

Philosophical, Vision, Mission, Curriculum & Outcome Statements (Version 01.25.2022)

The University's Vision 2025 Statement: By 2025 NSU will be recognized as a preeminent, professional-dominant, doctoral-research university that provides competitive career advantages to its students and produces alumni who serve and lead with integrity.

The NSU Tampa Bay Regional Campus (TBRC) Entry-Level Doctor of Occupational Therapy (OTD) program Vision Statement: The NSU TBRC OTD blended (hybrid) distance and face-to-face program is exemplary in promoting leadership, life-long learning, service, evidence-based reflective practice, and scholarship for professional excellence in occupational therapy.

The University's Mission Statement: The Mission of NSU, a selective, doctoral research university, is to deliver innovative academic programs in a dynamic, lifelong learning and research environment fostering integrity, academic excellence, leadership, and community service through engaged students, faculty, and staff.

Mission Statement: Through its innovative curricular design and delivery model, the NSU Tampa Bay OTD Program prepares qualified students to become successful occupational therapy practitioners, managers, and leaders as generalists with beginning specialization in a selected practice area. The program prepares students with knowledge and skills for competent entry-level occupation-based practice, professional leadership, and the drive to remain contemporary in a variety of contexts for an ever-changing world, armed with doctoral level expertise and clinical reasoning applied to clinical specialization, leadership, research, theory explorations, program and policy development, administration, advocacy and/or education. The department's mission is to lead the profession and community through its contributions in educational leadership, community and professional service, life-long learning, and scholarly endeavors.

NSU's Core Values: Eight core values guide the motivation for Nova Southeastern University's actions. They are integrity, academic excellence, community, diversity, innovation, opportunity, scholarship/research, and student centered.

- **Integrity** involves honesty and fairness, consistency in instruction, ethics of scholarship, freedom of inquiry, and open and truthful engagement with the community through effective communication, policies and practices.

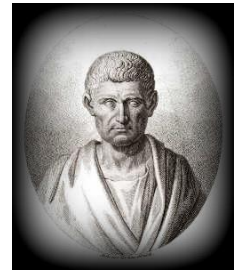
- **Academic Excellence** is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff.
- **NSU is a Community** of faculty staff, students and alumni that share a common identity and purpose who engages with the university's external community through diverse services, clinical programs, and community-based research and resources. Our community extends into professional, intellectual, as well as geographical domains that both support and are the focus of our educational mission.
- **Diversity** includes, but is not limited to, race, ethnicity, culture, religion, philosophy, gender, physical characteristics, socioeconomic status, age, and sexual orientation. It also includes differences in views, interpretations, and reactions, with mutual respect for all. Diversity makes NSU a stronger university and enriches a learning environment focused on preparing individuals to live and work in a global society.
- **Innovation** is the creative and deliberate application of teaching, research, scholarship and service for effective education, and the development of useful products or processes providing a value added to the community.
- **Opportunity** fosters the possibility for anyone associated with NSU to acquire an education or an educational experience through creative, yet sound pedagogical programs.
- **Research and Scholarship** products are disseminated and evaluated through intellectual discourse, application, assessment, and other mechanisms of the relevant peer community.
- **Students** are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development.

Philosophical Foundation, Core Beliefs and Occupation: The NSU Tampa Bay OTD program views occupation and occupational performance as core for organizing curriculum, community interactions, teaching/learning processes, and student outcomes for successful practice as occupational therapists. Occupation is a core construct of the curriculum. In Aristotle's words, "*anything that we have to learn to do, we learn by the actual doing of it...*" (Aristotle, 340 BC). Occupation is a complex process of doing, being and becoming; it is a medium for learning by doing and for developing roles of habit and reason (Wilcock, 1998;

Fidler & Fidler, 1978). It provides a foundation, and primary focus for all matters associated with programmatic functioning. The courses in the doctoral curriculum promote clinical decision-making, problem-solving, and reflective practice at all levels of interaction with clients and populations, from initial examination to outcomes assessment. Students' clinical competency must measure up to both the basic sciences and reflective clinical skills prior to their assignment to any part or full-time fieldwork education and doctoral capstone experience.

“Anything that we have to learn to do we learn by the actual doing of it... We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones.”

Aristotle Nicomachean Ethics, Book II, p.9



The following statements further identify the critical aspects of occupation for the OTD Program:

- Occupation as a product is the group of activities and tasks humans need, want and/or are obliged to do for participation in life.
- Occupation involves a continuing process of adaptation.
- Characteristics of occupation include, but are not limited to the following:
 - Basic human need
 - Determinant of health
 - Source of meaning
 - Source of purpose
 - Source of choice and control
 - Source of balance and satisfaction
 - Source of pleasure
 - Source of restoration
 - Source and means of adaptation
 - Means of productivity
 - Means of organizing time
 - Means of organizing materials and space
 - Therapeutic medium

Beliefs about Occupational Therapy: The program's philosophy is consistent with the profession's core values of altruism, equality, freedom, justice, dignity, truth, and prudence.

The program believes that occupational therapy is a health profession which optimizes participation in life. We believe that occupational therapy:

- integrates knowledge from the arts and sciences;
- provides a holistic and balanced perspective for practice to meet client needs;
- promotes well-being through engagement in occupation; and
- incorporates client-centered evaluation and intervention based on strengths, needs and goals, to facilitate occupational performance in people, populations and communities.

Beliefs about Human Beings

- Humans are unique in nature and influence their own occupational performance.
- Humans are considered open systems who are influenced and changed through interactions with the human and non-human environments.
- Humans have their own unique values, goals, desires, culture etc., which influence their occupational performance.
- Humans have the right to make personal choices, engage freely in society and self-determine their life path.
- Humans adapt their habits, routines, and roles throughout their life course.
- Strengths and needs are an integral part of a human being's meaningful occupations.

What Occupational Therapy Practitioners Do: Occupational therapy practitioners provide services to people across the lifespan to promote and/or develop meaningful engagement in their chosen or developmental occupations, through various evidence-based approaches in aging, children and youth, disability and rehabilitation, mental health, work-related programs, and other emerging areas of practice including advocacy, leadership, policy making, education and research. Occupational therapy services among others, may include customized treatment programs to improve performance of daily activities in the home, workplace, and community; home and job site evaluations and adaptations; performance skills assessments and treatment; production and usage of education for adaptive and other technology; guidance and education to family members and caregivers; advocacy and leadership for underserved individuals and groups; research and education.

Educational Philosophy: The NSU Tampa Bay OTD Program views teaching and learning processes as systematic efforts that facilitate engagement of student, teacher, and subject (Hooper, 2005). The departmental philosophy regarding teaching and learning grounds itself in William Perry's Scheme of Intellectual and Ethical Development (Perry, 1999), that describes how students develop knowledge in progressive phases, as well as in other cognitive theories that emphasize how guided learner experiences build on previous

knowledge and experience (Bruner, 1971; Dewey, 1938; Vygotsky, 1926). Learning progresses through complex ways of thinking and doing to help students develop skills such as critical thinking, reasoning, concept development and reflection for lifelong learning. Dewey (1933) drew on the ideas of classical educators such as Aristotle, Plato and Confucius in seeing reflection as a problem-solving process that links various ideas together with previous ones in order to resolve an issue. The process in turn allows the learner to absorb (read, hear, feel), do (activity), and interact (socialize), (Wetterbrock & Nabeth, 2011).

A subject-centered approach described by Palmer (1998), creates a community of learning centered on a central subject for aligning faculty and students. The learning interactions are supported by a framework based on the Community of Inquiry that employs a recursive model to support social, cognitive, and teaching presences towards teaching and learning transactions (Garrison & Vaughan, 2008). The core subjects, occupation, and occupational performance, form the focus of learning and general processes within a hybrid of face to face and distance academic environment (Simonson, et al, 2012). Subject centered education promotes dynamic involvement of the learner with peers, faculty, and the core subject; as knowledge is constructed, or built together in context with teacher-student virtual and real time interaction, allowing for **richness, recursion, relations, rigor and reiterative reflection** (Doll, 1933).

- **Richness** refers to the depth of the curriculum, and a process that facilitates multiple layers of meaning and possibilities of interpretation.
- **Recursion** is the reflective interaction of the student with the environment, others, culture and with one's own knowledge.
- **Relations** allows for making connections with the understanding that individual perceptions are part of a larger cultural, economic and global milieu.
- **Rigor** refers to fostering understanding of the complexity of uncertainty and critical interpretation of what comes out of occupational chaos.
- **Reiterative reflection** is the ultimate process of looking at revisiting richness, recursion, relations, and rigor of information as they apply in the didactic and clinical aspects of each experience during the doctoral transformation.

In addition to these educational philosophies and approaches, the Program believes in the following regarding teaching and learning:

- Occupational therapy education focuses on preparing future practitioners to facilitate change in individuals, groups, organizations, community, and populations for optimal occupational performance.

- Occupational therapy education includes student skill development for evaluation and treatment, using evidence-based resources, critical thinking, problem solving, interprofessional educational experiences, and faculty expertise.
- Occupational therapy utilizes a wide knowledge base from arts and sciences for practice and working with professionals from other disciplines.
- Self-efficacious learning leads to lifelong learning.
- Learning is best achieved when there is a fit between teaching approaches and strategies, learning style and stage, and content/subject and teaching/learning technologies.

Framework for Curriculum Design

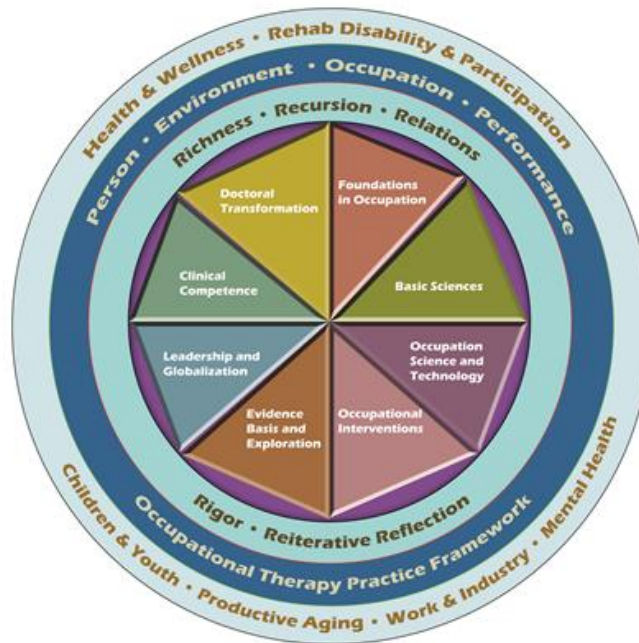
The Person-Environment-Occupation-Performance (PEOP) model by Christiansen and Baum (2005) provides a unifying concept for the overall curriculum. We define occupational performance as a process that includes the “doing of activities, tasks, and roles” and serves as a way of integrating an individual with their societal roles in various environments (Christiansen & Baum, 2005, p. 244). Occupational performance is a result of the person and environment interaction, or, in which persons carry out roles and task, i.e., a human being in place while knowing and doing (Rowles, 1991). Likewise, the curriculum wraps itself around the Occupational Therapy Practice Framework, 4th edition (the Framework) to reiterate the profession’s core beliefs in the “positive relationship between occupation and health and its view of people as occupational beings, (AOTA, 2015, p. 4)”

Each course intentionally considers and applies the PEOP – Framework relationship with all course content and objectives as the major unifying curricular thread. This logical sequencing then facilitates students’ comprehensive knowledge and application of the relationship and its application to occupational therapy practice. Listed below are course sequences that weave into and provide consistency throughout the curriculum for the Entry-Level Doctor of Occupational Therapy (OTD) degree designed to meet current ACOTE Standards for Doctoral Occupational Therapy Education. While following the teaching exemplar in Doll’s perspective of postmodern curriculum (i.e., rich, recursive, rigorous, relational, and reiteratively reflective), the courses fit into an intentional curriculum sequence:

- Basic Sciences
 - ANAT 5420: Anatomy
 - ANAT 5423: Neuroanatomy

- Foundations in Occupation
 - OTD 8101: Introduction to Didactic, Clinical, and Research Experiences
 - OTD 8102: Foundations of Occupational Therapy
 - OTD 8103: Kinesiology in Occupations
- Occupation Science & Technology
 - OTD 8141: Development of Occupation Across the Life Span
 - OTD 8142: Occupational and Contextual Analysis
 - OTD 8143: Therapeutic Use of Self
 - OTD 8244: Innovations and Technology in Occupational Therapy
- Occupational Interventions
 - OTD 8151: Human Conditions and Occupations I
 - OTD 8152: Human Conditions and Occupations II
 - OTD 8271: Occupational Therapy Interventions I
 - OTD 8272: Occupational Therapy Interventions II
 - OTD 8273: Occupational Therapy Intervention III
- Evidence Base & Exploration
 - OTD 8161: Evidence in Occupational Therapy Practice/Qualitative Design
 - OTD 8262: Research Design/Quantitative Design
 - OTD 8262L: Research Design-Lab (Proposal & IRB)
 - OTD 8363: Research Project I, Implementation
 - OTD 8363L: Research Project I-Lab, Analysis/Interpretation/Paper
 - OTD 8464: Research Project II – Dissemination, Reflections and Exit Colloquium
- Leadership & Globalization
 - OTD 8281: Business of Practice and Management
 - OTD 8282: Professional Leadership
- Clinical Competence
 - OTD 8291: Level I Fieldwork Experience, Occupational Therapy Interventions – Psychosocial & Community
 - OTD 8292: Level I Fieldwork Experience, Occupational Therapy Interventions – Children & Youth
 - OTD 8293: Level I Fieldwork Experience, Occupational Therapy Interventions – Physical Disabilities
 - OTD 8391: Level II Fieldwork Experience
 - OTD 8392: Doctoral Certification and Capstone
 - OTD 8493: Level II Fieldwork Experience
 - OTD 8494: Doctoral Capstone

- Doctoral Transformation
 - OTD 8311: Specialized Course, Occupational Science
 - OTD 8312: Specialized Course, Wellness in Occupational Therapy
 - OTD 8313: Specialized Course, Applying Measurement to Theory
 - OTD 8314: Specialized Course, Sensory Processing
 - OTD 8315: Topics in Contemporary Practice



The OTD Curriculum Model

The OTD curriculum model illustrates didactic-to-clinical experiences designed for the Nova Southeastern University Tampa doctoral student. The inner circle features the eight clusters of course sequences within the hybrid entry-level professional program. The concentric rings, shown starting from the inner layer comprise: 1) teaching exemplar; 2) learning threads; and 3) practice areas consistent with the profession’s Centennial Vision.

The eight curriculum sequences provide opportunities for student experiences for lifelong learning applying the PEOP model and the OTPF. The sequences provide activities to learn the structure and function of the human body as it relates to occupations; theoretical and philosophical foundations of occupational therapy practice; expressions and use of occupations and technology for teaching and learning across the lifespan; identification and treatment of developmental and acquired occupational dysfunctions using occupation based

interventions; evidence basis and scholarly explorations for accountable practice; leadership and advocacy for responsible collaborative, global practice; clinical competence in all areas of practice, and beginning specialization as a reflective doctorally prepared professional.

Department Outcomes Measurement:

Program Evaluation:

The Department of Occupational Therapy OTD Program in NSU Tampa Bay will systematically review, evaluate, and take appropriate action on the following aspects of the program to optimize educational experiences for both students and faculty especially as it relates to blended learning technologies. University and programmatic course evaluations, direct student feedback in Program Director-student interactive sessions, group post semester analyses, individual faculty reflections, as well as when the time comes, alumni and employer surveys provide necessary information for ongoing and periodic reviews. These evaluations assure alignment with stated philosophy behind the curriculum, as well as ACOTE standards, as well as institutional and programmatic mission statements. Revisions to these aspects, as well also to the overall Strategic Plan of the program, will be made following careful assessment of departmental needs at specified times during each school year.

- Curriculum Design
- Course Content
- Faculty Performance
- Certification Examination Results
- Student Feedback
- Community Feedback
- Employment Statistics
- Faculty Assignments
- Course Sequence
- Admission Standards
- Faculty Development
- Educational Support, especially Distance Technology
- Effectiveness of Collaborations

Student Outcomes:

The Department of Occupational Therapy OTD Program in NSU Tampa Bay qualifies and prepares graduates to take the National Board Certification for Occupational Therapy (NBCOT) examination. Passing score on the NBCOT examination qualifies the graduate to

obtain state licensure and enter the field as an entry level practitioner. NSU graduates are prepared to practice in a holistic, ethical, and client-centered manner at a variety of settings, with clients of any age or occupation-oriented need, and as the case might be, in their beginning area of specialization. Graduates of the NSU OTD program will demonstrate knowledge and skills related to occupation and occupational performance, OT related intellectual capabilities, leadership skills, professional characteristics, and therapeutic perspectives.

Knowledge and Skills Related to Occupation and Occupational Performance Include:

- Diagnoses
- Evaluation and
- Intervention

OT Related Intellectual Capabilities Are:

- Resourcefulness
- Critical Thinking
- Problem Solving
- Clinical Reasoning
- Reflection

Leadership Qualities Comprise:

- Ongoing Professional Development
- Attaining Leadership Positions
- Community-Oriented Practice
- Client Advocacy

Professional Characteristics Demonstrate:

- Integrity
- Cultural Competency
- Evidence Based
- Articulate Communication
- Professional Behavior
- Empathy.

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