October 29, 2013

TO: Paul DeLuca Jr., Provost
FROM: Julie Underwood, Dean
RE: New Occupational Therapy Doctorate

I am forwarding the attached Occupational Therapy-Doctorate Notice of Intent for your deliberation. The request has been vetted by the School of Education’s Academic Planning Council where it was passed unanimously at the October 2, 2013 meeting.

The School of Education is committed to supporting the OTD program in the areas of assessment, program review, student services and curriculum. Associate Dean David Rosenthal will continue to meet with representatives from the Kinesiology department on these issues.

Since the OTD is a revenue generating program, the Dean's Office and the Associate Dean for Administration will closely monitor the budget and enrollment projections and assess the program’s ongoing fiscal viability.

Thank you.

Cc:
David Rosenthal
Jocelyn Milner
Dorothy Edwards
Ruth Benedict
Jeff Hamm
Kelly Haslam
Melissa Amos-Landgraf
This Notice of Intent is being submitted for approval to plan a new advanced practice Occupational Therapy Doctorate (OTD) Program at the University of Wisconsin-Madison.

a. Specify the name of proposed degree/major, departmental or unit home, school/college.

Name of proposed degree: Occupational Therapy Doctorate (OTD)

Department/Unit: Kinesiology, Occupational Therapy Program, School of Education

b. Provide a clear and focused explanation of how the proposed program fits with the institutional mission, the University’s strategic directions, and the program array.

The proposed advanced practice Occupational Therapy Doctorate (OTD) will serve the needs of mid-career therapists who are seeking to advance in their careers. The mission of the program is to train therapists who already hold a Master of Occupational Therapy or equivalent to become visionary leaders in the practice of OT in inter-professional contexts through the translation and application of evidence. Content will be delivered through an online, blended learning approach that will serve practitioners’ needs for distance access and flexibility. The blended learning approach and the commitment to continuing education of professionals is in keeping with the UW-Madison’s current strategic initiatives. As an advanced practice degree, the OTD will further enhance the training and skills of occupational therapy professionals. It will enable therapists to “re-tool” in response to the evolving transformation of our nations’ health and education systems as well as prepare for the needs of an aging society. The OTD, as a clinical doctorate, will complement current departmental degrees; the MS-Occupational Therapy (MS-OT) and the PhD in Kinesiology-Occupational Science track. The former prepares students to become professional occupational therapists while the latter trains advanced students in scientific methodology and prepares them for careers as researchers and scholars. The OTD will serve a niche in between the current two programs as a degree for occupational therapists seeking advanced leadership and practical training.

The aim of the program is to cultivate and grow practitioner interest in pursuit of careers in health care management, education and public service. Students enrolled in the program will already have the basic clinical training necessary for certification and licensure as occupational therapists. The degree will prepare therapists to be health services managers, policy advocates, and ambassadors for the clinical translation of research. Through OTD training, occupational therapists will expand their knowledge of the health and education delivery systems, the policies influencing transformation of care in these environments and will gain the tools needed to be visionary leaders in inter-professional contexts. Further, the profession is in dire need of therapists trained at the advanced practice doctoral level to serve its teaching shortages at institutions across the spectrum of education. The OTD degree would prepare therapists for positions as clinical faculty in predominantly teaching institutions’ entry-level training programs.

The UW-Madison Occupational Therapy Program is uniquely situated to successfully deliver an advanced practice OTD degree for therapists in Wisconsin and beyond. We have a 70 year history of training therapists on the UW-Madison campus at the bachelor’s and master’s level, many of whom
have the potential for enrolling in an advanced practice OTD program. The program is nationally ranked in the top 10% of entry-level Occupational Therapy Programs and our graduation and certification rates are exemplary. Employers commend the UW-Madison OT Program for providing our recent MS-OT graduates with the knowledge and skills to engage in evidence-based practice. Our dedication to scientific rigor and involving students in faculty research across the curriculum enables them to benefit from the best the UW-Madison has to offer - its faculty expertise, libraries, and research centers. We plan to extend this enriched learning atmosphere to advanced practice students who are engaged in the daily world of occupational therapy. Ultimately, the advanced training will benefit clients and the health and education systems in which therapists work. Students in the OTD program will be exposed to a breadth and depth of content that will expand their view of occupational therapy and its role in inter-professional contexts. The expertise of our OT Program faculty in occupational science, public health, cognitive psychology, educational leadership and kinesiology provides a rich environment for promoting interdisciplinary education. Further, collaborations with other programs across campus (e.g. Center for Patient Partnerships, Population Health Science, Communicative Sciences and Disorders, Physical Therapy, Social Work) will promote inter-professional interactions and a broadened perspective of the complex environments in which therapists live and work.

c. What is the need for the program, in the context of existing programs at UW-Madison and System-wide? Include any available data on student demand and market demand for graduates. If this is an emerging field, explain how it will be important in the future.

The need for this program has been substantiated based on the following market analysis:

- The Bureau of Labor Statistics, the Department of Safety and Professional Services and the American Occupational Therapy Association provided information on the job outlook and prospective students including the number of currently practicing therapists in Wisconsin and the nation.
- Review of a 2010 EduVentures Survey of therapists in the Midwest region provided information regarding the demand for OTD training, therapists’ key characteristics, interest and motivations for enrolling in an OTD, and programmatic preferences.
- Area employers of our OT Program alumni (N=12) were interviewed regarding the challenges and trends influencing the practice of occupational therapy, their interest in the proposed online OTD program, recommendations for changes to the program, and support of their employees’ continuing education.
- A competitive analysis of existing programs provided information on the characteristics and enrollments of OTD programs both nationally and in the Midwest region.

The market demand for both occupational therapy practitioners and health service managers is projected to continue to significantly increase in the next ten years. According to the Bureau of Labor Statistics, the “employment of occupational therapists is expected to increase 33% from 2010 to 2020, much faster than the average for all occupations”. The projection for the increase in available positions for Health Services Managers over this time period is 22%, a rate again exceeding the expected average of 14% in overall employment. Graduates of the OTD program will be qualified for positions as health service managers, faculty in teaching colleges and universities, entrepreneurs, policy advisers, and advanced practitioners.

In the state of Wisconsin, there are currently 3,496 licensed occupational therapists, very few of whom hold a clinical doctorate as the terminal degree. An estimated 2,730 occupational therapists
in Wisconsin were employed in 2012, however, this is likely an under-estimate as it excludes self-employed therapists (Bureau of Labor Statistics, May 2012). There are over 100,000 occupational therapists in the U.S. with 48% having bachelor's degrees and 47% having master's degrees and less than 5% having an OTD (Workforce Survey, American Occupational Therapy Association, 2010). Institutes of higher education in the State of Wisconsin are producing approximately 150 new graduates with master's degrees in occupational therapy per year. A preliminary market analysis suggests that 55% of surveyed therapists report an interest in enrolling in an online OTD program in the future. The most frequently cited goals for pursuing an OTD were advancing clinical practice, seeking personal enrichment and enhancing career options (EduVentures, 2010).

Results of the employer interviews conducted by the UW Division of Continuing Studies in conjunction with the OT Program indicate that one of the key challenges or trends facing the profession is the need for additional training in health care reform, insurance and the increased demand for documentation of evidence supporting practice. Employers agreed with the proposed program competencies and mentioned the importance of leadership, application of research and inter-professional skills in the occupational therapy field. They further made suggestions for program content including electives outside of occupational therapy (e.g. business), ensuring student interaction in an online delivery, and developing competencies related to autonomous practice. About half of the employers interviewed stated that they would encourage employees to consider enrollment in an OTD program and a majority noted that they provide some financial support for continuing education.

Currently there are no other advanced practice OTD programs in the UW System. UW-Madison is well situated to be the first public institution in the state to develop such a program with its doctoral-trained faculty, excellent technology support and access to an extensive campus network for inter-professional education. Only one university in the state, Concordia University Wisconsin, offers an advanced practice OTD degree. This private, religious-affiliated university offers an online OTD program with an emphasis on one of three specialty tracks: education, hand and upper extremity rehabilitation, and pediatrics. The program being proposed at UW-Madison will differ significantly with its mission of training for visionary leadership, inter-professional education and practice, and research translation. Students enrolled in the program will have the opportunity to focus their efforts and their capstone project in a specialty area of practice, but specialties will not be the primary focus of the curriculum. UW-Madison also has the capability of offering students options for obtaining additional coursework in areas relevant to occupational therapy practice (e.g. Consumer Health Advocacy, Fundamentals of Clinical Research, Type 2 Translational Research, Global Health).

If approved, the UW-Madison will be the first Midwest program to offer therapists the opportunity to pursue an advanced practice OTD from a public research university through a blended learning format. Outside of Wisconsin, there are only seven public research universities currently offering advanced practice occupational therapy programs. Of these (University of Illinois-Chicago, University of Kansas, University of Utah and Virginia Commonwealth University) only one is located in the Great Lakes region. The University of Illinois-Chicago program is currently delivered on site with no distance learning option.

d. Provide a brief description of the program. All of the curricular details do not need to be worked out at this stage but a general outline of what is intended is helpful.
We envision recruitment and admission of an annual cohort of therapists who will engage in a curriculum delivered via a blended learning format. The program will be offered on a part-time basis to facilitate therapist enrollment while maintaining other employment and personal responsibilities. Enrolled students will have the opportunity to enhance their knowledge and skills while continuing their careers. The curriculum will be designed to facilitate acquisition and practical application of skills to each student's current practice setting. Students will work closely with their academic adviser and the course instructors in the program to identify appropriate mentors to aid the students in achieving professional and program goals. Qualifying criteria for mentoring will be established as well as guidelines for the number and qualifications of mentors to oversee and approve the required capstone project. The program will incorporate cutting edge technology in curriculum delivery. Two current faculty have training in blended learning strategies and one developed an online course which has been offered for several years.

All OTD graduates will meet the UW-Madison Graduate School criteria of completing a minimum of 51 graduate credits, with a minimum of 32 credits being in residence. Enrollees who have an MS-OT degree or a BS-OT and a Master's degree in a related field (minimum of 30 graduate credits) will complete 32 graduate credits in the OTD Program spread over 8 semesters (2.6 years). Occupational therapists with BS-OT degrees who are admitted to the program must obtain an additional 30 graduate credits as outlined in Appendix A. Master's equivalent graduate courses in statistics, research design and methodology, evidence-based practice, scientific writing, community interventions, and health care organization and management must be completed. The requirement of 30 graduate credits above and beyond the BS-OT is in keeping with both the UW-Madison Graduate School requirements for Master's degrees and is in line with the expectations of other advanced practice OTD programs at research institutions. Of the programs surveyed, 24 graduate credits was the minimum additional expectation for BS-OT trained therapists. Prospective students with bachelor's degrees will be advised by graduate faculty regarding on-campus and distance options for meeting the minimum graduate credit requirements. For example, the OTD admissions committee may decide to accept coursework completed outside of the student's graduate career at UW-Madison when those courses are rigorous and meet the expectations of graduate work for the degree and also meet the prior course work parameters dictated by Graduate School policy.

The curriculum design will aid students in building advanced competencies in the following areas:

- Articulating and integrating the intersection of human occupation and health into work roles and settings
- Applying current evidence to occupational therapy interventions and practice
- Collaborating and communicating in inter-professional contexts
- Translating data and research findings to promote best practice in inter-professional work, policy and advocacy environments
- Leading and managing inter-professional teams
- Designing, implementing and evaluating innovative programs
- Developing and achieving professional goals

The program will include a set of core courses (e.g. Communicating OT to Inter-professional Audiences; Applied Leadership and Management; Advanced OT Practice in Inter-professional Contexts; Health Informatics and Analytic Methods; Application of OT Evidence in the Practice Environment; Human Occupation and Health, and Current Trends Shaping OT Practice) and
opportunities for elective content in area(s) of interest that will promote a student’s achievement of their professional goals. The elective content will be taken concurrently with the core courses. To ensure breadth and depth of learning the program will require integration of interdisciplinary content at multiple junctures. First, a minimum of two elective courses must be from course offerings outside of the OT Program (e.g. International Health Systems & Policy, Consumer Health Advocacy). Breadth of content will also be achieved through the capstone project in which students will be required to integrate learning and translate concepts to an inter-professional practice environment. A mentor committee which includes at least one member from outside the field of OT will approve and guide the capstone project. Dissemination of the capstone project will take the form of a professional presentation, manuscript publication, course development, or other significant program initiative for presentation to an interdisciplinary audience. Throughout the curriculum, students will engage with faculty and mentors having the skills to support, challenge and aid their learning and professional development.

The core courses and electives will be delivered through online media. The blended learning will occur through two brief campus resident experiences (3-5 days each), one at the beginning of the program for orientation and getting acquainted with fellow students and faculty. The second experience will occur at the end of the program when students will engage in program evaluation and disseminate their capstone projects to incoming students, faculty, mentors and an invited interdisciplinary audience.

See Appendix B for a description of key program objectives and how they align with proposed courses.

e. Describe the resources requirements of the program. If it will be supported from reallocation or existing resources, provide a summary explanation. If unusual resources, such as program revenue, will support this program provide a description and summary business plan. (The vice chancellor for administration will review the proposal before it is advanced to the UAPC and will approve any resource considerations).

Development of the OTD program will generate new resources through the enrollment of advanced practice students in tuition-generating courses. Administratively, we propose using the 131 mechanism as the OTD will be self-supporting program charging regular graduate tuition. A modest fee for covering the cost of distance education technology will be considered. We expect each cohort to draw 12-15 students so that the program overall will enroll 25-45 students depending on the semester. The following table shows a preliminary estimate of income per cohort, broken down by residency and degree status and a comparison to select institutions with advanced OTD degrees.
We have developed a preliminary expense budget per cohort of approximately $325,000 to cover the following anticipated expenses:

- OTD Program Coordinator to guide daily operations of curriculum, marketing, technology needs, teaching staff, program evaluation (0.50 FTE administrative appointment)
- Graduate Faculty (Mean of 0.15 FTE per current faculty)
- Adjunct Faculty (5 faculty with a mean of 0.25 FTE per position)
- Program Student Coordinator (0.33 FTE for admissions, enrollment, course guide administration)
- Project Assistant (0.33 FTE of doctoral student appointment to provide program logistical support)
- Teaching Assistant (0.33 FTE of doctoral student appointment to assist with class operations)
- Tuition remission for PA & TA
- Travel for marketing and recruitment
- Materials (Marketing, Welcome packet, etc.)
- Equipment & Supplies
- Technology support

The School of Education Dean’s office will also receive an estimated 30% cut of the projected revenues. Further budgeting details will be included in the full proposal. We have developed a collaborative working relationship with the Division of Continuing Studies and they are assisting with the above described needs assessment, curriculum development and will aid in the marketing of the program.
f. Provide a list of the program faculty who are central to the planning process and who will participate in the program when it is implemented. For graduate programs that will include a thesis or major project, this list should include faculty who are likely to be major professors in the new program.

**Full-time, tenure-track faculty in OT Program**

Karla Ausderau, Ph.D., Assistant Professor
Ruth Benedict, Dr. P.H., Associate Professor, OT Program Coordinator
Dorothy Edwards, Ph.D., Professor
Elizabeth Larson, Ph.D., Associate Professor
Kristin Pickett, Ph.D., Assistant Professor

Assistant Professor position, search in progress

See Appendix C for short biographical descriptions of core faculty members

**Academic Staff**

Debbie Bebeau, M.S., OTR: Clinical Instructor, 100%; Currently pursuing Ed.D. in Higher Education
Sharon Gartland, M.A., OTR: Instructional Specialist, 23%; Lecturer, 17%; Currently pursuing advanced practice OTD

Additional Faculty Requirements: We are currently recruiting for an Assistant Professor to replace Professor Mary Schneider who retired in May, 2012. We also anticipate the hiring of Adjunct faculty for the development and teaching of specific graduate course content. For these positions, we will seek doctoral trained individuals with expertise in specific content areas.

**g. Attach letters of support or concurrence from departments, schools, and colleges that are contributing courses to the program; units that will have an interest in the program; or units that may offer existing programs that potentially overlap with the proposed program in name or content. It is especially important to include letters from units outside the home school/college.**

See Appendix D for Letters of support from:

Gary Weismer, Ph.D., Oros Bascom Professor and Chair, Department of Communicative Sciences and Disorders

Lisa Steinkamp, PT, MS, MBA, Director, Doctor of Physical Therapy Program, Department of Orthopedics and Rehabilitation

Lawrence M. Berger, Professor and Doctoral Director, School of Social Work Faculty Affiliate, Institute for Research on Poverty

Thomas Oliver, PhD, MHA, Professor of Population Health Sciences Director, UW Master of Public Health Program (email of intent)
Comparison of curricula for BS-OT (pre-2005), MS-OT (post-2005) at UW-Madison and Proposed Requirements for completing OTD Program

<table>
<thead>
<tr>
<th>BS in Occupational Therapy</th>
<th>MS in Occupational Therapy</th>
<th>OTD Curriculum Requirements</th>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
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<td><strong>1. Graduate Coursework</strong></td>
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<tr>
<td>Anat 622 Human Anatomy, 6 cr.</td>
<td>Anat 622 Human Anatomy, 6 cr.</td>
<td><strong>2. MSOT or</strong></td>
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<td><strong>3. BS in OT plus Master’s degree in related field with minimum of 30 graduate credits or</strong></td>
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<td><strong>4. BS in OT plus completion of the following:</strong></td>
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<td>a. Graduate Statistics Course, 3 cr.</td>
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<td>b. OT 671 Scientific Inquiry in OT I: Evidence-Based Practice OR Comparable Graduate course in Evidence-Based Practice, 2 cr.</td>
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<td>c. OT 672 Scientific Inquiry in OT II: Methods of Inquiry OR Comparable Graduate course in Research Design &amp; Methods, 2 cr.</td>
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<td>d. OT 612 Prof. Skills III: Org &amp; Management in OT Practice OR Comparable Graduate course in Health Systems Org &amp; Mgmt, 3 cr.</td>
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<td>e. OT 673 Scientific Inquiry in OT III: Data Collection/Analysis OR Comparable Graduate course in Statistical Analysis, 3 cr.</td>
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<td>f. OT 613 Prof. Skills IV: Community-Based OT Practice OR Comparable Graduate course in Community Interventions, 2 cr.</td>
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<td>g. OT 674 Scientific Inquiry in OT IV: Sci Writing for Publication OR Comparable Graduate course in Scientific Writing, 2 cr.</td>
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<td>h. Additional Graduate Course Work, Minimum 13 credits (Advanced Practice Board Certification may be substituted for 4 of the 13 Graduate Credits)</td>
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<td>With program approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count up to 9 credits of course work that meet the UW-Madison definition of a graduate course as a UW-Madison special student. Course work earned ten years or more prior to admission to the OTD Program are not allowed to satisfy requirements.</td>
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<td><strong>5. Completion of OTD Courses (as outlined in text), 32 cr.</strong></td>
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<td><strong>Fall (Junior undergraduate year)</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Total Credits Required for enrollees with BS-OT degree = 62</strong></td>
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<tr>
<td>Anat 637 Functional Neuroanat. 3 cr.</td>
<td>Anat 637 Functional Neuroanat., 3 cr.</td>
<td><strong>Total Credits Required for enrollees with Master’s degree = 32</strong></td>
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<td>TS 100 Introduction to OT, 1 cr.</td>
<td>OT 610 Prof. Skills I: Prof. Practice in OT, 2 cr.</td>
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<td>TS 524 Therapeutic Use of Activity, 2 cr.</td>
<td>OT 620 Occupation-Based Theory &amp; Practice, 2 cr.</td>
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<td>TS 530 LifeSpan Occ.Performance, 3 cr.</td>
<td>OT 629 Medical Conditions in OT, 2 cr.</td>
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<td>TS 538 Basic Professional Practice, 3 cr.</td>
<td>OT 671 Scientific Inquiry in OT I: Evidence-Based Practice, 2 cr.</td>
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<td>*Kines 116, CPR, 2 cr.</td>
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<td><strong>Total OT Required Credits = 63</strong></td>
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<td>Total = 14</td>
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<td><strong>Spring</strong></td>
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<td><strong>Total Required Credits = 61</strong></td>
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<tr>
<td>TS 544 Clerkship in Independent Living, 1 cr.</td>
<td>OT 611 Prof. Skills II: Communication &amp; Interpersonal Interaction in OT, 2 cr.</td>
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<tr>
<td>TS 545 Adaptation &amp; Independent Living, 3 cr.</td>
<td>OT 621 Assessment of Occupational Participation, 3 cr.</td>
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<td>TS 546 Adapt/Construct of Equipment, 3 cr.</td>
<td>OT 622 Infant &amp; Childhood Occupations &amp; Therapeutic Interventions, 4 cr.</td>
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<td>TS 570 Sci. Inquiry, 2 cr.</td>
<td>OT 625 Level-I Fieldwork: Infants &amp; Children, 1 cr.</td>
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<td>Electives</td>
<td>OT 672 Scientific Inquiry in OT II: Methods of Inquiry, 2 cr.</td>
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<td><strong>Total OT = 14</strong></td>
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<td><strong>Fall (Senior undergraduate year)</strong></td>
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<td>TS 502 Neurology, 1 cr.</td>
<td>OT 612 Prof. Skills III: Organization &amp; Management in OT Practice, 3 cr.</td>
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<td>TS 503 Orthopedics, 1 cr.</td>
<td>OT 623 Adolescent &amp; Young Adult Occupations &amp; Therapeutic Interventions, 4 cr.</td>
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<td>TS 639 Adaptation to Phys. Dis. I, 3 cr.</td>
<td>OT 626 Level-I Fieldwork: Adolescent &amp; Young Adults, 1 cr.</td>
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<td>TS 648 Psychosocial OT, 4 cr.</td>
<td>OT 673 Scientific Inquiry in OT III: Data Collection/Analysis, 3 cr.</td>
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<td>TS 649 Clerkship in Mental Health, 1 cr.</td>
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<td>Electives</td>
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<td>TS 534 Adaptation to Pediatric Disorders, 3 cr.</td>
<td>OT 613 Prof. Skills IV: Community-Based OT Practice, 2 cr.</td>
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<td>TS 537 Clerkship in Pediatric OT, 1 cr.</td>
<td>OT 624 Middle &amp; Late Adulthood Occupations &amp; Therapeutic Interventions, 4 cr.</td>
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<td>TS 636 Org. &amp; Mgmt., 3 cr.</td>
<td>OT 627 Level-I Fieldwork: Adults &amp; Elders, 1 cr.</td>
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<td>TS 641 Clerkship in Phys. Dis., 1 cr.</td>
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<td>Electives</td>
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<td><strong>Summer and Fall</strong></td>
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<td>TS 662 Level-II Fieldwork A, 6 cr.</td>
<td>OT 640 Level-II Fieldwork A, 6 cr.</td>
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<td>TS 664 Level-II Fieldwork B, 6 cr.</td>
<td>OT 641 Level-II Fieldwork B, 6 cr.</td>
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<td><strong>Total Credits Required for enrollees with BS-OT degree = 62</strong></td>
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<td><strong>Total Credits Required for enrollees with Master’s degree = 32</strong></td>
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Mission statement: To train visionary leaders in the practice of occupational therapy in inter-professional contexts through the translation and application of evidence

<table>
<thead>
<tr>
<th>Competency Objectives (across)</th>
<th>Semester</th>
<th>Applying current evidence to occupational therapy interventions and practice</th>
<th>Collaborating and communicating in inter-professional contexts</th>
<th>Leading and managing inter-professional teams</th>
<th>Developing and achieving professional goals</th>
<th>Articulating and integrating the intersection of human occupation and health into work roles and settings</th>
<th>Translating data and research findings to promote best practice in inter-professional work, policy and advocacy environments</th>
<th>Designing, implementing and evaluating innovative programs</th>
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<td>Courses (below)</td>
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<td>Human Occupation and Health</td>
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<td>Communicating OT to Inter-professional audiences</td>
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<td>Current Trends Shaping OT Practice</td>
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<td>Applied Inter-professional Leadership and Management</td>
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<td>Advanced OT Practice in Inter-professional Contexts</td>
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<td>Health Informatics and Analytic Methods</td>
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Appendix C – Faculty Bios

Assistant Professor Karla Ausderau, earned her doctoral degree in Occupational Science from the University of Southern California and completed an NIH funded post doctorate at the University of North Carolina-Chapel Hill. She joined the faculty of the Department of Kinesiology, Occupational Therapy Program at UW-Madison in 2012. Professor Ausderau’s research focuses on studying daily occupations, specifically eating and mealtimes, among families and children with autism spectrum disorders to elucidate the impact on the child’s health, family wellness, and overall daily participation. She also is engaged in research on the sensory features of children with autism spectrum disorder, including their development and the impact on daily participation. Professor Ausderau incorporates both graduate and undergraduate students into her research program and publications. Her teaching responsibilities have been in the areas of evidence-based research, professional writing, and pediatric occupational therapy practice. Prior to completion of her doctoral work, Professor Ausderau worked for over ten years as a clinician focusing her practice on families and children with special needs, including directing an interdisciplinary feeding clinic.

Associate Professor Ruth E. Benedict serves as Director of the Occupational Therapy (OT) Program. She joined the UW-Madison faculty in 2001 and was promoted with tenure in the Department of Kinesiology in 2008. Her graduate training in Occupational Therapy and in Public Health specializing in Maternal and Child Health were completed at the University of North Carolina, Chapel Hill. Her research expertise includes epidemiological, health services and outcomes research methodologies to enhance our understanding of the special health care needs of children. Specifically, she studies the effectiveness of the delivery system and targeted interventions in serving those needs. Professor Benedict holds an affiliate appointment and collaborates with faculty in the Department of Population Health Sciences, as well as UW-Health clinicians, the Waisman Center, and the Centers for Disease Control and Prevention (CDC). Professor Benedict’s work on the reliability and validity of conducting surveillance of functional status among children with cerebral palsy was instrumental in the implementation and ongoing monitoring of functional gross motor skills the U.S. population of children with cerebral palsy. Professor Benedict’s work in health services research examines the determinants and patterns of therapy and support services among children having functional limitations and the role of the service delivery system in meeting their needs. Her areas of teaching expertise include health care organization and management, policy and advocacy, and evidence-based practice. Professor Benedict developed and has been teaching an online course, Assistive Technology in Practice, since 2006. As Director of the OT Program, Professor Benedict will oversee the OTD program and support the coordinator in the hiring and management of personnel, implementation of the curriculum, and conducting ongoing program evaluation.

Professor Dorothy Farrar-Edwards is Chair of the Department of Kinesiology and a member of the faculty of the Occupational Therapy Program. Professor Farrar-Edwards received her PhD in Psychology from Washington University in St. Louis with an emphasis in Aging and
Development. She joined the faculty of the University of Wisconsin-Madison in 2006 and was promoted to Full Professor in 200. Professor Farrar-Edwards holds joint appointments in the Departments of Medicine and Neurology at the School of Medicine and Public Health. She formerly served as an Associate Professor of Occupational Therapy and Neurology at Washington University School of Medicine. Her research is focused on the impact of cognitive loss or change on complex activities of daily living and community participation in persons with stroke and Alzheimer’s disease. She has over 80 peer reviewed publications -the majority addressing cognition and function in persons with Alzheimer's disease (AD) and stroke, particularly among persons of color. She has a record of independent NIH funding. She is a member of the American Occupational Therapy Foundation’s Academy of Research. Professor Farrar-Edwards is currently funded by the National Institute on Aging, the National Institute of Neurological Disease and Stroke and the National Institute of Minority Health and Health Disparities. Professor Farrar-Edwards is the immediate past Chair of the Social Studies Divisional Committee and currently serves on the University Committee. Her areas of teaching expertise in the OT Program include evidence-based practice, research design and methodology, and cognitive function in persons with Alzheimer’s disease and stroke.

**Associate Professor Elizabeth Larson** holds an appointment in the Department of Kinesiology, Occupational Therapy Program. Dr. Larson is an occupational therapist and occupational scientist with over thirty years of clinical and research experience working with children with disabilities and their families. In her research, she uses mixed methods approaches to examine the impact of managing a child’s disability on the family and especially the caregiver. She employs multi-faceted approaches to gain a deeper understanding of the caregiver’s perspectives and daily lived experience of caregiving, including the use of participant-grounded methods such as interviews, focus groups, and participant observation within the family homes. She has employed qualitative methods in concert with well-being and physiologic measures. The overarching goal of her work is to investigate how caregiver’s organization and orchestration of daily activities, tailored to the child’s developmental needs, promotes or impedes family functioning, and in turn influences the caregiver’s health and well-being. In teaching, Dr. Larson was recently awarded a School of Education Virginia Horne Henry Grant to expand the offering of an innovative wellness course entitled Living well: Life balance and health promotion for college students. She is currently enrolled in DoIT’s Blended Learning course which will assist her in learning and using backward course design to facilitate thoughtful implementation of blended on-line and face to face learning formats. Dr. Larson’s teaching expertise is in occupational science and theory, treatment and professional practice content.

**Assistant Professor Kristin Pickett** is a new hire to the Department of Kinesiology, Occupational Therapy Program. She will officially begin her appointment in Fall 2014. Professor Pickett is currently a postdoctoral fellow at Washington University in St. Louis, with a joint position in the Program in Physical Therapy and the Department of Neurology’s Movement Disorders Division. Her doctoral work was completed at the University of Minnesota. Her research interests focus on
individuals with neurologically based movement disorders and understanding the neuropathophysiology underlying observed motor manifestations. She uses resting state functional MRI as well as a task-based fMRI paradigm, in concert with spatiotemporal gait analysis and clinical measures, to study individuals with Parkinson’s disease. She has held an adjunct teaching faculty position at the University of Wisconsin – River Falls and served as the primary instructor for the Biomechanics course at the University of Minnesota.
Appendix D: Letters of Support
October 22, 2013

Dorothy Farrar-Edwards, PhD
Professor and Chair
Dept. of Kinesiology
University of Wisconsin-Madison
2000 Observatory Drive
Madison, WI 53706

Dear Dr. Edwards:

I am pleased to offer this letter in support of the Department of Kinesiology Occupational Therapy Program’s Notice of Intent to plan a post-professional Occupational Therapy Doctorate (OTD) degree. The proposed distance learning program will serve the educational needs of mid-career therapists eager to learn the skills necessary for responding to the ever-changing health and education landscape. The UW-Madison campus has a strong history of providing students with a broad range of health science training at the professional and post-professional levels. The OT Program’s 70 year history of training students to enter the occupational therapy profession will serve it well in this new venture to extend the Wisconsin Idea through the training of post-professional students. The current emphasis on Interprofessional Education in the health sciences is consistent with innovative approaches to retooling therapists for new models of practice and collaboration. The program’s goals of training students to apply research to practice, to engage in advocacy, program development, management and education are consistent with the demands of the contexts within which occupational therapists work. The proposed program will open opportunities for collaboration in inter-professional education.

Our Department is extremely sympathetic to this initiative, having had great success in hiring Clinical Faculty members who have earned their Clinical Doctorate in Audiology (the Au.D. degree) by precisely the same mechanisms and procedures described in the Department of Kinesiology Occupational Therapy’s Notice of Intent. These valued members of our Clinical Faculty have brought the outstanding leadership and instructional skills to our students, and the to the field of Audiology in general, that are projected to be the “product” of the proposed degree program.

As the Chair of Communication Sciences and Disorders, I extend my support for this Educational Innovations proposal in the spirit of interdisciplinary cooperation.

Sincerely,

Gary Weismer, Ph.D.
Oros Bascom Professor and Chair
November 6, 2013

Dorothy Farrar-Edwards, PhD
Professor and Chair
Dept. of Kinesiology
University of Wisconsin-Madison
2000 Observatory Drive
Madison, WI 53706

Dear Dr. Edwards:

I am pleased to offer this letter in support of the Department of Kinesiology Occupational Therapy Program’s Notice of Intent to plan a post-professional Occupational Therapy Doctorate (OTD) degree. The proposed distance learning program will serve the educational needs of mid-career therapists eager to learn the skills necessary for responding to the ever-changing health and education landscape. The UW-Madison campus has a strong history of providing students with a broad range of health science training at the professional and post-professional levels.

The OT Program’s 70 year history of training students to enter the occupational therapy profession will serve it well in this new venture to extend the Wisconsin Idea through the training of post-professional students. The current emphasis on Interprofessional Education in the health sciences is consistent with innovative approaches to retooling therapists for new models of practice and collaboration. The program’s goals of training students to apply research to practice, to engage in advocacy, program development, management and education are consistent with the demands of the contexts within which occupational therapists work.

The proposed program will open opportunities for collaboration in inter-professional education. As Director of the Center for Patient Partnerships and Associate Dean for Academic Affairs & Experiential Learning of the Law School, I extend my support for this Educational Innovations proposal in the spirit of interdisciplinary cooperation.

Sincerely,

Martha E. Gaines, JD, LLM
Subject: Re: Occupational Therapy Letter of Support
From: Tom Oliver <troliver@wisc.edu>
Date: 10/22/2013 11:07 AM
To: dfedwards@education.wisc.edu

Dear Dorothy,

My apologies for missing your earlier message, and thanks for sending these. We will be happy to provide a letter of support from the MPH Program!

Best regards,

Tom Oliver

On Oct 22, 2013, at 10:44 AM, Dorothy Farrar Edwards wrote:

Dear Professor Oliver,

Several weeks ago I wrote to seek your support as the Director of the UW Master of Public Health Program for the Department of Kinesiology’s Notice of Intent to Plan a post-professional Occupational Therapy Doctorate degree. The OT Program recently received an Educational Innovations grant to plan an online, blended learning training program for mid-career therapists interested in pursuing advanced professional skills. We are committed to establishing inter-professional collaborations and support for the program and would value your endorsement of our efforts. As we develop the curriculum we would like to engage in a conversation with you regarding opportunities for cross-listed content and other initiatives that would benefit both our programs.

For your convenience, I am attaching a draft of the Notice of Intent and a draft letter outlining the intent of the OTD program which I hope you will modify to suit your intent. I hope that you will be willing to help us with this request.

Thank You,

Dorothy Edwards

--
Dorothy Farrar Edwards, PhD
Professor and Chair Department of Kinesiology
Departments of Kinesiology-Occupational Therapy Program, Neurology and Medicine
University of Wisconsin, Madison
2176 Medical Science Center
1300 University Avenue
Madison, WI 53706-1532

Office: (608) 262-7421 Office (608)262-0048
Fax: (608) 262-1639
Email: dfedwards@education.wisc.edu

<Notice of Intent - OTD Program.docx><Letter of support_NOI(1).docx>
September 16, 2013

Dorothy Farrar-Edwards, PhD
Professor and Chair
Dept. of Kinesiology
University of Wisconsin-Madison
2000 Observatory Drive
Madison, WI 53706

Dear Dr. Edwards:

I am pleased to offer this letter in support of the Department of Kinesiology Occupational Therapy Program’s Notice of Intent to plan a post-professional Occupational Therapy Doctorate (OTD) degree. The proposed distance learning program will serve the educational needs of mid-career therapists eager to learn the skills necessary for responding to the ever-changing health and education landscape. The UW-Madison campus has a strong history of providing students with a broad range of health science training at the professional and post-professional levels. The OT Program’s 70 year history of training students to enter the occupational therapy profession will serve it well in this new venture to extend the Wisconsin Idea through the training of post-professional students. The current emphasis on Interprofessional Education in the health sciences is consistent with innovative approaches to retooling therapists for new models of practice and collaboration. The program’s goals of training students to apply research to practice, to engage in advocacy, program development, management and education are consistent with the demands of the contexts within which occupational therapists work. The proposed program will open opportunities for collaboration in inter-professional education.

As the director of the Doctor of Physical Therapy Program, I extend my support for this Educational Innovations proposal in the spirit of interdisciplinary cooperation.

Sincerely,

Lisa Steinkamp, PT, MS, MBA
September 16, 2013

Dorothy Farrar-Edwards, PhD
Professor and Chair
Dept. of Kinesiology
University of Wisconsin-Madison
2000 Observatory Drive
Madison, WI 53706

Dear Dr. Edwards:

I am pleased to enthusiastically offer this letter in support of the Department of Kinesiology Occupational Therapy Program’s Notice of Intent to plan a post-professional Occupational Therapy Doctorate (OTD) degree. The proposed distance learning program will serve the educational needs of mid-career therapists eager to learn the skills necessary for responding to the ever-changing health and education landscape, and will benefit those requiring their services. The UW-Madison campus has a strong history of providing students with a broad range of health science training at the professional and post-professional levels. The OT Program’s 70 year history of training students to enter the occupational therapy profession will serve it well in this new venture to extend the Wisconsin Idea through the training of post-professional students. The current emphasis on Interprofessional Education in the health sciences is consistent with innovative approaches to retooling therapists for new models of practice and collaboration. The program’s goals of training students to apply research to practice, to engage in advocacy, program development, management and education are consistent with the demands of the contexts within which occupational therapists work. The proposed program will open opportunities for collaboration in inter-professional education.
As the Director of the Doctoral Program at the School of Social Work, I extend my full support for this Educational Innovations proposal in the spirit of interdisciplinary cooperation. I firmly believe the OT Program is in the ideal position to implement this program which has great potential to improve the quality of OT services throughout the state.

Please do not hesitate to contact me if I, or the School of Social Work, can assist you in any way.

Sincerely,

Lawrence M. Berger
Professor and Doctoral Director, School of Social Work
Faculty Affiliate, Institute for Research on Poverty
Dear Professors Farrar-Edwards and Benedict:

As you know, an important part of the university’s governance approval process is consideration of graduate and capstone programs by the Graduate Faculty Executive Committee (GFEC) of the Graduate School. On November 8, 2013 the GFEC voted to approve your Notice of Intent request for a Doctorate of Occupational Therapy (OTD). In this letter, I summarize the committee’s response to the request.

In general, committee members appreciated the efforts made thus far with the planning of your OTD degree. While the GFEC has approved your Notice of Intent, it recommends the program continue to reflect on a number of issues. We realize that the department may already be addressing some of these issues.

- **Pedagogical Fit:** Some members of GFEC expressed strong concerns regarding how effectively the program could train its students online. Given this is a clinical program and one at the advanced doctoral level, there was uncertainty about the degree and quality of student learning with minimal face-to-face interaction or real-time feedback on experiential projects. These concerns were compounded by the fact that the degree focuses on topics such as leadership and process skills. One specific question was whether the program would be synchronous or asynchronous. However, in general, the overall concern was how an online clinical doctorate program would meet the stated program goals. One suggestion offered was to consider a longer residential component at the beginning and/or end of the program to build community, showcase student skills, and resolve any issues. In addition, if you haven’t done so already, exploring how peers are executing their own online OTD programs may be helpful to share and could likely inform your own online program proposal.

- **Internal Consistency within Program Array:** Some members of GFEC raised concerns regarding the perceived inconsistency of credit requirements for the program’s existing Master in Science in Occupational Therapy (MS-OT) at 61 credits and with the proposed OTD at 51 credits. In addition, there were questions regarding the differing OTD credit requirements for students entering with a bachelor’s degree versus a master’s degree. Specifically, one issue raised was the appropriateness of a student entering only with a bachelor’s degree being able to receive a more advanced degree (OTD) by taking fewer credits than is required for the less advanced MS-OT. It
was difficult to understand this inequity since it appears to be at odds with the fact that most doctoral programs have more credits than equivalent master’s programs. Since the credentialing for the field is changing, if you haven’t already done so, it may be appropriate to research credit requirements of peers for both the MS-OT and OTD (and maybe even bachelor occupational therapy degrees) as well as any credit expectations for each by accrediting bodies or the like. It may be that greater education and evidence to governance bodies is needed to better understand the field and what is typical or expected by peers, accreditors, and industry. In addition, it might also help clarify the distinct differences between the bachelor’s degree level students entering the MS-OT program versus the OTD program.

- Clarity around Mentors/Supervisors and Adjunct Faculty: GFEC members wanted clarity around the specific role of a student’s work environment mentor or supervisor in the context of the larger program. This included specific questions such as: Is it typical for students to be responsible for finding a supervisor? Is this a requirement of admission? Is this fair? Does the program provide assistance in finding opportunities should they not have a willing mentor and are really interested in the program? What academic control does the program director have over quality? How is the quality of the experience vetted? What oversight does the program have in place? Finally, some GFEC members wanted to better understand the experience and credentials of adjunct faculty that may be used to support this program.

- Mindfulness of Graduate School Requirements: The GFEC recently approved several policy changes that the full proposal will need to honor and document accordingly. They are listed in full on the Graduate School KnowledgeBase: https://kb.wisc.edu/gsadminkb/page.php?id=34777. In addition, the Graduate School has a breadth requirement for all doctoral programs. Most programs fulfill this requirement by requiring a doctoral minor. For programs that wish to institute breadth in other ways, they must substantiate how they will do so and how they will track this among their students. Thus, the full proposal will also need to include its decision and rationale for how it will achieve breadth in doctoral training. More information about this policy can also be found on the Graduate School KnowledgeBase: https://kb.wisc.edu/gsadminkb/page.php?id=31615

As you may be aware, with GFEC’s approval, your proposal now moves to the University Academic Planning Council (UAPC). The above concerns notwithstanding, the GFEC is pleased to approve your Notice of Intent and wishes you success in your next phase of planning. As you move forward, we would encourage you to anticipate how you will confront the issues listed above, but also greatly appreciate your commitment to education and scholarship and look forward to seeing your full proposal.

Sincerely yours,

Martin Cadwallader
Vice Chancellor for Research
and Dean of the Graduate School

xc: Julie Underwood, School of Education
    David Rosenthal, School of Education
    Donna Paulnock, Graduate School
    Kelly Haslam, Graduate School
    Jocelyn Milner, Provost’s Office