

NORTHWOOD TECHNICAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT
STUDENT POLICIES
SCHOLARSHIP AGENDA

A Scholarship Agenda captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant works that simultaneously meet campus mission and goals, meet the needs of the program, and are reflected in the curriculum design. This can take a myriad of forms based on the curriculum design of the occupational therapy program. Please provide a narrative below that identifies the program's scholarship agenda and illustrates how it aligns with the mission of the program and institution as well as the curriculum design.

School Name: Northwood Technical College - Ashland	Program OTA Program
Submitted By: Becky Mika, OTR/L, Program Director	Date: January 15, 2021, update 1/2022, update 1/17/2023

Title: Reflective Student, Reflective Practitioner, SoTL

Mission of the Program and Institution	Curriculum Design	Scholarship Agenda
<p>Northwood Technical College's Mission - Learning First</p> <p>Learning is our passion. As Northwest Wisconsin's leader in technical education, Northwood Tech creates dynamic opportunities for career preparation and personal effectiveness. We are committed to making each and every experience with us meaningful and professional.</p> <p>Vision - An Innovative Journey</p> <p>Education is a lifelong journey of learning and discovery. We embrace innovative theories, techniques, and technologies to ensure success in a changing world.</p>	<p>The Occupational Therapy Assistant program at Northwood Technical College involves the learner in a collaborative process that emphasizes the use of technology, development of core abilities, a strength based approach, and student reflection.</p> <p>The OTA Program promotes student reflection throughout the curriculum. Exams require post-exam self reflection through an exam wrapper and assignments require the completion of I learned statements, where students reflect on the learning that occurred during the assignment. Reflective learning helps students to examine assumptions, problems, and solutions. After a task, the student examines learning that occurred and chooses deliberate ways to modify or change. Reflection also allows students to understand the positive aspects of the assignment. Students are encouraged to become reflective about intervention and their future clinical practice.</p>	<p>Scholarship of Teaching and Learning</p> <p>Northwood Technical College has strong emphasis on teaching (innovation, technology, excellence).</p> <p>Scholarship of Teaching and Learning, especially reflective learning, ties to our curricular thread of being a reflective practitioner. Specific activities used to support this SoTL include:</p> <ul style="list-style-type: none"> • Reflections after every lab practical • Reflections after every exam • After core abilities meetings each semester • After each evaluation for FWI experience • After competencies when OTAS has to seek feedback from their "patients" and then complete "I learned" statements • I learned statements after each group they lead • FWII Reflection on fieldwork site • FWII Reflection after mock interview

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<p>OTA PROGRAM MISSION The mission of the Northwood Technical College Occupational Therapy Assistant Program is to provide a meaningful and dynamic experience where learning comes first. Students in the OTA program begin a lifelong journey toward excellence. By using creative techniques, technology, and reflection, the occupational therapy assistant graduate is prepared to achieve personal and professional goals. Values Empowerment- The OTA program values student reflection and strength based action plans to prepare graduates for employment and personal effectiveness. Excellence-The OTA program values high quality training in a meaningful learning environment. Innovation-The OTA program values the use of technology to address clients' needs. Integrity-The OTA program values Core Abilities (soft skills) that employers indicate are necessary for successful employment. Collaboration-The OTA program values partnerships with peers, clients, and fieldwork educators that enhance learning.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • AOTA article reflective practitioner • Initial student training in first semester boot camp (introduction to program overall) • Core abilities documents • Additional student support materials in coursework <p>Share/Make public:</p> <ul style="list-style-type: none"> • Share 1:1 core abilities meetings • Share 1:1 with assignment feedback • Share small group setting with peers • Share large group setting with peer reflection • Share in mid-term FW meetings with FW Supervisor • Share with outside party following mock interview <p>Future:</p> <ul style="list-style-type: none"> • Tie to new HEC curriculum • Interprofessional
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