

DOCTOR OF OCCUPATIONAL THERAPY (O.T.D.)

CSU's entry-level Doctor of Occupational Therapy program (<https://www.chhs.colostate.edu/ot/programs-and-degrees/occupational-therapy-doctorate/>) is designed using subject- and learner-centered principles. Engaging in active learning and focusing on occupation, graduates become occupational therapy practitioners who can and will embrace collaboration and leadership in the field. Our candidacy application has been accepted by our accrediting agency (Accreditation Council for Occupational Therapy Education ([https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.aota.org%2F&data=05%7C02%7CBobby.Mauro%40colostate.edu%7Cdc4776fbb18444d705208dc178b2e37%7Caf58802ff7a4bb1ab21367ff2eefc8b%7C0%7C0%7C63841113374131323296%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkhawWILCjXVCi6Mn0%3D%7C3000%7C%7C&sdata=uytbpvnhDO09wQ%2FdWnI7KtlhvyVCHw5d1%2FGeDHO4hqw%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Facoteonline.org%2F&data=05%7C02%7CBobby.Mauro%40colostate.edu%7Cdc4776fbb18444d705208dc178b2e37%7Caf58802ff7a4bb1ab21367ff2eefc8b%7C0%7C0%7C638411133741311318%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkhawWILCjXVCi6Mn0%3D%7C3000%7C%7C&sdata=yG8HgQr0bPwBJkM8fZB0FwrzRhAe1bvNZXHYUmWYhio%3D&reserved=0)) located at 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929, (301) 652-6611; accred@aota.org). The program has entered its first two classes and is currently engaged in the accreditation process, although not yet fully accredited.

Please contact the Occupational Therapy Department for further details by calling (970) 491-6253 or emailing the department at otinfo@colostate.edu.

Students interested in graduate work should refer to the Graduate and Professional Bulletin (<http://catalog.colostate.edu/general-catalog/graduate-bulletin/>) and the Department of Occupational Therapy (<http://ot.chhs.colostate.edu/>).

Program Learning Objectives

Objective 1: Occupation and OT Process

Definition: OTD students are proficient in collaborative occupational therapy services guided by clinical reasoning given a rich understanding of occupation and its use in occupation-centered practice.

- 1.1 Conduct (i.e., select, implement, monitor, modify, and document) and justify contextually sensitive occupational therapy evaluations and interventions based upon theory, practice models, and evidence across settings, populations, and roles.
- 1.2 Champion occupation as a health-promoting factor.
- 1.3 Advocate for occupation-centered practice to the client constellation across settings, populations, and roles.

Objective 2: Change and Learning Process

Definition: OTD students understand and apply dynamic mechanisms known to foster change and learning that enables occupation in individuals, organizations, and societies.

- 2.1 Analyze and synthesize ideas about change and learning embedded within contemporary occupational therapy and interdisciplinary theories.
- 2.2 Demonstrate and justify how to assess and influence change and learning in occupation.
- 2.3 Recognize and respond effectively to affective (emotional) dimensions of change and learning in self and others when implementing an occupation-centered program at individual, group, and community populations.

Objective 3: Intentional Learning and Professional Development

Definition: OTD Students are intentional learners and active members in the profession.

- 3.1 Evaluate the strengths and weaknesses in one's own approaches to learning in classroom, community and practice contexts and create strategies that improve one's effectiveness as an intentional learner.
- 3.2 Create strategies and transfer knowledge from the classroom to occupation-centered, reflective, evidence-based practices and professional leadership.
- 3.3 Actively advance the OT profession through awareness, advocacy, education, research, and service, as evidenced by regularly updated professional development plans.

Objective 4: Professional Reasoning

Definition: OTD students integrate multiple types of reasoning, evidence-based knowledge, and skills to plan, direct, perform, assess, modify, and reflect on occupational therapy practice and research.

- 4.1 Apply and justify multiple types of reasoning, published and practice-based evidence to prioritize occupational needs and solutions in a variety of case formats involving individuals, groups, and populations.
- 4.2 Design, conduct, and disseminate research and/or scholarly activities that contribute to the body of knowledge of occupational therapy.
- 4.3 Demonstrate a commitment to conscientious reasoning, evidence-based practice, and practice-based evidence as demonstrated by reflective writing and oral examination.

Objective 5: Practice Settings, Populations, and Roles

Definition: OTD students appreciate and analyze the impact that the practice setting, client population, and therapist roles have on occupational therapy and use their analyses to improve occupation-centered practice.

- 5.1 Evaluate and appreciate similarities and differences in occupational therapy practices according to transactions among setting, population, and roles (both currently and historically).
- 5.2 Create new, or improve upon, existing occupation-centered practices by considering transactions among settings, populations, and roles.

Objective 6: Professional and Therapeutic Collaborations

Definition: OTD students engage in dynamic, goal-directed collaborations with the client constellation (individual, group, community) and other professionals to maximize occupational performance.

- 6.1 Use and justify enablement skills that support the client constellation in creating and realizing contextually sensitive occupation-centered outcomes.
- 6.2 Recognize the need to and shift approaches (e.g., communication style, interpersonal modes) to maximize relationships across multiple professional contexts.
- 6.3 Effectively work with (collaborate, communicate, and act in ways that reflect sensitivity to diversity and inclusion) an interprofessional team while contributing an occupational perspective.

Institutional Learning Objectives

The Occupational Therapy Doctorate Program was designed to meet the Accreditation Council for Occupational Therapy Education (ACOTE) (<https://acoteonline.org/>) standards, the Program Learning Outcomes (PLOs), and the CSU Institutional Learning Outcomes (ILOs). This is achieved through the curricular threads and outcomes that are integral to the design of our OTD program. They support our philosophy that occupational therapy optimizes the ability of individuals, groups, communities, and populations to perform and participate in the activities that they need, want, and are expected to do each day, thus enabling them to participate fully in society. Thus, we emphasize a foundation in understanding occupation and its use in practice (*Occupation and OT Process PLO and Responsibility ILO*); instill in students an understanding that learning is dynamic for everyone (*Change and Learning Process PLO and Reasoning ILO*); guide students in the development of multiple forms of reasoning in and on practice (*Professional Reasoning PLO and Reasoning, Communication ILO*) that is applicable across practice settings, populations, and their own professional roles (*Practice Settings, Populations, and Roles PLO and Creativity ILO*); inspire students to embrace the value of collaboration with clients and other professionals in optimizing the impact of their work (*Professional and Therapeutic Collaborations PLO and Collaboration ILO*); provide a foundation for them to become professionals that are themselves dynamic in their own learning and development (*Intentional learning and Professional Development PLO and Creativity ILO*).

In meeting these desired curriculum outcomes, our program is consistent with our mission of optimizing human performance and participation through everyday occupations across context and lifespan which align with the guiding principles that form the basis of the educational experience at CSU.