

OCCUPATIONAL THERAPY, MSOT

**Program Director: Joseph M. Pellerito, Jr, Ph.D. -
Founding Program Director**
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The Master of Science degree in occupational therapy is a professional degree program that prepares students academically and professionally for responsibilities and services as an occupational therapist.

The occupational therapy program educates students as generalist practitioners, in accordance with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE).

Occupational therapists provide holistic and client-centered care in a number of settings, including inpatient and outpatient clinics, hospitals, schools, and community-based mental health programs. OTs build and utilize skills specific to the setting and client population served. For this reason, occupational therapy students will gain knowledge and entry-level competencies across all settings and with all ages so that they are prepared for employment in any area of practice.

Graduate Faculty

Joseph M. Pellerito, Jr, Ph.D. - Founding Program Director, Associate Professor
Karen Weis - Academic Fieldwork Coordinator, Clinical Assistant Professor

Admission

Applicants who are not SBU students or graduates are to apply through the Occupational Therapist Centralized Application Service (OTCAS) (<https://otcas.liasoncas.com/applicant-ux/#/login>).

Students must meet the MSOT program prerequisites before submitting their application. Prerequisite courses must be completed or in progress at the time of application and must have a minimum grade of C. Applicants must also have a bachelor's degree from a regionally accredited college/university within the United States or Canada.

Prerequisite Courses

- anatomy and physiology I and II with lab (4 credits, 4 credits)
- pathophysiology or course(s) related to health/illness or body systems and functions (3 credits)*
- general physics or kinesiology with lab (3 credits)
- general psychology (3 credits)
- abnormal psychology (3 credits)
- developmental psychology (3 credits)
- sociology or anthropology (3 credits)

*Substitute courses are accepted at the discretion of the program director. Alternatively, SBU offers pathophysiology during the program if students are unable to complete it prior to the start of the program.

Prerequisite Standards

- Grades less than 2.0/C are not accepted for any prerequisite (i.e., C- not accepted).

- The cumulative GPA for the prerequisite courses listed above must be 3.0 or higher.
- All in-progress prerequisites must be completed prior to matriculation.
- All prerequisite coursework must be completed at an accredited institution within the United States or Canada.
- Advanced placement (AP) credit is not accepted for the required prerequisite courses.
- Prerequisite courses must have been completed within 10 years of application to the program.

Application process

Simply meeting the prerequisites and submitting an application will not guarantee acceptance into the program. The Admissions Committee will decide which applicants are selected for admission. You will be notified when your OTCAS application is received by our program.

Your application will be reviewed for completeness within 7 days. If your application is not complete, you will be notified and your application process will cease until corrections or additions are made, or the application is closed.

Once reviewed by an Admissions team member, the application will be either closed (and proceed no further) or recommended for St. BonaventureOT Admissions Committee review. The committee will then make one of these final determinations:

1. the applicant is accepted
2. the applicant is placed on an "active" list for future consideration
3. the applicant is informed that he/she has not been selected

Application Checklist

- Official transcripts from all colleges and universities attended are required (regardless of whether or not a degree was earned), including proof of a baccalaureate degree. Transcripts from institutions outside the United States and Canada must receive a course-by-course credit evaluation through a recognized service. SBU accepts evaluations from all active members associated with NACES. For more information students will visit www.naces.org (<http://www.naces.org/>).
- Submit a letter of recommendation.
- Submit a personal statement as detailed on the OTCAS website www.otcas.org.

Our program is designed for students who have earned a B.S. or B.A. degree in a field other than occupational therapy. The program consists of 72 credit hours divided into two phases that span 23 consecutive months:

- Classroom Phase, spanning 17 months
- Level II Fieldwork Phase — consisting of 6 months of supervised fieldwork education and coursework

Students must complete the program in 23 months unless granted a leave of absence for health or personal reasons.

Fieldwork requirements

In addition to academic coursework, OT students are required to successfully complete fieldwork experiences to effectively apply knowledge within the environmental contexts of therapeutic and efficacious practice.

Students participate in course-related Level I fieldwork experiences beginning in year one and continuing through the second year of the program. The fieldwork experiences differ by site type and population served, and progress to optimize student learning outcomes.

Level I Fieldwork

Level I fieldwork experiences are designed to enrich didactic and lab coursework through directed observation and participation in selected aspects of the occupational therapy process. In addition, they provide opportunities for students to demonstrate professional behavior and to develop interpersonal skills including understanding and respect for diversity and effective communication.

The program is responsible for contracting with local hospitals, rehabilitation clinics, schools, supported employment and community-based programs for Level I fieldwork experiences, and for ensuring that student experiences meet ACOTE accreditation standards and program goals.

Students are supervised on Level I experiences by faculty and/or site supervisors. Students are responsible for transportation to and from Level I fieldwork sites.

Level II Fieldwork

Students are also required to successfully complete 24 weeks of full-time, supervised, Level II fieldwork during year two of the program to fulfill the academic requirements (12 credit hours) for graduation.

These assignments provide students with the opportunity to apply an academically acquired body of knowledge to an in-depth clinical experience in the delivery of occupational therapy service to clients and their families or caregivers. It is an opportunity for students to develop skill and task mastery, and to demonstrate their ability as entry-level practitioners.

The OT student practitioner, as evaluated by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student, will demonstrate competencies in the following:

- fundamentals of practice
- basic tenets
- screening and evaluation
- intervention
- management of occupational therapy services
- communication
- professional behaviors

Level II fieldwork experiences may take place within the United States or in international facilities where the supervising therapist has graduated from a program approved by the World Federation of Occupational Therapists.

Students participate in Level II fieldwork during the spring and summer semester of the final graduate year. Fieldwork begins in January and is completed in early July. Level II fieldwork experiences must be completed within 24 months of concluding classroom coursework, unless otherwise approved by the program director.

Level II fieldwork courses (OT 710 and OT 720) are graded on a pass/fail basis. In order to earn a passing grade, students must achieve the minimum criterion score on AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student, as scored by the fieldwork educator.

Upon successful completion of Level II Fieldwork, the Master of Occupational Therapy (MSOT) is conferred.

Students subject to annual background checks

As a way to ensure patients' safety and comply with requirements set forth by our clinical affiliating agencies, all students in the School of Health Professions are subject to annual background checks that cover state and federal databases, as well as the sex offender registry. They are required to submit specific health information in order to participate in clinical and fieldwork experiences.

Students who do not comply with these requirements will not be able to participate in clinical learning experiences and will not be able to complete the program. There are no exceptions to this policy. In addition, the results of these reports may or may not disqualify a student from entering or completing the program.

Some clinical/fieldwork agencies require that students submit to additional background checks. Contracted agencies are at liberty to deny students access to clinical/fieldwork experiences based upon the reports of the background checks. Students who are unable to participate in academic fieldwork within 18 months of completing didactic coursework, based upon the fact that two available contracted agencies refused them access due to negative reports, will be subject to dismissal from the program.

First Year

Fall	Credits	Spring	Credits	Summer	Credits
OT-500	3	OT-560	2	OT-630	3
OT-510	3	OT-570	3	OT-640	3
OT-520	3	OT-580	3	OT-650	3
OT-530	3	OT-590	3		
OT-540	2	OT-600	3		
OT-550	2	OT-610	3		
		OT-620	3		
			16	20	9

Second Year

Fall	Credits	Spring	Credits
OT-660	4	OT-710	6
OT-670	4	OT-720	6
OT-680	4		
OT-690	4		
OT-700	2		
		18	12

Total Credits 75

Occupational Therapy (OT)

OT-500 DISCOVERING OCCUPATIONAL THERAPY (2 Credits)

In this course students are introduced to the field of occupational therapy (OT) including historical perspectives, philosophy, professional organizations and contexts and settings. Roles and responsibilities of the OT practitioner will be examined using the AOTA Standards of Practice and Occupational Therapy Code of Ethics. The course will promote development of professional values related to becoming an occupational therapist, as well as explore client-centered, occupation-based and evidenced-based practice. Students will examine the Occupational Therapy Practice Framework: Domain & Process (OTPF) 4th edition (AOTA, 2020) as a foundational document in the field of OT.

OT-510 FOUNDATIONS OF OCCUPATIONAL THERAPY PRACTICE (3 Credits)

In this course students will explore applied theories of health and wellness, community health and well-being, occupation-based models, and frames of reference that guide and inform assessments and interventions for persons, groups, and populations in a variety of practice settings. Information covered will include exploring therapeutic use of self, clinical reasoning and examining the responsibilities of an occupational therapy practitioner. Effective therapeutic interaction styles, supervisory roles, ethical behavior and OT-OTA partnerships will be examined.

OT-520 THERAPEUTIC GROUPS (3 Credits)

This course covers the theory of occupational therapy group dynamics including communication, group process, group development, leadership styles, and group roles and norms. Students will be required to apply activity analysis and observation skills as both group leaders and members, as well as lead a community group during the semester. Level I fieldwork is integrated within the coursework affording students the opportunity to apply knowledge gained in the classroom through simulation.

OT-530 APPLIED KINESIOLOGY FOR OCCUPATIONAL ENGAGEMENT (3 Credits)

In this course students will participate in active learning to develop an understanding of clinical human anatomy and biomechanics that enable functional human movement, ways movement impacts occupational performance, and how these factors change over time. Assessment procedures including palpation, muscle strength testing, range of motion, flexibility, balance and reflex integration will be examined. Preparatory treatment using superficial thermal modalities also will be introduced. Integration of assessment skills and application to biomechanical intervention approaches will be emphasized.

OT-540 OCCUPATION-BASED ACTIVITY ANALYSIS (2 Credits)

In this course we will explore the therapeutic value of meaningful occupations in restoring functional abilities, health and wellness, and occupational performance. Application of the OTPF to activity analysis and the interaction of areas of occupations, contexts, performance patterns, performance skills, and client factors will be examined. Students will discuss the use of purposeful activities to promote occupational performance and participation in meaningful activities.

OT-550 HEALTH CONDITIONS (3 Credits)

In this course students will gain an understanding of health conditions and diagnoses that impact occupational performance across the lifespan. Incidence, prevalence, symptomatology, and functional outcomes will be examined.

OT-560 EVIDENCE BASED PRACTICE (2 Credits)

The goal of this course is to support students in the development of critical reading and writing skills with particular relevance to understanding the facilitation of evidence-based occupational therapy practice that is founded upon published scientific findings. Students will demonstrate, as competent consumers of research and scholarship, the use of a systematic process to locate, analyze, and evaluate scholarly publications that inform practice. Methods for disseminating information to consumers and incorporating evidence into efficacious practice will be explored.

OT-570 OCCUPATIONAL TECHNOLOGY (3 Credits)

This course provides the student with an opportunity for hands-on learning to develop an understanding of occupational technology that fosters occupational performance at home, school, work, and in the community. Students will gain the necessary knowledge and skills to provide assessment, intervention, and documentation related to occupational technology services. Students also learn how to participate in evidence-based practice, resource coordination, and advocacy for clients who utilize occupational technology or require environmental modifications or both.

OT-580 LIFE OCCUPATIONS:MENTAL HEALTH (3 Credits)

This course addresses psychosocial development throughout the lifespan and explores assessment and intervention to facilitate occupational engagement. Developmental theories and models of psychodynamics, cognition, behavior and occupations are examined. This course also explores psychosocial aspects of occupational performance among various populations. Using the DSM-V criteria, occupation and function are explored in various contexts and phases of wellness, illness and disability. Students will engage in clinical reasoning in the areas of evaluation, goal setting and treatment planning using a collaborative model. Level I fieldwork is integrated within the coursework affording students the opportunity to apply knowledge gained in the classroom to hands-on clinical experiences.

OT-590 LIFE OCCUPATIONS:PEDIATRICS (3 Credits)

In this course students will explore gross and fine motor performance skills relative to occupational development from birth to adolescence. Developmental theories and models of motor learning, sensory integration, and perceptual motor are examined. Performance skills also will be examined such as postural development, mobility, and eye-hand coordination relative to development of self-care, educational, play, social and pre-vocational occupations. Sensory motor dysfunction is addressed including but not limited to cerebral palsy, spina bifida, muscular dystrophy, and congenital anomalies. The effects of dysfunction on the child's/adolescent's occupational engagement are studied including contextual effects on the family, and societal systems in early intervention, preschool, school and home settings. Level I fieldwork is integrated within the coursework affording students the opportunity to apply knowledge gained in the classroom to hands-on clinical experiences.

OT-600 LIFE OCCUPATIONS:ADULTS (3 Credits)

This course teaches students to provide client-centered and evidence-based services for adults with neurological, orthopedic, and cardiopulmonary conditions. Students will explain how these health conditions impact occupational performance and engagement for both the client and their caregivers. Level I fieldwork observations and assignments will challenge students to apply classroom learning to practice settings.

OT-610 SERVICE DELIVERY: PEDIATRICS (3 Credits)

This course offers students conceptual and practical knowledge and skills required to plan and manage the delivery of evidence- and occupation-based occupational therapy services that are efficacious and cost-effective for pediatric and adolescent populations. Problem- and case-based learning will challenge students to examine the impact federal legislation and healthcare policy has on occupational therapy service delivery. Social, economic, political, and demographic factors and trends that influence healthcare will be explored.

OT-620 SERVICE DELIVERY: ADULTS (3 Credits)

This course offers students conceptual and practical knowledge and skills required to plan and manage the delivery of evidence- and occupation-based occupational therapy services that are efficacious and cost-effective for adult populations. Problem- and case-based learning will challenge students to examine the impact federal legislation and healthcare policy have on occupational therapy service delivery. Social, economic, political, and demographic factors and trends that influence healthcare will be explored.

OT-630 APPLIED RESEARCH METHODS (3 Credits)

This online course covers the concepts, methods, and strategies related to scientific inquiry that lead to evidence- and occupation-based occupational therapy practice. Development of critical reading and writing skills with particular relevance to understanding human occupation and the practice of occupational therapy through applied research and scholarship will be emphasized. Students will develop knowledge and skills for using scientific evidence in understanding clinical research for efficacious clinical reasoning and decision-making.

OT-640 ISSUES & TRENDS IN OCCUPATIONAL THERAPY (3 Credits)

This online course provides an overview and examination of the political, social, economic, ethical, and legal policy issues currently affecting the delivery of occupational therapy services. Concepts and theories of management and leadership are analyzed for their application and effectiveness in delivering occupational therapy services and facilitating systems change in professional service.

OT-650 MANAGEMENT & ENTREPRENEURSHIP (3 Credits)

This online course provides a critical overview of healthcare management, leadership and entrepreneurial principles. Detailed discussions, teamwork, practical case study experiences, and oral and written assignments will be used to help students gain the skills necessary to effectively engage in the functions of planning, organizing, staffing, budgeting, directing, evaluating and marketing. Emphasis will be placed on understanding political, regulatory, economic, and social forces that are affecting a constantly changing and often complex healthcare environment. Advocacy and legislation, reimbursement, financial planning, personnel management, leadership, negotiation skills, conflict resolution, ethics, and starting up a new program, business or practice also will be explored. Students participate in Level I fieldwork experiences in a community-based program as part of this course.

OT-660 OCCUPATIONAL THERAPY PROCESS: PEDIATRICS (4 Credits)

This course focuses on the occupational therapy process as it relates to occupational performance in childhood through adolescence. Occupation-based models of practice and frames of reference will be explored to guide clinical reasoning for assessment and intervention services provided to children whose occupational performance is impacted by developmental, physical, cognitive, and psychosocial health-related conditions. Developmental theories and models of motor learning, sensory integration, and perceptual motor functioning will be examined. Screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation will be emphasized. Students participate in level I fieldwork experience in a pediatric/adolescent setting as a part of this course.

OT-670 OCCUPATIONAL THERAPY PROCESS: MENTAL HEALTH (4 Credits)

This course focuses on the occupational therapy process as it relates to individuals across the lifespan who exhibit psychosocial dysfunction that impacts their occupational engagement and performance. Occupation-based and client-centered approaches to occupational therapy services in various practice settings will be explored. Screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation will be emphasized. Students participate in Level I fieldwork experiences related to mental health services as a part of this course.

OT-680 OCCUPATIONAL THERAPY PROCESS: ADULTS (4 Credits)

This course focuses on the occupational therapy process as it relates to occupational performance in adults. Occupation-based models of practice and frames of reference will be explored to guide clinical reasoning for assessment and intervention services provided to adults whose occupational engagement and performance is impacted by developmental, physical, cognitive, and psychosocial health-related conditions. Screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation will be emphasized. Students participate in Level I fieldwork experiences related to the adult population as a part of this course.

OT-690 OCCUPATIONAL THERAPY PROCESS: OLDER ADULTS (4 Credits)

This course focuses on the occupational therapy process as it relates to occupational performance in older adults. Occupation-based models of practice and frames of reference will be explored to guide clinical reasoning for assessment and intervention services provided to older adults whose occupational engagement and performance is impacted by developmental, physical, cognitive, and psychosocial health-related conditions. Screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation will be emphasized. Students participate in Level I fieldwork experiences related to the older adult population as a part of this course.

OT-700 FIELDWORK SEMINAR (2 Credits)

This course helps to prepare students for their Level II Fieldwork experience by examining the roles and responsibilities of the student, fieldwork educator and academic fieldwork coordinator. Fieldwork goals and objectives and the criteria for student evaluation will be reviewed. Students will be instructed in the application process for the national certification exam and state licensure requirements and procedures. Classroom discussion topics and assignments will prepare students for their Level II Fieldwork experience, as well as emphasize communication skills, supervision requirements, the student-supervisor relationship, and professionalism.

OT-710 LEVEL II FIELDWORK (6 Credits)

This course is a two-part course sequence designed to meet the American Occupational Therapy Association guidelines for Level II fieldwork experiences. Students are assigned to a clinical setting on a full-time basis for a minimum of 12 weeks per course. Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. ACOTE Standard C.1.0. (2018)

OT-720 LEVEL II FIELDWORK (6 Credits)

This course is a two-part course sequence designed to meet the American Occupational Therapy Association guidelines for Level II fieldwork experiences. Students are assigned to a clinical setting on a full-time basis for a minimum of 12 weeks per course. Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. ACOTE Standard C.1.0. (2018)