August 27, 2015

TO: Graduate School Executive Committee

FROM: Diana Hess, Dean, School of Education

RE: Creation of Occupational Therapy Doctorate Program

The School of Education desires to create a Doctorate in Occupational Therapy to compliment our current Occupational Therapy program offerings through the Department of Kinesiology. The School of Education and Department of Kinesiology announce here the intent to plan this program and present an authorization proposal for the creation of the Doctor of Occupational Therapy. The new program, pending required approvals from various committees and agencies, would begin in the summer of 2016. The new program has been reviewed and approved by the School of Education’s Academic Planning Council on May 6, 2015. New courses are currently under development and/or in the process of receiving approval at the School level.

The Doctor of Occupational Therapy is designed to be a post-professional clinical doctorate that will prepare graduates for advanced level practice in occupational therapy. This program will fill a niche between current programs offered at UW-Madison as a degree for students seeking advanced leadership and practical training in the field. This will fill the gap between the MS-Occupational Therapy which prepares entry-level practitioners and the PhD in Kinesiology-Occupational Science track which prepares researchers and scholars.

The proposed Doctor of Occupational Therapy has been carefully designed to be sustainable and serve students needs including:

1. The program is designed to be a non-pooled, cost-recovery program.
2. The program is designed to work with students on a part-time, structured, cohort-based model allowing students a support system while maintaining life commitments outside of coursework.
3. The curriculum is designed to be delivered exclusively at distance allowing students from remote geographic locations to pursue advanced training. The program has made arrangements for two on-campus, face-to-face visits to include orientation activities and cohort bonding at the beginning and capstone project presentations and reviews at the end.
4. The program will prepare students for new roles as team leaders, project managers, administrators, advocates, teachers, or entrepreneurs through didactic learning and interprofessional practice experiences.
A Doctor of Occupational Therapy will allow students to rise into leadership positions within health care organizations where they will be able to better interpret and apply research and advocate for the needs of their clients and the profession. According to the Bureau of Labor Statistics, “employment of occupational therapists is expected to increase 29% from 2012 to 2022, much faster than the average for all occupations.” This increase requires that current practicing occupational therapy professionals be ready to step into new positions leading programs within health care while mentoring an influx of new occupational therapists in a changing health care field. This Doctor of Occupational Therapy can help and we look forward to serving this group of student professionals.

cc: Jocelyn Milner, APIR
Kelly Haslam, GFEC
Ruth Benedict, Occupational Therapy Program Faculty Director
Dorothy Edwards, Chair of Kinesiology
David Rosenthal, Associate Dean
Beth Janetski, Dean’s Office
Jeff Hamm, Associate Dean
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Note for UAPC members:
Appendix E, Appendix F, and Appendix I are attached.
All other appendices are available online with the other Sept 17, 2015 UAPC meeting materials.
http://apir.wisc.edu/uapc.htm
Authorization to Implement New Program Proposal  
Doctor of Occupational Therapy  
University of Wisconsin-Madison  
(7/31/15)

A. ABSTRACT

The Doctor of Occupational Therapy Program (OTD) will be a non-pooled program with a part-time, structured, predominantly online curriculum serving student need for distance access and flexibility in acquiring advanced practice skills. The mission of the Program will be to train occupational therapists to become visionary leaders, engage in interprofessional education and practice, and facilitate research translation. The OTD 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 entry-level occupational therapists while the latter trains students in advanced scientific methodology and prepares them for careers as researchers and scholars. The OTD will fill a niche in between the current two programs as a degree for students seeking advanced leadership skills and applied training. The OTD will enable currently practicing therapists to acquire the knowledge and skills required for the transformation of our nations’ health and education systems as well as preparation to address the needs of an aging society.

B. PROGRAM IDENTIFICATION

1. **Institution Name:** University of Wisconsin-Madison

2. **Title of Proposed Program:** Doctor of Occupational Therapy

3. **Degree/Major designation:** Doctor of Occupational Therapy

4. **Mode of delivery:** Distance-delivered, On-line

5. **Format of delivery:** Part-time

6. **Single institution or collaboration:** Single institution

7. **Projected enrollment over the first five years of the program:**

Table 1: Five-year Projected Enrollment

<table>
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<th>Year</th>
<th>Implementation year 2016-17</th>
<th>2nd year 2017-18</th>
<th>3rd year 2018-19</th>
<th>4th year 2019-20</th>
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<td>1</td>
<td>2</td>
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<td>2</td>
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<tr>
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<tr>
<td>Graduating students</td>
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<td>0</td>
<td>13</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>
8. **Tuition structure:** Advanced practice OTD students will pay $1150 per credit with segregated fees waived under the campus non-pooled tuition mechanism.

9. **Departmental home/Functional equivalent:** Department of Kinesiology

10. **College or School:** School of Education

11. **Timeline for Implementation:**
   a. Submit Authorization to Implement Doctor of Occupational Therapy to UW-System and Board of Regents early Fall 2015
   b. First cohort of OTD students matriculate Summer 2016
   c. First cohort of OTD graduates in May 2019

C. **INTRODUCTION**

1. **Purpose and Mission**

   The proposed Doctor of Occupational Therapy (OTD) will serve the needs of occupational therapists who are seeking to advance in their careers. The program mission is to educate trained occupational therapists to become visionary leaders in inter-professional practice contexts through the translation and application of evidence.

2. **Fit with UW-Madison Strategic Plan**

   The UW-Madison Occupational Therapy Program (OT Program) programmatic efforts are aligned with the strategic plan of the Department of Kinesiology, the School of Education and the greater University. The OTD degree will strengthen our ability to advance the Wisconsin Idea in local and global healthcare arenas by leveraging interdisciplinary and financial resources, and increasing the leadership skills and diversity of practitioners in the state of Wisconsin and beyond. No other campus in the UW-System currently provides occupational therapy training at the clinical doctoral level. Among state public universities, UW-Madison trains the broadest array of interdisciplinary health professionals, a distinct advantage which we will leverage in training OTD students to be inter-professional leaders. Alliances established between our OT faculty, researchers and practitioners in a range of diverse fields including medicine, biomedical engineering, law and education will afford enrolled OTD students opportunities to engage in inter-professional collaborations to address urgent and complex problems related to individuals’ health, daily functioning and well-being. As occupational therapy practitioners, enrolled students will personify the best of the Wisconsin Idea by bringing current practice problems to the learning environment, working with peers and faculty to generate strategies and solutions, and applying newly acquired knowledge in their place of employment, through involvement in professional activities or the global community.
The UW-Madison OT Program is uniquely situated to successfully deliver an OTD degree for therapists in Wisconsin and beyond. Providing high quality education for over 70 years, UW-Madison has a history of training therapists, formerly at the bachelor’s and now at the master’s level, many of whom have the capacity and interest to enroll in an advanced OTD program. The UW-Madison MS-Occupational Therapy program is nationally ranked in the top 10% of entry-level Occupational Therapy Programs and our graduation and professional certification rates are exemplary with 100% of our graduates passing the national boards for the past three years.

3. Need for the Program

A market analysis (See Appendix A) using data gathered from the following sources substantiated the need for the program:

- **Prospective students:** 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 number of prospective students based on the number of currently practicing therapists in Wisconsin and the nation.

- **Demand for advanced training:** 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.

- **Stakeholder interest:** 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 the program curriculum, and needs for their employees’ continuing education.

- **Market competition:** Existing program websites provided information on the characteristics of online OTD programs in the Midwest region and nationally.

The market demand for occupational therapy practitioners and health service managers is projected to significantly increase in the next ten years. The Bureau of Labor Statistics reports that the “employment of occupational therapists is expected to increase 29% from 2012 to 2022, 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 23%, a rate again exceeding the expected average of 14% increase in overall employment. Graduates of the OTD program will be qualified for positions as advanced master practitioners, health service managers, entrepreneurs, policy advisers, and faculty in teaching colleges and universities.

In the state of Wisconsin, there are currently 3,496 licensed occupational therapists, very few of whom hold a clinical doctorate. Nationally, there are over 100,000 employed occupational therapists 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. The preliminary market analysis by EduVentures 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 employer interviews indicate that one of the key challenges facing the profession is the need for additional training in health care reform, insurance mechanisms and the increased demand for documentation of evidence supporting practice. Local employers of occupational therapists agreed with the proposed program competencies and mentioned the importance of leadership, application of research and inter-professional skills. About half of the employers interviewed stated that they would encourage employees to enroll in an OTD program and a majority provides some financial support for continuing education.

Currently there are no other advanced practice OTD programs in the UW System. UW-Madison is well positioned 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 of 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.

4. **Alignment with Emerging Knowledge and New Directions in the Profession**

Training occupational therapists at the clinical doctoral level is important given the advancing knowledge and the ever-changing landscape of the settings within which therapists work. The primary occupational therapy employment settings of health care and education are rapidly evolving as changes in social policy, new business models and the call for accountability influence daily practice. Increasingly, therapists must address emerging practice trends, examine and evaluate the level of current evidence to support use of interventions, alter their assessment and documentation practices in response to new reimbursement procedures, and develop leadership and advocacy skills in support of the needs of clients and the profession. The OTD degree will enable therapists to “re-tool”, advance their skills to state-of-the-art practice and acquire cutting-edge knowledge and skills to succeed in continually shifting and emerging practice environments. Trends such as our aging population, unsustainable increases in the cost of care, and recognizing lifestyle change as critical to health promotion are driving therapists to re-invent their practice. The Program’s emphasis on inter-professional collaboration and communication will prepare students for success in client advocacy, team leadership, and management among increasingly diverse professional groups.

Doctoral training will enable therapists to achieve excellence in the practical application of scientific inquiry and translational research. At UW-Madison, OTD students will learn the pragmatic benefits of data-driven practice decisions and will develop the necessary skills for applying research to their clinical reasoning. Emphasis will be placed on the critical examination of theories and practices in occupational therapy and related disciplines, thus encouraging the “continual and fearless sifting and winnowing” of knowledge associated with the UW-Madison and its values.
D. DESCRIPTION OF PROGRAM

1. General Structure

   a. Fit with institutional program array and academic plan

The Occupational Therapy Program at the University of Wisconsin-Madison was established in 1943 under the joint direction of the School of Education and the Medical School. Initially students were admitted into a two year Occupational Therapy Program in their Junior year graduating with a BS. In 1974, the Occupational Therapy Program became part of a newly formed School of Allied Health Professions. In 1990 the School of Allied Health Professions was disbanded, and the Occupational Therapy Program was transferred along with Physical Therapy to the School of Education to form the Department of Therapeutic Science. In 1992, the Department of Therapeutic Science merged with the Department of Physical Education to form the Department of Kinesiology where the Occupational Therapy Program still resides.

In 2005, the MS in Occupational Therapy (MS-OT) degree was established as the entry-level professional program replacing the BS-OT degree. The MS-OT program accepts students with bachelor’s degrees from diverse fields who must meet prerequisite requirements. The 61-credit, 2.5 year course of study prepares students to sit for the National Board of Certification in Occupational Therapy (NBCOT) Exam. Upon successful completion of the exam, graduates become eligible for state licensure and practice. Licensed occupational therapists with a masters’ degree in OT or a related field or equivalent graduate credits will be eligible for enrollment in the OTD program.

In 1996, the Occupational Therapy faculty developed and received approval for a doctoral track in Therapeutic Science within the PhD in Kinesiology. This PhD track title was recently updated to “Occupational Science Track” to more closely align with other programs in the field. The objective of the PhD degree program is to provide advanced research and scholarly training to students who have completed a Master’s degree and are trained professionals in occupational therapy or a closely related field. Graduates of the Occupational Science track in the Kinesiology PhD program pursue academic careers as faculty, and as researchers in the basic and applied sciences upon which OT professional practice ultimately depends. Our faculty generates funding for research and training of students enrolled in the program.

The Occupational Therapy Program’s administration is located in the Department of Kinesiology and supported by the School of Education. The OT Program is housed in the University of Wisconsin-Madison Medical Sciences Center with Departmental offices in the Gymnasium/Natatorium. The entry-level professional training programs (BS-OT and now MS-OT) have been continuously accredited since 1946 by the American Medical Association, or more recently by the American Occupational Therapy Association’s accrediting body, the Accreditation Council for Occupational Therapy Education (ACOTE).

The proposed OTD will fill a niche between the current MS-OT and PhD in Kinesiology, Occupational Science track programs as a degree for students seeking advanced leadership and practical training for careers as managers, advanced OT practitioners, entrepreneurs, policy advisers, and faculty in teaching colleges and universities. Awarding of an OTD degree is
consistent with UW-Madison’s long history of graduating students with professional doctoral degrees including the MD (Doctor of Medicine), JD (Doctor of Jurisprudence), AuD (Doctor of Audiology), DPT (Doctor of Physical Therapy) and DNP (Doctor of Nursing Practice).

The OTD program will advance the learning of non-traditional students through the use of new and innovative learning technologies. Thus, this program will develop leaders, advocates and innovators in occupational therapy who will have the capacity to address the needs of the evolving health care and education systems. The program will place a strong emphasis on lifelong learning for occupational therapy practitioners, a value of the profession and a requirement for maintaining licensure as an occupational therapist in virtually all states including Wisconsin. We have the capability to provide distance education and training for students across the state and the nation using the most current learning technologies and strategies. New approaches to curriculum delivery will support offering a breadth of content and expanding students’ views of the world.

Specifically, the goals of the OTD Program are to:

- Recruit, admit and retain highly qualified students who are experienced occupational therapists with a masters’ degree or equivalent.

- Prepare experienced practitioners for new roles as team leaders, project managers, administrators, advocates, teachers, or entrepreneurs through didactic learning and inter-professional practice experiences.

- Graduate scholarly practitioners who promote and apply research evidence to the development of best practices in the field of occupational therapy.

- Recruit and retain faculty, academic staff, and inter-professional practice mentors who exemplify excellence in teaching and scholarship and serve as role models for the occupational therapy profession.

b. Relationship to existing programs

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. With its emphasis on leadership, inter-professional practice and research translation, the UW-Madison OTD curriculum is distinctly different from the curricula of other programs designed to develop advanced skills in a specialty practice area. If approved, the UW-Madison will be the first Midwestern institution to offer therapists the opportunity to pursue an advanced practice OTD from a public research university through a distance learning format. Outside of Wisconsin, there are eleven public universities currently offering advanced practice occupational therapy programs; five are situated at institutions classified as having “Very High Research Activity”. Of these only two are offered predominantly online, the University of Utah and University of Kansas Medical Center. There are two public universities offering an advanced practice OTD located in the Great Lakes region, the University of Illinois-Chicago (UIC) and Governor’s State University in Parkview, IL, both of which are onsite or hybrid programs. There are two private institutions based in the Great Lakes region
that offer online advanced practice OTD programs, Concordia University in Mequon, WI and Saint Catherine University in Minneapolis, MN.

c. Collaborative nature of the program

The structure of the curriculum, with its capstone project requiring inter-professional collaboration and links to direct practice, will facilitate the building of relationships between students, faculty and the inter-disciplinary practice community. It is increasingly recognized that solving the complex health care, policy and lifestyle management issues facing society will require collaboration across disciplinary boundaries. In this sense, the OTD program exemplifies the “Wisconsin Idea” as students will identify problems, create and implement solutions reaching out and working within their inter-professional communities to effect change in the practice environment under the mentorship of their faculty adviser. We are also engaged in a deliberative process to identify avenues for collaboration and cross fertilization between the OTD program and existing MS-OT and PhD curricula. We have fostered a relationship with the Department of Engineering Professional Development and have established an MOU (See Appendix B) for enrolling OTD students in their offerings of Professional Literacy courses. We are working closely with the Division of Continuing Studies on market analysis, communication strategies, instructional design, and program implementation as spelled out in an MOU (See Appendix B).

d. Integrated multicultural and diversity elements of curriculum

The UW-Madison Occupational Therapy Program values diversity, equity, inclusion and excellence in student, professional and therapeutic relationships. The profession’s Code of Ethics explicitly states a commitment to seven core values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. We embrace these values and seek to uphold them in all aspects of our teaching and work.

The American Occupational Therapy Association’s (AOTA) 2017 Centennial Vision includes a commitment to creating a “diverse workforce”, a goal to which we are contributing through our efforts in student and faculty recruitment. The composition of the OT profession (86% Caucasian in 2006) leads to challenges in faculty and staff recruitment for the Program. Nevertheless, we strive for diversity. Recent demographic surveys indicate some success with the workforce demonstrating an increase in the number of previously underrepresented groups as students and therapists. We are committed to attracting faculty and staff from varied backgrounds and recognize that equity, inclusion and excellence must be a part of any plan to do so. We embrace and actively implement School of Education policies and procedures, as set forth and monitored by its Equity and Diversity Committee, to enhance diversity through our communication, recruitment and hiring efforts.

The OT Program has distinguished itself in recruitment of a diverse MS-OT student body with 17% of enrolled students from targeted minority groups. Our admissions criteria emphasize varied life experiences and engagement with persons from a multiplicity of demographic, ability, cultural, and social backgrounds. We expect the online delivery of the OTD program to further enhance diversity as the distance education model enables students from a broad array of geographic (including rural areas), cultural and employment settings to enroll. We anticipate
that the online delivery model will enable the OT Program to be responsible stewards of limited resources and to serve a non-traditional population of students. Our recruitment efforts will intentionally target communities with limited access to advanced training programs.

Throughout the curriculum we teach students to understand and reflect on occupational therapy professional values and behaviors. We prepare students to engage in a client-centered approach to therapy through experiences that encourage them to recognize that their own personal values and lifestyle may vary significantly from those of their patients, families or colleagues. The OTD curriculum includes elements requiring students to critically examine their own values, assumptions and limitations through self-reflection as they venture to develop new leadership skills. Students in the OTD Program will be challenged to view issues from the perspectives of others including their clients, families, and colleagues in diverse disciplines in the interprofessional context. Readings are specifically selected to draw from literature beyond the field of occupational therapy, to reflect diverse individual and population perspectives, and to raise awareness of local, national and global issues. Practice cases, dilemmas and scenarios which students will bring to class discussions will further contribute alternative viewpoints to the curriculum. Assignments are designed to promote team-based learning and collaboration and to facilitate integration of content across disciplinary boundaries in order to build consensus and generate solutions that are mutually acceptable.

e. Outreach

The Occupational Therapy Program is committed to the Wisconsin Idea and promotes community service among its students. The following is a representative sample of outreach activities which enrich the learning experiences of students in the OT Program:

**Professional**
- American Occupational Therapy Association (AOTA) Membership & Annual Conference attendance and presentation of research
- Wisconsin Occupational Therapy Association (WOTA) Membership & Annual Conference attendance and presentation of research
- Student Occupational Therapy Association members and representation in the AOTA governing body
- AOTA Annual Student Conclave participation
- Society for the Study of Occupation: USA Membership & Annual Conference attendance
- World Federation of Occupational Therapy participation and presentation of research

**Campus Events**
- Annual Caroline Thompson Memorial Lecture
- Day with the Experts hosted by the Waisman Center
- Global Health Institute events
- Health Occupations Student Association Career Fair
- Student panels and tours for prospective students
- Indigenous Health and Wellness Day
- Assistive Technology Fair
- Institute on Aging events
Alzheimer Research Day
Institute for Clinical and Translational Research training and activities
Parents as Experts: Learning from families, at Waisman Center
Wisconsin Leadership Education in Neurodevelopmental and Related Disabilities Program (MCH-LEND)
Office of Service Learning and Community Outreach
Wiley Lecture Series at the Waisman Center

Community Events
- Coordination of sensory-friendly dining events (e.g. Culver’s)
- SAPAR (School Age Parent Program) in Madison Metropolitan Schools
- Stroke survivor's group at Meriter Hospital
- Life Skills Groups for people with mental health challenges at UW Hospitals, Meriter Hospital and Cornucopia
  - Only Leaves Should Fall, Falls Prevention Event held in conjunction with Safe Communities Fall Prevention Task Force
- Inter-professional Wellness Clinics for the Elders

The online nature of the OTD Program will make participation in some of these activities challenging for students at a distance. We are, however, designing alternative strategies to foster student participation including:

- Scheduling our Annual Caroline Thompson Memorial Lecture during the time students make their two required on campus visits
- Notifying students of relevant webinars offered through professional associations
- Providing links to live streaming or videotaped campus seminars, lectures and other events for student viewing (e.g. Waisman Center Webcasts, School of Human Ecology Center for Child & Family Well-being, Global Health Institute Presentations)
- Providing links to opportunities for community service
- Including curricular elements that involve service-learning in their own community

f. Governance and leadership structure

The OT Program is housed in the Department of Kinesiology, within the School of Education. The Department of Kinesiology Graduate Studies Committee provides oversight of all departmental graduate programs and in turn reports to the Kinesiology Executive Committee which oversees all undergraduate and graduate academic programs. Within our shared governance model, the OT Program graduate faculty will have primary responsibility for curriculum design, implementation and evaluation of the OTD program. The OT Program graduate faculty will make recommendations to the Kinesiology Executive Committee regarding the qualifications, hiring, and teaching assignments for instructional faculty and staff. Findings of program evaluation, including trends in enrollment and fiscal status will be closely monitored and reported to the Executive Committee annually.

An OTD Graduate Program Coordinator position will be created at 25% on a 12 month basis. An individual will be selected according to policy and procedures set by Kinesiology’s
Executive Committee and consistent with School of Education and UW-Madison Human Resource practices. The newly appointed OTD Graduate Program Coordinator will manage the day-to-day operation and, with administrative support, will: (1) oversee the recruitment and admissions process; (2) monitor day-to-day implementation of the instructional program including, but not limited to, teaching needs, class schedules, curriculum revision; (3) oversee needs assessment and program evaluation activities; (4) conduct academic and career advising; (5) maintain communications with the Registrar’s Office, the Dean’s office, the Division of Continuing Studies and units on campus supporting distance learning technology; (6) monitor the income, expenses and annually estimate the fiscal needs of the program; and (7) in consultation with the OT Program graduate faculty, department Executive Committee and the Dean, assist in the recruitment and training of program faculty and staff.

2. **Program Curriculum**

   a. Design, structure, breadth and milestone requirements

   *Curriculum Design*

   The curriculum design includes three key strands:

   i. **Foundation Courses**: This strand of the curriculum will enhance student understanding of the theories contributing to occupational science and occupational therapy practice. Students will be guided through an exploration of the evolution and changing landscape of the practice environment, particularly as relates to current policy initiatives, trends in leadership, administrative, management and educational practices, and emerging inter-professional models of practice. The scientific evidence supporting or refuting current practices of occupational therapy in health, education and community contexts will be explored.

   ii. **Advanced Professional Development**: In this strand, students will develop professional goals and advanced skills in the areas of communication, leadership, and management. Using their real-world practice experiences students will be challenged to identify their current competencies, apply leadership theories, manage complex projects, develop effective communication strategies, and more fully integrate occupational therapy within inter-professional contexts.

   iii. **Translating Evidence**: Through the third strand of the curriculum, students will critique the theoretical, clinical and empirical evidence from multi-disciplinary perspectives to inform best practice of occupational therapy in their own practice context. They will learn methods for gathering, analyzing, synthesizing and interpreting relevant data and apply these skills to the completion of a capstone project that fills a gap or need in the current practice environment.

The curriculum expands core content of entry-level occupational therapy clinical, research and professional skills training to build advanced competencies in the following areas:

- Articulating and integrating the intersection of human occupation, participation, and health into professional roles and work and community settings
• Recognizing and formulating responses to evolving developments in practice, policy and research
• Developing and achieving professional goals
• Collaborating and communicating within inter-professional contexts
• Leading and managing inter-professional teams
• Applying current evidence to occupational therapy interventions and practice
• Translating data and research findings to promote best practice in inter-professional work, policy and advocacy environments
• Designing, implementing and evaluating innovative programs to address community needs and emerging healthcare issues

Structure

Students will enter the OTD Program as a cohort of Masters’ prepared occupational therapists and progress through the prescribed curriculum synchronously. As certified and licensed occupational therapists, the students will already have competency in professional practice skills. The OTD curriculum will promote advanced learning of health care leadership and management, the theories and evidence supporting practice, applied and translational research, and inter-professional practice and communication. The Doctor of Occupational Therapy curriculum requires 3-years of part-time online course work and completion of 34-credits beyond the Masters’ degree. Faculty will deliver content primarily online, enhancing interactions with students through use of project-based learning, chats, discussion boards, facilitated virtual synchronous discussions, and other active learning opportunities. To support the need for flexibility among the students as practicing therapists, much of the online didactic content will be structured to enable students to complete activities according to their own scheduling needs but within the time constraints of the course offering.

Students will make 2 visits to campus for 3-5 days each over the course of the three year program. The first visit will occur near the beginning of the program and will include orientation activities, opportunities to meet and build a learning community with other students in the cohort as well as faculty and staff. They will also begin their professional development plan and attend a research and capstone project presentation event featuring the work of the graduating MS-OT students and, after the first 3 years of the OTD program, the prior cohort of graduating OTD students. The second visit will occur at the end of the program and will include a meeting with the capstone project review committee, presentation of their project, preparation for peer-review and dissemination, and program evaluation activities.

Table 2 provides an overview of the planned curriculum and how students will meet the minimum requirements for the OTD degree.

Through team- and problem-based learning strategies, the curriculum will challenge students to engage in collaborative analysis, synthesis, and evaluation of inter-professional case scenarios. Students will bring their practice experience to the virtual classroom which will enrich the applied nature of the curriculum and provide substance to course content.
Breadth & Depth of Content

Students in the OTD program will be exposed to a breadth and depth of content that will expand their view of occupational therapy’s role in inter-professional contexts and global arenas. The depth and breadth requirement for graduate programs at the UW-Madison will be met through curricular elements that require student exposure to content from disciplines outside of their primary area of training and practice. Course readings, assignments and activities will require integration of multidisciplinary theories, global perspectives and practices. The requirements for completion of a capstone project will include elements of inter-professional collaboration and presentation to an inter-professional audience. Three specific criteria for meeting depth and breadth are specified below. During the second semester of enrollment, students will submit a curriculum plan for approval that describes how each of the criteria will be achieved. The proposal will be reviewed and approved by the OTD Graduate Program Coordinator and at least one OT Program graduate faculty member. Specifically, student curriculum proposals must include the following:

1. Inter-disciplinary coursework (Minimum of 5 credits):
   a. During the first semester of the program, students will take a minimum of two 1 credit courses from the Professional Literacies Suite offered through the Department of Engineering Professional Development. The courses are being developed to enroll students from multiple disciplines which will enhance student exposure to ideas and practices from other fields. These foundational courses, aimed at the development of professional competencies, will prepare students for success in the online learning environment and enable them to build skills towards achievement of professional goals.

   AND

   b. The inter-professional nature of occupational therapy practice requires students to gain an appreciation for research and practice in fields beyond their own. Students are required to complete a minimum of 3 credits of graduate work from the following options:

   i. Independent study (Maximum 1 credit) – To meet this requirement, the student must submit a proposal to his or her primary adviser and the OTD Graduate Program Coordinator for completion of a learning experience beyond the required OTD coursework that demonstrates exposure to content in a field outside of occupational therapy. The proposed experience should be consistent with and included in the student’s professional development plan. As a requirement of the learning experience, the student must submit a substantial product reflecting what was learned (e.g. literature review, reflection paper, poster, program plan). Examples of learning experiences that would meet this requirement include involvement in a research project, an interdisciplinary service-learning project, substantial contributions to the work of an interdisciplinary professional association, planning and implementation of an inter-professional continuing education workshop, writing a peer-reviewed manuscript which addresses an inter-professional or leadership issue, or conducting a needs assessment for development of a new inter-professional program or service.
ii. Inter-professional Seminar (3+ credits) – The purpose of this seminar requirement is to ensure exposure to the theories, ideas, practices and evidence in fields beyond OT. Students may satisfy each 1 credit seminar requirement through attending and documenting a minimum of 10 contact hours of workshop, seminar, continuing education or technical presentations (in person or virtually) that reflect content beyond their current scope of practice and training. Each seminar experience will require students to submit a proposal for approval by the primary adviser and OTD Graduate Program Coordinator that reflects the inter-professional nature of the content and how it aligns with his or her professional development plan. Students will also complete a form documenting the completion of the content at the end of each seminar.

2. Inter-professional development plan and mentoring: Students will create a professional development plan that includes, at a minimum, one goal related to advancing their inter-professional communication and collaboration skills. Students will build a portfolio over the course of their time in the program that demonstrates their progress on achieving their identified goals. With the guidance, support and approval of the OTD Graduate Program Coordinator, students will identify at least one leader from outside the field of OT to serve as a mentor who will review and provide ongoing feedback on the portfolio. The inter-professional mentor might be from fields such as physical therapy, speech-language therapy, public health, special education, human factors engineering, rehabilitation psychology, mental health, medicine, nursing, health/ education policy, or business. The final portfolio will be reviewed and critiqued by peers in the student cohort, the OTD Graduate Program Coordinator, and the student’s inter-professional mentor.

3. Collaborative capstone experience (Minimum of 7 credits): The capstone project provides students with direct experience in an inter-professional collaborative activity under the guidance of a mentor committee. Students will design and develop this project in a series of capstone project courses (7 credits) with a faculty mentor’s guidance. Explicit criteria for development of the capstone project will be provided to each enrolled student and, at a minimum, will require that the project: a) include ideas, concepts, or techniques beyond those currently in practice; b) make a substantive contribution to knowledge or practice in the field; c) demonstrate breadth of learning; and d) advance inter-professional practice for the benefit of society.

The student will report the results of the project in a written paper and submission of the project outcome to a peer-reviewed inter-professional audience (e.g. publishable manuscript, professional conference presentation). The faculty mentor will work with each student in identifying a mentor committee tailored to the project’s focus that meets the minimum following requirements:

- One UW-Madison Graduate faculty mentor
- One additional UW-Madison Faculty or Academic Staff with a doctoral degree
- One practitioner with a masters or doctoral degree having demonstrated expertise in the area of project content
- One certified and licensed occupational therapist (who could also fill the roles as mentor or expert practitioner)
- One expert in content outside the field of OT. (This individual may also serve as the student mentor for the portfolio project noted above.)
One member of the student mentor committee will be identified as the primary mentor.

All final capstone projects must be approved by a review committee consisting of a minimum of five Graduate Faculty, four of whom will be from UW-Madison. At least one designated Graduate Faculty Mentor from a student’s capstone project committee will serve as a member of the review committee when that student’s work is being reviewed.

Our dedication to scientific rigor and involving our MS-OT 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 activities. We will extend this enriched learning atmosphere to advanced practitioners who are engaged in the daily world of occupational therapy. Our OT Program faculty is multi-disciplinary with backgrounds in occupational science, public health, cognitive psychology, educational leadership, motor development/control, and biomechanics ensuring a rich environment for promoting depth and breadth of training. Our OT faculty has established collaborations with a number of international scholars and has hosted visiting scholars in their research programs. Faculty members also regularly present their research at international conferences and publish in trans-disciplinary journals. Population-based and global perspectives are shared in the classroom and broaden the student experience. Further, faculty collaborations with other Departments and programs across campus (e.g. Biomedical Engineering, Center for Patient Partnerships, Population Health Science, Communicative Sciences and Disorders, Nursing, Pharmacy, Physical Therapy, Social Work) and in the community will naturally enhance inter-professional interactions and an expanded view of the complex environments in which therapists live and work. Faculty will invite appropriate colleagues to serve on mentoring committees for capstone projects. Through class activities and capstone projects, students will apply evidence to practice and, in so doing, will be exemplars of translational research. Students will have opportunities throughout the curriculum to critique and synthesize the evidence related to interventions, programs and practices used in their work environment.

Credit requirements

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 in courses numbered 300 and above earned as a graduate student at UW-Madison. 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 34 graduate credits in the OTD Program over 9 semesters (3 years). Of these 34 credits, 22 will be core didactic content, 5 will be specific to a student’s individualized curriculum and professional development plan, and 7 credits will be associated with the capstone project. Occupational therapists with BS-OT degrees who are admitted to the program must obtain an additional 30 graduate credits as outlined below in the Proposed Curriculum Design (Table 2).

b. Course overview and approval process

Table 2 provides an overview of the course sequence, credits per course and a brief description of content. With the exception of Kines 785 – Human Occupation and Health, the curriculum is new and the syllabi are currently in review for course approval at UW-Madison. The Kines 785 course is currently a 3 credit course designed for our PhD trainees. The scope of the course has
been modified to permit enrollment for 2 or 3 credits and a course change proposal has been submitted and is under review. Draft syllabi of required courses may be found in Appendix C.

Beyond the core courses offered by the OT Program faculty and staff, students will fulfill the breadth requirements as stated above in the curriculum description, including the Professional Literacy Courses being developed and approved through the Department of Engineering Professional Development (see Appendix B).

c. Recruitment plan

The OT Program and the Division of Continuing Studies will jointly support recruitment efforts. The Division of Continuing Studies will provide support for the development of marketing materials and access to the Program through the “Advance Your Career” web portal. The chart below lists the target populations by priority group and planned recruitment strategies.

State authorizations for online programs may limit enrollment from selected states. Appendix D includes a list of current state authorizations. We will not actively recruit admit students from states that limit authorization.

d. Admissions requirements

i. OT Licensure: Applicants are required to have a current state OT license in the U.S. An official copy of the license will be required for admission. Students who are in the final year of a didactic Master’s in occupational therapy education program may also apply but their matriculation into the OTD program will be contingent upon successful completion of fieldwork, NBCOT certification and receipt of a state OT license.

ii. Degree: A minimum equivalency of 30 UW-Madison Graduate credit hours beyond the Bachelor’s degree is required for admission into the OTD Program. It is expected that most applicants will meet this requirement through having obtained a Master’s degree in Occupational Therapy or a related field. Individuals with a Bachelor’s degree may apply but will be required to take graduate credits as outlined in Table 2 to meet any deficiencies. The total number of graduate credits required to obtain the OTD degree is 64 including the prerequisite 30 graduate credit hours plus 34 graduate credit hours in residency at UW-Madison.

Prospective students with bachelor’s degrees will be advised by the Admissions Coordinator and graduate faculty regarding on-campus and distance options for meeting deficiencies in 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. Graduate school policies governing special student versus graduate student status and the length of time since graduate credits were earned will apply to all prospective students.
### Table 2: Proposed Curriculum Design

<table>
<thead>
<tr>
<th>Minimum Graduate Credits for Admissions</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s degree in OT OR Bachelor’s degree in OT plus Master’s degree in related field (e.g. Special Education, Public Health, Educational Policy)</td>
<td>30</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree in Occupational Therapy plus completion of graduate work equivalent to the following:</td>
<td></td>
</tr>
<tr>
<td>1. Graduate Statistics Course</td>
<td>3</td>
</tr>
<tr>
<td>2. OT 671 Scientific Inquiry in OT I: Evidence-Based Practice OR Comparable Graduate course in Evidence-Based Practice</td>
<td>2</td>
</tr>
<tr>
<td>3. OT 672 Scientific Inquiry in OT II: Methods of Inquiry OR Comparable Graduate course in Research Design &amp; Methods</td>
<td>2</td>
</tr>
<tr>
<td>4. OT 673 Scientific Inquiry in OT III: Data Collection/Analysis OR Comparable Graduate course in Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>5. OT 674 Scientific Inquiry in OT IV: Sci Writing for Publication OR Comparable Graduate course in Scientific Writing</td>
<td>2</td>
</tr>
<tr>
<td>6. OT 612 Prof. Skills III: Org &amp; Management in OT Practice OR Comparable Graduate course in Health Systems Org &amp; Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>7. OT 613 Prof Skills IV: Community-Based OT Practice OR Comparable Graduate course in Community Interventions</td>
<td>2</td>
</tr>
<tr>
<td>8. Additional Graduate Course Work. (Advanced Practice Board Certification may be substituted for 4 of the 13 Graduate Credits)</td>
<td>13</td>
</tr>
</tbody>
</table>

Minimum Graduate credits required for admission to OTD | 30

<table>
<thead>
<tr>
<th>OTD Curriculum - In residency at UW-Madison</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPD Professional Literacy Courses</td>
<td>S1</td>
<td>2</td>
</tr>
<tr>
<td>Based on the findings of a competency assessment completed at admission, students will enroll in 2-3 of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPD 501 Managing Information</td>
<td>F1</td>
<td>3</td>
</tr>
<tr>
<td>EPD 505 Digital Proficiency</td>
<td>F1</td>
<td>2</td>
</tr>
<tr>
<td>EPD 506 Effective Professional Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occ Ther 811 Applied Inter-professional Leadership and Management</td>
<td>F1</td>
<td>3</td>
</tr>
<tr>
<td>Kines 785 Human Occupation and Health</td>
<td>F1</td>
<td>2</td>
</tr>
<tr>
<td>Occ Ther 812 Current Trends Shaping OT Practice</td>
<td>Sp1</td>
<td>3</td>
</tr>
<tr>
<td>Occ Ther 891 Capstone Project I - Need Identification: Development of Problem Statement</td>
<td>Sp1</td>
<td>1</td>
</tr>
<tr>
<td>Occ Ther 813 Advanced Practice in Inter-professional Contexts</td>
<td>S2</td>
<td>3</td>
</tr>
<tr>
<td>Breadth Requirement I (3 credits required by end of program)</td>
<td>S2</td>
<td>1</td>
</tr>
<tr>
<td>Occ Ther 871 Application of OT Evidence in the Practice Environment</td>
<td>F2</td>
<td>2</td>
</tr>
<tr>
<td>Occ Ther 891 Capstone Project II - Gathering Evidence: Theoretical, Clinical &amp; Empirical</td>
<td>F2</td>
<td>1</td>
</tr>
<tr>
<td>Breadth Requirement II</td>
<td>F2</td>
<td>1</td>
</tr>
<tr>
<td>Occ Ther 872 Using Information to Optimize Practice</td>
<td>Sp2</td>
<td>3</td>
</tr>
<tr>
<td>Occ Ther 891 Capstone Project III - Project Design &amp; Proposal: Program Description, Evaluation, Funding &amp; Dissemination Plan</td>
<td>Sp2</td>
<td>1</td>
</tr>
<tr>
<td>Occ Ther 814 Communicating OT to Inter-professional Audiences</td>
<td>S3</td>
<td>3</td>
</tr>
<tr>
<td>Occ Ther 873 Advanced Outcome Measurement in Occupational Therapy</td>
<td>F3</td>
<td>3</td>
</tr>
<tr>
<td>Occ Ther 891 Capstone Project IV: Project Implementation</td>
<td>F3</td>
<td>1</td>
</tr>
<tr>
<td>Occ Ther 892 Capstone Project V: Project Completion, Presentation &amp; Dissemination</td>
<td>Sp3</td>
<td>3</td>
</tr>
<tr>
<td>Breadth Requirement III</td>
<td>Sp3</td>
<td>1</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>TOTAL Graduate Credits for OTD Degree</td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>
Table 3: Targeted Populations and Recruitment Strategies

<table>
<thead>
<tr>
<th>Target Population</th>
<th>Recruitment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1. Licensed OTs with Master’s degree, Alumni, WI Residents</td>
<td>OT Program Webpage; DCS “Advance Your Career” Web Portal; Alumni email listserv; Wisconsin OT Association (WOTA) email listserv; Wisconsin OT Master’s programs (UW-Milwaukee, UW-LaCrosse, Concordia University, Mount Mary University); Current/Previous Fieldwork Supervisor and Alumni Employer lists; OT Program Newsletter (OT Matters); Advertisements in Wisconsin/Midwest OT Publications (e.g. State association newsletters); Booth and/or fliers at the Midwest OT Dean’s Annual Conference</td>
</tr>
<tr>
<td>Tier 2. Licensed OTs with Master’s degree, Alumni, primary Midwest residency and secondary outside the Midwest</td>
<td></td>
</tr>
<tr>
<td>Tier 3. Licensed OTs with Master’s degree, Non-Alumni, primary Wisconsin residency</td>
<td></td>
</tr>
<tr>
<td>*Recruit Tier 1 and 2 simultaneously as similar strategies</td>
<td></td>
</tr>
<tr>
<td>Tier 4. Licensed OTs with Master’s degree, Non-alumni, Non-Wisconsin residents</td>
<td>Advertisements in AOTA Related Publications (e.g. AOTA Alerts, OT Practice); Visible presence (i.e. fliers, booth) at relevant Professional Meetings (AOTA Conference, OT Program Director Meetings, Pediatric Research Group, OT Research Summit, Society for the Study of Occupation); AOTA member list of targeted groups; College/University listservs targeting schools that currently don’t have doctoral programs</td>
</tr>
<tr>
<td>*Prioritize Midwest</td>
<td></td>
</tr>
<tr>
<td>*Prioritize states that have reciprocity</td>
<td></td>
</tr>
<tr>
<td>*Consider state restrictions regarding online education programs</td>
<td></td>
</tr>
<tr>
<td>Tier 5. Licensed OTs with Bachelor’s degree from WI and other States</td>
<td>Same as above with emphasis on requirements for meeting Master’s level training/prerequisites</td>
</tr>
</tbody>
</table>

i. GPA: A minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale in graduate coursework.

iv. GRE: The Graduate Record Examination (GRE) is not required for applicants who have a Master’s degree from an accredited institution, but will be required for applicants whose terminal degree is a Bachelor’s degree.

v. Experience: Clinical experience beyond occupational therapy fieldwork is helpful but is not a requirement for entry into the OTD program.

e. Admissions Process

i. Application Fee: Students will pay the standard UW-Madison Graduate application fee.

ii. Graduate School Application: Applicants must complete a UW-Madison Graduate School application.

iii. Personal Statement: A personal statement describing the purpose for pursuing a doctoral degree in occupational therapy is required. The statement may not exceed three pages typed, double-spaced, one-inch margins with 12 point font and should address the following topics: (1) Describe professional experiences that led you to pursue an OTD; (2) Discuss how your long-term career goals align with the focus of
UW-Madison’s OTD program, specifically the Program’s focus on inter-professional collaboration, visionary leadership, and the translation of evidence in practice; (3) Discuss a potential topic(s) for your Capstone Project, what you believe you will need in terms of mentoring to complete the project, and potential mentoring team members from the OT Program and beyond.

iv. Resume/CV: Applicants are required to submit an updated resume or CV which includes: (1) Educational history (institutions, degrees, GPA, awards/honors); (2) Professional work history (e.g. occupational therapy experience, employment settings, populations, job titles and responsibilities, project management); (3) Listing of professional involvements (e.g. professional associations, advanced training/certification, teaching experiences)

v. Academic Transcripts: For applicants with Master’s degrees, official transcripts from each graduate institution attended must be mailed in a sealed envelope directly from the registrar of the institution. For those with Bachelor’s degrees, official transcripts from each post-secondary institution attended, including anywhere undergraduate or graduate coursework was completed, must be mailed in a sealed envelope directly from the registrar of the institution.

vi. Recommendations: Applicants will be required to submit three letters of recommendation from professors, co-workers, supervisors, and/or other professionals familiar with their capabilities to succeed in an OTD program.

vii. Admission Timeline: Priority application deadline will be March 1st, however, we will review and accept applications until slots are filled. Students will be informed of their admission status no later than early May. Students will be admitted as a cohort for summer semester matriculation. Applicants who are completing their Level II Fieldwork for their MS-OT degree may apply and be accepted but would not start coursework until the completion of their final Level II Fieldwork and acquisition of state licensure.

f. Projected Enrollment

The enrollment for the OTD is projected to increase to total capacity of approximately 60 students by year 5 of the program (i.e. 20 newly admitted per year) as noted above under item B.6.

g. Progress to degree

After completing the prerequisite 30 graduate credits, students will enter the program as a cohort and progress through the curriculum together as laid out in the course sequence. The OTD Graduate Program Coordinator will closely monitor student progress and work with students to make adjustments as needed. Potential barriers to degree completion include the time demands of a student’s work schedule, personal life responsibilities and the cost of enrollment. The program is specifically designed to be offered on a part-time basis to facilitate therapist enrollment while maintaining other employment and personal responsibilities. Additionally, upon acceptance into the program, students will be required to demonstrate
competencies in the areas of information and time management, digital technology and professional communication. A questionnaire designed to assess student competencies in these areas will be sent to students upon acceptance into the program. The curriculum, with its early emphasis on digital proficiency, information management and professional communication skills, is designed to promote student success by providing tools and strategies for managing time, online learning and streamlining communication.

The OT Program has and continues to build scholarship funds which will aid students with financial need. Students will be informed of opportunities to apply for these resources upon acceptance into the program. Enrollment in a graduate program is a major investment for potential students, but as employed therapists, it is likely that they have some resources to support their commitment to advanced study. Also, we will encourage applicants to check with their employer to see if a tuition support program or other resources are available.

The OTD Program will adhere to Graduate School policies for Minimum Degree Requirements and Satisfactory Progress for Doctoral degrees (See Appendix E).

3. Student Learning Outcomes

a. Program learning goals

A complete description of the OTD Program Learning Goals and Assessment Plan can be found in Appendix F. The plan includes specific learning goals based on GFEC learning goals for doctoral programs, a curriculum map articulating where the goals are addressed in the curriculum, a description of the planned direct and indirect measures of learning outcomes, and plans for faculty review of the findings and annual reporting.

Briefly, students will develop advanced competencies in:

- Articulating and integrating the intersection of human occupation and health into work roles and settings,
- Measuring and monitoring outcomes at the individual and population levels,
- Developing systems for data collection and management, translation of research findings, and application of new evidence to promote best practice in inter-professional practice, policy and advocacy environments,
- Collaborating and communicating complex ideas in inter-professional contexts,
- Leading and managing inter-professional teams,
- Designing, implementing and evaluating innovative programs,
- Developing and achieving professional career goals

b. Assessment of learning outcomes:

Learning outcomes will be assessed in multiple ways across the program. Appendix F provides detailed descriptions of the strategies that will be used in the student assessment and program review process. Direct assessment of student learning will occur in multiple ways including, but not limited to: (1) embedded exams; (2) pre- and post-program self-assessment of professional skills and development plans; (3) peer and faculty evaluation of professional e-
portfolios; and (4) performance on the capstone project (as evaluated by the graduate faculty project review committee using established criteria). Indirect methods of assessment will include: (1) course evaluations; (2) student satisfaction surveys and exit interviews; (3) alumni surveys at 1-, 5-, and 10-years post-graduation; (4) biennial employer surveys; and (5) biennial advisory committee meetings. The post-assessment of core inter-professional competencies, student focus groups and exit interviews will occur at the end of the curriculum during the students’ second visit to campus. The results of these evaluations and student comments will be reviewed at an annual OTD Program Evaluation meeting of the faculty to make adjustments in course content or instructional delivery, as needed.

4. **Advising and Student Services**

a. Academic and career advising:

Initially, the OTD Graduate Program Coordinator will be the primary academic and career advisor for OTD students. Specifically, the Coordinator will:

- Assist students in clarifying their professional values, goals, and academic potential
- Provide information about educational options, requirements, policies, & procedures
- Aid students in a curriculum plan consistent with their professional goals, the requirements of their degree program, and their own interests and abilities
- Assist students in the continual monitoring and evaluation of their educational progress
- Help students to locate and integrate the online resources of the University to meet their unique needs and aspirations
- Consult with students on strategies for managing personal life stressors or challenges that are impacting academic progress and identifying OT Program and University resources available to students

As the OTD program grows, the graduate faculty will monitor whether there is a need to expand the advisor role to include additional faculty as advisors.

Students will be provided a comprehensive Graduate Student Handbook of Academic Policies and Procedure that will include details of advising, degree requirements, academic and conduct expectations, disciplinary and grievance procedures, online access to resources, technology use guidelines and other information pertinent to their success at UW-Madison. We will use our current MS-OT Student Handbook, Kinesiology Graduate Student Handbook and the template provided by the Graduate School as guides in developing the OTD Graduate Student Handbook. Specific to the non-pooled nature of the OTD program, we will include in the Handbook and in Admissions letters, policies regarding Graduate Assistantships and Program/Course Enrollment. Students enrolled in the program will not be permitted to accept graduate assistantships or other university appointments that would result in a tuition waiver. They also will not be permitted to enroll in other graduate programs or take courses outside the prescribe curriculum.
b. Capstone Project Mentoring:

As noted above, each OTD student will have a mentoring team to support their capstone project development and implementation. The team will consist of a Graduate faculty mentor, one additional UW-Madison faculty or academic staff with a doctoral degree, and an individual who has expertise in the content related to the OTD student’s proposed capstone project. At least one member must hold an OT degree and at least one must be from outside the field of OT. One member may be a community practitioner, professional leader, or faculty or academic staff member at another institution of higher learning. The OTD student’s mentoring team will be established by the end of their third semester in the program to allow for adequate development and completion of the project within the projected timeline for degree completion. The OTD Graduate Program Coordinator will assist students in identifying and will approve appropriate mentoring team members. Upon completion of the capstone project, a review committee of graduate faculty will determine if the project meets sufficient criteria to pass. We will adhere to UW-Madison Graduate School policies for approval of doctoral work and signing of warrants in the composition of the review committee (i.e. minimum of five Graduate Faculty, with at least four from UW-Madison).

c. Career advising:

As the program will serve the needs of occupational therapists and is designed to promote professional development and advancement, career advising will be an integral part of the program curriculum. The OTD Graduate Program Coordinator, Mentoring Committee and peer professionals will all provide input and feedback as students create and implement their professional development plan and e-portfolio.

d. Student support services:

Students enrolled at UW-Madison enjoy access to the support resources of a world-class institution. In addition to faculty expertise and extensive library resources, students have access to information technology support within the Department, the School of Education, through the Division of Continuing Studies and DoIT. The campus has an extensive technology network, including a Virtual Private Network (VPN), which permits on-line access to campus computing resources from virtually any location in which the student has access to the internet. The OT Graduate Student Handbook will include detailed instructions for accessing course content, library services and other student supports. The OT Program has a web portal on the Ebling Library website (http://researchguides.ebling.library.wisc.edu/c.php?g=293231&p=1952684) with links to many of the electronic databases, journals, books, and resources available to students. Ebling Library has a catalogue of tutorials for negotiating library resources including a tutorial titled “Accessing Online Resources from Off Campus” which we will require students to view.

The Division of Continuing Studies (DCS), in collaboration with the OTD Program, will provide students with technical services and support for learning in the online environment. DCS instructional designers will assist instructors in course development and ensure that we adhere to best practices as delineated in the Quality Matters Standards for online learning. DCS is also actively developing Community of Practice websites for engaging students and alumni.
through the online environment at UW-Madison. We will support this effort by providing appropriate content and suggestions for OTD student involvement in a Community of Practice.

The following is a list of campus resources that will be available to students enrolled in the OTD Program. Essential resources can be accessed through virtual means:

<table>
<thead>
<tr>
<th>Table 4: Student Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Therapy Instructional Technology and Resources</strong></td>
</tr>
<tr>
<td>Libraries</td>
</tr>
<tr>
<td>Division of Information Technology (DoIT)</td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>McBurney Resource Center</td>
</tr>
</tbody>
</table>

5. Program Faculty, Instructional Staff and other Key Personnel

As an advanced level graduate program, the OTD curriculum will require involvement of faculty and academic staff trained at the doctoral level. The current constellation of faculty within the OT Program includes 6 tenure-track graduate faculty with terminal doctoral degrees, 1 full-time academic instructional staff, and 2 FTE adjunct instructional staff. Our full-time academic staff member is currently pursuing a doctoral degree which will provide the qualifications for teaching in the OTD Program. Of our six graduate faculty members, three are Assistant Professors, two are Associate Professors and one is a Full Professor.

We have devised a plan to enable us to protect the quality of instruction at all three levels of our graduate programs (MS-OT, OTD and Kinesiology PhD). Our MS-OT and PhD programs will continue to be funded through the 101 mechanism. The OTD will be funded through the 131 mechanism. Tuition dollars generated through the OTD program will completely support its operation. In some cases, the revenue generated from the OTD will be used to hire academic staff to cover faculty currently teaching MS-OT content if the faculty member chooses to instruct OTD courses. The proposed budget (see Item 6) includes allocations for
hiring additional instructional personnel to cover teaching gaps in the OT Program. We will hire instructors with appropriate credentials and training, specifically terminal degrees at the doctoral level, to teach the OTD program curriculum. There may, again, be exceptional circumstances in which a master’s prepared instructor with advanced specialty expertise would be considered for teaching specific content in the OTD program.

In the MS-OT, OTD and PhD Programs we will adhere to departmental standard of 10 workloads for teaching in an academic year remaining consistent with these general principles:

- Reduced teaching load relative to the department standard for Assistant Professors with special consideration at times of critical juncture (e.g. first year of teaching)

- Matching faculty interests and skills to course and program content (MS vs. OTD vs. PhD)

- Consideration of course preparation time in assigning loads, particularly for lab-based or first offerings of online courses

- Provision of TA support with preference given to Assistant Professors, lab-based, writing intensive, or new online courses

The OT Program uses a shared governance model in faculty and staff hiring and in determining teaching responsibilities. All graduate faculty are fully involved in decisions regarding the qualifications and assignment of instructors to courses in the OT curricula.

Potential advantages for graduate faculty to teaching in the OTD Program include: (a) working with students engaged in higher level, self-initiated learning activities, (b) smaller class size than our MS-OT courses allowing richer interpersonal interactions, and (c) flexibility in timing and delivery of course content. Initially, we plan to recruit senior faculty, academic or hired adjunct staff to teach the OTD curriculum. Faculty, particularly Assistant Professors, may opt to teach OTD content when doing so is perceived as useful or will minimize their teaching responsibilities or maximize their course preparation efforts. Whenever possible, we will honor preferences for teaching in the different OT Program curricula.

To protect faculty time and provide support for development of the OTD curricula, we have budgeted one month of summer salary for each new OTD course to be developed. Course instructors will further develop the course objectives and determine best methods for delivery of online content. The Division of Continuing Studies has committed to providing support including instructional design, web-page creation, management of content delivery, and technology assistance for the first 3 years of each course. The following is a list of our current faculty and staff:

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

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

See Appendix G 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, expected completion December 2016
Sharon Gartland, OTD, OTR: Lecturer, 17%;

**Affiliate Faculty**
Additional part-time adjunct or affiliate faculty will be hired to supplement current faculty expertise and teach in specialized content areas. As noted above, we will expect these individuals to have a terminal degree at the doctoral level or, in exceptional cases, to have a Master’s degree with expertise, training and advanced knowledge in a particular content area. We anticipate needing and are budgeting for 0.3 FTE of Affiliate Faculty time.

**Admissions Coordinator**
Alexia Rebne, MS-OT, OTR; Part-time Student Services Coordinator; Currently 33.3% for MS-OT Program; budgeted for additional 25% for the OTD Program)

6. **Resource and Fiscal Considerations**

   a. **Overview of funding source and resource needs**

   We propose use of the non-pooled (Fund 131) mechanism for fiscal management of the program. We will be recruiting licensed occupational therapists for part-time, online learning and, thus, the OTD Program meets the criteria of net new enrollment at the UW-Madison. Initial development of the proposal was funded through an Educational Innovations grant. The Division of Continuing Studies is providing support for program development.

   A School of Education strategic initiative is to “develop instructional and research programs to respond to interest in the link between human health and educational outcomes.” The development of health-related instructional programs such as the OTD, is a high priority for the School. The School of Education has committed resources to assisting the Department of Kinesiology in its efforts to initiate the program.

   A 5-year budget including the estimated tuition revenue and program cost for start-up is provided in Appendix H. The following is a brief fiscal summary of the expected budget for Year 5, at which point the OTD Program is expected to be in full operation:

   Planned enrollment: 20 students admitted per cohort (with an estimated 10% attrition);
   Year 5 enrollment = 54 students
Tuition mechanism: Non-pooled, Tier 2 at $1150 per credit

Estimate of paid tuition: $685,630

Core Instructional Costs: $253,970

Direct Student Support Costs: $65,700

Overhead assessment/allocation: $137,126 (@20% in Year 5)

Total Costs: $496,796

Excess Tuition available for re-investment: $228,834

Planned reinvestment uses: 1/3 of the excess tuition will be allocated to the School of Education Dean. The remaining $152,554 will support enhancement of student support and instructional activities in the Department of Kinesiology including, but not limited to:

- Student scholarship funds
- Student travel awards for visits to campus and professional presentations
- Capstone project awards for expenses related to implementation
- Technology and software upgrades to ensure state of the art course delivery
- Faculty support for instructional development
- Enhancement of course offerings through hiring or providing honoraria to instructors with specialized content knowledge and expertise

DCS is committed to providing support for the first three years of program operation in the form of instructional design, technology integration, and development of a marketing plan. Appendix B includes Memoranda of Understanding signed by appropriate parties which outlines the agreement between DCS and the OTD Program for program development. The Supplies & Expenses budget includes substantial funds for program marketing early in the program and increased technology support beginning in Year 4. We have also modestly budgeted housing expenses for students during the two required visits to campus. The budget also includes expenses related to OTD student enrollment in the EPD Interdisciplinary Professional Literacy Courses. A Memorandum of Understanding (Appendix B) has been signed between EPD and the Department of Kinesiology clarifying the allocation of tuition revenue for provision these courses (50% to EPD, 25% to DCS, 25% to Department of Kinesiology).

b. Impact on current and new staffing

We have budgeted sufficient funds to cover teaching in the OTD Program with either current or adjunct faculty. We anticipate some graduate faculty teaching responsibilities will shift from the MS-OT to the OTD Program. To compensate, we have budgeted sufficient resources in order to hire additional adjunct faculty or academic staff FTE, who meet the specified qualifications (see above), to teach MS-OT course content.
The budget includes additional personnel expenses for the hiring of Teaching Assistant support, 25% for an Admissions/Student Services Coordinator and 25% for OTD Program Coordinator and 5% for OT Program Faculty Director. The cost estimates are based on salary plus fringe benefit costs for current faculty and instructional staff teaching in the program. A 2% salary adjustment is built into the costs for the second and each subsequent year of the program.

The budget and teaching responsibilities will be closely monitored over the initial years of the OTD program to determine the impact on Departmental resources, particularly with regard to staffing. We will report the fiscal status of the program to the Kinesiology Department Executive Committee annually.

c. Student funding

As noted above, we will support enrolled students through need and merit-based scholarships.

Program Review Process

d. Timeline for program review

The OTD Program will engage in ongoing internal review through a structured assessment and review process (see Appendix F). The program will complete a 3 year progress report questionnaire per GFEC requirements. In keeping with the UAPC and Board of Regents policy, the new OTD program will undergo a five-year review initially, and be scheduled for ten-year reviews subsequently. The initial program review is estimated to occur in AY 2021-2022.

e. Evaluation plan

Appendix F outlines the proposed evaluation methods for the OTD Program. They are in line with the program evaluation activities currently in place for our MS-OT program so we anticipate a relatively seamless implementation.

f. Consideration of diversity, equity and climate: The following strategies will be used to monitor our progress on creating an inclusive and welcoming program environment:

- Tracking demographics of applicants, students, and faculty
- The annual program satisfaction questionnaire of current students will include items addressing diversity, equity and climate issues. We will include questions related to barriers to success in the program.
- As part of the admissions process, we will request that students choosing not to enroll identify any barriers to enrollment.
- As the UW-Madison 2014 Diversity Framework evolves, we will incorporate recommendations into the curriculum and our program activities.

g. External accreditation - not applicable

7. **See Appendix I for Letters of Support from:** Gary Weismer, Lisa Steinkamp, Lawrence Berger, Thomas Oliver.
Appendix E.
OCCUPATIONAL THERAPY - Minimum Degree Requirements and Satisfactory Progress

To make progress toward a graduate degree, students must meet the Graduate School [Minimum Degree Requirements and Satisfactory Progress](#) in addition to the requirements of the program.

<table>
<thead>
<tr>
<th>Doctoral Degree:</th>
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<tbody>
<tr>
<td>OTD</td>
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<tr>
<td>Minimum Graduate Degree Credit Requirement</td>
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<tr>
<td>64 credits (34 beyond the M.S.)</td>
</tr>
<tr>
<td>Minimum Graduate Residence Credit Requirement</td>
</tr>
<tr>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework (50%) Requirement</td>
</tr>
<tr>
<td>50% of degree coursework (32 of 64 total credits for OTD) must be completed in courses numbered 700 or above OR in any courses identified by the courses’ subject-owner as designed specifically for students in a graduate program.</td>
</tr>
</tbody>
</table>

**Prior Coursework Requirements: Graduate Work from Other Institutions**

With program approval, students are allowed to count up to 30 credits of graduate coursework from other institutions. Graduate work should be less than five years old to be considered; additional justification and/or documentation are needed for work taken between five and ten years. Work more than ten years old will not be considered.

**Prior Coursework Requirements: UW–Madison Undergraduate**

No undergraduate coursework will be allowed to count toward OTD requirements.

**Prior Coursework Requirements: UW–Madison University Special**

With program approval and payment of the difference in tuition (between Special and graduate tuition), students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. These
credits are considered part of the total allowable credits available for a student to transfer. Coursework should be less than five years old to be considered; additional justification and/or documentation is needed for work taken between five and ten years. Work more than ten years old will not be considered.

<table>
<thead>
<tr>
<th>Credits per Term Allowed</th>
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<tbody>
<tr>
<td>15 credits</td>
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<table>
<thead>
<tr>
<th>Program-Specific Courses Required</th>
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</thead>
<tbody>
<tr>
<td>The OTD has a prescribed curriculum of 64 credits. See Doctor of Occupational Therapy Curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Graduate GPA Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum 3.00 GPA required.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Grade Requirements</th>
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</thead>
<tbody>
<tr>
<td>Course numbered 300 or above with a grade of A, AB, B, or S count toward minimum credit requirement; grades of BC or C count only if equal credits of AB and A offset the lower grades to average B (3.00). (For more information, see the Graduate School's Academic Policies and Procedures. See also Grading System on the Graduate School website.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Probation Policy</th>
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<tbody>
<tr>
<td>The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisor</th>
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</thead>
<tbody>
<tr>
<td>Every graduate student is required to have an advisor to meet UW information management needs, and accordingly, and of its own volition, the department assigns an advisor to each student. The advisor is a faculty member, or sometimes a committee, from the OTD program responsible for providing advice regarding graduate studies. The advisor may also serve on the capstone project committee.</td>
</tr>
</tbody>
</table>

| To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis. The OTD Program Coordinator will advise students in the early stages of their studies. |
Assessments and Examinations

Curricular requirements (all didactic courses) must be passed, in conformity with GPA and grad requirements, above. Students capstone project proposal and final product must be reviewed and approved by a committee of graduate faculty.

Time Constraints

OTD degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Language Requirements

No language requirements.
### Table D1: Graduate Learning Goals

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>Doctoral Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Skills</strong></td>
<td><strong>Occupational Therapy Doctoral Program Learning Goals</strong></td>
</tr>
<tr>
<td></td>
<td><em>(July 2015)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Foundational knowledge</strong></td>
</tr>
<tr>
<td></td>
<td>• Demonstrate an understanding of the physical, psychological and contextual substrates of human occupation in typical and non-typical development.</td>
</tr>
<tr>
<td></td>
<td>• Discuss the role of personal and environmental factors on involvement in daily activities and community participation.</td>
</tr>
<tr>
<td></td>
<td>• Critically examine and apply theories associated with the science of human occupation and models of inter-professional practice to service delivery.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate knowledge of one’s own role and those of other professions to appropriately assess and address the needs of clients and populations served.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate in-depth knowledge of the evolution of the profession, the social and global forces influencing practice, delivery models, policies, and systems, including inter-professional and emerging areas of practice.</td>
</tr>
<tr>
<td></td>
<td>• Articulate and apply underlying theories, concepts and techniques of occupational therapy intervention to health promotion and well-being for the prevention of disease and dysfunction.</td>
</tr>
<tr>
<td></td>
<td><strong>Scientific inquiry and theory development:</strong></td>
</tr>
<tr>
<td></td>
<td>• Articulate current problems facing the profession of occupational therapy in an inter-professional context with respect to theory, knowledge and practice.</td>
</tr>
<tr>
<td></td>
<td>• Identify and critique current knowledge, theories and evidence to inform practice.</td>
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<tr>
<td></td>
<td>• Demonstrate necessary skills for designing a scholarly proposal that includes a research question, relevant literature, sample, design, measurement, and data analysis.</td>
</tr>
<tr>
<td></td>
<td>• Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues.</td>
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<tr>
<td></td>
<td>• Articulate the knowledge, roles and practices of other professions with whom occupational therapists typically engage in practice.</td>
</tr>
<tr>
<td></td>
<td>• Formulate systems to gather, analyze and interpret data from a practice setting.</td>
</tr>
<tr>
<td></td>
<td>• Translate evidence into best practice for the continued development of the profession.</td>
</tr>
<tr>
<td></td>
<td>• Develop and implement an inter-professional, scholarly capstone project that addresses an identified service system, intervention or programmatic problem, relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.</td>
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<tr>
<td></td>
<td>• Demonstrate an understanding of the process for locating and securing grants and how grants can serve as a fiscal resource for scholarly and programmatic activities.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate the outcomes of the capstone project and communicate findings to an inter-professional audience in a clear, understandable manner through a peer-reviewed report or presentation.</td>
</tr>
<tr>
<td></td>
<td><strong>Practice reasoning, decision making and application:</strong></td>
</tr>
<tr>
<td></td>
<td>• Appropriately assess clients’ participation in daily life activities and employ an inter-professional approach to determining the clients’ needs within the context of family and society.</td>
</tr>
<tr>
<td></td>
<td>• Identify factors within the environment that influence participation in home and community life.</td>
</tr>
<tr>
<td>Knowledge and Skills (cont.)</td>
<td>Doctoral Level</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
</tbody>
</table>
| • Plan for discharge in collaboration with the client and family and terminate occupational therapy when appropriate. | **Occupational Therapy Doctoral Program Learning Goals**  
(July 2015) |
| • Empirically monitor client progress and treatment efficacy in practice. | |
| • Identify and apply appropriate tools for measuring practice outcomes at the individual and systems level. | |
| • Synthesize current knowledge, available evidence and responses to interventions to inform new approaches to practice problems. | |
| • Demonstrate the skills necessary to lead and manage an inter-professional team. | |

<table>
<thead>
<tr>
<th>Professional Conduct</th>
<th>Professional values and behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fosters ethical and professional conduct.</td>
<td>• Articulate the values of the occupational therapy profession.</td>
</tr>
<tr>
<td></td>
<td>• Work with individuals of other professions to maintain a climate of mutual respect and shared values.</td>
</tr>
<tr>
<td></td>
<td>• Describe the varied roles of the occupational therapist as practitioner, educator, researcher, and entrepreneur,</td>
</tr>
<tr>
<td></td>
<td>• Establish appropriate therapeutic relationships with individuals, groups, organizations and systems,</td>
</tr>
<tr>
<td></td>
<td>• Use effective interpersonal communication and demonstrate effective and culturally sensitive group communication.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate use of safety precautions with the client during the process of practice.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate knowledge of legal and ethical issues related to care in health, education, and community settings.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate commitment to professional growth through the creation, implementation and monitoring of a career development plan.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate active involvement in professional development, leadership, and advocacy for the benefit of constituents and the profession.</td>
</tr>
</tbody>
</table>

*Masters or entry-level (MS-OT) learning goals are italicized*

*Advanced practice doctoral (OTD) learning goals are in bold type*
### Table D2: Intersection of OTD Course Content and Learning Goals

<table>
<thead>
<tr>
<th>Courses</th>
<th>OTD Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Literacy Courses</td>
<td>X</td>
</tr>
<tr>
<td>Applied Inter-professional Leadership and Management</td>
<td>X X X</td>
</tr>
<tr>
<td>Human Occupation and Health</td>
<td>X</td>
</tr>
<tr>
<td>Current Trends Shaping OT Practice</td>
<td>X</td>
</tr>
<tr>
<td>Advanced Practice in Inter-professional Contexts</td>
<td>X X X</td>
</tr>
<tr>
<td>Application of OT Evidence in the Practice Environment</td>
<td>X X X</td>
</tr>
<tr>
<td>Using Information to Optimize Practice</td>
<td>X X X</td>
</tr>
<tr>
<td>Communicating OT to Inter-professional audiences</td>
<td>X X X</td>
</tr>
<tr>
<td>Advanced Outcome Measurement: Theory &amp; Practice</td>
<td>X X X</td>
</tr>
<tr>
<td>Breadth Requirements</td>
<td>X</td>
</tr>
<tr>
<td>Capstone Project I-V</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Courses</td>
<td>OTD Learning Goals (cont.)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Evaluate the outcomes of the capstone project and communicate findings to an interprofessional audience in a clear, understandable manner through a peer-reviewed report or presentation.</td>
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<tr>
<td>Empirically monitor client progress and treatment efficacy in practice.</td>
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<td>Identify and apply appropriate tools for measuring practice outcomes at the individual and systems level.</td>
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<td>Synthesize current knowledge, available evidence and responses to interventions to inform new approaches to practice problems.</td>
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<td>Demonstrate the skills necessary to lead and manage an interprofessional team.</td>
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<td>Demonstrate commitment to professional growth through the creation, implementation, and monitoring of a career development plan.</td>
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<td>Demonstrate active involvement in professional development, leadership, and advocacy for the benefit of constituents and the profession.</td>
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<table>
<thead>
<tr>
<th>Professional Literacy Courses</th>
<th>X</th>
<th></th>
<th></th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Inter-professional Leadership and Management</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Human Occupation and Health</td>
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<tr>
<td>Current Trends Shaping OT Practice</td>
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<td>X</td>
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<tr>
<td>Advanced Practice in Inter-professional Contexts</td>
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<td>X</td>
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<tr>
<td>Application of OT Evidence in the Practice Environment</td>
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<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Using Information to Optimize Practice</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Communicating OT to Inter-professional audiences</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Advanced Outcome Measurement: Theory &amp; Practice</td>
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<tr>
<td>Breadth Requirements</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Capstone Project I-V</td>
<td>X</td>
<td>X</td>
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</table>
# Program Evaluation Plan

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>Direct</th>
<th>Timeline</th>
<th>Indirect</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| **1.** Recruit, admit, retain and graduate highly qualified students with occupational therapy practice experience and a masters’ degree or equivalent. | • OT Licensure  
• Transcripts  
• Pre-assessment of core professional competencies | - Annually, at time of application | • Admissions and matriculation metrics including number, demographic characteristics and qualifications of prospective and entering students | - Tracked annually |
| **2.** Prepare experienced practitioners for new roles as team leaders, project managers, administrators, advocates, teachers, or entrepreneurs through didactic and inter-professional practice experiences. | • Embedded exams  
• Peer and mentor feedback on professional development plan and portfolio  
• Capstone project report and presentation | - Annually  
- Upon completion of didactic content | • Student course evaluations  
• OTD Program satisfaction questionnaire  
• Exit Interview  
• Alumni Survey  
• Employer Survey | - Annually  
- At end of program  
- 1-, 5-, 10-years post-grad  
- 2-years |
| **3.** Graduate scholarly practitioners who promote and apply evidence to the development of best practices. | • Post-assessment of core professional competencies | - At end of program | • Alumni Survey  
• Employer Survey  
• External Reviews | - 1-, 5-, 10-years post-grad  
- 2-years  
- 3-year progress report to GFEC; 5-year initial review; 10-year ongoing review |
| **4.** Recruit and retain faculty, academic staff, and inter-professional practice mentors who exemplify excellence in teaching and scholarship and serve as role models for the occupational therapy profession. | • Faculty Merit Review  
• Academic Staff Merit Review  
• Maintain database of qualifications of inter-professional practice mentors | - Annually  
- Annually  
- Ongoing | • Mentor survey  
• Program enrollment and fiscal status | - Annually  
- Annually with report to Department, School of Education and other appropriate bodies at 3-years |
Narrative Description of Assessment methods:

**Admissions, matriculation, and graduation metrics:** We will monitor application and enrollment characteristics including previous degrees, years of OT practice, advanced certifications and other significant professional training or achievements, mean GPA in graduate coursework, years to degree completion, and graduation rate. We will also survey non-matriculating applicants to gather information on barriers encountered in the application or admissions process.

**Assessment of core professional competencies:** A pre- and post-questionnaire will be completed by each enrolled student which will address Core Competencies for Inter-professional Collaborative Practice as defined by the Department of Engineering Professional Development (http://epdweb.engr.wisc.edu/) and the Interprofessional Education Collaborative (https://ipecollaborative.org/). Key domains include:

- **Values/Ethics for Interprofessional Practice**
  - Ethical principles
  - Legislation and legal concepts in health, education and community environments
- **Roles/Responsibilities**
  - Leading & managing
  - Project management
  - Financial and accounting principles
- **Interprofessional Communication**
  - Effective professional communication
  - Managing information
- **Teams and Teamwork**
  - Effective negotiation
  - Leading teams
  - Leveraging and use of collaboration tools including digital technology

**Embedded Exams:** Assessment will be embedded within course exams or assignments. Individual and collective performance using specified grading criteria or rubrics will be reviewed annually without instructor or student identifiers.

**Capstone Project Report and Presentation:** Faculty will create a rubric for evaluating performance on the capstone project. The rubrics will have identifiers removed prior to review at the annual program evaluation meeting at which time faculty and staff will identify areas of program strength or areas for improvement.

**Course Evaluations:** Review process will reflect current best practices in online learning and will be based on national standards and research findings. The design will include using the OTD student learning goals as outlined above. We will also include items relevant to the Quality Matters Rubric: A National Benchmark for Online Course Design (https://www.qualitymatters.org/) such as the following:

- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement
- Instructional Materials
- Learner Interaction and Engagement
Annual Satisfaction Questionnaire: A questionnaire distributed upon completion of the first and second years of the curriculum and linked to achievement of learning outcomes described in curriculum, online delivery experience, mentoring and advising, technology support, availability of campus resources and other general characteristics of the program.

Peer and mentor feedback on professional development plan and portfolio: Opportunities for providing and gathering this feedback will be built into the curriculum as described above and in the course syllabi.

Exit Interview: At the end of the program when students make the final visit to campus, the OTD Program Director will schedule an Exit Interview with each graduating student. The interview may include other faculty or staff as deemed appropriate.

Alumni Survey: The survey will be tied to the professional development plan of each OTD student and fielded at one-, five- and ten-year increments post-graduation to measure professional outcomes of the program. Specifically, we will include questions such as:
  - Are graduates in jobs with formal leadership responsibilities? Have they taken on new leadership roles or activities after graduation? Do any new responsibilities align with their goals for obtaining the OTD?
  - Are graduates working within and benefitting the state of WI?
  - In what ways are graduates actively partnering across disciplines and/or professions?
  - To which audiences was the Capstone project disseminated?
  - In what ways are graduates applying current evidence to achieve best practice?
  - What innovative programs have graduates designed, implemented or evaluated in their work setting?

Employer Survey: At two-years post-graduation, we will contact employers of our graduates to seek feedback on observed changes in therapist skills, job responsibilities and professional interactions.

Other: Assessment related to faculty and staff recruitment and retention, mentors and fiscal status are the responsibility of the OTD Program Coordinator in collaboration with the overall OT Program Director and the Department Executive Committee. The OT Program Director is responsible for coordinating external reviews, preparing fiscal reports, and other supervision and administrative activities for OT programs.
Appendix I: 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 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
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
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

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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) 262-7421Office (608)262-0048
Fax: (608) 262-1639
Email: dfedwards@education.wisc.edu
<Notice of Intent - OTD Program.docx><Letter of support_NOI(1).docx>