

Response to the IU Graduate Affairs Committee Review  
August 27, 2013

The following is, in no special order, a synthesis of the committee comments and what Dr. Sherry F. Queener, Professor of Pharmacology, Director of the Graduate Office, Associate Dean of the Graduate School, and Dr. Joyce Mac Kinnon, School of Health and Rehabilitation Sciences, Associate Dean and Professor identified as issues that should be addressed at the October 22, 2013 meeting.

1. Dean's letter of support (and those of the SON, Education, and SW).
  - a. Response:
    - i. Development of this program is part of the 2013-2018 SHRS Strategic Plan. The Dean supports the program (see his letter attached in appendix 1) and support letters from him and the Deans of the School of Nursing and Social Work will be requested forthcoming.
2. The budget does not support the program.
  - a. Response:
    - i. Our revised budget projections will fully support the program. The budget projections include the following assumptions:
      1. Credit Hour Rate set @ OT current rate +\$100 increase for both RES & Non RES inflated by 2% beginning FY15 for RES; Non-RES is not inflated in any years out.
      2. Assumes following new student enrollment.
        - a. Year 1—6 full time
        - b. Year 2—8 full time
        - c. Year 3—10 full time
      3. Assumes all courses are SHRS courses and revenue remains returned to School.
      4. Assumes no other fee income is returned to the SHRS for increased enrollment.
      5. Assumes no funding from University in support of program in current draft.
      6. Assumes Director is 12 mos. appt.
      7. Assumes one new faculty, 10 mos. appt., tenure or clinical-track faculty.
      8. Assumes 6 CR HR in Summer taught by adjuncts.
      9. Assumes 50% of admin. support.
      10. Does not include portion of State Appropriate or Assessment
      11. Assumes \$100 per student/yr. in supplies and expense.
3. Explain/justify the professional degree (OTD) compared to the PhD.
  - a. Response:
    - i. In differentiating the PhD from the Doctor of Physical Therapy (DPT), the American Physical Therapy Association states: "The DPT degree (conferred at completion of a professional PT program or a postprofessional DPT transition program) is considered a clinical or applied doctorate similar to those for medicine (MD), dentistry (DDS), education (EdD), clinical psychology (PsyD), optometry (OD), and podiatry (DPM). The postprofessional DPT degree signifies that the learner will apply the newly acquired knowledge—most likely in a clinical setting. The PhD is an academic degree that reflects, in addition to

mastering an advanced body of knowledge in the particular field of study, completion of an original scholarly work that adds to the body of knowledge within the discipline”.

- ii. According to the Association of Schools of Allied Health Professions, “Advanced Practice Doctorate Programs or Advanced Professional Degree: Those doctoral level programs that are designed to prepare already credentialed or licensed individuals to practice clinically with competencies above and beyond those expected of entry-level professionals. They are distinguished from research doctorates (e.g., PhDs) in that they do not require dissertations and the original research upon which the dissertations are based”.
  - iii. As the IU School of Nursing website states: “The DNP program is a practice-focused professional doctorate that leads with excellence in quality improvement and patient safety through evidence-based practice and translational science.... The PhD in Nursing Science program has two areas of concentration, clinical nursing science and health systems, and is focused on a career as a nurse scientist and researcher”.
  - iv. Universities that offer both the PhD and a professional degree (Doctor of Nursing Practice (DNP); Doctor of Pharmacy (Pharm D); Doctor of Physical Therapy (DPT); Doctor of Psychology (Psy D.)) make the same distinctions between the research degree (PhD) and professional degrees. Essentially, professional degrees are practice degrees; the PhD is a research degree.
  - v. Attached are two examples of what programs may provide to help prospective students decide between a PhD and professional degree.
    1. The IU School of Nursing and the Kansas University Medical Center offers a questionnaire that clearly establishes practice as the essence of the professional degree and research as the essence of the PhD (see appendix 2).
    2. The Kansas University Medical Center offers a side-by-side comparison of the differences in the emphasis of each degree (see appendix 3).
4. Explain/justify: i) the number of credits; ii) the rationale for offering both a part-time and full time student plan of study; and iii) identify possible full time and adjunct faculty and their credential and/or expertise.
- a. Response:
    - i. Following are credit hour statistics of similar programs throughout the US:
      1. Of the 18 programs offering the post professional OTD, the mean (average) credit hours is 35.6; the median is 34; and the mode is 33.
      2. We believe we can offer a rigorous yet competitive program at 30 credit hours. We had originally included elective course that brought the total number of credit hours to 35. We believe those electives were not critical to the proposed program and that we can provide the critical theory and practice education experience needed for a rigorous 30-credit program.
      3. It was noted that the DPT has 70 credits past a masters, so there’s a discrepancy between the two programs.” In fact, the DPT has 70 credits past a bachelor’s degree, not a master’s degree. The proposed OTD is 30 credits beyond the master’s degree which has 74 credits.
    - ii. After consultation with the SHRS Dean, Department of Occupational Therapy Chair and faculty, it was decided to initially develop a full time only program of 30 credit hours. Both external reviewers recommended we simplify the program

by offering either a full time or part-time program. After three years we will have worked out the ‘bugs’ and would be able to offer both full time and part-time programs.

- iii. Assuming 12 credit hours per year equals one FTE, faculty supporting this program would include:
  1. Tenured faculty
    - a. Program administration—20% FTE
    - b. Teaching in the OTD program—65%
    - c. Teaching in the Master’s degree program—15%
  2. Tenure or clinical track faculty—80% FTE
  3. Adjunct faculty—teaching a maximum of two three-credit courses.
  4. All faculty and program director will have terminal degrees in occupational therapy and expertise in both teaching and clinical experience.
5. Explain/justify offering graduate credit for preparing an application for certification.
  - a. Response:
    - i. After re-examining comparable programs within the U.S., we decided to not offer graduate credit either to students having specialty certifications or for preparing the portfolio needed to apply for such certifications.

# Appendix 1



**SCHOOL OF HEALTH  
AND REHABILITATION  
SCIENCES**

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INDIANA UNIVERSITY  
IUPUI

To: Graduate Affairs Committee

From: Austin Agho, Ph.D, *AAH*

Date: November 12, 2013

Re: Support for Doctorate in Occupational Therapy

This memo is written in support of the proposal for the Doctorate in Occupational Therapy (OTD) submitted by the Department of Occupational Therapy in the School of Health and Rehabilitation Sciences.

IUPUI is an urban serving university that selectively promotes doctoral programs that align closely with our mission and signature areas of strength. The establishment of a doctorate degree in occupational therapy will elevate our national reputation as a leading urban research university. The implementation of the program will also increase the visibility and reputation of the School of Health and Rehabilitation Sciences. As outlined in the proposal, the proposed OTD will prepare occupational therapy practitioners to assume faculty positions, leadership positions in health care organizations, or clinical research positions, or work as advanced practitioners.

I endorse this proposal without any reservation. Please feel free to contact me at 317-274-4702 if you have any questions.

# Appendix 2

# SCHOOL of NURSING

• [Prospective Students](#) • [Current Students](#) • [Faculty & Staff](#) • [Alumni](#)



## DEGREE OPTIONS

### Which One is Right for Me ... PhD or DNP?

Carefully read each statement below. Please rate each question by circling the number that best represents how strongly you agree or disagree with the statement. You may want to print out this page or keep track of your answers on another sheet of paper.

- 1 = strongly disagree**
- 2 = disagree**
- 3 = neither agree or disagree**
- 4 = agree**
- 5 = strongly agree**

1. I am interested in being a leader in applying and translating research into practice. 1 2 3 4 5
2. I am interested in conducting research that advances the theoretical foundations of nursing and health care globally. 1 2 3 4 5
3. I am interested in gaining the knowledge and skills in applying and translating research into practice and leading dissemination and integration of new knowledge in health care organizations. 1 2 3 4 5
4. I am interested in knowledge and skills in the theoretical, methodological and analytic approaches to the discovery and application of knowledge in nursing and health care. 1 2 3 4 5
5. I am interested in being a practice leader such as an advanced practice nurse caring for individuals or other practice leadership positions such as in nursing and health care administration. 1 2 3 4 5
6. I am interested in being a nurse scientist prepared for a career in research in academia or other research-intensive environments. 1 2 3 4 5

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|---|---|---|---|---|---|
| 7. I am interested in an intense practice immersion experience with expert clinical faculty.  | 1 | 2 | 3 | 4 | 5 |
| 8. I am interested in intense mentored research experience with a faculty investigator who has an established funded program of research. | 1 | 2 | 3 | 4 | 5 |
| 9. I am interested in doing a practice application-oriented final project.  | 1 | 2 | 3 | 4 | 5 |
| 10. I am interested in completing and defending an original research project.   | 1 | 2 | 3 | 4 | 5 |

### Scoring the Questionnaire

Total the score for each **odd** numbered statement and then for each **even** numbered statement:

Odd numbered statements: \_\_\_\_\_

Even numbered statements: \_\_\_\_\_

Compare the totals. If the odd numbered total is greater than the even numbered total, a **DNP Program** may suit you best. If the even numbered total is greater than the odd numbered total, then a **PhD Program** may suit you best. If both even and odd numbered totals are very close, you may want to carefully investigate both types of graduate programs and reflect on your professional aspirations.

*Daniel J. Pesut, PhD, RN, PMHCNS-BC, FAAN &*

*Marla H. Zimmerman, MA, LCSW, LMFT*

*Questionnaire developed in 2009*

For more information on the PhD Program, please contact: Marla Zimmerman, Coordinator of PhD Student Services, [marzimme@iupui.edu](mailto:marzimme@iupui.edu)

For more information on the DNP Program, please contact: Debbie Grew, Graduate Advisor, DNP Program, [dgrew@iupui.edu](mailto:dgrew@iupui.edu)

# Appendix 3

**COMPARISON OF EMPHASIS in  
PhD AND OTD PROGRAMS**

**University of Kansas Department of Occupational Therapy Education**

We offer 2 distinct doctoral programs in the OT Education Department at the University of Kansas. Each option emphasizes different aspects of professional development so the education experiences can be tailored to career goals. Here are some areas to consider in making your decision about which program is suited to your needs.

Area of consideration	OTD Program features	PhD program features
Background	Must be an occupational therapist	Accepts interdisciplinary applicants
Credits required	36 credits	75-90 credits
Leadership	Leadership is emphasized in coursework & activities	Leadership is a potential outcome from the degree program
Teaching	Teaching is emphasized in coursework & activities	Teaching is a possible outcome from the degree program
Research	Research learning is focused on application to practice	Research learning is more in depth & emphasizes knowledge development
	Research is incorporated into learning activities & is a possible outcome	Research is emphasized as a central feature of coursework & activities
Dissemination	Dissemination emphasizes practice to answer application questions	Dissemination involves diffusion of knowledge to answer research questions