Occupational Therapy

The Program in Occupational Therapy offers several professional degrees as well as a joint degree with the George Warren Brown School of Social Work.

Students interested in entering the field of occupational therapy may do so with a master's or doctoral degree. It is possible to enroll in either program and apply to transfer to the other later, as both the master's and the doctoral programs share the same curriculum for the first year of study. Students may also decide to apply to both programs if they like. Typically, the doctoral program attracts students who have further interest in research and leadership in the field.

The Program in Occupational Therapy prepares students for professional practice and, through its research, generates knowledge to address the issues facing individuals with disabilities, chronic diseases and developmental disabilities. Students are prepared as generalists but, in addition, can concentrate their studies for work in pediatrics, aging, rehabilitation, work and industry or social participation. The curriculum focuses on the dynamic interaction of the biological and psychological, environmental and occupational factors that enable persons to fulfill roles and lead meaningful and productive lives. Students interact with leading physicians and scientists whose practice and science is contributing to better methods of treatment of persons with disabilities. In addition, students are linked with community agencies and leaders that are providing services to individuals with disabling conditions.

Undergraduate students in pre-medical, psychology, biology or anthropology will find that the program offers a means of applying their knowledge in a professional field.

The Program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is 301-652-AOTA. For more information, visit the ACOTE Accreditation (https://www.aota.org/Education-Careers/Accreditation.aspx) webpage.

Additional Information

Complete admissions information can be found under the Admissions (http://bulletin.wustl.edu/medicine/admissions/#healthprofessions) section of this Bulletin. A full description of degrees in Occupational Therapy can be found in the Degrees & Requirements (p. 1) section of this page.

Email:  wuotinfo@wustl.edu
Website:  http://www.ot.wustl.edu

Degrees & Requirements

Applicants must hold a bachelor's degree or be a participant in an approved 3-2 program and have completed prerequisite courses from an accredited college or university. The Program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

Master of Science in Occupational Therapy (MSOT)

The MSOT is a two-and-a-half-year program that prepares students to become practitioners in any practice area. A minimum of a master's degree is required for entry into the profession of occupational therapy.

The MSOT degree prepares generalist clinicians with the knowledge and skills to work as direct care providers, consultants, educators, managers and advocates for clients. The MSOT program also includes the option for students to study with experienced community clinicians, community agency administrators or faculty scientists. Students have exposure to participation, public health, aging, work and industry, children and youth, mental health and neurorehabilitation. An experiential portion of the curriculum — six months of full-time fieldwork supervised by experienced clinicians — follows the normal two years of academic course work. The MSOT is a 28-month, full-time degree program.

Clinical Doctorate of Occupational Therapy (OTD)

The OTD is a three-and-a-half-year program for students who want to assume a leadership position in practice, management, teaching and/or clinical research. In addition to course work, and six months of full-time fieldwork supervised by experienced clinicians, students also complete a 16-week doctoral experiential component to prepare for a selected area of practice.

Students will focus on a specialty area and receive mentored apprenticeship. Students will graduate with an OTD, a professional clinical doctorate degree. Students who choose the OTD may choose from multiple concentrations in productive aging, work and industry, social participation and the environment, children and youth, neurorehabilitation and rehabilitation science. OTD graduates are building exciting careers in teaching, research, consultation, clinical services, and management and policy in their chosen area of expertise. The Clinical Doctorate of Occupational Therapy (OTD) is a 40-month, full-time degree program.

Graduates of either degree program will be eligible to sit for the NBCOT examination to become a practicing occupational therapist. The exam is administered by the National Board for Certification in Occupational Therapy (NBCOT), located at 12
South Summit Avenue, Suite 100, Gaithersburg, MD 20877. NBCOT's phone number is 301-990-7979. For more information, visit the NBCOT website (https://www.nbcol.org). Consult our Program in Occupational Therapy website for more information about our NBCOT Exam Results (http://www.ot.wustl.edu/education/nbcot-408).

A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or attain state licensure.

Research

Faculty in the Program in Occupational Therapy at Washington University are involved in research that is changing the way occupational therapy is practiced. In collaboration with colleagues in the School of Medicine, public health, social work and community agencies, they are involved in projects that encompass many of the challenges facing society. By providing evidence through scientific research, they are validating the profession as an important partner in the health care team. By acting as innovators, they are developing new and better ways to provide care.

To find more information about research activities in the Program of Occupational Therapy, please visit the Research (http://www.ot.wustl.edu/research-105) page of our website.

Faculty

Elias Michael Executive Director
Carolyn M. Baum, PhD, OTR, FAOTA
Director, Division of Professional Education
Steve Taff, PhD, OTR/L, FNAP, FAOTA
Director, Clinical Operations
Patricia Nellis, OTD, OTR/L
Director, Business Operations
Bill Bauer
Assistant Director, Entry-Level Professional Programs
Stacy Smallfield, DrOT, OTR/L, BCG, FAOTA
Assistant Director, Educational Evaluation and Quality
Vicki Kaskutas, OTD, OTR/L, FAOTA

Instructor in Occupational Therapy (primary appointment)
Instructor in Medicine
BS Southwest Missouri State University 1992

B

Parul Bakhshi, PHD
Assistant Professor of Occupational Therapy (primary appointment)
Assistant Professor of Surgery (Public Health Sciences)
PHD University Rene' Descartes 2003

Peggy Barco, MED
Assistant Professor of Occupational Therapy (primary appointment)
Assistant Professor of Medicine
MED Washington Univ in St. Louis 1987

M. Carolyn Baum, PHD, MA
Professor of Occupational Therapy (primary appointment)
Elias Michael Executive Director of the Program in Occupational Therapy
Professor of Neurology (Occupational Therapy)
Professor of Social Work ( Courtesy)
BS University of Kansas 1966
PHD Washington Univ in St. Louis 1993
MA Webster University 1979

Christine R. Berg, PHD, MS, BSOT
Associate Professor of Occupational Therapy (primary appointment)
Associate Professor of Neurology
PHD Washington Univ in St. Louis 1999
MS Boston University 1980
BSOT Tufts University 1976

D

Jeanenne M Dallas, MA
Instructor in Occupational Therapy (primary appointment)
Instructor in Neurology
MA Webster University 1993
BS University of Central Arkansas 1979

Jessica L Dashner, MS
Instructor in Occupational Therapy (primary appointment)
Instructor in Neurology
BS McKendree College 2000
MS Washington Univ in St. Louis 2002

E

Dorothy F Edwards, PHD
Adjunct Associate Professor of Neurology
Adjunct Associate Professor of Occupational Therapy
PHD Washington Univ in St. Louis 1980
BA Loyola University 1972
H
Linda Ann Hunt
Adjunct Associate Professor of Neurology
Adjunct Associate Professor of Occupational Therapy

K
Victoria Kaskutas, MHS, OTD
Associate Professor of Occupational Therapy (primary appointment)
Associate Professor of Medicine
BS University of Illinois 1980
OTD Washington Univ in St. Louis 2009

Allison A King, MD
Associate Professor of Occupational Therapy (primary appointment)
Associate Professor of Education (Courtesy)
Associate Professor of Medicine
Associate Professor of Pediatrics
Associate Professor of Surgery (General Surgery)
MD University of MO Columbia 1996
BS Washington Univ in St. Louis 1992

Kathleen Marie Kniepmann, M PH, DED
Assistant Professor of Occupational Therapy (primary appointment)
Assistant Professor of Neurology
M PH Harvard University 1981
BA Washington Univ in St. Louis 1974
DED Harvard University 1980
BS Washington Univ in St. Louis 1974

L
Huiping C Lieser, MA, PHD
Instructor in Occupational Therapy (primary appointment)
MA Kansas State University 1994
PHD Kansas State University 2001

M
Lauren Elizabeth Milton, PHD, BS1
Instructor in Occupational Therapy (Pending Dean's Approval) (primary appointment)
PHD Washington Univ in St. Louis 2008
BS1 Saint Louis University 2001

Marian A Minor, PHD, M PH
Associate Professor of Occupational Therapy (primary appointment)
BS University of Kansas 1965
PHD University of Missouri 1989
M PH University of Missouri 1979

Kerri A Morgan, MS, PHD
Assistant Professor of Occupational Therapy (primary appointment)
Assistant Professor of Neurology

BA Texas Christian University 1996
MS Washington Univ in St. Louis 1998
PHD Washington Univ in St. Louis 2015

P
Monica S Perlmutter, MA, BSOT, OTD
Associate Professor of Occupational Therapy (primary appointment)
Associate Professor of Ophthalmology and Visual Sciences
MA Washington Univ in St. Louis 1989
BSOT University of MO Columbia 1981
OTD Washington Univ in St. Louis 2012

Benjamin Allen Philip, PHD
Instructor in Occupational Therapy (primary appointment)
Instructor in Neurology
Instructor in Surgery (Plastic and Reconstructive Surgery)
PHD Brown University 2009

Robert G Pineda, MHS, PHS
Assistant Professor of Occupational Therapy (primary appointment)
Assistant Professor of Pediatrics
MHS University of Florida 1994
PHS University of Florida 2006

S
Stacy Lynn Smallfield, MD, MS
Associate Professor of Occupational Therapy (primary appointment)
Associate Professor of Medicine
BS Gustavus Adolphus College 1995
MD Nova Southeastern University 2007
MS Washington Univ in St. Louis 1996

Susan L Stark, PHD, MS
Associate Professor of Occupational Therapy (primary appointment)
Associate Professor of Neurology
Associate Professor of Social Work
PHD University of MO Columbia 1998
BS Alma College 1988
MS Washington Univ in St. Louis 1989

T
Steven D Taff, MS, PHD
Associate Professor of Occupational Therapy (primary appointment)
Associate Professor of Medicine
MS Washington Univ in St. Louis 1997
BS MO State U (formerly SW MO St) 1989
PHD University of MO St Louis 2005

V
Erin Foster Voegtli, OTD
Assistant Professor of Occupational Therapy (primary appointment)
Assistant Professor of Neurology
Assistant Professor of Psychiatry
OTD Washington Univ in St. Louis 2005
BS Washington Univ in St. Louis 2003

W

Timothy J Wolf, OTD
Adjunct Assistant Professor of Occupational Therapy (primary appointment)
OTD Washington Univ in St. Louis 2007

Wing Kai Wong, PHD
Assistant Professor of Occupational Therapy (primary appointment)
Assistant Professor of Neurology
PHD Univ of IL - Urbana-Champaign 2012

Courses

Visit online course listings to view offerings for M01 OT (https://courses.wustl.edu/CourseInfo.aspx?sch=M&dept=M01).

M01 OT 4851 Community Service Assistantship
Promotes disability awareness through service learning. Students will participate in service to community agencies to interact with people who have disabilities or who are at risk for disability. The experience is designed to provide an ecological perspective on the occupational performance of people with disabilities, and the role of agencies in promoting health and quality of life. Students will learn the roles, functions, and funding sources for the community agency where they do service. Graduate students taking this course will identify needs or new roles for occupational therapists in the community. Permission of faculty adviser required. Credit 1 unit.

M01 OT 5023 Theory and Foundations for Occupational Therapy Practice
Students explore the knowledge, skills and attitudes of the professional occupational therapist through the study of occupation, participation and well-being, some of the core concepts of the profession. The course acquaints students with the profession's history, current health issues and emerging areas of practice. Students explore the relationship between occupation, development, culture and health at the person, organization and population levels. Students are introduced to the Occupational Therapy Practice Framework and the International Classification of Function. The theoretical foundation of practice is emphasized. Credit 3 units.

M01 OT 5093 Management in a Changing Practice Environment
This course applies management and organizational principles to occupational therapy services in current and potential practice environments, and entrepreneurial opportunities. Through discussions with business professionals, and case studies, this course highlights organizational, managerial, marketing, financial, regulatory, and funding influences on the development, delivery and evaluation of OT practice. Business plans are developed through case studies. Fieldtrips and interactions with managers and corporate leaders allow students the opportunity for experiential learning. Credit 3 units.

M01 OT 5120 Contemporary Issues in OT Practice I
This first in a series of three seminar courses provides students with the opportunity to explore current, emerging, and future trends in OT practice. Students will use the most recent research and policy information to critically examine and discuss potential developments in OT practice, including new areas of practice such as habilitation and telemedicine, effects of legislation and novel technologies, and a focus on community and population health, participation, and well-being. Credit 1 unit.

M01 OT 5125 Contemporary Issues in OT Practice II
This second of a series of three seminar courses provides students with the opportunity to explore current, emerging, and future trends in OT practice. Students will utilize the most recent research and policy information to critically examine and discuss potential developments in OT practice, including new areas of practice such as habilitation and telemedicine, effects of legislation and novel technologies, and a focus on community and population health, participation, and well-being. Credit 1 unit.

M01 OT 5163 Environmental Factors Facilitating Performance and Participation I
In this first of a two-course sequence, students gain in-depth understanding of the psychological, social, political, physical, and cultural elements of the environment that influence occupational performance, participation, and health. Disability and chronic health conditions as consequences of environmental barriers and the relationship between the person and environments, as both change across the life span, will be discussed. Assessment and intervention strategies that promote health and maximize participation in daily activities will be examined in home, school, workplace, and other community settings. Students are provided with opportunities to practice and demonstrate skills acquired through community-based experiences including a group community consultation project. Credit 3 units.

M01 OT 5220 Supporting Participation with Technology and Environmental Interventions
This course introduces technology and environment-related interventions to preserve, augment or improve social, emotional, physical and academic well-being. Intervention strategies that promote health and maximize participation in daily activities for people with chronic conditions and disabilities will be examined in home, school, workplace, and community settings. The tools and interventions will include descriptions of special equipment (i.e., self-care tools and compensatory techniques), assistive technology devices (i.e., computer access, mobility devices, augmentative communication systems, environmental control units, vehicle adaptations and recreational equipment), and environment adaptations and modifications (i.e., universal design, home and work modifications). Lectures will focus on the ethical, legislative, funding, assessment and psychosocial issues. Labs will provide an opportunity for hands-on learning...
experiences with a broad range of tools in context-specific personal, community and organizational settings. Credit 3 units.

M01 OT 5225 Fundamentals of Health Care and Professional Practice
This course prepares students to manage the changing paradigms of practice that will be encountered over their career. Understanding the current continuum of care settings, professional team roles, and health policy sets the foundation for this course. Professional behavior and ethics will be introduced. Preparation of leadership skills and an entrepreneurial approach to practice will be introduced. Partnering with community agencies to meet the unmet needs of those we serve and to open up new potential markets will be explored. Credit 3 units.

M01 OT 5285 Promoting Population Health through Community Partnerships
This course offers a service learning experience through partnership with local community agencies to enhance population health. Mentored teams collaborate with personnel in community non-profit agencies. Students provide a capacity-building service through a needs assessment and a written program plan with an evaluation component. The intent is to enhance sustainability of the organizations’ programs. The target population served by the organization benefits from expansion and/or enhancement of services. Examples of programs include: parent education, youth skill development, worker health advocacy, neighborhood/residential services, and employee/volunteer programs. Credit 3 units.

M01 OT 5315 Toolbox to Support Professional Practice
This course serves as an introduction to the essential skills required of therapists in contemporary clinical practice. Students will be introduced to resources supporting professional practice and will learn and apply a variety of skills including transfers, documentation, goal-writing, common precautions, monitoring of vital signs, chart reading, orientation to acute care environments, activity analysis, and searching relevant literature to facilitate evidence-based practice. Credit 3 units.

M01 OT 5380 Health Promotion, Participation and Wellness for Persons with Chronic Disease
The impact of chronic disease on daily participation affects health-related quality of life and well-being. Students will study health promotion and preventive individual and group models of service delivery for community-dwelling people. Using Healthy People 2020 topic areas, students will explore theory-driven, evidence-based health education solutions for consumers with chronic conditions to strengthen their community participation. Students will discover therapeutic interventions to empower people to self-manage their conditions and connect with community resources for health promotion, prevention and wellness. Credit 2 units.

M01 OT 5452 Fundamentals of Evidence-Based Practice
Through critical reading and analysis of professional scientific literature, students build a foundation for life-long learning and evidence-based clinical practice. Students will be introduced to measurement principles, learn qualitative and quantitative analysis, and apply concepts learned to designing single case studies for clients served. Evaluation is at the core of evidence based practice: Interactions with clients are dependent on the ability to measure therapeutic effect. Credit 3 units.

M01 OT 5510 Fieldwork I
This is the first course in a series that emphasizes the growth of the student as a professional. Students will build on their electronic professional portfolio developed in the fall semester and participate in self-directed learning experiences to enhance personal growth and professional competence. An intensive one week, 40 hour, supervised fieldwork experience in a clinical or community setting allows the student to practice the skills learned in the classroom. Credit 1 unit.

M01 OT 5515 Fieldwork I
This is the second course in a series that emphasizes the growth of the student as a professional. Students will continue to build on their electronic professional portfolio and participate in self-directed learning experiences to enhance personal growth and professional competence. An intensive one week, 40 hour, supervised fieldwork experience in a clinical or community setting allows the student to practice the skills learned in the classroom. Credit 1 unit.

M01 OT 5520 Preparation for Professional Practice
This course emphasizes the growth of the student as a professional. Topics include the preparation for national certification and state requirements for credentialing, standards of practice, ethical behaviors and continuing competence. Students will prepare a personal marketing package and participate in self-directed learning experiences. Preparation for the students’ fieldwork Level II and Apprenticeships will be emphasized in this course. Topics include the FWII evaluation process, completing FWII prerequisites, communicating with FW Educators and other professionals. Credit 1 unit.

M01 OT 5530 Fundamentals of Professional Communication
The ability to communicate and work with individuals and groups are essential skills for an occupational therapist. Effective practitioners employ therapeutic use of self, activity analysis, behavioral management, and group leadership skills to effect change in those served. Concepts of self-management and basic tenets of learning theories will be explored and applied to various populations served. Occupational therapists must be able to meet the psychosocial needs of all clients across the continuum of care. Credit 3 units.

M01 OT 5762 Body Structures Supporting Daily Function I
In this second of a two-course-sequence, students engage in the study of the contribution of the structure, function, and development of body systems that support daily activity. This semester emphasizes anatomical systems and neuromusculoskeletal substrates for activity, joint integrity, strength and cardiopulmonary function. Credit 3 units.
M01 OT 5770 Fundamentals of Assessment I
The course runs concurrently with Body Structures Supporting Daily Function and Neuroscience Principles of Performance. In this first of a two-course sequence, students apply anatomical and kinesiological principles to occupational performance through assessment of anatomical structures and physiological health. Students learn how to identify sensory, cognitive, perceptual, and emotional performance capacities of individuals by focusing on neuroanatomical and neuro-physiological substrates of sensory, motor, arousal, cognitive, motivational and emotional systems. The students connect the neuroscience of the physiological, neurobehavioral, cognitive and psychological systems to the motor, process and communication performance skills and performance patterns that support occupational performance. Additionally, selected chronic diseases, disorders and conditions will be introduced. Etiology, pathology, clinical course, prognosis and medical management will inform the evaluation process as it impacts occupational performance. Students will build clinical reasoning for core OT practice skills including assessment of person, occupation and environment factors, activity analysis and activity gradation, observation, administering and interpreting assessments, building measurement models, and documenting the evaluation process. Evidence based practice is emphasized through exploration of the scientific and medical literature. Students will apply measurement principles and skills in selection, administration and interpretation of assessments through case studies, laboratory and fieldwork or in-context experiences.
Credit 3 units.

M01 OT 5782 Neuroscience Principles of Performance I
In this first of a two-course sequence, students learn how the brain and nervous system support the sensory, perceptual, cognitive, emotional, and physiological capacity of individuals as they perform activities of daily life. Emphasis is placed on sensory processing, motor processing, cognitive performance, learning and memory, and communication. Students will also learn about specific neurological conditions commonly encountered in clinical practice.
Credit 3 units.

M01 OT 5802 Case Based Learning I
In this second of a two-course sequence, students are engaged in a learning process that includes divergent case method, inquiry learning, self-directed learning, problem-based learning, clinical reasoning and group process skills. Students explore practice problems, and apply specific occupational therapy evaluations and intervention techniques for persons of all ages and disability categories within the context of cases integrated with material covered concurrently in the Interventions courses. The focus is on direct clinical treatment interventions. This is a small seminar class with 8-9 students and a faculty mentor.
Credit 2 units.

M01 OT 5801 Case Based Learning I
In this first course of a two-semester sequence, students are engaged in a learning experience that includes divergent case method, inquiry learning, and problem-based learning. Using a self-directed learning process, clinical reasoning and group process skills, students explore practice problems and apply specific occupational therapy evaluations and intervention techniques for persons of all ages and disability categories.
The context of cases are integrated with material covered concurrently in the Interventions courses and focus on direct clinical treatment interventions.
Credit 2 units.

M01 OT 5825 Interventions Supporting Recovery and Participation of Individuals with Sensorimotor Challenges
Sensorimotor deficits and delays impact daily life and participation. Throughout this course, students will explore how to utilize assessment results to implement theory-driven evidence-based treatment plans to improve occupational performance and participation in daily life. Lifespan and practice setting issues from birth to older adults will be addressed in relation to sensory and motor deficits and delays. Students will utilize a variety of hands-on, case-based, and self-directed learning activities to develop clinical skills.
Credit 3 units.

M01 OT 5835 Interventions Supporting Recovery and Participation of Individuals with Cognitive and Learning Challenges
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TBA
Credit 3 units.

M01 OT 5845 Interventions Supporting Recovery and Participation of Individuals with Psychosocial Challenges
This 3-credit course is designed to provide the foundation skills for evidence-based intervention for individuals with mental health and psychosocial challenges across the lifespan. Students will explore policies, theories, medical and pharmacological treatments and OT intervention approaches and therapeutic techniques for individuals with mental illness diagnoses. The course will focus on supporting recovery and performance to increase participation. Course material will address factors across the continuum of individual through population intervention approaches. Lectures, case studies, lab experiences, and experiences in the community will provide the foundation for the learning experiences. Related skills in documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments.
Credit 3 units.

M01 OT 593A Fieldwork II
Provides fieldwork experiences under the supervision of an occupational therapist. Students’ participation includes in-depth experience in delivering occupational therapy services to clients including evaluation, treatment and intervention. Students have the opportunity to practice in a variety of clinical or community
based settings. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. The fieldwork experience is designed to promote clinical reasoning, professionalism and competency. Duration is 12 weeks per course section.
Credit 6 units.

M01 OT 593B Fieldwork II
Provides fieldwork experiences under the supervision of an occupational therapist. Students’ participation includes in-depth experience in delivering occupational therapy services to clients including evaluation, treatment and intervention. Students have the opportunity to practice in a variety of clinical or community based settings. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. The fieldwork experience is designed to promote clinical reasoning, professionalism and competency. Duration is 12 weeks per course section.
Credit 6 units.

M01 OT 595 Independent Study
Active participation in research activities with program faculty. A written plan of study agreed upon by faculty and student. Permission of faculty adviser required.
Credit variable, maximum 6 units.

M01 OT 596 Fieldwork II - Elective
Optional fieldwork after graduation. Permission required to register.
Credit variable, maximum 6 units.

M01 OT 601 Applied Clinical Research I
This is the first of a four-course sequence offering the students opportunities to: 1) perform a systematic investigation, 2) develop a research project, and 3) perform testing and evaluation. The class is designed to develop or contribute to generalizable knowledge of occupational therapy or occupational performance. Activities that meet this definition include ongoing work in the laboratories of the faculty, controlled clinical trials, pilot studies to determine feasibility of future studies, demonstrations and community programs that may lead to new services or policy demonstrations. In the sequence, the student will work on their research project. The project will include collecting, processing, and analyzing data. The student will also begin to write about their work. Students may observe practitioners who work with the population related to their research projects.
Credit 3 units.

M01 OT 605 Applied Clinical Practice I
This is the first of a four-course sequence offering students opportunities to: 1) enhance clinical skills, 2) support evidence based practice, 3) provide leadership opportunities, and 4) allow specialization in an area of clinical practice. The opportunities will present themselves by associating with clinics or other OT related facilities in the greater St. Louis area. The course is a self-directed learning experience under the guidance of an OT clinical faculty member and a community practitioner. The student will be guided by a clinical mentor and work on a clinical project related to the needs of the facility. A final report and presentation will be made and the end of the sequence.
Credit 3 units.

M01 OT 607 Applied Clinical Practice III
The third of a four-course sequence offering students opportunities to: 1) enhance clinical skills, 2) support evidence based practice, 3) provide leadership opportunities, and 4) allow specialization in an area of clinical practice. Students will have an opportunity to develop occupation-based programs for clinics or other community agencies in the St. Louis region. The course is a collaborative self-directed service learning experience under the guidance of an OT faculty member and a community partner. The student will be guided by the needs of the agency in helping to build the agency's capacity.
Credit 3 units.

M01 OT 630 Seminar in Proposal Development and Applied Clinical Research
This is the third course in the clinical research series. Students continue to learn specific research methodologies, gain skills in the use of standardized measurement tools, conduct behavioral analysis, enter data in an established data base and conduct statistical analysis. The student learns the research process in a mentored seminar format. At the end of this course, students present their research findings to a community of students, faculty, area clinicians, and other members of the general public who attend this day-long conference of student presentations. Students may choose to study in faculty research laboratories related to productive aging, pediatrics, work and industry, or participation.
Credit 3 units.

M01 OT 660 Biopsychosocial Factors Influencing Performance
The course will provide an in-depth understanding of the biomedical research literature pertaining to factors that influence performance. The course focuses on psychological, physiological, sensory, perceptual, motor, cognitive processes as well as subjective and objective assessments of the environment for home, work and community contexts that contribute to performance and performance changes with rehabilitation. The course will be team taught with a combination of lecture and seminar formats to lay the foundational principles of performance and to discuss how the capacity to perform supports participation.
Credit 3 units.
M01 OT 670 Environment Factors and Participation
The course will provide an in-depth understanding of person-environment interactions and the link between biomedical factors and community participation. The course focuses on the physical, technology and policy aspects of the environment that impact participation of persons with or at risk for chronic illness or disability. The course will be team taught with a combination of lecture and seminar formats.
Credit 3 units.

M01 OT 680 Measurement Theory and Development
The course will provide a broad framework and specific knowledge for assessment in areas of rehabilitation and participation. The course focuses on psychological, physiological, sensory, perceptual, motor, cognitive processes as well as subjective and objective assessments of the environment for home, work and community contexts. The course will be team taught with a combination of lecture and discussion formats.
Credit 3 units.

M01 OT 690 Rehabilitation Neuroscience
The role of experience in shaping brain functions is a central question in psychology and neuroscience. The prevailing view is that the functional organization of even the mature brain is dynamic — changing in response either to increases or decreases in stimulation. However, this has not always been the accepted perspective. Even now, many fundamental questions remain, and the answers should directly impact the way that we approach learning and the rehabilitation (re-learning) in the future. Just what are the limits on plasticity in the adult brain? How should environments be structured to exploit this capacity effectively? Is all reorganization behaviorally relevant? What factors contribute to adaptive, as opposed to maladaptive, changes? Together, we will consider historical perspectives on, and what is presently known about, these and related questions.
Credit 3 units.

M01 OT 710 Lab Practicum
Laboratory practicum is designed to permit the student to learn the basic processes of their selected laboratory. The practicum will involve ongoing research projects and can be both laboratory and clinical in nature.
Credit 2 units.

M01 OT 720 Teaching Practicum I
The teaching practicum provides an opportunity to engage in a focused and supervised classroom teaching experience. The student's teaching should be in a content area relevant to the student's area of interest.
Credit 1 unit.

M01 OT 721 Teaching Practicum II
The teaching practicum provides a continued opportunity to engage in a focused and supervised classroom teaching experience. The student's teaching should be in a content area relevant to the student's area of interest.
Credit 1 unit.

M01 OT 750A Directed Practice Research: Productive Aging
This is the first course in a series of three courses designed as an applied clinical experience or clinical research project under the guidance of a graduate faculty mentor. The focus of the project will be in productive aging. The project, over the course of three semesters, will result in a scholarly paper. Students enter this course after they have completed OT 630, the Proposal Seminar course.
Credit 3 units.

M01 OT 750R Directed Practice Research: Rehabilitation
This is the first course in a series of three courses designed as an applied clinical experience or clinical research project under the guidance of a graduate faculty mentor. The focus of the project will be in rehabilitation. The project, over the course of three semesters, will result in a scholarly paper. Students enter this course after they have completed OT 630, the Proposal Seminar course.
Credit 3 units.

M01 OT 750P Directed Practice Research: Pediatrics
This is the first course in a series of three courses designed as an applied clinical experience or clinical research project under the guidance of a graduate faculty mentor. The focus of the project will be in pediatrics. The project, over the course of three semesters, will result in a scholarly paper. Students enter this course after they have completed OT 630, the Proposal Seminar course.
Credit 3 units.

M01 OT 750D Directed Practice Research: Social Participation
This is the first course in a series of three courses designed as an applied clinical experience or clinical research project under the guidance of a graduate faculty mentor. The focus of the project will be in social participation. The project, over the course of three semesters, will result in a scholarly paper. Students enter this course after they have completed OT 630, the Proposal Seminar course.
Credit 3 units.
M01 OT 751P Directed Practice / Research Pediatrics I
Student will engage in applied clinical research under the guidance of a graduate faculty member. Topics will be in the area of specialization chosen by the student in consultation with the faculty member.
Credit variable, maximum 6 units.

M01 OT 751R Directed Practice/Research - Rehab
Student will engage in applied clinical research under the guidance of a graduate faculty member. Topics will be in the area of specialization chosen by the student in consultation with the faculty member.
Credit variable, maximum 6 units.

M01 OT 751W Directed Practice / Research Work I
Student will engage in applied clinical research under the guidance of a graduate faculty member. Topics will be in the area of specialization chosen by the student in consultation with the faculty member.
Credit variable, maximum 6 units.

M01 OT 752A Directed Practice / Research Aging II
Student will engage in applied clinical research under the guidance of a graduate faculty member. Topics will be in the area of specialization chosen by the student in consultation with the faculty member. Prerequisite: OT 751A.
Credit variable, maximum 6 units.

M01 OT 752B Directed Practice / Research Disability II
Student will engage in applied clinical research under the guidance of a graduate faculty member. Topics will be in the area of specialization chosen by the student in consultation with the faculty member. Prerequisite: OT 751D.
Credit variable, maximum 6 units.

M01 OT 752P Directed Practice / Research Pediatrics II
Student will engage in applied clinical research under the guidance of a graduate faculty member. Topics will be in the area of specialization chosen by the student in consultation with the faculty member. Prerequisite: OT 751P.
Credit variable, maximum 6 units.

M01 OT 752R Directed Practice Research III: Rehab
Student will engage in applied clinical research under the guidance of a graduate faculty member. Topics will be in the area of specialization chosen by the student in consultation with the faculty member. Prerequisite: OT 751R.
Credit variable, maximum 6 units.

M01 OT 752W Directed Practice / Research Work II
Student will engage in applied clinical research under the guidance of a graduate faculty member. Topics will be in the area of specialization chosen by the student in consultation with the faculty member. Prerequisite: OT 751W.
Credit variable, maximum 6 units.

M01 OT 760A OT Practice Seminar I
The seminar will focus on World Health Organizations Model of function and health. Student will engage in critical reading and discussion of the application of the model to their area of specialization.
Credit 3 units.

M01 OT 760B OT Practice Seminar II
The seminar will focus on World Health Organizations Model of function and health. Student will engage in critical reading, and discussion of the application of the model to their area of specialization. Prerequisite: OT 760A.
Credit 3 units.

M01 OT 762 Seminar in Education Strategies
This course offers an opportunity for students to reflect on and examine concurrent occupational therapy teaching assistantship experiences. Attention will be given to learning theories underlying practice, teaching tools and strategies, and situated and distributed learning. Activities will include critical reading, peer supervision, and self-assessment.
Credit 3 units.

M01 OT 770 Research Seminar
Regular meeting where research is presented and discussed. Presentations will be made by Washington University faculty, faculty outside the university, and students.
Credit 1 unit.

M01 OT 780 Research Practicum
The mentored research credit units will be used to develop the research skills of the student. The student will work with the mentor's guidance to conduct research that adds value to the laboratory and gains experience for the student. The mentored independent studies should lead to refereed publications and may contribute to the dissertation research.
Credit variable, maximum 6 units.

M01 OT 793C Doctoral Experiential Component
Provides a customized field experience specific to the doctoral pursuit of the student. Students may participate in research, policy, clinical practice, advocacy, teaching, etc. Students are expected to achieve specific goals established by the student, their doctoral chair, and the site mentor. Duration is 16 weeks.
Credit 6 units.

M01 OT 793D Doctoral Experiential Component
Provides a customized field experience specific to the doctoral pursuit of the student. Students may participate in research, policy, clinical practice, advocacy, teaching, etc. Students are expected to achieve specific goals established by the student, their doctoral chair, and the site mentor. Duration is 16 weeks.
Credit variable, maximum 6 units.