DUQUESNE UNIVERSITY  
John G. Rangos School of Health Sciences  
Department of Occupational Therapy  

Doctoral Experiential Component (OCCT 640)  

Total =12 Credits

Course Instructor/Doctoral Experiential Director
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Or by appointment (Virtual via GoToMeeting, phone call, or in-person)

Course Description

Students pursuing a doctoral degree (OTD) are required to complete a sixteen-week Doctoral Experiential Component (DEC). The goal of this experiential component is to develop occupational therapists with advanced skills (those beyond a generalist level), and it is integral to acquiring deeper practice-scholar competencies as reflected in the program’s curriculum design. This 12-credit course provides an in-depth, customized experience specific to the doctoral pursuit of the occupational therapy student, and the opportunity to extend and refine knowledge & skills acquired in the curriculum. Students may participate in learning experiences that include a focus on theory development, research, policy, advanced clinical practice, advocacy, teaching, administration, leadership etc...Each OTD student must successfully complete a minimum of 16 weeks (640) hours of the DEC.

ACOTE Objectives: C.2.0, C.2.1, C.2.2, C.2.3, C.2.4, C.2.5

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist</th>
<th>Related Forms &amp; Assignments</th>
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<tr>
<td>C.2.0</td>
<td>The goal of the doctoral experiential component is to develop occupational therapists with advanced skills (those that are beyond a generalist level). The doctoral experiential component shall be an integral part of the program’s curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. The student must successfully complete all coursework and Level II fieldwork and pass a competency</td>
<td>BlackBoard Discussion Reflection Postings</td>
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requirement prior to the commencement of the doctoral experiential component. The specific content and format of the competency requirement is determined by the program. Examples include a written comprehensive exam, oral exam, NBCOT certification exam readiness tool, and the NBCOT practice exams.

| C.2.1 | Ensure that the doctoral experiential component is designed and administered by faculty and provided in setting(s) consistent with the program’s curriculum design, including individualized specific objectives and plans for supervision. | OTD Doctoral Experiential Component Behavioral Objectives DU Faculty Capstone Mentor Approval Form |
| C.2.2 | Ensure that there is a memorandum of understanding that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. | External Mentor Agreement Form with Resume Site Supervisor Agreement Form with Resume |
| C.2.3 | Require that the length of this doctoral experiential component be a minimum of 16 weeks (640 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and culminating project. No more than 20% of the 640 hours can be completed outside of the mentored practice setting(s). Prior fieldwork or work experience may not be substituted for this experiential component. | OTD Doctoral Experiential Component Behavioral Objectives Log of DEC Hours |
| C.2.4 | Ensure that the student is mentored by an individual with expertise consistent with the student’s area of focus. The mentor does not have to be an occupational therapist. | External Mentor Agreement Form with Resume Site Supervisor Agreement Form with Resume |
| C.2.5 | Document a formal evaluation mechanism for objective assessment of the student’s performance during and at the completion of the doctoral experiential component. | Doctoral Experiential Component Evaluation of the OTD Student |

**Placement Dates:**
May 15, 2017-September 1, 2017
*Note that these dates are flexible based on the doctoral experiential site’s needs but any change in dates must be pre-approved by the Doctoral Experiential Director.*

**Prerequisite Courses**
OTD students must successfully complete all Level II fieldwork experiences and all previous coursework prior to the DEC including ALL Capstone Project requirements thus far. It is highly recommended that the OTD student complete at least 1 clinically- based FWII prior to the DEC. Prior fieldwork or work experience may NOT be substituted for this experiential component. Students wishing to utilize their current work setting to satisfy the 16-week requirement must seek approval from the Doctoral Experiential Director and/or Department Chair, and additional experiential activities and learning objectives must be established. All university, RSHS, and site-specific health/security requirements must be in place and in good standing before the student can begin the DEC.

**Doctoral Experiential Component Behavioral Learning Objectives:**

The OTD student will:

1. Demonstrate effective communication skills and work interprofessionally with those who receive and provide care.

2. Display positive interpersonal skills and insight into one’s professional behaviors to accurately appraise one’s professional disposition strengths and areas for improvement.

3. Exhibit the ability to practice educative roles for consumers, peers, students, interprofessionals and others.

4. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.

5. Apply a critical foundation of evidence-based professional knowledge, skills, and attitudes.

6. Apply principles and constructs of ethics to individual, institutional and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner.

7. Perform tasks in a safe and ethical manner and adheres to the site’s policies and procedures, including those related to human subject research when relevant.

8. Demonstrate competence in following program methods, quality improvement and/or research procedures utilized at the site.

9. Learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from Site Supervisor, External Mentor, and DU OT Faculty.

10. Relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral field experience and scholarly project.

11. Acquire in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.
In addition to the above DU OTD Behavioral objectives to guide the DEC, OTD Students and the Site Supervisor will mutually decide upon 3 individualized student-learning objectives to customize the concentration of the residency experience to the learning needs & interest of the OTD student.

**Text Book(s):**

Students are required to refer to the DU OT FW/DEC Policy Manual and have all course related textbooks, notes, articles, and related resources available to them throughout the residency experience.

**Course Materials**

- OTD Doctoral Experiential Component Course BlackBoard Site
- DU OT Fieldwork/ OTD Doctoral Experiential Component Policy Manual
- Doctoral Experiential Component Objectives
- DEC Data Form
- Doctoral Experiential Component Evaluation of the OTD Student
- OTD Student Evaluation of Doctoral Experiential Component Experience
- DU Faculty Capstone Mentor Approval Form (previously completed)
- DEC Site Supervisor Agreement Form with Resume
- DEC External Mentor Agreement Form with Resume
- Log of DEC Hours

**Learning Activities/Assignments**

BlackBoard Discussion Reflection Postings  25%
Submission of Doctoral Experiential Component Objectives  25%
Submission of required agreements, contact info., and data forms  50%
Doctoral Experiential Component Evaluations (see below)  P/F

All assignments, except the Evaluation Forms, must receive a 70% of higher to receive an overall final passing grade for the course.

**BlackBoard Discussion Reflection Postings**

Initial post in response to questions due by Wednesday 12:00 midnight EST but can be posted sooner. Initial responses to classmate due on scheduled weeks by Friday 12:00 midnight EST at end of week when assigned.

Blackboard postings are completed throughout the semester in order to further integrate and understand the course content. The learning that takes place depends on a dynamic discussion. Throughout the semester students will post and respond to Bb discussion questions. In order to
promote the sharing of ideas, you are expected to make an initial posting, respond to at least 3 postings from classmates, and respond to classmates who have posted on your initial post for each forum.

Students are expected to exhibit appropriate, engaged, professional student behavior by regularly posting to the discussion forum, Additionally, students are expected to:

(a) complete an initial posting that makes a clear point, supported by experiences but is no more than 150 words

(b) attend and log onto the online classroom by submitting all required postings and assignments on or before the due date

(c) actively and appropriately participate in the online environment discussions with evidence of critical thinking

(d) Failure to post and meet the required number of posts will lower the total percentage by 2% for each offense (e.g. 25% to 23% the first time)

Peer feedback: Your reply postings may be brief but must be substantive, no more than 100 words. “Substantive” means that the posting clearly demonstrates critical thinking by expanding the discussion – not “Great job” or “Sounds like an interesting idea.” For example: raise a question to move the discussion forward; relate a similar experience and how you were affected; offer clinical advice or suggestions based on evidence and/or experience. Reflection and evidence of student learning is expected. Participation in discussions and postings must be professional and respectful of all (peers and faculty).

Grading of discussion: Faculty will assign point scores (0-5) based on quality of responses. Exemplary responses include insight, integration of material, additional references, responding to multiple postings, and dialoguing.

**Grading for Course:**

H Honors  
P Pass  
F Fail

**Requirements for successful completion of the DEC include the following:**

1. Satisfactory completion of the 16 week, full-time experience

2. Satisfactory completion and submission of all learning objectives, learning activities, and evidence via completion of the DEC Evaluation of the OTD Student Form

3. Satisfactory completion of all required assignments

4. Completion of the Student Evaluation of DEC Form
The Doctoral Experiential Director will be responsible for assigning the final grade for the Advanced Practice Placement. This course will be graded by the following distinctions: Honors, Pass or Fail.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
<th>Grades</th>
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<tbody>
<tr>
<td>Honors</td>
<td>Beyond Exceeded Score for 80% of DEC Evaluation of the OTD Student</td>
<td>95 – 100% on Assignments</td>
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<tr>
<td></td>
<td>Exceptional Comments on DEC Evaluation of the OTD Student</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Beyond Exceeded and met for 70% of DEC Evaluation of the OTD Student</td>
<td>80- 94% on Assignments</td>
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<tr>
<td></td>
<td>Above average comments on DEC Evaluation of the OTD Student</td>
<td></td>
</tr>
<tr>
<td>Fail / Not Pass</td>
<td>Did not receive a passing score on DEC Evaluation of the OTD Student</td>
<td>Did not turn in assignments, or missed the assignment deadlines</td>
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**Course Policy and Procedures**

All occupational therapy students are responsible for being familiar with and ensuring that the policies and procedures stated in University, School and Department student handbooks and procedures publications are adhered to:

1. Uphold all of the rights, responsibilities and ethical behaviors of the University and the Code of Ethics for the Occupational Therapy Profession in all activities related to this course as defined in the student handbook. [http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf](http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf)

2. Follow all academic policies, rules and regulations as defined in the Student Handbook. [http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf](http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf)

3. Occupational therapy students are expected to be an active member of the America Occupational Therapy Association throughout this course. [www.aota.org](http://www.aota.org)

4. Follow all policies & procedures as defined in DU OT FW/DEC Policy Manual, including signed acknowledgement which can be found at:
5. **Attendance.** Attendance is required for all clinical education experiences. *see DU OT FW/DEC Policy Manual for specifics

6. **Supervision.** The OTD student should be mentored by an individual with expertise consistent with the student’s area of focus. The DEC site will provide supervision to OTD students on site by a qualified and competent (but not necessarily an occupational therapy practitioner) personnel. This individual assists the OTD student in applying knowledge to practical situations; develop problem solving skills and learning practical competencies. This individual will be called the Site Supervisor. The site supervisor will instruct and orient the OTD Student as needed to perform specific negotiated learning activities consistent with the student’s learning objectives. Direct clinical practice activities performed by the OTD student should be supervised by a professional who meets the state and national requirements to perform the area of practice. When the most appropriate professional to supervise students performing direct clinical practice activities is an occupational therapist, then the supervising occupational therapist must meet the state regulations and have a minimum of one year practice experience post initial NBCOT certification.

7. **Confidentiality.** Students are required to maintain confidentiality in both the clinical and academic settings in compliance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) regulations. *see DU OT FW/DEC Policy Manual for specifics

8. **Critical Incidents.** Students are required to report critical incidents to the Doctoral Experiential Director. When the incident occurs, the student should notify the site supervisor and Doctoral Experiential Director. The student should complete an incident report as directed by the site and facility policy. The student is then to contact the Doctoral Experiential Director. Critical incidents include: patient falls, patient injured, patient upset with student, and other incidents considered critical. If a student is unsure if an incident is considered critical, they are to contact the Doctoral Experiential Director.

9. **Professional Attire** – see DU OT FW/DEC Policy Manual & site-specific expectations

10. **Recognize learning problems and seek assistance.** Students are expected to recognize when they are experiencing a learning problem and ask the site supervisor for assistance. Notify the Doctoral Experiential Director if any problems/concerns arise while on the experiential, and after seeking assistance from site supervisor.

11. **Assignments.** Specific assignment criteria are listed in the grading matrix. Assignments must be completed by the due date in order to seek potential for full credit.

12. **Correspondence** Maintain appropriate and timely correspondence with Doctoral Experiential Director and other DU faculty while on fieldwork (including but not limited to: returning phone calls, responding to emails etc, checking related BlackBoard sites...
consistent & timely manner). It is expected that students respond to phone-call or email within 48 hours.

13. Check DU email and DEC BlackBoard site on regular basis to ensure appropriate communication and notification

14. Online participation – Students are expected to participate fully in discussion board postings on BlackBoard when requested.

15. Disability accommodation. Students with disabilities as defined by the Americans with Disabilities Act of 1990 (ADA), and who require special accommodations, are to provide the required data by law. Reasonable accommodations will be made in accordance with the documented disability.

16. Electronic/Communication Devices. As a courtesy to everyone involved in the course and as per the John G. Rangos Sr. School of Health Sciences Academic Student Handbook electronic devices such as beepers and cell phones are to be turned off (no sound, vibration, or text) during fieldwork/DEC education. In many clinical sites, electronic devices are prohibited from use and may cause technical difficulties with medical equipment.

17. Students with Special Needs. Any student who requires assistance to accommodate a documented special need should inform the Doctoral Experiential Director. If you need additional assistance contact the Office of Freshman Development and Special Student Services.

18. Academic Dishonesty. Cheating will not be tolerated under any circumstances. Issues of academic improprieties will be addressed according to the guidelines outlined in the RSHS Student Handbook.

19. Professional Behavior Policy. Violations of the professional behavior policy appearing in the Program in Occupational Therapy manual will initiate the professional behavioral protocol described in the DU OT FW/DEC Policy Manual.

STUDENT RESOURCES

1. Students are encouraged to create informal learning groups to facilitate learning of course material. The Learning Skills Center offers a broad range of programs including skill assessment, learning strategies and techniques, and tutoring. http://www.duq.edu/life-at-duquesne/student-services/tutoring-and-mentoring

2. The University Counseling Center offers personal and career counseling, workshops and support groups. http://www.duq.edu/counseling/

3. The Writing Center provides students assistance with their writing including writing tutors and proofreading guidelines. http://www.duq.edu/writing-center/

4. The Office of Multicultural Affairs provides individual counseling and workshops on adjustment to college life, success habits, goal setting and financial aid.
5. Students requiring educational accommodations or considerations should contact the Office of Freshman and Special Student Services (OFSS) at 309 Duquesne Union (x 6657). The OFSS will evaluate the student’s request and when appropriate, send a confidential letter to the instructor outlining approved accommodations. When the instructor has received this official notification, the student and instructor can meet to coordinate reasonable accommodations as approved by OFSS.

6. Occupational Therapy Classrooms and laboratories are equipped with Laboratory and Safety Policy Manuals that contain emergency and safety guidelines, RSHS certified Profile Screening process, OT student health status procedures, use of assessment resources and lab equipment, material safety data sheet form, and manuals related to therapeutic equipment available for use in the respective classroom. Students are encouraged to access the manual as needed as well as seek clarification from faculty.
Assignments and Due Dates While On DEC

PLEASE NOTE: THE COURSE INSTRUCTOR RESERVES THE RIGHT TO AMEND THE COURSE SCHEDULE AS NEEDED. AN UPDATED SYLLABUS/SCHEDULE WILL BE PROVIDED TO YOU SHOULD THIS OCCUR.

Weekly

If your site supervisor prefers to review and sign off on your hours each week, then at the end of every week have your site supervisor sign off on your hours; otherwise, follow the weekly outline below which requires a periodic review of hours.

Week 1

Forms (Copies may be uploaded to Blackboard. Provide site supervisor/external mentor with copies of their agreements as well)

- OTD Doctoral Experiential Component Behavioral Objectives
- DEC Data Form
- Site Supervisor Agreement Form with Resume
- External Mentor Agreement Form with Resume
- Log of DEC Hours (for week 1) with Signature from Site Supervisor

Discussion Board

Respond to Week 1 BlackBoard posting

Week 4

Discussion Board

Respond to Week 4 BlackBoard posting

Week 8

Forms (Copies may be uploaded to Blackboard.)

- Doctoral Experiential Component Evaluation of the OTD Student

Discussion Board

Respond to Week 8 BlackBoard posting

Week 12

Discussion Board

Respond to Week 12 BlackBoard posting
Week 16

Forms (Copies may be uploaded to Blackboard. Provide site supervisor/external mentor with copies as well.)

Doctoral Experiential Component Evaluation of the OTD Student

OTD Student Evaluation of Doctoral Experiential Component Experience

Log of DEC Hours

Discussion Board

Respond to Week 16 BlackBoard posting