

**Clinical Doctorate in Occupational Therapy  
Student Handbook  
Revision Aug 2020  
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## STUDENT HANDBOOK

Welcome to the On-Line Doctorate in Occupational Therapy from the  
Department of Occupational and Recreational Therapies

This handbook was developed to provide you with specific information related to the Department of Occupational and Recreational Therapies that is not clearly outlined in either the General Catalog or in the Class Schedule or on the web. There is specific information related to being a part of an on-line learning process.

This handbook along with the General Catalog and Class Schedule as well as information that is readily available at the University's website, [www.utah.edu](http://www.utah.edu), are all essential references for you during your academic experience. We expect that you will look for answers that can be found in any of these resources before you ask your advisor.

Read and become familiar with the contents of all the above mentioned resources. Keep the book handy and the websites bookmarked on your computer as useful resources of information that you will need throughout your academic experience at the University of Utah.

Graduate School is different from your undergraduate education in several ways. At this level, you will be more responsible for your learning and your time management. You will have an advisor that will act as a mentor in helping you make decisions about your learning. It is a part of your student role to make yourself aware of these resources and use them to your advantage. The Director of the OTD Program is also a readily available resource for you. This is an exciting dynamic program and the effort you put into the many facets of it will be returned to you many times over. We expect that you will treat your classmates, colleagues, and faculty with the utmost respect.

This is a program where each experience is carefully crafted in collaboration with you, the student. It will be beneficial for you, and is expected, that you will fully participate—in lectures, discussions, lab experiences and other opportunities—to your utmost ability. This is an on-line process that will prepare you to take the talents and skills you currently possess, increase them and add them to a professional repertoire of abilities in creating, thinking and implementing strategies that are used by occupational therapists in evaluation and treatment.

UNIVERSITY OF UTAH  
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Department of Occupational and Recreational Therapies  
520 Wakara Way  
Salt Lake City, Utah 84108-1213

The Department of Occupational and Recreational Therapies MOT program is  
accredited by the  
Accreditation Council for Occupational Therapy Education.  
Post-professional OTD accreditation is optional and will be explored in the future.  
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## HISTORY OF THE DEPARTMENT OF OCCUPATIONAL AND RECREATIONAL THERAPIES

The Department of Occupational and Recreational Therapies has a long history in spite of the fact that the first class wasn't admitted until 1999. Many people were involved in the creation of this program in the State of Utah. The chronology highlights of this history can be found at:

<http://www.health.utah.edu/ot/aboutus/history.html>

## MISSION STATEMENT OF THE UNIVERSITY OF UTAH

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. As a major teaching and research university, the flagship institution of the Utah state system of higher education, the University of Utah strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met. It recognizes the mutual relevance and interdependence of teaching and research as essential components of academic excellence. It welcomes students who are committed to learning and who conform to high academic standards. The right of free inquiry is zealously preserved; diversity is encouraged and respected; critical examination and creativity are promoted; and intellectual integrity and social responsibility are fostered. The University is fully committed to the goals of equal opportunity and affirmative action, which are designed to ensure that each individual be provided with the opportunity for full, unhampered, and responsible participation in every aspect of campus life.

### **Teaching**

In its role as teaching institution, the University of Utah offers instruction in baccalaureate, masters, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing challenging instruction for all its students, from both Utah and other states and nations, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

### **Research**

In its role as Research University, the University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are participation and leadership in national and international academic disciplines. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

### **Public Life**

In its role as contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community. The University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.

#### MISSION STATEMENT OF THE HEALTH SCIENCE CENTER

The University Health Care supports the mission and vision of the University of Utah and serves the public by improving health and quality of life through excellence in education, research, and clinical care.

- We educate competent and caring practitioners, educators, and scientists for the state of Utah and beyond.
- We advance knowledge through innovative basic and clinical research and scholarship and translate our discoveries into applications that help people.
- We provide compassionate, state-of-the art clinical care to our patients.
- We anticipate and respond to the needs of our communities through outreach, advocacy, and service.

#### MISSION STATEMENT OF THE COLLEGE OF HEALTH

##### Mission

To promote health and enhance quality of life through the discovery, application, and dissemination of information on health promotion, risk reduction, disease prevention, fitness, nutrition, recreation, and rehabilitation processes for a changing society.

##### Vision

A nationally and internationally recognized center for learning, discovery, application, integration and dissemination of knowledge related to health.

#### MISSION STATEMENT OF THE DEPARTMENT OF OCCUPATIONAL AND RECREATIONAL THERAPIES

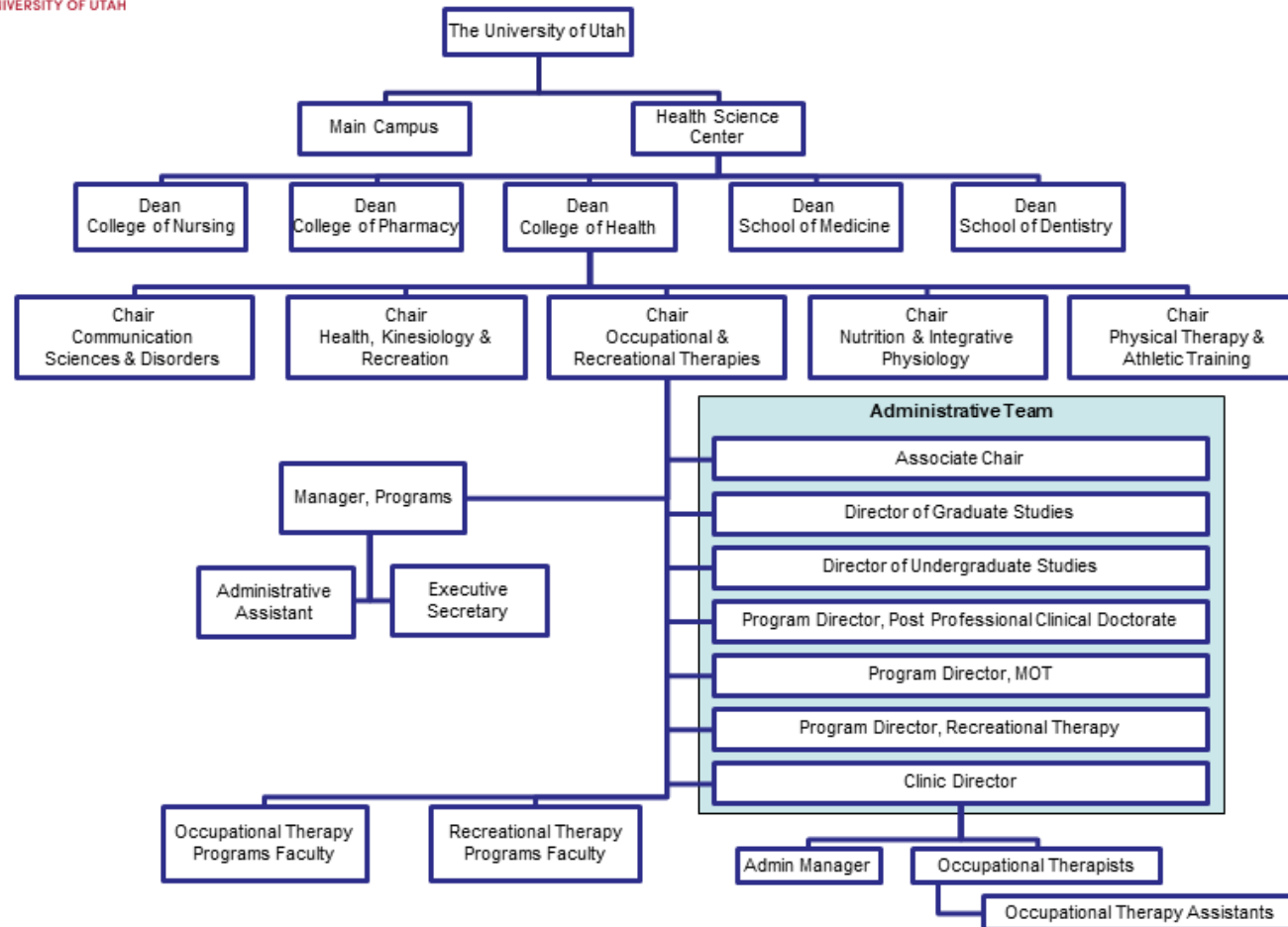
The fundamental mission of the Occupational Therapy program is consistent with that of the University and the College of Health. The program seeks to transmit, discover and investigate knowledge—old and new—related to occupation, occupational therapy, occupational science and society in general and to provide the highest quality education to students of occupational therapy, based on contemporary theory, practice and technologies.

The program seeks to provide service to the academic, professional and general communities in which the Occupational Therapy Program is involved and address the needs for occupational therapy in the community, state and region. This will be accomplished by educating entry-level practitioners and other related professionals and providing consultative, advocacy and disability prevention services to the community.

## Organization Chart



### COLLEGE OF HEALTH DEPARTMENT OF OCCUPATIONAL AND RECREATIONAL THERAPIES



9 May 2019



## **Philosophy**

The philosophy that guides the University of Utah Master of Occupational Therapy Program curriculum has two major areas: (1) occupation and the occupational being, and (2) the professional curriculum and teaching-learning approach. Even though this philosophy specifically applies to entry level OT education, the foundational concepts are applied across all occupational therapy education programs.

### **Occupation and the Occupational Being**

The philosophy of the Department focuses on the idea that to be true to the complexity of human beings and a broad definition of health one must look at humans as occupational beings who grow and develop over the lifespan through transaction with the contexts of environment and time. Occupation has been identified as a core and threshold concept by occupational science and occupational therapy education scholars (Hooper et al, 2015; Price, Krishnagiri, Hooper, Taff, & Bilics, in press); threshold concepts are those central concepts in a profession that once mastered, enable a student to comprehend, articulate, and execute the profession's philosophy and distinct services. AOTA's Vision 2025 also ties occupation to health: "Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living" (AOTA, 2016). Because of occupational therapy's specific focus on enabling occupational performance in everyday life, the profession is committed to a therapeutic process that uses "occupation" to facilitate higher levels of independence, health, and well-being (AOTA, 2008). The faculty have a deep and complex understanding of human occupation and the myriad factors internal and external to individuals, populations, and communities that positively or negatively influence occupational opportunities, participation, and health, that must be explicitly taught in the curriculum and learned by students.

To conceptualize the occupational human interacting with the world, the U of U faculty embrace important concepts from the transactional perspective (Dickie, Cutchin, & Humphry, 2006). Taking a transactional perspective provides opportunities for occupational therapists and scientists to understand the greater complexity of people and their health than the more biomedical reductionist model. Considering people, populations, or communities as situated in and interdependent with their contexts enables a more sophisticated understanding of all factors influencing health and health behavior, opportunity, possibility, and choice. These contexts include global, national, and local health, economic, and political systems, and the cultural, social, and physical aspects of local family and community. However, these complex and diverse influences can support or limit access, opportunities, possibilities, and choices. This theoretical perspective is taught to students to help them understand the importance of examining all of the complex factors that influence the occupational engagement and participation in persons, communities, or populations in order to create effective intervention.

Occupational therapists practice within these broad health care and political systems, and often must advocate for the needs of individuals, populations, and communities. Occupational justice is a perspective taught to students as a way to think critically about

structural barriers to access to health care, health-promoting occupations and lifestyles, social determinants of health, and inclusive participation in social and civic life. Townsend and Wilcock (2004) stated: "An occupationally just society would be one in which each person and community could meet their own and others' survival, and physical, mental, and social development needs through occupation that recognized and encouraged individual and communal strengths" (Wilcock & Townsend, p. 542). To embrace this concept as an important element in a curricular philosophy requires a commitment on the part of faculty to incorporate not only the idea of justice into teaching-learning strategies, but to instill a value of justice into students' habits of mind in order to be advocates for those they will serve. We believe that students as future practitioners must not only work with clients in their practice settings, but also be advocates for policies and practices that enable health equity, full inclusion, and opportunities to reach potential, for all in society. Faculty have to prepare students to address the long-term effects of disability and ongoing health conditions, beyond acute health needs. For example, persons with disabilities, veterans, and immigrants face discrimination in housing, employment, transportation; marginalization and exclusion from social and civil life; barriers to reaching occupational potential; and disparity in health care. These factors are important for occupational therapy students to be aware of and contribute to mitigating.

The International Classification of Function (WHO, 2001) is a framework designed to provide, across health providers, researchers, policy-makers, and the public, a uniform terminology and a way to ensure a comprehensive understanding of the myriad influences on participation, human health, health systems, and health care outcomes across the globe. This framework is taught to students as a way to organize an understanding of an individual's, community's, or population's strengths and weaknesses in relation to occupational engagement, and the supports and barriers of social and built environments and contexts and their influences on participation. Understanding this framework helps students to interpret health research as consumers of evidence-based research. We integrate concepts from the ICF and the Occupational Therapy Practice Framework (AOTA, 2012), which defines occupational therapy's scope of practice, so that students understand how occupational therapy in the United States fits with the more globally used ICF.

### **Professional Curriculum and Teaching-Learning Approach**

Programs that educate entry-level occupational therapists with a strong professional identity, a knowledge of occupational science and occupational therapy theory, and the ability to provide effective intervention to address occupational barriers and enable occupation, must have a strong teaching-learning philosophy. The curriculum design is based on the idea that learning is active and is valued as a lifelong process. As suggested by AOTA (1997), the learner will be involved in an integrated process that is collaborative and combines academic knowledge with experiential learning and mentoring from faculty and clinicians. Thus, the MOT program provides many experiential learning opportunities within the curriculum including flipped classes in which students actively apply concepts as opposed to being lectured to about the concepts, case-based learning, and immersion in the department's Life Skills Clinic where they learn through guided hands-on interaction with clients, and traditional fieldwork 4 of 5 semesters of the program.

Our curriculum demonstrates a commitment to teaching students the core and threshold concepts of the profession, as well as preparing them to anticipate and respond to future societal needs and to be autonomous professionals who can apply those important concepts in emerging areas of practice (AOTA, 2009).

The program's philosophy and curricular content includes occupation, ethical professional behaviors and attitudes, professional reasoning, the importance of being a consumer of evidence-based research, having a strong professional identity, being a change agent for the future of occupational therapy and most importantly, the opportunity to begin the process of becoming a life-long learner. Occupational therapy theory and professional skills are taught to a level of competence using scaffolding. Faculty design learning activities that help students apply concepts in low and progressing to high complexity situations and as these application skills are mastered, students finish by developing occupational therapy programs either in traditional and non-traditional health care contexts that do not have occupational therapy service or are looking to expand occupational therapy services. The product of our curriculum is a creative problem solver who is able to independently synthesize the complexities of impeded occupation and create opportunities for change or remediation to enable occupation within his or her scope of practice.

Core to our philosophy of teaching and learning is an emphasis on pedagogical knowledge (Price et al., in press). The faculty have a deep understanding of the complex and multidimensional concept of occupation and work to apply effective instructional strategies that help students understand occupation as a threshold concept and lens for understanding themselves and others as occupational beings, and as the objective of occupational therapy. This approach is used to help students to become autonomous professionals who can articulate and implement the values, philosophy, and core services of the profession irrespective of the setting in which they practice. Teaching core and threshold concepts explicitly in ways that students can integrate and apply them to complex and diverse practice situations takes intentional reflection and planning on the part of faculty. The faculty at the University of Utah are committed to this intentional reflection and planning at both the program and instructional levels.

AOTA (June, 2016). Vision 2025. Retrieved from

<https://www.aota.org/AboutAOTA/vision-2025.aspx>

AOTA. (2009). Occupational therapy model curriculum.

Cutchin, M. P. & Dickie, V., (2013). *Transactional perspectives on occupation*. NY: Springer.

Hooper, B., Mitcham, M. D., Taff, S. D., Price, P., Krishnagiri, S., & Bilics, A. (2015). The Issue Is—Energizing occupation as the center of teaching and learning. *American Journal of Occupational Therapy*, 69(Suppl. 2), 6912360010.

<http://dx.doi.org/10.5014/ajot.2015.018242>

Price, Krishnagiri, Hooper, Taff, & Bilics. (in press). A way of seeing: A study of how occupation is portrayed to students when taught as a concept beyond its use in therapy. *American Journal of Occupational Therapy*.

World Health Organization. (2001). *ICF; International classification of functioning, disability and health*. Geneva.

### **Curriculum Design for the OTD**

The University of Utah Occupational Therapy curriculum design is deliberately based upon the desire of the student/clinician to pursue an advanced degree in occupational therapy with a specific interest or goal in mind. Advanced theory and research skills are a part of this program in addition to course work to broaden the experience and add to the knowledge-base of the student as he/she progresses through the curriculum.

Using an on-line delivery system, the education process will be collaborative in nature between each student, the peer group and each faculty member. Through this joint venture, both the faculty and the students will gain from interactions. Each student in this program will be viewed as an active learner who is responsible for taking advantage of the opportunities provided through the on-line classroom and professional experiences. Based at a major university with multiple resources, the interactions between faculty and students in a variety of settings will foster the understanding of occupation and the further development of occupational therapists who can take what they have gained experientially, add it to more knowledge in an effort to be prepared to meet the challenges of the future and provide professional leadership.

Teaching philosophy and methods will be as experiential as possible. Faculty will use case-based teaching methods, clinical reasoning and problem based learning, as appropriate, to help students learn the subject and to develop their observation and problem solving skills.

The professional doctorate in Occupational Therapy (OTD) is offered within the Department of Occupational and Recreational Therapies to individuals who have already earned a degree in occupational therapy from an entry-level educational program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). In addition, applicants to this program will have successfully passed the national certification for occupational therapist board examination, and will have practiced as an occupational therapist for at least two years. The OTD program has two paths for entry – one for those individuals whose entry-level occupational therapy degree was at the Bachelor's degree level, and one for those individuals who earned their entry-level occupational therapy degree at the Master's degree level. The focus of the professional doctorate in occupational therapy (OTD) is to in part, provide clinicians with a stronger, more up-to-date theoretical base; advance their leadership skills; as well as to provide them with knowledge and skills in evidence-based research related to their chosen area of emphasis.

There are two tracks offered to obtain the proposed program degree; common to both tracks is a requirement for a minimum of two years of clinical experience prior to entering the program, the doctoral level courses which total 36 credits, including foundational courses, core curricular courses, a specialization area of emphasis chosen by the student in collaboration with the faculty, and a capstone project that serves as the culminating project which demonstrates the student's level of scholarship. Students applying to the program who have earned a Bachelor's degree in occupational therapy take an additional 24-36 credits of coursework, evaluated on a case-by case basis upon review

of the student's transcript(s). The program is offered through distance education technology.

The expected outcomes for this program aligns with the doctoral level outcomes developed by the Accreditation Council for Occupational Therapy Education (ACOTE) and are listed below:

- 1) **EVIDENCE-BASED PRACTICE (EBP):** Graduates will be able to apply, evaluate, and synthesize evidence-based practice to create a specific program and/or intervention to promote efficacious, client-centered, and culturally relevant practice.
- 2) **OCCUPATIONAL THERAPY THEORY:** Graduates will be able to use knowledge of current theoretical and practice models to articulate and improve service provision, and/or policies in response to society's evolving and changing occupational needs.
- 3) **ADVOCACY:** Graduates will be able to influence policy, practice, and education by being advocates for occupational therapy for individuals, populations, organization, and for the profession.
- 4) **LEADERSHIP:** Graduates will demonstrate leadership skills through the assumption of leadership roles at local, national, and/or international levels within the occupational therapy profession and broader health arenas.
- 5) **EDUCATION:** Graduates will be able to develop and implement educational experiences for professional education, specific clients, populations, settings, and/or the general public through the application of learning theory and educational design principles.
- 6) **OCCUPATIONAL JUSTICE:** Graduates will be able to address individual, institutional, and societal issues in health and with marginalized populations in order to promote occupational justice.
- 7) **SCHOLARSHIP/RESEARCH:** Graduates will be able to increase the body of knowledge in occupational therapy practice, provide a scholarly argument for the creation of new clinical and educational programs, and evaluate programs using sound assessment methods through the preparation and dissemination of scholarship in the student's chosen area of emphasis.
- 8) **CULMINATING PROJECT:** A critical component of this OTD program will be the student's capstone project which will be evidence of the programmatic outcome of completion of a culminating project that reflects competency in the student's chosen area of emphasis.

**Occupational Therapy Program Curriculum**  
**SAMPLE SCHEDULE OF COURSES FOR BACHELOR TO OTD PROGRAM**  
**START SUMMER**  
(INDIVIDUAL PLANS WILL BE DEVELOPED FOR EACH STUDENT)

Summer – Year 1	Fall – Year 1	Spring – Year 1
OC TH 6062 Contemp Theories & Models in OT Practice (3) Elective (3)	WRTG 7080 Writing in Health Science (3) OC TH 6712 Management Concepts in OT (3)	PSY 6250 Applied Statistics (3) OC TH 6002 Intro to Research in OT (3)
Summer – Year 2	Fall – Year 2	Spring – Year 2
OC TH 7302 Evidence-Based Practice and Research I (3) OC TH 7272 Prog Develop and Grant Writing (3)	OC TH 7132 Academic & Clinical Teaching in OT (3) OC TH 7352 Evidence-Based Practice and Research II (3)	OC TH 7972 OTD Capstone Project (3) OC TH 7022 Critical Analysis of Occupational Science (3)
Summer – Year 3	Fall – Year 3	Spring – Year 3
Elective (3)	OC TH 7152 Culture & Occupation (3)	OC TH 7242 Doctoral Level Leadership (3) OC TH 7972 OTD Capstone Project (3)

Total # of Credits – 30 core, 15 electives.

Note: Plans of study are set up based on a student's level of education upon entering the OTD program, what term the student enters the program and when core OTD courses are offered. The course plan may extend beyond the presumed completion term based on these factors. If a student chooses to deviate from the plan, the student must contact with the Director of the Clinical Doctorate and the Administrative Assistant to discuss options for a new plan. This grid should be a guide as to when classes are being taught as a schedule is planned.

**SAMPLE SCHEDULE OF COURSES FOR MASTER TO OTD PROGRAM**  
**START SUMMER**

**(INDIVIDUAL PLANS WILL BE DEVELOPED FOR EACH STUDENT)**

<b>Summer – Year 1</b>	<b>Fall – Year 1</b>	<b>Spring – Year 1</b>
OC TH 6062 Contemp Theories & Models in OT Practice (3) OC TH 7302 Evidence-Based Practice & Research I (3)	OC TH 7132 Academic & Clinical Teaching in Occupational Therapy (3) OC TH 7352 Evidence-Based Practice & Research II (3)	OC TH 7972 OTD Capstone Project (3) OC TH 7242 Doctoral Level Leadership (3)
<b>Summer – Year 2</b>	<b>Fall – Year 2</b>	<b>Spring – Year 2</b>
OC TH 7272 Program Development & Grant Writing (3) Elective (3)	OC TH 7152 Culture & Occupation (3) OC TH 7972 OTD Capstone Project (3)	OC TH 7022 Critical Analysis of Occupational Science (3) Elective (3)

Total # of Credits – 30 Core, 15 Electives

Note: Plans of study are set up based on a student's level of education upon entering the OTD program, what term the student enters the program and when core OTD courses are offered. The course plan may extend beyond the presumed completion term based on these factors. If a student chooses to deviate from the plan, the student must contact with the Director of the Clinical Doctorate and the Administrative Assistant to discuss options for a new plan. This grid should be a guide as to when classes are being taught as a schedule is planned.

### **OTD Orientation**

An orientation to the OTD program is provided to all students upon entry to the program. This orientation occurs in the evening at the beginning of the first week of each semester. If a student misses this orientation, the student is required to view the OTD Orientation module in the Post Professional OTD Access Course in Canvas. The student will need to email Kelly Brown ([Kelly.Brown@hsc.utah.edu](mailto:Kelly.Brown@hsc.utah.edu)) an email stating that they have reviewed and understand the material in the OTD orientation module by the 2<sup>nd</sup> week of class.

### **Academic Calendar**

The OTD program follows the University academic calendar. Be sure to consult the academic calendar for important registration dates (last day to add classes, last day to drop classes, last day to withdraw), tuition due date, and holiday days. <http://registrar.utah.edu/academic-calendars/index.php>.

### **Course Plans**

Students are given a course plan upon admission to the program. Students must register according to their plan of study. Plans of study are set up based on a student's level of education upon entering the OTD program, what term the student enters the program and when core OTD courses are offered. The course plan may extend beyond the presumed completion term based on these factors. If a student chooses to deviate from the plan, the student must contact Kelly Brown to discuss options for a new plan.

### **Registering for Classes**

Students are responsible for registering for classes and ensuring that they are registered for the correct class, section by instructor and number of credit hours, if the course has variable credit hours. Registration information can be found at <http://registrar.utah.edu/register/index.php>. Be sure to register as early as possible as non-OC TH class may fill quickly. If a student is unable to register for a class that is a prerequisite to another class, it may extend the student's course plan and time to completion. Students must be enrolled in a class the final semester of graduation.

Students may do a search on course attributes to find online classes-typically electives. On the [www.utah.edu](http://www.utah.edu) homepage, select Students then Class Schedules. Select the term for which you wish to register. At the top of the page you'll find Other Course Attributes. Select that and choose ONLN for online. This will bring up all of the online course offerings for that term.

Students wishing to register for OC TH 7902-Independent Study must first contact a professor for whom they wish to work to gain approval for the independent study. Once approval is granted, the student must contact Deb Bachan ([deb.bachan@hsc.utah.edu](mailto:deb.bachan@hsc.utah.edu)) to obtain a permission code to register for the class.

See Capstone section for information on registering.

For OTD Course Descriptions go to University On-line Catalog.



### **Elective Options**

A full list of electives can be found on the OTD webpage under current students. It is recommended that you consult with advisor or OTD Program Director regarding elective selection. See individual plan for semester electives are scheduled.

These are selected courses, there may be others available. Elective offerings may change every semester. To view the current offerings, go to <http://www.utah.edu/students/catalog.php>. Click on the appropriate term. Then click on "Other Course Attributes"; select "Online."

Course #	Course Title			
		Fall	Spring	Summer
ANTH 6255	Race and Culture	X		X
CTLE 6000	Teaching in Higher Ed		X	
CTLE 6510	Cyber Pedagogy	X	X	
CTLE 6520	Advanced Cyber Pedagogy		X	
CTLE 6590	Directed Readings in Higher Education			
ED PS 6060	Forgiveness and Anger Reduction	X	X	X
ED PS 6061	Change Using Positive Psychology	X	X	X
ED PS 6062	Coping with Difficult People		X	X
ED PS 6063	Enhancing happiness and Life Satisfaction	X	X	X
ED PS 6064	Resilience & Divorce		X	
ED PS 6065	Quality Intimate Relationships	X	X	X
ED PS 6066	Growing from Traumatic Life Experiences	X		X
ED PS 6067	Overcoming Self-Defeating Behavior			
ED PS 6068	Mediation: Expanding Awareness and Managing Stress	X	X	X
ED PS 6069	Change Addictive Thinking	X	X	
ED PS 6070	Changing Children's Behavior Using Positive Methods	X		
ED PS 6071	Improve Midlife Well-Being	X	X	
ED PS 6074	Developing a Healthy Body Image			
GERON 6001	Intro to Gerontology	X	X	X
GERON 6002	Services and Programs for Older Adults		X	
GERON 6050	Best Practices in Geriatrics		X	
GERON 6230	Successful Cognitive and Emotional Aging	X		
GERON 6240	Aging and the Arts		X	
GERON 6280	International Dimensions of Lifelong Learning			X
GERON 6320	Death, Dying, Bereavement			X
GERON 6370	Health & Optimal Aging			X
GERON 6390	Care Management: Clinical Issues		X	
GERON 6392	Care Management: Legal, Financial, & Business Issues	X		
GERON 6500	Social and Public Policy in Aging			X

Course #	Course Title	Fall	Spring	Summer
GERON 6604	Physiology and Psychology of Aging	X		
GERON 6960	Special Topics (check schedule for topics)			
H EDU 6020	Body Image and Eating Disorders in Special Populations		X	
H EDU 6120	Behavior Changing Tech	X		
H EDU 6200	Theory & Habit Tech		X	X
H EDU 6220	Intro Android App	X	X	X
NURS 6002	Health Care Delivery	X		
NURS 6004	Intro to Information & Information Technology	X		
NURS 6060	US Health Care			X
NURS 6072	Learners and Learner-Centered Teaching			X
NURS 6604	Advanced Physiology and Psychology of Aging	X		
NURS 6772	Quality Improvement in Healthcare	X	X	X
NURS 7510	Social Determinants of Health		X	X
OC TH 6712	Management Concepts in Occupational Therapy (required for BS to OTD students)	X		
OC TH 7902	Independent Study	X	X	X
PADMIN 6323	Policy Analysis		X	X
PSY 6250	Applied Statistics (required for BS to OTD)		X	
SP ED 6960	Special Topics (check schedule for topics)	X	X	X
SW 6520	Issues in Women's Health	X		
SW 6621	Special Topics (check schedule for topics)	X	X	X
WRTG 7080	Writing in the Health Sciences (required for BS to OTD)		X	X

Elective offerings may change every semester. To view the current offerings, go to <http://www.utah.edu/students/catalog.php> Click on the appropriate term. Then click on "Other Course Attributes"; select "Online."

Students may transfer up to 6 credit hours if taken within the last 7 years of admission and not applied toward a previous degree.

<https://gradschool.utah.edu/graduate-catalog/grading-and-credit-policies/>

Students may not use an elective to finish the capstone project.

### **Capstone Project**

A Capstone Project is required as a part of the OTD degree. This is an independent project crafted in conjunction with the student's faculty chair and committee members. Students may wish to use early classes and electives to explore literature & possible topics. All papers must be original, however, students may build upon literature

reviews from EBP I & II for the capstone proposal, but it cannot be the same paper. Students must complete at least 6 credits of OC TH 7972. When registering for OC TH 7972, choose the section that lists your research chair as the instructor. Students will need to continue registration in OC TH 7972 until the capstone is completed. Students should discuss capstone registration with their research chair. Capstone credits may not be used to fulfill elective course requirements. Capstone defenses must occur in fall or spring semesters.

More specific information is under CAPSTONE MANUAL.

### **Graduation**

Information for graduation can be found at <http://registrar.utah.edu/graduation/index.php>. All students must apply for graduation by the deadline for the appropriate term.

TERM	DEADLINE TO APPLY
Fall Graduation (December)	June 1
Spring Graduation (May)	November 1
Summer Graduation (August)	February 1

The application form can be found at [http://registrar.utah.edu/\\_pdf/Graduate Student Graduation Application.pdf](http://registrar.utah.edu/_pdf/Graduate Student Graduation Application.pdf) and can be faxed to (801) 585-7860. A sample of the form can be found on the OTD webpage under Current Students.

OTD students are welcome to participate in commencement and convocation; however, it is not required. The ceremony is only held in the spring. If you have defended your capstone and have one final summer semester to complete other course work, you may participate in convocation in spring.

If you choose to participate, you will need to purchase graduation regalia. Regalia may be purchased through the University Bookstore. Our college is the College of Health. OTD students will purchase the doctoral regalia package with a sage green hood.

### **PHD/Doctorate Package**



## DEPARTMENT OF OCCUPATIONAL AND RECREATIONAL THERAPIES POLICIES AND PROCEDURES

### **Scholastic Standards**

Students accepted to the Department are expected to demonstrate the same academic zeal they had prior to their admission. The ability to function at a leadership level as an occupational therapist will depend upon the extent of additional knowledge gained. The faculty, therefore, encourage you to maintain the highest level of achievement. Students will be encouraged to demonstrate high scholastic standards as well as professional behavior standards. Our goal as a faculty is to assist you toward your goals as a professional.

A major goal of this program is to refine a student's scholarly oral and written communication skills. It is expected that students enter the program with the ability to write in clear sentences in organized paragraphs that demonstrate smooth flow from one paragraph to the next. Correct and consistent use of the formatting style of the American Psychological Association in manuscript layout and referencing is mandatory. It is also expected that students will only turn in work that has been proof-read carefully. Faculty reserve the right to return submissions to the student that do not demonstrate this careful attention to detail.

### **Academic Standing and Academic Probation**

All actions related to changes in academic standing including probation will be documented in writing and student will be notified as well as the student's advisor.

All required classes (including electives) in the program must be taken for a grade. Students must receive a grade of B- or above to be considered to have passed a class. If a student's cumulative grade point average is a 2.999, or if a student gets a B- in a course, said student will be placed on academic probation. The student will be notified in writing if this occurs. A student on probationary status will have a conversation with the OTD Program Director for academic counseling or another appropriate remediation will be arranged. The student will be held to a learning contract to assist the student in strengthening their academic skills.

Students may not have a cumulative GPA of 2.999 OR earn a B- or below in more than one course in the required occupational therapy doctoral courses (including their stated electives) and remain in the program. If any of the above situations occur so that a student would be considered on academic probation a second time during the course of study in the program, the student will be dismissed unless there are extremely compelling reasons to retain said student. In which case, the faculty of the Department will meet to consider any special circumstances. In most cases the minimum 3.0 GPA is calculated for each semester and is not met by a cumulative GPA calculated across the semesters.

If a student earns below a B- in a single course more than once, during the program, the Department faculty will review the student's performance in the program. The student will be notified of this process and issued a warning that a third grade below B-

in any course work may be grounds for dismissal from the program unless there are compelling reasons to allow the student to continue. At the time of notification, a learning contract may be required that will be administered by the OTD Program Director to assist said student in finding new strategies to attain the necessary grades and content information inherent in each course to successfully complete the program and raise said GPA. Failure on the part of the student to comply with the learning contract may also constitute grounds for dismissal from the program.

Occasionally a student may be admitted to the program under probationary or special status. This status may be considered as the equivalent of one semester on probation thus requiring a minimum 3.0 GPA in required courses in the program for every remaining semester. The student will be notified in writing of all actions taken.

The grade for capstone credits each semester will be determined by the amount of progress the student actually made during that semester. If a student is making acceptable progress towards completion of his or her capstone, the capstone classes earn a "T" grade. The "T" grade remains in the student record until the work is completed and a letter grade is reported to the Registrar. If a student earns an unsatisfactory progress grade in one semester of Capstone, said student will earn an "I" grade and will be placed on academic probation. If the student earns a 2<sup>nd</sup> unsatisfactory progress grade in a subsequent semester, he or she will be dismissed from the program unless there are compelling reasons to allow the student to continue. Students must successfully defend their capstone proposal by the end of the 2<sup>nd</sup> semester of capstone credits to continue in the program. Students must complete the capstone project within 5 semesters (Fall/Spring) of capstone.

Students are expected to conduct themselves in accordance with the University Code of Students Rights and Responsibilities (see General Catalog) and the Code of Ethics of the American Occupational Therapy Association (see Appendix C). Students should realize that they are representing themselves as well as the University of Utah, the Department and the profession. Any violation of student standards or professional codes of ethics will be subject to disciplinary review per the University Student Code (see General Catalog).

### **Writing Competency**

Writing is an expression of ideas that reflects critical reasoning skills, problem-solving, and higher level thinking skills (Rhodes, 2010). Students in the University of Utah Occupational Therapy Post-Professional Clinical Doctorate Degree (OTD) are expected to demonstrate clear, grammatically-correct, and coherent writing work while in the program. One of the major outcomes of the University of Utah post-professional clinical doctorate is to graduate competent scholarly writers as many advanced positions, whether in academia or not, require the ability to provide a clear, concise, well-argued written position on a topic.

Work in the OTD program culminates in a scholarly project and manuscript that that reflects each student's unique interests, the ability to synthesize evidence, and to write a scholarly paper. Many students who enter the program are less proficient in writing

skills as their daily work has not required this type of scholarly writing. Through practice, attention to the American Psychological Association Writing Style Manual, and integrating feedback given by faculty on written assignments, students develop proficient writing skills, if they do not already possess them. Having honed these writing skills prior to entering into the Capstone project is critical for successful and timely completion of the Capstone. Therefore, a writing competency that students must meet prior to starting Capstone credits was initiated. The Capstone project represents the culminating learning activity of the degree in which students.

The writing competency is comprised of passing identified writing assignments in regular OTD classes before starting Capstone classes. The writing competency assignments are in the following courses:

- OC TH 7302 Evidence-Based Practice and Research – Final Paper
- OC TH 7352 Evidence-Based Practice and Research II – Final Proposal Assignment
- OC TH 7022 Critical Analysis of Occupational Science – Occupational Science Scholarly Paper
- OC TH 7152 Culture and Occupation – Final Integrating Paper
- OC TH 7272 Program Development and Grant Writing

These specific writing assignments were selected because they mostly closely approximate the type of high-level writing skills that the capstone paper requires. Students must have passed the writing competency by the time they finish these classes and before they take their first credits of Capstone. The rationale for the writing competency is that if students repeatedly cannot write these types of papers successfully, then it is unreasonable to expect them to be able to successfully engage in the capstone writing process.

Before taking capstone credits, each student must pass a writing competency. Before taking capstone credits, each student must pass the writing competency of the OTD within the first three semesters. Students must earn a grade of B- or higher in at least two designated writing competency papers assigned in the above courses. If a student does not earn a B- or better on the paper in EBPII, the student may not progress to Capstone and a remediation plan will be established. If a student earns a C+ or lower grade on any one competency paper in the above courses, the student will be placed on academic probation. At this time, the student is expected to devote significant time to writing skills (e.g. take an external writing course, learning contract) so that they will be able to earn a B- or better on the next writing competency paper. This likely will include obtaining outside help with scholarly writing skills. If a student earns a B- or better on the next writing competency paper, they will be moved off of academic probation. If the student earns C+ or lower grade on the second writing competency paper, he or she will no longer be able to continue in the program.

If a student receives a B-, PD writes an email that says  
“While this grade is passing, it raises concerns about the quality of your writing and your ability to successfully complete Capstone. It is strongly recommended that you seek writing supports, e.g. writing center.”

Rhodes, T. (ed.). *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities, 2010.

### **Writing Resources**

The Online Writing Lab allows students to submit drafts of their academic work (papers, thesis/dissertation chapters, and conference proposals, etc.), ask a writing fellow for specific feedback, and receive a response in a matter of days.

<http://writingcenter.utah.edu/graduate-services/e-tutoring.php>

Booth, W., Colomb, G. and Williams, J. (2008). *The Craft of Research*. Chicago, IL: University Of Chicago Press.

Coley, S. and Scheinberg, C. (2013). *Proposal Writing: Effective Grantsmanship*. Thousand Oaks, CA: Sage Publications, Inc..

Douglas, Y. (2015). *The Reader's Brain. How Neuroscience Can Make You a Better Writer*. Cambridge, UK: Cambridge University Press.

Whitney, R. and Davis, C. (2013). *A Writer's Toolkit for Occupational Therapy and Health Care Professional*. Bethesda, MD: AOTA Press.

### **Inclusion Statement**

The Department of Occupational and Recreational Therapies faculty and staff strive to provide an inclusive environment that fosters respect. This is supported by the following principles outlined by the Office for Inclusive Excellence. <http://respectu.utah.edu/>.

- We believe that inclusion and diversity are fundamental to the success of the university, and its students, staff, faculty, and administrators. A collective commitment to diversity and inclusion enriches learning and prepares students to become actively engaged in our local and global society as responsible citizens.
- We strive to nurture a culture of inclusion that respects the humanity of all peoples. We do not support acts of intolerance against another's race, ethnicity, age, sexual orientation, gender, gender identity and expression, ability, socioeconomic status, veteran status, size, national origin, language, religion or any other real or perceived differences based on an individual's identity.
- We aim to promote a climate of respect and shared responsibility that cultivates and sustains transformative practices by forging spaces of possibility where people feel safe, valued, welcomed, and respected. These ideals are intrinsic to collaborative partnerships and our University's mission "to serve the people of Utah and the world."

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of

Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

### **Safety and Wellness**

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>

Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close.

The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women's Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

### **Accommodation**

Reasonable accommodations will be made for any student with any type of disability. If you are a student with a documented disability, it is your responsibility to notify the appropriate people so that those accommodations can be made. The Center for Disability Services is located in 162 Olpin Student Union (801-581-5020). The center provides information and assistance related to accommodations, equipment, support services, awareness and rehabilitation services. If you need assistance with this procedure, the administrative assistant or Director of the OTD program are willing to assist you.

It is the responsibility of the student to discuss any condition or disability that impacts his/her ability to fully take advantage of the learning opportunity being offered as soon as possible, preferably at the beginning of the class so that accommodations can be made proactively. Accommodations especially related to grading typically will not be invoked retroactively. Because of confidentiality policies, faculty will not share the information about a student's accommodation needs. It is the responsibility of the student to inform each instructor of any accommodation.

### **Minimum Continuous Registration**

All graduate students must be registered for at least one course from the time of formal admission through completion of all course requirements for the degree they are seeking, unless granted an official leave of absence. Students are not expected to register for summer term unless their plan requires a class. Students must, however, be registered during fall and spring term to maintain enrollment. If students do not comply with this continuous registration policy and do not obtain an official leave of absence,



they will be automatically discontinued from graduate study. In this case, students will be required to reapply for admission to the University through Graduate Admissions upon approval of the home department. Students should be registered for graduate level courses (6000-7000 level for doctoral) until they have completed all requirements for the degree including the capstone defense.

### **Leave of Absence**

A leave of absence may be granted following graduate school guidelines. Forms are available on the Graduate School website. It is recommended that you consult with the OTD Program Director. Students who wish to discontinue their studies for one or more semesters (other than summer term) must complete a Graduate School [Request for Leave of Absence Form](#).

[<https://gradschool.utah.edu/graduate-catalog/registration/>]. The form must be approved and signed by the Supervisory Committee Chair and Department Chair and then forwarded to the Dean of The Graduate School for approval. Requests for leaves of absence may be granted for up to one year

If a student takes a leave of absence for more than one year, they must reapply to the program. Courses taken more than 3 years prior to readmission will not count toward the OTD degree and must be retaken.

### **Parental Leave Accommodation**

Graduate students who need time off for care-giving and bonding with a newborn or adopted child can request accommodations or a leave of absence. Accommodations may include, but are not limited to, compensation, reduced work schedules, extended deadlines or eligibility clocks, modifications to course or lab work, or remote participation in classes. Students must first submit a written request to their Department Chair. If a student is receiving an assistantship or fellowship, a leave of absence will not jeopardize their research or teaching position, provided that the original funding mechanism is viable at the time of their return. Discussions among the Department Chair, Principal Investigator of the respective funding mechanism (if applicable), and student must occur, and an agreement/ memorandum of understanding must be signed by all three parties, prior to the student taking leave. This agreement/memorandum of understanding will document specifics of the accommodations.

Graduate students may take a period of up to a total of 12 work weeks within any 12 month period for a parental leave of absence by submitting a Graduate Student Request for Leave Form to their Department Chair at least two weeks prior to the requested leave date. If a student is receiving an assistantship, a leave of absence may result in termination of that position depending on the specifics of the internal or external grant that is funding the student. Students who are funded by grants external to The University of Utah must follow the rules of the granting agency with respect to absences from academic and research work. If the leave begins before a semester ends, an incomplete for course work is possible if the student has completed at least 80% of the coursework before the end of the semester.

Students who wish to discontinue their studies for one or more semesters (other than summer term) must complete a [Request for Leave of Absence Form](#) (see above). The form must be approved and signed by the Supervisory Committee Chair and Department Chair and then forwarded to the Dean of The Graduate School for approval. Requests for leaves of absence may be granted for up to one year for circumstances including parental leave to care for a newborn or newly adopted child.

Graduate students who experience a medical condition associated with their pregnancy and need accommodations recommended by their medical provider should contact the University's Title IX Coordinator. The Title IX Coordinator will work with the student, cognizant faculty, and administration, to determine what accommodations are reasonable and effective.

### **Timely Completion of the OTD Degree**

It is expected that each student should be able to complete all coursework for the OTD degree in 4 years, if entering with a masters, or 5 years, if entering with a bachelors. Students must complete their Capstone project within 5 semesters (from beginning of Capstone credits until completion). This does not include summer or formal leave of absence. If a student does not finish their capstone in 5 semesters, the student will be dismissed from the program, unless there are mitigating circumstances and the student has communicated such circumstances to his or her Capstone Advisory Committee Chair in advance.

### **Rights of Appeal**

Any student wishing to appeal a grade or the decision of faculty regarding his or her performance or right to continue in the program, may do so by adhering to the University of Utah Appeals Process as outlined in the Student Code.

<http://regulations.utah.edu/academics/6-400.php>

### **Academic Dishonesty**

The following section is excerpted from the Policy 6-400: Code of Student Rights and Responsibilities ("Student Code")

Please refer to <http://www.regulations.utah.edu/academics/6-400.html> for the entire text and for any references mentioned herein.

"Academic dishonesty" includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic dishonesty by intentionally helping or attempting to help another to commit an act of academic dishonesty.

1. "Cheating" involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination; submitting work for an in-class exam that has been prepared in advance; violating rules governing the administration of exams; having another person take an exam; altering one's work after the work has been returned and

before resubmitting it; violating any rules relating to academic conduct of a course or program.

2. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both faculty members.
3. "Plagiarism" means the unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit, or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other person's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. It does not include honest error.
4. "Fabrication or falsification" includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; and selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

#### B. Academic Misconduct

A student who engages in academic misconduct as defined in Part I.B. may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

1. Any person who observes or discovers academic misconduct by a student should file a written complaint with the faculty member responsible for the pertinent academic activity within thirty (30) business days of the date of discovery of the alleged violation.
2. A faculty member who discovers or receives a complaint of misconduct relating to an academic activity for which the faculty member is responsible shall take action under this code and impose an appropriate sanction for the misconduct.
3. Upon receipt of a complaint or discovery of academic misconduct, the faculty member shall make reasonable efforts to discuss the alleged academic misconduct with the accused student no later than twenty (20) business days after receipt of the complaint, and give the student an opportunity to respond. Within ten (10) business days thereafter, the faculty member shall give the student written notice of the academic sanction, if any, to be taken and the student's right to appeal the academic sanction to the Academic Appeals Committee for the college offering the course. Such sanctions may include requiring the student to rewrite a paper(s) or retake an exam(s), a grade reduction, a failing grade for the exercise, or a failing grade for the course<sup>(2)</sup>. In no event shall the academic sanction imposed by the faculty member be more severe than a failing grade for the course.
4. If the faculty member imposes the sanction of a failing grade for the course, the faculty member shall, within ten (10) business days of imposing the sanction, notify in writing, the chair<sup>(3)</sup> of the student's home department<sup>(4)</sup> and the senior vice

president for academic affairs or senior vice president for health sciences, as appropriate, of the academic misconduct and the circumstances which the faculty member believes support the imposition of a failing grade. If the sanction imposed by the faculty member is less than a failing grade for the course, the faculty member should report the misconduct to the dean or chair of the student's home department or college.<sup>(5)</sup> Each college shall develop a policy specifying the dean and/or the chair as the appropriate person to receive notice of sanctions less than a failing grade for the course.

5. A student who believes that the academic sanction given by the faculty member is arbitrary or capricious should discuss the academic sanction with the faculty member and attempt to resolve the disagreement. If the student and faculty member are unable to resolve the disagreement, the student may appeal the academic sanction to the Academic Appeals Committee for the college offering the course within fifteen (15) business days of receiving written notice of the academic sanction.
6. If the faculty member, chair or vice president believes that the student's academic misconduct warrants an academic sanction of probation, suspension or dismissal from a program, suspension or dismissal from the University, or revocation of a student's degree or certificate, he/she may, within thirty (30) business days of receiving notice of the misconduct, prepare a complaint with recommendations, refer the matter to the chair or dean's designee of the student's home department or college,<sup>(6)</sup> and notify the student of the complaint and recommendation. The chair and/or dean's designee of the home department/college may undertake an investigation of the allegations and recommendations set forth in the complaint. Within ten (10) business days of receipt of the complaint, the chair and/or dean's designee shall forward the complaint and recommendation to the Academic Appeals Committee of the home college for proceedings in accordance with Section C, below, and so notify the student in writing. The chair and/or dean may accompany the complaint with his/her own recommendation supporting or opposing the sanction sought in the complaint. The person initiating the original complaint continues as the complainant in the case unless that person and the chair/dean's designee both agree that the latter shall become the complainant. If the student has appealed the academic sanction imposed by the faculty member, the time periods set forth in this paragraph may be extended until ten (10) business days after the resolution of the student's appeal.
7. If a department chair, the dean, the senior vice president for academic affairs and/or the senior vice president for health sciences, become aware of multiple acts of academic misconduct by a student, they or their designees may, within thirty (30) business days after receiving notice of the last act of misconduct,<sup>(7)</sup> prepare a complaint with recommendations for probation, suspension or dismissal from a program, suspension or dismissal from the University, or revocation of a degree or certificate, and refer the matter to the Academic Appeals Committee of the student's home college<sup>(8)</sup> for proceedings in accordance with Section C, below, and so notify the student in writing.

## **Financial Aid**

Financial assistance is offered through the Office of Financial Aid and Scholarship in the Student Services Building 105 SSB, (801) 581-6211 or <http://www.sa.utah.edu/finance>.

## **Tuition**

Tuition for the Post-professional OTD will be assessed at the general graduate tuition rate. Calculate your tuition based on the number of credits per semester. View [tuition rates and schedules](#) and [sample tuition](#). All students pay resident tuition rates for the summer semester. Students residing in one of the qualifying WRGP states will have their tuition adjusted to the resident rate prior to the semester start. Students do not need to change residency classification to benefit from the WRGP. All students pay resident tuition rates for the summer semester.

## **Residency**

Tuition at the University of Utah is charged at differential rates for residents versus non-residents. Non-resident students residing in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, North Dakota, Oregon, South Dakota, Washington, or Wyoming will have their tuition adjusted to the resident rate prior to the semester start due to our participation in Western Regional Graduate Program (WRGP) of the Western Interstate Commission for Higher Education (WICHE) <http://www.wiche.edu/wrgp>. This program makes high-quality, distinctive graduate programs and healthcare-related programs available to students of the West at the resident tuition rate. Students do not need to change residency classification to benefit from the WRGP.

## **HIPAA**

We adhere to all HIPAA (Health Insurance Portability and Accountability Act) regulations and require students to complete education modules annually. This training must be completed by September 1 of each year they are in the program. To complete the modules access the University of Utah website ([www.utah.edu](http://www.utah.edu)) A-Z index and select "EDUCAT". Log in using your ID and select "my E-learning lessons" under the "E-learning" tab. Please refer to the following website for additional information: <http://uuhsc.utah.edu/privacy/>.

## **Computer Requirements**

### General System Requirements:

- Mac or PC, desktop or laptop
- Microphone and web camera for Skype type use
- Newest version of Adobe Flash Player
- Web Browser - Internet Explorer is NOT supported in Canvas applications. Use Google Chrome (recommended) or Firefox for PC – Firefox or Safari for Mac
- Microsoft Office - free of charge at [http://software.utah.edu/news/ms\\_/campus\\_agreement/student\\_licenses.php](http://software.utah.edu/news/ms_/campus_agreement/student_licenses.php)
- Video Card: at least 64MB of video memory
- Sound Card: at least 16-bit

### Computer Speed and Processor:

- Use a computer 5 years old or newer when possible

- 1GB of RAM
- 2GHz processor

#### Operating Systems:

- Windows 7 and newer (users on Windows 10 need to download the [Windows 10 Anniversary Update](#) to submit Canvas assignments)
- Mac OSX 10.6 and newer
- Linux - chromeOS

#### Internet Speed:

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

#### Mobile Operating System Native App Support:

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer

\*Requirements subject to change. When in doubt, please consult with us before purchasing new equipment.

### **Libraries**

Campus libraries include:

- a) Marriott Library (general campus library)  
<http://www.lib.utah.edu/portal/site/marriottlibrary/>
- b) Eccles Health Sciences Library <http://library.med.utah.edu/>
- c) Consortium Privileges to several of the university and college libraries in the State, as well as those located at the UU Health Sciences Center, Intermountain Primary Children's Hospital and the Veterans Administration Medical Center.

Each library provides textbooks, journals, and references to check out to registered students. Audio/visual and computer facilities are located in each facility for use by students. It is important as an on-line student that you register remotely with the libraries so that you have access to all the resources, not just the public resources.

### **APA Style**

The Publication Manual of the American Psychological Association 6<sup>th</sup> Edition is used by the Department of Occupational and Recreational Therapies for all papers and many of the assignments. You may also access electronic resources for APA style such as the Purdue Online Writing Lab (OWL) @ <http://owl.english.purdue.edu/>

### **University Email Policy**

#### **INTRODUCTION:**

Each student is issued a University Network ID (UNID) and email (UMail) account for use throughout the time the student is registered for classes at The University of Utah. Accordingly, email is an available mechanism for official communication between the University and students. Email services are provided to students of the University of Utah in support of the teaching, learning and research mission of the University and the administrative functions to carry out that mission. Email may not be used for unlawful activities.

#### **POLICY:**

A University assigned student email account shall be the University's official means of communication with all University of Utah students. The University reserves the right to send official communications to students by email with the full expectation that students will receive email and read these emails in a timely fashion.

Students are expected to check their UMail account on a frequent and consistent basis in order to stay current with university-related communications. Students must insure that there is sufficient space in their accounts to allow for email to be delivered. Students have the responsibility to recognize that certain communications may be time-critical. Students will not be held responsible for an interruption in their ability to access a message if system malfunctions or other system-related problems prevent timely delivery of, or access to, that message (e.g., power outages or email system viruses).

#### **COURSE RELATED USE OF EMAIL:**

Faculty may assume that a student's official university email is a valid mechanism for communicating with a student, although faculty should exercise caution about including sensitive data, such as grades, in email messages. This policy will ensure that all students will be able to comply with course requirements communicated to them by email from their course instructors.

### **Immunization Requirement**

This Policy affects all matriculated students admitted to the University who were born after December 31, 1956 and who are enrolled at the University of Utah.

#### **Why a Second Measles and Mumps Vaccine?**

Prior to July 1, 1992, the Utah State Department of Health required only one dose of MMR vaccine for all students entering Utah schools, leaving those students who were already in the school system inadequately immunized. Unfortunately, not everyone is immune to measles after one dose of vaccine. Therefore to ensure immunity, the **University requires all students to have 2 MMR vaccinations.**

#### **How Do I Prove That I Have Immunity to Measles, Mumps and Rubella?**

The Immunity requirements may be met by showing:

1. You must show dates you received **2** MMR vaccinations -- **after your first birthday** or
2. Results of a blood test (called a titer) proving measles, mumps, and rubella immunity.
3. Written documentation of having had measles or mumps diseases and a titer for rubella.

#### **What Do I Need To Do To Comply With This Requirement?**

1. If you have not received the immunization packet in the mail, visit <http://studenthealth.utah.edu> to print the "Proof of Immunity" form.
2. Retrieve past immunization records. Official forms that will verify immunization include:
  - Photocopy of medical records;



- Statement or photocopy of records from doctor/health care provider;
- State or international immunization records of vaccinations;
- Primary or secondary school records of vaccinations;
- Immunization records from another college or university attended;
- Military records;
- Documentation of measles, mumps, or rubella blood test(s)/titer(s) showing immunity.

If verification from any of the above sources is unavailable, or you still need another MMR vaccination, then you will need to do ONE of the following:

- Receive the vaccine from your health care provider or local health department prior participating in classes;
- Obtain the necessary blood test(s) from your health care provider to prove immunity;

Complete the immunization record, including the month and year of the immunizations.

#### What If I Don't Comply?

NONCOMPLIANCE = REGISTRATION HOLD

Students who are inadequately immunized will be given until the second Friday of their first semester to comply with this requirement. If you have not complied by this time, a hold will be placed on your registration until the requirement has been met.

#### What If I Have a Reason Not To Be Immunized?

EXEMPTIONS TO THE IMMUNIZATION REQUIREMENT INCLUDE:

##### MEDICAL

1. You are sick right now with something more serious than a cold.
2. You had an allergic reaction to eating eggs so serious that it required medical treatment (does not apply to the rubella vaccine).
3. You have cancer, leukemia, or lymphoma.
4. You have a disease that lowers the body's resistance to infection.
5. You take a drug that lowers the body's resistance to infection (such as cortisone, prednisone, or certain anti-cancer drugs).
6. You have received gamma globulin (immune globulin) within the preceding three months.
7. You had an allergic reaction to an antibiotic called neomycin so serious that it required medical treatment.
8. You are pregnant or plan to become pregnant within the next three months.

##### RELIGIOUS

1. You can demonstrate you hold sincere religious beliefs against immunizations.

Only students with these medical contraindications or religious doctrine against immunization will be considered for exemption. All medical exemptions must be signed by both a health care provider and the student. All religious exemptions require completion of a Religious Exemption form available at the Student Health Service.

#### What If I Have More Questions Or Need Help?

Contact the Immunization Program Office (801) 585-6009, Fax (801) 585-5294 or write to:



Kerry Hill, Immunization Program Manager  
Immunization Program Office  
University of Utah  
Student Health Service  
Madsen Health Center, Level 1  
555 Foothill Boulevard  
Salt Lake City, UT 84112-1105  
[kerry.hill@shs.utah.edu](mailto:kerry.hill@shs.utah.edu)

## CAPSTONE MANUAL

A scholarly Capstone Project is required as a part of the OTD degree. The capstone project reflects the synthesis of knowledge, reflective practice and skills developed during the OTD program. All projects will consist of project development, implementation, and evaluation. This is an independent project crafted in conjunction with the student's faculty chair and committee members. Students must complete at least 6 credits of OC TH 7972. When registering for OC TH 7972, choose the section that lists your research chair as the instructor. Students will need to continue registration in OC TH 7972 until the capstone is completed (excluding summer). Students should discuss capstone registration with their research chair. Capstone credits may not be used to fulfill elective course requirements. Capstone defenses must occur in fall or spring semesters.

All students must attend the Capstone Project Orientation provided either prior to the first Capstone semester or the first week of the first Capstone semester. This orientation will take place as a conference one evening that week through Canvas. If the student misses this orientation, he or she will be required to view the Capstone Project Orientation module in the Post-Professional OTD Access class by the beginning of week 2 of that semester. Students who miss the orientation will need to email Kelly Brown ([Kelly.Brown@hsc.utah.edu](mailto:Kelly.Brown@hsc.utah.edu)) that they have viewed and understood the Capstone Project Orientation module.

### **Purpose of the Capstone Project**

The primary purpose of the capstone project is to focus the student on the development, implementation, and evaluation of a project related to their area of practice. Examples of projects include, but are not limited to,

- 1) Research Study
- 2) Clinical program development
- 3) Academic program development
- 4) Academic or continuing education course development
- 5) Leadership or policy program development
- 6) Workbook or manual development

Students may wish to use early classes and electives to explore literature & possible topics. All papers must be original, however, students may build upon literature reviews from EBP I & II for the capstone proposal, but it cannot be the same paper. Students will work closely with their capstone mentor and be supported by their capstone project advisory committee in translating theory and evidence into their project. Through the Capstone project, the student will demonstrate his/her understanding of new Occupational Therapy concepts/knowledge and the ability to lead and practice at the highest level of professional practice. The project offers the student an opportunity to demonstrate skills as an innovative leader and master practitioner at the doctoral practice level.

### **Capstone Project Advisory Committee**

The student will be assigned a Capstone Project Mentor from among the faculty of the University of Utah Department of Occupational and Recreational Therapies faculty. The mentor will be a faculty member whose expertise most closely matches the interest area of the student. The mentor will be assigned by the 3<sup>rd</sup> week of OC TH 7972 Capstone Project. The Capstone Project Advisory Committee must be established by the middle of OC TH 7972 Capstone Project. The request for capstone project advisory committee must be submitted to the project mentor. If the third committee member is not a University of Utah affiliate, a resume must be submitted to the Department program manager.

The role of the Capstone Project mentor, in conjunction with the Committee, is to mentor the student in the development and implementation of the Capstone Project Proposal, Project Implementation and Evaluation, and Scholarly Manuscript. This will be accomplished by a series of meetings with the OC TH 7972 Capstone Project professor, the Capstone mentor and the Committee. These meetings are designed to develop, critique, and focus the student's work. The Mentor and Committee are expected to provide guidance throughout the process and to assist the student to prepare for the Capstone Project Proposal Defense, oral seminar presentation, scholarly manuscript, and submission of manuscript to a professional publication. Committee members are expected to communicate with each other and attend the Defense and seminar presentation.

The Committee consists of three (3) advisors:

- 1) Chair (mentor) – One Capstone Project full-time faculty member from the Occupational Therapy faculty of the University of Utah holding a doctoral degree.
- 2) Committee Member – One faculty member from the Occupational Therapy faculty of the University of Utah holding a doctoral degree
- 3) Committee Member – One member with a doctoral degree who has expertise in the Capstone Project topic area from outside the Department of Occupational and Recreational Therapies

### **Capstone Project Committee Student Responsibilities**

It is the responsibility of the student to:

- 1) Initiate contact with his/her capstone project chair to set up weekly meetings.
- 2) Discuss with chair possibilities for 2nd and 3rd members of Capstone Project Advisory Committee
- 3) Initiate the request to the desired 2nd and 3rd committee members. Obtain CV from a member outside of the Department of Occupational and Recreational Therapies. Communicate acceptance to chair, and send CV of outside members. If acceptance is not obtained, discuss alternate person(s) with chair.
- 4) Complete Capstone Project Advisory Committee form
- 5) Communicate regularly with chair regarding progress, goals, plans, changes, questions, etc. Involve other committee members as needed for guidance.
- 6) Schedule capstone project proposal defense.

- 7) Read and comply with all relevant policies and procedures as set forth by the Department of Occupational and Recreational Therapies, the Capstone Project, the College of Health, and the University of Utah Graduate School.
- 8) Report problems and delays of progress in completing the Capstone Project Proposal, final project and/or scholarly manuscript to the Capstone Project Chair.

### **Capstone Project Proposal**

The Capstone Project is designed to be completed with "Capstone in Occupational Therapy" credits. The student must take 3 credits of "Capstone in Occupational Therapy" the first semester they begin the Capstone project. Typically, they will also take 3 credits the 2<sup>nd</sup> semester of their Capstone project. The number of credits of subsequent Capstone credits will depend on how much work the student and mentoring faculty need to accomplish. Students may work on Capstone activities independently during the summer, but will have only very limited faculty input during the summer as faculty are not on contract.

Each Capstone project will consist of

- 1) 1 scholarly paper, done in 2 parts. The level of writing is expected to be at a doctoral level reflecting concise, thorough, and clear elucidation of concepts, synthesis of the literature, and smooth flow achieved by powerful transition statements. Correct APA style referencing and paper format is mandatory.
  - a. The **Capstone Proposal** consists of:
    - i. A literature review that synthesizes the literature (theory and evidence) that provides the rationale for the project by identifying what is known about the domain of study and the gaps in knowledge that exist within this domain.
    - ii. A description of the method(s) that will be used to achieve the project
    - iii. An evaluation plan
  - b. The **final Capstone Document** consists of:
  - c. The literature review that synthesized the literature (theory and evidence) that provided the rationale for the project by identifying what is known about the domain of study and the gaps in knowledge that exist within this domain. There may need to be an update to this literature review if there has been new knowledge since the literature review was completed.
  - d. A description of the method(s) that were used to achieve the project and how it was evaluated
  - e. A description of the results of the implementation and evaluation
  - f. A discussion in which the results from the implementation and evaluation is interpreted in light of the already existing knowledge presented in the literature review and any new knowledge since the literature review was completed.
- 2) Oral defense to the Capstone Advisory Committee of the Capstone Proposal.

- 3) Implementation of at least a portion of the project (to be determined by the Capstone Project Advisory Committee in collaboration with the student) (this step is irrelevant if project is secondary data analysis or chart review)
- 4) Presentation of the final project to the faculty and potentially fellow students via online synchronous seminar

During the first semester of Capstone in OT, the student ideally should finalize the plan for the project and complete the literature review, the description of the method(s), and the evaluation plan (step 1a and 2 above). Accomplishing these tasks will take consistent, diligent work from the student. The student will send the proposal to the other committee members only when approved to do so by the Capstone Chair, and a minimum of one week prior to the proposal defense. Frequent communication with the Committee Chair is strongly encouraged. It is suggested that the student adhere to the following timeline (or reasonable alteration of the timeline planned in conjunction with his/her Committee Chair):

Weekly or biweekly meetings with the Committee Chair

Week 3: turn in draft of proposal

As all students enter Capstone at various levels of Capstone planning, this submission may be a preliminary work, such as annotated bibliography, just the literature review, etc. – what is the appropriate submission will depend on the maturity of the project development and will be determined by the Committee

Chair.

Week 6: 2<sup>nd</sup> draft of proposal

It is expected that this draft will include literature review and methods. If the first draft

already included those, then the first page should be a table of the revisions requested, how the paper was revised and on what page to find those

revisions – in

text revisions should be in italic

Week 9: 3<sup>rd</sup> draft of proposal

This draft will be submitted to the Committee Chair and a fellow student for feedback. The first page should be a table of the revisions requested, how the paper was revised and on what page to find those revisions – in text revisions should be in italic

Chair decides if proposal defense is a realistic option based on the quality and completeness of the proposal. If so, schedule the committee meeting

Week 11: 4<sup>th</sup> draft of proposal

The first page should be a table of the revisions requested, how the paper was revised and on what page to find those revisions – in text revisions should be in italic.

If draft is not 95% complete, proposal defense will not occur

Week 12: Proposal defense

Week 13-15: Make final edits on proposal. Submit IRB and/or for other needed approvals (e.g., your institution) if applicable

Faculty will return feedback to students within 1 week unless the faculty has communicated ahead of time to the student an alternative feedback due date. Delay in submission of proposal drafts may result in delayed feedback to the student based on the current workload of the faculty member.

Some students may need additional time to complete the proposal process. In such cases, the schedule of submissions will be determined by the Committee Chair. Students who do not complete the Capstone proposal by the end of 6 credits of Capstone in Occupational Therapy will be dismissed from the program unless there are significant mitigating circumstances and the student has communicated such circumstances to his or her Capstone Advisory Committee Chair in advance. Implementation, write up of results and discussion will occur during subsequent semesters of Capstone in OT (steps 1b, 3-5). The letter grade for capstone credits each semester will be determined by the amount of progress the student actually made during that semester. If a student is making acceptable progress towards completion of his or her capstone, the capstone classes earn a "T" grade. The "T" grade remains in the student record until the work is completed and a letter grade for all Capstone in Occupational Therapy credits is reported to the Registrar. Some students may be able to finish their project over 2 semesters, but it is more likely that completing the capstone project will take longer than this. Students will continue to enroll in Capstone in OT until the capstone is completed. After 6 credits of Capstone in OT are taken, the student should work with his/her capstone mentor to determine how many credits of Capstone in OT he or she should take each subsequent semester. The determination is made on the amount of work remaining to complete the capstone. Students who fail to complete their Capstone project within 5 semesters (from beginning of Capstone credits until completion) will be dismissed from the program, unless there are mitigating circumstances and the student has communicated such circumstances to his or her Capstone Advisory Committee Chair in advance.

Those students whose project lend themselves to publication will be encouraged to write a publication-ready version of their project. The faculty mentor, and potentially other members of the Capstone Advisory Committee, will be co-authors on this paper, with the student being the lead author. Writing the paper may occur during the final Capstone semester or after the Capstone is finished. If the latter, the student may complete this paper without taking additional Capstone credits. If the student chooses to not write the paper, then the faculty mentor may take over the writing of the publishable paper and will become the first author. The student will be a co-author. Students who are planning a career in academics or students who are already employed full-time in academia should plan on writing a publishable paper as scholarship is a requirement in nearly all faculty jobs, regardless of the type of institution.

### **Capstone Project Proposal Defense and Final Defense**

Prior to implementing the Capstone Project, the student must defend the Capstone Proposal before his/her Capstone Project Advisory Committee. The proposal defense is to ensure that the project planned by the student is 1) of sufficient academic rigor to meet Capstone Project requirements, 2) is reflective of a doctoral-level project, 3) scientifically and clinically sound and likely to contribute to the knowledge base of

Occupational Therapy, and 4) serves as a contract between the student and the Committee regarding the agreed upon work necessary to earn a passing grade in Capstone.

The Capstone Proposal Defense can be scheduled at any time after the Chair deems that the student's project is sufficiently planned and in written form. **It is the student's responsibility to coordinate/schedule a defense date with his or her Capstone Project Advisory Committee.** The Capstone Proposal must be successfully defended before the student can begin the process of obtaining formal approvals that are needed to implement the project (e.g., Institutional Review Board, approvals for program implementation from the institution in which the program will be implemented, etc.). Due to the inability of the student to control the time frame of receiving such institutional approvals, which can take a month or longer to obtain, it is critical for the student to have a clear understanding of the ramifications of proposal defense dates. For students who hold their defenses at the beginning of the Capstone II class, project implementation could be delayed until fairly late in the semester, most likely necessitating continuation of the Capstone Project into the following semester via OC TH 7902 Independent Study. The student should be aware that faculty availability is limited during May, June, July, and the beginning of August.

The Capstone Project Proposal Defense is a formal presentation of the Capstone Project followed by a question and answer period between the student and the Capstone Project Advisory Committee. Each member of the Capstone Project Advisory Committee must attend the defense in person or via audio or video teleconference. The Committee will decide to pass the proposal, pass the proposal with modifications, or fail the proposal. If the Committee vote is failure, the student will be required to retake the Capstone class. The student will be dismissed from the program if a second failing grade is received.\* Students have 1 year after taking the second Capstone class to complete the capstone project. Students must register for at least one credit of Capstone until the capstone project is completed not to include summer semester. This is to be negotiated with the capstone chair.

\*Students must speak with their Capstone Project Chair regarding extenuating circumstances (i.e., illness, family emergency, etc.) that affect the progression of the Capstone Project Proposal and/or Capstone Project. Each situation will be evaluated on a case by case basis with individual plans of action being developed.

### **Capstone Grading**

Grading for the Capstone will happen in two phases; the first phase is for the proposal, and the second is for the final defense. Grading for proposal defense and the final defense will be based on both the writing components and the oral presentation. For the capstone paper (whether proposal or final), a student's grade will be based on how many rounds of edits/ feedback is given, the degree of feedback, the student's response to and integration of the faculty feedback, and the quality of the final paper. Grading for the oral presentation will be based on the quality and clarity of the presentation, and the student's ability to skillfully answer questions about their area of scholarship. Students must earn a B- or better for both the proposal phase and the final defense.

### **Specific Instructions for Various Capstone Projects**

Projects should be written (or converted into) using Microsoft Word. The print should be double-spaced in 11 or 12 point font using Ariel or Times New Roman Font. Margins should be at least 1" on all sides. The project write-up should be in American Psychology Association format (i.e., headings, references).

#### **I. Research project**

- A. Title page – Includes title, author, date, statement "in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah"
- B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying "of course this is a problem that needs to be addressed and of course the writer will address the problem in the manner suggested." It consists of:
  1. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.
  2. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding of the problem and its possible solutions. This may include frameworks or models in addition to theories. It should include a thorough description of the current status of knowledge in the domain of study and identify gaps in the knowledge that the project will address.
  3. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge regarding the problem, where the holes in our knowledge are, and a broad statement of how the writer plans to plug that hole in the knowledge. It should include a research question(s) and/or hypothesis(es)
- B. Methods – this section describes in detail how the writer plans to answer the question(s) or test the hypothesis(es). There should be enough detail so a different researcher could replicate the study. In the proposal, this section is written in the future tense. In your final write up of your project, you will convert this section to past tense. The methods section includes:
  1. Design – In one or two sentences, describe the design of the research study (e.g., single subject study, double-blind randomized parallel group study, grounded theory, narrative analysis, etc.)
  2. Participants – describe who the participants in your study will be. Include inclusion and exclusion criteria (how you decide whether someone gets to participate in your study or not). Describe where you will recruit them from.
  3. Outcome Measures – You may or may not have this section. If you are running an intervention, you will. Describe what assessments you will use to determine if your intervention worked or not. (e.g., Stroke Impact Scale,



Canadian Occupational Performance Measure, Functional Independence Measure). If you are doing an observational study in which you are testing a process, you may still have a section like this in which you use assessments to characterize the sample. For example, if you were going to investigate how well elderly people can select a particular type of product from a supermarket shelf compared to younger people, you might want to measure their general intelligence (people often use the verbal analogies from the WAIS-R to do this), their perceptual skills, their general selective attention skills, etc. The assessments that you would use to measure these skills would be described here. You would probably title this section something other than "outcome measures". Discuss this with your Chair

4. Procedures – In this section, describe in detail what the participants do as part of your study in the order that the participant experiences the activities. If you assign subjects to different groups, you should describe that process here. You should describe any interventions you used. If you don't have an outcome measures section, then the activities used to test the hypothesis should be described here (check out some of the procedure sections in cognitive or biomechanical articles for examples). If you are doing a qualitative study, you should describe how you gather your data (interview, focus group, having the participants send you pictures that for them personally relate to your topic, etc.). This section can include figures, such as flow charts of how participants proceed through the study and pictures of study stimuli or tasks.
  5. Data analysis – Describe how the data will be/was analyzed. This should include a description of the descriptive and inferential statistics to be used. At the proposal stage, this is estimated as some of the specific methods used will depend on how the data appear after collection (e.g., whether parametric or nonparametric tests should be used). The section should include what you did to the data to get it into the form needed for analysis (e.g., for each participant, the trials in the valid condition were averaged followed by computation of the average reaction time in the valid condition across the participants in the experimental group; the data was transcribed verbatim and were analyzed using open, axial and selective coding to identify emergent themes and subthemes.)
- C. Results – This section will only appear in your final written project. It describes your results, but should not contain interpretation of your data. It should contain your statistical results (e.g., the reaction time in the valid trials was significantly shorter for individuals in the experimental compared to the control group,  $F(2,5) = ###$ ,  $p < ###$ ), or the themes that emerged. This section contains any tables or graphs or figures of the data.
- D. Discussion – This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and/or hypotheses. You should discuss the interpretation of your results in light of the literature. You should discuss the ramifications of your results for Occupational Therapy (and any other disciplines that you might want to talk about) or Occupational Science. You should discuss the limitations of your study.

- E. Summary/Conclusions – This section will only appear in your final written project. You should provide the reader with the take home message from your discussion. Be positive here. Despite limitations, your study suggests further understanding of your problem. Tell the reader what that is and some suggestions for future research.

## II. Clinical program development

- A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”
- B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying “of course this is a problem that needs to be addressed and of course the writer will address the problem in the manner suggested.” It consists of:
  - 1. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.
  - 2. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding of the problem and its possible solutions. This may include frameworks or models in addition to theories. It should include a thorough description of what the current status of knowledge in the domain of study and identify gaps in the knowledge that the project will address.
  - 3. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge regarding the problem and its solution, where the holes in our knowledge/service provision are, and a broad statement of how the writer plans to plug that hole in the knowledge/service provision with this program.
- C. Program description – In this section, describe all the steps that you have to go through in order to implement the program. Start with a needs assessment for your program. Describe the program's target group. Include inclusion and exclusion criteria and from where you will recruit the participants. Include a description of the context in which the program is intended to be implemented. Then describe the program. Include a schedule for the implementation. Include a plan for resource utilization (e.g., space, personnel, materials, equipment, etc.). This should include an estimated budget including a plan for obtaining the necessary funding for the program. As part of Capstone II, you will implement the program or a portion of the program.
- D. Program Evaluation – In this section, describe how you plan to test the effectiveness and quality of your program. Possible questions you might want answered include the outcomes of the participants including satisfaction, what was the burden of the program on the participants especially in light of the outcomes experienced, the smoothness with which the program was

- implemented, the burden on the personnel, did the personnel need more training, what was the impact on the facility, etc.
- E. Results - This section will only appear in your final written project. It describes your findings in relation to your program evaluation questions.
  - F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and goals. You should discuss the interpretation of your results in light of the literature. You should discuss the ramifications of your results for Occupational Therapy (and any other disciplines that you might want to talk about) or Occupational Science. Be sure to address the ramifications for your and similar facilities and potentially policy. You should discuss the limitations of your program and its evaluation.
  - G. Summary/Conclusions – This section will only appear in your final written project. You should provide the reader with the take home message from your discussion. Be positive here. Despite limitations, your program suggests further understanding of your problem. Tell the reader what that is and some suggestions for future steps with this or similar programs.

### III. Academic program development

- A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”
- B. Literature review – the literature review is a persuasive argument for your project. It should include the rationale for the design and the content of the program. At the end of the literature review, the reader should be saying “of course this is a program that needs to be developed” and the reader should have no surprises regarding what he or she finds in the description of the curriculum (i.e., “oh what a neat way to do this” is OK; “why in the heck is this in the design” is not). It consists of:
  - 1. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the purpose of the curriculum. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.
  - 2. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding of what constitutes good pedagogy. This may include frameworks or models in addition to theories. The literature must be used to support not only the content of the program, but the methods used to deliver the program as well.
  - 3. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge regarding and need for the curriculum, where the gaps in our knowledge/education provision are, and a broad statement of how the writer plans to plug that hole in the knowledge/education provision.
- C. Program Description
  - 1. Needs Assessment –

2. Vision and Mission statements – these are inspiring words that clearly and concisely convey the direction of the program. A Mission Statement defines the program's purpose and primary objectives. Vision statements also define the program's purpose, but they do so in terms of the program's values rather than bottom line measures (values are guiding beliefs about how things should be done.) The vision statement communicates both the purpose and values of the organization. The vision and mission of the program drive the curricular design.
  3. Curricular Design description – the curricular design drives the course sequence and content. The student should visit <http://www.aota.org/Educate/EdRes/Model-Curriculum.aspx> , the OT and OTA Model Curriculum (Educator-Researcher>Educator Resources>Model Curriculum), and read these documents.
  4. Proposed classes – this should include descriptions of the classes and their content
  5. Syllabi for 3 classes – These should be complete syllabi which include a semester schedule, student evaluation plan, and grading scale.
  6. A 3 year budget
  7. A marketing plan – This marketing plan should include how you will recruit faculty and students to your curriculum. Are there any other pieces to your program, such as Fieldwork sites and educators that you will have to develop? Make sure that you address the uniqueness of your market in developing this plan.
- D. Evaluation Plan – This section will describe your plan for evaluating your curricular program. You may, for example, develop questionnaires regarding the quality of the curriculum and send it to a group of people to judge the plan. You may gather qualitative data by interviewing individuals regarding their opinion of the curriculum.
- E. Results - This section will only appear in your final written project. It describes your findings in relation to your curricular evaluation questions.
- F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and goals. You should discuss the interpretation of your results in light of the literature. You should discuss the limitations of your curricular program and its evaluation.

#### IV. Academic or continuing education course development

- A. Title page – Includes title, author, date, statement "in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah"
- B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying "of course this is a course that needs to be developed," and the reader should have no surprises regarding what he or she finds in the description of the course. It consists of:
  1. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the

purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.

2. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding of what constitutes good pedagogy. This may include frameworks or models in addition to theories. This may include frameworks or models in addition to theories. The literature must be used to support not only the content of the program, but the methods used to deliver the program as well.
  3. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge regarding and need for the development of this type of course, where the holes in our knowledge/education provision are, and a broad statement of how the writer plans to plug that hole in the knowledge.
- C. Course description
1. Syllabus – This should be a complete syllabus which includes a semester/workshop schedule, learning objectives, student evaluation plan, and grading scale (if an academic course), textbooks, readings, and resources
  2. Lecture PowerPoint (or other appropriate form of presenting information to students) and course materials – develop the lectures for each of the classes to be held in the course. Develop course handouts.
  3. Describe the plan for the course readings – List the textbook and or other readings. Describe why you selected these materials.
  4. Describe the evaluation methods you will use to evaluate student learning. Provide sample tests and directions for assignments.
- D. Course evaluation- You must either give the continuing education course or 2 lectures of an academic class for this project. You must collect class evaluations from your attendees. You will need to determine what evaluation methods you will use to complete this evaluation.
- E. Results - This section will only appear in your final written project. It describes your findings in relation to your course evaluation questions.
- F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and goals. You should discuss the interpretation of your results in light of the literature. You should discuss the limitations of your curricular program and its evaluation

V. Leadership or policy program development

- A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”
- B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying “of course this is a problem that needs to be addressed and of course the writer will address the problem in the manner suggested.” It consists of:

1. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem/policy/administrative concern and its significance, the rationale for the project, and the purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.
  2. Background – this is an in-depth literature review and synthesis. It should include the problem/policy/administrative concern and its significance and the theoretical understanding of the problem and its possible solutions. This may include frameworks or models in addition to theories. It should include a thorough description of what the current status of knowledge is about the problem and its potential solutions.
  3. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current issue and a broad statement of how the writer plans to plug that hole in the knowledge through program implementation.
- C. Program description – In this section, describe all the steps that you have to go through in order to implement the leadership or policy program. Describe the intended audience for the leadership or policy program and how you will have access to this group. Include a description of the context in which the program is intended to be implemented. Then describe the program. Include a schedule for the implementation. Include a plan for resource utilization (e.g., space, personnel, materials, equipment, etc.). This should include an estimated budget.
- D. Program Evaluation – In this section, describe how you plan to test the effectiveness and quality of your program. This might include the number and quality of leadership opportunities, presentation of policy to administrators etc. Possible additional questions you might want to address are what was the burden of the program on the intended audience, the smoothness with which the program was implemented, the burden on the personnel, did the you or other personnel need more training.
- E. Results - This section will only appear in your final written project. It describes your findings in relation to your program evaluation questions.
- F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and goals. You should discuss the interpretation of your results in light of the literature. You should discuss the ramifications of your results for Occupational Therapy (and any other disciplines that you might want to talk about) or Occupational Science.

#### VI. Workbook or manual development

- A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”
- B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying “of course this is a textbook that needs to be developed,” and the reader should

have no surprises regarding what he or she finds in the textbook prospectus. It consists of:

1. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.
  2. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding of what constitutes quality presentation of information in textbooks. This may include frameworks or models in addition to theories.
  3. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge/information presentation and need for the development of this type of course, where the holes in our knowledge/education provision are, and a broad statement of how the writer plans to plug that hole in the knowledge.
- C. Manual or workbook description
1. Create a table of contents
  2. Write the manual/workbook
  3. Develop a plan for marketing your prospectus to potential publishers
  4. Submit plan to publishers
- D. Manual/workbook Evaluation – This section will describe your plan for evaluating your prospectus. You may, for example, develop questionnaires regarding the quality of the manual/workbook design and the information and flow of the material and send it to a group of people to judge the plan. You may gather qualitative data by interviewing individuals regarding their opinion of the manual/textbook and/or quantitative data through a survey.
- E. Results - This section will only appear in your final written project. It describes your findings in relation to your course evaluation questions. Include responses from publishers.
- F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and goals. You should discuss the interpretation of your results in light of the literature. You should discuss the limitations of your workbook/manual plan and its evaluation

### **Potential Submissible Manuscript**

If your mentor has indicated that your project would be appropriate for a publishable manuscript, you and your Capstone Project Advisory Committee Chair will decide on the scope of a manuscript appropriate for submission to a professional publication. Depending on the nature of your project and its results, this might be a peer-reviewed journal, such as the American Journal of Occupational Therapy, or might be another type of professional publication, such as OT Practice. The manuscript may take many forms, such as a structured literature review or a full research article. The format of the article will be determined by the publication to which you plan to submit the manuscript. You will need to check the *Instructions to Authors* page on the publication's website and review other articles that have been published by that publication for

guides on how to write the manuscript. You will need to discuss authorship with your Chair. Authorship is based on the amount of contribution that a person gave to the project, interpretation of the project, and the writing of the paper. It would be common for at least your Chair to be a co-author on this paper, but if the Chair was minimally involved (e.g., you were so stellar in your project development, implementation, interpretation, and writing that it didn't require much input from the Chair), you might be a sole author, although this would be very unusual. Decisions about authorship for others on your Committee or who helped with your project should be made based on contribution to the project and in discussion with your Chair. You will work with your Chair on drafts of the manuscript until your Chair indicates that the manuscript is in sufficient shape to submit for publication. You should submit proof of submission to the Chair of your Capstone Project Advisory Committee. A copy of your manuscript will be retained in the Department of Occupational and Recreational Therapies.

### **Instructions for Capstone Final Defense**

Create a 20 minute presentation of your project. This should consist of a PowerPoint file that can be sent to the Department of Occupational and Recreational Therapies at the University of Utah and to other students in the Capstone II class. The presentation should include

1. Review of the literature to persuade the audience that the project needed to be done. This includes the gaps in the knowledge that your project addressed. This consists of critical analysis of the theory(ies) that you applied to your project. This also includes empirical support for your methods as well as the problem.
2. A description of what your project entailed. Include a brief discussion of any issues that came up as you implemented your project and how you solved those issues or if unsolvable, the implications of those issues.
3. The results of your project.
4. Discussion: What implications do your results have for Occupational Therapy and/or Occupational Science, as well as for other disciplines? How do your results help to fill the gaps in our knowledge? This needs to include what your findings say about the theory(ies) that you used in the development of your project. Evaluate what worked well and what limitations you found or exist in your project? What would you do differently in the future? What would be some logical next steps?

This presentation is not a reflection of your personal journey through the Capstone, but is a scholarly presentation of the rationale, implementation, results, and implications of your project.

You will give the presentation online (format depends on the current availability of software at the University of Utah) to your Capstone Project Advisory Committee and classmates. Other faculty or practicing therapists who are interested may also attend. There will be a short period for questions from the audience for each presentation. Following all of the presentations, the audience will leave. At that time, students will meet individually with their Capstone Project Advisory Committees. The Committees will pose methodological and theoretical questions relating to the project to their students. Successful completion of the defense will be a presentation that is polished, clearly expresses the rationale, implementation, results, and implications of the project, and



the ability to answer questions posed. The questions of the Committee can be expected to request clarifying information regarding methods, data, or something presented in the presentation, or assessing the ability to think on the spot regarding information related to the project. You may not know the answer to each question. That is OK, but it would be expected that you could give a best guess at the moment ("off the top of your head") with the acknowledgement that a firmer answer could only come with further exploration of the topic.

The Committee will decide to pass the Capstone, pass the Capstone with modifications, or fail the Capstone. If the Committee passes the Capstone with modifications, you will be required to make the modifications to the Capstone document and submit the revised document to your Chair or the entire Committee, depending on the Committee's preference. Once the Chair or Committee is satisfied that the revisions to the document are adequate, the Capstone Advisory Committee will sign the CAPSTONE APPROVAL FORM and the student will have successfully completed the Capstone project. If the student fails the Capstone, he or she will need to take additional Capstone credits to fix the problems with the Capstone project and may need to re-defend the project. A second failure will mean dismissal from the program.

A student may to appeal the academic action by following the procedure outlined in policy 6-400 section IV.B. <http://regulations.utah.edu/academics/6-400.php>

## **Capstone Forms**



Department of Occupational and  
Recreational Therapies

REQUEST FOR CAPSTONE PROJECT ADVISORY COMMITTEE

Students must complete this form and submit to the Director of the Occupational Therapy Doctorate program no later than the completion of the 2<sup>nd</sup> capstone.

Degree sought \_\_\_\_\_

Name (Last, First, Middle) \_\_\_\_\_

Address \_\_\_\_\_

U of U ID# \_\_\_\_\_

STUDENT'S SUPERVISORY COMMITTEE: The committee, consisting of a chair plus two faculty members for the OTD degree is to be nominated by the Chair of the Capstone Project Advisory Committee according to departmental policy. One or more members of the advisory committee shall be appointed from another department. Recommended changes in committee appointments must be submitted to the Director of the Occupational Therapy Doctoral program. Committee appointments are not final until approved by the Director of the Occupational Therapy Doctoral program.

Please type names and have members initial or sign next to them.

COMMITTEE: Chair \_\_\_\_\_

Member \_\_\_\_\_ Department \_\_\_\_\_

Member \_\_\_\_\_ Department \_\_\_\_\_

APPROVAL

\_\_\_\_\_  
Director of the Occupational Therapy Doctoral program.



Department of Occupational and  
Recreational Therapies

CAPSTONE PROPOSAL APPROVAL

(Title)

(Student Name)

(Date)

We have read the Capstone Proposal and the student has defended the proposal. We agree the student may implement the Capstone project as planned.

_____	, Chair	_____
		Date Approved
_____	, Member	_____
		Date Approved
_____	, Member	_____
		Date Approved
_____	, Student	_____
		Date Approved

and by \_\_\_\_\_  
Director of Graduate Studies





Department of Occupational and  
Recreational Therapies

CAPSTONE APPROVAL FORM

To be submitted after successful defense along with a copy of the written project.  
These forms are found online under OTD Current Students.  
{remove the text above for submission}

*Title*  
*Name of Student*  
Capstone Project  
In partial fulfillment of the requirements for the Occupational Therapy Doctorate  
Degree  
Department of Occupational and Recreational Therapies  
University of Utah  
*Defense Date*

We agree that the student has met the requirements for the Capstone Project.

Capstone Chair \_\_\_\_\_

Date \_\_\_\_\_

Committee Member \_\_\_\_\_

Date \_\_\_\_\_

Committee Member \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX A: DISTANCE EDUCATION

### **Help Related to Canvas and On-Line Courses**

There are times that you may have difficulty with Canvas or the technology associated with an on-line class. Many times it makes most sense to contact the help desk to problem solve these technical issues rather than the instructor. It is good to keep the instructor in the loop if you are having protracted difficulties but the TACC Help Desk is able to assist in most instances. Please note their hours and time available.

Help Desk 801-581-6112

M-F, 8 am -5 pm Help email: [classhelp@utah.edu](mailto:classhelp@utah.edu) Website: <http://tlt.utah.edu>

### FAQs for Students

<https://learn-uu.uen.org/courses/23633> This site is one that you should go to and read through before you have problems with the technology of an online class. There are certain items in the FAQ that by knowing them will lessen your frustration if you happen to run into something you don't know or if it is a common problem. Please check online for updates.

### Netiquette

This applies to proper behavior when using the internet. The site that gives some of the best information is <http://www.albion.com/netiquette/index.html> This site describes and covers 8 important rules of etiquette on the internet. They include:

- Rule 1: Remember the human
- Rule 2: Adhere to the same standards of behavior online that you follow in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy

## **Resources From a Distance**

The Spencer S. Eccles Health Sciences Library offers many resources that you can access without ever coming to campus. This resource sheet will help you learn about those resources. You can also visit the Distance Education Research Guide at: <http://campusguides.lib.utah.edu/distanceed> for more information.

Click the [Ask a Question](#) button from the library's home page (<http://library.med.utah.edu>) for information on how to contact the library.

This resource sheet will help with:

- Using resources from off campus – [Remote Access](#)
- [Databases](#)
- [eBooks](#)
- [eJournals](#)
- [Getting Help](#)
- Requesting an Article ([Interlibrary Loan](#))

### **Remote Access**

The first thing that you need to know about accessing these resources is how to **authenticate** yourself. Many library tools are subscription resources, so you have to show that you are affiliated with the university in order to use them. You can do this by following these easy steps:

1. Access the library home page at <http://library.med.utah.edu/>
2. Click the [Off Campus Access](#) button on the right-hand side of the
3. Enter your uNID and password and click **LOGIN**



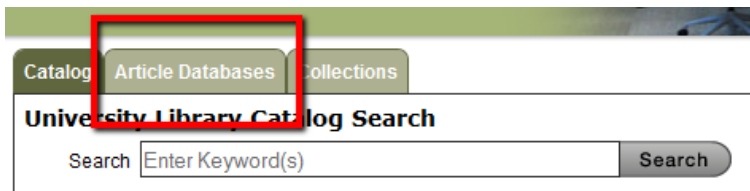
You're now logged in through "remote access" which means you can use most of the library's subscription resources, including databases, electronic journals, and eBooks. When you access the library home page, or browse to other sites while you are logged in through remote access, you will notice the word **ezproxy** in the URL for the webpage. (For example: <http://www.ncbi.nlm.nih.gov.ezproxy.lib.utah.edu/sites>) If you no longer see that phrase, you have been signed out of remote access and will need to sign in again using the [Off Campus Access](#) button.

### **Databases**

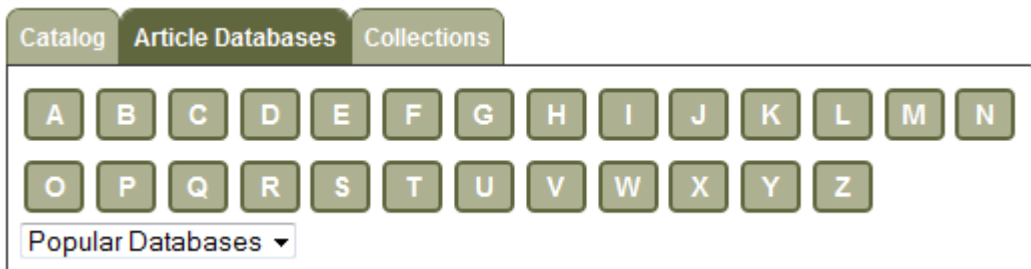
The library has many databases available for you to use. To access those databases:

1. Access the library home page at <http://library.med.utah.edu/>
2. If you are not on campus, log in remotely using the steps mentioned above
3. If you know the name of the database you are looking for, you can click the **Article Databases** tab in the middle of the screen

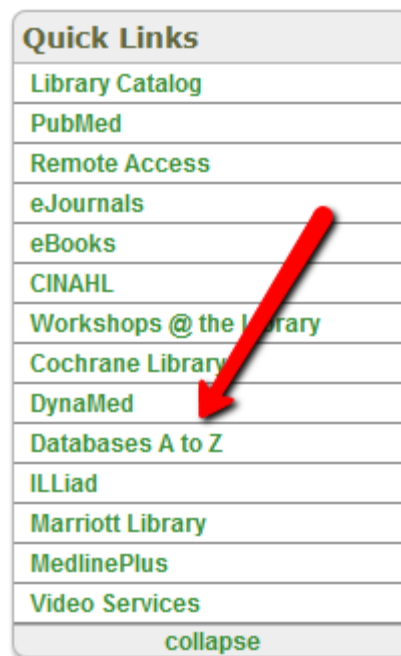
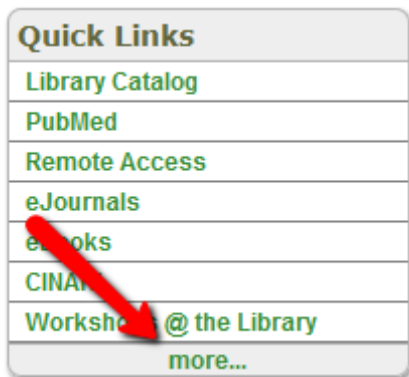




4. Click the button that represents the first letter of the database you want



5. If you would like to browse through the list of databases, you can choose the **Databases A-Z** link from the **Quick Links** box on the left-hand side of the page.



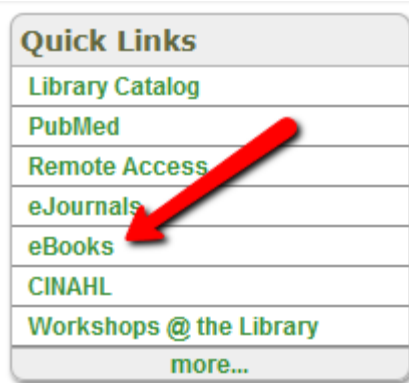


## eBooks

The library has a number of electronic book collections that you can use from off campus. Most of our eBook collections have a limited number of "seats" available. This means that only a limited amount of people can access the resource at the same time. If you get a message that no seats are available, check back in a few minutes. You should also be sure to always **log out** of the eBook once you're done, in order to allow other users to view it.

To access the eBook collections:

1. Access the library home page at <http://library.med.utah.edu/>
2. If you are not on campus, log in remotely using the steps mentioned above
3. Click the **ebooks** link from the **Quick Links** box on the left-hand side of the page



4. Click the link for the eBook collection you want.

## eBooks

### Health Sciences eBook Collections:

- *Note:* Use the [Library Catalog](#) to find individual ebook titles.
- **Access Medicine** - 10 clinical textbooks and the Lange Educational Library. *Sign up for weekly podcasts.*
- **CABI eBooks** Covers topics in the fields of leisure & tourism; human health, food, and nutrition; environmental sciences; plant sciences; agriculture; and animal and veterinary sciences.
- **eBooks on Ebscohost** (Medical Category)
- **BookShelf - PubMed (NCBI)** - a growing collection of biomedical / life sciences books. *Free.*
- **eLibrary Medicine collection**
- **eMedicine Free**, but (Medscape)registration required for *fulltext*.
- **Knovel Online** - Search for titles or Browse by Subjects:
  - Biochemistry, Biology & Biotechnology
  - Food Science
  - Pharmaceuticals, Cosmetics & Toiletries
  - Safety & Industrial Hygiene
- **MD Consult** - medical texts, clinical journals, practice guidelines, drug information and more.
- **Ovid eBooks**
- **STAT!Ref Medical Reference Library** - medical & drug texts, AnatomyTV, clinical calculators & decision trees via MedCalc3000 and more..

If you are looking for a specific book (instead of a collection), search for the book using the library catalog:



1. Steps one and two are the same
2. Click **Library Catalog** in the **Quick Links** box on the left-hand side of the page or type the name or author of the book into the **University Catalog Search** in the middle of the page

**Quick Links**

- Library Catalog
- PubMed
- Remote Access
- eJournals
- eBooks
- CINAHL
- Workshops @ the Library
- more...

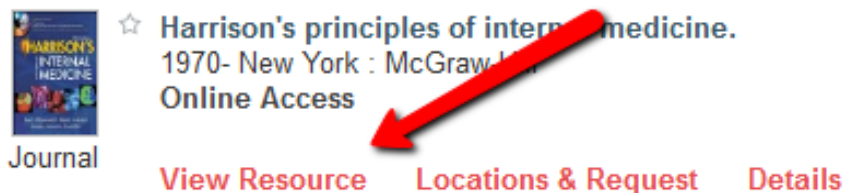
**Catalog** Article Databases Collections

**University Library Catalog Search**

Search  **Search**

Off Campus Access

3. This will take you to the catalog. Click the **View Resource** link under the book you want to view.



4. This will open the book for you to view.
5. Please be sure to sign out of the book when you are done.

### eJournals

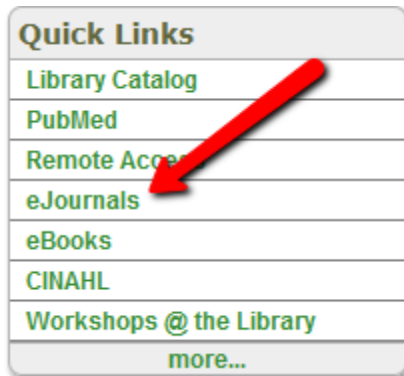
Many of the journals that the library subscribes to are available electronically, which means they're available for you to use without ever coming into the library.

To access an electronic journal:

1. Access the library home page at <http://library.med.utah.edu/>
2. If you are not on campus, log in remotely using the steps mentioned above



3. Click the **eJournals** link in the **Quick Links** box on the left-hand side of the page



4. A new page will open, allowing you to search for a journal by title or by category. Type in the title or choose the category and click **Go**.



## Find e-Journal

English

**Title** Category Locate CitationLinker

0-9 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Others


Title: Occupational medicine

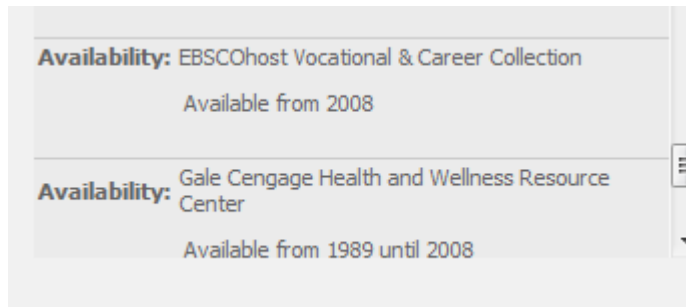
**Occupational medicine**

☒ Starts with ☐ Contains

**Go**



5. Find the journal title you want from the results list. Click the  to discover what years are available online through the library for that journal.



**Availability:** EBSCOhost Vocational & Career Collection  
Available from 2008

**Availability:** Gale Cengage Health and Wellness Resource Center  
Available from 1989 until 2008

Note that you may have access to different years through different databases. The example to the left shows that this journal is available through EBSCOhost 2008 – current, but you can get issues from 1989 until 2008 from the Gale Cengage Health and Wellness Center.

6. Click the journal name to access the journal. Another window will appear; choose the database you would like to use.

Journal title	ISSN
<a href="#">Allergologia</a>	0002-5151
<a href="#">Allergy, asthma &amp; clinical immunology</a>	1710-1484
<a href="#">Anti-inflammatory and anti-allergy agents in medicinal chemistry</a>	1871-5230
<a href="#">British journal of dermatology</a>	0007-0963
<a href="#">Clinical Allergy</a>	0009-9090
<a href="#">Clinical and experimental allergy</a>	0954-7894
<a href="#">Clinical and vaccine immunology</a>	1556-6811
<a href="#">Clinics in dermatology</a>	0738-081X
<a href="#">Current medical literature. Allergy</a>	0968-5626



ExLibris sfx

Language: English

**Source:** Allergy, asthma & clinical immunology [1710-1484]

**Full Text**

- Full text available via [BioMed Central Open Access Free](#)  
Available from 2009
- Full text available via [DOAJ Directory of Open Access Journals](#)  
Available from 2005
- Full text available via [PubMed Central Open Access](#)  
Available from 2005 volume: 1

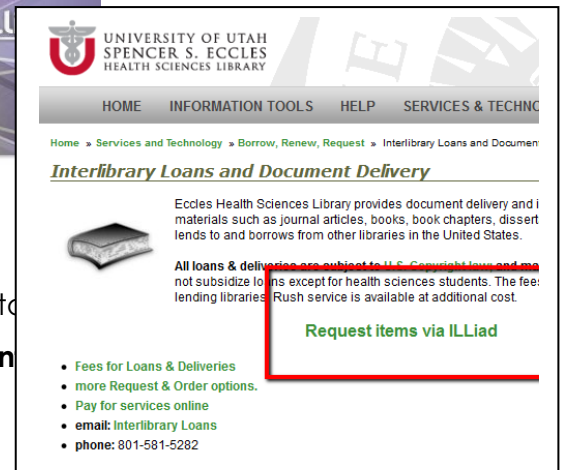
## Interlibrary Loan

If the library does not subscribe to a journal that contains an article you need, you can use [Interlibrary Loan](#) to get the article.

1. Access the library home page at <http://library.med.utah.edu/>
2. From the **Services & Technology** dropdown menu on the toolbar, choose **Interlibrary Loan**



3. On the next page, click [Request Items via ILLiad](#)
4. The first time you use interlibrary loan, you will need to sign up for an account – click the **Create an Account** link and complete the form
5. Then login in at <https://utah.illiad.oclc.org/illiad/uue/logon.html>
6. Follow the instructions to order the article you need. It should arrive via email within 48 hours.



Keep in mind that fees may apply when you use interlibrary loan. You can see a fee schedule here:

<http://library.med.utah.edu/or/services/fees.php#illfees>

## Getting Help

You can get help right away any time the library is open. Our current hours are:

**Monday – Thursday: 7:00 am – 9:00 pm**

**Friday: 7:00 am – 6:00 pm**

**Saturday: 10:00 am – 6:00 pm**

**Sunday: 1:00 pm – 9:00 pm**

You can find our hours by following this link: <http://library.med.utah.edu/lib/hours.php>



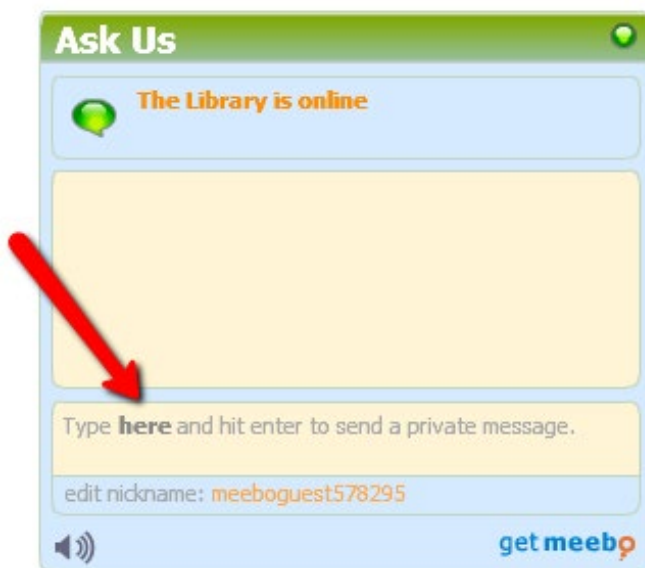
In order to contact someone at the library, you can call us at: **801-581-5534**

You can also **email** the library at this address: [ehsl-reference@lists.utah.edu](mailto:ehsl-reference@lists.utah.edu). You should hear back within 24 hours.

If you need a quick answer, our **instant message** service is available Monday – Friday from 8:00 am until 6:00 pm. Access the chat box at:

<http://library.med.utah.edu/or/asklibrarian.php>

Type your question into the box and hit enter. If the balloon is green, someone is monitoring the chat box.



From the library website (<http://library.med.utah.edu/>), click the **Ask a Question** button to find ways to get help from someone at the library.

## APPENDIX B: ADVISORY OPINION ON PLAGIARISM

Commission on Standards and Ethics  
American Occupational Therapy Association

### **What is plagiarism?**

The *Oxford Desk Dictionary & Thesaurus* defines *plagiarize* as taking and using "the thoughts, writings, inventions, etc. of another" as one's own, or "passing off thoughts, etc., (of another) as one's own" (Abate, F. R., 1997). Among its word alternatives to plagiarism, the thesaurus lists the words *piracy*, *theft*, *stealing*, *appropriation*, and *thievery*.

These definitions remind readers that plagiarism's scope extends beyond the failure to reference a published quote. Plagiarism involves the taking of another's ideas, thoughts, and concepts from any source. The sources can include printed or formally published works, electronic media, presentations or workshops, video or audiotaped materials, and information obtained from the World Wide Web.

Plagiarism can occur in several contexts. Individuals can take someone else's complete work and represent an identical work as their own (University of Victoria, 2003). One can omit references to borrowed phrases or sentences incorporated into his or her work (University of Victoria, 2003). Authors can paraphrase statements from other sources and fail to cite the source (University of Victoria, 2003). And finally, writers can represent another's ideas or concepts as their own without including a reference to the creator or source.

Plagiarism can take several forms. One can actively or intentionally use the words, ideas, or concepts of another without citing the author as the source (Drummond, 1998). Unintentional plagiarism occurs as well. Sometimes after dedicating long hours to research on a specific topic, one may find it difficult to discern his or her own ideas from the ideas of the many readings one has undertaken. Unintentional confusion of another's ideas with one's own still constitutes plagiarism. One also may engage in passive plagiarism when one cuts and pastes "the ideas and words of others from various sources" and arranges them into a new order to form a "new" work (Drummond, 1998). One should understand that a "pastiche of ideas and words of other people" fails to rise to the level of an original work (Drummond, 1998). One also may commit unintentional plagiarism when one "fails to *adequately* cite" another's ideas or concepts because of ignorance of how or when to use citations (Kalikoff, 1995).

### **How does the occupational therapy profession view plagiarism?**

As a profession, occupational therapy embraces a set of basic beliefs as put forth in the *Core Values and Attitudes of Occupational Therapy Practice* (American Occupational Therapy Association [AOTA], 1993); and the *Occupational Therapy*



*Code of Ethics* (AOTA, 2000). According to the *Core Values and Attitudes* document, "[T]ruth requires that we be faithful to facts and reality. Truthfulness or veracity is demonstrated by being accountable, honest, forthright, accurate, and authentic in our attitudes and actions. There is an obligation to be truthful with ourselves, those who receive services, colleagues, and society" (AOTA, 1993).

AOTA's *Occupational Therapy Code of Ethics* expands on the concept of truth in Principles 6 and 7 (AOTA, 2000). Principle 6C states that "Occupational therapy personnel shall refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, or unfair statements or claims" (AOTA, 2000). Principle 7 states that "Occupational therapy personnel shall treat colleagues and other professionals with fairness, discretion, and integrity (fidelity)" (AOTA, 2000). Subsection B of Principle 7 elaborates further on truth: "Occupational therapy practitioners shall accurately represent the qualifications, views, contributions, and findings of colleagues" (AOTA, 2000). The Code also reminds us that we need to comply with laws and policies relevant to plagiarism such as federal copyright laws. Principle 5A explicitly states, "Occupational therapy personnel shall familiarize themselves with and seek to understand and abide by applicable Association policies; local, state, and federal laws; and institutional rules" (AOTA, 2000). The *Guidelines to the Occupational Therapy Code of Ethics* further clarify the prohibition against plagiarism (AOTA, 1998). Section 2, which addresses communication, states, "Communication is important in all aspects of occupational therapy. Individuals must be conscientious and truthful in all facets of written, verbal, and electronic communication" (AOTA, 1998). Subsection 2.8 further explains that "Occupational therapy personnel must give credit and recognition when using the work of others" (AOTA, 1998).

### **Examples of plagiarism in occupational therapy:**

- A local charity asks an occupational therapy practitioner to write an article for a local charity newsletter explaining how occupational therapy can help the charity's constituents. The occupational therapy practitioner reads all of the major occupational therapy literature on the subject and surfs the Internet. She paraphrases the materials as she goes, collecting several pages of notes. At the end of her search, she puts her notes together in a coherent manner and submits her article. If the occupational therapy practitioner omits references to the ideas she paraphrased from the work of others, she commits plagiarism. (Intentional plagiarism)
- Before writing a paper, a graduate student reads another student's paper. Two days later, she sits down and writes her own paper. Upon review of the paper, many ideas sound strikingly similar to the other student's paper. Although the student never intended to copy her fellow student's ideas, her conduct falls under the umbrella of plagiarism. (Confusion of one's own ideas with another's ideas)
- An occupational therapy practitioner accepts a position to open a new, community-based occupational therapy program. As she develops her evaluation forms and policies and procedures, she reviews a collection of material she gathered from previous employers and others. She cuts and pastes pieces from the various sources to form her "new" forms and policies and procedures. She includes no

references in her documents. Because the practitioner took materials written by others and failed to give them credit, this constitutes plagiarism. (Cutting and pasting ideas of others)

- An occupational therapy practitioner attends a workshop. Upon her return, her employer requests that she present the material to the other occupational therapy practitioners. The occupational therapy practitioner copies and distributes to her colleagues the handout given out at the workshop. She reproduces the PowerPoint slide handout onto overheads and presents the material to the staff. Although everyone knows this material comes from a workshop presented by a world-renowned occupational therapy practitioner, none of the materials or slides contain a reference. If the occupational therapy practitioner uses the materials without referencing their source, she plagiarizes the materials. This also may violate copyright laws. (Unintentional plagiarism due to ignorance)

### **How can occupational therapy practitioners and students avoid plagiarism?**

Occupational therapists, occupational therapy assistants, and occupational therapy students may take several steps to avoid committing plagiarism. One must always put direct quotes in quotation marks and include the appropriately cited source (Writing Resource Center, 2003). If authors borrow significant words from the work of another, they must quote those words and give credit to the author who coined them (Writing Resource Center, 2003). When paraphrasing statements or borrowing concepts or ideas from another's work, one must include a reference to the source following the adopted information (Writing Resource Center, 2003). One should consider introducing the quote or paraphrased language by including the author's name in an introductory statement, such as "According to Mary Reilly..." (Writing Resource Center, 2003).

As members of AOTA, we respect a standard of professionalism. Professionalism requires occupational therapists, occupational therapy assistants, and students of occupational therapy at all levels to treat the works of others as an extension of respect for the author. When in doubt, one should cite the source of words, thoughts, and ideas that may have originated from others. Writers must never represent someone else's words, thoughts, or ideas as their own. Plagiarism is not acceptable in any form.

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### **Other Helpful Resources**

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<http://www.web-miner.com/plagiarism> (Compilation of resources by Sharon Stoerger, MLS, MBA)

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