**College/School Name: Katz School of Science and Health**

**Department/Program Name: Doctorate in Occupational Therapy (OTD)**

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**Program Mission Statement**

The mission of YU occupational therapy doctorate program is to educate and train students to become scholar-practitioners who are caring and competent in developing and delivering services; through the integration of theory, research, and practice knowledge-basis and clinical skills. These scholar-practitioners will be lifelong learners, advocators and leaders for the profession as well as the diverse consumers, local and global communities. Through a student-centric pedagogy and curricular threads (i.e., occupation-centered, client-centeredness, evidence-based practice, interprofessional collaboration, therapeutic use of self, diversity, and diverse and global connections, wellness and prevention, critical thinking and clinical reasoning, leadership and advocacy) the students will be prepared to be reflective and effective practitioners. Our program aligns with the American Occupational Therapy Association (AOTA) Vision 2025: “As an inclusive profession, 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”.

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| **Department**  **Program Learning Goal** | **Objectives** |
| 1. Develop and implement client centered care that is inclusive of cultural values, beliefs, and needs. | 1. Students will be able to identify the impact contextual factors, socioeconomic, political, and demographic factors have on client’s occupational performance. |
| 1. Students will be able to promote culturally sensitive and inclusive service delivery to individuals, groups, and communities. |
| 1. Demonstrate effective communication skills to function successfully as a member of an interprofessional health care team. | 1. Students will be able to demonstrate conscious use of professional language both verbally and in writing. |
| 1. Students will be able to communicate their clinical reasoning when presenting clinical cases to an interprofessional health care team. |
| 1. Apply critical analysis of evidence during the occupational therapy process and participate to increase the body of knowledge of the profession through the preparation and dissemination of scholarship. | 1. Students will be able to locate, quantitative and qualitative research papers to guide clinical decision-making. |
| 1. Students will be able to appraise scientific literature to develop their capstone doctoral project. |
| 1. Students will be able to synthesize scientific literature to develop their capstone doctoral project. |
| 1. Students will be able to disseminate their capstone doctoral project in a local, national, or international professional venue. |
| 1. Design interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession’s philosophy. | 1. Students will be able to evaluate an individual’s occupational needs, performance skills, performance patterns, context(s), environments, and client factors using evidence-based outcome measures. |
| 1. Students will be able to design a client-centered well-reasoned intervention plan to promote areas of weakness. |
| 1. Implement interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession’s philosophy. | 1. Students will be able to apply safe and ethical care focusing on promotion, compensation, adaptation, and prevention to individuals, groups, or communities. |
| 1. Students will be able to report client’s progress over the course of intervention using professional documentation in accordance with reimbursement systems. |
| 1. Students will be able to develop a client-centered plan for discharge in collaboration with interprofessional team by reviewing the needs of the client and significant others; available resources; and discharge environment. |
| 1. Integrate health promotion and wellness in interventions with individuals, communities and populations | 1. Students will be able to appraise individuals, communities, and population health needs and access to resources. |
| 1. Students will be able to develop health and wellness programs to mitigate identified needs at an individual, group, and community levels. |
| 1. Model leadership and advocacy for occupational therapy in the full range of service areas. | 1. Students will be able to examine health disparities or social injustices impacting individuals, groups, and communities. |
|  | 1. Students will be able to propose programmatic changes to a selected organization, or agency about a social or policy issue. |

Levels Curriculum Map

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | Learning objectives/outcomes | |  | | Required Courses/Experiences | | | | | | | | | | |
| **5100** | **5101** | **5102** | **5103** | **5104** | **5105** | **5200A** | **5200B** | **5201** | **5202** | **5203** |
| 1.a. Students will be able to identify the impact contextual factors, socioeconomic, political, and demographic factors have on client’s occupational performance. | x | x | x |  |  |  | x | x |  | x |  |
| 1.b. Students will be able to promote culturally sensitive and inclusive service delivery to individuals, groups, and communities. | x | x | x |  |  |  | x | x |  | x |  |
| 2.a. Students will be able to demonstrate conscious use of professional language both verbally and in writing. | x | x |  |  | x |  |  |  | x | x |  |
| 2.b. Students will be able to communicate their clinical reasoning when presenting clinical cases to an interprofessional health care team. | x | x |  |  | x |  |  |  | x | x |  |
| 3.a. Students will be able to locate, quantitative and qualitative research papers to guide clinical decision-making. |  |  | x | x | x |  | x | x |  |  |  |
| 3.b. Students will be able to appraise scientific literature to develop their capstone doctoral project. |  |  | x | x | x |  | x | x |  |  |  |
| 3.c. Students will be able to synthesize scientific literature to develop their capstone doctoral project. |  |  | x | x | x |  | x | x |  |  |  |
| 4.a. Students will be able to evaluate an individual’s occupational needs, performance skills, performance patterns, context(s), environments, and client factors using evidence-based outcome measures. |  |  |  |  |  |  | x | x | x |  | x |
| 4.b. Students will be able to design a client-centered well-reasoned intervention plan to promote areas of weakness. |  |  |  |  |  |  | x | x | x |  | x |
| 5.a. Students will be able to apply safe and ethical care focusing on promotion, compensation, adaptation, and prevention to individuals, groups or communities. |  |  |  |  |  |  | x | x | x |  | x |
| 5.b Students will be able to report client’s progress over the course of intervention using professional documentation in accordance with reimbursement systems. |  |  |  |  |  |  | x | x | x |  | x |
| 5.c. Students will be able to develop a client-centered plan for discharge in collaboration with interprofessional team by reviewing the needs of the client and significant others; available resources; and discharge environment. |  |  |  |  |  |  | x | x | x |  | x |
| 6.a. Students will be able to appraise individuals, communities, and population health needs and access to resources. |  | x |  |  |  | x | x | x | x |  |  |
| 6.b. Students will be able to develop health and wellness programs to mitigate identified needs at an individual, group, and community levels. |  | x |  |  |  | x | x | x | x |  |  |
| 7.a. Students will be able to examine health disparities or social injustices impacting individuals, groups, and communities. | x |  |  |  |  |  | x | x |  |  |  |
| 7.b. Students will be able to propose programmatic changes to a selected organization, or agency about a social or policy issue. | x |  |  |  |  |  | x | x |  |  |  |

Levels Curriculum Map. Continued

| Learning objectives/outcomes | Required Courses/Experiences | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5204** | **5205** | **5206** | **5300A** | **5300B** | **5301** | **5302** | **5303** | **5304** | **5400A** | **5400B** |
| 1.a. Students will be able to identify the impact contextual factors, socioeconomic, political, and demographic factors have on client’s occupational performance. |  | x |  | x | x |  |  |  | x | x | x |
| 1.b. Students will be able to promote culturally sensitive and inclusive service delivery to individuals, groups, and communities. |  | x |  | x | x |  |  |  | x | x | x |
| 2.a. Students will be able to demonstrate conscious use of professional language both verbally and in writing. |  |  |  | x | x | x |  |  |  |  |  |
| 2.b. Students will be able to communicate their clinical reasoning when presenting clinical cases to an interprofessional health care team. |  |  |  | x | x | x |  |  |  |  |  |
| 3.a. Students will be able to locate, quantitative and qualitative research papers to guide clinical decision-making. | x |  |  | x | x |  | x | x |  | x | x |
| 3.b. Students will be able to appraise scientific literature to develop their capstone doctoral project. | x |  |  | x | x |  | x | x |  | x | x |
| 3.c. Students will be able to synthesize scientific literature to develop their capstone doctoral project. | x |  |  | x | x |  | x | x |  | x | x |
| 4.a. Students will be able to evaluate an individual’s occupational needs, performance skills, performance patterns, context(s), environments, and client factors using evidence-based outcome measures. |  | x |  | x | x |  |  | x | x | x | x |
| 4.b. Students will be able to design a client-centered well-reasoned intervention plan to promote areas of weakness. |  | x |  | x | x |  |  | x | x | x | x |
| 5.a. Students will be able to apply safe and ethical care focusing on promotion, compensation, adaptation, and prevention to individuals, groups or communities. |  | x |  | x | x |  |  | x | x | x | x |
| 5.b. Students will be able to report client’s progress over the course of intervention using professional documentation in accordance with reimbursement systems. |  | x |  | x | x |  |  | x | x | x | x |
| 5.c. Students will be able to develop a client-centered plan for discharge in collaboration with interprofessional team by reviewing the needs of the client and significant others; available resources; and discharge environment. |  | x |  | x | x |  |  | x | x | x | x |
| 6.a. Students will be able to appraise individuals, communities, and population health needs and access to resources. |  |  |  | x | x | x |  |  | x | x | x |
| 6.b. Students will be able to develop health and wellness programs to mitigate identified needs at an individual, group, and community levels. |  |  |  | x | x | x |  |  | x | x | x |
| 7.a. Students will be able to examine health disparities or social injustices impacting individuals, groups, and communities. |  |  |  | x | x |  |  |  |  | x | x |
| 7.b. Students will be able to propose programmatic changes to a selected organization, or agency about a social or policy issue. |  |  |  | x | x |  |  |  |  | x | x |

Levels Curriculum Map. Continued

| Learning objectives/outcomes | Required Courses/Experiences | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5401** | **5402** | **5403** | **5404** | **5405** | **5500** | **5501** | **5600** | **5601** | **5700** | **5701** | **5800** | **5801** |
| 1.a. Students will be able to identify the impact contextual factors, socioeconomic, political, and demographic factors have on client’s occupational performance. |  |  |  | x |  | x | x | x | x | x | x | x | x |
| 1.b. Students will be able to promote culturally sensitive and inclusive service delivery to individuals, groups, and communities. |  |  |  | x |  | x | x | x | x | x | x | x | x |
| 2.a. Students will be able to demonstrate conscious use of professional language both verbally and in writing. | x | x |  | x | x | x | x | x | x | x | x | x | x |
| 2.b. Students will be able to communicate their clinical reasoning when presenting clinical cases to an interprofessional health care team. | x | x |  | x | x | x | x | x | x | x | x | x | x |
| 3.a. Students will be able to locate, quantitative and qualitative research papers to guide clinical decision-making. |  | x | x |  |  | x | x | x | x | x | x | x | x |
| 3.b. Students will be able to appraise scientific literature to develop their capstone doctoral project. |  | x | x |  |  | x | x | x | x | x | x | x | x |
| 3.c. Students will be able to synthesize scientific literature to develop their capstone doctoral project. |  | x | x |  |  | x | x | x | x | x | x | x | x |
| 4.a. Students will be able to evaluate an individual’s occupational needs, performance skills, performance patterns, context(s), environments, and client factors using evidence-based outcome measures. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 4.b. Students will be able to design a client-centered well-reasoned intervention plan to promote areas of weakness. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 5.a. Students will be able to apply safe and ethical care focusing on promotion, compensation, adaptation, and prevention to individuals, groups or communities. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 5.b. Students will be able to report client’s progress over the course of intervention using professional documentation in accordance with reimbursement systems. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 5.c. Students will be able to develop a client-centered plan for discharge in collaboration with interprofessional team by reviewing the needs of the client and significant others; available resources; and discharge environment. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 6.a. Students will be able to appraise individuals, communities, and population health needs and access to resources. | x |  |  | x | x | x | x | x | x | x | x | x | x |
| 6.b. Students will be able to develop health and wellness programs to mitigate identified needs at an individual, group, and community levels. | x |  |  | x | x | x | x | x | x | x | x | x | x |
| 7.a. Students will be able to examine health disparities or social injustices impacting individuals, groups, and communities. |  |  |  | x | x |  | x | x | x | x | x | x | x |
| 7.b. Students will be able to propose programmatic changes to a selected organization, or agency about a social or policy issue. |  |  |  | x | x |  | x | x | x | x | x | x | x |