

Master of Occupational Therapy

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Lewiston-Auburn College offers a professional, entry-level master's degree in occupational therapy for people who hold a baccalaureate degree in a discipline other than occupational therapy. The master of occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

Occupational therapy (OT) is a health and human service profession that recognizes humans as occupational beings. People define who they are by what they do—or by the occupations in which they engage. Occupational therapists use meaningful occupation or activities as intervention to help people of all ages maximize wellness and perform the skills they need to participate as fully in society as possible. OTs intervene with people who are experiencing varying degrees of activity impairment as a result of developmental, physical, psychological, or environmental dysfunction. OTs assist people in developing, compensating for, or regaining the skills necessary for participation in meaningful life roles and skills of self care, work, and leisure.

Graduate entry-level occupational therapy education builds upon the previous education and experience of the student by providing a sequential course of professional study that stresses active, independent inquiry, critical thinking, strong communication skills (oral, nonverbal, written, and electronic), problem solving, clinical reasoning, and professional behaviors. Realizing that consumers may receive occupational therapy services in a wide variety of settings, students are exposed to practice in hospitals, other health institutions, schools, community agencies and centers, and other facilities where potential clients may be effectively served.

Admission to the master of occupational therapy program is selective and limited to 24 spaces. The program seeks applicants who have a bachelor's degree in a field other than occupational therapy with a record of academic achievement and who are committed to employing interdisciplinary approaches and strategies in the study of occupational therapy. The program also seeks candidates who are committed to self-development as a necessary foundation for assisting others. Academic coursework and clinical experiences require that students be available throughout the day and some evenings. A part-time option is also available where students may complete their academic work in three years. In addition to four semesters of academic coursework, students are required to complete six months of full-time fieldwork in an occupational therapy setting.

Students should request an application packet which contains all of the required forms and detailed procedures for their completion. The application, transcripts, and other supplemental materials should be sent to: Office of Graduate Admissions, USM, P.O. Box 9300, Portland, ME 04104-9300.

The following criteria are used in the selection process:

1. Baccalaureate degree from an accredited college or university.
2. A cumulative grade point average (GPA) of 3.0 on a 4.0 scale or a B average is highly recommended. If you have a graduate degree, your graduate cumulative GPA will be used. If your cumulative GPA is not 3.0 or better, the likelihood of acceptance is significantly diminished. Your application will not be considered if you have a cumulative GPA lower than 2.75.
3. Prerequisite courses: Either as part of your baccalaureate degree or subsequent to receiving it, you must have completed the following courses with a grade of B (3.0) or better. All of the science prerequisites must have been taken within six years prior to the fall semester for which you are applying. If science courses were completed with a B or better more than six years ago, you may do one of the following: 1) use more current upper division courses in the discipline to satisfy the requirement; 2) retake the course; or 3) take a CLEP or equivalent exam if one is available. If you have questions regarding the prerequisite requirements, contact the M.O.T. director.

Prerequisite Courses:	Credits
Statistics (such as MAT 120D or SBS 328 or equivalent)**	3
College Algebra (such as MAT 108 or equivalent)*	3

College Level English*	6
(at least 3 credits must focus on writing)	
Intro to Sociology*	3
(or an upper level SOC or SBS course)	
Abnormal Psychology or Psychopathology***	3
Human Growth and Development or Developmental Psychology** (Life span course)	3
Intro to Physics with lab	4
Human Anatomy & Physiology I*** (or equivalent)	4
Human Anatomy & Physiology II*** (or equivalent)	4
Medical Terminology	1-3

* There are CLEP exams available for these courses.

** There are DANTES exams available for these courses.

*** There are Excelsior College Exams available for these courses.

- If you have not already completed the English and math course requirements, please register to take Lewiston-Auburn College's placement exam in reading, writing, and math. The exam will determine whether you need to take any developmental courses in preparation for the college level math and English courses.
- All applicants must complete a minimum of 15 hours of job shadowing or work experience in an occupational therapy department.
- All applicants who meet the above requirements will be scheduled for a writing sample and interview.
- Completion of the application requirements does not guarantee admission into the program. Admission will be based on a comparative evaluation of the applicants' materials as they relate to academic achievement, writing skills, and interviewing. If two or more applicants are otherwise equally qualified, additional consideration will be given for work experience in a related field (e.g., education, recreation, or other health related profession).
- Based on the applicant's performance on the first six criteria, and other conditions noted in the M.O.T. admissions brochure, the admissions committee will make a decision, and inform the applicant of that decision within one month of acceptance.
- Upon being accepted into the program, students must submit documentation that they are in good health as evidenced by a physical examination, including specific immunizations, prior to beginning the fall semester. Forms will be sent with acceptance letters.

The M.O.T. program has a rolling admissions process, and will accept applications from October 1 to August 1 prior to the fall semester to which one is applying. Unconditional acceptance to the M.O.T. program will be extended only to students who are competitive and who have submitted documentation that all of their requirements have been completed at the time of their application. Successful candidates who are in the process of completing prerequisite courses will receive conditional acceptances until all their requirements have been completed. Full-time students must have completed all prerequisites before the start of classes in September, while part-time students may take until the following fall to complete select courses. Students must select those courses with the MOT program director.

Although there is a rolling admission process, admission is competitive and the 24 spots will be filled on a first-come basis with qualified applicants. It is important that students submit their application as soon as possible.

Application Material

In addition to the general policies described in the Academic Policies chapter, specific policies of this program are as follows.

Time Limit Unless applying for a part-time option, the program's academic work is designed to be completed within five semesters of being admitted to the program. To ensure continuity of application of academic concepts and to meet accreditation standards, all fieldwork MUST be completed within 24 months following completion of academic preparation.

Grade Policy All courses in the occupational therapy curriculum must be completed with a minimum of B- (2.67) in order to carry graduate credit. If a student receives a grade below B-, the student must repeat the course in the next semester that it is offered. Given that occupational therapy courses are only offered once a year, it will be necessary for the student to receive permission from the faculty committee in order to take other courses in the curriculum prior to repeating the course. A student is only permitted to repeat a course one time. If a student gets a grade below B- in a repeated course, he or she will be dismissed from the program.

Students must maintain a cumulative grade point average of 3.0 in each semester in order to progress in the program. A student whose grade point average falls below a 3.0 in the first, second, or third semester will be placed on probation and will have *one* semester to bring the grade point average up to at least a 3.0. Students who fail to do this will be dismissed. A student may not be placed on probation more than once.

Any student whose cumulative GPA is below 3.0 in their final semester will be dismissed and will not be permitted to graduate. Students must also demonstrate satisfactory professional behaviors. Unsatisfactory ratings of professional behaviors in two semesters may result in termination from the program.

The M.O.T. program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program 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) and will be eligible to practice. Most states require licensure in order to practice. In Maine, the license is based upon initial certification from the NBCOT certification examination. NBCOT is located at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150.

Health Requirements

Students must comply with the University's immunization requirements. In addition, students must comply with the M.O.T. program's health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical practice. Students must show evidence of completion of the following immunizations:

PPD

Lab test (titer) providing immunity to:

Rubella

Rubeola

Mumps

Tetanus

Chicken Pox

Hepatitis Vaccine (3 doses) *and*

Hepatitis titer

Student health records must be on file with University Health Services and the M.O.T. program prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and CPR certification is *required* prior to beginning clinical coursework.

Program Requirements

Students in the M.O.T. program will complete 80 graduate credits consisting of 4 semesters of full-time coursework and 6 additional months of full-time fieldwork.

Students are required to complete three Level I Fieldwork experiences; one each in mental health, physical disabilities, and developmental disability settings. The Level I fieldwork is completed concurrent with the semester in which the relevant coursework is taken.

Personal health insurance is required for all students in this program. Students may select the University insurance coverage or a private company as long as the coverage meets that of the University policy.

Students are required to have a current criminal background check. People with felonies must check with NBCOT and the Maine state licensure bureau regarding certification and licensure eligibility. Because of requirements from field sites, all MOT students are required to be fingerprinted prior to entering the MOT program and have evidence of such available for their field placements.

Students are required to become members of the American Occupational Therapy Association (AOTA) and the Maine Occupational Therapy Association (MeOTA).

Program of Study

FIRST YEAR

Fall Semester

			Credits
OTH	501	Occupational Therapy Foundations	4
OTH	502	Introduction to Occupation	3
OTH	503	The Reflective Practitioner	2
OTH	513	Applied Concepts of Movement	3
OTH	514	Human Anatomy: Structure and Function	4
OTH	515	Occupation and Populations	<u>2</u>
			18

Spring Semester

OTH	504	Applied Research I	3
OTH	505	Mental Health and Occupational Performance	7
OTH	507	Ethics and Social Justice	3
OTH	509	Level I Fieldwork: Mental Health	1
OTH	516	Organizations and Populations	1
OTH	517	Occupational Well-Being	<u>1</u>
			16

SECOND YEAR

Fall Semester

OTH	510	Level I Fieldwork: Physical Dysfunction	1
OTH	512	Applied Research II	3
OTH	601	Neuroscience	3
OTH	603	Occupational Performance in Adulthood	7
OTH	614	Adult Conditions	2
OTH	617	Leadership and Populations	<u>2</u>
			18

Winter/Spring Semester

Winter (8-week session)

OTH	511	Level I Fieldwork: Developmental Disabilities	1
OTH	604	Occupational Performance in Infancy through Adulthood	7
OTH	615	Childhood Conditions	<u>2</u>
			10

Spring (April/May/June)

OTH	620	Level II Fieldwork*	<u>6</u>
			16

THIRD YEAR

Summer Semester

OTH	608	Reflections on Practice: Cognition and Perception	3
OTH	616	Professional Presentations	1
OTH	618	Contextual Considerations in Practice	<u>2</u>
			6

Fall/Winter

OTH	621	Level II Fieldwork*	6
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Total credit requirements 80

*All students must complete two Level II Fieldwork experiences.

OTH 501 Occupational Therapy Foundations

This course introduces students to the profession of occupational therapy by studying its history, philosophy, and standards. Students will examine the multiple contextual factors that influence the practice, professional behaviors, responsibilities of practitioners, and evidence-based practice. Additionally, students will learn about the role and functions of OT practitioners; local, national, and international associations; the OT process; activity and occupational analysis; and OTR and OTA collaboration. Cr 4.

OTH 502 Introduction to Occupation

Introduces students to the theory of occupation and the relationship between occupation and occupational therapy practice. Several occupational performance models of practice in OT will be introduced, and students will thoroughly explore the OT practice framework. Students will develop an appreciation of the complexity of occupations across the life span by observing and analyzing a variety of occupations on and off campus. Students will begin to reflect on their "therapeutic selves" in this course. Cr 3.

OTH 503 The Reflective Practitioner

Provides an understanding of human behavior; therapeutic use of self; and development of interpersonal communication both personally and professionally. Cr 2.

OTH 504 Applied Research I

This course introduces the student to the spectrum of investigative strategies that can be used to answer questions of concern to occupational therapists. Students will learn to critically examine current research and to master basic research skills. Students will practice basic research skills through targeted assignments, and the development of research questions, a literature review, and a research project. Cr 3.

OTH 505 Mental Health and Occupational Performance

Emphasis is on occupational therapy theory, evaluation, planning, and intervention commonly used with individuals who have psychosocial impairment across the life span. The etiology, symptoms, and course of each condition are reviewed, as is the analysis of occupational performance as it relates to psychosocial dysfunction. Students will examine the importance of multiple contexts and their influence on occupational choice. Students problem solve using activity analysis and understanding of group dynamics to produce and evaluate occupation-based interventions. Prerequisite: OTH 502. Cr 7.

OTH 507 Ethics and Social Justice

This course is designed to assist students to understand the larger social, ethical, professional, and systematic issues that impact health care and occupational therapy practice. It will focus on ethical issues, dilemmas, and decision making, as well as the OT code of ethics. Health disparities, sociopolit-

ical pressures and legal issues, and their impact on ethical practice, will also be explored. Cr 3.

OTH 509 Level I Fieldwork: Mental Health

Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a psychosocial setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Corequisites: OTH 505, OTH 507, OTH 517. Cr 1.

OTH 510 Level I Fieldwork: Physical Dysfunction

Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a physical disabilities setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Prerequisites and corequisites: OTH 601, OTH 603, OTH 614. Cr 1.

OTH 511 Level I Fieldwork: Developmental Disabilities

Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a pediatric/developmental setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Prerequisites and corequisites: OTH 604, OTH 615. Cr 1.

OTH 512 Applied Research II

This course provides the opportunity for students to expand their application of research concepts to the investigation of an occupational therapy question, need, or evaluation of occupational therapy practice. Students will conduct a research project, collecting and analyzing data, culminating in a full research paper and presentation. Course sessions and assignments will be devoted to guiding students through the research process. Cr 3.

OTH 513 Applied Concepts of Movement

This course will cover the basic science needed to understand normal body movement. The student will gain an understanding of the functional anatomy of the musculoskeletal system and how it relates to the biomechanics, kinematics, and kinetics of human motion. In addition, the student will learn skills in assessment of musculoskeletal functioning from a biomechanical frame of reference. The

course will include hands-on laboratory experiences that will facilitate the learning of concepts and skills. It will also include the examination of medical terminology. Corequisite: OTH 514. Cr 3.

OTH 514 Human Anatomy: Structure and Function

This course provides an in-depth study of the structure and function of the systems of the human body. Emphasis will be placed on the neuro, skeletal, and muscular systems. Labwork will consist of independent study with models, CD-ROM, and online programs. Cr 4.

OTH 515 Occupation and Populations

This course explores groups of people and their occupations within their local and global communities. Students will come to understand how these groups engage in meaningful activities. Concepts of occupational justice will be introduced and examined to determine the barriers to participation in occupations for populations. This is the first of a three-course sequence where students engage with community partners. Cr 2.

OTH 516 Organizations and Populations

This is the second in a three-course sequence where students engage with community partners. Students learn about community service organizations and craft and implement a service-learning project with a local agency in an effort to meet the identified needs of a population. Cr.1

OTH 517 Occupational Well-Being

The profession of occupational therapy and the World Health Organization identify wellness as an important aspect of health status. Occupation, the engagement in meaningful activity, is necessary for health and wellness. This course explores the concept of wellness as it is understood in occupational science and practiced in occupational therapy. Cr. 1

OTH 601 Neuroscience

This course will provide foundational knowledge in neuroanatomy and neurophysiology as it relates to human occupation. Emphasis will be on understanding the concepts of neuroscience that are the underpinnings of theory and treatment applications of occupational therapy. Prerequisites or corequisites: OTH 514, OTH 603, OTH 614. Cr 3.

OTH 603 Occupational Performance through Adulthood

This course integrates occupational therapy theory and practice in the occupations of adults with physical impairments. The class format provides students with an opportunity to apply occupational therapy and new knowledge to clinical cases, develop clinical reasoning abilities, and learn hands-on skills needed for entry-level practice. Learning areas involve applying the OT practice framework to practice as well as integrating OT in a variety of practice settings with a variety of team members.

Written and verbal skills are highlighted, and role playing/modeling of interdisciplinary teamwork is stressed. It is expected that students are able to do professional research by accessing information on the Internet via relevant databases. Prerequisites and corequisites: student is matriculated into the M.O.T. program, and has successfully completed OTH 510 and OTH 514, or is currently taking OTH 601 and OTH 614. Cr 7.

OTH 604 Occupational Performance in Infancy through Adulthood

This course integrates OT theory and practice in the occupations of individuals birth to 21. The format of the class includes weekly lectures, class discussions, lab experiences, and community-based learning opportunities. This will help students to apply new knowledge to clinical cases, develop clinical reasoning skills, and learn hands-on skills needed for entry-level practice. Pre- or co-requisites: OTH 511, OTH 513, OTH 514, OTH 601, OTH 615. Cr 7.

OTH 608 Reflections on Practice: Cognition and Perception

This course explores integration of brain function and its relationship to occupational performance across the life span. Emphasis is on how human beings learn and participate in their environments, with respect to the perceptual and cognitive functions of the brain that are most pertinent to occupational performance. Reflecting on their previous fieldwork experiences, the class examines the relationship of states of damage and dysfunction to engagement in occupations. Students will discuss the psycho-social, physical, and developmental practice domains of occupational therapy as they relate to brain functions. Students will understand assessments, and begin to design preparatory and occupation-based interventions for people, regarding perceptual and cognitive issues. Cr 3.

OTH 614 Adult Conditions

Clinical conditions and diagnoses for adults with physical dysfunction will be addressed. Emphasis will be on understanding medical conditions as they relate to occupational therapy practice. Prerequisites or corequisites: OTH 510, OTH 601, OTH 603. Cr 2.

OTH 615 Childhood Conditions

Medical and developmental conditions from birth, early childhood, and adolescence will be described and identified in this course. The impact of these conditions on occupational performance will also be addressed. Prerequisites or corequisites: OTH 511, OTH 513, OTH 514, OTH 601, OTH 604. Cr 2.

OTH 616 Professional Presentations

This course provides students with the opportunity to disseminate their research results in a professional forum. Students will work with a faculty advisor to prepare their research projects for professional presentation to the community. Course sessions and assignments will be devoted to guiding students

through the research dissemination process and transition to the role of a professional. Prerequisites: OTH 504 and OTH 605. Cr 2.

OTH 617 Leadership and Populations

This is the concluding course in a three-semester sequence where students continue to engage with community partners. Leadership theory is introduced for student application within organizations. Students identify their personal leadership styles and skills and examine how these can be utilized in their work with populations. Cr 2.

OTH 618 Contextual Considerations in Practice

This course utilizes and builds on the fieldwork experiences of students as they gain knowledge and reflect on observed practice skills needed for basic management. An examination of the context of practice will incorporate readings, assignments, and class discussions of effective supervision, reimbursement mechanisms, accrediting agencies, and their impact on departmental operations. Regulation, politics, and changing policies of serv-

ice provision will be studied, as well as the ethical considerations, program evaluation, and communications necessary for managing people. Students will be taught to consider alternatives, advocate for change, and influence policy decisions. Cr 2.

OTH 620 Level II Fieldwork

This fieldwork requirement is a 12-week, full-time, 40-hours per week supervised experience in an occupational therapy setting, or emerging practice area. Students apply theoretical knowledge and practice skills with clients who are experiencing a variety of disorders, taking on an ever-increasing caseload throughout the 12 weeks. Cr 6.

OTH 621 Level II Fieldwork

This fieldwork requirement is a 12-week, full-time, 40-hours per week supervised experience in an occupational therapy setting, or emerging practice area. Students apply theoretical knowledge and practice skills with clients who are experiencing a variety of disorders, taking on an ever-increasing caseload throughout the 12 weeks. Cr 6.