair.** An incomplete will be used only when extenuating circumstances have resulted in the student being unable to complete course requirements by the end of the semester. In **rare instances** in which this occurs, the following policies are in effect:

1. A grade of incomplete will not be used to allow for remedial work; student work must be at the passing level.
2. All University of Southern Indiana policies regarding incomplete grades are applicable to occupational therapy courses. Please refer to the *University of Southern Indiana Bulletin*.
3. Students will receive a date by which the incomplete grade must be removed.

Retention/Progression Information

Retention and progression policies will be included in the advising form and reviewed with students at advising appointments held each semester with each individual student. This information will be utilized in our program evaluation for meaningful analysis on the program's achievement of its goals and objectives.

Complaints Against Professors, Classes, or Programs

Complaints about a class or professor should first be taken directly to the professor concerned. If the issue is not resolved, a written complaint should be filed with the Department Chair. This should identify the complainant, specifically detail the perceived problem, and be accompanied by any relevant supporting documentation or data. If the issue is not resolved satisfactorily, the complaint may be advanced to the Dean of the College of Health Professions or to the Dean of Students for the University of Southern Indiana. Complaints must be filed within one calendar year of the occurrence of the incident/situation in question.

Complaints against the University of Southern Indiana Occupational Therapy Doctorate Program may be submitted directly to the Accreditation Council for Occupational Therapy Education (ACOTE) at Compliments & Complaints – ACOTE (acoteonline.org).

To receive formal consideration, all complaints against a program subject to ACOTE accreditation must be submitted in writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an e-mail addressed to accred@aota.org and must include a signed complaint form, "Complaint Against a Program Subject to ACOTE Accreditation". The Accreditation department will acknowledge the complaint within one week of receipt of the complaint. A complaint against an educational program must:

a. Describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program, including any evidence or documents that might substantiate the complaint;
b. Provide documentation that the complainant has followed the academic program's complaint or grievance policy and made reasonable efforts to resolve the complaint, or alternatively information that demonstrates such efforts would be unavailing; and
c. Be signed by the complainant. (The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action.)

Fieldwork Policies

The USI OTD Program has a Fieldwork Handbook that outlines all fieldwork policies and procedures. This handbook is found online on the program's webpage.

Doctoral Capstone Experience

Doctoral capstone experiences demonstrate a clear connection between the research focus and community -based nature of the program. As capstone advisors come from within the university and the community, the focus of the research has a greater opportunity to be meaningful and useful to the community you will one day serve. This in-depth experience with a mentor allows you to develop and disseminate advanced skills in one or more of the following: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership. The USI OTD Program has a Capstone Handbook that outlines all capstone policies and procedures. This Capstone Handbook is found online here.

Required Health Vaccinations and Forms for All OT Students

For Incoming Students

Due September 1 or sooner:

- Hepatitis B-series of three shots and a titer
- BLS (CPR) Certification
- Physical Examination
- Influenza (due October 10)
- Tdap
- Varicella
- MMR
- Two-Step TB
- Medical History
- OSHA
- HIPAA
- Confidentiality Statement
- Workforce Member Review of HIPAA Policies
- Health Insurance
- AOTA & IOTAMembership
- Agreement to Submit Medical Information
- Fieldwork and Capstone Permission Form
- Consent Form
- Drug Test
- Background Check

For 2nd Year Students

Due September 1:

- Influenza (Due October 15)
- Two-Step TB
- HIPAA Score
- Drug Test
- Background Check
- Updated Proof of Health Insurance

- BLS (CPR)

For Third Year Students

Due September 1:

- Influenza (Due October 15)
- Two-Step TB
- HIPAA Score
- Drug Test
- Background Check
- Updated Proof of Health Insurance
- BLS (CPR)

Academic Rights and Appeal Policies

The *University of Southern Indiana Bulletin* is published biannually. The student is responsible for reading and understanding the contents. Students are specifically requested to read the following areas:

1. Academic rights and responsibilities.
2. Freedom of inquiry and expression.
3. Policy and procedure for academic and nonacademic student discipline.
4. Policy regarding cheating and plagiarism.

Family Educational Rights and Privacy Act (FERPA)

The University of Southern Indiana College of Nursing and Health Professions adhere to standards set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974. A copy of the Act is available here. According to Section 99.5 of FERPA, "when a student becomes an eligible student, the rights accorded to, and consent required of, parents under this part transfer from the parents to the student" [Authority: 20 U.S.C. 1232g (d)]. "Eligible student," according to Section 99.3, "means a student who has reached 18 years of age or is attending an institution of postsecondary education" [Authority: 20 U.S.C. 1232g (d)]. Personal information about students or graduates of the University of Southern Indiana College of Nursing and Health Professions is protected under the tenets of FERPA. Therefore, Occupational Therapy Doctorate Program faculty and staff will not provide information to parent(s) or guardian(s) of a student unless:

1. The student's written consent to release information to his or her parent(s) or guardian(s) is on file in the Occupational Therapy Doctorate Program office
2. The student is present with his or her parent(s) or guardian(s) during a meeting or on another phone extension or conference call speaker system for a telephone call.

For additional information, please contact the University of Southern Indiana College of Nursing and Health Professions office for specifics. Please contact the Occupational Therapy Doctorate Program office for further information about forms available for students to provide permission for the University of Southern Indiana College of Nursing and Health Professions to provide information to (e.g., employers and other educational institutions) or to allow personal information to be shared or to request review of their academic file.

Title IX Statement

USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, you may seek help by contacting USI's Title IX Coordinator, Carrie Lynn, at 812-464-1703 or at cnlynn@usi.edu. It is important to know that federal regulations and University policy require faculty to promptly report incidences of potential sexual misconduct known to them to the Title IX Coordinator. The University will work with you to protect your privacy by sharing information with

only those who need to know to ensure we can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a counselor in the University Counseling Center by calling 812-464-1867. Find more information about sexual assault prevention and response, including campus and community resources.

Student Organizations and Participation

Students are encouraged to participate actively in class, Occupational Therapy Doctorate Program, Kinney College of Nursing and Health Professions, and University of Southern Indiana organizations. To serve as officers in class or Occupational Therapy Doctorate Program organizations (including representatives to national or state organizations), students must be in good standing (i.e., if students are placed on probation of any kind including Course Deficiency Report, they must relinquish their offices and duties).

SOTA: Student Occupational Therapy Association

In the fall of 2005, the Student Occupational Therapy Association (SOTA) at the University of Southern Indiana was established in accordance with University of Southern Indiana rules and regulations regarding student clubs, associations, etc. This group elect officers, and representatives (and alternates) to the following organizations: the Assembly of Student Delegates (ASD) (formerly American Student Committee of the Occupational Therapy Association [ASCOTA] of the American Occupational Therapy Association [AOTA]), the American Occupational Therapy Association (AOTA), and the Indiana Occupational Therapy Association (IOTA). A faculty member or the chair of Occupational Therapy Doctorate Program is the faculty advisor to this group.

University of Southern Indiana Student Organizations

Occupational therapy students are encouraged to participate in the University of Southern Indiana Student Association and other organizations and activities. Information regarding student organizations is available in a manual in the Health Professions Center Learning Resource Center upon request. This manual contains current copies of all organization bylaws, outline for activities and projects, and various forms necessary to initiate any activity or projects.

Fundraising and Other College Activities

Student involvement in fundraising or any activities identified with the University of Southern Indiana Occupational Therapy Doctorate Program must have the approval of the Dean of the College of Nursing and Health Professions. Students must ensure the activity they propose is not in conflict with the USI Foundation. Proposal and final project forms for fundraising and other College activities are available in the Learning Resource Center. A formal written plan must be submitted to the Dean's office 30 days prior to implementation of the plan. The proposal must be signed by the organization's faculty advisor before submission to the Dean. Upon completion of the project/activity a final report must be submitted. This information is maintained in a fundraising file to assist students in selecting future projects or activities.

Personal Safety on USI Campus

The University of Southern Indiana Campus and Security website addresses environmental health and safety issues on campus. It is recommended that new students review the website.

Emergency Procedures: Evacuation Directions

1. All building evacuations will occur when an alarm sounds continuously and/or upon notification by the University Security Department and/or the Building Coordinator.

2. Be aware of all the marked exits from your area and building. Know the routes from your work area.
3. In case of an emergency or if directed to do so by Security (or the Building Coordinator), activate the building alarms system. THIS ALARM ALSO SOUNDS IN THE PHYSICAL PLANT CONTROL ROOM. The dispatcher in the Physical Plant will immediately call the Fire Department and Security.
4. When the building evacuation alarms are sounded or when told to leave by Security or the Building Coordinator, walk quickly to the nearest marked exit and ask others to do the same.
5. ASSIST THE HANDICAPPED IN EXITING THE BUILDING. Remember that the elevators are reserved for handicapped persons. DO NOT USE ELEVATORS IN CASE OF FIRE, BOMB THREAT, OR EARTHQUAKE. Do not panic. Remain calm.
6. Once outside, move to an assigned clear area that is at least 500 feet away from the affected building(s). Keep streets and walkways clear for emergency vehicles and personnel. Stay with your group in assigned area and await further instructions.
7. If requested, assist the Security Officer, the Emergency Response Team, or the Building Coordinator.
8. In the event of a declared emergency, a University Command Center will be established; in addition, an On-Site Command Post may be established near the emergency site. Keep clear of the On-Site Command Post unless you have important information to report.
9. DO NOT RETURN TO AN EVACUATED BUILDING unless directed to do so by Security.

Safety: Emergency Evacuation and Shelter-in-place Instructions

If there is an emergency or hazard, you may need to either evacuate the building or shelter-in-place.

- Maps for the evacuation or shelter-in-place may be found next to each elevator in a campus building or other prominent places.
- You are in the Stone Building on the third floor. The quickest evacuation exit from this classroom is down the exterior stairs on all four sides of the building.
- The nearest shelter-in-place location for this classroom is on the first floor of the Stone Building.
- Set up your Rave Alerts and be familiar with the USI Emergency Procedures
- Contact **USI Public Safety Emergency** at **812-492-7777**, www.usi.edu/public-safety

Safety: Medical Emergency - Automated External Defibrillators (AED)

Automated External Defibrillators (AEDs) are life-saving devices used during sudden cardiac arrest to restore a normal heart rhythm. AEDs are strategically placed in campus buildings to ensure quick access during medical emergencies.

Indications for use:

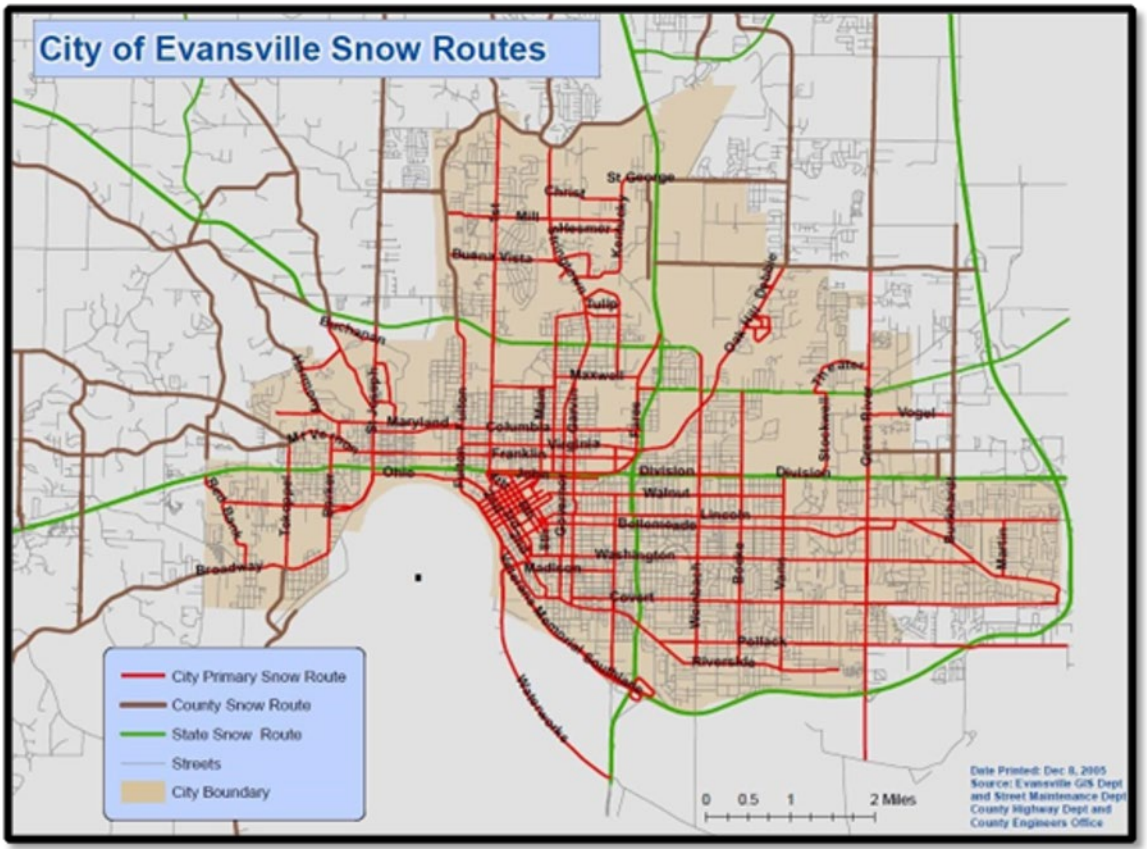
- Use an AED when a person is unresponsive and not breathing.
- AEDs are intended for individuals showing signs of sudden cardiac arrest.
- Call **911** and notify **USI Public Safety emergency** at **812-492-7777** if administering AED assistance.

AED Locations on campus:

- The closest AED location to this classroom is by the elevator.
- View the map of AEDs on campus and medical emergencies information.

Evacuation from Evansville, IN

The city of Evansville may call for an evacuation of the City under either a precautionary basis or due to a disaster. In case of an emergency the evacuation routes are the same as the snow routes used during major snow storms. See City of Evansville Snow Routes diagram below for specific snow routes.



KCNHP Handbook

All students and faculty are expected to abide by the policies found in the KCNHP Handbook. The handbook is located on the KCNHP website.