

FACULTY OF HEALTH SCIENCES (FHS)

**Occupational Therapist and Physiotherapist
Assistant**

Program Guide | 2025-2026



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Please note the following important information:

Durham College (DC) strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the DC website for the most current information. Publish date: July 2025.

Welcome from Vice President,
Academic and Students



Dear Students,

Welcome to Durham College (DC)! You've made an excellent choice with DC. We offer an extensive range of industry-informed and community-orientated academic programs and extraordinary student services. Our students develop the professional and durable skills needed to build meaningful careers and make a positive impact in the world.

DC continues to lead the way by supporting students, delivering exceptional teaching and learning that is enhanced with opportunities for experiential learning and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through innovative and transformative education.

As this new semester begins, it's essential to recognize that our world is evolving rapidly. By choosing to study at DC this year, you've demonstrated a commitment to growth and adaptability, which will serve you well in your chosen field. Embrace new ways of learning and connect with your fellow students, faculty members, program coordinators, student advisor, and associate deans. They are all valuable resources to support your academic journey and career planning.

We eagerly anticipate supporting your success and believe you'll soon discover why DC ranks among Canada's top colleges.

Have a successful academic year!

A handwritten signature in black ink, appearing to read 'J. Choi'.

Dr. Jean Choi

Vice President, Academic

Welcome from the Executive Dean, Faculty of Health Sciences

Dear Students,

Welcome to the Faculty of Health Sciences at Durham College! I am thrilled to have you join our vibrant and supportive community, where your journey toward a meaningful and rewarding career in health care begins.

A career in health sciences is more than a profession, it's a calling to make a difference in the lives of others. At Durham College, we are committed to providing you with an education that is immersive, hands-on, and grounded in real-world experience. From our state-of-the-art simulation labs to clinical placements and on-campus facilities like the DC Dental Clinic, DC Kids Speech and Language Clinic, and DC Spa, you will gain the skills and confidence needed to thrive in today's dynamic health care environment.

Our programs are designed to empower you with the knowledge, competencies, and compassion required to succeed. But beyond academics, you'll find opportunities to connect, grow, and discover your passion. Whether you're just beginning your journey or continuing your studies, know that you are supported every step of the way by dedicated faculty and staff who care deeply about your success.

I encourage you to take full advantage of everything our Faculty and College has to offer. Ask questions, get involved, and never stop learning. You are now part of a community that believes in your potential and is here to help you achieve your goals.

I look forward to seeing all that you accomplish.



Dr. Rebecca Milburn
Executive Dean, Faculty of Health Sciences

Welcome from the Associate Deans, Faculty of Health Sciences

Welcome to the Faculty of Health Sciences at Durham College!

Whether you are beginning a one-year certificate, two-year diploma, or graduate certificate program, you are now part of a vibrant and inclusive learning community committed to excellence in healthcare education, practice, and research.

As you begin this exciting chapter, know that your program has been designed to support your growth both personally and professionally. Through a combination of classroom learning, hands-on experience, and field placement opportunities, you will develop the knowledge and practical skills needed to succeed in your chosen field.

Our faculty and staff are dedicated to your success. You will be supported by instructors who are passionate about their work and by student advisors, placement teams, and college-wide services that are here to help you navigate your academic journey. We encourage you to make the most of these resources and to actively engage with your peers and learning environment.

This guide contains key information to help you get started, including academic expectations, placement details, and support services for health, wellness, and academic success. We encourage you to review it carefully and reach out with any questions.

We are proud to welcome you to the Faculty of Health Sciences and look forward to supporting you in the year ahead.

Warm regards,



Gillian Dunn
Associate Dean



Dr. Aimee Karagiorgakis
Associate Dean



Lindsey MacIntosh
Associate Dean

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Important Information

DC 2030 – Strategic Vision

Durham College's role as an educator, research hub, and partner has never been more critical. Graduates must be career-ready, equipped with skills and experience that align with industry demands and contribute to our local and global communities.

At this pivotal moment, our forward-thinking Strategic Vision will guide our growth, deepen our impact, and empower our students, employees, and communities to thrive.

This Strategic Vision sets out our four Goals: Future-Focused, Sustainable, People Centred, and Community Connected.

These goals provide a framework to guide decisions, align priorities, and drive meaningful outcomes, ensuring our resources and efforts are directed toward areas of greatest impact.

Read more about DC 2030 | Strategic Vision [here](#).

Academic Advising | Student Advisors

Student Advisors are committed to your success and are available year-round to support, encourage, plan, and advocate for students needing academic assistance in the following areas:

Academic Planning & Support

- Develop individual academic plans, including support for:
 - Failed courses or low GPA
 - Re-entry into a program
 - Off-stream course mapping
 - Reduced course loads (in collaboration with the Access and Support Centre – ASC)
- Assist with decisions around full-time or part-time studies
- Map out courses and upcoming semesters
- Help with timetable changes
- Review graduation requirements

Pathways & Program Decisions

- Identify future career goals and align academic decisions accordingly
- Discuss short- and long-term academic goals
- Explore program transfers or additional course options (e.g., Professional and Part-Time Learning)
- Support pathway planning to university or postgraduate programs
- Help find equivalent credits

Connection to Services

- Refer and provide access to key student supports such as:
 - Student Academic Learning Services (SALS)
 - Access and Support Centre (ASC)
 - Campus Health Centre
 - Other college resources to promote student success

Contact your Student Advisor

Visit the [Student Advisor website](#) to find contact information and connect with your advisor.

Academic Integrity

Academic integrity in teaching, learning and research is fundamental to our mission and is an expectation of the DC community. Acts that undermine academic integrity contradict our core values, erode educational inquiry and diminish the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of their efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

Student Supports

DC offers students a variety of services to help you achieve academic success. From accessibility accommodations, financial aid, health services and wellness coaching to student life, recreation and career development, our knowledgeable staff provide holistic support to help students reach their greatest potential.

Please visit the [Student Services](#) page for more information on each of the student service areas.

Access and Support Centre (ASC)

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology, counseling and coaching.

The ASC team works in collaboration with faculty and other service areas to provide full opportunities for academic success for all students.

For more information on services available, please visit the [ASC website](#).

Wellness Coaching

Wellness coaches will meet with you individually to assist with developing a success plan, explore ways to reduce your stress and support your overall mental health and wellness while at college. Wellness coaches provide a safe, confidential space to explore what is blocking you from being your best possible self. During times when you are feeling overwhelmed or need someone to talk to, the wellness coaches will be there for you. For more information on coaching, please visit the [Coaching webpage](#).

Important Dates

DC strives to keep you informed of important dates throughout the academic year. Please review the 2025-2026 important dates that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the [Durham College website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) documents for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

Student Conduct Policy and Procedures

Durham College is dedicated to contributing to an academic community that is safe, inclusive, and respectful, where students develop individually and in concert with their peers. All members of the college community have the right to study or work without undue interference.

Students have the responsibility to respect the well-being, personal worth and dignity of all members of the campus community, which includes being mindful of individual accountability and self-regulation. Students must not adversely affect the rights of others or disrupt the constructive atmosphere of the College's learning environments.

Please refer to the [Student Conduct Policy and Procedures](#) for a complete overview of student rights and responsibilities, well-being and to ensure the campus community reflects the values of the college.

Student Academic Learning Services (SALS)

SALS helps DC students to achieve their academic goals through free services and resources, including subject specific support (math, accounting, biology, chemistry, physics and statistics), academic reading and writing, learning strategies, and assistance with English language proficiency. Students also have access to peer tutoring, online resources located through the MyDC landing page (under "Learning Resources"), and SALS ONLINE academic resources, videos, and quizzes in DC Connect.

Please email [SALS](#), or visit the [SALS website](#), for information on accessing resources and services, scheduling an appointment, registering for workshops, or signing- up to request or be a peer tutor.

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
OTPA-SEM1							
BASIC ANATOMY & PHYSIOLOGY		ANAT 1300			3	0	
General Elective Credit		GNED 0000			3	0	
General Elective Credit		GNED 0000			3	0	
THE HEALTH CARE SYSTEM AND REHABILITATION		HSYS 1301			2	0	
INTERPERSONAL COMMUNICATION SKILLS FOR REHAB		ICOM 1302			3	0	
REHABILITATION CONCEPTS ACROSS THE LIFESPAN		LIFE 1303			3	0	
PTA SKILLS I		PTAI 1304			3	3	
					20	3	
OTPA-SEM2							
CONCEPTS IN MENTAL HEALTH		COMH 2303	ICOM 1302, LIFE 1303		3	0	
FUNDAMENTALS OF MUSCULOSKELETAL MOVEMENT		FMSK 2301	ANAT 1300, PTAI 1304	PMSK 2302	2	3	
OTA & PTA INTRODUCTORY FIELD PLACEMENT		FPLA 2300	ANAT 1300, ICOM 1302, LIFE 1303, PTAI 1304	OTAI 2304	1	0	152
OTA SKILLS I		OTAI 2304	ANAT 1300, ICOM 1302, LIFE 1303		3	3	
PRESENTING CONDITIONS: MUSCULOSKELETAL INV & EVALUATION		PMSK 2302	ANAT 1300, PTAI 1304	FMSK 2301	4	0	
Indigenous Elective	OPT1	INDG 0000			3	0	
					16	6	152

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
OTPA-SEM3							
FUNDAMENTALS OF NEUROLOGICAL STRUCTURES		FNEU 3302	FMSK 2301, PMSK 2302	PNEU 3302	3	0	
OTA&PTA FIELDWORK PLACEMENT		FPLA 3300	FMSK 2301, FPLA 2300, OTAI 2304, PMSK 2302, PTAI 1304		1	0	200
OTA THERAPEUTIC SKILLS II		OTII 3304	OTAI 2304	FNEU 3302, PNEU 3302	2	3	
PRESENTING CONDITIONS NEUROLOGICAL INVESTIGATION AND EVALUATION		PNEU 3302	FMSK 2301, PMSK 2302	FNEU 3302	4	0	
PTA THERAPEUTIC SKILLS II		PTII 3303	FMSK 2301, PMSK 2302, PTAI 1304	FNEU 3302, PNEU 3302	2	3	
					12	6	200
OTPA-SEM4							
FUNDAMENTALS OF CARDIORESPIRATORY & COMPLEX CONDITIONS		FCAR 4301	FNEU 3302, PNEU 3302	PCAR 4302, PTOT 4304	3	0	
COMMUNICATION & FUNCTION		FCOM 4305	PNEU 3302		3	0	
OTA & PTA FIELDWORK PREGRADUATE PLACEMENT		FPLA 4306	SPEC 0000		0	0	232
PRESENTING CONDITIONS CARIORESPIRATORY & COMPLEX CONDITIONS		PCAR 4302	FNEU 3302, PNEU 3302	FCAR 4301, PTOT 4304	3	0	
PROFESSIONAL PRACTICE FOR OTA/PTA		PROP 4303	COMH 2303, HSYS 1301, ICOM 1302		3	0	
PTA&OTA THERAPEUTIC SKILLS III		PTOT 4304	FNEU 3302, OTII 3304, PNEU 3302, PTII 3303	FCAR 4301, PCAR 4302	2	3	
					14	3	232

Occupational Therapist Assistant and Physiotherapist Assistant

Program Information

Program Description

In this program students will learn to work with clients of all ages with a variety of physical, cognitive, emotional, and developmental conditions. Students will learn to work under the guidance of a registered occupational therapist and/or physiotherapist, to maximize physical function and occupational performance in their clients and to promote increased daily functioning and overall well-being in their clients. Hands on labs begin in semester one where students learn and practice therapy skills in small groups to prepare for success in the field. Students will be provided opportunities to practice their skills and acquire hands-on experience through unpaid fieldwork placements. Please reference the OTA& PTA Fieldwork Placement Guide for more details.

Program Learning Outcomes (Synopsis of the Vocational Learning Outcomes)

The graduate will reliably demonstrate the ability to:

1. Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their significant others*, occupational therapists, physiotherapists, and members of the interdisciplinary health care team* and others.
2. Participate in the effective functioning of interdisciplinary health care teams* to optimize client physical and occupational functions.
3. Establish, develop, maintain, and conclude client-centred, therapeutic relationships.
4. Promote a safe environment that prevents or minimizes potential physical or mental harm to the client, therapist assistant* and others.
5. Practice in a legal, ethical, and professional manner within the role of a therapist assistant*.
6. Document client records in a thorough, objective, accurate, and timely manner within the role of the therapist assistant*.
7. Engage in reflective practice and ongoing professional development activities to maintain and enhance competence.
8. Perform the roles and responsibilities of the therapist assistant* effectively through the application of relevant knowledge of health sciences, psychosocial sciences, health conditions, resource management, and clinical procedures.
9. Contribute to the occupational therapists or physiotherapist's assessment of the client and the development, implementation and modification of intervention/treatment plans.
10. Maximize the client's occupational performance* by accurately and safely implementing interventions and related tasks under the direction and supervision of the occupational therapist.
11. Maximize the client's physical function by accurately and safely implementing interventions and related tasks under the direction and supervision of the physiotherapist.

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

Program Summary

The Occupational Therapist Assistant and Physiotherapist Assistant (OTA & PTA) program is a four-semester program offering academic studies and approximately 584 hours in a variety of fieldwork placement experiences that aim to prepare students with the basic knowledge, skills and judgment necessary to enter the health care system as an entry level OTA & PTA.

Curriculum

The curriculum for the OTA & PTA program has been designed on a foundation of promoting occupational participation and optimization of physical functioning and has been informed by the following documents: The Ministry of Colleges and Universities' Occupational Therapist Assistant and Physiotherapist Assistant Program Standards (2020); the Canadian Association of Occupational Therapists' Practice Profile for Occupational Physiotherapy Advisory Group' Therapist Assistants (2018); the Nationals Essential Competency Profile for Physiotherapist Assistants in Canada (2012); Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program Standards and CAOT Competencies for Occupational Therapist Assistants (2024).

Field placement experience focuses on supporting the occupational and physical therapy needs of clients in a variety of settings, including but not limited to: acute care and community hospitals, rehabilitation facilities, pediatric settings, long-term care facilities, private practice, and community settings. The program includes a minimum of 584 total field placement hours and concludes with a 232-hour consolidation experience.

Learning occurs in a variety of settings and through a variety of delivery methods, for example: the classroom, practice lab, simulation, various health facilities, independent study and online.

Feedback concerning all aspects of the program is valued and encouraged. Opportunity to share ideas among all participants is important for the growth of faculty, learners and the program.

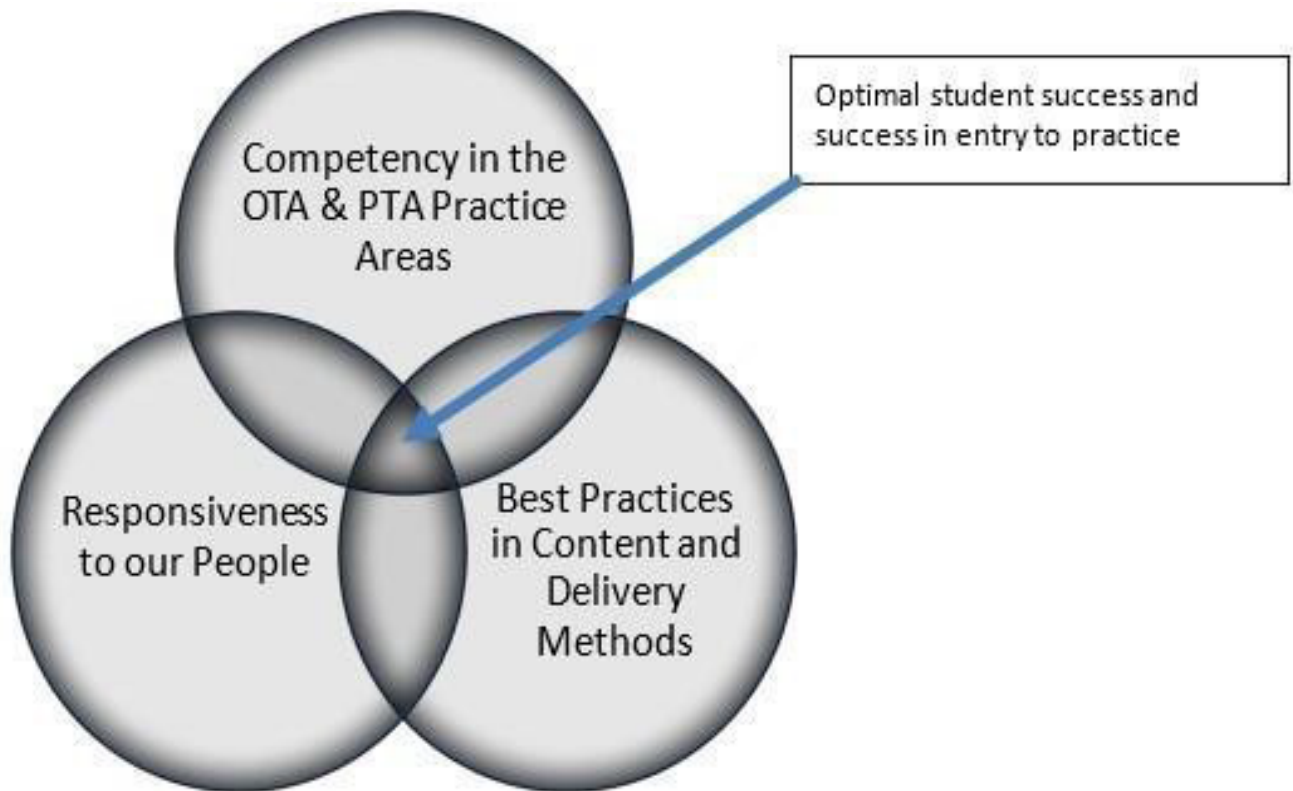
Faculty, program, community, and in-process feedback mechanisms are embedded throughout the program. Faculty are committed to annual revision of course outlines and all program documents to ensure up to date, evidence-informed curriculum and program guidelines are offered.

Conceptual Framework

The conceptual framework below is a representation of how the program views the interconnectedness among three key variables that relate to delivering a program of excellence centered on student success.

The program commits to offering best practices in teaching and learning, accountability to discipline competencies and standards, while considering and responding to our people, community needs and evolving local trends.

The program goal is to extend beyond success in the classroom and to develop exceptional entry-to-practice graduates that consistently demonstrate the essential competencies of the OTA & PTA standards of practice for the professions and exceptional essential employability skills.



1) **Competency in the OTA & PTA Practice Areas**

In developing competent and successful graduates, our focus is to foster the job-related competencies and skills required for both the OTA & the PTA roles and related professional standards and expectations. The competency profiles set out by the professional associations and the Ministry Standards for the OTA & PTA role are a foundation for the curriculum and evaluations. We are committed to a high level of quality assurance at the program level and are also committed to the accreditation process and outcomes. Students are introduced to, required to understand, self-reflect, and self-assess in competencies related to these profiles. All lab and fieldwork evaluations are mapped to address the competencies in both the OTA & PTA practice areas.

Competencies for Occupational Therapist Assistants (2024)

Occupational therapists engage in collaborative relationship-focused approaches to explore the meaning and purpose of occupations. These collaborations include OTAs, who are educated to deliver services assigned and supervised by occupational therapists (CAOT, 2024). The Occupational therapists and OTAs help people achieve their goals, enhance their quality of life and address prevention when mental or physical health is at risk.

Throughout their careers, OTAs demonstrate the competencies described in this document. Competencies include “an integration of individual behaviours that are measurable and are critical to the practice of occupational therapy; knowledge regarding occupational therapy concepts, theories and processes; and personal values and attitudes that enable effective occupational therapy work performance” (World Federation of Occupational Therapists, 2022). Competency levels range from novice to expert or beginner to advanced and include the following 6 domains: Occupational Therapists Assistant Expertise, Communication and Collaboration, Culture, Equity and Justice, Excellence in Practice, Professional Responsibility and Engagement within Occupational Therapy (CAOT, 2024).

Essential Competency Profile for Physiotherapist Assistants in Canada (2012)

Physiotherapist assistants are trained professionals who provide physiotherapy services under the direction and supervision of a registered physiotherapist (NPAG, 2012). The role of the physiotherapist assistant is to support the physiotherapist in ensuring that services are being delivered in a safe, effective and efficient manner (NPAG, 2012). An outcome-based, client-focused, functional framework is used to guide the practice of physiotherapist assistants, which highlight the following competencies: accountability; collection of client information; intervention; communication; organization of the delivery of physiotherapy services and professional development (NPAG, 2012).

The curriculum weaves the OTA & PTA competencies through the program and offers real-world learning experiences and evaluations in each of these areas. The students transition from novice to entry-level practitioner throughout the course of the program and engage with self-evaluations in critical lab evaluations and fieldwork experiences.

2) Responsiveness to Our People

We assume a high level of responsibility and accountability to our students, the clients with which we work, our community at large and the preceptors and organizations who partner with us. Our students, clients, community and partnering organizations have an important voice in defining and developing competency in the changing health care climate, in addressing evolving client and agency needs, and in addressing and optimizing learning and growth with changing student learning needs.

Each of these groups offer critical feedback to ensure we are developing entry-level practitioners that meet the competency profiles, while also addressing the contextual needs of our students, clients, community and organizations. The program embeds regular, scheduled outreach opportunities seeking feedback from each of these stakeholders. Quality improvement cycles and program evaluation plan are developed, actioned and tracked with this data, with the support of, and accountability to the Program Advisory Committee.

3) Content and Delivery

The OTA & PTA program is committed to excellence in teaching and learning as a key contributor to our student success. The program content is delivered by registered Occupational Therapists and Physiotherapists current in their field. All instructors are subject matter experts in their area of practice and attend courses on best practices and theories in teaching and learning.

Instructors teach using the Jump Start Model. As the Centre for Teaching and Learning explains, the Jump Start Model “is a structured approach to lesson/unit planning that integrates a reliable and valid theory of learning styles”. This model requires that units of study include activities that appeal to a variety of learners, make use of active learning approaches, and present a coherent and well-organized experience for the students. The Jump Start Model, recognizes the value of active learning and encourages active participation in the classroom by connecting students to the content, by offering a variety of instruction methods to meet different learners’ needs and by offering a variety of practice and summary activities to consolidate learning.

The content and curriculum are reviewed annually for currency in the field, effectiveness and its compliance with best practices in teaching and evaluation. Guest speakers, industry experts and community partners have a strong presence to ensure an authentic, valid and comprehensive representation of the field is threaded throughout the program.

OTA & PTA knowledge emerges from a reflective process of understanding of one’s self, one’s strengths, weaknesses, supports and resources, and is based on practice and continuous personal quality improvement (Kolb, 1974) in the context of national competencies. Teachers, practitioners, clients and students in the OTA & PTA program become partners in a collaborative learning process. Teaching-learning occurs through a dynamic process both formally and

informally within a context of caring, support and continuous quality improvement. In summary, the OTA & PTA Durham College conceptual framework highlights our understanding that OTA & PTA success extends beyond the classroom and emerges from a synergy between the following elements:

1. Meeting the competency profiles and quality standards of the field,
2. Meeting and responding to our people, and,
3. Developing and delivering content that is current, grounded in theory and best practices in the field and also in teaching, learning and scholarly practice.

References:

Canadian Association of Occupational Therapist. (2024). Competencies for Occupational Therapist Assistants. Retrieved from

<https://caot.ca/document/8146/Competencies%20OTA%20EN%20Feb%208%202024.pdf>

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Kolb, D. A., & Fry, R. E. (1974). *Toward an applied theory of experiential learning*. MIT Alfred P. Sloan School of Management.

National Physiotherapy Advisory Group. (2012). Essential competency profile for physiotherapist assistants in Canada. Retrieved from:

<http://npag.ca/PDFs/Joint%20Initiatives/PTA%20profile%202012%20English.pdf>

Roach, M.S. (1992). *The human act of caring: A blueprint for the health professions*. (Revised ed.) Ottawa: Canadian Hospital Association Press.

Assumptions & Beliefs Concerning the Teaching and Learning Process

The conceptual framework highlights our commitment to developing and delivering content that is consistent with best practices in teaching, learning and scholarly practice. In actualizing the conceptual framework, all OTA & PTA faculty utilize a common approach, The Jump Start Model, to deliver content. This model is grounded in educational theory and supported as best practice.

All Durham College faculty complete training in the Centre for Teaching and Learning (CTL) to learn and demonstrate current best practices in pedagogy/andragogy with a focus of teaching and training adult learners.

The OTA & PTA program seeks to balance the variety of learning needs in the program and to meet each student at their stage of readiness for learning. These beliefs are grounded in Knowles' assumptions of adult learning and teaching focus is on real-world contextual problems that consolidate past learning with new learning and evidence-based solutions. The program values each student's previous learning and knowledge and seeks to anchor new learning within that context.

The Jump Start Model works to:

- Demonstrate the relevance of new learning, offering a connection of relevance to the learner.
- Teach new content using universally designed teaching methods to meet learners needs.
- Offers various practice activities with embedded formative feedback.
- Provide a summary activity to conclude the learning.

OTA & PTA Program Assumptions & Beliefs Concerning the Teaching and Learning Process

The following are our beliefs about the teaching-learning process, which are consistent with the conceptual framework and current pedagogy and andragogy:

- A professor is accountable to the student and to the OTA & PTA program to provide an environment conducive to learning.
- The environment for learning is vital and must be supportive and provide direction for learning. Respect for the individual and their learning needs will promote a positive environment where learning can take place.
- Learning is a dynamic and continuous process, manifested by growth and change in behaviour.
- Learning outcomes, clearly stated and encompassing all learning domains (cognitive, psychomotor and affective), enhance the learning process.
- A student is accountable for active participation in the teaching-learning process. As a student progresses through the program, they should assume increasing responsibility for learning.

- In keeping with our program conceptual framework and the professional requirement for life-long learning, the teacher fosters increasing independence in the learner.
- Students benefit from constructive feedback, which is provided both immediately and regularly in an atmosphere of trust. An emphasis on positive reinforcement for appropriate behaviour is essential to its success.
- Progress review is an integral part of the teaching-learning process. Based on a clearly stated learning plan, it describes the student's progress and achievement of goals. Accurate self- assessment by the student is an essential element of progress review. The teacher will provide both formative and summative feedback to support this outcome.
- Formative review provides on-going feedback to learners about their progress in achieving the established learning plan and occurs continuously throughout the learning experience.
- Summative review measures final outcomes or results and determines learner achievements as they relate to the learning outcomes. It is concerned with how learners have changed.

Feedback concerning all aspects of the program is valued and encouraged. Opportunity to share ideas among all participants is important for the growth of faculty, learners and the program. Faculty, program, community, and in-process feedback mechanisms are embedded throughout the program, with formal and regular processes for this data collection, analysis and corresponding program evaluation.

OTA & PTA Program Description and Program Learning Outcomes

Program Description:

In this program students will learn to work with clients of all ages with a variety of physical, cognitive, emotional and developmental conditions. Students will learn to work under the guidance of a registered occupational therapist and/or physiotherapist, to maximize physical function and occupational participation in their clients and to promote increased daily functioning and overall well-being in their clients. Hands on labs begin in semester one where students learn and practice therapy skills in small groups to prepare for success in the field.

Students will be provided opportunities to practice their skills and acquire hands-on experience through unpaid fieldwork placements. Please reference the OTA& PTA Fieldwork Placement Guide for more details.

Vocational Program Learning Outcomes:

(Vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential).

The graduate will reliably demonstrate the ability to:

1. Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their **significant others***, occupational therapists, physiotherapists, and members of the **interdisciplinary health care team*** and others.
2. Participate in the effective functioning of **interdisciplinary health care teams*** to optimize client physical and occupational functions.
3. Establish, develop, maintain, and conclude client-centred, therapeutic relationships.
4. Promote a safe environment that prevents or minimizes potential physical or mental harm to the client, **therapist assistant*** and others.
5. Practice in a legal, ethical, and professional manner within the role of a **therapist assistant***.
6. Document client records in a thorough, objective, accurate, and timely manner within the role of the **therapist assistant***.
7. Engage in reflective practice and ongoing professional development activities to maintain and enhance competence.
8. Perform the roles and responsibilities of the **therapist assistant*** effectively through the application of relevant knowledge of health sciences, psychosocial sciences, health conditions, resource management, and clinical procedures.
9. Contribute to the occupational therapists or physiotherapist's assessment of the client and the development, implementation and modification of intervention/treatment plans.
10. Maximize the client's **occupational performance*** by accurately and safely implementing the interventions, and related tasks under the direction and supervision of the occupational therapist.
11. Maximize the client's physical function by accurately and safely implementing the interventions, and related tasks under the direction and supervision of the physiotherapist.

Program Specific Academic Policies & Procedures

OTA & PTA Program Policies

The OTA & PTA program has developed program policies based upon institutional policies and program philosophies and goals. It is the student's responsibility to read, understand, and comply with the policies outlined in this document as well as the Durham College Academic Policies and Procedures.

The OTA & PTA program reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes. The following policies apply to all courses unless students are advised otherwise. Additional policies specific to individual courses may be indicated in the course outline. Policies related to field placement courses will be identified in the field placement guide and/or the individual course outline and lab policies will be outlined in the OTA & PTA Lab Manual and relevant course outlines.

The Learning Environment

As the OTA & PTA program is a professional program, it is expected that OTA & PTA students will always act and communicate in a professional manner, in accordance with the standards of the profession and the Durham College Student Code of Conduct.

Attendance

Because of the relationship between theoretical knowledge and praxis in education, it is essential that students participate in all learning activities provided. Missed learning opportunities may lead to gaps in knowledge, grade reduction, and potential safety hazards for the client in the practicum setting.

Full attendance supports the student in meeting the program learning outcomes, essential employability outcomes and to ensure quality, scaffolded learning that promotes students' academic and professional success. It is required that students advise their professor by email prior to any class/lab absences, documentation supporting an absence may be required depending on the situation if a graded activity/evaluation is missed. This helps to support accountability as well as the development of essential employability skills and professionalism.

Attendance guidelines are in place to support student success both in course work and in the practice environment, to ensure quality, ethical rehabilitative care is offered to our community and to identify areas of missed content for remediation. A lab skill checklist is a pass/fail requirement for all lab courses to ensure students are competent in delivering safe and effective treatments when assigned field placement. Students are accountable for ensuring they meet all lab skill requirements and maintain this learning for the duration of the program for safe practice. Refer to individual course outlines, lab and field placement manuals for specific attendance requirements.

To promote student success in courses, skill and knowledge acquisition, success in the program and field, any student who is frequently absent will be contacted by their class instructor to discuss the reason for the absenteeism and to determine how the student might fully participate in learning activities. This process and guidelines are followed in a consistent, supportive manner throughout the program to promote student success, communicate transparently, and offer appropriate supports to encourage attendance and active participation and is not punitive.

Student Conduct

It is expected that all members of the class, including the professor, will treat one another with courtesy and respect within all aspects of the learning environment (Lab, in and out of classroom, fieldwork placement). There is a substantial amount of group practical/laboratory work within the program, and it is an expectation that all group members treat each other with respect and dignity. Respect helps to create a caring environment which supports teaching and learning. If individual behaviours interfere with the rights of others to teach or to learn, the professor has the right to hold the disruptive student(s) accountable and disciplinary action may be initiated as per the College policies: [Academic Policy](#)

Late Arrivals in Class/Lab

Students are expected to arrive to class/lab on time both at the beginning of class and after breaks. Professors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and/or disturbs a class already in progress, the professor has the right to prohibit entry to the classroom until a suitable break occurs. During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival will not be permitted. (Special circumstances may be presented to the professor in advance of the class for consideration.)

Students who arrive late on the day of a written test will not be given any additional time to complete the test. Due to the time-sensitive nature of lab evaluations/assessments; students arriving late will not be able to complete their assessment/evaluation and will receive a mark of "0" on that evaluation. Please refer to the OTA & PTA Program Lab Manual and related outlines for further details.

Communication

Each Durham College student has a DC mail email address which they are required to check and respond to communications within 24 business hours. This supports communication between faculty, field placement preceptors and helps to develop and promote professional communication expectations for the workplace. Students are also expected to check DC Connect for course updates and MyDC and Durham College regularly for important college-wide information.

Please note that **communication between students and faculty and placement officer/student advisor via email is limited to the DC mail system. Durham College staff CANNOT use or reply to personal email addresses.** Please note that in keeping with the development of professional communication and employability skills, emails should be professional, grammatically correct with proper spelling and punctuation.

Students are encouraged to keep their professor informed of any circumstances which may be impacting their success and assume responsibility for accessing the necessary supports that faculty/student advisor/field placement officer may recommend.

If a student has a concern about an individual course, the first step in finding a solution should be a discussion with the professor of that course. If the issue cannot be resolved through collaboration, the student is advised to discuss with the OTA & PTA Program Coordinator and/or Student Advisor or Associate Dean depending on the circumstance.

Technology

All students are guided by the Durham College Information Technology Acceptable Use Policy which can be found at: [ADMIN-206-Acceptable Use of Information Technology \(durhamcollege.ca\)](https://www.durhamcollege.ca/admin/206-Acceptable-Use-of-Information-Technology)

In addition to this general policy, the following guidelines apply to the use of any technology in the OTA & PTA program (including computers, laptops, tablets, smart phones, smart watches, and other electronic devices):

- Professional behavior and proper technology etiquette will be observed at all times when using electronic devices in the classroom, laboratory, or clinical setting.
- Technological devices may be used only when authorized by faculty for clinical or classroom activities, or as an approved accommodation to reduce the impact of a disability. Students seeking the latter will require an Accommodations Notice from The Access and Support Centre.
- Use of laptops or internet-based technology in the class is permitted related to course work only. When faculty request that students' close laptops or turn off other electronic devices to focus attention on a learning activity, it is expected that students will respond promptly to this direction.

- No personal phone conversations or texting is allowed at any time or under any circumstance while in lab, a client area or during designated clinical hours. All devices must be silenced or turned off during these times. **A formal Academic Notice (that will remain in the student's file) will be issued for each violation of using the electronic device for socializing during clinical/lab time along with a loss of a grade percentage in accordance with the essential employability evaluation system outlined in the OTA & PTA Lab Manual.**
- Unauthorized use of personal electronic devices during clinical time may result in a failure on placement based on the discretion of the clinical preceptor in conjunction with the fieldwork advisor.
- At no time may a student post anything related to faculty/teachers, clients, other students, classes/ practicum/lab on social media or other online sharing platforms. Students may not take pictures/videos/recordings of clients/students/professors without written consent.
- Students who abuse the privilege of using technology will be subject to disciplinary action.

Eating and Drinking in Classrooms

Food and drinks are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up his/her workspace before leaving the class. The professor has the right to revoke this privilege if these conditions are not met or if other students in class object to the practice. Please review OTA & PTA lab manual for food/drink related to the lab.

Emergency Calls

The Faculty of Health Sciences staff will accept messages for students only in the event of a family emergency. Please make sure that anyone who needs to locate you during class time for reasons other than an emergency has a copy of your timetable [e.g., classmates, family, daycare provider, employer]. Staff are unable to release your schedule information due to the Freedom of Information Act.

Timetables

Timetables and course outlines are available online through MyDC. If you require assistance, please contact the IT Help Desk at 905-721-2000.

Please note: Students are responsible to ensure that all their required courses are on their schedules and that they have met all GNED requirements in addition to core OTA & PTA Courses. Students are advised to book an appointment with the Student Advisor if they have any questions and to report it immediately if there is a discrepancy in their timetable.

Evaluation Expectations & Procedures

During midterm and final evaluations, there may be other scheduled activities falling outside regularly scheduled class time, such as final practical lab evaluations. This will be communicated to you by the course instructor. Missing these sessions may affect class success, program progression or may impact eligibility for practicum.

Policies for Tests / Quizzes Please read carefully

1. The weighting of tests and quizzes is outlined in the Course Outline with the evaluation criteria.
2. There are no makeup tests (i.e., no “do-overs”).
3. It is expected all students will be present to write tests in the scheduled time slots. Tests may be scheduled outside regular timetabled hours.
4. A student who misses a test/evaluation for emergent reasons must notify his/her professor **by e-mail to inform the professor of the reason for the missed test PRIOR to the missed test. Failure to comply will result in a mark of zero (0).**
5. A student who complies with the test policies **may be given the opportunity to write a modified version of the test OR have the weight of the missed test added to another evaluation item** e.g., test, assignment, exam. The decision will be made upon consideration of the emergent nature of the missed evaluation as well as appropriate supporting documentation within 2 business days and upon consultation with the Associate Dean.
6. Students who have missed a test will be required to write the missed test in the Test Center at a predetermined time based on Test Center availability.
7. If a student is late arriving for a test or quiz, no additional time will be granted.
8. No student will be allowed to enter the test room after the first student to complete the test leaves the room for testing integrity reasons.

OTA & PTA Program Academic Progression Policy

Academic Progression in the OTA & PTA Program

To progress to subsequent courses and field placement in the OTA & PTA program, students must achieve a passing grade (50% or above) in each pre-requisite course and must maintain a cumulative program GPA of 2.0. Students with a cumulative program GPA of between 1.8-1.99 may continue with course work, however, will NOT be eligible for placement. Students with a cumulative GPA of below 1.8 will not be able to continue with program courses until academic upgrading has been completed. Refer to the OTA & PTA Program of Study for further information.

Final Marks

Official final grades will be available to view on MyDC. For lab courses, the grade shown on DC Connect is subject to change based on EES points (see OTA & PTA Lab Manual for further details).

Graduation

An “Application for Graduation” form must be completed by graduating students. The form will be available through MyDC, prior to the graduation date. Students must have successfully completed all course credits and all three field placements with an overall minimum GPA of 2.0 to graduate.

Written Assignments

OTA and PTAs are required to demonstrate competence in writing and professional communication. OTA & PTAs may be required to write in hard copy or electronically to correspond with others and create presentations. OTA & PTAs must pay attention to detail, follow instructions and complete clear, succinct, accurate and timely records. The OTA & PTA program has developed policies for written assignments to help students refine these skills and to ensure consistent expectations of all written work.

1. All written assignments are to be **Word processed** unless otherwise directed by the professor. Assignments which are not word processed will not be graded and a mark of zero will be assigned. Use Microsoft Word software only.
2. Written assignments must be submitted to the professor, on the specific date, **at the beginning of the assigned class** or as directed by the professor.
3. When directed by the professor to submit assignments electronically, the professor is not responsible for any computer problems the student may encounter when sending the assignment. Attachments that will not open or are not included with the e-mail are the responsibility of the student and are subject to late penalties. DC Connect does NOT accept submissions in the format of .heic or .pages.
4. Late Assignments
 - An assignment is considered late if it is not submitted on the specific date, before the specified deadline - as directed by the professor.
 - If a student anticipates that he/she will be absent or late for class he/she must notify the professor before the class and submit the assignment electronically or as otherwise specified by the due date/time.
 - A late assignment will be penalized at a rate of **10% for the first late day, 10% for the second late day and an additional 10% for the third late day**. Late assignments will not be accepted beyond the third day, and the student will receive a grade of zero for the assignment. A “day” includes each day of the weekend.
 - In consultation with the OTA & PTA program team, the professor will consider individual, rare extenuating circumstances, which may cause an assignment to be late. The student may be required to provide documentation to validate the extenuating circumstance.
5. The student is responsible for keeping a backup copy of all written assignments, marked assignments and course work for future reference and as evidence for professional portfolio.
6. The student takes full responsibility for assignments submitted by others on his/her behalf.

7. Assignments are **NOT** accepted at the Faculty of Health Sciences Office under any circumstances.
8. Assignments will be returned by the method specified by the professor. Students absent when assignments are returned should make arrangements to obtain their assignments from their Professor. Unclaimed assignments will be destroyed at the end of each Semester.
9. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to the DC Grade Appeal Policy [Grade Appeals Policy](#)
10. Group assignments will be assigned an individualized grade, reflecting individual contributions and accountability to the group process. Refer to assignment instructions and rubrics for specific grading details.
11. Written work submitted must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to progressive consequences.
12. In all submissions in which you use generative AI, you must cite its use. Failing to cite the use of Generative AI is considered a breach of academic integrity and Academic Policy ACAD-101 Academic Integrity will be applied. However, it is important to understand that all large language models are known to make up incorrect facts, fake citations and inaccurate outputs, and image-generation models can occasionally create offensive products. You are responsible for any inaccurate, biased, offensive or otherwise unethical content you submit regardless of whether it originally comes from you or a Generative AI source. If you are uncertain if you have used GenAI and/or cited appropriately, please speak with the library or your professor.
13. ALL assignments/projects in the OTA & PTA program are required to be properly referenced using APA format. This includes an APA formatted reference list, as well as APA formatted in-text citations. The purpose is to acknowledge the sources of ideas and evidence for the student paper, to provide a way for the reader to locate, access and review the source of the information (e.g., Research article/book/website etc.). Use the Durham College Library APA Citation Style Guide as a guide as you develop your reference list.

Further information on academic integrity is found here:

[Academic Integrity](#)

OTA & PTA Field Placement

When on field placement, students must realize that their behaviour reflects upon the entire student body, the Durham College OTA & PTA program, the OTA & PTA profession and the image of the college as a whole. Students are expected to act in a professional manner at all times and in any situations that may arise. This includes punctuality and regular attendance.

Requirements

OTA & PTA program requires that students successfully complete a **minimum** of 584 fieldwork hours. It is also a program requirement that at least 150 hours are comprised of exclusive OTA experience and another 150 hours is exclusive PTA experience. The remaining hours can represent a hybrid fieldwork experience. These hours and ratios are critical to ensure students meet the program requirements for graduation and are intended to ensure that graduates are competent in both the OTA and PTA discipline areas. Students will be required to track, and to accurately provide evidence of all fieldwork hours and to comply with the Field Placement Manual.

Eligibility

Students must obtain and maintain a cumulative program GPA of 2.0 and successfully complete all prerequisites to be eligible for field placement.

Students are expected to maintain a passing level of performance in all skills and knowledge previously evaluated at a passing grade. A student who is unsuccessful on a previous fieldwork placement course or who has had an absence from the program and/or skill-based courses is required to take an individualized skill-based assessment test to be eligible for Fieldwork Placement at their cost. Please see the OTA PTA Field Placement Manual for details.

Assignment of Placements

The OTA & PTA program is designed to follow current accreditation standards and requires adherence to mandatory fieldwork hours, OTA & PTA hour ratios, and evaluation rigor to confirm that the professional competencies are achieved and consistently demonstrated throughout the program. The program is designed to prepare generalists who can function in diverse settings with clients from a variety of cultures, socio-economic backgrounds, and developmental stages. To this end we use a number of criteria in selecting Fieldwork Placement placements to facilitate the student's Fieldwork Placement learning, including:

- Accreditation Based Standards for OTA & PTAs;
- OTA & PTA Program and Vocational Learning Outcomes;
- Availability of agencies/units and
- Experiences the agency/unit is able to provide (i.e., OTA hours/PTA hours).

The College will arrange agreements with affiliated partners for placements. All clinical placements are organized by the Fieldwork Placement Officer in collaboration with program faculty. Students MAY NOT arrange their own placements. Agency partners will only accept students for placements that are arranged through the Faculty of Health Sciences. **An application form is required for any out-of-catchment placements; please see the OTA & PTA field placement manual for further details and connect with the Program Coordinator.**

Students are expected to be able to work the hours and days assigned for each fieldwork course. Students are expected to be able to work the hours and times assigned by their placement site – this may include weekends and/or evenings in placements. Students may not change their fieldwork hours once assigned. Fieldwork placements may be changed on short notice if unforeseen events occur.

It is critical that your preceptor (the OT or PT supervising the placement at the fieldwork site) provide supervision to you during your fieldwork hours, as per the College guidelines. A field placement advisor at Durham College will be available to both students and preceptors to address questions, clinical matters and to facilitate the placement in their respective discipline area.

For all Field Placement Requirements and Policies please see:

- **OTA & PTA Field Placement Guide & Program Web Page for most up to date pre-placement requirement information:**
- <https://durhamcollege.ca/programs/occupational-therapist-assistantphysiotherapistassistant#tabPlacement>

Transportation

Students are responsible for their own transportation to and from field placement and experiential learning opportunities. Students are responsible for all costs associated with such transportation which may or may not be proximal to transit lines.

Field Placement Selection Process

The OTA & PTA program strives to provide students with a varied field placement experience (ages of clients and type of agency). The selection process involves consideration of ensuring learning objectives can be met, the students' needs, desires, skill level and the availability of placement agencies. Field Placement opportunities offered to students will be selected by the Program Team based on opportunities available, accreditation and agency requirements. Students will be required to send a cover letter and resume and may be required to complete an interview with the agency to determine goodness of fit. Students are required to complete all prerequisites successfully to be accepted into the Field Placement courses.

Note: Students may not complete placement hours at an agency where they are an employee.

Conflict of Interest

Students are required to self-identify any conflict of interest they may have in their assigned field placement. Notification must be made in writing to the Placement Officer if the student has:

- Relatives or friends who are employed or volunteer (in any capacity) at a placement agency site.
- An employment or volunteer relationship at a placement agency site.
- Any other affiliation with a placement agency site, which could place them in a position of conflict of interest while attending placement.

Students are required to carefully review and abide by student conduct, attendance, supervision and placement evaluation requirements as described in the OTA & PTA Field Placement Manual.

Health Policies and Guidelines

Certain protective health measures such as entrance physical examinations, up to date immunization, criminal reference checks, CPR certification and/or special tests are expected of all students, the professor and staff prior to an experience in the agency. All required entry and pre-practicum documentation must be submitted to [Synergy Gateway](#) our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates and all requirements are outlined on our OTA & PTA program website: [Academic Therapist Assistant Physiotherapist Assistant](#). Exceptions to these dates are non-negotiable due to liability and safety regulations. Please refer to the OTA & PTA Field Placement Manual for further details. Please refer to the Field Placement Manual and program website for further details and for submission instructions.

1. Entry Immunization Form

An approved Entry Immunization Form (EIF) must be on file with **Synergy Gateway** [Synergy Gateway](#) to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is approved.

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours and contact information can be found here: [Campus Health and Wellness Centre](#)

Completion of an “Informed Consent for Immunization Exemption” must be provided to your placement officer if you are requesting exemption from any immunizations on the EIF form. These forms are only available through an appointment in the Campus Health Centre. Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed. TB testing is mandatory.

2. Tuberculosis Surveillance (TB skin testing)

All first-year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray, which is less than 1 year old, must be submitted along with documentation of the positive test result.

3. Influenza and COVID Vaccination

Placement sites may require proof of COVID vaccination as they are in the healthcare field and may also have masking requirements. Requirements may fluctuate based on evolving restrictions and governmental recommendations. Some placement sites (long-term care, hospital) may also require evidence of vaccination for influenza. Please ensure you keep a record of vaccinations for your placement agency. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over.

4. Illness

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your placement site, field placement advisor as soon as possible for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre for clearance to attend placement if you suspect you have:

- Contact with a communicable disease.
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours.
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath.

Reporting and isolating requirements due to illness may fluctuate based on evolving pandemic guidelines. Your placement advisor will support you in clearance for return to placement.

5. Management of Persons with Exposure to Blood or Body Fluids

Definition of “Exposure”: exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which Routine Practices apply.

- a) If an exposure occurs, immediately apply first aid measures.
 - 1. Wash the area with soap and water
 - 2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
 - 3. If mouth is affected, spit out suspected fluid and rinse with water
 - 4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact
- b) Reporting and post-exposure management.

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

- 1. Notify their immediate supervisor (i.e.: practicum professor)
- 2. Follow the policy of the agency in which the exposure occurred
- 3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up
- 4. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
 - Date, time, location (agency) of exposure
 - Job duty being performed by student/staff at the time of exposure
 - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact
 - Description of source of exposure
- 5. Details about any referral for assessment/treatment
- 6. Follow up counselling and ongoing evaluations by a physician can be arranged if the student does not have a physician

6. Travel Outside Canada

Please be aware that upon returning from travel outside of Canada, if unwell, you are advised to consult with your healthcare professional or make a medical appointment through the Campus Health Centre.

Employment Opportunities

Where you could work:

- Rehabilitation facilities
- Outpatient physiotherapy clinics
- Outpatient sports rehabilitation clinics
- Community hospitals
- Children treatment centers
- Community development agencies
- Long-term care facilities
- Extended care facilities
- Home care services
- Offices of health care practitioners
- Social services agencies

What you could be:

- Physiotherapist assistant
- Rehabilitation assistant
- Occupational Therapist assistant
- Vocational rehabilitation assistant
- Special education assistant
- Education assistant
- Life-skills worker

Courses

[Click Here for Course Outline Access Manual](#)

Semester 1

- [Basic Anatomy & Physiology \(ANAT 1300\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [General Elective Credit \(GNED 1000\)](#)
- [The Health Care System and Rehabilitation \(HSYS 1301\)](#)
- [Interpersonal Communication Skills for Rehab \(ICOM 1302\)](#)
- [Rehabilitation Concepts Across The Lifespan \(LIFE 1303\)](#)
- [PTA Skills I \(PTAI 1304\)](#)

Semester 2

- [Concepts In Mental Health \(COMH 2303\)](#)
- [Fundamentals Of Musculoskeletal Movement \(FMSK 2301\)](#)
- [OTA & PTA Introductory Field Placement \(FPLA 2300\)](#)

- [Indigenous Elective \(INDG 0000\)](#)
- [OTA Skills I \(OTAI 2304\)](#)
- [Presenting Conditions: Musculoskeletal Inv & Evaluation \(PMSK 2302\)](#)

Semester 3

- [Fundamentals Of Neurological Structures \(FNEU 3302\)](#)
- [OTA&PTA Fieldwork Placement \(FPLA 3300\)](#)
- [OTA Therapeutic Skills II \(OTII 3304\)](#)
- [Presenting Conditions Neurological Investigation and Evaluation \(PNEU 3302\)](#)
- [PTA Therapeutic Skills II \(PTII 3303\)](#)

Semester 4

- [Fundamentals Of Cardiorespiratory & Complex Conditions \(FCAR 4301\)](#)
- [Communication & Function \(FCOM 4305\)](#)
- [OTA & PTA Fieldwork Pregraduate Placement \(FPLA 4306\)](#)
- [Presenting Conditions Cardiorespiratory & Complex Conditions \(PCAR 4302\)](#)
- [Professional Practice for OTA/PTA \(PROP 4303\)](#)
- [PTA&OTA Therapeutic Skills III \(PTOT 4304\)](#)