

**Columbia  
University  
Bulletin**

The Faculty of Medicine  
**Programs in Occupational Therapy**  
**2025 -2026**

**To communicate with the Program**

ADDRESS INQUIRIES TO:

Columbia University Programs in Occupational Therapy  
Georgian Building  
617 West 168<sup>th</sup> Street, 3<sup>rd</sup> floor  
New York, NY 10032

TELEPHONE:

212-305-5267

EMAIL:

[otadmissions@cumc.columbia.edu](mailto:otadmissions@cumc.columbia.edu)

**Limitations of Bulletin**

This bulletin is intended to provide information to guide Columbia University students. While every effort has been made to ensure the accuracy of the information contained herein, accuracy cannot be absolutely guaranteed, and anyone who needs to rely on any particular matter is advised to verify it independently. The contents of this bulletin are subject to change, and the Programs reserve the right to depart without notice from any policy or procedure referred to in this bulletin, or to revise and amend this bulletin in whole or in part at any time. This bulletin is not intended to and should not be regarded as a contract between the University and any student or other person.

## TABLE OF CONTENTS

<b>ADMINISTRATION AND FACULTY</b>	<b>5</b>
<b>PROGRAMS IN OCCUPATIONAL THERAPY</b>	<b>9</b>
COLUMBIA UNIVERSITY IRVING MEDICAL CENTER	9
HISTORY	9
OCCUPATIONAL THERAPY	10
<b>ADMISSION PROCEDURES</b>	<b>12</b>
ACCEPTANCE FEE	12
HEALTH EXAMINATION AND LIABILITY	12
INTERNATIONAL STUDENTS	13
<b>MASTER OF SCIENCE DEGREE (ENTRY-LEVEL)</b>	<b>14</b>
NATIONAL ASSOCIATION AND ACCREDITATION	14
CERTIFICATION AND LICENSURE	15
ADMISSION REQUIREMENTS AND PROCEDURES	15
ESSENTIAL FUNCTIONS FOR OCCUPATIONAL THERAPY STUDENTS	16
ARTICULATION (3-2) PROGRAMS	19
TRANSFER POLICY	20
DEGREE REQUIREMENTS	20
PROGRAM OF STUDY	21
OUTLINE OF THE FULL-TIME ENTRY-LEVEL PROGRAM	24
COURSE LIST	25
<b>DUAL DEGREE: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY/ MASTER OF PUBLIC HEALTH</b>	<b>32</b>
ENTRY LEVEL MS/MPH Program	33
ADMISSION REQUIREMENTS FOR THE DUAL DEGREE PROGRAM	33
DEGREE REQUIREMENTS	34
OUTLINE OF THE PROGRAM	34
<b>POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY (OTD) - COGNITION TRACK</b>	<b>35</b>
ADMISSION PROCEDURES	36
DEGREE REQUIREMENTS	37
COURSES OF INSTRUCTION	38

<b>ACCELERATED MASTER OF SCIENCE TO POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY (MS-OTD)</b>	<b>43</b>
ADMISSION PROCEDURES	44
DEGREE REQUIREMENTS	44
COURSES OF INSTRUCTION	44
COURSE DESCRIPTIONS	45
<b>DOCTOR OF EDUCATION IN MOVEMENT SCIENCE AND OCCUPATIONAL THERAPY</b>	<b>48</b>
ADMISSIONS PROCEDURES	49
DEGREE REQUIREMENTS	50
<b>MASTERS PROGRAM ACADEMIC STANDARDS</b>	<b>57</b>
GRADES AND CREDIT	57
STUDENT PROGRESS	58
ACADEMIC AND CLINICAL INTEGRITY	59
<b>REGISTRATION AND EXPENSES</b>	<b>60</b>
REGISTRATION	60
CHANGE IN PROGRAMS OF STUDY	60
AUDITING COURSES	61
FEES	61
ESTIMATED EXPENSES	63
ADDITIONAL INFORMATION FOR VETERANS	63
ON-CAMPUS HOUSING	64
GUEST ACCOMMODATIONS	64
APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE	64
TRANSCRIPTS AND CERTIFICATION	65
<b>FINANCIAL AID</b>	<b>65</b>
TYPES OF ASSISTANCE	66
<b>STUDENT LIFE</b>	<b>69</b>
ACADEMIC, CLINICAL, AND RESEARCH FACILITIES	69
OFFICE OF SCHOLARLY RESOURCES	70
RECREATIONAL/ATHLETIC FACILITIES	70
OTHER STUDENT ACTIVITIES AND SERVICES	71

THE HEALTH SCIENCES CAMPUS AND NEW YORK CITY	72
<b>OFFICIAL REGULATIONS</b>	<b>72</b>
<b>CAMPUS SAFETY AND SECURITY</b>	<b>76</b>
<b>CAMPUS MAPS</b>	<b>76</b>
<b>ACADEMIC CALENDAR, 2025-26</b>	<b>77</b>

## **ADMINISTRATION AND FACULTY**

### **UNIVERSITY / CUIMC ADMINISTRATION**

**Claire Shipman**, Acting President of the University

**Angela V. Olinto, PhD** Provost of the University

**Katrina Armstrong, MD** Executive Vice President and Dean of the Faculties of Health Sciences and the Vagelos College of Physicians and Surgeons

**James McKiernan, MD** Interim Dean of the Faculties of Health Sciences and the Vagelos College of Physicians and Surgeons

**Monica L. Lypson, MD, MPHE** Vice Dean for Education, CUIMC

**Rudi Odeh-Ramadan, PharmD**, Vice Dean for Finance and Administration, CUIMC

**Daichi Shimbo, MD** Vice Dean of Academic Affairs, CUIMC

**Michael Shelanski, MD, PhD** Senior Vice Dean of Research, CUIMC

### **DEPARTMENT OF REHABILITATION AND REGENERATIVE MEDICINE**

**Joel Stein, MD** Chair, Department of Rehabilitation and Regenerative Medicine

**Dawn Nilsen, EdD, OTR/L, FAOTA** Professor, Director, Programs in Occupational Therapy

**Razan Hamed, PhD, OTR/L**, Associate Professor and Assistant Director, Programs in Occupational Therapy

**Rochelle Mendonca, PhD, OTR/L** Assistant Professor and Director, Post-Professional Doctor of Occupational Therapy Programs

**Katherine Dimitropoulou, PhD, OTR** Assistant Professor and Director, Doctor of Education Program

### **ADMINISTRATIVE STAFF, PROGRAMS IN OCCUPATIONAL THERAPY**

**Gina Frassetto, MPA, RN** Director of Administrative Services

**Eileen Lloyd, MA** Manager, Admissions and Administrative Services

**Leslie Alas** Communications Coordinator

**Susanna Mayas** Administrative Assistant

### **STUDENT FINANCIAL SERVICES**

**Ellen Spilker**, Executive Director, Office of Student Financial Services

## FACULTY MEMBERS

### **Tyra M. Banks**

Assistant Professor of Rehabilitation &  
Regenerative Medicine (Occupational Therapy)  
BS, Hunter College  
MS, Columbia University  
EdD, Vanderbilt University

### **Jackie Brown**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, Cornell University  
MS, Columbia University

### **Todd Bryson**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, SUNY Buffalo  
MA, NYU

### **Danielle Butin**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, NYU  
MPH, Columbia University

### **Katherine Dimitropoulou**

Assistant Professor of Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BS, Technological Educational Institution (T.E.I.) in  
Athens, Greece  
MA, PhD, NYU

### **Catherine Duffy**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, SUNY Buffalo

### **Janet Falk-Kessler**

Professor Emerita, Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BS, University of Pennsylvania  
MA, EdM, & EdD, Columbia University

### **Matt Ganulin**

Associate in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, Adelphi University  
MS, Touro University

### **Susan Gelb**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, Boston University

### **Daniel Geller**

Associate Professor of Rehabilitation &  
Regenerative Medicine (Occupational Therapy)  
BA, Kenyon College  
MS, MPH, EdD, Columbia University

### **Glen Gillen**

Professor of Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BS & MPA, NYU  
EdD, Columbia University

### **Julia Guzmán**

Assistant Professor of Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BS, Kean University  
MS, Dominican College  
OTD, Misericordia University  
EdD, Columbia University

### **Razan Hamed**

Associate Professor of Rehabilitation &  
Regenerative Medicine (Occupational Therapy)  
BSc, University of Jordan  
MS & PhD, University of Pittsburgh

### **Cristin Holland**

Assistant Professor of Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BA, University of Massachusetts Amherst  
MOT, Worcester State University  
PhD, University of Southern California

**Antonieta C. Jauregui**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, University of Chile

**Robin Kahan-Berman**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, Tufts University  
EdM, Harvard University

**Jennifer Tamar Kalina**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, Rutgers University  
MS, Columbia University  
PhD, NYU

**Leslie Kane**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, SUNY Buffalo  
MA & OTD, Columbia University

**Amanda Lange**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BA, Florida Gulf Coast University  
MS & OTD, Columbia University

**Colleen Maher**

Assistant Professor of Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
AS, Mount Aloysius Junior College  
BS, Temple University  
MS (Post Professional), Columbia University  
OTD, University of Saint Augustine

**Danielle Mahoney**

Assistant Professor of Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BS & MS, Quinnipiac University  
OTD, Columbia University

**Batsheva Meisels**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BA, Stern College  
MA, NYU

**Rochelle J. Mendonca**

Assistant Professor of Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BS, Seth G.S. Medical College  
MS & PhD, University of Wisconsin Milwaukee

**Pamela Miller**

Special Lecturer, Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BS, Utica College  
MA, NYU

**Dawn Nilsen**

Professor of Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BS, NYU  
MS, New York Medical College  
EdM & EdD, Columbia University

**Pat Precin**

Associate Professor of Rehabilitation &  
Regenerative Medicine (Occupational Therapy)  
BS, Western Illinois University  
BS, Western Illinois University second degree  
BS, MS, SUNY Downstate Medical Center  
PsyD, Hattie R. Rosenthal College of  
Psychoanalysis, Heed University (not accredited)  
PhD, Northcentral University

**Emily Raphael-Greenfield**

Special Lecturer, Rehabilitation & Regenerative  
Medicine (Occupational Therapy)  
BA, Bennington College  
MA, NYU  
MS & EdD, Columbia University

**Donielle Rome-Martin**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BA, Adelphi University  
MA, Hofstra University  
MS, Columbia University

**Scott Rushanan**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BA, Susquehanna University  
MS, Thomas Jefferson University  
MBA, La Salle University  
OTD, Columbia University

**Patricia Ryan**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BA, Iona University  
MA, NYU

**Stephanie Schechter**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, University of Michigan  
MBA, Georgia Institute of Technology  
MS, Columbia University

**Phyllis Simon**

Assistant Professor of Rehabilitation Medicine &  
Regenerative Medicine (Occupational Therapy)  
BS, SUNY Binghamton  
MS & OTD, Columbia University

**Jeffrey Tomlinson**

Instructor in Clinical Rehabilitation Medicine  
(Occupational Therapy)  
BS, SUNY Downstate  
MSW, Hunter College

**Michael Urban**

Assistant Professor of Rehabilitation &  
Regenerative Medicine (Occupational Therapy)  
BS & MS, D'Youville College  
MBA, University of New Haven  
OTD, Quinnipiac University

**Lauren Winterbottom**

Assistant Professor of Rehabilitation &  
Regenerative Medicine (Occupational Therapy)  
BM Indiana University  
MM Rice University  
MS & EdD, Columbia University



## **PROGRAMS IN OCCUPATIONAL THERAPY**

### **COLUMBIA UNIVERSITY IRVING MEDICAL CENTER**

The Programs in Occupational Therapy are part of the Vagelos College of Physicians and Surgeons, one of the nation's oldest medical schools, founded in 1767. The College is located in northern Manhattan, in the world's first academic medical center. The medical center comprises about twenty acres, extending from West 165th Street to West 173rd Street, and from Audubon Avenue to Riverside Drive; it encompasses the Columbia University campus of the New York Presbyterian Hospital and its subdivisions, and the New York State Psychiatric Institute. The Medical Center includes the Vagelos College of Physicians and Surgeons, the School of Dental and Oral Surgery, the School of Nursing, the Mailman School of Public Health, and the Centers for Arteriosclerosis Research, Geriatrics and Gerontology, Medical Informatics, Neurobiology and Behavior, Alternative/Complementary Medicine, and the Study of Society and Medicine, among many others.

Over the past two decades, dramatic growth has occurred at the Medical Center's campus. In keeping with its mission as a research university, Columbia University developed the Audubon Biomedical Science and Technology Park, which was New York's first bio-industrial research park. Comprising three buildings, the Mary Woodard Lasker Biomedical Research Building, the Russ Berrie Medical Science Pavilion, and the Irving Cancer Center, the park is strategically important in enabling the University to advance its research program, strengthen links with industry, and revitalize the surrounding neighborhood. Now more than ever, students and patients benefit from a comprehensive array of teaching, clinical care, and research activities. At a single campus, the medical center has a world-class transplantation program and cancer center; women's, orthopedic, and children's hospitals; and an eye institute. The Roy and Diana Vagelos Medical Education Center (VEC) on Haven Ave and 171<sup>st</sup> St further meets the needs of the education, research, and clinical missions of the Health Science Campus.

### **HISTORY**

The Programs in Occupational Therapy were established in 1941, a time with powerful implications for health professions. World War II accentuated the tremendous need for occupational therapists, and the polio epidemics of the 1930s and the 1940s further underscored the effectiveness of the occupational therapy profession. During the first four years, the programs were housed on the Columbia Morningside campus; in 1945, they moved to the Health Sciences campus as part of the Faculty of Medicine. From 1945 through 1968, the Programs in Occupational Therapy consisted of a baccalaureate program and a post-baccalaureate professional certificate program. In 1968, through a restructuring of the curriculum, the present professional level Master of Science Degree Program in Occupational Therapy was established; in 1977, the baccalaureate program was phased out. A curriculum development grant in 1981 supported the initiation of the post-professional level programs

leading to the Master of Science degree in Occupational Therapy Administration or Occupational Therapy Education, for therapists already certified at the baccalaureate level. In 1988, two joint degree programs were established with the Mailman School of Public Health offering a combined Master of Science in Occupational Therapy/Master of Public Health for students at both the professional and post-professional levels. More than 2,000 graduates constitute the alumni of these programs.

In 2007, a doctoral program, in collaboration with Teachers College, was launched. The Doctor of Education (Ed.D.) in Movement Science with a specialization in Occupational Therapy is directed toward preparing the current and the next generation of leaders in Occupational Therapy (OT) with interests in movement-based areas of education. These leaders are expected to assume professorial roles in Universities and Colleges. The degree may lead to a tenure-track faculty position emphasizing teaching and applied research; a Research Coordinator role within a university, hospital, or clinic; or the role as a Director/Administrator within a university or teaching hospital.

In 2016, the post-professional Doctor of Occupational Therapy (OTD) program, a part time, fully online program designed for working professionals, was launched to provide practitioners who wish to remain in the practice arena with advanced knowledge and clinical skills in the area of cognition and perception across the life course and across practice areas. In 2021, we launched an accelerated version of the post-professional OTD program for Columbia MS students.

## **OCCUPATIONAL THERAPY**

Occupational therapy is a health profession that helps people fully engage in their lives. Whether it is in their daily living activities or community involvement, occupational therapists enable participation so that individuals engage in what they want and need to do so that they can live life to its fullest. Occupational therapists are concerned with individuals whose day-to-day performance is limited by physical injury or illness, psychosocial and/or emotional challenges, or developmental or learning disabilities; work to prevent challenges that will impede participation; and to support wellness. As members of a healthcare team, occupational therapists provide special services that include evaluation, intervention, prevention, and health maintenance and consultation. Self-care, work, leisure, and play activities are used therapeutically to increase occupational performance, enhance development, and prevent disability. The occupational therapist focuses on the personal, social and environmental characteristics that affect all the different areas of human function. This includes fostering the development of skills needed for cognitive and psychological functioning, motor performance, sensory integration, and social interaction, and addressing personal issues that influence choices and behaviors to perform optimally in the environment.

Occupational therapy may be provided individually, in groups, or through social systems. Depending on the setting and each client's needs, occupational therapists work in consultation

with other professionals including physicians, physical therapists, psychologists, social workers, speech pathologists, vocational counselors, and teachers. The employment outlook is excellent: occupational therapy continues to be among the top employment fields. There is currently a tremendous need for occupational therapists to work with clients of all ages in community health centers, halfway houses, home care, hospitals, rehabilitation centers and hospices, nursing homes, schools, and industry. Increasingly, occupational therapists are entering private practice and working with industry and corporations. Occupational therapists are sought as clinicians, administrators, educators, and researchers in programs concerned with (1) prevention, health promotion, and health maintenance; (2) rehabilitation; and (3) daily living tasks and vocational adjustment.

The content of the educational programs in occupational therapy at Columbia University reflects the philosophical beliefs on which the profession is founded:

- A person is an active being whose development is influenced by engagement in occupation. Content emanating from this belief focuses on normal development throughout the lifespan, including age related, role specific activity, as well as the structure and function of interrelated biological and behavioral systems.
- Human life includes a process of continuing adaptation that promotes survival and self-actualization through mastery of life skills and satisfying performance of leisure time activities. This adaptation may be interrupted by biological, psychological, and environmental factors at any time in the life cycle. Courses in pathology and psychopathology address the conditions that prevent the individual from functioning adequately within the confines of a unique lifestyle.
- Occupation and activity, including all interpersonal and environmental components and contexts, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. Course content provides not only the theoretical rationale for using occupations to produce change in clients of all ages with diverse problems, but also the methods of intervention that can be used to assist patients with individual problem solving and help them develop their own ways of coping.

The Programs in Occupational Therapy offer a series of programs leading to the following degrees:

- Master of Science in Occupational Therapy (Entry level)
- Master of Science in Occupational Therapy and Master of Public Health
- Doctor of Occupational Therapy (Post-Professional)
- Doctor of Education in Movement Science with a specialization in Occupational Therapy (offered by and in collaboration with Teachers College of Columbia University)

Requirements for admission vary with the degree and with the program of study chosen. For specific admission criteria see Programs of Study. For additional information on our program, visit our website, <https://www.ps.columbia.edu/programs-occupational-therapy>.

## **ADMISSION PROCEDURES**

Application to any of our programs is done electronically and can be accessed by clicking on the link at our [website](#). Our Masters program application is hosted on [OTCAS](#). Our Post-Professional OTD application is available on our website for both external applicants and Columbia MS alumni. Application to our EdD program is made through Teacher's College directly. The deadlines for admission to the entry-level Masters program are mid-October for early admission and are then rolling until mid-January of the year of the academic year in which the student wishes to begin studies (see website for specific date). For our OTD program, admissions are rolling, and the deadline is June 30 for fall admission. Application fees are set by OTCAS and information about fee waivers is available only through OTCAS. The fee is not returnable and is not credited toward tuition. Information on the application process for each program is described in each program's section.

### **ACCEPTANCE FEE**

An applicant who has been accepted must notify the Admissions Office that they intend to matriculate and must accompany the notification with a nonrefundable payment (credit card, check, or money order) in the amount designated in the acceptance letter, payable to Columbia University, by the date indicated in the notice of acceptance. The acceptance fee is applied to the applicant's tuition upon registration in the class to which the applicant has been admitted. If the applicant does not register in that class, the acceptance fee will be retained by the University unless the University for any reason cancels the acceptance.

### **HEALTH EXAMINATION AND LIABILITY**

The Programs in Occupational Therapy are combined academic and experiential programs, beginning with the first term and extending to graduation. Institutions in which fieldwork assignments are made require a certificate of good health before they permit students to work with patients/clients. To comply with this requirement as well as Federal and State regulations, Columbia University policy mandates that all students in the Health Sciences must complete [health clearances](#) in order to register for classes. Proof must be uploaded to the [Student Health Portal](#) and be approved by Student Health. All students are also required to have a pre-registration physical examination. Forms to be used in meeting these requirements are available on the Medical Center [Student Health website](#).

In addition, fieldwork sites require all students to carry professional liability insurance. The Programs in Occupational Therapy carry a group professional liability policy by which all students are covered.

All clinical schools and programs of Columbia University's Medical Center require students to submit to drug testing via our student health office. Please see the [campus policy](#) for information about testing.

Most fieldwork sites have additional requirements, such as proof of immunization, additional drug screenings, background checks, fingerprinting, etc. While these sites sometimes ask the Program to provide these assurances, it is our Programs' policy that the student is responsible for providing the necessary documentation to that site. Since most sites are requesting these additional requirements, it is best to assume that all students will be asked to comply at some point during their academic preparation. See the fieldwork manual for detailed fieldwork policies.

## **INTERNATIONAL STUDENTS**

The Occupational Therapy Admissions Committee is guided by an evaluation of educational credentials by a NACES member evaluation service or CSSD (for students who attended university in China) to determine the equivalency of an applicant's educational background in terms of admission requirements. Applicants who did not attend university in the US or Canada must submit an evaluation along with their application. The applicant must fulfill the usual admission requirements.

International applicants who did not complete their bachelor's degree in English may be required to submit scores from either the Test of English as a Foreign Language (TOEFL), including the TSE; or from IELTS.

The staff of the [International Students and Scholars Office](#) provides advice and counseling to international students on such matters as University admissions, advanced standing, English proficiency examinations, academic placement, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this office.

## MASTER OF SCIENCE DEGREE (ENTRY-LEVEL)

The purpose of the program is the preparation of competent occupational therapists who, by virtue of their graduate professional education, can enter the healthcare field primarily as clinicians, with beginning skills in evidence-based practice, administration, and education. The curriculum is based on the premise that students attain competence by learning how to learn independently.

Students come into this program with a strong foundation in the liberal arts, including the humanities and sciences. Professional education builds on and refines this knowledge base and develops skills in the learner in concept formation, analysis, synthesis, and problem solving.

The entry level occupational therapy program leads to the degree of Master of Science and is directed toward the development of master clinicians and leaders in the field. The benefits our program provides to students include the establishment of a strong generic foundation followed by the acquisition of basic concepts of administration, supervision, and education, and by development of concepts and techniques in the scientific method.

### NATIONAL ASSOCIATION AND ACCREDITATION

The *American Occupational Therapy Association* (AOTA) (<http://www.aota.org>) is the national professional organization of occupational therapists that represents the interests and concerns of both practitioners and students. Inquiries may be directed to:

The American Occupational Therapy Association, Inc.  
7501 Wisconsin Ave., Suite 510E  
Bethesda, MD 20814-6519  
(301) 652-6611

The entry-level professional Occupational Therapy Program is accredited by the *Accreditation Council for Occupational Therapy Education (ACOTE)* of The American Occupational Therapy Association ([www.acoteonline.org](http://www.acoteonline.org)). The Programs in Occupational Therapy received a full ten-year accreditation in 2023. Our next accreditation visit is scheduled for the 2032/2033 academic year. Inquiries about accreditation can be directed to:

ACOTE  
c/o Accreditation Department  
American Occupational Therapy Association (AOTA)  
7501 Wisconsin Ave., Suite 510E  
Bethesda, MD 20814-6519  
(301) 652-6611

## CERTIFICATION AND LICENSURE

Graduates of our program are eligible to sit for the national certification examination for the occupational therapist, administered by the *National Board for Certification in Occupational Therapy (NBCOT)*. Successful completion of the examination qualifies the graduate to be an Occupational Therapist, Registered (OTR). Occupational Therapy is regulated in all 50 states; however, state licenses are usually based on the results of the certification examination, which is given at testing centers year-round throughout the country.

Please note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. NBCOT provides an *early determination review* for any interested or concerned applicant. Information about this or other aspects of certification can be found at [www.nbcot.org](http://www.nbcot.org).

Inquiries can also be made by contacting NBCOT at:

NBCOT  
One Bank St, Suite 300  
Gaithersburg, MD 20878  
(301) 990-7979

## ADMISSION REQUIREMENTS AND PROCEDURES

Students in the entry-level program are admitted only in the fall semester. Continuous registration is expected of all students.

The program invites applications from students who hold a baccalaureate degree granted by a college or university of recognized standing or will receive one before enrolling in the program. Prerequisites are: (a) a minimum of 6 credits (semester hours) in either separate courses or a combined one-year course in anatomy and physiology; a science course with a lab (if a lab is not included in A/P); (b) 9 credits in psychology, including a course in developmental psychology covering the lifespan from birth to death and a course in abnormal psychology; (c) 3 credits in the social sciences; (d) 3 credits in English composition or an equivalent academic writing course; (e) 3 credits of introductory statistics and (f) 3 credits in humanities. Current certification in community cardiopulmonary resuscitation is required by the time of matriculation.

Advanced placement courses that satisfied undergraduate requirements will only be considered if the earned score on the advanced placement exam meets the standard set by Columbia and Barnard Colleges of Columbia University. Life experience credit, such as CLEP, is not acceptable. Prerequisite courses must carry a letter grade. Pass/fail grades are not acceptable. The

exception to this requirement is the Spring 2020 semester, if your school only gave pass/fail grades.

Psychology and science courses taken more than 10 years prior to application will be evaluated at the discretion of the admissions committee. It may be necessary to repeat such courses.

The deadline for submitting applications is the middle of January of each year, with an early admission deadline in October. Check the application website for the exact dates. Each applicant is required to submit three letters of reference electronically through the online application system. One reference letter must be academic. Reference letters written by relatives or friends are not accepted. International students from non-English speaking countries who have not attended college level courses in English are required to submit the results of the TOEFL or IELTS, including the written portion of the test (TSE).

Applicants must have prior knowledge of occupational therapy, and experience with a population occupational therapy serves. This experience may be through observation, work, or volunteer opportunities. This experience should be documented in a CV.

To have an application considered for admission, at least half of the prerequisites in each category must be completed. If a student receives an offer of admission, it is considered provisional until all outstanding courses are satisfactorily completed (with a grade of B or better) prior to matriculation as an entering student.

Applications to our program are available through [OTCAS](#).

## **ESSENTIAL FUNCTIONS FOR OCCUPATIONAL THERAPY STUDENTS**

Students enrolled in Columbia University's Programs in Occupational Therapy are expected to meet technical standards in addition to academic competence that reflect personal characteristics necessary for successfully completing the course of study. These functions are not related to one's ability to function in a specific role as an occupational therapist, but rather to be able to function in any role as an occupational therapist, in any practice setting. To succeed in the program, students must be able to demonstrate multiple skills and abilities that span the academic, motor, emotional, and social nature of our profession.

The purpose of this document is to clarify the technical standards that are necessary for successful completion of the didactic and clinical components of the Occupational Therapy Program at Columbia University. All students are required to meet these technical standards.

Applicants to the program are required to sign this document as part of the admissions decision response process. If a student feels that they require reasonable accommodation for didactic and/or clinical components of the program, they must contact the Office of Disability Services



(ODS) and follow the required procedures before any accommodations can be made. If a change in status occurs after admission that affects a student's ability to meet a technical standard, they are required to notify the Program Director and ODS.

The following abilities and characteristics are defined as technical standards, and are requirements, with or without accommodations, for admission, retention, and graduation.

If you have any questions regarding this document, please contact the Program Director.

### **Technical Standards for OT Students**

#### **I. Communication:**

- Communicate efficiently, effectively, and accurately with patients, their families, other members of the healthcare team, and faculty.
- Obtain medical history in a timely fashion.
- Perceive and interpret non-verbal communications, including facial expression, body language, and affect.
- Communicate professionally and empathically with patients and their families, establishing therapeutic relationships.
- Record information accurately and clearly.
- Communicate efficiently, effectively, and accurately in English with other healthcare professionals in a variety of patient, clinical and community settings.
- In a reasonable time-frame, develop evaluation reports using sound therapeutic judgment to meet academic and clinical demands.

#### **II. Sensorimotor:**

- Possess the capacity to perform physical examinations and execute movements reasonably required to:
  - o manually handle and manipulate various objects and client sizes and weights to lift, transfer and guide people and objects during activities, while preventing injury to client and self.
  - o evaluate and address client factors and performance skills including range of motion, strength, muscle tone, activities of daily living skills, instrumental activities of daily living skills, fine motor skills, transfer skills, functional mobility, balance, response to sensation, cognitive status, and home management skills.
- Coordinate gross and fine motor movements, assume a variety of body postures, demonstrate postural control and proper body mechanics, maintain balance, and integrate senses to complete academic requirements and clinical competency.

- The ability to tolerate physical activity for up to 8-10 hours per day, sitting for up to two hours at a time and sufficient endurance to set up the educational and clinical environment to effectively manage client care within reasonable time while adhering to best practice guidelines.
- Access transportation to academic and clinical education sites.
- Respond to emergency situations in a timely fashion to provide general emergency care.
- Manipulate equipment and instruments to perform therapeutic interventions and procedures as required to attain curricular and clinical goals.
- Adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical, academic, and community activities.
- Tactile sensation of temperature, texture, vibration, and pressure sufficient for administering assessments and interventions.

### **III. Intellectual/Conceptual, Integrative, and Quantitative Abilities:**

- Possess sufficient cognitive abilities to process, recall, and retain information (e.g. attention, memory, information processing, executive functioning) and effective learning techniques to obtain, collect, memorize, analyze, integrate, process, and apply the volume of detailed and complex information presented by the curriculum.
- Learn through a variety of methods including, but not limited to, lectures; alternative classroom instruction; demonstrations; hands on experiences; small groups, teams, and collaborative discussions and efforts; individual study (including in clinical settings); preparation and presentation of reports and observations; use of technology.
- Perform calculations necessary to solve quantitative problems as required by the curriculum.
- Apply knowledge and reasoning to solve problems and make decisions as outlined by the curriculum.
- Recognize, comprehend, and draw conclusions about three dimensional spatial relationships of structures and logical sequential relationships among events.
- Formulate and test hypotheses that enable effective and timely problem-solving in evaluation and treatment of patients in a variety of settings and clinical modalities.
- Remain awake and alert.
- Integrate and analyze information including information from client records, examination; and diagnostic tests to develop appropriate plans of action, as well as to provide a safe environment for the client and self.
- Apply knowledge and judgment required to demonstrate ethical reasoning.

- Possess the ability to use one's intellectual abilities, exercise good judgment, and display professional behavior at all times. This includes, but is not limited to, expressions of empathy, respectfulness, use of authority, degree/quality of verbal interactions, use of body language and non-verbal communication, and appropriate dress.
- Demonstrate effective organization, prioritization, time management and stress management in both academic and clinical environments.

#### **IV. Behavioral, Emotional, and Social Attributes**

- Possess the emotional stability and maturity to fully apply intellectual skills, exercise good judgment, and to complete all responsibilities attendant to the evaluation and treatment of patients.
- Develop a mature, sensitive, and effective relationship with patients and colleagues.
- Tolerate the physical, mental, and emotional stress and long work hours experienced during training and patient care.
- Possess qualities of adaptability, flexibility, and the ability to function in the face of uncertainty.
- Form a compassionate relationship with patients while maintaining appropriate boundaries for professional relationships.
- Behave in a trustworthy and ethical and moral manner consistent with professional values and standards.
- Exhibit sufficient interpersonal skills, knowledge, and attitudes to interact effectively with people with diverse personal, socioeconomic, cultural, ethnic, racial, and faith backgrounds.
- Cooperate with others and work collaboratively as a team member.
- Engage successfully in supervisory and instructor-student relationships accepting feedback positively and adjusting performance in a timely manner.

Adapted from the [Vagelos College of Physicians and Surgeons Technical Standards for Medical Students](#) and the [University of Pittsburgh Technical standards/essential skills](#)

#### **ARTICULATION (3-2) PROGRAMS**

Articulation agreements have been developed with undergraduate colleges, including but not limited to Stern College (Yeshiva University), Pace University, Caldwell College, and the University of Mount St. Vincent. These programs allow students to complete three years of undergraduate work in their own college and to combine the fourth year of baccalaureate education with the first year in the Master of Science Degree Program at Columbia. The undergraduate institution grants the baccalaureate degree upon successful completion of the first year in the occupational therapy program. Students from these colleges can pursue the

usual six-year sequence in five years at a considerable savings of time and cost. Students from these colleges who are interested in this program apply during their third year of college and are considered in the general applicant pool. There is no guarantee that interested students from these colleges will be automatically accepted into the Programs in Occupational Therapy.

## **TRANSFER POLICY**

Columbia University's Program in Occupational Therapy's transfer policy is based on the belief that a Columbia education is distinct from other occupational therapy academic preparation. We hold the expectation that our graduates embody a vision for occupational therapy that is embedded throughout our curriculum. Our intent is to ensure that the knowledge, skills, and occupational therapy vision our transfer students gain at Columbia University, despite any academic preparation received elsewhere, will exemplify the mission and vision of our program.

As a result of the above assumptions, there is only a selection of foundational courses that may be used in lieu of its counterpart in our curriculum. The maximum number of courses that can be transferred is five. This represents 20% of the required number of courses. Accepting a course as a transferred course is based on the assumption that the content of each course is consistent with what is in our curriculum. The earned course grade must be a B or higher and carry at least the same number of credits as in our program. The Progress and Promotions Committee makes the determination of which and how many courses are acceptable as transfer courses. This determination is made at the request of the student at the time of admissions and prior to registering for classes the first fall semester.

Transfer students are expected to proceed through our curriculum, taking the same courses in the same sequence, as all students. Once accepted into our program, there is no distinction between a newly admitted student and a transfer student. However, due to the variation in course sequence from program to program, it is likely that it will take a minimum of 24 months of study at Columbia to complete the requirements for the MS in OT.

## **DEGREE REQUIREMENTS**

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements must be completed in five years.
  - a. Leave of absence: a student who must interrupt studies for an adequate reason such as sustained ill health or military service may be granted a leave of absence for a stated period, usually not to exceed one year. The student should apply in writing to the Director of Programs in Occupational Therapy and include in the letter the specific reason for requiring the leave and the length of time requested. More information about leaves of absence is available at

<https://registrar.columbia.edu/content/withdrawing-your-program> and in the Student Handbook.

2. A minimum of 63 points of approved coursework is required, with an average course load of 15 points a term.
3. Satisfactory achievement must be earned in all courses and on all fieldwork experiences in order to graduate from our programs. Please refer to the academic standards section of this bulletin.
4. A minimum of 24 weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, rehabilitation, maintenance, and remediation. All students are required to complete 12 weeks of full-time supervised field experience with clients with behavioral health challenges and complete the second 12 weeks of full-time supervised field experience with either pediatric clients or adult clients with physical disabilities. Fieldwork with additional populations is also arranged as a supplement to these requirements. All fieldwork requirements must be completed within twenty-four months following the completion of all academic work.
5. Continuing development of appropriate professional behaviors is required for advancement throughout the occupational therapy program.
6. Successful completion of the research sequence.
7. Maintenance of CPR certification and other required documents (must be documented on Exxat).
8. Meeting and maintaining all medical and legal requirements of the University and of clinical sites are the responsibility of the student. Failure to meet or comply with these requirements may result in delay or termination of academic and/or clinical progression.
9. Completion of all required non-graded modules assigned by the Programs (see Student Handbook for more information).

## **PROGRAM OF STUDY**

The Master's program is primarily an in-person program using a variety of pedagogical and delivery models. Students are expected to attend courses face-to-face and remotely during the course of study.

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

The average student can expect to complete the minimum requirements of the program in twenty-four calendar months of full-time effort in classroom work, fieldwork experience, and independent study.

The program is planned to enable the student to gain a mastery of knowledge in occupational therapy, and to practice skills and competencies required of the practicing therapist in this field; in addition, the student examines the principles and methods of leadership roles in health policy, supervision, education, and research. Faculty members work with the students as developers of learning environments and as resource people in collaborative problem solving.

The majority of the first and second years are directed toward the development of the practitioner role. Opportunities are available to build the desired competencies through two levels of fieldwork experience:

Level I fieldwork is scheduled each term as concurrent experiences with the academic learning of a particular course. Two different patterns are followed, depending on the objectives and/or content of a course: (1) students are assigned individually or in pairs to a facility throughout the term; or (2) students are assigned to a setting where they assume greater responsibility in determining the need for occupational therapy services. Each Level I fieldwork pattern is designed to reinforce course objectives.

Level II fieldwork is generally scheduled as a full-time experience following completion of all academic work. Level II fieldwork must include a minimum of six months in two different settings. After faculty review, students are eligible to take their first Level II fieldwork experience after completion of their academic courses. While every effort is made to enable students to fulfill Level II requirements immediately following the didactic portion of the curriculum, the assignment is based on the availability of fieldwork sites.

In addition, select courses in the first and second years allow the student to direct attention to the development of leadership skills in administration, communication, research, and education.

The occupational therapy faculty has developed a unique approach to the completion of a master's degree research project in which students learn to become consumers of and participants in research activities. Students work collaboratively in small teams under faculty mentorship to complete research related to occupational therapy assessment and intervention. During the first semester, students are prepared in the foundations of research methods and scientific inquiry, including reading and evaluating published research articles, and learning about research design and human subjects ethical concerns. In the two subsequent semesters, students build on these foundational concepts to develop critically appraised papers that are presented in the final semester at the program's annual Research,

Innovation, and Community Day —an event that showcases students' work in critical appraisal of clinical research, innovative accessibility designs, and community-oriented program development. Many projects are later presented at national and state conferences.

## OUTLINE OF THE FULL-TIME ENTRY-LEVEL PROGRAM

<b>FALL TERM 2025</b>	<b>POINTS</b>	<b>SPRING TERM 2026</b>	<b>POINTS</b>
OCCTM6101: Human anatomy	3	OCCTM6103: Neuroscience	3
OCCTM6107: Kinesiology	3	OCCTM6520: Clinical Conditions II: Physical Health	3
OCCTM6551: Occupation: Science and Practice	3	OCCTM6553: AOP Adults I: Behavioral and Physical Health	3
OCCTM6571: Research 1: Statistics & Methods	2	OCCTM6572: Research II: Inquiry of Evidence	2
OCCTM6578: Clinical Conditions I: Behavioral Health	3	OCCTM6506: Lead I	2
OCCTM6668: Approaches & Models in OT	3	OCCTM6670: Assessment & Evaluation	1
<b>Semester Points:</b>	<b>17</b>	OCCTM6671: Professional Skills in Clinical Practice	1
		<b>Semester Points:</b>	<b>15</b>

<b>SUMMER TERM 2026</b>	<b>POINTS</b>	<b>FALL TERM 2026</b>	<b>POINTS</b>
OCCTM6556: AOP Children I	4	OCCTM6557: AOP Children II	4
OCCTM6563: AOP Adults II	4	OCCTM6564: AOP Adults III	4
OCCTM6554: AOP Older Adults I	3	OCCTM6555: AOP Older Adults II	3
OCCTM6140: Community Based Program Development & Grant Writing I	1	OCCTM6507: Modification & Assistive Technology	3
OCCTM6508: Lead II	2	OCCTM6669: Student to Clinician	1
<b>Semester Points:</b>	<b>14</b>	OCCTM6140: Community Based Program Development & Grant Writing	1
		OCCTM6573: Research III: Critical Appraisal	1
		<b>Semester Points:</b>	<b>17</b>

### SPRING/SUMMER SESSION 2027

OTM6653: Level II fieldwork A (spring)

OTM6663: Level II fieldwork B (summer)

One Level II fieldwork must be done in Behavioral Health. Note: Level II fieldwork placements are arranged to ensure exposure to populations across the lifespan

**Semester Points: 0**

**The total number of required program points is 63.**

### FALL TERM 2027 (OPTIONAL<sup>1</sup>)

OTM6680: Level II fieldwork C: Fall

**Semester Points: 0**

NB: This program is subject to change.

<sup>1</sup> Some service scholarships require additional fieldwork experiences. If you have a service scholarship be sure to check the terms of the agreement.



## **COURSE LIST**

The following roster of courses applies to students entering the program in September 2025. Students who have entered the program prior to that should follow the course of study outlined in the 2024-2025 Program Bulletin.

### **OCCTM6101. Human Anatomy Foundations for Occupational Therapy**

*Dr. Maher. 3 points.*

The anatomy of the human body is examined with an emphasis on the musculoskeletal and peripheral nervous systems as relevant to occupational therapy. Both lectures, palpation laboratory, and independent laboratory work, the latter being based on case-based virtual dissections of the human body, will be presented using a regional approach to the study of anatomy. Examples of injury or dysfunction to key musculoskeletal and peripheral nervous system structures and their resulting functional consequences will be discussed. Through case-based application labs, students learn to apply the language of the occupational therapy practice framework and begin to understand how client factor deficits can impact performance skills and engagement in occupations. Opportunities for self-reflection allow students to explore how their knowledge is changing and how new knowledge gained may be used in clinical practice.

### **OCCTM6103. Neuroscience Foundations for Occupational Therapy**

*Dr. Winterbottom. 3 points.*

The neuroanatomy and neurophysiology of the human nervous system are examined with reference to their relevance to occupational therapy. The major structures and functions of the central and peripheral nervous systems are presented. Topics include nervous system development, cellular constituents and the electrochemical basis of neuronal function, neural plasticity, and the neural basis of somatosensory and special sensory (i.e., vision, hearing, & balance) processing, motor control, emotions, and cognition are highlighted. Examples of dysfunction in neuroanatomical structures and the resulting functional consequences will be discussed as they relate to key systems. Through essay assignments students learn to apply the information they are learning to answer complex questions related to typical and atypical functioning. Opportunities for self-reflection allow students to explore how their knowledge is changing and how new knowledge gained may be used in clinical practice.

### **OCCTM6107. Kinesiology**

*Professor Bryson. 3 points.*

Application of knowledge of musculoskeletal anatomy, biomechanics, and psychology to the study of human motion. Emphasis on the analysis of movement in daily activity and principles of motor control. Instruction through lectures, movement laboratory, and problem-solving seminars.

**OCCTM6551. Occupation: Science and Practice**

*Dr. Banks. 3 points.*

Introduce the students to the history, foundation of occupational therapy (OT) practice and occupational science. Through lectures, discussions, and assignments the students will have an opportunity to learn about the tenets of occupational therapy practice including clinical reasoning skills, continuum of care, and the OT process and practice framework. Students will learn the significance of human occupation and activities of daily living and their intersectionality with one's culture and community. Additionally, students will explore the professional roles of occupational therapists and the basics of professional practice such as multidisciplinary collaboration and effective communication.

**OCCTM6668. Approaches and Models in Occupational Therapy**

*Dr. Winterbottom. 3 points.*

A foundational course that allows students to critically examine theories that are used to guide clinical practice. Through a combination of lectures, individual and collaborative learning activities, and assignments, students will compare and contrast common approaches and models, such as the Model of Human Occupation, Ecological Models in Occupational Therapy, Theory of Occupational Adaptation, The OT-Task-oriented Approach, motor learning and control theories, recovery models, and health promotion models.

**OCCTM6670. Assessment and Evaluation**

*Dr. Holland. 1 point.*

This course introduces the importance of reliable and valid clinical assessment and the fundamentals of measurement theory. Through case-based learning, students will apply measurement theory to appropriately select assessments and interpret assessment findings to inform patient-centered decisions and optimize value-based occupational therapy practice.

**OCCTM6671. Professional Skills in Clinical Practice**

*Dr. Hamed. 1 point.*

This foundational course prepares students with essential professional skills for effective and compassionate clinical practice in occupational therapy. Emphasis is placed on developing effective communication strategies that foster therapeutic relationships with clients and support collaborative interactions within interdisciplinary healthcare teams.

Students will explore how personal beliefs, values, and contextual factors shape communication in clinical settings. The course also addresses the impact of personal and professional bias, intersectionality, and microaggressions on therapeutic engagement, and introduces evidence-informed approaches to mitigate their effects. Empathy and compassion are highlighted as vital components of client-centered care, with structured opportunities to practice these through immersive virtual reality experiences. Through guided reflection, interactive learning, and case-based application, students will cultivate a mindset grounded in respect, professionalism, and

inclusivity—enhancing their capacity to support a wide range of clients and contribute effectively to team-based care.

**OCCTM6140. Community-based Program Development and Grant Writing**

*Dr. Mahoney. 2 points.*

This year-long course explores the role of the occupational therapist in community-based practice settings. This course is integrated within the AOP Older Adult Level I Fieldwork experience to facilitate the application of the role of the consultant, community needs assessment, designing occupational therapy programs and developing programmatic objectives. Students will research funding sources and draft an intervention grant proposal based on feedback from the pilot program implementation on fieldwork.

**OCCTM6578. Clinical Conditions I: Behavioral Health**

*Dr. Precin. 3 points.*

Review of symptoms, evaluations, and classification of psychopathology. Introduction to state of the art psychopharmacological and psychotherapeutic treatment of behavioral health disorders by experts in the field.

**OCCTM6520. Clinical Conditions II: Physical Health**

*Dr. Urban. 3 points.*

This course provides a basic understanding of disease or injury to the systems of the human body, including but not limited to the musculoskeletal and nervous systems. The lectures will cover the etiology, pathology, symptomatology, medical management and prognosis of a variety of disorders most commonly seen by occupational therapists. Labs associated with this course emphasize assessments and techniques most commonly used in occupational therapy practice with the populations discussed.

**OCCTM6506. Lead I: Leadership, Entrepreneurship, Advocacy, Administration, Delivery**

*Dr. Banks. 2 points.*

Introduces the students to the basic concepts of leadership within professional OT practice. Students will learn how to be an advocate for themselves, the client, and the profession while considering the ethical, equitable, cultural, and sociopolitical climate. Students will also have the opportunity to understand the impact of sociopolitical factors, health policies, and historical and current legislation on OT services and professional practice. This course also concentrates on the historical development of health services in the United States, the current organization of the healthcare system, health care policy issues, health care financing, and the role of government in health services delivery.

**OCCTM 6508 Lead II: Leadership, Entrepreneurship, Advocacy, Administration, Delivery**

*Dr. Banks. 2 points.*

Centers the principles of professional OT practice introduced in LEAD I, and engages students to integrate the information to plan, evaluate, and demonstrate knowledge of the business

aspects of OT practice. Through lectures, assignments, and scholastic literature the students will learn how to identify and seek resources, funding, and opportunities to support the needs of clinical and community populations. Students will also demonstrate the ability to market the delivery of services and design ongoing processes to analyze program delivery for quality management and improvement. This course also provides the opportunity for students to demonstrate knowledge of basic managerial and supervisory skills to effectively collaborate within a healthcare team.

### **OCCTM6507. Modification and Assistive Technology**

*Dr. Mendonca. 3 points.*

Assistive technology devices and services have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily activities and to support occupational performance, participation, health and well-being. This course will focus on learning about the various types of assistive technology devices and occupational therapy services including but not limited to: evaluation and assessment, selection and training, procurement, legislation and funding. Students will gain basic understanding, knowledge, and skills of these applications as they pertain to independent living, function, communication, learning, and environmental issues encountered by people with disabilities. The students will have the opportunity to develop hands-on skills in interactive laboratories with problem-based learning, case studies and hand-on experiences.

### **OCCTM6556. Application of the OT Process Children I: Behavioral and Physical Health**

*Dr. Guzmán. 3 points.*

A comprehensive overview of theories and practice frameworks that guide occupational therapy intervention; typical and atypical development during infancy and childhood; childhood occupations; family centered care; the evaluation process; and documentation.

### **OCCTM6557. Application of the OT Process Children II: Behavioral and Physical Health**

*Dr. Guzmán. 3 points.*

Best practice in occupational therapy with children; occupational therapy interventions; and areas of practice and context of service delivery. Students will develop and implement intervention strategies in a variety of practice areas and contexts. Case-based pedagogy and scholarly literature will be used to make evidence-based decisions. Level 1 Fieldwork is associated with this course.

### **OCCTM6553. Application of the OT Process Adults I: Behavioral and Physical Health**

*Dr. Precin. 3 points.*

This course is designed to assist you in acquiring the basic knowledge and skills needed for selecting clinically appropriate occupational therapy assessments and interventions for individuals with a variety of behavioral health issues. This course combines lectures, in-class experiential activities, labs, and fieldwork opportunities accompanied by weekly seminars to

prepare students for practice in a variety of psychiatric settings as well as be able to understand the psychosocial components within other specialty areas where occupational therapists work.

**OCCTM6563. Application of the OT Process Adults II: Behavioral and Physical Health**

*Dr. Maher. 4 points.*

Covers a combination of both behavioral and physical health of adults with a variety of medical conditions such as orthopedics, cardiac, and oncology. This class focuses on the biomechanical and rehabilitative approach to evaluation and evidenced-based treatment, including, but not limited to, prosthetics, adaptive equipment, activities of daily living, and therapeutic intervention. Additionally, laboratory experiences reinforce lecture content, such as splinting, range of motion, and strengthening.

**OCCTM6564. Application of the OT Process Adults III: Behavioral and Physical Health**

*Dr. Geller. 4 points.*

Covers a combination of both behavioral and physical health of adults with a variety of neurological conditions such as stroke, traumatic brain injury, and spinal cord injury. This class focuses on motor control, cognitive-perceptual, and learning theories as they relate to occupation-based treatment. Evaluation and treatment applications for clients with various neurological deficits are presented in seminar discussions and case study and problem-based learning activities. Laboratory experiences reinforce lecture material. Fieldwork level 1 is associated with this class.

**OCCTM6554. Application of the OT Process Older Adults I: Behavioral and Physical Health**

*Dr. Mahoney. 3 points.*

Introduction to individual and group assessment and intervention approaches designed to meet the occupational, behavioral, and physical needs of older adults. Course content will focus on the analysis of normal aging and disease states and health promotion and wellness strategies to promote productive aging. Occupational therapy's role with older adults in varied practice settings and contexts will be explored as well as the introduction to indirect service roles (administration, consultation, and education) in community-based agencies for older clients.

**OCCTM6555. Application of the OT Process Older Adults II: Behavioral and Physical Health**

*Dr. Mahoney. 3 points.*

This course focuses on knowledge and skills in evaluation of older adults, application of varied treatment approaches, program development, and implementation. Content of the course addresses issues and special topics for older adults throughout the continuum of care and in varied contexts. Level I fieldwork experience allows for application of aging principles to promote advanced clinical reasoning for evaluation and intervention, interprofessional collaboration, and exploration of the role of occupational therapy as both a direct and indirect or consultative service through program development and implementation with the older adult population.

**OCCTM6669. Student to Clinician**

*Dr. Kane. 1 point.*

The purpose of this course is to facilitate the student's transition from the academic environment to the clinical and community practice environments in preparation for the level II fieldwork experiences. The course will focus on, among other topics: engaging in and understanding of different work relationships, i.e., colleagues, supervisory, managerial, treatment teams; the working relationship between the occupational therapist and the occupational therapy assistant; the process of performance evaluation and competency; regulatory requirements for occupational therapists; ethical issues and how to address them, and the use of technology in the clinic. Students will also engage in a culminating case study project.

**OCCTM6571. Research I: Statistics and Methods**

*Dr. Hamed. 2 points.*

Prepares students to become consumers of research and future evidence-based practitioners. The students will learn basic quantitative and qualitative statistics and research methods in clinical research. The foundational knowledge gained in this course will help the student begin integrating and applying research-based evidence to their clinical reasoning. These skills will increase in complexity and application in subsequent research and clinical courses later in the curriculum. Topics covered in this class include understanding clinical research, evidence-based practice, and the elements of the research process, statistics, and various quantitative and qualitative research designs. The course learning activities and assignments will urge the students to reflect on their learning journey toward becoming client-centered, culturally aware, evidence-based practitioners.

**OCCTM6572. Research II: Inquiry of Evidence**

*Dr. Hamed. 2 points.*

Builds on the foundational knowledge in Research I to engage the students in a systematic scholarly activity that requires integrating and applying research skills of locating, analyzing, synthesizing, and critiquing quantitative and qualitative research. Students will learn topics that are key for evaluating the level, quality, and integrity of scholarly research, such as experimental control, threats to research internal and external validity, and hierarchy and pyramids of research. Students will be required to conduct a thorough literature review on a topic relevant to occupational therapy that aligns with the profession's research priorities. Students will collect research studies on the selected topic to synthesize the best available evidence. The systematic process, findings, and conclusions will be described in a scholarly report to present the knowledge gaps in that topic. Throughout the course, the students will reflect on their learning journey of becoming a critical consumer of research when selecting and integrating culturally relevant, research-based evidence in their clinical practice.

**OCCTM6573. Research III Critical Appraisal**

*Dr. Hamed. 1 point.*

Advanced course in the research curriculum that prepares the students to become critical consumers of research-informed evidence and their future role as evidence-based practitioners. During this course, the students integrate and apply their previously gained knowledge in quantitative and qualitative research methods, literature reviews, and systematic analysis of research to critically appraise a research topic relevant to occupational therapy. The students will continue working on the topic selected in Research II to complete a critically appraised paper (CAP). Additionally, students are required to present their work to an audience at the Research, Innovation, and Community Day to practice their instructional skills and prepare for their potential future roles in academia, advocacy, or leadership. The students continue to reflect on their learning journey of becoming critical consumers of clinical research who seek and integrate client-centered, culturally relevant occupational therapy interventions.

**OCCTM6653. Level II Fieldwork A: Spring**

*Dr. Simon and clinical supervisors. 0 points.*

Supervised field experience with clients, applying evaluative techniques, interpreting findings, planning and implementing interventions, and reporting results. One Level II fieldwork experience must be done with clients with Behavioral Health Problems. Full time for three months.

**OCCTM6663. Level II Fieldwork B: Summer**

*Dr. Simon and clinical supervisors. 0 points.*

Supervised field experience with clients, applying evaluative techniques, interpreting findings, planning and implementing interventions, and reporting results. One Level II fieldwork experience must be done with clients with Behavioral Health Problems. Full time for three months.

**OCCTM6680. Level II Fieldwork C: Fall**

*Dr. Simon and clinical supervisors. 0 points.*

Supervised field experience with clients, applying evaluative techniques, interpreting findings, planning and implementing interventions, and reporting results. One Level II fieldwork experience must be done with clients with Behavioral Health Problems. Full time for three months. Unless the student has delayed either spring or summer fieldwork, the fall fieldwork experience is usually an optional experience individually planned to enrich the student's background in accordance with their needs and interests. Opportunities are provided to develop clinical skills with specialty age or diagnostic groups (e.g., pediatrics, gerontology, hand dysfunction) or to develop indirect service skills in administration or research.

## Electives

Our program offers three voluntary electives that can be taken for zero credits.

### **OCCTM6550. Teaching Assistantship**

*Faculty Advisers*

A few opportunities are available for students selected by the faculty to assist with components of instruction. Assistantships are associated with Neuroscience, Anatomy, and Clinical Conditions I. Details of each assistantship are distributed prior to the time of application.

### **OCCT6120. Columbia Commons**

Columbia Commons IPE brings together faculty and students from all ten professional health programs/schools to learn how to support effective health care teams. The Commons is the breeding ground for interprofessional collaboration amongst students and faculty from the College of Dental Medicine, MD Program, School of Nursing, Institute of Human Nutrition, Programs in Occupational Therapy, Clinical Pastoral Education Program, Programs in Physical Therapy, Mailman School of Public Health, Program in Genetic Counseling, and School of Social Work.

### **OCCT6105. Cultural Immersion and Global Services.**

*OT Faculty*

This course provides an opportunity for students to experience and observe a culture different from the United States. The course requires the student to take a 10-day international trip to a selected country (currently Morocco) where they observe and interact with individuals of various occupational needs across the life span in clinical and community settings. Examples include children and adults with disabilities, underprivileged populations, and older adults. The students visit different sites including schools, nursing homes, orphanages, and vocational rehabilitation facilities. Two faculty members who are licensed occupational therapists accompany the students on the trip to facilitate learning.

## **DUAL DEGREE: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY/ MASTER OF PUBLIC HEALTH**

As the mandate for delivery of health care evolves in the direction of increased efficiency and cost containment, demands on the occupational therapist as a manager and decision maker continue to evolve as well. Within a brief period of time following graduation, the occupational therapist's role may expand beyond departmental tasks to include related areas involving the analysis and evaluation of services needed for special populations. These roles call for additional education to incorporate knowledge and principles for addressing the health needs of a larger public. In response to this demand, the Programs in Occupational Therapy and the



Joseph L. Mailman School of Public Health have jointly established a program of study which leads to two degrees. The dual degree program has been developed to prepare occupational therapists to function effectively as leaders in the changing health arena by combining their skills with those of the public health professional.

The Dual Degree Program interfaces with the existing Professional (entry) level Program in Occupational. The MS/MPH Program prepares occupational therapists to:

1. emphasize prevention and public planning principles;
2. consider more flexible arenas for care;
3. contribute to interdisciplinary health care policy;
4. apply specialized technical knowledge of such areas as program development & implementation, health policy both domestic & international, and epidemiological aspects of abnormal development to leadership positions as community program planners and implementers, client advocates, and participants in health care decision making.

### **ENTRY LEVEL MS/MPH Program**

The Dual Degree Program requires a minimum of 96 points over three years, including three summers. Students take the required core courses in both programs. Students will primarily be enrolled in the occupational therapy program for the first two years. In the third year, students enroll in the Mailman School of Public Health to complete their coursework.

At the completion of the Dual Degree Program students are eligible to sit for the national certification examination as occupational therapists.

Required courses in occupational therapy are listed for the entry level professional masters. Information regarding required courses in public health are published on the Mailman School of Public Health [Academic Programs](#) website.

Each degree includes a given number of required courses and electives. Course descriptions for occupational therapy are in the Program of Study. See the bulletin of the School of Public Health for descriptions of their required courses.

### **ADMISSION REQUIREMENTS FOR THE DUAL DEGREE PROGRAM**

Students must make a separate application to the Programs in Occupational Therapy and the Mailman School of Public Health. This may be done simultaneously or after acceptance into the Occupational Therapy Program. In that circumstance, application to the School of Public Health must be made no later than the fall semester of the second year of the Occupational Therapy Program. In addition, when applying to the School of Public Health you must apply as a dual

degree student. It is suggested that students interested in the dual degree program contact the dual degree advisor from the occupational therapy program.

For the Programs in Occupational Therapy admission requirements, see [Admissions Requirements](#).

## **DEGREE REQUIREMENTS**

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements for both degrees must be completed in five years.
2. Minimum course requirements in areas of basic competency in occupational therapy must be completed by all candidates: biological sciences, behavioral sciences, pathology, activities, and occupational therapy evaluation and treatment procedures.
3. Minimum course requirements in public health include the completion of a core semester, courses in the concentration area of choice, division electives plus a public health practicum.
4. A minimum of twenty-four weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, maintenance, and remediation. All fieldwork requirements should be completed within twenty-four months following completion of academic work, as outlined in the Master of Science in Occupational Therapy Program of Study

## **OUTLINE OF THE PROGRAM**

Minimum of 96 Points: 63 in Occupational Therapy, 33 in Public Health

*This is a general outline that may be modified depending on individual circumstances. Students who are accepted to the School of Public Health prior to matriculation in the Occupational Therapy Programs may follow a different academic sequence. All dual degree students finalize their academic programs with the designated academic advisor.*

### **FIRST AND SECOND YEAR (OT)**

See [Outline of Program](#).

### **THIRD YEAR (MPH)**

<b>FALL TERM</b>	<b>POINTS</b>
P.H. Core Curriculum (See SPH for details)	15
• <a href="#">Foundations of Public Health</a>	
• <a href="#">Research Methods and Application</a>	

- [Determinants of Health](#)
- [Public Health Interventions](#)
- [Health Systems](#)
- [Global and Developmental Perspectives](#)
- [Integration of Science & Practice](#) 1.5

Total points 16.5

**SPRING TERM**

**POINTS**

SPH courses in concentration area/electives	12
Leadership & Innovation	3
Integration of Science & Practice	1.5
<b>Total points</b>	<b>16.5</b>

**SUMMER TERM**

Discipline  
P.H. Practicum

Total points 0-6

## **POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY (OTD) - COGNITION TRACK**

The **Online Doctor of Occupational Therapy Program (OTD)**, a fully online program designed for working professionals, will provide those practitioners who wish to remain in the practice arena with advanced knowledge and clinical skills in the area of cognition and perception across the life course and across practice areas. The overarching goal of our program is to deepen knowledge within a specific area and its application to practice, pursue evidenced-based practice as a clinician, apply research methodology to answer a clinical question, and apply clinical reasoning to practice at an advanced level.

The Online Doctor of Occupational Therapy builds on the Masters level competencies by expanding the scope and the depth of entry level knowledge. Advanced theory with translation to practice is the cornerstone of this program, with application to a range of practice areas.

These areas include:

- cognitive and perceptual mechanisms that underlie occupational performance
- assessment and interventions for cognitive and perceptual impairments that limit occupational performance
- cognitive approaches to learning, memory, reasoning, and problem solving to enhance intervention strategies

- attention to how people learn, mentally represent, and translate into performance and its impact on skill acquisition
- understanding the relationship between cognitive theory and neurobehavioral theory and its role in performance

It is expected that upon completion of the Columbia University Programs in Occupational Therapy Doctor of Occupational Therapy degree, graduates will be leaders in the clinical arena with potential to expand and advance their area of specialization at local, state, and national levels. Upon completion of the OTD degree, students will be prepared to:

- Apply advanced knowledge and skills in cognitive assessment and intervention in their chosen area of clinical specialization.
  - Understand and apply relevant theories to practice.
  - Select and utilize appropriate assessments in the evaluation process.
  - Apply evidence-based interventions.
- Analyze their clinical practice in its various contexts using multiple processes of clinical reasoning as it applies to occupations.
- Design and implement clinically based research that contributes to the evidence-base of occupational therapy practice.
- Develop and/or apply clinically relevant programs that build upon clinical reasoning and relevant theories along the continuum of care.
- Apply this knowledge as clinical educators.

## **ADMISSION PROCEDURES**

Applications for the OTD are submitted online through the Columbia website. Applicants who have graduated from the Columbia Master's program within 10 years are not required to submit references, or transcripts. At the time of application, candidates should have a well thought out rationale for why one is pursuing the clinical doctorate.

Once the application is submitted, candidates are evaluated by a committee from the Programs in Occupational Therapy. Admission to the OTD program will be based upon (a) academic performance in one's entry level OT program; (b) clinical references; (c) commitment to graduate study; and (d) potential for professional contribution.

Contact [otadmissions@cumc.columbia.edu](mailto:otadmissions@cumc.columbia.edu) for more information.

### *Applicant Eligibility*

Applications may be submitted by any licensed or license-eligible occupational therapist who has earned a Master's degree from a college or university that is accredited by a United States Department of Education Regional Accreditation Agency. If you are completing your entry-level Master's degree from a properly accredited OT program, you may also apply. Please

understand that if accepted into the OTD program, you must earn your NBCOT certification along with your state license by the end of your first semester of study in our program. If you are licensed occupational therapist practicing in a country other than the United States, contact [otadmissions@cumc.columbia.edu](mailto:otadmissions@cumc.columbia.edu) for application information.

The application includes the following items:

1. A completed application form, including your resume/CV.
2. A Personal Statement articulating the following components in no more than 5 double-spaced pages:
  - A. Purpose for pursuing a clinical doctoral degree with a focus on Cognition
  - B. A detailed description of personal and professional goals
  - C. How the mission, vision, and resources of Columbia University Medical Center and the Programs in OT fit with your personal and professional goals.
3. Three completed references, emailed by your recommender to [otadmissions@cumc.columbia.edu](mailto:otadmissions@cumc.columbia.edu)
4. Official transcript(s) from all colleges and universities from which you have received a degree, submitted electronically.

Applicants who have earned their MS degree in Occupational Therapy from Columbia University within 10 years of this application, or who are currently completing their MS degree in OT from Columbia, do not need to submit references or transcripts in order to apply.

International students whose earned degrees are from non-English speaking nations are also required to submit official results of the TOEFL, including the written portion of the test, or the IELTS; and an evaluation from a NACES member service or CSSD (for students from China) evaluation of your transcript.

The online application and additional materials will be considered on a rolling basis. Please note: your application will not be reviewed until it is complete. It is in your best interest to submit all materials as early as possible.

An interview is also required. Please contact the admissions office to schedule once your application has been submitted.

## **DEGREE REQUIREMENTS**

Receiving the Doctor of Occupational Therapy degree will involve satisfactorily completing a minimum of 36 points beyond the Master's degree (in occupational therapy). This includes the use of a clinical residency\* towards evidence-based practice and the completion of two capstone projects: a publication-ready research paper and a clinical portfolio. This program is an online evening program and can be completed in two to three years of part-time study.

*\*Clinical Residency:* All students are required to identify a site that can serve as their “clinical residency”. This can be one’s place of work, a volunteer site, or a research lab. As long as one’s site provides approval, assignments including the Capstone Project can be carried out with one’s clients, during, or after one’s workday. Note that if the residency is done at one’s place of work, it should be completed after the student’s work responsibilities are accomplished. Regular work responsibilities cannot count towards clinical residency hours.

## **COURSES OF INSTRUCTION**

### **Core I: (up to 39 points)**

The content of Core I is devoted to the basic study and practice of occupational therapy; and to the beginning understanding and application of research methodologies. Courses within this core include those taken by our entry level Master of Science program, which are outlined in our bulletin.

### **Core II: (11 points)**

The content of Core II is directed towards challenging existing knowledge, paradigms, and hypotheses in cognition and perception. Guided by course faculty and the doctoral mentor, the learner engages in critical reflection, discourse, and experiential learning as foundational courses in the program are taken.

Courses related to this core are:

- Advanced Application of Theory to Practice (3 points)
- Neuroscience of Cognition (3 points)
- Methods of Teaching (3 points)
- Professional Development (2 points)

### **Core III: (14 points)**

The focus of Core III is directed towards transforming critical thinking and creating and implementing advanced knowledge and applications in cognition and perception. The student undergoes deeper level critical reflection, discourse, and experiential learning as courses geared towards advanced level assessments and intervention are taken.

Courses related to this core are:

- Cognitive Assessment & Intervention (3points)
- Cognitive Basis of Function and Decision Making (4 points)
- Advanced Evidence-Based Practice (3 points)
- Theories of Measurement and Instrument Development (3 points)
- Case-based Application (1 point)

**Core IV: (11 points):**

At Core IV, the student becomes an advanced-practitioner who is an agent of change in clinical practice. The student works with the doctoral mentor to complete coursework, residency, and two capstone projects (Clinical Portfolio and Evidence-Based Research Paper).

***Courses to support the capstone (6 points)***

- Writing for Publication (1 point)
- Grantsmanship (2 points)
- Ethics and Occupational Justice (2 points)

***Capstone (6 points)***

- Residency
- Clinical Research Project
- Clinical Digication Portfolio
- Evidence Based Research Paper
- Capstone I (3 points)
- Capstone II (3 points)

***Clinical Portfolio***

All students will be expected to submit a clinical portfolio, in which the following will be represented:

- Evidence-based practice
- Program development
- Grant proposal
- Certifications
- In-services given
- Presentations / publications
- Mentorship – both roles (as mentor and being mentored) reflected

***Evidence-based Research Paper***

Students will be responsible for carrying out a research project based on a clinically derived question. A faculty sponsor plus an ongoing seminar will support students during this process. This research project will culminate in a paper submitted to faculty in publication ready format that may be submitted for publication in a refereed journal with the faculty mentor.

***Clinical Research Project***

Students must complete a research project based on a clinically derived gap in practice. The Capstone project can be one bigger research project or a series of smaller research studies that

integrate and complement the roster of educational artifacts included in the clinical portfolio and evidence-based research paper.

## **COURSE LIST**

### **OCCTM8100. Advanced Applications of Theories in Practice**

*Dr. Rushanan. 3 points.*

This course will provide an overview and synthesis of historical and contemporary perspectives that guide OT practice. Learners in this course will understand the historical development of several theoretical constructs in OT. Learners will also review and apply fundamental concepts and language used in OT theories and practice models, and gain a foundational knowledge of the discipline of occupational science. Learners will use critical and clinical reasoning skills to determine how theories can inform evidence-based and client-centered practice based on applications to their own daily practices.

### **OCCTM8103. Neuroscience of Cognition**

*Dr. Dimitropoulou. 3 points.*

The course focuses on mechanisms of cognition that are integral to and impacted by engagement in daily occupations. The concept of cognition is discussed as part of the Occupational therapy framework and ICF-10. The course provides an overview of neural structures underlying cognitive function, adaptation and participation across the life span. The course translates current research on the neural basis of human mental processing (i.e., perception-action, memory, metacognition, attention, executive functioning, etc.) and connects findings to human performance, function and participation.

### **OCCTM8107. Capstone I**

*Dr. Lange. 3 points.*

In Capstone 1, students will develop the literature for their capstone projects and the methodology for their recruitment, procedures, data collection, and data analysis. They will also develop their IRB's and prepare it for submission. As part of the capstone module, the student will begin to generate a clinical portfolio highlighting their growth and development throughout the OTD program. The clinical portfolio should provide evidence of the student's skills, achievements, and professional experiences during their clinical residency. The capstone module is comprised of two components (Clinical Portfolio and Evidence-Based Capstone Paper) that are designed to synthesize content from each of the Core components, and to allow for the presentation of advanced evidence-based knowledge and clinical skills.

### **OCCTM8106. Case-Based Application**

*All OTD Mentors. 1 point.*

This course will allow students to refine their data collection procedures, submit IRB, collect data, or complete data analysis as appropriate to the capstone phase the student is in. Students



will articulate the alignment of relevant professional development goals with core courses taken in the OTD program.

### **OCCTM8113. Advanced Writing for Publication**

*All OTD Mentors. 1 point.*

This course is designed to assist OTD students translate their clinical doctoral thesis into a manuscript that can be submitted for publication to a refereed journal. Students will learn to use current health care reporting standards (e.g., CONSORT statement, COSMIN, CARE statement) as a basis from which to write a journal manuscript addressing clinical topics such as intervention effectiveness, instrument development, case reports, and professional discussion papers. Manuscript submission, revision, and publication etiquette and ethical conduct are also reviewed.

### **OCCTM8510. Methods of Teaching**

*Professor Kingon. 3 points.*

This course is designed to prepare doctoral students as academic or clinical educators in occupational therapy. The course will cover various perspectives on occupational therapy education with particular emphasis on exploration of teaching and learning philosophies, signature pedagogies in occupational therapy, and the use of active learning principles in planning, implementing, and evaluating the teaching and learning process. Students will be developing an Educator Toolkit of teaching-related artifacts that will prepare them and advance their skills as academic educators. The course will also embrace active learning principles with the acquisition of teaching and learning skills and competencies primarily from a “learning by doing” approach.

### **OCCTM8503. Cognitive Assessment and Intervention**

*Dr. Winterbottom. 3 points.*

This course aims to provide an up-to-date and comprehensive overview of the process that has traditionally been called cognitive and perceptual rehabilitation but may be better described as the process of improving function for those who are living with cognitive and perceptual impairments. The course has been designed with three overarching and interrelated approaches in mind: evidence-based, function-based, and client-centered.

### **OCCTM8505. Cognitive Basis of Function and Decision-Making**

*Dr. Geller. 4 points.*

The course focuses on theoretical and empirical understanding of functional cognition and decision-making as it is embedded in occupations and occupational roles. Decision-making is the cognitive process resulting in the selection of a belief or course of action among several alternative possibilities. The course provides an overview of neural and psychological perspectives underlying the process of function and decision-making in the context of adaptation and participation across the life span. Frameworks addressing the measurement and facilitation of function decision-making will be of primary focus.

**OCCTM8530. Advanced Evidence-Based Practice**

*Dr. Dimitropoulou. 3 points.*

This course emphasizes building breadth and depth of knowledge related to specific interventions or assessments that are utilized for those living with functional limitations secondary to cognitive or motor control impairments. Students will become proficient at utilizing various methods to conduct systematic reviews and will critically appraise a topic of interest related to their proposed line of research.

**OCCTM8550. Ethics and Occupational Justice**

*Dr. Falk-Kessler. 2 points.*

Justice based ethics include principles commonly used in health care decision making. Not typically considered one of the justice principles outside of the Occupational Therapy profession, an argument can be made that occupational justice is a unique principle that plays a significant role in healthcare outcomes.

**OCCTM8565. Theories of Measurement and Instrument Development**

*Dr. Holland. 3 points.*

This course introduces the fundamental principles of measurement in health sciences with application to occupational therapy practice, especially patient-reported outcomes. We will review important principles of traditional (classical) test theory and modern item response theory. Students will apply these principles to critique existing instruments used in occupational therapy and identify areas of clinical research need.

**OCCTM8993. Professional Development**

*All OTD Faculty. 2 points.*

This course aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. Students will refine their data collection procedures, submit IRB, collect data, or complete data analysis as appropriate to the capstone phase the student is in currently. With guidance from the mentor, the student will implement their capstone projects and collect complete data collection.

**OCCTM8990. Grantsmanship in OT**

*Dr. Kalina. 2 points.*

This course will provide an overview of drafting a grant related to the students' doctoral projects. Students will learn how to identify relevant funding agencies, draft a letter of intent, and write the sections of a full grant proposal.

**OCCTM8994. Capstone II**

*All OTD Mentors. 3 points.*

This course is comprised of two components that are designed to synthesize content from each of the Core components, and to allow for the presentation of advanced evidence-based

knowledge and clinical skills. As part of the capstone course, the student completes the study of the approved capstone project identified during Professional Development and Case-Based Application courses. This includes the creation of an evidence-based research paper that meets the standards for submission to a peer-reviewed professional journal. The student also generates a clinical portfolio highlighting their growth and development throughout the OTD program. The clinical portfolio should provide evidence of the student's skills, achievements, and professional experiences during their clinical residency.

## **ACCELERATED MASTER OF SCIENCE TO POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY (MS-OTD)**

The Programs in Occupational Therapy at CUIMC offer an accelerated Post-Professional Occupational Therapy Clinical Doctorate (MS-OTD) for CUIMC OT Master of Science students who wish to advance their clinical education after completing their MS degree. Qualifying CUIMC MS in OT students can enter the MS-OTD Program in the fall semester directly after completion of their Level 2 fieldwork or defer admission for one year. The MS-OTD is a 70-credit online program that is completed in one full academic year (3 semesters: Fall, Spring, and Summer). Forty-four credits transfer in from the entry-level MS OT degree, leaving a remainder of 26 credits that will be completed in the MS-OTD Program. All courses are held online so that students can maintain full-time clinical positions during the day (students will be licensed and registered for clinical practice once they complete the entry-level MS OT degree and pass the NBCOT exam). Students can use their employed clinical positions as residencies. The MS-OTD is intended to help students broaden their clinical skills and obtain advanced knowledge in the areas of clinical leadership and the application of research evidence.

The MS-OTD aims to provide practitioners who wish to remain in the practice arena with advanced knowledge and clinical skills as applied to a self-identified clinical area. The overarching goal of our program is to deepen knowledge within a selected clinical area, apply evidence-based practice and advanced clinical reasoning as a clinician, and develop clinical leadership skills.

It is expected that upon completion of the MS-OTD degree, graduates will be leaders in the clinical arena with potential to expand and advance their area of specialization at local, state, and national levels. Upon completion of the MS-OTD degree, students will be prepared to:

- Articulate emerging roles and novel perspectives related to their selected clinical area.
- Demonstrate professional and ethical standards in advanced practice.
- Apply, analyze, and synthesize theoretical frameworks underlying their practice area.
- Analyze and synthesize the scientific body of knowledge underlying their practice area.

- Develop, implement, and measure the outcomes of a knowledge translation/building capacity program guided by evidence-based practice.

## **ADMISSION PROCEDURES**

Applicants who have completed a Master of Science in Occupational Therapy at Columbia and who intend to enroll in the MS-OTD in the fall directly after graduation are not required to submit references, transcripts, or an application fee to apply to the MS-OTD Program. Applicants who graduated from the entry-level MS Program with a 3.67 GPA will be given higher priority but not guaranteed admission into the MS-OTD Program. Applicants who graduated with a 3.0 – 3.66 GPA will be considered through an Admissions Committee review. The minimum GPA required for admission is 3.0. To be considered for admission into the MS-OTD Program, applicants must have demonstrated appropriate professional behaviors and exceptional fieldwork performance in the entry-level MS program and must submit an application with a detailed description of their doctoral program aims. Students may also apply for provisional acceptance into the MS-OTD program as part of the MS application process. Accepted students must maintain the academic and professional standards listed above. Students who are not admitted at that time may reapply in their last academic semester. Admissions to each cohort in the MS-OTD program will be capped each year. The program director will provide more information to students in their last academic semester.

## **DEGREE REQUIREMENTS**

Receiving the MS-OTD degree involves satisfactorily completing 70 credits, 44 of which are transferred from the MS degree, leaving a remainder of 26 to be completed. This includes the use of a clinical residency\* towards evidence-based practice and the completion of three capstone components: (1) a clinical capstone project (2) a clinical portfolio and (3) a publication-ready clinical application paper. This program is an evening program and can be completed in 1 academic year (or 3 semesters: Fall, Spring, Summer).

*\*Clinical Residency:* All students are required to identify a site that can serve as their “clinical residency”. This can be one’s place of work, a volunteer site, or a research lab. As long as one’s site provides approval, assignments including the Capstone Project can be carried out with one’s clients, during, or after one’s workday. Note that if the residency is done at one’s place of work, it should be completed after the student’s work responsibilities are accomplished. Regular work responsibilities cannot count towards clinical residency hours.

## **COURSES OF INSTRUCTION**

### **Semester 1, Fall: (10 credits)**

The focus of the first semester is to exhaustively review the literature regarding one’s practice area with regard to theories underlying practice (Advanced Applications of Theory to Practice)

and research reporting intervention effectiveness (Advanced Evidence Based Practice). Student's will also plan their capstone projects, objectives, and methodology (professional development course) and complete the development of their capstone projects, develop their IRB's and begin Digication portfolios (Capstone 1).

### **Semester 2, Spring:** (10 credits)

In the second semester, students begin to consider the occupational injustices experienced by their clinical population and how such inequities can be addressed through clinical practice (Ethics and Occupational Justice). Students also begin to consider the cognitive challenges that may be experienced by their clinical population as a result of disability or environmental barriers (Cognitive Basis of Function and Decision Making). In Capstone 2, students will finalize their data collection processes and recruit participants, and in Case-Based Application, students will implement their projects and collect data.

### **Semester 3, Summer** (6 credits)

In the third and final semester, students explore methods of teaching for in-services, conference presentations, continuing education courses, fieldwork supervision, and adjunct instruction (Methods of Teaching). In Capstone 3, students complete their Capstone Project and disseminate findings through a written paper. Advanced Writing for Publication helps students to polish their capstone paper in a publication-ready format. The entire Capstone Portfolio is presented in a poster presentation at semester end.

## **COURSE DESCRIPTIONS**

### **Semester 1: Fall**

#### **OTM8100. Advanced Applications of Theory to Practice.**

*Dr. Rushanan. 3 credits.*

This course provides an overview and synthesis of historical and contemporary perspectives that guide OT practice. Learners in this course will understand the historical development of several theoretical constructs in OT particularly occupation, participation, and adaptation. Learners will also review and apply fundamental concepts and language used in OT theories and practice models, and gain a foundational knowledge of the discipline of occupational science. Learners will use critical and clinical reasoning skills to determine how theories can inform evidence-based and client-centered practice based on applications to their own daily practices.

#### **OTM8530. Advanced Evidence-Based Practice**

*Dr. Dimitropoulou. 3 credits.*

This course emphasizes building breadth and depth of knowledge related to specific interventions that are utilized for those living with functional limitations secondary to disability. Students will become proficient at utilizing various methods to conduct the beginning steps of a

systematic or scoping review and will critically appraise a topic of interest related to their practice area.

### **OTM8993. Professional Development**

*All OTD Mentors. 1 credit.*

This course aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. Students will refine their data collection procedures, submit IRB, collect data, or complete data analysis as appropriate to the capstone phase the student is in currently. With guidance from the mentor, the student will implement their capstone projects and collect complete data collection.

### **OTM8107. Capstone 1**

*Dr. Lange. 3 credits.*

In Capstone 1, students will develop the literature for their capstone projects and the methodology for their recruitment, procedures, data collection, and data analysis. They will also develop their IRB's and prepare it for submission. As part of the capstone module, the student will begin to generate a clinical portfolio highlighting their growth and development throughout the OTD program. The clinical portfolio should provide evidence of the student's skills, achievements, and professional experiences during their clinical residency. The capstone module is comprised of two components (Clinical Portfolio and Evidence-Based Capstone Paper) that are designed to synthesize content from each of the Core components, and to allow for the presentation of advanced evidence-based knowledge and clinical skills.

## **Semester 2: Spring**

### **OTM8550. Ethics and Occupational Justice**

*Dr. Falk-Kessler. 2 credits.*

Justice based ethics include principles commonly used in health care decision-making. Not typically considered one of the justice principles outside of the Occupational Therapy profession, an argument can be made that occupational justice is a unique principle that plays a significant role in healthcare outcomes. The purpose of this course is to examine the relationship between ethics and occupational justice. Students are encouraged to consider and write about the occupational injustices that may impact the patients/clients with whom they work.

### **OTM8505. Cognitive Basis of Function and Decision-Making**

*Dr. Geller. 4 credits.*

The course focuses on theoretical and empirical understanding of functional cognition and decision-making as it is embedded in occupations and occupational roles. Decision-making is the cognitive process resulting in the selection of a belief or course of action among several alternative possibilities. The course provides an overview of neural and psychological

perspectives underlying the process of function and decision-making in the context of adaptation and participation across the life span. Frameworks addressing the measurement and facilitation of function decision-making will be of primary focus.

### **OTM8994. Capstone 2**

*All OTD Mentors. 3 credits*

In Capstone 2, the student will refine and finalize their data collection process and recruit participants in preparation for data collection. Students will continue to work on their Digication portfolios.

### **OTM8106. Case-Based Application**

*All OTD Mentors. 1 credit.*

This course will allow students to refine their data collection procedures, submit IRB, collect data, or complete data analysis as appropriate to the capstone phase the student is in. Students will articulate the alignment of relevant professional development goals with core courses taken in the OTD program.

### **Semester 3: Summer**

#### **OTM8510. Methods of Teaching**

*Professor Kingon. 3 points.*

This course is designed to assist doctoral students to gain proficiency as educators in professional programs. The course is intended to be taken while students simultaneously participate in the teaching process as instructors, lab assistants, or fieldwork clinical supervisors. The student's current experience as an educator in a classroom/lab/clinical situation will be used to complete the course assignments. Students will explore their own personal learning and teaching styles and assess how these influence their role as educators in the classroom/lab/clinic.

#### **OTM8113. Advanced Writing for Publication**

*All OTD mentors. 1 credit.*

This course is designed to assist OTD students to polish their Capstone Project into a publication-ready manuscript.

#### **OTM8112. Capstone 3**

*All OTD Mentors. 2 credits.*

This course is comprised of two components that are designed to synthesize content from each of the Core components, and to allow for the presentation of advanced evidence-based knowledge and clinical skills. As part of the capstone course, the student completes the study of the approved capstone project identified during Professional Development and Case-Based Application courses. This includes the creation of an evidence-based research paper that meets the standards for submission to a peer-reviewed professional journal. The student also

generates a clinical portfolio highlighting their growth and development throughout the OTD program. The clinical portfolio should provide evidence of the student's skills, achievements, and professional experiences during their clinical residency.

### **Components of the Doctoral Capstone**

The Doctoral Capstone consists of three components: (1) a Clinical Capstone Project (2) a Capstone Portfolio and (2) an Evidence-Based Clinical Application Paper. The Capstone Portfolio consists of 6 educational artifacts derived from coursework and Capstone Seminar courses (possible artifacts listed below). The Capstone Portfolio will be presented through the Digication platform and a formal poster presentation. The Evidence-Based Clinical Application Paper is a publication-ready manuscript from any of the components of the Capstone.

## **DOCTOR OF EDUCATION IN MOVEMENT SCIENCE AND OCCUPATIONAL THERAPY**

Columbia University's Programs in Occupational Therapy has teamed with the Movement Science/Kinesiology Program at Teachers College, Columbia University, to offer a unique program leading to the **Ed.D. in Movement Science with a specialization in Occupational Therapy**. The 75-credit program (30 credits transferred from the OT Master or entry level OTD Program) is designed for students who already have a Masters in Occupational Therapy and clinical experience to gain knowledge and expertise in studying functional abilities and participation from combining Movement Sciences and Occupational Therapy areas.

### **Program Vision**

The program envisions to facilitate the development of a diverse group of scholars, change agents, researchers, educators, and leaders of occupational therapy and movement sciences.

### **Program Goals**

The goal of the program is to prepare the future occupational therapy, leaders, scholars, educators and researchers to assume faculty positions at universities and colleges, become leaders in clinical research centers, and non-profit community organizations.

Students take core and research preparation course work in the movement science program, and doctoral coursework in the occupational therapy program.

The OT concentration provides training and expertise in the role of cognition and behavioral health for the development, learning, and use of functional skills across the life span. The program focuses on health, prevention and maximizing abilities across individuals with functional limitations.



The research would be carried out largely under the supervision of occupational therapy faculty, with the additional support of movement science faculty.

Graduates of the program will

- a. Demonstrate expertise in evaluation of research and scholarly work quality.
- b. Contact systematic/scoping reviews of the literature in their field of interest using scientific methods.
- c. Demonstrate the ability to synthesize theoretical and empirical scientific work to support their research questions, hypotheses, and methodology
- d. Demonstrate critical thinking and analytical skills to support the design and implementation of a research project with faculty mentorship
- e. Demonstrate expertise in research methods related to the qualitative/quantitative design that applies to their research work.
- f. Demonstrate skills to prepare research and/or grant proposal
- g. Demonstrate proficiency in scientific writing and the development of manuscripts and abstracts for conference submissions and publications.
- h. Demonstrate academic teaching skills related to designing, developing and implementing course material pertinent to their area of clinical and/or research expertise.
- i. Demonstrate communication and collaboration skills for productive mentorship relationships.

**Students in this program:**

**Study** with leaders in the fields of Movement Sciences and Occupational Therapy (OT), following an individualized educational plan that matches their interests in research, clinical practice and education.

**Engage** in scholarly and research activities with experienced mentors with funded research programs, leading to national and international presentations and publications.

**Develop** expertise in their area of interest and collaborate with faculty from Teachers College, Columbia University and Columbia University Medical Center, who are world experts in their field of study.

**Grow** as scholars, leaders, researchers and educators, by acquiring knowledge about theoretical frameworks and state of the art assessments and interventions targeting functional abilities and performance in a variety of populations across the life span.

**ADMISSIONS PROCEDURES**

Application for the Ed.D. in Movement Science with a specialization in Occupational Therapy is made online by visiting [www.tc.columbia.edu/admissions](http://www.tc.columbia.edu/admissions). At the time of application, candidates should have a well-thought-out area of research that should be discussed as part of the required essay for admissions.

Once the application is submitted, candidates are evaluated by a committee with membership from the Program in Movement Science and Programs in Occupational Therapy. Admission to

the Ed.D. program will be based upon (a) academic performance at the undergraduate and graduate levels; (b) research capability; (c) commitment to graduate study; and (d) potential for professional contribution.

Interviews are required and will be set up by the admissions committee and the program director.

Any interested candidate who does not already have an earned Master's degree may be eligible for a post-professional course of study in occupational therapy education or administration.

*Contact Dr. Katherine Dimitropoulou ([kd2524@cumc.columbia.edu](mailto:kd2524@cumc.columbia.edu)) for information and questions about the program and advisement.*

Please contact Teachers College for additional information on the application process to the Ed.D. program.

### **DEGREE REQUIREMENTS**

Students in the Ed.D. program in Movement Science with a specialization in Occupational Therapy have a unique opportunity to study with faculty of both programs. Although students are enrolled in Teachers College, each is assigned an academic advisor from the Programs in Occupational Therapy, who, in collaboration with the faculty of TC, plan out a program of study that combines the science of motor learning within the context of occupation. Students in this program are expected to maintain continuous enrollment.

***Ongoing Evaluation of Doctoral Students.*** At least once a year, the progress of doctoral students is formally reviewed by at least two faculty members (one from occupational therapy and one from movement sciences) and the program director (Dr. Dimitropoulou). The program evaluation will be in writing. The primary faculty advisor will then meet with the student to discuss the evaluation and give advice.

### **Program Milestones**

1. Plan of Study
2. Clinical Practice
3. Dissertation Committee
4. Review of the literature
5. Certification Exam
6. Pilot research project (Pilot IRB)
7. Dissertation proposal (Dissertation study IRB)
8. Dissertation and Defense

## 1) Plan of Study

Students will develop a plan of study for completion of required courses in consultation with the program director, their advisor, and faculty committee. Students are expected to meet with faculty advisors frequently. Biweekly or weekly meetings are recommended based on the stage of their work. Students will meet with the program Director Dr. Dimitropoulou at the beginning and end of each semester.

Coursework is taken on both campuses. As per university policy, the Ed.D. requires 75 credits beyond the bachelor's degree. Since most students with entry-level masters in OT have at least 30 graduate credits in related areas, we expect that 30 credits will be transferred in from another qualified institution and that the doctorate will be comprised of approximately 45 credits beyond the existing Masters. The credit allocation is to be shared among the existing programs in Movement Sciences and Occupational Therapy.

To facilitate timely completion of the program, students should expect to enroll in 1-2 courses per semester (1 course minimum per semester). Coursework should be coordinated with the preparation and design of the dissertation project.

**Students will register for all their courses at Teachers College, except for two courses where they will register directly at CUIMC. These are: OCCTM 8530 Advanced Evidence-Based Practice (Fall semester) & OCCTM8510 Methods of Teaching (Summer semester).**

It is recommended that they complete these courses *in the second year* of their studies. During the semesters that they are registered directly at CUIMC, students will not be able to enroll in courses at Teachers College.

## Course distribution for the completion of the degree

Movement Science: (15 credits)

Research Preparation: (9 credits, minimum)

Occupational Therapy: (15 credits)

Electives: (6 points): To be selected with your faculty advisor

## Courses

Students are expected to take a series of required and elective courses from both programs. Courses can be selected, in collaboration with one's advisor, from the following roster offered by Teachers College / Movement Science. Please refer to their catalogue for course descriptions:

### **Movement Science Core Courses (15 cr. required)**

BBSR 4060 (3 cr.) Motor learning

BBSR 4161 (2 cr.) Motor learning laboratory (*co-requisite BBSR 4060*)

BBSR 5055 (3 cr.) Bases of motor control systems

BBSR 5028 (3 cr.) Motor Development across the lifespan  
BBSR 5068 (1-2 cr.) Brain and Behavior I: Communication in the nervous system  
BBSR 5504 (2-3 cr.) Research Training Seminar in Motor Learning & Control  
BBSR (8900) (0 cr.) Dissertation Advisement

**Research Core Courses (9 credits minimum required)**

BBSR 5582 (3 cr.) Research design in the movement sciences  
HUDM 4122 (3 cr.) Probability and statistical inference  
HUDM 5122 (3 cr.) Applied regression analysis  
HUDM 5123 (3cr.) Linear Models and Experimental design

**Occupational Therapy Courses (15 credits minimum required)**

**All students attend OTM8108 (0 - 4 cr.) Doctoral Seminar (Fall & Spring Semesters) throughout their years of study.** Students select in collaboration with their faculty advisor and program director which of the following courses they will take.

OCCTM 8100 (3 cr.) Advanced Applications of Theories in Practice  
OCCTM 8103 (3 cr.) Neuroscience of Cognition  
OCCTM 8105 (4 cr.) Cognitive Basis of Function and Decision-Making  
OCCTM 8530 (3 cr.) Advanced Evidence-Based Practice (Register directly at CUIMC)  
OCCTM 8565 (3 cr.) Theories of Measurement and Instrument Development  
OCCTM 8990 (2 cr.) Grantsmanship  
OCCTM 8510 (3 cr.) Methods of Teaching (Register directly at CUIMC)

Additional coursework: Students may also enroll in Independent study (OCCTM 8998 – 1 cr.) with OT faculty to develop a specific component of their dissertation work utilizing the faculty expertise, or developing their skills as academic educators, (course material development, teaching lectures/labs, learning about innovative methods of teaching, curriculum development, assessment development). Lastly, students may take a course to develop skills of advance scientific writing with their faculty mentor (OCCTM 8113 -1cr.)

**2) Clinical Practice**

Immersion in research related activity is expected of all students 1-2 days per week, either on campus or off-site. At the beginning of each semester students will discuss research related goals for the semester with the committee. Many of our students stay active in clinical practice. This informs their research interests and helps them embed their research work in the communities they serve.

**3) Dissertation Committee**

The dissertation committee should consist of a minimum of three members: Chair of the dissertation committee (Primary sponsor), content/methods expert, faculty member from TC and if applicable, additional external reader or statistician. During the first year, students will

decide on a committee chair in collaboration with the program director. Two committee members (chair and the second advisor) are needed for the student to be able to start the certification process and dissertation work. A third member needs to be added after the proposal is submitted (at the latest).

#### **4) Review of the literature (scoping/systematic review)**

During the first year, students will be encouraged to begin developing their research question. In order to develop a research question, students are encouraged to define, as clearly as possible, 2-3 areas (sub-topics) within their topic of interest. We follow the PICO approach. Students with the faculty mentor guidance need to review, critique and analyze scientific literature (theory and research). During the beginning of the second year (fall semester) in the program, they are encouraged to take the course on Advanced Evidence-Based Practice (OCCTM 8530). The course focuses on assisting the student and their mentor to develop a scoping or a systematic review. All students are expected to complete the course and develop the expertise in the methodology of conducting reviews but also in the literature in their research area.

#### **TC Library resources**

Within the first year of the doctoral program, we highly encourage students to take an instructional workshop on using software to manage their bibliography (Endnote, Reference manager, Mendeley or Zotero). Students are strongly encouraged to be familiar with Covidence, an application that supports systematic cataloguing of their work for scoping/systematic reviews. The library also has very helpful resources to assist students in developing effective literature search skills.

Students are expected to complete a review paper within the first 2-2 ½ years of their program. It is expected that the literature review will result in a manuscript of publication quality and highly encourage students to submit the review for publication.

#### **5) Certification Exam**

This examination covers the research area of the student's dissertation work. The student, in collaboration with the dissertation committee, will develop an outline of the topics that they need to demonstrate expertise. Then, the student will prepare a bibliography of material to be covered. Students need to submit the bibliography for approval by the sponsor (OT faculty member) and one member of the movement science faculty. Each bibliography will be 70-90 research articles and scholarly work. The primary dissertation mentor and the faculty from TC will both prepare and evaluate the certification exam. Successful performance on the certification examination will be required prior to formal review of the dissertation proposal. The exam will be scheduled for one full day (9am-12pm and 1pm-4pm) and administered by the Office of Doctoral Studies. Students will receive questions 24 hours in advance. The exam is administered once in the Spring semester and once in the Fall semester.

## **6) Pilot Research Project**

The student with the assistance of the faculty committee will develop their research question, theoretical framework, research methodology and they will carry out a pilot project to test the procedures, measures, etc. of the project they want to propose for their dissertation. Students will be expected to present their pilot proposal in the OT doctoral seminar, integrate feedback and in consultation with their advisor and content expert, implement the pilot project. Preparation of the pilot project will include obtaining approval from the Institutional Review Board at Teachers College (Institution that grants the degree) and the institution where the study will be conducted (CUIMC or other organization).

It is expected that the pilot project will result in a manuscript of publication quality. We would like all students to submit the pilot project for publication, as this process is very useful in becoming an independent researcher.

## **7) Dissertation proposal (Dissertation study IRB)**

The dissertation proposal must be approved by the Dissertation Committee and department at a formal meeting called the Dissertation Proposal Hearing. The Dissertation Committee officially comes into existence after the Dissertation Proposal Hearing takes place. It is the student's responsibility to keep committee members informed of progress on the dissertation and to consult with them on problems that may arise. In preparation for the Dissertation Proposal Hearing, the student prepares a dissertation proposal according to the departmental program requirements (TC Handbook). Departments have instructions for the preparation of proposals, which the candidate may obtain from the Office of Doctoral Studies (ODS) at Teacher's College. Proposals may vary according to the nature of the study and the method of investigation used but ordinarily include statements of the purpose, the problem or hypothesis, the procedures and the competencies and resources needed. Among other components, the proposal normally includes a tentative outline of the stages for the development of the dissertation.

Prior to starting the dissertation project, the student will obtain approval from the Institutional Review Board at Teachers College (Institution that grants the degree) and the institution where the study will be conducted (CUIMC or other organization).

## **8) Dissertation and Defense**

The student carries out the dissertation research project. Meets with the primary advisor weekly and communicates with the dissertation committee monthly for the progress. The student is responsible for all procedures of the study and for informing the faculty mentor on progress, any issues, etc. The student also starts developing the dissertation manuscript with frequent feedback from the primary mentor and the committee as needed. The student will follow the TC Handbook to prepare the manuscript. Departments have instructions for the preparation of dissertations, which the candidate may obtain from the Office of Doctoral

Studies (ODS) at Teacher's College. Dissertations may vary according to the nature of the study and the method of investigation used but ordinarily includes Introduction, and statements of the purpose, the problem or hypothesis, literature review, theoretical framework, methods, results and discussion.

The final oral defense of the dissertation involves a specially appointed committee of at least four faculty members including the primary mentor and the second and third committee members, another member of the faculty either from movement science or occupational therapy, and a reader who is an out of department representative from Teachers College

Courses can be selected, in collaboration with one's advisor from the following roster offered by Occupational Therapy:

### **OCCTM8100. Advanced Applications of Theories in Practice**

*Dr. Rushanan. 3 points.*

This course will provide an overview and synthesis of historical and contemporary perspectives that guide OT practice. Learners in this course will understand the historical development of several theoretical constructs in OT. Learners will also review and apply fundamental concepts and language used in OT theories and practice models, and gain a foundational knowledge of the discipline of occupational science. Learners will use critical and clinical reasoning skills to determine how theories can inform evidence-based and client-centered practice based on applications to their own daily practices.

### **OCCTM8103. Neuroscience of Cognition**

*Dr. Dimitropoulou. 3 points.*

The course focuses on mechanisms of cognition that are integral to and impacted by engagement in daily occupations. The concept of cognition is discussed as part of the Occupational therapy framework and ICF-10. The course provides an overview of neural structures underlying cognitive function, adaptation and participation across the life span. The course translates current research on the neural basis of human mental processing (i.e., perception-action, memory, metacognition, attention, executive functioning, etc.) and connects findings to human performance, function and participation.

### **OCCTM8510. Methods of Teaching**

*Professor Kingon. 3 points.*

This course is designed to prepare doctoral students as academic or clinical educators in occupational therapy. The course will cover various perspectives on occupational therapy education with particular emphasis on exploration of teaching and learning philosophies, signature pedagogies in occupational therapy, and the use of active learning principles in planning, implementing, and evaluating the teaching and learning process. Students will be developing an Educator Toolkit of teaching-related artifacts that will prepare them and advance their skills as academic educators. The course will also embrace active learning principles with

the acquisition of teaching and learning skills and competencies primarily from a “learning by doing” approach.

### **OCCTM8503. Cognitive Assessment and Intervention**

*Dr. Winterbottom. 3 points.*

This course aims to provide an up-to-date and comprehensive overview of the process that has traditionally been called cognitive and perceptual rehabilitation but may be better described as the process of improving function for those who are living with cognitive and perceptual impairments. The course has been designed with three overarching and interrelated approaches in mind: evidence-based, function-based, and client-centered.

### **OCCTM8505. Cognitive Basis of Function and Decision-Making**

*Dr. Geller. 4 points.*

The course focuses on theoretical and empirical understanding of functional cognition and decision-making as it is embedded in occupations and occupational roles. Decision-making is the cognitive process resulting in the selection of a belief or course of action among several alternative possibilities. The course provides an overview of neural and psychological perspectives underlying the process of function and decision-making in the context of adaptation and participation across the life span. Frameworks addressing the measurement and facilitation of function decision-making will be of primary focus.

### **OCCTM8530. Advanced Evidence-Based Practice**

*Dr. Dimitropoulou. 3 points.*

This course emphasizes building breadth and depth of knowledge related to specific interventions or assessments that are utilized for those living with functional limitations secondary to cognitive or motor control impairments. Students will become proficient at utilizing various methods to conduct systematic reviews and will critically appraise a topic of interest related to their proposed line of research.

### **OCCTM8550. Ethics and Occupational Justice**

*Dr. Falk-Kessler. 2 points.*

Justice based ethics include principles commonly used in health care decision making. Not typically considered one of the justice principles outside of the Occupational Therapy profession, an argument can be made that occupational justice is a unique principle that plays a significant role in healthcare outcomes.

### **OCCTM8565. Theories of Measurement and Instrument Development**

*Dr. Holland. 3 points.*

This course introduces the fundamental principles of measurement in health sciences with application to occupational therapy practice, especially patient-reported outcomes. We will review important principles of traditional (classical) test theory and modern item response



theory. Students will apply these principles to critique existing instruments used in occupational therapy and identify areas of clinical research need.

### **OCCTM8990. Grantsmanship in OT**

*Dr. Kalina. 2 points.*

This course will provide an overview of drafting a grant related to the students' doctoral projects. Students will learn how to identify relevant funding agencies, draft a letter of intent, and write the sections of a full grant proposal.

## **MASTERS PROGRAM ACADEMIC STANDARDS**

### **GRADES AND CREDIT**

The student's performance in a course is reported according to the following grades: A=4.00; A-=3.67; B+ =3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; F=0. Grades of A through C are passing grades counting for credit toward the degree and accepted as the basis for advancement to a higher course with the following exception: students earning grades below B- in clinical courses may require remediation before advancing to the next level of study and/or fieldwork; in selected courses, students whose individual assignments average below a B- may require remediation before advancing to the next level of study and/or fieldwork; and students whose professional behavior is problematic may require remediation before attending fieldwork. A student who receives a grade of F in a required course or fieldwork experience must repeat that course or fieldwork experience in our program and may do so only one time. A passing grade must be earned in the repeated course or fieldwork experience in order to be permitted to continue in our program and advance to the next level of professional courses or fieldwork.

The mark of INC (incomplete) is given to a student who has satisfactorily met all the requirements of a course but who has been compelled for reasons beyond their control to postpone certain assigned papers or reports. The outstanding work must be completed prior to the beginning of the next semester (unless a different time frame is required by the instructor) or before being permitted to advance to Level II fieldwork.

The mark of CP is given to a student on Level II fieldwork whose fieldwork schedule extends past the grading deadline of the semester in which they are registered. Students receiving a grade of CP are making satisfactory progress on fieldwork.

The mark of P (passed) is given for Level II fieldwork education. A limited number of other courses are also offered for P/F grades.

The mark of R (registered for the course; no qualitative grade assigned) is given only to those students who indicate, when they register, their intention to take an elective course for R credit

or who file notice of change of intention with the Office of Student Administrative Services no later than the last day for change of program. If a student registers for R credit, they are not required to take examinations, write papers, or otherwise do the required work of the course. Students may elect R credit only for courses in excess of degree requirements. It should be understood that degree credit for such courses will not be awarded and that courses taken for R credit may not be repeated for examination credit.

## **STUDENT PROGRESS**

Full-time students can expect to complete the program in 24 calendar months. All students must complete at least one fourth (15 - 16 points) of the program in a semester in order to maintain satisfactory progress. Transcripts of students' records are issued at the end of each term, and the academic performance of each student is reviewed by the Academic Progress and Promotions Committee. To continue in good standing, students must maintain an average term GPA of 3.0 (B). Students who fall below this average will be placed on academic probation. To continue in the program, the student must achieve a GPA of 3.0 (B) by the end of the following term. Any student unable to achieve this GPA, or who is placed on academic probation for a second time, is subject to dismissal from the program. In instances where a student may withdraw from the program, be granted a leave of absence, or interrupt the program of study because of mitigating circumstances, a determination of satisfactory progress will be subject to review by the Progress and Promotion Committee.

A student who receives a grade of F in a required course or fieldwork experience must repeat that course or fieldwork experience in our program and may do so only one time. As the curriculum is sequential, a failure in any course including clinical education leads to a student being withdrawn from the program. A student withdrawn from the program due to failure of a required course is permitted to return the following academic year to repeat the course. It is recommended that the student audit all courses during that semester regardless of course grades. The details of the conditions for the student to return the following academic year will be determined by the Academic Progress and Promotion Committee. Students required to repeat a course must pay full tuition and fees. The failing grade (F) remains on the student's official transcript and is included in the academic record, whether or not the student repeats the course and passes it after the second attempt.

Permission to return the following academic year to repeat a course is only permitted once. A student failing more than one course throughout the student's tenure in the program may not continue in the program.

Required courses may not be taken for pass/fail unless they are specifically designated or unless individual permission is obtained from the director. Electives in the entry-level program are pass/fail.

## **ACADEMIC AND CLINICAL INTEGRITY**

It is expected that a student's personal values of honesty, integrity, and responsibility will remain active while enrolled as a student and will be incorporated into their professional values. In the spirit of establishing a community for learning, all faculty, administrative staff, and students are expected to conduct themselves according to specified behavioral standards when interacting with each other. These standards are based on mutual respect, a desire to maintain an atmosphere of civility, and tolerance for individuality. It is equally expected that every student will behave honorably at all times and make a conscious effort to understand and respect the values and practices of others who are different from themselves.

Throughout the Columbia University matriculation period and in university affiliated clinical settings every student is expected to carry out individual assignments as an individual, unless otherwise assigned, and to avoid the incorporation of ideas or work of others without proper attribution. All sources of ideas and direct quotations must be clearly documented. Failure to do so constitutes plagiarism, which is punishable as an academic offense and may result in dismissal from the University.

In clinical and academic settings students are expected to carry out assigned responsibilities with discretion and integrity in relations with patients/clients and professionals and to conduct themselves in a professionally responsible manner. Continuing development of appropriate professional behaviors is required for advancement throughout the programs in occupational therapy.

If a student does not agree with an academic decision, an academic grievance process can be initiated. If a student's behavior does not conform to the conduct expected in our program and by the university, a Dean's Disciplinary hearing may be initiated by the program. Both processes are described in the Programs' Student Handbook, available on our website.

*The faculty of the Programs in Occupational Therapy reserves the right to dismiss, or to deny admission, registration, readmission, or graduation to any student who in the judgment of the faculty of the Programs in Occupational Therapy is determined to be unsuited for the study or practice of occupational therapy.*

## **POLICY FOR THE DEVELOPMENT OF PROFESSIONAL BEHAVIOR**

The faculty of The Programs in Occupational Therapy is dedicated to enabling students to become respected professionals. The development and maintenance of professionalism, as seen through actions and communications, is an important component of occupational therapy practice. Advisors review with each student their progression towards professionalism. The *Professional Development Profile*, included in the Student Handbook, is a guide for the development of professionalism.

## REGISTRATION AND EXPENSES

### REGISTRATION

Before enrolling in University courses, students complete various forms providing information required for University records. These forms include the Essential Function Form and the Program's Honor Code. In addition, students attend the Orientation Session of the Programs in Occupational Therapy before classes begin.

All students are asked to give their Social Security number when registering at the University. International students should consult the International Students and Scholars Office (ISSO), 524 Riverside Drive, for further information. International students may be required to get a Social Security number for a fieldwork placement and should ask all fieldwork sites about this requirement proactively. Other students who do not have a Social Security number should obtain it from their local Social Security office well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the ISSO with two copies of the sponsorship letter. Special billing authorization is required of students whose invoices are to be sent to a third party for payment.

### CHANGE IN PROGRAMS OF STUDY

As the MS program is a professional curriculum, all courses are required courses and cannot be dropped. If an error occurs or a fieldwork course must be added or dropped due to a schedule change, please see the Administrative Assistant.

For OTD students, once registered, students may drop or add courses or change sections by filing a formal change-of-program application with the Registrar's Office during the change-of-program period each term (see Academic Calendar). All such changes must first be approved by the Program Director.

Students may drop courses after the change-of-program period by following the same procedure, and with approval by the program director; however, for courses dropped after the last day for change-of-program in each term, no adjustment of tuition will be made. Last dates to drop courses are indicated in the Academic Calendar.

Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.

## **AUDITING COURSES**

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the Summer Session) in any division of the University without charge by filing a formal application in the Registrar's Office during the change-of-program period. Applications require (a) the certification of the Office that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

Elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

## **FEES**

The following fees are prescribed by statute and are subject to change at the discretion of the Trustees. The fees below are for the academic year 2025 - 2026.

University charges such as tuition, fees, and residence halls are due and payable in full, minus any authorized financial aid, approximately three weeks before the beginning of the autumn and spring terms, and at registration for the summer term. Students who do not pay the full amount of any charge when due may be assessed a late fee. Student Account statements and brochures describing billing and payment procedures are e-mailed before the beginning of each term, and thereafter statements with outstanding balances are e-mailed approximately four times during the term. Consult the Student Financial Services Office for further information.

It is the policy of the University to withhold diplomas, certificates, and transcripts until all financial obligations have been met. Candidates for graduation are urged to pay their bills in full at least one month prior to graduation.

In the event a diploma, certificate, or transcript is withheld because of an unpaid bill, a student will be required to use a certified check, money order, or cash to release any of the aforementioned documents.

### **Tuition and Fees**

The following charges are in effect for the 2025-2026 academic year:

For MS Program, flat rate, per semester	\$25,770
Doctor of Occupational Therapy (per point)	\$1,850
Doctor of Education (per point)	\$1,970

For clinical education tuition per experience \$1,200

For more information, see the [Student Financial Services website](#).

Students are provided with several opportunities to register for their courses. If a student misses these opportunities, they can register late. A late fee will be charged.

Tuition for courses offered by Teachers College, which is not part of the Columbia University corporation, will be charged at the per point or course rate established by that school.

### **Health Service and Hospital Insurance Fees**

The student health service fee, listed under *estimated expenses*, contributes to the cost of operating the Student Health Service. The hospital insurance fee pays the annual premium of the Aetna Plan. Participation in these programs is compulsory for all full-time students; students who already carry comparable hospital insurance, however, may waive this fee during registration. Part-time students are encouraged to participate in the combined health plan. Upon payment of additional fees, students can acquire the student health service and hospital insurance coverage for their dependents. Students should consult the [Student Health Service](#) for further information.

### **Withdrawal and Adjustment of Fees**

With the passage of the Higher Education Amendments of 1992 (Public Law 102-325), the University is required to implement a pro rata refund policy for students who do not register, or who withdraw or otherwise fail to complete an enrollment period. Refunds are a percentage of charges (including tuition and housing) assessed the student based on the date of the student's last day of attendance (separation) as reported by the Director of the Programs. All students will be charged a withdrawal fee of \$75.00.

A refund calculation will be based on the last day of attendance; however, a student may be charged for services (e.g., housing) utilized after the last day of attendance. These charges should not be paid with Title IV funds.

Certain fees are not refundable: Fees for services used prior to withdrawal, for materials and equipment purchased, for services that continue to be available after withdrawal, and fees paid to outside entities generally will not be refunded. Fees not subject to refund include health service, medical insurance, course-related fees (labs, etc.), international services charge, late registration fee, late payment fee, finance charges, computer fee, and withdrawal fee.

Students will not be entitled to any portion of a refund until all Title IV programs are credited and all outstanding charges have been paid.

Refunds will be credited in the following order: Federal Stafford Loans, Federal Perkins Loans, other Title IV programs, non-Title IV funds, and, finally, any remaining credit balance to the student.

The refund percentage is as follows (prorated for calendars of different durations and calculated from the first week of classes):

1st week 100%; 2nd week 90%; 3rd week 80%; 4th week 80%; 5th week 70%; 6th week 60%; 7th week 60%; 8th week 50%; 9th week 40%; After 9th week 0%

## **ESTIMATED EXPENSES**

Estimated expenses are for full-time students for 2025-2026. All expenses can be found at <https://www.ps.columbia.edu/education/student-resources/student-financial-aid-and-planning>

Tuition for the 2025-2026 academic year is based on a flat fee of \$25,770 per semester for full time Masters students enrolling for the first time in September 2025. Part time students in the OTD program will be charged \$1850 a point and EdD students will be charged \$1970 a point. Part-time students are encouraged to participate in health and hospital plans. The living expense portion of our student budget represents an estimated cost for a single student to maintain a modest but adequate standard of living during the 2025-2026 academic year.

## **ADDITIONAL INFORMATION FOR VETERANS**

In accordance with Title 38 US Code 3679 subsection (e), the Programs in Occupational Therapy adopt the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. We will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;

- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

For more information, please see <https://sfs.columbia.edu/content/information>

## **ON-CAMPUS HOUSING**

The [Health Sciences Housing Office](#) serves as the central assignment office for all University owned housing on the Health Sciences campus. Students enrolled and matriculated in an approved full-time Health Sciences academic program are eligible to apply for University housing. A variety of housing options for both single students and couples are available: traditional residence halls (single rooms and suites) at 50 Haven and the Georgian Residence, and apartments (studios and 1-, 2-, and 3-bedroom apartments) at CUMC Haven Towers, 106 and 154 Haven Avenue. The housing assignment process at Columbia University Health Sciences is a three-step process. All students newly accepted into the Programs in Occupational Therapy will have an opportunity to apply for housing; applications are submitted electronically. Housing is not guaranteed. Student housing is assigned on the basis of distance from the campus, access to alternative housing or resources for commuting, date of receipt of application, and accommodation availability. First priority is given to students moving to New York from the greatest distances; second priority to those from the further sections of the metropolitan area; and third priority to those students nearer to campus. The Office of Housing Services can also assist with off campus housing.

## **GUEST ACCOMMODATIONS**

The Housing Office provides guest accommodations for affiliates of the University and visitors to the campus. The guest rooms located in 50 Haven include eight single or double suites and a fully furnished guest apartment. Reservations can be made for overnight or extended stays by contacting the Housing Office during business hours.

In addition, the Edge Hotel is adjacent to our campus. Please visit <https://www.edgehotelnyc.com/> for information.

## **APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE**

Degrees are awarded four times a year in October, February, May, and June. A candidate for any Columbia degree (except the doctoral degree) must file an application on SSOL. In the academic year, the last day to file for an October degree is August 1; for a February degree, October 1, and for a May or June degree, December 1. Applications received after the filing date will automatically be applied to the next conferral date.



If the student fails to earn the degree by the conferral date for which they applied, the student may renew the application according to the schedule noted above.

## **TRANSCRIPTS AND CERTIFICATION**

The amended Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits release of educational records without the written consent of the student (for certain exceptions and further restrictions, consult FACETS, the University student handbook).

You may obtain an official transcript of your academic record online at <https://ssol.columbia.edu/>. If you do not have access to SSOL, please complete the [Request for Transcript](#) form, print, sign and either mail, fax, or email the form to the appropriate address.

Indicate your full name, your date of birth, the number of transcripts requested, the full mailing addresses of the intended recipients, the School or Schools you attended at Columbia, your dates of attendance, and the degrees conferred or courses of study.

The Request for Transcript form may be sent in the appropriate way to the below:

Registration and Student Financial Services  
Columbia University Irving Medical Center  
154 Haven Avenue  
Room 406  
New York, NY 10032  
Fax: (212) 305-1590  
Email: cumc-rfs@columbia.edu

Currently enrolled students may order transcripts for themselves and for colleges and universities via the Student Services page at <https://ssol.columbia.edu/>. There is no charge for issuing transcripts; however, all students pay a one-time transcript fee of \$105 upon their first registration at the University. The normal processing time for transcripts is two to three business days. If you mail in your request for a transcript, you should allow several additional days for delivery to and from the University.

## **FINANCIAL AID**

The financial aid policies of the Programs in Occupational Therapy are designed to assist students to secure funds to help pay their education-related expenses. Assistance in the form of grants, loans, scholarships, and/or Federal Work-Study is provided by federal, state, University, and/or private sources.

Financial aid is based upon financial need, enrollment status, and availability of funds. This assistance is supplemental to the student's and/or family's financial resources.

### **Materials and Procedures**

Go to the following link for the [Office of Student Financial Planning](#). Here you will find a *Student Financial Aid Handbook* and information on how to apply.

No student will be considered for financial assistance until they have been accepted into the Programs.

Federal and state regulations restrict all federal aid to citizens or permanent residents of the United States. The University, therefore, requires international students applying for admission to present evidence of sufficient funds to cover all tuition, fees, books, and living expenses for their study in the Program.

### **TYPES OF ASSISTANCE**

#### **SCHOLARSHIPS**

##### **Program Awards**

A limited number of merit and need-based scholarships are awarded annually from Program funds to full-time students. The amount of these scholarships varies from year to year, depending upon the availability of funding. Applicants will apply for these scholarships directly with the Programs in Occupational Therapy by providing requested information to the Financial Aid Office. Additional scholarship funding is available once students are enrolled in the program through an annual application process.

The Programs in Occupational Therapy offers a scholarship each year to incoming students who are part of a group historically excluded from the occupational therapy profession.

##### **Restricted Columbia Scholarships**

Available to students who meet a certain specific criterion.

George W. Ellis Fellowship. Applicants must be residents of the state of Vermont or must have graduated from a college or university in the state of Vermont.

Letta Stetter Hollingworth Fellowships. Applicants must be women graduates of the University of Nebraska, nominated by the faculty of that University with preference given to Nebraskans.

Paul Nichoplas Scholarship Fund. Applicants must be male students of Greek extraction or male students born in Greece and graduated from any Greek college or university.

Clifford and Siegfried Upton Scholarships. Applicants must be children of employees of D.C. Heath and Company, Lexington, MA.

Vladimir and Olga Poder Fund. Applicants must speak Estonian.

### **State Awards**

Students are expected to determine the availability of scholarship assistance from the states in which they reside and to apply for such funds when appropriate. In New York State, the Tuition Assistance Program (TAP) is currently suspended for graduate students.

### **Educational Loan Programs**

Please refer to the [Office of Student Financial Planning](#) for more information.

## **OTHER SOURCES OF AID**

### **Service Scholarships**

Service scholarships are available from the New York City Board of Education.

**The New York City Department of Education** provides scholarships for both first- and second-year students. This service scholarship pays for one year of tuition in exchange for twenty-four months of service after graduation as an Occupational Therapist in a public school at the regular salary. These service scholarships are renewable for the second year of study contingent upon funding. The application is available at [Teach NYC](#). Applications are available in the spring (January - April).

### **External Scholarships**

Please refer to the [Office of Student Financial Planning](#) website for a list of outside scholarship opportunities.

After applying for admission, applicants are encouraged to apply to the organizations listed on our website, as well as to other private foundations known personally to the student. In this way, the applicant may not miss application deadlines, since many of these organizations require verification of acceptance/ enrollment before consideration is given to a student's financial aid request.

## **Tax Withholding for Nonresident Non-Citizen Scholarship and Fellowship Recipients**

United States tax law requires the University to withhold tax at the rate of 14 percent on scholarship and fellowship grants paid to nonresident non-citizens that exceed the cost of tuition, books, fees and related classroom expenses.

Certain countries have entered into tax treaties with the United States, which may serve to reduce this rate of withholding. However, even when such a treaty applies, the student and the University must report the full amount of such excess to the Internal Revenue Service. If a student claims tax treaty benefits, he or she must also report this amount to his or her country of residence.

The [International Students and Scholars Office](#) has prepared a packet of tax information, which is available to students and is revised annually. The tax law is complex and may vary with regard to individual circumstances. Therefore, as the University is not in a position to offer individual tax advice, each student may also wish to consult the consulate of their country of residence or a qualified tax professional.

### **Federal Work-Study**

This program provides an opportunity for full-time students to earn a part of the cost of their educational expenses. Funds provided to the University by the federal government subsidize a portion of the wages paid to the students.

Students interested in Federal Work-Study opportunities during the academic year should contact Angelica Fisichella, Associate Director, Student Financial Aid & Planning upon arrival on campus in September. Eligibility is based on financial need as determined by Federal Methodology.

## **STUDENT EMPLOYMENT**

A student interested in earning part of their expenses by working part-time in a non-work-study position, either during the academic year or the summer, may apply to open positions on the [Columbia careers site](#).

### **Columbia Employees**

Regular full-time University employees and their families may be eligible for a limited number of points of tuition exemption as outlined in the Tuition Exemption Program. However, eligibility for the Tuition Exemption Program does not imply automatic admission or ability to register for courses. The specific admission requirements of the school or division must also be

met. Detailed information about the Tuition Exemption Program and other University benefits can be obtained from [Human Resources](#).

## STUDENT LIFE

Students entering the Programs in Occupational Therapy come from diverse educational and experiential backgrounds. Some students come to the programs directly after having received a baccalaureate degree, others are making career changes, and some are returning to school while raising a family. Common factors shared by all students are the willingness to grow and learn and to direct themselves emotionally and intellectually to becoming highly qualified, competent health care professionals.

Students can find many resources, including events and policies through the [Office of University Life](#).

### ACADEMIC, CLINICAL, AND RESEARCH FACILITIES

Classrooms and laboratories are within the three-block radius of the medical center complex. The primary teaching and laboratory facility of the Programs in Occupational Therapy is the Occupational Therapy lab located in the Hammer Health Sciences Center. Administrative and faculty offices are located on the 3rd floor of the Georgian building. The Learning Center, available to all Health Sciences students, is a 26,000 square foot facility that is part laboratory, part classroom, and part student union. Components include classrooms, conference and seminar rooms, a workstation computer classroom and laboratory, and a comfortable lounge area with vending machines and restrooms. The Learning Center is laced with a high-speed telecommunications network and advanced audiovisual capabilities.

Students may enroll in courses at Columbia's Morningside campus, an easy commute by subway, bus, or shuttle. The Morningside campus is located fifty blocks south of the medical center. Separate tuition is charged for classes taken in other schools. These courses do not count towards the requirements of the professional Programs in Occupational Therapy.

The New York metropolitan area is rich in clinical facilities and agencies where students are assigned for clerkships and fieldwork experiences. An unequalled variety of hospitals, rehabilitation centers, private clinics, specialty facilities, community agencies, and programs are available to provide students with supervised learning experiences. The location of the Programs in the midst of ongoing research activities fosters the development of research interests in students. Opportunities for individual and collaborative research are available.

## **OFFICE OF SCHOLARLY RESOURCES**

### **Augustus C. Long Health Sciences Library**

Columbia University is home to over 28 libraries and archives, each of which is a resource for occupational therapy students. While our students make use of several of these libraries (e.g., New York State Psychiatric Institute; Teachers College), they rely most heavily on the Augustus Long Library of the Health Science Campus.

The [Augustus C. Long Health Sciences Library](#) is located on the first floor of the Hammer Health Sciences Center and is one of the largest medical center libraries in the United States. The library can provide access to current journals, has a significant rare book and special collections section, and a multi-media center. Study space, a learning lab, and conference rooms can be reserved by students, and technical assistance is available. Faculty, students, and staff have access to all. In addition to this, databases (paid for, licensed, or linked to for access by HSL) are available to all faculty, students, and staff and accessible via any computer.

### **Center for Teaching and Learning**

The [Center for Teaching and Learning \(CTL\)](#) partners with faculty, students, and colleagues across the University to support excellence and innovation in teaching and learning. The CTL is committed to advancing the culture of teaching and learning at Columbia through all of its programs, services, and resources.

The CTL understands teaching as a critical practice, driven by inquiry, experimentation, reflection, and collaboration. They promote pedagogy that is inclusive, learner-centered, and research-based. They support the purposeful use of new media and emerging technologies in the classroom and online to foster the success of Columbia's instructors and students.

The CTL provides a range of free services including teaching consultations and observations, and educational technology training and support; programs and events, including workshops, orientations, and institutes, and the development of digital innovations in teaching and learning.

## **RECREATIONAL/ATHLETIC FACILITIES**

50 Haven Athletic Center is the center for activities on the Health Sciences campus. The Commons includes offices, study areas and lounges, the dining room, and the Athletic Center. In addition, the Wellness Center offers a variety of programs to promote health and well-being.

Baker Field. Columbia's principal outdoor athletic facility, located at the northern tip of Manhattan, features a football field, soccer field, running track, seven tennis courts, and several practice fields.

## **OTHER STUDENT ACTIVITIES AND SERVICES**

A roster of CUMC activities is sent each week to the student body. All students enrolled in programs on the Health Sciences campus are also entitled to the privileges and facilities of the Morningside campus at 116th Street and Broadway.

Our program has several student groups:

### **Student Occupational Therapy Association (SOTA)**

The SOTA is a student-formed and led organization that operates under the patronage of the American Occupational Therapy Association (AOTA) and the OT program administration. Each OT program hosts a SOTA chapter that aims at enhancing the student's professional development, leadership skills, community engagement, and advocacy. Several positions are created to form the SOTA Chapter board including President, Vice president, Treasurer, Secretary, Fundraise Chair, Social Activities Chair, Community Service Chair, and Professional Development Chair. Each of these positions is elected and voted on by current students in the OT program. A new SOTA board is elected as the senior members graduate from the program. SOTA positions are voluntary and should not affect the students' academic progress. Additional information about SOTA can be found at the AOTA website, <https://www.aota.org/Education-Careers/Students/SOTAs.aspx>

### **Coalition of the Occupational Therapy Advocates for Diversity, Equity, and Inclusion (COTAD)**

COTAD is a student-formed and led organization that aims at empowering OT students to advocate for diversity, equity, and inclusion in OT education and practice. Similar to SOTA, COTAD operates under the AOTA patronage and with guidance from the hosting OT program. Positions within COTAD are elected by current students and service is voluntary. COTAD forms its mission, vision, and goals based on the institutional needs as perceived by the OT students. COTAD can operate with or without the collaboration of SOTA. Additional information about COTAD can be found at <https://www.cotad.org/>.

### **Student Affinity Groups**

Columbia University's Affinity Groups are dedicated to fostering an inclusive academic community where every graduate student feels valued, supported, and empowered to excel. Our affinity groups serve as vital pillars in achieving this vision by providing safe spaces for graduate students who share common identities, experiences, or interests. Through meaningful dialogue, mentorship, advocacy, and educational programming, our affinity groups aim to:

- Cultivate Belonging
- Empower Voices
- Promote Academic Excellence
- Advocate for Equity
- Engage in Community Outreach
- Cultural Affinity Groups

### **Student Advisory Board**

The Student Advisory Board is an elected group of students from both the first and second year of the MS program and the OTD program who work with the departmental Student Engagement and Belonging Committee to provide a student perspective and advocate for student initiatives and changes.

In addition, there are many services that students can take advantage of:

[Transportation resources, including intercampus shuttle services](#)

[Writing Center](#). The Writing Program at Columbia University provides writing assistance to registered students. Certain students may be eligible to sign up for repeating weekly appointments. See the Writing Center website for more information and a link to sign up.

### **THE HEALTH SCIENCES CAMPUS AND NEW YORK CITY**

The Health Sciences campus is within easy reach of New York City's myriad attractions. Lincoln Center for the Performing Arts, the theater district, Greenwich Village, Wall Street, a variety of museums, Fifth Avenue, Little Italy, and Chinatown are all a brief trip away by bus or subway. Within a one-hour drive from campus are outstanding ski resorts, beaches, camping and hiking grounds.

The prospect of living in New York offers a special challenge to students. For the health professional, it has a unique patient population and the opportunity to learn about the problems of health care delivery in a variety of urban settings. As a cultural and artistic center, the city is unrivaled. Students acclimate quickly to the public transportation system and follow sensible precautions that minimize the problems of urban living. They move freely around the city to enjoy all that New York has to offer - unmatched sightseeing, wonderful entertainment, unique cultural opportunities, and unlimited educational resources.

## **OFFICIAL REGULATIONS**

The policies that follow are a sample of our policies. For the most current official university policies, please refer to [Columbia University Policies](#).



## **RESERVATION OF UNIVERSITY RIGHTS**

This Bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The Bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this Bulletin. The Bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

## **UNIVERSITY REGULATIONS**

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which they are registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the associate dean or director of the school or college of the University in which the student is first registered.

The privileges of the University are not available to any student until they have completed registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until the fees have been paid. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges. No student may register after the stated period unless they obtain written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privileges from any person with unpaid indebtedness to the University.

### **Attendance and Length of Residence**

No degree will be granted to a student who has not registered for and attended the University courses of instruction equivalent to at least one academic year of full-time work. Students are held accountable for absences incurred owing to late enrollment and are expected to attend punctually each class or laboratory exercise in each course. For credit toward the degree, regular attendance is required in addition to the proficiency attested to by class work and examination.

### **Religious Holidays**

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of their religious beliefs

will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that they may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and instruction responsible for scheduling academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost. Please refer to the Occupational Therapy Student Handbook for more information.

### **Immunization Requirements**

New York State requires that all college and university students be adequately protected against Measles, Mumps, Rubella, and Meningococcus. (MMR). All students on the CUIMC campus must provide necessary documentation regarding these infectious diseases no later than the beginning of the fall semester. Information on submitting this documentation is distributed to all incoming occupational therapy students.

Please note: If you cannot provide evidence that you are immune to measles, mumps, and rubella, you will not be permitted to register for classes and may be charged a fine.

The flu vaccine is provided free of charge to all clinical students. If for some reason you choose not to be vaccinated, you will be required to fill out a declination form available through student health. Please keep in mind that some fieldwork sites will not allow non-vaccinated students to participate in fieldwork.

Full and current immunization requirements can be found on the Student Health on Haven website.

### **Drug Testing Policy**

All CUIMC students are required to submit to drug testing. This is typically handled prior to the first clinical assignment. The CUIMC Policy and Procedure on Pre-Clinical Drug testing is distributed to all Occupational Therapy students during the fall semester.

### **DISABILITY SERVICES**

Disability Services (DS) supports students with various types of disabilities including but not limited to physical, hearing, visual, learning, psychological, and chronic medical conditions. DS

helps to coordinate accommodations and support services, thereby cultivating a campus culture that is sensitive and responsive to the needs of students with disabilities.

Reasonable accommodations are adjustments to policies, practices, and programs that facilitate access to Columbia's academic programs, campus resources, and activities. Examples include exam accommodations, note taking, sign language interpreters, assistive technology, and accessible housing coordination. Accommodations are determined on a case-by-case basis and students seeking them are required to [register with the office](#). Accommodations and services do not begin automatically upon enrollment at Columbia nor do the accommodations and services received in high school or at other universities automatically transfer to Columbia. Any student is welcome to discuss their needs with the program's liaison to DS, Dr. Julia Guzmán, at [jg3740@cumc.columbia.edu](mailto:jg3740@cumc.columbia.edu).

## **RULES OF UNIVERSITY CONDUCT**

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's Discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean's Discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available in [Essential Policies for the Columbia Community](#), the University student handbook.

## **ESSENTIAL POLICIES FOR THE COLUMBIA COMMUNITY**

**The following policies are described in detail in the University publication, Essential Policies for the Columbia Community**

[Student Email Communication Policy](#)  
[Information Technology \(CUIT\) Policies](#)  
[Social Security Number \(SSN\) Usage Policy](#)  
[Access to Student Records \(FERPA\)](#)  
[University Regulations](#)

[Gender-Based Misconduct and Interim Title IX Policies and Procedures for Students](#)  
[Policy on Partisan Political Activity](#)  
[Campus Safety and Security](#)  
[Voluntary Leave of Absence Policy](#)

[Policies on Alcohol and Drugs](#)  
[University Event Management Policies](#)  
[CUIMC Emergency Protocols](#)

[Involuntary Leave of Absence Policy](#)  
[Military Leave of Absence Policy](#)

## **CAMPUS SAFETY AND SECURITY**

The University is required by federal law to publish an annual security report containing information with respect to campus security policies and statistics on the incidence of certain crimes on and around our campuses. This information is available at [Campus Safety and Security](#).

## **CAMPUS MAPS**

### **COLUMBIA UNIVERSITY MEDICAL CENTER**

Please visit [http://cumc.columbia.edu/sites/default/themes/cumc/docs/NYP-CUMC\\_map.pdf](http://cumc.columbia.edu/sites/default/themes/cumc/docs/NYP-CUMC_map.pdf) for an interactive map of the health science campus.

### **MORNINGSIDE CAMPUS**

Please visit [http://www.columbia.edu/about\\_columbia/map/](http://www.columbia.edu/about_columbia/map/) for an interactive map of the Morningside campus.

## ACADEMIC CALENDAR, 2025-26

While the Programs in Occupational Therapy follow the university academic calendar, there are some exceptions. Course directors and/or Program Director will notify students of these exceptions. The following Academic Calendar was correct and complete when compiled; however, the University and/or the Programs reserves the right to revise or amend it, in whole or in part, at any time.

<b>Academic Calendar*, 2025 - 2026</b> <b>Programs in Occupational Therapy</b>
---

FALL 2025		
Tuesday - Thursday	August 26 - 28	MS Program Orientation
Tuesday	September 2	First Day of Classes
Friday	September 12	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Wednesday	October 15	October Degrees Conferred
Tuesday	November 4	Election Day - University Holiday (Note: Classes are held Monday)
Wednesday - Friday	November 26 - 28	Thanksgiving Holiday
Monday	December 8	Last Day of Classes
Tuesday - Thursday	December 9 - 11	Reading/Study Days
Friday - Friday	December 12 - 19	Final Exam Period
SPRING 2026		
	January 12 – 23	Level I Fieldwork (MS Class of 2026) (confirm dates with site)
Monday	January 19	Martin Luther King, Jr.'s birthday observed - University Holiday
Tuesday	January 20	First Day of Classes
Friday	January 30	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
	February – April/May	Level II Fieldwork (MS Class of 2026)
Wednesday	February 11	February Degrees Conferred
Monday-Friday	March 16 - 20	Spring Break
Thursday-Saturday	April 23 - 25	AOTA Annual Conference (Philadelphia, PA)
Monday	May 4	Last Day of Classes
Tuesday – Thursday	May 5 – May 7	Reading/Study Days
Friday – Friday	May 8 – May 15	Final Exam Period
Wednesday	May 20	University Commencement Ceremony
Thursday	May 21	Occupational Therapy Commencement Ceremony
SUMMER 2026		
	May 26 – August 21	OTD Programs Summer Block
	May 26 – June 22	MS Class of 2027 Summer Course Block 1
	June – August	Level II Fieldwork (MS Class of 2026)
	June 19	Juneteenth – University Holiday
	June 29 – July 27	MS Class of 2027 Summer Course Block 2
	August 3 – August 24	MS Class of 2027 Summer Course Block 3

\*Calendar is subject to change. Dates apply to all programs except where noted specifically on the calendar.

***We see the need, we meet it, we exceed it!***