



**PROGRAM EFFICIENCY and ENHANCEMENT REVIEW**

**Program:** Occupational Therapy Assistant

**Department:** School of Allied Health

**Faculty involved in PEER Report:**

Connie Rooks, MAT, COTA/L Assistant Professor & Program Director  
Darin Finch, MA, COTA/L Assistant Professor & Fieldwork Coordinator  
Lesley Ping, MOT, OTR, Assistant Professor  
Keith Stanley, MOT, OTR/L, Assistant Professor

**PEER document prepared by:** Connie Rooks, MAT, COTA/L

*Connie Rooks*

Connie Rooks, Program Director  
Occupational Therapy Assistance Program

03-31-2017

Date

## OVERVIEW

**Core question #1: What was the Occupational Therapy Assistant Program created to do in the first place?**

### **A. Introduction to the Department and Discipline**

The School of Allied Health's Occupational Therapy Assistant Program is designed to provide the student with entry-level skills as an OT Assistant. The program's major focus is the uniqueness of the human being and the concept that human beings are open systems. (Science Dictionary defines an open system as "A physical system that interacts with other systems.") Special emphasis is placed on integrating multi-cultural and ethical perspectives throughout the program.

The American Occupational Therapy Association ([www.aota.org](http://www.aota.org)) defines occupational therapy as the "skilled treatment that helps individuals achieve independence in all facets of their lives". Occupational therapy assists people in developing the 'skills for the job of living' necessary for independent and satisfying lives." Western New Mexico University offers a two-year program leading to an Associate of Science Degree, with an Occupational Therapy Assistant major. Graduates of the program can be found in many different work settings and in many different roles; school based clinicians, skilled nursing facilities, home health providers, community based practitioners, service delivery management, case management, outpatient clinics, early intervention specialists, senior center coordinator, just to mention a few. Students who complete the program are eligible to take the National Certification exam for Occupational Therapy Assistants, which is administered by The National Board for Certification in Occupational Therapy (NBCOT) [www.nbcot.org](http://www.nbcot.org). Certification is conferred upon successful completion of the NBCOT exam. Most states require licensure in order to practice. State licenses are usually based on the results of the NBCOT exam. The Occupational Therapy Assistant (OTA) program at WNMU is a limited enrollment program.

### **B. History of Program**

The Occupational Therapy Assistant (OTA) Program at WNMU was developed in 1992 in response to the needs of health care facilities throughout the state of New Mexico. The program was designed to meet the needs of the state on three levels. The first level was: the documented need for occupational therapy practitioners throughout the state. The second level was: to meet the needs of the students who come from diverse backgrounds. The third level was: to prepare students to meet the challenges of providing services in a state with such diverse needs. The Program was developed to provide for the needs of the student, the state, and the population served by occupational therapy, as well as to promote the profession of occupational therapy in the state of New Mexico and steer it toward the future.

At the time of the WNMU OTA program development, there were no existing programs within the state of New Mexico, or the neighboring state of Arizona, one program in Colorado, and a developing program in Utah. Existing programs were reporting many more applicants than

student slots available. At that time the data collected by the New Mexico Health Care Association demonstrated a 160% increase in the need for Certified Occupational Therapy Assistants over a five-year span from 1991-1996. In 2016 Occupational Therapy Assistant ranked #1 as the Best Health Care Support Jobs and ranked #12 in the 100 best jobs, according to U.S. News & World Report (2016) (<http://money.usnews.com/careers/best-jobs/occupational-therapy-assistant>). According to The United States Department of Labor (March 30, 2016) (<https://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm>), “employment of occupational therapy assistants is projected to grow 40 percent from 2014-2024, much faster than the average for all occupations”. With the aging of the “Baby Boomer” population and the increased awareness of the specialized profession, occupational therapy will continue to be a valuable discipline for the treatment of people with illnesses, injuries and disabilities.

The WNMU OTA program continues to be a very valuable asset not only to Western New Mexico University, but to the students, community, state, and nation. The OTA program continues to have student applicants from outside the state of New Mexico, with students from California, Arizona, Texas, and New York.

### **C. Recommendations from Previous Reviews**

The Program received full accreditation status in 1993, and in 1998 completed the self-study process for continued accreditation. In that review, the program was granted a ten-year accreditation (the maximum allowed by the accreditation agency) with no deficiencies noted. Since the 1998 accreditation, bi-annual reports and an Interim Report have been filed with ACOTE. With the Interim Report, the program was found to be non-compliant with one standard: Standard A.5.6. *The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has less than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total.* In 2014, the program graduates had a low pass rate on the NBCOT exam, due to numerous factors identified through program assessments. Due to the mathematical representation of the standard, it’s taken the program three years to bring the pass rate back into compliance with this standard. The OTA Program has made significant progress toward improving the student pass rate for the NBCOT exam and is currently on track to be back in compliance with standard and probation lifted by August 2017. There are currently 11 more students to complete testing, with all students to be completed testing by the end of April.

OTA Program Pass Rate Data is as follows:

Year	# students passing exam	# students taking exam	%
2013	14	18	77.7%
2014	9	15	60%
2015	12	13	92.3%
Total 3-year	35	46	76%

Year	#students passing exam	# students taking exam	%
2014	9	15	60%
2015	12	13	92.3%
2016	16	20	80%
Total 3-year	37	48	77%

Year	#students passing exam	# students taking exam	%
2015	12	13	92.3%
2016	16	20	80%
2017	11	13	84.6%
Total 3-year	39	46	84.7%

#### **D. Procedures and participants in the Review**

The Program Director, Connie Rooks initially drafted this review. The draft was reviewed by all Occupational Therapy Assistant faculty and discussed at a department meeting where strengths, concerns, and recommendations were developed. Data was provided by the following people and offices:

- Dr. Gilda Ortego, The Miller Library
- Office of Academic Affairs - CANVAS

## **CRITERION A: PROGRAM CENTRALITY**

### **Core question #2: What is the program doing now?**

In a continuous effort for program improvement, the program collects data and feedback from faculty, students, employers, and fieldwork supervisors annually. This information has been used to determine key areas of strength and weaknesses within the program. In response to the data collected from the NBCOT national exam, our program has implemented the use of the NBCOT practice exam within the Capstone course for 2<sup>nd</sup> year students and the Principles course for 1<sup>st</sup> year student. The purpose of utilizing the practice exam is to expose the students to the exam in order to help decrease anxiety of taking the exam itself as well as to familiarize the students to the format of questions and timeframe. The practice exam also allows the program to assess the strengths and weakness of the students at different time periods throughout their didactic portion of the program. As you will see from the information below, the program has been proactive with strategic and periodic changes within the curriculum to address any weak areas or to stay abreast of the ever-changing profession.

#### **A. Educational Goals and Objectives of the Program**

The Occupational Therapy Assistant Program seeks to implement its mission by:

- Foster understanding of human growth and potential through the study of human growth and development within the context of environment and culture.
- Encourage thought and foster exploration through learning experiences that integrate body factors, activity demands, context, performance patterns, skills, and occupation.
- Provide the student with multiple modes of instruction including the use of technology to maximize individual learning styles, encourage maximum skill development, and prepare students to be life-long learners.
- Challenge students to develop a sense of self, utilizing personal strengths as agents of therapeutic change.
- Prepare students to advocate as professionals for OTA services and for recipients of those services.
- Provide an educational foundation in the liberal arts and sciences.
- Provide exposure to a broad range of delivery models and systems in settings where occupational therapy is currently practiced and where it is emerging as a service, through academic course work, fieldwork, and service learning education.
- Prepare students to uphold ethical standards, values, and attitudes of the profession.
- Identify the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
- Promote the profession and responsibly lead it into the future by providing for the needs of the student, the state, and the population served by occupational therapy.

## B. Relationship of the Program to the Institutional Mission

The OTA program mission is consistent with the university mission and addresses the objectives in the following ways:

- Appreciate the unique nature of individuals with regard to the whole person, including physical, social, emotional, cultural and spiritual aspects.
- Establish therapeutic relationships with individuals of diverse populations.
- Perform competently in entry-level service delivery.
- Practice quality occupational therapy interventions based on current evidence, and reflect the profession’s knowledge base in human development, occupation, and adaptation.
- Participate as a member of the health care team, utilizing interpersonal communication skills to optimize interventions.
- Demonstrate effective problem solving and critical thinking skills necessary for effective delivery of occupational therapy services.
- Demonstrate professional development that values the necessity for the continuation of competence, life-long learning, and self-development.
- Demonstrate ethical standards of practice and professional behavior.

The relationship of the Program to the WNMU mission is highlighted in the following chart.

WNMU	OTA
<p><b>Mission</b></p> <ul style="list-style-type: none"> <li>• WNMU engages and <b>empowers</b> learners in a <b>multicultural</b>, inclusive, creative, and caring community of teaching, <b>scholarship/research</b>, and service.</li> </ul>	<p><b>Mission</b></p> <ul style="list-style-type: none"> <li>• Consistent with the missions of Western New Mexico University and the School of Allied Health, the Occupational Therapy Assistant (OTA) Program <b>empowers students</b> to meet the challenges of providing entry-level occupational therapy services in established and emerging areas of practice. Emphasis is placed on <b>cultural diversity</b>, rural and regional healthcare, global health awareness, an appreciation for <b>life-long learning</b>, and effective implementation of <b>evidence based</b> practice.</li> </ul>
<p><b>Vision</b></p> <ul style="list-style-type: none"> <li>• WNMU aspires to be the <b>premier</b> teaching university excelling in student-centeredness, the <b>liberal arts and sciences</b>, professional programs, and career and technical preparation. We educate with rigor and compassion <b>diverse</b> learners, who achieve career goals, gain civic literacy, practice social responsibility, and engage in <b>lifelong</b> pursuit of <b>learning</b>. Valuing the</li> </ul>	<p><b>Vision</b></p> <ul style="list-style-type: none"> <li>• The Western New Mexico University Occupational Therapy ‘assistant (OTA) Program will be a <b>leader</b> in the field of occupational therapy education and the program of choice for local and national scholars who hold <b>diverse cultural</b> backgrounds and a strong desire for <b>lifelong learning</b>. By providing for the needs of the students as well as populations served by occupational therapy, the OTA program will promote and responsible lead</li> </ul>

traditional academy and taking pride in our history and regional cultural heritages, we embrace innovation and transformation for a sustainable future in an ever-changing world of **local and global connections**.

occupational therapy into a **globally connected** and **research driven** profession.

- Foster understanding of human growth and potential through the study of human growth and development within the context of environment and culture.
- Encourage thought and foster exploration through learning experiences that integrate body factors, activity demands, context, performance patterns, skills, and occupation.
- Provide the student with **multiple modes** of instruction including the use of technology to maximize individual learning styles, encourage maximum skill development, and prepare students to be **life-long learners**.
- Challenge students to develop a **sense of self**, utilizing personal strengths as agents of therapeutic change.
- Prepare students to **advocate** as professionals for OTA services and for recipients of those services.
- Provide an educational foundation in the **liberal arts and sciences**.
- Provide exposure to a broad range of delivery models and systems in settings where occupational therapy is currently practiced and where it is emerging as a service, through academic course work, fieldwork, and service learning education.
- Prepare students to **uphold ethical standards, values, and attitudes of the profession**.
- Identify the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
- Promote the profession and responsibly lead it into the future by providing for the needs of the student, the state, and the population served by occupational therapy.

The WNMU Occupational Therapy Assistant Program is based on the core foundation of our profession and appreciation towards individuality. The program recognizes that humans are complex beings that evolve and adapt through engagement within meaningful occupations. It is through recognition of health promotion and contextual factors that individuals may attain occupational balance and quality of life throughout the life span.

The OTA program strives to engage students using a dynamic and holistic approach that appreciates varied learning styles. It is through active engagement within the classroom and experiential learning in the community that students may fully bridge prior knowledge with acquisition of new learning experiences. The OTA faculty incorporates a variety of teaching

methods in order to create an inclusive learning environment that facilitates improvement of professional knowledge and skills through clinical reasoning and application of scholarship through lifelong learning.

We treat our students from diverse backgrounds with respect and encouragement while challenging them so they are prepared advocates of occupational therapy who promote rural and regional healthcare, diversity, and global health awareness.

## **CRITERION B: PROGRAM CURRICULUM AND STRUCTURE**

### **A. Admission, Retention, Graduation Requirements**

The WNMU Occupational Therapy Assistant Program is a limited enrollment program. All students interest in the program must complete an application with a deadline of May 15<sup>th</sup>. Prior to being accepted into the OTA program, students must meet the following requirements:

- Placement into or completion of English 101
- High school algebra or equivalent with a grade of “C” or better
- Completion of BIOL 254/256 Anatomy and Physiology I/Lab as well as BIOL 255/257 Anatomy and Physiology II/Lab with a “C” or better
- Document a minimum G.P.A. of 2.7 on high school transcript or on university transcript of the student has 15 or more college credits

Upon confirmation of the above stated minimum requirements, up to 25 students are Provisionally admitted for fall semester classes. Upon completion of the Provisional semester requirements with a 2.7 G.P.A. or better, the student is official admitted into the program.

Once officially admitted into the OTA program, student must maintain the following requirements. Failure to do so may result in dismissal from the program.

- Earn a “C” or better in all OTA coursework
- Complete all OTA coursework within 5 years
- Maintain a cumulative G.P.A. of 2.7 in all courses required in the OTA Program
- Maintain current CPR certification
- Provide immunization documentation as requested
- Provide documentation of TB testing annually
- Maintain professional behaviors
- Honor the AOTA Code of Ethics
- Abide by all departmental and university policies
- Abide by fieldwork dress codes
- Provide drug screen results if requested
- Provide criminal background checks if requested

In addition to two years of classroom training, students must complete 2 full-time clinical experiences that consist of two eight-week rotations which are unpaid and most likely require temporary relocation. These two clinical rotations must be completed within 18 months of completing the academic portion of the program. Student must pass both rotations to be eligible to graduate. Upon completion of the OTA program, and earning degree, the student is eligible to apply and sit for the professional certification examination to become a Certified Occupational Therapy Assistant (COTA).

Student retention is of great concern to the Program. The Provisional admission process was developed as a result of the Program Assessment process to address this issue. The retention rate is as follow for the last three-year average:

Year	# of students beginning program	# of graduates	Graduation Rate
2014	15	13	86.6%
2015	22	20	90.9%
2016	27	25	92.5%
Total 3-year	64	58	90.6%

## **B. Program Structure**

The OTA Program is comprised of four semesters of coursework and two level 2 fieldwork clinical experiences. Each of these clinical experiences are 8 weeks long working in a full time internship

The OTA Program incorporates three major knowledge bases: occupation, human development and adaptation. The OTA Program conceptualizes study and utilization of occupation as the basis for its curriculum. A developmental approach of inquiry and discovery guide the student toward higher level thinking through occupational challenges that facilitate adaptive responses. These occupational challenges are provided in prescribed sequence-based progression in the curriculum. Bloom’s taxonomy is used to sort the cognitive skills expected in particular classes. As the student progresses through the program, higher level thinking is incorporated. Each class incorporates elements from the psychomotor and affective domains as well. Level of mastery in each of those domains also progresses from simple to complex. For example, psychomotor mastery would begin with imitation, progress to practice and finally become habit. Likewise, affective elements would begin simply with awareness, progress to distinguishing and finally integration.

### **1. Degree Options and Objectives**

Western New Mexico University offers a two-year program leading to an Associate of Science Degree, with an Occupational Therapy Assistant major.

Please see degree plan below

**WESTERN NEW MEXICO UNIVERSITY**  
**Degree Plan - AS in Occupational Therapy Assistant (5201)**  
**School of Allied Health**

Student Name: \_\_\_\_\_ ID# \_\_\_\_\_  
 Address: \_\_\_\_\_ Email: \_\_\_\_\_  
 (complete - incl street, city, state, zip) \_\_\_\_\_ Tel #: \_\_\_\_\_  
 Catalog Authority: 2016-17 Expected Completion: \_\_\_\_\_ Advisor: \_\_\_\_\_  
 TB Test taken (Date): \_\_\_\_\_ CPR Course taken (Date): \_\_\_\_\_

**Supporting Course Requirements (15 hours)**

<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>	<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>
COMM 110 Public Speaking	(3)	_____	RHAB 340 Med Terminl & Doc	(3)	_____
ENGL 101 Comp & Rhetoric I	(3)	_____	SOC 101 Intro to Sociology	(3)	_____
PSY 102 Gen'l Psychology	(3)	_____			

**Occupational Therapy Core Requirements (57 hours)**

<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>	<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>
OTA 155 Orientation to OT	(3)	_____	OTA 241/248 OT Phys Disabil II	(4)	_____
OTA 160 OT in Growth & Dev	(3)	_____	OTA 242/246 OT Psychosoc Dys	(4)	_____
OTA 161 Fieldwork Level Ib	(1)	_____	OTA 245/247 OT in Pediatrics	(4)	_____
OTA 162 Documentation in OT	(2)	_____	OTA 250/252 OT Geriatric Pract	(4)	_____
OTA 165 Principles of OT	(3)	_____	OTA 255 OT Program Developm	(3)	_____
OTA 220 OT Therapeutic Media	(3)	_____	OTA 256 Fieldwork Level Id	(1)	_____
OTA 223 Fieldwork Level Ic	(1)	_____	OTA 260 Capstone Seminar	(1)	_____
OTA 230/232 Fncntl Kinesiology	(4)	_____	OTA 270 Fieldwork Level IIa	(6)	_____
OTA 240/243 OT Phys Disabil I	(4)	_____	OTA 272 Fieldwork Level IIb	(6)	_____

**Total Credit Hours (minimum of 72 required):** \_\_\_\_\_

**Original completed on (date)** \_\_\_\_\_ **Copy to Registrar on (date):** \_\_\_\_\_

**Updated on (date):** \_\_\_\_\_ **Grad. Audit sent on (date):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **date:** \_\_\_\_\_

**Advisor Signature** \_\_\_\_\_ **date:** \_\_\_\_\_

## 2. Description of Required Courses

**PREREQUISITES:** High School Biology and Algebra or equivalent with grade of C or higher. Prerequisites must have been completed within the past five years (High School Chemistry is strongly recommended). Completion of BIOL 254/256 Anatomy and Physiology I/Lab & BIOL 255/257 Anatomy and Physiology II/Lab with a "C" or better and placement into or completion of English 101

**OTA 155. Orientation to Occupational Therapy.** An introduction to occupational therapy and its philosophy; various work settings and other professions that OT collaborates with; role delineation of the COTA and OTR. **Prerequisite: Admission into the OTA program.** (3)

**OTA 160. OT in Growth and Development.** A complete study of the human organism from conception to death, exploring all the developmental stages with emphasis on the neurological, psychological, and social development and relationship to human occupation. **Prerequisite: Admission to OTA program or Instructor permission.** (3)

**OTA 161. Fieldwork Level Ib.** During the two year coursework, students will spend 2-4 hours per week in various settings to observe individuals with conditions and diagnoses that interfere with human function and occupation. These classes are to be completed sequentially. Only one Level I Fieldwork class may be repeated one time. In addition, seminars are conducted to process the fieldwork experience. (1)

**OTA 162. Documentation in OT.** An online course that focuses on practicing and perfecting documentation skills for OTA students. Emphasis will be placed on understanding the importance of proficient doc. skills, usage of appropriate medical terminology as it pertains to note writing and different types of documentation systems, with a primary focus on SOAP notes. Each student will gain practice and feedback in order to facilitate increased documentation skills for adequate note writing in the Occupational Therapy field. **Prerequisites: OTA 155 and 160.** (2)

**OTA 165. Principles of Occupational Therapy.** Specific theory and philosophy with regard to physical, psychological, and developmental diagnoses including terminology. **Prerequisite: OTA 155.** (3)

**OTA 220. OT Therapeutic Media.** Introduction to basic treatment, activity analysis, media, and its application to various diagnoses. **Prerequisite: OTA 155.** (3)

**OTA 223. Fieldwork Level Ic.** Continuation of Fieldwork sequence. Only one Level I Fieldwork class may be repeated one time. **Prerequisite: OTA 161 and 165.** (1)

**OTA 230/232. Functional Kinesiology in Occupational Therapy & lab.** A complete study of functional Kinesiology as it relates to the field of Occupational Therapy. Major emphasis will be placed on the function and structure of the upper extremity and rehabilitative principles as they apply to the field of Occupational Therapy. **Prerequisites: BIOL 255/257.** (4)

**OTA 240/243. OT in Physical Disabilities I & lab.** First semester of a two semester course that focuses on history, theory, process, evaluation, and broad aspects of treating physical disabilities. **Prerequisites: BIOL 255/257, OTA 155, and 165.** (4)

**OTA 241/248. OT in Physical Disabilities II & lab.** This second semester will focus on the various occupational therapy treatment interventions; rehabilitation techniques covered will include the fabrication of assistive devices, splints, and other adaptive equipment. **Prerequisite: OTA 240/243.** (4)

**OTA 242/246. OT in Psychosocial Dysfunction & lab.** Instruction and practices in techniques used with long and short term psychiatric conditions, behavior disorders in children and adults. Lecture topics focus

on theory and knowledge based activities. Lab activities focus on hands-on implementation of lecture topics. **Prerequisite: OTA 240/243.** (4)

**OTA 245/247. OT in Pediatrics & lab.** Instruction and practice in conditions commonly seen in school and hospital practice, such as cerebral palsy, autism, spina bifida, mental retardation, and learning disabilities. **Prerequisites: OTA 160 and 165.** (4)

**OTA 250/252. OT in Geriatric Practice & lab.** A complete study of functional kinesiology as it relates to the field of Occupational Therapy. Major emphasis will be placed on the function and structure of the upper extremity and rehabilitation principles as they apply to the field of Occupational Therapy. **Prerequisite: BIOL 255/257 and OTA 165.** (4)

**OTA 255. OT Program Development.** Procedures, techniques, and resources for developing programs in any setting common to the practice of occupational therapy. **Prerequisite: OTA 165 and Admission into the OTA program.** (3)

**OTA 256. Fieldwork Level Id.** Continuation of Fieldwork sequence. Only one Level I Fieldwork class may be repeated one time. **Prerequisite: OTA 223 and 240.** (1)

**OTA 260. Occupational Therapy Assistant Capstone Seminar.** A capstone experience for Occupational Therapy Assistant students. It emphasizes the current issues related to clinical practice in the field of occupational. Additionally, this class will give students opportunity to hone skills related to successful completion of level 2 fieldwork placements, job searching resume writing and interviewing. **Prerequisites: OTA 223 and 243.** (3) **moving to 3 credits**

**OTA 270. Fieldwork Level IIa.** Upon successful completion of the two-year coursework, students will spend 16 weeks under the supervision of an OTR or COTA in at least two different settings to gain skill in the practice of occupational therapy. OTA 270 and 272 must be completed within 18 months from completion of academic portion of the program. Only one of the Level II Fieldwork classes may be repeated, one time only. **Prerequisite: All Academic and Fieldwork Level I classes in the OTA program. All coursework must be completed within five years of admission to the program.** (6)

**OTA 272. Fieldwork Level IIb.** Final section of Fieldwork sequence. Only one Level II Fieldwork class may be repeated one time. **Prerequisite: OTA 270.** (6)

### **3. Summary of Course Requirements**

Prerequisites: High School Biology and Algebra or equivalent with grade “C” or higher, completed within the past five years. High School Chemistry is strongly recommended. Completion of BIOL 254/256 Anatomy and Physiology I/Lab & BIOL 255/257 Anatomy and Physiology II/Lab with a “C” or better. Placement into or completion of English 101.

**Total number hours required for degree not counting prerequisites**

**73 credit hours**

**Total number hours required for degree counting prerequisites**

**81 credit hours**

The core Occupational Therapy courses have individual requirements that are developed in accordance with the knowledge, skills and abilities established by ACOTE.

#### 4. Typical Program of Study

##### Semester I Fall

PSY 102	General Psychology	3
ENGL 101	Comp & Rhet I	3
OTA 155	Orientation to OT	3
OTA 160	Growth & Development	3
OTA 230/232	Functional Kinesiology & Lab	4

##### Semester II Spring

RHAB 340	Medical Terminology	3
OTA 161	OT Fieldwork IB	1
OTA 165	Principles of OT	3
OTA 162	Documentation in OT	2
OTA 220	Therapeutic Media	3

##### Summer

COMM 110	Public Speaking	3
SOC 101	Intro to Sociology	3

##### Semester III Fall

OTA 223	OT Fieldwork IC	1
OTA 240/243	Physical Disabilities I & Lab	4
OTA 245/247	OT in Pediatrics & Lab	4
OTA 255	OT Program Development	3

##### Semester IV Spring

OTA 241/248	OT Physical Disabilities II & Lab	4
OTA 250/252	OT Geriatrics & Lab	4
OTA 256	OT Fieldwork ID	1
OTA 242/246	OT Psychosocial Dysfunction & Lab	4
OTA 260	Capstone Seminar	3

##### Summer/Fall

OTA 270	Fieldwork Level IIA	6
OTA 272	Fieldwork Level IIB	6

## 5. History of Courses Taught as Program Requirements

The first semester for the program began in August 1992 and has been in continuous operation since. The program graduated its first class in December 1994. The original curriculum and course requirements included:

BIOL 154 Anatomy & Physiology  
BIOL 155 Anatomy & Physiology  
PSY 102 General Psychology  
ENGL 101 English I  
ENGL 102 English 2  
SOC 101 Sociology 1  
ART 425 Elementary Art Methods  
PSY 412 Psychopathology  
SPCH 274 Applied Communication  
MS 343 Kinesiology & Biomech  
WELL 465 Health of the Aging

OTA 155 Orientation to OT  
OTA 156 OT Fieldwork Level 1A  
OTA 160 OT in Growth & Development  
OTA 161 OT Fieldwork Level 1B  
OTA 165 Principles of OT  
OTA 220 OT Therapeutic Media  
OTA 223 OT Fieldwork Level 1C  
OTA 222 OT Shop Technique  
OTA 240 OT in Physical Disabilities  
OTA 242 OT in Psychosocial Dysfunction  
OTA 244 OT in Pediatrics  
OTA 255 OT Program Development  
OTA 256 OT Fieldwork Level 1D  
OTA 270 Fieldwork Level 2 Psychosocial Dysfunction  
OTA 272 Fieldwork Level 2 Physical Disabilities

In 1995 the program removed the course requirement of MS 343 *Kinesiology & Biomech* and add a new OTA course to replace it, OTA 230 *Functional Kinesiology in OT*. In 1999 the program changed the name of the OTA 222 *Shop Technique* to OTA 222 *Rehab Tech*. In 2001 the program removed the requirement of the course ART 425 *Elementary Art Methods*.

The program completed a significant curriculum change in 2002, which included the removal of the following courses: ENGL 102 *English 2*, WELL 465 *Health of the Aging*, PSY 412 *Psychopathology*, and OTA 222 *Rehab Tech*. The program added the requirements of ACAD 101 *Student Success*, REHAB 340 *Medical Terminology & Documentation* as well as an additional Physical Disabilities course, OTA 241 *Physical Disabilities II* and one 3 credit guided elective. This curriculum continued through until 2007, when the program removed the requirement of ACAD 101 *Student Success* and added a much needed Geriatric course OTA 250 *OT in Geriatric Practice*.

The program completed another significant curriculum change do to program assessment, which indicated the need for increased hands-on courses. With this change the program removed the courses; OTA 156 *OT Fieldwork Level 1a* as well as the one 3 credit guided elective. The program added the following lab courses to improve the hands-on component indicated on the assessment report; OTA 232 *Functional Kinesiology in OT Lab*, OTA 243 *Physical Disabilities I Lab*, OTA 248 *Physical Disabilities II Lab*, OTA 246 *OT Psychosocial Dysfunction Lab*, OTA 247 *OT in Pediatrics Lab*, OTA 252 *OT Geriatric Practice Lab*, as well as adding the OTA 260 *Capstone Seminar* course.

In 2015, following the 2014 Program Evaluation report, the program added the OTA 162 *Documentation in OT* course to focus on increasing student success with documentation. The program also moved the BIOL 254/256 *Anatomy and Physiology I/Lab* & BIOL 255/257 *Anatomy and Physiology II/Lab* from a supporting coursework requirement to a prerequisite requirement. This curriculum change was in response to program evaluation findings that showed the majority of students that were taking A & P I & II during their first two semesters of the OTA Program, were struggling with course load and time management. Students were applying a large amount of time studying and learning A & P, and not applying themselves as much as need within the OTA courses. In addition, if a student should fail either of the A & P courses, the student was dismissed from the program until they could retake the failed course and raise or maintain a G.P.A. of 2.7. The A & P courses are prerequisites to subsequent OTA courses so they were unable to continue in OTA courses until this was completed.

### **C. Articulation**

No formal articulation agreements exist between the OTA Program and any other OTA Program, however admission with advance standing is available to students who have either previously been accepted to an OTA Program at another institution, or have completed much of the coursework toward the OTA degree at another institution. Proof of admission or course completion is required, as well as a letter of reference from the director of that program. Coursework related to the OTA classes will be reviewed on an individual basis by the faculty. The faculty, department chair, and the Admissions office must approve determination of transfer credits. The student is required to complete the same program application process as a new student. All national OTA programs follow a “suggested” curriculum blueprint with similar knowledge bases, but each program has the ability to determine enrollment dates of cohorts and length of program. The WNMU OTA Program has enrollment of cohorts once a year beginning in August and runs for five semesters with students graduating in December. The other two programs in New Mexico, San Juan College and Eastern New Mexico University Roswell, admit students to begin in August and run for four semesters with gradation in May. Due to these varying formats adopted by each program, students that transfer between programs may be required to extend their graduation track in order to pick up courses that do not correlate between programs.

## **D. Planning Processes**

The department develops goals annually, based in large part on feedback from various assessment processes that are described in the next section. This process is an ongoing and multifaceted plan designed to give continuous input regarding all aspects of the Program.

## **E. Assessment**

The Occupational Therapy Assistant Program systematically evaluates the success of the program in a variety of ways. The purpose of this evaluation is to ensure that the program is providing the students with the educational skill development and clinical experience to successfully function as entry-level occupational therapy assistants. This entry-level criterion is defined by the Accreditation Council for Occupational Therapy Education (ACOTE), the accrediting body of the American Occupational Therapy Association (AOTA) and the National Board for Certification in Occupational Therapy (NBCOT).

### **Data sources for the annual program evaluation report**

1. University course evaluations
2. Fieldwork evaluations
3. NBCOT evaluation results
4. NBCOT Practice Exams
5. Employer surveys
6. Graduate surveys
7. Evaluation of student statistics
8. Faculty curriculum review
9. Clinical instructor supervisor survey

The programs 2015 Annual Evaluation Report is included as an appendix. The 2016 report has not been completed at the time of this Program Review Report.

## **CRITERION C: PROGRAM RESOURCES**

### **A. Finances (Budget)**

The OTA Program budget includes four faculty salaries, supplies and expenses, travel and program fees. The supplies & expenses budget for the OTA program did experience a cut, but was found at the end of the calendar year (May 2016) to be sufficient to meet program objectives and the needs of students. With regard to the cut within the travel budget, the President via our Dean and VPAA made additional funds for travel available across campus through an application process. In February 2016, the OTA Program applied for and was awarded \$3500 from the VPAA Professional Development Fund. This scholarship allowed the program director, fieldwork coordinator, and one faculty to attend the 2016 AOTA Conference, spring meetings,

and professional development workshops required for licensure and continued demonstration of competencies in teaching topics. The original \$4000 travel budget was utilized for fall meetings, fieldwork coordinator site visits, and additional trainings throughout the calendar year. The travel funds first allocated with the additional funds from the VPAA were sufficient to meet the program needs.

The OTA Program will begin utilizing CEU workshops within closer geographical distances that are appropriate to needs as well as developing CEU workshops to host in-house that will benefit both the program and surrounding clinicians. Unfortunately, due to the specialized needs of training and the typical location workshops and training courses are held, most CEU opportunities will require at least one to two night stays in order to attend. The program will continue to apply for travel funds, on an “as needed bases”, through the centralized application process. These funds will help with the cost of spring and fall meetings and trainings required by ACOTE to meet program needs. The program faculty will begin utilizing a rotational system to send one to two faculty member to the AOTA National Convention held each April based on yearly travel budget. The OTA Program also utilizes Program and Lab Fees to support the sustainability of the program. The fees collected are used within the program in various ways guided by the WNMU OTA Fee Policy, including but not limited to the following: student travel to field practicum locations, travel for Fieldwork Coordinator’s site visit expenses, attend conferences and meetings necessary for both professional development and accreditation, program promotion, student background checks and immunization data collection, supplies, and equipment. Due to ACOTE accreditation standards related to the program budget requirements, the program has concerns revolving around potential budget shortfalls at WNMU. With these concerns in mind, the OTA faculty has begun perusing and researching the different opportunities of external funding.

## **B. Facilities and Capital Equipment**

The OTA Program was moved from Watts Hall to the Phelps Dodge Building in the fall of 2013. The new location on the WNMU campus provides the students with full access to three classrooms, a splinting lab as well as a fully equipped ADL apartment. The three classrooms as well as the lab provide students and instructors with a nice working environment for lecture as well as hands on teaching in the labs. The classrooms have seating that can comfortably accommodate 30. There is a separate teaching area that the instructors stand that houses the computers. The computer system has projection capabilities as well as audio abilities. With the IT components in the classroom, the instructors are able to use multiple teaching methods within a guided curriculum. Access to Wi-Fi allows for the online aspect as well as encouraging alternative learning options within a classroom environment. All classrooms meet current safety requirements in terms of fire prevention and ADA accommodations.

The students have access at all times to the splinting lab that is equipped with ample countertop space, plenty of storage for all equipment and supplies as well as a useable double stainless steel sink. The other lab available to students is the ADL Apartment; this space provides the students with a hands-on approach to treatment implementation in all aspects of self-care. Within the ADL lab there is a working stove, microwave, washer/dryer and refrigerator. The kitchen area is fully stocked with proper and adapted utensils as well as tools/supplies found within a typical

kitchen environment. The bathroom portion of the lab is a non-functioning bathroom; however, the setup is within ADA standards for safety as well as simulation of a standard bathroom. The students are able to get hands on experience and practice with proper body mechanics and safety in all areas of bathroom transfers and ADL/IADL care. The three classrooms as well as the lab have ample storage that allow for an organized and kept appearance. The storage units that house all the equipment and supplies remain locked until access is needed. In addition to the storage cabinets, there is a separate locked closet that stores all the testing and assessment equipment for the students to access at assigned times.

The Program Director and faculty have offices within the same building as the classrooms and labs. The office space is amongst other department faculty offices; however, each faculty member has an independent office space to provide preparation as well as advising opportunities. The offices have a locked door for access and ample room to provide one-on-one assistance to students as well as provide supervision to other faculty. The office is private and has blinds in place for increased privacy when needed.

Capital equipment funds need to be allocated to maintain classroom technology, maintain computers for faculty and student use, and upgrade mobility devices (wheelchairs, scooters and walkers) for hands on training of students. The current process for allocation of funds has allowed the program to upgrade capital equipment such as faculty and classroom computers over the last three years as well as lab equipment for hands on learning. The program will be in need of updating mobility devices over the next two years.

### **C. Library**

The Miller Library has maintained a book and periodical collection to support the courses offered to students in the Occupational Therapy Assistant Program. The attached spreadsheet found in the appendices is a representative list of titles published since 2000. The strength of the collection lies in the variety of topics within the field of occupational therapy. Topics include physical disabilities, psychological conditions, and special populations such as geriatrics.

Periodicals subscriptions round out the book collection. The Miller Library has current print subscriptions to the following core journals in the field of Occupational Therapy:

- American Journal of Occupational Therapy
- Canadian Journal of Occupational Therapy
- Occupational Therapy in Health Care
- Occupation Therapy in Mental Health
- OT Practice

Print subscriptions are supplemented by subscription services that allow library users to search for journal citations in occupational therapy topics. These subscription services include CINAHL,

**CINAHL**, the premier database for nursing and allied health professions includes full-text articles from the following journals that contain scholarly articles on occupational therapy topics:

- Assistive Technology

- Australian Occupational Therapy Journal
- Brain Injury
- Clinical Rehabilitation
- Developmental Disabilities Special Interest Section Quarterly
- Disability & Rehabilitation
- Disability & Rehabilitation: Assistive Technology
- Exceptional Parent
- Health and Social Care in the Community
- Infants and Young Children: An Interdisciplinary Journal of Special Care Practices
- International Journal of Therapy and Rehabilitation
- Journal of Continuing Education in the Health Professions
- Journal of Assistive Technologies
- Journal of Evaluation in Clinical Practice
- Journal of Integrated Care
- Journal of Interprofessional Care
- Journal of Manual and Manipulative Therapy
- Journal of Occupational Rehabilitation
- Journal of Rehabilitation Research and Development
- Journal of the American Geriatrics Society
- Journal of Visual Impairment & Blindness
- Journal of Vocational Rehabilitation
- New Zealand Journal of Occupational Therapy
- NeuroRehabilitation
- OTJR: Occupation, Participation and Health
- Occupational Therapy International
- Pediatric Rehabilitation
- Physical and Occupational Therapy in Geriatrics
- Physiotherapy Canada
- Quality in Ageing
- Rehabilitation Counseling Bulletin
- Rehabilitation Education
- Scandinavian Journal of Occupational Therapy
- South African Journal of Occupational Therapy
- Technology & Disability
- Therapy Today
- Work
- Working with Older People

**MEDLINE**, the database known as the primary source for locating journal articles in medicine, includes full-text journals on a limited basis. However, several of the full-text journals contain articles that are relevant to study and research in Occupational Therapy. These journals are:

- Journal of Music Therapy
- The International Journal of Social Psychiatry

- Journal of Autism and Developmental Disorders

**PsychInfo** includes full-text journals from the following journals that publish articles of interest to the WNMU Occupational Therapy Program :

- Topics in Early Childhood Special Education
- Journal of the Association for Persons with Severe Handicaps

**Academic Search Complete** is best known as an interdisciplinary database for journals, magazines, and newspapers in a wide-array of topics. Most of the articles are available online. A library user can develop a search strategy that isolates occupational therapy topics in academic journals. Using this strategy, the following online journals were found to include a significant number of articles of interest to students and faculty researching occupational therapy-related topics.

- American Family Physician
- Canadian Medical Association Journal
- Communique
- Consumer Reports on Health
- Community Care
- Exceptional Parent
- Healthcare Counselling & Psychotherapy Journal
- Intervention in School & Clinic
- Journal of Disability Policy Studies
- Journal of Learning Disabilities
- Journal of Women's Health
- Mental Health Practice
- Multiple Sclerosis
- Perspectives in Psychiatric Care
- Pulse

**CW** is a database subscription that covers the journal literature on women's issues. Not a full-text database, CW is used for identifying journal article citations. The library user can either search the Miller Library journal holdings for articles retrieved in CW or request them through Interlibrary Loan. A search in the database of occupational therapy-related topics yielded many citations. A representative list of journals that include:

- Duke Journal of Gender Law and Policy
- Journal of Gender Studies
- Journal of Women and Aging
- Journal of Women's Studies
- Resources for Feminist Research
- Women & Health
- Women & Therapy

## D. Other Academic Support Resources and Services

The OTA Program has the support of an Administrative Associate that serves clerical support to two different departments. The Program also has a part time Assistant to the Fieldwork Coordinator whose responsibilities include but not limited to: providing support to Fieldwork Coordinator and minimal direction to students regarding fieldwork placements, monitors data collection, input and manipulation of data for fieldwork data base, acts as liaison to multiple clinical supervisors and other agency contact personnel in matters regarding fieldwork placements, contacts fieldwork sites in matters of contract execution or renewal.

The students may also utilize any of the university wide support centers on campus. These include the Academic Support Center, Student Health and Counseling Center, Westerns Online Writing, Disability Support Services, and student computer labs and Media Services.

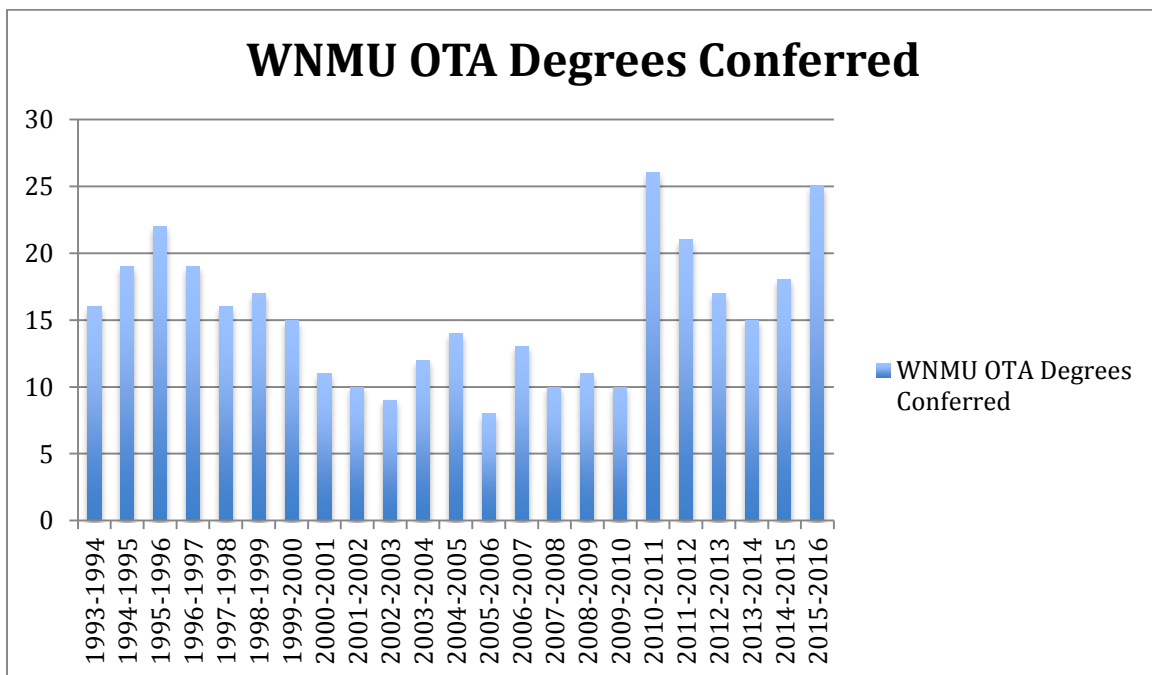
### CRITERION D: PROGRAM PRODUCTIVITY AND EFFICIENCY

#### A. Major Headcount Enrollment

As of February 24, 2017, 70 students have declared OTA as their major. Thirty-five students are currently enrolled in one or more OTA classes.

#### B. Degrees Conferred

The following chart summarizes OTA degrees conferred by academic year.



### C. Credit Hour Production

The following chart summarizes OTA Program credit hour production for academic years 2015-2016 and 2016-2017.

Semester	Credit hours
Fall 2011	1048
Spring 2012	432
Summer 2012	12
Fall 2012	515
Spring 2013	392
Summer 2013	24
Fall 2013	568
Spring 2014	418
Summer 2014	12
Fall 2014	655
Spring 2015	558
Summer 2015	54
Fall 2015	755
Spring 2016	528
Summer 2016	36
Fall 2016	616

### D. Average Class Size

The OTA Program is a limited enrollment program. The program selects students for enrollment into the program by an application process where students are awarded points based on a rubric. The program accepts up to a maximum number of 25 students every fall semester. The max class size for lecture classes is 25 with a minimum of 8, while the lab courses have a max enrollment of 13 and a minimum of 8. The class size is in compliance with the ACOTE Standard A.2.15. *The faculty–student ratio must permit the achievement of the purpose and stated objectives for laboratory and lecture courses, be compatible with accepted practices of the institution for similar programs, and ensure student and consumer safety.* The OTA class size is similar to the WNMU Nursing program.

### E. Number of Courses Offered and the Time of Offering

Please refer to Criterion B.b.4 for a summary of the OTA courses offered and timing.

## **CRITERION E: PROGRAM QUALITY**

### **Core question #3: Should it be doing what it's doing now?**

The OTA program has striven and been successful in remaining on the forefront of change. We have to. Why? Occupational therapy is an evidence-based, science driven profession. The evidence and science is the backbone of our profession and is continually changing along with the needs of the consumers. As a means of providing the best educational experience for our students, we continuously evaluate and implement program changes to address the evolution of the profession and of the university. By doing so, we ensure we are educating our students to be the entry-level practitioners that utilize clinical reasoning, become leaders and researchers, and influence change to benefit society. With the initiative and commitment of WNMU through the Program Efficiency and Enhancement Review's, WNMU has placed itself in a leadership role in providing the OTA Program with the best learning environment for our students to build not only job and career skills, but to become leaders.

The American Occupational Therapy Association (AOTA) and the occupational therapy profession turned 100 this year! The Centennial Vision of the AOTA is; "*We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs.*" The profession of occupational therapy and the WNMU OTA Program have been adjusting and improving to meet the change and focus of this vision. The mission and vision statements for both Western New Mexico University and the OTA Program are so closely connected that the University's vision will provide substantial support for our program to grow and prosper in order to support the AOTA's Centennial Vision.

### **A. Other Program Evaluations**

The WNMU OTA Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). ACOTE requires programs to complete annual reports with student demographic data, information on any staffing or curriculum changes as well as admission, retention, and graduation information. ACOTE also requires a self-study report based on the program's given accreditation period by the body. The OTA Program received initial accreditation February 1995 for a period of 5 years to the academic year 1998/1999. The program completed a self-study for reaccreditation in 1999 and received a second reaccreditation for a period of 10 years to the academic year 2018/2019. The Reaccreditation Self-Study is an intense 18-month process of gathering data to provide proof of competency with the 205 ACOTE standards, followed by a three-day site visit from ACOTE reviewers. A third evaluation is required by ACOTE, which is called an Interim Report. This report will fall at midpoint of the accredited term depending on the term granted which could be a five year, seven year, or ten year accreditation. WNMU's OTA program's Interim Report was due in the Spring of 2013. The Interim report is a mini Self-Study which requires proof of competency of half or 100 of the ACOTE standards.

## **B. Quality of Faculty**

The faculty are exemplary and exceed all accreditation standards as defined by ACTOE. All four faculty members have clinical experience in a variety of settings. Connie Rooks has 22 years clinical experience and 5 years teaching, Keith Stanley has 22 years clinical experience and is the newest member of the faculty with just under one year teaching, Darin Finch has 9 years clinical experience and five years teaching, and Lesley Ping has 15 years clinical experience and four years teaching. All faculty members consistently receive positive evaluations on the MBO process and in student evaluations. The peer review process used in the Program is a valuable source of collegial input and has historically identified above average performance in the classroom.

## **C. Research Activity within the Program**

Research activity within the program has been limited but improving. Darin Finch recently graduated from WNMU with her masters in Interdisciplinary studies. Darin completed a thesis titled: *Changing 'I can't' to 'I can': Breaking the Educational Norm to Improve Self-Efficacy Among Student with Learning Disabilities.* Lesley Ping recently graduated from the WNMU MOT program in December 2017. Lesley completed a research paper and poster presentation while in MOT Program titled: *Equine Assisted Therapy & the Benefits for our Returning Veterans.* Both faculty members plan on presenting their papers at the 2017 NMOTA Annual Conference in September as well as apply for presentation at the 2018 AOTA National Conference. Keith Stanley is the newest of the faculty and is currently exploring ideas for scholarship. Connie Rooks served on a national OTA-ALC Task Group that spent three-years in collecting data related to the "*Barriers to OTA Practice.*" This information was presented to the OTA-ALC meeting held on March 28<sup>th</sup>, 2017 with recommendation to further explore and research the themes collected. The Task Group will be presenting the information to the AOTA Board of Directors in April for Publication and Presentation. Connie Rooks will continue with the Task Group under two of the subgroups identified for continued research in the "*Barriers to OTA Practice in Leadership and Advocacy.*"

## **D. Community Service Activity within the Program**

Community service learning is an integral part of the OTA program. Five courses within the program contain service learning components.

1. The first course is OTA 161 Fieldwork Level Ib. This course has a psychosocial focus with a requirement of completing 25 hours of volunteer hours to be completed in local sites to include but not limited to: Silver City Gospel Mission, Yucca Lodge, El Refugio, and New Beginnings. Students are required to complete detailed Journals of their experience as well as hold discussions about the relationship of OT in these settings and the aspect of the intervention process.
2. The next course is OTA 255 Program Development. This course requires the students to learn procedures, techniques and resources for developing programs in any setting

- common to the practice of occupational therapy. Students choose sites within the community that would benefit from the development of a program based on the site needs. Students are required to work with a contact person at the site to develop a viable program that can be implemented following the conclusion of the course. Following initial meetings with identified site, the students' complete needs assessment, competitive analysis or SWOTs, employee/volunteer analysis, develop vision and mission statements, goals, interventions, marketing/sales plans, management/operations plans, financial analysis and program evaluations. The final requirement of this project is to present program proposal to the site in a profession presentation.
3. In the OTA 242 OT in Psychosocial Dysfunction, Children's Mental Health Awareness Day is on 05/04/17 this year and May is National Mental Health Month. In preparation, students will be assigned a partner to complete the assignment. The students will develop at least three (3) strategies or activities that they, as part of the local Occupational Therapy community, might offer to celebrate and increase community education and awareness of mental health issues among children and/or adults.
  4. Within the OTA 245 OT in Pediatrics, students participate in administering the First Step standardized assessment to children within the WNMU Child Development Center (CDC). The students complete a write up with the results (under the supervision of the instructor) that are provided to the teachers and administrator of the CDC. This report will have detailed activities that would be appropriate to address any concerns found on assessment results. The students also conduct group activities with students at the local El Grito Head Start Program.
  5. OTA 250 OT in Geriatric Practice, students in this course will complete detailed wheelchair measurement and assessments, under the supervision of MOT faculty, of resident wheelchairs at a local Skilled Nursing Facility. They will provide a write up with all wheelchair measurements and recommendation for improvement of seating and positioning of clients to increase function and decrease potential problems due to poor positioning. The students also conduct group activities at the local Senior Citizens Center and Assisted Living facility. These activities will include anything from self-care, self-management, health management and maintenance, home management, and community and work integration. The issues addressed are endless.

**E. External Review Process (this may be the same as A)**

Same as A

## **CRITERION F: PROGRAM DEMAND/NEED**

### **Core question #4: if not, what should it be doing?**

Recently at the Spring Program director's meeting held March 28-29, 2017, the ACOTE released information in regards to the new 2017 Standards for all levels of degrees including the new Bachelors degree level. The AOTA Board of Directors also proposed a move from "Fieldwork" to an "Experiential" model with use of simulations, standardized patient experiences, faculty-led clinical experiences, faculty practices and consumer instruction. The "Experiential" model came about due to the many complex challenges facing the Occupational Therapy Education Programs with the shortages of fieldwork placements and the need to ensure future entry-level practitioners that are prepared to meet the occupational needs of society. The AOTA Board of Directors will continue to provide information in the coming months to address the potential impact and costs of implementing the proposed model for experiential learning. The WNMU OTA Program will be able to implement the new model into the development of the new OTA bachelors degree program without having to change the existing associates program. With the AOTA and ACOTE decision to allow programs to begin offering the OTA bachelors degree, the WNMU OTA Program feels the sustainability of the program would be best supported at this level. The review of the new standards demonstrates a definite move away from the associate's degree, be it in the near future or 10 to 20 years from now will have to be determined following the implementation of the new standards and research conducted by ACOTE.

### **A. Student Demand for the Program**

Every year since the program has opened with the exception of the last two years, all 25 slots for admission were filled. The OTA Program was seeing a significant increase, (by 37% and a steady increase every year), in the number of applicants with increased diversity in the geographical locations, gender, age, race/ethnicity, and level of degrees already earned. The program was seeing a steady increase in the number of applicants to the OTA Program after the inception of the MOT Program due to the interest in the master's level bridge program. Students were surveyed to collect data to support the reasons why they were applying to the associates level program here at WNMU as a track to obtain the MOT as well as the percentage of students interested in this track. The data obtained by the survey reported that the tuition required to complete the OTA associate degree as well as a bachelor degree here at WNMU, then transition to the WNMU MOT On-line Bridge Program, was far more cost effective to the student, then to obtain a bachelors and then seek entrance into an entry level MOT Program offered at other institutions. The data showed that 88% of OTA students had plans to apply to the WNMU MOT Bridge Program. This in turn had a significant impact on the OTA Program when the decision was made to close the MOT Bridge Program. This is evident by a 56% decrease in the number of applicants. The OTA Program continues to see high interest due to having 35 applicants last year for the 25 slots offered by the program. The problem the OTA Program ran into for filling the 25 slots was the number of applicants that became ineligible due to a decreased GPA following the release of the Spring course grades. Students are required to have a 2.7 GPA to be eligible for

admission. The larger number of applicants helped to ensure that applications that became ineligible did not have a negative effect on the program and that all slots were filled.

Due to the continued high growth of employment demands for OTA's, occupational therapy will continue to be a valuable discipline and in high demand by students. WNMU's OTA Program has begun to actively and aggressively market and recruit students in the East Arizona and Southwest Texas area with utilization of waivers to continue to help keep our tuition as competitive as possible. The program should also see an increase in applications due to the closure of the Albuquerque Brown Mackie Program. Currently as of February 23, 2017, there are 22 applicants and another 10 on the interested list with three months to go before application deadline.

## **B. Employment Needs and Job Opportunities**

As previously documented, the job opportunities are projected to be exceptionally high (see overview for DOL projections). The American Occupational Therapy Association (AOTA) also projects significant growth for the Occupational Therapy assistant especially in the area of school based practice and geriatric practice.

## **C. Societal Needs for the Program**

Changing societal needs are spawning new types of business for occupational therapy practitioners. AOTA, identifies six practice areas that demonstrate societal need for occupational therapy providers. These areas of practice are as follows:

1. Supporting 'aging in place': Older Americans prefer to stay in their own homes rather than enter long-term care facilities, and OTs help make that desire a reality. OTs consult with elderly individuals, families and architects on designing or modifying homes so they are more accessible and less dangerous for people with poor mobility, vision loss or other limitations. OTs also work with architects and city officials to help them understand and incorporate the needs of seniors into city planning. In enclaves populated by large numbers of elderly people, for example, there is often a need for more senior-friendly signs, crosswalks and sidewalks.
2. Driver Assessments and Training Programs: Making sure older drivers do not injure themselves – or anyone else – on the road is another growth area for OT's. Because more physicians are addressing driver safety issues with their patients, the demand for evaluating questionable drivers is growing. OT's are equipped to perform driver screenings, evaluations and interventions. OT's also offer driver rehabilitation services.
3. Community Health and Wellness: More healthcare systems are launching community health initiatives, and OT's are getting involved. Specifically, OT's are taking the lead on educating people who have had strokes about how to

manage their condition and prevent recurrences. Medical advances now enable more patients with chronic health issues to survive, and OTs are instrumental in helping these individuals lead productive, independent lives.

4. **Addressing the Needs of Children and Youth:** About 30 percent of OTs currently work in schools, and the workload in K-12 education is increasing as services for disabled students are expanded and extended. OTs help children with disabilities prepare to enter special-education programs and also work to create the proper learning and environmental conditions for children with conditions such as autism.
5. **Ergonomics Consulting:** Older workers make up one of the fastest-growing segments of the workforce, and OTs are working with employers to develop strategies that support older workers' productivity. OTs are also stepping in as injury-prevention and workplace-modification consultants as employers become more aware of the link between ergonomics and workplace injury.
6. **Technology and Assistive: Device Development and Consulting** OTs are at the forefront in using technology to help individuals compensate for cognitive, functional or mobility limitations. For example, OTs are involved in developing robots that climb steps and perform simple tasks for people with disabilities.

### **CRITERION G: PROGRAM DUPLICATION**

There are currently three other occupational therapy assistant programs in New Mexico. San Juan College in Aztec, Eastern New Mexico University Roswell, and Brown Mackie College in Albuquerque. The Brown Mackie College in Albuquerque, reported in 2016 that it will be closing its campus when the currently enrolled students graduate. The anticipated closure date is June 2018.

The WNMU OTA program is currently on a different track than the other two programs, with students graduating in December vs. May. This allows students from the WNMU OTA program more opportunities for level II Fieldwork sites, secondary to these requirements being offered in different semesters.

## SUMMARY AND RECOMMENDATIONS

### Core question #5: How should it do what it should be doing?

#### A. Strengths

- Good student retention and graduation rates.
- Continued compliance with accreditation and registry standards with the exception of one standard (which will be corrected by August).
- Highly qualified and committed faculty. All faculty positions filled.
- Well respected in the community
- Use a variety of modes to deliver materials
- Tuition is competitive nationally
- Committed to rural education
- Community involvement, i.e.: Guest speakers, community observations, service learning
- Larger base of National corporate fieldwork contracts.
- Growth potential is increasing in these fields (in number of students and in the job market)
- Growth potential with transition to bachelors.
- Recruiting diverse student body reflecting national demographics.
- Students highly employable and/or admissible to graduate programs after graduating.
- Currently enjoying enrollment of second generation in families.
- Increased feedback from supervisors and students in regards to knowledge and performance in documentation.
- Increased hands-on lab increase student participation and retention.
- Program located at a 4-year university with bachelors granting authority.

#### B. Concerns

- With closure of MOT Bridge Program, the OTA Program has seen a significant decrease in number of applicants (by 56%).
- Limited variety of fieldwork facilities that are in a reasonable distance of university.
- Decreased pass rate that required restructuring of curriculum (Concern & strength)
- Lack of or limited understanding of the Allied Health disciplines outside the College of Professional Studies
- Limited local/regional Fieldwork /Internship sites
- Attempts to market/advertise community activities/support are delays due to advertising approvals, which impedes community awareness.

- WNMU processes and overlapping committee work are frequently cumbersome.
- Budget shortfalls at WNMU and impact on OTA Program.

### **C. Recommendations for Action**

These concerns will be addressed through activities designed to strengthen the program.

- Actively and aggressively conduct targeted market and recruitment campaign that will attract potential local, regional, and national scholars from diverse cultural backgrounds.
- Begin utilizing a national centralized application service database: OTACAS, to increase program application pool. This is at no cost to the program.
- Begin eighteen-month Self-Study Report in preparation for Accreditation Site Visit in 2018-2019
- Increase collaborative meetings with programs outside the CPS to increase knowledge of admission process, requirements of program, and that there were two occupational therapy programs at WNMU (MOT & OTA) and the OTA Program is not closing.
- Fieldwork Coordinator has begun updating and refining fieldwork placement process that will decrease time frame for securing placements as well as site visits to ensure collaboration between program, clinical site, and institution.
- Fieldwork Coordinator has increased active marketing of new fieldwork sites.
- Continued program evaluation, and review of SLO to ensure the delivery of quality education to students for improved NBCOT exam pass rate.
- Implement in-house CEU training for faculty and community clinicians.
- Seek and apply for external funding.

### **D. Five Year Goals for the Program**

- Begin and complete Self-Study Review for reaccreditation of program with site visit to be scheduled 2018-2019.
- Complete transition application and review process with ACOTE to move forward with transitioning OTA Program to a bachelor's degree by Fall 2019.
- Increase the number of applicants to the program by 50%
- Increase the number of students enrolled in the OTA Program to 25 students.
- Increase OTA Program graduation rate to 95%.

The OT profession is continually looking toward the future and in order for the WNMU OTA Program to keep moving with the trends of our national culture and address the dynamic shift of the university; we must appropriately adjust our program to keep it

successful. In the present shift, we will be pursuing the transition to a bachelors degree program along with increasing the interdisciplinary opportunities, service-learning projects, and experiential learning opportunities.

Thank you for your time, consideration, and dedication to the empowerment of Western New Mexico University to become a better institution for our students, staff, faculty and community.

Respectfully submitted,

Connie Rooks, MAT, COTA/L  
WNMU OTA Program Director  
[Connie.Rooks@wnmu.edu](mailto:Connie.Rooks@wnmu.edu)  
575.538.6404

## REFERENCES

U.S. News and World Report, Best Health Care Support Jobs, Occupational Therapy Assistant, on the internet at: <http://money.usnews.com/careers/best-jobs/occupational-therapy-assistant> (Visited March 1, 2017).

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Occupational Therapy Assistants and Aides, on the Internet at <https://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm> (visited March 1, 2017).

# APPENDICES

## I. 2015 Occupational Therapy Evaluation Report

# WNMU Occupational Therapy Assistant Program

---

*2015 Program Evaluation  
January 1, 2016*

### **Purpose:**

The Occupational Therapy Assistant Program systematically evaluates the success of the program in a variety of ways. The purpose of this evaluation is to ensure that the program is providing the students with the educational skill development and clinical experience to successfully function as entry-level occupational therapy assistants. This entry-level criterion is defined by the Accreditation Council for Occupational Therapy Education (ACOTE), the accrediting body of the American Occupational Therapy Association (AOTA) and the National Board for Certification in Occupational Therapy (NBCOT).

### **Data sources for this report**

1. University course evaluations
2. Fieldwork evaluations
3. NBCOT evaluation results
4. Employer surveys
5. Graduate surveys
6. Evaluation of student statistics
7. Faculty curriculum review
8. Clinical instructor supervisor survey

### **Summary of results**

#### **I. Individual Courses**

University course evaluations were completed for each class taught in 2015. Evaluations were completed during the last month of the spring semester, within the allotted class time

for each course in paper form, therefore resulted in 100% return rate. The fall semester was conducted for the first time in a university wide on-line format, which resulted in a 47% return rate.

For the spring semester on a scale of 1-7 with 7 being excellent, students overall evaluation of course materials, instructors, and importance fell between 5.9 and 6.8. Student comments on these evaluations revealed patterns of:

- Hands on
- More Visual aids (videos)

For the fall semester on a scale of 1-5 with 5 being excellent, students overall evaluation of course materials, instructors, and importance fell between 3.33 and 5.0. Student comments on these evaluations revealed patterns of:

- Hands on
- More Visual aids (videos)

#### **Selected data from FW II evaluations**

On a scale of 1-5 with 5 being the most adequate or relevant, adequacy and relevance of course work ratings ranged from 2.5-4.95. Students identified Program Development to be the least relevant class, and Professional Behavior/Communication and Therapeutic Use of Self to be the most relevant.

In response to the question: “What changes would you recommend in your academic program relative to the needs of THIS Level II Fieldwork experience?” common themes included:

- More hands on practice
- More emphasis on modalities
- More assessment practice

## **II. Student/graduate performance**

### **Certification examination results**

#### **Pass rate for January – December 2015 = 92%**

There were no carry over students from the 2013 graduates into the 2015 reporting period.

There were initially 16 students within the 2014 cohort; three students postponed their December 2014 graduation until summer and fall of 2015. One student delayed due to medical reasons, one due to pregnancy and one failed first Level II FW rotation.

Out of the thirteen 2014 graduating students, eleven (11) passed on first attempt, one (1) passed on second attempt, and one (1) failed. Twelve (12) out of thirteen (13) gives the program a 92% pass rate for the year 2015.

## Fieldwork II evaluation

Rotation 1

Average score 83.4 with a stdv of 8.6

Rotation 2

Average score 87.8 with a stdv of 6.2

Individual item average scores ranged from 3.0 – 3.9 with 4 being the highest score

Stdv for individual items were all .6 or less

## Student Statistics

The total number of graduates from the WNMU OTA Program during the 3-year period of 2013-2015 was 51, with an overall graduation rate of 89%

# of students beginning	# of graduates
119	17
117	15
121	19
57	51

## Fieldwork Supervisor surveys

2 supervisors responded to the online survey.

On a scale of 1-5 with 5 being the extremely satisfied, supervisors are generally satisfied with students performance with average scores of 3.4 out of 5.

In response to the question “What changes would you recommend to the WNMU OTA Curriculum to better prepare fieldwork students?” Comments clustered around:

- Research and implement evidence based practices into OT in various settings
- More intervening practice
- Differential diagnosis

## Employer surveys

2 employers responded to the online survey.

On a scale of 1-5 with 5 being the extremely satisfied, employers are generally satisfied with students performance with average scores of 4.5 out of 5

In response to the question “What changes would you recommend to the WNMU OTA Curriculum to better prepare future graduates?” Comments clustered around: No responses to question

## III. Curriculum design

### Graduate survey

7 students responded to the online survey.

Students generally expressed satisfaction with the education they received, rating overall curriculum average as 7.6 out of 10

In response to “what would you suggest to improve the program?” student comments clustered around:

- Increased focus on AE use
- Increased neuromuscular treatment
- Increased positioning
- Physical Dysfunction increased focus on functional activities

### **Fieldwork II evaluation**

As previously discussed, fieldwork evaluations identified a well prepared student following their second level II placement. The indicated deficits fall under interpreting reports and evidence based practice. The areas of strength were in the fundamentals, communication, and Professional behaviors with good improvements in the areas of planning interventions, modifying intervention plans, and establishing goals.

### **Faculty curriculum review**

Program evaluation efforts have proven effective in identifying program strengths and weaknesses. We have also been able to identify areas for opportunities. Course evaluation results and improved NBCOT pass rates show that curriculum changes resulting from past student/supervisor feedback have enhanced student outcomes. The overall strengths of the program are found in areas including but not limited to instructor’s knowledge of material and intervention development. Evaluation results show that students are satisfied with courses and are proving to be successful in the NBCOT exam; however, it is also noted that students would prefer to see increased hands on experience and more visual aids. Additional information suggests that supervisors would like to see more implementation of evidence based practice and knowledge of evaluation procedure (particularly assisting with interpretation). While this feedback only shows minimal suggestion, we feel it is important to continue to enhance our program in order to show improvement in these areas. We recognize that the foundation of this program is strong and we are proactive in improving those aspects that have been identified while continuing to produce the strengths that this program is known for.

## II. OTA Program Book Collection

	<b>Title</b>	<b>Publisher</b>	<b>Call #</b>
1	Physical agent modalities : theory and application for the occupational therapist / Alfred G. Bracciano	Thorofare, NJ : SLACK, c2008.	RM700 .B68 2008
2	Assistive technology powerful solutions for success / produced by National Professional Resources.	Port Chester, NY : National Professional Resources, c2010.	HV1569.5 .A87 2010
3	Assistive technology solutions for IEP teams / Sherry L. Purcell, Debbie Grant.	Verona, WI : IEP Resources, c2002.	HV1569.5 .P87 2002
4	Assistive technology solutions for IEP teams / Sherry L. Purcell, Debbie Grant.	Verona, WI : IEP Resources, c2002.	HV1569.5 .P87 2002
5	Perros de ayuda / por Mari Schuh = Assistance dogs / by Mari Schuh.	Mankato, Minn. : Capstone Press, c2012.	HV1569.6 .S3818 2012
6	Culture and disability : providing culturally competent services / John H. Stone, editor.	Thousand Oaks : SAGE Publications, c2005.	HV1569.M55 C85 2005

7	Quality enhancement in developmental disabilities : challenges and opportunities in a changing world / edited by Valerie J. Bradley and Madeleine H. Kimmich.	Baltimore, MD : Paul H. Brookes, c2003.	HV1570.5.U6 Q83 2003
8	Your values, my values : multicultural services in developmental disabilities / by Lilah Morton Pengra.	Baltimore : Paul H. Brookes Pub., 2000.	HV1570.5.U65 P45 2000
9	Music therapy, sensory integration and the autistic child / Dorita S. Berger.	London ; Philadelphia : Jessica Kingsley Publishers, 2002.	ML3920 .B45 2001
10	Music therapy : an introduction / by Jacqueline Schmidt Peters.	Springfield, Ill. : C.C. Thomas, 2000.	ML3920 .P383 2000
11	Stroke rehabilitation : guidelines for exercise and training to optimize motor skill / Janet H. Carr, Roberta B. Shepherd.	Edinburgh ; New York : Butterworth-Heinemann, c2003.	RC388.5 .C353 2003
12	Group dynamics in occupational therapy : the theoretical basis and practice application of group	Thorofare, NJ : Slack, c2005.	RC487 .C65 2005

	intervention / Marilyn B. Cole.		
13	Proactive approaches in psychosocial occupational therapy / Rita P. Fleming Cottrell.	Thorofare, NJ : Slack, 2000.	RC487 .C68 2000
14	Geriatric issues in occupational therapy : a compendium of leading research / edited by Mary A. Corcoran.	Bethesda, MD : AOTA Press, c2003.	RC953.8.O22 G47 2003
15	Beyond baskets and beads : activities for older adults with functional impairments / Mary Hart, Karen Primm, Kathy Cranisky.	State College, PA : Venture Pub., 2003.	RC953.8.O22 H37 2003
16	Occupational therapy practice guidelines for driving and community mobility for older adults / Wendy B. Stav, Linda A. Hunt, Marian Arbesman.	Bethesda, MD : American Occupational Therapy Association, c2006.	RC953.8.O22 O22 2006
17	Wellbeing in dementia : an occupational approach for therapists and carers / Tessa Perrin, Hazel May ; forewords by Rosemary	Edinburgh ; New York : Churchill Livingstone, 2000.	RC953.8.O22 P47 2000

	Hagedorn, Cathy Conroy.		
18	Wellbeing in dementia : an occupational approach for therapists and carers / Tessa Perrin, Hazel May, Elizabeth Anderson.	Edinburgh : Churchill Livingstone, c2008.	RC953.8.O22 P47 2008
19	Best practice occupational therapy : in community service with children and families / [edited by] Winnie Dunn.	Thorofare, NJ : Slack Inc., c2000.	RJ53.O25 B47 2000
20	Pediatric occupational therapy handbook : a guide to diagnoses and evidence-based interventions / Patricia Bowyer, Susan M. Cahill.	St. Louis, Mo. : Elsevier/Mosby, c2009.	RJ53.O25 B69 2009
21	Working with children and adolescents : a guide for the occupational therapy assistant	Upper Saddle River, N.J. : Pearson/Prentice Hall, c2009.	RJ53.O25 D45 2009
22	Sensory integration : theory and practice / Anne G. Fisher, Elizabeth A. Murray, Anita C. Bundy.	Philadelphia : F.A. Davis, c1991.	RJ53.O25 F57 1991

23	Frames of reference for pediatric occupational therapy / [edited by] Paula Kramer, Jim Hinojosa.	Philadelphia : Williams & Wilkins, c1999.	RJ53.O25 F73 1999
24	Children adapt : a theory of sensorimotor-sensory development / Elnora M. Gilfoyle, Ann P. Grady, Josephine C. Moore.	Thorofare, NJ : Slack, c1990.	RJ53.O25 G54 1990
25	Tool chest for teachers, parents, & students : a handbook to facilitate self-regulation / [D.A. Henry].	Phoenix, AZ : Henry Occupational Therapy Services, c2001.	RJ53.O25 H45 2001
26	Occupational therapy evaluation for children : a pocket guide / Shelley Mulligan.	Philadelphia : Lippincott Williams & Wilkins, c2003.	RJ53.O25 M85 2003
27	Occupational therapy for children / [edited by] Jane Case-Smith, Jane Clifford O'Brien.	Maryland Heights, Mo. : Mosby/Elsevier, c2010.	RJ53.O25 O22 2010
28	Occupational therapy practice guidelines for children with behavioral and psychosocial	Bethesda, Md. : American Occupational Therapy Association, c2005.	RJ53.O25 O23 2005

	needs / editors, Leslie L. Jackson, Marian Arbesman.		
29	Occupational therapy for child and adolescent mental health / edited by Lesley Lougher ; foreword by Linda L. Florey ; cartoons by Deborah Hutton.	Edinburgh ; New York : Churchill Livingstone, 2001.	RJ53.O25 O24 2001
30	Occupational therapy services for children and youth under IDEA / edited by Leslie L. Jackson.	Bethesda, Md. : American Occupational Therapy Association, c2007	RJ53.O25 O24 2007
31	Practical considerations for school-based occupational therapists / by Lynne Pape, and Kelly Ryba ; foreword by Jane Case- Smith.	Bethesda, Md. : Aota Press, c2004.	RJ53.O25 P36 2004
32	Pediatric issues in occupational therapy : a compendium of leading scholarship / edited by Charlotte Brasic Royeen.	Bethesda, MD : American Occupational Therapy Association, 2003	RJ53.O25 P427 2003
33	Pediatric skills for occupational therapy assistants / Jean W. Solomon, Jane Clifford	St. Louis, Mo. : Elsevier Mosby, c2006.	RJ53.O25 P435 2006

	O'Brien.		
34	Physical agent modalities : theory and application for the occupational therapist / Alfred G. Bracciano.	Thorofare, NJ : SLACK, c2008.	RM700 .B68 2008
35	Physical rehabilitation / [edited by] Susan B. O'Sullivan, Thomas J. Schmitz.	Philadelphia : F.A. Davis, c2007.	RM700 .O88 2007
36	Applying the occupational therapy practice framework : the Cardinal Hill occupational participation process / Camille Skubik-Peplaski ... [et al.].		RM735 .A77 2006
37	Clinical and professional reasoning in occupational therapy / [edited by] Barbara A. Boyt Schell, John W. Schell.		RM735 .C595 2008
38	Applied theories in occupational therapy : a practical approach / Marilyn B. Cole, Roseanna Tufano.		RM735 .C633 2008

39	Conditions in occupational therapy : effect on occupational performance / editors, Ruth A. Hansen, Ben Atchison.		RM735 .C66 2000
40	Quick reference dictionary for occupational therapy / edited by Karen Jacobs and Laela Jacobs.		RM735 .J345 2004
41	Research in occupational therapy : methods of inquiry for enhancing practice / Gary Kielhofner.		RM735 .K54 2006
42	Measuring occupational performance : supporting best practice in occupational therapy / [edited by] Mary Law, Carolyn Baum, Winnie Dunn.		RM735 .L39 2005
43	Spirituality and occupational therapy / Mary Ann McColl.		RM735 .M382 2003
44	Model of human occupation : theory and application / Gary Kielhofner.		RM735 .M55 2008
45	Occupational therapy for physical		RM735 .O33 2002

	dysfunction / editors, Catherine A. Trombly, Mary Vining Radomski.		
46	Occupational therapy interventions : function and occupations / [edited by] Catherine Meriano, Donna Latella.		RM735 .O353 2008
47	Occupational therapy : performance, participation, and well-being / senior editors, Charles H. Christiansen, Carolyn M. Baum ; contributing editor, Julie Bass-Haugen.		RM735 .O366 2005
48	Occupational therapy practice framework : domain & process / American Occupational Therapy Association.		RM735 .O380 2008
49	Pedretti's occupational therapy : practice skills for physical dysfunction / [edited by] Heidi McHugh Pendleton,		RM735 .P34 2006

	Winifred Schultz-Krohn.		
50	Perspectives for occupation- based practice : foundation and future of occupational therapy / edited by Rita P. Fleming Cottrell.		RM735 .P377 2005
51	Physical dysfunction practice skills for the occupational therapy assistant / [edited by] Mary Beth Early.		RM735 .P46 2006
52	Occupation by design : building therapeutic power / Doris Pierce.		RM735 .P546 2003
53	Occupational therapy in community- based practice settings / Marjorie E. Scaffa.		RM735 .S27 2001
54	Interactive reasoning in the practice of occupational therapy / Sharan L. Schwartzberg.		RM735 .S29 2002
55	Skills for practice in occupational therapy / edited by Edward A.S.		RM735 .S548 2009

	Duncan.		
56	Intentional relationship : occupational therapy and use of self / Renee R. Taylor.		RM735 .T326 2008
57	Texture of life : purposeful activities in occupational therapy / Jim Hinojosa, Marie-Louise Blount.		RM735 .T49 2004
58	Using occupational therapy models in practice : a fieldguide / Merrill Turpin, Michael K. Iwama.		RM735 .T93 2011
59	Using environments to enable occupational performance / edited by Lori Letts, Patty Rigby, Debra Stewart.		RM735 .U85 2003
60	Task analysis : an individual and population approach / Diane E. Watson, Sylvia A. Wilson.		RM735 .W28 2003
61	Willard & Spackman's occupational therapy.		RM735 .W5 2009
62	Occupational therapy		RM735.3 .A84 2007

	assessment tools : an annotated index / Ina Elfant Asher.		
63	Documentation manual for writing SOAP notes in occupational therapy / Sherry Borcharding.		RM735.3 .B67 2000
64	Activity analysis & application / Nancy K. Lamport, Margaret S. Coffey, Gayle I. Hersch.		RM735.3 .L35 2001
65	Activity analysis : application to occupation / Gayle I. Hersch, Nancy K. Lamport, Margaret S. Coffey.		RM735.3 .L35 2005
66	Occupational therapy evaluation for adults : a pocket guide / Maureen E. Neistadt.		RM735.3 .N45 2000
67	PocketGuide to assessment in occupational therapy / Stanley Paul, David P. Orchanian.		RM735.3 .P38 2003
68	Quick reference to occupational therapy / Kathlyn L. Reed ; Rhonda Reiss Zukas, consulting editor.		RM735.3 .R42 2003

69	Driver rehabilitation across age and disability : an occupational therapy guide / Sue Redepenning.		RM735.3 .R43 2006
70	Occupational adaptation in practice : concepts and cases / Janette K. Schkade, Melissa McClung.		RM735.3 .S35 2001
71	COTA examination review guide / Caryn R. Johnson, Tina DeAngelis, Arlene Lorch.		RM735.32 .J64 2002
72	OTA exam review manual / Karen Sladyk.		RM735.32 .S536 2005
73	Professional legacy : the Eleanor Clarke Slagle lectures in occupational therapy, 1955-2004 / edited by Rene Padilla ; with contributions by Yolanda Griffiths, Ivelisse Lazzarini, Charlotte Basic Royeen ; foreword by Suzanne M. Peloquin.		RM735.36 .P76 2005

74	OTA's guide to writing SOAP notes / Sherry Borcharding, Marie J. Morreale.		RM735.4 .B673 2007
75	Leading & managing occupational therapy services : an evidence-based approach / Brent Braveman.		RM735.4 .B72 2006
76	Mothering occupations : challenge, agency, and participation / Susan A. Esdaile, Judith A. Olson.		RM735.4 .E77 2004
77	Ethical and legal dilemmas in occupational therapy / [edited by] Diana M. Bailey, Sharan L. Schwartzberg.		RM735.4 .E78 2003
78	Professional portfolio in occupational therapy : career development and continuing competence / Janet Nagayda, Sarah Schindehette, Jaclyn Richardson.		RM735.4 .N34 2005
79	Occupational perspective on leadership : theoretical and		RM735.4 .O225 2009

	practical dimensions / [edited by] Sandra Barker Dunbar.		
80	Occupational therapy assistant : resources for practice & education / edited by Teri L. Black and Kathryn Melin Eberhardt.		RM735.4 .O338 2005
81	Occupational therapy administration manual / Wendy Prabst-Hunt.		RM735.4 .P73 2002
82	Occupational therapy : principles and practice / Alice J. Punwar, Suzanne M. Peloquin.		RM735.4 .P86 2000
83	Reference guide to the occupational therapy ethics standards / Deborah Yarett Slater, editor.		RM735.4 .R43 2008
84	Ryan's occupational therapy assistant : principles, practice issues, and techniques / editor, Karen Sladyk ; editor emeritus, Sally E. Ryan.		RM735.4 .R95 2005
85	Introduction to occupational therapy /		RM735.4 .S2 1998

	Barbara Sabonis-Chafee, Susan M. Hussey.		
86	Documenting occupational therapy practice / Karen M. Sames.		RM735.4 .S264 2005
87	Documenting occupational therapy practice / Karen M. Sames.		RM735.4 .S264 2010
88	Management skills for the occupational therapy assistant / Amy Solomon, Karen Jacobs.		RM735.4 .S655 2003
89	Qualitative research for occupational and physical therapists : a practical guide / Christine Carpenter, Melinda Suto.		RM735.42 .C37 2008
90	Program development and grant writing in occupational therapy : making the connection / Joy Doll.		RM735.42 .D65 2010
91	Occupational therapy without borders : learning from the Spirit of Survivors / Frank Kronenberg, Salvador Simo		RM735.42 .K76 2005

	Algado, Nick Pollard ; forewords by David Werner, Kit Sinclair.		
92	Occupational therapy fieldwork survival guide : a student planner / Bonnie Napier-Tibere, Lee Haroun.		RM735.42 .N37 2004
93	Case studies in rehabilitation / Patricia A. Ghikas, Michele Clopper.		RM735.45 .G475 2001
94	Ordinary miracles : true stories about overcoming obstacles & surviving catastrophes / edited by Deborah R. Labovitz.		RM735.45 .O735 2003
95	2006 occupational therapy workforce and compensation report / American Occupational Therapy Association.	Bethesda, Md. : AOTA, Inc., c2006.	RM735.6 .A43 2006
96	Guide to occupational therapy practice / Penelope A. Moyers and Lucinda M. Dale.		RM735.6 .M69 2007

97	The guide to occupational therapy practice / Penelope A. Moyers and Lucinda M. Dale.	Bethesda, Md. : AOTA Press, 2007.	RM735.6 .M69 2007
98	The occupational therapy manager / [edited by] Guy L. McCormack, Evelyn G. Jaffe, Marcia Goodman-Lavey.	Bethesda, MD : AOTA Press, c2003.	RM735.6 .O25 2003
99	Evaluating costs and outcomes : demonstrating the value of rehabilitation services / Diane E. Watson.	Bethesda, Md. : American Occupational Therapy Association, c2000.	RM735.6 .W37 2000
100	MOVE forward produced by Kyle Northway.	Rifton, N.Y. : Distributed by Rifton Equipment, c1995.	RM735.63 .M68 1995
101	Occupational therapy practice guidelines for home modifications / Carol Siebert; in collaboration with the AOTA Commission on Practice.	Bethesda, Md. : American Occupational Therapy Association, 2005.	RM735.63 .S54 2005
102	Evaluation : obtaining and interpreting data / Jim Hinojosa, Paula Kramer, Patricia Crist, editors ; foreword by Bette R. Bonder.	Bethesda, MD : American Occupational Therapy Association, c2005.	RM735.65 .E93 2005

103	Crafts and creative media in therapy / Carol Crellin Tubbs, Margaret Drake.	Thorofare, NJ : SLACK, c2012.	RM735.7.H35 D73 2012
104	The Reference manual of the official documents of the American Occupational Therapy Association, Inc.	Bethesda, MD : American Occupational Therapy Association, c2010.	RM735.A1 A55 2010
105	Infusing occupation into practice / editors, Patricia A. Crist, Charlotte Brasic Royeen, Janette K. Schkade.	Bethesda, MD : American Occupational Therapy Association, c2000.	RM735.A3 I54 2000
106	Cognition & occupation across the life span : models for intervention in occupational therapy / edited by Noomi Katz.		RM735.C6 C63 2005
107	Glossary of recreation therapy and occupational therapy / David R. Austin.	State College, PA : Venture Pub., c2001.	RM736.7 .A97 2001
108	Adult physical disabilities : case studies for learning / Lori T. Andersen	Thorofare, NJ : Slack, c2002.	RM930 .A553 2002
109	Assistive technology for people with disabilities / Diane Pedrotty	Boston : Allyn and Bacon, c2003.	RM950 .B79 2003

	Bryant, Brian R. Bryant.		
110	Clinician's guide to assistive technology / edited by Don A. Olson, Frank DeRuyter.	St. Louis : Mosby, c2002.	RM950 .C554 2002
111	Assistive technology in the workplace / Desleigh de Jonge, Marcia J. Scherer, Sylvia Rodger.	St. Louis, Mo. : Mosby Elsevier, c2007.	RM950 .D43 2007
112	Stroke the comprehensive and medically accurate manual about stroke and how to deal with it / Anthony Rudd, Penny Irwin, Bridget Penhale	London : Class, 2005.	RC388.5 R83 2005eb
113	Clinical reasoning in occupational therapy controversies in practice / edited by Linda Robertson.	Chichester, West Sussex ; Ames, Iowa : Wiley-Blackwell, c2012.	RC487 .C55 2012eb
114	Occupational therapy in mental health a vision for participation / editors, Catana Brown, Virginia C. Stoffel ; associate editor, Jaime Phillip Muñoz.	Philadelphia : F.A. Davis Co., c2011.	RC487 .O252 2011eb

115	Art therapy techniques and applications Susan I. Buchalter.	London ; Philadelphia : Jessica Kingsley, 2009.	RC489.A7 B764 2009eb
116	A practical art therapy Susan I. Buchalter.	London ; New York : Jessica Kingsley, 2004.	RC489.A7 B78 2004eb
117	Principles and practice of expressive arts therapy toward a therapeutic aesthetics / Paolo J. Knill, Ellen G. Levine, Stephen K. Levine.	London ; Philadelphia : Jessica Kingsley Publishers, 2005.	RC489.A72 K557 2005eb
118	Integrative therapy 100 key points & techniques / Maria Gilbert and Vanja Orlans.	Hove, East Sussex : Routledge, 2011.	RC489.E24 G55 2011eb
119	The integrity model of existential psychotherapy in working with the "difficult patient" Nedra R. Lander and Danielle Nahon.	London ; New York : Brunner-Routledge, 2005	RC489.E93 L35 2005eb
120	Creative writing in health and social care edited by Fiona Sampson ; foreword by Christina Patterson.	London ; New York : Jessica Kingsley Publishers, 2004.	RC489.W75 C744 2004eb
121	Activity analysis, creativity, and playfulness in	Sudbury, Mass. : Jones and Bartlett Publishers, c2010.	RJ53.O25 M55 2010eb

	pediatric occupational therapy making play just right / Heather Miller Kuhaneck, Susan L. Spitzer, Elissa Miller.		
122	Occupation-centred practice with children a practical guide for occupational therapists / Sylvia Rodger.	Chichester, U.K. ; Malden, MA : Blackwell Pub., 2010.	RJ53.O25 R63 2010eb
123	Movement and action in learning and development clinical implications for pervasive developmental disorders / [edited by] Ida J. Stockman.	Amsterdam ; Boston : Elsevier Academic Press, c2004.	RJ131 .M677 2004eb
124	Conceptual foundations of occupational therapy practice Gary Kielhofner.	Philadelphia : F.A. Davis Co., c2009.	RM735 .K54 2009eb
125	Community practice in occupational therapy a guide to serving the community / Susan K. Meyers.	Sudbury, Mass. : Jones and Bartlett Publishers, c2010.	RM735 .M49 2010eb
126	The intentional relationship occupational therapy and use of self / Renée	Philadelphia : F.A. Davis Co., c2008.	RM735 .T326 2008eb

	R. Taylor.		
127	Alternative medicine and rehabilitation editors, Stanley F. Wainapel, Avital Fast.	New York : Demos, c2003.	RM930 .A545 2003eb
128	Elder care in occupational therapy / Sandra Cutler Lewis.	Thorofare, N.J. : Slack Inc., c1989.	RC953.8.O22 L48 1989
129	Geriatric rehabilitation manual / editor, Timothy L. Kauffman ; associate editors, Osa Jackson ... [et al.].	New York : Churchill Livingstone, c1999.	RC953.8.P58 G48 1999
130	Concepts of occupational therapy / Kathlyn L. Reed, Sharon Nelson Sanderson.	Philadelphia : Lippincott Williams & Wilkins, c1999.	RM735 .R4 1999
131	Occupational therapy as a career : an introduction to the field and a structured method for observation / Laura L. Swanson Anderson, Christine K. Malaski.	Philadelphia : F.A. Davis Co., c1999.	RM735.4 .A53 1999
132	An occupational perspective of health / Ann A. Wilcock.	Thorofare, NJ : SLACK, Inc., c1998.	RM735.4.W55 1998

133	Crafts in therapy and rehabilitation / Margaret Drake.	Thorofare, NJ : Slack, c1999.	RM735.7.H35 D73 1999
134	Adlerian family therapy produced by Governors State University.	Boston : Allyn and Bacon, c1999.	RC488.5 .A337 1999
135	Therapy with single parents : a social constructionist approach / Joan D. Atwood, Frank Genovese.	New York : Haworth Press, c2006.	RC488.5 .A92 2006