

The seal is circular with a rope-like border. The outer ring contains the text "DEBUSK COLLEGE OF OSTEOPATHIC MEDICINE" at the top and "LINCOLN MEMORIAL UNIVERSITY" at the bottom, with the years "1681" and "2007" separated by diamonds. The center features a caduceus (a staff with two snakes) superimposed on a globe. Above the globe, the text "CONTINUING THE LEGACY" is written.

Lincoln Memorial University – DeBusk College of Osteopathic Medicine –
Doctor of Occupational Therapy

CATALOG 2023-2024

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General Information

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.

Welcome to the LMU-Knoxville OTD Program

Welcome to the LMU-DeBusk College of Osteopathic Medicine, 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,

Jason Hughes, PhD, MS, OTR
Program Director
LMU-Knoxville OTD Program

Academic Calendar

OTD Class of 2024	
Summer Semester 2022	
Classes Begin	May 16, 2022
Memorial Day - no classes	May 30, 2022
Independence Day - no classes	July 4, 2022
Classes End	July 29, 2022
Final exams	August 1-5, 2022
Fall Semester 2022	
Classes Begin	August 29, 2022
Labor day - no classes	September 5, 2022
Thanksgiving Break - no classes	November 23-25, 2022
Classes End	December 2, 2022
Final Exams	December 5-9, 2022
Spring Semester 2023	
Classes Begin	January 3, 2023
Spring Break - no classes	March 20-24, 2023
Good Friday - no classes	April 7, 2023
Classes End	April 14, 2023
Final Exams	April 17-21, 2023
Summer Semester 2023	
Classes Begin	May 15, 2023
Memorial Day - no classes	May 29, 2023
Independence Day - no classes	July 4, 2023

OTD Class of 2024	
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
Spring Break - no classes	March 18-22, 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
Thanksgiving Break - no classes	November 27-29, 2024
Classes End	December 6, 2024
Final Exams	December 9-13, 2024

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.

Section I: LMU and the LMU Knoxville Doctor of Occupational Therapy (OTD) Program

Accreditation

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. 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).

Professional Accreditation

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete twenty-four (24) weeks of Level II fieldwork as well as an individual fourteen (14) week capstone experience within twenty-four (24) months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

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 and Goals

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.

In order to accomplish this mission, the LMU-Knoxville OTD Program is committed to achieving Program designated benchmarks for the following:

Benchmarks

1. The LMU OTD program will maintain an 80% on-time graduation rate.
2. Graduates of the LMU OTD program will achieve an overall pass rate for the NBCOT certification exam of 80%.

Program outcomes, in relation to the above goals, will be published on the Program's website as soon as data is available.

Administration, Faculty, and Staff

LMU Administration and Staff

- President of the University – Clayton Hess, Ph.D.
- Executive Vice President for Academic Affairs – Mark Tew, Th.D.
- Vice President for University Advancement – Cynthia Whitt, M.Ed.
- Director of Counseling – Jason Kishpaugh, LPC-MHSP
- Title IX Coordinator/Institutional Compliance Officer – Kelly Hawk, J.D.
- Director of Accessible Education Services – Daniel Graves, Ed.D.
- Registrar – Helen Bailey
- Executive Director of Student Financial Services – Tammy Tomfohrde, M.B.A.

DeBusk College of Osteopathic Medicine

- Dean of DCOM – Christopher Loyke, D.O., FACOFP
- Director of Operations – Jill Parks

OTD Program Administration, Faculty, and Staff

- Program Director – Jason Hughes, Ph.D., M.S., OTR
- Director of Research- Elizabeth Schmidt, Ph.D., M.S., OTR
- Academic Fieldwork Coordinator- Colleen Bullen, O.T.D, OTR
- Doctoral Capstone Coordinator- Jillian Pindar, O.T.D., OTR
- Professor of Occupational Therapy – Robert Mullaney, OTD, DBA, MBA-HAS, OTR
- Director of Innovation – Deborah Ruediger, OTD, OTR/ L, CHSE
- Assistant Professor- Emma Sabransky, O.T.D., OTR
- Assistant Professor- Deborah Zeitlin, O.T.D., OTR
- Program Administrative Coordinator – Kathy Chumley
- Clinical Education Administrative Coordinator- Alicia Belt, B.S.
- Admissions and Community Relations Coordinator- Laurana Lehman, B.S.

Section II: OT Program Curriculum

Description of the LMU-Knoxville OTD Program Educational Program

The Program is a full-time cohort program completed over nine 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 108-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.

Doctor of Occupational Therapy

Degree Type

Doctor of Occupational Therapy

The ascent to the summit can be further refined into three camps:

1. Base Camp
2. Camp Smoky
3. Camp Blue Ridge

Year 1 (Base Camp)

At **Base Camp**, travelers must learn the programmatic expectations, learning to be self-directed learners and acquiring foundational knowledge to be successful during the remainder of the journey. During Base Camp (Year 1), students will undergo orientation and complete 40 credit hours, which largely focus on the basic sciences and foundational knowledge of occupational therapy.

Summer Term

Item #	Title	Credits
OTD-710	Foundations of Occupational Therapy	3
OTD-719	Functional Gross Anatomy	5

Fall Term

Item #	Title	Credits
OTD-720	Foundations of Occupational Therapy II	2
OTD-721	Clinical Reasoning	1
OTD-722	Research Process	3
OTD-723	HC: Epidemiology & Pathophysiology	2
OTD-725	Documentation & Assessment	1
OTD-727	Foundations of Teaching & Learning	2
OTD-728	Client Care Management I	2
OTD-729	Neuroscience	3

Spring Term

Item #	Title	Credits
OTD-731	Clinical Reasoning II	1
OTD-732	Evidence Based Research	3
OTD-733	Heal Con: Epidemiology & Pathophysiology	2
OTD-734	FW Level I A Mental Health	1
OTD-735	Doctoral Capstone I	1
OTD-736	Mental Health Evaluation & Intervention	4
OTD-738	Client Care Management II	1
OTD-739	Applied Kinesiology	3

Year 2 (Camp Smoky)

At **Camp Smoky** (Year 2), students move into the application and caring phase of the curriculum. This phase of the journey includes 42 credit hours. This includes evaluation and intervention courses for adults, children, and older adults. These courses include incorporation of level I fieldwork experiences to enhance and carryover skills learned in lecture and laboratory settings. Furthermore, students will continue to evolve their research agendas and capstone proposals. At the conclusion of this phase of the journey, students will reach Camp Blue Ridge.

Summer 2 Semester

Item #	Title	Credits
OTD-814	FW Level I B Adult	1
OTD-815	Assistive Technology	3
OTD-816	Adult Evaluation & Intervention	4
OTD-817	Social Determinants of Health	2

Fall Term

Item #	Title	Credits
OTD-820	Community Health & Wellness	2
OTD-821	Clinical Reasoning III	1
OTD-822	Research Seminar I	2
OTD-823	PAMS, Ortho, & Prosthetics	3
OTD-824	FW Level I C Pediatrics	1
OTD-825	Doctoral Capstone II	1
OTD-826	Pediatric Eval & Intervention	4
OTD-827	Ethical Considerations in OT	2

Spring Term

Item #	Title	Credits
OTD-830	School Systems & OT	2
OTD-832	Research Seminar II	2
OTD-833	Leadership & Management	3
OTD-834	FW Level I D Geriatrics	1
OTD-835	Doctoral Capstone III	2
OTD-836	Geriatric Eval & Intervention	4
OTD-837	Emerging Treatment Areas	2

Year 3 (Camp Blue Ridge)

Camp Blue Ridge (Year 3) consists of primarily integration and human dimension phases of the curriculum. Here students partake in 26 hours of mostly practical learning. Students will rely on their knowledge acquired at Base Camp and Camp Smoky to better allow them to get to the summit of the mountain. Camp Blue Ridge consists of two Level II Fieldwork experiences that are designed to establish competence as an entry-level occupational therapy practitioner. After successful completion of their fieldwork experiences, students embark on their capstone experiences that culminate into a disseminated capstone project.

Summer 3 Semester

Item #	Title	Credits
OTD-911	Clinical Reasoning IV	1
OTD-991	FW Level IIA	6

Fall 3 Semester

Item #	Title	Credits
OTD-921	Professional Competencies	1
OTD-992	FW Level IIB	6

Spring 3 Semester

Item #	Title	Credits
OTD-933	Advocacy & Leadership	2
OTD-993	Capstone Experience	8
OTD-994	Doctoral Capstone IV	2

**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 a 40-hour work week. Coursework required during the clinical phase is to be completed outside of fieldwork and capstone working hours.*

Total Credits

108

Graduation Requirements

The LMU-Knoxville OTD program requirements for graduation are that all Level II Fieldworks 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 108-credit hour fixed-sequence curriculum, attain a cumulative GPA of 2.7/4.0 or higher, earn a "Pass" for all courses that are graded on a "Pass/Fail" basis, successfully complete Fieldwork and Doctoral Capstone Experiences, and be in good administrative/financial standing.

Curricular Threads

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

Thread 1: Collaborative Care: Exhibit effective communication skills to serve successfully as a valued member of an interprofessional team.

Thread 2: Clinical Reasoning: Apply clinical reasoning in the occupational therapy process based on thinking, critical analysis, and a commitment to quality.

Thread 3: Evidenced- Based: Demonstrate a dedication to evidenced-based, scholarly occupational therapy practice and professional growth through a life of learning and critical analysis.

Thread 4: Client-Centered: Develop, implement, and evolve client-centered care that is inclusive of the beliefs and needs of our clients. Individuals are motivated and satisfied when fulfilling the needs of society.

Humans are healthiest and happiest when they can participate in the activities that are most meaningful to

them (AOTA, 2017). Individuals are unique despite this common goal, as they are influenced by external and internal factors. Practitioners must evaluate, plan, and communicate with consumers to implement collaborative care, the first curriculum thread. As humans are critical thinkers, the OTD program regards clinical reasoning as a second curricular thread. To continue to provide current evidence-based interventions throughout their careers, students must first be able to examine current practice, personal practice, as well as emerging practice trends. Evidenced-based treatment is the third thread in our curriculum. Client-centered care is the fourth thread noted through the curriculum as students learn to put the needs of the client first and foremost when delivering ethical, competent, quality care.

Instructional Design

The majority of the OTD program will be delivered in person with some online synchronous and asynchronous learning. During Level II fieldworks and Doctoral Capstone experiences students will complete online courses in the LMS.

Student Learning Outcomes

The dynamic nature of contemporary health and human services delivery systems provides opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer. A graduate from LMU's OTD program must:

1. Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
2. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
3. Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.
4. Be prepared to evaluate and choose appropriate theory to inform practice.
5. Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
6. Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations

for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the OTPF.

7. Be able to plan and apply evidence based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, wellbeing, and quality of life, as informed by the Occupational Therapy Practice Framework.
8. Be prepared to be a lifelong learner to keep current with evidence-based professional practice.
9. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
10. Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.
11. Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.
12. Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.
13. Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.
14. Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.
15. Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging.
16. Demonstrate active involvement in professional development, leadership, and advocacy.
17. Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

(adopted from 2018 ACOTE Standards and Interpretive Guide/ preamble for Doctoral-Degree-Level)

Department of Occupational Therapy Philosophy of Learning

The Philosophical Base of Occupational Therapy identifies the unique contribution that the profession of occupational therapy makes to individuals, families, communities, and populations (AOTA, 2017). In an everchanging environment, practitioners must be willing and capable to provide services, all while enabling participation in meaningful occupations. The Doctor of Occupational Therapy program at Lincoln Memorial University (LMU) reflects the department's beliefs that people, as individuals and in groups, feel fulfilled when participating in occupations.

Fundamental Beliefs of How Students Learn

Graduate school is a time of personal growth and understanding. To provide a guide for the Doctor of Occupational Therapy program, we align our thoughts with Fink's Significant Learning Taxonomy that for learning to occur, a change must happen (Fink, 2003). Learning is not linear, as it is interactive and interpersonal. Faculty recognize Fink's six aspects of learning when developing, implementing, evaluating, and reassessing student learning.

Fink's Six Aspects of Learning Learning How to Learn:

Becoming a better student, asking questions about a subject, and becoming self-directed learners. This domain is facilitated throughout the program beginning with an exercise having student identify their learning style and begin to find methods to improve learning. Experiences in each class provide students with an array of learning techniques which culminate in a broader knowledge of how to approach new tasks or skills to be learned. These experiences require the student to engage in clinical reasoning, contemplating, and assessing by asking questions about the subject and becoming self-directed learners. Classroom and laboratory experiences are designed to allow students to mature as learners. By fostering an environment that promotes student engagement, students are better equipped to continue to be an active learner throughout their careers.

Foundational Knowledge:

Associate, compare, contrast, describe, explain, define. Foundational knowledge is the cornerstone of the first year

but is present throughout the entirety of the curriculum. Students will have the opportunity to describe, explain, and define the foundations of the Occupational Therapy profession, human gross and neuro anatomy, human biomechanics, and common diagnoses and therapeutic implications. Students will gain knowledge about human performance, engagement in activities, therapeutic tools, and techniques, language of the profession, documentation, standards of practice, and the use of clinical reasoning to function as an occupational therapist. Foundational knowledge is assessed in a variety of methods including written and laboratory examinations, written assignments, case studies, and presentations.

Application:

Analyze, assess, critique, create, demonstrate, measure, prescribe, and make decisions. Classroom and laboratory settings will provide faculty designed learning activities that allow students the opportunity to apply learned material. The learning activities will require clinical reasoning to create, assess, critique and make decisions based on materials previously learned. Putting it all together and having students demonstrate skills are a large part of the program. Application is measured in a variety of methods, including practical examinations, simulated client encounters, and fieldwork experiences.

Caring:

Develop, recognize, value, share, express, explore Faculty develop and utilize a variety of learning mediums to foster student enthusiasm, encourage student commitment to their work, and the occupational therapy profession. We aim to stimulate student learning and participation through the use technology and other techniques of active learning. Student's participation with their peers, as well as faculty, using materials provided online as well as activities used in the classroom. Faculty utilize Blackboard as a major method of instructional design.

Integration:

Associate, blend, connect, link, synthesize, and unite. To associate learned materials in meaningful ways, students partake in group intradisciplinary and interdisciplinary activities. Involving students in group activities including presentations and discussions allow students to associate information learned within the classroom and laboratory settings to actual client scenarios. Team projects help to foster performance skills required for optimum effectiveness when working in an interdisciplinary team.

Human Dimension:

Acquire, advise, advocate, reflect, respond, express, interact, involve, and share. We strive to develop graduates who embrace the core values and ethics of occupational therapy practice. Students will embrace the value of personal self-fulfillment and begin to see that each of their clients can achieve outcomes of health and wellness despite limitations. Students understand how their role is dependent on context and they will become confident in their decision-making skills. Recognizing the human dimension aspect of the field is essential to be an occupational therapist and students will be afforded ample opportunity to interact with clients.

Philosophy of Education Consistent with the fundamental beliefs expressed within the Philosophy of Occupational Therapy Education our curriculum "promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills" and helps shape future practitioners' professional identities (AOTA, 2018).

References:

- 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.2017.716506>
- Fink, L.D. (2003). *Creating Significant learning experiences: And integrated approach to designing college courses*. San Francisco: Jossey Bass. 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>

Admissions and Enrollment

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

The admissions committee will base decisions upon several components of an application package. They include: overall and math/science grade point averages (GPAs), the personal interview, personal and professional references. Graduate Record Examination (GRE) scores are NOT required for application.

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.

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. Students must achieve the following requirements prior to enrollment:

- 3.0 overall GPA on all college coursework
- 3.0 overall GPA on all prerequisites
- 2.8 overall GPA on all college math/science coursework
- Minimum of 40 hours of shadowing occupational therapists
- Three professional letters of reference
- Personal Statement

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 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)
- Introduction to Psychology (3 credits)
- Abnormal Psychology (3 credits)
- Sociology, Anthology, 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.

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.

Progression Standards

Students must complete all components of the Program's curriculum within 72 months of initial matriculation. This includes time for remediation and leaves of absence. The academic and non-academic requirements that students must meet in each phase of the Program to be eligible for graduation are listed below.

Students must meet all Didactic Phase requirements including those listed below to be eligible to progress to the Clinical Phase.

- Demonstrate consistent compliance with all LMU and Program policies and procedures.
- Demonstrate no professional conduct deficits or successful remediation of professional conduct deficits.
- Demonstrate successful achievement of Didactic Phase Learning Outcomes:
 - Earn a grade of 70% (C) or higher for all Didactic Phase courses
 - Pass all graded clinical skills assessments
 - Pass all graded simulated client encounters

Complete the Occupational Therapy Knowledge Exam (OTKE) prior to beginning the clinical phase. Students on Academic and/or Professional Probation may be delayed in beginning fieldwork and capstone experiences. In order to graduate, a student must achieve a 2.7 overall GPA. Before progressing to the clinical phase, if a student's GPA is below the required 2.7, they must meet with the SPC to determine eligibility to progress.

Students must meet all Clinical Phase requirements listed below and must not be on Academic and/or Professional Probation to be eligible for graduation.

- Demonstrate consistent compliance with LMU and Program policies and procedures
- Demonstrate no professional conduct deficits or successful remediation of professional conduct deficits.
- Demonstrate successful achievement of Clinical Phase Learning Outcomes:
 - Pass all Clinical Phase coursework with a grade of 70% (C) or higher.
 - Successfully complete Fieldwork Level II A and B with a grade of pass.
 - Successfully complete the Capstone Experience with a grade of pass.
 - Successfully complete Doctoral Capstone IV with the dissemination of the Capstone Project with a grade of pass.

Students on Academic and/or Professional Probation are not allowed to progress to Graduation. The SPC has the authority to remove a student from Academic and/or Professional Probation so that the student may progress to Graduation.

At the end of each semester, and as needed, the SPC convenes to review student performance (academic and nonacademic) and either approve students for progression

in the Program or make an alternate recommendation. Students must meet all requirements for completion of the Didactic Phase and the Clinical Phase for successful completion of the Program. Students must successfully complete the Program and demonstrate fulfillment of all financial obligations to LMU to be eligible for graduation.

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.

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.

***Provided the Program achieves ACOTE® Accreditation**

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

Section III: Supervised Clinical Phase Experiences

Establishment of Clinical Phase Sites/Clinical Educators

Students are not allowed to contact or solicit Clinical Sites or Clinical Educators (Clinical Affiliates). The Program employs sufficient faculty and staff to coordinate Clinical Sites and Clinical Educators for the Clinical Phase of the Program. However, students may provide the AFWC/DCC with contact information for Clinical Sites or Clinical

Educators with whom the student has an established professional relationship (e.g. employed at the Clinical Site prior to matriculation) or in cases where the Clinical Preceptor (who is not the student's spouse/partner, parent/inlaw, or other familial relationship) has indicated they would like to serve as a Fieldwork (FW) Educator or Capstone Educator for the student. The AFWC/DCC determines if the Clinical Affiliate(s) can meet Program requirements and provide students with sufficient educational experiences to achieve Program Learning Outcomes.

Clinical Phase Assignments Policy

The AFWC/DCC is responsible for coordinating student assignments to Clinical Affiliates for both FW and Capstones. Clinical Phase assignments are developed after a thorough review of FW/Capstone Educator availability, credentialing paperwork for the Clinical Site and Educator(s), review of prior evaluations of the Clinical Site and Clinical Educator(s) if available, the suitability of the Clinical Affiliate to provide students with sufficient educational experiences to achieve Program Learning Outcomes, student academic and professional conduct history in the Didactic Phase, and student requests.

Clinical Phase assignments are maintained in the Program's online program management system. The Program makes every effort to provide students with FW and Capstone final assignments no less than twelve (12) weeks prior to the start of each FW or the Capstone. Throughout the Clinical Phase FW or Capstone assignments may change, often due to circumstances outside of the Program's control. The Program also reserves the right to change any student's Clinical Phase assignment(s) based on the student's individual academic or professional performance, achievement of Program Learning Outcomes and Graduate Competencies, SPC recommendations, or new concerns about the Clinical Affiliate's ability to provide an appropriate FW/Capstone Experience. The Program makes every effort to minimize disruption of a student's Clinical Phase assignment should a change occur. Students are notified in a timely manner of any change in their Clinical Phase assignment(s).

The Program provides students with contact information for the Clinical Affiliate and Primary FW/Capstone Educator for each assigned FW/Capstone experience. Students must contact the FW/Capstone Educator (or other designated associate of the Clinical Affiliate) via phone, or the FW/Capstone Educator's preferred method of communication, no less than two (2) weeks prior to the start of the Clinical

Phase experience to determine what date/time, where, and to whom the student should report on the first day of the FW/Capstone experience.

Client Care Hours

The OT profession values service and dedication to client care. As such, students may work long hours, nightshifts, holidays, and weekends during Clinical Phase experiences. Every opportunity for a client encounter advances each student's academic and professional growth. Students are expected to complete approximately forty (40) hours of client care activities (e.g. client encounters, documentation of client encounters, etc.) each week. Hours vary depending on the Clinical Phase discipline and the Clinical Affiliate's practice patterns; however, students are expected to work the same hours as the FW/Capstone Educator(s). This includes seeing clients in all settings in which the Educator provides care (covered by the Clinical Affiliation Agreement) such as the office, hospital, long term care/skilled nursing facility, other outpatient facilities, and prison. Students may need to work with more than one FW/Capstone Educator at the Clinical Site in order to obtain sufficient exposure to client encounters and other activities to achieve Program Learning Outcomes and Graduate Competencies. Students are expected to arrive at the Clinical Site each day at least 15 minutes prior to the expected time.

Clinical Phase Conference Policy

All students must schedule a virtual conference or phone call with the AFWC to occur during weeks 5-7 of each fieldwork and with the DCC during weeks 6-8 of their capstone experience. The purpose of each conference is to discuss student progress at midterm and to ensure students have access to the resources they need to successfully complete these Clinical Phase experiences.

Housing, Transportation, and Meals

Students are responsible for securing their own housing, transportation, and meals during the Clinical Phase. Students are encouraged to discuss housing options with students who will be completing or have completed FWs and Capstones in the same geographic area. Students are responsible for all costs associated with housing, transportation, and meals during the Clinical Phase.

Section IV: Academic Policies and Procedures

Assessment of Student Performance

The Program conducts frequent, objective, and documented assessments of student performance related to Program Learning Outcomes for the purpose of monitoring and documenting student progress in a manner that promptly identifies deficits in knowledge and/or skills and establishes means for remediation. All assessments are based on the instructional objectives, found in course syllabi and materials for other learning activities, which guide student achievement of Program Learning Outcomes and Graduate Competencies.

Types of Assessments

The Program utilizes formative assessments that support student achievement of Program Learning Outcomes and accreditation standards to monitor student progress in meeting instructional objectives for each course. These assessments may be for the purpose of student self-assessment or may be recorded for a grade. Formative assessments may be administered in several forms, including but not limited to quiz questions, synchronous or asynchronous discussions, written, audio, or video assignments and participation in simulated patient encounters. Formative assessments allow faculty Program utilizes cumulative assessments covering Didactic Phase Learning Outcomes related to occupational therapy knowledge in the form of the OTKE®. The OTKE® is provided to the students before entering the clinical phase of the curriculum. Students will receive results from the OTKE®, but performance on the OTKE® does not determine if students can enter the clinical phase.

The Program utilizes summative assessments to assess student achievement of Program Learning Outcomes as appropriate for the course content and learning objectives. These graded assessments may be administered in several forms, including but not limited to exam questions, assignments, and lab practicals. Summative assessments allow faculty to provide students with periodic feedback on areas of strength and weakness related to course-specific learning outcomes.

The Program utilizes cumulative assessments covering Didactic Phase Learning Outcomes related to occupational therapy knowledge in the form of the OTKE®. The OTKE® is provided to the students before entering the clinical phase

of the curriculum. Students will receive results from the OTKE®, but performance on the OTKE® does not determine if students can enter the clinical phase.

All assessments are the property of the Program. Students may not duplicate assessment items in any form at any time. Faculty review assessments for students who earned a grade of < 75% to identify the student's knowledge/skill deficits. This information is shared with the student during mentoring by Program Faculty.

Grading System

Assessment/Course Grades: 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%

Assessment grades will be computed and recorded to the nearest thousandth (0.001). Course grades are rounded up if the first number after the decimal is greater than or equal to 5 (e.g. a course grade of 79.500% is rounded up to 80% (B) and a course grade of 79.499% is not). Some assessments may be computed and recorded as pass ("P")/fail ("F"). This is noted in each course syllabus.

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

Academic Standing

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 DCOM Honor Code 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 2.7

Remediation Policies and Procedures of in Course Activities and Assessment

The Program monitors and documents the progress of each student in a manner that promptly identifies deficits in knowledge, skills, and professional conduct and establishes means for remediation. Remediation is the Program's applied process for correcting deficits. Remediation is defined as mentoring by Program faculty and completion of remediation learning activities and assessments. "At-Risk Support" is defined as mentoring by Program faculty and completion of learning activities to strengthen subject matter understanding. During the didactic phase course faculty will meet with students who are identified as "at-risk" and develop a plan and timeline for student mentoring to support student learning and achievement of Program Learning Outcomes. During the Clinical Phase, student mentoring to support student learning and achievement of Program Learning Outcome occurs in person or via phone or videoconferencing and is scheduled to have the least impact on the student's clinical responsibilities for fieldworks and capstones.

Academic Performance

Identification of deficits in knowledge or skill is determined by student performance on summative evaluations which are identified in the course syllabi.

Any knowledge and/or skill deficit identified by Program Faculty and/or Clinical Educator that is considered to adversely impact client safety regardless of the grade earned.

Some assignments and assessments are for the purpose of student self-assessment and/or for faculty to gauge student development of Program Learning Outcomes. Although students are provided with feedback on these assignments and assessments, remediation is not required for poor performance (grade of less than 70% or below). Assignments and assessments for which remediation is required are specified in each course syllabus. In addition, students are required to complete remediation for any failed component of the Clinical Phase.

"At Risk" Support

Although a grade of > 70% is passing, students who earn a grade of < 75% are considered "at-risk" for failure of a course, other components of the Program's curriculum and/or the NBCOT. Therefore, students who earn a grade of 70-75% on a graded assessment/assignment for which remediation is required must contact the respective

Program Faculty member primarily responsible for coordinating the related learning activities to strengthen subject matter understanding (as specified in the course syllabus). Failure to follow this policy may result in referral to the SPC for progression and/or disciplinary action recommendations. Program Faculty provide feedback and assist the student in self-strengthening of knowledge and/or skill deficit(s).

Students who earn a grade of < 70%, or have a knowledge and/or skill deficit that is considered to adversely impact patient safety regardless of the grade earned on a graded assessment/assignment for which remediation is required as indicated in the syllabus, must contact the respective Program Faculty member primarily responsible for coordinating the related remediation learning activities and assessment(s) (as specified in the course syllabus) and their assigned Faculty Mentor within two (2) business days of receiving their grade. Failure to follow this policy may result in referral to the SPC for progression and/or disciplinary action recommendations.

Program Faculty utilize standardized rubrics to provide feedback and develop learning activities for remediation of knowledge and/or skill deficits. Remediation learning activities are assigned as soon as possible following identification of knowledge/skill deficit(s). The timeline and format for the assessment of remediation of the knowledge/skill deficit(s) occurs in coordination with the Course Director in the Didactic Phase, and Fieldwork/Capstone Educator during the Clinical Phase and follows the same format as the assessment that identified the deficit(s).

Successful remediation is defined as earning a grade of \geq 70% on the remediation assessment. The initial grade earned is changed to 70% for one assignment per course following successful remediation. For any other assessments remediated in the same course, the student receives the original grade.

Students must successfully complete all required remediation activities in order to be eligible for progression in the Program. Completion of remediation learning activities and assessments may result in a delay in Clinical Phase progression, a delay in graduation, and/or failure to complete the Program curriculum within 72 months of initial matriculation.

The number of remediation attempts for academic deficits allowed by the Program are as follows:

- Didactic Phase:
 - Students are required to remediate all summative evaluations for which a score of less

than 70% is earned. The lowest grade earned on a summative evaluation within a course will be replaced with a 70% if the student earns a score greater than 70% for remediation of the activity. For all other remediated evaluations in the course, the student will receive the original grade earned.

- No more than three (3) total remediation activities for Didactic phase per course assessment.
- Clinical Phase:
 - No more than two (2) total remediation activities for Clinical Phase coursework.
 - No more than one (1) remediation activity for the Fieldwork Performance Evaluation or the Capstone Performance Assessment. Students may not appeal the decision by program faculty for the student to complete formal remediation activities. Students who do not successfully complete remediation and students with continued academic deficits are referred to the SPC for recommendation on progression which may include dismissal from the Program.

Student Advising

Student mentoring is designed to provide each student with the support necessary to achieve academic success and professional development in the Program. During the Clinical Phase, student mentoring occurs in person or via phone or videoconferencing and is scheduled to have the least impact on the student's clinical responsibilities for fieldwork and capstone experiences. Students are assigned to a Faculty Mentor for the Didactic and Clinical Phases of the Program. Students must meet with their assigned Faculty Mentor at least once each semester.

During the first three weeks of the first Didactic Phase semester students meet with their assigned Faculty Mentor to develop a plan for their academic success and professional development in the Program. Students continue to meet with their assigned Faculty Mentor at least once every semester to review their plan and revise it as necessary.

Student Responsibilities

- Schedule a meeting with your assigned Faculty Mentor immediately following midterm to discuss your academic and professional progress every semester in the didactic phase.
- Contact your course faculty to initiate a remediation plan and your assigned Faculty Mentor for

notification of your academic performance within two (2) business days of earning a grade of < 75% on graded assignments/assessments for which remediation is required.

- Meet with your assigned Faculty Mentor as needed for other academic and/or personal concerns
- Develop a plan for academic success and professional development in the Program
- Thoughtfully complete self-assessments and discuss areas of strengths and areas for improvement when professional or academic remediation is required.
- Develop a plan for self-directed remediation of self-assessed deficits and have the plan approved by course faculty.
- Make an honest effort to follow the plans for academic success, professional development, and/or remediation of deficits.

Faculty Mentor Responsibilities

- Follow LMU and the OTD Program policies, procedures, and organizational reporting structures
- Meet with the student at least once per semester at a mutually agreed time
- Meet with the student as needed as issues arise
- Disclose to the student information from Faculty Mentor-Student meetings that may be shared with Program Faculty and/or Staff with a legitimate need to know
- Provide an objective appraisal of the student's areas of strength and areas for improvement
- Help develop a plan for academic success and professional development in the Program
- Help develop a plan for student-directed remediation of student-assessed deficits
- Advise the student of Program policies and/or procedures related to current issues/concerns
- Make written records of Faculty Mentor-Student meetings for student files
- Provide timely access and/or referral to services addressing personal, academic, or professional issues which may impact the student's progress in the program

The Faculty Mentor Does Not

- Solve student problems (academic and/or personal) – the Faculty Mentor helps you clarify causative factors and provide support as appropriate.
- Act as any student's medical provider or behavioral health counselor. It is inappropriate for any Program Faculty to provide enrolled students with medical or behavioral health care or advice.

Academic Conduct Policy

The Program seeks to create an environment of academic excellence conducive to student learning. This requires students to take personal responsibility for their learning and mastery of the knowledge and skills necessary to provide safe and effective patient care and for excellence in professional practice. This also requires students to complete all work with academic integrity, recognize the limits of their current knowledge, and pursue life-long learning. Academic misconduct undermines the purpose of education and violates the trust among faculty and students necessary for intellectual growth and development. Examples of academic misconduct include, but are not limited to, the following:

- Abetting: encouraging or assisting another student to do something wrong
- Cheating: acting dishonestly to gain an advantage, such as using unauthorized study materials
- Plagiarism: claiming someone else's ideas, words, data, etc. as your own
- Fabrication: presenting falsified work as genuine
- Misrepresentation: any act or omission with the intent to deceive

Dishonesty of any kind on examinations, unauthorized possession of examination questions, duplication of examination questions, the use of unauthorized notes 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 and are violations of appropriate academic and professional conduct.

The Academic Conduct Policy is part of the DCOM Student Honor Code. Students suspected of violation the Student Code of Conduct will be referred to the SPC for progression and/or disciplinary action recommendations which may include dismissal from the Program.

Academic Grievance Policy

If a student has an academic grievance about a course, he/she is required to first discuss the matter with the Course Director for that course. If the academic grievance is unresolved after meeting with the Course Director, the student may then discuss the matter with the Program Director (during the Didactic Phase) or the AFWC/DCC (during the Clinical Phase). If the academic grievance remains unresolved, the student may then discuss the matter with the Dean for final resolution.

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 (www.LMUnet.edu) for detailed information regarding FERPA and the list of disclosures that LMU may make without student consent in accordance with FERPA.

Section V: Registrar Information

Course Registration

- Summer 1 Semester (Didactic Phase): Matriculating students are registered by the Program.
- For the remaining semesters, both didactic and clinical phases, students are responsible for completing course registration.
- The Financial Aid Office will notify students, via LMU student email accounts, about registration and financial aid deadlines and provide instructions for registration.

Change of Name, Contact Information, Emergency Contact(s) 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.

Section VI: Student Services

Academic Support Services

In addition to having access to Program faculty for academic advising and mentoring, students have access to the Office of Academic Support. Services include assistance with study skills, time management, stress management and wellness, test anxiety management, and test-taking skills. Students may self-refer or be referred by Program faculty.

Accessible Education Services

The Office of Accessible Education Services works with Program faculty to provide accommodations for learning and assessment activities. Students with disabilities are responsible for requesting services and are strongly encouraged to contact the Office of Accessible Education Services prior to matriculation and as soon as possible after a disability that may qualify for accommodations arises. <https://www.lmunet.edu/student-life/accessible-educationservices.php>

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. <https://www.lmunet.edu/financial-aid/index.php>

Refund Policy

In the event the student drops one or more classes, withdraws, or is administratively Dismissed from the university for disciplinary or financial reason after registration is completed and prior to the end of the semester of enrollment, the student's eligibility for a refund of appropriate tuition, room and board charges will be prorated as indicated.

icated. A student must complete a Change of Schedule form for dropping one or more classes (found on MyLMUunder Academics/Registrar/Forms).

Any situation in which all classes are dropped is considered to be a withdrawal from the university. The official withdrawal process begins in the Office of the Registrar. The Registrar uses the date the student communicates in writing their intent to withdraw and begins the university's withdrawal process, as the official withdrawal date. The student working with the Registrar's Office must complete the Undergraduate/Graduate Withdrawal Form, and obtain all necessary signatures, and submit the completed form to the Registrar's Office. *Verbal requests do not constitute official notification.*

Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

Through the first official day of classes	100%
After the first official day of classes and during the first week of the semester	100%
During the second week of the semester	75%
During the third week of the semester	50%
During the fourth week of the semester	25%
After the fourth week of the semester	0%

No refund of institutional charges will be made after the fourth week of the semester. Specific dates affecting the schedule of refunds appears at [Information and Policies Printables; the Office of Student Services, the Office of the Registrar and the Office of Financial Aid](#). Refund schedules pertaining to the summer are adjusted to the varying length of the terms.

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

Health Services

Medical Services

Program faculty and the Program Director are not permitted to participate as health care providers for enrolled students. Students may access non-emergent medical care based on their private health insurance plan.

LMU-Knoxville OTD Students are given preference for obtaining same-day appointments at Internal Medical Associates' Powell, TN location (approximately 20 miles from the Knoxville campus). Students must identify themselves as an LMU-Knoxville OTD Student when requesting an appointment. Students must bring a copy of their vaccination/immunization records and a completed health history questionnaire to their first office visit (<https://www.imasummit.com/patient-forms/>). Providers at Internal Medical Associates also provide the services listed below for LMU-Knoxville OTD Students:

- Acute visits
- Behavioral counseling
- Medication refills (for existing diagnoses)
- Vaccinations/immunizations and titers
- Laboratory (including urine drug screens) and imaging services
- Follow-up care following percutaneous/blood borne pathogen exposures
- History and physical examination prior to beginning Supervised Clinical Practice Experiences(SCPEs)
- Discounts/payment plans for services provided, if needed

Internal Medicine Associates
7744 Conner Road
Powell, TN 37849
<http://www.imasummit.com>

There are four (4) major hospitals within 15 miles of the Program (listed below). These hospitals have emergency services 24 hours a day, seven days a week. The hospital will file claims with the student's health insurance provider; however, students are responsible for payments not covered by their health insurance provider.

- Parkwest Medical Center (2.8 miles) 9352 Park West Blvd., Knoxville, TN 37923
- Turkey Creek Medical Center (3.1 miles) 10820 Parkside Drive, Knoxville, TN 37934
- Fort Sanders Regional Medical Center (13.6 miles) 1901 W. Clinch Avenue, Knoxville, TN 37916
- University of Tennessee Medical Center (14.7 miles) 1924 Alcoa Hwy., Knoxville, TN 37920

Mental Health Counseling Services

Students have access to confidential mental health counseling through the office of Mental Health Counseling and can make confidential appointments online <https://www.lmunet.edu/counseling/index.php> Students may also complete confidential mental health screenings, access information and directions on handling mental health emergencies on and off campus, and gain assistance in obtaining mental health counseling while completing educational activities off campus. The LMU- Knoxville campus employs one full-time mental health counselor; however, any mental health counselor within the department is readily available to assist students. Program faculty and the Program Director are not permitted to participate as mental health counsellors for enrolled students.

Career Services

Students have access to career services, including curriculum vitae (CV) creation and interview preparation from the office of Career Services. The office of Career Services also maintains an electronic job bank and posts department updates on the LMU Career Services' Facebook page.

Alumni Services

Students have access to the LMU DCOM Office of Alumni Services.

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. Students must submit all request for verification of Program Completion/Degree Awarded to the Program Administrative Coordinator.

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 (www.LMUnet.edu).

Reference Letter Request

Most if not all state licensing boards, and prospective employers require professional reference letters as part of the application process. Students should get permission from Program Faculty and Clinical Preceptors prior to providing their contact information to state licensing boards and/or prospective employers for professional reference requests. Students may request a professional reference letter from Program faculty and Clinical Preceptors. Students requesting reference letters from Program Faculty should include a completed Letter of Evaluation Release form (Appendix C) with their request. Students requesting reference letters from Program Faculty and/or Clinical Preceptors should include their dates of attendance; a copy of their CV; the name and contact information for submission; the title of the position/area of medicine they are applying for; and the reasons why they are interested in the position. Students must allow Program Faculty and Clinical Preceptors a minimum of two (2) weeks to complete professional reference letters. Program Faculty and Clinical Preceptors reserve the right to decline to provide students with a professional reference letter.

Certification, Licensure, and Professional Organizations (NBCOT®)

Students enrolled in an ACOTE® -accredited occupational therapy education program and scheduled to graduate with an entry-level doctoral degree may request that their university or college registrar submit a Degree Verification Form (DVF), within six (6) months of their anticipated

graduation date, on their behalf if they have successfully completed all degree and graduation requirements, including occupational therapy education, Level I and Level II Fieldwork, and the doctoral capstone experience and project. The form may only be used within the same calendar year as the student's anticipated graduation date. Please note that the student's pass/fail status will not be released until NBCOT® has received an official final transcript from the university/college from which the student graduated that confirms their degree date and degree title.

Tennessee State Licensure

OTs are licensed in Tennessee through the State of Tennessee Department of Health, Health Related Boards, Board of Occupational Therapy. <https://www.tn.gov/health/health-program-areas/health-professional-boards/otboard.html> Hyperlinks for rules and regulations governing the practice of OTs in Tennessee are posted on www.tn.gov.

Tennessee Association of Occupational Therapists (TNOTA)

<https://www.tnota.org>

TNOTA is the only statewide association representing the educational and professional interests of Tennessee's OTs. Their mission is to promote accessible, quality health care, and to advance the education, profession and practice of OTs in Tennessee. Student members may attain continuing education units (CEU) at TNOTA conferences and workshops, be elected to the Student Representative position on the Executive Board and maintains an electronic job bank.

American Occupational Therapy Association (AOTA)

<https://www.aota.org>

The American Occupational Therapy Association is the national professional organization for occupational therapy practitioners and students. AOTA represents 65,000 members across 50 states advocating for services and providing research and resources for therapists and consumers. A variety of publications, digital resources, webinars, networking opportunities, and conferences are available through AOTA. Additional resources can be found at the organization's website.

Course Descriptions

Occupational Therapy

OTD-710 : Foundations of Occupational Therapy

This is the first of two courses designed to introduce students to the history of the occupational therapy profession and the evolution of occupation. Students will learn the use of theory and evidence, the importance and function of professional organizations, the *Occupational Therapy Practice Framework*, the use of health care terminology, and the application of critical reasoning within various models of practice and therapeutic settings. (Prerequisite- Admission into the LMU OTD program)

Credits 3

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. (Prerequisite- Admission into the LMU OTD program)

Credits 5

OTD-720 : Foundations of Occupational Therapy II

This is the second of two courses designed to introduce students to the history of the occupational therapy profession and the evolution of occupation. Students will continue learning the use of theory and evidence, the importance and function of professional organizations, the Occupational Therapy Practice Framework, the use of health care terminology, and the application of critical reasoning within various models of practice and therapeutic settings. (Prerequisite- OTD710)

Credits 2

OTD-721 : Clinical Reasoning

This course will explore clinical reasoning as a basis of practice. Students will learn the evolution of clinical reasoning and compare and contrast clinical reasoning across different healthcare professions. Students will have the opportunity to reflect on their assumptions and how they may affect clinical reasoning. Exploration of mental processes fundamental to reasoning will also be covered. (Prerequisite- none)

Credits 1

OTD-722 : Research Process

This course includes an introduction and study of methods of scientific inquiry and research pertaining to human-service professions. An overview of quantitative and qualitative research methodologies and design will be introduced with emphasis placed on understanding the research process and how to use research to evaluate and guide models of clinical decision-making using Internet, library, and other resources. The fundamentals of scholarly activities and their contributions to a professional knowledge base will be highlighted. This course advances students' knowledge and understanding of quantitative and qualitative research designs. Students will develop and apply quantitative statistical analysis as well as qualitative data analysis to understand processes used in scholarly research. This course also prepares students for the planning and implementation of the OTD clinical doctoral project. It will offer review and discussion of statistical analyses as it relates to health sciences research. Students will design a comprehensive research proposal and develop independent research skills to plan, evaluate, and critique clinical studies in professional practice. (Prerequisite- none)

Credits 3

OTD-723 : HC: Epidemiology & Pathophysiology

This course will give students an overview of the clinical conditions that are commonly seen in populations in rural Appalachia. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathology, and disease course/prognosis. Functional deficits that result from each condition and the role of health promotion and prevention will also be studied. (Prerequisite- OTD719)

Credits 2

OTD-725 : Documentation & Assessment

This course will develop clinical reasoning throughout the OT process for client and family centered care. Documentation and plan of care justifying care within treatment settings across the lifespan will be highlighted. (Prerequisite- none)

Credits 1

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. (Prerequisite- none)

Credits 2

OTD-728 : Client Care Management I

This is the first of two courses 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 in 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- OTD710)

Credits 2

OTD-729 : Neuroscience

This course allows students to study of 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- OTD719)

Credits 3

OTD-731 : Clinical Reasoning II

This course continues to build on Clinical Reasoning I. Students will learn the aspects of reasoning as they relate to occupational therapy practice. The continuum of clinical reasoning will be explored, including characteristics of each phase. (Prerequisite-OTD721)

Credits 1

OTD-732 : Evidence Based Research

The second in a series of research-based courses, this course allows students to continue to the implementation phase of their scholarly/research projects. Students will need to begin obtaining IRB approval (if applicable) and begin collecting, managing, and analyzing data in their chosen research area. Faculty assistance and prearranged peer seminars for review, critique, evaluation, and discussion of research projects will take place. Grant writing to secure funding for research will also be introduced.

Credits 3

OTD-733 : Heal Con: Epidemiology & Pathophysiology

Continuing from Health Conditions: Epidemiology & Pathophysiology I, this course will resume teaching students an overview of the clinical conditions that are commonly seen in populations in rural Appalachia. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathology, and disease course / prognosis. Functional deficits that result from each condition and the role of health promotion and prevention will also be studied.

Credits 2

OTD-734 : FW Level I A 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 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.

Credits 1

OTD-735 : Doctoral Capstone I

The first of four courses in the capstone series. Students will explore capstone possibilities, and where available, examples of doctoral capstone projects completed by other OTD students. This course is the introduction to the capstone process where students will learn how the project progresses through the curriculum and the timeframe for completion of specific components. As students begin to identify an area of focus for their capstone project, they will be assigned a faculty advisor and start to conduct their literature review.

Credits 1

OTD-736 : Mental Health Evaluation & Intervention

This course will introduce the occupational therapy practice for mental health populations, with a primary focus on populations of rural Appalachia. 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.

Credits 4

OTD-738 : Client Care Management II

: This is the second of two courses 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 lab sessions, students will interact, engage, and collaborate with students from other healthcare disciplines to evaluate simulated clients representative of the Appalachian region.

Credits 1

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.

Credits 3

OTD-814 : FW Level I B Adult

Credits 1

OTD-815 : Assistive Technology

Credits 3

OTD-816 : Adult Evaluation & Intervention

Credits 4

OTD-817 : Social Determinants of Health

Credits 2

OTD-820 : Community Health & Wellness

Credits 2

OTD-821 : Clinical Reasoning III
Credits 1

OTD-822 : Research Seminar I
Credits 2

OTD-823 : PAMS, Ortho, & Prosthetics
Credits 3

OTD-824 : FW Level I C Pediatrics
Credits 1

OTD-825 : Doctoral Capstone II
Credits 1

OTD-826 : Pediatric Eval & Intervention
Credits 4

OTD-827 : Ethical Considerations in OT
Credits 2

OTD-830 : School Systems & OT
Credits 2

OTD-832 : Research Seminar II
Credits 2

OTD-833 : Leadership & Management
Credits 3

OTD-834 : FW Level I D Geriatrics
Credits 1

OTD-835 : Doctoral Capstone III
Credits 2

OTD-836 : Geriatric Eval & Intervention
Credits 4

OTD-837 : Emerging Treatment Areas
Credits 2

OTD-911 : Clinical Reasoning IV
Credits 1

OTD-921 : Professional Competencies
Credits 1

OTD-933 : Advocacy & Leadership
Credits 2

OTD-991 : FW Level IIA
Credits 6

OTD-992 : FW Level IIB
Credits 6

OTD-993 : Capstone Experience
Credits 8

OTD-994 : Doctoral Capstone IV

Credits 2