

**Division of Occupational Therapy
in the
College of Health**

**Professional Doctorate
In
Occupational Therapy
(OTD)
Proposal
2009**

Section I: The Request

University of Utah requests approval to offer the Doctor of Occupational Therapy degree (OTD) effective Summer 2010. This program has been approved by the institutional Board of Trustees on (date pending).

Section II: Program Description

Complete Program Description:

The proposed professional doctorate in Occupational Therapy (OTD) will be offered within the Division of Occupational Therapy to individuals who have already earned a degree in occupational therapy from an entry-level educational program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). In addition, applicants to this program will have successfully passed the national certification for occupational therapist board examination, and will have practiced as an occupational therapist for at least two years. The proposed OTD program will have two paths for entry – one for those individuals whose entry-level occupational therapy degree was at the Bachelor's degree level, and one for those individuals who earned their entry-level occupational therapy degree at the Master's degree level. The focus of the professional doctorate in occupational therapy (OTD) is to in part, provide clinicians with a stronger, more up-to-date theoretical base; advance their leadership skills; as well as to provide them with knowledge and skills in evidence-based research related to their chosen area of emphasis.

The occupational therapy literature has identified several reasons why the OTD is needed: there is a need to create a cadre of advanced clinicians based on strengthening theoretical underpinnings that are capable of contributing to the evidence-base in the field; there is a need for competent leadership to meet the challenges of a continually evolving healthcare system; there is a growing expressed need within all of the health professions to produce individuals with advanced degrees, and there is a national shortage of doctorally-prepared faculty to educate future generations of occupational therapy practitioners. There are currently only nineteen educational institutions in the U.S. offering professional doctorates in occupational therapy; included in that group are the University of Southern California, Tufts University, Creighton University, and Boston University. Summarily, the purpose of the professional doctorate in occupational therapy is to offer "a successful and accepted degree structure for the preparation of advanced practitioners. It creates a clinical scholar who can autonomously operate as a change agent in health care systems and sensitively interpret the human condition presented by patients. The professional doctorate bears serious consideration in occupational therapy as an educational option." (Pierce & Peyton, 1999, p. 70)

The Accreditation Council for Occupational Therapy Education (ACOTE) has developed doctoral degree-level educational standards, separate from the standards for Master's degree level programs for occupational therapists. The occupational therapy profession moved to the entry-level of Master's degree 2005 and since that time there has been a demand and an increase of professional doctorate programs being developed. Some educators are calling for the

occupational therapy profession to move to an entry-level doctorate, mirroring the changes that have already occurred in Pharmacy, Physical Therapy, and Audiology (Smith, 2007). This call is also based on the increase of knowledge that needs to be mastered to stay competent in a field as broad-based as occupational therapy. “Developing leaders in practice is one of the reasons why OTD programs were established. Offering doctoral programs in practice makes occupational therapy competitive with other health professions, such as physical therapy, pharmacy, and even clinical nursing, all of which have launched practice-based doctoral programs.” (Strzelecki, 2009)

The entry-level degree program in occupational therapy that leads to the Master’s in Occupational Therapy (MOT) degree will not change at the University of Utah as a result of developing and implementing the OTD program. However, the proposed program will be a way for University of Utah graduates to continue to advance their education which ultimately will lead to strengthening the occupational therapy profession in Utah. The currently accredited entry-level Master's Degree in Occupational Therapy (MOT) at the University of Utah will continue; this program began admitting students in 1999 and currently graduates up to 30 students annually. The University of Utah's program is the only entry-level program in the state of Utah for an occupational therapist; there are currently no other accredited institutions in Utah offering a professional doctorate. The proposed OTD program has been designed in response to several needs: there is a national shortage of doctorally prepared faculty throughout the U.S., there is a possibility that the occupational therapy profession may move to an entry-level doctoral level in the next decade, and, there has been an expressed demand for years now by practicing occupational therapists within the state and in neighboring states to develop an accessible post-professional program. This degree will also strengthen the existing Master’s of Occupational Therapy (MOT) level program and help the Division related to increased research capability and service provision to the community.

The proposed OTD degree will admit students with either a bachelor’s degree or master’s degree in occupational therapy. These degrees must be from an ACOTE accredited program and will insure that that the basic tenets and educational level of occupational therapy have been met. There will be two tracks offered to obtain the proposed program degree; common to both tracks will be a requirement for a minimum of two years of clinical experience prior to entering the program, the doctoral level courses which will total 36 credits, including foundational courses, core curricular courses, a specialization area of emphasis chosen by the student in collaboration with the faculty , and a capstone project that will serve as the culminating project which will demonstrate the student's level of scholarship (See Appendix E). Students who apply to the program who have earned a Bachelor’s degree in occupational therapy will take an additional 24-36 credits of coursework, evaluated on a case-by case basis upon review of the student’s transcript(s). Since it is anticipated that most of the students seeking the OTD at the University of Utah will be working professionals who are either place-bound, time-bound, or both, the program will be offered primarily through distance education technology. Although residency for clinical doctorates is not formally required, given that this degree will substantially be an on-line format, the Division of Occupational Therapy will require students to come to campus at least once a year for a multiple day seminar. The seminar will focus on educational components that are more appropriately delivered face to face as well as team building between the students to facilitate discussion between colleague/classmates more easily

once they are associating on-line throughout the rest of the curriculum. Prior to taking the Capstone Series (OC TH 7400 and 7450) each student's progress based on grades will be reviewed by a faculty committee. If the student has made good progress with their coursework, they will be approved to begin the series of classes leading up to completion of all the requirements for graduation.

The capstone project will be the final qualifying exercise for the OTD degree. This capstone project will integrate, synthesize, and apply the knowledge and skills acquired during doctoral coursework into a scholarly project designed by the student to meet his or her professional goals in an area of clinical practice. The student will design a project in one of the program's areas of specialization that reflects both the purpose of the OTD Program, as well as the student's proposed innovation in practice. Based on the topic, a project committee chair within the Division of Occupational Therapy will be assigned to provide guidance. Students will prepare and defend their proposal before a committee in Capstone Class I (OC TH 7400). During Capstone Class II (OC TH 7450) the students will carry out the action or program proposed during Capstone I. For example, if a student has proposed a college course, during the Capstone II course, the student will implement the course or part of it. Or, if a student proposed a specific research study, he or she would collect the data that was proposed and complete the study. If, for example, a student proposed a justification and plan to change policy at the state level the action proposed would be presented formally to appropriate policy makers in the hopes the action would be taken. The major outcomes for Capstone II are: a) the implementation of the proposal approved of in Capstone I, b) collection of data regarding the action, program, or study, c) analysis of this data, and, d) a discussion of how these results contribute to the advancement of the occupation in society, occupational science, or occupational therapy knowledge base. The other requirement that must be met is that the students will disseminate their results to the appropriate audience through presentations at the state and/or national level, peer reviewed publications and/or implementation of the project. Students will defend their final project before their committee.

The advisory committee will consist of three members. Two of the members must be from the Division of Occupational therapy with the Chair of the committee being a full-time faculty member — either regular faculty or graduate school approved clinical full-time faculty. The third member will be chosen based on area of expertise as it relates to the project.

Purpose of the Degree:

The purpose of the proposed OTD program is to provide a professional doctorate curriculum to practicing occupational therapists with the goal in mind of expanding their knowledge, skills and experience to enable them to become clinical scholars who will continue to autonomously function as occupational therapists within their scope of practice, contributors to the evidence-based literature that drives practice, and leaders in the profession. This proposal to develop an OTD is driven by the increasing body of knowledge needed to be a scholar in the field as well as a pressing national and regional need to develop a professional doctorate program in occupational therapy. The Division of Occupational Therapy is the natural venue given the fact it is currently the only accredited occupational therapy program in the state of Utah. There are no other accredited educational programs in Utah or surrounding states that offer professional

doctorates in occupational therapy. Although Rocky Mountain University of Health Professions located in Provo, Utah does offer a professional doctorate in occupational therapy (OTD) program, it is not yet accredited by a regional or national accrediting body recognized by the United States Department of Education, but is a Candidate for Accreditation through the Northwest Commission on Colleges and Universities, according to their website. There are currently nineteen professional doctorate programs in the U.S., but the closest programs to Utah are located in California (University of Southern California), Nebraska (Creighton University), and Oklahoma (University of Oklahoma).

The expected outcomes for this program align with the doctoral level outcomes developed by the Accreditation Council for Occupational Therapy Education (ACOTE) and are listed below:

1) **EVIDENCE-BASED PRACTICE (EBP):** Graduates of the University of Utah OTD program will be able to apply, evaluate, and synthesize evidence-based practice to create a specific program and/or intervention to promote efficacious, client-centered, and culturally relevant practice. This exceeds the ACOTE doctoral degree level standard of "demonstrates thorough knowledge of evidence-based practice". Examples of measurement of outcome achievement include case presentations, submission of scholarly papers summarizing EBP, clients' goal attainment scales, and client satisfaction surveys.

2) **OCCUPATIONAL THERAPY THEORY:** Graduates of the University of Utah OTD program will be able to use knowledge of current theoretical and practice models to articulate and improve service provision, and/or policies in response to society's evolving and changing occupational needs. This addresses the ACOTE doctoral degree level standard of "be prepared to articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation". Evidence of successful achievement of this outcome will include: active engagement in class discussions, ability to summarize and critically evaluate readings, and individual assignments focusing on critical analysis of theories.

3) **ADVOCACY:** Graduates of the University of Utah OTD program will be able to influence policy, practice, and education by being advocates for occupational therapy for individuals, populations, organization, and for the profession. This meets the ACOTE doctoral degree level standard of "be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services". Successful achievement of this outcome will be measured by engagement in community-based or institutional-based project in which there will be a demonstration of the graduate's ability to act as a change agent through tangible recommendations for suggested changes and enlisting support from others.

4) **LEADERSHIP:** Graduates of the University of Utah OTD program will demonstrate leadership skills through the assumption of leadership roles at local, national, and/or international levels within the occupational therapy profession and broader health arenas. This aligns with the ACOTE established doctoral degree level standard of "demonstrate active involvement in professional development, leadership, and advocacy". Achievement of this outcome will be measured through assumption of leadership roles in local, state, national, and/or international professional associations.

5) EDUCATION: Graduates of the University of Utah OTD program will be able to develop and implement educational experiences for professional education, specific clients, populations, settings, and/or the general public through the application of learning theory and educational design principles. This exceeds the ACOTE doctoral degree level standard that states that the OTD graduate should "be prepared to be a lifelong learner and keep current with evidence-based practice". Examples of successful attainment of this outcome include the ability to design and deliver an educational experience, as well as collect, reflect, and analyze feedback from learners.

6) OCCUPATIONAL JUSTICE: Graduates of the University of Utah OTD program will be able to address individual, institutional, and societal issues in health and with marginalized populations in order to promote occupational justice. This addresses the ACOTE doctoral degree level standard of "demonstrating in-depth knowledge of delivery models, policies, and systems related to the area of practice where occupational therapy is currently practiced and where it is emerging as a service. Evidence of attainment of this outcome will be the inclusion of occupational justice principles into a student's program design.

7) RESEARCH: Graduates of the University of Utah OTD program will be able to increase the body of knowledge in occupational therapy practice through the preparation and dissemination of scholarship in the student's chosen area of emphasis. This correlates with the ACOTE doctoral degree level standard that states that a graduate must "be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge". Examples of accomplishment of this outcome will be through the submission of articles for publication in refereed publications, as well as submission of proposals for presentation at conferences, professional meetings, and other interdisciplinary venues.

8) CULMINATING PROJECT: A critical component of this OTD program will be the student's capstone project which will be evidence of the programmatic outcome of completion of a culminating project that reflects competency in the student's chosen area of emphasis. This reflects the ACOTE doctoral degree level standard which states that the graduate can relate theory to practice and demonstrate synthesis of advanced knowledge in a practice area through completion of a culminating project. Successful completion of the capstone project, including the graduate's defence of their work, will be the measurement of this outcome.

Institutional Readiness:

The entry-level program in the Division of Occupational Therapy within the College of Health at the University of Utah has been in existence since 1999. The program most recently went through accreditation in 2008 and was granted a full ten-year continuation of accreditation with no deficit areas. Up to 30 students are admitted each year into the three year program; pass rates on the National Board for Certification in Occupational Therapy (NBCOT) for the past 5 years are at 97% for first time test takers, with the overall pass rate at 100%; the program's reputation leads many area employers to actively seek out graduates. The Chair of the Occupational Therapy Program, Dr. JoAnne Wright has been with the program since its inception and she will provide leadership to the proposed OTD program as well. There will be no adverse impact on the existing entry-level program; if anything, the programmatic resources will be of mutual

benefit to each other.

The Dean of the College of Health and the Senior Vice President for Health Sciences as well as the College of Health Curriculum Committee have approved the degree and believe that the Division of Occupational Therapy has the capacity to offer this degree at this time.

Faculty:

Five of the Division faculty members have earned doctorates, and two additional faculty members are in the process of completing their doctoral education. All faculty in the Division are full-time; three are on tenure lines, and the remaining five are on clinical, non-tenure lines. The Division of Occupational Therapy currently has one vacant faculty line which will be filled by the time the proposed OTD program starts. Courses in the proposed OTD program will be taught by existing faculty or by adjunct faculty who will be sought out for their particular area of expertise and national reputation. Since it is anticipated that the proposed OTD program will be offered primarily through on-line technology, the existing faculty will be taking courses in the next year to obtain or sharpen their skills in distance education technology. See Appendix C for a listing of faculty and their respective qualifications to teach in this program.

Staff:

Existing support staff will be utilized to assist with the development of administrative aspects of this program. This includes a full-time administrative assistant, and a .75 FTE clerical assistant. There may need to be a realignment of work schedules and responsibilities of existing staff in order to accommodate the anticipated programmatic growth. Once the program is established, it may be necessary to hire a .5 FTE clerical assistant. The resources are available to do so if the need arises.

Library and Information Resources:

The current library infrastructure will be able to support the OTD program and therefore, we do not anticipate needing additional library resources. Because the library has the breadth of resources and services, they can provide the needed level of support to clinical doctorate students. They have provided a letter of support to this end.

The use of synchronous on-line instruction through Adobe Connect has been/is being considered for classes that would benefit from face to face, on-line interaction. This web-based application is cost effective and can be set up easily. Other courses will be provided through Blackboard Vista and will be asynchronous. The TACC center will be used by faculty as they develop their courses as well as the Center for Teaching and Learning Excellence. Many of the faculty have used Blackboard Vista and are comfortable with the various formats that can be used to provide quality education. This program has been discussed with them and they are enthusiastic about assisting in its development.

Admission Requirements:

All applicants to the OTD program will have:

1. A master's degree in occupational therapy, or a baccalaureate degree in occupational therapy;

2. A completed University of Utah application to Graduate School;
3. A completed Division of Occupational Therapy application to OTD Program;
4. Official transcripts from all previous educational institutions;
5. A minimum cumulative grade point average in prior course work of 3.0 on a 4.0 scale;
6. An essay outlining professional goals;
7. A minimum of two years of practice experience;

8. Results of the most recent Graduate Record Examination (taken within the last 5 years) indicating a combined score of at least 1,000;
9. Three professional references from individuals who can describe the applicant's potential for success in a doctoral level program;
10. A current copy of resume/CV; and,
11. Verification of a license as an occupational therapist and initial NBCOT certification.

Student Advisement:

Existing full-time faculty will be available to advise OTD students, it is anticipated that this will take the form of mentoring, rather than the usual advisement that accompanies entry-level education.

Justification for Graduation Standards and Number of Credits:

The proposed professional doctorate program is 36 credits in length for those students who have earned an entry-level degree at the Master's degree level, which consists of foundational coursework, core coursework, and elective courses designed by the student and faculty advisor in a emphasis area that will also relate to the capstone and research project. The proposed professional doctorate program for students whose entry-level occupational degree was at the Bachelor's degree level will complete an additional 24 – 36 credits, depending on the outcome of their transcript evaluation. Both groups of students will complete a research based project as a part of the degree and defend as part of the process.

It should be noted for clarification that the Masters of Occupational Therapy (MOT) currently awarded at the University of Utah requires 111 credits (8 semesters cohort model) for completions - 24 of those hours are devoted to full time internship. The purpose of the entry-level bachelor's or master's level degree at this level is to provide all the requisite knowledge and skills at the generalist level. The philosophical basis of the proposed OTD is that this advanced clinical degree will build upon the clinicians' occupational therapy degree and experience and provide them an educational opportunity to become more specialized in their chosen area of emphasis. As part of the admissions process, the clinician must demonstrate that they have a defined area of interest or emphasis.

The credit hours required by this degree will assist the currently-in-practice clinician to advance their abilities and deepen their knowledge in an area of occupational therapy. To this end, the OTD does not require "clinical" hours as a part of the degree but is more focused on the development of the thought processes and experiences needed to develop the critical thinking skills, specialization, and advanced leadership abilities related to practice. This is consistent with the other post-professional OTD's offered at this time around the country. Having said this, much of the course work will focus on the clinical aspects of occupational therapy and the development of clinicians so that their practice in the clinical realm will be at a higher more advanced level.

External Review and Accreditation:

The Accreditation Council for Occupational Therapy Education (ACOTE) has developed standards for doctoral-level programs. Currently there is a voluntary accreditation offered for post-professional programs although standards have been created. None of the nineteen post-professional occupational therapy programs in the U.S. have sought elective accreditation as yet, we are exploring this option but have decided to wait until the accrediting body provides more information before the Division of Occupational Therapy pursues formal accreditation for this degree.

Projected Enrollment:

* Note that this does not refer to FTE's

Year	Student Headcount	# of Faculty	Student-To-Faculty Ratio	Accreditation Req'd Ratio
1	10	2 *	10:1	N/A
2	20	4 *	10:1	N/A
3	30	6 *	10:1	N/A
4	30	6 *	10:1	N/A
5	30	6 *	10:1	N/A

Expansion of Existing Program:

This is not an expansion of an existing program.

Section III: Need**Program Need:**

There is a pressing need for the profession of occupational therapy to develop advanced educational programs in order to move the profession forward. Some of these documented needs include a national shortage of doctorally-trained faculty, an urgent need to expand the profession's evidence base, a critical call for strong leadership to insure that the profession of occupational therapy continues to be able to collaborate with other professions within the health care arena, the continually changing health care delivery system in the U.S., and the emergence of refugee, immigrant, and minority populations within the U.S. that need culturally relevant interventions.

Labor Market Demand:

The entry-level occupational therapy program at the University of Utah has been producing competent graduates who are in demand from area health care facilities. U.S. News and World Report has just labeled occupational therapy a "recession-proof career" (U.S. News & World Report, 2008) and the U.S. Department of Labor projects growth in the occupational therapy profession as follows: "Employment is expected to grow much faster than average and job opportunities should be good, especially for therapists treating the elderly. Employment of occupational therapists is expected to increase 23 percent between 2006 and 2016, much faster than the average for all occupations. The increasing elderly population will drive growth in the

demand for occupational therapy services". (U.S. DOL, 2009) Students entering the OTD program will be working professionals; attainment of their advanced degree will most likely lead to their advancement into managerial and administrative positions. In addition, graduates of this program will most likely be able to fill existing vacancies in entry-level OT educational programs as adjunct faculty. These needs projections are compiled from local, state, and national data, and job placement information, as well as, the types of jobs graduates have obtained from similar programs.

Student Demand:

A survey was developed in the fall of 2008 and widely distributed to current students, area practitioners, alumni of the program, and occupational therapists from neighboring states. One hundred thirty-five surveys were returned, with more than half indicating a desire to enroll in an OTD program within the next year. Others indicated a desire to return to pursue an advanced degree in 5+ years.

Similar Programs:

There are no other OTD programs at any of the accredited Universities in the State of Utah.

Collaboration with and Impact with Other USHE Institutions:

There is no intentional collaboration with other USHE institutions.

Benefits:

The University of Utah will benefit from developing this program as it will increase the number of courses taught. It will increase the amount of research being done through the Division of Occupational Therapy, thus highlighting this institution as a premier occupational therapy educational program. It will benefit the community at large and consumers in that therapists will obtain more theoretical and skill based knowledge that they can apply while providing occupational therapy services. It will also increase the leadership skills of existing practitioners in the state of Utah, plus serve to increase the pool of doctorally prepared practitioners who can move into vacant adjunct faculty positions both here and faculty positions throughout the U.S.

Consistency with Institutional Mission:

The fundamental mission of the Occupational Therapy program is consistent with that of the University and the College of Health. The program seeks to transmit, discover and investigate knowledge--both old and new--related to occupation, occupational therapy, occupational science and society in general and to provide the highest quality education to students of occupational therapy and occupational therapy practitioners, based on contemporary theory, practice and technologies.

The program seeks to provide service to the academic, professional and general communities in which the Occupational Therapy Program is involved and address the needs for occupational

therapy in the community, state and region. This will be accomplished by educating both entry-level practitioners and doctoral level occupational therapists and providing consultative, advocacy, leadership and disability prevention services to the community.

Section IV: Program and Student Assessment

Program Assessment:

Programmatic evaluation will be accomplished through tracking applications, admission, retention, and successful completion of OTD. Student satisfaction surveys, exit interviews, and alumni surveys will also be utilized to monitor satisfaction with program.

Expected Standard of Performance:

After research and faculty driven discussion the areas of performance and standards have been set. Each course will have built into the standards of performance for that particular content area. These are based on critical needs related to the prime content areas more fully described in a different section of this document. In review they are: Evidence-Based Practice (EBP); Occupational Therapy Theory; Advocacy; Leadership; Education; Occupational Justice; and Research. Prior to registering for the Capstone courses (OC Th 7400 and 7450) students will be evaluated as to their progress to date in the program by a faculty committee. Once approved to continue the student may then register for the Capstone series. This capstone project is a critical and defining component of the Division of Occupational Therapy’s OTD program. It is designed to provide evidence of the programmatic outcome by completion of a culminating project that reflects competency in the student's chosen area of emphasis.

Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Project FTE Enrollment	6	12	18	18	18
Cost Per FTE	8,538	8,538	8,538	8,538	8,538
Student/Faculty Ratio	10:1	10:1	10:1	10:1	10:1
Projected Headcount	10	20	30	30	30
Projected Tuition					
Gross Tuition	87,318	183,368	288,804	303,244	318,407
Tuition to Program	34,507	72,633	114,397	120,116	126,122
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	38,520	77,040	115,560	115,560	115,560

Benefits	12,712	25,423	38,135	38,135	38,135
Total Personnel	3	4	5	5	5
Current Expense	0	0	0	0	0
Travel	0	0	0	0	0
Capital	0	0	0	0	0
Library Expense	0	0	0	0	0
Total Expense	\$51,232	\$102,463	\$153,695	\$153,695	\$153,695
Revenue					
Legislative Appropriation	0	0	0	0	0
Grants & Contracts	0	0	0	0	0
Donations	0	0	0	0	0
Reallocation (SCH)	17,100	34,200	51,300	51,300	51,300
Tuition to Program	34,587	72,633	114,397	120,116	126,122
Fees	0	0	0	0	0
Total Revenue	\$51,687	\$106,833	\$165,697	\$171,416	\$177,422
Difference					
Revenue-Expense	\$ 455	\$ 4,370	\$ 12,002	\$ 17,721	\$ 23,727

Budget Comments:

The project enrollment is for 10 students to start the program each year so that there will be a maximum of 30 students after the initial 3 year startup. We do not expect students to enroll full time. The FTE enrollment is calculated by each student taking 6 credits which equates to .6 FTE per student. This is then multiplied by the expected student enrollment for each year. The projected tuition amount is based on tuition rates for 2008-2009. Since we do not know the percentage of increase for tuition we estimated a 5% increase for each year including year 1. The amount is for a student taking 6 credits per semester for 3 semesters.

Funding Sources:

The OTD program will be funded through differential tuition and productivity funds based on student credit hours (SCH). Differential tuition is prorated at \$183/credit hour and is based on 6 credits per semester. This totals \$1,098 per student per semester. SCH is calculated at \$95 per credit hour.

Reallocation:

This program will be supported through internal reallocation.

Impact on Existing Budgets:

There will be no adverse financial impact on the existing MOT program budget. With differential tuition, and an increase in student credit hours, there will be additional revenue being generated through the addition of this OTD Program.

Appendix A: Program Curriculum

Course Prefix & Number	Title	Credit Hours
Pre-Requisite Courses		
PSY 6250	Applied Statistics	4
OC TH 6000	Research in Occupational Therapy	3
OC TH 6060	Foundational Theories	3
WRTG 7060	Scientific Writing	3
Other Departments	Electives and/or additional courses	11-23
	Sub-Total	24-36
Core Courses		
OC TH 7020	Occupational Science	3
OC TH 7060	Advanced Theory	3
OC TH 7130	Teaching & Adult Learning	3
OC TH 7150	Culture and Occupation	3
OC TH 7240	Leadership	3
OC TH 7270	Program Development/Grant Writing	3
OC TH 7300	Evidence-Based Practice and Research I	3
OC TH 7350	Evidence-Based Practice and Research II	3
OC TH 7400	Capstone I	3
OC TH 7450	Capstone II	3
	Sub-Total	30
Elective Courses		
Academic Program/Department Courses or Programs (possible # of credits in right column)		
OC TH 6350	Disability Studies	3
OC TH 6860	Disability Studies Forum	1
OC TH 6720	Immigration & Resettlement: Interdisciplinary & Community Perspectives	3
OC TH 7950	Independent Study	1-3
OC TH 7940	Special Topics	3
OC TH 7970	Clinical Problems in OT	1-3
OC TH 7982	Special Workshops	1-5
	Center for Teaching and Learning	3-9
	Professional Practice in Special Ed. OR Family & Consumer Studies OR Social & Behavioral Sciences	3-9
	Gerontology Interdisciplinary Program	3-9
	Sub-Total	6-9
Emphasis Areas		
	Contemporary Trends in Practice with Children & Youth	
	Occupational Justice	
	Disability Studies	
	Excellence in Teaching	
	Program & Policy Development & Advocacy	
	Optimal Aging	

Course Prefix & Number	Title	Credit Hours
	Total Number of Credits	36

OTD Course Descriptions

WRTG 7060 Scientific Writing (3)

Prerequisite: Graduate standing required.

Designed to help graduate students in the sciences develop the skills needed for scientific research and communication. Provides students with the opportunity to write in the variety of forms that they are likely to encounter in their professional lives (i.e. memos, proposals, reports, presentations) in a scientific context.

PSY 6250 Applied Statistics

Prerequisite: college-level intermediate algebra (or higher level math class).

A graduate-level examination of statistical procedures commonly used in the health, social and behavioral sciences. Topics include: sampling distributions, probability, confidence intervals, t tests, ANOVA, correlation, regression, nonparametric statistics, data transformations, and the logic of null hypothesis significance testing.

OC TH 6000 Research in Occupational Therapy (3)

This course studies the descriptive, comparative, and evaluative research methods (including qualitative and quantitative) as they apply to medical, social, and basic science relevant to occupational therapy practice. Goal of the course is to encourage students to incorporate research and its outcomes into practice. Students will be required to critically analyze professional literature as well as develop a pilot project.

OC TH 6060 Foundational Theories in Occupational Therapy (3)

The history, philosophy, and integration of major theoretical frameworks and models associated with occupational therapy practice are discussed in this course. Clinical reasoning is explored as an underlying foundation to therapeutic practice.

OC TH 7020 Occupational Science (3 Cr.)

This course will use seminal literature, both current and historical, to explore current issues, controversies, and alternative interpretations of Occupational Science and to examine the emergence and evolution of Occupational Science worldwide. The temporal, spatial, physical and contextual aspects of occupation will be explored. The relationships of occupation to health, well-being and adaptation through the ICF and other models of participation will be considered. The relationship of Occupational Science and Occupational Therapy, and occupation-based practice will be explored.

OC TH 7060 Advanced Theories in Occupational Therapy (3 Cr.)

The course will review the historical foundations of occupation as the central paradigm of the profession. Students will learn to analyze the major conceptual models and supporting theoretical and evidence based research, including the Model of Human Occupation, Occupational Adaptation, Ecology of Human Performance, and the Person – Environment – Occupation Model. The concept of participation is discussed as a key component of health according to the International Classification of Functioning (ICF) (World Health Organization) and a major outcome of the Occupational Therapy Practice Framework. Students will also select, analyze and apply other practice models and research that will relate to case studies, and in particular, a case from their own area of practice.

OC TH 7130 Academic & Clinical Teaching in Occupational Therapy (3 Cr.)

This course will focus on the development of teaching and learning skills applicable across a variety of settings. Principles of adult learning theory will be explored in detail as they relate to academic and clinical education. Students will learn the process of instructional design including developing a syllabus, course objectives, assessment instruments and grading criteria. Students will develop teaching skills appropriate for varying audiences (students, peers, clients) and the type of setting (academic, clinical, and professional conferences/workshops). Mechanisms to enhance both presentation and delivery of material will be emphasized, along with learning different formats using advanced technology. Opportunities to receive and provide feedback to others will be provided.

OC TH 7150 Culture and Occupation (3 Cr.)

The influence of culture upon occupational roles and performances is examined in this course where learners will be required to explore culture at multiple levels. They will examine their own culture and its impact on their practice; the culture of their clients and its impact on health beliefs, practices and occupations; the professional culture of occupational therapy; and societal influences on occupational choice. The concept of cultural competence and its characteristics will be examined in relationship to the learners' practice. Occupational justice will also be discussed as it relates to societal needs

OC TH 7240 Leadership (3 Cr.)

This leadership course is designed to explore leadership using past experiences, contemporary leadership theories and experiential exercises to move the student from where they are as a leader forward to become a stronger change agent who is knowledgeable about how systems and policies are developed using theories. Content will look at personal leadership style as well as applied leadership, change theory, entrepreneurial skills and innovative practice.

OC TH 7270 Program Development/Grant Writing (3 Cr.)

This course is designed to give students skills related to all components of developing and

evaluating a proposal for new services. Understanding the implications of different demographic and societal trends on populations will be used to generate ideas for new programming. The primary assignment for this course is the completion of a program proposal. This proposal will include a completed needs analysis, an evidence-based literature review, and an in-depth description for a new occupation-based program of services, including finances, marketing, and program evaluation. Along with learning how to write a successful proposal, students will gain knowledge and skills to obtain funding through a variety of sources. Each student must include a request for funding in the proposal to an appropriate funding agency, (i.e., foundation, grant competition) that is consistent with that funding agency's specifications.

OC TH 7300 Evidence-Based Practice and Research I (3 Cr.)

This is the first of two courses that emphasize integrating research and occupational therapy practice. The course is designed to develop skills with identifying key words and accessing appropriate data bases for carrying out an evidence-based inquiry. Throughout the course, students will read and critically evaluate peer-reviewed qualitative and quantitative articles, in terms of research design, trustworthiness, validity, and reliability, respectively. Through this process, students will gain and apply their knowledge of interpreting statistics as well. Students will be introduced to the critically appraised topic (CAT) process and will demonstrate basic proficiency with synthesizing the best evidence from both qualitative and quantitative studies. Students will be expected to frame their findings from evidence-based inquiry in terms that clients and lay persons can understand.

OC TH 7350 Evidence-Based Practice and Research II (3 Cr.)

Prerequisite: OC TH 7300-Evidence-Based Practice and Research I

This is the second of two courses that increase understanding and application of research and background information to address occupational therapy evidence-based questions and/or programmatic outcomes. The structure of the course provides opportunities to further understand and analyze both quantitative and qualitative research designs. Students will understand how research designs and methods relate to research questions and to the information available. This course will also involve increased application of database skills and synthesis of information as evidenced by completion of a scholarly paper as background and preparation for the Capstone 1 project.

OC TH 7400 Capstone I (3 Cr.)

Prerequisites: OC TH 7300-Evidence-Based Practice and Research I, and OC TH 7350-Evidence-Based Practice and Research II, and OC TH 7270-Program Development/Grant Writing; Permission of the Division.

This course is designed to integrate knowledge and skills acquired during doctoral coursework with a scholarly project designed by the student to meet his or her professional goals. Upon completion of 12 credits in the OTD program, each student will identify a relevant and contemporary issue that bears further study. After further study of the evidence and literature relevant to the topic, the student will write a paper that proposes systematic action to be taken with that topic that will lead to a meaningful outcome. The proposal can focus on the

development of a new occupational therapy intervention program, the design of a research study, design of a college level course, program evaluation, or recommendations for institutional policy change. Based on the topic, a project committee chair within the Division of Occupational Therapy will be assigned to provide guidance with completion of the proposal. Students will prepare and then defend their proposal before a committee. Completion of Capstone I is required before registering for Capstone II.

OC TH 7450 Capstone II (3 Cr.)

Prerequisites: OC TH 7400-Capstone I, OC TH 7300-Evidence-Based Practice and Research I, and OC TH 7350-Evidence-Based Practice and Research II, and OC TH 7270-Program Development and Grant Writing; Permission of the Division.

For completion of this course, students will carry out the action or program proposed during Capstone I. For example, if a student has proposed a college course, during the Capstone II course, the student will implement the course or part of it. Or, if a student proposed a specific research study, he or she would collect the data that was proposed and complete the study. If, for example, a student proposed a justification and plan to change policy at the state level the action proposed would be presented formally to appropriate policy makers in the hopes the action would be taken. The major outcomes for Capstone II are a) the implementation of the proposal approved of in Capstone I, b) collection of data regarding the action, program, or study, c) analysis of this data and d) a discussion of how these results contribute to the advancement of the occupation in society, occupational science, or occupational therapy knowledge base.

In addition to completion of a formal paper, students will disseminate their results to the appropriate audience through presentations at the state and/or national level, peer reviewed publications and/or implementation of the project. Students will defend their final project before their committee. Regular meetings will be held with advisors during the process.

Pre-Requisite Courses for OTD Program (for BS to OTD track):

WRTG 7060 Scientific Writing (3)

Prerequisite: Graduate standing required.

Designed to help graduate students in the sciences develop the skills needed for scientific research and communication. Provides students with the opportunity to write in the variety of forms that they are likely to encounter in their professional lives (i.e. memos, proposals, reports, presentations) in a scientific context.

PSY 6250 Applied Statistics

Prerequisite: college-level intermediate algebra (or higher level math class).

A graduate-level examination of statistical procedures commonly used in the health, social and behavioral sciences. Topics include: sampling distributions, probability, confidence intervals, t tests, ANOVA, correlation, regression, nonparametric statistics, data transformations, and the logic of null hypothesis significance testing.

OC TH 6000 Research in Occupational Therapy (3)

This course studies the descriptive, comparative, and evaluative research methods (including qualitative and quantitative) as they apply to medical, social, and basic science relevant to occupational therapy practice. Goal of the course is to encourage students to incorporate research and its outcomes into practice. Students will be required to critically analyze professional literature as well as develop their own research project.

OC TH 6060 Foundational Theories in Occupational Therapy (3)

The history, philosophy, and integration of major theoretical frameworks and models associated with occupational therapy practice are discussed in this course. Clinical reasoning is explored as an underlying foundation to therapeutic practice.

Appendix B: Program Schedule

The following schedule is a suggested schedule for students wishing to attend year round and take 6 credit hours per semester.

Master's to OTD

	Spring	Summer	Fall
Year 1	OC TH 7020 - OS 3 OC TH 7130 - Teaching & Learning 3	OC TH 7060 – Adv Theory 3 OC TH 7150 – Culture & Occupation 3	OC TH 7270 -Program Dev/Grant 3 OC TH 7300 - EBP/Research I 3
Year 2	OC TH 7350 - EBP/Research II 3 OC TH 7240 - Leadership 3	OC TH 7400 - Capstone I 3 Elective 3	Elective 3 OC TH 7450 - Capstone II 3

Core Courses 30

Electives 6

Total Credits 36

Bachelor's to OTD (Transitional time-limited track)

	Spring	Summer	Fall
Year 1 Foundations	PSY 6250 Applied Statistics 3 OC TH 6060 Found. Theories 3	WRTG 7060 Scientific Writing 3 OC TH 6000 Research in OT 3	Research Methods 3 Elective 3
Year 2	OC TH 7020 - OS 3 OC TH 7130 – Teaching & Learning 3	OC TH 7060 - Adv Theory 3 OC TH 7150 – Culture & Occupation 3	OC TH 7270-Prog Dev/Grant 3 OC TH 7300 - EBP/Research I 3
Year 3	OC TH 7350 - EBP/Research II 3 OC TH 7240 - Leadership 3	OC TH 7400 - Capstone I 3 Elective 3	Elective 3 OC TH 7450 - Capstone II 3

Pre-Requisites 24-36

Core Courses 30

Electives 6

Total Credits 60-72

(minimum required pre-requisites; additional electives may be required based on individual review of past educational experiences)

Appendix C:

The Accreditation Council for Occupational Therapy Education (ACOTE) has developed Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist (ACOTE, 2006). The Preamble for these Standards states:

“The rapidly changing and dynamic nature of contemporary health and human services delivery systems provides challenging opportunities for the occupational therapist to use knowledge and skills in a practice area as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.” (ACOTE, 2006, page 1)

The specific areas of competencies for professional doctorate programs are as follows:

FOUNDATIONAL CONTENT REQUIREMENTS:

Program content must be based on a broad foundation in the liberal arts and sciences. A strong foundation in the biological, physical, social, and behavioral sciences supports an understanding of occupation across the life span. Coursework in this area must facilitate development of the following competencies:

- *Articulate the influence of social conditions and the ethical context in which humans choose and engage in occupations;*
- *Demonstrate the ability to use technology in screening, evaluation, intervention, and data analysis as appropriate for the area of practice;*
- *Demonstrate knowledge and appreciation of the role of socio-cultural, socioeconomic, diversity factors, and lifestyle choices in contemporary society;*
- *Demonstrate knowledge of global social issues, along with prevailing health and welfare needs;*
- *Demonstrate knowledge and understanding of human development throughout the life span (infants, children, adolescents, adults, and elderly persons, and,*
- *Apply quantitative statistics and qualitative analysis to interpret tests, measurements, and other data.*

BASIC TENETS OF OCCUPATIONAL THERAPY:

Program content in this area focuses on the history, philosophical base, and theoretical foundations of the profession of occupational therapy. Coursework in this area aims to facilitate the development of the following competencies:

- *Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factor;*
- *Apply theoretical constructs to evaluation and intervention with various types of clients and practice contexts, including population-based approaches, to analyze and effect meaningful occupation*
- *Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support participation in context(s) for the client;*

- *Articulate the importance of balancing areas of occupation with the achievement of health and wellness, and Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society;*
- *Analyze the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance, and,*
- *Analyze, synthesize, evaluate, and apply models of occupational performance and theories of occupation.*

SCREENING, EVALUATION, AND REFERRAL:

The process of screening, evaluation, referral, and diagnosis as related to occupational performance and participation must be culturally relevant and based on theoretical perspectives, models of practice, frames of reference, and available evidence. In addition, this process must consider the continuum of need from individuals to populations. The program must facilitate development of the following competencies:

- *Use standardized and non-standardized screening and assessment tools to determine the need for occupational therapy intervention. Select appropriate assessment tools based on client needs, contextual factors, and psychometric properties of tests. These must be relevant to a variety of populations across the life span, culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. These include, but are not limited to, specified screening tools, skilled observations, assessments, checklist, occupational histories, consultations with other professionals, and interviews with the client, family, significant others, and community;*
- *Interpret criterion-referenced and norm-referenced standardized test scores based on an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context; and,*
- *Articulate screening and evaluation processes for a practice area. Use evidence-based reasoning to analyze, synthesize, evaluate, and diagnose problems related to occupational performance and participation.*

INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION:

The process of formulation and implementation of the therapeutic intervention plan to facilitate occupational performance and participation must be culturally relevant; reflective of current occupational therapy practice; based on available evidence; and based on theoretical perspectives, models of practice, and frames of reference. In addition, this process must consider the continuum of need from individuals to populations. The program must facilitate development of the following competencies:

- *Use evaluation findings to diagnose occupational performance and participation based on appropriate theoretical approaches, models of practice, frames of reference, and interdisciplinary knowledge. Develop occupation-based intervention plans and strategies (including goals and methods to achieve them) based on the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence.*

- *Select and provide direct occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation through the therapeutic use of occupation.*
- *Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception), neuromuscular, and behavioral skills.*
- *Demonstrate care coordination, case management, and transition services in traditional and emerging practice environments*
- *Modify environments (e.g., home, work, school, community) and adapt processes, including the application of ergonomic principles*
- *Design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating systems) used to enhance occupational performance.*
- *Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and training in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics.*

CONTEXT OF SERVICE DELIVERY:

Context of service delivery includes the knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided. Competencies in this area should include:

- *Critically evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy;*
- *Critically analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy;*
- *Integrate the current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services;*
- *Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs;*
- *Critically analyze the trends in models of service delivery and their potential effect on the practice of occupational therapy, including, but not limited to, medical, educational, community, and social models, and,*
- *Use national and international resources in making assessment or intervention choices, as well as contribute to the development and implementation of international occupational therapy education, research, and practice.*

LEADERSHIP AND MANAGEMENT:

Leadership and management skills include principles and applications of leadership and management theory. OTD programs are designed to produce leaders in the profession, and therefore, the following competencies must be developed:

- *Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs, service delivery options, and formulation and management of staffing for effective service provision.*

- *Demonstrate leadership skills in the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.*
- *Demonstrate knowledge of and the ability to write program development plans for provision of occupational therapy services to individuals and populations*
- *Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.*

RESEARCH:

Application of research includes the ability to read, understand, and conduct research that affects practice and the provision of occupational therapy services. The program must facilitate development of the following competencies:

- *Articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy;*
- *Select, apply, and interpret basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data;*
- *Demonstrate the skills necessary to design a research proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis;*
- *Design and implement a research study that evaluates clinical practice, service delivery, and/or professional issues;*
- *Write scholarly reports appropriate for presentation or for publication in a peer-reviewed journal;*
- *Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for research and practice, and,*
- *Complete a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.*

PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES:

Professional ethics, values, and responsibilities include an understanding, appreciation of, and commitment to the ethics and values of the profession of occupational therapy. The OTD program must facilitate development of the following competencies:

- *Demonstrate advocacy by participating in and exploring leadership positions in organizations or agencies promoting the profession (e.g., American Occupational Therapy Association, state occupational therapy associations, World Federation of Occupational Therapists, advocacy organizations), consumer access and services, and the welfare of the community, and,*
- *Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.*

Appendix D: Faculty (in reverse alpha order)

JoAnne Wright, PhD, OTR/L, CLVT, Division Chair and Professor (Clinical): Dr. Wright is the Developer/Chair of the Division of Occupational Therapy, College of Health at the University of Utah. Dr Wright received her undergraduate degree from the University of Utah College of Health, Department of Health Education. She received her Master of Science Degree in Occupational Therapy from Tufts University and her Ph.D. in Occupational Science, as well as a Graduate Certificate in Gerontology, from the University of Southern California. Dr. Wright has been a faculty member at the University of Southern California as well as graduate advisor at Western Michigan University and has worked extensively in student education. She has been an occupational therapist for over 20 years and is also a certified low vision therapist (CLVT). She is an adjunct professor in the Department of Health Promotion and Education, the Center for Aging and the College of Nursing Gerontology Certificate Program. Dr. Wright brings to this project strong leadership skills and a background working with a variety of clients and students.

Yda Smith, MOT, OTR/L, ABD, Assistant Professor (Clinical): Professor Smith received her OT degree at the University of Puget Sound. She has been a full-time faculty member with the Division of Occupational Therapy at the University of Utah for the past ten years. She is also Faculty Director for University Neighborhood Partners – Hartland Partnership, providing student-based services to assist recently arrived refugees adjust to life in America. She is currently working on a dissertation through the Department of Education, Culture and Society looking at the experiences of the Somali Bantu during their refugee resettlement process in Salt Lake City. Yda has recently received an Interdisciplinary Teaching Seed Grant Award from the office of Interdisciplinary Studies and a course development grant from the International Exchange Committee at the University of Utah.

Pollie Price, PhD, OTR/L, Assistant Professor: Dr Price earned her research doctorate from the University of Southern California Department of Occupational Science and Occupational Therapy in 2003. Dr. Price is in her fifth year of the tenure process. Dr. Price has successfully taught graduate students for the past 6 years at the University of Utah. Prior to that, she has had faculty and adjunct appointments at the University of Southern California Department of Occupational Science and Occupational Therapy, University of Kansas Medical Center Occupational Therapy Program, California State University-Dominguez Hills, and has guest lectured at the University of Florida Department of Occupational Therapy, Gainesville, Florida, and Rocky Mountain University of Health Professions Transition to OTD Program, Provo, Utah. Areas of teaching expertise include research and professional connections between research, theory, best practice and education; group process; and adult rehabilitation. She has also helped to develop the University of Utah Graduate Certificate Program in Disability Studies, and co-developed and co-teaches the core interdisciplinary core course.

Tina McNulty, PhD, OTR/L, Assistant Professor: Dr. McNulty is currently an assistant professor at the University of Utah. She has worked for ten years as an educator at Colorado State University, University of New Mexico, and Pacific University in Oregon. Prior to working in academia, she worked for ten years in geriatric rehabilitation and in adolescent and adult psychiatry programs as licensed occupational therapy. Dr. McNulty has published articles focused on estimating home safety from the hospital setting, implementation of fall reduction

strategies with well community-dwelling older adults, functional concerns of older adults with and without depressive symptoms, and time use of women who are homeless living in an emergency shelter for survivors of domestic violence. She has also published an article about the use problem-based learning to promote professional reflection and growth. She is currently investigating potentially modifiable lifestyle factors in persons with Parkinson's disease, i.e., time use, perceptions of occupational challenges, and level of resilience.

Louise Dunn, ScD, OTR/L, Assistant Professor: Dr Dunn earned her research doctorate from Boston University in 2005. She is on a tenure track and successfully has taught graduate students for the past five years at the University of Utah. Her areas of expertise include pediatrics, evidence based practice, research, and group process. She redesigned three of the pediatric courses, developed a service-learning component for the pediatric coursework, designed two of the research courses, and successfully facilitated discussions groups for two evidence-based practice courses at Boston University.

Donna Costa, DHS, OTR/L, FAOTA, Professor (Clinical): Dr Costa has an earned professional doctorate from the University of Indianapolis in Occupational Therapy, as well as a Master's degree in Health Care Administration from the New School of Social Research in NY, and dual baccalaureate degrees in Occupational Therapy and Psychology from the University of Buffalo. She is currently a Professor (Clinical) at the University of Utah, also holds an adjunct teaching appointment in the College of Nursing, and is a faculty member in the Center on Aging. Dr. Costa is a Fellow of the American Occupational Therapy Association and is the author of two books on fieldwork education published by AOTA Press, as well as numerous articles. She was formerly the Chair of the Occupational Therapy Program at Stony Brook University in NY where she developed and obtained grant funding for an OTA to OT Career Laddering Program leading to the BS/MS degrees.

Beth Cardell, MS, OTR/L, Assistant Professor (Clinical): Professor Cardell received her OT degree from Misericordia University and a masters degree in Health Promotion and Education from the University of Utah. She has been full-time faculty with the Division of Occupational Therapy at the University of Utah since 2003. Her teaching interests include evaluation methods with the adult population, cognition, anatomy and neuroanatomy, and activity analysis. Beth received certification as a Higher Education Teaching Specialist in 2007 and is currently pursuing her PhD in the Department of Health Promotion and Education. Her research interests include the health of people with chronic disabilities, adjustment to sudden onset disability, and resilience.

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