



# INFORMATION PACKET

Entry-Level  
Occupational Therapy  
Doctorate

Revised 09-19



## Information Packet

**University of North Dakota  
Occupational Therapy Department  
School of Medicine and Health Sciences  
Grand Forks, North Dakota**

Our address: *UND - Occupational Therapy Department  
School of Medicine and Health Sciences Suite E321  
1301 North Columbia Road Stop 9037  
Grand Forks, ND 58202-9037*

Our phone number: *701.777.2209*

Our Fax number: *701.777.2212*

For academic advisement or admissions information:

*Phone: 701.777.2209  
E-mail: [otadmissions@med.UND.edu](mailto:otadmissions@med.UND.edu)*

For information about the Occupational Therapy Program at UND, you may also go to our web page at:

*<http://med.UND.edu/occupational-therapy/>*

Admissions information and application can be found at:

*<http://med.UND.edu/occupational-therapy/otd/admission>*

*Application deadlines are available on the UND Graduate School website. Decisions regarding admissions are typically made by mid March.. Classes start in August.*

Tuition and other information regarding the program can be found at

*<http://med.UND.edu/occupational-therapy/otd/tuition>*

## Information Packet

**University of North Dakota—Casper Campus  
Occupational Therapy Department  
UND School of Medicine and Health Sciences  
Casper, Wyoming**

Our address: *UND/CC Occupational Therapy Program  
Casper College, AH 303  
125 College Dr.  
Casper, WY 82601*

Our phone number: 307.268.2613

Our fax number: 307.268.2891

For academic advisement or admissions information, please contact:

*Breann Lamborn  
Assistant Professor/Site Administrator  
307.268.2223  
[breann.lamborn@med.UND.edu](mailto:breann.lamborn@med.UND.edu)*

For information about the Occupational Therapy Program at UND, you may also go to our web page at:

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# UNIVERSITY OF NORTH DAKOTA GRAND FORKS, NORTH DAKOTA

## Curriculum for the Occupational Therapy Doctorate Degree School of Medicine and Health Sciences

The Occupational Therapy Department will offer a 3-year entry-level Occupational Therapy Doctorate (OTD) degree beginning August 2019. Occupational therapy is a profession that believes occupation and especially occupational participation, have the power to impact humans' state of personal health. UND has two campuses offering the entry level Occupational Therapy Doctorate. The main campus is located in Grand Forks, ND, and the satellite is located in Casper, WY. For information regarding the program, the website is <http://www.med.und.edu/occupational-therapy/>

The Occupational Therapy Program has been granted Candidacy Status through the Accreditation Council for Occupational Therapy Education (ACOTE). For information regarding accreditation, contact ACOTE at (301) 652-AOTA, or ACOTE at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. The web address is [www.acoteonline.org](http://www.acoteonline.org). The national entry-level certification examination for occupational therapists is administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT, One Bank Street, Suite 300, Gaithersburg, MD 20878, phone 301-990-7979 or <http://www.nbcot.org/>). Once accreditation has been granted, graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapists, administered by NBCOT. After successful completion of this exam, the graduate will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.

## Occupational Therapy Doctorate (OTD) Mission Statement

The Department of Occupational Therapy shares the mission of the University of North Dakota and the School of Medicine and Health Sciences to serve the public through: 1) teaching and preparation of highly skilled entry-level occupational therapists, 2) scholarly and creative activity, and 3) service. The mission is accomplished through integration of scholarly inquiry and application of occupation in teaching/learning and OT practice contexts. Best practices in the profession will reflect the exemplars of client-centeredness, occupation-centered, evidence-based, and culturally relevant practice. The skills for lifelong learning and ethical and effective leadership will be promoted to enhance the quality of life of all people with whom we engage.

## Program Goals:

Art and Science of Occupational Therapy

- The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.
- The student will demonstrate ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.

- The student will develop and maintain a therapeutic relationship with clients in order to collaborate during the OT process that would benefit the client's health and well-being.
- The student will act as a research user in planning and modifying intervention in light of evidence.
- The student will design, construct, and implement the process for building evidence to act as a research builder.

#### Professional Identity and Collaboration

- The student will analyze and articulate the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.
- The student will articulate an understanding of the history, values, and ethics of occupational therapy and advocate with confidence what occupational therapy can offer society.
- The student will apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.
- The student will actively participate in profession-specific and formal educational activities in a variety of contexts that enhance the role and awareness of occupational therapy demonstrating professional engagement.
- The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.

#### Innovative and Intentional Leadership

- The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.
- The student will make use of management skills to create occupational therapy services for individuals and organizations.
- The student will utilize leadership skills and strategies in preparation for innovative practice.

#### Diversity and Inclusive Participation

- The student will develop and practice relevant and culturally sensitive strategies and skills when interacting with consumers across occupational therapy practice to demonstrate cultural competence.
- The student will analyze the effects of health disparities and inequalities and will advocate to increase occupational engagement for all occupational beings to promote justice.

## Admission Requirements

As members of a health profession, occupational therapists have a responsibility to the consumer, to the employing agency/institution, to the community, and to society. Personal qualities such as honesty, responsibility, initiative, adaptability, communication skills, ability to function under stress, and self-confidence are required for success. In addition, good work habits, attention to detail, punctuality, attendance, and ability to follow directions (both written and oral) are important. Responsibility for one's own actions is essential--making a decision and abiding by it. The occupational therapy student is expected to assume responsibility for his/her own learning.

In considering occupational therapy as a career, applicants are advised to consider:

1. Their goals in life, the lifestyle they wish to achieve, and the continuing education and life-long learning required to maintain competency.
2. The physical, emotional, intellectual, social, and economic requirements of the entry-level doctorate program.
3. The essential functions of the program refer to those cognitive, physical and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum and for the development of professional attributes required by the faculty of all students at graduation. Please

- contact the department for a complete listing of the Essential Functions.
4. Immunizations, drug testing, fingerprints, and/or criminal background checks are required by many fieldwork facilities.

It is important to be aware that a **felony conviction** may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain state licensure as an Occupational Therapist. You will be asked to respond to the following questions when registering for the NBCOT exam:

- Have you ever been charged with or convicted of a felony?
- Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
- Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct, which resulted in harm to another?

Information regarding NBCOT's process of screening applicants for Character Review may be found at: [www.nbcot.org](http://www.nbcot.org). If you have any questions, the department will assist you in this process.

Prior to matriculation, students accepted into the program must complete a criminal background check through Verified Credentials, a Minneapolis based company. Matriculation is contingent upon a positive review.

Many **fieldwork facilities** are requiring proof of immunizations, drug testing, fingerprints, and/or criminal background checks. It is the responsibility of the student to check the fieldwork information and to pay the cost for each process.

## Pre-Occupational Therapy

Prior to admission, a minimum of 90 semester hours of credit from an approved college or university is required. Students should be broadly educated in the sciences and humanities. The CLEP in natural sciences will not meet the Biology and Chemistry requirements in Occupational Therapy. Students should carefully check all CLEP exams for potential acceptance at UND. A student must have achieved a minimum of a letter grade of C in all pre-requisite courses. The prospective student should include eight (8) credits from upper level courses, i.e., 300 and/or 400 numbers. Students may take additional electives from any field of study.

The following list of courses and credits indicates the core prerequisites all applicants must complete prior to admission to the occupational therapy program.

- Two semesters of Composition (6 credits)
- One semester of Public Speaking (3 credits)
- One semester of Biology and lab (4 credits)
- One semester of Chemistry and lab (4 credits)
- One semester of College Algebra (3 credits)
- One semester of Psychology or Sociology Statistics (3 credits)
- One semester of Developmental Psychology (4 credits)
- One semester of Abnormal Psychology (3 credits)
- One semester of Sociology (3 credits)
- One semester of Human Physiology\* (4 credits)

- One semester of Human Anatomy\* and laboratory (5 credits)
- One semester of Introduction to Occupational Therapy (2 credits)
- Essential Studies requirements

\*NOTE: Applicants who take combined Anatomy & Physiology courses must take both Anatomy & Physiology I and Anatomy & Physiology II in order to satisfy the prerequisites for Human Physiology and Human Anatomy.

All of the prerequisite coursework must be completed before entering the professional program; however, the prospective student may be enrolled in pre-professional coursework at the time of application.

### **Occupational Therapy Doctorate**

Admission to the professional program in occupational therapy is on a competitive basis with consideration given to pre-professional performance in the sciences, general graduation requirements, leadership potential, volunteer work and personal qualifications. Each application is thoroughly reviewed. This review includes the applicant's academic record (must have a minimum overall GPA of 2.75 based on a 4 point scale or a GPA of at least 3.0 on the last 60 credits earned), pattern of withdrawals, incompletes, etc., elective coursework, volunteer and/or work experience, references, essay and a personal interview. Applicants are required to complete 60 hours of observation, of which 45 hours must be with a professional occupational therapist or certified occupational therapy assistant and hours should be distributed among psychosocial, physical dysfunction, and pediatric practice. Please refer to <http://www.med.UND.edu/occupational-therapy/> for more information about admission.

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. Completion of the application for admission to the professional program and UND School of Graduate Studies application form.
2. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.
3. Applicants who have received their bachelors or masters degree in the United States or English-speaking Canada are not required to submit the TOEFL or IELTS.

## Bachelor of General Studies Degree with Health Studies Option

The Bachelor of General Studies Degree with Health Studies Option will be available to occupational therapy students who:

1. Have completed their pre-OT work either at UND or at another institution, and have not earned a previous baccalaureate degree.
2. Have successfully completed the first two semesters of the OT professional sequence. The BGS degree would normally then be awarded at the end of the second semester, if the student has completed all general UND university graduation requirements, including:
  - 120 total credits,
  - A minimum of 30 from UND,
  - 36 credits upper-level credits,
  - All essential studies requirements met (<http://und.edu/academics/essential-studies/>).

## Occupational Therapy Doctorate Degree Requirements

1. Students must be formally accepted into the professional education component of the OTD. Acceptance by the UND Office of Admissions or the School for Graduate Studies does not constitute acceptance into the professional program in Occupational Therapy.
2. The professional education component of the OTD will require three academic years (8 consecutive semesters) following completion of the pre-occupational therapy entrance requirements.
3. No student will be allowed to remain in the program or complete fieldwork unless he/she attains a letter grade of at least "C" in the major courses.
4. To advance to candidacy in the Graduate School, the student must successfully complete the first year courses and maintain a cumulative School of Graduate Studies GPA of >3.00 AND/OR a summer session GPA of >3.00. Students who fail to advance to candidacy during the first year will be dismissed from the professional program.
5. After advancement to candidacy, the student is expected to maintain a cumulative GPA of >3.00. The School of Graduate Studies will monitor the cumulative GPA, which must be >3.00. If the cumulative GPA is not >3.00, the School of Graduate Studies policies for probation and dismissal for GPA will govern the student's status.
6. Students in the professional program should be aware of special requirements for fieldwork, professional liability insurance, medical insurance, immunizations, CPR certification, and completion of a criminal background check. These requirements must be met prior to any fieldwork contact with clients. The student will also be responsible for travel, housing, and food costs in addition to the payment of tuition and fees during the full-time fieldwork and experiential



experiences. The majority of these experiences will be completed at a geographical location other than the city of Grand Forks or Casper.

7. Prospective students should be aware that a felony conviction may affect a graduate's ability to obtain a professional license to practice occupational therapy.
8. The faculty reserve the right to place a student on professional probation or to cancel the registration of any student in Occupational Therapy whose performance in the classroom or clinic is unsatisfactory.
9. Students in the occupational therapy program take courses primarily on campus; but while completing level II fieldwork and the Doctoral Experiential Placement will engage in some online learning which requires a computer and internet access.

## **Financial Aid**

Students accepted to the OTD program are eligible for graduate financial aid. Applicants need to contact the Student Financial Aid office at 701.777.3121.

## Pre-Professional Curriculum in OT

Pre-professional students will be advised to select a four-year course of study plan from a major of personal interest. Students will be advised by both their major department and will require advisement through the pre-professional occupational therapy advisor. The following illustrates a potential pre-professional course of study, which illustrates required pre-requisite for the OTD. Students need a minimum of 90 credit hours prior to admission.

| <u>Freshman Year:</u>           | <u>Credits</u> |   | <u>Credits</u> |
|---------------------------------|----------------|---|----------------|
| <u>First Semester:</u>          |                | <u>Second Semester:</u>                                   |                |
| English 110 (Comp I)            | 3              | English 130 (Comp II)                                     | 3              |
| Humanities or Fine Arts*        | 3              | Humanities or Fine Arts*                                  | 3              |
| Biology 150/150L (Gen Bio)      | 4              | Chemistry 115/115L (Intro Chem)<br>or 121/121L (Gen Chem) | 4              |
| Psychology 111 (Intro to Psych) | 3              | Communications 110 (Public Spkg)                          | 3              |
| Electives                       |                | Electives   |                |

| <u>Sophomore Year:</u>                                      | <u>Credits</u> |                              | <u>Credits</u> |
|---|----------------|------------------------------|----------------|
| <u>First Semester:</u>                                      |                | <u>Second Semester:</u>      |                |
| Psychology 250 (Dev Psych)                                  | 4              | Psychology 270 (Abn Psych)   | 3              |
| Anatomy 204   | 3              | Physiology 301               | 4              |
| Anatomy 204 Lab   | 2              | Humanities or Fine Arts*     | 3              |
| Psychology 241** (Psych Stats)<br>or Soc 326*** (Soc Stats) | 4              | Sociology 110 (Intro to Soc) | 3              |
| OT 200 (Intro to OT)  | 2              | Electives                    |                |

### Junior Year:

Courses will be selected from your four-year plan of study. Students should ensure that at least 8 credits are from upper level (300 or 400 numbers) courses.

\*When completing your Humanities courses, it is required that the 9 credit hours be in two departments and you must have a minimum of 3 credits in humanities and 3 credits in fine arts as part of the requirements of the essential studies program of the University of North Dakota. You also want to ensure that you have fulfilled the global diversity requirement. More information on Essential Studies Graduation requirements can be found at <http://www.UND.edu/dept/registrar/EssentialStudies/esindex.html>

\*\*As a prerequisite for Psychology 241, students need to take Mathematics 103.

\*\*\*As a prerequisite for Sociology 326, students need to take Mathematics 93 or higher.

See the Occupational Therapy Essentials Studies Worksheet in this information packet.

# Occupational Therapy Doctorate Curriculum Sequence

## Professional Year 1

| <b>Fall</b>          |                                    | <b>Credits</b> |
|----------------------|------------------------------------|----------------|
| OT 400               | Culture & Occupation               | 3              |
| OT 401               | OT Process & Practice Contexts     | 2              |
| OT 402               | Research Foundations in OT         | 3              |
| OT 404               | Occupation & Analysis              | 4              |
| OT 405               | Forming Your Professional Identity | 2              |
| OT 406               | Integration & Fieldwork 1          | 3              |
| <b>Total Credits</b> |                                    | <b>17</b>      |

| <b>Spring</b>        |   | <b>Credits</b> |
|----------------------|---|----------------|
| OT 403               | Research Methods in OT                              | 4              |
| OT 439               | Health & Disease Affecting Occupational Performance | 5              |
| OT 440               | Evaluation of Occupational Performance              | 5              |
| OT 441               | Leadership Foundations in OT                        | 2              |
| OT 442               | Integration & Fieldwork 2                           | 3              |
| <b>Total Credits</b> |   | <b>19</b>      |

| <b>Summer</b>        |                                     | <b>Credits</b> |
|----------------------|-------------------------------------|----------------|
| OT 444               | Introduction to OT Intervention     | 2              |
| OT 443               | Movement & Occupational Performance | 6              |
| <b>Total Credits</b> |                                     | <b>8</b>       |

## Professional Year 2

| <b>Fall</b>          |   | <b>Credits</b>   |
|----------------------|---|------------------|
| OT 500               | Interventions for Mental Functions Applied to Occupational Performance                          | 5                |
| OT 501               | Interventions for Neuromusculoskeletal & Movement Functions Applied to Occupational Performance | 5                |
| OT 502               | Management & Advocacy for OT Practice   | 3                |
| OT 503               | Integration & Fieldwork 3   | 2                |
| OT 469               | Interprofessional HealthCare<br>*students take either F/S                                       | 1                |
| OT 510               | Experiential 1  | 1                |
| <b>Total Credits</b> |   | <b>16 or 17*</b> |

| <b>Spring</b>        |   | <b>Credits</b>   |
|----------------------|---|------------------|
| OT 512               | Interventions for Sensory Functions Applied to Occupational Performance | 4                |
| OT 513               | Community-Based Practice Interventions                                  | 4                |
| OT 514               | Innovative Practitioner   | 3                |
| OT 516               | Integration & Fieldwork 4   | 2                |
| OT 517               | Education in OT   | 2                |
| OT 469               | Interprofessional HealthCare<br>*students take either F/S               | 1                |
| OT 511               | Experiential 2  | 2                |
| <b>Total Credits</b> |   | <b>17 or 18*</b> |

| <b>Summer</b>        |                        | <b>Credits</b> |
|----------------------|------------------------|----------------|
| OT 583               | Level II Fieldwork A   | 12             |
| OT 518               | Advanced Integration 1 | 1              |
| OT 589               | Readings               | 1              |
| <b>Total Credits</b> |                        | <b>14</b>      |

### Professional Year 3

| <b>Fall</b>          |                        | <b>Credits</b> |
|----------------------|------------------------|----------------|
| OT 584               | Level II Fieldwork B   | 12             |
| OT 520               | Advanced Integration 2 | 1              |
| OT 589               | Readings               | 1              |
| <b>Total Credits</b> |                        | <b>14</b>      |

| <b>Spring</b>        |                                 | <b>Credits</b> |
|----------------------|---------------------------------|----------------|
| OT 594               | Doctoral Experiential Placement | 16             |
| OT 995               | Scholarly Project               | 2              |
| or                   |                                 |                |
| OT 997               | Independent Study               | 2              |
| <b>Total Credits</b> |                                 | <b>18</b>      |

|                                       |  |            |
|---------------------------------------|--|------------|
| <b>Minimum Total Credits Required</b> |  | <b>124</b> |
|---------------------------------------|--|------------|

## Courses

**OT 200: Introduction to Occupational Therapy:** 2 credits. Prerequisites: None. History, scope, objectives, and functions of Occupational Therapy. F, S

**OT 400: Culture and Occupation:** 3 credits. Gain an appreciation and understanding of the influence of cultural diversity across the domains of occupational therapy. Investigate the role culture takes in shaping clients as occupational beings.

**OT 401: Introduction to OT Process and Contexts of Practice:** 2 credits. Students develop foundational understanding of occupational therapy including OT process, types of professional reasoning, and contexts where occupational therapy occurs.

**OT 402: Research Foundations in OT:** 3 credits. This course engages the student in concepts used in qualitative and quantitative research methodology as used in the occupational therapy profession. Specifically, the student applies principles of evidenced-based practice investigation, critiques and demonstrates a foundational knowledge of research methodology, engages in beginning-level data analysis and interpretation, and is introduced to the process of presentation and publication of quantitative research projects.

**OT 403: Research Methods in OT:** 4 credits. This course engages the student in qualitative and quantitative research design methodology and analysis used in the occupational therapy profession and introduces the student to inter-professional research engagement. In addition, students learn to apply evidence to practical clinical scenarios and develop further their identity as occupational therapy clinician-researchers.

**OT 404: Occupation and Analysis:** 4 credits. Introduction to the concepts of occupation, relation to health and wellness, occupation-based models, and analysis.

**OT 405: Forming your Professional Identity:** 2 credits. Introduction to foundational concepts of the Occupational Therapy profession and exemplars of personal and professional growth. Topics include historical development of the OT profession as well as personal application of professional exemplars.

**OT 406: Integration and Fieldwork 1:** 3 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process, professional reasoning, cultural competence and justice, therapeutic relationship, and occupation analysis.

**OT 439: Health and Disease Affecting Occupational Performance:** 5 credits. Students will understand normal development throughout the lifespan and how it impacts occupational performance when disruptions occur.

**OT 440: Evaluation of Occupational Performance:** 5 credits. This course engages the student in the critical thinking necessary to understand evaluation concepts and apply the OT process in the art and science of evaluation. Students will encounter diversity of OT practice and professional identity concepts through assessing occupational performance and underlying factors (i.e., client factors and body functions).

**OT 441: Leadership Foundations in OT:** 2 credits. Students gain knowledge of leadership theories and models, OT leaders in the fieldwork, and analyze their own leadership skills in regard to professional development and practice.

**OT 442: Integration & Fieldwork 2:** 3 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process with specific emphasis on professional reasoning in the evaluation process.

**OT 443: Movement and Occupational Performance:** 6 credits. This course combines the study of human anatomy and kinesiology to allow the student to grow competence in the evaluation of and intervention planning for the occupational performance of human beings. Included are human body dissection, theory and techniques of musculoskeletal evaluation with analysis of normal and pathological human motion.

**OT 444: Introduction to OT Intervention:** 2 credits. Didactic and experiential learning in a small group setting.

Students are provided with an introduction to intervention approaches and types, health literacy, client/teaching/learning process, and group process with opportunities to function as a group facilitator.

**OT 469: Interprofessional Health Care (IPHC):** 1 credit. A process-learning course intended to provide experience in building a team of health professionals from different professions. The focus is on learning to work effectively with an interprofessional health care team. Emphasis is placed on effective teamwork, the unique contributions of different professions, patient or family centered approach in health care delivery and awareness of potential medical errors. S/U Grading F,S

**OT 500: Interventions for Mental Functions Applied to Occupational Performance:** 5 credits. This course focuses on intervention planning, implementation, review, and outcomes with specific emphasis for populations where occupational performance is affected by mental functions.

**OT 501: Interventions for Neuromusculoskeletal and Movement Functions Applied to Occupational Performance:** 5 credits. This course provides students with the opportunity to utilize critical thinking skills necessary to understand interventions for neuromusculoskeletal and movement related functions specific to occupational performance. Concepts will be applied to the OT process through intervention planning, implementation, review, and outcomes.

**OT 502: Management and Advocacy for OT Practice:** 3 credits. Students will understand the role of the occupational therapy manager, be able to analyze public policy and apply leadership skills through advocacy efforts.

**OT 503: Integration & Fieldwork 3:** 2 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process with specific emphasis on professional reasoning in the intervention process.

**OT 510: Experiential 1:** 1 credit. Students begin developing the Doctoral Experiential Placement experience and the IS/SP Culminating Project.

**OT 512: Interventions for Sensory Functions Applied to Occupational Performance:** 4 credits. This course provides students with the opportunity to utilize critical thinking skills necessary to understand interventions for sensory functions specific to occupational performance. Concepts will be applied to the OT process through intervention planning, implementation, review, and outcomes.

**OT 513: Community-Based Practice Interventions:** 4 credits. This course provides students with the opportunity to utilize critical thinking skills necessary to understand various occupations for populations in community-based practice settings. The application of the OT process will be integrated through intervention planning, implementations and outcomes in relation to community-based practice and occupation-based models for these populations.

**OT 514: Innovative Practitioner:** 3 credits. This course will provide students with the opportunity to develop entrepreneurial skills in completing a needs assessment, develop a program proposal based on needs identified, as well as evaluate the effectiveness of programming for a community-based organization.

**OT 516: Integration & Fieldwork 4:** 2 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process with specific emphasis on professional reasoning in the intervention process.

**OT 517: Education in Occupational Therapy:** 2 credits. Explores the methods and strategies used to develop, implement and assess education programs for students in academia and fieldwork settings, for patients/clients, businesses and professional staff. Information and discussion focus on the theory and research relevant to education in a variety of settings.

**OT 511: Experiential 2:** 2 credits. Students continue developing the Doctoral Experiential Placement experience and the IS/SP Culminating Project.

**OT 518: Advanced Integration 1:** 1 credit. Application of occupational therapy in a clinical/health setting with

emphasis on clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities.

**OT 583: Level II Fieldwork A:** 12 credits. Application of occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings.

**OT 520: Advanced Integration 2:** 1 credit. Students analyze contextual elements influencing provision of culturally sensitive care at their final Level II Fieldwork experience. Competency of the 4 threads is demonstrated in preparation for Experiential Experience.

**OT 584: Level II Fieldwork B:** 12 credits. Application of occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings.

**OT 589: Readings in Occupational Therapy:** 1-2 credits, repeatable to 6 credits. Selected readings in the student's area of interest with oral and/or written reports. Consent of instructor required prior to enrollment. F, S, SS

**OT 594: Doctoral Experiential Placement:** 16 credits. Students will develop advanced skills beyond the generalist level in one or more areas including: clinical practice skills, research/theory development, administration/policy, program development, advocacy, or education.

**OT 995: Scholarly Project in OT:** 2 credits. A collaborative investigation of a relevant professional topic and production of a scholarly report with approval of the major faculty advisor. F,S,SS

**OT 996: Continuing Enrollment/Occupational Therapy:** 1-12 credits. Credits and hours arranged. F,S,SS

**OT 997: Independent Study:** 2 credits. Independent investigation of a relevant professional topic and production of an independent scholarly report with approval of the major faculty advisor. F,S,SS

### **Electives in Occupational Therapy**

**OT 489: Independent Projects:** 1-3 credits, repeatable to 12 credits. Individual study and/or research in a particular area of interest for the student with approval of a supervising faculty member. Elective for OT majors.

**OT 490: Occupational Therapy Seminar:** 1 credit. Foundational knowledge relevant to the preparation of an independent study proposal. Serves as the basis for OT 494: Directed Study in Occupational Therapy. F

**OT 493: Workshop/Occupational Therapy:** 1-12 credits, repeatable to 12 credits. A workshop course with topics dictated by faculty and student interests primarily for, but not confined to, continuing education. On demand.

**OT 494: Directed Study in Occupational Therapy:** 1 credit. Development of a proposal in an area of interest to the student approved and supervised by faculty. F,S,SS

**OT 496: Community Experience in OT:** 1-4 credits, repeatable to 12 credits. Student initiates and participates in off-campus professional learning activities related to OT under joint faculty and on-site professional supervision. F,S,SS

**OT 497: Cooperative Education: Occupational Therapy:** 1-6 credits, repeatable to 12 credits. Qualified students are employed by selected facilities to further understanding of occupational therapy and health-related service provision. F,S,SS

**OT 582: Graduate Practicum:** 1-3 credits, repeatable to 12 credits. Supervised experience in a variety of OT practice settings. Students are afforded the opportunity to gain practical, on-the-job experience working in an area that matches the focus of their graduate study. Students will be supervised by on-site personnel. (One credit hour required as corequisite for OT 502; additional hours optional). F,S,SS

**OT 593: Teaching Experience in OT:** 1-3 credits, repeatable to 12. Supervised experience in higher education teaching in OT. Projects in course/curriculum development, writing course objectives, writing and delivering lectures

and learning activities, and developing assessment tools for the classroom. F,S,SS

**OT 599: Special Topics in Occupational Therapy:** 1-2 credits, repeatable to 6 credits. A series of lectures, discussions, and/or laboratory experiences developed around one or more specific topics in occupational therapy. F,S,SS



## **INFORMATION FOR TRANSFER STUDENTS IN OCCUPATIONAL THERAPY**

In order to obtain the Occupational Therapy Doctorate degree at the University of North Dakota, students must meet all requirements listed in the University Catalog.

Liberal arts courses and designated prerequisites provide the basic educational foundation for Occupational Therapy and are accepted according to University policy. These include Composition, Humanities, Biology, Chemistry, Speech, Sociology, and Introduction to Psychology. Students are required to have the equivalent of the courses offered at the University of North Dakota for all courses in the pre-professional program. All professional OT coursework must be completed at UND. OT coursework completed at other universities will not transfer to this program.

Students with the required academic background and experience may petition to take the challenge examination according to the University Catalog. The challenge examination may be written, oral (recorded), practical laboratory, and/or assigned practice in selected work situations, depending upon the stated objectives of the course(s).

### **A. APPOINTMENTS WITH FACULTY MEMBERS**

If a student wishes to see a faculty member, even on a minor matter requiring only a few minutes, make an appointment by signing up on the schedule posted on the faculty member's door, emailing the faculty member directly, or calling 777-2209 and request to leave a message on their voice mail.

### **B. ACADEMIC ADVISOR**

Students are assigned to a pre-professional advisor in the Occupational Therapy Department and are expected to make appointments to see the advisor regularly in program planning. In addition, students are assigned to a departmental faculty member who may assist them in career planning and personal/professional development. Students are also advised to meet with the advisor of their second major.

### **C. STUDENT LOAD**

The average student needs to study an average of two hours for every credit hour of a course in order to earn an average grade.

### **D. CONDUCT**

Occupational Therapy students are expected to conduct themselves in a professional manner in the classroom, attending curriculum related activities, and in fieldwork experience at all levels.

#### Professionalism in Occupational Therapy

Professionalism encompasses a number of related areas, and concerns the conduct, aims, and practices of an individual. Aspects of professionalism to be considered within the OT Program include attitude, judgment and performance.

Attitude will be reflected in learning in the classroom, day-to-day relationships with instructors and students, response to guest speakers, and relationships with Level I fieldwork educators.

Judgment will be reflected in working with clients, personal and professional relationships, and confidentiality.

Performance shall be considered in class assignments, communication skills, respect for classroom and/or work area, and punctuality for classes.

## **E. REVIEW OF STUDENT PROGRESS**

Students are expected to review their academic and professional progress periodically throughout the program. Occupational Therapy Department faculty provide feedback to the student in order to foster professional growth and development.

## **GRADES**

Courses taught in the Occupational Therapy Department will utilize the following grading system:

|           |   |  |
|-----------|---|--|
| 100 - 92% | = | A - Marked Excellence                        |
| 91 - 84%  | = | B - Superior                                 |
| 83 - 76%  | = | C - Average                                  |
| 75 - 68%  | = | D - Low (Not passing in courses in OT major) |
| Below 68% | = | F  |

In courses with S - U grading, S is at least a C. Any student earning less than 76% on a given assignment will be required to re-do that assignment until he/she achieves competency. Following completion of the assignment at the level of competency, the original grade will be recorded in the grade book. (Assignments with failing grades due to late submission are excluded.) Students with 77% or less at midterm will be given a deficiency with notice by the UND Registrar.

A student who does not pass (D or F or U grade) a professional level course is subject to termination from the professional program. The student has the right to petition to remain in the program and, upon unanimous affirmation by the faculty, the student is allowed to remain in the program on academic probation. However, this means repeating the course while progressing through the regular course work of the professional program. This may cause the student to be behind his/her class and graduate later.

## **F. SPECIAL EXAMINATION FOR CREDIT**

A regularly enrolled student may apply to take "special" (challenge or validating) examinations to establish credit for approved University courses. Requests to take an examination must be made to the chair of the department offering the course. Approval of the department chair, the instructor of the course, and the dean of the college offering the course(s) are required. A petition with the appropriate signatures must be submitted to the Office of the Registrar prior to examinations. A committee of three appointed by the chair of the department offering the course will administer and evaluate the examinations, a majority being necessary to award a grade. Special examinations must be searching and comprehensive. Grades of "Satisfactory" or "Unsatisfactory" will be recorded on the student's permanent record upon recommendation of the committee, but will not be used to compute scholastic average.

Students may apply to take challenge or validating examinations to establish credit in University of North Dakota courses which correspond to work taken at institutions that are not regionally accredited, or for courses in which they have superior preparation or knowledge gained through independent study. These

exams are offered for courses which have no equivalent CLEP subject exams. Students who have audited a course, or who have previously enrolled in a course and then dropped it, will not ordinarily be permitted to take a special examination in that course. (Please refer to University of North Dakota Undergraduate Catalog for additional information).

#### **G. STUDENT RIGHTS AND APPEALS MECHANISMS, BOTH ACADEMIC AND FIELDWORK COMPONENTS**

All students have access to the appeal process as stated in the policies of the School of Medicine and Health Sciences, Graduate School, and the UND Code of Student Life.

The Occupational Therapy Department abides by the established guidelines regarding student appeals as delineated in the School of Medicine and Health Sciences Rules of Governance and UND Code of Student Life. A student may initially appeal the Occupational Therapy Department decision through the appeals process as defined in the School of Medicine and Health Sciences Rules of Governance. Timelines for all grievances must be adhered to: academic grievances with respect to grades must be initiated by the student within ten (10) calendar days after receipt of the grade. Grievances regarding decisions of admissions, probationary status or dismissal must be initiated by the student within ten (10) days after receipt of the academic program/departmental decision.

If the student and/or department is not satisfied with the decision from the School of Medicine and Health Sciences Committee, they must follow the guidelines as published in the University of North Dakota Code of Student Life.

#### **H. COMPOSITION OF UND OT DISTANCE CLASSES**

To best provide student access to the experience and expertise of all UND OT faculty, courses in the professional program are delivered in a variety of formats, including on-site instruction, videoconferencing courses, and web-based courses. Students will attend classes in a combination of these formats throughout the length of the program. Students may have instruction with a faculty member who teaches through videoconferencing directly to the distance site (instructor to Casper or Grand Forks only). Students may attend classes simultaneously in Casper and Grand Forks with the instructor teaching via videoconferencing (on-site in Grand Forks through video to Casper). Similarly, students may attend classes simultaneously with instructors located at both sites. Video conferencing courses are most common in the first year of the program, but will occur occasionally throughout. Students may also attend web-based courses which are offered to students in Grand Forks and Casper simultaneously. Several courses in the program contain web-based interaction between Grand Forks and Casper students to aide in collaboration and learning between classes on both campuses.

#### **I. INTERNATIONAL STUDENTS**

For students from outside of the United States who are interested in applying to the OT Program at the University of North Dakota, please contact the Office of International Programs for admission requirements and eligibility for attendance at UND. Please note, if you are interested in the Wyoming program, you will need to determine your eligibility for attendance through the U.S. Citizenship and Immigration Service (USCIS) with regard to attendance at a satellite campus and distance instructional formats.

Adopted: 8/1990, UND/SOM  
Reviewed: 2009

## Occupational Therapy Department

### Essential Studies at the University of North Dakota

Student Name: \_\_\_\_\_ EmpID \_\_\_\_\_ Phone #: \_\_\_\_\_

This worksheet is prepared to help students better understand the University's Essential Studies program and measure their own progress in meeting its requirements.

#### I. Communication 9 Credits (6 credits writing and 3 credits Oral Communication)

| Special Emphasis Area: | Course:                    | Credits | Semester Completed: | Grade |
|------------------------|----------------------------|---------|---------------------|-------|
|                        | English 110 Composition I  | 3       |                     |       |
|                        | English 130 Composition II | 3       |                     |       |
|                        | Comm 110                   | 3       |                     |       |

#### II. Social Sciences 9 Credits (minimum of 2 departments)

| Special Emphasis Area: | Course:                                 | Credits | Semester Completed: | Grade |
|------------------------|---|---------|---------------------|-------|
|                        | Psych 111: Intro to Psych               | 3       |                     |       |
|                        | Psych 250: Developmental Psychology     | 4       |                     |       |
|                        | Psych 270 Abnormal Psychology           | 3       |                     |       |
|                        | Sociology 110 Introduction to Sociology | 3       |                     |       |

#### III. Arts and Humanities 9 Credits (minimum of 2 departments – 3 credits Fine Arts and 3 credits Humanities, consider also completing a global diversity course requirement with the selection of humanity courses)

| Special Emphasis Area: | Course:                  | Credits | Semester Completed: | Grade |
|------------------------|--------------------------|---------|---------------------|-------|
|                        | Fine Arts Course:        |         |                     |       |
|                        | Humanities Course:       |         |                     |       |
|                        | Global Diversity Course: |         |                     |       |

#### IV. Math/Science/Technology 9 Credits (includes 4 credits Laboratory Science)

| Special Emphasis Area: | Course:   | Credits | Semester Completed: | Grade |
|------------------------|---|---------|---------------------|-------|
|                        | Biol 150/150L or 151/151/L General Biology              | 4       |                     |       |
|                        | Chem 115/115/L or Chem 121/121/L General Chemistry      | 4       |                     |       |
|                        | Math 103 College Algebra or Math 104 Finite Mathematics | 3       |                     |       |
|                        | Psych 241 Statistics                                    | 4       |                     |       |

#### V. Other Prerequisite Requirements

| Special Emphasis Area: | Course:   | Credits | Semester Completed: | Grade |
|------------------------|---|---------|---------------------|-------|
|                        | OT 200 Intro to OT  |         |                     |       |
|                        | Anatomy 204 Anatomy for Paramedical personnel                                     | 3       |                     |       |
|                        | Anat204/L Anatomy for Paramedical Personnel Lab                                   | 2       |                     |       |
|                        | PPT 301 Human Physiology  | 4       |                     |       |
|                        | 8 credits upper division (300 or 400 level) from selected four year plan of study | 8       |                     |       |
|                        | 90 credits total  |         |                     |       |

**VI. Senior Capstone 3 Credits**

| Course:                          | Credits | Semester Completed: | Grade |
|----------------------------------|---------|---------------------|-------|
| OT 494, OT 580, OT 995 or OT 997 |         |                     |       |

**Special Emphasis Area requirements that may fall outside of Communication, Social Sciences, Arts and Humanities, or Math/Science/Technology**

| Special Emphasis Area: | Course: | Credits | Semester Completed: | Grade |
|------------------------|---------|---------|---------------------|-------|
|                        |         |         |                     |       |
|                        |         |         |                     |       |

Please note that the Occupational Therapy Department has coursework approved to fulfill the Advanced Communication, US Diversity requirements, and Senior Capstone requirements of the Essential Studies Program.

Essential Studies (ES) is the academic core of the university experience. The courses offered in the ES program provide broad and diverse perspectives and help students acquire essential intellectual skills. All ES courses contribute to breadth of knowledge. The ES program includes courses that introduce students to academic fields within Communication, Social Science, Arts and Humanities, and Math/Science/Technology. At the same time as courses are selected across these subject areas, students will be choosing courses that are designed to help them achieve these goals:

- Thinking and Reasoning: Use critical thinking, quantitative reasoning, and creative thinking;
- Communication: Communicate effectively, both orally and in writing;
- Information Literacy: Access and evaluate information in a variety of contexts;
- Diversity: Understand and apply knowledge of social-cultural diversity.

**Special Emphasis Areas** - Courses in the Special Emphasis areas provide students with opportunities for intensive focus on particular Essential Studies goals to help prepare them to meet the challenges of the ever-changing world in which we live.

- \_\_\_ Student has met the Oral Communication requirement 3 credits
- \_\_\_ Student has met the Social-Cultural Diversity requirement: United States (U) 3 credits (Can be met in identified OTD Program course)
- \_\_\_ Student has met the Social-Cultural Diversity requirement: Global (G) 3 credits
- \_\_\_ Student has met the Quantitative Reasoning requirement (Q) 3 credits
- \_\_\_ Student has met the Advanced Communication requirement (A) 3 credits (Can be met if identified OT Program course)
- \_\_\_ Student has met the 3 credits Fine Arts requirement
- \_\_\_ Student has met the 3 credits Humanities requirement
- \_\_\_ Student has met the 4-hour Laboratory Science requirement (Designated with L within Math/Science/Technology)

List College/university(s) student has attended:

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Revised: 4-2017

## Occupational Therapy Observation/Volunteer Work

The purpose of occupational therapy observation/volunteer work is to expand your knowledge of occupational therapy across practice areas and to broaden your understanding of the needs of clients in various treatment settings and across age groups. *A minimum of 60 observation/volunteer hours is required* in order to be eligible to apply to the professional program. Of those, a minimum of 45 occupational therapy observation/volunteer hours with a registered occupational therapist (OTR) or certified occupational therapy assistant (COTA) is required in three different settings. It is strongly encouraged, to gain an understanding of the scope of occupational therapy practice, that applicants volunteer in pediatric, psychosocial, and physical dysfunction settings. Your other 15 hours can be in any related area, including activities with a community service organization or additional hours in occupational therapy such as geriatrics. Remember, observation/volunteering in a health care or community agency is a commitment and a privilege, not a right. Please be respectful. You need to ask permission to do volunteer work, not demand to do it. Please ask if there are any special procedures to be completed before your volunteer work begins.

The Occupational Therapy faculty believe that through observation/volunteer work, you have the opportunity to:

1. Observe persons of all ages at work and play.
2. Establish interpersonal relationships.
3. Develop leadership skills in community service.
4. Become aware of the problems encountered by persons with physical, mental, and developmental disabilities.
5. Learn more about yourself as an individual. For example, do you enjoy working with persons with disabilities? Do you have the patience required for long-term care?
6. Develop initiative in seeking out observation/volunteer work opportunities.
7. Demonstrate responsibility through observation/volunteer work; i.e., being punctual, carrying out assigned duties, etc.
8. Gain knowledge and experience which will make academic courses more meaningful, and Level I and II Fieldwork less threatening. In Level I and II Fieldwork, the Occupational Therapy students are in the process of making the transition from students to professionals with the responsibilities inherent in a profession in the health fields. Attitude and performance in assigned occupational therapy duties are constantly evaluated, and observation/volunteer work can be invaluable in preparing for this phase of your education as an occupational therapist.

Adopted: 2017

*The following is information for your consideration when planning your process of observing/volunteering for the Occupational Therapy admissions requirements.*

### **Step I: Selection and Prioritizing of the Observation Sites**

Choose three sites to contact from each practice area. Prioritize your choices so that you contact sites in order from your first choice to the third choice. Choose among the following practice areas:

1. Adult Physical Dysfunction
2. Psychosocial Dysfunction
3. Pediatrics and School Age Children
4. Geriatrics (Age 60 and older)
5. Adult Developmental Disabilities

### **Step II: Planning the Initial Contact**

1. Call the facility/contact person at least 20 working days before the date you wish to begin.
2. Information you should have prepared prior to this call includes the following:
  - Days/dates available and time of day—be realistic, time commitments should be honored
  - Why you are seeking observation/volunteer hours. Write it out...practice saying it out loud.
  - Questions you may have:
    - Will there be an orientation?
    - Are there guidelines/expectations?
    - Is there a dress code?
    - Are immunizations required?
    - What are the confidentiality requirements?
    - What is the projected amount of time I will be with an OTR or COTA?
    - Will I be able to observe actual treatment?
    - Do I need a vehicle to travel from site to site? (Between schools, between clinical locations, etc.)

It is recommended that you write these out on a sheet of paper so that your explanation is clear and concise; this may increase your confidence when making your request.

### **Step III: Making the Initial Contact**

1. General Guidelines
  - Speak clearly and don't rush!
  - Call early in the morning or later in the afternoon when staff generally have office hours.
  - If you must leave a message, leave your full name, telephone number, the purpose of the call, and the best time to return your call. **Remember:** Your personal voice mail message and e-mail user id should be professional.

2. What to Say and How to Say It
  - Introduce yourself: name, affiliation (for example, UND student in Pre-Occupational Therapy)
  - Choose one of the following statements to identify the purpose of your call.

***Complete the sentences with information that specifically applies to your request.***

- “I would like to complete OT observation hours at your site in the area of \_\_\_\_\_ as part of the requirement for \_\_\_\_\_. Would this be acceptable to you?”
  - “I have learned about your facility through \_\_\_\_\_ and I would like to observe/volunteer . Would this be acceptable to you?”
3. If the answer is “yes” – approval to observe:
    - Negotiate compatible times as outlined in Step II, number 2.
    - Thank the individual for allowing this opportunity.
    - Follow up with a letter or email outlining or confirming your schedule (make sure to obtain the individual’s name—including correct spelling, title, and address at the end of your conversation.
  4. If the answer is “no” – denial to observe:
    - Thank the individual for taking the time to talk with you.
    - Inquire about a waiting list and opportunities in the future.
    - Repeat your name and provide a phone number for the facility to reach you should an opportunity for observation or volunteer work arise.

**When You Volunteer: Guidelines and Principles**

- Be punctual. If you must be absent, call as early as possible to be excused.
- Adhere to dress code and other employee/volunteer policies and procedures.
- Consider observation/volunteerism a commitment and a privilege.
- Respect CONFIDENTIALITY and follow the same ethical standards expected of all staff members.
- Have a clear understanding of what your roles and duties are. If you are unsure, ASK!!



