

**Curriculum Renewal:  
Analysis and Action Plan Template 2014/15**

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<b>Program Code:</b>	<b>POA</b>	<b>Date Completed:</b>	<b>Dec. 5, 2014</b>
<b>Program Name:</b>	<b>Occupational Therapist Assistant &amp; Physiotherapist Assistant</b>		

**A. Analysis of Indicators**

Reflect on, and discuss, the following indicators in the context of the curriculum and program:

**1. Industry / Sector Trends**

- 1.1 Identify any new or emergent *industry or sector* related issues and trends over the past year that will impact your program?  
Private companies hiring Assistants to work in clients' homes. LTC facility changes have impacted the hiring and salaries of Assistants (many were let go and wages have been slashed). The National Accreditation process has resulted in many employers requesting applicants and fieldwork students be from an accredited college program. The recent addition of Durham's OTA & PTA program has impacted our ability to secure placements in the Oshawa, Durham region. The opening of yet another OTA & PTA program (Algonquin) in fall 2015 could impact applicant numbers to our program as we currently get a number of our students from that geographic area. This will also affect ability to place students in the Ottawa area.
- 1.2 What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of your program?  
There were none outside of suggesting we re-visit our placement structure.
- 1.3 What information / observations have been generated via faculty and staff professional development, engagement in sectoral and profession associations, or involvement in community and employer networks connected to the field?  
Ongoing issues with placements, especially OTA, continues to be a theme. Our placement facilities identified that they are inundated with requests for placements throughout the academic year. Most take students from a variety of colleges and university students seem to take precedence over Assistant students. Facilities perceive students as weaker over the years in regards to interpersonal/professional skills although their academic knowledge base varies. Our late placement in the spring disadvantages our new grads when looking for employment, feedback was given that hiring time peaks in the early spring and our students currently aren't finished until end of May.

**2. Curriculum Development**

- 2.1 Identify any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, and/or assessment practices.  
The OTA & PTA program underwent numerous curriculum changes during and following our Accreditation process. We introduced a number of new documents including lab manuals, student manual, preceptor manual, placement evaluation forms and other tracking forms. Group tests were added to a core PTA course, student presentations focusing on teaching peers OTA skills were introduced, and Deryck produced a number of instructional videos to support lab learning. Anatomy and physiology courses were combined into two semester courses: A & P I and A & P II.

2.2 Does the current curriculum align with the college's e-learning strategy which strives to have all Fleming graduates experience technology enhanced learning in each semester of their program? Identify courses where possible.

Semester One: instructional videos in BCSI, online quizzes in A & P I.

Semester Two: instructional videos in Therapeutic Exercise Anatomy for OTA & PTA, BCSII, online quizzes in A & P II.

Semester Three: Essential Skills for the PTA contains instructional videos

Semester Four: Online gen ed is mandatory

2.3 Does the current curriculum align with the College's Strategic Plan to "infuse sustainability across the curriculum and across the student experience so that graduates understand and address sustainability issues." (Goal 3.3) Please identify which courses/experiences in the students' program that sustainability issues are addressed. I don't understand this question.

2.4 Identify any recent or anticipated initiatives that promote student pathways including partnerships with high schools, program laddering, university transfer / articulations, or continuing education?

None

2.5 Identify any new competitor programs and/or re-positioning of existing programs?

Durham, Algonquin, Canadore (North Bay)

2.6 Identify if there are any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?

National Accreditation process for OTA & PTA programs

### 3. Applied Learning

3.1. Does the current program contain a discrete Applied Learning opportunity for students? If yes, which category of Applied Learning is fulfilled?

Field Work (Indirect Supervision)

Field Work (Direct Supervision)

Co-op

Applied Project / Applied Research Project

3.2. If the answer to 3.1 is no, are there plans to create a discrete Applied Learning opportunity for students within this program? Why or why not?

### 4. Student and Graduate Satisfaction

4.1 Comment upon this year's Key performance indicators (KPI # 4, 8, 9, and 11) regarding student and graduate satisfaction (\*reference Fleming Data Research website)  
#4: us=90 and system average=87.6, #8: us=17.1 and system average=30.5, #9: us=92.9 and system average =92, #11: us=31.8 and system average=42.7. This information doesn't surprise us.

4.2 Review and discuss student retention on a semester by semester basis over the past year.  
We continue to experience our greatest rates of attrition in semesters one and two. This is due to a number of factors including maturity level of young students straight from high school, science based course work proving challenging, and some personal issues. Once students reach semester three, our attrition rates plateau. From our meetings with our provincial and national partners, we realize that our attrition rates are comparable across the country.

## B. Curriculum Strengths and Challenges

Summarize the curriculum strengths and challenges identified by the team.

- **Small class size**
- **Dedicated program faculty**
- **Skill based learning**

## C. Action Plan

Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. **What resources are required to complete the action plan, i.e., software, equipment, and training?**

- **We need to re-visit our placement structure with the view of changing it to better meet the needs of our students and community partners.**
- **Clinical Pathology course needs to be revised.**
- **We want to explore the possibility of videotaping our Practical Skills Evaluations**
- **Continue to grow our instructional video library**
- **Continue to work on Accreditation recommendations in preparation for submitting our next Progress Report by August 2016**
- **Continue to recruit members for our Program Advisory Committee**

## D. Deferred Actions

Record any issues that will need to be monitored, researched, or deferred for future action.

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## E. Attach an updated **Program Curriculum Map** to your report

Please file an updated Program Curriculum Map in folder named Program Curriculum Map.:

S:\shared data\CLT\School Name\Program Name\Program Curriculum Map