Introduction

In the fall of 1993, the West Virginia University Board of Trustees approved the establishment of a new master’s degree program at WVU, leading to an entry-level master’s degree in occupational therapy. WVU accepted its first students into the professional program in the fall semester of 1996. The academic and fieldwork program requires three years to complete. Prior to application, students are required to complete several hours of prerequisite courses, which in most instances will take two years to fulfill.

In response to the rapidly changing environment in Occupational Therapy, the WVU Division of Occupational Therapy has added an OTD degree to their educational offerings. The Division of OT accepted their first class of doctoral students in May 2021. Students entering WVU in the fall of 2019 or later who want to pursue the OTD degree must complete a bachelor’s degree, apply, and be accepted to the program before beginning classes in the OT program. The Exercise Physiology major, General Track will have all the necessary prerequisite courses. Students with other degrees who have completed 75% of the prerequisite courses at the time of application will receive equal consideration in admission decisions.

Students will typically apply at the beginning of their senior year prior to completion of the Bachelor’s degree. However, if accepted, all students must complete all prerequisite courses with at least a “B” prior to the beginning of classes in the OTD program.

Students seeking the MOT degree are admitted as undergraduates and transition to the graduate portion of the MOT program if they have met all Division of OT MOT academic requirements. Please refer to the OT Major section of the undergraduate catalog for specific information regarding academic requirements of the undergraduate portion of the MOT program.

The Profession of Occupational Therapy

Occupational therapy is the only profession that helps people across the lifespan to do the things they want and need to do through the therapeutic use of meaningful daily activities (occupations). Occupational therapists use the “occupations” of self-care, work, and play/leisure activities to increase independence, enhance development, and/or prevent disability. To achieve these goals occupational therapists may also adapt the task or the environment. Occupational therapists enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability. Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes.

Occupational therapists work in a variety of settings. These could include hospitals, rehabilitation centers, nursing facilities, home health, outpatient clinics, private practice, school systems, private organizations, industry, and community agencies such as return to work programs, prisons, and community settings. The number of different places where therapists work is growing every year.

What to Expect

Like many professional programs, the curriculum in the occupational therapy program is fixed and intense. The first professional year begins in the summer with basic science coursework and theories and science relevant to the profession and practice of occupational therapy. Students are immersed in practice from the first fall semester onward through involvement in clinical activities, simulated scenarios and integrated Level I and Level II fieldwork experiences. Coursework includes hands-on learning and inter-professional experiences that are directly linked to academic content, theory, and research. The OTD program finishes with a Doctoral Experiential and Capstone, that allows the student to gain advanced knowledge and skill in an area of interest.

Students in the program are required to participate in community service activities and the School of Medicine’s laptop computer purchase lease-to-own program, which provides each student with a state-of-the-art computer that contains course and program-relevant software.

Students in occupational therapy must obtain a grade of at least C or a Satisfactory (S) in all professional courses. In addition, occupational therapy students must maintain an OT coursework GPA of 3.0 or higher while in the OT Program. Since professional courses are offered once per year and are specifically sequenced, course failure may result in program dismissal or the delay of fieldwork and graduation.

Students in the OTD Program must complete all didactic coursework, all fieldwork, and the Doctoral Experiential within a period of six years after commencing the occupational therapy program. Students in the MOT program must complete all didactic coursework and all fieldwork within a period of five years after commencing the occupational therapy program. Furthermore, students in both programs must complete all Level II Fieldwork within eighteen months following completion of academic coursework while remaining within the six- or five-year time frame.

Housing and Travel for Clinical Fieldwork and Doctoral Experiential

The professional curriculum includes two off-campus, full-time clinical experiences known as Level II Fieldwork and the doctoral curriculum includes an additional 14-week full-time Doctoral Experiential. Clinical fieldwork and the Doctoral Experiential are an essential part of professional training. Students are assigned to Level I and Level II fieldwork sites locally, and at locations around the United States. Assignment to the Doctoral Experiential is done based on student interest and site availability. Students can expect that at least some of their placements will be at a distance from home. Students are responsible for any related fieldwork or experiential expenses (i.e., background checks, physicals, etc.) as well as transportation, housing, and meal
expenses. Students are also responsible for making their own housing and travel arrangements for clinical fieldwork and the Doctoral Experiential. Information about housing options for affiliations is available from the academic fieldwork coordinator.

Background Checks

A felony conviction may impact a graduate’s ability to take the NBCOT (National Board for Certification in Occupational Therapy, Inc.) examination and/or obtain a state license. For further information on NBCOT’s Character Review Program, interested parties can obtain information from the Board on their web site at: http://www.nbcot.org.

Students enrolled in the WVU OT education program must complete drug testing and background checks to qualify for clinical and fieldwork experiences.

ADMINISTRATION

CHAIR
  • Steven Wheeler - PhD, OTR/L (Virginia Commonwealth University)
    Professor

VICE CHAIR AND PROGRAM DIRECTOR, OTD
  • Diana Davis - PhD, OTR/L (West Virginia University)
    Associate Professor

PROGRAM DIRECTOR, MOT
  • Amy Kurowski-Burt - EdD, MOT, OTR/L (University of Pittsburgh)
    Associate Professor

ACADEMIC FIELDWORK COORDINATOR
  • Brian Scaife - OTD, OTR/L (Chatham University)
    Assistant Professor

DOCTORAL CAPSTONE COORDINATOR
  • SueAnn Woods - PhD, MOT, OTR/L, CHT (West Virginia University)
    Assistant Professor

FACULTY

PROFESSOR
  • Steven Wheeler - PhD, OTR/L (Virginia Commonwealth University)
    Chair

ASSOCIATE PROFESSORS
  • Amanda Acord-Vira - EdD, MOT, OTR/L (West Virginia University)
  • Diana Davis - PhD, OTR/L (West Virginia University)
    Vice Chair and Program Director, OTD
  • Amy Kurowski-Burt - EdD, MOT, OTR/L (University of Pittsburgh)
    Program Director, MOT

ASSISTANT PROFESSORS
  • Breanna Adkins - MOT, OTR/L (West Virginia University)
  • Jacob Tyler Greenfield - MOT, OTR/L (West Virginia University)
  • Heather Livengood - PhD, MOT (University of Pittsburgh)
  • Kayleigh Nolan - MOT, OTR/L (West Virginia University)
  • Brandon “Seth” Powers - MOT, OTR/L, CHT (West Virginia University)
  • Brian Scaife - OTD, OTR/L (Chatham University)
    Academic Fieldwork Coordinator
  • SueAnn Woods - PhD, MOT, OTR/L, CHT (West Virginia University)
    Doctoral Capstone Coordinator
INSTRUCTOR

• Carrie Smith-Bell - MOT, OTR/L (West Virginia University)

PROFESSOR EMERITUS

• Anne Cronin - PhD, OTR/L (University of Florida)

ASSOCIATE PROFESSOR EMERITUS

• Randy McCombie - PhD, OTR/L (Loyola University of Chicago)

Admissions for the 2023 MOT

Students typically spend the first two years of undergraduate study completing pre-requisite courses. The recommended undergraduate degree is Exercise Physiology as it contains all of the pre-requisite courses.

Students may apply to the MOT using the OTCAS application system. The application will be open from September 15 – February 15 each year and each class starts in May.

Course information for the master of occupational therapy degree can be found on the following website: http://medicine.hsc.wvu.edu/ot.

Admissions Requirements

In order to be eligible for admission and an interview for the MOT 2022 program, students must complete the following:

• MOT application through OTCAS between November 15–February 15
• Completion of 20 hours of observation with at least two different occupational therapists in at least two different sites
• Two recommendation letters (professional, academic or personal/non-relative) that speak to your skills, knowledge, aptitude related to becoming an occupational therapist
• Overall and pre-requisite GPA of 3.0
• The following courses must be completed prior to admission to the program. Course work will only be accepted from an accredited institution in the United States. Applicants must complete each course with a grade of “C” or higher (including any remaining GEF courses).

Students applying to the program may only be enrolled in a maximum of 2 pre-requisite courses in the Spring semester prior to the start of the program. This does not include any remaining GEF courses.

• English Composition - 6 credits
• Developmental Psychology - 3 credits
• Abnormal Psychology - 3 credits
• Introduction to Sociology or Anthropology - 3 credits
• Biology with lab - 6 to 8 credits
• Statistics - 3 credits
• Physiology - 3 or 4 credits
• Medical Terminology - 1 credit
• Completion of General Education Foundations - 9 to 12 credits

Note: Some of the courses may have their own departmental pre-requisite requirements. Please check with individual departments to ensure that you have completed all requirements.

Admissions for the 2023 OTD

Students will apply using the OTCAS application system. The dates for OTCAS for OTD applications are August 1 - October 31 each year.

Admission Requirements

To apply, students must meet the following criteria:

• Completion of a baccalaureate degree scheduled to occur before the beginning of the OTD program
• An overall 3.00 grade point average on all college course work
• An overall pre-requisite course work grade point average of 3.0
• No more than two pre-requisite courses left to complete during the spring semester preceding admission in May
• Completion of 20 hours of observation with at least two different occupational therapists in at least two different sites
• Two recommendation letters (professional, academic or personal/non-relative) that speak to your skills, knowledge, aptitude related to becoming an occupational therapist
• The following pre-requisite courses:
  • Biology with lab - 6 credits
  • Physiology – 3 or 4 credits
  • Development Psychology – 3 credits
  • Abnormal Psychology – 3 credits
  • Introduction to Sociology or Anthropology- 3 Credits
  • Statistics - 3
  • Medical Terminology – 1 credit

Admission Requirements 2023-2024

The Admission Requirements above will be the same for the 2023-2024 Academic Year.

Major Code: 8385

Degree Requirements

Minimum grade of C required in all courses. *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OTH 500</td>
<td>Health Care Issues in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OTH 501</td>
<td>Management for Occupational Therapy Practice</td>
<td>4</td>
</tr>
<tr>
<td>OTH 503</td>
<td>Occupational Therapy in Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>OTH 520</td>
<td>Occupational Therapy in the Work Environment</td>
<td>3</td>
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<td>OTH 540</td>
<td>Level 2 Fieldwork 1</td>
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<tr>
<td>OTH 550</td>
<td>Education in Occupational Therapy</td>
<td>3</td>
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<tr>
<td>OTH 551</td>
<td>Occupational Therapy in Prevention &amp; Wellness</td>
<td>3</td>
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<tr>
<td>OTH 570</td>
<td>Advanced Theory in Occupational Therapy</td>
<td>3</td>
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<tr>
<td>OTH 593</td>
<td>Special Topics (Seminar)</td>
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<td>OTH 640</td>
<td>Level 2 Fieldwork 2</td>
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<tr>
<td>OTH 697</td>
<td>Research (Yr III Fall 2 credits, Spr 2 credits)</td>
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</table>

Total Hours 39

Excludes OTH 540, OTH 640, and OTH 697.

PROGRAM TIME FRAME

Students must complete all didactic coursework and Level II Fieldworks within a period of five years after commencing the occupational therapy program. Furthermore, all Level II Fieldwork must be completed within eighteen months following completion of academic coursework while remaining within the five-year time frame.

Curriculum Requirements

A minimum cumulative GPA of 3.0 is required.

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>OTH 550</td>
<td>Education in Occupational Therapy</td>
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<tr>
<td>OTH 601</td>
<td>Disruption in Occupational Performance</td>
<td>4</td>
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<tr>
<td>OTH 602</td>
<td>Critical Reasoning in OT 1</td>
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<tr>
<td>OTH 603</td>
<td>Foundations of Intervention in OT</td>
<td>3</td>
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<tr>
<td>OTH 605</td>
<td>Critical Reasoning in OT 2</td>
<td>2</td>
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<tr>
<td>OTH 606</td>
<td>Occupational Performance Eval 1</td>
<td>3</td>
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<tr>
<td>OTH 611</td>
<td>Anatomic Foundations in OT</td>
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<tr>
<td>OTH 612</td>
<td>Functional Kinesiology in OT</td>
<td>2</td>
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<tr>
<td>OTH 660</td>
<td>Scientific Inquiry for OT 1</td>
<td>3</td>
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<td>OTH 661</td>
<td>Scientific Inquiry for OT 2</td>
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<td>OTH 670</td>
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<tr>
<td>OTH 684</td>
<td>Level 1 Fieldwork 1</td>
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Major Learning Outcomes

MOT OCCUPATIONAL THERAPY

PRACTICE OUTCOMES

• Graduates will be reflective, competent, creative, flexible, and resourceful occupational therapists.
• Graduates will have an understanding of the distinct value of occupational therapy's unique role in promoting health, wellness, and quality of life at the individual, community, and population level.
• Graduates will be able to develop client-centered, evidence-based assessment plans and perform evaluations that reflect the Occupational Therapy Process and Domain.
• Graduates will be able to develop and implement client-centered, evidence-based, theory-driven interventions and discharge plans that reflect the Occupational Therapy Process and Domain.
• Graduates will be able to develop client-centered, evidence-based, theory-driven outcomes that reflect the Occupational Therapy Process and Domain.

LEADERSHIP & ADVOCACY

• Graduates will identify the leadership skills for engagement in professional advancement at the individual, group, and population level.
• Graduates will demonstrate skills to communicate about the distinct value/role of occupational therapy across all practice areas.
• Graduates will advocate for occupational therapy with policy makers, third-party payers, regulatory boards, consumers, and colleagues.
• Graduates will be able to identify the effects of health disparities and occupational injustice in the health and occupational performance of their clients.

SCHOLARSHIP & ETHICS

• Graduates will be active consumers of knowledge becoming lifelong occupational therapy learners.
• Graduates will be able to critically appraise the ethical and practical aspects of client care, program development, and research.
Major Learning Outcomes

**OTD OCCUPATIONAL THERAPY**

**PRACTICE OUTCOMES**

- Graduates will be able to critically reflect on and evaluate the environment, opportunities, and barriers to innovate methods to address unmet occupational therapy needs in society.
- Graduates will model the value of occupational therapy's unique role in promoting health, wellness, and quality of life at the individual, community, and population level.
- Graduates will be able to develop client-centered, evidence-based assessment plans and perform evaluations that reflect the Occupational Therapy Process and Domain.
- Graduates will be able to develop and implement client-centered, evidence-based, theory-driven interventions and discharge plans that reflect the Occupational Therapy Process and Domain and evaluate their effectiveness.
- Graduates will be able to develop client-centered, evidence-based, theory-driven outcomes that reflect the Occupational Therapy Process and Domain.

**LEADERSHIP & ADVOCACY**

- Graduates will demonstrate effective leadership skills, which include effective communication, to advocate for the importance of occupational engagement.
- Graduates will demonstrate skills to communicate about the distinct value/role of occupational therapy across all practice areas.
- Graduates will advocate for occupational therapy with policy makers, third-party payers, regulatory boards, consumers, and colleagues.
- Graduates will be able to evaluate the effects of health disparities and develop and implement a plan to address these to support occupational justice.

**SCHOLARSHIP & ETHICS**

- Graduates will be active consumers and inventors of knowledge becoming lifelong occupational therapy learners.
- Graduates will be able to critically appraise the ethical and practical aspects of client care, program development, and research.

**Accreditation Status OTD**

The West Virginia University entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 30852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

The program was granted Candidacy status in December of 2020 and was allowed to admit its first cohort of students to begin classes in May of 2021. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). The pre-accreditation review is scheduled for November of 2022 and the on-site evaluation should occur in the Fall of 2023. Once accreditation has been granted students will be able to sit for the NBCOT exam after graduation. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note: A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

The timeline for the Accreditation process for the OTD is as follows:

- August 14, 2020 - Candidacy Application Submitted
- December 2020 - ACOTE Candidacy Status Granted
- December 2020 - Students Notified of Acceptance into the Program
- May 2021 - First Class Starts
- November 1, 2022 - Initial Report of Self-Study Due
- April 2023 - ACOTE Decision on Pre-Accreditation Review of Self-Study
- June 2023 - First Class Begins Level II Fieldwork
- August-November 2023 - Initial On-Site Evaluation Timeframe
- December 2023 - ACOTE Review of ROSE and Accreditation Decision
- January 2024 - First Class Begins Doctoral-Level Capstone Component
- May 2024 - First Class Graduates
- 2024 - NBCOT Certification Examination
Since the OTD program has not graduated students as of the publication of this catalog there is no program data on performance of OTD students on the national certification exam. Prospective students, applicants, and interested parties can review WVU MOT program data results for the National Board for Certification in Occupational Therapy (NBCOT) exam at: https://www.nbct.org/en/Educators/Home#SchoolPerformance (https://www.nbct.org/en/Educators/Home#SchoolPerformance).

**Accreditation Status MOT**

WVU’s Division of Occupational Therapy has been granted accreditation status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s phone number, c/o AOTA, is (301) 652-AOTA. The MOT program at WVU was initially awarded accreditation in 1998 and awarded re-accreditation in 2013. The next scheduled onsite visit for accreditation will be in 2023-2024. ACOTE information may be accessed at www.acoteonline.org (http://www.acoteonline.org/).

Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy Inc. (NBCOT). The address for NBCOT is: National Board for Certification in Occupational Therapy, Inc., 1 Bank Street, Suite 300, Gaithersburg, MD 20878. For more information, NBCOT can be contacted at (301) 990-7979 or at http://www.nbct.org/. After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note: A felony conviction may impact a graduate’s ability to sit for the NBCOT examination and/or obtain a state license.

Prospective students, applicants, and interested parties can review WVU MOT program data results for the National Board for Certification in Occupational Therapy (NBCOT) exam at: https://www.nbct.org/en/Educators/Home#SchoolPerformance (https://www.nbct.org/en/Educators/Home#SchoolPerformance).

**COURSES**

**OTH 500. Health Care Issues in Occupational Therapy. 3 Hours.**
PR: OTH student status. Occupational therapy practice models in diverse health care delivery systems are discussed, including hospital based, home health, outpatient/private practice, long term care settings, and public schools. (2 hr. lec., 2 hr. other.).

**OTH 501. Management for Occupational Therapy Practice. 4 Hours.**
PR: OTH student status. This course reviews the structure and recent changes in the United States health care system with attention to those aspects of managed care of importance to the entry-level occupational therapist. (3 hr. lec., 2 hr. lab.).

**OTH 502. Foundations of OT Intervention. 3 Hours.**
PR: OT Student Status. Clinical reasoning, goal writing, documentation, and intervention planning utilizing activity analysis and grading as a foundation for the occupational therapy process. Implement strategies for grading activity to facilitate the use of occupation as intervention, while incorporating client factors, performance skills, performance patterns, contexts and environments, and practice settings across the lifespan.

**OTH 503. Occupational Therapy in Pediatrics. 3 Hours.**
PR: OTH student status. This course reviews the medical and developmental conditions of pediatric populations commonly encountered by occupational therapists. Emphasis is placed on OT assessment and interventions. (2 hr. lec., 2 hr. lab.).

**OTH 504. Anatomic Foundations in OT. 4 Hours.**
PR: OT Student Status. A study of human gross anatomy with major emphasis on the musculoskeletal system, with a functional anatomical correlation of human movement and occupational performance.

**OTH 505. Disruptions in Occupational Performance. 4 Hours.**
PR: OTH student status. An overview of the effects of human disease and disability to include inflammatory and immune conditions, musculoskeletal disorders, cardiovascular disorders, neurodegenerative disease, genetic and developmental disorders, mental health disorders, neurological conditions, and chronic conditions on the occupational performance of humans across the lifespan.

**OTH 506. Functional Movement Across the Lifespan. 2 Hours.**
PR: OTD Student Status. Instruction on acquisition of developmental patterns, motor control, motor skill acquisition. This course also provides an overview of the effects of normative processes of aging on neuromotor patterns in occupational performance.

**OTH 507. Functional Kinesiology in Occupational Therapy. 2 Hours.**
PR: OT Student Status. Develop enhanced understanding of functional anatomical correlations and the use of the principles of kinesiology including statics, dynamics, and biomechanics to conduct functional movement analyses of occupational performance.

**OTH 508. Developmental Life Tasks. 3 Hours.**
PR: OTH 703 and OTD Student Status. Life-span human development across cognitive, psychosocial and neuromotor domains with particular emphasis on applications to physical or occupational therapy interventions. Includes focus on cultural influences in health and illness.

**OTH 509. Neurobiologic Foundations. 4 Hours.**
PR: OTH Student Status. Basic and clinical applications of neuroanatomy and neurology. Includes lectures on neurophysiological basis of occupational therapy practice.
OTH 510. Occupational Performance Evaluation 1. 3 Hours.
PR: OTD Student Status. Standardized and non-standardized screening and assessment of occupational performance in basic and instrumental activities of daily living, work, and rest and sleep, incorporating performance patterns, and contexts and environments across the lifespan.

OTH 511. Occupational Performance Evaluation 2. 4 Hours.
PR: OTH 515 and OT Student Status. Standardized and non-standardized screening and assessment of motor skills including but not limited to range of motion, strength, coordination, balance, endurance and pain inclusive of values, beliefs, and spirituality as they impact occupational performance across the lifespan.

OTH 513. Professional Development Seminar 3. 1 Hour.
PR: MOT Student Status. Addressing skills necessary for entry into the profession while completing the 2nd Level II fieldwork. Includes NBCOT exam prep, prep for state licensure, job search skills including resume, cover letter, and interview skills. Student experiences within the professional organization and ongoing plan for professional activity. Develop a professional development to ensure continuing competence.

OTH 514. Occupational Performance Eval 3. 4 Hours.
PR: OTH 511 and OT Student Status. Standardized and non-standardized screening and assessment of the following areas: sensory neurobehavioral, cognition, psychological/ emotional, developmental, play, leisure, social participation and education inclusive of values, beliefs, and spirituality as they impact occupational performance across the lifespan.

OTH 515. Interventions Across the Lifespan 1. 4 Hours.
PR: OTH Student Status. Critical reasoning, goal writing, documentation, and intervention planning to address basic activities of daily living incorporating client factors, performance skills, performance patterns, and contexts and environments across the lifespan.

OTH 516. Interventions Across the Lifespan 2. 4 Hours.
PR: OTH 515 and OTD Student Status. Intervention planning of occupational performance in instrumental activities of daily living, work, education, social participation, performance patterns, and contexts and environments across the lifespan.

OTH 517. Interventions Across the Lifespan 3. 4 Hours.
PR: OTH Student Status. Critical reasoning, goal writing, documentation, and intervention planning for client factors and performance skills addressing neuromusculoskeletal and movement related functions, cardiovascular and respiratory functions, motor skills incorporating performance patterns, and contexts and environments across the lifespan.

OTH 518. Interventions Across the Lifespan 4. 4 Hours.
PR: OTH Student Status. Clinical reasoning, goal writing, documentation, and intervention planning for education, play, leisure, and social participation, inclusive of client factors and performance skills that address mental functions, sensory functions, social interaction skills, developmental milestones, and motor skills incorporating performance patterns, and contexts and environments across the lifespan.

OTH 520. Occupational Therapy in the Work Environment. 3 Hours.
PR: OTH student status. Provides students with insight into the role of the worker as an occupation. A holistic approach to evaluation and treatment interventions commonly practiced by Occupational Therapists with workers will be explored. This course will investigate anthropometrics and ergonomics within an occupational environment as well as the global impact of work related injury and illness.

OTH 521. Professional Development Seminar 1 Fieldwork Prep. 1 Hour.
PR: MOT Student Status. A seminar style class designed to provide a forum for discussion and instruction on the philosophy, purpose, and practice of fieldwork. A focus is placed on student professional growth, insight, and readiness for Level 2 Fieldwork Placement.

OTH 522. Professional Development Seminar 2. 1 Hour.
PR: OT Student Status. Preparing for second Level II Fieldwork and developing essential skills for entry to the profession. Includes NBCOT exam prep and job search skills. Experiences within the professional organization and ongoing plan for professional activity. Conduct a personal professional development assessment and address professional development needed for second Fieldwork rotation.

OTH 524. Interventions Across the Lifespan 4. 4 Hours.
PR: OTH 423 with a minimum grade of C- and MOT Student Status. Critical reasoning, goal writing, documentation, and intervention planning of education, play, leisure, and social participation, inclusive of client factors and performance skills that address mental functions, sensory functions, social interaction skills, developmental milestones, and motor skills incorporating performance patterns, and contexts and environments across the lifespan.

OTH 532. Clinical Reasoning for Groups 3. 3 Hours.
PR: OT student. Using the Occupational Therapy Practice Framework, integrating occupation-based models, theory, frames of reference, and public health data sets, students will apply principles of critical thinking to case-based problem solving. This course integrates context from prior courses in the professional curriculum with a focus on case-based problem solving related to social health determinants, and interventions for groups and populations.

OTH 540. Level 2 Fieldwork 1. 1-6 Hours.
PR: OTH student status. Students are placed in one 12-week, or 2 6-week placement(s) depending on the facility and the needs of the student. Students will be placed in facilities where individualized instruction can occur. (Course will be graded S/U.).

OTH 550. Education in Occupational Therapy. 3 Hours.
PR: OTH student status. Principles of community and adult education are provided. Students are taught to prepare instructional materials, workshops/ seminars, and how to assess instructional outcomes. Use of various media are used and reviewed.
OTH 551. Occupational Therapy in Prevention & Wellness. 3 Hours.
PR: OTH student status. Students are taught occupational therapy principles and strategies to develop community health promotion and wellness programs in a variety of settings.

OTH 570. Advanced Theory in Occupational Therapy. 3 Hours.
PR: OTH grad student standing. This course will provide a holistic approach to theory in occupational therapy including theory development and application of theory to occupational therapy practice.

OTH 584. Level 1 Fieldwork 1 Clinical Skills. 2 Hours.
PR: OTD Student Status. The first in a series of three clinical instruction courses in the occupational therapy program. OT documentation, basic measurement skills, and clinical skills, experiences with people with disabilities and participation in professional activities.

OTH 585. Level 1 Fieldwork 2. 2 Hours.
PR: OTD Student Status. Clinical instruction in the occupational therapy process, OT documentation, basic evaluation and assessment skills. Experiences with people with disabilities and participation in professional activities.

OTH 586. Level 1 Fieldwork 3. 1 Hour.
PR: OTD Student Status. A 32 hour, 4 day rotation focused on the psychosocial factors that influence occupational engagement and interpreting the role of Occupational Therapy in non-traditional settings.

OTH 593. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

OTH 594. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

OTH 600. Assistive Technology Assessment in Childhood. 2 Hours.
PR: Consent. Online materials are paired with service learning at the West Virginia Department of Education’s annual Camp Gizmo. Course includes experience with a range of AT devices and work on interdisciplinary teams. There is a focus on the assistive technology assessment process in order to effectively identify an appropriate disciple specific action plan.

OTH 601. Disruption of Occupational Performance. 4 Hours.
PR: OTD Student Status. An overview of the effects of human disease and disability to include inflammatory and immune conditions, musculoskeletal disorders, cardiovascular disorders, neurodegenerative disease, genetic and developmental disorders, mental health disorders, neurological conditions, and chronic conditions on the occupational performance of humans across the lifespan.

OTH 602. Clinical Reasoning in OT 1. 2 Hours.
PR: OTD Student Status. Critically interpret evidenced based data, theory and frames of reference to evaluate and justify occupational therapy clinical reasoning in applied clinical and case-based contexts, integrating context from courses in the professional curriculum.

OTH 603. Foundations of OT Intervention. 3 Hours.
PR: OTD Student Status. Clinical reasoning, goal writing, documentation, and intervention planning utilizing activity analysis and grading as a foundation for the occupational therapy process and intervention. Implement strategies for grading activity to facilitate the use of occupation as intervention, while incorporating client factors, performance skills, performance patterns, contexts and environments, and practice settings across the lifespan.

OTH 607. Management and Supervision in OT. 3 Hours.
PR: MOT Student Status. Develop a business/program plan that highlights the distinct value of occupational therapy’s role in promoting health, wellness, and quality of life through occupational participation. Students will also develop an occupation-based program evaluation that meets the needs of population health.

OTH 612. Functional Kinesiology in Occupational Therapy. 2 Hours.
PR: OTD Student Status. Develop enhanced understanding of functional anatomical correlations and the use of the principles of kinesiology including statics, dynamics, and biomechanics to conduct functional movement analyses of occupational performance.

OTH 630. Clinical Reasoning in OT 1. 2 Hours.
PR: OTD Student Status. Critically interpret evidenced based data, theory and frames of reference to evaluate and justify occupational therapy clinical reasoning in applied clinical and case-based contexts, integrating information from courses in the professional curriculum.

OTH 631. Clinical Reasoning in OT 2. 2 Hours.
PR: OTH 630 and OTD Student Status. Using the Occupational Therapy Practice Framework, integrating occupation-based models, theory and frames of reference, students will apply principles of critical thinking to case-based problem solving. This course is designed to integrate context from prior courses in the professional curriculum.

OTH 640. Level 2 Fieldwork 2. 1-6 Hours.
PR: OTH student status. Students are placed in one 12-week, or two 6-week placement(s), depending on the facility and the needs of the student. Students will be placed in facilities where individualized instruction can occur. (Grading will be S/U.).

OTH 660. Scientific Inquiry in OT. 1. 3 Hours.
PR: OTD Student Status. Integrates student prior knowledge of the research process into the scholarship of the profession. Students will survey methodological considerations in the design of research, ways of evaluating research and practice, and ethical considerations in research.
OTH 661. Scholarship & Inquiry in OT 2. 3 Hours.
PR: OTH 660 and OTD Student Status. Advances student understanding of theory-based research, methodological considerations in the design of research, ways of evaluating practice, and approaches to analyzing data.

OTH 670. Theories and Science of Occupation. 3 Hours.
PR: OTD Student Status. Through an introduction and understanding of the concepts of occupational science and history of occupational therapy, view the world through an occupation perspective. Introduction to the process of theory development and basic theories from occupational therapy and a variety of related fields including psychology, sociology, anthropology, etc. and how they are applied to occupational therapy.

OTH 693. Special Topics. 1-6 Hours.
OTH 693. Special Topics. 1-6 hr. Study of advanced topics that are not covered in regularly scheduled courses.

OTH 695. Independent Study. 1-9 Hours.
Faculty-supervised study of topics not available through regular course offerings.

OTH 697. Research. 1-9 Hours.
PR: OTH student status. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

OTH 708. Leadership in Occupational Therapy. 2 Hours.
PR: OTD Student Status. Leadership in the profession of occupational therapy, characteristics of quality of leaders and personal characteristics that impact leadership effectiveness. Includes the doctoral comp exam which is needed to progress to the clinical component of the curriculum.

OTH 732. Clinical Reasoning in OT 3. 3 Hours.
PR: OTH 605. Using the Occupational Therapy Practice Framework, integrating occupation-based models, theory and frames of reference, students will apply principles of critical thinking to case-based problem solving. This course is designed to integrate context from prior courses in the professional curriculum with a focus on case-based problem solving related to advocacy and clinical management.

OTH 733. Clinical Reasoning in OT 4. 3 Hours.
PR: OTH 709. Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations. Focus on analysis of unmet occupational needs of persons, groups, and populations and propose real world solutions to improve, to advocate for, and influence health policy to reduce occupational deprivation.

OTH 788. Doctoral Capstone Planning 2. 2 Hours.
PR: OTH 788 and OTD Student Status. Collaboration with faculty and Capstone Coordinator to develop, present, and defend a scholarship and/or service project to be completed during the doctoral experiential component. Includes problem identification, literature review, development of methodology, identification of outcome measures and IRB approval.

OTH 812. Professional Development Seminar 2. 1 Hour.
PR: OTD Student Status. Preparing for the second Level II Fieldwork and developing essential skills for entry to the profession, including NBCOT exam prep and job search skills. Experiences within the professional organization and ongoing plan for professional activity. Conduct a personal professional development assessment and address professional development needed for the next Level II Fieldwork rotation.