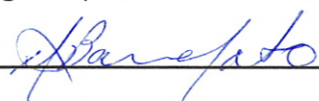


Program Review Final Report

Program	746 OTA/PTA
Ministry of Training, Colleges, Universities (MTCU) Vocational Standard	51502 (Appendix 1)
Professional Competencies	Canadian Association of Occupational Therapists (Appendix 2) Canadian Physiotherapy Association (Appendix 3)
Credential	Ontario College Diploma
Dean	Paul Armstrong
Associate Dean	Diane Barrafato
Program Review Membership	Diane Barrafato, Associate Dean Lori Koziol, Acting Associate Dean Adele Martin, Coordinator Brooke Malstrom, Professor Michael Chan, Professor Catharine Ozols, Curriculum Design Carmelinda Del Conte, Research and Planning Analyst Jaspreet Grewal, Course Outline/Program Review Support
Program of Studies	2009/10 (Appendix 4)
Final Analysis Session	Fall 2012
Date of Interim Status Report	Fall 2013
Date of Next Program Review	2016
Date Submitted to VPA Office	October 2, 2012

For the Program (Dean or Associate Dean):

Signature  Date Oct. 2, 2012

For the Vice President Academic:

Signature _____ Date _____

Overall Findings by Program Review Component

Program Review Phase	Program Review Component	Met	Partially Met	Not Met	Evidence
Phase One Curriculum	Course Outlines	✓			CORE
	Curriculum Mapping Matrix	✓			Appendix 5
	Framework for Programs of Instruction	✓			Appendix 6
	Program Advisory Committee	✓			Appendix 7
	Curriculum Analysis	✓			Appendix 8
	Focus Group	✓			Appendix 9
Phase Two Environmental Scan	Key Performance Indicators	✓			Appendix 10
	Program Performance Indicators (2009/10)	✓			Appendix 11
	Competitive Analysis	✓			Appendix 12
	Enrolment	✓			Appendices 13 & 14
	Student Success and Retention (Course Grades)	NA			Current data not available at time of analysis
Phase Three Program Quality and Strategic Initiatives	Quality—Curriculum and Content	✓			Appendix 16
	Quality—Flexible Delivery	✓			
	Quality—Flexible Operationally	✓			
	Quality—Experiential Learning	✓			
	Innovation—Applied Research	✓			
	Innovation—Entre/ Intrapreneurship	✓			
	Sustainability--Curriculum	✓			
	Sustainability--Practices	✓			
	PLAR	✓			Appendix 17
	Learning Plans	✓			
	eLearn	✓			
	General Education	✓			
	Student Feedback on Progress	✓			

Summary of Findings

Introduction

Launched as a 2 year diploma program in 2004, the Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA) program prepares students for work as a combined assistant under the supervision of a registered occupational therapist and/or physiotherapist. In this program, students develop knowledge, skills and professional behaviour necessary for the delivery of treatment to clients/patients coping with temporary or permanent health limitations in movement and daily function. The newly enhanced curriculum uses an integrated OTA and PTA approach which includes, interprofessional teaching, problem based learning, self-directed learning and real world applications to reflect the role of the assistant in current practice. The Program also includes clinical practicum within and outside the Hamilton area. Most graduates find full or part time work within 6 months of graduation and future employment opportunities continue to look bright for OTA/PTA graduates as the population ages.

Currently, 11 Ontario colleges offer the OTA/PTA program. Two colleges, St. Clair and Georgian recently launched their programs in 2011 and 2012, respectively. Despite the competition, applications to the Mohawk program (426 as of April 15, 2012) far exceed the 50 seats available for 1st year students each year. The program has 3 full time faculty members, Adele Martin (Coordinator), Brooke Malstrom, and Michael Chan who participated in all phases of program review.

Program review began in 2009 with extensive course redevelopment/renewal in line with newly published Provincial Program Standards. Within the next year or so, OTA/PTA programs begin to go through a program accreditation by their professional associations; Mohawk's program accreditation will occur in Fall 2013.

Phase 1- Curriculum

During the curriculum mapping process, each course was classified as Foundational (F), Specialized (S), or Integrational (I). Course learning outcomes were linked to relevant vocational standards, essential employability skills, and professional competencies and each link was then characterized (CH) by the degree to which it contributed to the graduate's ability to perform the outlined skill:

CH	Degree of Contribution
1	Minor
2	Moderate
3	Significant
4	Very Significant

The resultant Curriculum Mapping Matrix showed that the 2009/10 Program of Studies (POS) for the OTA/PTA program was compliant with MTCU's Vocational Standards (Figure 1), as well as the competencies outlined for the profession by the Canadian Association of Occupational Therapists (Figure 2) and Canadian Physiotherapy Association (Figure 3).

All vocational standards and professional competencies had course learning outcomes (CLO) links from a variety of courses and showed a progression of depth and complexity of learning from Semester 1 to 4. There is no unplanned duplication of course learning outcomes (CLOs). Where duplication of CLOs does occur, it is in courses that build upon each other (i.e. CLIN 10001 Clinical Fieldwork Practice, CLIN 10043 Clinical Internship 1, CLIN 10044 Clinical Internship 2) at increasing levels of depth and complexity. Patterns of emphasis (i.e. # of links to VS) relate closely to core or essential skills that run through the majority of courses in the program of studies (e.g. communication, professional behaviours). Less emphasis (fewer total CLO links; fewer significant/very significant) is noted where VS are better demonstrated in a "real world" environment (e.g. practicum) than in class.

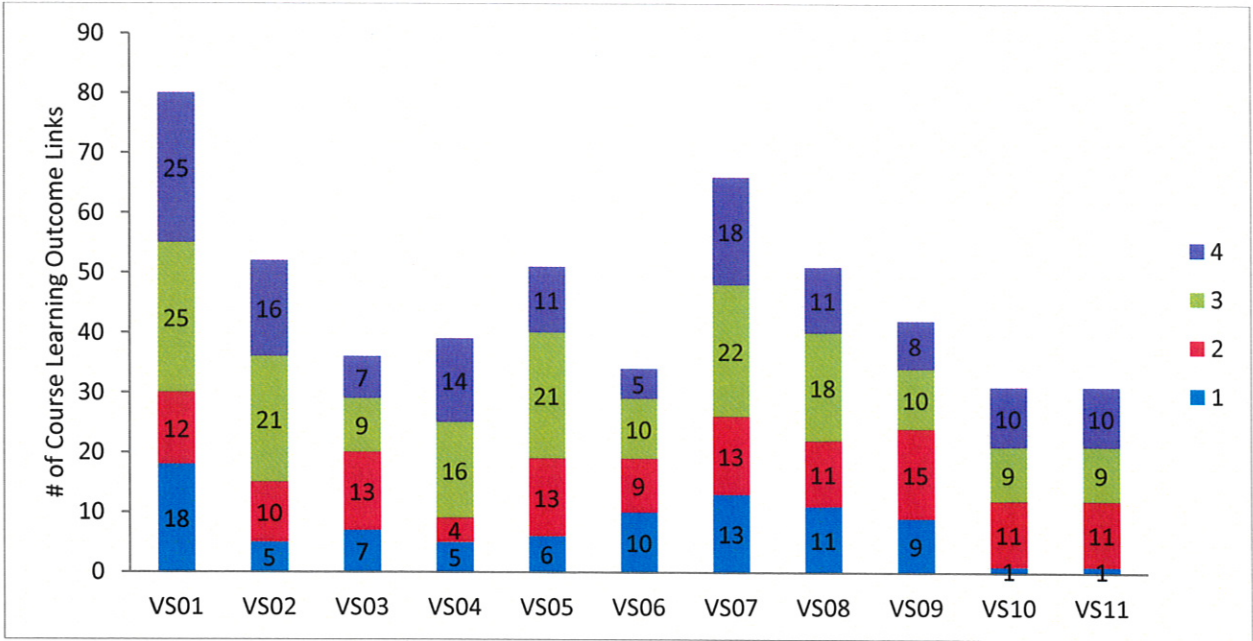


Figure 1 - 2009/01 OTA/PTA CLO Links to Vocational Standards

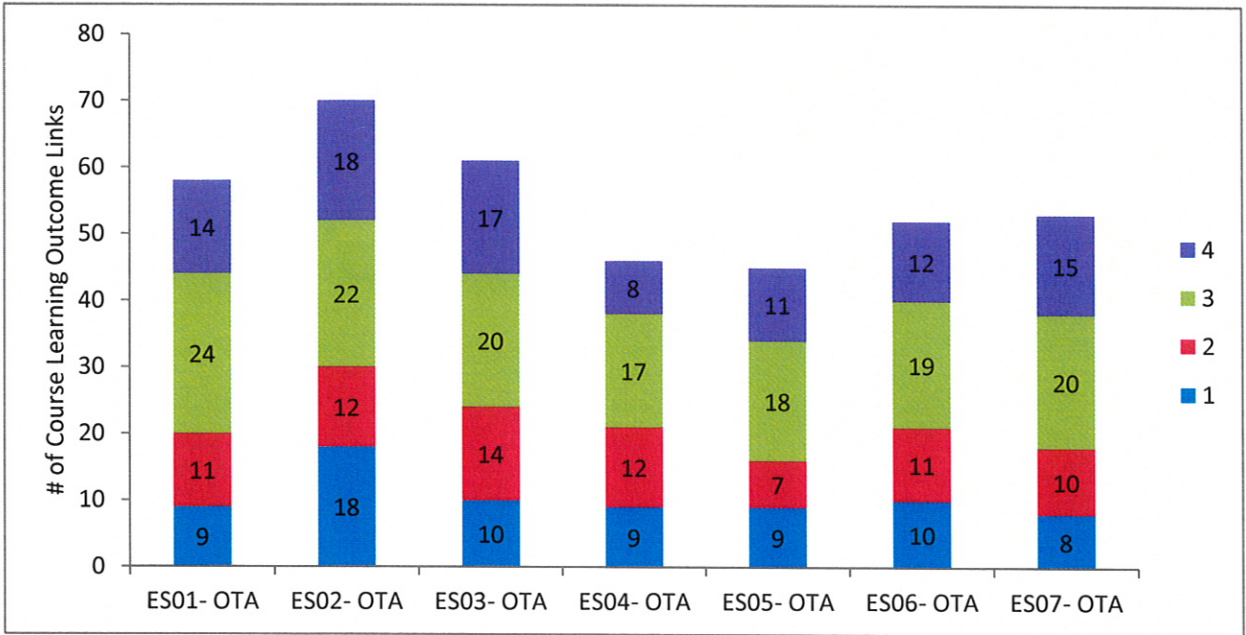


Figure 2 - 2009/10 CLO Links to OTA Competencies

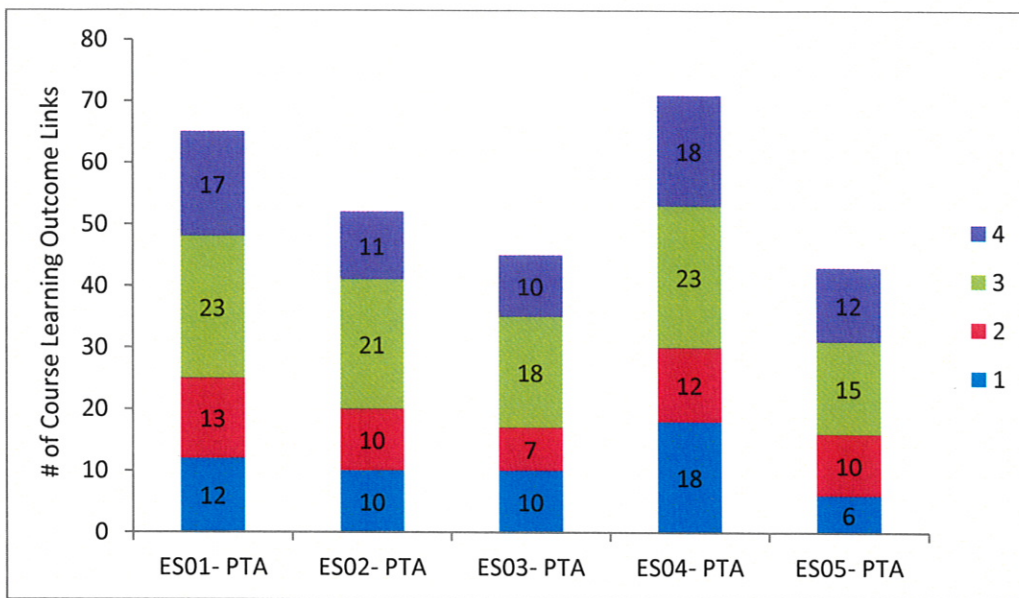


Figure 3 - 2009/10 CLO Links to PTA Competencies

The interdisciplinary teaching and learning approach of the OTA/PTA program is considered to be one of its key strengths. Focus group participants noted that OTA/PTA students are well prepared to apply their skills in the 'real world' during placement and upon graduation and are able to transition between the two roles without problem in traditional OT/PT settings. Lack of regulation continues to present challenges for both graduates and employers in non-traditional settings (i.e. community).

Program faculty were interested in participants' opinions about potential changes to student placements. It was agreed that 1 on 1 block placements longer than 2 weeks but shorter than 8 would be preferable. Scheduling during summer and Christmas time should be avoided, as should April for hospital placements. While having interprofessional placements (OT/PT and OTA/PTA) at the same time would be beneficial it would likely difficult for small organizations.

One challenge the program faces is that high school guidance counsellors are not well versed in the OTA/PTA role. Another challenge is that graduates cannot enrol in an OT/PT Master's program unless they have an undergraduate degree. For those seeking further education or other career opportunities, however, there are a number of pathways available ranging from massage therapy, recreation therapy, athletic therapy, personal support worker, educational assistant, BHSci, or BScN. Graduates interested in pursuing an undergraduate degree have been advised to explore opportunities through the Laurier Brantford collaboration for transfer credits.

(See Appendices 1-9 for detailed Phase 1 documents.)

Phase 2 - Environmental Scan

The Occupational Therapist Assistant and Physiotherapist Assistant program is an oversubscribed program at Mohawk College meaning that it traditionally has more qualified applicants than seats by the February 1st equal consideration deadline. Mohawk's application rate has grown substantially from 333 for Fall 2008 to 502 for Fall 2011. Although 46% of Fall 2010 applicants selected Mohawk's OTA/PTA program as either their 1st or 2nd choice, it was noted that the percentage of 1st and 2nd choice applicants had not grown in line with overall applicant growth for the program and MTCU overall. A substantial number of Mohawk's total applicants were from outside the catchment area (from Niagara, Sheridan, and Conestoga catchments). While students from Mohawk's catchment apply to (Niagara, Conestoga, Humber, and Centennial), they tend not register in OTA/PTA programs at other colleges. Competition in the program category has increased since 2007 from 5 to 11 colleges; 2

private colleges in the Hamilton area also offer the program. Humber has traditionally had the largest share of market for this program category, followed by Mohawk. However, competitive programs reportedly increased the size of their programs in 2010 which, along with the introduction of the program in additional colleges, could have an effect on market share in future.

Mohawk's OTA/PTA program has performed consistently well in terms of KPIs for student and graduate satisfaction. 2010/11 KPIs indicated that 100% of respondents (67) were satisfied with both the knowledge and skills they learn for their future career (Q.14) and their learning experiences in the program (Q. 26). For both questions, Mohawk's KPIs increased versus the previous year and were higher than the MTCU average for this program area. Areas where students noted some improvement could be made were the in the areas of developing math, computer, and writing skills, as well as opportunities to further their education upon graduation and feedback on performance.

Although students indicated satisfaction with the program, it should be noted that a number of students tend to leave after Semester 1. This is usually based on poor academic performance and contributes to program's loss of approximately 40% of students prior to graduation. Program faculty noted that there seems to be a high number of students with accommodations enrolled in the program and also that ESL students tend to have difficulty with some of the courses (i.e. COMM 10006). The implementation of the College's new Communication program strategy may serve to increase student retention between Semesters 1 and 2. Unfortunately, data on student performance in specific courses was not available for the program review but should be analyzed as part of annual program reviews.

(See Appendices 10-15 for detailed Phase 2 documents.)

Phase 3 - Program Quality and Strategic Initiatives:

OTA/PTA is a strong program with established quality and student success practices. The program has its own program advisory committee, is compliant with Gen Ed policy, has established PLAR requirements for each course in the POS, has learning plans for core courses, and is moving toward integrating more web facilitated or blended learning elements.

The program is closely aligned with Key Strategic Priorities related to Experiential Learning and Differentiated Learning (Flexible Curriculum/Content and Delivery). As illustrated in Figure 4, all courses in the OTA/PTA program contribute to a significant or very significant degree toward experiential learning opportunities through problem based learning, case studies, simulations, hands on practice, real world labs, and clinical placements. The "wheel chair experience" was noted as a best practice that helps students better relate to those clients who have limitations in movement and daily function. The curriculum also provides students with opportunities for differentiated curriculum/content and flexible delivery. In many of their courses, students are encouraged to choose topics that interest them (within a broad theme). In others, they work electronically, complete self-directed modules, or work at their own pace within the allotted time to accomplish tasks. Voluntary sessions are also offered near end of semester to provide the opportunity for individual time as well as access equipment and resources. Research provides the foundation for most OTA/PTA activities, therefore, students are provided with varying degrees of opportunity to develop and use this skill in many of their courses, including doing an in-service presentation during clinical. Sustainability practices are being integrated into teaching practice with online course materials, readings, assignment submission, and feedback. Finally, graduates of this program work under the supervision of OTs or PTs and, therefore, few seek to pursue entrepreneurial activities. Entrepreneurship is not included in the provincial program standards or professional competencies and is, therefore, not a focus of this program.

(See Appendices 16-18 for detailed Phase 3 documents.)

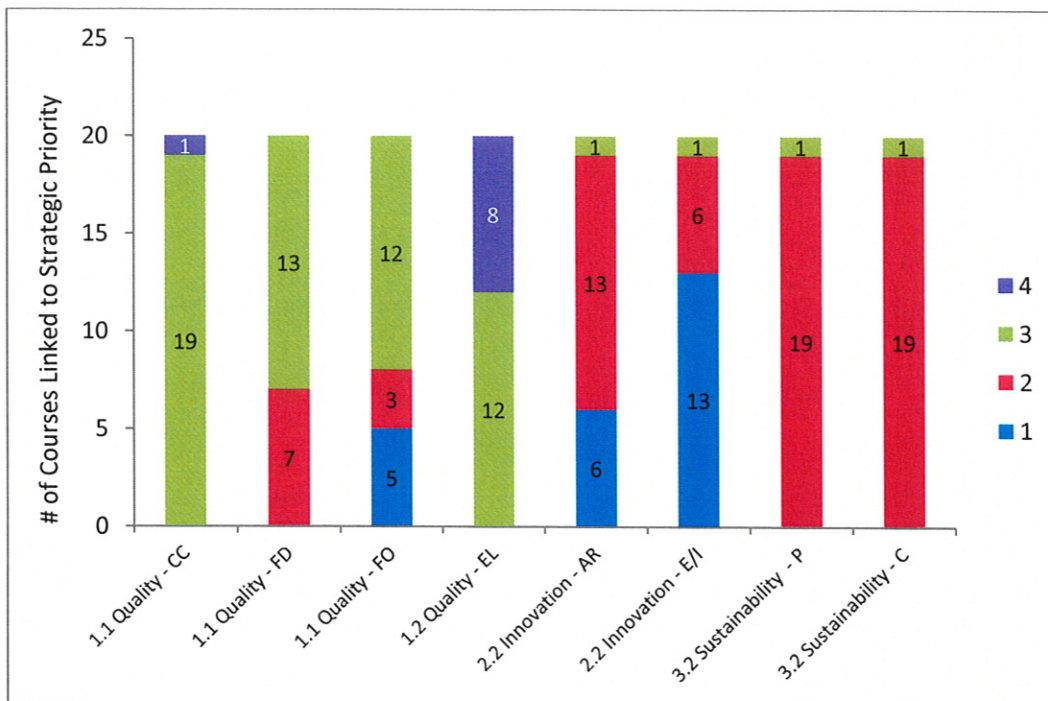


Figure 4 - Links to Key Strategic Priorities

Commendations

There are a number of areas that the OTA/PTA program demonstrated best practices and leadership. They are:

- Ensuring student, graduate, and employer satisfaction as reflected by consistently high KPI scores and backed up by comments by students, graduates, and employers in the focus group
- Employing problem based learning throughout the program in all core courses, with one PBL focused course in every academic term
- Helping students develop professional behaviours by including discrete course learning outcomes related to professionalism in each core course in the POS
- Incorporation of experiential learning into all core courses through problem based learning, case studies, simulations, hands on practice, real world labs, and clinical practicum, including the Wheelchair Experience
- Adoption of eLearn for flexible delivery of courses, including providing the opportunity for students to access content and choose various assessment types, as well as the use of online submission of assignments, quizzes, and feedback.
- Implementing effective strategies to increase the program contribution to achieve the program financial contribution target. In 2007-08 the contribution was minus 5.9 percent and in 2010-11 contribution rose to 29 percent.

Affirmations

Affirmations are declarations, which may/may not have evidence as a result of program review, that the program faculty identify are areas required to support program quality improvements. The areas identified include:

- Increasing the level of electronic support available for practicum
- Increase use of online tools, as appropriate, to allow for further enhancements
- Further analysis of attrition data and course grades between Semesters 1 and 2 to identify opportunities to improve student success and graduation rates

Recommendations

The detailed recommendations that evolved from each phase of program review are summarized below:

- Investigate ways in which to increase program contribution rates while at the same time making quality enhancements, recognizing that the balance between OTA and PTA focused content must be maintained. Look at:
- Track attrition rates between first and second and second and third semesters on a course by course basis (as data becomes available) to determine if student success rates could be increased through teaching and application of specific learning strategies.
- Monitor first choice and total applicant/registrant/confirmed data in light of increased competition for OTA/PTA students. Determine whether Mohawk is losing students to Niagara or other colleges.
- Review and update program maps.
- Explore opportunities to move courses to Blended Learning and Online.
- Annual curriculum review by faculty.
- Explore course(s) that could be common to all programs in Health Sciences to provide further opportunities for interprofessional learning and faculty collaboration.
- Continue to explore through the Mohawk College Rehabilitation Sciences Advisory Committee and Heads of Health Sciences –Provincial Sub Committee Occupational Therapist Assistant and Physiotherapist Assistant the emerging trends in the practice environments hiring graduates
- Explore ways to reach and educate high school guidance counsellors and students.
- Investigate to what extent applicants to the program who were not qualified are being redirected to Pre-Health or GAS for upgrading.
- Achieve professional educational accreditation
- Continue to achieve incremental increases in KPI scores
- Contribute to the attainment of regulation of OTA and PTA by the respective Regulatory Colleges
- Prepare for Program Review and Accreditation

5 Year Program Quality Enhancement Action Plan

Objectives	Action Strategies	Timelines	Responsibility	Status
Short Term (within the next 18 months – Sept 2012 - April 2014)				
To increase program efficiency to improve contribution rates	Revise POS for efficient delivery of clinical practicum.	Fall 2011	AD/Program Faculty	Complete – Dec 2011
	Implement new POS for Fall 2012 intake Actions: 1. Move fieldwork from Semester 2 to Semester 3 (2 → 4 wks) with clear deliverables 2. Decrease Clinical Internships 1 & 2 from 8 to 7 weeks 3. Revise course outlines for Fieldwork and Clinical	Fall 2012- spring 2014 Fall 2011	AD/Program Faculty	In-progress In-progress Completed – Dec 2011
To move courses to Blended Learning and Online	1. Coordinate discussions with eLearn to investigate and develop a Blended Learning Plan for OTA/PTA 2. Move clinical practicum to an on-line format a. CLIN 10043 b. CLIN 10044 c. CLIN 10061 3. Create a course on eLearn for preceptors to access clinical practicum information and explore PD opportunities for preceptors such as on-line preceptorship modules, library privileges, teleconferences	Fall 2012 Fall 2012 April 2013 May 2013 Fall 2012	AD/E-Learn/Program Faculty AD/E-Learn/Program Faculty	In-progress In- progress In-progress
Investigate to what extent applicants to the program who were not qualified are being redirected to Pre-Health or GAS for upgrading.	Arrange a meeting with Admissions to determine what process is in place to refer applicants to the program who were not qualified to Pre-Health or GAS programs.	Fall 2012	Admissions/AD/Program Faculty	In-progress
Investigate ways in which to increase program contribution rates while at the same time making quality enhancements, recognizing that the balance between OTA and PTA focused content must be maintained.	Action: 1. Review staffing model, faculty workload and costs associated with part-time teaching contracts and implement reductions in part-time contracts 2. Alignment with 14 week semesters in year 2 was not desirable however to achieve improvement in faculty workloads a modified workload agreement was implemented.	2009 – 2010 2011-2012	AD/Program Faculty AD/Program Faculty	Completed MWA - Ongoing

Track attrition rates between first and second and second and third semesters on a course by course basis (as data becomes available) to determine student success.	<p>Actions:</p> <ol style="list-style-type: none"> 1. Institutional Research to provide data and analysis 2. Formulate plans based on data analysis 3. Meeting with admissions to investigate use of HOAE 	April 2013	IR/AD/Program Faculty/Student Success Advisor	In- Progress
Review and update as required program maps.	<p>Actions:</p> <ol style="list-style-type: none"> 1. Examine whether assessment (and therefore, CLinking) patterns are in line with desired emphasis (i.e. VS <45% of CLinks at significant/very significant levels). 2. CLink to new 2012 PTA competency profile <p>CLinking refers to linking course learning outcomes in the course outline to the MTCU Vocational Standards, as well as the OTA and PTA competencies outlined by the profession which allows for the generation of program curriculum maps.</p>	Nov 2012	Curriculum Design Team / Program Faculty	In- Progress
Annual curriculum review by faculty review	<p>As a component of annual curriculum review by faculty review:</p> <ol style="list-style-type: none"> 1. Record keeping and documentation in more courses across the curriculum 2. Cross-program patient simulations 3. Intra and interprofessional fieldwork research with OTA PTA at McMaster University (i.e. CLIN - 10043) and other opportunities for applied research 4. Include in final semester course information to students on the formalized articulation agreements and additional pathways at Mohawk College. 	April 2013	AD/Program Faculty	On-going
Explore course(s) that could be common to all programs in Health Sciences to provide further opportunities for interprofessional learning and faculty collaboration.	<p>Actions:</p> <ol style="list-style-type: none"> 1. Common Informatics course 2. Common A&P course such as Biology and Pre health courses 	<p>Fall 2011</p> <p>Fall 2012</p>	<p>AD/Computer Sciences Faculty/Allied Health Program Faculty</p> <p>AD/Allied Health Program Faculty</p>	<p>Completed Fall 2011</p> <p>In-- Progress</p>
Explore ways to reach and educate high school guidance counselors and students.	<p>Actions:</p> <ol style="list-style-type: none"> 1. Explore open house at IAHS for HS counselors 2. Participate in the fall and spring open houses for HS students 	<p>Fall 2012</p> <p>Spring 2011 and 2012</p>	<p>Dean/AD</p> <p>Dean/AD/Program Faculty</p>	<p>In-progress</p> <p>Ongoing</p>
To achieve professional educational accreditation	<p>Actions:</p> <ol style="list-style-type: none"> 1. Complete Self Study Report 2. Arrange for On Site Review 	<p>June 2013</p> <p>November 2013</p>	Dean/AD/Program Faculty	In-Progress
To continue to achieve incremental increases in KPI scores	<p>Actions:</p> <ol style="list-style-type: none"> 1. To review the past 2 years KPI scores and analyze deficiencies and develop strategies for improvement 	September 2013	AD/Program Faculty	

Medium Term (within the next 18-36 months April 2014 – Oct 2015)				
Investigate ways in which to increase program contribution rates while at the same time making quality enhancements, recognizing that the balance between OTA and PTA focused content must be maintained.	Action:	April 2014	IR/Dean/AD/Program Faculty/Registrar	In- Progress
	1. Institutional Research to research additional fees charged by other programs in the province (e.g. field trips, sewing, splinting - materials fee).			
	2. AD/Coordinator to calculate costs per student and consult with Registrar to determine if a consumables fees is feasible	April 2014	MTCU/AD/Quality & IR	
Monitor first choice and total applicant/registant/confirmed data in light of increased competition for OTA/PTA students. Determine whether Mohawk is losing students to Niagara or other colleges.	Action:	April 2015	IR/AD	
	1. IR to provide data and analysis			
2. Formulate plans based on data analysis				
Continue to explore the emerging trends in the practice environments hiring graduates	Action:	April 2015	AD/Program Faculty	On-going
	1. Gather and analyze data by maintaining contact with Rehabilitation Sciences Advisory Committee and the Heads of Health Sciences— Provincial Sub Committee – OTA and PTA			
	2. Formulate plans based on data Analysis			
	3. Fieldwork Coordinator to maintain regular contact with the clinical site throughout the academic year			
Long Term (within the next 36-60 months Oct 2015 – Oct 2017)				
To contribute to the attainment of regulation of OTA and PTA by the respective Regulatory Colleges	Actions: 1. To continue to collaboration with the National and Provincial OTA and PTA Educator Councils	April 2017	Program Faculty	On-going
Maintain requirements for Accreditation	Conduct annual Program Review and prepare Accreditation interim reports	April 2016	AD/Program Faculty	Annually