

Community College *of* Philadelphia

AGENDA
Institution-Wide Committee
Monday, October 24, 2011
2:30 p.m.
I.A.S. Boardroom, M2-1

- I. Call to Order**
- II. Attendance**
- III. Approval of Minutes**
 - (a) September 26, 2011
- IV. Old Business**
- V. New Business**
 - (a) Proposal for A.A.S. Degree in Occupational Therapy Assistant
(Submitted by the Curriculum Subcommittee)
- VI. Adjournment**

Community College *of* Philadelphia

MEETING MINUTES
Institution-Wide Committee
Monday September 26, 2011
2:30 p.m.
Isadore A. Shrager Boardroom
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Committee Delegates Present

Judith Gay, Tom Hawk, Richard Keiser, Pascal Scoles, Sharon Thompson, Earl Weeks, Irvin Hoskins-Ferebee, Sue Ellen Liebman, Jennifer Kirby, Louise Whitaker

Committee Alternates Present

Bea Jones (voting), Mary Anne Celenza

Guests Present

Theresa Grady

I. Call to Order

The meeting was called to order by Pascal Scoles.

II. Approval of Minutes

The IWC accepted the minutes of June 27, 2011. There was a discussion of the actions from the June 27, 2011 meeting. It was agreed that the minutes are accurate, but the next steps for the policies requiring revision needed to be clarified. It was agreed that the revised versions of the policies presented at the meeting should be provided with the minutes to Dr. Curtis. Judy Gay will make sure that she has the revised versions from Bea Jones and Joan Bush.

III. Old Business

None

IV. New Business

(a) Election of Officers

Discussion: Pat Scoles asked for nominations from the Committee. The nominations were:

Co-Chairs – Pat Scoles and Earl Weeks

Secretary – Judy Gay

Action Item: Elect the proposed slate as officers.

Vote: Eleven (11) in favor. Motion approved.

(b) Dental Hygiene Program

Discussion: Theresa Grady reviewed the curricular change to the Dental Hygiene Program. Based on changes in requirements in the discipline, the faculty want to add a course on local anesthesia to the curriculum, increasing the credits from 80 to 83. Mary Anne Celenza mentioned that the program has excellent outcomes with a 100% pass rate on the boards. The difference in the credits for our program versus others with fewer credits is the general education requirements at the College.

There was a discussion about students working with anesthesia. Students do work on “live” patients under the supervision of faculty. Tom Hawk asked if there is treatment after the numbing from the anesthesia. Theresa Grady stated that they do scaling afterwards. Judy Gay mentioned that faculty at the College have been certified to deliver anesthesia. Mary Anne Celenza added that the College is insured.

Tom Hawk asked whether there is any increase in blood borne pathogens. Theresa Grady responded that there is not an increase.

Action Item: Recommend approval of the revised Dental Hygiene curriculum, adding a course in local anesthesia and increasing credits from 80 to 83 (Thompson/Jones)

Vote: Eleven (11) in favor. Motion approved.

V. Adjournment

The meeting was adjourned at 2:52 p.m.

A.A.S. DEGREE IN OCCUPATIONAL THERAPY ASSISTANT

Writer: Francesca DiRosa

Facilitator: Pete Watkins

September 29, 2011

Effective Semester: Fall 2012

I. ABSTRACT

The Community College of Philadelphia proposes to offer an Occupational Therapy Assistant (OTA) Program that leads to an Associate Degree in Applied Science (A.A.S.) The curriculum is designed to provide graduates with the knowledge and skill set necessary to work under the guidance and supervision of a registered and or licensed occupational therapist (OTR/L), assisting in all aspects of occupational therapy from screening and assessment to treatment and documentation. The Program will train future OTAs to provide services to consumers across the life span; particularly, those with various types of disabilities and special needs (physical, developmental, social, and emotional disabilities) that prevent or limit one's independence in carrying out daily-living functions, occupational tasks, or recreational activities.

The OTA curriculum will provide a strong General Education foundation as well as courses specific to the field of Occupational Therapy, and prepare graduates for eligibility to sit for the national certification examination for Occupational Therapy Assistants. This exam is administered by the National Board for Certification in Occupational Therapy (NBCOT, 301-990-7979).

II. OPPORTUNITIES/ PROBLEMS ADDRESSED BY THE PROPOSED PROGRAM

According to the Bureau of Labor Statistics, the need for Occupational Therapy Assistants (OTAs) is expected to grow 30% from 2008 through 2018; this is much faster than the average for all occupations. The increased demand for occupational therapy services is partially due to the federal mandate to create ecologically "least restrictive environments" for secondary and post-secondary students with disabilities. Another driver of the increased demand is the increase in the elderly population who are particularly vulnerable to chronic and debilitating conditions which may require occupational therapy. Thus, with the large baby boom generation entering the age at which the incidence of heart attacks, strokes, physical, and neurological disorders increase, so too does the demand for occupational therapy services.

Occupational therapists are expected to increasingly employ assistants to reduce the costs of occupational therapy services. Once a patient is evaluated and a treatment plan is designed by the Occupational Therapist (OT), the Occupational Therapy Assistant (OTA) can provide many of the aspects of treatment prescribed by the therapist. Therefore, according to the U.S. Bureau of Labor Statistics, opportunities for OTAs appear quite promising. In addition to employment growth, job openings will result from the need to replace OTAs who leave the occupation permanently over the 2008-2018-period.

Bureau of Labor Statistics Employment Projection Data¹

| Occupational Title | Employment, 2008 | Projected Employment, 2018 | Change, 2008-18 | |
|---|---------------------|----------------------------------|--------------------|---------|
| | | | Number | Percent |
| Occupational therapist assistants and aides | 34,400 | 44,800 | 10,300 | 30 |
| Occupational therapist assistants | 26,600 | 34,600 | 7,900 | 30 |
| Occupational therapist aides | 7,800 | 10,200 | 2,400 | 31 |

For a report on regional employment projection data see Appendix A.

Occupational Therapist Assistants must earn an Associate Degree from an academic program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in order to sit for the national certifying exam for Occupational Therapy Assistants. In addition, Pennsylvania regulates the practice of Occupational Therapists Assistants through state licensure. The OTA curriculum at Community College of Philadelphia will be a rigorous program of study that provides graduates with an academic and practical foundation that meets both the accreditation and industry standards and protocols.

¹ Bureau of labor Statistics, US Department of Labor, Occupational Outlook Handbook, 201-2011 Edition, Occupational Therapist Assistants and Aids, on the Internet at <http://www.bls.gov/oco/ocos166.htm>

III. STUDENT PROFILE

A large number of students who enroll at the Community College of Philadelphia express interest in an Allied Health career. Thus, an Occupational Therapy Assistant Program will provide prospective and current students another educational path into the health care profession. In addition, the extant population of workers who occupy positions as Occupational Therapy Aides – a position which requires only a high school diploma or GED - will now have an affordable and accessible opportunity to advance to an Occupational Therapist Assistant level.

Occupational Therapy Assistants are employed at public schools, long-term care centers, hospitals, rehabilitation centers and geriatric day care centers to name a few. Thus, students who have an interest in working with the elderly, toddlers, school-age children and adolescents, or people with disabilities may find the field of Occupational Therapy a rewarding career option.

A. Program Entry and Graduation Requirements

The Occupational Therapy Assistant Program will be a “select program” and will require applicants to the program to have successfully completed, with a grade of “C” or better, high school biology (or a college biology course with a lab) and high school algebra (or MATH 118 or placement into a higher level math course). These requirements must have been met within the past 10 years. For applicants holding a high school diploma, the 10-year requirement is calculated from the date of graduation. Students who have taken accredited postsecondary coursework must have a minimum of a 2.0 grade point average in order to be considered for admission into the Program. If there are more qualified applicants than available seats in the Program, the program director and faculty will utilize a selection process agreed upon by the faculty and program director to determine which students are accepted. A cohort model consistent with accreditation Standards will be used for this program.

To qualify for the Associate in Applied Science (A.A.S.) degree in Occupational Therapy Assistant, a student must complete 70 credit hours as prescribed and attain a grade point average of 2.0.

B. Projected Recruitment Activities

There are many avenues within the College that will be taken to publicize the new Program. The College's Web Site will be used for publicity. Information about the Program will also be provided in a specially designed brochure to be made available at the College's Welcome Center, in Academic Advising and Counseling, and in the Division of Math, Science, and Health Careers, and all Regional sites. Program flyers will be posted on all campuses, and an announcement introducing the Program will be included in *Transcripts* and the *Student Vanguard*. Representatives from the Program will be available for College-wide activities hosted by the Office of Admissions and Recruitment. The College will also work with health care providers in the region to disseminate information to potential students.

The College may also feature the OTA Program in the Fall 2012 and Spring 2013 *Educational Guides* that are inserted into newspapers throughout the greater Philadelphia area, such as the Philadelphia Inquirer. In addition, the College may choose to publicize the Program on the College's Portal during the Spring 2012 and Fall 2013. Finally, recruiters will begin to emphasize the uniqueness and marketability of this new Program in their presentations to high school students and at college fairs.

IV. DESCRIPTION OF THE PROPOSED PROGRAM

The Occupational Therapy Assistant Program is designed to prepare students for a career in occupational therapy, a health profession which utilizes every-day life activities to help people of all ages to prevent, lessen, or overcome disabilities that interfere with their ability to lead independent and satisfying lives. This Associate in Applied Science curriculum emphasizes the application of treatment techniques that enables the student to work under the supervision of an Occupational Therapist. Students will learn treatment planning and delivery, data collection, and how to communicate effectively and collaborate with other members of the health care team. A developmental model of learning is employed that progresses from basic to complex. This enables students to build upon a conceptual and practical foundation as they progress through the curriculum. In addition, major themes: Leadership and

Advocacy, Critical Thinking, Information Literacy, Cultural Awareness, and Experiential Learning are woven throughout the curriculum. Given that Occupational Therapy Assistants work in a variety of settings, including hospitals, schools, rehabilitation facilities, mental health settings, and in community-based intervention, field placements will take place in such settings and train students to provide hands-on services to people of all ages who are learning new ways to approach, handle, and independently take control of day-to-day personal and occupational activities. For example, field placements may have OTA students working with children in childhood activities that involve learning, playing, and growing. Thus, students may do placement work in schools with students who have learning, developmental, physical and/or behavioral disabilities. Other field placements may include community centers, rehabilitation hospitals, and nursing homes. In these settings, they may support people with traumatic injuries, strokes, Alzheimer's disease or mental health problems.

The development of professional behaviors will be considered a critical component of the OTA Program. Therefore, ethical and professional behavior will be an inherent part of all OTA courses and be factored into the overall assessment of student achievement. The desired outcome of the program is that graduates acquire the necessary knowledge and skills to become competent, caring and ethical Occupational Therapy Assistant practitioners.

A. Program Goals

The primary goals of offering an Occupational Therapy Assistant Program are to:

- Fulfill employer demands in the area of health care and direct support services
- Prepare students for entry level positions as Occupational Therapy Assistants.
- Prepare students to pass the national board certification exam and complete state licensure requirements
- Increase the level of education and opportunities of individuals already employed in lower level positions in the health care industry

- Provide an avenue for individuals currently employed as Occupational Therapy aides to enhance their skills
- Provide students who state they have an interest in pursuing a health care program with another career choice

A graduate from an Accreditation Council for Occupational Therapy Education (ACOTE)-accredited Occupational Therapy Assistant Program must:

- Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of academic and fieldwork education.
- Be prepared to articulate and apply Occupational Therapy principles and intervention tools to achieve expected outcomes as related to occupation.
- Be prepared to be a lifelong learner and keep current with the best practice.
- Uphold the ethical standards, values, and attitudes of the Occupational Therapy profession.
- Understand the distinct roles and responsibilities of the Occupational Therapist and Occupational Therapy Assistant in the supervisory process.
- Be prepared to advocate as a professional for the Occupational Therapy services offered and for the recipients of those services.

B. Student Learning Outcomes

Upon successful completion of the Program, students will be able to:

- Perform selected components of interventions and data collection and assess the client's safety and response to the interventions provided under the direction and supervision of the occupational therapist in an ethical, legal, safe, and effective manner.
- Communicate with other members of the health care delivery team; interact with members of the client's family and caregivers; and work cooperatively with other health care providers.
- Participate with the occupational therapist in teaching other health care providers and

providing psychosocial support for patients/clients and their families and caregivers with recognition of individual, cultural and economic differences.

- Understand basic principles and levels of authority and responsibility as it relates to functioning as an entry-level occupational therapy assistant.
- Display appropriate and effective written, oral and non-verbal communication skills.
- Meet the entry-level requirements for employment as an occupational therapy assistant.

The Program's courses will challenge students to develop critical thinking and analytical skills through assignments in a number of their courses such as *Occupational Kinesiology*, *Occupational Performance*, *Clinical Practice*, and *Occupational Activities and Adaptations*. Students will learn that to be effective in their role as Occupational Therapy Assistants, they must be effective decision makers, open to different opinions and effective at analyzing contradictory information. Tact, diplomacy, flexibility, and communication are essential skills required of clinical personnel who spend a great deal of time interacting with clients. The Curriculum Map in Appendix B illustrates how Student Learning Outcomes are embedded in the program's courses.

Because the expected Program participants are both experienced allied health workers and those new to the field, the curriculum is designed to offer variety in scheduling and course accessibility.

C. Relationship to College Mission

The OTA Program is an Associate in Applied Studies degree program and students will complete general education courses as well as professionally focused courses. The Program will prepare students to "become informed and concerned citizens, active participants in the cultural life of the city, and enabled to meet the changing needs of business, industry, and the professions". Finally, because the Program is focused on skills necessary for employment in the health care field, students will achieve "self fulfillment based on service to others, preparation for future work and study and enjoyment of present challenges and accomplishments."

Developing an Occupational Therapy Assistant Program will fulfill several goals of the College's Strategic Plan which include:

- In the context of changing resources and expectations for the College, the College will strengthen its ability to identify and set priorities for an effective response to the changing educational needs of its communities.
- The College will strengthen and expand its workforce partnership programs with Philadelphia for-profit and non-profit employers and agencies.
- The College will foster timely innovation in the development of new programs and services in a manner that promotes the College's Mission effectiveness with a positive return to the College.

Finally, Pennsylvania has 20 postsecondary institutions that offer Occupational Therapy Programs and 9 that offer Occupational Therapy Assistant Programs. Philadelphia University and Harcum College are the only two OTA Programs that are in close proximity to Community College of Philadelphia. However, the Community College of Philadelphia offers prospective OTA students (particularly Philadelphia residents) a more cost effective alternative to these two institutions as is evidenced by tuition credit costs: Harcum College: \$630/credit; Philadelphia University \$980/credit; Community College of Philadelphia \$138/credit. Thus, the development and implementation of the proposed OTA Program strongly supports the College's mission by providing accessible workforce training that is both high quality and affordable.

D. Potential Employment

As noted above, employment is expected to grow much faster than average as demand for occupational therapy services is rising and occupational therapists are in need of Certified Occupational Therapy Assistants (COTAs). Also creating a demand for OTs and OTAs is a continual rise of baby boomers moving into middle and old age with the oldest boomers turning 65 in 2011. Currently, the 65 or older and 85-or older group make up 14 % of the Philadelphia population. Further, 23% of the city's population report some form of disability. These percentages reflect the state-wide and national trends and, hence, the projected increased demand for occupational therapy services and care.

E. Transferability

Although this Program is not designed for transfer to a four year degree program at other colleges, students completing the Occupational Therapy Assistant curriculum may choose to earn a baccalaureate degree in a field such as Occupational Therapy, Health Sciences or Health Care Administration. Further some students may pursue a Master's Degree in Occupational Therapy.

V. PROGRAM'S INSTITUTIONAL CONGRUENCE

A. Relationship to Other Programs at the College

Community College of Philadelphia's Health Career Programs have been among the College's most successful in terms of retention, student outcomes, post graduation employment and transfer.

Comparable to other Health Career Programs, the OTA Program will provide students with the skills and training for obtaining gainful employment in a health care facility immediately upon graduation.

Nursing, Diagnostic Medical Imaging, and Respiratory Care Technology currently have limited capacity in terms of admitting students into the program; hence, some applicants often opt to explore a different career option in the allied health discipline. Thus, the OTA Program will increase the options available to students interested in working in health care. All of the general education courses required for the OTA Program exist within the College's course offerings. As stated earlier, although the curriculum is not designed for transfer to a four-year institution, the OTA Program, like many of the College's career programs, provides instruction in both discipline-specific and general education courses allowing many of these courses to transfer, should students wish to pursue a baccalaureate degree.

The College has expertise in dealing with health care education accreditation agencies and licensure requirements that will benefit the proposed Program during the implementation stage and continuing re-approvals.

B. Program Support Structure

Due to the specialized nature of the training, educational support will be primarily provided from the Occupational Therapy Assistant faculty. Open laboratory sessions supervised by faculty will be made available to students. However, the OTA Program will utilize and integrate all of the College's support

services. The Office of Educational Support Services will be a valuable resource for those students who are identified as needing developmental courses prior to applying to the Program. Students will be referred to the Learning Lab when identified as having academic difficulties or in need of general education course assistance. Faculty will also identify peer tutors in the program and regular tutoring sessions will be established to assist students to develop competence in their performance of skills and understanding of the coursework. Students will also be encouraged to attend Master Student Workshop Series when appropriate. Along with study groups and peer tutoring, faculty will work with students who need additional academic support on an individual basis for programmatic coursework. Faculty will participate in the "early alert" system that provides students with feedback concerning their progress and meaningful support interventions for those who may be in need.

Students will receive Library instruction early in the Program as many of the courses require them to complete research assignments using various databases. The Northeast Regional Center, at which the OTA Program will be housed, has excellent Library resources available to assist students in completing course assignments and research activities.

C. Location of the Program

The Occupational Therapy Assistant Program will be housed in the Division of Mathematics, Science, and Health Career's Department of Allied Health. Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) requires that institutions interested in pursuing "*Developing Program Status*" for an OTA Program must hire a Program Director prior to filing an application. The College will advertise for a full-time faculty member to serve as the OTA Program Director. The qualifications for this individual include: a Licensed Occupational Therapist or a Licensed, Certified or Registered (if required in his or her state) Occupational Therapist Assistant

- a) holds an earned master's degree

- b) has five years of experience as an OT or OTA that includes clinical practice, didactic and/or clinical teaching, and experience in administration.

The Occupational Therapy Assistant lab will be housed in the College's newly renovated Northeast Regional Center. The lab contains a fully equipped kitchen, a bathroom, bedroom, and living room. The Program Director and faculty will also have an office at the Northeast Regional Center and be available to students for instructional and advising purposes. The Department Head will visit the site on a routine basis to ensure faculty instructional and student academic needs are being met.

VI. Internal Program Coherence

The course content is organized into a curriculum that provides for structured, sequential and integrated learning experiences. Content is consistent with the philosophical base of the profession and is presented in a logical fashion to ensure that the foundational knowledge and skills are attained before progressing to higher level tasks. For example, Human Anatomy and Physiology I will be a prerequisite for Kinesiology which focuses on musculoskeletal human movement, posture, and body mechanics.

Laboratory activities including skill instruction, demonstration and practice are essential to develop competency. Each course will have student learning outcomes and methods for assessing each outcome. In addition, given that many of the clients who will be served by OTA graduates will have some form of physical, psychological, or developmental disability, *BHHS 161 Introduction to Disabilities* will provide students with an understanding of individuals with disabilities. Knowledge gained in this course will be helpful for subsequently determining and rendering the prescriptive services and necessary accommodations to meet client's needs.

The occupational therapy content will typically be presented in the classroom and/or laboratory environment. The curriculum is designed so that the skill competency is attained in the academic environment and then practiced and mastered in the clinical environment on actual patients/clients under the direct supervision of the clinical instructor. Students will have accumulated over 800 hours in a variety of clinical environments.

There will be nine new OTA courses written for this proposal which are described in greater detail in section VII of this document. The program grid below shows the general education courses and the professionally focused courses arranged in a two-year sequence.

Occupational Therapy Assistant

| Course Number and Name | Prerequisites and Corequisites | Credits | Gen Ed Req. |
|---|---|---------|---|
| Summer Session (Courses must be taken prior to start of the Fall Semester) | | | |
| English 101-English Composition I | | 3 | ENGL 101 |
| Math 118-Intermediate Algebra | | 3 | Mathematics |
| CIS 103-Applied Computer Technology | | 3 | Tech Comp |
| FALL SEMESTER FIRST YEAR | | | |
| English 102 - The Research Paper | ENGL101 | 3 | ENGL 102 & Info Lit |
| BIOL 109 - Anatomy and Physiology I | | 4 | Natural Science |
| AH 103-Medical Terminology | | 3 | |
| BHHS 161-Introduction to Disabilities | | 3 | |
| OTA 101 - Introduction to Occupational Therapy | BHHS 161 which may be taken concurrently | 3 | |
| SPRING SEMESTER FIRST YEAR | | | |
| BIOL 110 - Anatomy and Physiology II | BIOL 109 | 4 | |
| PSYC 215 -Developmental Psychology | PSYC 101 or BIOL 109 | 3 | Social Science, Am/Global Diversity and Writing Intensive |
| OTA 110-Occupational Performance I(Developmental) | OTA 101 with grade of C or better PSYC 215 which may be taken concurrently | 3 | |
| OTA 115-Child/Adolescent Occupations , Activities and Adaptations | OTA 101 with a grade of C or better | 5 | |
| Early Summer | | | |
| OTA 120 –Occupational Performance II (Psycho-social) | OTA 101 with a grade or C or better OTA 110 with grade of “C” or better | 3 | |
| Late Summer | | | |
| OTA 130- Occupational Performance III (Physical) | OTA 101with grade of “C” or better OTA 120 with grade of “C “or better | 3 | |
| FALL SECOND YEAR | | | |
| OTA 142 –Kinesiology for Occupational Therapy | OTA 101with grade of “C” or better. BIOL 110 with “C” or better | 4 | |
| OTA 155-Adult/Geriatric Occupations, Activities and Adaptations | OTA 101 with grade of "C" or better. OTA 115 with a “C” or better | 5 | |

| | | | |
|---|---|-------------------|------------|
| OTA 225: Clinical I | OTA 101 with grade of "C" or better. OTA 115 with a "C" or better. OTA 155 with "C" or better | 6 | |
| SPRING SECOND YEAR | | | |
| OTA 235: Clinical II | OTA 101 with grade of "C" or better. OTA 115 with a "C" or better. OTA 155 with "C" or better OTA 225 with a "C" or better | 6 | |
| Humanities Elective | | 3 | Humanities |
| | | | |
| MINIMUM CREDITS NEEDED TO GRADUATE | | 70 CREDITS | |

GENERAL EDUCATION REQUIREMENTS All General Education requirements are met through required courses (as indicated above) except for the **Interpretive Studies** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated Interpretive Studies. A list of courses that fulfills this requirement and a more detailed explanation of the College's general education requirements appear elsewhere in this catalog and on www.ccp.edu.

For More Information Contact:

The Division of Math Science and Health Careers Room W2-7, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8430

VII. PROPOSED COURSES

The proposed curriculum includes nine (9) OTA specific courses that will need to be developed; they are as follows:

1. OTA 101: INTRODUCTION TO OCCUPATIONAL THERAPY

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 area, roles of the Registered Occupational Therapist and the Certified Occupational Therapy Assistant, and national and state credentialing requirements. This course will also provide an overview of human occupations in work, self-care, and play/leisure throughout the life-span.

2. OTA 110: OCCUPATIONAL PERFORMANCE I (Developmental)

This course will focus on the development of observation skills, assessment, and teaching, adapting, and grading self-care, work, and play/leisure occupations for individuals with developmental challenges.

Topics include interventions, techniques, and adaptive equipment to maximize participation in meaningful occupations, improve independence, and ensure safety.

3. OTA 115: CHILD/ADOLESCENT OCCUPATIONS, ACTIVITIES, AND ADAPTATIONS

This course will focus on human development from birth through adolescence, with emphasis on occupational performance of typical and atypical individuals. Topics will cover professional concepts, evaluation and treatment, planning skills that reflect current Occupational Therapy practice with children and adolescents. The course will also introduce students to the selection, design, and development of adaptations and the grading of activities to facilitate maximum functioning. Focus will be on clinical reasoning skills and problem-solving in order to provide the child/adolescent with the most therapeutic application of adaptations and activities. A pediatric/early childhood Field Level I experience will be integrated into this course.

4. OTA 120-OCCUPATIONAL PERFORMANCE II (Psychosocial)

This course will focus on the development of observation skills, assessment, and teaching, adapting, and grading self-care, work, and play/leisure occupations for individuals with psycho-social challenges. Topics include group dynamics, development of therapeutic use of self, and interventions to maximize participation in meaningful occupations, improve independence, and ensure safety.

5. OTA 130: OCCUPATIONAL PERFORMANCE III (Physical)

This course will focus on the development of observation skills, assessment, documentation, teaching, adapting, grading self care, work, and play and 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.

6. OTA 142: KINESIOLOGY FOR OCCUPATIONAL THERAPY

This course includes 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, play, and self care.

7. OTA 155: ADULT/GERIATRIC OCCUPATION, ACTIVITIES, ADAPTATIONS:

This course emphasizes the impact of dysfunction in the areas of adult daily living, work, and leisure of adults and older adults with a variety of mental and physical disabilities. Course content will address professional concepts, evaluation and treatment, planning skills that reflect current Occupational Therapy practice with adults and older adults. The course will also introduce students to the selection, design, and development of adaptations and the grading of activities to facilitate maximum functioning. Focus will be on clinical reasoning skills and problem-solving in order to provide adults and older adults with the most therapeutic application of adaptations and activities. A Field Level I experience will be integrated into this course.

8. OTA 225 CLINICAL I

Students are assigned to a supervisory applied setting working with individuals with developmental, physical, or socio-emotional disorders.

9. OTA 235: CLINICAL II

Students are assigned to a supervisory applied setting working with individuals with developmental, physical, or socio-emotional disorders. Students will be assigned to a setting working with individuals that offer a diverse experience from that which they had in Clinical I.

VIII. FISCAL IMPLICATIONS

A. Projected Numbers of Students

Given the number of inquiries that the Division Office receives regarding Occupational Therapy offerings as well as the demand for entry-level professionals in the field, it is projected that the proposed Program will attract many applicants. Ultimately, the A.A.S. Degree in Occupational Therapy Assistant will generate a total enrollment of 20 full-time students in the first semester of the Program. The

enrollment in the second year is estimated to be 35, comprised of 20 first-year students and 15 second-year students.

B. Personnel

According to accreditation guidelines, the proposed Program must have at least two full time faculty, one of which will serve as the Program Director and the other as the Fieldwork coordinator. The candidates will be required to hold appropriate licensing in Occupational Therapy or Occupational Therapy Assistance, have worked in the field, and have had teaching experience. In addition to the two full-time faculty hires, the Coordinator will subsequently need to determine if and how many part-time faculty may be required to teach the OTA offerings. In addition, accreditation guidelines require appropriate level of clerical support. A full-time OTA program director will need to be hired as well as a full-time OTA clinical director.

C. Capital Equipment

Equipment will be purchased to meet the standards of the courses and accrediting agencies. Specific equipment and supplies that are deemed necessary to support student learning and program goals are listed below. However, as is the case with other allied health and technical programs, additional equipment will be purchased as needed to meet the changing industry demands.

OTA Classroom Equipment & Supplies

ACOTE Standards require space to be dedicated (‘assigned on a priority basis’) to the OTA Program for classroom instruction, secure storage of equipment and supplies, faculty offices with sufficient privacy for student advising, and locked space to maintain confidential student records.

The OTA classroom space has already been created with major kitchen appliance equipment and bathroom facilities purchased and installed.

**** Classroom Space**

1. Total instructional space: 1120 square ft
600 square feet of open classroom space furnished with tables & chairs
520 square feet divided into kitchen, bathroom, utility room, living room and bedroom spaces
2. Locked storage closet: 128 square ft (additional)

Classroom Equipment already in place in NERC:

- Kitchen appliances (W & D, oven, stove, refrigerator, microwave – and supplies for each)
- Bathroom equipment: bedside commode, tub bench, elevated toilet seat, bedpans, catheterization equipment, adapted and standard grooming aids
- Tables & chairs for student instruction
- Bookcases & file cabinet for resource materials for students
- Classroom computers (1:6 ratio in lab; additional computer labs available in building)

Projected Start-Up Equipment Needed

| Item | Quantity | Unit Cost | Total Cost |
|---|----------|-----------|------------|
| Splint Stations | 2 | \$1,300 | \$2,600 |
| Manual Wheelchairs (self-propelled) | 3 | \$125 | \$375 |
| Manual Wheelchairs (attendant propelled) | 3 | \$125 | \$375 |
| Manual Wheelchairs (wheelbase) | 3 | \$125 | \$375 |
| Manual Wheelchairs (Shower) | 3 | \$125 | \$375 |
| Ambulation aids: walkers and pediatric walkers, crutches, canes gain belts | | | \$3,500 |
| Adapted equipment for dressing, feeding, grooming, toileting, bathing, computer devices, ergonomic devices, cooking equipment, dycem, etc | | | \$3,000 |
| Pediatric Weighted vests | 6 | \$130 | \$780 |
| Positioning Pillows | | | \$500 |
| Kitchen utensils and supplies (dishes, pots, pans, baking, foodstuff) | | | \$1,500 |
| Hospital bed, mattress & linens | | | \$1,200 |
| Over bed table | | | \$60 |
| Occupational Therapy mat tables | 2 | \$1,900 | \$3,800 |
| Treatment equipment consistent with content taught in therapeutic media component of coursework: craft supplies and tools (PARTICULARLY LEATHER FOR LEATHER LACING), standard and modified clothing, slings, positioning devices, pediatric swings, balls and wedges, games, etc. | | | \$3,000 |
| | | | |

| Item | Quantity | Unit Cost | Total Cost |
|--|-----------------|------------------|-------------------|
| Assessment equipment (blood pressure: cuff and digital) | | | \$150 |
| Hand function (dynamometer, pinch gauge, Jebsen Test of Hand Function, Purdue Pegboard, MRMT, Nine Hole Peg Test) | | | \$500 |
| Range of motion (goniometers) | | | \$50 |
| Modalities equipment (hydrocollator, paraffin bath, whirlpool, hot packs, cold packs on site; fluidotherapy, diathermy, ultrasound, iontophoresis, TENS, biofeedback, NMS available at clinical site). | | | |
| | | | |
| Total projected cost | | | \$22,140 |
| | | | |

Supplies Needed

| Item | Quantity | Unit Cost | Total Cost |
|---|-----------------|------------------|----------------------------|
| Towels, washcloths | | | \$150 |
| Retractable Tape Measures | | | \$300 |
| Pediatric Assessment Tests (BOTS II, First Step, Peabody) | | | \$300 |
| Cognitive Assessment Tests (Rivermeade, CAM, LOTCA, TORP) | | | \$300 |
| Perceptual Assessment Tests (MVPT-3, TVMS-R, TVMS-UL, DTVP) | | | \$300 |
| Visual Assessment Tests (Snellen chart, clinical vision assessment tools) | | | \$25 |
| ADL | | | No cost, can be downloaded |
| Sensory Tests (Semmes-Weinstein monofilaments, two point aesthesiometers, modified Moberg Pick up Test) | | | \$600 |
| Accreditation Fees | | | \$ 14,370 |
| Total Projected Costs | | | \$16,345 |

D. Projected Annual Operating Budget:

| | |
|-------------|---------|
| Supplies | \$3,000 |
| Hospitality | \$1,000 |

| | |
|---|----------------|
| Institutional and Professional Membership | \$2,000 |
| Travel | \$ 600 |
| Maintenance | \$3,000 |
| Total | \$9,600 |

XI. CATALOG DESCRIPTION

The Occupational Therapy Assistant Program is designed to prepare students for a career in Occupational Therapy, a health profession which utilizes every-day life activities to help people of all ages to prevent, lessen, or overcome disabilities that interfere with their ability to lead independent and satisfying lives. This Associate in Applied Science curriculum emphasizes the application of treatment techniques that enables the student to work under the supervision of an Occupational Therapist. Students will learn treatment planning and delivery, data collection, and how to communicate effectively and collaborate with other members of the health care team. Given that Occupational Therapy Assistants work in a variety of settings, including hospitals, schools, rehabilitation facilities, mental health settings, and in community-based intervention, field placements will take place in such settings and will prepare students to provide hands-on services to people of all ages who are learning new ways to approach, handle, and independently take control of day-to-day personal and occupational activities.

ACCREDITATION

The Occupational Therapy Assistant Program is pursuing accreditation by the American Occupational Therapy Association, Inc., a national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services.

STUDENT LEARNING OUTCOMES:

- Perform selected components of interventions and data collection and assess the client's safety and response to the interventions provided under the direction and supervision of the occupational therapist in an ethical, legal, safe, and effective manner.
- Communicate with other members of the health care delivery team; interact with members of the client's family and caregivers; and work cooperatively with other health care providers.
- Participate with the occupational therapist in teaching other health care providers and

providing psychosocial support for patients/clients and their families and caregivers with recognition of individual, cultural and economic differences.

- Understand basic principles and levels of authority and responsibility as it relates to functioning as an entry-level occupational therapy assistant.
- Display appropriate and effective written, oral and non-verbal communication skills.
- Meet the entry-level requirements for employment as an occupational therapy assistant.

PROGRAM ENTRY REQUIREMENTS:

Admission is selective and requires that potential students fulfill all admission requirements of the College. The requirements for admission to the Occupational Therapy Assistant (OTA) program are:

1. High school diploma or general education diploma (GED).
2. A minimum of one year of high school biology, and college preparatory math, all with “C” or better grades, within the past 10 years. In the absence of these requirements, placement in MATH 118 and a grade of “C” or better In BIOL 106 satisfies these requirements.
3. Applicants must demonstrate readiness for ENGL 101 and MATH 118 as determined by the College’s placement tests or by successfully completing identified developmental course work.
4. Applicants with previous college experience must have a minimum of a 2.0 grade point average.
5. Applicants are required to participate in the pre-entrance Allied Health testing program.

Students are admitted to the program on a competitive basis as space allows.

CONDITIONS FOR ACCEPTANCE:

1. Results of complete physical examinations, including laboratory test results of a complete blood count, serology, urinalysis, tuberculin PPD test and immunizations must be on file in the program office before the start of any OTA course (September of starting year). Immunizations may be supplemental with additional immunizations as clinical agencies require, such as but not limited to seasonal flu and H1N1 vaccinations. Health requirements must be documented in English by a U.S. health care provider.
2. Verification of medical insurance is mandatory.
3. Applicants must attend a scheduled program orientation prior to entry.
4. Students must purchase uniforms and supply kits prior to the start of the program (August of starting year).
5. Students must obtain a criminal record check, FBI (federal) clearance and a child abuse clearance prior to entrance into the program. This requirement is mandated by the Commonwealth of Pennsylvania per 24 P.S. 1-111 of the Pennsylvania Public School Code and 23 Pennsylvania C.S.A. 6355 of the Pennsylvania Child Protective Services Law.

The College, in its admission process, will consider information regarding criminal conviction and/or crimes of moral turpitude. Admission is conditional pending receipt and evaluation of a criminal background check, FBI (federal) clearance and child abuse clearance to determine whether there is any conviction which may bar the student from the Occupational Therapy Assistant program and/or state licensure. The following guidelines are used in making decisions about an applicant’s criminal and child abuse background:

Child Abuse Clearance

Any record results in denial of admission into the OTA program.

Criminal Background Check

Any felony conviction within the past 10 years results in denial of admission to the OTA program. Any felony conviction more than 10 years old will be evaluated based on the nature of the offense, length of time since the offense and any explanatory letters/materials submitted by the applicant or student. Any misdemeanor will be evaluated based on the nature of the offense, length of time since the offense, and explanatory letter/materials submitted by the applicant or student. (Any punishment over one year indicates a felony according to federal sentencing guidelines.)

Health Screening

During College laboratory and clinic/field experiences, physical activity is required. Standing and walking are required during the entire work day. Students should be able to have full range of motion, push, pull, twist, lift and bend. Health problems that could interfere with the applicant's ability to meet program objectives will be considered individually.

Admission is considered conditional until all health and background information is received and reviewed.

It is recommended that students who are registered with the Center on Disability provide the instructors with their special accommodation request forms during the first week of class.

Students are responsible for documenting current CPR certification liability and health insurance, and for purchasing uniforms and other related materials required for the clinical laboratory experiences of the program.

RECONSIDERATION:

An applicant who believes that an error of fact has been made in terms of the information provided to the decision-making committee can request reconsideration by the committee. This request must be made in writing within 10 days from the date of the letter notifying the applicant of the decision. The reconsideration should address what the applicant considers to be errors of fact.

Following reconsideration by the decision making committee, the applicant can appeal the committee's decision to the Vice President for Academic Affairs whose decision is final.

Any official change or the initiation of any governmental proceeding affecting the information revealed by the required criminal or child abuse background check must be reported immediately to the OTA curriculum supervisor.

Involvement in any incident which resulted in a disciplinary action against a student at Community College of Philadelphia or any post-secondary institution is considered in the admissions process. The OTA program reserves the right to deny admission to any applicant who has a history of violating College rules and regulations or who has been previously suspended or expelled from the College or any other post-secondary educational institution.

READMISSION:

1. One-time readmission into the OTA program is permitted.

2. Students requesting a readmission must meet program entry requirements, conditions for acceptance, and are selected on a competitive basis as space permits.
3. Students may be required to retake OTA and/or general education courses as determined by the program director.
4. Students who were dropped for unprofessional conduct or safety issues will not be considered for readmission.
5. The program must be completed within five years of initial enrollment.

PROGRAM OF STUDY REQUIREMENTS:

- Students exhibiting unprofessional conduct or violation of safety policies may be dropped from the curriculum pending a program review.
- To continue in the OTA curriculum, students must maintain an overall 2.0 GPA and may not continue in the program with a “d” or below in any OTA course..
- Students will not be permitted to continue in a clinical course without a yearly medical exam and proof of medical insurance on file.
- OTA students must follow the curriculum sequence according to courses listed in each semester, unless approval is granted by the program director.
- OTA students must submit proof of two-year CPR certification prior to entering the first year’s spring semester.
- OTA students must follow the curriculum sequence according to courses listed in each semester, unless approval is granted by the curriculum coordinator.

GRADUATION REQUIREMENTS:

To qualify for the Associate in Applied Science (A.A.S.) degree in Occupational Therapy Assistant, students must complete 70 credit hours as prescribed and must maintain an overall 2.0 GPA and no grade below a “C” in any course.

NOTE: Students who become pregnant while in the OTA program must submit appropriate documentation from their obstetrician to the program director. Since students may be required to perform physical tasks during the clinical practice that may jeopardize the pregnancy, it may become necessary for the student to withdraw from the program.

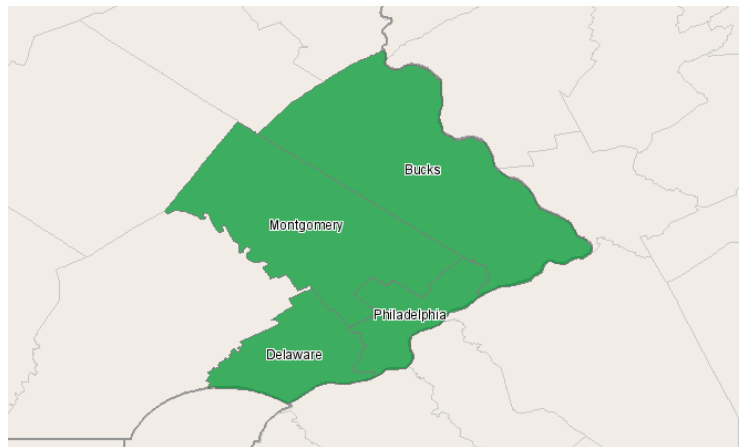
The College cannot assume responsibility for any harm that might occur to a fetus as a result of exposure to ionizing radiation. A student who is required to withdraw from the Occupational Therapy Assistant Program because of pregnancy can gain readmission to the program by following the established procedure.

Appendix A

Community College of Philadelphia

1700 Spring Garden Street
Philadelphia, Pennsylvania 19130
215.751.8350

Occupation Report



Region Info

Region: Phila area

County Areas: Bucks, Pennsylvania (42017), Delaware, Pennsylvania (42045), Montgomery, Pennsylvania (42091), Philadelphia, Pennsylvania (42101)

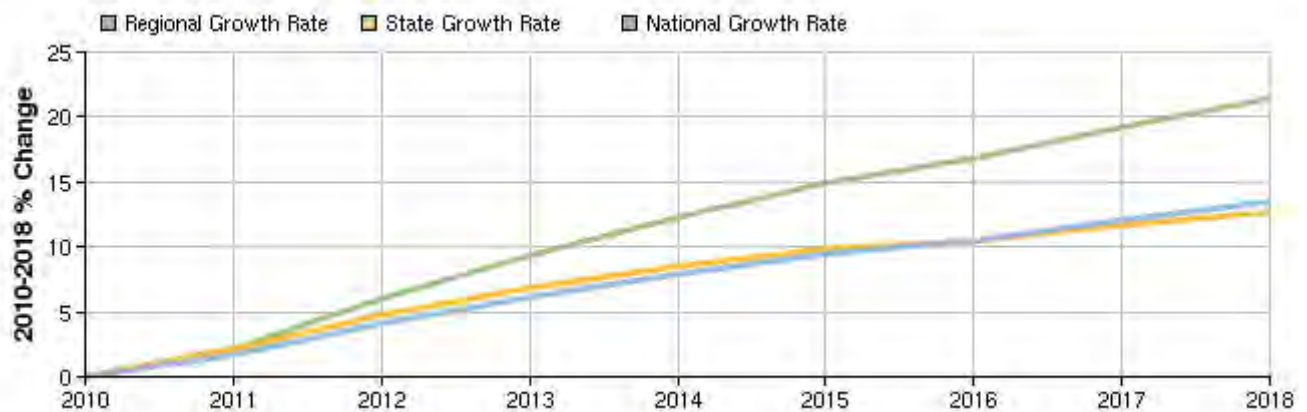
Selected Occupations

| Occupation | Education Level |
|---|-----------------|
| Occupational therapist assistants and aides (SOC 31-2010) | N/A |

Executive Summary

| Basic Information | |
|-----------------------------|---------|
| 2010 Occupational Jobs | 575 |
| 2018 Occupational Jobs | 653 |
| Total Change | 78 |
| Total % Change | 13.57% |
| Openings | 146 |
| 2011 Median Hourly Earnings | \$22.14 |

Occupational Change Summary



| Region | 2010 Jobs | 2018 Jobs | Change | % Change | Openin gs | 2011 Median Hourly Earnings |
|----------------|--------------|--------------|--------|-------------|--------------|--------------------------------------|
| Regional Total | 575 | 653 | 78 | 14% | 146 | \$22.14 |
| State Total | 2,612 | 2,944 | 332 | 13% | 647 | \$20.24 |
| National Total | 38,538 | 46,796 | 8,258 | 21% | 12,933 | \$20.72 |

Source: EMSI Complete Employment - 2011.3

Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis.

Appendix B

Curriculum Map

| Occupational Therapy Assistant (OTA) Program Curriculum Map | | | | | | |
|---|--|--|--|---|--|--|
| Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected | | | | | | |
| Courses | Intended Student Learning Outcomes | | | | | |
| | Perform selected components of interventions and data collection and assess the client's safety and response to the interventions provided under the direction and supervision of the occupational therapist in an ethical, legal, safe, and effective manner. | Communicate with other members of the health care delivery team; interact with members of the client's family and caregivers; and work cooperatively with other health care providers. | Participate with the occupational therapist in teaching other health care providers and providing psychosocial support for patients/clients and their families and caregivers with recognition of individual, cultural and economic differences. | Understand basic principles and levels of authority and responsibility as it relates to functioning as an entry-level occupational therapy assistant. | Display appropriate and effective written, oral and non-verbal communication skills. | Meet the entry-level requirements for employment as an occupational therapy assistant. |
| AH 103 | | | | | I | I |
| BHHS 161 | I | | I | | I | I |
| ENGL 101/102 | | | | | R, A | R, A |
| BIOL 109/BIOL 110/OTA 142 (anatomy, physiology and kinesiology courses) | | | | | R, A | I, A |
| OTA 101 | I | I | I | I | I | I |
| OTA 110/120/130 (occupational performance courses) | R, A | R, A | R, A | R, A | R, A | R, A |
| OTA 115/155 (activities and adaptations courses) | R, A | R, A | R, A | R, A | R, A | R, A |
| OTA 225/235 (clinical courses) | A,M | A,M | A,M | A,M | A,M | A,M |