

OTA PROGRAM COURSEWORK RELATED TO THE CURRICULUM DESIGN

Curriculum Content Threads

The curriculum content threads are professional behaviors, essential skills, community awareness and experiential learning. These curricular threads are integral to the progression of coursework, are viewed as interactive, and offer consistency throughout the program. The course sequence offers opportunities for sequential and concurrent learning. The educational goals of each content thread is diagrammed below.



Content, Scope and Sequencing of Coursework

The OTA curriculum is delivered within four sixteen-week semesters and one eight-week summer session. Didactic instruction, community-based experiences, field trips, two Level I fieldworks and two Level II fieldworks are completed within this program sequence. The general education prerequisite courses are required prior to OTA courses and the other general education program requirements may be taken prior to OTA courses or concurrent to OTA courses. Students are required to complete each of the course requirements with a minimum grade of a “C”. Course objectives are clearly stated on each course syllabus.

Sequential and concurrent learning occurs throughout the program. Content is presented from simple to complex and discussed within a developmental framework. Supportive assignments incorporate application of previous and current material. Previously acquired information is combined with new concepts and skills each successive semester. As new information and skills are assimilated, application is required. New information and skills are introduced in a structured fashion according to the individual course and overall curriculum design. Development of knowledge and skills moves progressively forward until entry-level is achieved. Student performance is closely monitored. The advisement process is used as a method to make students aware of strengths and deficiencies and enables students to reflect on their progress, make adjustments, and set goals to assist in developing their academic and professional competency.

Within each course, foundations and theories of occupational therapy are emphasized and the occupational therapy process is discussed. Multiple teaching and learning strategies are used to enable the students to achieve entry-level competency. Lectures and power point presentations are used to present foundational information. Demonstration, illustration, experiential learning, case studies, problem-solving activities, laboratory practice, and independent learning assignments are used to encourage integration of concepts and enhance learning. Structured fieldwork experiences progressively build on one another, enabling students to apply what is discussed in class. By examining evidence-based practice throughout the curriculum, students have opportunities to develop reasoning skills through literature review, learning activities, and communication with other students and practitioners.

Opportunities to enhance cultural awareness are woven throughout the curriculum. Students engage in learning experiences that are designed to promote self-awareness and enhance sensitivity to cultural influences. Students will take part in planning projects that lend support for community development by exploring the needs of the community and identifying the role of occupational therapy to meet those needs.

The table below reflects the connection of coursework to the curriculum design, implemented with the goal of preparing students for practice as entry-level occupational therapy assistants.

Curriculum Design

Content, Scope and Sequence	Coursework	Credit Hours
Foundation Skills	General Education Prerequisites	
Professional Competence: Study skills and test taking strategies	First Year Seminar	1
Professional Competence: Use of technology	Computer Literacy	1
Professional Competence: use of written communication	English Composition I	3
Professional Competence: Medical terminology	Medical Terminology	3
Human Development: Normal Anatomical Structure and Function	Anatomy and Physiology and Lab	5
Human Development: Normal Psychosocial Function	General Psychology	3
	General Education Program Requirements	
Human Development: Normal Developmental Sequence	Developmental Psychology	3
Professional Competence: Verbal Communication	Interpersonal Communication OR Found. of Speech	3
Community Awareness: Appreciation for Diversity	Introduction to Sociology	3
Occupational Therapy Foundations	OTA Courses Spring Semester	
Theoretical Knowledge & Code of Ethics	Principles of Occupational Therapy	3
Environmental Contexts & Client Centered Services	Occupational Therapy Skills through the Lifespan	3
Theoretical Knowledge & Clinical Reasoning	Occupational Disruption and Activity Analysis	3
Community Awareness: Population Needs	Level I-A Fieldwork	1
Human Development: Foundations of Movement	Kinesiology for the OTA	2
Experiential Learning: Lab Participation	Kinesiology for the OTA Lab	1
	OTA Courses Summer Semester	
Theoretical Knowledge Base: Pediatric Practice	Pediatric Practice for OTA	3
Theoretical Knowledge Base: Mental Health	Mental Health and Psychosocial Practice	2
Professional Competence: written communication and clinical reasoning	Documentation Guidelines	1
Occupational Therapy Clinical Application and Essential Skills	OTA Courses Fall Semester	
Practical Skills	Core Skills and Modalities in Occupational Therapy	3
Evidence Based Practice & Clinical Application	Clinical Application Neurological Diagnosis	3
Evidence Based Practice & Clinical Application	Clinical Application Physiological Diagnoses	3
Experiential Learning: Fieldwork Experience	Level I-B Fieldwork	1
Professional Behaviors: Professional Competence, Collaboration, and Lifelong Learning	Management and Legal Issues	2
	OTA Courses 2nd Spring Semester	
Experiential Learning: Fieldwork Experiences	Fieldwork Level II-A	6
Experiential Learning: Fieldwork Experiences	Fieldwork Level II-B	6
	Total Credit Hours	68