

ACAP  
9/14/17  
Agenda Item 2c

Name of Institution  
Medical University of South Carolina

Name of Program (include concentrations, options, and tracks)  
Occupational Therapy Doctorate (OTD)

Program Designation

- Associate's Degree                       Master's Degree  
 Bachelor's Degree: 4 Year             Specialist  
 Bachelor's Degree: 5 Year             Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation  
Fall 2019

CIP Code 51.2306

Delivery Site(s)

College of Health Professions  
Medical University of South Carolina

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

Craig A. Velozo, PhD, OTR/L, FAOTA  
Professor and Director Division of Occupational Therapy  
Department of Health Professions  
College of Health Professions  
151B Rutledge Avenue, MCS 962  
Email: velozo@musc.edu  
Office: 843-962-9912

Institutional Approvals and Dates of Approval

CHP Leadership Council:                      April 13, 2017 - Approved  
Education Advisory Committee:            May 2, 2017 - Approved  
Provost's Council:                              June 12, 2017 - Approved  
Board of Trustees:                              August 10-11, 2017

### **Background Information**

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The College of Health Professions at the Medical University of South Carolina (MUSC) proposes to offer a 116-credit hour Occupational Therapy Doctorate (OTD) program to replace our current Masters of Occupational Therapy (MSOT) program. The OTD program will provide students who already hold a bachelor's degree the opportunity to acquire the terminal clinical doctoral degree in the profession. In addition to providing the foundational didactic and clinical education necessary to practice as an occupational therapist, the MUSC OTD program will provide students advanced training in: 1) leadership and management, 2) population-based health, 3) research application and 4) advanced application of clinical skills. The OTD program will culminate in a 16-week doctoral experience and a professional capstone project that will address these requirements.

This program is consistent with the mission of MUSC, "to preserve and optimize human life in South Carolina and beyond."

This program is also consistent with the position of the American Occupational Therapy Association (AOTA) Board of Directors who stated that the profession should take action to transition toward a doctoral-level single point of entry for occupational therapists, with a target date of 2025.

List the program objectives. (2000 characters)

1. To enable students with a bachelor's degree to earn a Occupational Therapy Doctorate (OTD).
2. To provide students with entry-level clinical competence through a combination of academic and fieldwork education.
3. To provide students with in-depth knowledge of delivery models, policies, and systems related to the area of practice in settings where occupational therapy is currently practiced and where it is emerging as a service.
4. To enhance leaderships skills to provide a strong foundation for advancement in leadership and management roles.
5. To relate theory to practice and demonstrate synthesis of advanced knowledge in a practice area through completion of a culminating project.
6. To develop in-depth experience in one or more of the following areas through completion of a doctoral experiential component: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.
7. To prepare students to be an effective consumer of the latest research and knowledge that support practice and contribute to the growth and dissemination of research and knowledge.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

MUSC is one of two programs that offer the Master of Science in Occupational Therapy (MSOT) degree in the state of South Carolina (SC). There are no occupational therapy doctorate (OTD) programs offered in SC. The Division of Occupational Therapy at MUSC serves as a leading academic healthcare program within the university and state, training 92 future occupational therapists annually.

Occupational therapy continues to be one of the fastest growing occupations, expected to grow by 27% between 2014-2024. The salary for occupational therapists (primarily MSOT educated) in South Carolina is between \$69,893-\$81,845 (Salary.com, 2016). Doctoral level occupational therapy degrees may increase these salaries by \$6,000-\$11,000 (approximately \$75,000-\$92,000) (AOTA Salary and Workforce Survey, 2015).

Presently, South Carolina is losing highly-qualified applicants to programs outside of our state that are offering professional doctoral-level degrees. The MUSC OT program is ranked 17<sup>th</sup> in the nation (US News and World Report). Fourteen of the 16 programs ranked higher than MUSC have OTD programs. To maintain and improve this national ranking, it is imperative that the program offers an entry-level doctorate degree.

### **Employment Opportunities**

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Occupational Therapist National Statistics	114,660 May, 2015	145,100 26.5% increase 2014-2024	Bureau of Labor Statistics <a href="http://www.projectionscentral.com">http://www.projectionscentral.com</a>
Occupational Therapist South Carolina Statistics	1,930 May 2015	2,320 20.7% increase 2014-2024	Bureau of Labor Statistics <a href="http://www.projectionscentral.com">http://www.projectionscentral.com</a>

Provide additional information regarding anticipated employment opportunities for graduates.  
 (1000 characters)

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Currently, a doctoral degree in OT is rare—held by only 6% of practicing occupational therapists. The future of the profession will make the doctoral degree the terminal degree. Therefore, by offering the OTD now, MUSC will produce graduates who have an advantage over currently practicing OTs because of their advanced degree and preparation to fill leadership, teaching, and advanced practice roles (AOTA Salary and Workforce Survey, 2015).

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

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Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

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If yes, explain. (500 characters)

The proposed MUSC OTD will replace our current MSOT program. The proposed OTD program will provide all of the foundational training of the MSOT program and with the **addition of 27** credit hours, **completed in two semesters** will provide the advanced didactic and clinical training **culminating in the OTD.**

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Occupational Therapy	Medical University of South Carolina	OT degree	Offers a master's versus a doctoral degree in OT
Occupational Therapy	Lenoir Rhyne	OT degree	Offers a master's versus a doctoral degree in OT. Lenoir Rhyne offers new distance campus program in South Carolina (Feb 2017) with a home campus in North Carolina whereas MUSC offers a a well-established state program occurring on a medical campus.
Health and Rehabilitation Science	Medical University of South Carolina	Doctoral degree	Offers a PhD in Health and Rehabilitation Science versus a clinical doctorate in OT
Rehabilitation Counseling	University of South Carolina	Health-related degree	Offers a Master of Arts in Psychiatric Rehabilitation Counseling versus a clinical doctorate in OT
Psychiatric Rehabilitation	University of South Carolina	Health-related education	Offers a Master of Arts degree in Psychiatric Rehabilitation Counseling versus a clinical doctorate in OT
Psychiatric Counseling	University of South Carolina	Health-related degree	Offers a Post Baccalaureate Certificate in Psychiatric counseling versus a clinical doctorate in OT
Psychiatric Counseling	University of South Carolina (Main Campus)	Health-related degree	Offers a Master in Rehabilitation Counselling versus a clinical doctorate in OT
Psychiatric Counseling	University of South Carolina (Distant Education)	Health-related degree	Offers a Master in Rehabilitation Counselling versus a clinical doctorate in OT

**Description of the Program**

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2019	0	0	0	0	48	11
2020	48	17	48	18	96	20
2021	96	29	96	28	144	32
2022	96	41	96	45	144	32
2023	96	41	96	45	144	32

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

1. Transcripts from all colleges/universities attended
2. Volunteer or work experience (30 hours compulsory)
3. Three reference forms; one from the occupational therapy practitioner who supervised volunteer or work experience. The second and third references should be provided by major advisors or professors
4. Graduate Record Examination (GRE) results
5. Completed prerequisite courses taken form
6. Completed plans for remaining year form
7. Minimum of a 3.0 Grade Point Average (GPA) on a 4.0 scale
8. Supplemental profile form
9. Log of occupational therapy related experience
10. Resume

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Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

### Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Summer</b>		<b>Fall</b>		<b>Spring</b>	
Therapeutic Interaction Skills	1	Neuroscience	4	Pathophysiology	3
Therapeutic Interaction Skills Lab	1	Musculoskeletal I	3	Musculoskeletal II	4
Anatomy	5	Musculoskeletal I Lab	2	Musculoskeletal II Lab	2
Surface Anatomy	1	Evidence Based Practice I	2	Evidence Based Practice II	1
Intro to OT	3	Pediatrics I	3	Neurorehabilitation I: Sensorimotor & Praxis Skills	2
		Pediatrics Lab	1	Neurorehabilitation I: Sensorimotor & Praxis Skills Lab	1
		Transforming Health Care	2	Pediatrics II	3
				Pediatrics II Lab	2
<b>Total Semester Hours</b>	<b>11</b>	<b>Total Semester Hours</b>	<b>17</b>	<b>Total Semester Hours</b>	<b>18</b>
<b>Year 2</b>					
<b>Summer</b>		<b>Fall</b>		<b>Spring</b>	
Leadership & Management I	2	Leadership & Management II	3	Leadership & Management III: Applied Leadership	2
Research Seminar I	2	Research Seminar II	2	Population-Based Health	3
Neurorehabilitation II: Participation in Life Activities	1	Neurorehabilitation III: Cognitive, Communication, & Social Skills	3	Research Seminar III	2
Neurorehabilitation II: Participation in Life Activities Lab	1	Neurorehabilitation III: Cognitive, Communication, & Social Skills LAB	1	Synthesis & Application of Clinical Skills	2
Pediatrics Clinical Correlate	1	Clinical Psychosocial Treatment	2	Physical Dysfunction Clinical Correlate	1
Topics in Aging	1	Psychosocial clinical correlate	1		
Topics in Aging Lab	1				
<b>Total Semester Hours</b>	<b>9</b>	<b>Total Semester Hours</b>	<b>12</b>	<b>Total Semester Hours</b>	<b>10</b>
<b>Year 3</b>					
<b>Summer</b>		<b>Fall</b>		<b>Spring</b>	
Clinical Practicum 1	12	Clinical Practicum 2	12	Doctoral Experiential Component	16
				Professional Capstone	1
<b>Total Semester Hours</b>	<b>12</b>	<b>Total Semester Hours</b>	<b>12</b>	<b>Total Semester Hours</b>	<b>17</b>

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**Course Descriptions for New Courses**  
 \* indicates classes specifically added for the OTD Program

Course Name	Description
Therapeutic Interaction Skills	Concepts of therapeutic interaction for occupational therapy practice are presented. Principles of therapeutic use of self, interviewing techniques, and communication skills for client therapist interaction are examined. Group process theory and group dynamics are reviewed and group leadership and interaction skills are applied to occupational therapy practice. Caregiving as an occupation and therapeutic support for caregiving is discussed.
Therapeutic Interaction Skills Lab	The opportunity to participate in lab activities designed to facilitate an understanding of therapeutic use of self, interviewing techniques such as motivational interviewing, and verbal and nonverbal communication skills is provided. Skills for group planning, leadership and facilitation are practiced. Caregivers will be interviewed and an understanding of caregiver challenges will be explored through the use of the humanities.
Anatomy	This course in gross anatomy provides students with the knowledge of clinical anatomy necessary to practice their expertise upon graduation. The contents of the course include gross anatomy and an introduction to anatomical radiology, and will be conducted to represent a survey of the entire human body. Teaching/learning methodologies will include lectures and discussions, prosected human cadavers, and computer applications. The course will be taught regionally (i.e. upper limb, lower limb, spine, etc.), and will survey all morphologic systems.
Surface Anatomy	This course focuses on the location and palpation of the anatomical structures of the upper and lower extremities, head, neck, back, thorax and abdomen.
Intro to OT	This course provides an introduction to occupational science, the study of humans as occupational beings. Further, the role of occupation as the philosophical underpinning of the profession of occupational therapy is explored, along with its history, development, and key organizations. The course will also provide an overview of the theoretical foundations upon which the practice of contemporary occupational therapy is built. Current status of and challenges for the profession are discussed across a variety of contexts - medical, educational and community. Students begin to engage in the process of envisioning and developing their career trajectory.
Neuroscience	This course thoroughly examines the structure and function of the human nervous system with emphasis on functional considerations related to clinical practice. This course includes a study of microscopic and macroscopic anatomical components of the central, peripheral, and autonomic nervous system with emphasis on the organization of functional systems. The neurophysiological principles which are related to neural transmission and function of the various structures and systems are examined. Signs and symptoms related to various pathological conditions affecting the nervous system are emphasized and students are expected to correlate the clinical manifestations with the anatomical location of the pathology.
Musculoskeletal I	This course provides students with a solid foundation in the evaluation of musculoskeletal disorders using the biomechanical and rehabilitative frames of reference. Included in this first segment are: 1) principles of evaluation, including interviewing skills, muscle testing, goniometry, dexterity and endurance 2) concepts and

	techniques related to physical intervention 3) application of activity analysis to functional daily living tasks 4) basic skills for transfers and adaptive equipment. The science of biomechanics and kinesiology is presented in relation to acute and chronic orthopedic disorders along with case presentations to integrate clinical decision-making and problem solving.
Musculoskeletal I Lab	This course provides the student with a solid foundation in the evaluation and treatment of musculoskeletal disorders to ensure the development of practical occupational therapy evaluation skills. Students study and practice assessment tests and measurement skills including occupational profile, initial interviewing skills, manual muscle testing, measurement of joint range of motion, vital sign assessments, dexterity, sensation testing, and neurological screening. Concepts and techniques related to therapeutic intervention and posture analysis are practiced and related to various common situations involving musculoskeletal dysfunction to provide problem-solving skills during laboratory sessions.
Evidence-Based Practice I	This course introduces students to the concepts of evidence-based practice. Students will specifically learn the concepts of quantitative research by giving attention to basic principles underlying the process of clinical science, including concepts of the scientific methods related to experimental research. Three major aspects of the scientific method addressed will be: 1) reliability and validity, 2) research design and 3) data analysis. Students will be oriented to published rehabilitation literature and will learn how to search, read, and analyze literature that validates current occupational therapy practice.
Pediatrics I	This course examines the major sensorimotor, cognitive, neuromotor, and psychosocial theories of normal development from childhood to early adulthood from an occupational therapy perspective. The etiology and clinical features of common infant and childhood diseases / disorders are discussed with emphasis on neurological and biomechanical conditions. Students are introduced to common occupational therapy assessments and treatment approaches used to evaluate the development of infants and children in the following areas: visual perceptual, fine motor, self-help, oral motor / feeding, and neuromotor. Clinical decision making and treatment in a variety of therapeutic settings will be discussed.
Pediatrics I Lab	Small group sessions are used to apply principles and ideas presented in Occupational Performance in Pediatrics I . Emphasis is placed on participating in completing occupational therapy pediatric assessments, developing treatment activities, goal setting, and documentation for the infants and children with neuromuscular conditions.
Transforming Health Care	This course provides the foundation for beginning health professions students to understand the complexities of the health care system and the role of interprofessional collaboration to improve the system. Through an interprofessional context, students will explore the art and science of teamwork and communication skills, cultural competency, ethical issues, healthcare disparities, social determinants of health, and evidence-based medicine.
Pathophysiology	The purpose of this course is to acquaint rehabilitation science students with pathological changes in human function that lead to and are associated with various diseases. Understanding diseases and pathologically altered function forms an important component to evaluation, treatment, and the rehabilitation process.
Musculoskeletal II	This course provides students with a solid foundation in evaluation and treatment of musculoskeletal disorders. Included in this course are the continued exploration of evaluation and treatment of orthopedic disorders and the progression into more complicated conditions and advanced treatment techniques.

	Principles of occupational task adaptation, upper extremity evaluation and treatment, industrial rehabilitation, treatment modalities, and orthotic fabrication are presented. Student case presentations are used to build upon the skills acquired in the previous musculoskeletal course. Clinical problems are used to ensure the student is able to develop a treatment plan and home program for any given case.
Musculoskeletal II Lab	This course provides students with evaluation and treatment skills for musculoskeletal disorders. Included in this second segment are the continued exploration of evaluation and treatment methodology for orthopedic disorders, principles and application of modality use, occupational tasks, upper extremity evaluation and treatment, industrial rehabilitation, and adaptation, orthotic fabrication of static and dynamic splints and case study presentations to integrate advance occupational therapy evaluation and treatment skills. All activities are demonstrated and practiced to build on the practical skills during the first segment of the course.
Evidence-Based Practice II	This course introduces and provides preliminary experience with qualitative research approaches used to generate new knowledge in the rehabilitation sciences. Attention will be given to exploring the advantages and disadvantages of qualitative research methods, the principles of methodologic rigor, strategies for qualitative analysis, the importance of ethical research conduct, and to examining and critiquing existing professional evidence that may be used to inform practice.
Neurorehabilitation I: Sensorimotor & Praxis Skills	This course promotes entry-level occupational therapy skills in the evaluation and treatment of individuals with movement dysfunction resulting from acquired neurological disorders. Specific emphasis is placed upon the relationship between occupational performance dysfunction and motor performance skill deficits. Students integrate motor control and motor learning conceptual practice models with occupational performance frameworks as a basis for evaluation and treatment planning for patients recovering from stroke. Through in-depth and extensive exploration of motor control mechanisms and theories of activity-dependent plasticity, students develop an understanding of the role of an occupational therapist in neuro rehabilitation.
Neurorehabilitation I: Sensorimotor & Praxis Skills Lab	This course provides active involvement with clients with acute and chronic disabling conditions related to stroke. Students will practice neurorehabilitation evaluations and apply these skills to the evaluation of clients with neurological movement impairment secondary to stroke. Students learn other neurorehabilitation skills such as wheelchair mobility, transfers, and facilitation of movement skills for occupational performance. Students perform a synthesis of motor rehabilitation literature and apply research-based evidence to the clinical reasoning process, specifically with regards to choosing and formulating intervention for these clients. Through hands-on involvement with clients and dynamic interactive discussions/debates, students experience first-hand the application of conceptual motor rehabilitation frameworks to the occupational therapy process.
Pediatrics II	This course is a continuation of material from Occupational Performance in Pediatrics I. Emphasis is placed on the etiology and clinical features of common infant and childhood diseases / disorders with emphasis on cognitive and sensory processing disorders. Students are introduced to common occupational therapy assessments and treatment approaches used to evaluate infants and children with cognitive delays and sensory processing deficits in the following areas: visual perceptual, fine motor, self-help, oral motor, and sensory processing. Clinical decision making, treatment, and documentation in a variety of therapeutic settings are discussed.

Pediatrics II Lab	Small group sessions are used to apply principles and ideas presented in Occupational Performance in Pediatrics II . Emphasis is placed on completing occupational therapy pediatric assessments, developing treatment activities, goal setting, and documentation for the infants and children with cognitive or sensory processing disorders.
Leadership & Management I	This course will introduce occupational therapy students to topics related to leadership and management with an overview of healthcare systems, educational systems, and community-based systems. Service delivery and processes for occupational therapy practice will be discussed as well as foundational skills and resources for professional development.
Research Seminar I	This course provides an opportunity for students to work in small groups under the direction of a faculty member and engage in research or scholarship activities related to occupational therapy.
Neurorehabilitaiton II: Participation in Life Activities	This course is the second of three courses designed to promote entry-level occupational therapy skills in the evaluation and treatment of individuals with movement skill dysfunction resulting from neurological disorders including spinal cord injury. Theories and principles of evaluation, treatment, and adaptation will be presented with specific emphasis on the relationship between occupational performance and cognitive frameworks as they relate to occupational therapy practice.
Neurorehabilitaiton II: Participation in Life Activities Lab	This course is the correlate lab to the Occupational Performance in Neurological Conditions II course. This lab will promote entry-level occupational therapy skill in the evaluation and treatment of individuals with movement skill dysfunction resulting from neurological disorders. Students will have the opportunity to be actively involved with clients with spinal cord injury in the classroom and in the community. Students will practice neurorehabilitation evaluations and make decisions on when to select a compensatory or restorative approach to improve functional independence. Students will also learn other neurorehabilitation skills such as wheelchair mobility, transfers, equipment selection, functional activities, and facilitation of movement skills for occupational performance. Through hands-on involvement with clients, students will experience first-hand the effects of disability on occupational performance and how to regain quality of life after disability.
Pediatrics Clinical Correlate	This course provides guided observation and selected participation in various aspects of the occupational therapy process during a full-time, one-week Level I fieldwork experience with emphasis in pediatrics. Students observe and participate in evaluation and treatment of pediatric clients with a variety of diagnoses and conditions that are served in medical or educational settings and apply concepts from previous and concurrent courses emphasizing pediatric diagnoses, intervention and occupational performance.
Topics in Aging	This course examines foundational, clinical, and behavioral sciences pertinent to the application of the occupational therapy processes of evaluation, intervention and outcomes for older adults. Students gain knowledge of the multiple issues surrounding occupational therapy practice with older adults including age-related changes, common diagnoses and conditions, ethical and legal issues impacting service delivery, and the influence of contextual factors on occupational performance.
Topics in Aging Lab	This course provides guided observation and participation in various aspects of the occupational therapy process through experiences that emphasize wellness, enhancing quality of life, and engagement in occupation to support participation in context for older adults. Students interview and assess clients, participate in activity programming, plan and implement therapeutic groups based on clients' needs and interests, and document the occupational therapy process while applying concepts from previous and

	concurrent coursework.
Leadership & Management II*	This course will discuss contemporary service delivery and management as related to increasingly complex health care and social environments. Students will be introduced to concepts and principles of leadership and management including healthcare policy and reform, advocacy, business management, and healthcare administration. Principles of grant writing will also be addressed as a vehicle to secure funds in needed areas of practice and research.
Research Seminar II*	This course is a continuation of Research Seminar I. It provides an opportunity for students to work in small groups under the direction of a faculty member and engage in research or scholarship activities related to occupational therapy.
Clinical Psychosocial Treatment	Psychosocial frames of reference and theory are presented and applied to mental health diagnoses. Methods of evaluation, program planning, and treatment implementation for psychosocial occupational therapy are introduced and applied. A discussion of the biopsychosocial issues of clients as a vital aspect of health care is included.
Psychosocial clinical correlate	This course provides guided observation and participation in various aspects of the occupational therapy process. The format includes discussion and participation in clinical fieldwork experience. Students observe and participate in occupational therapy evaluation and intervention of individuals with psychiatric disorders, developmental delay, and mental retardation, and apply concepts from various psychosocial frames of reference.
Neurorehabilitation III: Cognitive, Communication & Social Skills	This course is the third of three courses designed to promote entry-level occupational therapy skills in the evaluation and treatment of individuals with cognitive and perceptual dysfunction resulting from acquired neurological conditions. Theories and principles of evaluation, treatment, and adaptation will be presented with specific emphasis on the relationship between occupational performance and cognitive frameworks as they relate to occupational therapy practice.
Neurorehabilitation III: Cognitive, Communication & Social Skills Lab	This course is the correlate lab to the Occupational Performance in Neurological Conditions III course. The lab is designed to promote knowledge and acquisition of skills and attitudes necessary for the Occupational Therapy Practice Framework process of evaluation, intervention and outcome as it relates to cognitive-perceptual dysfunction, specifically for clients who have sustained a traumatic brain injury (TBI).
Leadership & Management III: Applied Leadership*	This course will equip students to build awareness of personal leadership trajectories and identify progress towards desired professional goals. Students will apply knowledge from previous coursework and experiences to become future agents of change and innovation for academic, clinical, educational, and other community settings.
Population-Based Health*	An overview of population health will be presented including discussion of determinants of health that influence the distribution of outcomes within a population. Policies and interventions that impact determinants of health and the impact of occupational therapy on populations will be discussed. Topics will include discussion of global and public health as related to occupational therapy practice.

Research Seminar III*	This course fosters the dissemination of scholarship. Students are trained to produce effective local, state and national presentations. They are also trained in structured scientific writing for dissemination to non-peer reviewed and peer reviewed publications. This course will provide the students the opportunity to disseminate the products developed in Research I and II courses.
Synthesis & Application of Clinical Skills	This course fosters greater development of clinical reasoning through engagement in complex case studies, simulated experiences, and guided reflection. Students are encouraged to take a holistic approach in organizing, reviewing, and conceptualizing prior coursework and to ultimately apply knowledge in multifaceted clinical scenarios. Requirements include successful completion of the National Board for Certification in Occupational Therapy (NBCOT) Occupational Therapy Knowledge Exam (OTKE) and the comprehensive Objective Structured Clinical Examination (OSCE). The primary goal of this course is to facilitate the transition from thinking like a student to thinking like a therapist in preparation for Level II fieldwork.
Physical Dysfunction Clinical Correlate	This course provides guided observation and participation in various aspects of the occupational therapy process. The format includes discussion and participation in a full-time, one-week Level I clinical fieldwork experience with emphasis in physical dysfunction. Students observe and participate in the evaluation and intervention of clients with a variety of diagnoses and conditions that are served in medical and/or community-based settings while applying concepts from the biomechanical, neurodevelopmental, and rehabilitative frames of reference.
Clinical Practicum 1	This course is the first of two Level II, full-time fieldwork experiences intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in performance of the occupational therapy process. Under supervision, the student will evaluate and treat clients across the life span reflecting diversity of diagnosis and culture.
Clinical Practicum 2	This course is the second in a series of two Level II, full-time fieldwork experiences intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in performance of the occupational therapy process. Under supervision, the student will evaluate and treat clients across the life span reflecting diversity of diagnosis and culture.
Doctoral Experiential Component*	Develop in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.
Professional Capstone	This course provides an intensive two-day seminar immediately following the completion of all three clinical practical. The seminar focuses on review of requisite skills for taking the national certification examination and readiness for entry into the practice environment. Attention is given to establishing a career trajectory, developing plans for continuing competence and ongoing professional contribution, and creating an effective balance between one's personal and professional lives.

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Craig Velozo, PhD, OTR/L, Professor	Full-time	OT-667 Evidence-Based Practice I, Fall, Yr1, 2 credits OT-XXX Evidence-Based Practice III, Yr2, Spring, 2 credits OT-XXX Research Seminar I, Yr2, Summer, 2 credits OT-XXX Research Seminar II, Fall, Yr2, 2 credits OT-XXX Research Seminar III, Yr3, Spring, 2 credits	PhD, Ohio University MS, Ohio University BS, Washington University BA, The College of the Holy Cross Courses: Research	Taught research courses over 25 years; funded researcher
Na Jin Seo, PhD, Associate Professor	Full-Time	OT-XXX Research Seminar I, Yr2, Summer, 2 credits OT-XXX Research Seminar II, Yr2, Fall, 2 credits OT-XXX Research Seminar III, Yr3, Spring, 2 credits	PhD, University of Michigan MSE, University of Michigan BS, Pohang University of Science and Technology, South Korea Courses: Introductory Statistics for Physical Sciences and Engineering Students,	Taught statistics course; funded researcher
Patty Coker-Bolt, PhD, OTR/L, Associate Professor	Full-Time	OT-601 Pediatrics I, Yr1, Fall, 3 credits OT-601L Pediatrics Lab, Yr1, Fall 1 credit OT-602 Pediatrics II, Yr1,	PhD, Capella University MHS, Medical University of South Carolina BS, Medical University of South Carolina	Taught pediatric courses 15 years, active research program

		Spring, 2 credits OT-602L Pediatrics II Lab, Yr1, Spring, 2 credits OT-XXX Research Seminar I, Yr2, Summer, 2 credits OT-XXX Research Seminar II, Yr2, Fall, 2 credits	BS, Pennsylvania State University Courses: Pediatrics I & II	
Hazel Breland, PhD, OTR/L, Associate Professor	Full-Time	OT-668 Evidence Based Practice II, Yr 1, Spring OT-522 Pediatrics Clinical Correlate, Yr2, Summer, 1 credit OT-520 Physical Dysfunction Clinical Correlate, Yr 2, Spring, 1 credit Clinical Practicum 1, Yr 3, Summer, 12 credits Clinical Practicum 2, Yr 3, Fall, 12 credits OT-XXX Professional Capstone, Yr 3, Spring, 1 credit	PhD, University of Pittsburgh MS, University of Pittsburgh BS, Howard University BS, Medical University of South Carolina Courses: Evidence Base Practice I & II	Fieldwork coordinator 5 years
Peter Bowman, OTD, OTR/L, Assistant Professor	Full-Time	OT- 545 Surface Anatomy, Yr 1, Summer, 1credits OT-644 Musculoskeletal I, Yr1, Fall, 4 credits OT-644L Musculoskeletal I Lab, Yr1, Fall, 2 credits OT-646 Musculoskeletal II, Yr1, Spring, 4 credits OT-646L Musculoskeletal II Lab, Yr1, Spring, 2 credits OT-XXX Research Seminar I, Yr2, Summer, 2 credits OT-XXX Research Seminar II, Yr2, Fall, 2 credits	OTD, University of St. Augustine MHS, Medical University of South Carolina Dip COT, Salford College of Technology Courses: Surface Anatomy, Musculoskeletal I & II	Taught musculoskeletal courses 15 years, active research program.

<p>Amanda Giles, OTD,          OTR/L, Assistant          Professor</p>	<p>Full-Time</p>	<p>OT-606 Neurorehabilitation II: Participation in Life Activities, Yr 2, Summer, 1 credit          OT-606L          Neurorehabilitation II: Participation in Life Activities Lab, Yr 2, Fall, 1 credit          OT-608 Neurorehabilitation III: Cognitive, Communication &amp; Social Skills Lab, Yr 2, Fall, 3 credit          OT-608L          Neurorehabilitation III: Cognitive, Communication &amp; Social Skills Lab, Yr 2, Fall, 1 credit          OT-622 Synthesis &amp; Application of Clinical Skills, Yr 2, Spring, 2 credits;          OT-XXX Research Seminar I, Yr2, Summer, 2 credits          OT-XXX Research Seminar II, Yr2, Fall, 2 credits</p>	<p>OTD, University of St. Augustine          MS, Medical University of South Carolina          BA, Furman University          Courses:          Neurorehabilitation II</p>	<p>Taught neurology courses nine years</p>
<p>Michelle Woodbury,          PhD, OTR/L,          Associate Professor</p>	<p>Part-Time</p>	<p>OT-XXX Intro to OT, Yr 1, Summer, 3 credits          OT-XXX Therapeutic Interaction Skills Lab, Yr 1, Summer, 1 credit          OT-606 Neurorehabilitation I: Sensorimotor &amp; Praxis Skills , Yr 1, Spring, 2 credits          OT-606L          Neurorehabilitation I: Sensorimotor &amp; Praxis</p>	<p>PhD, University of Florida          MS, Columbia International University          BS, Elizabethtown College          Courses: Intro to OT, Neurorehabilitation I</p>	<p>Taught neurology courses 19 years, funded researcher</p>

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		Skills Lab, Yr 1, Spring, 1 credits OT-XXX Research Seminar I, Yr2, Summer, 2 credits OT-XXX Research Seminar II, Yr2, Fall, 2 credits		
Nancy Carson, PhD, OTR/L, Associate Professor	Part-Time	OT-XXX Clinical Psychosocial Treatment, Yr2, Fall, 2 credits OT-520 Psychosocial clinical correlate, Yr2, Fall, 1 credit	PhD, University of South Carolina MS, Medical University of South Carolina BS, Medical University of South Carolina Courses: Psychosocial Practice I & II	Taught psychosocial courses 15 years
Cristina Smith, OTD, OTR/L, Assistant Professor	Part-Time	OT-XXX Leadership & Management I, Year 2, Summer, 2 credits OT-XXX Research Seminar I, Yr2, Summer, 2 credits OT-XXX Research Seminar II, Yr2, Fall, 2 credits	OTD, Thomas Jefferson University MS, Medical University of South Carolina BA, College of Charleston Courses: Pediatrics I & II, Professional Issues in OT	Taught leadership courses eight years
K. Jackson Thomas, EdD, PT, Professor	Part-Time	OT-716 Anatomy, Yr 1, Summer, credits 5	Ed.D, University of Arkansas MS, University of Arkansas BS, University of Central Arkansas Courses: Anatomy	Taught anatomy courses 42 years
Richard Segal, PhD, PT, Professor	Part-Time	OT-701 Neuroscience, Yr 1, Fall, 4 credits	PhD, The University of Virginia BS, The Ohio State University Courses: Neuroscience	Taught neuroscience courses for approximately 30 years
David Sword, PhD, PT, Associate Professor	Part-Time	OT-619 Pathophysiology, Yr 1, Spring, 3 credits	DPT, Massachusettes General Hospital BS, Medical University of South Carolina MS, Oakland University	Taught pathophysiology courses 19 years

			BS, Eastern Michigan Courses: Pathophysiology	
Adjunct Instructor	Part-Time	OT-XXX Topics in Aging , Yr 2, Summer, 1 credit OT-XXX Topics in Aging Lab, Yr 2, Summer, 1 credit OT-XXX Population-Based Health, Yr2, Spring, 3 credits	NA	NA
TBA, Assistant Professor*	Full-Time	OT-XXX Leadership & Management II, Year 2, Fall, 2 credits OT-XXX Leadership & Management III: Applied Leadership, Year 2, Spring, 2 credits OT-XXX Doctoral Experiential Component, Yr 3, Spring, 16 credits	NA	NA
Assistant – Full Professor (offered by University)	NA	IP 710 Transforming Health Care, Yr 1, Fall, 2 credits	NA	NA

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
8.05 FTE	2.21 FTE	(note:staffincl.adm)

### **Faculty /Administrative Personnel Changes**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The current faculty providing the education for the MSOT (7.05 FTE) will be retained and will provide 86% of the course credits needed for the OTD degree. In the fall of 2021, a 1.0 FTE faculty member will be added to provide 14% of the credits needed for the OTD program. The primary responsibility of this new faculty member will be to manage the 16-credit Experiential Component during the final spring semester of the program.

## **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The MUSC Libraries provide access to resources that support the University's tripartite mission of education, research, and clinical care. The Library serves as an instructional unit, a teaching and learning space, a database and knowledge center, an academic computing support unit, and a leader in information planning.

The Library's collections and resources are extensive and sufficient to support the doctoral and post-professional clinical doctor occupational therapy program. Pertinent online resources include over 21,900 electronic journals, over 305,000 electronic books, over 54,000 bound journals, and nearly 250 biomedical and health-related databases (e.g., Academic Search Premier, AccessMedicine, AnatomyTv, CINAHL, Cochrane Library, Lexicomp, NetAnatomy, PsycINFO, PubMed, SciFinder and UpToDate). Access to the library's collections and resources is available 24/7/365 to students off campus and to distance learners through their NetID. In addition, the library's Interlibrary Loan (ILL) service enables MUSC students, faculty, and staff to borrow from other libraries materials that are not currently owned by MUSC. Further, through membership in PASCAL (Partnership Among South Carolina Academic Libraries), MUSC users may borrow books from any South Carolina academic library either in-person or delivered via courier to MUSC.

The Library's physical space is 106,000 sq. ft. (including 98,000 usable sq. ft.). The facility houses open study carrels, large and small group study rooms, and open space for personal or group computing, study, and collaboration. Wireless Internet access is available throughout the building. Students have 24/7 access to the Library building and its resources. After hour access to the physical space is secured through the use of ID badges.

The library employs over 39 staff, including 13 librarians, all with appropriate credentials to assist students. Librarians are available to provide research consultations and library instruction to distance learners using Adobe Connect and WebEx in addition to email and phone.

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

No new student support services will be required within the Division of Occupational Therapy; the existing student support services will be used. Student support services on campus that are available to all MUSC students include the Center for Academic Excellence, the Writing Center, the Wellness Center, Counseling and Psychological Services, and the availability of supplemental instruction from tutors. The current MUSC students report satisfaction with the available university support services that will be available to the students in this program.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new equipment is needed.

Will any extraordinary physical facilities be needed to support the proposed program?

- Yes  
 No

Identify the physical facilities needed to support the program and the institution’s plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The Division of Occupational Therapy has excellent physical facilities with all classrooms and laboratories equipped with Smartboard technology and including five laboratories, four equipped with state of the art motorized treatment tables and the fifth lab fully equipped for pediatric rehabilitation treatment. The facilities that we are currently using in the MSOT program will be used for the OTD program.

Students in the CHP have unlimited access to all classrooms and labs and the computer technology available there. In the Student Life and Recruitment Center in the College “A” building, several shared computer stations and printers are provided to students during business hours. Students may also go to the Library and Education Center to access printers and computer labs. IT also evaluates emerging technologies and provides access to other hardware and software, such as digital video cameras and newly released software, for check-out or pilot use.

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup> (FY19)</b>	<b>2<sup>nd</sup> (FY20)</b>	<b>3<sup>rd</sup> (FY21)</b>	<b>4<sup>th</sup> (FY22)</b>	<b>5<sup>th</sup> (FY23)</b>	<b>Total</b>
Program Administration	0	329,871	438,796	447,572	456,524	1,672,764
Faculty and Staff Salaries	19,466	592,654	914,712	1,046,813	1,066,947	3,640,592
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	121,254	122,467	123,691	124,928	492,340
Library Resources	0	0	0	0	0	0

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Other*	0	0	0	0	0	0
<b>Total</b>	19,466	1,043,779	1,475,975	1,618,077	1,648,399	5,805,696
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	497,300	1,933,944	3,397,893	4,403,122	4,445,073	14,677,333
Program-Specific Fees	0	0	0	0	0	0
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	10,000	10,000	10,000	10,000	40,000
<b>Total</b>	497,300	1,943,944	3,407,893	4,413,122	4,455,073	14,717,333
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	477,834	900,165	1,931,919	2,795,045	2,806,675	8,911,637

\*Provide an explanation for these costs and sources of financing in the budget justification.

### **Budget Justification**

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

The additional costs for implementation of this program will be covered by tuition; there is no addition external funding required. There will be 1.0 FTE added to the budget to hire a 1.0 FTE Assistant Professor to coordinate the Doctoral Experiential Component (16 credits). The total cost for the 1.0 FTE position will be \$108,000 (\$80,000 plus 35% fringe) annually.

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## Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The following Program and Student Learning Outcomes will be reported to the University Office of Institutional Effectiveness on an annual basis:

The OTD program will be systematically evaluated annually with both program outcomes (PO) and student learning outcomes (SLO), as described below.

**PO1: The program performs well on dashboard indices of quality education**

- Metric 1: Percentage of courses that students rate  $\geq 4.0$  (on 1-5 scale) for course effectiveness.
- Metric 2: Percentage of students that graduate in 4.5 years (within 150% of program length).

**PO2: The program enhances the ability of the graduate to advance their career.**

- Metric 1: First-time pass rate on the National Board for Certification in Occupational Therapy (NBCOT) certification exam.
- Metric 2: Percent of graduates who are employed 6 months after graduation.

Results of the assessment instruments are compiled and then discussed annually at the program retreat and modifications are implemented as needed.

**Teaching Effectiveness Assessments:** The University uses E-Value which is an anonymous survey sent to students at the end of each course to evaluate teaching effectiveness. A benchmark of 85% return rate is expected for each evaluated course. There are specific evaluations for both the instructor effectiveness and the course organization and content. The results are benchmarked against faculty evaluations in the College and are used for course improvement and in the annual faculty review process.

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
SLO1: Students will be able to demonstrate entry-level clinical competence.	<ul style="list-style-type: none"> <li>• Metric 1: Percent of students passing all sections of the Comprehensive Objective Structured Clinical Exam (OSCE) in the Synthesis &amp; Application of Clinical Skills course</li> <li>• Metric 2: Percent of students passing Clinical Practicum 2</li> </ul>
SLO2: Students will demonstrate application of leadership skills	<ul style="list-style-type: none"> <li>• Metric 1: Percent of students participating in advocacy of occupational therapy services at the state capital on Occupational Therapy Hill Day</li> <li>• Metric 2: Percent of students participating in advocacy of occupational therapy services at the national capital on Occupational Therapy Hill Day</li> </ul>
SLO3: Graduates will contribute to the growth and dissemination of research and knowledge.	<ul style="list-style-type: none"> <li>• Metric 1: Percent of students presenting at local, state and national conventions at the completion of Research Seminar III course.</li> <li>• Metric 2: Percent of students submitting scholarship to non-peer reviewed and peer reviewed publications at the completion of Research Seminar III course.</li> </ul>
SLO4: Graduates will demonstrate advanced skills relevant to defined focus area of either: <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Teaching</li> <li>• Population health</li> <li>• Advanced clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Metric 1: Percentage of students that meet or exceed expectations performance on their scholarship project (based on a grading rubric).</li> </ul>

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Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Upon successful approval of this doctoral proposal, we will apply for candidacy for transition from the MSOT program to a OTD program. The accreditation process will require meeting 208 OTD standards and an on-site review. **Upon acceptance for candidacy, MUSC will be allowed to enroll students. The proposed date of acceptance of students is the summer of 2019.**

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The present accredited MSOT now allows students to be candidates the National Board for Certification in Occupational Therapy (NBCOT) certification exam. Our present MSOT and the proposed OTD program have components to optimally prepare students, e.g., practice taking the national board exam using the Occupational Therapy Knowledge Exam – OTKE, developed by NBCOT. The transition to the OTD will continue to prepare and allow students to take the exam.

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### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.