

DEPARTMENT OF OCCUPATIONAL THERAPY

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Associate professor and chair

The program in occupational therapy was initiated at Richmond Professional Institute in 1942. In 1965, the graduate program leading to a Master of Science degree in basic professional education in occupational therapy was initiated. The School of Occupational Therapy became a department in the then-School of Allied Health Professions in 1970.

Philosophy

The philosophy of the Department of Occupational Therapy embraces the philosophical base of occupational therapy stated by the American Occupational Therapy Association (1979):

Man is an active being whose development is influenced by the use of purposeful activity. Human beings are able to influence their physical and mental health and their social and physical environment through purposeful activity. Human life is a process of continuous adaptation. Adaptation is a change in function that promotes survival and self-actualization. Biological, psychological and environmental factors may interrupt the adaptation process at any time throughout the life cycle, causing dysfunction. Purposeful activity facilitates the adaptive process. Purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum function. Activity as used by occupational therapists includes both an intrinsic and a therapeutic purpose. (AOTA. [1979]. The philosophical base of occupational therapy. *AJOT*, 33, 785.)

Mission

The primary mission of the Department of Occupational Therapy is the preparation of excellent, innovative, adaptable and responsible occupational therapists as professional leaders for the state and the nation.

In pursuit of this mission, the department:

- Fosters student commitment to scientific inquiry and professional competence, and promotes personal growth, balance and dedication to lifelong learning
- Promotes faculty excellence and collaboration in teaching, scholarship and research that models integrity and competence
- Collaborates with the community through education, consultation and the development of strong linkages with clinical educators and the community
- Interacts dynamically with the occupational therapy profession and stakeholders, contributing proactively to the evolution of the profession

Facilities

The educational facilities of the Department of Occupational Therapy are located in the Theater Row building at 730 E. Broad St. During the professional master's degree program, fieldwork assignments are made for students in a wide range of clinics and agencies in the Richmond metropolitan area. A 24-week extended fieldwork requirement will be

arranged in approved clinical education facilities throughout the United States.

Academic regulations

Students are admitted to the occupational therapy programs with the expectation that they will direct maximum time and effort to the learning process. Outside activities must be scheduled by students for such dates and hours as permit full compliance with the time requirements for course work. Tardiness, lack of regular attendance or failure to meet deadlines for course assignments will not be excused because of employment or other outside activities.

To continue in the graduate curriculum, students are expected to maintain a cumulative GPA of 3.0 based on course work following matriculation.

- Graduate students who fail to maintain a 3.0 cumulative GPA or receive a grade of D (regardless of the cumulative GPA) will automatically be placed on probation and will be notified of probationary status.
- Conditions of probation:
 - Students must earn a quality point average during the semester of probation sufficient to result in a cumulative GPA of 3.0 in order to be removed from probationary status.
 - Students who are on probation due to receiving a D grade must retake that course, achieving a grade of C or better while also meeting all other academic standards.
 - Conditions of probation also may include recommendations for academic counseling, assignments by individual instructors and other requirements identified by the Committee on Academic Standing and Student Progress. Conditions of probation will be detailed in a letter of notification of probation prepared by this committee.
 - Only one semester of academic probation is permitted in the program. If probationary students fail to meet academic standards (GPA of 3.0) in a second semester or do not successfully complete deficient courses, they will be considered for dismissal.
- As courses usually are offered only once a year and because early courses serve as prerequisites for later courses, students retaking a course or taking a reduced course load will have to continue under an adjusted curriculum plan. This will result in extending the student's time in the program.
- Students who receive an F grade in any required course will be considered for dismissal by the committee.
- University standards require that a graduate student must not have more than six semester hours or 20 percent of semester hours attempted, whichever is greater, with a grade of C. Students who receive a grade of C on more than the allowable number of semester hours will be reviewed for possible academic termination by the Committee on Academic Standing and Student Progress. Students who are not terminated for this criterion will be placed on automatic probation.
- If a student withdraws or is terminated by the clinical faculty before the completion of the Level II fieldwork course, the student will receive an U grade for the course. If the student withdraws, is terminated or fails a fieldwork experience, the course may be repeated only upon approval by the Committee on Academic Standing and Student Progress in consultation with the department chair and the fieldwork coordinator. Students may

be dismissed from the program or be allowed to continue contingent upon fulfilling remedial activities based on a plan prepared by the fieldwork coordinator and ratified by the committee. No more than one additional fieldwork experience will be rescheduled. The opportunity to re-register and repeat the fieldwork course is contingent upon the fieldwork coordinator's ability to locate another facility willing to offer a fieldwork experience to the student and upon the support of the committee. Level II fieldwork must be completed no later than 24 months subsequent to the completion of the academic phase.

- To continue in good standing, students also are expected to:
 - Pay all fees
 - Maintain personal attributes and ethical behaviors consistent with professional practice as defined in the Occupational Therapy Department Student Handbook
 - Complete fieldwork requirements to the satisfaction of clinical and academic faculty
- Although arrangements are made in advance, each student is reviewed prior to placement in the Level II Fieldwork education. Students must have satisfactorily completed courses prerequisite to that fieldwork experience and be recommended by the faculty. They must demonstrate professional behavior as specified in the ethical behaviors listed in the Occupational Therapy Department Student Handbook. Medical problems may delay or prevent fieldwork placement.
- Occupational Therapy Doctorate (O.T.D.), entry-level (<http://bulletin.vcu.edu/graduate/school-allied-health-professions/occupational-therapy/occupational-therapy-otd-entry-level>)

OCCT 520. Occupational Therapy Applications: Kinesiology. 2 Hours.

Semester course; 1 lecture and 2 laboratory hours. 2 credits. Addresses basic components of motion, biomechanics, joint structure, specific muscle groups and muscle function. Analyzes functional activities necessary to carry out the tasks and roles of productive living using these principles.

OCCT 521. Neuroscience Applications to Occupational Therapy. 3 Hours.

Semester course; 2 lecture hours. 2 lab hours, 3 credit hours. Links basic structure and organization of nervous system to function in typical individuals. Examines neuroscience correlates of diseases and disabilities. Relies on current review of neuroscience literature in matching function and dysfunction with structure and organization. Case examples across the life span used to understand these potential relationships and link material to OT theories and frames of reference guiding practice.

OCCT 522. Interdisciplinary Medical Lectures. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Presents information on medical conditions commonly seen by occupational therapists, providing diagnostic features, associated conditions, prevalence and course for each. Addresses value and limitations of this knowledge to occupational therapy process, and need for therapists to search out information about other conditions. Introduces medical terminology and therapeutic uses, side effects and precautions of medication. Describes occupational therapy interventions and clinical pathways for certain impairments.

OCCT 530. Nature of Occupational Therapy. 2 Hours.

Semester course; 2 lecture hours. 2 credits. Provides an overview of fundamentals of occupational therapy through use of official documents of the American Occupational Therapy Association and other authoritative sources. Introduces practice definitions, philosophical and ethical underpinnings, professional roles, and organizations in the field of occupational therapy.

OCCT 531. Interpersonal Communication and Group Dynamics. 2 Hours.

Semester course; 1 lecture and 2 laboratory hours. 2 credits. Introduces oral and written communication skills and group process techniques. Addresses interpersonal relationships, principles of therapeutic involvement, observation, analysis of communication patterns, interview methods and OT terminology. Provides experiences in group leadership, assertiveness techniques. Laboratory exercises chart path of personal development, professional socialization.

OCCT 532. Life Span Occupational Development. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Explores principles and theories of normal growth and development and their influence on occupational performance across the life span. Presents all domains of development and life span roles. Focuses on work/productivity, leisure/play and activities for daily living. Explores importance of significant others and environment, maintaining balance between performance areas and fulfilling expected and desired social roles. Stresses influence of temporal and environmental contexts.

OCCT 533. Occupational Therapy Principles, Values and Theories. 4 Hours.

Semester course; 4 lecture hours. 4 credits. Examines theoretical constructs used in various models of occupational therapy practice along with legislation, advocacy and empowerment using an historical framework. Addresses influence of legislation relevant to clients and the profession, their dynamic impact on practice patterns and advocacy issues. Emphasizes concepts integral to understanding and using human occupation as a basis for practice as well as the dynamic relationship among occupational therapy principles, values and theories.

OCCT 534. Occupational Therapy Evaluation and Intervention Overview. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Provides an introduction to evaluation and the intervention process as it relates to performance components, areas and contexts. Focuses on general evaluation of assessments for various treatment settings and environments. Emphasis on use of assessment data to determine appropriate treatment intervention and discharge planning for individuals. Verbal communications and written documentation will be covered.

OCCT 580. Introduction to the Profession of Occupational Therapy. 2 Hours.

Semester course; 1 lecture and 2 laboratory hours. 2 credits. Provides an overview of fundamentals of occupational therapy through use of the Official Documents of the American Occupational Therapy Association and other authoritative sources. Introduces practice definitions, philosophical and ethical underpinnings, professional roles and organizations, and the clinical reasoning process, as well as characteristics and values recommended for successful performance as a professional occupational therapist.

OCCT 589. Advanced Functional Anatomy. 5 Hours.

Semester course; 2 lecture and 6 laboratory hours. 5 credits. Taught as an intensive six-week course with one lecture and three lab hours, five days a week. Addresses the anatomy of the human body relevant to occupational therapy practice including, but not limited to, the skeletal system, muscle tissue and the muscular system, and the cardiovascular system. Anatomical/medical terminology including anatomical planes, anatomical position, abbreviation of terms and terms of movement are covered.

OCCT 590. Functional Movement Analysis in Occupational Therapy. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: OCCT 589. Addresses kinesiology and functional anatomy including the basic components of palpation, joint structure and the study of kinematics, specific muscle groups and muscle function. Functional activities necessary to carry out the tasks and roles of productive living are analyzed and emphasized using these principles.

OCCT 591. Neuroscience Applications to Occupational Therapy. 4 Hours.

Semester course; 3 lecture and 2 laboratory hours. 4 credits. Lab focuses on structures, basic function and inter-relationships; lecture addresses structure-function relationships, system organization and structure relationships, and higher order functions in the typical nervous system. Case examples across the lifespan will link function with dysfunction, and application to injury, disorder, disease processes common to occupational therapy practice. Course relies on a current review of neuroscience literature in matching function and dysfunction with structure and organization.

OCCT 592. Introduction to Injury, Illness and Disability. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Presents information on medical conditions commonly seen by occupational therapists, providing diagnostic features, associated conditions, prevalence and course of disease for each. Addresses value and limitations of this knowledge to the occupational therapy process and need for therapists to search out information about other conditions. Introduces medical terminology and therapeutic uses, side effects, and precautions of medication. Describes occupational therapy interventions for certain impairments.

OCCT 593. Analysis of Human Occupation. 1 Hour.

Semester course; 2 laboratory hours. 1 credit. Prerequisite: OCCT 580. Explores activities and occupation and related professional terminology, activity analysis and therapy as a teaching/learning process. Emphasizes analysis of occupational performance skills and the transaction between client factors, activity demands and context.

OCCT 594. Theoretical Foundations of Occupational Therapy. 4 Hours.

Semester course; 4 lecture hours. 4 credits. Prerequisite: OCCT 580. Examines theoretical constructs underlying occupational therapy practice. Uses a historical framework to critically examine the ideas put forth by earlier frames of reference and current conceptual models of practice. Emphasizes concepts integral to the understanding and use of human occupation as a basis for practice as well as the dynamic relationships among occupational therapy principles, values and theories.

OCCT 613. Adult Occupational Performance I. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: OCCT 592. Examines adult evaluation and treatment fundamentals that support occupational performance interventions. Covers evaluation and treatment content underlying and applicable to all areas of occupational performance. Includes specific assessments, practical information on understanding clients with a variety of conditions and therapist skills.

OCCT 614. Pediatric Occupational Performance I. 4 Hours.

Semester course; 2 lecture and 4 laboratory hours. 4 credits. Prerequisite: OCCT 522. Focuses on occupational performance of young children (infants, toddlers and preschoolers) with disabilities. Explores principles and theories of normal development as a baseline for identifying the impact of illness, injury or environmental factors on occupational engagement. Examines a variety of frames of reference, evaluative and intervention approaches for children and their families in medical, home, community and educational settings. Uses a holistic approach to develop a child's abilities to engage in their occupations while meeting expectations of family and environment.

OCCT 615. Level I Fieldwork in Occupational Therapy. 1 Hour.

Semester course; 54 clinical hours. 1 credit. Enriches classroom learning by providing directed observation and participation in clinical practice settings. Provides experiences supervised by professionals working in one of a variety of clinical settings (e.g., early intervention, schools, hospitals, nursing homes, home health agencies or mental health settings). Arranges placements to complement the treatment intervention courses. Prepares students for the more complex level II fieldwork clinical experience.

OCCT 616. Research Process in Occupational Therapy. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Covers basic steps in research process, including problem definition, literature review, design, data collection and analysis, and dissemination of findings. Addresses qualitative and quantitative research approaches, critical analysis of literature and reviews statistical concepts.

OCCT 617. Therapeutic Process in Occupational Therapy. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Focuses on essential knowledge of therapeutic use of self, group process techniques, interview methods, therapist interaction skills, assessment of process and social interaction occupational performance skills, and individual and group intervention applicable to core and specialty psychosocial practice with youth and adults in support of participation in occupation.

OCCT 620. Occupational Therapy Practice Activities I: Activity Analysis. 1 Hour.

Semester course; 2 laboratory hours. 1 credit. Explores activities and occupation and related professional terminology, activity analysis, and therapy as a teaching/learning process. Emphasizes analysis of occupational performance skills and the transaction between client factors, activity demands and context.

OCCT 621. Occupational Therapy Practice Activities II: Assistive Technologies. 1 Hour.

Semester course; 2 laboratory hours. 1 credit. Focuses on the evaluation, activity analysis and intervention process with a range of assistive technology, including software, hardware and low-tech solutions. Includes the development of skills for adaptation of activities and contexts.

OCCT 623. Occupational Therapy Practice Activities III: Activity and Occupational Synthesis. 1 Hour.

Semester course; 2 laboratory hours. 1 credit. Emphasizes altering, adapting and modifying activities and contexts to increase occupational performance. Includes experiential learning in the community and exposure to adapted leisure activities.

OCCT 630. Adult Evaluation and Intervention I: Foundations. 2 Hours.

Semester course; 1 lecture and 2 laboratory hours. 2 credits. Examines adult evaluation and treatment fundamentals that support occupational performance interventions. Covers evaluations and treatment content underlying and applicable to all areas of occupational performance. Includes specific assessments, practical information on understanding clients with a variety of conditions and therapist skills.

OCCT 633. Adult Evaluation and Intervention II: Facilitating Function With Disability Across the Continuum of Care. 4 Hours.

Semester course; 2 lecture and 4 laboratory hours. 4 credits. Introduces students to assessment and intervention strategies, tools and equipment typically used in adult physical disability settings across the continuum of care. Focuses on occupational performance while considering client factors, tasks and context. Draws on practical experience and application of materials taught in previous adult physical disability course work. Working with the instructor, clinical faculty and people with disabilities in laboratory and lecture sessions, utilizes clinical reasoning skills, technologies and strategies typically employed to treat a variety of adult functional disability conditions across the continuum of care, including ADL, IADL, community living vocational training, play and leisure.

OCCT 635. Psychosocial Evaluation and Intervention I: Foundations. 2 Hours.

Semester course; 1 lecture and 2 laboratory hours. 2 credits. Examines fundamental knowledge of adolescent and adult psychosocial evaluation and intervention to support adaptation and participation in occupation. Includes core and specialty practice psychosocial knowledge, information on stigma and stereotyping, therapist skills, specific assessments and interventions, and leadership of a community-based group intervention.

OCCT 636. Fieldwork I in Psychosocial Occupational Therapy. 2 Hours.

Semester course; 1.5 lecture and .5 clinical hours. 2 credits. Focuses on occupational performance of adolescents and adults with psychosocial dysfunction. Provides service-learning fieldwork I experiences applying clinical reasoning, and conceptual practice models to plan, implement and evaluate evidence-based intervention in community-based mental health settings. Preliminary step to the more complex level II fieldwork experience.

OCCT 640. Pediatric Evaluation and Intervention I: Infant and Preschool Children. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Focuses on occupational performance of infants, toddlers and preschoolers with disabilities. Explores a variety of frames of reference and evaluative and intervention approaches for children and their families in medical, home, community and educational settings. Uses a holistic approach to develop child's abilities to play/perform basic ADLs while meeting expectations of family and environment.

OCCT 641. Pediatric Evaluation and Intervention II: Ages 6 to 12. 4 Hours.

Semester course; 2 lecture and 4 laboratory hours. 4 credits. Focuses on occupational performance of children with disabilities ages six through adolescence. Explores a variety of frames of reference, evaluative and intervention approaches for children, their families in multiple practice arenas emphasizing the child's performance in educational settings. Uses a holistic approach to develop child's competence in school, activities of daily living, play, work and community while meeting expectations of family and environment. Includes field-based experiences.

OCCT 650. Occupational Therapy in Health Care. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Introduces contemporary issues, trends in occupational therapy health-care settings. Covers principles of managed care and impact on occupational therapy practice. Focuses on changes in practice sites, service delivery models and patient demographics. Emphasizes how occupational therapists can influence health policy, advocate for change and address emerging professional ethical issues. Encourages consideration of integrating holistic/biopsychosocial nature of occupational therapy into biomedical health-care systems.

OCCT 651. Administration and Supervision of Occupational Therapy Services. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Covers management of human and non-human resources to provide efficient and effective occupational therapy services; nature of formal and informal organizations, administrative process and administrative tasks. Includes supervision, consultation and the planning of occupational therapy fieldwork education.

OCCT 654. Children and Young Adult Advanced Assistive Technology Applications in Occupational Therapy. 3 Hours.

Semester course; 3 credits. Provides an in-depth view of assistive technology and human-environment/technology interface for children and young adults. Focuses on the use of AT in occupational therapy evaluation and intervention. Exposes students to tools and strategies for integrating computer hardware and software, augmentative communication devices, ECUs, powered mobility, toys and low technology solutions into home, school, recreation, community and work environments. Requires student problem-solving relative to their area of pediatric or young adult research and clinical practice.

OCCT 655. Older Adult Advanced Assistive Technology Application in Occupational Therapy. 3 Hours.

Semester course; 3 credits. Provides an in-depth view of assistive technology and human-environment/technology interface for older adults with disabilities. Focuses on use of assistive technology in occupational therapy evaluation and intervention. Exposes occupational therapy students to tools and strategies for integrating environmental control units, powered mobility, computer hardware and software, augmentative communication devices, low vision, hearing impaired and low technology solutions into the lives of elderly assistive technology consumers. Requires students to problem solve within their area of gerontology research and clinical practice.

OCCT 656. Advanced Neuroscience Applications in Occupational Therapy. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Requires instructor's permission for non-occupational therapy majors. Briefly reviews basic structure and organization of nervous system in typical individuals. Emphasizes student examination of current neuroscience literature relative to diseases and disabilities encountered in clinical practice, matching function and dysfunction with structure and organization. Students explore individual topics of interest; present to other professionals. Addresses specific cases from participants' clinical and professional experience, and links this to contemporary OT theories and frames of reference guiding practice.

OCCT 660. Level I Fieldwork in Occupational Therapy. 1 Hour.

Semester course; 45 clinical/seminar hours. 1 credit. Enriches classroom learning by providing directed observation and participation in clinical practice settings. Provides experiences supervised by professionals working in one of a variety of clinical settings (e.g., early intervention, schools, hospitals, nursing homes, home health agencies or mental health settings). Placements arranged to complement the treatment/intervention courses. A preliminary step to the more complex Level II Fieldwork clinical experience.

OCCT 661. Occupational Therapy in the Schools. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Registration open to other professional students with permission of the instructor. Studies the roles and functions of occupational therapists in school settings as defined by the educational model, government regulations and service provision patterns. Emphasizes person-centered planning, parent and professional collaboration and educationally relevant approaches. Integrates the use of research and clinical reasoning to provide occupation-based practice for students with disabilities of all ages.

OCCT 662. Neuroscience Review and Sensory Integration. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Reviews neuroscience basics related to function and dysfunction. Overviews brain structures and function on both gross and cellular levels. Examination of the sensory integration neuroscience theory base which provides foundation for additional study of brain structure as it relates to function and dysfunction. Links understanding of neuroscience with occupation and occupational performance.

OCCT 663. Beyond the Basics: Advanced Evaluation and Intervention in Pediatric Occupational Therapy. 3 Hours.

Semester course; 3 credits. Restricted to post-professional master's level students. Provides in-depth view of selected occupational therapy assessment and intervention techniques for children and youth with disabilities. Exposes students to practical tools and strategies for integrating treatment into home, school, recreation, community and work environments. Requires students to investigate their own clinical reasoning skills relative to their area of pediatric interest, clinical practice and research. Specifically focuses on use of sensory integration theory and practice for infants and children, issues related to feeding and play, and the transition of adolescents with disabilities into postsecondary, work and community environments.

OCCT 670. Case-based Clinical Reasoning in Occupational Therapy. 2 Hours.

Semester course; 4 laboratory hours. 2 credits. Utilizes case studies to develop clinical reasoning skills and examine evaluation and treatment alternatives for persons with occupational performance limitations. Focuses on life-span development issues. Uses cases designed to integrate and develop strategies based on previously presented material. Incorporates assistive technology as an intervention tool into the case-based learning process. Graded as Pass/Fail.

OCCT 671. Advanced Theory in Occupational Therapy. 1-4 Hours.

Semester course; 1-4 lecture hours. 1-4 credits. May be repeated for a maximum of 4 credits. Integrates examination of historical and current theoretical constructs reflected in professional literature and published conceptual models of practice with the clinical expertise of experienced occupational therapists. Examines the clinical reasoning process and fosters high-level theoretical and clinical thinking. Builds upon entry-level study of theory to emphasize dynamic relationship between theory, clinical reasoning and client-based and occupation-based practice.

OCCT 673. Health Care Delivery and Occupational Therapy Practice Models. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Restricted to post-professional master's level students. Introduces contemporary issues and trends in occupational therapy health-care settings. Covers principles of managed care and impact on occupational therapy practice. Focuses on changes in practice sites, service delivery models and patient demographics. Emphasizes on how occupational therapy influences health policy, advocates change and addresses emerging professional and ethical issues. Encourages consideration of integrating holistic/biopsychosocial nature of occupational therapy into biomedically oriented health-care system.

OCCT 680. Level II Fieldwork in Occupational Therapy: A. 1-9 Hours.

Semester course; students must complete 480 clinical hours. Variable credit. Maximum of 9 credits per semester. Clinical experience must be different from that offered in OCCT 681. Expands experience in delivering occupational therapy services to a variety of individuals across the lifespan and in a variety of settings. Promotes interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. Extends skills of professionalism and competence as entry-level occupational therapists. Graded as P/F or PR.

OCCT 681. Level II Fieldwork in Occupational Therapy: B. 1-9 Hours.

Semester course; students must complete 480 clinical hours. Variable credit. Maximum of 9 credits per semester. Clinical experience must be different from that offered in OCCT 680. Expands experience in delivering occupational therapy services to a variety of individuals across the lifespan and in a variety of settings. Promotes interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. Extends skills of professionalism and competence as entry-level occupational therapists. Graded as P/F or PR.

OCCT 685. Advanced Clinical Reasoning: Asking the Right Questions. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Provides foundation and understanding of the source of clinical reasoning as a basis of clinical practice in occupational therapy through case-based learning. Promotes clinical reasoning within the practice of occupational therapy, bridging practice theories, evidence-based practice and clinical skills. Requires examination of existing knowledge and data, and development of a clinical project proposal.

OCCT 686. Advanced Clinical Reasoning Applications. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: OCCT 685. Forms the application component of clinical reasoning process; offers opportunity to experience clinically based project implementation within the context of ongoing practice. Facilitates mentoring relationships with colleagues in an identified specialty area to promote leadership in clinical reasoning. Implements project proposals developed in OCCT 685; data will be collected, interpreted and summarized.

OCCT 689. Occupational Therapy Assessment and Evaluation. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: OCCT 592. Provides introduction to evaluation and intervention process as it relates to areas of occupation, occupational performance skills (i.e., motor, process and social interaction), client factors and context. Focuses on general evaluation of assessments for various clients, treatment settings and environments. Emphasizes oral and written communication, accurate documentation and use of assessment data to develop appropriate treatment intervention and discharge planning for individuals.

OCCT 690. Occupational Therapy Seminar. 1-3 Hours.

Variable hours. 1-3 credits. May be repeated for a maximum of 4 credits. Investigation, presentation and discussion of current problems and issues in the field of occupational therapy.

OCCT 691. Special Topics in Occupational Therapy. 1-3 Hours.

Semester course; 1-3 credits. Designed around the interests of students, faculty expertise, and availability and expertise of Richmond-area occupational therapists or visiting lecturers. Format may include intensive mini-courses or workshops, an advanced course with some opportunity for election and development of knowledge and skills in a specialized area of occupational therapy.

OCCT 692. Assistive Technologies for Occupational Engagement. 2 Hours.

Semester course; 4 laboratory hours. 2 credits. Prerequisites: OCCT 593 and OCCT 693. Focuses on the evaluation, activity analysis and intervention process with a range of assistive technology, including software, hardware and low-tech solutions. Includes the development of skills for adaptation of activities and contexts.

OCCT 693. Occupational Synthesis and Adaptations. 2 Hours.

Semester course; 1 lecture and 2 laboratory hours. 2 credits. Prerequisite: OCCT 593. Builds upon activity analysis skills. Emphasizes altering, adapting and modifying activities and contexts to promote increased occupational performance. Includes development of planning and construction skills, experiential learning and exposure to adapted leisure activities in the community, and design and production of an adaptive project for an individual with a disability, therapist or facility.

OCCT 695. Fieldwork: Specialty (Optional). 1-9 Hours.

Twelve weeks full-time experience in programs providing occupational therapy services. 1-9 credits. Minimum total required for all fieldwork courses is 18 semester hours. Determination of the amount of credit and permission of the instructor and department chair must be secured prior to registration for the course. Supervised fieldwork experiences are arranged in various settings for the application of academically acquired knowledge. Placements include experiences in prevention, health maintenance, remediation, daily life tasks and vocational adjustment. Fieldwork settings may include hospitals, rehabilitation centers, school systems, community agencies, camping programs, penal systems and the like. Fieldwork experiences are arranged individually, but placement in a specified location cannot be guaranteed. In the event of failure, the course may be repeated only upon recommendation by the academic and clinical faculty. Fieldwork must be completed no later than 24 months following completion of the academic phase.

OCCT 697. Independent Study. 1-3 Hours.

1-3 credits. The student will submit a proposal for investigating some area or problem in occupational therapy not ordinarily included in the regular curriculum. The student's desired study must be described in a contract written by the student and approved by the faculty member. The results of the study will be presented in a written or oral report.

OCCT 698. Research in Occupational Therapy. 1-3 Hours.

Semester course; 1-3 credits. Completion of a proposal for a research project relevant to occupational therapy.

OCCT 700. Enabling Occupational Performance: The Canadian Perspective. 3 Hours.

International study course; 2 lecture and 2 laboratory hours. 3 credits. Introduces guiding principles for enabling occupation within a Canadian context. Examines client-centered practice from perspective of Canadian occupational therapists and publications by the Canadian Association of Occupational Therapists. Focuses on theory and implementation. Characteristics of components of the Canadian Occupational Performance Model will be examined as determinants of health, well-being and participation of individuals, groups and communities. Examines issues pertaining to Canadian society, culture and history, trends that have affected the Canadian health and social services system, and comparisons between Canadian and American systems. Course takes place in summer semester in London, Ontario, Canada.

OCCT 709. Research Process and Statistical Analysis in Occupational Therapy. 4 Hours.

Semester course; 4 lecture hours. 4 credits. Restricted to entry-level master's students. Prepares students to write research proposal for completion of the requirements of the master's degree. Covers basic steps in research process, including problem definition, literature review, design, data collection and analysis, and dissemination of findings. Students will demonstrate understanding of statistical analysis after completing a review of introductory statistical concepts. Addresses quantitative and qualitative approaches. Students will review and critically analyze literature in preparation for subsequent research experiences.

OCCT 710. Quantitative Research Processes. 3-4 Hours.

Semester course; 3-4 lecture hours. 3-4 credits. Prepares students as critical consumers of research. Provides overview to basic steps in research process, including problem definition, literature review, design, data collection and data dissemination. Students critically analyze each step and compare across different examples. Discussion of strengths and weaknesses in all areas of research. Focus on quantitative approaches with general introduction to basics of qualitative research for comparison.

OCCT 711. Research Process in Occupational Therapy: Qualitative Methods. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Introduces qualitative methods of research with goals of understanding the theoretical underpinnings, gaining practical experience and developing an understanding of the "self" as an instrument. Focuses on qualitative methods in occupational therapy research and their application to practice.

OCCT 713. Adult Occupational Performance II. 4 Hours.

Semester course; 2 lecture and 4 laboratory hours. 4 credits. Prerequisite: OCCT 613. Expands the depth and breadth of content introduced in prerequisite course. Analyzes assessment and intervention strategies, tools and equipment typically used in adult occupational therapy settings across the continuum of care. Examines evaluation and treatment of functional disability for adults in clinical and natural environments. Focuses on occupational performance, while considering client factors, tasks and context. Stresses application of knowledge of clinical reasoning, theoretical practice models and cultural and contextual issues in evaluating and planning treatment.

OCCT 714. Pediatric Occupational Performance II. 4 Hours.

Semester course; 2 lecture and 4 laboratory hours. 4 credits. Prerequisite: OCCT 614. Focuses on occupational performance of children with disabilities ages 6 through adolescence. Explores a variety of frames of reference and evaluative and intervention approaches for children and their families in multiple practice arenas, emphasizing the child's performance in educational settings. Uses a holistic approach to develop the child's competence in school, activities of daily living, play, work and community while meeting expectations of family and environment. Includes field-based experiences.

OCCT 715. Level I Fieldwork in Occupational Therapy. 1 Hour.

Semester course; 54 clinical hours. 1 credit. Enriches classroom learning by providing directed observation and participation in clinical practice settings. Provides experiences supervised by professionals working in one of a variety of clinical settings (e.g., early intervention, schools, hospitals, nursing homes, home health agencies or mental health settings). Arranges placements to complement the treatment intervention courses. Prepares students for the more complex level II fieldwork clinical experience.

OCCT 716. Evidence-based Practice in Occupational Therapy. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Examines one of the roots of clinical practice: the existence of evidence. Provides an overview of evidence-based practice in general, and more specifically, in occupational therapy. Emphasizes in-depth information on levels of evidence, developing practice questions and understanding available resources. Analyzing existing evidence is included. Addresses clinical application and resources for further study. Emphasizes practical application of EBP concepts to OT, laying groundwork for best practice.

OCCT 717. Level I Fieldwork in Psychosocial Occupational Therapy. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: OCCT 617. Focuses on occupational performance of adolescents and adults with psychosocial dysfunction. Provides service learning level I fieldwork experiences to apply knowledge of clinical reasoning and conceptual practice models to plan, implement and evaluate evidence-based group intervention in community-based mental health settings. Prepares students for the more complex level II fieldwork clinical experience.

OCCT 720. Policy, Advocacy and Management for Occupational Therapy Practice. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Addresses the principles and application of leadership and management skills within the context of occupational therapy services, federal and state legislation and regulations, national requirements, and the various contexts of service delivery. Focuses on knowledge and skills for the management of human and nonhuman resources for efficient and effective occupational therapy services. Evaluates contemporary policy issues, including trends in occupational therapy settings. Covers principles of reimbursement systems with analysis on the impact on occupational therapy practice. Focuses on changes in practice sites, service delivery models and patient demographics. Emphasizes how occupational therapists can influence policy, advocate for change and address emerging professional ethical issues. Encourages consideration of integrating holistic/biopsychosocial nature of occupational therapy into biomedical health care systems.

OCCT 721. Clinical Reasoning in Occupational Therapy. 3 Hours.

Semester course; 1 lecture and 4 laboratory hours. 3 credits. Prerequisites: OCCT 617, OCCT 713, OCCT 714. Utilizes case studies to develop clinical reasoning skills and examine evaluation and treatment alternatives for persons with occupational performance limitations. Focuses on lifespan development issues. Uses cases designed to integrate and develop strategies based on previously presented material.

OCCT 729. Research Practicum. 3 Hours.

Semester course; 3 seminar hours. 3 credits. Supervised investigation of selected problems in occupational therapy. Exposes students to varied tasks integral to research implementation. Addresses overall research design and implementation process and skills needed for publication and presentation of research. Students complete an individualized learning contract. Graded as "S," "U" or "F".

OCCT 735. Evidence Bases for Occupational Therapy Practice. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Examines one of the roots of clinical practice: the existence of evidence. Provides an overview of evidence-based practice (EBP) in general and, more specifically, in occupational therapy. Provides in-depth information on levels of evidence; developing practice questions, understanding available resources and analyzing existing evidence is included. Ties in with clinical reasoning skills, extending them to understanding the literature. Clinical application and resources for further study will be addressed. Emphasis on practical application of EBP concepts to OT, laying groundwork for best practice.

OCCT 736. Developing Fundable Projects. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Examines the environment and opportunities for seeking and obtaining external funding in the area of health-related sciences. Will address proposals for program development and evaluation, training and research. Studies components of typical proposals and supports proposal development by student. Analyzes and critiques student proposals using both peer and instructor review. Discusses relationships between proposal writing and leadership skills and knowledge.

OCCT 739. Program Development and Evaluation. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Explores basic program development, program evaluation and needs-assessment methods necessary for developing upcoming capstone leadership projects. Focuses on conceptualization, design, models and approaches, and operational procedures used in program development and evaluation. Presents the planning and evaluation cycle, categories of evaluation, program development models and needs-assessment techniques used in creating programs. Explores ideas for program development from a variety of perspectives, including potential for evaluation of processes and outcomes, social and clinical indicators of need, asset mapping, and potential impact of the program. Emphasizes the roles of key stakeholders, regulatory bodies and evaluators, development and use of program theory, and dissemination of evaluation results for improvement of programs and policies.

OCCT 740. Concepts in Disability Leadership for Occupational Therapists. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Provides basic descriptions of leadership and innovation, especially as they apply to the disability community, and presents theoretical concepts of organizational leadership. Presents concepts of change in organizational, community, political and social action/social movement contexts. This is the first of a series of three courses on leadership in disability for occupational therapists.

OCCT 741. Disability Leadership Applications for Occupational Therapists. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Fosters development of skills needed to assume leadership roles in disability-related areas of practice by creating detailed proposals for the practicum in disability leadership for occupational therapists, to be implemented in the third course in the series. Students increase understanding of leadership concepts by conducting needs assessments and collecting other pilot data in community settings that provide services for people with disabilities. The second of a series of three courses on leadership in disability for occupational therapists, course focuses on application of theoretical concepts learned in the first leadership course.

OCCT 742. Practicum in Leadership for Occupational Therapists. 4 Hours.

Semester course; 1 lecture and 3 laboratory hours. 4 credits. Builds leadership skills in occupational therapists for work in health care, education and disability-focused organizations. Emphasizes relationships with other professionals, governing boards, regulatory bodies and other key stakeholders through an identified and pre-approved leadership project. Promotes exploration of personal styles of leadership. Serves as applied practicum course in leadership development.

OCCT 743. Synthesis and Evaluation of Capstone Leadership Project. 2 Hours.

Semester course; 2 lecture hours. 2 credits. Culminating course in the four-part leadership series. Focuses on synthesis and evaluation of capstone leadership project. Leads to assessment and critique of project implementation through compilation and analysis of project results. Re-examines leadership theories, personal leadership styles and their relationship to program outcomes. Proposes and critiques resources for project sustainability, clinical application and dissemination. Requires written and verbal presentation of final project and assessment of its value to the health care community.

OCCT 759. Fieldwork Education Seminar. 2 Hours.

Semester course; 2 lecture hours. 2 credits. Prerequisite: OCCT 715. Promotes professional formation through the integration of foundation concepts and skills necessary for succeeding in fieldwork II and professional practice. Emphasizes policies and procedures, self-awareness and growth, and supervision and communication skills. Extends skills of professionalism and preparation for level II fieldwork experiences.

OCCT 760. Level II Fieldwork in Occupational Therapy. 1-9 Hours.

Semester course; variable hours (54 clinical hours/credit). 1-9 credits, Prerequisites: IPEC 501, OCCT 580, OCCT 589, OCCT 590, OCCT 591, OCCT 592, OCCT 593, OCCT 594, OCCT 613, OCCT 614, OCCT 615, OCCT 616, OCCT 617, OCCT 689, OCCT 693, OCCT 713, OCCT 714, OCCT 715, OCCT 716, OCCT 717, OCCT 720, OCCT 721, OCCT 759, OCCT 752, OCCT 780, OCCT 781. Expands experience in delivering occupational therapy services to variety of individuals across the lifespan in a variety of settings. Promotes interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. Students extend skills of professionalism and competence as entry-level occupational therapists. Students must complete 480 clinical hours of OCCT 760.

OCCT 761. Level II Fieldwork in Occupational Therapy. 1-9 Hours.

Semester course; variable hours (54 clinical hours/credit). 1-9 credits, Prerequisite: OCCT 760. Clinical experience must be different from that offered in OCCT 760. Expands experience in delivering occupational therapy services to variety of individuals across the lifespan in a variety of settings. Promotes interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. Students extend skills of professionalism and competence as entry-level occupational therapists. Students must complete 480 clinical hours of OCCT 761.

OCCT 780. OTD Leadership Seminar. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Focuses on exploration of special topics integral to advancement of occupational therapy practice. Topics will include, but are not limited to, principles of leadership theory, leadership traits and skills, pathways to research, grant writing, emerging practice areas, models of teaching and learning, and community-based programming.

OCCT 781. Program Development and Evaluation. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Six-week intensive course. Prerequisite: OCCT 616. Explores basic program development, program evaluation and needs assessment methods necessary for developing upcoming leadership-based doctoral practicum. Focuses on conceptualization, design, models and approaches, and operational procedures used in program development and evaluation. Presents the planning and evaluation cycle, categories of evaluation, program development models and needs assessment techniques used in creating programs. Explores ideas for program development from a variety of perspectives including potential for evaluation of processes and outcomes, social and clinical indicators of need, asset mapping and potential impact of the program. Emphasizes the roles of key stakeholders, regulatory bodies and evaluators, development and use of program theory, and dissemination of evaluation results for improvement of programs and policies.

OCCT 782. Professional Development Portfolio. 2 Hours.

Seminar course; 3 lecture hours. 3 credits. Prerequisites: OCCT 780, OCCT 781. Requires development of independent proposal for professional development based on selection of leadership topic of interest. Guided by a contract written by student and approved by faculty member. Results in an individual professional development portfolio.

OCCT 783. Doctoral Practicum. 10 Hours.

Semester course; variable hours (54 clinical hours/credit). 1-10 credits. Prerequisite: OCCT 761. Provides practical leadership opportunity and advanced skills in one or more areas of interest in clinical practice, administration, research, program or policy development, advocacy, education or theory development. Implements previously proposed, developed and approved project. Completes individualized specific learning objectives and evidence of learning under direct supervision or mentorship. Student must complete 540 practicum hours.

OCCT 784. Practicum Evaluation and Dissemination. 1 Hour.

Semester course; 1 lecture hour. 1 credit. Prerequisite: OCCT 761. Focuses on synthesis and evaluation of doctoral practicum experience, compilation and analysis of practicum outcomes, and interpretation and application of findings or outcomes. Requires development and critique of dissemination products, written and verbal presentation.

OCCT 793. Clinical Specialty Practicum. 2-4 Hours.

Three to nine hours of concentrated clinical experience in the student's chosen area of specialization under the supervision of an experienced clinician (minimum three hours per week for each credit), and one credit hour for guided library research related to topic of practice with preparation of a paper examining the theoretical and empirical bases of practice in specialty area. A contract is prepared by the student and approved by a faculty adviser and clinical supervisor.

OCCT 798. Thesis. 3-6 Hours.

3-6 credits. Completion of a proposal for a master's degree thesis relevant to occupational therapy.

OCCT 799. Thesis. 1-6 Hours.

1-6 credits. Completion of a master's degree thesis relevant to occupational therapy.