**Table of Contents**

[Description of Proposed Modified Program 1](#_Toc63953668)

[Modification Background 1](#_Toc63953669)

[Accreditation 2](#_Toc63953670)

[Modified Degree Program 2](#_Toc63953671)

[Curriculum 4](#_Toc63953672)

[Time to Degree 4](#_Toc63953673)

[Admission Requirements 5](#_Toc63953674)

[Student Learning Assessment 6](#_Toc63953675)

[Justification for the Proposed Modified Degree Program 8](#_Toc63953676)

[Rationale for the Program 8](#_Toc63953677)

[Student Demand 8](#_Toc63953678)

[Duplication 10](#_Toc63953679)

[Projected Resources for the Proposed Modified Program 10](#_Toc63953680)

[Resource Needs 10](#_Toc63953681)

[Funds to Initiate and Operate the Degree Program 11](#_Toc63953682)

[Appendices 14](#_Toc63953683)

[Appendix A: Detailed Changes to Modified Degree Program A-1](#_Toc63953684)

[Appendix B: Sample Plans of Study B-1](#_Toc63953685)

[Appendix C: Course Descriptions C-1](#_Toc63953686)

[Appendix D: Prospective Student Survey & Results D-1](#_Toc63953687)

# 

# Description of Proposed Modified Program

## Modification Background

Radford University requests approval for a modification of its current Post-Professional Occupational Therapy Doctorate (PP-OTD) program. The proposed modified degree program resides in the Waldron College of Health and Human Services, Department of Occupational Therapy. The target start date for the modified program is fall 2021.

Radford University seeks to modify the PP-OTD program by reducing the total credit hours required for the degree program by 6 credit hours and making changes in the courses required in the degree curriculum. The proposed modification will reduce the total credits hours for the degree program from 36 credit hours to 30 credit hours.

The purpose of the modified degree program is to provide education for practicing occupational therapists who are wishing to advance their current roles and equip them with the knowledge and skills for higher order critical decision-making and to succeed in roles in advanced clinical practice, leadership, and academia. The proposed modifications reflect the current trends, practice demands, and innovations in the discipline of occupational therapy.

The proposed program will be a fully online 30-credit, 5- semester PP-OTD for occupational therapists who have previously graduated from an accredited Occupational Therapy Master’s degree or bachelor’s degree program, and who are licensed occupational therapists in the United States or abroad (those practitioners with the bachelor’s degree in occupational therapy must also have a master’s degree in a related field). Upon completion, students will be awarded an Occupational Therapy Doctorate degree.

The existing PP-OTD program was acquired by Radford University when the Jefferson College of Health Sciences merged into Radford University in July 2019. During the time that this program was offered by Jefferson College of Health Sciences, one cohort of 8 students was admitted in fall 2017, and subsequently graduated in December of 2019. Upon thorough examination of prospective students’ inquiries into the PP-OTD program, application trends, a survey of prospective students, as well as the courses, content, and tracks in the existing program, the Department of Occupational Therapy faculty at large, the Department Curriculum Committee, and Department Chair all agreed that a revision to the existing program would be both desirable and beneficial for prospective students, who are already practicing occupational therapists wishing to further their knowledge and skills.

A PP-OTD Workgroup was created and met to identify needs, collect and analyze data, and propose modifications to the existing program over the course of 4 semesters, spanning the 2019-2020 and 2020-2021 academic calendar years. The PP-OTD Workgroup investigated PP-OTD programs in the US, and more specifically in Virginia and found that the PP-OTD program at Radford University was 3 to 9 more credits and 1 to 2 semesters longer than the other available PP-OTD programs, and that updates to the curriculum would be required in order to reflect changing trends in practice settings as well as the holistic and dynamic nature of the profession.

The PP-OTD program modification was approved by the Department of Occupational Therapy Curriculum Committee on November 13, 2020; by the Department faculty on February 17, 2021; by the Waldron College Curriculum Committee on -----------; the Waldron College Dean on\_\_\_\_\_\_\_\_\_; the Graduate Affairs Council on\_\_\_\_\_\_\_; the Faculty Senate on \_\_\_\_\_\_\_\_\_; and the Provost on\_\_\_\_\_\_\_\_\_\_.

## Accreditation

PP-OTD programs are not accredited in the United States.

## Modified Degree Program

The PP-OTD is being modified in two ways, a change in total degree program hours, and a change in required curricular courses. The existing 7-semester, 36-credit PP-OTD Program will be changed to a 5-semester, 30-credit PP-OTD program. The modified PP-OTD would reduce the total credit hours from 36 to 30 credits hours.

The reduction in credit hours was achieved by eliminating the two current concentration tracks of ‘Administration’ and ‘Education’ and moving to a singular curriculum, that includes content elements of leadership and administration as well as preparation for the role of occupational therapist as educator, that all students in the PP-OTD would take.

See Appendix A for detailed modifications.

**Current and Proposed Curricula**

|  |  |  |  |
| --- | --- | --- | --- |
| **Current Curriculum**  **PP-OTD** |  | **Proposed, Modified Curriculum**  **PP-OTD** |  |
| OTD 605 Occupational Based Theories and Participation (All students take) | 3 | OCTH 710: Advanced Application of Theory in Occupational Therapy\*\* | 3 |
| OTD 680 Clinical Education and Fieldwork Supervision (All students take) | 3 | OCTH 712: Community, Global, and Population Health\* | 3 |
| HSC 715 Research Methods for Health Sciences I (All students take) | 3 | OCTH 720: Evidence-Based Practice and Scholarship\*\* | 3 |
| HA 510 Foundations of Healthcare Administration (Administration Track) | 3 | OCTH 722: Advanced Assessment for Clinical Practice and Education\* | 3 |
| EDUC 715 Educational Theories and Practice (Education Track) | 3 | OCTH 730: Occupational Therapists as Educators\* | 3 |
| HSC 716 Research Methods for Health Sciences II (All students take) | 3 | OCTH 732: Advocacy, Accountability, and Advanced Ethics\* | 3 |
| HA 760 Healthcare Financial Management (Administration Track) | 3 | OCTH 740: Advanced Skills in Specialty Practice\* | 3 |
| EDUC 820 Assessment and Evaluation in Higher Education (Education Track) | 3 | OCTH 742: Capstone Project 1: Practice-Based Project Development\*\* | 3 |
| OTD 710 Studies in Outcome Measures and Analysis (All students take) | 3 | OCTH 750 Personal Leadership Development\* | 3 |
| HA 820 Risk and Safety Management in Healthcare (Administration Track) | 3 | OCTH 752: Capstone Project 2: Practice-Based Project Implementation\*\* | 3 |
| EDUC 830 Effective Course Design (Education Track) | 3 |  |  |
| OTD 735 Field Study and Professional Portfolios (All students take) | 3 |  |  |
| HSC 830 Organizational Leadership in Healthcare (Administration Track) | 3 |  |  |
| EDUC 840 Curriculum Development (Education Track) | 3 |  |  |
| OTD 810 Research Project Design and Implementation I (All students take) | 3 |  |  |
| OTD 810 Research Project Design and Implementation I (All students take) | 3 |  |  |
| **Total Credits to Degree** | 36 | **Total Credits to Degree** | 30 |

\*new courses

\*\*revised course

## Admission Requirements

**The changes in admission requirements for the modified RU PP-OTD are the addition of two professional letters of recommendation and reduction in prior experience as an occupational therapist from 2 years to 6 months.**

**Modified Admission Requirements**

* Completed online application
* Completed entry level degree in occupational therapy, either a master’s or bachelor’s degree (Applicants with an entry-level bachelor's degree in OT must also hold a master’s degree from a regionally accredited institution in a related field of study)
* Statement of purpose
* Official transcripts from every undergraduate and graduate institution attended
* Copy of current licensure to practice as an occupational therapist
* Resume or CV
* Online interview
* Two professional recommendations (new)
* Minimum of 6 months of practice as an occupational therapist at the time program begins (revised)

**Comparison of Modified and Existing Program Admission Requirements**

|  |  |
| --- | --- |
| **Modified Program Admission Requirements** | **Existing Program Admission Requirements** |
| * Completed online application * Completed master’s degree (Applicants with a bachelor's degree in OT must also hold a master’s degree from a regionally accredited institution in a related field of study) * Statement of purpose * Official transcripts from every undergraduate and graduate institution you have attended * Copy of current licensure to practice as an Occupational Therapist * Resume or CV * Online interview * Two professional recommendations * Minimum of 6 months of practice as an occupational therapist at the time program begins | * Completed application * Bachelor’s or master's degree in Occupational Therapy (Applicants with a bachelor's degree OT must also hold a master's degree from a regionally accredited institution in a related Field of Study) * Copy of current licensure as an OT * Resume or CV * Interview (on-line) * Essay on how you plan to utilize the OTD degree * Preferred two (2) year occupational therapy experience * Official transcripts from every institution you have attended |

## Curriculum

The proposed modified PP-OTD program will require 30 credit hours. The curriculum is redesigned to focus on advocacy, application of current evidence to practice, advanced clinical and academic practice, and global health. The modified curriculum will allow practitioners to engage more deeply in a clinical specialty or become prepared to make the transition to academia.

The modified program refocuses the PP-OTD curriculum in three important ways. First, it builds in opportunity for gaining evidence-based advanced OT practice skills, in the students’ chosen areas of interest (e.g. advanced skills in treating those with neurological conditions, hand therapy, or sensory processing) through the ability to participate in individually designed, structured learning activities and receive mentorship from expert faculty. Next, the modified program refocuses coursework in the areas of research and administration to be undertaken from the OT perspective, versus a general healthcare perspective, offering enhanced relevance within the coursework. Lastly, the modified program is strengthened in key areas in demand in the OT profession, and in healthcare in general, specifically evidence-based leadership skills for complex healthcare environments and skills to teach in higher education.

These areas are recognized as critical needs in the OT profession by the Accreditation Council for Occupational Therapy (ACOTE, 2017[[1]](#footnote-2), 2020[[2]](#footnote-3)) as part of the profession’s national body, the American Occupational Therapy Association (AOTA). In clinical and clinical-leadership contexts, graduates of the modified program will also have increased capacity to respond effectively to increasingly multifaceted, diverse populations of recipients of healthcare, at the local, national, and global level. In educational contexts, graduates of the modified program will not only be better prepared to work in academia, but will have enhanced ability to compete for competitive positions in academia due to the profession’s progression toward a single, doctoral entry point to the profession, as well as the existing mandate for doctorally-prepared faculty in entry level occupational therapy programs (ACOTE, 20202).

**Program Requirements**

OCTH 710: Advanced Application of Theory in Occupational Therapy (3)

OCTH 712: Community, Global, and Population Health (3)

OCTH 720: Evidence-Based Practice and Scholarship (3)

OCTH 722: Advanced Assessment for Clinical Practice and Education (3)

OCTH 730: Occupational Therapists as Educators (3)

OCTH 732: Advocacy, Accountability, and Advanced Ethics (3)

OCTH 740: Advanced Skills in Specialty Practice (3)

OCTH 742: Capstone Project 1: Practice-Based Project Development (3)

OCTH 750 Personal Leadership Development (3)

OCTH 752: Capstone Project 2: Practice-Based Project Implementation (3)

**Total credit hours: 30**

Capstone Requirements

Students will complete a Capstone Project over 2 semesters that will address a problem of interest to the student. The process of completion contributes to the student’s advanced knowledge and skill development in a topic area of their choosing related to the practice of occupational therapy, with a focus on advanced clinical practice, leadership, or academia. The Capstone Project process follows accepted methods of systematic inquiry, is guided by an expert faculty advisor, and approved at benchmark steps by a Capstone Committee. The Capstone Project involves development and implementation of the project proposal, and culminates in a written report that is appropriate for dissemination in an external outlet.

See Appendix B for sample plans of study.

See Appendix C for course descriptions.

## Time to Degree

The modified PP-OTD can be completed in 5 semesters, inclusive of required summer courses, whereas the current PP-OTD is completed in a minimum of 7 semesters. The modified curriculum is designed for the practicing occupational therapist (as was the existing curriculum), to be completed while the student works a full-time job, taking two 3-credit doctoral courses each semester (3 semesters per year). A student taking two 3-credit courses in this program is considered full-time. Students would be allowed to complete the program by taking one course per semester, as long as all degree requirements were completed within 4 years of admission to the program.

## Student Learning Assessment

Existing Learning Outcomes:

Upon completion of the Doctor of Occupational Therapy program, the graduate will be able to:

1. Apply and integrate occupation-based models and theories in professional practice settings.
2. Implement and integrate evidence-based models of practice in general and specialty areas.
3. Analyze and address issues related to participation, rights and culture of all individuals and communities.
4. Employ effective collaborative leadership skills across practice settings.
5. Explore issues and solutions related to clinical education and supervision.
6. Conduct a research study/ scholarly project and disseminate results to a professional audience.

Modified Learning Outcomes:

Upon completion of the Doctor of Occupational Therapy program, the graduate will be able to:

1. Apply and integrate occupation and evidence-based models in professional practice settings.
2. Assess the efficacy of clinical, educational, and programmatic outcomes.
3. Analyze and address local and global issues related to the inclusion, participation, rights and culture of individuals and communities, and, the impact of these factors on access to, and benefit from healthcare services.
4. Analyze the policy, legal, and ethical issues affecting the occupational performance needs of individuals and populations, and employ strategies to advocate for the needs within an ethical decision-making framework.
5. Apply evidence-informed, best-practice clinical, instructional, and/or leadership strategies across diverse populations and settings.
6. Utilize accepted methods of scientific inquiry to conduct a research study/ scholarly project and disseminate findings to a professional audience.

Curriculum Map for RU PP-OTD

| **Learning Outcomes** | **Required Courses** | **Assessment Methods** |
| --- | --- | --- |
| 1) Apply and integrate occupation and evidence-based models in professional practice settings. | OCTH 710: Advanced Application of Theory in Occupational Therapy  OCTH 722: Advanced Assessment for Clinical Practice and Education  OCTH 730: Occupational Therapists as Educators  OCTH 740: Advanced Skills in Specialty Practice | Formative:  Homework assignments, case study, online postings, exam/quizzes, written papers  Summative:  Capstone Project |
| 2) Assess the efficacy of clinical, educational &/or programmatic outcomes. | OCTH 720: Evidence-Based Practice and Scholarship  OCTH 722: Advanced Assessment for Clinical Practice and Education  OCTH 740: Advanced Skills in Specialty Practice | Formative:  Homework assignments, case study, online postings, exam/quizzes, written papers  Summative:  Capstone Project |
| 3) Analyze and address local and global issues related to the inclusion, participation, rights and culture of individuals and communities, and, the impact of these factors on access to, and benefit from healthcare services. | OCTH 732: Advocacy, Accountability, and Advanced Ethics  OCTH 740: Advanced Skills in Specialty Practice | Formative:  Homework assignments, case study, online postings, exam/quizzes, written papers  Summative:  Capstone Project |
| 4) Analyze the policy, legal, and ethical issues affecting the occupational performance needs of individuals and populations, and employ strategies to advocate for the needs within an ethical decision-making framework. | OCTH 732: Advocacy, Accountability, and Advanced Ethics  OCTH 750 Personal Leadership Development | Formative:  Homework assignments, case study, online postings, exam/quizzes, written papers  Summative:  Capstone Project |
| 5) Apply evidence-informed, best-practice clinical, instructional, and/or leadership strategies across diverse populations and settings. | OCTH 722: Advanced Assessment for Clinical Practice and Education  OCTH 730: Occupational Therapists as Educators  OCTH 750 Personal Leadership Development | Formative:  Homework assignments, case study, online postings, exam/quizzes, written papers  Summative:  Capstone Project |
| 6) Utilize accepted methods of scientific inquiry to conduct a research study/ scholarly project and disseminate findings to a professional audience. | OCTH 742: Capstone Project 1: Practice-Based Project Development  OCTH 752: Capstone Project 2: Practice-Based Project Implementation | Formative:  Homework assignments, online postings, written papers  Summative:  Capstone Project |

**Employment Skills/Workplace Competencies**

All graduates of the proposed modified PP-OTD degree program will be able to:

* Optimally manage the occupational performance deficits of clients based on current best practice, applying relevant theory and evidence-based strategies to maximize outcomes.
* Apply essential ‘best practice’ research and theory to roles in individual areas of employment, including academia, leadership, and advanced clinical practice.
* Provide enhanced culturally relevant and culturally sensitive occupational therapy services in clinical settings and educational services in academic settings.
* Advocate to effect change for improved access to healthcare and education in underserved communities and populations, and promotion of diversity and culturally sensitive practices in the workplace and educational settings.
* Function effectively in leadership roles in healthcare and academic institutions.

# Justification for the Proposed Modified Degree Program

## Rationale for the Program

Three factors justify the need for the proposed program modification: 1) to bring the PP-OTD program into alignment with other PP-OTD programs in the United States, 2) create a sustainable program by becoming more competitive in the marketplace, and 3) preparing more job candidates who are suitable for existing jobs in clinical as well as higher education settings.

Decreasing the program from 36 to 30 credits will bring this PP-OTD in line with the other online PP-OTD programs that exist in the United States and Virginia with respect to total credit hours, time to complete the PP-OTD program, and subsequent cost to the student. Most PP-OTD programs are between 27 and 33 credits and can be completed in 5 semesters.

The reduction in credit hours will bring Radford University’s PP-OTD in line with the current state of practice, thereby improving marketability of a program to prospective students. The ability to sustain enrollment with a more competitive program will lead to more qualified candidates for jobs in the Commonwealth in healthcare and academic settings. Modifications to the curriculum course offerings reflect knowledge and abilities valued by practicing occupational therapists that advance their clinical, leadership, and teaching prospects. These modifications further enhance the marketability and sustainability of Radford University’s PP-OTD. The curriculum of the existing program is a deterrent to working occupational therapy professionals who are concerned with both the cost of a program and the time needed to complete it (these two factors, cost and time to complete, rank highest among those considering a PP-OTD).

## Student Demand

In a survey conducted by the OTD Workgroup (November-December, 2020), 124 participants responded regarding their perceptions of the OTD (interest in pursuing, factors affecting decision to pursue, etc.). First, second, and third-year students in the MOT programs across both Radford University sites were surveyed, along with former graduates of the Radford University MOT program. Additionally, an invitation for practicing occupational therapists to participate in the survey was posted on social media (Facebook). The findings support the continued need for the modifications proposed.

* 55% (54.85%) of respondents plan to pursue a PP-OTD. Of those who expressed interest in pursuing an OTD, 53% (52.77) were either “extremely interested”, or “very interested”.
* Of those expressing interest in a PP-OTD, the top three contributing factors to making the decision to pursue a PP-OTD were:

1) **Cost** – 40% (39.53%) reported cost to be one of the most significant factors in deciding whether to pursue a PP-OTD.

2) **Time to complete** – 28% (27.91%) reported time to complete the PP-OTD to be a significant factor in the decision to pursue a PP-OTD.

3) **Relevance to career goals** – 24% (24.42%) reported that the relevance of obtaining a PP-OTD in relation to their career goals was a significant factor in deciding whether to pursue an advanced degree.

* Nearly 70% of respondents who reported interest in pursuing a PP-OTD stated that they anticipate starting the degree within 2-5 years, indicating that the modified program is very timely to recruit these prospective students.

In addition to the above findings, the past decade has seen a national rise in occupational therapists pursuing a clinical doctorate, with 34% reporting an interest in pursuing this degree path (AOTA, 2020[[3]](#footnote-4)). The modified PP-OTD program, with its online format is positioned to meet the needs of prospective students locally, regionally, as well as at the state and national levels.

A copy of the original survey is provided in Appendix D. Results of the survey are included separately and are located after the original survey.

***State Council of Higher Education for Virginia***

**Summary of Projected Enrollments in Proposed Program**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 1 | | Year 2 | | Year 3 | | Year 4  **Target Year**  **(2-year institutions)** | | | Year 5  **Target Year**  **(4-year institutions)** | | |
| 20   - 20 | | 20   - 20 | | 20   - 20 | | 20   - 20 | | | 20   - 20 | | |
| HDCT    10 | FTES    10 | HDCT    10 | FTES    10 | HDCT    10 | FTES    10 | HDCT | FTES | GRAD | HDCT | FTES | GRAD |

Note:

* For associate degree program proposals, only years 1-4 are completed, with projected graduates provided under year 4.
* For four-year institution programs, years 1-5 are completed, with projected graduates to be provided under year 5 only.

**Definitions**:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRAD—annual number of graduates of the proposed program graduates

## Duplication

One other public institution in Virginia offers an entry-level occupational therapy doctoral (EL-OTD) degree program: Virginia Commonwealth University. The EL-OTD program at Virginia Commonwealth University is a 3-year, entry-level degree program, consisting of 104 credit hours, leading to the entry point into the profession of occupational therapy. The EL-OTD qualifies an individual to become registered and licensed as an occupational therapist. The graduate of an EL-OTD program possesses the same entry-level competencies as the entry-level master’s prepared occupational therapist.

Whereas the PP-OTD allows the master’s degree prepared occupational therapist to achieve the necessary competencies to hold advanced clinical and leadership positions, as well as those required to teach in higher education.

Virginia Commonwealth University phased out their PP-OTD in 2016, when they began offering the EL-OTD. The enrollment data below from 2016 onward reflect their EL-OTD program.

**Virginia Commonwealth University**

Enrollments and Degrees Awarded for Comparable Programs in Virginia

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Enrollments[[4]](#footnote-5)** | 2015 | 2016 | 2017 | 2018 | 2019 |
| Virginia Commonwealth University | 8 | 47 | 86 | 126 | 127 |
| **Degrees Awarded[[5]](#footnote-6)** | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Virginia Commonwealth University | 2 | 5 | 0 | 42 | 40 |

# Projected Resources for the Proposed Modified Program

## Resource Needs

Radford University and the Department of Occupational Therapy has all of the faculty, classified support staff, equipment, library and other resources necessary to offer the proposed modified PP-OTD degree program. The following categories details the resources required to operate the program in its initiation in fall 2021 and through the target year. Assessment of the need for full-time faculty and part-time faculty are based on a ratio of 1.0 FTE of instructional effort for 5.0 student FTE.

**Full-Time Faculty**

No full-time faculty be dedicated to the PP-OTD program.

**Part-Time Faculty**

Three part-time 0.5 FTE members from the current Master of Occupational Therapy faculty will teach part-time in the proposed modified degree program on a rotating basis. One of these faculty members will also serve as the PP-OTD Program Director.

**Adjunct Faculty**

No new adjunct faculty are needed to launch or maintain the proposed modified degree program.

**Graduate Assistants**

Graduate Assistants will not be used in this proposed modified degree program.

**Classified Positions**

No additional classified staff are needed to launch or maintain the proposed modified degree program.

**Targeted Financial Aid**

No targeted financial aid will be available or is needed to launch and sustain the proposed modified degree program.

**Equipment (including computers)**

No new equipment, including computers, is required to launch or maintain the proposed modified degree program.

**Library**

No new library resources are needed to launch or sustain the proposed modified degree program. The library has an adequate collection to support the proposed modified degree program. Resources include journals and publications of occupational therapy and related professions. As a member of the Virtual Library of Virginia, on-line access to journals is also available.

**Telecommunications**

No new telecommunications are required to launch and or sustain the proposed modified degree program. 

**Space**

No additional space is required to launch or sustain the proposed modified degree program.

**Other costs (specify)**

No other resources are needed to launch or maintain the proposed modified degree program.

## Funds to Initiate and Operate the Degree Program

*Figures provided in the table below will be compared to SCHEV funding estimates using the current base adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution’s assumptions are correct, or require modifications as a condition of approval.*

**Note:** Institutions must use the recommended student-faculty ratio when estimating FTE enrollments and required faculty FTEs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Cost and Funding Sources to Initiate and Operate the Program** | | | |
| **Informational Category** | | **Program Initiation Year**  **2021\_\_ - 2022\_\_** | **Program Full Enrollment Year[[6]](#footnote-7)**  **2022\_\_ - 2023\_\_** |
| 1. | Projected Enrollment (Headcount) | 10 | 10 |
| 2. | Projected Enrollment (FTE) | 10 | 10 |
| 3. | Projected Enrollment Headcount of In-State Students | 5 | 5 |
| 4. | Projected Enrollment Headcount of Out-of-State Students | 5 | 5 |
| 5. | Estimated Annual Tuition and E&G Fees for In-state Students in the Proposed Program | $  $52,650 TOTAL  10,530/year 1  5 students | $  $87,750 TOTAL  7,020 year 2  10,530/year 1  5 students each cohort |
| 6. | Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program | $  $73,350 TOTAL  14,670/Year 1  5 students | $  $122,250 TOTAL  9,780 year 2  14,670/year 1  5 students each cohort |
| 7. | Projected Total Revenue from Tuition and E&G Fees Due to the Proposed Program | $  $126,000 TOTAL | $  $210,000 TOTAL |
| 8. | Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources) | $  0 | $  0 |

## Appendices

## Appendix A: Detailed Changes to Modified Degree Program

**Title Changes and Content Comparison**

**Credit Hours:** The total credit hours will change from 36 to 30.

|  |  |  |
| --- | --- | --- |
| **Semester** | **Modified Program** | **Existing Program** |
| 1 | OCTH 710: Advanced Application of Theory in Occupational Therapy (3 credits) [Revised course (Compare to OTD 605)]  OCTH 712: Community, Global, and Population Health (3 credits) [New course] | OTD 605 Occupational Based Theories and Participation (3 credits) (All students take)  OTD 680 Clinical Education and Fieldwork Supervision (3 credits) (All students take) |
| 2 | OCTH 720: Evidence-Based Practice and Scholarship (3 credits) [Revised course (Compare to HSC 715)]  OCTH 722: Advanced Assessment for Clinical Practice and Education (3 credits) [New course] | HSC 715 Research Methods for Health Sciences I (3 credits) (All students take)  HA 510 Foundations of Healthcare Administration (3 credits) (Administration Track)  Or  EDUC 715 Educational Theories and Practice (3 credits) (Education Track) |
| 3 | OCTH 730: Occupational Therapists as Educators (3 credits) [New course]  OCTH 732: Advocacy, Accountability, and Advanced Ethics (3 credits) [New course] | HSC 716 Research Methods for Health Sciences II (3 credits) (All students take)  HA 760 Healthcare Financial Management (3 credits) (Administration Track)  Or  EDUC 820 Assessment and Evaluation in Higher Education (3 credits) (Education Track) |
| 4 | OCTH 740: Advanced Skills in Specialty Practice (3 credits) [New course]  OCTH 742: Capstone Project 1: Practice-Based Project Development (3 credits) [Revised course (Compare to OTD 810)] | OTD 710 Studies in Outcome Measures and Analysis (3 credits) (All students take)  HA 820 Risk and Safety Management in Healthcare (3 credits) (Administration Track)  Or  EDUC 830 Effective Course Design (3 credits) (Education Track) |
| 5 | OCTH 750 Personal Leadership Development (3 credits) [New course]  OCTH 752: Capstone Project 2: Practice-Based Project Implementation (3 credits) [Revised course (Compare to OTD 815)] | OTD 735 Field Study and Professional Portfolios (3 credits) (All students take)  HSC 830 Organizational Leadership in Healthcare (3 credits) (Administration Track)  Or  EDUC 840 Curriculum Development (3 credits) (Education Track) |
| 6 |  | OTD 810 Research Project Design and Implementation I (3 credits) (All students take) |
| 7 |  | OTD 815 Research Project Design and Implementation II (3 credits) (All students take) |
| Total Credits | 30 | 36 |

## Appendix B: Sample Plans of Study

Full-Time Student

(6 Credits per Semester)

|  |  |  |  |
| --- | --- | --- | --- |
| **Year One** | | | |
| OCTH 710 | Advanced Application of Theory in Occupational Therapy | 3 | Fall |
| OCTH 712 | Community, Global, and Population Health | 3 | Fall |
| Total semester = 6 credits | | | |
| OCTH 720 | Evidence-Based Practice and Scholarship | 3 | Spring |
| OCTH 722 | Advanced Assessment for Clinical Practice and Education | 3 | Spring |
| Total semester = 6 credits | | | |
| OCTH 730 | Occupational Therapists as Educators | 3 | Summer |
| OCTH 732 | Advocacy, Accountability, and Advanced Ethics | 3 | Summer |
| Total semester = 6 credits | | | |
| **Year One Total 18 credit hours** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Two** | | | |
| OCTH 740 | Advanced Skills in Specialty Practice | 3 | Fall |
| OCTH 742 | Capstone Project 1: Practice-Based Project Development | 3 | Fall |
| Total semester = 6 credits | | | |
| OCTH 750 | Personal Leadership Development | 3 | Spring |
| OCTH 752 | Capstone Project 2: Practice-Based Project Implementation | 3 | Spring |
| Total semester = 6 credits | | | |
| Total semester = 6 credits | | | |
| **Year Two Total 12 credit hours** | | | |

**Total Degree Program 30 credit hours**

Part-time Student

(3 Credits per Semester)

|  |  |  |  |
| --- | --- | --- | --- |
| **Year One** | | | |
| OCTH 710 | Advanced Application of Theory in Occupational Therapy | 3 | Fall |
| Total semester = 3 credits | | | |
| OCTH 720 | Evidence-Based Practice and Scholarship | 3 | Spring |
| Total semester = 3 credits | | | |
| OCTH 730 | Occupational Therapists as Educators | 3 | Summer |
| Total semester = 3 credits | | | |
| **Year One Total 9 credit hours** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Two** | | | |
| OCTH 712 | Community, Global, and Population Health | 3 | Fall |
| Total semester = 3 credits | | | |
| OCTH 750 | Personal Leadership Development | 3 | Spring |
| Total semester = 3 credits | | | |
| OCTH 732 | Advocacy, Accountability, and Advanced Ethics | 3 | Summer |
| Total semester = 3 credits | | | |
| **Year One Total 9 credit hours** | | | |

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| --- | --- | --- | --- |
| **Year Three** | | | |
| OCTH 740 | Advanced Skills in Specialty Practice | 3 | Fall |
| Total semester = 3 credits | | | |
| OCTH 722 | Advanced Assessment for Clinical Practice and Education | 3 | Spring |
| Total semester = 3 credits | | | |
| **Year One Total 9 credit hours** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Four** | | | |
| OCTH 742 | Capstone Project 1: Practice-Based Project Development | 3 | Fall |
| Total semester = 3 credits | | | |
| OCTH 752 | Capstone Project 2: Practice-Based Project Implementation | 3 | Spring |
| Total semester = 3 credits | | | |
| **Year One Total 9 credit hours** | | | |

**Total Degree Program 30 credit hours**

## Appendix C: Course Descriptions

New courses are denoted by an asterisk.

**OCTH 710: Advanced Application of Theory in Occupational Therapy (3 credits)**

* Through this course, students will move beyond a basic understanding of core constructs of models, theories, and frames of reference (FORs) used in contemporary occupational therapy practice, to critically analyze their potential for application within the learner’s current &/or future practice settings. Students will critically appraise models, theories and FORs through the lens of the profession’s practice framework. Consideration will be given to the role of models, theories and FORs to explain or predict phenomena or therapeutic change, and to guide an evidence-informed approach to assessment and intervention. Finally, students will explore the role(s) of models, theories and FORs within research, and the profession at large. [Revised course (Compare to OTD 605)]

**OCTH 712: Global, Community, and Population Health (3 Credits)**

* Through this course, students will explore the complex sociocultural, economic, and sociopolitical determinants of health that impact health outcomes in populations and affect the dynamic relationship between the person, environment, and occupation. Students will examine how an interdisciplinary health care approach and inter-agency partnerships can help societies move towards health equity for all populations. Students will analyze and apply models, theories, and frameworks as they apply to critically analyzing potentialsolutions.

**OCTH 720: Evidence-Based Practice and Scholarship (3 credits)**

* Through this course, students apply best practice strategies for locating and appraising the best available literature to address clinical and program needs, related to all phases of the OT process. Students will focus on developing advanced clinical reasoning and evidence-based practice skills using published research evidence, including quantitative and qualitative findings, to inform practice decisions, and guide measurement of outcomes of occupational therapy services. Students expand their role as clinician-scholar through completion of a comprehensive review of evidence related to an occupational therapy program or topic of interest. [Revised course (Compare to HSC 715)]

**OCTH 722: Advanced Assessment for Clinical Practice and Education (3 credits)\***

* Through this course, students will advance knowledge of systematic processes for measuring occupational therapy outcomes, with an emphasis on measurement of occupational performance, including locating best available instruments, appraising instrument utility for specific practice settings and client needs, and using assessment data to demonstrate the effectiveness and contributions of occupational therapy services. Students will address assessment at multiple levels, including individual clients, programs, and populations. Assessment practices across education will be explored, for clients, communities, and in higher education. [New course]

**OCTH 730: Occupational Therapists as Educators (3 credits)\***

* This course will address the role of the occupational therapist as an educator in the clinic, classroom, and community with exploration and application of learning and motivation theories, health literacy, instructional design concepts, teaching and learning styles, and learner-centered teaching strategies. Learners design, implement, and assess the outcomes of an instructional unit for a targeted audience, either in clinical practice or higher education. The basic workings of the higher education system will be explored. [New course]

**OCTH 732: Advocacy, Accountability, and Advanced Ethics (3 credits)\***

* Through this course, students will examine and analyze the policy, legal, and ethical issues affecting the domain and process of occupational therapy. Students will examine the role of the occupational therapist to advocate for the occupational needs of individuals, populations, and society at local, state, national, and international levels within an ethical decision-making framework. Emphasis will be placed upon exploring methods to empower individuals and populations, seeking and exploring professional accountability as a driving force behind ethical practice and advancement of the profession, and exploring methods to influence policy change. [New course]

**OCTH 740: Advanced Skills in Specialty Practice (3 credits)\***

* Through this course, students will explore issues relating to the transition from generalist to specialist, changes in roles and/or settings, and resources for professional development to facilitate the desired transition. Under the guidance of a faculty mentor, students will design a plan to develop advanced skills in one of the following areas: clinical practice, education, leadership, research, or advocacy. Content, composition, and implementation of the proposed learning plan will be guided by and tailored to the professional goals of the student. [New course]

**OCTH 742: Capstone Project 1: Practice-Based Project Development (3 credits)**

* Through this course, the student will lay the foundation for their capstone project. With guidance from a faculty mentor, the student will identify a real-world problem of interest, conduct a literature review, and develop a project proposal following accepted methods of systematic inquiry. The capstone is an applied and individualized learning experience that may focus on topics such as advanced clinical practice, education, leadership, program development, or advocacy. Service-learning is encouraged and may be incorporated by the student into their proposal. Once a topic and question have been identified, researched, synthesized in a proposal, and approved by the assigned faculty, the student will be guided through the process of obtaining necessary approvals for implementing their proposed project. [Revised course (Compare to OTD 810)]

**OCTH 750 Personal Leadership Development (3 credits)\***

* In this course, students will analyze the current research, theories, and practices of leadership in community, health care, and educational settings, with focus on the student’s capacities and intentions for leading across environments in all job roles. Leadership-related concepts including creativity, innovation, communication, inter-professional collaboration, leadership delivery models, professional development, and integrity will be analyzed in depth. Students will examine the influence of current and emerging trends in health care and education, and AOTA’s professional vision in relation to evolving leadership principles and opportunities. [New course]

**OCTH 752: Capstone Project 2: Practice-Based Project Implementation (3 credits)**

* Through this course, the student will implement and document their capstone project, which will be accomplished through collection and analysis of data, and composition of a written report. Students will further identify a dissemination outlet and prepare a submission, whether for conference presentation or journal article. [Revised course (Compare to OTD 815)]

## Appendix D: Prospective Student Survey

1. Are you interest in pursuing a post-professional OTD (doctorate of occupational therapy) at some point in the future? (A post-professional OTD is an advanced clinical doctorate degree, obtained after you obtain your entry-level master’s degree.)
   * Yes – pursuing an OTD is part of my future career path
   * No – pursuing an OTD is not part of my future career path
2. If you are not currently interested in pursuing an OTD, please consider letting us know what factors contributed to your decision (select all that apply).

* Cost
* Time
* Relevance to my career goals
* Other

1. What would you say your interest level is in pursuing an OTD at some point in the future?

* Extremely interested
* Very Interested
* Moderately interested
* Slightly interested

1. If you are currently enrolled in the RU-MOT program, what year are you currently in?

* 1st year
* 2nd year
* 3rd year
* N/A – already graduated

1. At what point in the future do you imagine that you might explore an OTD?

* 0-1 year from now
* 2-3 years from now
* 4-5 years from now
* More than 5 years from now

1. What factors do you anticipate would influence your decision when choosing an OTD program? (select all that apply)

* Location
* Cost
* Faculty
* Length of program/number of credits
* Content on advanced clinical skills
* Content on education/academia
* Content on leadership
* Format (online vs. face to face/in-person)
* Other (please list or describe)

1. What format do you anticipate you would be interested in?

* Online – synchronous (online with scheduled days/times)
* Online – asynchronous (online with coursework done at a time that is convenient to you)
* Online – blend of synchronous and asynchronous
* Hybrid – online + limited residency (several scheduled in-person sessions spread throughout courses)

## Results of Prospective Student Survey

1. Are you interest in pursuing a post-professional OTD (doctorate of occupational therapy) at some point in the future? (A post-professional OTD is an advanced clinical doctorate degree, obtained after you obtain your entry-level master’s degree.) **(N=68)**
   * Yes – pursuing an OTD is part of my future career path = **54.84%**
   * No – pursuing an OTD is not part of my future career path = **45.16%**
2. If you are not currently interested in pursuing an OTD, please consider letting us know what factors contributed to your decision (select all that apply). **(N=86)**

* Cost = **39.53%**
* Time = **27.91%**
* Relevance to my career goals = **24.42%**
* Other = **8.14%**

1. What would you say your interest level is in pursuing an OTD at some point in the future? **(N=55)**

* Extremely interested = **20.0%**
* Very Interested = **32.73%**
* Moderately interested = **43.64%**
* Slightly interested = **3.64%**

1. If you are currently enrolled in the RU-MOT program, what year are you currently in? **(N=53)**

* 1st year = **13.21%**
* 2nd year = **16.98%**
* 3rd year = **13.21%**
* N/A – already graduated = **56.60%**

1. At what point in the future do you imagine that you might explore an OTD? **(N=56)**

* 0-1 year from now = **10.71%**
* 2-3 years from now = **41.07%**
* 4-5 years from now = **28.57%**
* More than 5 years from now = **19.64%**

1. What factors do you anticipate would influence your decision when choosing an OTD program? (select all that apply) **Outside of delivery format (17.62%) top 3 factors included specialized content relevant to individual career goals (23.56%), Cost (19.67%) and length of program (16.80%).**

* Location = **12.70%**
* Cost = **19.67%**
* Faculty = **6.15%**
* Length of program/number of credits = **16.80%**
* Content on advanced clinical skills = **9.43%**

Collectively, content = 23.56%

* Content on education/academia = **8.20%**
* Content on leadership = **5.74%**
* Format (online vs. face to face/in-person) = **17.62%**
* Other (please list or describe) = **3.69%**

1. What format do you anticipate you would be interested in? **(N=40)**

* Online – synchronous (online with scheduled days/times) = **0%**
* Online – asynchronous (online with coursework done at a time that is convenient to you) = **45%**
* Online – blend of synchronous and asynchronous = **35%**
* Hybrid – online + limited residency (several scheduled in-person sessions spread throughout courses) = **20%**

1. American Occupational Therapy Association. (2017). August 2017: ACOTE 2027 mandate and frequently asked questions about the mandate. Retrieved from <https://www.aota.org/Education-Careers/Accreditation/acote-doctoral-mandate-2027/faq-august-2017.aspx> [↑](#footnote-ref-2)
2. Accreditation Council for Occupational Therapy Education (ACOTE). (2020). December 2020 interpretive guide version: 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. Retrieved from <https://acoteonline.org/accreditation-explained/standards/> [↑](#footnote-ref-3)
3. American Occupational Therapy Association (2020). *2019 Workforce & Salary Survey*. [Member only resource.] [↑](#footnote-ref-4)
4. State Council of Higher Education for Virginia (SCHEV). *E16: Fall Headcount Enrollment Institutional Program List.* [E16PL: Fall Headcount Enrollment Institutional Program List (schev.edu)](https://research.schev.edu/enrollment/E16PL_Report.asp) [↑](#footnote-ref-5)
5. State Council of Higher Education for Virginia (SCHEV). *C01A2: Completions, Program Detail.* [Higher Ed Info for Virginia (schev.edu)](https://research.schev.edu/Completions/C1Level2_Report.asp) [↑](#footnote-ref-6)
6. For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3. [↑](#footnote-ref-7)