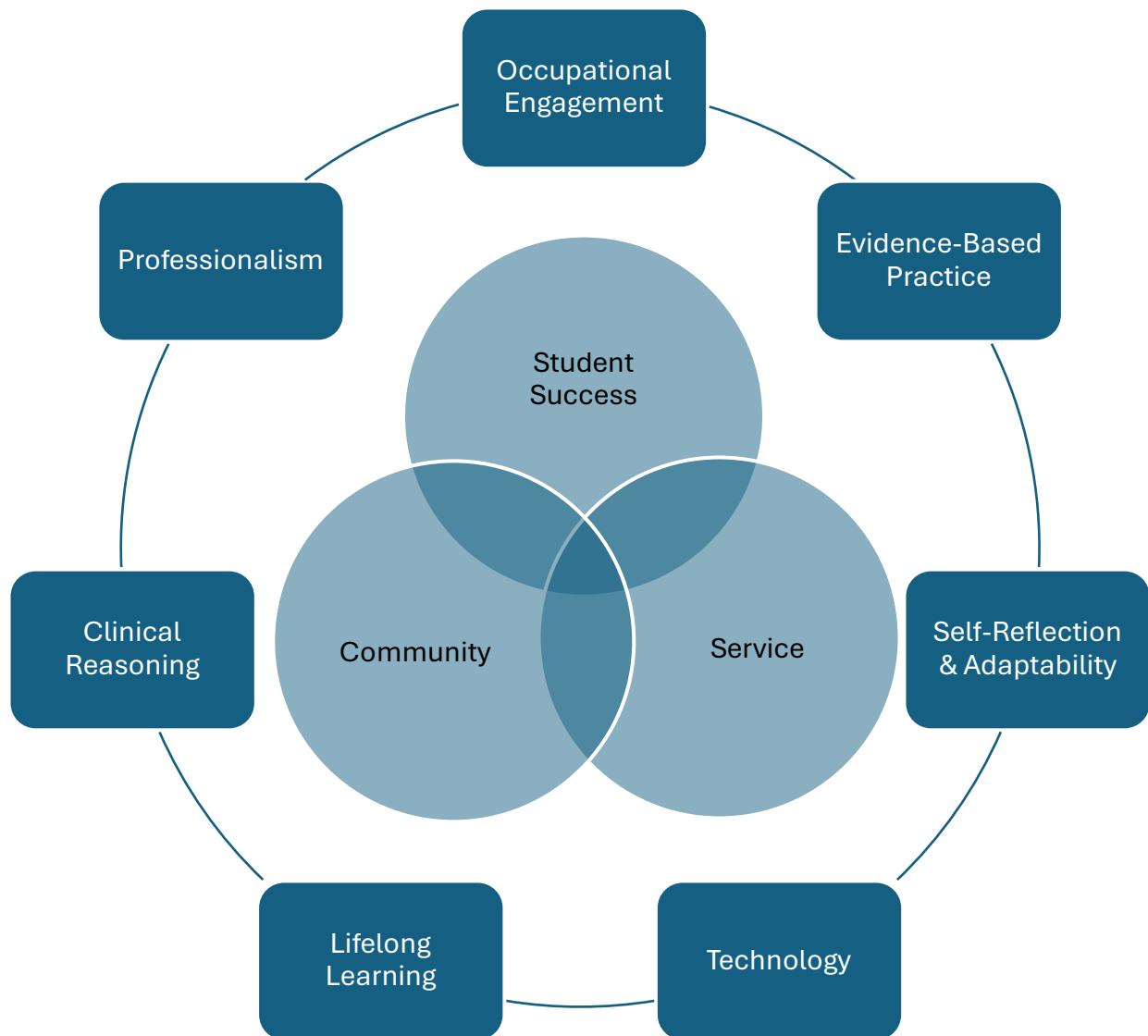# Piedmont Technical College Occupational Therapy Assistant Program Curriculum Design

Curriculum Design

The PTC-OTA Program Curriculum Design reflects its awareness of and desire to emulate the vision and mission of Piedmont Technical College, sharing its commitment to student success and community advancement. The interconnected circles depict continual personal and professional growth through the dynamic, inclusive learning environment provided at PTC, integrating student learning with community integration, and service

opportunities. The seven innovative curricular threads align with the foundational domains of occupational therapy practice (AOTA, OTPF-4), further depicted in the following table.

Curriculum Thread	OTPF–4 Domain(s)	Connection to OT Competency	Examples of Integration
Occupational Engagement	Occupations, Contexts, Client Factors	Promotes meaningful participation in daily life activities within diverse environments	Activity analysis, community-based practice, client-centered goal setting
Clinical Reasoning	Performance Skills, Process	Supports evaluation, intervention planning, and outcome measurement	Case studies, simulation labs, SOAP note writing
Evidence-Based Practice	Process	Ensures interventions are grounded in current research and best practices	Research appraisal, journal clubs, clinical intervention
Self-Reflection	Performance Patterns, Process	Fosters professional growth, ethical reasoning, and adaptive learning	Reflective journaling, supervision feedback, ethics discussions
Professionalism & Adaptability	Contexts, Performance Patterns	Prepares students for diverse roles, settings, and interprofessional collaboration	DEI modules, leadership development, fieldwork adaptability
Technology	Client Factors, Performance Skills, Process	Enhances service delivery through assistive tech, documentation, and telehealth	EMR training, adaptive equipment labs, virtual care modules
Lifelong Learning	Process, Performance Patterns	Encourages continuous professional development and reflective practice	Portfolio development, continuing ed planning, alumni mentorship

The OTPF–4 serves as the foundational document guiding occupational therapy education and practice. It defines the profession's scope, core domains, and therapeutic process, ensuring that practitioners are prepared to deliver client-centered, evidence-based, and contextually relevant care.

In curriculum design, the OTPF–4 provides a structured lens through which learning threads—such as occupational engagement, clinical reasoning, evidence-based practice, self-reflection, professionalism & adaptability, technology, and lifelong learning—can be intentionally integrated across didactic and experiential learning. These threads mirror the OTPF–4's emphasis on holistic, dynamic, and evolving competencies that support ethical reasoning, interprofessional collaboration, and lifelong professional development (AOTA, 2022)