

Fanshawe College

## FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

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Documentation (Approvals etc...)

Occupational Therapist Assistant and  
Physiotherapist Assistant

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2017

### **FANS 01340 Occupational Therapist Assistant and Physiotherapist Assistant - CVS Application**

Fanshawe College

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APPLICATION FORM FOR PROGRAM PROPOSAL

<b>A. Funding Request:</b> This proposal will be sent to the MTCU for Approval for Funding. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No								
<b>B. College Name:</b> Fanshawe College								
<b>C. College Contact(s):</b> Person responsible for this proposal.  <table border="0"> <tr> <td><b>Name:</b> Tracy Gedies</td> <td><b>Name:</b> Christine Griffith</td> </tr> <tr> <td><b>Title:</b> Director, Centre for Academic Excellence</td> <td><b>Title:</b> Chair, School of Health Sciences</td> </tr> <tr> <td><b>Telephone:</b> 519-452-4430 ext. 4733</td> <td><b>Telephone:</b> 519-452-4430 ext. 4448</td> </tr> <tr> <td><b>E-mail:</b> tgedies@fanshawec.ca</td> <td><b>E-mail:</b> cmgriffith@fanshawec.ca</td> </tr> </table>	<b>Name:</b> Tracy Gedies	<b>Name:</b> Christine Griffith	<b>Title:</b> Director, Centre for Academic Excellence	<b>Title:</b> Chair, School of Health Sciences	<b>Telephone:</b> 519-452-4430 ext. 4733	<b>Telephone:</b> 519-452-4430 ext. 4448	<b>E-mail:</b> tgedies@fanshawec.ca	<b>E-mail:</b> cmgriffith@fanshawec.ca
<b>Name:</b> Tracy Gedies	<b>Name:</b> Christine Griffith							
<b>Title:</b> Director, Centre for Academic Excellence	<b>Title:</b> Chair, School of Health Sciences							
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<b>E-mail:</b> tgedies@fanshawec.ca	<b>E-mail:</b> cmgriffith@fanshawec.ca							
<b>D. Proposed Program Title:</b> Occupational Therapist Assistant and Physiotherapist Assistant								
<b>E. Proposed Credential:</b> Please select one (1). <input type="checkbox"/> Local Board Approved Certificate <input type="checkbox"/> Ontario College Certificate <input checked="" type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Ontario College Advanced Diploma <input type="checkbox"/> Ontario College Graduate Certificate								
<b>F. Program Maps (Appendix A):</b> Please complete and attach the two (2) Program Maps. <u>Form 1-</u> Vocational Program Learning Outcomes <u>Form 2-</u> Essential Employability Skills Outcomes								
<b>G. Program Description (Appendix B):</b> Please complete and attach the Program Description Form.								
<b>H. Program Curriculum (Appendix C):</b> Please complete and attach the Program Curriculum Form.								
<b>I. Regulatory Status Form (Appendix D):</b> Please complete and attach the Regulatory Status Form.								
<b>J. Date of Submission to CVS:</b> January 10, 2017								
<b>FOR CVS USE ONLY</b>								
<b>K. Date of CVS Response:</b> January 11, 2017								
<b>L. CVS Validation Decision:</b> <input checked="" type="checkbox"/> Proposal Validated. APS Number: FANS 01340 Reason: Well-developed program; aligned to the MAESD code assigned for this field and credential. <input type="checkbox"/> Proposal not Validated. Reason:								
<b>M. CVS Signature:</b> Karen Belfer								

Send the completed form and required appendices to: [belfer@ocqas.org](mailto:belfer@ocqas.org). For detailed information on how to complete the Application Form for Program Proposal, please refer to the Instructions for Submission of Program Proposal document at [www.ocqas.org](http://www.ocqas.org).



## INTRODUCTION

The process established by the Credentials Validation Service (CVS) is designed to be a streamlined, seamless, effective, and efficient process that will allow colleges to submit and receive validation requests and decisions in a timely manner. The document with the instructions to complete this form (*CVS Instructions for Submission of Program Proposal*) is available to all colleges on the OCQAS website ([www.ocqas.org](http://www.ocqas.org)).



**F. PROGRAM MAPS (APPENDIX A): Form 1 - Vocational Program Learning Outcomes**

<b>Provincial Vocational Program Outcomes</b> <input checked="" type="checkbox"/> Provincial Program Standard, <i>or</i> <input type="checkbox"/> Provincial Program Description <i>MTCU code: 51502 (Algonquin College)</i>	<b>Proposed Program Vocational Learning Outcomes</b>	<b>Course Title / Course Code</b>
<p><b>1. communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families, and significant others, occupational therapists, physiotherapists, other health care providers, and others within the role of the therapist assistant.</b></p>	<p><b>1. communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families, and significant others, occupational therapists, physiotherapists, other health care providers, and others within the role of the therapist assistant.</b></p>	<ul style="list-style-type: none"> <li>• WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>• XXXX: Rehabilitation and the Healthcare System</li> <li>• XXXX: Rehabilitation Concepts Through the Lifespan</li> <li>• COMM-3067: Professional Communications</li> <li>• XXXX: OTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: Fundamentals of the Musculoskeletal System</li> <li>• XXXX: Clinical Placement I</li> <li>• XXXX: OTA/PTA Therapeutic Skills:</li> </ul>



		<p>Cardiorespiratory &amp; Complex Conditions</p> <ul style="list-style-type: none"> <li>•XXXX: Clinical Placement II</li> <li>•XXXX: PTA Therapeutic Skills: Neurological</li> <li>•XXXX: OTA Therapeutic Skills: Neurological</li> <li>•XXXX: Communication and Function</li> <li>•XXXX: Clinical Placement III</li> </ul>
<p><b>2. participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.</b></p>	<p><b>2. participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.</b></p>	<ul style="list-style-type: none"> <li>•NUTR-1016: Essentials in Human Nutrition</li> <li>•XXXX: Rehabilitation Concepts Through the Lifespan</li> <li>•XXXX: Introduction to Occupational Therapy and Physiotherapy</li> <li>•XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>•XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> <li>•XXXX: Concepts in Mental</li> </ul>



		<p>Health</p> <ul style="list-style-type: none"><li>•XXXX: Professional Practice in Rehabilitation</li><li>•XXXX: Clinical Placement II</li><li>•XXXX: OTA Therapeutic Skills: Neurological</li><li>•XXXX: Clinical Placement III</li></ul>
<p><b>3. establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.</b></p>	<p><b>3. establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.</b></p>	<ul style="list-style-type: none"><li>•XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li><li>•XXXX: Professional Practice in Rehabilitation</li><li>•XXXX: Clinical Placement II</li><li>•XXXX: OTA Therapeutic Skills: Neurological</li><li>•XXXX: Communication and Function</li><li>•XXXX: Clinical Placement III</li></ul>
<p><b>4. ensure personal safety and contribute to the safety of others within the role of the therapist assistant.</b></p>	<p><b>4. ensure personal safety and contribute to the safety of others within the role of the therapist assistant.</b></p>	<ul style="list-style-type: none"><li>•XXXX: Introduction to Occupational Therapy and Physiotherapy</li><li>•XXXX: OTA Therapeutic</li></ul>



		<p>Skills: Musculoskeletal</p> <ul style="list-style-type: none"><li>•XXXX: PTA Therapeutic Skills: Musculoskeletal</li><li>•XXXX: Fundamentals of the Musculoskeletal System</li><li>•XXXX: Clinical Placement I</li><li>•XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li><li>•XXXX: Fundamentals of the Cardiorespiratory System</li><li>•XXXX: Clinical Placement II</li><li>•XXXX: PTA Therapeutic Skills: Neurological</li><li>•XXXX: OTA Therapeutic Skills: Neurological</li><li>•XXXX: Clinical Placement III</li></ul>
<p><b>5. practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.</b></p>	<p><b>5. practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.</b></p>	<ul style="list-style-type: none"><li>•XXXX: Rehabilitation and the Healthcare System</li><li>•XXXX: Introduction to Occupational Therapy and Physiotherapy</li><li>•XXXX: PTA Therapeutic</li></ul>



		<p>Skills: Musculoskeletal</p> <ul style="list-style-type: none"><li>•XXXX: Clinical Placement I</li><li>•XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li><li>•XXXX: Clinical Placement II</li><li>•XXXX: PTA Therapeutic Skills: Neurological</li><li>•XXXX: OTA Therapeutic Skills: Neurological</li><li>•XXXX: Clinical Placement III</li></ul>
<p><b>6. document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.</b></p>	<p><b>6. document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.</b></p>	<ul style="list-style-type: none"><li>•XXXX: OTA Therapeutic Skills: Musculoskeletal</li><li>•XXXX: PTA Therapeutic Skills: Musculoskeletal</li><li>•XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li><li>•XXXX: Professional Practice in Rehabilitation</li><li>•XXXX: Clinical Placement II</li><li>•XXXX: PTA Therapeutic</li></ul>





		<p>Skills: Neurological</p> <ul style="list-style-type: none"> <li>•XXXX: OTA Therapeutic Skills: Neurological</li> <li>•XXXX: Communication and Function</li> <li>•XXXX: Clinical Placement III</li> </ul>
<p><b>7. develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.</b></p>	<p><b>7. develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.</b></p>	<ul style="list-style-type: none"> <li>•XXXX: Rehabilitation Concepts Through the Lifespan</li> <li>•XXXX: Introduction to Occupational Therapy and Physiotherapy</li> <li>•XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>•XXXX: Clinical Placement I</li> <li>•XXXX: Professional Practice in Rehabilitation</li> <li>•XXXX: Clinical Placement II</li> <li>•XXXX: PTA Therapeutic Skills: Neurological</li> <li>•XXXX: OTA Therapeutic Skills: Neurological</li> <li>•XXXX: Clinical Placement III</li> </ul>



<p><b>8. perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.</b></p>	<p><b>8. perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.</b></p>	<ul style="list-style-type: none"><li>• NUTR-1016: Essentials in Human Nutrition</li><li>• XXXX: Rehabilitation and the Healthcare System</li><li>• XXXX: Rehabilitation Concepts Through the Lifespan</li><li>• XXXX: Introduction to Occupational Therapy and Physiotherapy</li><li>• XXXX: Introduction to Anatomy and Physiology for Health Care</li><li>• XXXX: PTA Therapeutic Skills: Musculoskeletal</li><li>• XXXX: Fundamentals of the Musculoskeletal System</li><li>• XXXX: Musculoskeletal Conditions</li><li>• XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li><li>• XXXX: Cardiorespiratory and Complex Conditions</li><li>• XXXX: Concepts in Mental</li></ul>
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		<p>Health</p> <ul style="list-style-type: none"> <li>•XXXX: Professional Practice in Rehabilitation</li> <li>•XXXX: Clinical Placement II</li> <li>•XXXX: PTA Therapeutic Skills: Neurological</li> <li>•XXXX: OTA Therapeutic Skills: Neurological</li> <li>•XXXX: Fundamentals of Neurological Structures</li> <li>•XXXX: Neurological Conditions</li> <li>•XXXX: Clinical Placement III</li> </ul>
<p><b>9. perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.</b></p>	<p><b>9. perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.</b></p>	<ul style="list-style-type: none"> <li>•XXXX: Rehabilitation Concepts Through the Lifespan</li> <li>•XXXX: OTA Therapeutic Skills: Musculoskeletal</li> <li>•XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>•XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> </ul>



		<ul style="list-style-type: none"> <li>•XXXX: Cardiorespiratory and Complex Conditions</li> <li>•XXXX: Professional Practice in Rehabilitation</li> <li>•XXXX: Clinical Placement II</li> <li>•XXXX: PTA Therapeutic Skills: Neurological</li> <li>•XXXX: OTA Therapeutic Skills: Neurological</li> <li>•XXXX: Neurological Conditions</li> <li>•XXXX: Clinical Placement III</li> </ul>
<p><b>10. enable the client’s occupational performance by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.</b></p>	<p><b>10. enable the client’s occupational performance by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.</b></p>	<ul style="list-style-type: none"> <li>•XXXX: Introduction to Occupational Therapy and Physiotherapy</li> <li>•XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> <li>•XXXX: Clinical Placement II</li> <li>•XXXX: OTA Therapeutic Skills: Neurological</li> <li>•XXXX: Neurological Conditions</li> </ul>



		<ul style="list-style-type: none"> <li>• XXXX: Clinical Placement III</li> </ul>
<p><b>11. enable the client’s optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.</b></p>	<p><b>11. enable the client’s optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.</b></p>	<ul style="list-style-type: none"> <li>• XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: PTA Therapeutic Skills: Neurological</li> <li>• XXXX: Neurological Conditions</li> <li>• XXXX: Clinical Placement III</li> </ul>
<p><i>12. Manage time and prioritize competing demands in collaboration with occupational therapists and physiotherapists. (Algonquin-specific)</i></p>	<p><b>12. manage time and prioritize competing demands in collaboration with occupational therapists and physiotherapists.</b></p>	<ul style="list-style-type: none"> <li>• XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: Neurological Conditions</li> <li>• XXXX: Clinical Placement III</li> </ul>
<p><i>13. Use knowledge and influence responsibly within the assistant’s role to promote the health and well-being of individual clients, communities, and populations. (Algonquin-specific)</i></p>	<p><b>13. use knowledge and influence responsibly within the assistant’s role to promote the health and well-being of individual clients, communities, and populations.</b></p>	<ul style="list-style-type: none"> <li>• NUTR-1016: Essentials in Human Nutrition</li> <li>• XXXX: Musculoskeletal</li> </ul>



		<p>Conditions</p> <ul style="list-style-type: none"><li>•XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li><li>•XXXX: Concepts in Mental Health</li><li>•XXXX: Clinical Placement II</li><li>•XXXX: OTA Therapeutic Skills: Neurological</li><li>•XXXX: Fundamentals of Neurological Structures</li><li>•XXXX: Communication and Function</li><li>•XXXX: Clinical Placement III</li></ul>
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*Add additional rows as required to complete the mapping exercise.*



**F. PROGRAM MAPS (APPENDIX A): Form 2 – Essential Employability Skills Outcomes**

Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes <i>(As indicated in Appendix A)</i>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Presenting</li> <li>• Visual Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience</li> </ul>	<ul style="list-style-type: none"> <li>• WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>• NUTR-1016: Essential in Human Nutrition</li> <li>• XXXX: Rehabilitation and the Healthcare System</li> <li>• XXXX: Introduction to Anatomy and Physiology for Health Care</li> <li>• COMM-3067: Professional Communications</li> <li>• XXXX: OTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: Clinical Placement I</li> <li>• XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> </ul>



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
		<ul style="list-style-type: none"> <li>respond to written, spoken, or visual messages in a manner that ensures effective communication</li> </ul>	<ul style="list-style-type: none"> <li>XXXX: Concepts in Mental Health</li> <li>XXXX: Clinical Placement II</li> <li>XXXX: Clinical Placement III</li> <li>WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>NUTR-1016: Essential in Human Nutrition</li> <li>XXXX: Rehabilitation and the Healthcare System</li> <li>COMM-3067: Professional Communications</li> <li>XXXX: Clinical Placement I</li> <li>XXXX: Professional Practice in Rehabilitation</li> <li>XXXX: Clinical Placement II</li> <li>XXXX: PTA Therapeutic Skills: Neurological</li> <li>XXXX: OTA Therapeutic Skills: Neurological</li> </ul>





Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			<ul style="list-style-type: none"> <li>• XXXX: Clinical Placement III</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Understanding and applying mathematical concepts and reasoning</li> <li>• Analysing and using numerical data</li> <li>• Conceptualizing</li> </ul>	<ul style="list-style-type: none"> <li>• execute mathematical operations accurately</li> </ul>	<ul style="list-style-type: none"> <li>• NUTR-1016: Essential in Human Nutrition</li> <li>• XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: Clinical Placement III</li> </ul>
<b>Critical Thinking &amp; Problem Solving</b>	<ul style="list-style-type: none"> <li>• Analysing</li> <li>• Synthesizing</li> <li>• Evaluating</li> <li>• Decision-making</li> <li>• Creative and innovative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• apply a systematic approach to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>• NUTR-1016: Essential in Human Nutrition</li> <li>• XXXX: Introduction to Anatomy and Physiology for Health Care</li> <li>• COMM-3067: Professional Communications</li> </ul>



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			<ul style="list-style-type: none"> <li>• XXXX: OTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: Fundamentals of the Musculoskeletal System</li> <li>• XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> <li>• XXXX: Cardiorespiratory and Complex Conditions</li> <li>• XXXX: Fundamentals of the Cardiorespiratory System</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: PTA Therapeutic Skills: Neurological</li> <li>• XXXX: OTA Therapeutic Skills: Neurological</li> <li>• XXXX: Communication and Function</li> </ul>



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
		<ul style="list-style-type: none"> <li>use a variety of thinking skills to anticipate and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>XXXX: Neurological Conditions</li> <li>XXXX: Clinical Placement III</li> <li>WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>NUTR-1016: Essential in Human Nutrition</li> <li>COMM-3067: Professional Communications</li> <li>XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>XXXX: Fundamentals of the Musculoskeletal System</li> <li>XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> <li>XXXX: Professional Practice in Rehabilitation</li> <li>XXXX: Clinical Placement II</li> <li>XXXX: PTA Therapeutic Skills:</li> </ul>



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			Neurological <ul style="list-style-type: none"> <li>• XXXX: Fundamentals of Neurological Structures</li> <li>• XXXX: Communication and Function</li> <li>• XXXX: Clinical Placement III</li> </ul>
<b>Information Management</b>	<ul style="list-style-type: none"> <li>• Gathering and managing information</li> <li>• Selecting and using appropriate tools and technology for a task or a project</li> <li>• Computer literacy</li> <li>• Internet skills</li> </ul>	<ul style="list-style-type: none"> <li>• locate, select, organize, and document information using appropriate technology and information systems</li> </ul>	<ul style="list-style-type: none"> <li>• WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>• NUTR-1016: Essential in Human Nutrition</li> <li>• COMM-3067: Professional Communications</li> <li>• XXXX: Musculoskeletal Conditions</li> <li>• XXXX: Professional Practice in Rehabilitation</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: Clinical Placement III</li> </ul>
		<ul style="list-style-type: none"> <li>• analyse, evaluate, and apply relevant</li> </ul>	<ul style="list-style-type: none"> <li>• WRIT-1048: Reason &amp; Writing for</li> </ul>



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes <i>(As indicated in Appendix A)</i>
		information from a variety of sources	Health Sciences <ul style="list-style-type: none"> <li>• NUTR-1016: Essential in Human Nutrition</li> <li>• XXXX: Introduction to Occupational Therapy and Physiotherapy</li> <li>• COMM-3067: Professional Communications</li> <li>• XXXX: Fundamentals of the Musculoskeletal System</li> <li>• XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> <li>• XXXX: Fundamentals of the Cardiorespiratory System</li> <li>• XXXX: Concepts in Mental Health</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: Fundamentals of Neurological Structures</li> <li>• XXXX: Clinical Placement III</li> </ul>



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
<b>Inter-personal</b>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Relationship management</li> <li>• Conflict resolution</li> <li>• Leadership</li> <li>• Networking</li> </ul>	<ul style="list-style-type: none"> <li>• show respect for the diverse opinions, values, belief systems, and contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>• WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>• NUTR-1016: Essential in Human Nutrition</li> <li>• XXXX: Rehabilitation Concepts Through the Lifespan</li> <li>• COMM-3067: Professional Communications</li> <li>• XXXX: Clinical Placement I</li> <li>• XXXX: Concepts in Mental Health</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: Clinical Placement III</li> </ul>
		<ul style="list-style-type: none"> <li>• interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals</li> </ul>	<ul style="list-style-type: none"> <li>• WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>• NUTR-1016: Essential in Human Nutrition</li> <li>• XXXX: Rehabilitation Concepts Through the Lifespan</li> <li>• COMM-3067: Professional</li> </ul>



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			Communications <ul style="list-style-type: none"> <li>• XXXX: Clinical Placement I</li> <li>• XXXX: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</li> <li>• XXXX: Concepts in Mental Health</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: Clinical Placement III</li> </ul>
<b>Personal</b>	<ul style="list-style-type: none"> <li>• Managing self</li> <li>• Managing change and being flexible and adaptable</li> <li>• Engaging in reflective practice</li> <li>• Demonstrating personal responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• manage the use of time and other resources to complete projects</li> </ul>	<ul style="list-style-type: none"> <li>• WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>• NUTR-1016: Essential in Human Nutrition</li> <li>• XXXX: Introduction to Occupational Therapy and Physiotherapy</li> <li>• COMM-3067: Professional Communications</li> <li>• XXXX: OTA Therapeutic Skills: Musculoskeletal</li> </ul>



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			<ul style="list-style-type: none"> <li>• XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: Clinical Placement I</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: Clinical Placement III</li> </ul>
		<ul style="list-style-type: none"> <li>• take responsibility for one's own actions, decisions, and consequences</li> </ul>	<ul style="list-style-type: none"> <li>• WRIT-1048: Reason &amp; Writing for Health Sciences</li> <li>• NUTR-1016: Essential in Human Nutrition</li> <li>• COMM-3067: Professional Communications</li> <li>• XXXX: OTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: PTA Therapeutic Skills: Musculoskeletal</li> <li>• XXXX: Clinical Placement I</li> <li>• XXXX: Clinical Placement II</li> <li>• XXXX: Clinical Placement III</li> </ul>





## G. PROGRAM DESCRIPTION (APPENDIX B)

### Program Description

*Provide a brief description of the program, similar to what might be used as, or found in, advertising or a calendar description.*

The Occupational Therapist Assistant/Physiotherapist Assistant Ontario College Diploma program prepares students to work under the direction of Occupational Therapists and/or Physiotherapists to support the therapeutic assessment, treatment, and care of clients. Curriculum delivered through both classroom and laboratory instruction includes the role of the OTA/PTA in relation to clients' musculoskeletal, cardiorespiratory, and neurological functions and conditions. Students gain valuable practical experience by engaging in three clinical placement opportunities throughout the program, including at least one placement each in an Occupational Therapy and a Physiotherapy setting.

### Laddering Opportunities

*Provide a brief description of known laddering into and from the proposed program, e.g. certificate to diploma, diploma to degree, apprenticeship to college, diploma to apprenticeship, college to college, diploma to college degree, etc.*

The Occupational Therapist Assistant/Physiotherapist Assistant program will attract direct entry students who meet the admission requirements. Moreover, OTA/PTA will be another potential field of interest for students pursuing Pre-Health Sciences or other related Ontario College Certificate programs in the Health Sciences.

Graduates of the OTA/PTA diploma program may be interested in applying to Fanshawe College's Gerontology – Interprofessional Practice Ontario College Graduate Certificate program to further develop their health care practice.

### Occupational Areas

*Provide a brief description of where it is anticipated graduates will find employment.*

Occupational Therapist Assistants/Physiotherapist Assistants find employment in hospitals, long-term care settings, community and private health care clinics, and rehabilitation facilities.

### Proposed Program Vocational Learning Outcomes

*Provide the list of the proposed program vocational learning outcomes. These outcomes should be listed, verbatim as they appear in Appendix A- Form 1.*

#### ***The graduate has reliably demonstrated the ability to:***

1. communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families, and significant others, occupational therapists, physiotherapists, other health care providers, and others within the role of the therapist assistant.
2. participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.
3. establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.
4. ensure personal safety and contribute to the safety of others within the role of the therapist assistant.
5. practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.



6. document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.
7. develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.
8. perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.
9. perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.
10. enable the client's occupational performance by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.
11. enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.
12. manage time and prioritize competing demands in collaboration with occupational therapists and physiotherapists.
13. use knowledge and influence responsibly within the assistant's role to promote the health and well-being of individual clients, communities, and populations.

### **Admission Requirements**

*Identify the Admission Requirements for the program.*

OSSD with courses from the College (C), University (U),  
University/College (M), or Open (O) stream WITH:

- Any Grade 12 English (C) or (U)

- Mathematics ONE OF:

- Grade 12 Mathematics (C) or (U)

- Grade 11 Mathematics (C), (U), or (M)

- AND ONE OF the following courses:

- Grade 11 or Grade 12 Biology (C) or (U)

- Grade 12 Introductory Kinesiology (U)

(Note: minimum final grade required for each course is 65)

-OR

Academic and Career Entrance Certificate (ACE) WITH:

- Communications

- Core Mathematics

- Biology

(Note: minimum final grade required for each course is 65)

-OR



Pre-Health Science Ontario College Certificate AND:

- minimum final grade of 'C+' or 65 in the required courses stated above

-OR

General Arts and Science Ontario College Certificate AND:

- minimum final grade of 'C+' or 65 in the required courses stated above

-OR

Ontario High School Equivalency Certificate (GED) WITH:

- The combined Language Arts - Reading AND Language Arts - Writing test results having a minimum average Standard Score of 520

AND:

- Mathematics ONE OF:

- Grade 12 Mathematics (C) or (U)

- Grade 11 Mathematics (C), (U), or (M)

AND ONE OF the following courses:

- Grade 11 or Grade 12 Biology (C) or (U)

- Grade 12 Introductory Kinesiology (U)

(Note: minimum final grade required for each course is 65)

-OR

Mature Applicant with standing in the required courses and grades stated above

#### English Language Requirements

Applicants whose first language is not English will be required to demonstrate proficiency in English by one of the following methods:

- A Grade 12 College Stream or University Stream English credit from an Ontario Secondary School, or equivalent, depending on the program's Admission Requirements
- Test of English as a Foreign Language (TOEFL) test with a minimum score of 550 for the paper-based test (PBT), or 79 for the Internet-based test (iBT), with test results within the last two years
- International English Language Testing System (IELTS) test with an overall score of 6.0 with no score less than 5.5 in any of the four bands, with test results within the last two years
- Canadian Academic English Language (CAEL) test with a score of 70 in writing, reading and speaking and a score of 80 in listening, with test results within the last two years
- An English Language Evaluation (ELE) at Fanshawe College with a minimum score of 75% in all sections of the test, with test results within the last two years
- Fanshawe College ESL4/GAP5 students: Minimum grade of 80% in ESL4/GAP5 Level 8, 75% in ESL4/GAP5 Level 9, or 70% in ESL4/GAP5 Level 10

#### Post-Admission Requirements

The following items are applicable to the program and are time sensitive. Please refer to [www.fanshawec.ca/preplacement](http://www.fanshawec.ca/preplacement) for important information about preparing for placement by the due date.

- Possession of a Standard First Aid course certificate (either St. John Ambulance or Canadian Red Cross or equivalent) and a Basic Rescuer course certificate - Basic Life Support (BLS) for Health Care Providers (HCP) in accordance with the Heart and Stroke Foundation of Canada Canadian Guidelines for CPR
- Evidence of Good Health
- Police Record Check and Vulnerable Sector Screening, including a check of the Pardoned Sexual Offenders Database
- Placement Agreement



**H. PROGRAM CURRICULUM (APPENDIX C)**

<b>Semester</b>	<b>Course Code/ Course Title</b> <i>(As indicated in Appendix A)</i>	<b>General Education Course</b> <i>(indicate with an X)</i>	<b>Total Course Hours</b>	<b>Course Description</b>
<b>1</b>	<b>WRIT-1048: Reason &amp; Writing for Health Sciences</b>		<b>45</b>	This course will introduce health sciences students to essential principles of reading, writing, and reasoning at the postsecondary level. Students will identify, summarize, analyze, and evaluate multiple short readings and write persuasive response essays to develop their vocabulary, comprehension, grammar, and critical thinking.
<b>1</b>	<b>General Education - Elective</b>	<b>X</b>	<b>45</b>	
<b>1</b>	<b>NUTR-1016: Essentials in Human Nutrition</b>	<b>X</b>	<b>45</b>	This course provides an introduction to the science of nutrition with particular emphasis on the basic nutrients, their sources and contribution to the normal physiology of the body. Nutritional concepts related to healthful diets, metabolism, and weight management will also be covered.
<b>1</b>	<b>COURSE CODE: Rehabilitation and the Healthcare System</b>		<b>45</b>	The role of the rehabilitation professional is evolving to meet the changing needs of the population. The practitioner must understand this role and how it relates to other health professionals within the Canadian healthcare system. Students become familiar with the healthcare system in Canada and the responsibilities at each level of government through lectures. Focus is on the evolution, relevant legislation and current challenges in the system. Class discussion acquaints students with the history of rehabilitation and the principles guiding its practice.
<b>1</b>	<b>COURSE CODE: Rehabilitation Concepts Through the Lifespan</b>		<b>45</b>	Rehabilitation can occur at any age and takes on many different forms. Through in-class lectures, presentations and class work students examine the rehabilitation principles across the lifespan from infancy to end of life. The role of the OTA/PTA in supporting physical, cognitive and social development at each stage of life is central throughout.
<b>1</b>	<b>COURSE CODE: Introduction to Occupational Therapy</b>		<b>30</b>	As an assistant it is important to understand the professions of occupational therapy and physiotherapy, as well as the many aspects of rehabilitation. Through a series of learning activities,



	<b>and Physiotherapy</b>			students learn the principles of rehabilitation therapy, diversity of roles within the field and the impact of relevant regulatory bodies and professional associations. As well, students explore the role of the OTA/PTA as a member of the healthcare team and the inter-professional relationships with other health professionals.
<b>1</b>	<b>COURSE CODE: Introduction to Anatomy and Physiology for Health Care</b>		<b>45</b>	Students acquire knowledge of the structure and function within the human body. Students use a systematic approach to explore the following systems under normal conditions: integumentary, skeletal, muscular, nervous, respiratory and cardiovascular. Basic sciences underlying physiological concepts are highlighted, while recurrent physiological themes, such as communication, time, and compartmentalization are used to explain many of the functions within the body.
<b>2</b>	<b>General Education – Elective</b>	<b>X</b>		
<b>2</b>	<b>COMM-3067: Professional Communications</b>		<b>45</b>	This course develops written and oral communication skills for students in both human services and health sciences fields. Students demonstrate the ability to write multiple examples of workplace materials. Focus is placed on research and academic writing, career development, professionalism in the students' field, and communication strategies to deal effectively with different demographics. By preparing promotional materials to market themselves in their specific field, researching and documenting current issues, and delivering short presentations to their peer group, students gain skills in effective workplace communication.
<b>2</b>	<b>COURSE CODE: OTA Therapeutic Skills: Musculoskeletal</b>		<b>90</b>	The rehabilitation of musculoskeletal conditions requires the healthcare professional to, not only treat the physical impairment, but to also examine its impact on occupational performance. Through a combination of lectures, labs and simulation activities students learn the principles of occupational therapy and how to execute the treatment plan for musculoskeletal disorders. Students also become familiar with various types of assistive devices to promote functional independence in cases where the condition requires a prolonged recovery.



2	<b>COURSE CODE: PTA Therapeutic Skills: Musculoskeletal</b>		<b>75</b>	There are many therapeutic interventions that can be applied to patients diagnosed with a musculoskeletal condition. Through practical labs and in-class lectures students gain an understanding of how to rehabilitate musculoskeletal conditions safely and effectively using ROM, strength and modality techniques. Students also become familiar with various mobility and ambulatory aids and the importance of proper body mechanics when performing lifts and transfers.
2	<b>COURSE CODE: Fundamentals of the Musculoskeletal System</b>		<b>75</b>	Building on the knowledge of human anatomy gained in the areas of anatomy and physiology, students examine how the musculoskeletal system is used to move the body through different planes of movement. Through a series of lectures and labs, students examine in detail the functional movement of each joint. Particular attention is placed on the lower extremity as a whole and how it relates to the gait cycle.
2	<b>COURSE CODE: Musculoskeletal Conditions</b>		<b>60</b>	Students investigate the musculoskeletal conditions that are commonly seen in the rehabilitation setting. Through a series of in-class lectures and presentations, students systematically examine conditions in each area of the musculoskeletal system and how they can be evaluated. Emphasis is placed on the impact that these conditions present to the individual within the framework of the World Health Organization's International Classification of Functioning, Disability and Health (ICF).
2	<b>COURSE CODE: Clinical Placement I</b>		<b>75</b>	The introductory fieldwork placement is the student's first exposure to a variety of rehabilitation therapy settings. Placement experiences allow for observation and the discovery of the role of the OTA/PTA. Working alongside healthcare professionals students refine skills in communication and workplace professionalism while continuing to build on knowledge of various rehabilitation conditions.
3	<b>COURSE CODE: OTA/PTA Therapeutic Skills: Cardiorespiratory &amp; Complex Conditions</b>		<b>63</b>	In the rehabilitation environment, patients present with multiple dysfunctions including cardiovascular and respiratory conditions. In the theory lectures, students build on the knowledge of the normal functioning of these vital systems and gain an understanding of disease processes. Interventions required to manage patients with these conditions are presented and integrated into the lab practicum where students practise these skills. Students also learn and apply therapeutic skills and activities to



				improve occupational performance and maximize functional independence.
<b>3</b>	<b>COURSE CODE: Cardiorespiratory and Complex Conditions</b>		<b>27</b>	Students investigate the cardio respiratory and complex conditions seen in the rehabilitation setting. Through a series of in-class lectures and presentations students explore a selection of disabling conditions based on broad diagnostic categories, encompassing cardiac, respiratory and endocrine systems specific to each age group across the lifespan. Emphasis is on the impact that these conditions present to the individual within the framework of the World Health Organization's International Classification of Functioning, Disability and Health (ICF).
<b>3</b>	<b>COURSE CODE: Fundamentals of the Cardiorespiratory System</b>		<b>36</b>	Through a series of lectures, students explore the structure and function of the cardiovascular and respiratory systems with a brief overview of the endocrine and lymphatic systems. Focus is placed on the normal physiological function of these systems. Students use this foundation in developing an understanding of the various disorders that can arise and the potential impact on rehabilitation.
<b>3</b>	<b>COURSE CODE: Concepts in Mental Health</b>		<b>36</b>	According to the Canadian Mental Health Association, 20 percent of all Canadians personally experience a mental illness in their lifetime regardless of their age, education, income level or culture. Students become familiar with the mental health system and the characteristics of common psychiatric disorders through in-class lectures. Students also gain an understanding of the supporting role of the OTA/PTA as part of the mental health team.
<b>3</b>	<b>COURSE CODE: Professional Practice in Rehabilitation</b>		<b>27</b>	In healthcare, practitioners deal with diversity in culture, values and beliefs that sometimes lead to ethical issues and conflicts. The principles of professional behaviour and appropriate interventions are explored as students examine self-awareness, conflict management, cultural diversity and maintenance of professional boundaries, including privacy and confidentiality. These concepts are integrated with the knowledge and skill necessary for accurate and nonjudgmental documenting of client information. Clinical simulations allow students to integrate knowledge and skills and reflect on the experiences.
<b>3</b>	<b>COURSE CODE: Clinical Placement II</b>		<b>225</b>	Practising the skills and knowledge in a rehabilitation setting is essential in the learning process. During placement students apply learned theory and knowledge while further developing skills related to



				musculoskeletal and cardiovascular rehabilitation. Students become familiar with the clinical facility as they demonstrate professionalism and interpersonal skills.
4	<b>COURSE CODE: PTA Therapeutic Skills: Neurological</b>		<b>60</b>	A neurological disorder can leave patients with both motor and sensory impairments. Through classroom lectures and practical labs students learn the theories of therapeutic interventions and applications with the goal of promoting functional independence in patients with neurological conditions.
4	<b>COURSE CODE: OTA Therapeutic Skills: Neurological</b>		<b>60</b>	In neurological conditions, occupational performance can be achieved through a variety of therapeutic strategies. Students learn these strategies and their appropriate selection and application through hands-on lab work and case presentations.
4	<b>COURSE CODE: Fundamentals of Neurological Structures</b>		<b>45</b>	In order to treat patients with neurological disorders it is important to understand the basic structure and function of the nervous system. Through a series of in-class lectures, students learn the structure and function of the central and peripheral nervous systems and how they relate to different disorders in the human body.
4	<b>COURSE CODE: Communication and Function</b>		<b>30</b>	Patients presenting with neurological or sensory impairments often have communication difficulties. It is important that an OTA/PTA is able to provide support in overcoming these barriers. Through in-class lectures, students learn normal, and disordered communication and specific-treatment strategies for effective communication. The laboratory module includes learning how to identify possible swallowing and feeding issues and strategies to assist those with disorders.
4	<b>COURSE CODE: Neurological Conditions</b>		<b>36</b>	Students investigate the common neurological conditions seen in the rehabilitation setting. Through a series of in-class lectures and presentations students investigate a selection of disabling conditions based on broad diagnostic categories and encompassing neurological conditions across the lifespan. Emphasis is on the impact that these conditions present to the individual within the framework of the World Health Organization's International Classification of Functioning, Disability and Health (ICF).
4	<b>COURSE CODE: Clinical Placement III</b>		<b>225</b>	During the final fieldwork placement, students continue to acquire and refine abilities and professional behaviours as OTA/PTAs. Through these collaborative, practical learning experiences, students increase understanding of the role and gain confidence assisting the professional therapist.





				Knowledge gained through theory and laboratory activities is integrated in a comprehensive manner in a complex rehabilitation environment.
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*Add additional rows as required to complete the curriculum chart.*



## I. REGULATORY STATUS FORM (APPENDIX D)

Please complete the following:

*There IS a legislative requirement that program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation*

- Mandatory recognition of a regulatory authority exists and is being sought.**  
(Please refer to Section A below- *Mandatory Regulatory Requirements*)

*There IS or IS NOT a voluntary (i.e., not required by legislation) licensing or certification for entry to practice in the profession or trade.*

- YES  
 NO

- Voluntary recognition of a regulatory authority IS being sought.**  
(Please refer to Section B below- *Recognition by Voluntary Association*)

- Voluntary recognition is NOT being sought\*.**  
Please explain why: [Click here to enter text.](#)

*\*Note: There may be titling implications for programs that are not seeking recognition in an area where existing programs have secured recognition.*



## A. MANDATORY REGULATORY REQUIREMENTS

Where licensing or certification is **required by legislation** for entry to practice in the profession or trade, the Ministry of Training, Colleges and Universities requires that colleges ensure that their programs will meet the requirements of the regulatory body in order to be approved for funding.

Name of regulatory authority:

**Status** (please select ALL that apply)

Accreditation or approval by the regulatory authority / designated third party received.

Date of recognition:

The college is working toward accreditation with the regulatory authority/ designated third party.

Describe current status of application:

Expected date of recognition:

The regulatory authority does not accredit educational programs directly or through designated third party. Formal acknowledgement (e.g. in its published or legislated registration requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

**Please submit an acknowledgement and/or evidence from the regulatory authority regarding the status of the recognition.**



## B. RECOGNITION BY VOLUNTARY ASSOCIATION

Colleges may choose to have a program accredited or recognized by a voluntary membership organization or association. Graduate eligibility for association recognition or adherence to standards imposed by the body is **a recommendation and not a requirement** for program funding approval by the Ministry of Training, Colleges and Universities.

Name of voluntary association: [Occupational Therapist Assistant & Physiotherapist Assistant Education Accreditation Program \(OTA & PTA EAP\)](#)

**Status** (please select ALL that apply)

The college is working toward recognition.

Describe current status of application: [When Fanshawe College receives approval to run the OTA/PTA diploma program, it will apply to the OTA & PTA EAP for candidacy status in order to pursue accreditation.](#)

Expected date of recognition: [It is anticipated that Fanshawe would receive candidacy status by 2019, and pursue full accreditation thereafter](#)

Recognition has been received.

Date of recognition:

Type of recognition (e.g. accreditation, graduates eligible to write membership exams, etc.):

The association does not recognize educational programs directly or through designated third party. Formal recognition (e.g. in its published requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

**Please submit an acknowledgement and/or evidence from the regulatory authority or voluntary association regarding the status of the recognition.**