ABILENE CHRISTIAN UNIVERSITY
Doctor of Occupational Therapy

Curriculum Document August 2024

ACU MISSION STATEMENT

ACU's mission is to educate students for Christian service and leadership throughout the world.

OTD MISSION STATEMENT

The mission of the Doctor of Occupational Therapy is to prepare occupational therapy students to think and act critically, missionally, and globally in Christian service as specialized occupational therapy professionals and leaders throughout their respective communities.

OTD PHILOSOPHY

View of Humanity

Our view of humanity is grounded in the belief that humans are created by God in his image and for his glory. God, as our Maker, has allowed each individual to exhibit a wide array of skills, interests, and values shaped by their own culture, environment, and beliefs. Our belief in the equality of all humans is based on biblical

values in that we are all one in Christ. We believe in the sanctity of human life and that each person is deserving of dignity and love regardless of their gender, race, nationality, or physical/mental capabilities. It is actually through human diversity we see the true nature of our Creator.

We understand life challenges occur with disease and disability and, in turn, limit the physical, mental, and/or spiritual aspects of our being. It is during these seasons of disease and disability that others are allowed to demonstrate Christ-like behaviors for the betterment of those in need. It is through the respect of human life we prepare future occupational therapy practitioners to treat all clients with dignity, compassion, and love, dispelling occupational injustice in the quest for purposeful engagement in life's occupations. We view individuals as unique creatures who desire meaningful occupation throughout the lifespan.

How Humans Learn

We believe that learning is an ***innate, essential, lifelong process*** that promotes positive mental health, well-being and identity formation. We believe that learning is ***contextual and impacted by the environment and relationships***. We recognize that learning is a process in which ***experience*** plays a key role in promoting clinical reasoning and cultural understanding.

We recognize that ***collaboration, guidance, feedback and reflection are vital components*** to successful learning. Learning is best supported through a ***scaffolding process*** in which purposeful and meaningful experiences and interactions provide a strong base for learning to occur. Thus the curriculum builds professional knowledge by ***engaging students in analysis, synthesis, and integration of simple to complex information***. We approach our students and learning from an ***occupational perspective*** and feel each student has God-given abilities that create their unique learning style.

Curricular Themes, Threads, and Core Values

The OTD curriculum builds professional knowledge by engaging students' in analysis, synthesis, and integration of information, from simple to complex presented in the themes of **Core Content, Occupation and Process.**

- ***Core Content:*** Foundational information ancillary to the practice of occupational therapy

- ***Occupation:*** Knowledge, skills and attitudes directly applicable to occupational therapy practice

- ***Process:*** Value oriented engagement in occupational therapy practices

Because we see learning as contextual, impacted by the environment we present major content areas using theoretical classes, lab, and community settings, to build a multi-contextual "story of occupational therapy". Because we see learning as impacted by relationships we deliver instruction in a cohort format, building mutually beneficial learning communities with and within each class. We seek to know our students individually, engaging students in meaningful, innovative experiences throughout instruction and in carefully designed mentoring processes from admission to graduation.

We believe in teaching students to recognize that occupation in its broadest sense is a great gift from God and therefore requires great responsibility. This responsibility is taught through curricular threads that match our core values of: **Faith**, **Service**, **Authenticity**, **Innovation, Competency and Servant Leadership**. We see the distinctiveness of our program is that we strive to build these core values on a foundation of faith.

- ***Faith***- Belief, unseen, that transforms and transpires into belief in community, individuals and God, the Father of Jesus Christ.

- ***Service* –** Utilizing one's gifts and education to aid, enable, and inspire individuals, community and society.

- ***Authenticity* –** Genuine acknowledgement and acceptance of self, reflected in honest contributions and interactions with society.

- ***Innovation* –** Creating new approaches, ideas, or tools that benefit self, community, and/or society.

- ***Competency* –** The state of being able to apply, do, and/or articulate a task or skill with accuracy and quality.

- ***Servant Leadership*** - Authority gained by actions based on a desire to serve the needs of others as modeled by Christ.

Curriculum Design

The curriculum design is depicted in Figure 1 which delineates the OTD curricular themes, core values and curricular threads, and the progression of content from simple to complex. Figure 2 illustrates the design in a semester by semester story that describes students' progress through the program. The curriculum design is influenced by a number of factors including the 2018 Standards for an accredited program for occupational therapy and the mission, vision, and philosophy statements of Abilene Christian University and the Doctor of Occupational Therapy Program. The intent of the curriculum is to produce occupational therapy practitioners with specialized knowledge build on a foundational generalist

education with broad exposure to theories and practice areas in occupational therapy.

Student Learning Outcomes

On completion of the OTD curriculum students will demonstrate:

- Competency in essential practice skills that serve as the basis for ongoing professional development and refinement
- Consistent application of critical thinking in evidential reasoning, clinical reasoning, and self-reflection
- Commitment to lifelong learning and continuous professional development
- Professed competency in an area of specialization within occupational therapy
- Identification with the field of occupational therapy expressed by a professional commitment characterized by active promotion of its ideals and heritage, awareness of the forces that may impact it, and leadership in the organizations that seek to maintain its integrity

COURSE SEQUENCE
OTD Total 85 Credit Hours
FIRST FALL
OCCT 601 Musculoskeletal Anatomy
OCCT 603 Foundations of Occupational Therapy
OCCT 607 Intro to Making
OCCT 611 Occupational Therapy for Adult Populations I
OCCT 617 Social Conditions
OCCT 715 Statistics and Outcome Measures
OCCT 721 Doctor of Occupational Therapy Seminar I
FIRST SPRING
OCCT 625 Occupational Therapy in Pediatrics I
OCCT 631 Neuroscience
OCCT 638 Adult Populations in Occupational Therapy II Lab
OCCT 639 Adult Populations in Occupational Therapy II
OCCT 641 Health Conditions Seminar
OCCT 737 Research Process in OT Doctoral Seminar
OCCT 690 Adult Fieldwork Level I and Documentation
OCCT 722 Doctor of Occupational Therapy Seminar II
FIRST SUMMER
OCCT 651 Occupational Therapy for Mental Health and Wellness
OCCT 655 Mental Health and Wellness Fieldwork Level I and Documentation
OCCT 670 Group Process
OCCT 723 Doctor of Occupational Therapy Seminar III
SECOND FALL
OCCT 635 Occupational Therapy in Pediatrics II
OCCT 636 Occupational Therapy in Pediatrics Lab

OCCT 661 Hand and Upper Extremity Conditions
OCCT 662 Hand and Upper Extremity Conditions Lab
OCCT 695 Pediatrics Fieldwork Level I and Documentation
OCCT 711 Ethical and Professional Decision Making in Occupational Therapy
OCCT 724 Doctor of Occupational Therapy Seminar IV
OCCT 735 Scholarly Activity in OT

SECOND SPRING

OCCT 790 Fieldwork Level II
OCCT 725 Doctor of Occupational Therapy Seminar V

SECOND SUMMER

OCCT 795 Fieldwork Level II
OCCT 734 Leadership in Occupational Therapy

THIRD FALL

OCCT 792 Doctoral Capstone Experience
OCCT 794 Doctoral Capstone Project
OCCT 782 Specialized Professional Preparation

Figure 1

OTD Degree Plan: Curriculum Themes and Threads

Themes:

- Core Content: Foundational information ancillary to the practice of occupational therapy
- Occupation: Knowledge, skills and attitudes directly applicable to occupational therapy practice
- Process: Value oriented engagement in occupational therapy practices

Pre-requisites	Anatomy and Physiology I & II with labs (6-8 hours) Statistics (3 hours) Abnormal Psychology (3 hours) Medical Terminology (1-3 hours) Life Span Development (3 hours)						
Themes	**Core Content**	**Occupation**	**Process**				
First Year			*Innovation*	*Service*	*Authenticity*	*Competency*	*Servant Leadership*

Fall	OCCT 601 Musculoskeletal Anatomy	OCCT 603 Foundations of Occupational Therapy OCCT 611 Adult Populations in Occupational Therapy I	OCCT 607 Intro to Making	OCCT 617 Social Conditions	OCCT 715 Statistics and Outcome Measures		OCCT 721 Doctor of Occupational Therapy Seminar I
Credit Hours 17	4	2 2	4	2	2		1
Spring	OCCT 631 Neuroscience OCCT 641 Health Conditions Seminar	OCCT 639 Adult Populations in Occupational Therapy II OCCT 638 Adult Populations in Occupational Therapy II Lab OCCT 625 Occupational Therapy in Pediatrics 1	OCCT 737 Research Processes in Occupational Therapy			OCCT 690 Adult Fieldwork Level 1 and Documentation	OCCT 722 Doctor of Occupational Therapy Seminar II
Credit Hours 18	3,2	4,2,2	2			2	1

Summer		OCCT 651 Occupational Therapy for Mental Health and Wellness		OCCT 670 Group Process		OCCT 655 Mental Health and Wellness Fieldwork Level I and Documentation	OCCT 723 Doctor of Occupational Therapy Seminar III
Credit Hours 8		3		2		2	1
Second Year							
Fall		OCCT 635 Occupational Therapy in Pediatrics OCCT 636 Occupational Therapy in Pediatrics Lab OCCT 661 Hand and Upper Extremity Conditions OCCT 662 Hand and Upper Extremity Conditions Lab	OCCT 735 Scholarly Activity in OT		OCCT 711 Ethics and Professional Decision Making	OCCT 695 Pediatrics Fieldwork Level I and Documentation	OCCT 724 Doctor of Occupational Therapy Seminar IV
Credit Hours		6	2		1	2	1

16		4					
Spring						OCCT 790 Fieldwork Level II	OCCT 734 Leadership in Occupational Therapy OCCT 725 Doctor of Occupational Therapy Seminar V
Credit Hours 11						6 2	1
Summer						OCCT 795 Fieldwork Level II	
Credit Hours 6						6	
Third Year							
Fall						OCCT 794 Doctoral Capstone Project	OCCT 792 Doctoral Capstone Experience OCCT 782 Specialized Professio

							nal Preparation
Credit Hours 10						2	6, 2
TOTAL 85							

Figure 2

ACU Doctor of Occupational Therapy Curriculum Semester by Semester

Pre-Requisite Courses
To equip students with sufficient foundational knowledge to be successful in the program the following pre-requisite courses are completed before entering:

- Anatomy and Physiology I
- Anatomy and Physiology II
- Statistics
- Abnormal Psychology
- Medical Terminology
- Life Span Development

First Fall Semester
Formation of a mutually beneficial learning community begins once an applicant is accepted into the program. Acceptance is acknowledged with a welcome email and invitation to join a facebook community for the class. A virtual welcome webinar is conducted by the Department Chair to orient and excite new students about the ACU OT programs. On arrival to campus OTD students participate in orientation sessions which include the expectations of and effective strategies for graduate level education. During their first semester the students acclimate to ACU and move into their student organizations. The program sponsors two Program Fellowship meetings for social community and news sharing. OTD students meet as a group with the OTD Program Director and Capstone Coordinator where further strategies for program success are shared and involvement in professional organizations encouraged.

The OTD curriculum experience is balanced for thorough professional generalist training intertwined with advanced mentored instruction for the development of in-depth knowledge in an area of specialization. With the support of a mentoring scaffold OTD students are nurtured into independent thinking and action consistent with doctoral level training. The curriculum is organized into three themes of Core Content, Occupation, and value focused Process courses. Program core values are Service, Authenticity, Innovation, Competency and Servant Leadership

built on a foundation of Faith. Servant Leadership is an emphasized value and addressed each semester of the OTD curriculum.

First Fall Semester Course of Study

In their first semester students accrue **core content** directly attuned to the practice of occupational therapy with the course *Musculoskeletal Anatomy* which directly relates to analysis of movement, a basic skill for occupational therapy practice. The theme of **occupation** is initiated in *Foundations of Occupational Therapy* which enculturates the student into occupational therapists' unique perspective of occupation through a review of occupational therapy thought throughout its history as well as an introduction to the professional world of occupational therapy practice. In line with content moving from more simple to complex the course *Adult Populations in OT I* provides the student with basic skills in adult practice such as transfers and manual muscle testing. Core values integrated under the theme of **Process** include ***innovation*** highlighted in *Intro to Making* which utilizes a backdrop of design theory to teach the essential skills of activity analysis. ***Service*** is addressed extensively in *Social Conditions* and involves the student in active understanding of the varied socioeconomic and cultural contexts of people. ***Authenticity*** is emphasized in *Statistics and Outcome Measures* where students learn the importance of objective outcome measures and apply them to occupational therapy evaluation and assessment. *Doctor of Occupational Therapy Seminar I* emphasizes ***Servant Leadership***. Core doctoral faculty present history and the current state of leadership in occupational therapy in the areas of clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Students learn the principles of servant leadership. At the conclusion of the semester students identify their area of specialization and through a matching process, their capstone faculty advisors are assigned. This member of their Capstone Committee will mentor their advisees as part of the OTD seminar courses throughout the program.

- OCCT 601 Musculoskeletal Anatomy
- OCCT 603 Foundations of Occupational Therapy
- OCCT 607 Intro to Making
- OCCT 611 Occupational Therapy for Adult Populations I
- OCCT 617 Social Conditions
- OCCT 715 Statistics and Outcome Measures
- OCCT 721 Doctor of Occupational Therapy Seminar I

First Spring Semester

In this second semester upcoming class members assume leadership in the student organizations. A new board is formed for SOTA and members are inducted into the Delta Omega Chapter of PTE. PTE coordinates the annual program event, Research Day, where students present the systematic reviews created in *Research in Occupational Therapy I* course and second year OTD students present the products of their scholarly study to the community from their work.

First Spring Semester Course of Study

In their second semester students continue to gain **core** content with foundational information in *Neuroscience* and *Health Conditions* which reviews diagnoses they will encounter as practitioners. Within the theme of **occupation** students are now further challenged to apply the perspective of the occupational therapy client, basic clinical reasoning, and the contexts of

occupational therapy practice settings. This more complex practitioner information is delivered in *Adult Populations in Occupational Therapy II* where they learn theories and basic principles guiding intervention and *Adult Populations in Occupational Therapy II Lab* where hands on skills in assessment and intervention are taught. The core value of ***competency*** is addressed in the **process** themed course *Adult Fieldwork Level I and Documentation*. Here students go into the field to directly observe occupational therapy intervention and practice documentation. This course includes a weekly seminar to prepare them for the experience and provides guided reflection on their learning from it. The core value of ***innovation*** continues through this semester with *Research Process in OT Doctoral Seminar*. In this course students learn the structure of research, how to use the literature and conduct a systematic review. Effective use of the literature is also emphasized in the second *Doctor of Occupational Therapy Seminar II* where with the guidance of their Capstone Advisors students explore the literature related to their area of specialization and needs assessment methodology and further reflect on ***Servant leadership*** as related to identifying needs. The semester culminates with envisioned goals for the doctoral capstone project and experience.

- OCCT 631 Neuroscience
- OCCT 737 Research Process in OT Doctoral Seminar
- OCCT 638 Occupational Therapy for Adult Populations II Lab
- OCCT 639 Occupational Therapy for Adult Populations II
- OCCT 641 Health Conditions Seminar
- OCCT 690 Adult Populations Fieldwork Level I and Documentation
- OCCT 722 Doctor of Occupational Therapy Seminar II

First Summer Semester Course of Study

In the first summer semester, the theme of **occupation** is focused toward practice in mental health. The key course *Occupational Therapy for Mental Health and Wellness* covers theories guiding intervention and hands on skills in assessment and intervention. The **process** course, *Group Process* embraces the core value of ***service learning*** as students learn how to interact with individuals and groups therapeutically. ***Authenticity*** is reinforced as students go into the field to directly observe occupational therapy intervention and practice documentation in the course *Mental Health & Wellness Fieldwork Level I and Documentation*. In *Doctor of Occupational Therapy Seminar III* under the guidance of the Capstone Coordinator, OTD students explore settings that afford capstone project opportunities that match their learning goals in their area of specialization. The semester culminates with access to a site with a preliminary agreement for a doctoral capstone experience and the designation of a Site Mentor for that experience.

- OCCT 651 Occupational Therapy for Mental Health and Wellness
- OCCT 655 Mental Health and Wellness Fieldwork Level I and Documentation
- OCCT 670 Group Process
- OCCT 723 Doctor of Occupational Therapy Seminar III

Second Fall Semester Course of Study

In the second fall semester students are positioned to more deeply analyze and evaluate their knowledge application. The theme of **occupation** continues and takes predominance in the curriculum through the key courses *Occupational Therapy in Pediatrics* and *Hand and Upper Extremity Conditions* where principles that guide intervention are added to, evaluated and more deeply applied to make choices based on clinical reasoning. The two accompanying labs for those courses provide hands on skills in assessment and intervention. The **process** theme with

the value of ***competency*** is repeated with a new population as the students go into the field to directly observe occupational therapy intervention and practice documentation specific to pediatric contexts in *Pediatrics Fieldwork Level I and Documentation*. The process course *Ethical and Professional Decision Making* with the value of ***authenticity*** prepares students for the complex decision making environment upcoming the next semester in their first Fieldwork Level II rotation. In the final *Doctor of Occupational Therapy Seminar IV* OTD students complete a full version of a capstone project proposal. Utilizing short lectures, writing workshops and guidance from their capstone advisors the proposals meet students' learning objectives in their areas of specialization and also benefit the aims of their capstone experience site.

- OCCT 636 Occupational Therapy in Pediatrics Lab
- OCCT 661 Hand and Upper Extremity Conditions
- OCCT 662 Hand and Upper Extremity Conditions Lab
- OCCT 695 Pediatrics Fieldwork Level I
- OCCT 711 Ethical and Professional Decision Making in OT
- OCCT 735 Scholarly Study in OT
- OCCT 724 Doctor of Occupational Therapy Seminar IV

Second Spring Semester Course of Study

The theme of **process** takes precedence for the remainder of the program. Students begin the spring semester working toward ***competency*** with 12 weeks of *Fieldwork Level II*. While on rotation, students are called on to reflect on their ***competency*** with guidance by core faculty via the course. Students complete their FWII rotations and engage in online learning focused on the value of ***servant leadership*** in the course *Leadership in Occupational Therapy* where students evaluate their own leadership attributes and in depth knowledge of delivery models, policies and systems previously addressed as contexts in the occupation courses are applied to leadership in management and advocacy. ***Authenticity*** is embedded within the final doctoral capstone seminar course. With guidance of their Capstone Committees students revisit their capstone experience/project documents to make final revisions. Students organize a presentation meeting with this team and secure approval. Projects are reviewed by the Capstone Coordinator and Memorandums of Understanding with the selected sites finalized.

- OCCT 734 Leadership in Occupational Therapy
- OCCT 790 Fieldwork Level II
- OCCT 725 Doctor of Occupational Therapy Seminar V

Second Summer Semester Course of Study

OTD students complete their second and final fieldwork level II rotation.

- OCCT 795 Fieldwork Level II

Third Fall Semester Course of Study

Embracing the value of ***servant leadership*** students enter into their planned 14 week *Doctoral Capstone Experience.* With access to support from the Capstone Coordinator, Faculty advisor, and Site Mentor students independently implement the Capstone Project and engage in self-designed learning activities. ***Competency*** is underscored in the *Doctoral Capstone Project* where successful project completion is verified, documented, disseminated to stakeholders and made available to the public through the ACU library system. ***Authenticity*** is addressed in *Specialized Professional Preparation* where students reflect on their first occupational therapy

practice experience, engage in self-evaluation, prepare and make plans for meeting certification criteria and are encouraged to view their career paths as a commitment to lifelong learning.

- OCCT 792 Doctoral Capstone Experience
- OCCT 794 Doctoral Capstone Project
- OCCT 782 Specialized Professional Preparation.

COURSE SEQUENCE

FIRST FALL

OCCT 601 Musculoskeletal Anatomy
OCCT 603 Foundations of Occupational Therapy
OCCT 607 Intro to Making
OCCT 611 Adult Populations in Occupational Therapy I
OCCT 617 Social Conditions
OCCT 715 Statistics and Outcome Measures
OCCT 721 Doctor of Occupational Therapy Seminar I

FIRST SPRING

OCCT 625 Occupational Therapy in Pediatrics I
OCCT 631 Neuroscience
OCCT 737 Research Process in Occupational Therapy Doctoral Seminar
OCCT 638 Adult Populations in Occupational Therapy II Lab
OCCT 639 Adult Populations in Occupational Therapy II
OCCT 641 Health Conditions Seminar
OCCT 690 Adult Fieldwork Level I and Documentation
OCCT 722 Doctor of Occupational Therapy Seminar II

FIRST SUMMER

OCCT 651 Occupational Therapy for Mental Health and Wellness
OCCT 655 Mental Health and Wellness Fieldwork Level I and Documentation
OCCT 670 Group Process
OCCT 723 Doctor of Occupational Therapy Seminar III

SECOND FALL

OCCT 635 Occupational Therapy in Pediatrics II
OCCT 636 Occupational Therapy in Pediatrics Lab
OCCT 661 Hand and Upper Extremity Conditions
OCCT 662 Hand and Upper Extremity Conditions Lab
OCCT 695 Pediatrics Fieldwork Level I and Documentation
OCCT 711 Ethics and Professional Decision Making
OCCT 735 Scholarly Activity in OT
OCCT 724 Doctor of Occupational Therapy Seminar IV

SECOND SPRING

OCCT 734 Leadership in Occupational Therapy
OCCT 790 Fieldwork Level II

SECOND SUMMER

OCCT 795 Fieldwork Level II

THIRD FALL

OCCT 792 Doctoral Capstone Experience
OCCT 794 Doctoral Capstone Project
OCCT 782 Specialized Professional Preparation