Department of Occupational Therapy Curriculum Design

EASTERN KENTUCKY UNIVERSITY

EKU-OT Website
Established in 1976

Located in Richmond, Kentucky

Serves as the only occupational therapy program in a public university in Kentucky

Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE)

In 2000, the joint doctoral program at University of Kentucky in Rehabilitation Sciences was established
Programs Offered

Bachelor of Science in Occupational Science

Entry level Master of Science in Occupational Therapy

Post-professional Master of Science in Occupational Therapy

Doctor of Philosophy in Rehabilitation Sciences in collaboration with the University of Kentucky
Currently ranked as the 24th best occupational therapy program in the United States by U.S. News and World Reports [US News & World Reports website](http://www.usnews.com)

Ten of 17 faculty members have been named to the roster of fellows of the American Occupational Therapy Association (F.A.O.T.A.)

Faculty are well published and well respected scholars, including an Endowed Chair of Occupational Therapy
The Department of Occupational Therapy is dedicated to the study of occupation and occupational therapy through the engagement of students and faculty in learning, scholarship and service across a continuum of educational experiences.
Department Vision

The Department of Occupational Therapy will achieve excellence in the study of occupation as a therapy and a science. Students and faculty will be recognized for their engagement of individuals and communities in occupations to support participation in life.
Department Philosophy

Occupation is essential to individual, community and societal health and well being.

Humans construct and seek meaning within multiple contexts.

The cycle of adaptation and occupational performance is foundational for expression of well-being in multiple contexts.

Occupational therapy is a dynamic force for preventing, remediating, and compensating for occupational performance dysfunction.
Department Educational Philosophy

The Department strives to fill the need for practitioners with critical reasoning and lifelong learning skills.

Students are provided active learning experiences across multiple contexts.

Students engage in self-reflection in order to take ownership of learning.
Students enter the M.S. program by one of three routes:

- **Option 1**: Bachelor of Science in Occupational Science from EKU

- **Option 2**: Bachelor’s degree in another field followed by a 1-year transition program at EKU

- **Option 3**: Bachelor’s degree in occupational therapy
<table>
<thead>
<tr>
<th>Program Options</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
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</thead>
<tbody>
<tr>
<td><strong>B.S. in O.S.</strong></td>
<td>128 credit hours</td>
<td>56 credit hours</td>
<td>30 credit hours</td>
</tr>
<tr>
<td>Two year undergraduate program:</td>
<td>Route of entry: Following B.S. in O.S. at EKU</td>
<td>Route of entry: Following one year transition program at EKU</td>
<td>Route of entry: Following a bachelor’s degree in occupational therapy</td>
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<tr>
<td>Courses focus on human occupation and its relation to:</td>
<td>Four semesters didactic coursework including:</td>
<td>Four semesters didactic coursework including:</td>
<td>Graduate coursework focuses on occupation based practice, research, management</td>
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<tr>
<td>Research</td>
<td>Three Level I fieldwork experiences</td>
<td>Three Level I fieldwork experiences</td>
<td>Thesis or special project research experience</td>
</tr>
<tr>
<td>Context</td>
<td>Two 12-week Level II experiences</td>
<td>Two 12-week Level II experiences</td>
<td></td>
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<tr>
<td>Persons with disabilities</td>
<td>Thesis or special project research experience</td>
<td>Thesis or special project research experience</td>
<td>Thesis or special project research experience</td>
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<tr>
<td>Anatomy, physiology, human motion for activity and neuroanatomy</td>
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Master of Science Curriculum

Concepts and knowledge

- The curriculum assists students in developing the skills for reflective practice and continued competence by recognizing that concepts and knowledge are socially constructed and always evolving.

Active Learning Experiences

- Active learning experiences are in-context learning opportunities designed for discovery, application and integration of concepts and knowledge.

Integrative Seminars

- Students, faculty and community partners participate in reflective discussions to integrate the five curricular themes and create holistic understanding.

Authentic Assessment

- A professional portfolio contributes to self-discovery and fosters the integration and synthesis of each student’s learning toward curriculum outcomes (Jarvinen & Kohonen, 1995). Authentic assessment is evident in course work through individual student portfolio development. Students engage in productive tasks and disciplined inquiry to demonstrate program outcomes.
An understanding of the complexity of occupation and of humans as occupational beings underlies professional action & scholarship.
Courses emphasize occupation-based practice for evaluation, planning and implementation of OT intervention.

Students are provided with hands-on experience in using occupation-based practice.

Students learn to adapt the context within treatment settings to support occupational engagement in lived environments.

Students learn to use outcome measures throughout the OT process as they relate to engagement in occupations.
Fused with experience, ongoing learning and the development of creative capacity, reasoning meets the demands of a reflective professional.
Appreciating relationships and for understanding occupational choice, patterns and performance. Diversity is the basis for respectful relationships.
Expressing and exchanging ideas in order to collaborate, advocate and share knowledge is integral to professional action and research.
Professional Identity Theme

Developing the values and habits of a professional supports the ability to negotiate systems and assume a variety of roles in service to others.