



Occupational Therapy Program
Fieldwork Manual

Kinney College of Nursing and Health Professions



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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 OT 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 OT 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, 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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Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L., (1996). The person-environment occupation model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy*. 63, 9-23.

Curriculum

Synopsis

This eight semester, 100 credit hour OTD program is designed to be completed in approximately 3 years and fully integrates the OT 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 783	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 783: 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 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 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 practice, research, administration, leadership, program and policy, advocacy, education, or theory development.

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
- 26 hours: Developing the Generalist
- 41 hours: Developing the Advanced Practitioner

Curriculum Threads:

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

5. Partnership & Collaboration

Prerequisite Courses: Building the Foundation

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: Kinesiology
- 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:

1. **Synthesize Advanced Theoretical Knowledge and Practice:**
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.
2. **Advance Understanding of Occupation's Role in Health and Wellness:**
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.
3. **Engage in Scholarship and Evidence-Based Practice:**
Design, 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.
4. **Influence and Innovate Practice Across Diverse Contexts:**
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.
5. **Foster Advanced Professional Development and Scholarly Inquiry:**
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.

6. **Lead and Mentor in Professional Integrity and Ethical Standards:**
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.
7. **Advance Collaborative Practices Across Disciplines:**
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.
8. **Develop and Advocate for Innovative Practice Models:**
Analyze 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 Components

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 Doctor of Occupational Therapy 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

(26-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.

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.

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 (41-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 42 credit hours, covering the following courses:

Shaping Thoughtful and Effective Practitioners

The journey begins with an exploration of 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. From there, students delve into OT 751: Professional Trends and Emerging Practice, a course designed to keep them 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.

Developing Leaders and Innovators

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.

Advancing Knowledge Through Research and Ethics

Evidence-based practice is the cornerstone of high-quality occupational therapy, and in OT 783: Advanced OT Research), students engage in designing, conducting, and analyzing research to contribute to the profession's growing body of knowledge. Research is only meaningful when it is 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.

Applying Knowledge in Real-World Settings

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.

Culminating in the Doctoral Capstone Experience

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.

Becoming Leaders in 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 change 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 783: 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 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 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.

Fieldwork Policies

Fieldwork Experiences

Fieldwork experiences are scheduled internships during which students can apply their knowledge of occupational therapy. The OTD curriculum has three 40-hour Level I fieldwork experiences and two Level II fieldwork experiences. The 12-week, 480-hour, fieldwork experiences in OT 796 Level II Fieldwork A and in OT 797 Level II Fieldwork B are designated as Level II fieldwork.

If a student earns a letter grade of C or C+ in OT 796 Level II Fieldwork A or OT 797 Level II Fieldwork B, the student will be required to retake the course. Progression in the OT Program will depend upon successful completion of the second attempt of the fieldwork course. If a student earns a letter grade of F in OT 796 Level II Fieldwork A or OT 797 Level II Fieldwork B, the student will be dismissed from the OT Program.

All fieldwork experiences are completed under the supervision of facility fieldwork educators. The fieldwork educator evaluates the student's performance at the completion of each rotation. The course instructor determines the earned course grade in conjunction with the Fieldwork Educator assessment(s). Generally, for all fieldwork experiences, student appearance, attire, and conduct must comply with the high standards of the profession and with the requirements of the Fieldwork Educator. In addition, students must comply with the following:

1. Students must report to their Fieldwork Educators at the assigned clinical site in accordance with policies of the agencies.
2. Students must comply with privacy and confidentiality regulations at the local, state and federal levels. When dealing with health information, students must comply with the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Students working in a school setting must comply with the Family Education Rights and Privacy Act (FERPA) of 1974.
3. Students shall abide by all policies and procedures of the facilities to which they are assigned. Students must always remember they are ambassadors of the Occupational Therapy Program at the University of Southern Indiana.

Interference in fieldwork arrangements by the student, the student's family members or anyone working on the student's behalf (outside of the Occupational Therapy Program) is strictly prohibited and results in suspension from the Occupational Therapy Program.

The Academic Fieldwork Coordinator or chair of the Occupational Therapy Program shall have the power to veto a facility selection if she/he determines the site is not appropriate for the student. A student will not be allowed to obtain a fieldwork placement at the same facility in which the student is currently or

was previously employed, or in which the student has completed previous fieldwork assignments in another program (such as an occupational therapy assistant program). All fieldwork placements must also be approved by faculty via a vote at a faculty meeting. Please contact the Academic Fieldwork Coordinator if you have questions.

Students are responsible for submitting and maintaining updated copies of all required health records and fieldwork and internship requirements (including competencies related to HIPAA, OSHA, and infant and adult CPR). These are housed on DISA (CastleBranch) website. Students, Academic Fieldwork Coordinator, Program Chair, and Administrative Assistants have access to these documents. DISA (CastleBranch) compliance is checked by the Academic Fieldwork Coordinator frequently. Students must be fully compliant with all requirements to participate in any and all fieldwork experiences. If a student becomes noncompliant during their fieldwork rotation, the student will be asked to suspend fieldwork until compliance is achieved. This may delay fieldwork completion. Students are responsible for providing any required documents to fieldwork sites as requested.

Level I Fieldwork

Level I fieldwork comprises a vital component of OT 795: Professional Practicum and is designed to enrich the didactic coursework through directed participation in selected aspects of the occupational therapy process. For Level I fieldwork, Fieldwork Educators include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. Level IA, Level IB, and Level IC are 40-clock hour experiences to be completed during the second fall semester. For these experiences, the Academic Fieldwork Coordinator places each student at a site based on the lottery process described below. After the fieldwork coordinator notifies the student of their placement the student contacts the site. Level I placements are completed during the week assigned by the Academic Fieldwork Coordinator during the second fall semester. OT classes are not held during this assigned week. Students are responsible for completion of all paperwork for this clinical experience (student evaluation of the site, timesheet, and all written assignments). Again, remember, written assignments must comply with HIPAA and FERPA. Students who violate HIPAA/FERPA regulations will be dismissed from the Occupational Therapy Program.

While all Level I fieldwork sites will address practice in behavioral health, or psychological and social factors influencing engagement in occupation, the Accreditation Council for Occupational Therapy Education (ACOTE) requires all students complete at least one fieldwork experience that “...has a **primary focus** on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupation.” These fieldwork experiences will be completed as a Level I fieldwork during Level IA, Level IB, or Level IC.

Fieldwork in Mental Health, Behavioral Health, or Psychosocial Factors

All students are required to complete a psychosocial fieldwork placement as stated above. These experiences will be completed during a Level I fieldwork. Students may still complete a second psychosocial placement as a Level II fieldwork experience at a different facility if they wish to do so.

Using a lottery matching system, students randomly select a lottery number and then rank order their “wish list” for psychosocial fieldwork sites from the list of reservations provided by the Academic Fieldwork Coordinator. Using the order of the lottery selection, the Academic Fieldwork Coordinator matches students to sites. Having a site on the “wish list” does not guarantee that students will be placed in any of those spots, determination is at the discretion of the Academic Fieldwork Coordinator. Students will be allowed to write in one psychosocial placement that is not on the list.

Level IA, IB, and IC Lottery Process

Level IA, IB, and IC Fieldwork that are not psychosocial placements are determined as follows: Using a lottery matching system, students randomly select a lottery number for first round placement and then the order is reversed for second round placement. Students will rank order their “wish list” for fieldwork sites from the list of reservations provided by the Academic Fieldwork Coordinator. Using the order of the lottery selection, the Academic Fieldwork Coordinator matches students to sites. Having a site on the “wish list” does not guarantee that students will be placed in any of those spots, determination is at the discretion of the Academic Fieldwork Coordinator.

Level I Fieldwork Completion

No minimum score is required for passing Level I fieldwork. However, if a Fieldwork Educator selects the box on the Level I Evaluation Summary stating, “I have concerns regarding this student’s performance,” the student receives three or more scores of “1” on the student evaluation form, or the Fieldwork Educator reports significant concerns regarding the student’s performance, the fieldwork rotation will be considered not passed. If a student does not pass a Level I fieldwork placement, the Academic Fieldwork Coordinator will gather appropriate information from the Fieldwork Educator. The Academic Fieldwork Coordinator will then meet with the student to determine an appropriate remediation plan. The student must complete the remediation plan and repeat and pass a new Level I fieldwork rotation. Students must pass three Level I fieldwork rotations to pass OT 795 and progress to Level II fieldwork. If a student fails two Level I fieldwork rotations, the student will be required to repeat OT 795. Progression in the OT Program will depend upon successful completion of the second attempt of OT 795, including successful completion of three Level I fieldwork rotations.

The university has the right to override a student’s failing score if the Academic Fieldwork Coordinator is provided with appropriate documentation for justification. This must be approved by the Program Director.

Level II Fieldwork

Designated as OT 796 Level II Fieldwork A and OT 797 Level II Fieldwork B, Level II fieldwork is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and treatment interventions related to functional performance. Because of accreditation requirements, Level II Fieldwork Educators MUST be licensed occupational therapists who have a minimum of one-year full-time practice experience. To pass the Level II fieldwork experiences, each

occupational therapy student must practice at the level of an entry-level occupational therapist by the end of each clinical. These two courses are graded according to the graduate grading criteria and the grade is determined by the Academic Fieldwork Coordinator.

Lottery Matching System

The Occupational Therapy Program utilizes a lottery matching system to assign students to Level II fieldwork sites. For each class of students, the Academic Fieldwork Coordinator holds reservations for Level II fieldwork experiences. Students who wish to enroll in Level II fieldwork, at times other than the reserved placements of their class, may be required to wait until an additional Level II fieldwork placement is available.

In the lottery matching system, students randomly select a lottery number. The Academic Fieldwork Coordinator then confirms 30 (minimum) sites to create a selection list and disperses the list to the students. Students are also provided with the chance to submit two fieldwork sites or locations of their request for areas of the country or practice areas that they would like to see on the selection list. The Academic Fieldwork Coordinator schedules a selection day. Using the order of the lottery selection, students then select their site from the selection list. For the second internship experience, a reverse order (the student who selected last for the first internship selects first for the second internship) is used.

Special cases related to the Level II fieldwork lottery including site specific requests, Academic Fieldwork Coordinator veto, and administrative placement are described below.

Site Specific Requests

Some fieldwork sites request to interview students and select which student they would like to host. In these scenarios, students who are interested in this specific site provide contact information to the Academic Fieldwork Coordinator, who then supplies these students names and contact information to the site. The fieldwork site then performs interviews and selects the student they wish to host. These selections occur before all other fieldwork selections. Other fieldwork sites have requested faculty to select a qualified student to attend fieldwork based on an OT faculty consensus. In these scenarios, students interested will either (a) be interviewed by the OT faculty, (b) write an essay and submit it to the Academic Fieldwork Coordinator, or (c) record a video answering a set of questions and send it to the Academic Fieldwork Coordinator. OT faculty will meet and select, as a group, the student who will be placed at the site who made this request. Again, these selections occur before all other fieldwork selections.

Academic Fieldwork Coordinator Veto

The Academic Fieldwork Coordinator and/or Program Chair shall have the power to veto a facility or student selection if it is determined the rotation is not appropriate, for any reason. Before matching, the Academic Fieldwork Coordinator may meet privately with a student to veto one or more facilities.

Administrative Placement

The Academic Fieldwork Coordinator and Program Chair reserve the option of removing students and/or sites from the lottery. In most cases students will be notified prior to the lottery that they will not participate. At times the Academic Fieldwork Coordinator may have to remove a student during the lottery to make an academic placement.

Administrative placement consists of a student-site match proposed by the Academic Fieldwork Coordinator and approved by other faculty members. In addition, students who have been placed on probation within the program may be administratively placed by the Academic Fieldwork Coordinator. Students must pass ALL skills checkoffs to be eligible for placement.

Fieldwork Supervision Where No OT Services Exist

Currently, the USI OTD Program does not utilize Level II sites/experiences without existing occupational therapy services.

If a site becomes interested or available for fieldwork experiences where no occupational therapy services occur, the following will be utilized:

In non-traditional settings in which the Fieldwork Educator is not available to provide direct supervision or to be onsite at the time that the student is present the following policy will be adhered to:

1. The Fieldwork Educator must remain available to the student by phone or means of electronic communication, i.e., text, instant messaging, or email communication during all working hours.
2. The Fieldwork Educator assigned must have at least three years of experience as an OT.
3. The Fieldwork Educator must agree to provide at least eight hours per week of direct supervision to the student.
4. The Academic Fieldwork Coordinator, the Fieldwork Educator, and the student will be involved in developing a written plan for supervision, including site specific objectives and plan for proper evaluation of the student and fieldwork experience. This plan will account for the amount and times of both onsite and offsite supervision.
5. An on-site supervisor designee of another profession must be assigned when the occupational therapy supervisor is off-site.

Fieldwork Supervision Outside of the United States

Currently, the USI OTD Program does not utilize Level II sites/experiences outside of the United States. If a fieldwork site becomes interested and available outside of the United States, the following must occur prior to student placement:

- The site must be able to support the USI OTD curriculum and the fieldwork design including the minimum number of required days and hours.

- The site must be able to provide documentation of appropriate fieldwork educators which include occupational therapists who have graduated from a program approved by the World Federation of Occupational Therapists and have at least one year of experience in practice.
- A fully executed clinical education agreement must be signed by both parties.
- Students must receive approval for study outside of the United States via the [USI Center for International Programs](#) and [USI's Risk Management office](#).

Level II Fieldwork Courses and Assignments

The Level IIA Internship (OT 796: Level II Fieldwork A) and Level IIB Internship (OT 797: Level II Fieldwork B) consist of a minimum of 12 weeks on a full-time basis. In the online courses OT 796 and OT 797, the student will be able to access and submit weekly fieldwork journals, a midterm evaluation sheet, time sheet, and fieldwork project. Students will receive access to *Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)* to complete at midterm (week 6), and *Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE), Student Evaluation of the Experience, and Student Evaluation of the Educator* to complete at completion of fieldwork via Formstack. The Fieldwork Educator will receive access to *Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)* to complete at midterm (week 6) and again at the completion of fieldwork via Formstack. Students cannot begin the Level IIA fieldwork experience until they have successfully completed OT 795, including completion of three Level I fieldwork experiences. Students cannot begin the Level IIB fieldwork experience until they have successfully completed OT 795 and OT 796, including completion of Level IIA fieldwork.

Students cannot start any (Level I or II) fieldwork experience without DISA (CastleBranch) being current.

Prior to beginning a fieldwork placement, fieldwork educators and sites must complete pre-fieldwork, paperwork including reviewing/updating the Fieldwork Site Profile, the Fieldwork Educator Information Form, and the Fieldwork Site Acknowledgement Form. All three documents must be submitted to the Academic Fieldwork Coordinator BEFORE the student may begin their fieldwork placement to be compliant with ACOTE standards. It is the student's responsibility to communicate with the site and their fieldwork educator and to provide them with the appropriate forms. Students will submit the completed forms to the Academic Fieldwork Coordinator.

Fieldwork Absences

The USI OTD Program has a strict attendance policy regarding fieldwork to ensure the full 24-weeks of Level II fieldwork experience is met. USI OTD students follow the schedule of their fieldwork educator. If the fieldwork educator traditionally works five, eight-hour days, over a 12-week period, this equals 60 days. If the fieldwork educator traditionally works 4, ten-hour days, this equals 48 days. If the fieldwork educator has a different schedule, the Academic Fieldwork Coordinator must be notified to ensure the full 12-week rotation is met appropriately. Students attending 5 days/week, or 60 days, may have no more than two excused absences, and students attending 4 days/week, or 48 days, may have no more than one excused absence during each Level II fieldwork experience. The USI OTD Program also requires

every student to complete 480 hours of Level II FW experience over the 12-week experience in addition to the required mandated days.

All absences must be approved by the Academic Fieldwork Coordinator and fieldwork educator. If any further days are missed beyond the allowable excused absences, the days and hours must be made up. Students still must document a minimum of 480 hours of Level II FW experience over the 12 weeks. Students maintain a daily time sheet which is initialed by their fieldwork educator.

USI students are not permitted vacation time during their fieldwork experience. If the fieldwork site is closed during a holiday, this will count as one of the excused absence days. During fieldwork, students will not follow the university calendar for days off, they will follow the site's schedule to report.

If the student anticipates an attendance conflict or is ill, the student must notify both the Academic Fieldwork Coordinator and the Fieldwork Educator. Requests to miss fieldwork may be denied. All such conflicts beyond the allotted 1-2 days of excused absences **MUST** be made up, without exception.

Students must show entry-level performance at completion of each Level II fieldwork experience. At any time, the Fieldwork Educator may determine that additional experiential/clinical time is required to meet the goals/requirements of the FW educational experience in that setting. In this case, the Academic Fieldwork Coordinator and the Fieldwork Educator will develop a plan of continuation that will be presented to the student. Once the student has met and reviewed the plan of continuation with the Academic Fieldwork Coordinator and the Fieldwork Educator, the student will either accept or refuse the plan of continuation. If the student accepts the plan of continuation, the student will perform additional experiential/clinical hours. If the student refuses to accept the plan of continuation, the student will receive the grade listed at that time.

In special circumstances, Level II fieldwork may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, if it is at least 50% of an FTE at that site.

Level II Fieldwork Completion

Level II fieldwork is pass or fail. If a student is unsuccessful and does not pass fieldwork with a final score of 111 or greater or is pulled from a Level II fieldwork rotation due to student concerns, the student will be placed on a remediation plan. Upon completion of the remediation plan, the student will repeat a full 12-weeks of Level II fieldwork at a new fieldwork site. If the student fails a second Level II fieldwork rotation, the student will be dismissed from the OTD Program. The university has the right to override a student's failing score if the Academic Fieldwork Coordinator is provided with appropriate documentation for justification. This must be approved by the Program Director.

The Academic Fieldwork Coordinator may administratively pull a student from a Level II fieldwork rotation due to concerns regarding the fieldwork site, concerns regarding the fieldwork educator, due to the termination of OT services at the fieldwork site, or other appropriate concerns as determined by the Academic Fieldwork Coordinator. Upon non completion of a Level II fieldwork rotation due to administrative termination, the student may be required to repeat a full 12-week Level II rotation at a

new location or may only be required to complete the remaining balance of required fieldwork at a new fieldwork site of the same setting, totaling 12 full weeks and 480 hours of fieldwork experience. This determination will be made by the Academic Fieldwork Coordinator and Program Director and approved by the OT Faculty. If only required to complete the remaining balance of the rotation, the student must be at entry-level performance upon Level II fieldwork completion. If the Fieldwork Educator or the Academic Fieldwork Coordinator determines the student is not at entry-level performance at the completion of 12-weeks and 480 hours of fieldwork, the student may be required to complete additional time.

Students must complete all Level II Fieldwork and the Doctoral Capstone within 18 months following completion of the didactic portion of the program.

Process for Selecting Fieldwork Sites

The Academic Fieldwork Coordinator and faculty of the USI OTD Program work together to identify and select fieldwork sites. The Academic Fieldwork Coordinator completes a site visit, or at a minimum a virtual meeting, with each new site to discuss their ability to support the USI OTD program curriculum, fieldwork program design, and affirm that the fieldwork site educators are adequately prepared to support the fieldwork experience. Once a site has been deemed appropriate by meeting the above requirements site-specific objectives, a site data form, and a Clinical Education Agreement (CEA) is completed. CEAs are reviewed frequently for expiration by the Academic Fieldwork Coordinator. All CEAs are reviewed prior to expiration and continued with agreement from the site and the university. All site-specific objectives, site requirements, and site data forms are reviewed yearly by the Academic Fieldwork Coordinator for each site prior to offering the site to students for fieldwork selection. All fieldwork site information is available to students via BlackBoard, USI's web-based learning management system, and provided directly to students upon placement.

Once required documents are signed by all parties, students are placed for the appropriate Level I or Level II fieldwork experience based on a lottery system. Students are not authorized to arrange their own fieldwork experience and must participate in the program's selection process. Once the selection process has been completed, the OTD Faculty meet to discuss the student/site selections and provide final recommendations and approval. Fieldwork site selection is based on the clinical sites interest and availability, accreditation status, personnel qualifications, and patient/client population.

The maximum student cohort accepted by the USI OTD program is 30 students participating in a total of 3 forty-hour Level I Fieldwork placements and 2 Level II Fieldwork placements during the two-year program. The actual number of fieldwork sites and placements required to meet student and program needs is calculated each year based on the new and returning student cohorts and the types of settings/experiences needed. Due to the lengthy time requirement for the USI OTD approval of new clinical contracts, a CEA is obtained and maintained for all sites expressing willingness to participate with USI as clinical fieldwork sites and meeting the USI criteria for site selection. Additional placements with existing sites are solicited and obtained if needed by the Academic Fieldwork Coordinator. The number of current CEAs are enough in scope and number to allow for completion of fieldwork rotations.

The Academic Fieldwork Coordinator is responsible for assuring that all CEAs are in place at least two months prior to the student start date. The Administrative Assistant assists the Academic Fieldwork Coordinator by either obtaining risk management approval of all outside the university facility contracts or by initiating our college contract upon request of the Academic Fieldwork Coordinator. The Administrative Assistant maintains a database of all CEAs, which the Academic Fieldwork Coordinator has access. In addition, the Academic Fieldwork Coordinator is responsible for obtaining and complying with all site requirements and keeping students informed regarding those. The Academic Fieldwork Coordinator obtains site objectives and fieldwork data. This information is shared with students and maintained via blackboard and emails.

The Academic Fieldwork Coordinator will ensure all Fieldwork Educators meet supervision requirements and are adequately prepared to serve as Fieldwork Educators prior to each fieldwork experience. Licensure verification for OT fieldwork supervisors is completed by the Academic Fieldwork Coordinator sending verification form to Fieldwork Educator and Fieldwork Educator returning form to Academic Fieldwork Coordinator. If a valid license cannot be verified for a Level II FW educator, the supervisor will not be used.

The USI OTD program works very hard to develop a collaborative relationship with its fieldwork sites and supervisors. All supervisors are considered advisors to our program, and all are invited to participate in the OTD Research Conference held every fall and for any Fieldwork Educator's Meeting. In addition, supervisors are encouraged to share concerns, suggestions, and resources with the Academic Fieldwork Coordinator and program faculty at any time. In return for providing fieldwork education and participating in the Program advisory process, the USI OTD program provides Professional Development Units for therapists who supervise USI OTD students, and the USI OTD program strives to be a community resource.

Documentation of All Level Fieldwork Experiences

In the USI OTD program, no part of any level I fieldwork is ever substituted for any part of any level II fieldwork.

At the USI OTD program, level I fieldwork is part of the course, OT 795, which is separate from our level II fieldwork courses. Level I fieldwork is completed in three forty-hour experiences in the second fall semester.

Level II fieldwork (OT 796 and OT 797) are two separate courses. These level II fieldwork experiences are 12 weeks in length – OT 796 is completed in the second spring semester (January-April) and OT 797 is completed in the second summer (May-August).

The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

- The Academic Fieldwork Coordinator at the USI OTD program places students at two different facilities (one inpatient hospital and one “community or specialty facility” for 12 weeks each).

- If deemed necessary, the Academic Fieldwork Coordinator can assign a student to one facility for all 24 weeks of level 2 fieldwork provided that the facility could provide an inpatient hospital practice area AND a community or specialty practice area.
- A student will be in no more than three different settings for Level II fieldwork.

Evaluating the Effectiveness of Supervision

To document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice) the Academic Fieldwork Coordinator will:

- Orient students prior to leaving for Level II internships about the evaluation of the fieldwork experience
- Provide students with a formal evaluation tool for the fieldwork experience (Student Evaluation of the Experience AND Student Evaluation of the Educator)
- Review student evaluations of the fieldwork experience and educator to determine the effectiveness of supervision and the quality of fieldwork experiences
- Provide and/or develop online education modules on selected aspects and topics of interest for supervising therapists
- Provide workshops to specific sites as invited and requested
- Annually review site objectives and collaborate with supervisors and facilities as needed to revise or develop new objectives
- Annually update the [OTD Fieldwork Resources page](#)
- Advise Fieldwork Educators of the presence of the OT Fieldwork Resources page

Protection of Consumers and Amount of Supervision

The USI OTD program ensures that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice.

Initially, the USI OTD student will receive direct supervision and then decrease to less direct supervision appropriate for the setting, the severity of the client's condition, and the student's ability.

The Academic Fieldwork Coordinator will:

- Encourage facilities and supervisors to develop week-by-week schedules to ensure that students will initially receive close supervision and decrease to less supervision for the student to develop entry-level skills by the end of the assigned Level II experience
- Act as a liaison between supervisors and students if conflict or performance difficulties arise
- Assist in developing specific, time-limited behavioral contracts for expectations of student performance when difficulties arise

Students report level of supervision weekly throughout the fieldwork experience.

Fieldwork Locations

The Occupational Therapy Program has contracts with many renowned model fieldwork sites around the country. Due to limited availability for fieldwork opportunities around the Evansville area, most students will leave the Evansville area for some and/or all Level I and Level II Fieldwork experiences. Most students will attend at least one, if not more, Level I and/or Level II fieldwork rotations at sites that are not within driving distance of Evansville, Indiana, or their hometown. If a student is unable or unwilling to complete a fieldwork rotation, fieldwork completion and graduation will most likely be delayed.

Relation of Fieldwork Completion to Didactic Work

For full compliance with this Standard, all students in the Occupational Therapy Program at the University of Southern Indiana shall complete all fieldwork within a 12-month period following completion of academic didactic preparation.

Transportation

Students must provide their own transportation to and from any agency or institution included in curriculum requirements.

Housing

Clinical experiences (OT 795, OT 796, OT 797) are integral aspects of the educational program of the Occupational Therapy Program at the University of Southern Indiana. Students must make their own arrangements for and finance their housing needs.

Errors and Incidents During Fieldwork

It is the College policy that all incidents occurring during fieldwork experiences be reported for the purpose of generating and maintaining a record of such incidents. This information is considered confidential and is retained only for the period a student is enrolled in the Occupational Therapy Program. While on fieldwork experiences, students who participate in or observe an incident involving students must take responsibility for notifying the appropriate persons. A student responsible for or a witness to an incident shall make out an agency incident report as appropriate, as well as an appropriate report with USI.

Change in Health Status

A change in health status must be reported to program faculty or staff. The student must provide to the Occupational Therapy Program and to pertinent clinical sites, copies of a physician's release 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.)

Personal Injury

Students who become injured in the clinical setting are to report the incident immediately to their instructor and complete an agency and 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 College of Nursing and Health Professions and assumes their [Infection Control Policy](#).

Inclement Weather

As students attend fieldwork rotations throughout the country, weather can impact each student differently. If inclement weather occurs at the fieldwork site or throughout a student's commute that impacts the student's safe travel, the student is not required to attend fieldwork, even if the fieldwork site and/or USI does not close. If USI closes or does not hold classes due to inclement weather, it is at the discretion of the student if they wish to attend fieldwork during this time. Ultimately, the student's safety is of top priority, and attendance during inclement weather is at the student's discretion. The attendance policy including total days and hours required to complete the fieldwork rotation still applies.

University Closure

There are occasions USI is closed while fieldwork sites remain open, such as Holidays, assessment days, and breaks. The student is not required to attend fieldwork during USI closure. However, the student may attend fieldwork if they wish to do so. The attendance policy including total days and hours required to complete the fieldwork rotation still applies.