

School of Graduate Studies & Research

# MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Programme Information Guide



UNIVERSITY of the  
SOUTHERN CARIBBEAN



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INTELLECTUAL CURIOSITY | CULTURAL DIVERSITY | SPIRITUAL NURTURE | MORAL INTEGRITY

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# WORDS FROM THE DEAN

**DR. DIADREY -ANNE SEALY**

Welcome students, we are happy that you have chosen to pursue a career in Occupational Therapy. This is a dynamic field in the allied health professions that is in demand throughout the Caribbean region. Here we offer you an environment where you can learn from experienced practitioners in the field and benefit from a small teacher to student ratio.



Our diverse campus culture in the pristine valley is one you would enjoy when you come to visit. Here we embrace a vision of community service and will offer you the opportunity to get involved in research.

This program allows you to build a strong foundation for a rewarding career where you can help others live their lives fully. We are excited to have you join us as we seek to change the world. Rest assured, your graduate degree will open many new doors for you.



## MEET OUR DIRECTOR

**DR. RAQUEL MARTINEZ**

Thank you for your interest in pursuing our programme. Though occupational therapy is a developing field in Trinidad and Tobago, and the Caribbean, its potential to positively impact the lives of clients from all walks of life is well-recognized. Your decision to follow this path will undoubtedly be rewarding and meaningful. I invite you to learn and grow with us!



## OVERVIEW

The Master of Science in Occupational Therapy (MSOT) programme at the University of the Southern Caribbean is designed to graduate students who will demonstrate the skills, knowledge and attitudes of competent entry-level occupational therapists as described in the Minimum Standards for the Education of Occupational Therapists (World Federation of Occupational Therapists [WFOT], 2002). The students, faculty and graduates of this programme will respond to the occupational needs of individuals, groups, communities and local populations of the Caribbean region taking into account their unique contexts while adhering to the highest international standards of the profession.

The MSOT programme is offered **full-time** with a combination of **blended** and block teaching and learning methods. It is comprised of **eight semesters** of full time study including **clinical fieldwork placements of 1,160 hours**. 60% of your coursework (theoretical) will be facilitated online however, **face-to-face contact is required for labs, service learning and fieldwork experiences**.

The students entering the USC MSOT program will have demonstrated an overall readiness to undertake graduate education in the field of occupational therapy that will lead to their success as professional practitioners, scholars and leaders in the profession of occupational therapy. As adult learners their background will encompass not only academic readiness to undertake graduate level study but life and work experiences that will have allowed them to consciously commit to the profession of occupational therapy and its study at the University of the Southern Caribbean.

# OUR PHILOSOPHY

In places such as Trinidad and Tobago and the Caribbean in general, where health disparities are felt by persons with disabilities and persons at risk of occupational imbalances, the role of occupational therapy is both essential and multi-pronged. The profession has the potential to “promote social justice by enabling people to participate as valued members of society despite diverse or limited occupational potential” (Elizabeth Townsend, as stated in Braveman & Bass-Haugen, 2009) though traditional occupational therapy roles as well as emerging practice areas, as well as strategic partnering with external organizations (Braveman & Bass-Haugen, AOTA, 2006 b).

The Mission Statement of the University of the Southern Caribbean states that the university “seeks to transform ordinary people into extraordinary servants of God to humanity through a holistic tertiary educational experience” (USC website, 2014). The process of education is thus viewed as a transformative process that has the potential to change the learner profoundly both personally and eventually professionally. The mission of the Occupational Therapy (OT) department is to graduate individuals, who having undergone transformative education in occupational therapy, are prepared to be competent entry-level clinicians and future leaders in the profession. The graduates will embody both the core values of the university and the standards of the profession of occupational therapy (WFOT, 2004).

New models of practice which respond to political dimensions of healthcare as well as public attitudes and beliefs about disability, wellness and our profession demand new models of education. New models of curriculum responding to social injustice (AOTA, 2006, Galheigo, 2011) and political reasoning incorporated into occupational therapy curricula (De Jongh et al., 2012) prepares future occupational therapists to advocate for social justice as part of their scope of practice. Thus, ordinary occupational therapy graduates will be transformed into extraordinary agents for change.

## USC CORE VALUES

### Love

We love God and others wholeheartedly, just like Jesus loved us.

### Compassion

We are caring and kind as we help and serve each other. Like the Good Samaritan, we go beyond the call of duty.

### Integrity

We think and do what is right at all times, no matter the consequences.

### Honesty

We are honest with ourselves and others. We speak the truth and do what is right

### Excellence

We strive to to surpass ordinary standards and exceed expectations

### Competency

We strive for excellence; applying our skills and expertise to every task we do.

### Justice

We are fair to everyone and are reasonable in our treatment of others.

### Purity

Our words, thoughts, and actions are moral, admirable and honorable.

### Self Control

We think before acting and make positive choices. We aren't overly proud. We're modest, showing respect for ourselves and others.

# MS OT Objectives



Graduates will possess exiting competencies described in detail in the Minimum Standards for the Education of Occupational Therapists (2016) by the World Federation of Occupational Therapists. They will demonstrate the essential knowledge, skills and attitudes in all five of the following areas of professional competence:

1. The person-occupation-environment relationship and its relationship to health (Law et al., 1996);
2. Therapeutic and professional relationships;
3. An occupational therapy process;
4. Professional reasoning and behaviour;
5. The context of professional practice (WFOT, 2004).

**Mission:** "To graduate individuals who having undergone transformative education in occupational therapy, are well prepared to be competent and compassionate entry-level clinicians and future leaders in the profession."

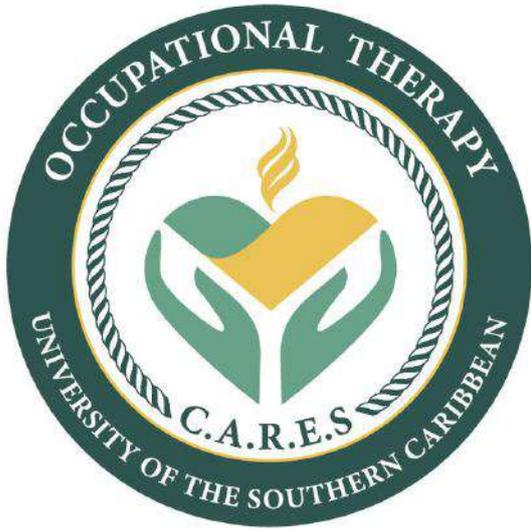
## Unique features of the USC MSOT Curriculum

Integrated curriculum supported by the World Federation of Occupational Therapists;

Designed to provide a balance of theory and hands-on experiences to prepare expert clinicians to respond to the occupational needs of Caribbean society;

A wide range of clinical exposure through fieldwork and service learning to produce confident and competent practitioners.





# USC MSOT

## Curricular Threads

- C** - Compassionate Practitioner
- A** - Advocacy & Occupational Justice
- R** - Research & Evidence-based Practice
- E** - Experiential Learning
- S** - Scholarship of Teaching & Learning

All graduates of the USC MSOT programme receive an original pin with this insignia, containing elements that represent the values espoused by our programme and the unique experience that they would have undergone in their time with us.

The C.A.R.E.S acronym and the rope represents the five curricular threads that the programme was designed around. The helping hands, flame and open bible in the shape of a heart, signifies the caring nature of the profession and its relationship to the teachings and values espoused by the institution as outlined in the bible. These values are all based on a principle of love for God and our fellow man.

The open book also symbolizes the academic excellence reflected in the Motto of USC. The "flame" represents the foundation on which USC was built and had as its motto "a light to the Caribbean and beyond". As the only WFOT approved programme in the region, we indeed see ourselves as a light to our local community and beyond. The predominant shape of the circle reminds us that the University of the Southern Caribbean is part of the global academic community. It illustrates the global outlook of USC and its determination to positively impact the global community. The green colour represents the lush Maracas Valley and rich foliage that is the physical environment of this University. The gold represents excellence in scholarship and service; the sunshine and light of the gospel, which faculty, students and graduates carry to the world.

*The whole purpose of education is to turn mirrors into windows.*

-SYDNEY J. HARRIS

# PREREQUISITES

## Academic Prerequisites

The prospective students' educational experiences and academic qualification upon entering the program will safeguard their ability to successfully complete the classroom and fieldwork components of the program. The prerequisites are as follows:

- A minimum of BA or BS in any undergraduate subject matter from an accredited institution;
- Pre-requisite courses with a C+ grade or better:
  - 1. Human Anatomy and Physiology with lab;
  - 2. Abnormal Psychology;
  - 3. Introduction to Sociology or Anthropology;
  - 4. Introduction to Statistics,
  - 5. Human Lifespan Development; and
  - 6. Medical Terminology;
- A minimum GPA of 3.0 on a 4.0 scale;
- TOEFL score for international applicants from non-English speaking countries.

## Life and Occupational Therapy Experience Prerequisites

Prospective students will be able to demonstrate their readiness through a portfolio including the following admissions requirements:

- A minimum of 40 hours of exposure to persons different from self or differently-abled through observations of occupational therapy in a minimum of two settings;
- A minimum 100 hours of exposure to special populations through paid or volunteer work with local service or health organizations;
- A Personal Statement (Life experiences and understanding of occupational therapy leading to educational and professional goals in occupational therapy);
- 2 references;
- 1-2 page resume;
- A valid police character reference;
- An interview with the admissions panel upon invitation.

# APPLICATION PROCEDURE

To apply, complete the online application via the usc website and upload/complete the following:

- A passport sized colour photographs (frontal view)
- A non-refundable application fee
- Two (2) recommendation forms
- One (1) notarized copy of your birth certificate
- One (1) notarized copy of your marriage certificate (where applicable)
- One (1) copy of your undergraduate diploma
- One official transcript from each tertiary institution previously attended and prerequisite courses taken
- One (1) police certificate of good character less than 6 months old
- One (1) 1-2 page Resume
- One (1) Statement of Purpose (maximum 1500 words)

Visit  
usc.edu.tt  
and click

**APPLY  
NOW**

The MSOT programme starts in September of each year. Students are admitted for FULL-TIME study for eight semesters. Students are to be available for classes and/or fieldwork whenever scheduled between 8am – 6:00 pm Monday to Friday. This may vary by course and year in the programme. Asynchronous coursework may also be required outside of these hours. Prerequisite courses must have been completed with a grade of C+ or higher, though grades of A or B are strongly recommended. For applicants currently taking prerequisite courses satisfactory completion must occur prior to beginning the first semester in the MSOT program.

## MATRICULATION REQUIREMENT

Applicants may be considered for matriculation with one (1) co-requisite. If an applicant is able to show a plan for the completion of one outstanding pre-requisite, he or she may be accepted on the condition of successful completion of this pre-requisite during the first semester.

Prior to fieldwork placements, students will be required to take a TB test and present an up to date immunization record as required by health facilities in order to participate in fieldwork placements

## SCHEDULE AND CONTINUITY REQUIREMENT

The MSOT at USC consists of 30 specific courses (67 credits) which is the only pathway to completion of this graduate programme.

## PROGRAMME DELIVERY MODE

The programme is offered full-time with a combination of face-to-face, blended and block teaching learning methods. It is comprised of eight semesters of full time study including fieldwork placements. Students have a minimum of 29 months and a maximum of 39 months in which to complete the programme. The programme starts in September of each year.

### Year One

Semester 1 – 4 taught courses, Service Learning Seminar  
Semester 2 – 5 taught courses, Service Learning I, FW IA (1 week, 40 hours)  
Semester 3 – 4 taught courses, Service Learning Check in, FW IB (1 week, 40 hours)

### Year Two

Semester 4 – 5 taught courses, Service Learning II,  
Semester 5 – Fieldwork Level II A (12-15 weeks full-time, 480 hours)  
Semester 6 – 3 taught courses, Service Learning Check - in

### Year Three

Semester 7 – Fieldwork Level II B (12-15 weeks full-time, 480 hours)  
Semester 8 – 3 taught courses, Service Learning III (3 hours per week x 8 weeks)

*"I feel very confident in this program that it is able to send capable clinicians to the field."*

-USC MSOT GRADUATE,  
CLASS OF 2020

## PROGRAMME EMPHASIS

The programme emphasizes a balance between hands-on clinical competences well integrated with theoretical knowledge. All 30 courses (67 credits including fieldwork) are required for successful completion of the MSOT degree.

The WFOT requires a minimum of 1000 contact hours of Level II fieldwork placement in a range of clinical settings (WFOT, 2002). In the USC MSOT programme, two Level II placements of 12-15 weeks will allow the students access to a variety of practice settings as possible.

Varied and direct exposure to the field through fieldwork and service learning is shown to foster student integration of the concept of occupation with classroom learnings. The sooner this starts the sooner the students will begin to develop their professional identity as an occupational therapist. Therefore, service learning opportunities throughout the length of the programme (132 hours) will underscore the clinical competence and professional expectations and obligations of a graduate of the USC MSOT degree programme.

## ACCREDITATION

The MSOT at USC was approved by the World Federation of Occupational Therapists on March 7th 2016. WFOT approval is granted for five years and will be reviewed in 2021.

The MSOT was also approved by the Accreditation Council of Trinidad and Tobago (ACTT) in December 2015.

The Council for Professions Related to Medicine recognized the program in May, 2020 and as such our graduates are eligible to apply for registration to practice in Trinidad & Tobago upon completion of their studies.

## TRANSFER OPPORTUNITIES

A master degree from a WFOT approved institution provides for articulation to the OTD and PhD in occupational therapy at other WFOT approved institutions. As the USC MSOT curriculum was approved by the WFOT graduates of this programme will enjoy this possibility for their career advancement.



# COURSE SEQUENCE

## Year One

SEMESTER 1	COURSE CODE	COURSE TITLE	CREDITS
	OCTH 501	Functional Human Anatomy	4
	OCTH 502	Professional Foundations of Occupational Therapy I	3
	OCTH 503	Research and Evidenced based Practice I	3
	OCTH 504	Service Learning Seminar	1
	OCTH 505	Occupation-based Assessment and Analysis	2
	<b>TOTAL</b>		<b>13</b>
SEMESTER 2	COURSE CODE	COURSE TITLE	CREDITS
	OCTH 506	Functional Neuroscience	2
	OCTH 507	Health Conditions I (Adult)	2
	OCTH 508	Therapeutic Process I (Adult)	3
	OCTH 509	Therapeutic Performance Lab 1 (Adult)	2
	OCTH 510	Professional Foundations in OT and OS II	3
	OCTH 511	Service Learning 1	0.5
	<b>TOTAL</b>		<b>12.5</b>
SEMESTER 3	COURSE CODE	COURSE TITLE	CREDITS
	OCTH 512	Health Conditions II (Pediatrics)	3
	OCTH 513	Therapeutic Processes II (Pediatrics)	2
	OCTH 514	Therapeutic Performance Lab II (Pediatrics)	1
	RELG 575	Religious Approaches to Human Health	2
	<b>TOTAL</b>		<b>8</b>

**TOTAL CREDITS YEAR ONE: 33.5**



# COURSE SEQUENCE

## Year Two

SEMESTER 1	COURSE CODE	COURSE TITLE	CREDITS
	OCTH 517	Research and Evidence Based Practice II	3
	OCTH 519	Health Conditions III (Geriatrics)	2
	OCTH 520	Therapeutic Process II (Geriatrics)	2
	OCTH 521	Therapeutic Performance Lab II (Geriatrics)	1
	OCTH 523	Community-based OT I	3
	OCTH 524	Service Learning II	0.5
	<b>TOTAL</b>		<b>11.5</b>

SEMESTER 2	COURSE CODE	COURSE TITLE	CREDITS
	OCTH 518	Fieldwork II A (12-15 weeks, full time, 480 hours)	3
	<b>TOTAL</b>		<b>3</b>

SEMESTER 3	COURSE CODE	COURSE TITLE	CREDITS
	OCTH 522	Research and Evidence Based Practice III	2
	OCTH 516	"Topics in _____" (1-3 credits - Elective)	3
	RELT 641	Christian Ethics for the Healthcare Professional	2
	<b>TOTAL</b>		<b>7</b>

**TOTAL CREDITS YEAR TWO: 21.5**



# COURSE SEQUENCE

## Year Three

SEMESTER 1	COURSE CODE	COURSE TITLE	CREDITS
	OCTH 526	Fieldwork II B (12-15 weeks, full time, 480 hours)	3
	<b>TOTAL</b>		<b>3</b>

SEMESTER 2	COURSE CODE	COURSE TITLE	CREDITS
	OCTH 527	Community-based OT II	3
	OCTH 528	OT Advocacy, Leadership & Professional Transition	3
	OCTH 529	Research and Evidence Based Practice IV	2.5
	OCTH 530	Service Learning II	0.5
	<b>TOTAL</b>		<b>9</b>

**TOTAL CREDITS YEAR THREE: 12**

**TOTAL  
PROGRAMME  
CREDITS**

**67**

*'I feel academically and professionally prepared as a pioneer graduate from the Caribbean Occupational Therapist trained work force.'*

**-USC MSOT GRADUATE, CLASS OF 2019**



**WE BRING THE FUN IN FUNCTIONAL!**

# The USC MSOT Curriculum

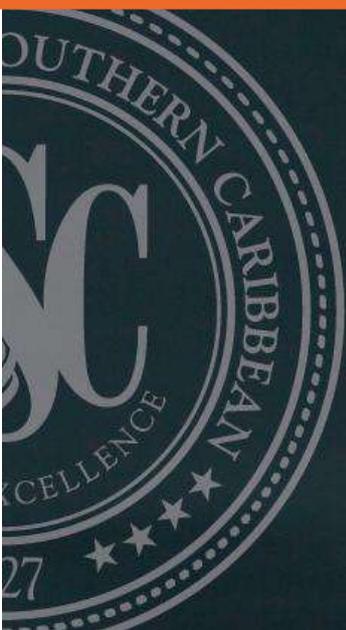


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## Philosophy of Education

The Mission Statement of the University of the Southern Caribbean states that the university “seeks to transform ordinary people into extraordinary servants of God to humanity through a holistic tertiary educational experience” (USC website, 2014). The process of education is thus viewed as a transformative process that has the potential to change the learner profoundly both personally and professionally. The mission of the occupational therapy department is to graduate individuals, who having undergone transformative education in occupational therapy, are prepared to be competent entry-level clinicians and future leaders in the profession. The graduates will embody both the core values of the university and the standards of the profession of occupational therapy through life-long learning (World Federation of Occupational Therapists, (WFOT), 2016).

The philosophy of the profession of occupational therapy supports a holistic view of humans as complex occupational beings who throughout their lifespan are in the process of transformation. Humans have the ability to transform and adapt in relation to the demands of their physical and social environments and to the affordances and demands of their unique personal characteristics. Engaging in occupations or everyday activities in whatever form it may take, is the means by which humans express themselves and find meaning for themselves, and in relation to others in their environment. Occupational therapists support the abilities and advocate for the right of individuals, groups and communities to participate freely in activities of everyday living. Occupational Therapy is a client-centred profession that uses the art and science of promoting health and wellbeing through occupation.



# The USC MSOT Curriculum



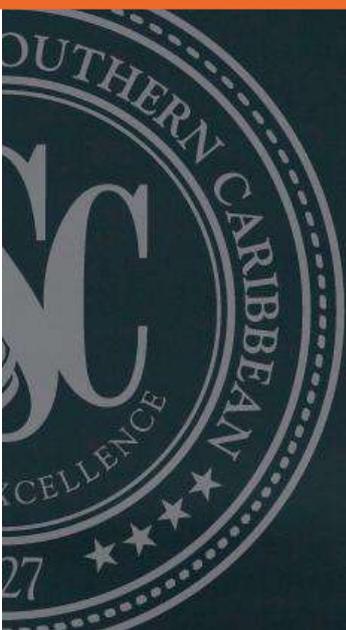
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## Philosophy of Education: Occupation as a Core Subject

Everyday occupations take place across all domains of activity including care of self and others, work and productivity, as well as recreation and leisure. Occupational participation may be restricted or supported due to physical, affective or cognitive challenges of the individual related to a health condition. Engagement may also be restricted due to the features of the occupation itself, or limitations imposed by the physical, social, cultural or legislative environment (World Federation of Occupational Therapists, 2012a). Occupational therapy practitioners address the occupational concerns of individuals, groups, communities and populations with their active engagement and with regard to the existing socio-cultural contexts.

In the Caribbean, where health disparities are felt by persons with disabilities and persons at risk of occupational imbalances, the role of occupational therapy is both essential and multi-pronged. The profession has the potential to “promote social justice by enabling people to participate as valued members of society despite diverse or limited occupational potential” Elizabeth Townsend, as stated in (Braveman & Bass-Haugen, 2009) through traditional occupational therapy roles as well as emerging practice areas, as well as strategic partnering with external organizations.(Braveman, 2006)

Newer models of practice which respond to political dimensions of healthcare as well as public attitudes and beliefs about disability, wellness and our profession demand new models of education. New models of curriculum responding to social injustice (Galheigo, 2011) and political reasoning incorporated into occupational therapy curricula (De Jongh et al., 2012) prepares future occupational therapists to advocate for social justice as part of their scope of practice. Thus, ordinary occupational therapy graduates will be transformed into extraordinary agents for change.



# The USC MSOT Curriculum

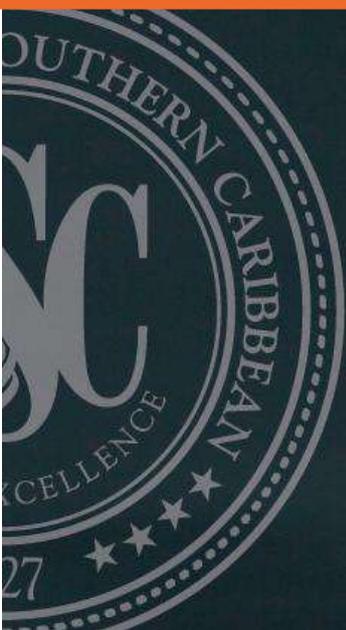


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## Philosophy of Education: Occupation as a Core Subject

The profession of occupational therapy is founded on the core belief in the occupational nature of human beings (World Federation of Occupational Therapists, 2012b). Occupational therapy practitioners believe that occupations or activities that human beings engage in can have direct effects on health and wellness both negative and positive depending on their meanings and associated outcomes. Occupational therapists believe that human beings are adaptive and require engagement in occupations for optimum development and maintenance of their health and wellness. Occupational therapists understand that humans are endowed with a variety of individual physical, cognitive, social, spiritual and affective traits that affect their performance of occupations (Wilcock, 1998). Occupational therapists also recognize the impact of social and physical environments on individuals' or groups of individuals' ability to take part in occupations of their choice. The opportunity to participate in occupations of choice is therefore supported or restricted by both environmental and/or personal factors and the form of occupations themselves (Law et al., 1996) .

Basic to the philosophy of occupational therapy is a respect for diversity of forms of expression that various occupations may take based on socio-cultural contexts. Occupational therapists value diversity of forms and functions of occupations and persons' right to engage in them according to individual and societal meanings. Occupational imbalances or lack of access to health-promoting occupations, routines and roles can foster poor health and wellness in individuals and society. Occupation itself, that is, the optimum engagement in activities, roles and routines within supportive environments, is the means to good health and is the core modality used by occupational therapy. Thus, understanding occupation as both a means and an end to optimum health is a core curricular thread of the programme.



# The USC MSOT Curriculum



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## Philosophy of Education: Tailored to the Local Context

The students, faculty and graduates of this programme continue to respond to the occupational needs of individuals, groups, communities and local populations of the Caribbean region taking into account their unique contexts, while adhering to the highest international standards of the profession.

Developing the first occupational therapy program in a country is a complicated and challenging process. It takes a collaborative effort and a commitment from multiple levels including the profession, global partners as well as the academic institution. From the findings of a study conducted by the program planners, it was learned that there are a large number of perceived barriers to educating and sustaining a graduated workforce of occupational therapists in the Caribbean. These barriers included a lack of awareness of occupational therapy, a lack of clinical and academic educators, and challenging post-graduate working environments. To prepare graduates for competent and relevant practice in this challenging environment curricular threads were developed.

Local Cultural and Contextual Factor	Local Learning Need
Curricular resources such as texts, models, theories, and assessment were developed outside of Trinidad and Tobago and the Caribbean	Students need to learn to apply those resources within the culture and context of Trinidad and Tobago and the Caribbean.
Occupational therapy is relatively unknown in Trinidad and Tobago and the Caribbean.	Students need to learn to advocate for the profession and potential clients
Resources available in Trinidad and Tobago and the Caribbean are limited and unique to that region	Students need to learn to innovate and work within resource-limited contexts.
There is a limited number of occupational therapists in Trinidad and Tobago and the Caribbean	Students need to learn critical thinking skills to make decisions where there is little or no support
Local data and research on local health issues are limited.	Students must learn to find, consume, and produce research relevant to Trinidad and Tobago and the Caribbean
The occupational therapy profession and USC MSOT program represent a complex and diverse cross-section of Caribbean culture	Students need to learn to operate within those various cultures as future practitioners

Table 1: Local Context and Contextual Factors and Corresponding Learning Needs. Source: (Garcia et al., 2016)

Curricular threads were developed along with related strategies which when incorporated into the program would contribute to the relevance of the curriculum and by extension the sustainability of the program. The curriculum was designed incorporating the curricular threads so that the corresponding implicit and explicit academic and clinical experiences would continue to prepare the graduates to function competently and compassionately in a Caribbean post-graduation environment where the profession is emergent.

What is unique to this indigenous MSOT program is the manner in which the curricular threads are operationalized. This happens through, candidate selection, course content and sequence, teaching and learning methods and fieldwork supervisory models, which distinguishes this program as responsive to the particular demands of the local practice context.

# The USC MSOT Curriculum



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## Alignment of the Programme with International Standards

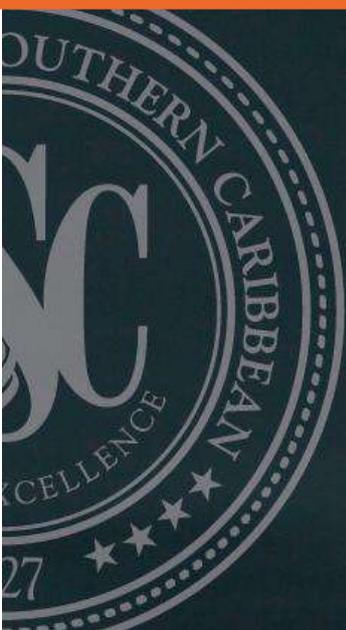
While making deliberate efforts to ensure the program is responsive to, and reflective of, the local context and culture, we are also deliberate in ensuring that the students are well exposed to, and demonstrate competencies based on international standards of practice.

The program utilizes conceptual models such as the Occupational Therapy Practice Framework (American Occupational Therapy Association, 2020) as a basis for client-centered practice approaches that can be applied to individuals, organizations, and population groups and the curriculum.

These models are introduced, practiced and assessed specifically throughout our Professional Foundations of Occupational Therapy I-II, Therapeutic Process I-III and Therapeutic Performance I-III course sequences and referenced in many other courses throughout the curriculum.

Other conceptual models referenced within the curriculum include but not limited to: the Canadian Model of Occupational Performance [CMOP] (CAOT, 1997), Canadian Practice Process Framework (CPPF) (Townsend et al., 2007) Person-Environment-Occupation (PEO) (Law et al., 1996), Model of Human Occupation (MOHO) (Keilhofner, 1980, 2005), Ecology of Human Performance (Dunn et al., 1994) and Person-Environment-Occupational Performance (Christiansen & Baum, 2006).

The teachers and programme hold the responsibility to create a learning environment of mutual respect, and shared responsibilities. In order to enhance active engagement with the curriculum teaching and learning utilizes varied and interactive teaching techniques, methods and materials, be they online, offline, problem-based learning, service learning or other methods that advance the student's learning. In this way the variety of learning styles and student life experiences is leveraged to their greatest benefit for the transformation of the individual student.



# The USC MSOT Curriculum

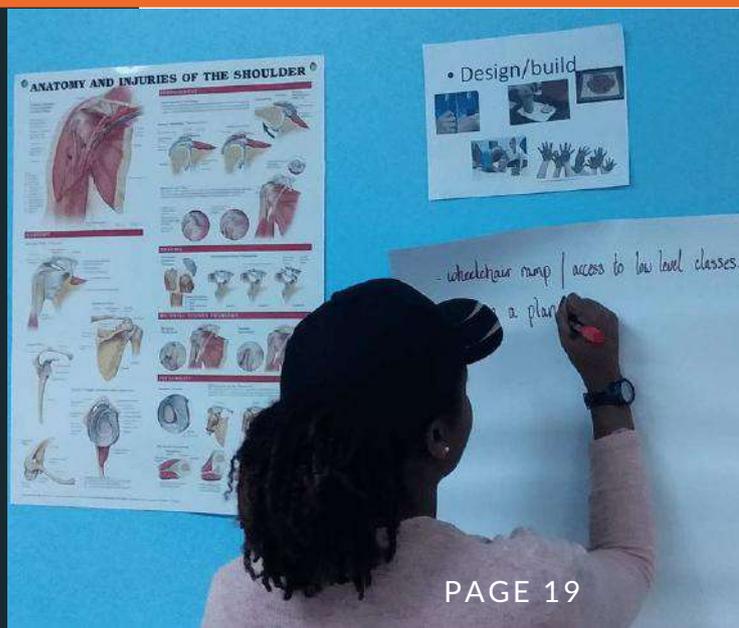
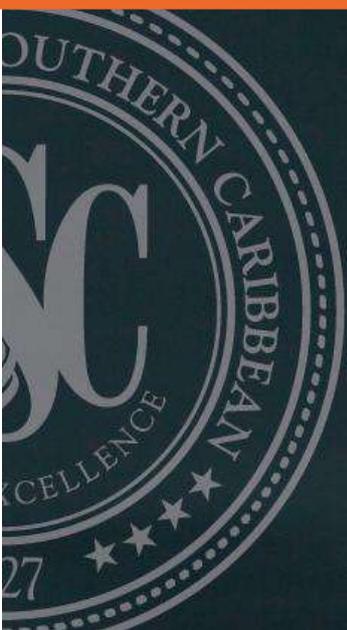


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## Alignment of the Programme with International Standards

With regard to the transformative teaching of adult occupational therapy students, the programme follows the holistic tenets of the profession by addressing both the hearts and minds of the students. Occupational therapy is a profession that holds a unique place in the spectrum of healthcare professions. Occupational therapists must fully appreciate the value of the work they do with individuals and society and in so doing be able to articulate with and on behalf of their service users. To this end, scholars have argued for equal emphasis being placed on the development of the mind as on the heart in the initial and continued professional education of occupational therapists (Wood, 2004). The integration of the mind, heart and soul in the education of practitioners and the development of their professional identity is vital lest we produce clinicians “with minds that do not know how to feel and hearts that do not know how to think” (Palmer, 1998, p. 66). Thus, transformative education of occupational therapists resulting in the integration of a critical thinking mind, a compassionate heart and a motivated soul will be another thread in the curriculum. This thread is in alignment with the university’s Adventist philosophy which teaches that true education is the harmonious development of the head, the heart, and the hand (USC website, 2014).

Thus, the student learning and development is in alignment with the overarching mission of the institution and the goals and objectives of the program, and these links between mission and student learning and program objectives and teaching methods and modalities will be explicit and logical. The curricular threads and related links will be understandable to the student through both the curriculum design and individual class syllabi.



# The Curriculum Structure



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## Core Curriculum Courses

COURSE CODE	COURSE TITLE	CREDITS	CONTACT HOURS	MODE OF INSTRUCTION	COURSE DESCRIPTION
OCTH 501	Functional Human Anatomy	4	66	<b>Blended</b> Theoretical & Practical	Addresses the structures, functions, and processes of the human body that support participation in occupation. The course will focus on movement and somatosensory capacities and the structures related to those functions.
OCTH 502	Professional Foundations of Occupational Therapy I	3	33	<b>Online</b> Theoretical	Introduces core foundations of occupation-centered practice. Students learn fundamentals of professional communication and behaviour, clinical reasoning, activity analysis, theory, and evidence-based practice. Initiates the process of therapeutic use of self as a reflective professional. It includes foundational understanding of the philosophical and historical underpinnings of the occupational therapy profession, and the unique role and therapeutic use of occupation across multiple settings. Introduces the professional paradigms of frames of reference, professional organizations, and occupation in health and society.
OCTH 503	Research and Evidenced-based Practice I	3	33	<b>Online</b> Theoretical	Students are introduced to the scientific process, and learn the application of different methodologies, including qualitative and quantitative methods, to address clinical concerns.
OCTH 504	Service-Learning Seminar	1	11	<b>Online</b> Theoretical & Practical	Includes philosophy of service, learning by experience, reflection, and civic engagement. Provides opportunity for students to apply critical thinking skills, team-based learning, and information learned in didactic coursework to collaborate with the community and address client and community needs.
OCTH 505	Occupation-based Assessment and Analysis	2	30	<b>Online</b> Theoretical	Analyzes activities in all areas of human occupations based on dynamic interaction of person factors, performance skills, performance patterns, and contexts. Includes in-depth understanding of the kinesiology components of joint mobility, stability, tone, and power. Relates activity demands to their influence on performance in occupations. Applies concepts to grading and adapting activities and occupations.
OCTH 506	Functional Neuroscience	2	45	<b>Online</b> Theoretical & Practical	Explores the structures, functions, and processes of the human body that support participation in occupation. The course will focus on neurological systems that support human occupation. Provides a foundational understanding of neuroscience – including anatomy and function of the central and peripheral nervous systems, neurological conditions related to anatomical structure and function, and relationship of the nervous system to engagement in occupation.

# The Curriculum Structure



UNIVERSITY of the  
SOUTHERN CARIBBEAN

## Core Curriculum Courses

COURSE CODE	COURSE TITLE	CREDITS	CONTACT HOURS	MODE OF INSTRUCTION	COURSE DESCRIPTION
OCTH 507	Health Conditions I	2	30	<b>Online</b> Theoretical	Addresses the biological and phenomenological aspects of specific mental and physical health conditions that may be experienced by adults. Addresses prevention, public health and disability. Mental & physical conditions: Adults
OCTH 508	Therapeutic Process I	3	45	<b>Blended</b> Theoretical & Practical	Therapeutic Process I focuses on OT practice with adults who have disabilities or health problems that inhibit occupational performance and/or social participation, across a variety of situations. Includes Fieldwork I (40 hours).
OCTH 509	Therapeutic Performance Lab I	2	45	<b>Blended</b> Theoretical & Practical	Provides students with hands-on experiences to practice therapeutic skills for OT practice with adults.
OCTH 510	Service Learning 1	0.5	33	<b>Online</b> Theoretical & Practical	Service learning experiences that utilize active learning strategies involving students in reflection, sustainability, and civic engagement. Encourages collaboration with community partners in order to address occupational needs of the community. Develops critical thinking and team-based learning skills. (Service Learning I-III)
OCTH 511	Professional Foundations in OT II	3	45	<b>Online</b> Theoretical	Develops an understanding of how occupation, embedded in a diverse sociopolitical and cultural context, is shaped and changed throughout the human lifespan. Examines the concept of occupation, as defined in occupational therapy and occupation science, in the context of its historical relationship to human adaptation and health. Explores social participation through individual and group occupations.
OCTH 512	Health Conditions II	3	33	<b>Online</b> Theoretical	Addresses the biological and phenomenological aspects of specific mental and physical health conditions that may be experienced by children, adolescents and young adults. Mental & physical conditions: Infants, children, Adolescents.
OCTH 513	Therapeutic Processes II	2	30	<b>Blended</b> Theoretical & Practical	Therapeutic Process II focuses on OT practice with children, adolescents and young adults that have disabilities or health conditions that inhibit occupational performance and/or social participation, across a variety of situations. Includes Level 1 fieldwork experiences (40 hours).
OCTH 514	Therapeutic Performance Lab II	1	30	<b>Blended</b> Theoretical & Practical	Provides students with hands-on experiences to practice therapeutic skills for OT practice with infants, children, and adolescents.

# The Curriculum Structure



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## Core Curriculum Courses

COURSE CODE	COURSE TITLE	CREDITS	CONTACT HOURS	MODE OF INSTRUCTION	COURSE DESCRIPTION
OCTH 517	Research and Evidence Based Practice II	3	45	<b>Online</b> Theoretical	This course continues the work started in the Research and Evidenced-based Practice I course on understanding the process of scientific inquiry and the application of different methodologies, including qualitative and quantitative methods, to address clinical concerns. Each student will refine a research question/area of inquiry and develop a research proposal.
OCTH 518	Fieldwork II A (12-15 weeks, full time, 480 hours)	3	480	<b>Face-to-Face</b> Practical	A twelve to fifteen week (~ forty hours/week) supervised fieldwork experience in clinical and/or community-based programs. Emphasizes assessment, planning, treatment, problem solving, administration, and professionalism with direct supervision. (peds or adults). (12-15 weeks, full time, 480 hours)
OCTH 519	Health Conditions III	2	30	<b>Online</b> Theoretical	Addresses the phenomenological and biological aspects of complex mental and physical health conditions, experienced by older adults. Special emphasis will be on prevention of decline, dementia, geriatric syndromes, and the impact of age-associated changes on service delivery. Mental & Physical Older Adult.
OCTH 520	Therapeutic Processes III	2	30	<b>Blended</b> Theoretical & Practical	Therapeutic Processes III focuses on OT practice with older adults who have or at risk of disabilities or health problems that inhibit occupational performance and/or social participation, across a variety of situations. Includes Fieldwork I (40 hours)
OCTH 521	Therapeutic Performance Lab III	1	30	<b>Blended</b> Theoretical & Practical	Provides students with hands-on experiences to practice therapeutic skills for OT practice with older adults.
OCTH 522	Research and Evidence Based practice III	2	30	<b>Online</b> Theoretical	Students refine a research question to continue the learning and research processes of the two previous research courses. They work on and complete the process for IRB approval. Once they have approvals they may begin collecting, analyzing, and interpreting data. They work on writing-up the study in preparation for the final stage.
OCTH 523	Community-based OT I	3	45	<b>Online</b> Theoretical	Students learn principles and processes of needs assessment, establishing indirect service & program development.

# The Curriculum Structure



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## Core Curriculum Courses

COURSE CODE	COURSE TITLE	CREDITS	CONTACT HOURS	MODE OF INSTRUCTION	COURSE DESCRIPTION
OCTH 524	Service Learning II	0.5	33	<b>Online</b> Theoretical & Practical	Service learning experiences that utilize active learning strategies involving students in reflection, sustainability, and civic engagement. Provides community-engaged learning experiences that involve students in reflection and sustainability practices. Encourages collaboration with community partners and addresses needs of the community. Advances critical thinking and team-based learning skills.
OCTH 526	Fieldwork II B (12-15 weeks, full time, 480 hours)	3	480	<b>Face-to-Face</b> Practical	A twelve to fifteen week (~ forty hours/week) supervised fieldwork experience in clinical and/or community-based programs. Emphasizes assessment, planning, treatment, problem solving, administration, and professionalism. (peds or adults). (12-15 weeks, full time, 480 hours)
OCTH 527	Community Based OT II	3	45	<b>Blended</b> Theoretical & Practical	Public health and system-level program development, implementation, monitoring and evaluation for OT. Students apply these concepts to an evidence-based, occupation-centered and community-based programme they implement over 8 weeks.
OCTH 528	Occupational Therapy Advocacy, Leadership & Professional Transition	3	45	<b>Online</b> Theoretical	Explores professional leadership and management with roles and responsibilities specific to occupational therapy practice. Explores standards of practice, supervision, and advocacy options for populations and the profession. (Merged from PF III) Introduces ethical business for occupational therapy practitioners, including financial statements and budgetary processes, marketing, management, and consultation. Emphasizes the use of strategic planning for decision-making processes of program development, productivity, and accountability. Provides the student with an opportunity to explore a variety of topics relevant to transitioning into occupational therapy professional practice.
OCTH 529	Research and Evidence Based practice IV	2.5	30	<b>Online</b> Theoretical	"Students will work on data compilation in their research project group, and preparation of a final paper for dissemination of findings. Presentation of research findings at a professional forum with a scientific poster."
OCTH 530	Service Learning III	0.5	33	<b>Blended</b> Theoretical & Practical	Community-engaged learning experiences that involve students in reflection and sustainability practices. Encourages collaboration with community partners and addresses needs of the community through implementation of an occupation-based 8-week programme. Advances critical thinking and team-based learning skills. Includes synthesis of service-learning experiences.

# The Curriculum Structure



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## General Education Courses

COURSE CODE	COURSE TITLE	CREDITS	CONTACT HOURS	MODE OF INSTRUCTION	COURSE DESCRIPTION
RELG 575	Religious Approaches to Human Health	2	22	<b>Online</b> Theoretical	This course studies different world religions with specific emphasis on their philosophy and approach to health and health education. Special attention is given to religions and select religious sects and groups of the Caribbean. The class concludes with the SDA philosophy and approach to health and health education.
RELT 641	Christian Ethics for Healthcare Professionals	2	22	<b>Online</b> Theoretical	This course explores ethical issues and dilemmas faced by Health Care professionals. These are studied against the backdrop of Christian thought and practice.

## Elective Courses

OCTH 516	Topics in _____	1-3	11-33	<b>Blended</b> Theoretical	This course allows the student the opportunity to study selected topics of current interest, emerging practice or advanced specialty training in occupational therapy / occupational science such as Current Trends in OT Practice, Physical Agent Modalities & Orthoses, Design & Technology / Assistive Technologies, Disaster Preparedness and Management, Mental Health First Aid or others. This course is repeatable with different topics/subjects and may be conducted in a blended, online or face-to-face format. It may be conducted as a group or on an individual basis as approved by the faculty.
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Programme Totals: 30 courses (67 credits | 1942 contact hours)

Online: 18 courses = (60%)

Blended: 10 courses; Face-to-Face: 2 courses = (40%)

### Definitions:

- Core Curriculum Courses:** These are courses that would make up the 'foundation' / 'backbone' of the degree. All courses in the "Core" section of your degree must be compulsory, and there must not be any choices or options in this section.
- General Education Courses:** These are the compulsory courses that prepare students for leadership in society. In developing the whole person, it challenges students to model Christ-likeness and to value truth. General education is key to achieving the University's mission and are designed to help all students develop those traits that mark a USC graduate.
- Electives:** An elective course is one chosen by a student from a number of optional subjects or courses in a curriculum, as opposed to a required course which the student must take. While required courses are deemed essential for an academic degree, elective courses tend to be more specialized.

# The Curriculum Structure



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## Fieldwork

Occupational Therapy is a reflective and scientific healthcare profession founded on the pragmatic philosophy of progressive thinkers. Fieldwork placements are essentially the bridge between classroom theory and implementation of intervention in the practice environment. Placements are an opportunity for the student to develop the competencies required to practice as a competent and compassionate entry-level occupational therapist (USC MSOT Fieldwork Manual, 2020)

Students complete two 12-15 week clinical rotations (480 hours each) to give students as much hands on experience as possible in keeping with WFOT requirements, foster student integration of the concepts of occupation with classroom learnings and better develop their professional identity as an occupational therapist.

The fieldwork experiences, structure and documentation processes will bear in mind the WFOT Graduate Entry-level Competencies (World Federation of Occupational Therapists, 2008) as described below:

### Expectations of an Occupational Therapist:

- Governance, autonomy and accountability
  - Patient safety including risk assessment, clinical decision-making, standards and protocols and clinical pathways
  - Recognition of communication and reporting structures
  - Individual accountability and responsibility
  - Legislation including statutory registration and WFOT requirements
- Professional Relationships
  - Roles in teams and in workplace
  - Professional networks
- Professional Management
  - Patient needs and community needs assessment
  - Management of caseload and throughput
  - Audit, reflection and review of practice
- Application of practice
  - Underpinning knowledge, understanding and skills
  - Theory in frame of reference
  - Ongoing learning that involves continuing professional development as a planned process
- Patient/client assessment and treatment implementation and evaluation
  - Identification and assessment of health and social care needs
  - Assessment process
  - Formation of a plan using assessment data
  - Deliver of service using the plan
  - Evaluation and modification of treatment

# Educational Facilities & Resources



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The educational facilities at USC include the following physical resources:

- Upgraded Occupational Therapy Skills Simulation Lab with Wifi Access and accessible restrooms for wheelchair users .
- Dedicated MSOT Classroom Space with Wifi Access
- Dedicated MSOT Student Lounge with Wifi Access

The educational facilities include the following instructional and student resources:

- Learning Management System - USC Elearn (Moodle); Student Management System - Aeorion
- USC Library - E-access to thousands of journals, theses, articles and reports via various platforms including EBSCO Discovery Service (EDS), Online Public Access Catalogue (OPAC), and ProQuest Dissertations & Theses Global.
  - Copies of textbooks are available at the Main Library on Reserve.
  - In addition to the resources at the main library, the department also maintains a small library within the area of the teaching spaces for student and faculty reference.
- Simulation Subscriptions:
  - Simucase - Clinical Simulations and Observation Videos
  - Visible Body
  - Acland Video Atlas
- Wellness Center
- Counseling Services



# Educational Facilities & Resources



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# Educational Facilities & Resources



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The Digicel Foundation Occupational Therapy Simulation & Resource Lab,  
OT Student Lounge and OT Department Library

# Educators & Exit Award



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In accordance with the WFOT guidelines on educators, all faculty have credentials at the masters or doctoral level. We utilize an interdisciplinary team of faculty and clinical instructors from a pool of local and foreign educators to guide you through your educational journey at USC.



Programme faculty, clinical Instructors and students at the inaugural C.I Appreciation Dinner

Upon completion of the program graduates are conferred the degree title, Master of Science in Occupational Therapy. Prior to this, in the closing stages of their journey, they are required to present their work at two public events, OT Scholar Day and OT in the Community.

OT Scholar Day is hosted during the final semester of the programme where students are required to present on their group research project and poster to an invited audience. Their final written work is bound and filed with the university.



Students displaying their research posters after their oral presentations

# Exit Award



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OT in the Community Day is also hosted during the final semester of the programme where students are required to present on the community-based OT initiative that they would have developed, implemented and assessed at each of their service learning sites, to an invited audience. This opportunity is also taken to express thanks to our service learning partners who also attend the event. Prospective employers are also invited to this event so they can get a first hand glimpse of the potential work that these OTs can do for their organizations.



Left: students thanking their service learning hosts; Middle: students presenting on their CBOT initiatives along with their service learning host; Right: Students interacting with potential employers after the event.

Prior to graduation day, the MSOT programme hosts a pinning ceremony, as students are welcomed by their future colleagues into the profession. The event is symbolic and reflective in nature as the students are afforded the opportunity to look over their journey and celebrate their achievements with family, friends and well wishers. The department also distributes various awards for excellence in each of the five pillars of the programme. The graduates are given a welcome and charge by the local OT association and is truly one of the most memorable experiences of their journey at USC.



Students receiving their MSOT pins and special awards at our pinning ceremony.

# Exit Award



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Graduation is held by the university annually and with much pomp and circumstance, our graduates first crossed the stage in July of 2019. It was indeed a momentous occasion and one we hope to continue in future years. The 2020 graduation ceremony was cancelled due to the COVID-19 restrictions, however a virtual conferral ceremony was held in October 2019 through which our 2nd cohort received conferral of their degrees.



Our Pioneer Class on Graduation Day!

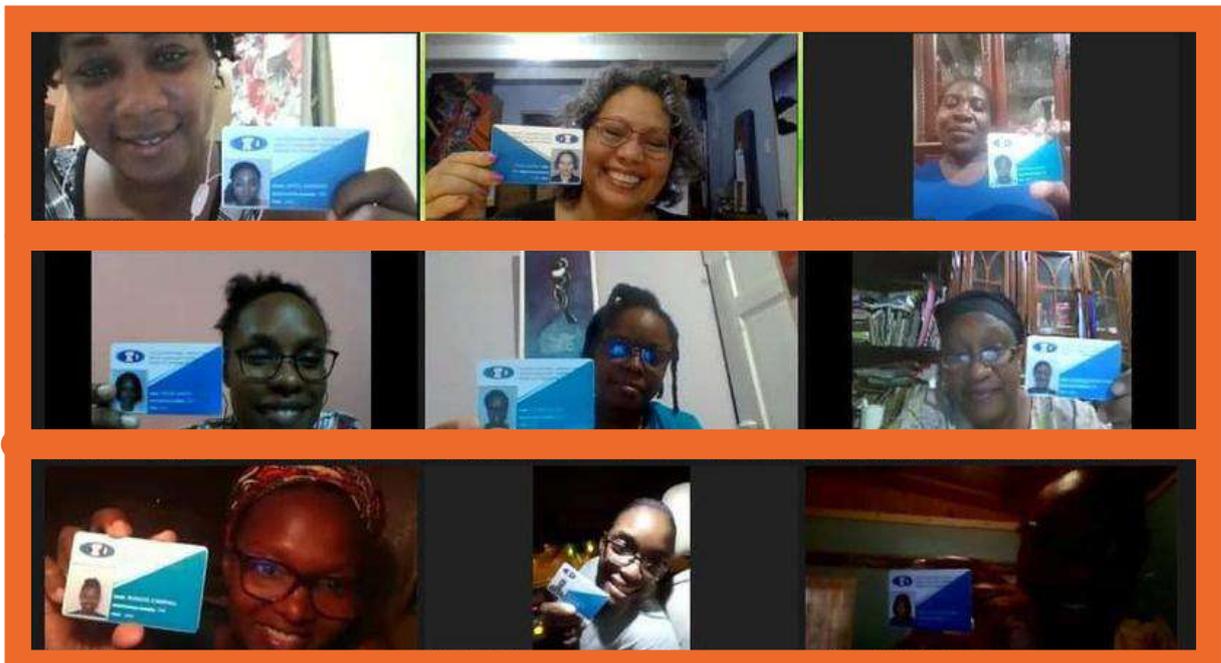
# Licensure/Registration



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Following graduation, students are eligible to register with the Council for Professions related to medicine via the Occupational Therapy & Speech Language Pathology Board to practice in Trinidad and Tobago. They are required to complete one of mentorship in their first year of practice in order for registration to be complete. This is an external process to the USC programme, however we are able to support them in this journey in any way possible. The 12-month Mentorship Program will take place through:

- 5 Hours per month of "Direct Interaction". This can include observation of the various aspects of therapy including: Patient Evaluation, Treatment Planning, OT Treatment, Record Keeping, Communication, Patient Safety, Professional Behaviour, Professional Ethics.
- Minimum of 3 "Indirect Interactions". This can include interaction through email, inservice, shadowing, phone calls, Skype, etc.
- Mentors should have 3+ years experience.
- Mentors must be licensed and practicing in Trinidad and Tobago.
- The Mentor will complete a log sheet for Mentee to submit when renewing the 1st time.
- No more than 2 Mentees per Mentor.
- There should be no financial gain for mentors.



USC MSOT graduates displaying their CPRM registration cards granting eligibility to practice in Trinidad & Tobago

The USC MSOT Curriculum has received commendations by external reviewers with reference to its application of the local context, focus on occupation and promotion of its 5 curricular threads. We are confident that the programme is able to inculcate the knowledge, skills and attitudes necessary for our graduates to perform at and above the requirements for entry level practitioners.

# FREQUENTLY ASKED QUESTIONS

## USC MSOT

**WHERE CAN I OBSERVE OCCUPATIONAL THERAPISTS WORKING IN TRINIDAD AND TOBAGO?**

You may find the list and contact information for registered occupational therapists on the website of the Trinidad and Tobago Occupational Therapy Association. [www.ttota.com](http://www.ttota.com). There is also a Facebook page for TTOTA under Trinidad and Tobago Occupational Therapists. Overseas applicants may find contacts for Caribbean occupational therapists through the Association of Caribbean Occupational Therapists [www.caribbeanot.com](http://www.caribbeanot.com). There is also a Facebook page under Association of Caribbean Occupational Therapists.

**IS THIS MSOT PROGRAMME ACCREDITED?**

The MSOT at USC was approved by the World Federation of Occupational Therapists on March 7th 2016. WFOT approval is granted for five years and will be reviewed in 2021. The MSOT was also approved by the Accreditation Council of Trinidad and Tobago (ACTT) in December 2015. The Council for Professions Related to Medicine also recognized the program in May, 2020 and as such our graduate are eligible to apply for registration to practice in Trinidad & Tobago upon completion of their studies. Program accreditation is a lengthy process that requires that the program be well on the way before the process can be completed. Being a relatively new program, the university continues its efforts to work along with all governing institutions to ensure this is done at the appointed time.

**IS THE PROGRAMME GATE APPROVED?**

The MSOT was submitted for GATE approval but had NOT yet been approved for funding before the government of Trinidad & Tobago discontinued GATE funding for all graduate degrees.

**HOW MUCH DOES THIS PROGRAMME COST?**

Tuition and fees for the entire MSOT programme (eight semesters - 67 credits) is approximately TT\$146,000. This does not include the cost of accommodation, board, books, and other items such as laptop and polo shirts. Travel to and accommodation for Fieldwork is the responsibility of the student.

**ARE THERE ANY SCHOLARSHIPS FOR TRINIDAD AND TOBAGO NATIONALS AND OR CARICOM STUDENTS?**

Information on scholarships can be found on the USC website and at [www.scholarships.gov.tt](http://www.scholarships.gov.tt) Some of our past students have been applied and been awarded the Rosemary Green Bursary which is a \$10,000 TTD scholarship, awarded annually to a Trinidad and Tobago National in an Entry Level Occupational Therapy degree programme, renewable for one follow up year at \$5000. The award is for a candidate demonstrating a high GPA and a commitment of working within Trinidad and Tobago after graduation with the goal of contributing to the medical, social and educational services available in the country. The Trinidad & Tobago Occupational Therapy Association manages this bursary award.

# FREQUENTLY ASKED QUESTIONS

## USC MSOT

### **IS THE PROGRAMME FULL-TIME? ARE CLASSES OFFERED AT NIGHT AND/OR ON WEEKENDS?**

The programme is offered full-time only with some classes and internships running throughout the day. Classes that are face to face are run on the USC campus and may be offered at any time between Monday to Thursdays during the day and on Fridays until 12 noon. Some of our classes are offered face to face and others online or a mix of the two (blended). Although we try to limit the amount of days required to two days per week for classes, the workload is a full time workload and will require significant time outside of the classroom as well. Additionally, Fieldwork I and II are considered the bridge to professional practice Master of Science in Occupational Therapy and requires the student to work along with a registered OT clinical instructor on a full time basis in order to complete the required hours. This is subject to the clinical instructor's work schedule and the student needs to be available to attend based on that schedule. It is unadvisable to maintain a full time work schedule while enrolled in the program.

### **DO I HAVE TO HAVE ALL THE PREREQUISITE COURSES? DO THEY HAVE TO BE TAKEN MORE RECENTLY THAN 10 YEARS?**

Yes, all the listed prerequisite courses are required and they must have been taken within the last 10 years. The material covered in these life-science prerequisite courses is foundational knowledge and will not be repeated within the courses of the MSOT. While we encourage students with a diversity of academic backgrounds to apply to the program, these foundational courses are necessary to give all students an equal chance of success in the more advanced courses that build on this knowledge base. There will be consideration given to allow one (1) co-requisite course taken only during the first semester.

### **WHERE CAN I GET THE COURSE MEDICAL TERMINOLOGY?**

Medical Terminology may be taken at any approved tertiary institutions or online. We will accept the following online course:  
Comprehensive Medical Terminology (3.3 credits)  
Certificate upon completion.  
You may find it at <[Universalclass.com](http://Universalclass.com)>

### **WILL THERE BE A UNIFORM FOR MSOT STUDENTS?**

No, there is no uniform for regular classes, but the standard USC campus dress code will apply. However, while MSOT students are on Fieldwork or Service Learning Placements they will be required to purchase and wear the placement uniform, which is a MSOT polo shirt and khakis. It is understood that some placement sites may also have their own additional requirements appropriate to the clinical nature of the site.

# FREQUENTLY ASKED QUESTIONS

## USC MSOT

### **IS THIS PROGRAMME RECOGNIZED IN THE US AND OTHER INTERNATIONAL LOCATIONS?**

The MSOT at USC was designed primarily for the Caribbean context, however the curriculum was developed using the learning objectives and programme outcomes outlined by the World Federation of Occupational Therapists towards achieving entry-level competency. Thus our standards are comparable and in some instances exceed the global requirements for entry-level practice. Each country has it's own guidelines for accepting foreign trained professionals and you would need to review the requirements for the country you are intending to practice. According to Act 35 of the laws of Trinidad & Tobago, the Council for Professions Related to Medicine approves and oversees all allied health professionals practicing in Trinidad & Tobago under the relevant boards. Our graduates are eligible to register with the Occupational Therapy & Speech Language Pathology Board to practice as an occupational therapist in Trinidad & Tobago. Being an international programme, it is not a US-accredited program. However, after you have been registered to practice within the jurisdiction of your study, there are guidelines outlined by the National Board for Certification in Occupational Therapy (USA) that allow internationally trained OTs to apply for eligibility to sit the NBCOT exam towards board certification to practice in the US. This does not guarantee eligibility to practice in the US as each application is subject to review based on their established criteria, The criteria for this application is outlined via their website <https://www.nbcot.org/Students/get-certified>.

### **DO YOU HAVE ACCOMMODATIONS FOR MATURE ENTRY INTO THE MSOT PROGRAM?**

Currently, there are no approved alternate/mature entry pathways available to the MSOT program, however the department is reviewing solutions for possible future applications.

### **WHERE CAN I FIND OUT ABOUT HOUSING OPTIONS?**

Information on Housing can be found on the USC website and through the Student Development and Services Department.

# FREQUENTLY ASKED QUESTIONS

## USC MSOT

### **WHERE WILL THE FIELDWORK PLACEMENTS (FW) BE CARRIED OUT? WHO WILL BE THE FW PRECEPTORS?**

Fieldwork Level I starts from the second semester of the programme and lasts for one week fulltime (40 hours). The placements sites will be in Trinidad and Tobago under direct supervision of registered occupational therapists who have had at least one-year experience practicing. Students will go on Level I placement in groups of two or three.

There are two Level II Fieldwork placements, which start in the second year and are 12-15 weeks long. The supervision model will be direct supervision by an OT and mixed (direct and distant) supervision by an OT. Where appropriate and feasible, international placements will be facilitated in the later placements to enhance student learning and preparation for intended practice contexts.





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## Main Campus Graduate Tuition & Non-Tuition Fees

- *Please note that ALL fees are quoted in TTD. The exchange rate is \$6.70 TTD: \$1:00 USD.*
- *Both fees and exchange rates are subject to change without prior notification.*
- *All students are required to pay health insurance.*
- *The caution deposit fee is charged once, in the semester that the student begins classes and is admitted in the dormitory.*

<b>M.S. OCCUPATIONAL THERAPY</b>					
This programme is NOT GATE funded	OTHER FEES (per year)				
	Semester 1	Semester 2	Semester 3	<b>REGISTRATION/GENERAL FEE (\$320.00 x 8 semesters)</b>	
<b>Health Insurance</b>				General Fees (year 1)	<b>\$960.00</b>
Single	\$300.00	\$300.00	\$225.00	General Fees (year 2)	<b>\$960.00</b>
Family (August rate (single))	\$600.00	\$600.00	\$450.00	General Fees (year 3)	<b>\$640.00</b>
Family (August rate (family))			\$75.00	<b>TOTAL COST</b>	<b>\$2,560.00</b>
			\$150.00		
<b>Residence Halls</b>				<b>TUITON COST (67 credits x \$2,113.00)</b>	
Women's Residence Hall (with two-meal plan)	\$10,000.00	\$10,000.00	\$5,000.00	Tuition cost (year 1)	<b>\$70,785.50</b>
				Tuition cost (year 2)	<b>\$45,429.50</b>
Men's Residence Hall (with two-meal plan)	\$10,000.00	\$10,000.00	\$5,000.00	Tuition cost (year 3)	<b>\$25,356.00</b>
				<b>TOTAL COST</b>	<b>\$141,571.00</b>
Marriage Complex (caution deposit fee for Marriage Complex)	\$12,000.00	\$12,000.00	\$12,000.00 \$3,000.00	<b>LAB FEES (\$320.00 per course)</b>	
	\$3,000.00	\$3,000.00		Year 1	<b>\$960.00</b>
				Year 2	<b>\$320.00</b>
				<b>TOTAL COST</b>	<b>\$1,280.00</b>
Cafeteria (additional meal)	\$3,000.00	\$3,000.00	\$1,440.00	<b>OVERAL COST \$145,411.00</b>	

## PAYMENT PLAN

<b>Year 1</b>	<b>General Fees &amp; Lab</b>	<b>\$1,920.00</b>
	Deposit	\$12,577.00
	Tuition	\$15,008.50
	<b>Total down payment (\$1,920 + \$12,577 + \$15,008.50)</b>	<b>\$29,505.50</b>
	<b>INSTALLMENTS</b>	
	Monthly Instalment (12 months x \$3,600 )	<b>\$43,200.00</b>
	<b>TOTAL COST FOR YEAR 1</b>	<b>\$72,705.50</b>
<b>Year 2</b>	<b>General Fees &amp; Lab</b>	<b>\$1,280.00</b>
	Deposit	\$2,229.50
	<b>Total down payment (\$1,280 + \$2,229.50)</b>	<b>\$3,509.50</b>
	<b>INSTALLMENTS</b>	
	Monthly Instalment (12 months x \$3,600 )	<b>\$43,200.00</b>
	<b>TOTAL COST FOR YEAR 2</b>	<b>\$46,709.50</b>
<b>Year 3</b>	<b>General Fees</b>	<b>\$640</b>
	Deposit	\$3,116.00
	<b>Total down payment (\$640 + \$3,116.00)</b>	<b>\$3,756.00</b>
	<b>INSTALLMENTS</b>	
	Monthly Instalment (12 months x \$1,800)	<b>\$21,600.00</b>
	<b>TOTAL COST FOR YEAR 3</b>	<b>\$25,356.00</b>
	<b>OVERALL COST OF PROGRAM</b>	<b>\$145,411.00</b>

## HERE ARE OUR ACCESSIBLE PAYMENT OPTIONS FOR YOUR CONVENIENCE

- 1) Payments must be made to: **University of the Southern Caribbean**
- 2) Personal cheques and third party cheques are not accepted.
- 3) Payments of up to \$500.00 (cash) can be made at the Cashier's Station, Finance Division, Administration Building. Cash payments of more than \$500.00 must be made at the local banks listed below.
- 4) **Online payment facility is available on AEORION using your Visa credit card, payment must be made in TT dollars.**
- 5) Students who will be making their payments at the Cashier in the Administration Building must take a number and be seated. When your number is called, you will then proceed to the Cashier.
- 6) Payments of full amounts for tuition, general and other fees can be made at the Banks listed below or at the Cashier's Station, Finance Division, Administration Building, using your LINX, Debit Card, Credit Card, Certified Cheques, bank drafts, or international money order ONLY. **When paying at the banks, please provide the Bank Teller with your Name and USC I.D. number to place on the transaction.**
- 7) If paying in TT Dollars, payment should be made at the RBC Bank Account Number: 1000-810-705-3657-6.
- 8) If paying in US Dollars, payment should be made at RBC Bank Account Number: 1000-180-103-1657-3.
- 9) If paying via Wire Transfer, please note the Wire Transfer information that is carefully itemized for easy reference:

### USD DOLLAR TRANSACTION

RBC Royal Bank, Eastern Main Road, St Augustine, Trinidad, W. I. Swift Code –RBTTTTPX. Bank of New York, 48 Wall Street, NY, NY, USA. ABA# 021-000-018 to credit A/C # 890-0016-329 in the name of RBC Bank T&T Ltd. For further credit to A/C # 1000 180 103 16573 in the name of University of the Southern Caribbean.

### UK POUND/STERLING TRANSACTION

RBC Royal Bank, Eastern Main Road, St Augustine, Trinidad, W. I. Swift Code –RBTTTTPX. National Westminster Bank PLC, Devonshire Square, London, EC2M 4XB, GB. Swift Code-NWBKGB2L in the name of RBC Bank T&T Ltd. For further credit to A/C # 1000 180 103 16573 in the name of University of the Southern Caribbean.

### EURO TRANSACTION – through BELGIUM

RBC Royal Bank, Eastern Main Road, St Augustine, Trinidad, W. I. Swift Code –RBTTTTPX. ING Belgium NZ/SA Marnix Building, 1050 Brussels Belgium. Swift Code-BBRUBEBB010 in the name of RBC Bank T&T Ltd. For further credit to A/C # 1000 180 103 16573 in the name of University of the Southern Caribbean.

### EURO TRANSACTION – through GERMANY

RBC Royal Bank, Eastern Main Road, St Augustine, Trinidad, W. I. Swift Code –RBTTTTPX. Deutsche Bank AG, 60262 Frankfurt AM Main, Germany. Swift Code-DEUTDEFF in the name of RBC Bank T&T Ltd. For further credit to A/C # 1000 180 103 16573 in the name of University of the Southern Caribbean.

***Payments made at the cashier are automatically entered into the student's account; however you must ensure that you receive a receipt from the university cashier for your records.***

## Students' Exchange Rate

The University of the Southern Caribbean wishes to advise all its students that in light of the continued depreciation of the TT dollar vis à vis the US dollar, effective July 1, 2017 the exchange rate applicable for all transactions has been adjusted from TT\$6.40 to TT\$6.70 to the USD. Both fees and exchange rates are subject to change without prior notification.

***Student Finance Department  
sfagp@usc.edu.tt  
1-868-662-2241/2, Ext. 1216***



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