

OCCUPATIONAL STUDIES, B.S./OCCUPATIONAL THERAPY, M.S.O.T.

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Mission

Occupational Studies

Our mission is to develop caring, collaborative scholars through a dynamic, student-centered, occupation-focused educational program.

Master of Science in Occupational Therapy

Our mission is to develop, innovative, and collaborative OT practitioners and leaders who respond to the dynamic needs of people and communities to support health and wellness through occupational engagement.

Vision

Occupational Studies

Our vision is to address society's occupational needs by fostering excellence in health, wellness, and occupational studies through teaching, scholarship, and service.

Master of Science in Occupational Therapy

Our vision is to lead the profession in meeting the society's occupational needs of people, communities and populations by fostering excellence in occupational therapy teaching, scholarship, and service.

Program Description

The 3+2 Occupational Studies to Master of Science in Occupational Therapy program allows students to earn both a Bachelor of Science and a Master of Science degree in five years, via a 3+2 option. Students complete a robust and accelerated three years of undergraduate coursework to prepare for the rigors of graduate school. After the third year, students transition to the Master of Science in Occupational Therapy program. The M.S.O.T. program is a two-year program that consists of six semesters. Courses in the first two semesters of the M.S.O.T. program contribute to both the graduate degree and final year of the undergraduate program. Successful students earn a Bachelor of Science with a major in Occupational Studies after the 4th year of the program, and a Master of Science in Occupational Therapy after the 5th year of the program.

The Master of Science in Occupational Therapy at UNE was initially accredited in 1985 and has been continuously accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) since that time. Our next accreditation visit will occur in the 2034/2035 academic year. ACOTE is located at 7501 Wisconsin Avenue, Suite 510E, North Bethesda, MD

20814. ACOTE's telephone number, C/O AOTA is (301) 652-6611 and its web address is <https://www.acoteonline.org>.

The Occupational Studies curriculum is grounded in a holistic conceptualization of health and wellness that teaches students to assess health from both a macro and micro level. Students gain depth in understanding a wide variety of determinants of health through the study of health science, public health, and human occupation – an often-overlooked determinant of health. Students also gain practical skills through training in motivational interviewing and wellness assessment. Service learning, active learning, and interprofessional education are embedded into the curriculum with themes of resilience, advocacy, and wellness across the lifespan.

Admissions

See Undergraduate Admissions (<https://catalog.une.edu/undergraduate/admissions/>) for more information.

Transfer Credit

See Undergraduate Admissions (<https://catalog.une.edu/undergraduate/admissions/>) for more information.

Courses completed at another accredited college can be transferred to this degree program. Students may enter the program by transferring a maximum of 30 credits with a cumulative GPA of 3.2. Students may not transfer in Introduction to Occupational Therapy, Foundations of Assistive Technology, Assessment for Wellness Consultation, Occupational Science, or Disability Studies. Transferred courses must be reasonably close in scope and content to the required courses offered at UNE in order to count as exact equivalents. Otherwise, they may transfer as general electives. All courses completed must be no older than five years. Other restrictions apply.

A maximum of six Advanced Placement (AP) or equivalent International Baccalaureate (IB) credits may be accepted as a substitute for Introduction to Psychology and English Composition prerequisite courses for the M.S.O.T. program only. Other AP or IB credits may apply to Occupational Studies coursework outside of M.S.O.T. prerequisites.

Financial Information

Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the Undergraduate Financial Information (<https://catalog.une.edu/undergraduate/financial-information-undergraduate-programs/>) section and the Graduate Financial Information (<https://catalog.une.edu/graduate/financial-information-graduate-programs/>) section of this catalog.

Curricular Requirements

Code	Title	Hours
Nor'easter Core Requirements		
Nor'easter Core Requirements (https://catalog.une.edu/undergraduate/core-curriculum/) ¹		40
Program Required Courses for Undergraduate Portion of Program		
BIO 104 & 104L	General Biology and General Biology Lab	4
BIO 208	Intro Anatomy & Physiology I	4
BIO 209	Intro Anatomy & Physiology II	4

BIO 309	Pathophysiology	3
EXS 180	Motor Learning & Performance	3
IHS 150	Health Promotion Studies Seminar	1
IHS 310	Ethics for Interprofessional Practice	3
MAT 120	Statistics	3
or MAT 150	Statistics for Life Sciences	
OS 201	Foundations of Assistive Technology	3
OS 305	Introduction to OT & Related Fields	3
OS 310	Junior Seminar	1
OS 315	Assessment for Wellness Consultation	3
OS 316	Research Methods	3
OS 405	Occupational Science	3
OS 432	Disability Studies and Inclusive Communities	3
OS 490	Internship	1
OTR 502	Occupational Analysis	3
OTR 505	Foundations of OT	3
OTR 520 & 520L	Functional Movement Analysis and Functional Movement Analysis Lab	4
OTR 521	Biopsychosocial Dimensions of Mental Health and Wellness	3
OTR 528	Fieldwork Seminar Mental Health (includes level I fieldwork)	1
OTR 531	Health Conditions and OT	3
OTR 532	Therapeutic Use of Self and Group Process	3
OTR 628	Evidence-Based Research Sem	3
OTR 640	Neuro-occupation (w/Lab)	3
OTR 650	Leadership and Advocacy for Everyday Practice	3
PHY 125	Introduction to Biomechanics	4
PSY 105	Introduction to Psychology	3
PSY 205	Abnormal Psychology	3
PSY 250	Lifespan Dev in Context	3
PUB 200	Foundations in Public Health	3
SOC 150	Intro to Sociology	3
Two Elective Courses with OS prefix		6
Program Required Courses for Master of Science Portion of Program		
OTR 521L	OT Interventions in Mental Health and Wellness	2
OTR 527	Rehabilitation, Disability and Participation in Adulthood	4
OTR 527L	OT Interventions with Adults	2
OTR 529	Integrated Practice w/ Adults	2
OTR 601	Fieldwork IIA	6
OTR 602	Fieldwork II B	6
OTR 604	Fieldwork Seminar RDP (includes level I fieldwork)	1
OTR 605	Fieldwork Seminar Pediatrics (includes level I fieldwork)	1
OTR 606	Occupational Engagement in Communities and Contexts	3
OTR 610	Integrative Practice with Children & Youth	3
OTR 611	Biopsychosocial Dimensions of Children & Youth	3
OTR 611L	OT Interv w/Children & Youth	2
OTR 619	Research Methods and Design	3
OTR 621	Health Care Mngt and Delivery	3

OTR 630	Essentials for Practice	3
Total Hours		164

¹ Some courses fulfill both core and program requirements, the credits earned do not count twice towards the minimum total required credits for the degree.

The purpose of the catalog is to provide a comprehensive list of required courses. The Department of Health Promotion Studies can provide a degree map listing which courses should be taken in each stage of this timeline.

The M.S.O.T. degree is directly linked to the professional career as an Occupational Therapist.

Fieldwork Experiences

Level I Fieldwork

Students complete Level I Fieldwork experiences as part of instructional courses, reinforcing course concepts. Students are supervised by qualified personnel, which may include occupational therapists, teachers, social workers, public health nurses, and physical therapists.

Level II Fieldwork

Emphasizes the application of knowledge by providing the student with in- depth experience in the delivery of occupational therapy services to patients/clients. Students complete two full-time level II fieldwork experiences, each is 12 weeks long.

The expenses incurred for room and board during these internships and travel to and from the fieldwork sites are the responsibility of each student.

Students may complete fieldwork at any approved location.

The requirements for Level II fieldwork include:

- A minimum of 24 weeks, full time of Level II Fieldwork experience, preferably with at least 12 weeks on a full-time sustained basis
- Completion of all fieldwork experience no later than 18 months following completion of the didactic portion of the curriculum
- Supervision provided by a licensed occupational therapist with at least one year of experience

Graduation Requirements

Students must successfully complete all courses prior to graduation and fulfill all curriculum requirements.

Academic and Technical Standards

Students in the B.S. with a major in Occupational Studies are subject to University undergraduate academic standards as well as requirements set forth by the Westbrook College of Health Professions.

In keeping with the guidelines of the University of New England, all undergraduate students must achieve a minimum semester-end grade point average as found on the Academic Policy and Regulations (<https://catalog.une.edu/undergraduate/academic-policy-regulations/>) catalog page.

Failure to maintain the minimum grade point average requirements will result in academic probation as described in the Undergraduate Catalog of the University of New England.

In keeping with the requirements of the Occupational Therapy program, students must achieve a minimum grade of C in the following pre-requisite courses: BIO 104, BIO 208, BIO 209, MAT 120 or MAT 150, PSY 105, PSY 205, PSY 250, SOC 150, WRT 100. Failure to achieve a minimum grade of a C will result in program-level probation, and may affect academic progression into the MSOT program.

Students may enroll in these referenced courses a maximum of two times. First time inability to achieve a C will result in program-level probation. A second unsuccessful attempt will result in program dismissal.

Students additionally need to achieve a grade of C or better in all courses with OS prefix. First time inability to achieve a C will result in program-level probation. A second unsuccessful attempt will result in program dismissal.

Guidelines for Progression into 3+2 OS to M.S.O.T. Accelerated Program

Occupational Studies 3+2 students must complete the following requirements to be eligible for entrance to the M.S.O.T. program in the accelerated timeline:

- Complete the required course sequence and have a 3.2 cumulative GPA at the end of Freshman year.
- Complete the required course sequence and have a 3.3 cumulative GPA at the end of Sophomore year.
- Complete the required course sequence (through fall year 3) and have a 3.4 cumulative GPA at the end of fall semester.
- Complete and submit application to OTCAS by the published priority deadline (recommended by October 30) in the Fall semester of the Junior year.
- Have a minimum cumulative GPA of 3.4 at the end of their spring semester of their junior year. Matriculation is contingent upon successful academic update from the Spring semester with a cumulative GPA of 3.4.
- Have a minimum pre-requisite GPA of 3.0 as calculated by UNE using the highest grade received for repeated coursework. Matriculation is contingent upon successful academic update from the Spring semester with a pre-requisite GPA of 3.0.
- Cumulative GPA is calculated based upon all coursework, including repeated coursework, using a universal computation scale for quality points.

View prerequisite coursework requirements

Successful Candidates must:

- Meet the academic standards outlined above for each year of the Occupational Studies Program.
- Apply to the M.S.O.T. program through the OT Centralized Application System (OTCAS).
- Successfully complete all required aspects of the admission process.
- Demonstrate commitment to a well-rounded undergraduate experience, inclusive of coursework in a variety of disciplines as well as leadership and service activities within the UNE and greater community documented with the OTCAS application.
- Meet all M.S.O.T. academic technical standards.

Following Matriculation in the M.S.O.T. program:

- Students who are unsuccessful in the first year of the M.S.O.T. program will be referred to the M.S.O.T. SDC committee. Those who meet the requirements to remain in the program may be advised to do one of the following options:
 - Decelerate, earn a bachelor's degree, and then resume graduate studies.
 - Consider the option to re-enroll in the undergraduate Occupational Studies or B.S. in Health Sciences Program to complete an undergraduate degree.

Occupational Studies Program Goals

At the conclusion of the program, the Occupational Studies student will:

- Critically analyze concepts of health and wellness through application at the personal (micro), population (meso), and societal (macro) levels.
- Synthesize biological, psychosocial, and educational theories that influence human behavior and occupational participation.
- Assess the influence of disease and disability with respect to health promotion and occupational well-being.
- Model compassion as an essential attribute in understanding diverse occupational engagement across the lifespan.
- Collaboratively engage in integrative leadership in occupational media, research, and science in preparation for inter-professional endeavors.
- Be prepared to apply for graduate study in the field of occupational therapy or a related health profession.

UNE M.S.O.T. Program Goals

Through the transformative power of occupation, UNE Occupational Therapy graduates collaborate with people, communities, and populations to navigate a journey toward improved health and wellness.

Upon completion of the Occupational Therapy Curriculum, the student will demonstrate the following outcomes:

Leadership and Advocacy

- Advocate for access to occupations that support improved health and wellness.
- Demonstrate everyday leadership that equips others to navigate the journey to health and wellness through the transformative power of occupation.
- Develop as leaders who model the way to health and wellness through the transformative power of occupation.

Collaboration

- Effectively demonstrate professionalism to communicate and collaborate in team-based care for client-centered practice.
- Cultivate relationships to facilitate improved health and wellness.
- Demonstrate communication that is flexible and responsive to contextual demands.

Community and Context

- Demonstrate the ability to recognize and assess characteristics of community (comprised of individuals, groups, and populations that are complex, multifaceted, and layered with meaning) and context (factors such as culture, physical environment, personal interests, rituals, routines, spirituality, roles) to collaboratively find solutions to occupational challenges and to support occupational engagement and participation.

- Value the characteristics of community and context as they influence occupation due to the symbiotic, dynamic, and complex relationship with the nature of occupation.
- Support occupational engagement and participation by recognizing and assessing characteristics of communities and contexts.

Evidence-based Practice and Scholarly Inquiry

- Integrate all levels of evidence to create, inform, and support occupation-centered practice encompassing (or throughout) the entire OT process.
- Embrace a culture of scholarly inquiry that addresses gaps in knowledge and promotes best practice and lifelong learning.
- Demonstrate excellence in written and verbal communication to disseminate new ideas, knowledge, and skills that inform and guide practice.

Creativity

- Collaborate with individuals, groups, populations, and communities to implement creative solutions to occupational challenges.
- Integrate creative resources and strategies to shape thinking that will move people and communities towards health and wellness through occupational engagement.
- Demonstrate the resourcefulness to keep occupation at the center of academic and practice-related learning.

Meaning

- Demonstrate knowledge and understanding of how participation and engagement in occupation create a sense of meaning and, in turn, influence health and wellness.
- Demonstrate awareness that meaning is a dynamic, changing process that occurs throughout day-to-day occupations throughout the lifespan.
- Discern meaning as it relates to each individual, population, group, and community.

Abilities and Skills

The following abilities and skills are necessary to engage in the Department of Health Promotion Studies at the University of New England:

- Cognitive abilities to analyze, synthesize, and integrate information related to anatomy, physiology, human development, psychology, sociology, kinesiology, and occupational studies in order to make clinical judgments for planning and implementing effective occupation-based interventions.
- Critical thinking and judgment that promotes safety, optimal occupational performance, remediation, and adaptation.
- Time management and organizational skills to meet demands of classroom and practice environment.
- Interpersonal skills that include participating in classroom discussion, conducting interviews, observing body language, listening, responding, collaborative goal setting, and developing intentional relationships.
- Evaluation of performance of self and others and making adjustments in behavior or promoting behavioral change in others to enhance occupational performance.
- Communication skills to develop positive client relationships, complete written documentation consistent with OT practice, and participate as a health care team member.

- Physical abilities to perform physical examinations, such as balance, range of motion, and strength, and to accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention.
- Emotional stability to handle the demands of a practice environment. This includes acting in a professional manner, being dependable, meeting commitments, and being forthcoming about one's own needs.
- Ability to maintain personal appearance and hygiene conducive to working in clinical and community settings.