

**Zane State College
Occupational Therapy Assistant Program**

Curriculum Design

College Mission

Every learner puts knowledge to work through experience-based learning provided with a personal touch.

College Vision

Empowering people ~ Enriching lives ~ Advancing the region

Core Values

Personal Touch

Respect, Responsiveness, and Responsibility in all professional relationships, specifically, employee to student, employee to employee, and employee to community.

College employees acknowledge their obligation to model and teach the three **R**'s to influence student development of behaviors that will lead to academic, professional, and personal success.

Learner Centered

We value learners as active participants in events and activities leading to the accumulation of knowledge, skills, and values in settings in and beyond the classroom.

We are dedicated to careful design, evaluation, and improvement of programs, courses, and learning environments to enhance learner achievement.

We recognize that every employee contributes to helping students learn and develop.

Collaboration

We strive to build synergistic relationships with our students, our community, business and industry, and other institutions.

Innovation

We believe forward thinking and informed risk-taking create opportunities for success.

**Occupational Therapy Assistant Program
Mission Statement**

Every occupational therapy assistant student gains knowledge through experience-based learning to facilitate and engage in occupation-based practice.

**Occupational Therapy Assistant Program
Vision Statement**

We envision that the Occupational Therapy Assistant program will be one of excellence and vibrancy, preparing clinicians to fulfill the region's occupational needs, while expanding educational opportunities in underserved areas.

**Occupational Therapy Program Philosophy
The Philosophical Base of Occupational Therapy (AOTA, 1979)**

Man is an active being whose development is influenced by the use of purposeful activity. Using their capacity for intrinsic motion, human beings are able to influence their physical and mental health and their social and physical environment through purposeful activity. Human life includes a process of continuous adaptation. Adaptation is a change in function that promotes survival and self-actualization. Biological, psychological, and environmental factors may interrupt the adaptation process at any time throughout the life cycle. Dysfunction may occur when adaptation is impaired. Purposeful activity facilitates the adaptive process.

Occupational therapy is based on the belief that purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction, and to elicit maximum adaptation. Activity, as used by the occupational therapist, includes both an intrinsic and a therapeutic purpose.

Zane State Occupational Therapy Assistant Program Philosophy

1) Beliefs About Human Beings

Our program acknowledges these characteristics of human beings. They:

- A. Are occupational beings with intrinsic motivation driven by opportunities for autonomy and empowerment
- B. Are agents of change for self and others
- C. Have an innate need to be social beings, connect, and communicate with others
- D. Learn and function best within a safe environment or context
- E. Are culturally diverse

2) **How People Learn:**

In consideration of the above beliefs about human beings we further believe that optimal learning is achieved through:

- A. Customization to one's learning style
- B. Occupation-based learning
- C. Ever increasing depth of understanding
- D. Ongoing collaboration
- E. The teaching of others
- F. Engagement for which there is (clinical) passion

3) **Zane State OTA Program Philosophy of Education**

- A. Provide a safe learning environment
- B. Provide positive role models
- C. Provide opportunities for:
 - a. Engagement in life's occupations
 - b. Critical thinking
 - c. Personal growth
 - d. Professional development
 - e. Collaborative learning with
 - 1. Peers
 - 2. Instructors
 - 3. Staff
 - 4. Community
 - 5. The world
 - f. Interpersonal skills building
 - 1. Communication
 - 2. Respect
 - 3. Tolerance
 - 4. Empathy
- D. Provide formative feedback
- E. Celebrate successes

Definitions of Practice Areas as Used Within Curriculum Design

The curriculum is designed to prepare students for practice as a generalist and includes content and exposure about both current practice areas as well as emerging practice areas. Zane State College OTA Program uses the following definitions:

Current practice settings - those areas where occupational therapists and occupational therapy assistants have been well established and recognized within occupational therapy literature for at least 10 years and workplaces within our region for at least 5 years. The difference in number of years is because the Southeast Ohio region has been slower than average to accept and implement emerging areas of practice. They may have been in existence in some regions for many more years than in our region.

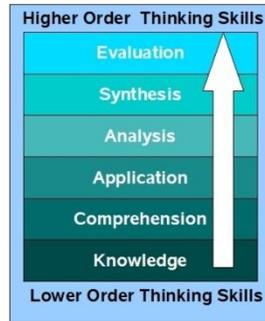
Emerging practice settings – areas where occupational therapy services have been offered and recognized within occupational therapy literature within the immediate past 10 years and within workplaces within our region for 5 or fewer years. An emerging practice setting may also be a workplace in our region where occupational therapy services have never been provided, even if within occupational therapy literature evidence of effectiveness has been available for more than 10 years.

Curriculum Design

The OTA program at Zane State College bases its content, evidenced through course learning objectives, on the *Standards for an Accredited Educational Program for the Occupational Therapy Assistant*. The overall structure of individual courses, such as credit hours and lab and lecture components, and the general curriculum design are guided by the criteria established by the Ohio Board of Regents

More specifically, the curriculum design is centered on Bloom's Taxonomy of Educational Objectives (Bloom, 1984) with ascending levels of ability thinking skills including; knowledge, understanding, application, analysis, synthesis, and evaluation (see graphic). This approach incorporates assumptions about students and learning that are in keeping with the philosophy of occupational therapy education which include:

- Human beings are occupational by nature
- Learning occurs through doing and through scaffolding
- Challenges within learning must adapt and change as the student evolves within their education.



Bloom's Taxonomy

The curriculum design also incorporates assumptions from the Mission and Core Values of Zane State College which include:

- Students learn most effectively in an atmosphere of respect, responsiveness, and responsibility
- Education should be learner centered
- Education, although primarily intended to improve the student, also benefits the community

The curriculum design is composed of four threads which are:

- 1) Aging in Place
- 2) Critical Thinking
- 3) Diversity
- 4) Leadership and Advocacy.

Each thread is introduced in topics within the first quarter of the program, and is reviewed and developed in increasing complexity, building on Bloom's Taxonomy, throughout the program.

Aging in Place

U.S. Census Bureau statistics project that 78 million baby boomers will cross the threshold into older age over the next 20 years. The Occupational Therapy Assistant Program at Zane State College stands poised to prepare students to serve the diverse needs of this unique population through the development of an Aging in Place thread of content throughout our program. Our Aging in Place thread incorporates evidence-based study of the physical, cognitive, sensory, spiritual and psychological needs of an expanded definition of the aging population from community dwelling young old (65) through older old age (85+). Knowledge acquired is directly applied through OT skills that maintain the independence of elders served by community-based organizations. This enhances community mobility and maintains optimal activities of daily

living and instrumental activities of daily living for independent functioning of the unique rural populations served by many of our graduates. Our program supports this goal with collaborative service learning with a variety of progressive organizations such as Rebuilding Together, Recreation Unlimited, The Area Agency on Aging and The National Alzheimer's Association.

Critical Thinking

The faculty of the OTA Program at Zane State College feels strongly that critical thinking is an important part of the foundation knowledge required for occupation-based practice. Because our graduates work primarily in this largely rural region, many are expected to function in their career with limited interaction with the supervising occupational therapist. Skilled critical thinking forms the basis for attaining the following expectations:

- A. The occupational therapy assistant program recognizes the value of and emphasizes the development of critical thinking as a theme that is woven throughout the program.
 1. From the first investigative contact that a potential student has with the faculty of the OTA program, critical thinking is identified as a vital asset and skill of an occupational therapy assistant.
 2. The concept of problem-solving and analysis based on critical thinking is introduced in the first course of the OTA curriculum through didactic classroom learning. An example is a course assignment, to complete an occupational analysis of a daily living skill/task.
 3. Each course in the curriculum requires the student to employ critical thinking multiple times and at various levels, from classroom discussion to capstone projects.

- B. Based on the AOTA Centennial Vision of Occupational Therapy 2017, "...occupational therapy is a ...science-driven and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs." (AOTA, 2006).

- C. Critical thinking must be a strong skill for occupational therapy practitioners to be successful. These professionals utilize this vital ability to respond to the dynamic demands of working with diverse populations in traditional and non-traditional practice settings. They must think on their feet and react to changing patient conditions. Equally important, they must be critical in their appraisal of evidence to support their clinical decisions.

Diversity

Zane State College is located in Southeast, Ohio, and is the beginning of the Appalachian region. This area is considered part of “central Appalachia”, a political, cultural, and bioregional classification that includes southeastern Ohio, eastern Kentucky, and most of West Virginia.

The students in the OTA Program typically have not traveled significantly outside the region, and the region has comparably little diversity. Intentionally incorporating larger world views is of importance to position students to work in a globally diverse workforce with globally diverse clients.

The OTA program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity are practiced (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation). The program strives to reflect diversity in the learning environment through classroom lectures and activities, selection of clinical education settings, composition of the advisory committee, use of educational resources including speakers, and the composition of its faculty.

Leadership and Advocacy

The OTA Program at Zane State College identifies Leadership and Advocacy as a thread for their program because of the following reasons:

- OTA Program Director and Faculty are very service oriented and strongly associated with state and national professional organizations. Their examples promote leadership to the students and modeling should be optimized throughout the program, along with opportunities for students to practice/demonstrate these skills.
- The profession of occupational therapy is at a crucial time in its existence and the need for professional involvement is great. Students are mentored to be part of the necessary voice while in the program. This spirit of involvement will serve both them and the profession once the students leave the institution.
- Because support for leadership and advocacy are so apparent in the fabric of the institution, a thread within the OTA program flows easily. Zane State College supports leadership and advocacy through funding of employee travel, release time for volunteerism, and the hosting of professional meetings and conferences.
- The OTA program views leadership and advocacy as being part of the ethical responsibilities of being an OT practitioner, and therefore expects that students

will act as leaders and advocates, to the level of their ability, throughout the program and as a lifelong characteristic.

The tools and role models for being leaders and advocates will be made available throughout the program, and to alumni through opportunities such as continuing education, fieldwork supervision and the College website.

Student Outcomes

The threads of the curriculum, as experienced through coursework and fieldwork, lead to the accomplishment of the following student outcomes:

An entry-level practitioner with an associate of applied science degree in Occupational Therapy Assistant Technology from Zane State College will be able to:

- A. Demonstrate knowledge of occupational therapy theory, philosophy and ethics.
- B. Demonstrate the ability to assist in the OT process of evaluation, treatment planning, documentation, and discharge as directed by an OTR.
- C. Demonstrate the ability to independently implement occupational therapy treatment, and monitor clients' appropriateness and readiness for activities through the selection, instruction, adaptation, and gradation of treatment activities using a variety of media and techniques, following collaboration with an OTR.
- D. Demonstrate professional responsibility, ethics, and interpersonal communication which are appropriate and/or therapeutic for direct interaction with clients, interdisciplinary team members, family, and others involved with the client's intervention.

Curriculum Sequence and Review of Content

Note that following the description of the course and rationale for placement in the sequence is a listing (in parentheses) of curriculum threads within the course and [in brackets] the Bloom's Taxonomy levels accomplished within the course

Year One:

Fall Quarter (1)

OTA 107 – Fundamentals for the Occupational Therapy Assistant — OTA 107 builds the foundation for all other learning in the OTA courses. It begins with an introduction to occupational therapy definition and practice and the history of the occupational therapy

profession. As part of this introduction students complete a personality inventory and begin to make connections between their personality and the profession, to understand differences in learning styles, and the concept of therapeutic use of self. The course then moves on to review the roles and functions of the OTA and OTR and the supervisory relationship, again relating learning styles from the previous week. From here the topics proceed to an overview of occupational therapy including: practice settings, professional associations, areas of practice, theoretical base for OT, human development, occupation and occupational performance, activity analysis, OT practice framework, terminology, OT frames of reference, credentialing, ethics, professional behavior and development and documentation. Every subject from this course is developed further and in greater detail in future courses. (Aging in Place, Critical Thinking, Diversity, and Leadership and Advocacy) [Knowledge, Comprehension, early Application]

IDS 101 Student Success Strategies — This is a college readiness and orientation course required in the first quarter for all curricula. The content informs students about the policies and structure of the College. It also emphasizes topics of importance for college success. These include time management, financial management, learning styles, career exploration, communication, and problem solving. (Critical Thinking, Diversity) [Knowledge, Comprehension]

HLT 121 Medical Terminology — This foundation in the language of healthcare is important for all future OTA courses and for many of the general courses such as Anatomy and Physiology. The placement of this memorization-based course at the beginning is in keeping with Bloom's taxonomy. The placement also acts to prepare students for the consistency of study, repetition, and devotion of time that will be critical for success in this rigorous associate degree program. Students in OTA 107 concurrently use what they are learning in the medical terminology course when they study the terminology of the OT profession. [Knowledge]

HSV 103 Human Development — This is another foundational course for understanding occupational therapy theory and practice. By the time human development is addressed in OTA 107 the students have nearly completed half of the human development course. The OTA instructor is then able to guide the students to make connections between basic, general and technical courses. (Aging in Place) [Knowledge, Comprehension]

ENG 150 Freshman Composition —Emphasizing the writing and revising process with essay mastery as the primary goal, this course develops solid use of language and written communication. While this is important in all courses, it is especially relevant in a communication-rich field like occupational therapy. Success in this foundational writing course prepares students for the many writing tasks in their remaining academic career and prepares them for clinical documentation requirements. [Knowledge, Comprehension, Application, early Analysis]

Winter Quarter (2)

OTA 113 Fundamentals of Occupational Therapy: Media I— This course focuses on the Occupational Therapy Practice Framework: Domain and Process, Second Edition (AOTA 2008) and using it to perform activity/occupational analysis. Students learn a variety of media and do occupational analysis (whole or in part) of all of them. These include: art, ceramics, woodworking, leather craft, general craft media, sewing and needlecraft, ADLs and adaptive equipment, games and sports and computer media. Students also apply analysis to basic case studies as a first application effort. (Aging in Place, Critical Thinking, Diversity) [Knowledge, Comprehension, Application, Analysis]

BIO 240 Anatomy and Physiology I lecture and BIO 241 Anatomy and Physiology I laboratory—In these courses students learn the human anatomy and physiology of cells, tissue, with an emphasis on the musculoskeletal and integumentary systems. Content is covered in lecture and further explored via laboratory experiences. This course is placed early in the sequence for application in the OTA courses, but after medical terminology so that students are able to apply their knowledge to the content of the course. [Knowledge, Comprehension]

ENG 180 Technical Writing— This is the second course in the writing curriculum. It strengthens students' composition skills and introduces them to workplace writing including technical description, layout and design, reports, summaries, graphics, memos, letters, and job search. It is placed in the sequence to immediately follow ENG 150. Students begin to learn the mechanics of clinical documentation in the next quarter. Placed here, they will have benefit of the full writing content by the time they are required to engage in workplace writing. [Knowledge, Comprehension, Application, Analysis]

PSY 101 Introduction to Psychology—As a prerequisite for Abnormal Psychology and a subsequent psychosocial OTA course, Introduction to Psychology is taken relatively early in the curriculum. PSY 101 has no prerequisite courses. However, since it includes writing assignments, it is helpful that OTA students are studying the second level of college-level English concurrently. Placement here also has PSY 101 in the quarter immediately preceding Abnormal Psychology. This provides students optimal opportunity to directly connect related content. (Aging in Place, Diversity) [Knowledge, Comprehension]

Spring Quarter (3)

OTA 130 Directed Practice I (Level I Fieldwork)—This course is composed of a two hour seminar each week and 10 hours per week spent at a clinical site. The seminar topics coordinate with the professional development that students are experiencing during their fieldwork hours. The primary purpose of level I fieldwork is to develop and use therapeutic use of self skills within a clinical setting. Students may be assigned to OT or non-OT settings, all of which serve individuals with developmental or disabling conditions that could be implemented by occupational therapy via an OTA. At this point in the curriculum sequence students know about

occupational therapy and the OT Practice Framework and can do basic problem solving about appropriateness of fit for intervention, occupational appropriateness of activities, adaptation and gradation. During fieldwork hours they begin to see the effects of disease and how OT interventions are used to minimize those effects and improve function. (Aging in Place, Critical Thinking, Diversity, Leadership and Advocacy) [Knowledge, Comprehension, Application, Analysis, early Synthesis]

OTA 136, Physical Disabilities in Occupational Therapy: Media II - As the first of a two-part sequence dedicated to the understanding of physical dysfunction and treatment planning within occupational therapy, this course emphasizes understanding of general treatment and supportive concepts utilized for various disabling conditions. Documentation skills are incorporated with the treatment planning process and implementation. In OTA 136 the student explores the underlying musculoskeletal and neuromuscular systems and learns the associated basic therapeutic modalities available to augment treatment.

Physical dysfunction within occupational therapy is covered at this point in the curriculum because the students have already taken most of the preparatory courses (Medical Terminology, Human Development, Anatomy & Physiology I) and are able to take the remaining as co-requisites (Anatomy & Physiology II and Disease and Disease Process) with this first physical dysfunction course. Also, the majority of Level I Fieldwork sites address physical dysfunction needs. This provides the opportunity for students to visualize and apply what they are learning in the classroom during their field experience. (Aging in Place, Critical Thinking, Diversity) [Knowledge, Comprehension, Application, Analysis, early Synthesis]

BIO 242, Anatomy and Physiology II Lecture and BIO 243, Anatomy and Physiology Laboratory II - These courses are the second half of the Anatomy and Physiology series. Topics covered complete the comprehensive review of human anatomy and physiology. Students take these courses concurrently with the first OTA physical dysfunction course (OTA 136, described above) and their Level I Fieldwork experience (OTA 130). Within the first anatomy and physiology course students learned about the muscles and bones, which are the structures most needed for content covered in OTA 136. The level I fieldwork experience affords students the opportunity to see examples of content from both the anatomy and physiology courses and from OTA 136, thus providing for an opportunity to begin to synthesize information for future use in OTA courses. [Knowledge, Comprehension]

PSY 201, Abnormal Psychology-In this course, students learn about mental disorders contained in the current edition of the Diagnostic and Statistical Manual (DSM), how it is organized, and how to use it to obtain information about the various mental disorders. Abnormal Psychology is placed at this point in the curriculum so that it closely follows Introduction to Psychology and is completed before students take OTA 220, Psychosocial Concepts and Skills for Occupational

Therapy. This course, like OTA 136, is taken concurrently with level I fieldwork allowing students to begin to synthesize psychosocial content for clinical purposes. (Aging in Place, Diversity) [Knowledge, Comprehension, Application]

Summer Quarter (4)

EDU 183, Child Development-This content focuses on the theories and current research related to the growth and development of the child from conception through early childhood. The course is taken in preparation for OTA 225, Occupational Therapy Concepts and Media for Children, which occurs during quarter number six. [Knowledge, Comprehension, Application]

HLT 173, Disease and Disease Process-Covering basic pathophysiology, this course introduces students to the most common diseases and diagnoses encountered by health students and the effect they have on the human body. When taken concurrently with Anatomy and Physiology II, students are able to connect the normal to the abnormal based on their existing and newly-learned knowledge. Of equal importance, this course is completed before the second physical dysfunction OTA course is taken. While the first physical dysfunction course emphasizes techniques more than diagnose, the second is based on pertinent diagnoses and the occupational therapy approach to treatment or management. [Knowledge, Comprehension]

SOC 101, Introduction to Sociology- Topics, in this course, expose students to the basic concepts, theories, perspectives, and processes in sociology. These include culture, socialization, groups, organizations, social deviance, social class and inequality, social change and social institutions. This material helps students to better understand themselves and their relationship to the larger society. This is important for the well-rounded education of OTA graduates and the development of their ability to work within a globally connected and diverse workforce. (Aging in Place, Diversity) [Knowledge, Comprehension, Application, Analysis]

Second Year:

Fall Quarter (5)

COM 261, Public Speaking-This course is required in all curricula at the College. It is an introduction to public speaking processes designed to help individuals communicate effectively in a variety of situations. Emphasis is on developing, organizing, preparing, delivering and analyzing public presentations. Ideally, this course would be earlier in the curriculum because many of the first year courses require students to give presentations. Realistically, however, this is the first quarter where space is available without overshadowing health and OTA content. Also, the course is developed as a second year course sequenced after both required English courses have been taken. On a positive note, students are able to compare experiences before and after taking Public Speaking and use this content as strong preparation for inservice presentations

during higher level Fieldwork experiences.(Critical Thinking, Diversity, Leadership and Advocacy) [Knowledge, Comprehension, Application, Analysis]

OTA 210, Physical Agent Modalities for Occupational Therapy-This course is our programs answer to the increase in the 2006 Standards for content in physical agent modalities. This course was placed in the quarter with the second of the physical dysfunction courses in order to allow students to have a base of time spent in the topic of physical functioning and intervention. [Knowledge, Comprehension]

OTA 217, Advanced Physical Disabilities in Occupational Therapy: Media III-This course delves deeper into the role of occupational therapy in the treatment of individuals with physical dysfunction in a variety of treatment settings. Emphasis is on the understanding of the specific treatment and supportive techniques utilized for additional disabling conditions. The treatment planning process and implementation continue to be incorporated with documentation skills. (Aging in Place, Critical Thinking, Diversity, Leadership and Advocacy) [Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation]

OTA 220, Psychosocial Concepts & Skills for Occupational Therapy: Media IV-By providing OTA students with an introduction to the etiology and symptomatology of psychosocial dysfunctions, they gain an understanding of the residual cognitive, psychological, and/or social effects of the conditions and the implications for interventions. Appropriate occupational therapy treatment techniques and documentation are emphasized. This course is placed at this point in the sequence because while the first year of the program has focused on general techniques and information, the second year addresses specific diagnostic categories. Expectations of student performance continue to advance along Bloom's taxonomy with greater synthesis and analysis of content required. (Aging in Place, Critical Thinking, Diversity, Leadership and Advocacy) [Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation]

Winter Quarter (6)

OTA 221, Occupational Therapy in Geriatric and Alternative Practice Settings: Media V- Using the approach of category specific content, this course provides students with an introduction to the role of occupational therapy with the elderly population. Emphasis is on understanding the aging process and function pertinent to seniors and the implications for treatment modality selection specific to this population. (Aging in Place, Critical Thinking, Diversity, Leadership and Advocacy) [Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation]

OTA 225, Occupational Therapy Concepts and Media for Children: Media VI- Again stressing population specific content, this course is an introduction to the role of occupational therapy with children and adolescents with a variety of diagnoses. It builds on the human and child development courses earlier in the curriculum. The pathology of diseases/disabilities common to children is reviewed. Modifying the application of content learned from other OTA

courses to the needs of infants, children and adolescents is the focus. (Critical Thinking, Diversity, Leadership and Advocacy) [Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation]

Mathematics- A mathematics course is included as part of a well rounded curriculum. Because the math demands within the role of an occupational therapy assistant are varied, the program allows students to choose a math elective. The minimum acceptable math course is Math for Business. Students who meet prerequisites are encouraged to take higher level math that may be transferred to other institutions. [Knowledge, Comprehension, Application]

Spring Quarter (7)

OTA 232, Level II Clinical Laboratory Experience I (Level II Fieldwork)-Students spend 32 hours each week of the quarter gaining clinical experience in an occupational therapy department under the general supervision of a qualified fieldwork educator. (Aging in Place, Critical Thinking, Diversity, Leadership and Advocacy) [Synthesis, Evaluation]

OTA 233, Clinical Laboratory Related Topics I-Topics related to the clinical laboratory experiences are presented and discussed in seminar format. (Aging in Place, Critical Thinking, Diversity, Leadership and Advocacy) [Analysis, Synthesis, Evaluation]

Summer Quarter (8)

OTA 242, Clinical Laboratory Experience II (Level II Fieldwork)-Students spend 32 hours per week gaining in-depth clinical experience and providing patient care under the supervision of a qualified fieldwork educator. The expectation is that students complete this experience demonstrating entry-level knowledge, skills, and behaviors. (Aging in Place, Critical Thinking, Diversity, Leadership and Advocacy) [Synthesis, Evaluation]

OTA 243, Clinical Laboratory Related Topics II-Additional topics related to the clinical laboratory experience are presented and discussed in seminar format. (Aging in Place, Critical Thinking, Diversity, Leadership and Advocacy) [Analysis, Synthesis, Evaluation]