

Occupational Therapy

Occupational Therapy (OT) is a health care profession in which therapists work with people whose abilities to manage everyday tasks of living are affected by developmental deficits, the aging process, environmental barriers, physical injury or illness, or psychosocial issues. Occupational therapists are in high demand across the country as critical caregivers in today's rapidly growing health care system. The profession offers many opportunities for a career rich in both meaning and reward.

Occupational therapists help individuals of all ages identify and return to the occupations and activities that are important to them. The word *occupation* refers to how people use time, or are *occupied* in their daily lives. Occupational therapists assist people to adapt old methods or learn new strategies so they can participate in valued life activities and roles after illness or injury. OTs are employed in a variety of settings including hospitals, rehabilitation centers, nursing homes, homecare, schools, private practice, and community agencies.

The MS in Occupational Therapy at Sage is the only master-level Occupational Therapy Program in New York's Capital Region accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. Qualified men and women who possess a bachelor's degree and who fulfill the prerequisite courses for the Occupational Therapy Program may apply directly through the Sage Graduate School. Students can complete the 80-credit program in just over two years, with one initial online course followed by face-to-face coursework including a research project and six months of full time fieldwork. Upon successful completion of academic, research and fieldwork courses, students are awarded an MS degree in Occupational Therapy and are eligible to sit for the certification exam administered by the National Board for Certification in Occupational Therapy (NBCOT) that leads to national certification and eligibility for state licensure.

MSOT Program Accreditation

Russell Sage College's Occupational Therapy program is registered with the New York State Education Department and accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. You may contact ACOTE by phone at (301) 652-6611 and by visiting www.acoteonline.org. The most recent reaccreditation was granted in December 2016. Upon graduation, students are eligible to sit for the national certification exam that is administered by the National Board for Certification in Occupational Therapy (NBCOT). In addition, most states require licensure in order to practice occupational therapy; however state licenses are usually based on the results of the national certification exam. A felony conviction may affect a student's placement in fieldwork settings, or a graduate's ability to sit for the certification exam or to attain state licensure.

The Doctorate in Occupational Therapy (OTD) at Russell Sage College is the only doctoral-level Occupational Therapy Program in New York's Capital Region. The entry-level occupational therapy doctoral degree program at Russell Sage College is registered with the New York State Education Department and has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Qualified men and women who possess a bachelor's degree and who fulfill the prerequisite courses for the Occupational Therapy Program may apply directly through the Sage Graduate School. Students can complete the 100-credit program in three years, including a research project, six months of full time fieldwork and the Doctoral Capstone Experience. While most of our coursework is face-to-face, part of our coursework is online with one initial online course (OTH 504) and the 700-level courses (701, 702, 703, and 704) embedded throughout the program online. The capstone course, OTH 705, has the ability to be online, hybrid, or face-to-face. Upon successful completion of academic, research fieldwork courses, and the Capstone Experience, students are awarded an

entry-level Doctoral degree (OTD) in Occupational Therapy and are eligible to sit for the certification exam administered by the National Board for Certification in Occupational Therapy (NBCOT) that leads to national certification and eligibility for state licensure.

OTD Program Accreditation

The entry-level occupational therapy doctoral degree program at Russell Sage College is registered with the New York State Education Department and has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Mission and Philosophy

Mission - The Sage Occupational Therapy Program encourages students to be self-directed and engaged actively in their learning. The program provides opportunities for reflective practice and critical inquiry with vibrant problem solving. We emphasize experiential learning that builds occupation-based clinical reasoning practices explicitly linking the person, environment and occupation. Our graduates will occupy diverse workforce roles and contribute to the health and well-being of individuals, populations and society.

Philosophy - In occupational therapy, we believe in the positive relationship between occupation and health. Occupations refer to the everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life (WFOT, 2012). Occupations carry both practical and symbolic significance, and include things people need to, want to and are expected to do.

Occupations can be observed by others, occur over time, have purpose and meaning, occur in context, and are influenced by a person's performance patterns, performance skills, and underlying client factors (AOTA, 2020).

The Russell Sage College Occupational Therapy Program recognizes engagement in occupations as the core of individual, community, and societal well-being.

Occupational engagement occurs within complex relational systems that provide connection to other persons and environments. The curriculum design of the program emphasizes the contextualized lived experiences of individuals and the intricate nature of occupational engagement. The Person-Environment-Occupation model serves as the theoretical framework for the program.

In accord with the Russell Sage College mission, "To be, to know, to do," occupations are vehicles for doing, becoming, and knowing in the world.

References

Occupational Therapy Practice Framework: Domain and Process—Fourth Edition. (2020). *American Journal Occupational Therapy* 2020;74 (Supplement_2):7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

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World Federation of Occupational Therapists. (2012). *Definition of Occupational Therapy*. Retrieved from <https://www.wfot.org/about-occupational-therapy>.

Occupational Therapy Curriculum Design

The occupational therapy curriculum emphasizes the person, environment and occupation relationship and incorporates an experiential approach that focuses on students engaging as active learners. Foundation and upper level clinical courses promote an understanding of the dynamic relationship between health, well-being and occupational engagement for a person's ability to participate in valued life activities and roles. Students are immersed in learning opportunities to both promote clinical reasoning skills and develop a systemic view of health and service delivery system. The curriculum model is organized around three elements: *Foundations and Professional Identity*, *Evaluation and Intervention in Practice Settings*, and *Professional Responsibility and Research*. It is further supported by three major themes that are infused throughout coursework: *Person-Environment-Occupation Relationship*, *Therapeutic Use of Self*, and *Entry Level Practice*.

Foundations & Professional Identity

Foundational courses provide students with a basis for understanding the distinct occupational perspective and how the profession contributes to health promotion and participation in society. The *Occupational Therapy Practice Framework* is introduced along with the major practice models and theoretical frameworks that define the language and philosophy of occupational therapy. Students explore the intersection of the areas of occupation, client factors, performance skills and patterns as well as context and environment.

Evaluation & Intervention in Practice Settings

Evaluation and intervention courses focus on a variety of service delivery models and provide a framework for developing client-centered intervention. The application of practice models within this content guides the development of critical thinking. Students engage in case driven labs and fieldwork experiences to apply knowledge gained in the classroom to clinical settings, in order to hone clinical reasoning skills, and achieve entry level competence.

Professional Responsibility & Research

Students learn about the roles and associated responsibilities of the OT profession through coursework that addresses occupational therapy service delivery, advocacy, ethics and health policy administration. A multi-course research sequence prepares students for scholarly inquiry guiding them to become evidence-based practitioners. Working collaboratively with faculty, and clinic and community-based sites, student teams develop and implement research studies whose outcomes augment current literature and meet the information needs of research partners. The culminating requirement is a presentation at the annual Graduate Research Symposium. Through these experiences, students develop the broad perspective required for promoting and providing best practice.

Supporting Themes

Person-Environment-Occupation Relationship

Students explore how factors related to the person, environment and occupation impact health, well-being and participation in society. Throughout the curriculum students engage in scholarly inquiry, case-based learning, and field experiences with persons, groups and organizations. Together these learning activities assist students to analyze the elements that promote occupational performance.

Therapeutic Use of Self

Students develop skills in forming therapeutic relationships through experiences that foster self-awareness, personal maturity, and effective communication. Emphasis on client-centered practice supports the student's ability to engage in a collaborative intervention process.

Entry Level Practice

Entry level practice as an occupational therapist is facilitated through the development of critical thinking skills, therapeutic use of self, and professionalism. The application of ethics, evidence-based practice, and clinical reasoning are woven throughout coursework and fieldwork experiences. Students develop the knowledge, skills, and behaviors required for best practice.

Fieldwork

Students complete five part-time and full-time fieldwork experiences to refine clinical reasoning and therapeutic skills while working with clients. Level I fieldwork involves three multi-week experiences in clinical settings integrated within first- and second-year coursework. Level II fieldwork involves two full time, 12-week internships during the summer and fall following the second year of study. These affiliations give students the opportunity to practice the clinical skills learned in the classroom in occupational therapy settings under appropriate supervision. The expected outcome of Level II fieldwork is entry-level therapist performance and independent practice. Sage maintains a working relationship with 500 clinical sites located throughout the country.

Doctoral Capstone Experience (OTD Only)

The Doctoral Capstone Experience (DCE) is an individually designed, thorough, student experience in a practice setting in one or more of the following areas of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development. It requires students to construct an individualized learning plan with specific objectives designed to meet planned outcomes. Practice settings will be consistent with the program's curriculum design. Each setting will provide supervision for the student appropriate to the setting and as agreed upon in collaboration with the student's Faculty Mentor and the Capstone Coordinator. The student will be mentored by an individual with expertise consistent with the student's area of focus (this supervising individual may or may not be physically located within the practice setting and may or may not be provided by an occupational therapist).

The DCE may be completed within the Capital District or elsewhere as opportunities present themselves that meet the goals and objectives identified in the student's individualized learning plan. Final determination for Capstone site will be completed through advisement with the Doctoral Capstone Coordinator.

Faculty

Students enjoy an excellent student-to-faculty ratio of 15:1 that facilitates personal attention and close working relationships. The Russell Sage Occupational Therapy faculty are specialists in the fields of pediatrics, psychosocial practice, rehabilitation, gerontology and research. To ensure fresh program content delivery,

Sage faculty are engaged in scholarly work and clinical practice in addition to their teaching responsibilities. Sage professors hold advanced certification in pediatrics, neurorehabilitation, sensory integration, neurodevelopmental treatment, and hand therapy. Faculty doctoral degrees and advanced study include occupational therapy, chronic illness, expressive arts, education, ethics, maternal health and pediatrics. They are able to bring new ideas and technologies into the classroom, and expose students to contemporary practice in their respective therapy specialties. Students also benefit from faculty expertise through collaboration in ongoing research projects.

OT Program Outcome Statements

At the conclusion of the occupational therapy educational program, students will:

Foundations & Professional Identity

- Demonstrate knowledge of the history of the profession, the scope and role of occupational therapy within the health delivery system, and its contributions to health promotion, wellness and participation in society.
- Establish and sustain client centered therapeutic relationships.
- Function in the generalist role and assume a commitment to lifelong learning.
- Develop professional behaviors, attitudes and actions reflective of ethical standards and values.
- Demonstrate a strong command of the Occupational Therapy Practice Framework language when communicating effectively in writing or speaking to a variety of audiences.
- Advocate for the profession and the people we serve through active participation and membership in community and professional organizations.

Evaluation & Intervention in Practice Settings

- Value culture and other person-environment factors in developing meaningful interventions across clinical and community settings.
- Apply knowledge of the relationship of theory to practice using theoretical models and frames of reference to guide clinical reasoning.
- Distinguish and use appropriate screening and assessment methods to determine client goals and document the need to refer to other disciplines as indicated.
- Develop and implement occupation-based intervention plans that support the client's ability to return to desired habits, routines, roles, and rituals within their environment.
- Document services to ensure accountability and meet standards for reimbursement.
- Work cooperatively with members of interprofessional teams and other stakeholders within the health delivery system.

Professional Responsibility & Research

- Integrate knowledge of state, federal and professional standards and regulations that shape community and clinical practice.
- Demonstrate skills in the management of occupational therapy services including supervision and an understanding of the health care team, budgeting and reimbursement and leadership.
- Demonstrate an understanding of the occupational therapy scope of practice through legislative advocacy, consumer education and knowledge of trends and opportunities.
- Critically analyze research literature to make evidence-based decisions and engage in scholarly activities that contribute to best practice
- Apply current research methods to design and execute a novel research study.

Additionally, OTD students will:

- Demonstrate ability to analyze and adapt environments to promote occupational health and wellness.
- Develop an understanding of healthcare policy's impact on occupational therapy scope of practice, in relation to trends as well as state, federal and professional standards
- Develop understanding of reimbursement regulations and the role legislative advocacy to or for the profession.
- Reflect and develop leadership style in relation to management of occupational therapy services including an understanding of healthcare teams, supervision and evaluation of occupational therapy services.
- Establish a professional development plan that articulates professional leadership and scholarship goals, including exploration of diverse roles such as lifelong learner, collaborator, entrepreneur, innovator and advocate.
- Reflectively integrate research evidence into occupation-based practice with clients and communities, through critical analysis of current literature, execution of a novel research study and engagement in scholarly activities that contribute to best practice.

OT Program Curricular Objectives

Foundations and Professional Identity

1. Demonstrates consistent personal and professional ethical behavior
2. Demonstrates positive interpersonal and interprofessional skills
3. Communicates the values and beliefs of OT to clients, staff and family
4. Demonstrates beginning use of professional OT language
5. Seeks and responds constructively to feedback
6. Takes responsibility for own learning

Evaluation and Intervention in Practice Settings

1. Adheres to safety regulations in regard to safety of self and others
2. Demonstrates ability to establish rapport with clients and team members
3. Demonstrates respect for diversity factors and lifestyle choices of others
4. Analyzes impact of person-environment factors on OT evaluation and intervention
5. Selects appropriate screening and assessment tools based on client need, context and environment
6. Refers to specialists for consultation and intervention
7. Uses standardized and non-standardized screening and assessment tools appropriately
8. Uses theories, practice models, and frames of reference to guide and inform evaluation and intervention
9. Makes informed practice decisions based on critical analyses of the evidence
10. Develops and implements occupational based interventions based on appropriate theoretical approach and client needs
11. Demonstrates skills in supervising and collaborating with OTAs
12. Documents services and maintains records to ensure accountability and meet reimbursement and facility standards
13. Demonstrates knowledge and compliance with reimbursement mechanisms
14. Monitors and reassesses the effect of OT intervention and need for continued or modified services
15. Develops discharge plans and terminates OT services as appropriate
16. Report evaluation results and modify practice as needed to improve outcomes
17. Provides client and family education to support occupational participation

Professional Responsibility and Research

1. Manages time, schedules and prioritizes workload appropriately
2. Develops strategies for effective use of OT and non-OT staff
3. Understands trends in models of service delivery and their effect on OT practice
4. Considers the impact of contextual factors on management and delivery of OT services
5. Demonstrates ability to design processes to manage quality and develop program changes
6. Understands factors that promote policy development and provision of OT services
7. Demonstrates knowledge of state, federal and professional standards that shape practice
8. Demonstrates knowledge of advocacy to benefit consumers and the profession
9. Identifies opportunities to address societal needs by participating in the development and marketing of OT services
10. Understands and critiques research studies
11. Uses research/professional literature to make evidence-based decisions
12. Designs and implements novice research studies relevant to occupational therapy
13. Identifies strategies for ongoing professional development
14. Participates in professional activities to advance the profession.

Program Academic Standards

The M.S. in Occupational Therapy and O.T.D. are professional education programs. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the *Standards of Professional Behavior*.

1. Grade Point Average (GPA)
 - A minimum overall grade point average of 3.0 must be maintained in Occupational Therapy coursework each semester. A semester GPA below 3.0 will result in probation for the following semester.
 - If the semester GPA is below 3.0 for two consecutive semesters, the student will be subject to suspension from the full-time program.
 - A student must attain a minimum overall 3.0 GPA prior to enrolling in fieldwork courses.
 - A student must achieve a minimum overall 3.0 GPA to be eligible to graduate. A grade of "C" or lower will not be rounded up.
2. Passing Course Grades
 - If a grade of "F" is obtained in a course, the student will be suspended and the course must be repeated before continuing in the curriculum. A course may be repeated only once and the student must achieve a minimum of "B-" ("P" is pass/fail course) on the second attempt. If a student receives a grade of "F" in two OT Program courses, the student will be dismissed from the program. A grade lower than "C" will not be rounded up.
3. Lab Practical/Proficiency Exam Grades
 - After the first semester of the program, each student is expected to pass every oral/practical/proficiency exam on the first attempt with a minimum passing grade of 80%. If unsuccessful, the student will be allowed one retake of the exam. If the student does not achieve the minimum passing grade of 80% on the retake, the student will receive a grade of "F" for that course and will be suspended from the program.
 - The second occasion that a student needs to repeat an oral/practical/proficiency exam will result in probation. On the third occasion, the student will be suspended from the program.
 - Each student is expected to demonstrate competency in all safety items in order to

successfully pass the lab practical exam or proficiency.

- Repeat of a lab practical is at discretion of an instructor to meet minimum standards. The redo of a lab practical will earn a maximum of 80%.

4. Professional Behaviors

- Professional behavior feedback is provided by one course instructor each semester.
- Professional behaviors require mastery learning in time management, safety, ethics, professional behaviors, and verbal and written communication. Students must "Meet Standards" in order to go to fieldwork.
- A student receiving "needs improvement" on time management, engagement, ethics, or safety, and/or has greater than 6 total areas of "needs improvement" will be reviewed by every course instructor the following semester.

5. Retention and Dismissal

1. Probation

- A student who receives a grade of "C" or "C-" in any course will be placed on probation for the next semester. Probation for two consecutive semesters will result in suspension. Probation for three semesters will result in dismissal.
- Violations of the OT Program's *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for being placed on probation.

2. Suspension

- Suspension from the program will be for a one-year period of time. A program of remediation will occur during this time period. Since the program is a lock-step curriculum, courses that were not successfully completed cannot be repeated until the following year.
- A second suspension results in dismissal.
- Repeated violations of the OT Program's *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for suspension.

3. Dismissal

- A student is subject to dismissal from the OT Program for any of the following:
 - Student receives a grade of "F" in two courses;
 - Student has to retake a lab practical/proficiency exam in three courses;
 - Student has two suspensions;
 - Student has three probations;
 - Student does not achieve a minimum grade of "B-" ("P" in pass/fail course) when repeating a course;
 - Egregious conduct that violates professional and/or legal standards.
- A student who is academically dismissed from the OT Program may apply for readmission after a period of one year. A program of reassessment and review will be required during this period. Students having difficulty maintaining the academic standards may be required to enroll in an extended curriculum.
- Students who withdraw or who are dismissed for reasons other than GPA will have their records reviewed for possible readmission by Occupational Therapy program faculty. Readmission will be determined by the faculty based on this review and any additional criteria required at the discretion of the faculty.

6. Fieldwork

- By the terms of the College's contractual agreement with fieldwork sites, only students who have satisfactorily completed the requisite professional courses and demonstrate safety and competence in all lab proficiency exams/check-offs will be placed in fieldwork.
- Students must have demonstrated the ability to meet the academic and program standards of the OT Program outlined in the *OT Student Handbook*, demonstrate effective interpersonal communication, professional behavior, and judgment necessary for the field setting, and be recommended by faculty for fieldwork education.

- Faculty will formally review all students' progress at the end of the spring semester of the second year of professional coursework (or equivalent) to ensure that students are demonstrating mastery of material and are ready for Level II fieldwork. This appraisal includes a review of students' grades and professional behavior. Faculty retains the final decision to approve students for fieldwork placements.
- Students who frequently display unprofessional behavior and/or judgment, or who are unable to address professional behavior concerns that have been identified by faculty, will be required to appear before a sub-group of the OT Program faculty that includes at a minimum the fieldwork coordinator, program director, and faculty advisor. This faculty group may impose sanctions which can include probation, suspension, or dismissal from the program, and/or delay the student from engaging in the fieldwork portion of the curriculum.
- Students must successfully complete Level II fieldwork within 15 months beyond the date of completion of evaluation and intervention courses, or repeat the course(s), and/or demonstrate academic and clinical competency in the course(s) prior to beginning fieldwork experiences.
- Students must obtain permission of faculty prior to repeating a failed fieldwork experience. Failure to complete a fieldwork or having to be removed from a placement may result in a student's dismissal from the program. Students who need to repeat more than one Level II fieldwork course will be dismissed from the program.

7. Academic Leave

- All students are required to maintain continuous matriculation in the program. In the event a leave of absence is required, this must be requested and approved by Occupational Therapy Program faculty in order for the student to maintain a place in the program and eventually be eligible to graduate. Students who have requested and obtained a leave of absence from the program will need to complete program requirements in the time frame indicated in the letter from the program approving the leave. In most cases a leave will not be approved for a period in excess of one calendar year. Students who have been inactive in coursework or who are two or more years beyond the date of completion of their last Level II Fieldwork placement will need to request permission of the faculty to be readmitted to the program. Students will be required to repeat all of the evaluation and intervention courses or demonstrate academic and clinical competency in each of these courses, via examination, to be allowed to complete the program and be eligible to take the certification examination.

Admission Requirements for M.S. in Occupational Therapy

Applicants may wish to visit the college and meet with a representative of the Occupational Therapy program. Candidates should call the OT program office at (518) 244-2266 to schedule an appointment with the program director. There are two points of entry into the M.S. in Occupational Therapy Program: direct entry through Sage Graduate Schools or through Russell Sage College via the 3+2 accelerated program or more traditional 4+2 program.

Direct Entry through Sage Graduate School

Qualified men and women who possess a baccalaureate degree and who have fulfilled the prerequisite courses for the graduate program in Occupational Therapy may apply directly to the M.S. in Occupational Therapy program through Sage Graduate Schools. In addition to meeting the general requirements for admission to Sage Graduate Schools, the successful applicant to the M.S. in Occupational Therapy program will demonstrate evidence of the following:

- Earned baccalaureate degree from an accredited college or university.

- Minimum 3.25 GPA in overall undergraduate study and OT Program prerequisite courses with a science prerequisite GPA of 3.0.
- Completion of OT program prerequisite courses with grades of “C” or better in each required course.
- Completion of at least 20 hours of clinical observation under the supervision of an occupational therapist before beginning the professional program. Applicants are encouraged to complete clinical observation hours as early as possible. Students who are unable to complete observations prior to submitting the admission application must include a letter outlining a plan for completion of these hours with their applications (see observation documentation form in application packet).
- Submission of Academic Standards Statement and Documentation of Clinical Observation Hours Form with the Sage Graduate School Application (forms are available on the Sage OT program website).
- Submit complete application by February 1 priority deadline. After the February 1st deadline, applicants are reviewed on a rolling basis and admitted as space permits.

Entry through RSC 3+2 Accelerated Program to M.S. in Occupational Therapy Program

Students entering college directly from high school or transferring at the undergraduate level may apply to Russell Sage College for the 3+2 bachelor’s degree leading to the M.S. in Occupational Therapy. Students admitted to the accelerated five-year program at Russell Sage College will choose an RSC undergraduate major. The bachelor’s degree in the chosen major is awarded from Russell Sage College at the end of the fourth year and the M.S. in Occupational Therapy is awarded from Sage Graduate School at the end of the fifth year, plus fieldwork.

Undergraduate Academic Standards for Acceleration to M. S. in Occupational Therapy Program

Students who enroll at RSC in the 3+2 bachelor’s degree leading to the M.S. in Occupational Therapy may enroll in OT graduate courses during their fourth year of undergraduate study and are guaranteed acceptance to the graduate OT Program, providing they maintain the following academic requirements in the first three years of undergraduate study:

- Achieve a minimum cumulative GPA of 3.25 in undergraduate study;
- Achieve a minimum 3.0 in science GPA in OT Program prerequisite courses;
- Achieve a grade of “C” or better in all OT program prerequisite courses;
- Complete and document 20 hours of observation with a licensed occupational therapist; and
- Complete undergraduate major requirements, RSC general education courses, and OT program prerequisites;
- Transfer students must complete a minimum of 45 undergraduate credits at Sage prior to entering the graduate program.

Admission Requirements for O.T.D.

Applicants may wish to visit the college and meet with a representative of the Occupational Therapy program. Candidates should call the OT program office at (518) 244-2266 to schedule an appointment with the program director. There are two points of entry into the M.S. in Occupational Therapy Program: direct entry through Sage Graduate Schools or application as a Master’s student to progress to the OTD Program.

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the

American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 18 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

Admissions Criteria:

1. Direct Admission to the OTD (Rolling Admissions)

Qualified students who possess a baccalaureate degree and who have fulfilled the prerequisite courses for the graduate Program in Occupational Therapy may apply directly to the Doctorate in Occupational Therapy Program through Sage Graduate School. In addition to meeting the general requirements for admission to Sage Graduate School, the successful applicant to the OTD Program will demonstrate evidence of the following:

- Submit official transcripts of all previous undergraduate or graduate study.
- Earn a minimum 3.25 grade point average (GPA) in undergraduate study, including OT Program prerequisite courses. Note: courses and grades from all schools attended are used to calculate GPA for admission.
- OT Prerequisite courses: Anatomy & Physiology I and II (with labs), Introduction to Psychology (General Psychology), Human Development (Lifespan Development), Abnormal Psychology, Statistics, 3 credits of Sociology or Anthropology, and Medical Terminology
- Earn a Science GPA of 3.0 in OT Program prerequisite courses (Anatomy & Physiology I & II).
- Provide two letters of reference
- Provide current resume
- *Submit a career goals statement (your relationship to OT/what brought you to OT?)/personal essay to include information pertaining to the desire to complete the Doctoral Degree (~1-2 pages). This essay may address OT background, choice or history of desire for Major and the course of action towards an OTD (a capstone idea)*.
- Provide documentation of at least 40 hours of clinical observation (can be a combination of alternate activities including searching capstone ideas and listed alternate activities) under the supervision of an occupational therapist before beginning the professional program with forms from packet listed below.
- Submit complete application by February 1 priority deadline with supplemental forms.
- Interview with Program Director and at least one other core faculty

2. Master's Admission with OTD progression request:

- Submit official transcripts of all previous undergraduate or graduate study.
- Earn a minimum 3.25 grade point average (GPA) in undergraduate study, including OT Program

prerequisite courses. Note: courses and grades from all schools attended are used to calculate GPA for admission.

- OT Prerequisite courses: Anatomy & Physiology I and II (with labs), Introduction to Psychology (General Psychology), Human Development (Lifespan Development), Abnormal Psychology, Statistics, 3 credits of Sociology or Anthropology, and Medical Terminology
- Earn a Science GPA of 3.0 in OT Program prerequisite courses (Anatomy & Physiology I & II).
- Provide two letters of reference
- Provide current resume
- *Submit a career goals statement (your relationship to OT/what brought you to OT?)/personal essay to include information pertaining to the desire to complete the Doctoral Degree (~1-2 pages). This essay may address OT background, choice or history of desire for Major and the course of action towards an OTD (a capstone idea)*.
- Provide documentation of at least 40 hours of clinical observation (can be a combination of alternate activities including searching capstone ideas and listed alternate activities) under the supervision of an occupational therapist before beginning the professional program with forms from packet listed below.
- Submit complete application by February 1 priority deadline with supplemental forms.
- Interview with Program Director and at least one other core faculty
- **AND** following the first or second semester completion of Program of Study, the graduate student requesting transition to the OTD must demonstrate a minimum GPA in coursework of 3.25 within the first semester of the Program.

*OTD Essay: Please complete a clear and concise personal essay supporting the applicant's rationale to pursue the OTD as a degree **with careful attention to your ideas toward a desired doctoral capstone experience**. The doctoral capstone is a 14-week practicum experience in an advanced area of learning that occurs separate from your level II fieldwork experiences. Consider a topic area you may be interested in in any of the following areas of occupational therapy: *clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development*.

OT Prerequisite Courses for all Programs

The following prerequisite courses must be completed prior to entry to any graduate OT Program:

- Anatomy & Physiology I and II (with labs);
- Medical Terminology
- Introduction to Psychology (General Psychology)
- Human Development (Lifespan Development)
- Abnormal Psychology
- Statistics
- 3 credits in Sociology or Anthropology
- Recommended: Physics with Lab