

**MIDDLE GEORGIA COLLEGE  
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**MISSION STATEMENT**

The occupational therapy assistant program shares Middle Georgia College's mission and goals to provide the best educational environment possible for the total development of students and to provide service to the community.

The occupational therapy assistant program at Middle Georgia College is designed to provide its students with the professional competence and professional attitudes required to function as entry-level occupational therapy assistants as delineated in the American Occupational Therapy Association's ( AOTA's) Roles document (1994). It is also designed to provide them with the expertise necessary to pass the national certification exam.

The occupational therapy assistant program strives to:

1. Promote analytical, critical, creative thinking, and problem solving skills.
2. Advocate learning as a life long process.
3. Promote community service among its students and to offer community service and educational programs for learners including practitioners in the field of occupational therapy and consumers of occupational therapy services who wish to participate in programs of continuing education and enrichment.

The occupational therapy program also promotes the concepts of multiculturalism, professional ethics, the holistic nature of people, the sequential nature of growth and development, and the use of human occupation to foster adaptation throughout the lifespan.

**PHILOSOPHY OF OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

The philosophy of Middle Georgia College's Occupational Therapy Assistant program is an amalgamation of a view of humanity, the philosophical base of occupational therapy, and an approach to learning and education.

The OTA faculty members believe that humans possess the potential for life long learning, self-actualization and change. People adapt to changing environments and also dynamically affect their environments through their actions. The use of purposeful activity and occupation facilitates growth and development and learning and it maximizes adaptation because it is intrinsically motivating. ( King L. J., 1978) (Kielhofner, G., 1992).

The OTA faculty members believe that people are unified wholes. Therefore occupational therapy personnel must view people holistically, with consideration for their roles in their communities and with respect for their cultural backgrounds and other contexts that influence their lives.

The OTA faculty members believe that people strive to develop mastery and to overcome challenges in their changing environments. Thus challenging and supportive environments are the most conducive to learning.

The OTA program's faculty members believe in the philosophical base of occupational therapy that states:

“Man is an active being whose development is influenced by the use of purposeful activity... Human life includes a process of continuous adaptation. Occupational therapy is based on the belief that purposeful activity (occupation), including its interpersonal and environmental components may be used to prevent and mediate dysfunction and to elicit maximum adaptation. (AOTA Representative Assembly, American Journal of Occupational Therapy, 1979, p. 785)

## **EDUCATIONAL APPROACH**

The educational approach of the OTA faculty is based on the principles of adult learning, the teaching methods that facilitate learning, the AOTA philosophy of education, and the goals of the teaching/learning process and the OTA program.

## **ADULT LEARNING AND OTA TEACHING METHODS**

Knowles (1973) described adult learners as self-motivated people who come to the educational setting with a rich background of life experiences upon which they contextualize their educational experiences. The main goal of adult learners is to develop a sense of self-direction and self-empowerment that leads to life-long learning.

The OTA faculty members believe that students are unified wholes. Their life experiences, cultures, relationships, values and beliefs provide valuable foundation knowledge to facilitate learning. Therefore the initial OTA courses provide the students with opportunities to develop self-awareness and to clarify their own beliefs, life experiences and cultures as they begin to inculcate the beliefs of the occupational therapy profession.

Brookfield (1986) postulated that the process of praxis is important to adult learners. He described this continuous process as beginning with exploration and investigation followed by action related to the exploration that results in reflection and continued exploration. This action-oriented process is also advocated in Dewey's problem solving approach (1916) and it provides the mechanism for solving problems throughout the students' lives. Thus this process provides the basis for lifelong learning and is the basis of the OTA curriculum design (See Appendix 2)

The OTA faculty members also believe that students respond best to an active, hands-on approach to learning. Since purposeful activities, including educational experiences should be intrinsically motivating to the students the program incorporates many active, participatory and multi-sensory experiences into the course content.

The OTA faculty members believe that students are adults who can make choices and decisions about their own educational needs. OTA education must inculcate students with the creative problem solving skills, decision-making skills and vision to become proactive leaders in determining the future of occupational therapy. Therefore the program increasingly provides opportunities for independent decision-making and choices of educational experiences in the latter portion of the course sequence that will help to foster the students' commitment to lifelong learning.

The OTA faculty members also believe that students differ in their preferred learning styles and therefore the learning activities and the student evaluation methods are also varied and consider the different learning styles of its students. These methods include multiple choice and short answer exams, practical exams, group and individual presentations, papers, poster presentations,

proposals for OT services, online discussions in problem based learning formats, computerized and non-computerized testing.

The OTA faculty members believe that students learn by example and therefore professional attitudes, values and ethics are most effectively taught by the example of the faculty and clinical educators. Thus, the OTA program provides many opportunities for exposure to occupational therapy professionals through classroom, fieldwork and field trip experiences.

The OTA faculty members believe that the educational process must foster adaptation in the students. Therefore the courses are sequenced to begin with basic concepts and then the courses present increasingly complex concepts that require greater levels of adaptation and problem solving skills.

The OTA faculty members believe that students learn best in an environment of mutual respect that fosters collaboration and adaptation to the environment. Education should be a collaborative and flexible process between the student and the teacher. Therefore the OTA program utilizes program evaluation methods and continuous quality improvement practices that rely heavily on the input of our OTA students, graduates, fieldwork educators, OT clinicians, OTA employers and the OTA program advisory board. Through the serious consideration of the feedback from all of these sources, the OTA program strives to continue to provide excellent, relevant learning experiences for its students (See Appendix 1.)

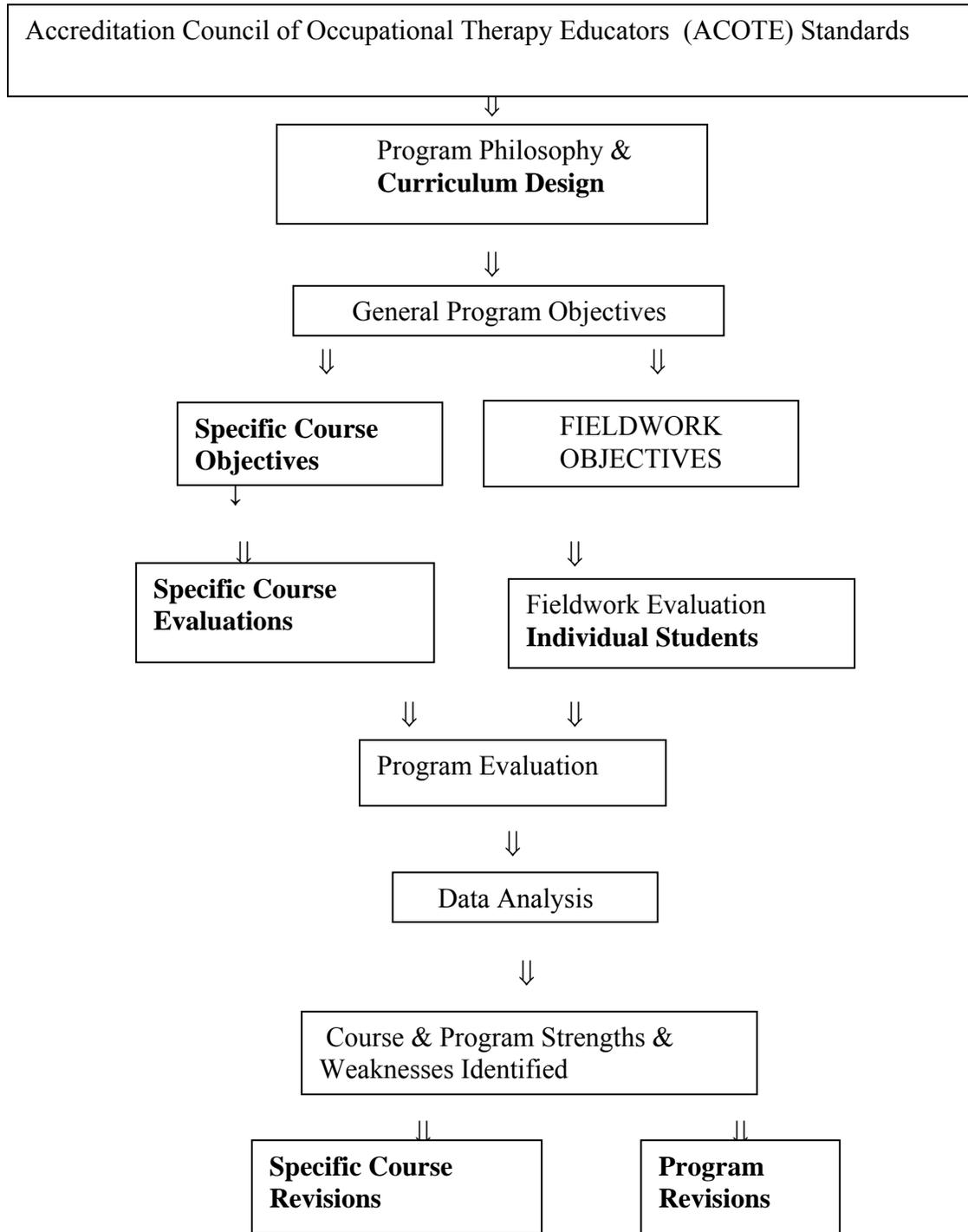
The OTA faculty members are committed to providing community and professional service as part of their roles as academicians. The OTA program also requires community service and service to the OT profession by its student.

The quality of the MGC OTA program has been reaffirmed by the Accreditation Council of Occupational Therapy Educators evaluations and through the program's reputation as a leader in OTA education in Georgia. The excellence of the program is also exemplified by the successes of its students, graduates and faculty. (See Appendix III)

### References

- American Occupational Therapy Association. (1979) The philosophical base of occupational therapy. American Journal of Occupational Therapy, 83, 785.
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## MGC OTA PROGRAM CONCEPTUAL MODEL OF PROGRAM EVALUATION



The occupational therapy assistant program at Middle Georgia College uses a model of program evaluation from AOTA. This model provides a framework to combine our program evaluation pieces and to link them back to the Accreditation Council for Occupational Therapy Education (ACOTE) standards, the OTA program philosophy, curriculum design and general program objectives. See diagram above.

The OTA program at Middle Georgia College uses a combination of qualitative and quantitative measures to evaluate its effectiveness. It employs continuous evaluation and revision to insure that its graduates have the profession competence and the profession attitudes needed to provide entry -level occupational therapy assistant services to their clients.

**ACOTE STANDARDS:** The OTA faculty evaluated the program in 1999 to implement the new 1998 ACOTE Standards. During 2000, the OTA program completed another in depth analysis of the standards as part of the reaccreditation, self-study process. The program verified that all of the ACOTE Standards have been met by the OTA program. All of the Standards are reviewed every three years by the faculty.

**PROGRAM PHILOSOPHY AND CURRICULUM DESIGN:** The OTA mission, philosophy, and curriculum design are reviewed biennially to ensure congruence with the philosophy of the occupational therapy profession. During the last review, the OTA program strengthened its emphasis on occupation-based practice to reflect this emphasis in the 1998 ACOTE Standards.

**GENERAL PROGRAM OBJECTIVES.** The conceptual framework devised by Stark,Lowther, Hagerty, and Orczyk (1986) provides an organizing structure for the MGC occupational therapy assistant program outcomes. The two categories of essential professional preparation outcomes are professional competence and professional attitudes.

The six types of professional competence are conceptual, technical, integrative, contextual and adaptive competence and interpersonal communication. Professional attitudes include professional identity, professional ethics, career marketability, scholarly concern for improvement, and motivation for continued learning.

Some of these competencies are evaluated continuously while others are evaluated on a rotating basis through Middle Georgia College's Program Improvement and Evaluation System (See Appendix I- Faculty Handbook (separate attachment), Appendix- D pp.5-12. Every five years the Health Sciences Division conducts an in-depth evaluation of some of the competencies shared by the Nursing and the OTA program such as critical thinking/ problem solving skills and community service. Thus the OTA program evaluation system is coordinated with the college's assessment mechanisms.

**SPECIFIC COURSE OBJECTIVES AND COURSE EVALUATIONS:** Each OTA course is evaluated by the students and the instructor. Each course syllabus is reviewed by peer OTA faculty members and the Chair of the Health Sciences Division during the semester that the course is offered. The student evaluations as well as the peer and Chair syllabus evaluations are included in the Faculty

Evaluation and Development process. The scores on these evaluations contribute to the determination of annual faculty merit pay raises and faculty development needs. Each faculty member also has a peer teaching observation each semester. The course evaluations include evaluation of course and unit objectives, course content and learning activities.

The course objectives are evaluated on several levels including ability to reflect current O.T. philosophy; to meet ACOTE Standards; and to demonstrate progression through the curriculum. The course content is evaluated to determine congruence with O.T. philosophy, curriculum design, and current O. T. knowledge and to ensure that students can achieve the course objectives. The course evaluations also incorporate feedback from the students, peer educators, fieldwork educators, peer teaching observers, syllabi reviews, advisory board members, graduate and employer surveys and the Graduating Students After Fieldwork Surveys.

**FIELDWORK:** The Student Evaluation of Fieldwork Experiences are reviewed annually in Fall Semester to determine the appropriateness of the fieldwork site and the need for continuing education inservices at the site. The Fieldwork Evaluation Forms for the Occupational Therapy Assistant students are reviewed in Fall semester to help determine strengths and weaknesses in the OTA program. The OTA program also evaluates the programs mission, philosophy, curriculum design, academic and admission policies, facilities, equipment, and strategic plan. Please see the OTA program evaluation schedule for time frames.

The OTA program also evaluates data from the following sources as part of the program evaluation process:

Graduate surveys	Graduating Students After Fieldwork Survey
Employers surveys	Advisory Board Feedback
Retention Rates	Enrollment rates
Employment Rates	National Certification Examination Pass Rates
Pass Rate of Level II Fieldwork Course	

#### REFERENCES

Stark, J. S., Lowther, M. A., Hagerty, B. M. K., Orczyk, C. (1986) A conceptual framework for the study of preservice professional programs in colleges and universities. Journal of Higher Education, 57, 231-258.

### DATA ANALYSIS AND QUALITY IMPROVEMENT

	1999	2000	2001	2002	2003
<b>National Certification Results</b>  <b>Action Taken:</b>	100% Pass  Indicates success of OTA program	100% Pass  Indicates success of OTA program	100% Pass  Indicates success of OTA program	100%  Indicates success of OTA of program	100%  Indicates success of OTA program
<b>Retention Rates</b>  <b>Action Taken:</b>	86%  established referral to academic support if needed	93%  reduced pre and corequisites to allow more time to succeed	85%  None taken- within acceptable limits Plan to increase retention rate	90%  added part time option to allow students to complete program in three years instead of two	Evaluated spring ( 04)
<b>Freshman Class Enrollment</b>  <b>Action Taken:</b>	10  Decrease due to Balanced Budget Amendment (BBA), resulting in layoffs of OTA personnel in nursing homes Began a departmental recruitment process	10  Changed admission procedures to facilitate application process  Developed recruitment materials for recruitment events Increased recruitment activities by at least 100%	13  Changed prerequisites to facilitate enrollment and retention  Added tracking system to maintain contact with potential applicants	20  Continued to increase faculty recruitment in high schools and MGC campus  OTA students conduct OT promotional projects on campus, college fairs and their high schools	32  Exceeded normal class size of 20.  OTA program faculty assumed all responsibility for contact with potential applicants

	1999	2000	2001	2002	2003
<b>Level II Fieldwork Pass Rates</b> <b>Action Taken:</b>	95% - one failure of one Level II FW Faculty reaffirmed need to accurately score professional behaviors assessment if behaviors are unacceptable	100% pass rate  None needed	100% pass rate  None needed added a mock computerized certification exam the national exam is computerized.	100% pass rate none needed	100% pass rate
<b>Graduate Surveys</b>  <b>Suggestions:</b>  <b>Action Taken:</b>	100% felt program prepares them for entry level practice  Add PPS & RUGS Add more orthopedics  PPS & RUGS information added to OCTA 2230  Some additional orthopedic content added to OCTA 1422	100% felt program prepares them for entry level practice  Add Medicare Part A & B Info  Increase splinting information Need more school-based treatment  Add more fieldtrips  Added more info on Medicare in OCTA 2230 -Added material on splinting on OCTA 2110 -Added school activities handouts in OCTA 2323 -More fieldtrips in OCTA 2323, 2224, 2110, and 1422	100% felt program prepares them for entry level practice  Add more sensory integration info  Add more information on spinal cord diagnoses  Additional information added in OCTA 1422 on spinal cord and transfers  Expanded section on sensory integration in OCTA 2323	100% felt prepared for entry level practice  Expand section on documentation SOAP notes  Add more information on assistive technology  Coordinated documentation sections in all of the OTA practice courses.	Will be evaluated spring 2004

### STUDENT DATA

Certification Exam Results   Graduate Surveys   Employer Surveys  
 Graduating Students After Fieldwork Survey   Employment in O. T. Rate  
 Student Course evaluations

	1999	2000	2001	2002	2003
<b>Employment Rates 10 months post graduation</b>	70%	94%	100%	100%	100%
<b>Action Taken:</b>	<p>3 graduates took jobs in non O. T. related fields.            One graduate employed in family business.            BBA resulted in a decrease in the number of full-time OTA positions available.</p> <p>Faculty contacted graduates with news of any available jobs.</p> <p>Faculty emphasized the skills that the students had developed in OCTA 2224 to apply to jobs in innovative areas of practice or jobs that require OTA skills but have non OT titles</p>	<p>All graduates except one with prior commitment to military duty.</p> <p>None</p>	<p>Moratorium on the BBA medicare caps resulted in increased job opportunities</p> <p>None</p>	<p>None</p>	<p>increased recruitment by healthcare agencies of new graduates</p> <p>Obtained student's permission to send recruiters students' contact information if they wished to be contacted.</p>

<p><b>Employer Surveys</b></p>	<p>None returned</p> <p>Added Graduating Student After Fieldwork surveys to get more information on the ability of the program to prepare students for entry level practice. This survey is completed by all of the students when they return from Level II fieldwork just prior to graduation.</p>	<p>All employers stated that graduates were at or above entry level in all OTA skills.</p> <p>Suggestions: Need more information on home health care and treatment planning for home health settings.</p> <p>Need more information on sensory integration. Add more splinting</p>	<p>All employers felt students were prepared for entry level practice</p> <p>Stress importance of following supervisor's treatment plan</p> <p>Increase relationship between strength, ROM and activities</p>	<p>All employers felt students were prepared for entry level practice</p> <p>Suggestions Prepare students for multi tasking And group treatment</p>	<p>Will be evaluated Spring 2004</p>
<p><b>Action Taken:</b></p>	<p>Plan to send out employer survey twice in 2000/2001.</p>	<p>Expanded splinting time in OCTA 2110 and info on home programming.</p> <p>Added more sensory integration in OCTA 2323.</p>	<p>More information on supervision added to HESC 2301</p> <p>More practicals added that relate components to activities</p>	<p>Group treatment ideas added to OCTA 1421 and OCTA 1422</p>	

	1999	2000	2001	2002	2003
<b>Graduating Student After Fieldwork Surveys</b>	N/A	<p>All felt OTA program helped prepare them for level II fieldwork.</p> <p>Suggestions: More documentation</p> <p>More FIMS/critical pathways information</p> <p>More practice with transfers</p> <p>More on reassessment goals</p> <p>Reviews before fieldwork.</p> <p>More ways to deal with supervision conflict</p>	<p>All felt prepared for level II fieldwork</p> <p>Suggestions: Increase hours in pediatric class since mmore fieldworks are in pediatrics now</p> <p>Have students purchase goniometers</p>	<p>All felt prepared for fieldwork</p> <p>Suggestions: More orthopedics More on FIMs More on Therapeutic exercise</p>	<p>All felt prepared for fieldwork</p> <p>Suggestions: Recommended combining OCTA 2230 and HESC 2301</p> <p>Add more specific hand diagnoses</p> <p>More on adult ADL</p>
<b>Action Taken:</b>		<p>Added Pre-Fieldwork Clinical Skills Assessment to help students review and demonstrate practice skills, documentation, safety, therapeutic use of self,</p>	<p>Hours added to OCTA 2323 and reduced in OCTA 1421 since Psychiatric practices are rare.</p> <p>Students will purchase goniometers for OCTA 1211</p>	<p>Added guest lectures by experts on FIMs and therapeutic exercise</p>	

		Documentation coordinated in classes and added SOAP notes in practical exams.  Expanded sections on reassessment and discharge planning. Added more FIMS  Added more practical exams, Expanded supervisor/student relations sections			Will try to have quest lecturer on hands  Expanded section in OCTA 1422 on ADLs.
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Advisory Board Feedback</b>	Students well prepared.  Suggestions: Need more information on documentation especially SOAP notes.  Need additional resources on growth and development.	Students are well prepared on fieldwork and entry level positions.  Require students to attend GOTA meetings.  Recommended adding more on transfers (possibly NDT types).	Approved changes in admission processes.  Suggestions: Add blood pressure dressing with catheter bags to practicals; Add fall recovery section;	Approved curriculum changes related to the new OT practice Framework  Suggestions  More information on specific pediatric diagnoses	Students are well prepared for practice  Suggestions: Add more information on pediatric group treatment  Add content on medical terminology Terminology book and modules added to OCTA 1422 Pediatric group treatment content added to OCTA2323
<b>Action Taken:</b>	Added more info on SOAP notes; Added SOAP notes to some practical exams.	Added GOTA meeting attendance; academic requirements Added transfer information and practical	Guest lecturer to teach recovery. Expanded section on blood pressure.	More diagnoses added to OCTA2323	

## OTA Program Evaluations Schedule

### Fall Semester

1. Annual review of program outcomes including review of:
  - (a) graduate surveys (OTA faculty)
  - (b) employer surveys (OTA faculty)
  - (c) attrition rates (Program director)
  - (d) national certification exam results (OTA faculty)
  - (e) advisory board feedback (OTA faculty)
  - (f) feedback from fieldwork educators (Fieldwork coordinator)
  - (g) Graduating Students After Fieldwork Survey ( All faculty)
  
2. Annual review of fieldwork sites including review of:
  - (a) congruency of site with OTA philosophy and goals
  - (b) student fieldwork performance
  - (c) student evaluation of fieldwork experiences (Fieldwork coordinator)
  
3. Annual review and revision of academic policies and procedures (All faculty)
4. Annual review and revision of admission policies and procedures (Program Director & Fieldwork coordinator)
5. Review and revision of courses taught the previous spring quarter including review of:
  - (a) student evaluation of courses
  - (b) Peer reviews
  - (c) instructor feedback
  - (d) graduate surveys, advisory board suggestions

### Spring Semester

1. Biennial review and revision of mission, philosophy, curriculum design (program director and fieldwork coordinator) alternate year #2
2. Biennial review of OTA facilities & resources (program director and fieldwork coordinator)
3. Annual review of student and program evaluation methods. (All OTA faculty)
4. Development and revision of OTA strategic plan - every three years (All OTA faculty)
5. Review and revision of courses taught in fall semester including review of:
  - (a) student evaluation of courses
  - (b) peer and chair evaluation of syllabi
  - (c) peer observation reports
  - (d) instructor review of course ( All faculty)
6. Do peer observation of spring courses (All faculty)
7. Do peer syllabi review (All facult )

## CURRICULUM DESIGN

The Occupational Therapy Assistant program at Middle Georgia College utilizes the pragmatic, problem solving approach of John Dewey (1916). This approach is very applicable to occupational therapy education because Dewey believed that learning must include purposeful activities that have meaning to the student. He also advocated learning as an active, collaborative process between the teacher and the student. The major focus of Dewey's approach is the fostering of creative problem solving skills.

The OTA courses are sequenced to reflect Dewey's system. In order to identify problems, Dewey stated that the student must have a genuine situation of experience. The student's background, culture and prior experiences, the general education courses, and the initial OTA courses all contribute to the knowledge foundation that fosters a genuine situation of experience.

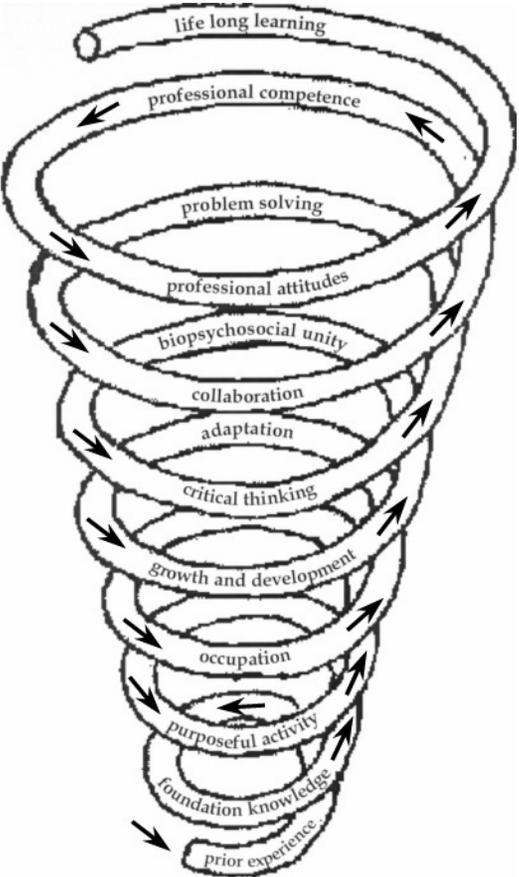
Once the background knowledge is assimilated, the second step in Dewey's system is the generation of genuine problems (problem identification). The student must then possess information and make observations (information processing) in order to suggest solutions to the problem (problem solution).

The OTA practice and skills courses contribute to problem identification, information processing, and problem resolution.

Dewey's final step is to provide the opportunity to test and apply the problem solutions. Level II fieldwork experiences provide the opportunities to test and apply problem solutions in practice settings.

Dewey also believed that learning is a progressive reorganization of experiences. In the OTA course sequence there is a frequent reemphasis of germane concepts such as purposeful activity, adaptation, human development, biopsychosocial unity, OT ethics and role delineation of the OTA. As the course sequence provides increasing knowledge, skills and attitudes in these areas, there are concomitant requirements for increasingly complex levels of critical thinking and problem solving by the students. These skills are fostered in a safe supportive educational environment where the student progresses from group problem solving activities through situations requiring individual, independent problem solving.

The reemphasis of essential concepts within the OTA program is symbolized by the visual model of the spiral. Just as the spiral represented Gilfoyle's (1980) theory of spatio-temporal adaptation in human development, so too does it represent the OTA students' ever expanding development of professional competence and professional attitudes as they adapt to their educational and practice environments. The expanding spiral also represents continuation of life long learning which is one of the goals of the OTA program.

<p>Level II Fieldwork (OCTA 2100, 2541, 2542)</p> <p><b>Test &amp; Validate Solutions</b></p> <p>▲</p> <p>OCTA 2224 Innovative Practice for the OTA OCTA 2323 Pediatric Practice for the OTA OCTA 1422 Physical Practice for the OTA OCTA 1421 Psychosocial Practice for the OTA Level I Fieldwork in practice classes</p> <p><b>Develop problem solutions</b></p> <p>▲</p> <p>OCTA 2230 OTA Seminar OCTA 2110 Adaptive Techniques for OTA OCTA 1410 Therapeutic Media</p> <p><b>Process information and make observations (information processing &amp; skills development)</b></p> <p>▲</p> <p>OCTA 2323 OTA Practice III OCTA 1422 OTA Practice II OCTA 1421 OTA Practice I OCTA 1211 Analysis of Human Movement OCTA 1300 Introduction to OTA</p> <p><b>Genuine Problem Identification</b></p> <p>▲</p> <p>PSYC 2103 Introduction to Human Development PSYC 1101 Introduction to Psychology ENGL 1101 and 1102 Composition I &amp; II BIOL 2114 &amp; 2115 Anatomy &amp; Physiology I &amp; II MATH 1111 College Algebra HIST 2111 or 2112 United States History POLS 1101 American Government Students prior life experiences, culture, values, beliefs, relationships, occupations.</p> <p><b>Genuine Situation of Experience (foundation of knowledge)</b></p>		<p>Self-directed Learner</p> <p>▲</p> <p>View education as means to solve problems</p> <p>▲</p> <p>Praxis- continuous process of activity, reflection, collaboration, analysis of activity leading to new activity</p> <p>▲</p> <p>Collaboration with faculty and peers</p> <p>▲</p> <p>Wealth of prior life experiences that influence learning</p>
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## **MIDDLE GEORGIA COLLEGE OTA PROGRAM SUCCESSES**

1. The program has a 100% pass rate on the national certification exam for occupational therapy assistants.
2. The program has graduated 90 COTAs and 84 of them continue to practice in the occupational therapy field. The OTA program has a very diverse student body, having attracted many minority and non-traditional students to its program along with traditional college-aged students
3. The OTA program received excellent initial and re-accreditation self study reviews from the Accreditation Council of Occupational Therapy Educators. The program did not receive any suggestions for improvement from the re-accreditation on-site review and it was awarded the maximum period of ten years before the next program self-study.
4. The MGC OTA program has an innovative curriculum design that is solidly grounded in the philosophy of occupational therapy, established principles of higher education, and the problem solving, active learning approaches of John Dewey and adult learning proponents. Adherence to this curriculum design has helped the program fulfill its mission.
5. The OTA program has an exemplary program of quality assurance that has resulted in its continued academic excellence. This program has succeeded because of the flexibility of the faculty and their willingness to change teaching content and methods to improve the quality of the educational experiences for our students. This reputation for educational excellence has attracted students from throughout Georgia and has helped the program to produce graduates who become leaders in their fields.
6. The OTA program has been at the forefront of using technology to improve student learning at MGC. It has web-enhanced most of its courses including the use of computerized assessment, problem-based learning, electronic discussion groups, and web-based lecture material and assignments. The addition of technological as well as other diverse teaching methods such as fieldtrips, clinical guest lectures, student presentations, hands-on practical exams and semester long full-time fieldwork have helped the program to accommodate the diverse learning styles of its students.
7. The OTA program at MGC has assumed leadership roles in occupational therapy assistant education in Georgia. It has been a mentor to the Darton College and Northwestern Technical College OTA programs. The OTA program faculty members have assumed leadership roles in the Georgia Occupational Therapy Commission on Education (COE).
8. The OTA program at MGC has been a source of continuing education for middle Georgia and state OT practitioners through its sponsorship of numerous GOTA inservices and workshops.

9. The MGC OTA program has developed a highly successful program for student recruitment. The OTA faculty members are committed to devoting much time and effort to the recruitment of students on the MGC campuses, in high schools and nontraditional sites in Georgia. Due to the federal Balanced Budget Amendment in 1999, many OT and PT programs across the country saw drastic drops in enrollment of students. Although the payment system for OT and PT services by the federal government has improved, some OT programs did not recover their enrollment levels and have been forced to close. Due to our OTA program recruitment efforts, our program had a record freshman enrollment for Fall 2003 of thirty students.

### **MIDDLE GEORGIA COLLEGE OTA STUDENT AND GRADUATE SUCCESSES**

100% of the OTA program graduates have passed the national certification exam for occupational therapy assistants.

Numerous OTA students have been on the Dean's List.

At least five OTA students have been selected for Who's Who Among American College Students.

Two OTA students have received scholarships from the Georgia Black Occupational Therapy Caucus.

The OTA program's students have been very successful at using their professional knowledge to provide community service in the Middle Georgia area. In Fall 2003, they conducted backpack awareness days for all Bleckley County elementary school children and parents to help them become aware of the dangers of overloaded back-packs and to teach them the proper methods for wearing them. In the past, the students have built wheelchair ramps for disabled people and they have conducted OT groups for community mental health centers and preschools. Each year the students conduct barrier surveys for businesses and facilities in Middle Georgia and they do worksite ergonomic evaluations and make recommendations for personnel and offices at MGC to help prevent environmental and repetitive motion injuries. The OTA students have also aided community services such as Toys for Tots and the Salvation Army. In addition, they have provided healthcare supplies for villagers in war-torn Ivory Coast.

Four of our graduates have received OTR/COTA team awards from GOTA.

Three of our graduates have received COTA of the Year awards from GOTA.

Two of our graduates have been president of the Macon District of GOTA and four other graduates have held the positions of vice-president and secretary.

Two of our graduates have held the state post of COTA representative to GOTA.

An OTA program graduate was the first COTA appointed to the Georgia OT licensure board.

## MIDDLE GEORGIA COLLEGE OTA FACULTY SUCCESSES

The OTA faculty members have been recognized for their successes through the MGC promotion and tenure system. The OTA program director was tenured and promoted to associate professor. The OTA fieldwork coordinator was promoted to assistant professor and tenured.

The OTA Program director was recommended by the college and participated in the Governor's Teaching Fellows Program and the Board of Regents Administrator's workshop.

The OTA program director and fieldwork coordinator have been listed several times in Who's Who Among American College Teachers.

The OTA program director was also invited to apply for accreditor status on the national roster of occupational therapy accreditors.

In their pursuit of teaching excellence, two of the OTA faculty members have returned to college and received the Master's of Health Education degree from the Medical College of Georgia.

The OTA faculty members have been instrumental in improving the occupational therapy profession's presence in Middle Georgia. The faculty members helped to reactivate the Macon District of the GOTA and they have all held executive positions in the organization. The OTA program director and the OTA fieldwork coordinator have held positions in the state GOTA and the fieldwork coordinator is the GOTA liaison to the Georgia licensure board.

OTA faculty members have been given positions of responsibility on MGC college committees. The OTA program director has been chair of the curriculum committee and the study abroad committee. The OTA fieldwork coordinator has been chair of the continuing education committee.

The OTA faculty members coordinate a teaching circle for MGC faculty in an effort to facilitate dialog and support for excellence in teaching at MGC.

The OTA faculty members are committed to community service and in teaching these altruistic behaviors by example. The OTA program director is an active participant in the Pilot Club and has held the executive positions of vice president and director. The OTA fieldwork coordinator is a member of the Georgia Farm Bureau. The OTA instructor provides group activities for the Bleckley County Community Mental Health Center each week on a volunteer basis. The OTA faculty members also monitor and help coordinator OTA student community service projects.

## APPENDIX 1

- A. OTA Program Evaluation Processes
- B. OTA Program Data Review and Changes
- C. Program Evaluation Schedule