New York University Bulletin

GRADUATE 2007-2009

NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development

Applied Psychology
Art
Communication
Education
Health
Music
Occupational therapy is a health profession whose goal is to help individuals achieve independence, meaning, and satisfaction in all aspects of their lives. Occupational therapists apply their specific knowledge to enable individuals to engage in activities of daily living that have personal meaning and value. Occupational therapists develop, improve, sustain, or restore independence to anyone who has an injury, illness, disability, or psychological dysfunction. The occupational therapist consults with the individual and family or caregivers and, through evaluation and treatment, promotes the client’s capacity to participate in satisfying daily activities. Intervention may address the person’s capacity to perform, the activity being performed, or the environment in which it is performed. The occupational therapist’s goal is to provide the client with skills for the job of living—those necessary to function in the community or in the client’s chosen environment.

For over 65 years, New York University’s Department of Occupational Therapy continues to be preeminent in the extent of its contribution to occupational therapy education and the number and quality of its outstanding graduates. The Department of Occupational Therapy is a leading academic center committed to the development of ethical therapists and scholars who are prepared to respond to the challenges of society’s ever-changing needs. The department offers professional-level graduate education for entry into occupational therapy practice and postprofessional master’s and doctoral degrees for graduates of approved occupational therapy programs.

The professional education of occupational therapists involves the study of the biological and social sciences fundamental to practice and the role of activities and human occupation in improving, restoring, and sustaining function. Postprofessional education emphasizes scientific inquiry and advanced clinical skills to prepare master clinicians, administrators, educators, scientists, and professional leaders. The Department of Occupational Therapy’s educational efforts are enhanced by its location in the midst of the most outstanding array of health and educational facilities in the country. The program also has a highly qualified faculty. The relationships thus developed provide unparalleled learning experiences for students, distinguishing this program from others. The New York metropolitan area provides a source of diverse practicum sites that are virtually matchless.
Faculty

Offiong Aqua, Clinical Associate Professor. B.S. 1986, Moscow.

Research and advanced study of human anatomy and physiology. NYU Steinhardt’s Teaching Excellence Award 2006.


Extensive research focuses on the hand and upper limb and in the use of physical measures of impairment as predictors for disability. Current research addresses the process of disablement among community-dwelling, well elders.

Karen A. Buckley, Clinical Assistant Professor. B.S. 1973, SUNY (Buffalo); M.A. 1977, New York; OT/L, Neuro Development Treatment (NDT) Certified.

Extensive clinical experience working with adults and children in various practice settings; coordinates courses that address evaluation, assessment, and treatment of motor and process skills required for engagement in activity and occupation; special interest in neurological impairment and application of motor learning principles to intervention.

Adjunct Faculty

Marie-Louise Blount, M.A.; OT, FAOTA
Todd Bryson, B.S.; OT/CHT
Isabel Cadenas, M.A.
Connie Charney, M.A.; OT
Diana Chen Wong, M.A.; OTR
Tracy Chippendale, M.A.; OTR/L
Antonietta Corvinelli, M.A.; OTR

Laura Dunlop, B.S.; OT
Joan Feder, M.A.; OTR/L
Patricia Gentile, M.S.; OTR/L, BCN
Henry Hanif, M.A.; OT
Janine Kahan-McLear, M.A.; OTR/L
Christine Peters, Ph.D.; OTR
Gregory Roth, M.A.; OTR/L

Francine Seruya, M.A.; OTR/L
Jeffrey Tomlinson, M.S.W.; CSW, OTR, FAOTA
Michael Tranquilli, M.A.; OT
Steven Van Lew, M.A.; OT
Sheri Wadler, M.A.; OTR

Professional Program

Director
Karen A. Buckley

Education Building, 11th Floor 212-998-5837

Degree
M.S.

Faculty
Aqua, Bear-Lehman, Buckley, Govorover, McCreedy, Perr, Poole

MASTER OF SCIENCE

The Master of Science Program in Occupational Therapy provides the professional education necessary for initial certification as an occupational therapist. Affiliated with 450 sites, the program affords students intervention experiences in challenging settings, which are integrated into the curriculum through connection with courses or as full-time fieldwork.

CAREER OPPORTUNITIES

Occupational therapy is a fast-growing profession, and graduates are sought by employers nationwide.

DEGREE REQUIREMENTS

Academic Prerequisites: Undergraduate course work in abnormal psychology, developmental psychology, behavioral science; one additional course in either psychology, anthropology, or sociology; human anatomy and physiology I and II; and elementary statistics.

A full-time course of study is 27 to 30 months. Students are required to participate in two full-time, three-month fieldwork experiences, which usually take place during the summer and fall. The program requires successful completion of 74 points in anatomy; kinesiology; human growth and development; activity group process; psychiatric, medical, surgical, orthopedic, and neuromuscular conditions; theoretical foundations of occupational therapy; and research, analysis, and synthesis of activities as they relate to human occupation through emphasizing evaluation and intervention in the occupational therapy process.

Postprofessional Programs

Director
Doctoral Programs
Jane Bear-Lehman

Education Building, 11th Floor
212-998-5825

Degrees
M.A., D.P.S., Ph.D.

Faculty
Aquí, Bear-Lehman,
Chen, Goeveroer,
Hinojosa, Mosey

The Department of Occupational Therapy offers postprofessional programs in occupational therapy leading to the M.A., D.P.S., or Ph.D. degree for occupational therapists. These programs integrate the theoretical foundation of occupational therapy and the knowledge, skills, and attitudes necessary for engaging in scholarly activity. Students develop analytical skills necessary for assuming leadership roles while cultivating a network of professional contacts through their studies, clinical experiences, and collaborative research. One of the most outstanding features is the strong peer support network provided by an active cadre of postprofessional students.

A limited number of teaching assistantships are available to qualified students and provide stipend and tuition. Applicants are encouraged to visit NYU’s Office of Financial Aid Web site, www.nyu.edu/financial.aid, and the Steinhardt School’s Office of Graduate Admissions Web site, www.steinhardt.nyu.edu/graduate.admissions, for more information.

Master of Arts: Postprofessional Advanced Occupational Therapy: Generic (OTHG)

Individually Designed Sequence of Courses
The postprofessional master’s degree program is designed for occupational therapists who want master’s-level study regarding current theories, research, frames of reference, and issues related to practice. Each student takes a core of graduate-level courses in occupational therapy theory, research, and professional skills. Students may begin their studies in the fall, spring, or summer term (matriculation in fall semester only). This 30-point program may be completed as full-time or part-time study.

Students select an area of specialization such as pediatrics, mental health, assistive technology, physical disabilities, upper quadrant, or school-based practice. Selection of courses is made by advisement. Electives may be taken in other New York University schools, divisions, and programs, including psychology, education, special education, psychology, ergonomics and biomechanics, public administration, and others.

Department Core Courses (6 points):
- Theoretical Foundations for Intervention E40.2762, Developing a Guideline for Intervention E40.2763, Ethics and Analytical Reasoning E40.2764, Research Methods (6 points), Specialization (12 points): by advisement, Electives (6 points).

ADMISSION REQUIREMENTS
In addition to the admission criteria of the school, the following specific requirements apply: (1) certification as an occupational therapist or eligibility for certification; (2) baccalaureate degree in occupational therapy; (3) a strong grade-point average; (4) a personal statement; and (5) interview(s) as requested by the department.

Doctor of Professional Studies (OTHS)

Through the Doctor of Professional Studies (D.P.S.) Program, students have the opportunity to advance their knowledge and critical thinking via course work that builds a foundation of critical analysis, evidence-based practice, ethics, and theory. The D.P.S. prepares advanced, skilled occupational therapists to deliver, present, and collaborate with interdisciplinary professionals to provide high-quality care. Full-time or part-time
study is available. Students are offered two areas of advanced clinical specialization: pediatrics and upper quadrant.

ADMISSION REQUIREMENTS
In addition to the admission criteria of the school, the following specific requirements apply: (1) GRE score; (2) graduation from an approved professional occupational therapy program; (3) master’s degree or equivalent; (4) a personal statement; (5) three letters of recommendation; and (6) interviews as requested by the department. There is a special application deadline of March 1 (fall entry only) for the D.P.S.

DEGREE REQUIREMENTS
Occupational therapists who hold a master’s degree complete (1) 36 points of approved course work with a minimum cumulative grade point average of 3.0, (2) presentation and successful defense of evidence-based professional portfolio, and (3) completion of all requirements for the D.P.S. within seven years. Full-time or part-time study is available.

Department Core Courses (6 points): Theoretical Foundations for Intervention E40.2762, Ethics and Analytical Reasoning E40.2764. Program Requirements (6 points): Evidence-Based Practice E40.3301, Advanced Assessments for the Practicing Therapist E40.3306. Clinical Specialization (12 points). Electives (9 points): Students are required to complete 9 points of electives from University-wide offerings.

Terminal Project (3 points).

Doctor of Philosophy (OTHX)
The Ph.D. program, Research in Occupational Therapy, was established in 1973 and was the first such doctoral program in the world. The program provides students with the knowledge and skills to work in the profession as researchers, scholars, and educators. Doctoral students take postprofessional course work in occupational therapy and courses in other disciplines both in the school and throughout the University.

ADMISSION REQUIREMENTS
In addition to the admission criteria of the school, the following specific requirements apply: (1) GRE score; (2) graduation from an approved professional occupational therapy program; (3) a strong grade-point average; (4) master’s degree or equivalent; (5) a personal statement; (6) three letters of recommendation; and (7) interviews as requested by the department.

Courses
The courses listed herein are to be offered in 2007–2009.

OCCUPATIONAL THERAPY/E40

New Student Seminar in Occupational Therapy E40.2000 Perr, Poole. 20 hours: 0 points. Fall.

This course introduces the newly accepted professional-level student to the field of occupational therapy, the Steinhardt School, and NYU. It is intended to help the student adjust to the demands and responsibilities of graduate professional education, as well as introduce basic concepts in occupational therapy.

Principles of Human Anatomy E40.2001 Aqua. 30 hours: 3 points. Spring.

Structure of the human body with emphasis on the musculoskeletal and nervous systems. The relationship between structure and function is stressed as well as integration of these and other body systems during the normal and abnormal function. Students learn all the skeletal system, muscles, peripheral vasculature, and nervous system.

Human Anatomy Lecture E40.2002 Aqua. 53 hours: 3 points. Fall. Spring.

Structure and function of the skeletal, muscular, nervous, and circulatory systems. The course is given in lecture format and enhanced with models, slides, handouts, and videotapes.

Human Anatomy Laboratory E40.2005 Aqua. 49 lab hours: 1 point. Spring.

Follows and complements the lecture material presented in E40.2002 (Human Anatomy). Students dissect human cadavers for the purpose of learning the skeletal, muscular, nervous, and circulatory systems.

Neuroscience E40.2010 Cadenas. 45 hours: 3 points. Fall.

Neuroanatomy and neurophysiology underlying occupational therapy theory and practice. A foundation in neuroscience to facilitate understanding of human performance as the culmination of the influences of multiple systems.

Occupational Performance in Context E40.2020 Buckly, Poole. 20 hours: 2 points. Fall.

History of the role of activities and occupation in the practice of occupational therapy and the context in which humans engage and participate in them. How and why humans select the activities that are meaningful to them and the relevant sociocultural issues.

Research Methods for Occupational Therapy E40.2025 Bear-Lehman. 20 hours: 2 points. Spring.

Prerequisite: Statistics. Introduction for occupational therapist to the practical and ethical methods of scientific inquiry, including variable definition, formulating research questions and hypotheses, and proposing research designs for conducting studies. Refinement of skills for reviewing and critiquing the literature.
Theoretical Bases for the Scope of Practice
E40.2030 Bear-Lehman, Buckley. 10 hours: 4 points. Spring.
Prerequisites: E40.2701 and E40.2709.
Provides foundation knowledge underlying occupational therapy practice for the formation and use of conceptual practice frameworks. The course focuses on the theories supporting current and emerging areas of occupational therapy practice.

Analysis of Human Activity and Occupational Therapy Performance I
E40.2035 Buckley, Poole. 20 hours: 2 points. Spring.
Prerequisite: successful completion of all first-semester occupational therapy courses.
This lecture and laboratory course presents an in-depth examination of the therapeutic value of purposeful activity/occupation, with emphasis on activity analysis, synthesis, and gradation. The role of the teaching and learning process and its relevance to designing effective intervention is examined.

Medical and Psychiatric Conditions
E40.2039 Perr, Poole. 45 hours: 4 points. Spring.
Prerequisites: E40.2000. Etiology, pathology, and sequelae of selected medical, psychiatric, orthopedic, and neurological conditions that frequently necessitate occupational therapy intervention. Standard diagnostic systems and somatic treatments are reviewed.

Professional Issues I
E40.2040 McCreedy. 10 hours: 1 point. Spring.
Prerequisite: E40.2000.
Issues related to working as an occupational therapist in a variety of health care arenas are addressed. Interviews with fieldwork placement administrators and faculty occur during this course.

Professional Issues II
E40.2041 McCreedy. 10 hours: 1 point. Spring.
Prerequisites: satisfactory completion of all level I fieldwork in the first year. Students must be in good standing in academic courses for the second year.
This course provides students with information to transition from academic learning to clinical reasoning in varied fieldwork settings and practice arenas.

Assistive Technology for People with Disabilities
E40.2195 Perr. 30 hours: 3 points. Fall.
A multidisciplinary course on the principles and application of technological aids used in occupational therapy assessment and intervention. Use of mainstream and specialized equipment for mobility, computer access, and environmental control are highlighted. Client assessment strategies, legislation, and the roles of team members are examined.

Independent Study
E40.2200 45 hours per point: 1-6 points. Fall, spring, summer. Hours to be arranged.
For description, see page 210.

Treating Children with Sensory Regulatory Dysfunction
E40.2332 Hinojosa. 30 hours: 3 points. Fall, spring.
This course examines occupational therapy literature and research findings that support treatment of children with sensory regulatory difficulties in a variety of settings. Students’ clinical experiences are used as a basis to examine the efficacy and effectiveness of intervention.

Successful Intervention in Schools
E40.2335 Hinojosa. 30 hours: 3 points. Fall, spring.
Examine therapists’ perceptions that have an impact on therapy in the classroom. Students learn to identify strategies and methods that will assist in designing intervention plans that can be implemented in a classroom. Research effective strategies for ensuring best practice in a wide variety of educational systems.

Reframing the Meaning of Disability to Families
E40.2338 Hinojosa. 30 hours: 3 points. Fall, spring.
Examination of family-centered care for families with special needs. Reviews theoretical approaches and explores the views and experiences of parents and other care providers. Examines the importance of the environment to clinical decision making and service delivery.

Clinical Management I: Bone and Joint Disorder of the Upper Quadrant
E40.2341 Bear-Lehman, Poole. 30 hours: 3 points. Fall, spring.
Prerequisites: E40.2001 and E40.3306.
This course uses a seminar and laboratory teaching model to explore the intervention process for hand and upper limb bone and joint disorders. This course addresses the psychological and physical ramifications of hand and upper limb impairments.

Clinical Management II: Nerve Disorders of the Upper Quadrant
E40.2342 Bear-Lehman, Poole. 30 hours: 3 points. Fall, spring.
Prerequisites: E40.2001, E40.2341, and E40.3306.
Essential to good clinical practice is the use of treatment strategies to the trajectory of recovery of physical function and ultimately occupational performance.

Clinical Management III: Complex Multisystem Injuries of the Upper Quadrant
E40.2343 Bear-Lehman, Poole. 30 hours: 3 points. Fall, spring.
Prerequisites: E40.2001, E40.2342, and E40.3306.
This course uses a lecture, seminar, and laboratory teaching model to explore intervention strategies for the complex, multisystem, and/or catastrophic upper limb injuries. As the final course sequence of three treatment courses, it also addresses working with the “difficult” patient and the ways in which the practicing therapist can promote recovery from a physical and psychological perspective.

Foundations of Occupational Therapy
E40.2701 Governor. 20 hours: 2 points. Fall.
Orientation to the profession of occupational therapy, its historical development, and its current issues. Roles and functions of occupational therapists in various settings. Historical and philosophical development of the profession, influential leaders, and their orientations. Introduction to practice and the role of the therapist examined through lectures, discussion, and field experience.

Fieldwork II in Occupational Therapy
E40.2703 McCreedy. Minimum of 480 hours per point: 3 points (6 points required). Fall, spring, summer. Hours to be arranged.
Registration by permission of instructor. Supervised full-time practice in various agencies and institutions in the New York area or elsewhere. Students gain and apply knowledge in a practice setting. Students are assigned caseloads that match individual learning needs. Students show initiative and respond appropriately to supervision.

Fieldwork II in Occupational Therapy (Nontraditional)
E40.2704 McCreedy. Minimum of 480 hours: 3 points. Fall, spring, summer. Hours to be arranged.
Registration by permission of instructor. Supervised fieldwork oriented to the development of skills in occupational therapy evaluation and intervention.
through observation and practice. Clinical work, seminar, and independent projects.

Fieldwork II in Occupational Therapy (Nontraditional)
E40.2705 McCrudy. Minimum of 400 hours: 2 points. Fall, spring, summer; hours to be arranged. Registration by permission of instructor. Clinical practice in area of specialization. For description, see E40.2704.

Activity Group Process
E40.2707 34 hours: 3 points. Fall. Theory and practice of small group intervention and process in occupational therapy. Topics include communication, small group formation, observation and recording, analysis, rules, leadership, group development, structure, use of activities, and therapeutic intervention. Lecture and laboratory.

Performance and Development Across the Life Span
E40.2709 McCrudy. 30 hours: 3 points. Fall. The role of the occupational therapist in relating maturational data from conception to old age to the practice of occupational therapy.

Kinesiology
E40.2710 Poole. 35 hours: 2 points. Spring. Students are introduced to the principles of biomechanics, joint kinematics, and muscle function to enhance their understanding of normal human motion. Experiential lab sessions provide illustrations of these concepts, as well as the opportunity to develop skill in assessing joint range of motion, muscle strength, and movement patterns.

Fieldwork I
E40.2720 55.5 hours: 1 point. Summer. Internship of academic learning with clinical practice. Group assessment and the design of group experiences applied to the teaching of clinical problem solving. This practicum emphasizes group leadership. Fieldwork seminars and community experiences.

Fieldwork I in Occupational Therapy
E40.2721 Perr. 195 hours: 1 point. Fall. Students continue to integrate academic learning with clinical practice. Actual case studies are presented by experts in various specialties. Students formulate treatment plans in small groups and present their work.

Fieldwork I
E40.2722 120 hours: 1 point. Spring. Fieldwork I in the spring semester is a continuation of Fieldwork I in the fall semester. Students integrate academic learning with clinical practice.

Research Design in Occupational Therapy
E40.2724 Baer-Lehman. 20 hours: 2 points. Summer. Groups develop preliminary research ideas and initiate review of the literature.

Research Interpretation for Occupational Therapy
E40.2725 Baer-Lehman. 43 hours: 3 points. Fall. Guided independent or group research in topics relevant to the application of occupational therapy. Lectures on research methodology, critiques of published research, ethical considerations and practices, implementation and completion of an investigation, and written and oral presentations. Lecture and laboratory.

Analysis of Human Activity and Occupational Performance II
E40.2736 Perr. 20 hours: 2 points. Summer. Lecture and Laboratory. Employing a biopsychosocial model, various aspects of work and productive activities are explored. Includes psychosocial issues, epidemiology, job analysis, an introduction to ergonomics, work hardening, social and legal issues relative to the world of work.

Orthopedic Evaluation and Intervention
E40.2741 Poole. 45 hours: 3 points. Fall. Introduces administration of biomechanical evaluation of the upper quadrant, hand, and selected other orthopedic conditions; documentation and interpretation of assessment findings; planning and implementation of biomechanical occupational therapy interventions; and fabrication of upper-extremity orthotics for persons with physical dysfunctions. Integrates principles and procedures of therapeutic exercises, purposeful activity, independent living skills, and prevention as they contribute to overall occupational performance.

Rehabilitation Evaluation and Intervention
E40.2742 Perr. 42 hours: 3 points. Spring. The concepts and principles of rehabilitation, habilitation, compensation, and adaptation as they relate to individuals with physical disabilities. Development of clinical reasoning to assess and intervene in the areas of activities of daily living, including environmental control, communication, and mobility using assistive equipment and technology. Rehabilitative concepts are examined and practiced as they apply to persons with selected diagnoses.

Neurological Evaluation and Intervention
E40.2743 Buckley. 44 hours: 3 points. Fall. Theoretical foundations underlying motor control related to the clinical application of various approaches to the assessment and treatment of clients with neuromotor dysfunction. Development of preliminary skill in assessment of motor behavior, selection of appropriate assessment tools, and selection of treatment strategies to promote the client's occupational and role performance. Traditional and contemporary views of motor behavior—motor control, motor development, and motor learning—are presented.

Cognitive Evaluation and Intervention
E40.2744 Goverover. 30 hours: 3 points. Spring. Orientation to theoretical approaches addressing cognitive and perceptual dysfunction. Emphasis on problem identification: selection of appropriate assessment tools, establishment of goals, documentation and treatment planning for clients with various cognitive and perceptual deficits.

Mental Health Evaluation and Intervention
E40.2745 44 hours: 3 points. Fall. Application of evaluation and intervention methods in psychosocial occupational therapy practice. Screening, assessment, goal setting, planning of intervention, implementation of intervention, and program planning in mental health settings. Therapeutic use of self, activity-based treatment, and clinical application of occupational therapy frames of reference. Major psychiatric disorders as clinical examples.

Community Practice
E40.2746 21 hours: 2 points. Spring. Advanced knowledge for psychosocial practice in occupational therapy. Discussion of specific populations, including mentally ill substance abusers, mentally ill elderly, homeless persons, and persons with eating disorders. Roles of occupational therapists in diverse settings and programs. Family intervention, crisis intervention, suicide prevention, program planning for special needs groups in adult day care, nursing homes, home care, and homeless shelters are covered. Case management skills for team leadership are emphasized.

Pediatric Evaluation and Intervention
E40.2748 45 hours: 3 points. Spring. Principles and methods of evaluation, goal development, and intervention in...
pediatric practice in occupational therapy. Factors that influence pediatric practice and selected frames of reference are discussed. Assessment and intervention methods are demonstrated, applied, and discussed in laboratory sessions.

Health Advocacy and Administration  
E40.2750 Gentile. 45 hours: 3 points.  
Spring.  
Overview of the health care delivery system and ethical, organizational, economic, and political issues influencing delivery of care that affect occupational therapy practice; includes ethics, advocacy, quality assurance, personnel relations, program development, and management of all aspects of occupational therapy services.

Theoretical Foundations for Intervention  
E40.2762 Hinojosa. 30 hours: 3 points.  
Fall.  
How theoretical information is formulated, refined, tested, and assessed relative to its suitability for use in sets of guidelines for occupational therapy practice.

Developing a Guideline for Intervention  
E40.2763 Hinojosa. 30 hours: 3 points.  
Spring.  
Prerequisite: E40.2762.  
The use of applied scientific inquiry to formulate sets of guidelines for occupational therapy practice.

Ethics and Analytical Reasoning  
E40.2764 Hinojosa. 30 hours: 3 points.  
Summer.  
Prerequisites: E40.2762 and E40.2763.  
Analysis of philosophical issues in occupational therapy with an emphasis on considering ethical dilemmas and sound arguments. Characteristics of analytic philosophy and techniques used in inquiry are explored.

Gross Anatomy of the Upper Quadrant  
E40.2801 Aqua, Poole. 30 hours: 3 points.  
Spring.  
In-depth study of human gross anatomy of the hand and upper-quadrant rehabilitation in order to understand and apply kinesiological and biomechanical principles. Lab. Lecture.

Developing Assistive Technology  
E40.2900 Perre. 30 hours: 3 points.  
Fall, spring.  
This multidisciplinary course allows students from a variety of backgrounds to work together to develop assistive technology. Partnering with outside organizations, students work in teams to identify a clinical need relevant to a certain clinical site or client population and to learn the process of developing an idea and moving to the development of a prototype product. Teams comprise Interactive Telecommunication Program students as well as graduate rehabilitation, physical, and occupational therapy students.

Evidence-Based Practice  
E40.3301 Chen. 30 hours: 3 points.  
Fall, spring.  
Students evaluate clinical literature and determine the evidence level of a clinical study, appraise the feasibility of applying such concepts in everyday practice, and design a program evaluation of their own practice using an evidence-based approach. The course emphasizes the need for evidence-based clinical practice and prepares students to obtain the knowledge and skills for future clinical effectiveness studies (e.g., participate in systematic review, data collection, or being a clinical trial coordinator).

Advanced Assessment for the Practicing Therapist  
E40.3306 Bear-Lehman. 30 hours: 3 points.  
Fall, spring.  
The course focuses on the selection and use of an evidence-based evaluation system to measure practice outcomes and interpret clinical change. This process requires selecting the tools for assessment of function based on achieved validity and to accurately interpret observations and measurements.

Professional Portfolio: Advanced Practice  
E40.3310 Hinojosa. 30 hours: 3 points.  
Fall, spring.  
Students assess and refine their portfolios. Portfolios are Web-based and include performance, observation, case studies, peer ratings, specialty certification documentation of professional activities, publications, and presentation summaries. At the end of the semester, students present their portfolio to a panel of three faculty members. The portfolio must document how the student integrated knowledge and skills learned in the curriculum to his or her specialty practice area.

Departmental Seminar: Occupational Therapy  
E40.3406† 30 hours: 3 points.  
Spring.  
Doctoral seminar focusing on selection of an area of study for dissertation and review of the literature therein. Critical examination of scientific and philosophical issues related to student’s areas of study.

Occupational Therapy Doctoral Colloquium  
E40.3408 Bear-Lehman. 15 hours: 1 point.  
Fall, spring, summer.  
Final integrating seminar for doctoral candidates. Major studies and current research of candidates, faculty, and invited scholars are evaluated.