MAHATMA GANDHI UNIVERSITY
of
MEDICAL SCIENCES AND TECHNOLOGY
JAIPUR

Mahatma Gandhi Occupational Therapy College

Syllabus
Master of Occupational Therapy (M. OT) Program
2 years

Program Code: MOT26 (MSK)
Duration- 2 Years
(MOT)

2026-2027

Recommended by the BOS in Occupational Therapy at its meeting held on 6th April, 2026, the Faculty of Allied and Healthcare Professions at its meeting held on 28th July 2026 and approved by Academic Council at its meeting held on 3rd August 2026

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NOTICE

1. The university reserves the right to make changes in the syllabus /books/ guidelines, fee-structure or any other information at any time without prior notice the decision of the university shall be binding on all.

2. The jurisdiction of all court cases shall be Jaipur Bench of Hon'ble Rajasthan High Court only.

3. This syllabus is aligned with the NCAHP Curriculum dated 15.10.2025 and Corrigendum dated 20.03.2026. Any subsequent amendments, revisions or corrigenda issued by the NCAHP shall automatically apply to the Rules, Regulations and Syllabus of MGUMST, Jaipur, and implemented accordingly.

References:

1. COMPETENCY BASED CURRICULUM for "OCCUPATIONAL THERAPY, Curriculum of Occupational Therapy_2025v1.pdf
2. Degree nomenclature, duration and admission criteria for B.OT and M.OT, LetterUGC09Jan2026.pdf
3. Controlled continuation, intake increase and opening of approved-curriculum courses, Scanned Image
4. **Consolidated corrections to the Occupational Therapy curriculum,** OT1_27May2026.pdf

Introduction

- Master of occupational Therapy (MOT) is a full time (ON CAMPUS) Two years course with compulsory clinical field work.
- A student is assigned a Guide recognized by the University for the Selected Specialty. The compulsory dissertation commences with presenting the original research protocol in front of the Departmental Review Board and with its approval it is evaluated and passed by the Institutional Ethics Committee and then submitted to the University for Final Approval of the synopsis.
- The student along with Clinical, Para-clinical, supervisory, administrative, and micro-teaching must finish the collection of data, analysis and writing the dissertation three months prior to final year examination.
- The student is eligible to appear for the final exam at the end of two years, after submission and approval of dissertation by university.
- The entire post graduate activity is documented as logbook to be compulsorily submitted for eligibility to appear for exams at the end of each year.
- Completion of the Research Methodology and Teaching Technology workshop is desirable.
- The MOT degree is conferred after passing all the theory exams and practical exams.

1. Course Objective:

- At the end of two years of full-time Master's Course in Occupational Therapy, Student will be able to apply clinical knowledge, plan-implement-execute-appraise Occupational Therapy intervention, have aptitude to conduct research, get trained as a teacher, learn supervising skills and take administrative roles. The course aims to make a MOT student a professional of finest clinical and managerial skills to be specialized in the subject opted.
- The student will be trained in specifics and advanced therapeutic processes pertaining to the diagnosis and management of the respective specialty and allied subjects.
- The student will be able to perform critical evaluation of Occupational Therapy and related medical science literature for adopting new theories and technologies in Occupational Therapy diagnostic and therapeutic procedure.
- The student will be able to implement Evidence based interventions and periodically update knowledge and translate into everyday clinical practice.
- The students will be able to implement a transition program for patients from acute care to community integration.
- The students will be able to ethically abide by the rights of the patients and maintain high standards of good clinical practice
- The student will be able to design and conduct an original research study in the field of their respective specialty subject.
- The student will be able to execute administrative skills of organizing, co- ordinating and documenting various post graduate activities

- The student will be able to use the latest technology for presentation skills, intervention and documentation
- The student will be proficient in communication with Authorities, Colleagues, co-professionals, patients, and their care givers
- The students should be able to project the Occupational Therapy process and outcomes, amidst the co-professional team members.
- The student will be able to conduct a micro teaching class for undergraduate students
- The student will be able to supervise clinical and practical demonstrations of undergraduate students

2. Aims of the course:

By the end of the course, the student should have acquired knowledge (cognitive domain), professionalism (affective domain) and skills (psychomotor domain) as given below:

A. Cognitive Domain

- Clinical History taking, Functional Diagnosis and reasoning
- Use of relevant test batteries and their interpretation
- Planning appropriate treatment and discharge
- Update knowledge base
- Teach and Supervise UG students
- Conduct research studies, present, and publish research articles

B. Psychomotor Domain

- To implement various approaches, techniques, design and fabricate orthosis, adapt and modify environment
- Create individualized, Innovative and client centered treatment methods and adaptations for patient.
- To understand the dynamic interaction of various medical interventions for the client on the overall outcome of the disease

C. Affective Domain

- Adhere to the institutional ethics at work and maintain the professional conduct
- Empathetic behavior with patients and their relatives
- Respect patient rights, privilege and occupational justice
- Empowerment and participation of patient and their care givers in the therapeutic process
- Develop Communication skills with colleagues
- Respect and accept teamwork

3. Expectation from the future post graduate in providing patient care.

1. Course work includes advanced knowledge and skills related to the respective branch of specialty.
2. Acquire in-depth knowledge of structure and function of human body related to the respective branch of specialty.

3. Acquire the in-depth knowledge of movement dysfunction of human body, cause thereof principles underlying the use of occupational therapy interventions for restoring movement dysfunction towards normalcy.
4. Demonstrate skill in Physical & Functional diagnosis pertaining to patient under his/her care.
5. Demonstrate ability to critically appraise recent primary, secondary literature from journals & adopt diagnostic & therapeutic procedures based on it.
6. The student will also perform independent research within the department and help the department and the team for treatment planning of the patient.
7. Demonstrate ability to make clinical decision (based on evaluation) regarding Occupational therapy strategy techniques and select appropriate outcome measures based on the comprehensive knowledge of specialty.
8. Demonstrate an expertise in evidence-based skill in the management disorders including movement and functional dysfunction in concerned specialty.
9. Demonstrate an expertise in health promotion, early identification and intervention for quality restoration of function.
10. Planning and implementation of treatment programme adequately and appropriately for all clinical conditions common as well as rare related to respective specialty in acute and chronic stage, various situation and places related to the specialty.
11. Demonstrate proficiency in creating awareness using newer technology, at various levels in community for healthcare & professional awareness.
12. Demonstrate leadership, managerial, administrative & communication skills.
13. Demonstrate the knowledge of legislation applicable to compensation for functional disability welfare schemes & rights of the disabled, laws related to industrial workers & disabled & appropriate certification.
14. Demonstrate proficiency in classroom and clinical teaching using newer and appropriate technology.

4. Scope of Training:

Course is intended to prepare candidates for responsibilities in position of **Specialized practitioner**: MOT student will be able to provide quality occupational therapy services, including evaluation, intervention, program planning and implementation, discharge planning–related documentation, and communication. Service provision may include direct, monitored, and consultative approaches.

Researcher: MOT student will be able to design and conduct research in the field of any subject (specialty). A MOT student will also be able to read, understand and critically review the research literature published in the journals, newsletters, and test manuals.

Teacher: MOT student will be able to Design and conduct educational sessions for undergraduate students imparting theoretical and clinical knowledge.

Supervisor: MOT student will be able to establish a dynamic teaching learning relationship and educational process which will serve as the bridge between previously learnt knowledge

and clinical skills through experiential process.

Administrator: MOT student will be able to plan, organize, direct and control departmental and institutional activities, events, programs, and various Occupational Therapy services

Consultant: MOT student will be able to give an expert opinion or information on organizational, program development, supervisory, or clinical issues or any combination of these to the person/organization seeking the Occupational Therapy services

5. Description of Course

Duration of Course:

Master of Occupational Therapy (MOT) shall be full time, (compulsory ON CAMPUS) course with duration of two academic years

Total teaching hours per academic year: 1560 Hrs. (Total= 3120 Hrs. for 2 years) 39 hrs per week (39 hr /week x 40 weeks)

Academic training, excluding internal and University examination, extracurricular activities, Public Holidays, and Vacation

Medium of instruction:

English shall be the medium of instruction for all the subjects of study and for examination of the course.

Stipend: It is mandatory that the MOT students will get stipend for their academic year at par with NMC guidelines.

Proposed specialities in Master of Occupational Therapy

1. Master of Occupational Therapy in Musculoskeletal sciences – MOT (MSK)
2. Master of Occupational Therapy in Paediatrics & Neonatology- MOT (P&N)
3. Master of Occupational Therapy in Neurosciences – MOT (NEURO)
4. Master of Occupational Therapy in Mental Health – MOT (MH)
5. Master of Occupational Therapy in Cardiovascular & Pulmonary Sciences- MOT (CVPS)
6. Master of Occupational Therapy in Rehabilitation – MOT (REHAB)
7. Master of Occupational Therapy in Geriatrics - MOT (GR)
8. Master of Occupational Therapy in Hand –MOT (Hand)
9. Master of Occupational Therapy in Oncological Sciences- MOT(ONCO)

6. **Overview of Proposed Courses in MOT** First Year MOT (MOT- I)

First Year of MOT will have Four Courses. Out of which three courses (MOT 101, 102 & 103) would be common to all specialities, one Course (MOT 104) would be a speciality paper

Continuing Internal Assessment (CIA): Would be inclusive of Journal Club: Presentation of reviewed published articles, Critiquing assessment, Critiquing analysis, case presentations, microteaching, seminar, topic presentations, seminars & etc.

Nomenclature of each Course of MOT -I

MOT 101: Ethics, Management and Educational Technology in Occupational Therapy Practice
MOT 102: Research Methodology & Biostatistics
MOT 103: Advanced clinical foundation in Occupational Therapy practice
MOT 104: Specialty Paper 1

Basic Medical Sciences & Theoretical foundation in Occupational Therapy for (specialty subject) e.g. Pediatrics & Neonatology.

CIA: Journal Club: Presentation of reviewed published articles, Critiquing assessment, Critiquing analysis, case presentations, microteaching, seminar, topic presentations, seminars, Instrument presentation & etc.

Second Year MOT (MOT- II)

Second year of Masters in Occupational Therapy would have total of Four courses, out of which three courses (MOT 201, 202 & 203) would be proposed speciality papers,

MOT-204: Dissertation

Nomenclature of each Subjects/ Courses of MOT -II MOT 201: Specialty paper 2

Advanced Occupational Therapy Diagnostic & Prognostic skills in (speciality subject) e.g. Pediatrics & Neonatology

MOT 202: Specialty Paper 3

Advanced Occupational Therapy process & practice in (specialty subject) e.g. Paediatrics & Neonatology

MOT 203: Specialty paper 4

Current & Future Trends in Occupational Therapy Practice in Speciality e.g. Paediatrics & Neonatology

MOT 204: Dissertation

7. Eligibility for admission:

1. The candidate should have passed the Bachelor of Occupational therapy from a regular, on campus course, recognized by NCAHP with pass marks (50%). He /She should have appeared in CUET-PG test/ Any similar tests conducted by Central or State Govt./University Any other test as recognized by NCAHP.
2. Candidate must furnish a certificate of physical fitness from a registered medical practitioner and two references from persons other than relatives testifying to satisfactory general character at the time of submission of application form.
   a. No candidate will be admitted on any ground unless he/she has appeared in the admission test and interview.
   b. Entrance test, to be conducted by the university as per the syllabus.
   c. Successful candidates on the basis of written test will be called for the interview & shall have face an interview board. The interview board will include the Head of the Department of Occupational therapy (Chairman of the Board) and other members as per the policy of institute/ university, whose recommendations shall be final for the selection of the candidates.
   d. During subsequent counselling (s) the seat will be allotted as per the merit of the candidate depending on the availability of seats on that particular day.
   e. Candidate who fails to attend the Medical Examination on the notified date(s) will forfeit the claim for admission and placement in the waiting list except permitted by the competent authority under special circumstances.
   f. The name of the student(s) who remain(s) absent from classes for more than 15 days at a stretch after joining the said course will be struck off from the college rolls without giving any notice.

8. Intake of students

The guide to student's ratio shall be 1:3 for admission in first year MOT and cannot be extended in any case. The intake of students to the course shall be at the starting of academic year only. Maximum number of seats in each MOT Speciality would be 12.

9. Guide

a. Qualification of Guide:

- The academic qualification and teaching experience required for recognition as guide is Masters in Occupational Therapy (MOT) with 5 years of teaching experience post MOT.
- Students cannot be left without guide for more than 3 months total during their post-graduation study. (i.e. in the event of resignation of guide college.
- Should appoint the guide within 3 months as per the essential criteria of guide) or as prescribed by University/Government.

b. **Change of Guide**

In case of registered guide leaving the college for any reason or in case of death of guide, guide may be changed with prior permission from the university but as per the mentioned guideline here before. For benefit of students, services of visiting faculty can be utilized, but these faculty members will not be counted in the PG teachers and they cannot register

candidates.

10. Methods of training

The training of postgraduate for MOT degree shall be on a full-time pattern with graded responsibilities in the management and treatment of patients entrusted to his / her care. Acquisition of practical competencies being the keystone of post graduate medical education, post graduate training should be skills oriented. Learning in post graduate programme should be essentially self-directed and primarily emanating from clinical and academic work. The formal sessions are merely meant to supplement this core effort The participation of all the students in all facets of educational process is essential:

a) Every candidate should participate in seminars, group discussions, clinical rounds, case presentations, clinics, journal review meetings, national/ international conferences & COTE.

b) Every candidate should be required to participate in the teaching and training programs of undergraduate students. Training should include involvement in laboratory experimental work and research studies

c) Formal teaching sessions [minimum]

At least 4-hrs of formal teaching per week per subject is necessary. The departments may select a mix of the following sessions:

- Journal club : Once a week
- Seminar/ lecture/ Micro teaching: Once a week
- Case discussions: Twice a week
- Interdepartmental case or seminar: Once a week

d) **Graded responsibility in the care of patients and operative work:**

(Structured Training Schedule of clinical & speciality subjects only)

- Clinical work: Record to be maintained in the log book (No. of patients every week in Both years of MOT)
- Observes
- Assisted a senior Occupational therapist
- Performed procedure under the direct supervision of a senior specialist wherever necessary
- Performed Independently

Other Activities:

- Teaching Activities – Teaching UG student
- Learning Activities: Self Learning, Use of computers & library
- Participation in departmental activities;
- Clinical presentation
- Special clinics
- Inter departmental meetings

- Community work, camps / field visits
- Clinical rounds
- Dissertation work
- Participation in conferences/ presentation of paper -Minimum 2 in two years
- Any other – Continuing Occupational Therapy Education COTE)

e) Clinical Assignments

- Mandatory clinical fieldwork is inclusive of management of patients in intensive care unit, acute care set up, out- patient department and community.
- Each clinical assignment will be for a period of 2 months.
- Assignments for MOT I will be related to general & speciality allied conditions (Medicine, Surgery, Psychiatry, OPD, Orthopaedics)
- Assignments for MOT II will be of speciality subject.
- Rotation and posting in other departments for a maximum of 6 months, the candidate must spend 18 months in the department concerned of specialty & its allied subjects

f) Logbook

Logbook is the document of reflective writing which must be maintained by MOT student throughout the two years of the course. A logbook contains the record of performance in the clinical postings, micro teaching, case presentations, group discussions and seminar evaluated by the recognised Post graduate teachers. A logbook also reflects candidate's participation in co-curricular activities like workshops, seminars, conferences, Continued Occupational Therapy Education, and community services (Annexure).

g) Attendance:

A candidate will be permitted to appear for the University Examination if he/she secures not less than 85% of attendance in the number of instructional days/ practical at hospitals during the academic year, failing which he/she should complete the number of days/hours before appearing for the final examination conducted by the university.

11.Dissertation

Dissertation is the mandatory original research study conducted by the MOT student under the supervision of the recognized guide which needs to be completed during two years pertaining to the area of specialty. The candidate must submit the completed dissertation 3 months prior to the commencement of the MOT Examination. The dissertation must be approved by the examiner. In case the student has to reappear for the exam in the same specialty in the subsequent attempts, he/she is not required to submit a fresh dissertation.

The thesis shall be examined by a panel of three examiners; one internal and two external examiners, who shall also be the examiners of Clinical examination also.

A. Synopsis for dissertation:

Synopsis is the introductory document of the original research project selected by the MOT candidate under the guidance of recognized PG guide. The topic of the synopsis once finalized by the Guide. The Student will present in the Departmental Review board (DRB). The approved synopsis in DRB is then submitted as a research proposal to the registered institutional Ethics Committee for ethical clearance of the selected topic for research. The approved synopsis by the Institutional Ethics Committee (IEC) is submitted for final approval.

B. Progress Report:

Progress report is the document of attendance, additional reviews in relation to dissertation and progress of the research project duly certified by the university recognized Guide, Head of Department, and the Head of the Institution. Progress report must be submitted every six monthly from the commencement of the course till the completion of the course

12.Assessment:

It is essential to monitor the learning progress of each candidate through continuous appraisal and regular assessment. It not only helps teachers to evaluate students, but also students to evaluate themselves. The monitoring is done by the faculty of the department based on participation of students in various teaching / learning activities.

The assessment will be comprised of Formative and summative-

CIAs (IA)/ Formative assessment

1. MOT Student will be evaluated based on assessment of PG activities of clinical assignments, case presentations, microteaching, seminar, topic presentations.
2. It may be structured and assessment be done using checklists that assess various aspects.
   - Theory, Seminars, recent advances, Open discussion, Micro teaching, quiz, Viva.
   - Practical, clinical rounds and bed side evaluation & application.
   - Journal club: article presentation, critiquing assessment & analysis
   - Case presentation, discussion and clinical conference.
   - Patient based /Laboratory or Skill based learning
   - Self directed learning and teaching
   - Departmental and interdepartmental learning activity
   - External and Outreach Activities.

3. The College may conduct periodic tests/Class Assignments from time to time as per their feasibility as a part of CIA.
4. Records and marks obtained in all above CIAs will be maintained by the Head of Department which should be provided to the university as & when required.
5. The CIA marks will not be added in the university exams but will only be reflected in the final mark sheet provided by the university.

Eligibility to appear in the University examinations:

a) Average of all CIA will be considered for eligibility to appear in final Examination with minimum 50% scoring
b) Submission of dissertation 3 months before the Final year university exams
c) Maintenance of log book for both years signed by respective faculty & finally approved by HOD & to be submitted during final Examination.

Summative Assessment

Theory Examination: There will be university examination at the end of each year

Clinical/Practical /Viva Voce examination

Practical examination shall be conducted at the end of first & second year by a panel of 2 examiners out of which one should be from another university.

Dissertation: To be examined at the end of 2nd year of MOT

Student shall make a 15minute presentation of dissertation followed by 10minute question answer by examiners.

Marks to be awarded separately by each examiner and an average shall be taken as the final marks awarded to the student in both practical as well as dissertation.

13. Examiners:

- Postgraduate teacher in Occupational therapy having a minimum of five years of teaching experience from recognized Occupational therapy college will be eligible to be the examiner.
- In case of non-availability of the post graduate faculty as an external examiner from other OT colleges then the non-teaching/Clinical occupational therapist having minimum five years of experience after MOT in respective specialty may be considered (valid only for first 3 years from the publication of these guidelines)

14. University Examination Pattern

University Examination: There will be university examination at the end of every year

Written Examination:

Theory: Each paper will be of 3 hours duration

CIA marks will be given in each course on skill acquisition and refinement pertaining to the course.

Maximum mark of CIA is fifty marks (50). Student must secure 50% of CIA to be eligible for appearing University examination.

Max. Marks: 100 each paper

MOT I: MOT 101, 102 & 103 Common for all specialties MOT 104 is for respective specialty

Practical: Clinical Presentation: 100 Marks

Clinical Presentation : Marks should be awarded on the basis of Approach, Knowledge, Demonstration & Discussion

1. **Clinical Presentation 1:** There shall be one clinical presentation based on Advanced clinical foundation skills:

   Short case -50 Marks
2. **Spots-** 30 Marks
3. **Viva Voce on short case:** 20 Marks

MOT Ist Year

Theory Marks	Practical Marks	Total Marks
400	**100**	**500**

SAMPLE OF THEORY QUESTION PAPER PATTERN FOR UNIVERSITY EXAMINATIONS		
End of Year Examination (EYE) Theory		
Pattern & Choices	**Marks**	**Total Marks**
Short essay questions 7 out of 8	7 x 10	70
Essay question 2 out of 3	2 x 15	30
Total		**100**

The blueprint grid question format is in annexure 1.
Model Question paper (For Reference only) Annexure 2
For designing question paper may be take guidance from Annexure 3 regarding Course outcome

MOT II: Specialty subjects: MOT 201, 202. 203 Theory: Each paper will be of 3 hours duration **Max. Marks:** 100 for each Paper.

***Practical Examination: Clinical and Viva Voce**

Clinical Presentations: Marks should be awarded on the basis of Approach, Knowledge, Demonstration & Discussion

Clinical Presentation 1: There shall be one clinical presentation based on Diagnostic and Prognostic Tools in SPECIALITY SUBJECT: **100 marks**

a) **Short case assessment -** 50 Marks (Actual demonstration of assessment tool) & viva Voce – 20 marks

b) **Spots-** 30 Marks

Clinical Presentation 2: There shall be one clinical presentation based on Advanced Occupational Therapy Process & Practice in SPECIALITY SUBJECI **(Includes current & future trends): 100 Marks Long case-**

i) Assessment: 20 Marks

ii) SMART Goals: 25 Marks

iii) Treatment Planning (Evidence Based): 25 Marks

iv) Performance of direct handling of patients on interventional approaches on speciality condition should be considered) -30 marks

Dissertation: 100 Marks

Presentation -50

Viva voce on dissertation: 50

MOT IInd Year

Theory Marks	Practical Marks	Dissertation Marks	Total Marks
300	**200**	**100**	**600**

Sample Schema for type of CIA Master of Occupational Therapy Program			
Core Theory / Discipline Specific Specialty Courses			
Seminar/Journal club/Creativity exercise / Review & Assignment /Periodic tests		Attendance 90%	Total
PRACTICAL COURSE (MOT-I)			
(W: 25) Record Book/ Observation Book/ Log Book	(W: 25) Practical skills/ Case presentation /clinical work	90 %	**W: 50**
PRACTICAL COURSE (MOT-II)			
(W: 50) Lesson Plan /Teaching Learning Materials/ preparation of Evaluation materials/ Teaching Log Book	(W: 50) Assessment of Teaching Skills/ Demonstration/ Lecture cum discussion / Panel Discussion	90 %	**W:100**
Clinical Rotations (CR)			
(W: 50) Clinical Cases Log Book/ Report	(W: 50) Assessment of Skills	90 %	**W:100**

Criteria for Promotion from 1st MOT to 2nd MOT

MOT First Year

If a student fails in any subject in MOT I then he can be allowed to appear in the supplementary examination. The student can however be allowed to continue classes and postings of Second Year till the time of appearing for supplementary examination. If the candidate fails in the supplementary examination too, he/she has to appear these papers at the end of Second Year MOT along with other Papers of Second Year MOT. If the eligible candidate due to any reason is unable to appear in the first year MOT University examinations, then based upon special permission from the university, he may be allowed to appear in the supplementary examination. If the candidate fails in the supplementary examination, then he will be allowed to continue classes and postings of Second Year till the time of appearing for next university examination. If the candidate fails in this examination too, then he/she has to appear these papers at the end of Second Year MOT along with other Papers of Second Year MOT.

MOT Second Year

If student fails in any of the subjects, then he/she can be allowed to appear in the intermediate examination (of 2nd MOT) to be held within 6 months. She/he can reappear in the subsequent university examination till the maximum number of 6 attempts/Course completion time as prescribed by the University.

16 Syllabus of Master of Occupational Therapy & Distribution of teaching hours, credits & University Examination Marks

MOT 1: Distribution of teaching hours, credits & University Examination Marks

Subjects	Total teaching hours -1560			Credits			Total Credits	Marks Distribution
	Theory/ Tutorials	Practical/ demo/lab work	Clinical	Theory	Practical/ demo/lab work	Clinical	62	Total No of Marks 500
MOT101 (Common Paper) Ethics, Management and Educational Technology in Occupational Therapy Practice	90			06			06	Theory - 100
MOT102 (Common Paper) Research Methodology & Biostatistics	60	30		04	01		05	Theory - 100
MOT 103 (Common Paper) Advanced clinical foundation in Occupational Therapy practice	90	90		06	03		09	Theory-100 Practical 100

MOT 104 (Speciality Paper 1) Basic Medical Sciences & Theoretical foundation of Occupational Therapy in speciality	**60**	**30**		**04**	**01**		**05**	**Theory-100**
Skills acquisition and refinement (Teaching Assignment, seminars , journal club & Case presentation etc.)		**240**			**08**		**08**	**CIA only**

Subjects	**Total teaching hours - 1560**			**Credits**			**Total Credits**	**Marks Distribution**
	Theory / Tutorials	**Practical / demo/lab work**	**Clinical**	**Theory**	**Practical/ demo/lab work**	**Clinical**	**62**	**Total No of Marks 500**
Dissertation (to be continued in 2nd year MOT)			**360**			**12**	**12**	
Clinical training/Field work			**510**			**17**	**17**	
Total teaching hours (1560) & Total credits (62)	**300**	**390**	**870**	**20**	**13**	**29**	**62**	

MOT II: Distribution of teaching hours, credits & University Examination Marks

Subjects	Total teaching hours - 1560			Credits			Total Credits	Marks Distribution
	Theory / Tutorials	Practical/ demo/lab work	Clinical	Theory	Practical/ demo/ lab work	Clinical	60	Total No of Marks 500
MOT201 (Specialty Paper 2) Advanced Occupational Therapy Diagnostic & Prognostic skills in speciality	**90**	**90**		**6**	**03**		**09**	**Theory - 100 Practical- 100**
MOT202 (Specialty paper 3) Advanced Occupational Therapy process & practice in speciality	**90**	**90**		**6**	**03**		**09**	**Theory - 100 Practical- 100**

Subjects	Total teaching hours - 1560			Credits			Total Credits	Marks Distribution
	Theory / Tutorials	Practical/ demo/lab work	Clinical	Theory	Practical/ demo/ lab work	Clinical	60	Total No of Marks 500
MOT 203 (Specialty paper 4) Current & Future Trends in OT for specialty subject	**60**	**30**		**4**	**01**		**05**	**Theory-100**
MOT 204 (Dissertation)			**360**			**12**	**12**	**Practical-100**
Skills acquisition and refinement (Teaching Assignment, seminars , journal club & Case presentation etc.)		**240**			**08**		**08**	**CIA only**
Clinical training /Field work			**510**			**17**	**17**	
Total teaching hours (1560) & Total credits (60)	**240**	**450**	**870**	**16**	**15**	**29**	**60**	

Course Description

This course focuses on the role of occupational therapy for establishing diagnosis and Independent Clinical decision making, in patients with Musculoskeletal conditions in both Acute & Chronic care clinical settings (in-patient, out-patient and home care), for both short & long-term wellness, safety and management including community-based programs (socialization, day treatment, adult day care programs), and alternative housing environments.

In order to understand the needs of patients with musculoskeletal conditions (diseases & injuries), the course addresses the disease process and its anatomical, physiological, sociological, and psychological implications, with attention to heterogeneity and person's strengths and capabilities. The students should learn about common illnesses, impairments, disabilities and rehabilitation needs of patients suffering from musculoskeletal diseases or injuries. They will develop and demonstrate skills in evaluation, treatment planning and therapeutic adaptation, documentation, and discharge planning (including collaborative client and family education), and demonstrate knowledge of assistive devices, equipment, and technology/ environmental modifications to support community living and to improve the quality of life of patients suffering from musculoskeletal conditions. It also trains the students on various theories, Frames of references & approaches used in Occupational Therapy intervention of musculoskeletal conditions,

Course Objectives:

The course also addresses the importance of evidence-based practice, life- long learning and professional development, the benefits of collaborative OT with other rehabilitation team professionals and the relationships between policy, legislation and practice.
Students should develop both skill & proficiency in Assessment, establishing OT diagnosis and treatment planning & Intervention of illness, impairment, disability or handicap as well as develop the ability to address associated Psychosocial Issues for restoring function and enhance /improve quality of life by quality service delivery, care & follow up.

Program Goals:

1. **Develop Clinical Competence:** To equip students with advanced clinical skills in occupational therapy, specifically in the context of musculoskeletal sciences.
2. **Promote Evidence-Based Practice:** To cultivate the ability to integrate current research and evidence into clinical decision-making in musculoskeletal sciences.
3. **Foster Leadership and Advocacy:** To prepare students to assume leadership roles and advocate for the advancement of occupational therapy in musculoskeletal sciences & rehabilitation settings.

Competency Domains and Learning Outcomes:

Domain 1: Clinical Assessment and Evaluation

- **Learning Outcomes:**
  - Conduct comprehensive interview, history taking and evaluations in multiple settings
  - Conduct comprehensive assessments of clinical & functional status
  - Apply specialized evaluation techniques relevant to musculoskeletal injuries and rehabilitation
  - Apply specialized standardized evaluation tools relevant to clinical features
  - Analyze assessment findings to formulate client / patient-centered treatment plans
  - Explain the importance of quality of life issues within their context and their relationship to cultural, religious and Ethnic issues

Domain 2: Intervention Planning and Implementation

- **Learning Outcomes:**
  - Design evidence-based & individually tailored intervention plans tailored to patient's needs and goals.
  - Implement therapeutic techniques, procedures and modalities specific to musculoskeletal conditions.
  - Modify treatment plans based on ongoing assessment and client progress.
  - Ability to implement treatment plans & intervention in multiple settings.

- Formulate treatment plans (including discharge planning) in consultation with patient / families members as applicable utilizing behavioral objectives.
- Demonstrate knowledge of community programs
- Formulate treatment plans to address quality of life issues of concern

Domain 3: Inter professional Collaboration

- **Learning Outcomes:**
  - Collaborate effectively with other professionals of healthcare service providers.
  - Participate in multidisciplinary teams to optimize intervention outcomes.
  - Communicate occupational therapy perspectives and contributions in musculoskeletal rehabilitation settings
  - Understand the high-risk group with regard to medication interactions, including how physiologic changes influence medication effects
  - Communicate occupational therapy perspectives and contributions in variety of clinical setting

Domain 4: Professionalism and Ethical Practice

- **Learning Outcomes:**
  - Demonstrate ethical decision-making and adherence to professional standards in musculoskeletal rehabilitation.
  - Articulate how ethical considerations in musculoskeletal practice relate to the Code of Ethics regulations by NCAHP
  - Engage in reflective practice to continuously improve clinical skills and professional conduct.
  - Advocate for the rights and well-being of patients through ethical practice and advocacy efforts.
  - Knowledge of how demographics and policy influences healthcare

Domain 5: Research and Evidence-Based Practice

- **Learning Outcomes:**
  - Critically appraise research literature relevant to occupational therapy practice in musculoskeletal sciences
  - Integrate research findings into clinical practice to enhance treatment outcomes.
  - Contribute to the advancement of knowledge in musculoskeletal rehabilitation sciences through scholarly activities.

MOT 101: Administration, Ethics & Educational Technology in Occupational Therapy

Course Description - This course provides a better understanding of the overall administration, management & setting up of the Occupational Therapy department/ Institute in Government & Private setup, Budgeting, Ethical practice of Occupational Therapy, disability laws, policies, and certification. The course involves a better understanding and application of disability evaluation and certification processes as per various government laws and acts etc.

Objectives (competency statements): The objectives of this course are:

1. To know the procedure for setting up the OT department/clinic in Govt. & private institutes/ hospitals/Organizations
2. To learn managerial skills for smooth learning of the department/Organization/Institute
3. To understand the quality assurance & provision of various services.
4. To familiar with the financial & budgetary management of the OT dept./Institute
5. To understand the changing perspectives and ideological approaches to the rehabilitation of persons with disability
6. To critically examine legislations, national planning efforts and policy formulations for recognizing the human rights of persons with disability in India and actions taken their inclusion, development and rehabilitation using the rights- based perspective
7. To enhance the potential of the Occupational Therapist to become effective communicators especially in the context of education
8. To understand disability, concepts and models of disability
9. To study Disability Evaluation, Assessment and Medical Certification
10. To know about the UNCRPD, Major Legal Provisions, Human Rights and Civil Rights for Persons with Disabilities.
11. To study the role of government organizations, NGOs and international organizations in providing services to disabled persons
12. To identify the role of occupational therapists in advocacy for influencing policy formulation, implementation and evaluation

Expected Outcomes:

1. Define disability and explain the concepts and models of disability
2. Illustrate the Disability Evaluation, Assessment and Medical Certification for Persons with Disabilities
3. State various legislations, supporting legislations and supporting services for Persons with Disabilities.

`Content

UNIT I Ethical Principles & Legislation

- Legal/Legislative issues concerning Occupational Therapy
- Legal aspects of Persons with disability & Laws and National supporting bodies/organizations
- Code of ethics
- Consideration of religious belief, customs as per cultural norms prevailing in various geographical regions of practice (including spirituality, religious beliefs, cultural values & norms)
- Disability Evaluation, Assessment and Certification Process and Schemes for PWDs

UNIT II Hospital Administration

The setting of Occupational Therapy Service Unit

- Hospital administration, Principles and its applications to Occupational Therapy practice
- Planning and organization including Manpower & staffing, Equipment's (Standardized & Non-standardized), space and other physical infrastructure
- The setting of Occupational Therapy Service Unit
- Planning cycle, Principles of organizational charts,
- Occupational Therapy Management Skills (Principles, planning, organizing, staffing, Marketing, Health care delivery system, Supervision & Consultation)
- Service delivery and Resource & quality assurance- planning and management,
- Environment and environment variables
- Service design and management in various practice settings
- Budgeting, planning and income generation
- Organization, Staffing, Information & Communication technology, Coordination, Monitoring & evaluation and fiscal management.
- Medical Insurance, communication & Documentation
- Liaison, Policy making, decision and its implementation
- Organizing meetings, committees, and negotiations
- Quality Assurance (Functioning & Management of Clinical & Institutional set ups, Marketing, Controlling, Directing & Medical audit)
- Entrepreneurship in Occupational Therapy
- Personnel management: Personnel performance appraisal system

UNIT III Pedagogy and Application of Education Technology in Occupational Therapy

1. **Education Technology & Research**
   - Philosophy of education & emerging issues in education
   - Meaning , functions & aims of education
   - Agencies of education
   - Formal , informal & non – formal education
   - Current issues & trends in higher education- Issue of quality in higher education
   - Autonomy & accountability
2. **Use of Information & Communication Technology (ICT) in Occupational Therapy**
3. **Measurement of non-cognitive domains (Tests of intelligence, aptitude, attitude, and personality, Sociometry, anecdotal record, rating scales, check list and socio – economic status scale)**
4. **Professional development of teachers**
   - Education of persons with disabilities
   - Need for educational philosophy
   - Some major philosophies (idealism, naturalism , pragmatism) & their implications for education

5. **Concepts of teaching & learning**
   - Meaning, need & scope of educational psychology
   - Meaning & relationship between teaching & learning
   - Learning theories
   - Dynamics of behaviour
   - Individual differences
6. **Curriculum**
   - Meaning & concept
   - Basis for curriculum formulation/development
   - Framing objectives for a curriculum
   - Process of curriculum development (including field work)
   - Effecting curriculum development
   - Evaluation of curriculum
7. **Methods & techniques of teaching**
   (Lecture, demonstration, discussion, seminar, assignment, project method & case study)
   - Planning for teaching
   - Bloom's taxonomy instructional objectives
   - Writing instructional objectives in behavioural terms
   - Unit planning & lesson planning
   - Preparation of unit plan & lesson plan
8. **Teaching aids: Types, Principles of selection, preparation & use of audio-visual aids**
9. **Measurement & Evaluation**
   Nature of educational measurement: meaning, process & types of testing
   - Construction of an achievement tests & its analysis
   - Standardized tests
   - Introduction of some standardized tools: important tests of intelligence, aptitude, personality
   - Continuous & comprehensive evaluation.
10. **Guidance & counselling**
    - Meaning & concepts of guidance & counselling
    - Principles
    - Guidance & counselling services for students & faculty members
    - Faculty development & development of personnel for O.T. services
11. **Clinical Education**
    - Awareness & guidance to the common people about health & disease, and available Professional services
    - Patient education
    - Education of health care practitioners
    - Use of media in clinical education
12. Faculty development programs and Administration in clinical settings
13. Use of audio-visual aids in teaching
14. Research, Innovation and latest advancements in Education

MOT 102: Research Methodology & Biostatistics

Objectives (competency statements): The objectives of this course are:

1. Understand the basic concepts of Research Methodology
2. Develop the Skill to Organize, Summarize & Present Data
3. Understand and interpret the commonly reported statistical measures published in healthcare research
4. To learn and apply the statistical research techniques to Occupational therapy practice

Expected Outcomes:

1. Understand different types of research design and Concepts of Research Methodology
2. Learns to control & minimize Biases & confounding factors and analyse random errors
3. Makes all the collected data reasonable and precise inferences to make correct decisions
4. Develop the ability to understand the process to conduct scientific Research
5. Understand data generated health sciences using modern Statistical Methods.

Unit I: Research Methodology

An introduction to research methodology Defining the research problem\

Research methods & Research Designs

Quantitative research: Descriptive Correlational, Causal-comparative/Quasi experimental & Experimental

Qualitative research

- Case study, Case series, Cohort studies Prospective & Retrospective longitudinal cohort, Nested Case Control, Pre post intervention & Time series design, repeated measures design & analysis, Randomized control designs & its types.
- Measurement and scaling techniques
- Bias in Research
- Methods of Data Collection
- Sampling design and strategies
- Testing of hypotheses (parametric or standards tests of hypotheses, non-parametric or distribution – free test)
- Measurement Properties of measurement including validity, reliability & responsiveness
- Measurers of Outcome and communicating Research of Occupational Therapy
- Writing of a research article
- Translating of evidence-based research into clinical practice

- Good Clinical Practice guidelines & pathways
- Writing proposal
- Role of computers in research
- Funding research proposal
- Repertory grid analysis and its application to heath care research.
- Delphi technique (to arrive at a consensus of professional opinion on any given topic)
- Guideline for development / refinement, evaluation and use of assessment tools (including attitude scales)
- Scoring, administering test & critiquing tools
- Finding the Evidence: Measuring outcomes in Evidence Based Practice, Measuring Health Outcomes, Measuring clinical outcomes
- Evaluating Level of evidence in research using quantitative methods, Levels of evidence classification system, Outcome Measurement, Biostatistics, The critical review of research using qualitative methods
- Systematically reviewing the evidence: Stages of systematic reviews, Meta-analysis, The Cochrane collaboration
- Using the evidence: Building evidence in practice; Critically Appraised Topics (CATs), CAT format, Using CATs, Drawbacks of CATs
- Ethics in Research [Ethical guidelines in Research (Ethics Committee, IRB, Informed Consent, Pliagrism- Using available softwares to check for pliagiarism)]
- Manuscript & Publication (Process of Manuscript writing, Procedure to submit research paper for publication in Indexed journals, ICJME guidelines for authors) and Publication Ethics
- Reference Management [Referencing styles & guidelines (APA, Vancouver, etc.,), Reference software (Zotero, Mendeley, EndNote etc.,)]
- Intellectual Property Right [Copyright & Filling Patent]

UNIT II BIOSTATISTICS

- Processing and analysis of data (measure of Dispersion, central value normal distribution curve)
- Quantitative & qualitative analysis
- Statistical analysis for differences & correlation: Basic, Advanced & special technique (probability)
- Parametric & non-parametric tests and Hypothesis testing)
- Analysis of variance and covariance
- Correlation & Regression analysis and their Interpretation
- Multivariate analysis techniques
- Functional Epidemiological Measures i.e. frequency, association, and potential impact: Incidence, Prevalence, Odds Ratio, Likelihood ration, sensitivity & specificity, Risk ratio & relative risk etc.
- Sample size estimation & power calculation including sampling
- Software use for data analysis – STATA, SPSS etc.
- Rasch analysis, Regression analysis

MOT 103 Advanced Clinical Foundations in Occupational Therapy Practice

Objectives (competency statements): The objectives of this course are:

1. Understand & apply Philosophical & Conceptual base to OT Practice
2. Enhance the abilities of the Occupational therapist to choose the appropriate evaluations and treatment procedures based on the philosophy of Occupational Therapy.
3. To enhance the capabilities of the Occupational therapist in maximizing the client's / patient's function in occupational performance areas by using appropriate technology within the environmental context.

Expected Outcomes:

1. Understand the rationale of practice while promoting range of practice tools for assessments & interventions
2. To enhance the capabilities of the Occupational Therapist in optimizing the client's /patient's performance
3. Understands the Clinical Decision-making process

Content

Unit-I Application Of Occupational Therapy Theory

- Development, organization & use of OT knowledge: philosophical & conceptual base
- Emerging paradigm
- Model Base & Frames of References (FOR)
- Bridging the gap between theory & practice
- Therapeutic roles & functions
- Documentation, Assessment, Diagnosis and Independent Clinical Decision making (including establishing OT diagnosis)
- Clinical reasoning skill and Evidence based practice in Occupational Therapy
- Occupational Therapy Process Framework (OTPF); Referral & Screening occupational profile, Analysis of occupational performance, Independent Intervention Planning & Implementation, Re-evaluation & Review, Follow up, Post Discharge Support
- Recent trends in health care, WHO Clinical Practice Guidelines (CPG)
- Occupational therapy assessment & documentation pertaining to various Health & other Insurance
- Contextual framework & Socio-Cultural Influence in OT practice
- Liaison & Communication among healthcare professionals

Unit– II Assistive / (Re) Habilitation Technology

- Technological applications including Assistive technology aids & appliances in various types of disabilities including communication aids
- Prosthetic & Orthotic device and latest advancements including introduction to CAD/CAM technology, 3 D printing etc.

Unit– III Environment Adaptations, Occupational Health & Ergonomics

- Basic Ergonomics, and Elimination of environmental barriers
- Occupational Health & safety policies and legislation

Unit – IV Application of Clinical Foundation Skills

- BLS including Cardio pulmonary Resuscitation (CPR), ACLS
- OT in Acute care setting:
  1. Introduction to ICU, CCU & NICU
  2. Orientation to ICU equipment's, (Ventilators & Life support devices) and Common procedures followed, Basic OT management strategies

Reference Books and other resources for MOT 101,102 & 103

1. Children with Developmental Disability by National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities, 1999
2. Government of India Scale 2018 (The Gazette of India: Extraordinary, Part II-Section 3-Sub-section (ii),2018, Part II-Section 3-Sub-section (iiI), 2024
3. Artificial Limb Manufacturing Corporation of India (ALIMCO) scale
4. Rehabilitation Medicine – Joel A. Delisa
5. Rehabilitation Medicine Joseph Goodgold
6. Disabled Village Children: A Guide for Health Workers, Rehabilitation Workers, and Families, Published January 1st 1987 by Hesperian Foundation
7. C Pharmaceutical statistics- Practical and clinical applications, Sanford Bolton, publisher Marcel Dekker Inc. NewYork.
8. Fundamental of Statistics – Himalaya Publishing House- S.C.Guptha Design and Analysis of Experiments –PHI Learning Private Limited, R. Pannerselvam,
9. Design and Analysis of Experiments – Wiley Students Edition, Douglas and C. Montgomery
10. Review of Preventive and Social Medicine (Including Biostatistics), Jain Vivek, 6th Edition, 2014, ISBN: 9789351522331, JAYPEE Publications
11. Research methods for clinical therapists: applied project design and analysis by Hicks, Carolyn
12. Mahajan - Methods in Biostatistics, Jay Pee Brothers. Medical Publishers (P) Ltd. New Delhi.
13. Hicks- Research for Physiotherapists, Churchill Livingstone, London
14. Singh, I.- Elementary Statistics for Medical Workers. Jaypee Brothers Medical Publishers (P) Ltd. New Delhi. 13.
15. Rehabilitation Research: Principles and Applications by Elizabeth Domholdt (Elsevier Science Health Science Div, 2004)
16. Philip Kotler and Kevin Lane Keller: Marketing Management, Prentice Hall of India, New Delhi
17. Walker, Boyd and Larreche: Marketing Strategy- Planning and Implementation, Tata MC Graw Hill, New Delhi.
18. Dhruv Grewal and Michael Levy: Marketing, Tata MC Graw Hill
19. Arun Kumar and N Meenakshi: Marketing Management, Vikas Publishing, India
20. Rajan Saxena: Marketing Management; Tata MC Graw-Hill (India Edition)
21. Ramaswamy, U.S & Nanakamari, S: Marketing Managemnt: Global Perspective, Indian Context, Macmilan India, New Delhi.
22. Essentials of Community Medicine—A Practical Approach, Hiremath Lalita D, Hiremath Dhananjaya A, 2nd Edition, 2012, ISBN: 9789350250440, JAYPEE Publications
23. Community-Based Rehabilitation. Malcolm Peat. W.B. Saunders
24. Parks Text Book of Preventive & Social Medicine- K. Park
25. ILO, UNESCO & WHO (2004). Community-based rehabilitation for and with people with disabilities. Joint Position Paper. Geneva: UN.

26. ILO, UNESCO & WHO (2010). Introductory booklet - Community-based rehabilitation - CBR guidelines. Geneva: UN.
27. Desai, Capt. H.J.M. (1983). U.N. Concern for the Disabled. U.N. World Programme of Action Concerning Disabled Persons, France: Rehabilitation, Training and Employment Committee of the World Council for the Welfare of the Blind.
28. Chaturvedi, T.N. (1981). Administration for the Disabled: Policy and Organisational Issues. New Delhi: I.I.P.A.
29. Chandra, K. (1994). Handbook of Psychology for the Disabled and Handicapped, New Delhi: Anmol Publications.
30. Prasad, L. (1994). Rehabilitation of the Physically Handicapped. New Delhi : Konark Publishers.
31. Mohsini, S.R. & Gandhi, P.K. (1982). The Physically Handicapped. Delhi: Seema Publications.
32. Mani, R.D. (1988). The Physically Handicapped in India Policy and Programme. New Delhi: Ashish Publishing.
33. Narasimhan, M.S. and Mukherjee, A.K. (1988). Disability: A Continuing Challenge. New Delhi: Wiley Eastern Ltd.

MOT 104: Basic Medical Sciences & Theoretical foundation of Occupational Therapy in Musculoskeletal Sciences

Paper Description:

The overall goal of the course is to provide a conceptual framework for the study of musculoskeletal sciences as it relates to occupational therapy and to assist occupational therapy students to develop the skills and knowledge needed to understand major issues in theory, research, and practice related to musculoskeletal conditions. It involves the training in the use of various theories Frames of references & approaches used in Occupational Therapy intervention of musculoskeletal conditions.

Objectives (competency statements) –
The objectives of this course are:

1) Integrate prior knowledge of anatomical, physiological, sensory and motor changes for purposes of occupational therapy intervention
2) To understand the disease process
3) Understand the cultural diversity and heterogeneity and its impact upon assessment, treatment planning, implementation and discharge planning
4) To identify, implement & document the appropriate frames of reference used for the specific condition in musculoskeletal conditions
5) Use the latest technology for assessment , intervention and documentation
6) Explain the role of occupational therapy for promoting health & well-being and the prevention of disease and disability

Expected Outcomes:

1. Illustrate the diagnostic tools to identify health problems in musculoskeletal conditions
2. State various frames of references, theories & approaches used in musculoskeletal conditions
3. Able to understand the disease process, its implication on functional performance areas

CONTENTS

UNIT I Associated Medical Conditions

1 Trauma & Associated medical condition (Cardiopulmonary, Neurological & Psychosocial complications)

2 Lifestyle Diseases (Obesity, Hypertension, Diabetes) and common associated surgical conditions like hernia, varicose veins etc.

3 Occupational diseases & their functional implications

UNIT II Theoretical foundation of Occupational Therapy Practice

1 Principles of exercise physiology and measurers. Monitoring physiological responses to exercise

2 Wellness Programme Psychosocial aspects of disability

3 International classification of functioning (ICF)

4 Regulations concerning accessibility to physical environment

5 Review of Work Physiology & ergonomics (Work hardening & conditioning and design work readiness program)

6 Frames of References and Models in OT practice in musculoskeletal conditions (Such as Biomechanical FOR, Rehabilitative FOR, MOHO, Occupational Performance FOR etc.)

UNIT III: Occupational Therapy Practice Framework (OTPF)

Application of Domain and Process components to formulate client centred occupational Therapy Program

UNIT IV: International classification of functioning (ICF) Understanding ICF

Application of ICF for cardiopulmonary conditions

UNIT V:

Ethical consideration in Musculoskeletal Occupational Therapy Practice Considerations for Socio-cultural norms & spirituality

Ethical guidelines to be followed

UNIT VI: Govt. Schemes & Policy PwD Acts & Legislation
Liaising with stake holders for fund generation under corporate social responsibility in community welfare schemes like PMJAY, RBSK etc. for equipment's & research in musculoskeletal condition

UNIT VII: Disability Evaluations Overview of Disability certification process Guidelines for Disability certification for Benchmark disabilities PwD Acts & Legislation

Second Year MOT

Paper MOT 201 Advanced Occupational Therapy Diagnostic & Prognostic skills in Musculoskeletal Sciences"

Course Description:

1. A better understanding & process of the various diagnostic procedures used in Occupational Therapy for musculoskeletal conditions
2. Will enable for clinical & functional diagnosis & critical decision on planning Occupational Therapy intervention

Objectives: **(Competency statements)**

1. Elicit and interpret clinical signs and symptoms & interpret clinical tests and special investigations commonly used in establishing diagnosis
2. Illustrate the diagnostic tools
3. Understand the appropriate use of assessment tools for specific musculoskeletal conditions
4. Able to administer the specific tool for screening the other associated issues in various musculoskeletal conditions
5. Describe, administer & interpret Specialized tools of OT assessment in in various musculoskeletal conditions
6. Administer the tools for assessing progress in patients.
7. Establishment of clinical diagnosis
8. Make Critical decision and selection of outcome measures

CONTENTS

UNIT I History Taking, General Assessment and Documentation

1 History Taking, observational assessment, examination supplementing medical notes and investigation for establishing provisional clinical diagnosis

2 Documentation (Initial assessment & Follow up)

UNIT II: Application of clinical biomechanics for identifying & managing clinico-pathological functional impairments

UNIT III: Applied basic sciences in context to OT (anatomy, physiology, biomechanics & kinesiology of Joints & Soft tissue, and imaging techniques

UNIT IV: **Application of Contextual Models & framework in OT practice** [such as Canadian Model of Occupational Performance and Engagement (CMOP-E), **Person-Environment-Occupation-Performance (PEOP) Model,** Model of Human Occupation (MOHO) etc.]

UNIT V:: Radiological, Biochemical & other relevant Lab Investigations: Diagnostic imaging & other investigation(X Ray, CT Scan, MRI, F-MRI, PET Scan, LFT, KFT, Genetic profile etc.

UNIT VI: Electrophysiological studies such as EMG, NCV etc.

UNIT VII Clinical & Functional Assessment scales/Tools

- **Clinical correlation & interpretation of various provocative / stress tests** for examination of Upper & Lower Extremity, & Trunk
- **Various Standardized Assessment Tools** applicable to clinical setups/settings
- **Pain assessment** in musculoskeletal conditions (such as Numeric Rating Scale (NRS), VAS, McGill Pain Questionnaire etc.)
- **Hand function Assessment** (such as sollerman hand function test, Jebsen-Taylor Hand Function Test, Box and Blocks Test, Nine-Hole Peg Test (NHPT), Minnesota Manual Dexterity Test (MMDT) etc.
- **Functional & ADL Assessment Tools** [such as **Barthel Index (BI),** Katz Index of Independence in Activities of Daily Living, Functional Independence Measure (FIM), Lawton Instrumental Activities of Daily Living (IADL) Scale, Functional Reach Test, Duke Mobility protocol etc.]
- **Physical & Functional Capacity Evaluation** [Physical Abilities Assessment (Strength, ROM, endurance etc.; Functional Capacity Assessment (ADL & Work Specific assessment and Psychosocial and Cognitive Factors (Pain, psychosocial & cognitive)]
- **Balance Dysfunction** examination, assessment tools & scales, their application [such as Berg Balance Scale (BBS), Tinetti Performance-Oriented Mobility Assessment (POMA), Timed Up and Go Test (TUG), Dynamic Gait Index (DGI) etc.]

- **Posture & Gait Assessment** [such as Functional Gait Assessment (FGA), **Timed Up and Go Test (TUG),** Postural Assessment Scale for Stroke Patients (PASS), Dynamic Gait Index (DGI), Tinetti Performance-Oriented Mobility Assessment (POMA) etc.]
- **Ergonomic Assessment Tool** [Such as Job analysis based on ergonomic principles [such as Rapid Entire Body Assessment (REBA), Rapid Upper Limb Assessment (RULA), Occupational Repetitive Action (OCRA) Checklist, Strain Index (SI), Ergonomic Workplace Analysis (EWA), Position Analysis Questionnaire (PAQ), Functional Job Analysis (FJA), Task Inventory etc.]
- **Identifying barriers & facilitators for implementing Evidence Based occupational therapy Practice** [such as SWOT Analysis, Barrier and Facilitator Mapping, Adapted Fresno Test of Competence in Evidence-Based Practice (EBP), Occupational Therapy Evidence-Based Practice Questionnaire (OT-EBPQ), Occupational Therapy Practice Framework: Domain and Process (OTPF) etc.]

UNIT VIII application of Diagnostic & Prognostic indicators to OT Practice

- Assessment of need and Prescription of assistive technology aids & appliances such as orthotic & prosthetic devices in musculoskeletal conditions
- Critical analysis of the various approaches used (e.g. Specific techniques, evaluations etc.)
- OT Practice Issues in community including adults with developmental disabilities, Community based services & CBR
- Current trends in screening/evaluation of various Musculoskeletal Condition

MOT 202: Advanced Occupational Therapy Processes & Practices in Musculoskeletal Sciences

Course Description

This course focuses on the role of occupational therapy in musculoskeletal conditions rehabilitation various practice settings from Acute to chronic care, long-term care programs, and wellness & safety programs. Students learn about common impairments and disabilities and rehabilitation needs of older persons. Students will develop and demonstrate skills in evaluation, treatment planning and implementation, documentation, and discharge planning (including collaborative client and family education), to enhance / improve the quality of life

Objectives:

The course also addresses the importance of evidence-based practice, including occupational therapy, life- long learning and professional development, the benefits of collaborative OT- OTA partnerships and the relationships between policy, legislation and practice. This course builds upon prior course work, particularly Growth and Development, Clinical Conditions in Occupational Therapy, Assessment and Intervention of Psychosocial Issues, Theories of Adult Rehabilitation.

Expected Outcomes:

The overall goal of the course is to provide a conceptual framework and to assist occupational therapy post graduate students to develop the skills and knowledge needed to understand major issues in theory, research, and practice related to musculoskeletal conditions.

Advanced Occupational Therapy Principles & intervention in Musculoskeletal Sciences

UNIT I: Management strategies in different Medical & Surgical Conditions

1. Trauma Care & Resource Matrix
2. Acute care management strategies (including ICU, CCU, NICU etc.) & Ventilatory muscle retaining strategies in OT Practice
3. OT management in Plastic Surgery conditions including tendon transfer & grafts, amputation & reconstructive surgeries

4. OT management in various musculoskeletal (Orthopaedic) conditions (Fractures & dislocations)
5. OT management in Benign & Malignant tumours of musculoskeletal system
6. Hand Rehabilitation & Surgeries (To e-transfer, tendon & nerve repair, Fractures etc.)
7. Cumulative Trauma Disorders (Repetitive strain Injuries)
8. OT management for Joint Replacement surgeries (Arthroplasty)
9. OT management in Sports & Soft tissue injuries
10. OT management in Paediatric Musculoskeletal Conditions including Congenital anomalies
11. OT management in Peripheral nerve injuries
12. Spinal Cord Injury and OT management
13. OT Management in Infective & Arthritic Conditions
14. OT Management in Traumatic Brain Injury
15. Scar management, Tendon Injuries &Tendon Transfer Surgeries and OT management
16. OT management in Geriatric musculoskeletal Conditions
17. OT management in Metabolic bone diseases
18. Pain management, strengthening & conditioning strategies via. splinting, positioning, mobilizing, Task Simulation and neuromuscular education

UNIT II Management Strategies

1. OT Planning & Monitoring
2. Graded Multisensory stimulation, in both Acute Care (including ICU) & Chronic Care
3. In-hand manipulation Skill training
4. Arousal strategies and Cognitive Retraining Strategies
5. Managing Pain in musculoskeletal conditions
6. Manipulation & Functional mobilization technique (using direct & indirect technique & Strategy)
7. Stress management & relaxation strategy
8. Applicable of OT techniques strategies for musculoskeletal conditions (such as sensorimotor & Motor relearning approaches, PNF technique, NFDR etc.)

9. Ergonomics, its types & Application to OT Practice
10. Work station designs for maximizing performance within the environment
11. Work Assessment and Work surface adaptations & accommodation
12. Management of Balance Dysfunction
13. Chronic conditions, Job analysis, Workplace accommodations, promoting health & Safety, Injury Prevention & management and return to work Programs
14. OT management strategies for Occupational diseases
15. Neuromuscular Taping Techniques
16. Disaster Management

MOT 203: Current & Future Trends in Occupational Therapy Practice in Musculoskeletal Sciences

Examination: At the end of First year of

Paper Description: It involves the training in the use of Frames of references & approaches, current trends & latest advancements applicable to musculoskeletal conditions to improve / enhance function and quality of life

Objectives (competency statements) –
The objectives of this course are:

- Understand, demonstrate & apply and document the Frames of reference musculoskeletal conditions
- Develops proficiency in applying current trends
- Develop & innovative skills to clinical practice

Expected Outcomes:

1. Understand & apply current trends & innovative ideas for managing disease process
2. State various frames of references, theories & approaches used in musculoskeletal conditions

Course Content:

UNIT I Current trends in rehabilitation such as Assistive technology, aids & appliances in musculoskeletal conditions including prosthetic & orthotic devices like splints, callipers, etc.

UNIT II Current practice & Recent advances (including material technology)

UNIT III Advanced trends in rehabilitation Environmental controlled units and Universal Design

UNIT IV Latest Advancements in Rehabilitation Technology

- Adjuncts to OT Practice (For preparing the patient for occupational therapy) such as Physical agent modalities (PAMOT), Pilates, Yoga & meditation etc.
- Application of Artificial Intelligence into OT Practice
- Stem Cell therapy (in SCI, Tissue Healing etc.)

- Robotic technology & its application in musculoskeletal conditions
- Advances in computer applications in O.T
- Concept of telemedicine /rehabilitation & information technology
- Environmental control units & their application to OT Practice

UNIT V Latest Rehab Equipment's (such as Virtual Reality, EMG Biofeedback, FES etc.)

UNIT VI Future of technology & O.T. Practice

Suggested Books and Journals for Reading

Textbooks

1. Musculoskeletal Examination and Joint Injections Techniques by David P. Bahs and Stanley Hoppenfeld
2. Physical Examination of the Shoulder: An Evidence-Based Approach by Ryan J. Warth, Peter J. Millett
3. Clinical Orthopaedic Examination by Ronald McRae
4. Apley's System of Orthopaedics and Fractures by Louis Solomon, David Warwick, Selvadurai Nayagam "Therapeutic Exercise for Musculoskeletal Injuries" by Peggy A. Houglum
5. "Orthopedic Physical Assessment" by David J. Magee
6. "Examination of Orthopedic and Athletic Injuries" by Chad Starkey, Sara D. Brown, and Jeff Ryan
7. "Functional Performance in Older Adults" by Bette R. Bonder
8. Pain Management in Rehabilitation" by Kimberly M. Spence, et al. Therapeutic Exercise: Foundations and Techniques" by Carolyn Kisner and Lynn Allen Colby"Virtual Reality for Physical and Motor Rehabilitation" edited by Patrice L. (Tamar) Weiss, Emmanuel Keshner, and Mindy Levin
9. "Regenerative Medicine and Biomaterials for the Repair of Connective Tissues" edited by Charles Archer and James Ralphs
10. "Pain-Free Biomechanics: Clinician's Guide" by Craig Liebenson
11. "Mindfulness for Health: A Practical Guide to Relieving Pain, Reducing Stress and Restoring Wellbeing" by Vidyamala Burch and Danny Penman
12. Craig's Orthopedic Manual of Physical Assessment
13. Adams's Outline of Orthopaedics" by David L. Hamblen and Hamish Simpson

14. Rockwood and Wilkins' Fractures in Children," edited by Peter M. Waters and James H. Beaty,
15. Skeletal Trauma: Basic Science, Management, and Reconstruction - Edited by Bruce D. Browner, Jesse B. Jupiter, Christian Krettek, and Paul A. Anderson,
16. Fracture Management for Primary Care - Written by M. Patrice Eiff and Robert L. Hatch
17. Basic Biomechanics by Susan J. Hall
18. Clinical Biomechanics of the Spine by Augustus A. White III and Manohar M. Panjabi
19. Biomechanics: Principles and Applications by Daniel J. Schneck and Joseph D. Bronzino
20. Orthopaedic Physical Therapy Secrets by Jeffrey D. Placzek and David A. Boyce
21. Occupational Therapy for Physical Dysfunction" by Mary Vining Radomski and Catherine A. Trombly Latham
22. Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction Heidi McHugh Pendleton, Winifred n by Schultz-Krohn
23. Orthopaedic Rehabilitation: Mark D. Broutman, S. Brent Brotzman

Journals:

1. Journal of Bone and Joint Surgery
2. Journal of Orthopaedic Research
3. **Clinical Orthopaedics and Related Research**
4. Foot & Ankle International
5. Spine
6. Journal of Arthroplasty
7. Journal of Pediatric Orthopaedics
8. Journal of Hand Surgery

Annexure-I

MASTER OF OCCUPATIONAL THERAPY (MOT)

End-of-Year Examination (EYE) Theory

Aug 2026

Paper Code:

Subject –		
Time : 3 Hrs **Marks : 100**		**Maximum**
Q.1	**Short Essay Questions :(L2)** **Attempt any 7 questions out of 8**	**7x10=70 marks**
1.		*[CO: ____ ; L:____]*
2.		*[CO: ____ ; L:____]*
3.		*[CO: ____ ; L:____]*
4.		*[CO: ____ ; L:____]*
5.		*[CO: ____ ; L:____]*
6.		*[CO: ____ ; L:____]*
7.		*[CO: ____ ; L:____]*
8.		*[CO: ____ ; L:____]*
Q.2	**Essay Questions:(L2,L3)** **Attempt any 2 question out of 3**	**2x15=30marks**
1.		*[CO: ____ ; L:____]*
2.		*[CO: ____ ; L:____]*
3.		*[CO: ____ ; L:____]*

Question Paper Structure:

Subject Code **Subject**

Abb.

MASTER OF OCCUPATIONAL THERAPY (MOT)

End-of-Year Examination (EYE) Theory

Subject:

Paper I

Time: 3 hrs **Maximum Marks: 100**

Use a separate answer book for each Section. For each section, the student shall be allowed to take only one supplementary copy along with one main answer book

Annexure-II

MASTER OF OCCUPATIONAL THERAPY (MOT)

End-of-Year Examination (EYE) Theory

Paper: Administration, Ethics & Educational Technology in Occupational Therapy

Time: 3 Hours **Maximum Marks: 100**

Short Essay Questions

Answer any 7 out of 8 questions. Each question carries 10 marks.
(7 × 10 = 70)

Q1. Define disability and critically explain the Medical Model and the Social/Rights-based Model of disability with suitable examples from occupational therapy practice.

Q2. Discuss the Code of Ethics for Occupational Therapists in India and explain how cultural, religious, and regional beliefs may influence ethical clinical decision-making.

Q3. Describe the Disability Evaluation, Assessment, and Medical Certification process for a person with locomotor disability under the Rights of Persons with Disabilities (RPwD) Act, 2016.

Q4. Explain the principles of hospital administration and illustrate their application in the day-to-day functioning of an Occupational Therapy department.

Q5. Outline the key considerations of manpower planning, staffing pattern, and selection of standardised and non-standardised equipment while establishing a new OT unit in a private multi-speciality hospital.

Q6. Analyse the role of budgeting, financial planning, and income generation strategies in ensuring the long-term sustainability and quality assurance of an OT department.

Q7. Explain Bloom's Taxonomy of Educational Objectives and illustrate, with examples, how it is used to write behavioural instructional objectives for teaching a clinical skill to OT undergraduate students.

Q8. Describe the process of curriculum development in Occupational Therapy education, including the role and evaluation of clinical fieldwork.

Essay Questions

Answer any 2 out of 3 questions. Each question carries 15 marks.
(2 × 15 = 30)

Q9. Critically examine the UNCRPD and the major legal provisions safeguarding the human rights and civil rights of persons with disabilities in India. Discuss the role of the occupational therapist in advocacy for influencing policy formulation, implementation, and evaluation.

Q10. As the Head of the Occupational Therapy Department of a newly sanctioned district government rehabilitation institute, design a comprehensive administrative plan covering organizational structure, staffing, service delivery, quality assurance, and financial management. Justify your plan using principles of hospital administration.

Q11. Critically discuss the role of Information and Communication Technology (ICT) and educational technology in enhancing clinical education, patient education, and professional development of occupational therapists. Propose strategies to strengthen teaching and learning in the current OT curriculum.

Annexure-III

MOT 101 Administration, Ethics & Educational Technology in Occupational Therapy

CO1: Define disability and explain the concepts and models of disability.
CO2: Illustrate disability evaluation, assessment, and medical certification for persons with disabilities.
CO3: State various legislations, supporting legislations, and supporting services for persons with disabilities.

MOT 102: Research Methodology & Biostatistics

CO1: Understand different types of research design and concepts of research methodology.
CO2: Learn to control and minimise biases and confounding factors and analyse random errors.
CO3: Make all collected data reasonable and draw precise inferences to make correct decisions.
CO4: Develop the ability to understand the process of conducting scientific research.
CO5: Understand data generated in health sciences using modern statistical methods.

MOT 103 Advanced Clinical Foundations in Occupational Therapy Practice

CO1: Understand the rationale of practice while promoting a range of practice tools for assessments and interventions.
CO2: Enhance the capabilities of the occupational therapist in optimising the client's/patient's performance.
CO3: Understand the clinical decision-making process.

MOT 104: Basic Medical Sciences & Theoretical Foundation of Occupational Therapy in Musculoskeletal Sciences

CO1: Illustrate the diagnostic tools to identify health problems in musculoskeletal conditions.
CO2: State various frames of reference, theories, and approaches used in musculoskeletal conditions.
CO3: Able to understand the disease process and its implications on functional performance areas.

MOT 201 Advanced Occupational Therapy Diagnostic & Prognostic skills in Musculoskeletal Sciences

CO1: Elicit and interpret clinical signs and symptoms; interpret clinical tests and special investigations commonly used in establishing diagnosis; establish clinical diagnosis.
CO2: Illustrate the diagnostic tools; understand the appropriate use of assessment tools for specific musculoskeletal conditions.
CO3: Administer specific tools for screening associated issues in various musculoskeletal conditions; describe, administer, and interpret specialized tools of OT assessment in various musculoskeletal conditions.
CO4: Administer tools for assessing progress in patients; make critical decisions and select appropriate outcome measures for planning occupational therapy intervention.

MOT 202: Advanced Occupational Therapy Processes & Practices in Musculoskeletal Sciences

CO1: Understand the importance of evidence-based practice, lifelong learning, and professional development in occupational therapy for musculoskeletal conditions.
CO2: Appreciate the benefits of collaborative OT–OTA partnerships and the relationships between policy, legislation, and practice in musculoskeletal care.
CO3: Develop skills and knowledge to understand major issues in theory, research, and practice for musculoskeletal conditions, integrating prior coursework in growth and development, clinical conditions, psychosocial assessment and intervention, and adult rehabilitation theories.

MOT 203: Current & Future Trends in Occupational Therapy Practice in Musculoskeletal Sciences

CO1: Understand and apply current trends and innovative ideas for managing disease processes.
CO2: State various frames of reference, theories, and approaches used in musculoskeletal conditions.

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