Mission of the

Occupational Therapy Department:

To fulfill the University mission of “promoting life-long learning, scholarly inquiry, and a commitment to the service of others” the mission of the Tennessee State University Occupational Therapy Graduate Program is to provide the community with competent occupation-based, client-centered practitioners in existing and emerging practice settings.

The Occupational Therapy Entry-Level Graduate Program is committed to

- Recruiting and developing the talents of diverse individuals to serve individual consumers and populations in order to promote, maintain, and improve their health and well-being
- Developing professionalism, creative problem solving, and critical thinking skills for graduates to serve consumers in traditional as well as emerging areas of practice.
- Training future practitioners to conduct evidence-based practice and scholarly inquiry
- Shaping the skills, knowledge, and attitudes that will enable occupational therapy practitioners to collaborate with other professionals in the workplace and promote the profession
- Preparing successful leaders and change agents who will value and pursue life-long learning in order to advance practice, attain post-professional degrees, and conduct scholarship in the region and throughout the nation.
The philosophy of the MOT program at TSU is as follows:

PROGRAM PHILOSOPHY

The occupational therapy program at TSU recognizes occupation to be an individual's goal-directed use of time, energy, interest and attention; and assumes that occupation is best analyzed by examining the activities in which people engage. It is believed that activities are of a changing nature not only throughout the lifespan of each individual, but also through time as the needs, interests and goals of our society change and progress.

The program further recognizes that each person's capacity to compensate for lost or underdeveloped abilities is unique. Health is not absolute, but depends on an individual's sociocultural group, environment, and personal needs and choices. A unique role of occupational therapy lies in its capacity to integrate biological, psychological, sociological and technological components within its view of health and to analyze the factors which influence an individual's performance of work, educational, leisure, and play activities; social participation; instrumental activities of daily living; and personal/basic activities of daily living. Student learning experiences will be structured in the curriculum with respect to ongoing development of individuals across the lifespan. The faculty, in the Department of Occupational Therapy, believes that every person has value. We emphasize the right of each individual to make choices and to determine personal goals. We further believe that in a helping relationship, active participation from the recipient is essential. This belief in active participation applies to both clients and students. Consequently, students shall be responsible for contributing to the structure and content of their learning experiences. The faculty is committed to helping students develop problem solving skills by supporting risk taking and encouraging interactive learning, develop an appetite for life-long learning; become grounded in occupational therapy theory, history, and philosophy upon which the profession was built; demonstrate professionalism and act in compliance with the Code of Ethics (2005); and provide excellent client services, which includes the use of evidence-based practice and collaborative communication with the client, to achieve the desired outcome of engagement in occupation. Students will be expected to examine their own attitudes, values, and personal characteristics as a model for assessing the needs of others.