

A large, light gray watermark of the Lincoln Memorial University seal is centered in the background. The seal is circular and contains a portrait of Abraham Lincoln. The text around the portrait reads "COLLEGE OF MATHEMATICS, SCIENCES & HEALTH PROFESSIONS" at the top and "LINCOLN MEMORIAL UNIVERSITY" at the bottom. The years "1897" and "2024" are also visible on the left and right sides of the seal respectively.

Lincoln Memorial University –
College of Mathematics, Sciences, and Health Professions
Doctor of Occupational Therapy

CATALOG 2025-2026

Table of Contents

General Information	3	Family Educational Rights and Privacy Act (FERPA)	14
Welcome to the LMU-Knoxville OTD Program	3	Change of Personal Information	14
Heritage	3	Course Registration	15
Equal Opportunity, Affirmative Action, and Nondiscrimination Policy	3	Academic Conduct Policy	15
Section I: University and Program Information	4	Grade Appeal	16
Accreditation	4	Academic Standing/Probation	17
LMU-Knoxville OTD Program Vision	4	Graduation Requirements	18
LMU-Knoxville OTD Program Mission	4	Credential Awarded	18
Administration, Faculty, and Staff	4	Verification of Program Completion/Degree Awarded	18
Section II: OTD Admissions and Enrollment	5	Official Transcript Request	18
Pathways to Admission in Occupational Therapy	5	Section V: Student Services	18
Section III: Program Curriculum	6	Accessible Education Services	18
Description of the LMU-Knoxville OTD Program Educational Program	6	Financial Services	18
Instructional Design	6	Cost of Attendance	18
Curricular Threads	7	Refund Policies	18
OTD Program Pictogram	7	Veterans Benefits	19
Curriculum Outline and Course Descriptions	8	Appendix A	19
Student Learning Outcomes	13	Appendix B	19
Section IV: Academic Policies and Procedures	14	Course Descriptions	23
Advanced Placement Policy	14	Occupational Therapy	23

This catalog is a supplement to the Lincoln Memorial University General Graduate Catalog, which students should consult for information on matters not covered in this document.

General Information

Welcome to the LMU-Knoxville OTD Program

Welcome to the LMU-Knoxville Doctor of Occupational Therapy (OTD) Program. We are happy that you chose LMU to further your academic career. Consistent with the mission and purpose of LMU, the mission of the LMU-Knoxville OTD Program is to graduate *critical thinking* practitioners who lead the way in *client-centered, evidence-based* interventions through *collaborative care* to the individuals, communities, and populations of rural Appalachia and beyond. To obtain our mission, we have developed an innovative 36-month curriculum, supported by extraordinary faculty and staff members, who are devoted to preparing leaders in the occupational therapy profession.

The curriculum is robust in opportunities to better prepare you to graduate as a thriving entry-level occupational therapist. The curriculum includes a combination of learning activities, such as traditional lecture, small group discussion of client cases, simulated client encounters, client assessment and clinical skills laboratories, and gross anatomy laboratory sessions. During the Didactic Phase, occupational therapy is examined across the lifespan including pediatrics, adults, and geriatrics. The Program also places an emphasis on collaborative care, evidenced-based practice, and clinical reasoning throughout the curriculum. During the Clinical Phase students apply concepts learned in the classroom to novel client encounters in a variety of occupational therapy settings.

Dedication and personal sacrifice are required for successful completion of the Doctor of Occupational Therapy. Upon matriculating, students are assigned a faculty advisor who will help them develop a plan for academic success and professional development. The faculty advisor will also serve as a resource for academic concerns. In addition, I encourage all students to share in each other's academic and personal successes and to lean on classmates and Program faculty and staff when challenges arise.

Welcome to the LMU-OTD family! We are confident in your ability to become a compassionate and respected OT in the Appalachian region and beyond.

Sincerely,

Colleen Bullen, OTD, OTR/L

Program Director, Interim Academic Fieldwork Coordinator

LMU-Knoxville OTD Program

Heritage

Lincoln Memorial University grew out of love and respect for Abraham Lincoln and today honors his name, values, and spirit. As the legend goes, in 1863 Lincoln suggested to General O. O. Howard, a Union Army officer, that when the Civil War ended, he hoped General Howard would organize a great university for the people of this area.

Equal Opportunity, Affirmative Action, and Nondiscrimination Policy

Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in University publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs; the Vice President for Enrollment and

Student Affairs; the Vice President for Academic Services and Institutional Effectiveness; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

All members of the University community bear responsibility for compliance with the equal opportunity, affirmative action, and nondiscrimination policies disseminated through the current University publications, including, but not limited to the *LMU OTD Student Handbook (ONLINE)*, the *Lincoln Memorial University Catalog*, other program catalogs and handbooks, and the *Lincoln Memorial University Faculty/Staff Policy Manual*. Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs, the Vice President for Enrollment Management and Student Services, and the Office of Human Resources.

The Lincoln Memorial University's Doctor of Occupational Therapy program is located at 9731 Cogdill Road, Knoxville, TN, 37932. The phone number for the department is 865-338-5731.

Section I: University and Program Information

Accreditation

University Accreditation

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available

on SACSCOC's website (www.sacscoc.org). For the most current and complete information, please view using this [link](#).

Professional Accreditation

The Lincoln Memorial University Doctor of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number, c/o AOTA, is (301) 652-6611, and its web address is www.acoteonline.org.

LMU-Knoxville OTD Program Vision

Be recognized as a global leader in occupational therapy by continuously preparing practitioners who act as agents of change to meet societal needs through advocacy, inclusivity, scholarship, and life-long learning.

LMU-Knoxville OTD Program Mission

Consistent with the mission and purpose of Lincoln Memorial University, the mission of the Doctor of Occupational Therapy program at Lincoln Memorial University is to graduate critical thinking practitioners who lead the way in client-centered, evidence-based interventions through collaborative care to the individuals, communities, and populations of rural Appalachia and beyond.

Administration, Faculty, and Staff

LMU Administration and Staff

- President of the University - Jason McConnell, DBA
- Executive Vice President for Academic Affairs - Robert Stubblefield, PhD
- Vice President for University Advancement - Frank Woodward, DPA
- Director of Counseling - Jason Kishpaugh, LPC-MHSP
- Title IX Coordinator/Institutional Compliance Officer - Rebekah Webb, MEd
- Director of Accessible Education Services - Jason Davis
- Registrar - Helen Bailey
- Executive Director of Student Financial Services - Tammy Tomfohrde, MBA

College of Mathematics, Sciences, and Health Professions

- Executive Dean & Chief Academic Officer - Adam Rollins, PhD
- Assistant Dean for Undergraduate Programs - Julie Hall, PhD

OTD Program Administration, Faculty, and Staff

- Program Director & Interim Academic Fieldwork Coordinator - Colleen Bullen, OTD, OTR/L
- Director of Clinical and Didactic Education & Assistant Professor - Emma Cummings, OTD, OTR/L, BCPR
- Director of Research & Assistant Professor - Elizabeth Schmidt, PhD, OTR/L
- Director of Innovation & Assistant Professor - Deborah Ruediger, OTD, OTR/L, CHES, CAPS
- Doctoral Capstone Coordinator & Assistant Professor - Jillian Pindar, OTD, OTR/L
- Assistant Professor - Rachel Ellis, EdD, OTR/L
- Assistant Professor - Acacia Gambrel, OTD, OTR/L
- Assistant Professor - Deborah Zeitlin, OTD, OTR/L
- Program Administrative Coordinator - Kathy Chumley
- Clinical Education Administrative Coordinator - Alicia Belt, B.S.

Section II: OTD Admissions and Enrollment

Pathways to Admission in Occupational Therapy

All application materials must be uploaded and submitted to the Occupational Therapy Centralized Application Service (OTCAS). Applications will open mid-July every year.

Consistent with the University's mission, applicants from the Appalachian region are given preference in the admissions process. Students who are graduates (or who plan to graduate) from Lincoln Memorial University will be guaranteed an interview provided they have met all the admissions prerequisite criteria. Lincoln Memorial University students are not guaranteed acceptance into the program, but they are granted a preferred status which may be beneficial in a competitive admissions environment.

Pathways to Admission in Occupational Therapy

There are 3 options to enter into the occupational therapy program.

1. Direct entry (traditional admission pathway)

Applicants have received a bachelor's degree and have completed a minimum of 90 semester hours of undergraduate education from a college or university accredited by an accrediting agency recognized by the U.S. Department of Education (DOE) prior to anticipated enrollment. Graduate Record Examination (GRE) scores are NOT required for application.

Students must achieve the following requirements prior to enrollment:

- 3.0 overall GPA on all college coursework
- 3.0 overall GPA on all prerequisites
- Minimum of 40 hours of shadowing occupational therapists
- Three professional letters of reference
- Personal Statement
- Applications are submitted at OTCAS.org

Prior to matriculation into the Program, applicants must have completed all prerequisite coursework with a C grade or better of the following prerequisite courses:

- Anatomy and Physiology I with Lab (4 credits)
- Anatomy and Physiology II with Lab (4 credits)
- Kinesiology or Biomechanics (3 credits)
- Human Growth and Development OR Lifespan Development (3 credits)
- Introduction to Psychology (3 credits)
- Abnormal Psychology (3 credits)
- Sociology, Anthropology, OR Philosophy (3 credits)
- Statistics (3 credits)
- Medical Terminology (3 credits)

Substitution of requirement for any of the above prerequisite courses may be granted by the occupational therapy program admissions committee on an individual basis.

2. 3+3 that results in only an OTD

Applicants must complete a minimum of 90 semester hours of undergraduate education from a college or university accredited by an accrediting agency recognized by the U.S. Department of Education (DOE) prior to anticipated enrollment. Graduate Record Examination (GRE) scores are NOT required for application.

Students must achieve the following requirements prior to enrollment:

- 3.0 overall GPA on all college coursework
- 3.0 overall GPA on all prerequisites
- Minimum of 40 hours of shadowing occupational therapists
- Three professional letters of reference
- Personal Statement
- Applications are submitted at OTCAS.org

Prior to matriculation into the Program, applicants must have completed all prerequisite coursework with a C grade or better of the following prerequisite courses:

- Anatomy and Physiology I with Lab (4 credits)
- Anatomy and Physiology II with Lab (4 credits)
- Kinesiology or Biomechanics (3 credits)
- Human Growth and Development OR Lifespan Development (3 credits)
- Introduction to Psychology (3 credits)
- Abnormal Psychology (3 credits)
- Sociology, Anthropology, OR Philosophy (3 credits)
- Statistics (3 credits)
- Medical Terminology (3 credits)

Substitution of requirement for any of the above prerequisite courses may be granted by the occupational therapy program admissions committee on an individual basis.

3. [3+3 that results in a B.S. General Exercise Science and an OTD \(Internal to LMU undergraduates only via the Guaranteed Professional Admission \(GPA\) Pathways\)](#)

Please see below for our requirements for Undergraduate students who elect the 3+3 pathway that results in a bachelor's degree in Exercise Science:

- High school graduate with a grade point average (GPA) of 3.2 or higher on a 4.0 scale
- Minimum Math ACT score of 21 or minimum Math SAT score of 530
- Students will be required to answer an occupational therapy-focused writing prompt/personal statement
- Two (2) character references from (choose two of the following)
 - Guidance counselor/humanities teacher
 - Science teacher
 - Coach
 - Employer

Students admitted as BS/OTD will be granted acceptance into the OTD program upon satisfactory completion of the above requirements. Full acceptance will be granted pending satisfactory completion of the criteria for

progression to the Professional OTD Program. Students must also complete LMU's general education core curriculum requirements in addition to the BS requirements to earn a baccalaureate degree in General Exercise at the end of the second year of the OTD program.

Preference is given to applicants with permanent residence in the Appalachian region of the following states: TN, KY, VA, NC, OH, WV, PA, AL, and GA.

Section III: Program Curriculum

Description of the LMU-Knoxville OTD Program Educational Program

The Program is a full-time cohort program completed over nine (9) semesters in 36 months leading to a Doctor of Occupational Therapy (OTD). The OTD program is designed to train future OT's in order to provide high-quality, client-centered care in the Appalachian region and beyond. This 103-credit program provides a solid foundation in occupational therapy and includes opportunities for interprofessional education. The first six semesters are completed in the classroom (Didactic Phase) and the final three semesters are completed at the fieldwork and capstone sites of the Program's Clinical Affiliates (Clinical Phases). Students must successfully complete the Didactic Phase, including acquisition of Didactic Phase Learning Outcomes, before beginning the Clinical Phase. Students must successfully complete the Clinical Phase to graduate. Throughout the Program, students are supported in their acquisition of clinical knowledge, skills, and development of professional conduct necessary for the delivery of high-quality client-centered care for the people of the Appalachian region and beyond.

Instructional Design

The Philosophical Base of Occupational Therapy (2017) identifies the fundamental belief that occupations hold therapeutic value. The use of occupation, particularly meaningful occupations, is critical for promoting the health of individuals, groups, communities, and populations. LMU OTD integrates this belief within its own philosophy of learning and curriculum design. In an effort to prepare practitioners to address occupational needs, students are provided opportunities to recognize the influence of diverse occupational contexts, personal factors, and the environment.

Consistent with the Philosophy of Occupational Therapy Education (2018), LMU OTD recognizes the impact of the learning context and the teaching-learning process on students. The curriculum is intentional in its design to promote clinical reasoning, critical thinking, and evidence-based practice throughout all didactic and experiential components. Students gain an understanding of theory, client-centered practice, and collaborative care as they develop their professional skills and identity. The majority of the OTD program is delivered mostly in a face-to-face format. All courses are delivered through the university LMS. The student to faculty ratio in lecture is 60:1. The student to faculty ratio in labs is 15:1.

The teaching-learning process for LMU OTD is supported by opportunities for active learning, self-reflection, and lifelong learning (AOTA, 2018). As a guide for curricular design, the program utilizes L. Dee Fink's approach to significant learning experiences (2013) to facilitate students' personal growth and understanding of occupational therapy. Using a learner-centered focus, LMU OTD recognizes that learning has occurred when there is a change in the learner (Fink, 2013). This is facilitated through the use of Fink's Taxonomy of Significant Learning which includes foundational knowledge, application, integration, human dimension, caring, and learning how to learn. Rather than serving as a traditional hierarchy, the taxonomy emphasizes interaction of all categories in achieving significant learning. Faculty recognize each of these categories in the creation of significant learning experiences.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey Bass.

Curricular Threads

There are four curricular threads that are present throughout the curriculum. They are listed below:

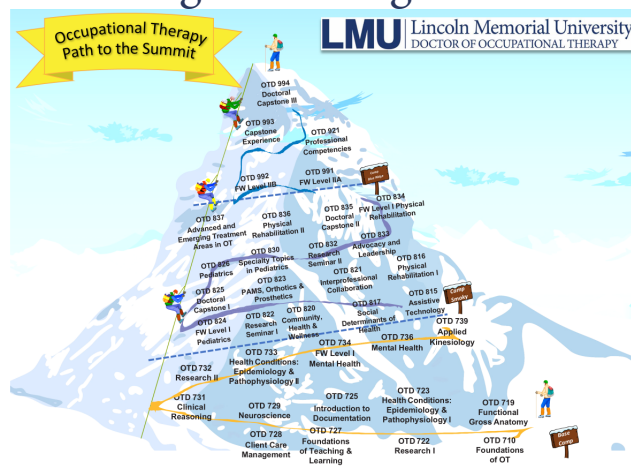
- **Collaborative Care:** Students will demonstrate effective communication skills to serve as a valued member of an interprofessional team.

- **Clinical Reasoning:** Students will apply clinical reasoning throughout the occupational therapy process, integrating critical thinking, therapeutic use of self, and occupation-based practice.
- **Evidence-Based:** Students will demonstrate dedication to evidence-based, scholarly occupational therapy practice and lifelong learning.
- **Client-Centered:** Students will develop, implement, and evaluate client-centered care that is inclusive of the beliefs and needs of clients.

In accordance with the Philosophical Base of Occupational Therapy (2017), students are provided opportunities to recognize the influence of diverse occupational contexts, personal factors, and the environment. As such, students learn to recognize the value and positive impact of both client-centered and collaborative care. To ensure students provide meaningful, occupation-based intervention, they learn the importance of evidence-based practice while developing clinical reasoning skills that facilitate the occupational therapy process.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

OTD Program Pictogram



The students' ascension of the mountain is defined by three camps:

Base Camp (Year 1): Students learn the programmatic expectations, develop an understanding of the Philosophy of Learning, and acquire foundational knowledge to facilitate success on the remainder of their journey. Base

Camp courses largely focus on the basic sciences and foundational knowledge of occupational therapy while providing initial exposure to all curricular threads.

OTD 710 Foundations of Occupational Therapy

OTD 719 Functional Gross Anatomy

OTD 722 Research I

OTD 723 Health Conditions: Epidemiology & Pathophysiology I

OTD 725 Introduction to Documentation

OTD 727 Foundations of Teaching & Learning

OTD 728 Client Care Management

OTD 729 Neuroscience

OTD 731 Clinical Reasoning

OTD 732 Research II

OTD 733 Health Conditions: Epidemiology & Pathophysiology II

OTD 734 FW Level I Mental Health

OTD 736 Mental Health

OTD 739 Applied Kinesiology

Camp Smoky (Year 2): Students develop a deeper understanding and appreciation for the occupational therapy process as they engage in courses focused on evaluation and intervention for different populations. Camp Smoky courses provide opportunities for clinical application within Level I Fieldwork and community partnership experiences. Additional emphasis is placed on the Evidence-Based curricular thread as students continue to develop their research agendas and capstone proposals.

OTD 815 Assistive Technology

OTD 816 Physical Rehabilitation I

OTD 817 Social Determinants of Health

OTD 820 Community, Health & Wellness

OTD 821 Interprofessional Collaboration

OTD 822 Research Seminar I

OTD 823 PAMS, Orthotics, & Prosthetics

OTD 824 FW Level I Pediatrics

OTD 825 Doctoral Capstone I

OTD 826 Pediatrics

OTD 830 Specialty Topics in Pediatrics

OTD 832 Research Seminar II

OTD 833 Advocacy and Leadership

OTD 835 Doctoral Capstone II

OTD 836 Physical Rehabilitation II

OTD 837 Advanced and Emerging Practice Areas in Occupational Therapy

OTD 834 FW Level I B Physical Rehabilitation

Camp Blue Ridge (Year 3): Students use their knowledge acquired at Base Camp and Camp Smoky to establish competence as entry-level practitioners. Camp Blue Ridge courses focus on clinical experiences that allow students to apply all curricular threads within practice.

OTD 991 FW Level II A

OTD 992 FW Level II B

OTD 921 Professional Competencies

OTD 993 Capstone Experience

OTD 994 Doctoral Capstone III

Curriculum Outline and Course Descriptions

Didactic Phase (80.0 credit hours)

Year 1 (Base Camp) 39.0 credit hours

Summer Term (10.0 credit hours)

OTD 710: Foundations of Occupational Therapy (4.0 credit hours)

This course is designed to introduce students to the history and philosophy of the occupational therapy profession, the evolution of occupation, and contemporary OT practice. This course provides an overview of the Occupational Therapy Practice Framework, the function of professional organizations, the continuum of care, and the use of theory in OT practice. Students will also explore legal and

regulatory considerations regarding supervision, reimbursement, and HIPAA. (Prerequisites - Admission into the LMU OTD Program)

OTD 719: Functional Gross Anatomy (6.0 credit hours)

This course is focused on gross human anatomy and is presented in a regional approach. Students learn anatomical terminology and correlate structure with function through lectures, laboratory dissection, and demonstrations. (Prerequisites - Admission into the LMU OTD Program)

Fall Term (14.0 credit hours)

OTD 722: Research I (3.0 credit hours)

This course introduces students to foundational concepts in research methodology and analysis, with a focus on understanding, critiquing, and applying evidence to occupational therapy practice. Key topics include research terminology, study designs, ethical considerations in research, and analysis. Students will develop skills to appraise the quality and relevance of research studies, evaluate levels of evidence, and interpret data to inform evidence-based clinical decision-making. Emphasis is placed on integrating research findings to enhance occupational therapy interventions across diverse populations. (Prerequisites - None)

OTD 723: Health Conditions: Epidemiology & Pathophysiology I (2.0 credit hours)

This course introduces common conditions seen in occupational therapy practice with an approach of understanding normal body function and impacts of health and disease. The first of a two-course sequence, students will learn terminology related to health, disease and epidemiology; essential physiologic concepts that contribute to the maintenance of homeostasis; and the impact of pathophysiology on the body systems including integumentary, cardiopulmonary, gastrointestinal, urinary, and endocrine systems. The role of the occupational therapist in considering the functional deficits that result from specific conditions in the body systems will be explored. (Prerequisites - OTD 719)

OTD 725: Introduction to Documentation (2.0 credit hour)

This course will introduce students to the purpose and mechanics of documentation. Emphasis is placed on the structure of SOAP notes, the development of occupation-based goals, and justification for occupational therapy services across the continuum of care. Students will

additionally be introduced to various reimbursement systems, funding mechanisms, and treatment/diagnosis codes. (Prerequisites - None)

OTD 727: Foundations of Teaching & Learning (2.0 credit hours)

This course will introduce the learner to basic theories of adult teaching and learning. A focus on teaching and learning in a higher education setting, as well as client settings, will be explored. Multiple learning theories will be studied with an emphasis on how these affect one's decisions in selecting teaching strategies. Students will analyze selected theories and their use in a variety of educational settings. (Prerequisites - None)

OTD 728: Client Care Management (2.0 credit hours)

This course is designed to expose, orient, and introduce students to interprofessional practice through the acquisition and demonstration of skills related to the collaborative examination and management of clients in different practice settings. Students of various healthcare disciplines will work closely to learn and practice client care skills. This course will emphasize the overall assessment, assessment of vital signs and appraisal of lab values, standard precautions and infection control, client positioning and draping, bed mobility, and will introduce transfers, and body mechanics awareness. Students will also begin to develop problem-solving and clinical reasoning skills related to client care within the context of the interprofessional healthcare team. Through lecture and lab sessions, students will interact, engage, and collaborate with students from other healthcare disciplines to evaluate simulated client's representative of the Appalachian region. (Prerequisite- OTD 710)

OTD 729 Neuroscience (3.0 credit hours)

This course allows students to study neuroanatomy, neurophysiology, and applied neuroscience principles in the promotion of health and wellness and the recovery of illness and/or injury. This course, Neuroscience includes the physical and electrical properties of cells, synapses and synaptic transmission, the somatosensory system, motor neurons, neuroplasticity, basal ganglia, cerebellum, nervous system support systems. The spine, cranial nerves, and peripheral nervous system will also be explored. (Prerequisite- OTD 719)

Spring Term (15.0 credit hours)

OTD 731: Clinical Reasoning (2.0 credit hour)

This course will introduce students to therapeutic reasoning and its application through the occupational

therapy process. Students will engage in individual and group-based activities to deepen their understanding of therapeutic use of self, apply different types of clinical reasoning, select assessments and interventions that are client-centered, and incorporate evidence-based practice. Emphasis will be placed on reflection as a means of monitoring learning and gauging readiness to apply therapeutic reasoning within clinical practice. (Prerequisites – OTD 710, OTD 725)

OTD 732: Research II (3.0 credit hours)

This course builds upon foundational research concepts introduced in Research I, advancing students' skills in methodology, data analysis, and evidence integration for occupational therapy practice. Emphasis is placed on conducting literature reviews, applying advanced critical appraisal techniques, and synthesizing research findings to address complex clinical questions and inform clinical practice. This course emphasizes ethical considerations in research to deepen their understanding of research ethics, including considerations for vulnerable populations, conflicts of interest, and oversight in study design and implementation. (Prerequisites - OTD 722)

OTD 733: Health Conditions: Epidemiology & Pathophysiology II (2.0 credit hours)

The second of a two-course sequence, this course explores common conditions in occupational therapy practice with an approach of understanding normal body function and impacts of health and disease. Course content focuses on the neurovascular and musculoskeletal systems and health conditions that impact specific or broad populations. The role of the occupational therapist in considering the functional deficits that result from specific conditions in the body systems will be explored. (Prerequisites - OTD 723)

OTD 734: FW Level I Mental Health (1.0 credit hour)

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained in the didactic course through virtual environments, simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Corequisite - OTD 736)

OTD 736: Mental Health (4.0 credit hours)

This course will introduce occupational therapy practice for mental health populations. Theoretical foundations of mental health rehabilitation including assessment and

evidenced-based treatment in various rehabilitation settings will be taught. Utilizing clinical reasoning, students will apply various theories and frames of reference associated with mental health practice. Family and client centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisites - OTD 710)

OTD 739: Applied Kinesiology (3.0 credit hours)

This course will teach students the study of movement. Students will use clinical reasoning to determine appropriate evidenced-based biomechanical evaluation and assessment of musculoskeletal structures to identify normal and abnormal movement patterns. Students will learn to evaluate joint range of motion, strength, and sensation to better allow client-centered care, thus improving client outcomes. This course contains a laboratory component. (Prerequisites - OTD 719)

Year 2 (Camp Smoky) 41.0 credit hours

Summer Term (9.0 credit hours)

OTD 815: Assistive Technology (3.0 credit hours)

This course introduces a variety of assistive technology devices with application throughout the lifespan. Universal design and environmental modifications are explored in depth. Considering a client's occupational profile, students use technology to assist and prepare the client for independence in occupational engagement and purposeful, meaningful activity. This course contains a laboratory component. (Prerequisites - OTD 729, OTD 733, OTD 739)

OTD 816: Physical Rehabilitation I (4.0 credit hours)

This course introduces the practice area of physical rehabilitation where students will develop comprehensive skills in the occupational therapy process, specifically for the adult population. Students will expand on previous foundational knowledge and clinical reasoning to aid in assessment and treatment planning for adults with various physical impairments and diagnoses. Grounded in theory and occupational therapy frameworks and models, students will develop their individualized approach to client-centered, occupation-based care. Through lecture and laboratory experiences, students will advance their skills in assessment and evidence-based intervention development and implementation, while considering relevant contexts, performance skills, and client factors. (Prerequisites - OTD 710, OTD 723, OTD 729, OTD 731, OTD 733, OTD 734, OTD 736, OTD 739)

OTD 817: Social Determinants of Health (2.0 credit hours)

Health disparities, such as access to care and disability status, and their relevance to occupational therapy will be discussed. Health disparities prevalent in rural Appalachia will be the primary focus. The overall intention of this course is to provide students an introduction to social factors that may impact individual, population, and community health. This course will use evidenced-based study intervention approaches to improve population health outcomes. (Prerequisites - None)

Fall Term (15.0 credit hours)

OTD 820: Community Health and Wellness (2.0 credit hours)

This course provides students with the opportunity to recognize and analyze a prevalent problem affecting individuals or populations within local communities, develop potential solutions, and assess the effectiveness of these solutions in community-based settings. Students will conduct a needs assessment, design and implement an evidence-based program, and then evaluate and report on the program's outcomes. (Prerequisites - OTD 817)

OTD 821: Interprofessional Collaboration (1.0 credit hour)

This course focuses on experiential learning of the core competency domain of interprofessional communication. This course immerses students in opportunities to develop the skills and behaviors necessary to effectively communicate with patients, families, and other professional members of the interprofessional collaborative healthcare team. This course will consider student exposure to patients with musculoskeletal and neurological disorders from previous and concurrent coursework using case-based problem-solving and high-fidelity simulation experiences. Each session will utilize elements of planning, preparation, debriefing, and evaluation consistent with the requirements of an IPE experience and will focus on a specific behavior or skill necessary to the enhancement of trust, respect, and collaboration in interprofessional practice. (Prerequisites - OTD 731)

OTD 822: Research Seminar I (2.0 credit hours)

This course is the first of a two-part series designed to guide students through the research process under faculty mentorship. Working in collaborative groups, students will design or refine research protocols to address questions related to scholarship of discovery, integration, application, or teaching and learning. Students will have the

opportunity to utilize diverse methods—such as systematic reviews, secondary data analysis, observational studies, case studies, or qualitative research—and initiate data collection and analysis as appropriate, ensuring adherence to ethical guidelines and regulatory standards. (Prerequisites - OTD 722, OTD 732)

OTD 823: PAMS, Orthotics, and Prosthetics (3.0 credit hours)

This course provides an evidence-based, systematic approach to selecting, designing, applying, and fabricating splints and orthotic/prosthetic devices. While emphasizing the upper extremity, the course also introduces select lower extremity devices. Students will explore physical agent modalities, including electrical and thermal applications, and their practical use. Through a combination of lectures and hands-on laboratory activities, students will develop the knowledge and clinical reasoning skills needed for the fabrication, modification, and application of devices essential to clinical practice. (Prerequisites - OTD 729, OTD 733, OTD 739, OTD 816)

OTD 824: FW Level I Pediatrics (1.0 credit hour)

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained in the didactic course through virtual environments, simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Corequisite - OTD 826)

OTD 825: Doctoral Capstone I (2.0 credit hour)

This is the first course in a three-part doctoral capstone series. It serves as an introduction to the capstone process, where students will learn about the project progression throughout the curriculum and the timeline for completing its components. Students will explore potential capstone project topics and be introduced to the ACOTE focus areas. As students identify an area of focus for their capstone project, they will be paired with a faculty mentor. Under the mentor's guidance, students will begin conducting a literature review and initiate communication with potential community partners. (Prerequisites - OTD 722, OTD 732)

OTD 826: Pediatrics (4.0 credit hours)

This course will introduce the occupational therapy practice for pediatric populations. The activities of infants, children and youth will be studied along with

developmental milestones and how they relate to ADL, play, school, leisure, and social and family interactions. Using clinical reasoning, students will apply various evidence-based theories and frames of reference associated with pediatric practice. Family centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisites - OTD 710, OTD 728, OTD 729, OTD 733, OTD 739)

Spring Term (17.0 credit hours)

OTD 830: Specialty Topics in Pediatrics (2.0 credit hours)

This course will provide advanced exploration of occupational therapy within pediatric settings. Activities throughout the course will ask students to further develop clinical reasoning skills across current and emerging pediatric service settings. Topics such as school system practice, collaborative consultation, as well as other pediatrics topics will be covered. (Prerequisites - OTD 824, OTD 826)

OTD 832: Research Seminar II (2.0 credit hours)

This course is the second of a two-part series designed to guide students through the research process under faculty mentorship. Students will demonstrate competency in data collection, analysis, and interpretation related to their specific study design, synthesizing their findings to draw meaningful conclusions. This course culminates with students disseminating their findings with peers, faculty, and external stakeholders, highlighting the implications of their work. (Prerequisites - OTD 722, 732, 822)

OTD 833: Advocacy and Leadership (4.0 credit hours)

This course equips students with leadership and management skills applicable at both micro (clinic and department) and macro (organizational and policy) levels within health and rehabilitation settings. Students will critically analyze the healthcare system, focusing on the social, economic, and ethical forces that shape healthcare and occupational therapy service delivery. Emphasis is placed on developing strategies to lead teams effectively, influence policy, and advocate for individuals, groups, and populations. (Prerequisites - OTD 710, OTD 731)

OTD 834: FW Level I Physical Rehabilitation (1 credit hour)

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios

and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Prerequisites - OTD 816; corequisite - OTD 836)

OTD 835: Doctoral Capstone II (2.0 credit hours)

This is the second course in the doctoral capstone series. In this course, students will finalize their capstone project idea, select a site, and identify an expert mentor for their capstone experience and project. Students will collaborate with both their faculty mentor and expert mentor to develop individualized learning objectives and create a project proposal for committee approval. (Prerequisites - OTD 825)

OTD 836: Physical Rehabilitation II (4.0 credit hours)

This course expands on OTD 816, emphasizing the advanced application of physical rehabilitation processes across diverse clinical contexts and real-world environments. Students will integrate and apply their knowledge and skills to address the unique client factors, performance challenges, and occupational needs of individuals with complex conditions or multiple comorbidities. The laboratory component offers immersive, hands-on experiences designed to reinforce clinical reasoning, technical proficiency, and professional competency. (Prerequisites - OTD 816)

OTD 837: Advanced and Emerging Treatment Areas in Occupational Therapy (2.0 credit hours)

This course provides an in-depth exploration of occupational therapy service delivery in advanced and emerging practice areas. Students will demonstrate knowledge in care coordination, case management, transition services, and funding mechanisms relevant to program development, alongside the consultative process with various stakeholders. Students will also evaluate and discuss effective mechanisms for referring clients to internal and external specialists, including community agencies. (Prerequisites - OTD 816)

Clinical Phase (23.0 credit hours)

Year 3 (Camp Blue Ridge) 23.0 credit hours

Summer Term (6.0 credit hours)

OTD 991: FW Level IIA (6.0 credit hours)

This is the first of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. (Prerequisite- Successful completion of all previous coursework)

Fall Term (6.0 credit hours)

OTD 992: FW Level IIB (6.0 credit hours)

This is the second of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. (Prerequisite- Successful completion of all previous coursework)

Spring Term (11.0 credit hours)

OTD 921: Professional Competencies (1.0 credit hour)

This course explores skills, knowledge, and attributes that are specifically valued by AOTA and other professional associations, organizations, and bodies connected to the profession of occupational therapy, both current and future. Student will research criteria required to be an entry level occupational therapy practitioner, including national certification, state licensure, and professional duties. (Prerequisites - Successful completion of all previous coursework)

OTD 993: Capstone Experience (8.0 credit hours)

This 14-week experience promotes student growth and enhances professional skills, providing students with an

opportunity to gain an innovative perspective within the occupational therapy profession. As a critical component of the capstone process, the primary goal of this experience is to implement the student's capstone project. (Prerequisite - Successful completion of all previous coursework)

OTD 994: Doctoral Capstone III (2.0 credit hours)

This is the final course in the doctoral capstone series, where students will complete their individualized doctoral capstone projects. In this course, students will summarize their procedures, analyze and interpret their findings, and discuss their sustainability plan. Students will also disseminate their doctoral capstone projects to faculty and community members at a Scholarship Symposium. (Prerequisite - Successful completion of all previous coursework)

**Level I Fieldwork will be completed in accordance with ACOTE accreditation standards. One credit hour of Level I Fieldwork equates to not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time.*

**Supervised Level II Fieldwork and Capstone Experiences during the Clinical Phase are based on ACOTE Standards. Coursework required during the clinical phase is to be completed outside of fieldwork and capstone working hours.*

**103 Total Credit Hours*

Student Learning Outcomes

1. Students will demonstrate foundational knowledge of the basic sciences (anatomy, neurology, epidemiology, pathology, kinesiology) to assist them in developing tailored interventions for a variety of populations and diagnoses consistent with entry-level practice.
2. Students will commit to life-long learning with the ability to critically appraise current and relevant literature to support evidence-based assessment and intervention for clients across the lifespan.
3. Students will utilize their therapeutic use of self to provide client-centered and collaborative care with persons, groups, and populations.
4. Students will effectively communicate within intraprofessional and interprofessional teams to facilitate the occupational therapy process.
5. Students will use clinical reasoning to provide quality care for clients across the lifespan.

6. Students will advocate for persons, groups, and populations and the profession of occupational therapy.
7. Students will promote diversity, equity, inclusion, justice, access, and belonging through engagement in the community.

This combined degree pathway is intended for individuals who are in the process of earning a Doctor of Occupational Therapy (OTD) degree at Lincoln Memorial University. The objective of the MBA portion of the pathway is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

The MBA portion of the pathway begins during the fall term of OTD students' Year 1. OTD/MBA students will follow a cohort model, and will complete one or two prescribed online MBA courses in conjunction with their OTD coursework. OTD/MBA students will complete the General MBA curriculum.

For more information, please visit the [MBA/Professional OTD Catalog](#) page.

Section IV: Academic Policies and Procedures

Advanced Placement Policy

The Program does not provide a waiver of required coursework (in whole or in part) included in the curriculum based on prior academic or professional experience. Transfer academic credits are not accepted. All students must complete all components of the curriculum in whole to be eligible for graduation.

Family Educational Rights and Privacy Act (FERPA)

The Program complies with the provisions of the Family Educational Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the Program will provide for the confidentiality of student education records. Identifiable information from a student's educational record will only be accessible to OTD Program faculty, staff, and other LMU employees with a legitimate educational need for the information.

Student grades are recorded, stored, and secured with the LMU Registrar. All other student educational records are maintained by the Program. Please see

<https://www.lmunet.edu/registrar/ferpa/index.php> for detailed information regarding FERPA and the list of disclosures that LMU may make without student consent in accordance with FERPA.

The Office of the Registrar houses official academic records. The student's permanent academic record may contain the following:

- Name
- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of LMU coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed, and degree conferred

Instructors report final grades to the Registrar at the end of the course. Students receive their grades electronically through WebAdvisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the Office of the Registrar before the week of final exams.

Electronic transcripts (including course grades) are retained permanently.

To receive due consideration, any challenge regarding the accuracy of a student's academic record must be submitted in writing by that student to the Registrar within one year of the term in question.

The student may obtain or have forwarded to designated parties' copies of his/her academic transcript by submitting a written request to the Office of the Registrar. The cost of each physical transcript is \$10.00. The fee for electronic transcripts is \$6.75. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades, academic transcripts, or access to WebAdvisor.

Change of Personal Information

Students must notify the OTD Department, Office of the Registrar and Director of Financial Services, as soon as possible with any change in name, contact information, or emergency contact(s) information in person or via email communication. Students must provide the Registrar, LMU Alumni Services, and Director of Financial Services with their current name and physical address at graduation.

Course Registration

Matriculating students are registered by the Registrar. For the remaining semesters, both didactic and clinical phases, students are responsible for completing course registration.

Academic Conduct Policy

OTD students are responsible for proper conduct and integrity in all scholastic and clinical work. OTD students are obligated to develop their occupational therapy knowledge and skills to the best of their ability, realizing that the health and welfare of the persons committed their charge could depend on their competence.

1. Examinations

1. OTD students are expected to demonstrate honor and integrity during examinations.
2. Examinations are meant to reflect individual achievement. Cheating during examinations is unethical and is defined as doing any of the following without authorization:
 1. Looking at the answers written by another student during an examination.
 2. Communicating with another individual about topics that might help to answer a question during an examination.
 3. Referring to notes or textual matter including digital media during an examination.
 4. Violating any other policy of examinations, including possession of a cell phone during an examination.
3. During examinations, students have an obligation to maintain an orderly atmosphere.
4. OTD students are not permitted to communicate specifically about an examination to a classmate who has not yet completed that examination.

2. Other Academic Work

1. In deference to the scientists, medical professionals, and clients who have shared their knowledge and experience for the betterment of students' and clinicians' learning, students have a responsibility to not intentionally misrepresent the work of others nor claim it as your own.

Academic Integrity

It is the aim of the faculty of LMU-Knoxville OTD Program to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his/her own work that he/

she has not honestly performed is regarded by the faculty and administration as an academic offense and renders the offender liable to severe consequences and possible dismissal.

Cheating

Dishonesty of any kind on examinations or written assignments, unauthorized possession of examination questions, the use of unauthorized notes (either written or electronic) during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating.

Cell phones, smart phones, and smart watches are not permitted during examinations. Any student who is found to have a cell phone or smart device on their person during an examination will receive a zero for that examination and will be subject to dismissal.

Plagiarism

Any students that are found to have plagiarized will be sent to the Policies and Procedures Committee. Plagiarism includes copying information directly from previously published work (others or your own) without adding quotes and appropriate in-text citations but can also include paraphrasing someone's ideas without giving them credit (e.g., in-text citation). If it is not your own idea or considered common knowledge, you should be citing the source where it came from, even if you did not copy the words directly. Any words that you are taking directly from a source should be quoted and have an in-text citation. Every quote or idea that you are using from someone else's work should be cited immediately following the quote or idea, not at the end of the paragraph.

For more information about what is plagiarism and how to prevent it please review [LMU's Copyright and Plagiarism](#) link.

Students are responsible for all material presented in lectures and laboratories. Regular attendance is a core component of professionalism and academic success in the OTD Program. Attendance is expected for all scheduled class sessions.

Each course director will identify their expectations surrounding attendance, absences, and communication within their course syllabus. Students are expected to adhere to these guidelines.

Attendance for in-person and synchronous classes is also evaluated as part of a student's professionalism performance as it is essential for developing the cognitive, affective, and psychomotor skills required in the occupational therapy profession.

Examples of potentially excused absences may include (but are not limited to):

- Participation in university-sponsored activities
- Hazardous weather conditions
- Personal hardship
- Extended illness or hospitalization
- Family emergencies
- Death of a loved one

The OTD Program reserves the right to request documentation to verify the reason for an excused absence.

Excessive tardiness or absenteeism may result in a meeting with an OTD Policies and Procedures Committee representative. Based on the nature and frequency of the absences, disciplinary action may include professional probation.

Letter grades for each assessment/course correspond with the following numeric ranges:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60- 69%
- F = < 60%

Final grades are rounded up to the first number after the decimal if it is greater than or equal to 5. Some assessments may be computed and recorded as pass/fail. This is noted in each course syllabus.

Extra credit opportunities are not allowed in the LMU OTD program.

Grade Appeal

If a student feels that the grade received on a learning assessment or in a course does not reflect the quality of their work, they can appeal the grade. During this process, students must not correspond with other faculty, Dean of CMSHP or other LMU officials about the disputed grade, except for their faculty advisor who can guide them on the appeal process. An alternate advisor will be assigned if the advisor and course director are the same person. Students will submit a formal written request for the grade appeal, including supporting documentation to applicable parties within 7 business days the grade or appeal decision was received. The appeal process can include up to four levels of appeal. If, at any level, the appeal is denied and the student would like to take further action, they will proceed to the next level. The appeal levels are as follows:

- First Level of Appeal: Course Director
- Second Level of Appeal: OTD Policies and Procedures Committee.

- If the faculty member named in the grievance is a member of this Committee, they will be required to recuse themselves from the Committee on the matter, and an alternate core faculty member may be added to the Committee for this matter. Faculty members of the Policies and Procedures Committee will vote on the outcome of the grade appeal (appeal denied or approved).
- Third Level of Appeal: OTD Program Director
 - If the faculty member named in the grievance is the OTD Program Director, then the OTD Director of Clinical and Didactic Education will serve as the third level of appeal.
- Fourth Level of Appeal: Executive Dean of CMSHP. The decision made by the Dean is considered final.

The decision made at each appeal level will be communicated to the student via their LMU email address. The OTD Policies and Procedures Committee will monitor and track grade appeals.

Retaliation of any kind is strictly prohibited against any individual who submits an appeal in good faith. This includes, but is not limited to, intimidation, adverse academic or professional consequences, or any form of discriminatory treatment. The OTD Program ensures that all complaints and appeals are addressed respectfully, consistently, and without fear of reprisal. All records of complaints, including the nature of the complaint and its resolution are maintained by the OTD Policies and Procedures in a secure location on a secure institutional shared drive for a period of seven years.

Program Dismissal

The following conditions may be subject to dismissal:

- Violation of the terms of the Academic Probation policy and/or
- Failure to demonstrate competency through the achievement of a passing score on the two additional practical exam retake attempts, resulting in course failure (F) and/or
- Failure to pass the skills check-out/checkoffs during the student's final opportunity, according to the written criteria designated by the faculty member, resulting in course failure (F) and/or
- Failure to achieve a semester GPA of 3.0 in two consecutive semesters and/or
- Two failures in a single course and/or
- Major professionalism offense and/or
- Violation of Professionalism Probation and/or
- Violation of Academic Integrity and/or

- Failure to meet Technical Standards and Essential Functions for Physical Therapy Practice and/or
- Student is convicted of a felony

The OTD Policies and Procedures Committee can gather information to provide to the OTD Program Director to consider dismissal. The OTD Program Director makes the decision on dismissal. Students will receive a formal notification of academic dismissal via their LMU email address.

Appeal of OTD Program Dismissal

If a student is dismissed from the professional phase, they have the right to appeal their dismissal in writing, within 14 days to the Dean of the College of Mathematics, Sciences, and Health Professions (CMSHP). During the appeal process, the student may continue to attend courses in which they are registered. The Dean will review all information and determine if policies and procedures relating to the case were followed and no gross misapplication of fact occurred. The appeal decision will be communicated to the student via their LMU email address. All decisions of the Dean of CMSHP will be final and binding. No further option for appeal will be considered.

Retaliation of any kind is strictly prohibited against any individual who submits an appeal in good faith. This includes, but is not limited to, intimidation, adverse academic or professional consequences, or any form of discriminatory treatment. The OTD Program ensures that all complaints and appeals are addressed respectfully, consistently, and without fear of reprisal. All records of complaints, including the nature of the complaint and its resolution are maintained by the OTD Policies and Procedures in a secure location on a secure institutional shared drive for a period of seven years.

If the appeal for dismissal is unsuccessful, a student may reapply to a new cohort of students for the following or applicable academic year. Students who are readmitted into the OTD Program agree to retake all courses and provide evidence of competency in both didactic and practical components. This will ensure that the student does not lose continuity of information and is ready to proceed to clinical education experiences in a safe, efficient, and effective manner. Reapplication to the OTD Program does not automatically guarantee acceptance. It will be the student's responsibility to contact the LMU Student Financial Services to determine eligibility for financial aid.

Academic Standing/Probation

Financial Aid Academic Standing Policy

Semester GPAs will be rounded to the nearest tenth. Students must maintain a GPA of 2.7 or higher each semester to maintain good academic standing and retain financial aid eligibility with the university.

Programmatic Academic Standing Policy

Students in good academic standing are not on academic/professional probation. Students in good academic standing meet all the following criteria:

- Demonstrate compliance with all LMU, Program, and Clinical Fieldwork and Capstone policies and procedures
- Meet all OTD Student Conduct Expectations
- Earn a grade of at least 70% (C) in all Didactic and Clinical courses where a letter grade is assigned.
- Earn a grade of Pass (P) in all courses designated as Pass/Fail.
- Pass all summative examinations, clinical skills, and simulated patient encounter assessments.
- Maintain or exceed a cumulative GPA of 3.0

Academic Probation Policy

A student will be placed on Program Academic Probation if they do not achieve a minimum 3.0 GPA at the end of any semester. If this occurs, the student will be notified via their LMU email before the start of the next semester.

Upon returning for the new semester, the student must complete the following steps within the first week of classes:

- Contact the OTD Program Director and assigned faculty advisor to schedule a meeting.
- Sign the Academic Probation Acknowledgment Form via AdobeSign.
- Complete the Academic Probation Advising Form with their faculty advisor.
- Students will be mentored throughout the semester by their advisor and course directors and are expected to complete all action items outlined in the advising form within the agreed-upon timeframe.

All documentation, including the signed acknowledgment and academic probation advising forms, will be submitted to the OTD Policies and Procedures Committee and stored in the student's confidential file.

Failure to achieve a semester GPA of 3.0 in two consecutive semesters may result in dismissal from the program.

Graduation Requirements

All Level II Fieldwork and the Doctoral Experiential Component must be completed within 24 months of the conclusion of the didactic portion of the curriculum, and the entire curriculum must be completed within 72 months of beginning the OTD program. To be eligible for graduation, students must successfully complete the 103 credit hour fixed-sequence curriculum, attain a cumulative GPA of 3.0/4.0 or higher, earn a "Pass" for all courses that are graded on a "Pass/Fail" basis, successfully complete a Doctoral Capstone Project, and be in good administrative/financial standing.

Credential Awarded

Upon graduation from the LMU-Knoxville OTD Program, students are awarded the degree of Doctor of Occupational Therapy (OTD) from Lincoln Memorial University. Graduates are eligible to take the National Board Certification Examination (NBCOT®) **

A felony conviction may affect a graduate's ability to sit for the NBCOT® Certification Examination or attain state licensure. Lincoln Memorial University Department of Occupational Therapy assumes no responsibility for ineligibility to sit for the NBCOT® Certification Examination or the denial of state licensure.

****Please review the requirements for NBCOT® exam eligibility at nbcot.org**

Verification of Program Completion/Degree Awarded

Many state licensing boards, and some hospital credentialing boards require verification of Program Completion/Degree Awarded. FERPA guidelines are followed when completing these forms.

Official Transcript Request

Many state licensing boards, and some hospital credentialing boards require official transcripts from LMU. LMU follows FERPA guidelines in fulfilling requests for official transcripts. Students must submit all requests for official transcripts to the Registrar.

Section V: Student Services

Accessible Education Services

Students with disabilities are responsible for contacting the Office of Accessible Education Services. For contact information and to learn more about the Office of Accessible Education Services, visit online at <https://www.lmunet.edu/student-life/accessible-education-services/> to request accommodation(s).

Financial Services

The Director of Financial Services is responsible for providing qualified students with the appropriate documents and counseling to secure financial assistance in the form of loans, scholarships, and grants. It is very important to be aware of the completion dates for the Free Application for Federal Student Aid (FAFSA) requirements. Student applicants receive financial aid information during student applicant interviews. Accepted and enrolled students are supported by representatives from Student Financial Services.

Cost of Attendance

The LMU Student Financial Services Office provides and communicates information on financial aid and student accounts. For the most recent cost of attendance, please visit <https://www.lmunet.edu/student-financial-services/tuition-and-fees/graduate-and-professional>.

Refund Policies

Resignation is defined as a student-initiated discontinuation of the student's enrollment in the Program where the student is eligible to reapply to the Program. The Program uses the term "resign" or "resignation" as opposed to "withdraw" or "withdrawal." Students voluntarily resigning from the Program must submit a letter of resignation to the Program Director. Course grades for students who chose to resign may be designated by LMU's registrar as "WD" for "withdraw" on the student's transcript for that course/semester. Resignation from the Program does not waive the student's financial responsibility to LMU. [For more information visit LMU's Financial Services page by following this link.](#)

Veterans Benefits

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill** benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website – eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility

The university shall not impose any penalty, including the assessment of fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding form VA under Chapter 31 or 33.

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment. After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification

*GI Bill is a registered trademark of the US Department of Veteran Affairs

Appendix A

Receipt of the LMU OTD Program Student Catalog

I _____, have been provided a copy of the Student Catalog for my review and agree to abide by all policies. Furthermore, I attended orientation

for the LMU-Knoxville Doctor of Occupational Therapy (OTD) Program on _____ and was provided opportunities to ask questions regarding LMU and OTD Program academic policies, procedures, and regulations. I understand that it is my responsibility to ask program faculty and/or leadership any future questions that I have regarding these policies.

Student Name (print legibly)

Student Signature

Date

Appendix B

Academic Calendar Class of 2026

OTD Class of 2026	
Summer Semester 2023	
Classes Begin	May 15, 2023
Memorial Day - no classes	May 29, 2023
Independence Day - no classes	July 4, 2023
Classes End	July 28, 2023
Final Exams	July 31- August 4, 2023
Fall Semester 2023	
Classes Begin	August 28, 2023
Labor Day - no classes	September 4, 2023
Thanksgiving Break - no classes	November 22-24, 2023
Classes End	December 1, 2023
Final Exams	December 4-8, 2023
Spring Semester 2024	
Classes Begin	January 8, 2024
MLK – no classes	January 15, 2024
Spring Break - no classes	March 11-15, 2024
Good Friday - no classes	March 29, 2024
Classes End	April 19, 2024
Final Exams/Capstone Dissemination	April 22-26, 2024
Graduation	April 27, 2024

Summer Semester 2024	
Classes Begin	May 20, 2024
Memorial Day - no classes	May 27, 2024
Independence Day - no classes	July 4, 2024
Classes End	August 2, 2024
Final Exams	August 5-9, 2024
Fall Semester 2024	
Labor Day - no classes	September 2, 2024
Classes Begin	September 3, 2024
Fall Break - no classes	October 10-11, 2024
Thanksgiving Break - no classes	November 27-29, 2024
Classes End	December 6, 2024
Final Exams	December 9-13, 2024
Spring Semester 2025	
Class Begin	January 6, 2025
MLK Day – no classes	January 20, 2025
Spring Break - no classes	March 17-21, 2025
Classes End	April 17, 2025
Good Friday - no classes	April 18, 2025
Final Exams/Capstone Dissemination	April 21-25, 2025
Graduation	TBD
Summer Semester 2025	
Classes Begin	May 19, 2025
Memorial Day – no classes	May 26, 2025
Independence Day – no classes	July 4, 2025
Classes End	August 1, 2025
Final Exams	August 4-8, 2025
Fall Semester 2025	
Labor Day - no classes	September 1, 2025
Classes Begin	September 2, 2025
Fall Break - no classes	October 9-10, 2025
Thanksgiving - no classes	November 26-28, 2025
Class Ends	December 5, 2025
Final Exams	December 8-12, 2025
Spring Semester 2026	
Classes Begin	January 12, 2026
MLK Day – no classes	January 19, 2026
Spring Break - no classes	March 9-13, 2026*
Good Friday - no classes	April 3, 2026
Classes End	May 1, 2026
Final Exams/Capstone Dissemination	May 4-8, 2026
Graduation	May 8, 2026

During the Clinical Phase, timelines apply only to coursework. The actual dates for the 12-week Fieldwork or 14-week Capstone Experience will be provided to the student by the Clinical Education Department.

****This Academic Calendar is tentative and subject to change.***

Academic Calendar Class of 2027

OTD Class of 2027	
Summer Semester 2024	
Classes Begin	May 20, 2024
Memorial Day - no classes	May 27, 2024
Independence Day - no classes	July 4, 2024
Classes End	August 2, 2024
Final Exams	August 5-9, 2024
Fall Semester 2024	
Labor Day - no classes	September 2, 2024
Classes Begin	September 3, 2024
Fall Break- no classes	October 10-11, 2024
Thanksgiving Break- no classes	November 27-29, 2024
Classes End	December 6, 2024
Final Exams	December 9-13, 2024
Spring Semester 2025	
Class Begin	January 6, 2025
MLK Day – no classes	January 20, 2025
Spring Break	March 17-21, 2025
Classes End	April 17, 2025
Good Friday	April 18, 2025
Final Exams/Capstone Dissemination	April 21-25, 2025
Graduation	TBD
Summer Semester 2025	
Classes Begin	May 19, 2025
Memorial Day – no classes	May 26, 2025
Independence Day – no classes	July 4, 2025
Classes End	August 1, 2025
Final Exams	August 4-8, 2025
Fall Semester 2025	
Classes Begin	August 25, 2025
Labor Day – no classes	September 2, 2025
Fall Break	October 9-10, 2025
Thanksgiving Break- no classes	November 26-28, 2025
Class Ends	December 5, 2025
Final Exams	December 8-12, 2025
Spring Semester 2026	
Classes Begin	January 12, 2026
MLK Day – no classes	January 19, 2026
Spring Break	March 9-13, 2026*
Good Friday	April 3, 2026

Classes End	May 1, 2026
Final Exams/Capstone Dissemination	May 4-8, 2026
Graduation	May 8, 2026
Summer Semester 2026	
Classes Begin	May 25, 2026
Memorial Day – no classes	May 25, 2026
Independence Day – no classes	July 4, 2026
Classes End	August 7, 2026
Final Exams	August 7-10, 2026
Fall Semester 2026	
Classes Begin	August 24, 2026
Labor Day	September 7, 2026
Fall Break	TBD
Thanksgiving Break- no classes	November 25-27, 2026
Class Ends	December 4, 2026
Final Exams	December 7-11, 2026
Spring Semester 2027	
Classes Begin	January 11, 2027
MLK Day – no classes	January 18, 2027
Spring Break	March 15-19, 2027*
Good Friday	March 26, 2027
Classes End	April 30, 2027
Final Exams/Capstone Dissemination	May 3-7, 2027
Graduation	TBD

During the Clinical Phase, timelines apply only to coursework. The actual dates for the 12-week Fieldwork or 14-week Capstone Experience will be provided to the student by the Clinical Education Department.

****This Academic Calendar is tentative and subject to change.***

Academic Calendar Class of 2028

Summer Semester 2025	
Classes Begin	May 19, 2025
Memorial Day – no classes	May 26, 2025
Independence Day – no classes	July 4, 2025
Classes End	August 1, 2025
Final Exams	August 4-8, 2025
Fall Semester 2025	
Labor Day – no classes	August 25, 2025
Classes Begin	September 1, 2025
Fall Break	TBD
Thanksgiving Break- no classes	November 26-28, 2025
Class Ends	December 5, 2025
Final Exams	December 8-12, 2025

Spring Semester 2026	
Classes Begin	January 12, 2026
MLK Day – no classes	January 19, 2026
Spring Break	March 9-13, 2026*
Good Friday	April 3, 2026
Classes End	May 8, 2026
Final Exams/Capstone Dissemination	May 4-8, 2026
Graduation	TBD
Summer Semester 2026	
Classes Begin	May 25, 2026
Memorial Day – no classes	May 25, 2026
Independence Day – no classes	July 4, 2026
Classes End	August 7, 2026
Final Exams	August 10-14, 2026
Fall Semester 2026	
Classes Begin	August 24, 2026
Labor Day	September 7, 2026
Fall Break	TBD
Thanksgiving Break- no classes	November 25-27, 2026
Class Ends	December 4, 2026
Final Exams	December 7-11, 2026
Spring Semester 2027	
Classes Begin	January 11, 2027
MLK Day – no classes	January 18, 2027
Spring Break	March 15-19, 2027*
Good Friday	March 26, 2027
Classes End	April 30, 2027
Final Exams/Capstone Dissemination	May 3-7, 2027
Graduation	TBD
Summer Semester 2027	
Classes Begin	May 25, 2027
Memorial Day – no classes	May 25, 2027
Independence Day – no classes	July 4, 2027
Classes End	August 6, 2027
Final Exams	August 9-13, 2027
Fall Semester 2027	
Classes Begin	August 23, 2027
Labor Day	September 6, 2027
Fall Break	TBD
Thanksgiving Break- no classes	November 24-26, 2027
Class Ends	December 3, 2027
Final Exams	December 6-10, 2027
Spring Semester 2028	
Classes Begin	January 10, 2027
MLK Day – no classes	January 17, 2027
Spring Break	March 13-17, 2028*

Good Friday	April 14, 2028
Classes End	May 7, 2028
Final Exams/Capstone Dissemination	May 1-5, 2028
Graduation	TBD

During the Clinical Phase, timelines apply only to coursework. The actual dates for the 12-week Fieldwork or 14-week Capstone Experience will be provided to the student by the Clinical Education Department.

****This Academic Calendar is tentative and subject to change.***

END OF STUDENT CATALOG

Course Descriptions

Occupational Therapy

OTD-710 : Foundations of Occupational Therapy

This course is designed to introduce students to the history and philosophy of the occupational therapy profession, the evolution of occupation, and contemporary OT practice. This course provides an overview of the Occupational Therapy Practice Framework, the function of professional organizations, the continuum of care, and the use of theory in OT practice. Students will also explore legal and regulatory considerations regarding supervision, reimbursement, and HIPAA. (Prerequisites - Admission into the LMU OTD Program)

Credits 4

OTD-719 : Functional Gross Anatomy

This course is focused on gross human anatomy and is presented in a regional approach. Students learn anatomical terminology and correlate structure with function through lectures, laboratory dissection, and demonstrations. (Prerequisites - Admission into the LMU OTD Program)

Credits 6

OTD-722 : Research I

This course introduces students to foundational concepts in research methodology and analysis, with a focus on understanding, critiquing, and applying evidence to occupational therapy practice. Key topics include research terminology, study designs, ethical considerations in research, and analysis. Students will develop skills to appraise the quality and relevance of research studies, evaluate levels of evidence, and interpret data to inform evidence-based clinical decision-making. Emphasis is placed on integrating research findings to enhance occupational therapy interventions across diverse populations. (Prerequisites - None)

Credits 3

OTD-723 : Health Conditions: Epidemiology & Pathophysiology I

This course introduces common conditions seen in occupational therapy practice with an approach of understanding normal body function and impacts of health and disease. The first of a two-course sequence, students will learn terminology related to health, disease and epidemiology; essential physiologic concepts that contribute to the maintenance of homeostasis; and the impact of pathophysiology on the body systems including integumentary, cardiopulmonary, gastrointestinal, urinary, and endocrine systems. The role of the occupational therapist in considering the functional deficits that result from specific conditions in the body systems will be explored. (Prerequisites - OTD 719)

Credits 2

OTD-725 : Introduction to Documentation

This course will introduce students to the purpose and mechanics of documentation. Emphasis is placed on the structure of SOAP notes, the development of occupation-based goals, and justification for occupational therapy services across the continuum of care. Students will additionally be introduced to various reimbursement systems, funding mechanisms, and treatment/diagnosis codes. (Prerequisites - None)

Credits 2

OTD-727 : Foundations of Teaching & Learning

This course will introduce the learner to basic theories of adult teaching and learning. A focus on teaching and learning in a higher education setting, as well as client settings, will be explored. Multiple learning theories will be studied with an emphasis on how these affect one's decisions in selecting teaching strategies. Students will analyze selected theories and their use in a variety of educational settings. (Prerequisites - None)

Credits 2

OTD-728 : Client Care Management

In this course, students will be introduced to interprofessional collaboration as they learn and practice skills for safe client care. This course will emphasize the assessment of vital signs, appraisal of lab values, standard precautions and infection control, client positioning and draping, bed mobility, transfers, and body mechanics. Students will begin to develop problem solving and clinical reasoning skills applied primarily in the acute care and inpatient rehabilitation settings to facilitate effective interprofessional dynamics. This course contains a laboratory component. (Prerequisites - OTD 710)

Credits 2

OTD-729 : Neuroscience

This course allows students to study the structure and function of the human nervous system in greater detail, emphasizing the connections and communication between the central and peripheral systems in order to apply neuroscience principles in the promotion of health and wellness and the recovery from illness and/or injury. Neuroanatomy components of the CNS and PNS, neurophysiology including electrical and chemical transmission, functional cognitive, motor, and sensory systems, and concepts related to neuroplasticity, neurodegenerative disease, and functional impairments will be explored.

(Prerequisites - OTD 719)

Credits 3

OTD-731 : Clinical Reasoning

This course will introduce students to therapeutic reasoning and its application through the occupational therapy process. Students will engage in individual and group-based activities to deepen their understanding of therapeutic use of self, apply different types of clinical reasoning, select assessments and interventions that are client-centered, and incorporate evidence-based practice. Emphasis will be placed on reflection as a means of monitoring learning and gauging readiness to apply therapeutic reasoning within clinical practice. (Prerequisites – OTD 710, OTD 725)

Credits 2

OTD-732 : Research II

This course builds upon foundational research concepts introduced in Research I, advancing students' skills in methodology, data analysis, and evidence integration for occupational therapy practice. Emphasis is placed on conducting literature reviews, applying advanced critical appraisal techniques, and synthesizing research findings to address complex clinical questions and inform clinical practice. This course emphasizes ethical considerations in research to deepen their understanding of research ethics, including considerations for vulnerable populations, conflicts of interest, and oversight in study design and implementation. (Prerequisites - OTD 722)

Credits 3

OTD-733 : Health Conditions: Epidemiology & Pathophysiology II

The second of a two-course sequence, this course explores common conditions in occupational therapy practice with an approach of understanding normal body function and impacts of health and disease. Course content focuses on the neurovascular and musculoskeletal systems and health conditions that impact specific or broad populations. The role of the occupational therapist in considering the functional deficits that result from specific conditions in the body systems will be explored. (Prerequisites - OTD 723)

Credits 2

OTD-734 : FW Level I Mental Health

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained in the didactic course through virtual environments, simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment. Professional development and appropriate behaviors are a key focus during Level I fieldwork.

(Corequisite - OTD 736)

Credits 1

OTD-736 : Mental Health

This course will introduce occupational therapy practice for mental health populations. Theoretical foundations of mental health rehabilitation including assessment and evidenced-based treatment in various rehabilitation settings will be taught. Utilizing clinical reasoning, students will apply various theories and frames of reference associated with mental health practice. Family and client centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisites - OTD 710)

Credits 4

OTD-739 : Applied Kinesiology

This course will teach students the study of movement. Students will use clinical reasoning to determine appropriate evidenced-based biomechanical evaluation and assessment of musculoskeletal structures to identify normal and abnormal movement patterns. Students will learn to evaluate joint range of motion, strength, and sensation to better allow client-centered care, thus improving client outcomes. This course contains a laboratory component. (Prerequisites - OTD 719)

Credits 3

OTD-815 : Assistive Technology

This course introduces a variety of assistive technology devices with application throughout the lifespan. Universal design and environmental modifications are explored in depth. Considering a client's occupational profile, students use technology to assist and prepare the client for independence in occupational engagement and purposeful, meaningful activity. This course contains a laboratory component. (Prerequisites - OTD 729, OTD 733, OTD 739)

Credits 3

OTD-816 : Physical Rehabilitation I

This course introduces the practice area of physical rehabilitation where students will develop comprehensive skills in the occupational therapy process, specifically for the adult population. Students will expand on previous foundational knowledge and clinical reasoning to aid in assessment and treatment planning for adults with various physical impairments and diagnoses. Grounded in theory and occupational therapy frameworks and models, students will develop their individualized approach to client-centered, occupation-based care. Through lecture and laboratory experiences, students will advance their skills in assessment and evidence-based intervention development and implementation, while considering relevant contexts, performance skills, and client factors. (Prerequisites - OTD 710, OTD 723, OTD 729, OTD 731, OTD 733, OTD 734, OTD 736, OTD 739)

Credits 4

OTD-817 : Social Determinants of Health

Health disparities, such as access to care and disability status, and their relevance to occupational therapy will be discussed. Health disparities prevalent in rural Appalachia will be the primary focus. The overall intention of this course is to provide students an introduction to social factors that may impact individual, population, and community health. This course will use evidenced-based study intervention approaches to improve population health outcomes. (Prerequisites - None)

Credits 2

OTD-820 : Community Health & Wellness

This course provides students with the opportunity to recognize and analyze a prevalent problem affecting individuals or populations within local communities, develop potential solutions, and assess the effectiveness of these solutions in community-based settings. Students will conduct a needs assessment, design and implement an evidence-based program, and then evaluate and report on the program's outcomes. (Prerequisites - OTD 817)

Credits 2

OTD-821 : Interprofessional Collaboration

This course focuses on experiential learning of the core competency domain of interprofessional communication. This course immerses students in opportunities to develop the skills and behaviors necessary to effectively communicate with patients, families, and other professional members of the interprofessional collaborative healthcare team. This course will consider student exposure to patients with musculoskeletal and neurological disorders from previous and concurrent coursework using case-based problem-solving and high-fidelity simulation experiences. Each session will utilize elements of planning, preparation, debriefing, and evaluation consistent with the requirements of an IPE experience and will focus on a specific behavior or skill necessary to the enhancement of trust, respect, and collaboration in interprofessional practice.

(Prerequisites - OTD 731)

Credits 1

OTD-822 : Research Seminar I

This course is the first of a two-part series designed to guide students through the research process under faculty mentorship. Working in collaborative groups, students will design or refine research protocols to address questions related to scholarship of discovery, integration, application, or teaching and learning. Students will have the opportunity to utilize diverse methods—such as systematic reviews, secondary data analysis, observational studies, case studies, or qualitative research—and initiate data collection and analysis as appropriate, ensuring adherence to ethical guidelines and regulatory standards. (Prerequisites - OTD 722, OTD 732)

Credits 2

OTD-823 : PAMS, Ortho, & Prosthetics

This course provides an evidence-based, systematic approach to selecting, designing, applying, and fabricating splints and orthotic/prosthetic devices. While emphasizing the upper extremity, the course also introduces select lower extremity devices. Students will explore physical agent modalities, including electrical and thermal applications, and their practical use. Through a combination of lectures and hands-on laboratory activities, students will develop the knowledge and clinical reasoning skills needed for the fabrication, modification, and application of devices essential to clinical practice.

(Prerequisites - OTD 729, OTD 733, OTD 739, OTD 816)

Credits 3

OTD-824 : FW Level I Pediatrics

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained in the didactic course through virtual environments, simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment. Professional development and appropriate behaviors are a key focus during Level I fieldwork.

(Corequisite - OTD 826)

Credits 1

OTD-825 : Doctoral Capstone I

This is the first course in a three-part doctoral capstone series. It serves as an introduction to the capstone process, where students will learn about the project progression throughout the curriculum and the timeline for completing its components. Students will explore potential capstone project topics and be introduced to the ACOTE focus areas. As students identify an area of focus for their capstone project, they will be paired with a faculty mentor. Under the mentor's guidance, students will begin conducting a literature review and initiate communication with potential community partners.

(Prerequisites - OTD 722, OTD 732)

Credits 2

OTD-826 : Pediatrics

This course will introduce the occupational therapy practice for pediatric populations. The activities of infants, children and youth will be studied along with developmental milestones and how they relate to ADL, play, school, leisure, and social and family interactions. Using clinical reasoning, students will apply various evidence-based theories and frames of reference associated with pediatric practice. Family centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisites - OTD 710, OTD 728, OTD 729, OTD 733, OTD 739)

Credits 4

OTD-830 : Specialty Topics in Pediatrics

This course will provide advanced exploration of occupational therapy within pediatric settings. Activities throughout the course will ask students to further develop clinical reasoning skills across current and emerging pediatric service settings. Topics such as school system practice, collaborative consultation, as well as other pediatrics topics will be covered.

(Prerequisites - OTD 824, OTD 826)

Credits 2

OTD-832 : Research Seminar II

This course is the second of a two-part series designed to guide students through the research process under faculty mentorship. Students will demonstrate competency in data collection, analysis, and interpretation related to their specific study design, synthesizing their findings to draw meaningful conclusions. This course culminates with students disseminating their findings with peers, faculty, and external stakeholders, highlighting the implications of their work.

(Prerequisites - OTD 722, 732, 822)

Credits 2

OTD-833 : Advocacy and Leadership

This course equips students with leadership and management skills applicable at both micro (clinic and department) and macro (organizational and policy) levels within health and rehabilitation settings. Students will critically analyze the healthcare system, focusing on the social, economic, and ethical forces that shape healthcare and occupational therapy service delivery. Emphasis is placed on developing strategies to lead teams effectively, influence policy, and advocate for individuals, groups, and populations. (Prerequisites - OTD 710, OTD 731)

Credits 4

OTD-834 : FW Level I Physical Rehabilitation

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Prerequisites - OTD 816; corequisite - OTD 836)

Credits 1

OTD-835 : Doctoral Capstone II

This is the second course in the doctoral capstone series. In this course, students will finalize their capstone project idea, select a site, and identify an expert mentor for their capstone experience and project. Students will collaborate with both their faculty mentor and expert mentor to develop individualized learning objectives and create a project proposal for committee approval. (Prerequisites - OTD 825)

Credits 2

OTD-836 : Physical Rehabilitation II

This course expands on OTD 816, emphasizing the advanced application of physical rehabilitation processes across diverse clinical contexts and real-world environments. Students will integrate and apply their knowledge and skills to address the unique client factors, performance challenges, and occupational needs of individuals with complex conditions or multiple comorbidities. The laboratory component offers immersive, hands-on experiences designed to reinforce clinical reasoning, technical proficiency, and professional competency. (Prerequisites - OTD 816)

Credits 4

OTD-837 : Advanced and Emerging Treatment Areas in Occupational Therapy

This course expands on OTD 816, emphasizing the advanced application of physical rehabilitation processes across diverse clinical contexts and real-world environments. Students will integrate and apply their knowledge and skills to address the unique client factors, performance challenges, and occupational needs of individuals with complex conditions or multiple comorbidities. The laboratory component offers immersive, hands-on experiences designed to reinforce clinical reasoning, technical proficiency, and professional competency. (Prerequisites - OTD 816)

Credits 2

OTD-921 : Professional Competencies

This course explores skills, knowledge, and attributes that are specifically valued by AOTA and other professional associations, organizations, and bodies connected to the profession of occupational therapy, both current and future. Student will research criteria required to be an entry level occupational therapy practitioner, including national certification, state licensure, and professional duties. (Prerequisites - Successful completion of all previous coursework)

Credits 1

OTD-991 : FW Level IIA

This is the first of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. (Prerequisite- Successful completion of all previous coursework)

Credits 6

OTD-992 : FW Level IIB

This is the second of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. (Prerequisite- Successful completion of all previous coursework)

Credits 6

OTD-993 : Capstone Experience

This 14-week experience promotes student growth and enhances professional skills, providing students with an opportunity to gain an innovative perspective within the occupational therapy profession. As a critical component of the capstone process, the primary goal of this experience is to implement the student's capstone project. (Prerequisite - Successful completion of all previous coursework)

Credits 8

OTD-994 : Doctoral Capstone III

This is the final course in the doctoral capstone series, where students will complete their individualized doctoral capstone projects. In this course, students will summarize their procedures, analyze and interpret their findings, and discuss their sustainability plan. Students will also disseminate their doctoral capstone projects to faculty and community members at a Scholarship Symposium. (Prerequisite - Successful completion of all previous coursework)

Credits 2