OTA Model Curriculum Committee

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PREAMBLE

The AOTA Centennial Vision states that "by the year 2017, occupational therapy will be a powerful, widely recognized, science-driven and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs." This vision sets forth a bold and dynamic future for the occupational therapy profession. To best prepare practitioners to meet this challenge, AOTA has called for the development of an OTA Model Curriculum with the express purpose of "raising the bar of excellence and fostering greater consistency across curriculum."

The purpose of the OTA Model Curriculum is to assist faculty in developing excellent educational programs that meet current fieldwork and practice demands and that can guide faculty to anticipate the future occupational needs of individuals, groups, and communities. The OTA Model Curriculum provides a depth and breadth of best academic practice examples, explores common threads in the OTA curriculum, and provides ideas to seamlessly integrate academic fieldwork and practice. The OTA Model Curriculum does not dictate program content and/or implementation, and was not intended to be used as a guide to ensure compliance with accreditation standards.

Preamble 4

General Introduction

A program's curriculum design cannot be divorced from the variables impacting on the host institution as a whole. The program faculty have to consider both internal processes—and external influences. The priority of the variables differs among institutions. It is important to determine priorities and values of the institution in which the program resides.

This document presents information on a model curriculum in a sequential format. However, the development and revision of a curriculum does not proceed in such an orderly fashion. The process requires the faculty to constantly evaluate the outcomes of each step of the process to ensure that each aspect of the curriculum design is integrated.

The model curriculum document is intended to focus attention above and beyond the minimum standards required by the Accreditation Council for Occupational Therapy Education (ACOTE®). It is assumed that accreditation standards will be met by the OTA program and that questions or issues related to accreditation will also be answered.

Each section is divided into four parts:

- A. General Description of the Importance of the Section

 This provides the reader with the context. It briefly describes the relevance of each section within the total picture of the curriculum-designing process.
- B. Matrix
 Structured in a grid, this section presents questions to be posed within the identified phase of the curriculum designing process. These questions are intended to encourage consideration of issues above and beyond accreditation standards.
- C. Exemplar

The committee created a fictional institution (ABC Community College) in which to house a fictional OTA program. An example was developed to demonstrate what a model curriculum might look like within this institution.

- D. Discussion
 - In many instances the committee wanted to provide some background on the thinking as the particular topic was developed.
- E. Resources

This section provides information about the resources needed to complete the particular area of the curriculum development process, as well as resources for further reading.

General Introduction 5

I. Context of the Institution

A. General Description of the Importance of the Section

The context of the institution influences all programming decisions within the OTA program. Knowledge about what the institution identifies as priorities must be taken into consideration when designing and/or revising the program curriculum. A thorough understanding of the priorities is needed so that the program's strategic plan, as well as other decision making mechanisms, can be aligned to reflect the mission and vision of the institution.

B. Matrix

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
What is the mission of the institution?	Service mission, research mission, access mission	Is the institutional mission compatible with the program mission? What are the faculty responsibilities to support the mission of the institution?	Do the fieldwork sites fit with the mission of the institution? Do new fieldwork sites need to be developed?	Is the strategic plan in alignment with the institutional mission?
What are the current priorities of the institution?	Reorganization, fiscal cutbacks, expanding programs or number of students; distance learning, community service, innovation, growth, faithbased	Will the institutional priorities be compatible with the program priorities? How does the OTA department fit into the structure of the institution?	What are the priorities for new sites or new geographical areas? Are there expanding formats that change the character of fieldwork?	Are resources allocated to specific target areas of the institutional strategic plan?
Does the institution have a record of relationships in the community that would contribute to the success of an OTA program?	Articulation agreements with other education institutions in the area; service learning; support of the local occupational therapy community.	How will the institutional reputation affect recruitment of fieldwork sites? Do faculty members have established relationships with members of the OT practice community?	Are sites selected that contribute to the positive relationships with the community?	Are activities to promote positive relationships with practice community included in the strategic plan?

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
Are there resources in the institution to support an OTA program?	Financial support; space for classroom and labs; academic resources; administrative assistance; current technology.	 Are there institutional monies to start a new program or support a continuing one? If program changes are being considered, will additional resources be available? Are there adequate support courses? 	Is there support for the academic fieldwork coordinator (e.g., clerical support)?	What resources do you need to ask for and are they in alignment with the strategic plan?
What is the student pool for the institution?	How many counties/regions does the institution support; rural urban; distance?	 Is there a large enough student pool to support the program over time? Should the cohort size be increased or decreased based on student pool or community need? 	 Does the residential location of the students partially determine the location of clinical sites? Is the student cohort size based on available fieldwork sites? 	What are the recruitment needs for the program? Does the strategic plan review faculty—student ratios to ensure alignment with the institution?
How does the state educational body affect curriculum?	Practice acts, required courses; credit number caps	What needs are included in the curriculum as determined by the state?	Are there requirements for fieldwork credit hours; supervision patterns?	Does the strategic plan include a regular review of changes in state regulatory bodies?

C. Exemplar

The college is a public, 2-year suburban institution located in the Midwest, that offers a large variety of associate degree programs and numerous certificate programs. Annually, more than 15,000 students enroll at the college in courses that are offered during the day, in the evening, and on weekends. In addition to academic and technical programs, the college offers continuing education opportunities through short courses, seminars, and on-site training for area businesses and industries. The college is fully accredited by the regional institutional accrediting agency and holds numerous programmatic accreditations as well. The college is divided into academic divisions which include Health and Public Safety, Business, Humanities and Sciences, Engineering, and Information Technology.

Mission:

The college provides student-focused; accessible; quality technical and general education, academic transfer, experiential and cooperative education; and workforce development for the surrounding community.

Institutional Values:

As a community college:

- We embrace experiential and lifelong learning, personal growth, and employability.
- We honor the diversity of people and ideas.
- We promote a service to the community through our graduates.
- We value accessible options for education through distance learning.
- We serve the community through our many partnerships with area high schools and universities.

Vision:

This college will be the college of choice in our region, nationally recognized for academic excellence, experiential/cooperative education and workforce development.

Student-Centered Quality Education:

The college is known for its dedication to teaching and its student-centered philosophy and practices. Small class sizes, an extensive developmental education program, a free tutoring program, counseling, and library services provide the kinds of academic support needed for success of both the returning adult student and the recent high school student. Both theory and practice are emphasized through appropriate classroom, laboratory, and cooperative/clinical education experiences.

Community Background:

The community includes a 4-year college with a Master's OT program. ABC Community College has an articulation agreement with this college, and several cooperative program opportunities exist between the two programs.

D. Discussion

The exemplar was based on a typical midsize community college. It was considered important to look internally and externally as a way to match institutional and community needs.

E. Resources Needed To Answer Key Questions

Institutional

Catalog

Web site

Mission and vision statements

Strategic plan

Organizational chart

Policies, procedures, and timelines for curricular changes

Student profile and enrollment data

Departmental self-study
Area newspapers
Contacts within the community
Visit to existing programs
Labor market studies
State regulatory board requirements

Census data http://www.census.gov

Department of Health

Information from chamber of commerce (economic profile of the area)
Primary places and types where OTs and OTAs practice in this region
Places where OTs are needed and could be needed in the next 20 years
Data re: Social service agencies are present in the context

State legislative environment

Regulatory information (e.g. State licensure requirements)

II. Philosophy of the Profession and the OTA Program

A. General Description of the Importance of the Section

A philosophy identifies the core concepts in which a profession or a group believes. In the instance of an OTA Program, the philosophy of occupational therapy needs to be reviewed to make sure all elements of the program clearly reflect the philosophy of the profession. Articulating the philosophy allows the institutional administrators, the public, and the students to understand the guiding principles of the program. These principles are used to make decisions about curriculum, learning strategies, and assessment strategies.

B. Matrix

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
What is the current philosophy of the profession of OT?	 Profession's published philosophy statement. 	Do the faculty of the program and institution support the philosophy of the profession?	Do the selected fieldwork sites support the philosophy of the program and the profession?	
What is Vision 2017?	Profession's published Vision.	Does the Vision reflect the values of the institution and the faculty of the program?	Do fieldwork sites need to be expanded to support the vision statement?	Are there goals that tie the strategic plan to the future?
What are the trends of the profession?	Productive aging, assistive technology, evidence based practice, multicultural competency, advocacy, emerging technology, and intervention from war	How do the trends of the profession fit with the practice environment of the OTA program?	Do-fieldwork sites need to be expanded to support the trends of the profession?	How does the strategic plan clearly identify focus on the trends of the profession as determined by AOTA?

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
What do the program director and faculty believe about the nature of human beings?	Adaptive, follow definite developmental patterns; what motivates; spiritual beings; students want to excel	Do the program director and faculty's views fit with the mission and vision of the institution?	Are there fieldwork sites that share this view of humanity?	Are any disconnects addressed in the strategic plan?
What do the program director and faculty believe about how people learn?	Hands-on, adult learners, multiple intelligences, contextual learning, active engagement	Will the institution support learning strategies that fit with the program director and faculty perceptions?	 Are the teaching and learning strategies of fieldwork sites consistent? Is there a need to train fieldwork sites in learning strategies? 	Are any disconnects addressed in the strategic plan?
How does the program philosophy relate to the profession's philosophy?	Developmental; adaptive	Are there definite consistencies in program philosophy that relate to the profession's philosophy?		Are any disconnects addressed in the strategic plan?
How does the program's philosophy relate to current and future trends in the profession?	Vision 2017	 Will the philosophy allow for preparation of graduates to participate in current and future trends? 	 Are there fieldwork opportunities to explore trends? 	Are any disconnects addressed in the strategic plan?

C. Exemplar

Philosophical Beliefs of the Program View of Humanity

All humans are challenged to adapt to a continually changing environment. When the process of adaptation causes the physical, mental, and social aspects of our lives to become out of balance we decrease our ability to function. To return balance and maintain health, humans use activities that are meaningful to them.

Humans have a basic pattern to the way we develop, interact, and think. The uniqueness of each human being, however, is a factor of how the sum total of the environmental, cultural, and socioeconomic influences are integrated. Although the basic patterns to our lives may appear to be similar, meaningful (purposeful) occupation-based activity must be defined in terms of the person's total life experiences.

Every living person deserves to be treated with dignity and respect. This includes the right to live life to the fullest in accordance with personal values and ethics. As long as choices do not hurt someone else, this approach also includes being free to choose what to do with their own lives.

Approach to Learning

To facilitate the development of each student's highest potential, the educator must create an environment that encourages experimentation and practice. There needs to be an atmosphere of respect and acknowledgement of individual differences. Students learn in a variety of ways, and it is our responsibility to provide a variety of learning experiences within each classroomm and a variety of ways to demonstrate learning.

It is important that students be active participants in the learning process. This includes being able to connect new learning with previous experiences. Learning is integrated more effectively when information is seen by the student as being relevant and useful. Students learn best if they learn for understanding rather than for recall of isolated facts. They need many opportunities to practice the application of what has been learned.

The learning environment is a social environment that should also reflect the social values of the field of occupational therapy. There should be a respect of individual differences as a willingness and ability to work in teams. Exposure to a variety of teams, including other health care professionals, is important to the professional growth of the student.

Becoming a professional happens in stages. Experiences throughout the educational experience need to contribute to this development. This includes critical thinking skills, advocacy, a commitment to the profession, and leadership skills. An approach to treatment that is both evidence-based and client-based needs to be emphasized.

The use of purposeful activity is central to the practice of occupational therapy. Therefore, activities and learning experiences must also be purposeful for the student. Respecting cultural diversity is vital to the development of purposeful activities. It is vital for an occupational therapy educational program to provide opportunities to identify and celebrate all aspects of cultural diversity.

D. Discussion

This philosophical statement would support a variety of learning approaches, including developmental, problem-based, adult learner, contextual learning, and process education. The AOTA statement on the Philosophical Base of Occupational Therapy (1979) was used as a guiding principle. The philosophical statement can be individualized to the program, but the core concepts that make occupational therapy a profession need to be incorporated.

E. Resources

The American Journal of Occupational Therapy Worldwide OT practice journals World Federation of Occupational Therapists Census Data www.census.gov

Political involvement
Institution's mission and vision statements
Previous self studies—institutional and program
Treatment approaches of fieldwork sites
Adult learner theory—Malcolm Knowles; Multiple intelligences—Howard Gardner; contextual learning—Cain and Cain, Kolb
Emerging areas of practice

Occupational Therapy Documents

- American Occupational Therapy Association. (2008). Occupational therapy practice framework: Domain and process (2nd ed.). *American Journal of Occupational Therapy, 62*, 625–683.
- American Occupational Therapy Association. (2007). AOTA's centennial vision and executive summary. *American Journal of Occupational Therapy*, *61*, 613–614.
- American Occupational Therapy Association/ (2007). Reference manual of the official documents of the American Occupational Therapy Association, Inc. (pp. 123–271). Bethesda, MD: AOTA Press.
- Slater, D. (Ed.). (2006). Reference guide to the Occupational Therapy Code of Ethics. Bethesda, MD: AOTA Press.
- The philosophical base of occupational therapy (1979). The reference manual of the official documents of the American Occupational Therapy Association, Inc. Bethesda, MD: AOTA Press, Inc.
- National Center for Health Statistics. (2007). *Health: United States*. Atlanta, GA: Centers for Disease Control and Prevention.
- World Health Organization. (2007). *The world health report 2007: A safer future: Global public health security in the 21st century.* Geneva, Switzerland: World Health Organization.
- Bureau of Labor Statistics (2007) Occupation and employment statistics. www.bls.gov/oes/home.htm
- National Organization on Disability. (2005). 2004 survey of Americans with disabilities. www.nod.gov

Trends:

- Canton, J. (2006). The extreme future: The top trends that will reshape the world for the next 5, 10 and 20 years. London: Penguin.
- Salzman, M. & Matathia, I. (2007). *Next now: Trends for the future.* New York: Palgrave Macmillan.
- Coates, J., Mahaffie, J., & Hines, A. (1997). 2025: Scenarios of US and global society reshaped by science and technology. Greensboro, NC: Oakhill.

III. Philosophical Framework for Learning

A. General Description of the Importance of the Section

The Program's Philosophical Framework for Learning should be grounded in a learning theory that has been identified and can be effectively supported by faculty, community resources, and the college. The chosen theory should explain how people learn and guide how content is taught. It should influence the design of learning experiences, instructional processes, assessment/grading strategies, roles assumed by the educator, and roles of the learners. The Philosophical Framework for Learning should be evident throughout the program curriculum, including the strategic plan, faculty development plans, curricular threads, and experiential learning opportunities.

B. Matrix

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
How do different learning styles affect the teaching methods used?	Experiential, kinesthetic, visual, auditory, adult learner, etc.	Does the selected teaching style meet the needs of the students in the context of the institution?	 Reinforce learning in fieldwork through lectures and lab activities. Do the fieldwork educators understand and incorporate different learning styles? 	 Is the selected learning philosophy reflected in the strategic plan? Are any disconnects addressed in the strategic plan?
How do the teaching philosophies address the learning styles of the student population?	Use of active learning to integrate skills, professional academic knowledge, experiential learning, clinical reasoning, and self-reflection.	 Does the selected philosophy meet the needs of the student population in the context of the institution? What is the cultural mix of the student population? 	 Do the learning activities in fieldwork reflect the philosophy? Does the faculty facilitate understanding the teaching philosophy by fieldwork educators? 	Does the strategic plan address opportunities to obtain enrichment in the use of activities to integrate skills? Are any disconnects addressed in the strategic plan?

Questions for	Examples to	Feasibility	Relationship to	Relationship to
Consideration	Support	Questions	Fieldwork	Strategic Plan
Do the assessment mechanisms match the stated teaching philosophy?	If using a Person-Environment-Occupation or adult learner model, does the assessment of performance measure reflect that model? If other models are used, are the assessments reflective of the philosophy design?	Can the selected style be effectively supported by the institution (financially as well as through prerequisite work?	What types of training opportunities are provided to fieldwork sites to ensure that the sites are able to effectively address the learning styles of the population and the teaching philosophy?	Are training opportunities, assessments, and funding requirements outlined in the strategic plan?

C. Exemplar

The students attending the OTA Program at ABC Community College are typically older than the average college student. Many are attending the program to change careers, and most manage full-time families and full-time jobs in addition to full-time school. To meet the learning needs of the older adult learner, the program draws heavily upon educational constructs outlined in the Adult Learner Model (reference). These include recognition that students learn in a variety of ways require multiple methods of measuring competence, and assumes that students are ready and willing to assume a greater level of responsibility for individual learning.

Considerations for supporting student learning through the philosophical framework:

The faculty believe that it is essential to ensure that kinesthetic, visual, and auditory means for learning are incorporated in some way into every course in the curriculum.

Lab, lecture, and—when possible—fieldwork experiences run simultaneously. This provides a multifaceted approach to ensure student learning and comprehension of occupational therapy theories, principles, and techniques. In lecture students are able to listen to concepts being discussed. The laboratory provides hands-on experiences for students to explore and experiment with these concepts. Fieldwork offers the opportunity for students to observe and practice these applications within the context of various client settings.

Fieldwork is strategically connected to the curriculum through targeted objectives that explicitly tie to the philosophical framework of learning. Fieldwork growth and development are addressed in the strategic plan. Active communication with the fieldwork educators and the program's advisory board includes discussions regarding the program's philosophical framework for learning.

Program faculty meet regularly to exchange ideas for curriculum enhancement, and to develop teaching methods that address a variety of student learning styles.

Students have a variety of methods/opportunities to demonstrate competency. These include, but are not limited to, papers, projects, exams, presentations, and group work.

Students perform a learning-style inventory at the beginning of the program (Intro to OTA) and are encouraged to share the results with their Level I and II clinical sites to ensure that they get a full understanding during the clinical rotation.

Faculty are encouraged—as evidenced by the program's strategic plan and professional development plan—to increase their understanding of variations in learning styles through professional development activities and continuing education.

Regular feedback is obtained formally from the students each term to determine whether their needs for learning are met through instructor and course feedback forms.

D. Discussion

There is no "approved" philosophy. The program needs to examine student population, the context of the institution, and the beliefs of the faculty to determine an appropriate philosophical framework. An exemplar philosophical framework will consider learning needs for now and in the future.

E. Resources

Meyers Briggs-Type Indicator

Dunbar, S. (2007). Occupational therapy models for intervention with children and families. Thorofare, NJ: Slack.

Frames of reference in pediatric practice explored include sensory integration, neurodevelopmental therapy, model of human occupation, Person–Environment–Occupation Model, Ecology of Human Performance Model, and the Occupational Adaptation Model. Incorporated throughout the text is the *Occupational Therapy Practice Framework: Domain and Process*.

French, G., Cosgriff, T., & Brown, T. (2007). Learning style preferences of Australian occupational therapy students. *Australian Occupational Therapy Journal*, 54(S1), 58–65.

Experiential Learning Model

Beard, C. & Wilson, J. (2006). Experiential learning: A handbook of best practices for educators and trainers. (2nd ed.). Philadelphia: Kogan.

Kolb, D. (1983). Experiential learning: Experience as the source of learning and development. Upper Saddle River, NJ: FT Press.

Experiential Learning tip.psychology.org/rogers.html

Felder-Silverman Learning Styles Model chat.carleton.ca/~tblouin/Felder/felder.html

Brief simple explanation of the model, with strategies for learning and teaching to the learning style.

Learning Styles www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html

- Bain, K. (2004). What the best college teachers do. Cambridge, MA; Harvard University Press.
- Bransford, B. & Cocking (Eds.). (1999). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.
- Fink, L. (2003). Creating significant learning environments: An integrated approach to designing college courses. San Francisco: Jossey-Bass.
- Mager, R. (1997). Preparing instructional objectives: A critical tool in the development of effective instruction.
- Explorations in Learning & Instruction: The Theory Into Practice Database tip.psychology.org/index.html

"TIP is a tool intended to make learning and instructional theory more accessible to educators. The database contains brief summaries of 50 major theories of learning and instruction. These theories can also be accessed by learning domains and concepts."

Learning Theories and Models of Teaching. www.cloudnet.com/~edrbsass/edlea.htm

Funderstanding. www.funderstanding.com/theories.cfm
Directed to k-12 educators, provides good basic descriptions of theories of learning, curriculum development, designing instruction, and assessment.

Theory and Philosophy in Education, Technology, and Culture carbon.cudenver.edu/~mryder/itc_data/theory.html
A good list of links to theoretical sources from the University of Colorado at Denver.

On-line Classic Texts and Manuscripts in Education carbon.cudenver.edu/~mryder/itc_data/etexts.html

Leslie Owen Wilson's Newer Views of Learning Index www.uwsp.edu/education/lwilson/learning/

A site devoted to discussions and information on newer views of intelligence, holistic learning, and teaching, including brain-based and holistic learning.

IV. Ability Based Outcomes

A. General Description of the Importance of the Section

Student outcomes identify the knowledge, skills, and aptitudes that graduates of the program will possess. While reflecting the ACOTE standards, requirements of an entry-level OTA, and needs of the college community, the outcomes should also be future oriented as the program strives to train students for the practice needs of the 21st century. The curricular threads should be evident through the student outcomes.

Program outcomes should reflect the commitment of the OTA program to prepare students to meet the current and future needs of occupational therapy practice. The outcomes should express a respect for diverse learning styles, and identify program planning and ongoing assessment as a vital component of program success. Separate from student outcomes, the links between student and program outcomes should be evident throughout the strategic plan.

Student and program outcomes should be assessed on a regular basis to determine if the goals of the program are consistently being met. Assessment should include, but is not limited to: NBCOT exam results, graduate surveys, course evaluations, fieldwork educator surveys, and employer surveys. More information on assessment is included in Chapter IX: Outcomes Assessment Strategy.

B. Matrix

Questions for	Examples to	Feasibility	Relationship to	Relationship to
Consideration	Support	Questions	Fieldwork	Strategic Plan
What are the expected ability-based outcomes (ABOs) of the program's graduate?	The graduate will demonstrate the ability to practice as a generalist with an understanding of the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.	 Do the ABOs support the institution's mission and vision? Do the ABOs support the program's philosophy and mission? Do the ABOs meet the needs of the community? Can they be supported by the instructional design? Do they support the mission and vision of the profession? 	Are students prepared to actively and effectively participate in Level I and Level II? Are the ABOs consistent with those required for entry-level practice in the given community and practice setting?	Does the strategic plan provide for thorough evaluation of data relating to ABOs?

Questions for	Examples to Support	Feasibility	Relationship to	Relationship to
Consideration		Questions	Fieldwork	Strategic Plan
What will be the needs of future graduates?	AOTA Vision 2017; Advisory Board feedback on trends.	How do the ABOs support the necessary skills for future practice?	Does the program include exposure of students to fieldwork sites that are emerging areas of practice as defined by AOTA and the community?	 Does the plan ensure that faculty and fieldwork educator's professional development enables the application of emerging areas of practice to the curriculum? Does the plan ensure fieldwork sites are sought out to provide students with rich experiences to participate in emerging areas of practice?

C. Exemplar

Program and student outcomes have been established that reflect the mission and vision of both ABC Community College and the occupational therapy profession, as outlined by AOTA. Upon completion of the occupational therapy assistant program, graduates will have met the established student outcomes and demonstrated competency and proficiency in the following knowledge, skills and, attitudes.

Program Outcomes

- 1. To prepare occupational therapy assistants to provide quality services in a variety of practice environments.
- 2. To provide a challenging curriculum that meets the demands of current practice and prepares students to meet the expectations of future practice.
- To foster the development of a value system that includes the uniqueness, dignity, and rights of the individual and supports engagement in meaningful occupations.
- 4. To provide a curriculum that promotes the personal and professional growth of the occupational therapy assistant student.
- 5. To create an atmosphere that provides for the safe exploration of personal and professional attitudes and behaviors.
- 6. To promote an investment in lifelong learning in order to respond to an everchanging and increasingly complex society.
- 7. To provide opportunities for all faculty and students to have direct input into the development and evaluation of all aspects of the program.
- 8. To provide ongoing evaluation and planning processes that ensure that the mission of the program is being accomplished.

Student Outcomes

- 1. Demonstrate the ability to deliver occupational therapy assistant services at entry-level competency under the supervision of an occupational therapist.
- 2. Demonstrate the ability to collect, report, and apply information relevant to the delivery of services as an entry-level occupational therapy assistant.
- 3. Demonstrate values, attitudes; and behaviors congruent with the occupational therapy profession's philosophy, standards, and ethics.
- 4. Recognize the importance of evidence in professional practice, and consistently seek to improve therapeutic skills through professional development activities.
- Recognize the importance of and demonstrates the ability to effectively utilize
 occupations identified by the client, group, or population for intervention
 development, therapeutic interventions, health promotion, and disease
 prevention.
- 6. Evaluate positive and adverse effects on occupational performance throughout the lifespan, and demonstrate the ability to explore and use community resources to promote occupational function of clients in least-restrictive environments.
- 7. Appreciate and adapt to diverse and alternative cultures, processes, and ideas.

Considerations for supporting student learning through ability-based outcomes:

- An Advisory Board with representation from a broad spectrum of clinical practice and cultural diversity served by the program is essential. It will incorporate feedback or generate new ideas to recommend necessary changes in the program's curriculum to ensure a match with community needs.
- Student and faculty membership in AOTA and state associations needs to be encouraged to remain abreast of new trends and ideas, including the Vision of AOTA. This networking will allow for a sharing of ideas to foster the concept of lifelong learning.
- Fieldwork sites will contain options for sites that focus on emerging practice areas.
- Fieldwork sites are monitored for the use of evidence-based, occupation-based, and client-centered protocols in evaluation and intervention.
 Assistance is provided to the fieldwork sites to develop in these areas if deficiencies are evident. Clinical educators' workshops are held annually to provide ideas for improvement.
- Use of technology is incorporated into the learning activities to ensure that students graduate with an enhanced comfort level that will increase options available to their clients.

D. Discussion

The ability-based outcomes should reflect the needs of the community and other stakeholders served by the program. It should be understood that guidelines set by ACOTE for accreditation are minimal standards and can be exceeded.

E. Resources

Advisory Board

Student/faculty membership in AOTA and state associations

Fieldwork sites that contain options for emerging practice areas.

Clinical Educators' workshop

Technology

ACOTE Standards

Collaborative projects with OT programs

Graduate surveys

Employer surveys

NBCOT results

AOTA Web site

Regional planning information

Formal collection of feedback from fieldwork sites

V. Curriculum Design

A. General Description of the Importance of the Section

"The curriculum design is an overarching set of assumptions that explain how the curriculum is planned, implemented, and evaluated. Typically, a curriculum design includes educational goals and provides a clear rationale for the selection of content, the determination of scope of content, and the sequence of the content. A curriculum design is expected to be consistent with the mission and philosophy of the sponsoring institution." (AOTA, 2006)

In addition the design typically includes curricular threads that reflect the mission and philosophy of the college, community, profession, and OTA faculty. The curriculum design should indicate a flow of content that increases from simple to more complex, indicating higher levels of learning that occur towards competency.

B. Matrix

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
Does the curriculum design match the institutional context?	Rationale may include community based, medical model, developmental, theoretical philosophy (e.g., MOHO, PEO, occupational adaptation).	 Does the curriculum design reflect the mission and vision of the institution? Is there institutional support for the curriculum design? 	Are students provided with exposure to fieldwork that complements the curriculum design (e.g., community-based)?	Does the strategic plan support the curriculum design (e.g., faculty, physical resources)?
Does the curriculum design meet regulatory requirements for the institution?	Some states require a minimum or maximum number of credits, or types of credits, to graduate.	Are there specific requirements that must be upheld?	Is the fieldwork course content described to match what is required by the state (e.g., guided practice)?	 Are regulatory requirements considered and planned for?
Does the curriculum design create a futuristic vision?	Does it incorporate the use of concepts such as evidence, global connection, advocacy, diversity?	How does the curriculum design relate to local, national, and global trends?	Does fieldwork support a futuristic vision?	Does the strategic plan outline the steps to meet the expected curricular changes necessary to support the futuristic vision?

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
Does the curriculum design include its linkage to the program's philosophy of learning?	 Are all types of learners considered? Do identified teaching styles involve enabling auditory, visual, and kinesthetic learning? 	How does the curriculum design provide support for the ability-based outcomes? Does the curriculum design include the philosophical framework for learning?	Do the options for fieldwork include opportunities for a variety of learning styles and linkage to the philosophy of learning?	How is the link between learning styles, philosophy of learning, and learner styles expressed through the strategic plan? What options for future linkages are being considered?
Does the curriculum design reflect the needs of the students?	Are classes offered at varying times and formats to meet the needs of students?	 Does the institution support a variety of delivery formats? Are the instructors trained in providing instruction in a variety of formats? 	 In what ways are fieldwork sites prepared to accommodate alternative schedules, remote supervision, etc.? How are students prepared to handle this? 	How are alternative delivery models reflected in the strategic plan?
What concepts have you and the OTA faculty identified as essential to emphasize throughout the curriculum?	 Leadership and advocacy Lifelong learning Critical reasoning and thinking Preventative approaches 	Do the threads correlate with identified ability- based outcomes?	Are the concepts reinforced in fieldwork?	Does the strategic plan include a process for reviewing the threads?
Are the identified threads compatible with the curriculum design and the vision of the profession?	 Meet occupational needs of society Globally connected Evidence-based Science-driven Critical reasoning and thinking 	Are the threads consistent or compatible with the practice environment?	Are the threads reflected in the fieldwork?	Are the threads supported by the strategic plan?
Are the threads oriented to the future?	 What are the anticipated needs of the community and the profession? 	Does the practice environment support future orientation?	 Are the threads reflected in the fieldwork? Does fieldwork reflect and support emerging areas of practice and future-oriented threads? 	Does the strategic plan indicate movement to the future?

C. Exemplar

The curriculum design for the OTA Program at ABC Community College considers both the nature of learning and the characteristics of a "typical" OTA program student. A developmental model is used that progresses the content in the courses from simple to more complex. This model enables students to slowly build upon concepts learned in earlier terms. Similarly, the curriculum is based on the human life span in that content related to client diagnoses and interventions progresses from infancy through productive aging. Throughout the curriculum, occupational performance milestones are addressed, as well as impediments and challenges to occupational performance and social participation.

Major curricular threads are woven throughout each level of the program. They are introduced and reinforced throughout coursework with increasing complexity. They serve to focus the curriculum coursework to highlight knowledge, skills, and aptitudes that have been identified as important by the profession, OTA faculty, the college, and the community. These threads include:

- Leadership and Advocacy
 - o Professional behaviors
 - Lifelong learning
- Critical Thinking/Clinical Reasoning
 - o Evidence-based practice
 - o Theory-based
- Information Literacy
 - o Science-driven
 - o Theory-based
- Cultural Awareness
 - Societal awareness
 - Meeting society's changing needs
- Experiential Learning
 - o Fieldwork
 - Service kearning
 - Laboratory experiences

The nature of the occupational therapy profession requires that the individual practitioner consistently look towards advances and developments in practice to hone professional skills and techniques to better serve the designated population. Similarly, the curriculum design of the OTA Program at ABC Community College is future-oriented in that it addresses current and emerging areas of practice. Included in the curriculum are concepts identified by the profession at large as important in future practice. These include, but are not limited to, low vision, driving, home modifications, and assistive technology. These topics are included as objectives in the coursework and are regularly updated.

Students are provided with diverse learning opportunities including kinesthetic, visual, and auditory methods of instruction as well as grading criteria for assignments that provide various options for assessment of learning and proving competency. Throughout the curriculum, students are encouraged to work with faculty and fieldwork educators to identify learning strengths and growth areas, then develop learning plans to enhance and develop skills.

Student and faculty membership in professional organizations are identified as key to staying up-to-date on trends and issues that affect the future of OT practice. Student assignments include regular use of the AOTA Web site, state OT organization activities, district activities, and sponsorship of continuing education opportunities.

Students completing the program on a full-time schedule follow the curriculum design as intended by faculty. Occasionally, for a variety of reasons, students fall to a pre-established alternative schedule. Students following the alternative schedule must take upon the individual responsibility of maintaining currency in the field. Online content is considered in designing the courses, and is used when feasible and practical for content delivery. This allows flexibility and access for students who need to remain employed to support their roles outside of the college.

ABC Community College and the OTA program have a strong commitment to the community through service learning. Service learning builds leadership skills, enhances creativity skills, and encourages students to actively engage in meeting the needs of the local community. To encourage community involvement, students participate in service learning opportunities each semester in the program. With guidance from the OTA program faculty, students identify community needs, determine appropriate activities, plan and carry out activities, and report the results of their involvement to the school and the local and state OTA organization. When possible, collaborative service learning experiences with local OT programs are explored and used to reinforce OT and OTA roles at the student level. These opportunities include, but are not limited to, working with the homeless, raising funds for a selected charity group, collecting items for veterans, and developing and implementing group activities children from lower-income families.

Fieldwork and Curriculum Design

Fieldwork is purposely and deliberately integrated into the curriculum design of the program. It is the intersection of education and practice that allows the student to effectively link education, practice, and research. Through the program, pertinent curricular threads are identified each semester for emphasis in fieldwork. Fieldwork sites are selected based on their ability to address the curricular threads and the fieldwork educator's ability to effectively carry out the OTA program's curriculum design on-site.

To ensure that fieldwork educators and sites are an extension of the OTA program, they are included in curriculum development through advisory board meetings, fieldwork site visits, and opportunities for adjunct and guest lectures. In addition, the curriculum design and course descriptions are available to fieldwork educators through the program's Web site. Through consistent access, and with frequent communication, the fieldwork educators understand the implications of the student assignments more completely.

D. Discussion

A developmental approach was chosen because it is common to OTA programs. This curriculum design also supports the needs of adult learners.

E. Resources

Advisory committee

Environmental scan

Philosophies for learning
Professional, regional, state, and institutional requirements
2017 Centennial Vision
WFOT
WHO
Regional development plans
AOTA Presidential Address
Adult learner theory—Malcolm Knowles
Multiple intelligences—Howard Gardner
Contextual learning—Cain and Cain, Kolb
AOTA'S 1-Minute Update
AOTF update
Faculty
Clinical fieldwork supervisors
Labor market projection

Dunbar, S. (2007). Occupational therapy models for intervention with children and families. Thorofare, NJ: SLACK Incorporated.

Frames of reference in pediatric practice explored include sensory integration, neurodevelopmental therapy, Model of Human Occupation, Person–Environment–Occupation Model, Ecology of Human Performance Model, and the Occupational Adaptation Model. Incorporated throughout the text is the Occupational Therapy Practice Framework: Domain and Process.

- **Conrad, C.F. & Pratt, A.M. (1983).** Making decisions about the curriculum: From metaphor to model. *The Journal of Higher Education*, 54 (1), 16-30.
- Smith, M. K. (1996, 2000) 'Curriculum theory and practice' *The encyclopedia of informal education,* www.infed.org/biblio/b-curric.htm.
- Giroux, H., Penna, A., & Pinar, W. (Eds.) (1981). *Curriculum & instruction: Alternatives in education*. Berkeley, CA: McCutchan, Publishing Corporation.
- Tyler, R.W. (1981). Specific approaches to curriculum development

Experiential Learning Model

Beard, C. & Wilson, J. (2006). Experiential learning: A handbook of best practices for educators and trainers. (2nd ed.). Philadelphia: Kogan.

- Kolb, D. (1983). Experiential learning: Experience as the source of learning and development. Upper Saddle River, NJ: FT Press.
- (C. Rogers). Experiential Learning. tip.psychology.org/rogers.html
- Felder-Silverman Learning Styles Model chat.carleton.ca/~tblouin/Felder/felder.html

 Brief simple explanation of the model with strategies for learning, and for teaching to the learning style.

Learning Styles

www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html

- Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.
- Bransford, B. & Cocking (Eds). (1999). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Fink, L. (2003). Creating significant learning environments: An integrated approach to designing college courses. San Francisco, CA: Jossey-Bass.
- Mager, R. (1997). Preparing instructional objectives: A critical tool in the development of effective instruction.
- Explorations in Learning & Instruction: The Theory Into Practice Database tip.psychology.org/index.html

"TIP is a tool intended to make learning and instructional theory more accessible to educators. The database contains brief summaries of 50 major theories of learning and instruction. These theories can also be accessed by learning domains and concepts."

Learning Theories and Models of Teaching www.cloudnet.com/~edrbsass/edlea.htm

Funderstanding

www.funderstanding.com/theories.cfm
Directed to k–12 educators, provides good basic descriptions of theories of learning, curriculum development, designing instruction, and assessment.

- Theory and Philosophy in Education, Technology, and Culture carbon.cudenver.edu/~mryder/itc_data/theory.html

 A good list of links to theoretical sources from the University of Colorado at Denver.
- On-line Classic Texts and Manuscripts in Education carbon.cudenver.edu/~mryder/itc_data/etexts.html

Leslie Owen Wilson's Newer Views of Learning Index www.uwsp.edu/education/lwilson/learning/
A site devoted to discussions and information on newer views of intelligence, holistic learning, and teaching, including brain-based and holistic learning.

VI. Prerequisites, Content, and Sequence

A. General Description of the Importance of the Section

Prerequisite courses are those courses required to be taken by students prior to entering the program. They provide the foundational information necessary for program courses. Prerequisites must integrate with the curricular plan and design. The number of prerequisites needs to be carefully considered so they do not present a barrier for applicants.

Content and sequencing of occupational therapy courses is driven by the curriculum design. Decisions about what to teach, how much, and when it should be presented are also guided by the design. Prerequisites for general education courses may have co-requisite courses that need to be considered in the sequencing of the curriculum. Integration of Level I fieldwork into the content and sequence is also an important consideration.

B. Matrix

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
What is the access to the educational programs?	Open admissions, selective admissions, etc.?	Is the program permitted to require prerequisites for entrance to the program?	Add Info or say Not Applicable	Does the strategic plan include regular review of pre- requisites?
What knowledge and skills do students need before they enter the program to support the learning objectives?	Basic biology knowledge; computer skills to support learning strategies	Credit limitations? Would you maintain the same prerequisites if admission numbers were low? Do the prerequisites present a barrier to entrance?	How is fieldwork built into the program— sequencing, nature, design based on prior experience with OT?	Does modification of curriculum to include prerequisites?
Are there clinical perquisites?	HIPPA, Criminal record check, immunizations, TB testing, CPR	Add Info or say Not Applicable	Are there site requirements for client interaction?	Add Info or say Not Applicable

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
 What are state or regional regulatory board and institutional content requirements? 	Math, computer courses, humanities	Are there caps on the number of credits?	Add Info or say Not Applicable	Review of changes in requirements reflected in the strategic plan?
Is the content current and future oriented?	Emerging practice areas	 What content can be enhanced or reduced in scope? What skills and knowledge are required by area employers? 	Are the students meeting the performance expectations of the fieldwork sites?	Does the strategic plan provide for training for fieldwork and faculty about practice? Does the plan include review of proposed content changes with advisory committee?
Does the content support practice in the geographical area?	Strong science skills, biomechanical focus, sensory integration focus	What skills and knowledge are required by area employers?	Add Info or say Not Applicable	Does the plan include revision of the curriculum to respond to changes in practice?
 Is the content consistent throughout threads? 	 Productive aging, advocacy 	 What skills and knowledge are needed for each thread? Is there room in the curriculum? 	Do the fieldwork sites support the content of the threads?	Are there resources to support the content?
What are the prerequisites of each proposed course?	Developmental courses for Math or English, chemistry course for anatomy, fundamental OTA courses before advanced OTA course HIPPA training, CPR	 How many credit hours do the prerequisites add to the student's program? Do the prerequisites present a barrier? Is there a time restriction for prerequisites? 	Site-specific requirements Are fieldwork educators familiar with prerequisite coursework?	Does the plan include coordination with other departments and divisions?
Is the learning philosophy explicit throughout the curriculum sequence?		Is there a credit limitation that prevents integrating the philosophy throughout the curriculum?	Is the sequence of the fieldwork experience correlated with what is happening in the curriculum at that point in time?	Is there a plan for appropriate resources to support the learning philosophy?

Questions for	Examples to	Feasibility	Relationship to	Relationship to
Consideration	Support	Questions	Fieldwork	Strategic Plan
Is the sequencing supported by the curriculum design?	Developmental model follows a developmental sequence	 Are the courses available when needed in sequence? Are the resources available—courses, faculty, space, etc.? 	Do you have FW placements to support the sequencing of curriculum design?	Does the plan include development of resources to support the strategic plan?

C. Exemplar

Sequence		
Prerequisites	Credits	
Introduction to Information Technology	3	
Medical Terminology	1	
	4	
First Semester	Credits	
Human Anatomy and Physiology I	4	
English Composition I	3	
General Psychology	3	
Sociology	3	
Introduction to OT	3 3 3 2 2 17	
Human Occupations	2	
Second Semester	Credits	
Human Anatomy and Physiology II	4	
Developmental Psychology	3	
Fundamentals of Speech	3	
Theory of Pediatric Occupations	3	
Occupational Performance I	3 3 2 2	
Pediatric Level I Fieldwork		
	17	
Third Semester	Credits	
Abnormal Psychology	3	
Assistive Technology	1	
Theory of Psychosocial Occupation	3	
Occupational Performance II	3 2 2	
Psychosocial Level I Fieldwork		
Conditions Affecting Health and Occupation	3 2 1	
Human Movement for Occupation	2	
Fitness Elective		
	17	

Fourth Semester	Credits
Math	3
Theory of Physical Rehabilitation	3
Occupational Performance III	2
Physical Rehabilitation Level I Fieldwork	2
Clinical Reasoning in OT	3
Professional Issues in OT	1
Management of OT	2
	16
Fifth Semester	Credits
Level II Fieldwork A	3
Level II Fieldwork B	3

Occupational Therapy Assistant Courses First Semester

Introduction to OT

This course will examine the role of occupational therapy in health care, and community-based and educational systems. Topics include history and philosophical principles, the *Occupational Therapy Framework: Domain and Process, Standards of Practice, Code of Ethics*, current and emerging practice areas, roles of the registered occupational therapist and the certified occupational therapy assistant, national and state credentialing requirements, and occupational therapy association functions at all levels. The Adapted Performance Model will be introduced as a foundation for the curriculum. 2 credit hours (2 hours lecture/week).

Human Occupations

This course will focus on the observations, analysis, and performance of human occupations in work, self-care, and play/leisure throughout the life span. The teaching and learning process and the language of occupational therapy will be incorporated. 2 credit hours (1 hour lecture/3 lab/week).

Second Semester

Theory of Pediatric Occupations

A review of human development from birth through adolescence, with emphasis on occupational performance of typical and atypical individuals. Topics include theory and application, frames of reference, the occupational therapy process, evidence-based practice, and roles of the OT and OTA in service delivery in various practice settings. 3 credit hours (3 hours lecture/week).

Occupational Performance I

This course will focus on the development of observation skills; assessmen; and teaching, adapting, and grading self-care, work, and play/leisure occupations for individuals with developmental challenges. Topics include interventions, techniques, and equipment to maximize participation in meaningful occupations, improve independence, and ensure safety. 2 credit hours (1 hour lecture/3 lab/week).

Pediatric Level I Fieldwork

This course includes observation and guided practice for application of the occupational therapy process in settings serving children or adolescents with developmental challenges. Students are supervised by clinical educators or faculty at health care, education, or community settings. In-class activities complement topics and experiences in off campus sites. Students are responsible for transportation. 2 credit hours (6 hours clinical/1 lecture/week).

Third Semester

Assistive Technology

This course will introduce the student to a variety of assistive technology used in occupational therapy settings. Topics include PAMs, splinting, computer programs, switches, low vision adaptations, and high- and low-technology devices. 1 credit hour (.5 lecture hour/1.5 lab hours/week).

Theory of Psychosocial Occupations

This course will examine the occupational therapy process in relation to individuals with psychosocial challenges across the lifespan, beginning with a historical and theoretical overview. Topics include clinical features and medical management, assessments and treatment, evidence-based practice, and issues impacting psychosocial OT practice. 3 credit hours (3 hours lecture/week).

Occupational Performance II

This course will focus on the development of observation skills; assessment; documentation; and teaching, adapting, and grading self-care, work, and play and leisure occupations for individuals with psychosocial challenges. Topics include group dynamics, development of therapeutic use of self, and interventions to maximize participation in meaningful occupations and ensure safety. 2 credit hours (1 hour lecture/3 hours lab/week).

Psychosocial Level I Fieldwork

This course includes observation and guided practice for application of the occupational therapy process in settings serving children or adults with psychosocially challenges. Students are supervised by clinical educators or faculty at health care, education, or community settings. In-class activities complement topics and experiences in off-campus sites. Students are responsible for transportation. 2 credit hours (6 hours clinical/1 lecture/week).

Conditions Affecting Health and Occupation

This course will examine the etiology and symptoms of clinical conditions that are commonly referred to in occupational therapy. Topics include the effects of trauma, disease, and congenital conditions on the biological, psychological, and

social domains of occupational behavior. Procedures and precautions ensuring safety of clients and caregivers will be reviewed. 3 credit hours (3 hours lecture/week).

Human Movement for Occupation

This course will present the basic principles of biomechanics and kinesiology related to human movement and occupational performance. Topics include the interrelationship among the central nervous system, peripheral nervous system, and musculoskeletal system; anatomical landmarks; joints; posture and balance, locomotion; analysis of functional movement required for work, self-care, and play. 2 credit hours (1 hour lecture/3 hours lab/week).

Fourth Semester

Theory of Physical Rehabilitation

The occupational therapy process in relation to the persons with physical disabilities across the lifespan is examined, beginning with a historical and theoretical overview. Topics include clinical features and medical management, effects of aging and chronic illness, assessments and treatment, evidence-based practice, and issues impacting physical rehabilitation OT practice. 3 credit hours (3 hour lecture/week).

Occupational Performance III

This course will focus on the development of observation skills; assessment; documentation; teaching; adapting; grading self-care, work, and play/leisure occupations for individuals with physical challenges. Topics include techniques and equipment to maximize participation in meaningful occupations, improve independence, ensure safety, and prevent deformity. 2 credit hours (1 hour lecture, 3 hours lab/week).

Physical Rehabilitation Level I Fieldwork

This course includes observation and guided practice for application of the occupational therapy process in settings serving children or adults with physical challenges. Students are supervised by clinical educators or faculty at health care, education, or community settings. In-class activities complement topics and experiences in off-campus sites. Students are responsible for transportation. 2 credit hours (6 hours clinical/1 lecture/week).

Clinical Reasoning in OT

This course will focus on application and integration of clinical reasoning and problem-solving strategies throughout the occupational therapy process. Emphasis is placed on the multifaceted dimensions of clinical decision making in OT practice through role plays, case study, discussion, and practice. 3 credit hours (3 hours lecture/week).

Professional Issues in OT

This course will examine professional issues, the role of agencies and associations that support and regulate occupational therapy practice, and advocacy roles of the OTA. Topics include preparation activities for Level II fieldwork, licensure and certification, employment acquisition, and development of a professional development plan. 1 credit hour (.5 hour lecture.1.5 lab/week).

Management of OT

This course will examine basic management and support tasks relevant to the role of the occupational therapy assistant. Topics include ethical principles in the workplace, the roles and functions of regulatory agencies, funding and reimbursement systems, and health care delivery systems. Students complete experiential learning with program development. 2 credit hours (1 hour lecture/3 lab/week).

Fifth Semester

Level II Fieldwork A

A minimum of 8 weeks of supervised experience applying occupational theory, skills, and concepts. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals with developmental, physical, or emotional challenges. Off-campus. Students are responsible for transportation, and room and board. 3 credits (0 lecture/9 lab).

Level II Fieldwork B

A minimum of 8 weeks of supervised experience applying occupational theory, skills and concepts. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals that offers a diversity of experience from that offered in Level II fieldwork A. Off-campus. Students are responsible for transportation, and room and board. 3 credits (0 lecture/9 lab).

D. Discussion

The sequencing and placing of content in the exemplar are meant to be an example only. The general education courses available at the institution will need to be carefully reviewed as final content, course, and sequence decisions are made.

E. Resources

Retention data
NBCOT
Student performance
Recruitment
Review of existing OTA programs
Review of other health care programs within the institution
Program philosophy
Learning styles (Kolb, etc.)
Curriculum committee

College standards
College catalog
Advisory committee
OT community
Environmental scan
Fieldwork evaluations
Graduate data
Employer data
State-specific requirements

VII. Learning Strategies

A. General Description of the Importance of the Section

"The things we have to learn before we can do them, we learn by doing them." Aristotle

Teaching and learning occur in many ways throughout the program and need to be individualized and flexible. Adult learning is enhanced by hands-on experience that involves students in the learning process. To this end, many opportunities for practicing new skills and achieving competency are provided to increase the likelihood of retention and real life application. Optimal learning occurs when individuals build on previously acquired experiences and knowledge in an atmosphere in which they feel safe and respected, and the activities are goal-directed and meaningful for them.

Material is introduced in foundation courses through readings, lecture, media, and student research. Experiential activities are designed to apply concepts presented throughout the curriculum and include student projects and presentations, writing assignments, case studies, role plays, article reviews, activity analysis, collaborative group work, and problem analysis.

Selection of learning strategies determines the types of assignments and activities to enable student learning and mastery of entry-level competencies.

B. Matrix

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
What are the faculty beliefs about how students learn?	Hands-on; adult learners, multiple intelligences; process education	Do the considered learning strategies fit with the philosophy of the program and institution?	What are the fieldwork educators beliefs about student learning? Do the fieldwork sites support various styles of learning and the content of the threads?	 Does the plan evaluate for effectiveness? Does the plan survey about beliefs?
Are the faculty familiar with the learning strategies being considered?	Process Education; problem based; collaborative learning	Is there institutional support to provide any necessary training?	Do the considered learning strategies support clinical practice?	 Does the plan address resources for training the faculty? Does the plan address educating fieldwork sites on various learning strategies?

Questions for	Examples to	Feasibility	Relationship to	Relationship to
Consideration	Support	Questions	Fieldwork	Strategic Plan
What do the program director and faculty believe about the faculty role in the process of learning?	Content experts; facilitator of learning; responsible for learning happening; teaching as relationship	How does this belief affect the selected learning strategies?	What role do the fieldwork educators play in the process of learning?	Add info here

C. Exemplar

The developmental model is used to organize coursework and learning. At ABC Community College, students with deficiencies in basic skills take remedial coursework to prepare them for college-level learning.

Foundational content in biological and social sciences, math, and communication enables students to apply occupational therapy material and integrate knowledge across various practice areas. As each semester progresses, coursework and assignments move from simple to complex, with an increasing expectation for clinical reasoning, analysis, and synthesis as students reach the final semester of coursework. Emphasis on self-directed and hands-on learning helps students apply information to real-world situations.

The scope of learning is guided by Bloom's Taxonomy and the three domains of learning experiences: cognitive, psychomotor, and affective. Cognitive learning emphasizes memorization and understanding. Psychomotor learning emphasizes doing and using motor skills. Affective learning emphasizes values and attitudes. Certain courses may be more focused on one domain than another, but all domains are addressed each semester. In concert with the developmental model, each domain also contains three levels of learning. The first level is acquisition of basic knowledge, the second level is application of knowledge, and the third level is analysis and synthesis of knowledge. The taxonomy is used to guide selection of learning activities, assignments, and examinations. Drawing from the Adult Learner Model, students engage in structured activities using past experiences to apply concepts and retain new information.

Initial program-specific courses introduce students to the history, philosophy, and basic tenets of OT; an understanding of humans and diversity; roles of OT practitioners; and the Occupational Thearpy Practice Framework: Domain and Process. Examining occupational roles and performance is a learning activity that starts in the first semester and is completed in subsequent semesters with increasing complexity and application. Using experiential learning, students first complete an occupational profile on themselves, and then examine a child, followed by an individual with mental challenges, and lastly an individual with physical challenges. Students are expected to integrate information from each previous semester with greater insight, as the assignment is completed. Service learning throughout the program provides opportunities for students to

experience diversity, explore emerging areas of practice, identify community needs, and develop skills of collaboration.

Each practice area course presents theory and frames of reference and uses the OT process to present content. The corresponding lab provides hands-on activities for application of concepts. Occupational roles and performance of individuals throughout the lifespan are emphasized. Fieldwork I is required as a co-requisite, and assignments are designed to integrate knowledge with real world applications for the related practice area. Life- or work-related situations present a more appropriate framework for adult learning and retention. In addition, students locate evidence-based articles to support interventions observed in fieldwork or discussed in class, and post them to a Web site for review by their peers.

Final classes—including Clinical Reasoning, Management of OT, and Professional Issues in OT—act as a bridge to Level II Fieldwork. Students are provided with clinical scenarios to challenge their problem-solving and clinical-reasoning skills. Ethical and legal dilemmas faced by entry-level practitioners are analyzed and various solutions are discussed to aid students in navigating complex issues in the real world. Experiential learning involves designing and implementing a program in a community setting, preparing a professional development plan, and being involved in professional organizations.

Level II Fieldwork is the transition from student to entry-level practitioner. Students complete 16 weeks of supervised experience applying skills and knowledge to develop competencies of an entry-level practitioner. Online seminars and weekly postings help students develop professional behaviors and clinical reasoning.

D. Discussion

Students learn in a variety of ways, and multiple methods should be used throughout the curriculum. This example uses the adult learning and developmental model for presenting the material because the majority of the students were adults and the faculty believed in the approach. Other methods for consideration include problem-based learning, connectionism, multiple intelligences, situated learning, experiential learning, collaborative learning, and others. Exploration of additional learning theories is warranted if the program includes distance or online courses.

Some possible teaching strategies include lecture, lecture with discussion, panel of experts, brainstorming, videos and slides, discussion, small group discussion, case studies, role playing, worksheets and surveys, guest speakers, values clarification, and hands-on experiences.

E. Resources

Faculty development: Teaching Tips Inventory
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/t
eachtip.htm#assessment

Instructional Methods—Advantages/Disadvantages.

www.adprima.com/teachmeth.htm

A brief overview of a variety of instructional methods. The Adprima sites include a considerable number of advertisements, but the basic information is good.

Principles of Teaching and Learning

http://med.fsu.edu/education/facultydevelopment/Principles_teach_learn.asp

Common Teaching Methods

http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/comteach.htm

Strengths, limitations, and preparations of a variety of teaching methods.

Direct Teaching

www.adprima.com/direct.htm

Direct teaching: Learning and Teaching should be Inclusive and Enjoyable www.highlandschools-virtualib.org.uk/ltt/inclusive_enjoyable/direct.htm

Cooperative Learning

http://edtech.kennesaw.edu/intech/cooperativelearning.htm

The Cooperative Learning Center at the University of Minnesota http://www.cooperation.org/

Collaborative Learning

Barkley, E., Cross, K. P., & Major, C. H. (2004). *Collaborative learning techniques: A handbook for college faculty.* San Francisco: Jossey-Bass.

Tu, C. (2004). Online collaborative learning communities: Twenty-one designs to building an online collaborative learning community. Portsmouth, NH: Libraries Unlimited.

For Adult Learners

Learning Strategies www.learningcircuits.org/2003/oct2003/dobrovolny.htm

Lecture

Tools for Teaching: Delivering a Lecture teaching.berkeley.edu/bgd/delivering.html

VIII. Educational Resources

A. General Description of the Importance of the Section

Review of available resources is critical as the program develops or revises a curriculum. The type of resources available is indicative of the values and total context of the institution.

B. Matrix

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
What academic resources are available to students?	Library; technology	Are there appropriate resources to support the teaching and learning strategies?	Add Info here	Does the plan address identification of additional academic resources to support the learning needs of the program?
What physical resources are available to the program?	 Classrooms, labs, offices 	Is there available space to support the teaching and learning strategies?	Are there resources to support the clinical skills needed for fieldwork experiences?	Does the plan address identification of additional physical resources to support the learning needs of the program?
What is the availability of qualified faculty?	Clinical plus academic experience	Are there enough faculty with the necessary experience to teach the content?	Add Info Here	Does the plan address training for faculty in either teaching or clinical techniques?

C. Exemplar

The OTA program uses hybrid presentation methods within the OTA technical courses. The faculty are currently exploring a new version of the course management software, Angel, which includes additional opportunities for technological enhancements like podcasting, synchronous discussion boards, and blogs. The strategic plan includes adding a new technological component into each OTA course within the next academic year to support learning. Faculty are scheduled for continuing education within the institution to support this initiative.

An agreement with the OTR program at XYZ University provides opportunities to work with functioning OT professional teams within the learning environment. A model intensive care unit with client simulators provides additional opportunities to develop health care team interaction skills with a variety of ABC Community

College students such as physical therapist assistants, respiratory care technicians, radiation technologists, and nurses.

Within the classrooms faculty have access to teaching podiums, which include the ability to show films, PowerPoint presentations and Internet links. A variety of teaching aides includes anatomical models, games, activities, and assessments and evaluations in a well-equipped laboratory. Because of the articulation agreement with XYZ University, the students have access to a cadaver lab to review muscles and nerves of the upper and lower extremities during the kinesiology class. There is access to a comprehensive library on campus. Students have additional resources through a statewide library network that provides use of any resource in any college or university library in the state. The larger community provides a wide variety of fieldwork sites.

In addition to the program director, who spends approximately one third of her time in teaching related responsibilities, there is one other full-time faculty member and four adjunct faculty members who teach regularly within the program. The total faculty encompass a wide variety of teaching and clinical expertise.

An important educational resource is the OTA Advisory Board. The membership is composed of culturally diverse practitioners from a broad variety of clinical practice and environments. It also includes consumers and members who represent the broader community. The Advisory Board provides information about the needs and concerns of the region. This allows the program to proactively respond to these needs.

ABC Community College values local and national involvement with professional organizations by the faculty. This involvement is identified as key to staying current on trends and issues that affect the future of OT practice. Although resources have to be used wisely and distributed among the faculty, there are financial resources for attendance at meetings and workshops. Faculty are also active in appropriate professional social networks.

Faculty and students are expected to be active in professional organizations. Student assignments include regular use of the AOTA Web site, state OT organization activities, district OT activities, and sponsorship of continuing education opportunities.

D. Discussion

Resources and needs will vary, depending on the population of students, the location of the program, the mission of the institution, and the philosophy of the program and its faculty. Use of specifically identified educational resources is not provided, rather, some preliminary details about how to enhance the delivery of education are provided.

E. Resources

American Association of Community Colleges

www.aacc.nche.edu/

www.aacc.nche.edu/Template.cfm?section=ResourceCenter

AACC provides a range of services and projects to serve its members and the public on community college issues. Also in this section are grant opportunities, information and planning tools, and AACC publications.

The National Network of Health Career Programs in Two-Year Colleges (NN2) www.nn2.org/

NN2 is an organization composed of health education leaders from across the nation from 2-year colleges. NN2 is dedicated to:

- Promoting and encouraging innovation, collaboration, cooperation, and communication with two-year colleges sponsoring health career programs;
- o Developing new leaders in health career education;
- Expressing and advocating the interests of health career programs in 2year colleges (i.e., accreditation issues, practice issues, federal policy issues, etc.); and
- Working collaboratively with other professional communities of interest to further policy related to health career education and higher education in general.

EDUCAUSE

www.educause.edu/about

Educauseis a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology. Membership is open to institutions of higher education, corporations serving the higher education information technology market, and other related associations and organizations.

IX. Outcomes Assessment Strategy

A. General Description of the Importance of the Section

Program evaluation is critical to its overall success. The program must document both qualitative and quantitative data to allow for meaningful analysis to determine how well the program is meeting its current and future goals and objectives. Outcome measures must be specific and reflected in the strategic plan to guide the program in its ongoing quest to meet the current and future needs of its students and faculty. These outcomes should be assessed on a regular basis to determine whether the program is meeting its goals. Data provided as a result of outcomes assessment are analyzed, compiled, and reviewed by the program director, OTA Advisory Board, administration, and faculty. These results are vital to ensuring the program's vision, and guide program development to meet the needs of the community and the profession.

B. Matrix

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
What additional methods are used for assessment besides those used for the standards?	General education assessment Critical thinking assessment	Does the assessment meet the institutional, regulatory, & accreditation reporting needs? Does the assessment plan evaluate the program's ability to meet ability-based outcomes?	Add Info Here	 Is program and course assessment addressed in the strategic plan? Are results reflected in the strategic plan? Are there plans for future assessment?
How are data gathered?	Surveys, exams, observations	Do the identified strategies reflect both summative and formative assessment?	Is fieldwork included in data gathering?	Does the plan include looking for additional methods for data gathering?
How are the data analyzed?	Results reviewed by Advisory Committee, program director and faculty	Add Info Here	Add Info Here	Does the strategic plan specifically address the collection of data to determine effective teaching and learning?

Questions for Consideration	Examples to Support	Feasibility Questions	Relationship to Fieldwork	Relationship to Strategic Plan
What timeline is needed to meet program, institution, and regulatory requirements?	Per semesterAnnually			

C. Exemplar

The mission of ABC College is to provide student-focused, accessible, quality technical and general education; academic transfer, experiential, and cooperative education; and workforce development for the surrounding community. ABC College is committed to ensuring that the program is meeting the needs of its students and the community. To this end, ABC College is committed to the following outcomes:

Program Outcomes

- Prepare occupational therapy assistants to provide quality services in a variety of practice environments.
- Provide a challenging curriculum that meets the demands of current practice, and prepares students to meet the expectations of future practice.
- Foster the development of a value system that includes the uniqueness, dignity, and rights of the individual and supports engagement in meaningful occupations.
- Provide a curriculum that promotes the personal and professional growth of the occupational therapy assistant student.
- Create an atmosphere that provides for the safe exploration of personal and professional attitudes and behaviors.
- Promote an investment in lifelong learning in order to respond to an everchanging and increasingly complex society.
- Provide opportunities for all faculty and students to have direct input into the development and evaluation of all aspects of the program.
- Provide ongoing evaluation and planning processes that ensure that the mission of the program is being accomplished.

Student Outcomes

- Demonstrate the ability to deliver occupational therapy assistant services at entry-level competency under the supervision of an occupational therapist.
- Demonstrate the ability to collect, report, and apply information relevant to the delivery of services as an entry-level occupational therapy assistant.
- Demonstrate values, attitudes, and behaviors congruent with the occupational therapy profession's philosophy, standards, and ethics.

- Recognize the importance of evidence in professional practice, and consistently seek to improve therapeutic skills through professional development activities.
- Recognize the importance of and demonstrate the ability to effectively use occupations identified by the client/group/population for intervention development, therapeutic interventions, health promotion, and disease prevention.
- Evaluate positive and adverse effects on occupational performance throughout the lifespan, and demonstrate the ability to explore and use community resources to promote the occupational function of clients in leastrestrictive environments.
- Appreciate and adapt to diverse and alternative cultures, processes, and ideas.

Program Evaluation

ABC College is committed to collecting and analyzing both qualitative and quantitative data to determine the overall effectiveness of the program in meeting its stated goals and objectives as outlined in the strategic plan. Evaluation may include, but is not limited to, faculty effectiveness in their assigned teaching responsibilities, students' progression through the program, Level I and Level II fieldwork performance evaluation of students, fieldwork educators and sites. student evaluation of fieldwork experience, student satisfaction with the program, graduates' job placement and performance satisfaction based on employer satisfaction, and graduates' performance on the NBCOT certification exam. The OTA program is also committed to evaluating its overall effectiveness consistent with the college's assessment initiatives. This may include longitudinal studies of student success, comparisons of admission and completion scores, faculty contribution to the institution, and cost effectiveness of the program. There is a strong continuity from course objectives at the syllabus level, through definitions of student learning outcomes and assessment plans in course outlines, to faculty performance plans and reporting of assessment results that include an emphasis on action-looping. The test of appropriateness of learning outcomes to programs is integral to the program-level evaluation at ABC and directly tied to the strategic plan. Refer to Appendix XX.

ABC College reviews local and regional data. These data are compiled from environmental scans, labor market surveys, employer surveys, graduate surveys, SWOT analysis from the strategic plan, and interviews with fieldwork educators. The program collaborates with employers and community leaders to keep in step with the pulse of local and regional needs to determine current and future trends in traditional and nontraditional areas of practice.

All data are analyzed and compiled in an annual report and are submitted to the OTA Advisory Committee, administration, and OTA faculty. Additionally, the program is responsible for submitting a biennial report for ongoing accreditation to ACOTE and a 5-year report to the ICCB (state educational regulatory agency).

Appendix 48

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¹ Action-looping is a term commonly used at ABC (and in this document) to mean steps taken to apply lessons learned primarily to improve learning but also to improve or correct the assessment process itself.

Data derived from the outcomes analysis will drive changes to the program's strategic plan.

Faculty Performance

ABC College is committed to evaluating faculty effectiveness using a multifaceted process that includes student assessment, self-assessment, and administrative review. The college measures faculty performance in three areas: teaching and learning effectiveness, service to community, and professional development. Retention and promotion of faculty are based on performance. All faculty are required to complete EDTR 259, Course Level Assessment, within the first year of employment. Additional education courses are offered each semester for faculty to enhance their teaching effectiveness. Faculty are required to create a professional development plan that includes performance objectives, classroom assessment results, and accomplishments. As part of this process, faculty complete yearly self-assessments, and the administration conducts a direct classroom observation each semester for non-tenured faculty.

Each semester, students are required to complete course evaluations. These evaluations are reviewed by faculty, administration, and the program coordinator. Student feedback is incorporated into faculty performance objectives, the curriculum review, and professional development plans. The curriculum is reviewed and analyzed with input from the OTA Advisory Committee each year.

Student Performance

ABC College is committed to evaluating student performance to determine the degree to which students have met the established outcomes and demonstrate competency and proficiency in knowledge, skills, and attitudes at multiple levels of education to meet the current and future needs of the community and the profession. The OTA program includes a variety of methods to evaluate student performance, including quizzes, examinations, and rubrics to evaluate written and oral assignments; individual and group projects; reflection papers on experiential learning activities; service learning; clinical competencies; and satisfaction surveys.

ABC College Program Evaluation Grid

Program Goals Related Outcomes The Program shall:	Measurement Criteria	Assessment Tool	Review Period	Person Responsible
1. Prepare occupational therapy assistants to provide quality services in a variety of practice environments	Students will attain a minimum score of 78% on all final examinations, lab practicals, and course averages Students will complete 90 hours of Level I and 640 hours of Level II fieldwork in a variety of traditional and nontraditional practice settings	Curriculum management plans Level I and Level II fieldwork evaluations, with passing score of 78% or better Curriculum management plans.	Each semester	Program Director to collect data, present data to dean, advisory committee.

Program Goals Related Outcomes The Program shall:	Measurement Criteria	Assessment Tool	Review Period	Person Responsible
2. Provide a challenging curriculum that meets the demands of current practice, and prepares students to meet the expectations of future practice.	 Faculty will attend 2 OT practice—related CEU courses. Faculty will maintain active role in state association and AOTA. Faculty will participate in monthly department/ curriculum meetings. Advisory council will review the curriculum to ensure that the program is meeting the demands of the current practice and students are prepared with entry-level skills. Students will attain a 78% or better in all Level I and Level II fieldwork experiences in traditional and nontraditional settings. Students will pass the NBCOT exam with a score of 450 or better. 	Faculty Performance Plan/ Performance Objectives. Attendance rosters from department meetings.	Annually—October Monthly	Program director to collect data and review with dean at end of each semester.

Program Goals Related Outcomes The Program shall:	Measurement Criteria	Assessment Tool	Review Period	Person Responsible
3. Foster the development of a value system that includes the uniqueness, dignity, and rights of the individual and supports engagement in meaningful occupations.	Students will attain a sensitivity to and demonstrate respect for the unique differences and needs of individuals from diverse cultures.	Feedback from fieldwork sites and employer surveys.	Annually	Academic fieldwork coordinator to collect data and prepare report for program director, advisory board and administration.
4. Provide a curriculum that promotes the personal and professional growth of the occupational therapy assistant student.	Students will actively participate in state and national OT student organizations.	Student surveys Employer surveys Fieldwork evaluations for Level I and Level II experiences.	Annually	Program director Faculty Academic fieldwork coordinator
5. Create an atmosphere that provides for the safe exploration of personal and professional attitudes and behaviors.	Students will engage in lab and clinical activities demonstrating professional behaviors 100% of the time.	Student surveys Employer surveys Fieldwork evaluations for Level I and Level II experiences.	Annually	Program director Faculty Academic fieldwork coordinator
6. Promote an investment in lifelong learning in order to respond to an ever-changing and increasingly complex society.	Students will actively participate in state and national OT student organizations. Students will be involved on campus with student government and SOTA.	Student surveys Employer surveys Fieldwork evaluations for Level I and Level II experiences.	Annually	 Program director Faculty Academic fieldwork coordinator

Program Goals Related Outcomes The Program shall:	Measurement Criteria	Assessment Tool	Review Period	Person Responsible
7. Provide opportunities for all faculty and students to have direct input into the development and evaluation of all aspects of the program.	 Faculty to complete a course evaluation for each course taught Students to complete course evaluations. 	 Curriculum management plan Student course evaluation Student evaluation of fieldwork experiences 	 Each course offered by semester Each semester 	Program director
8. Provide ongoing evaluation and planning processes that ensure the mission of the program is being accomplished.	 OTA faculty retreat with adjuncts and full-time faculty. NBCOT scores Graduate surveys Employer surveys Curriculum review Reaccreditation process 	 Certification exams Graduate surveys Employer surveys Course evaluation Program evaluation ACOTE Selfstudy and on-site review activities Institution-required review processes 	 Annually, at the end of the academic year Per ACOTE schedule 5 year cycle 	Program director and full-time faculty to organize and implement: funding requested in budget and identified through strategic plan.

D. Discussion

The exemplar was based on the program outcomes that were established to meet the current and future needs of the students, faculty, and community.

E. Resources

Guide to Academic Program Development in Occupational Therapy, COE, 1989

Core Abilities

http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/cor-abil.htm

Identifies core abilities that employers want, and includes a performance evaluation sheet.