Currently, the field of occupational therapy is struggling to find educators due to recent growth in the field. According to the academic programs annual data report of school year 2014-2015, there are vacancies in all accredited occupational therapy programs nationwide. Overall, programs have at least a 9% vacancy in faculty positions nationwide (Division of Academic and Scientific Affairs [DASA], 2015). Occupational therapy assistant programs are also growing in number of graduates and number of applications (DASA, 2015). In the last five years there has been a 70% increase in the number of occupational therapy assistant graduates (DASA, 2015). The purpose of this project was to enhance existing curriculum for occupational therapy assistant students and to personally develop skills in occupational therapy instruction. This was accomplished by collaborating with instructors at Nashville State Community College’s (NSCC) Occupational Therapy Assistant (OTA) program as well as designing and delivering instruction in the program’s Human Movement for Occupation (OTA 1240) and Challenges in Physical Health (OTA 1230) courses. Instructional video aids, lecture materials, and in-class activities were created and a craft exploration event was implemented with first-year students in the occupational therapy assistant program.

**OUTCOMES**

- Review current curriculum, texts, and supplemental materials being used at NSCC for Challenges of Physical Health (OTA 1230) and Human Movement for Occupation (OTA 1240) courses and provide a written summary of what is included or might enhance the current course curriculum.
- Exploration of current literature and creation of an annotated bibliography that focuses on information important to the areas of need expressed by the faculty at NSCC.
- Delivery of five lectures for OTA students in one course and creation of lecture enhancement materials (i.e. PowerPoint presentations, in class activities, etc.).

**SUMMARY OF RESULTS**

- Curriculum enhancements for the course Challenges of Physical Health (OTA 1230) were created to augment student learning.
- Reports from students indicated that the most beneficial lecture was Multiple Sclerosis/Amyotrophic Lateral Sclerosis while the least beneficial lecture was Joint Replacement.
- Brief case studies for three lectures were developed requiring students to successfully analyze, classify, and differentiate between diagnoses and/or symptoms.
- 90% of students reported that in-class activities were helpful or very helpful to learning.

**OUTCOMES**

- Create at least one written learning material or curriculum tool that will be used by OTA students.
- Assist in creating a student assessment measure for one class.
- Design a hands-on activity that may be utilized within one course with OTA students.

**SUMMARY OF RESULTS**

- Handcraft activity day was organized to provide leisure exploration activities for students and to increase awareness of the variety of activities that may be utilized in future practice.
- Prior to the activity, 61.5% of students ranked personal importance of handcrafts as a 4 or higher on the Likert scale in comparison to the 80.8% of students post the activity.
- More than 50% of students believed handcrafts were important to future practice following the activity.
- Results from the learning activity indicated that 48% of students were able to develop a treatment activity addressing both physical and mental health symptoms prior to completing intervention courses, providing faculty information regarding student knowledge of intervention prior to the final didactic semester.

**OUTCOMES**

- Video demonstration of body mechanics and transfers will be created.
- Electronic copies of scripts utilized during the video will be provided to meet accessibility guidelines.
- Pilot test video aids with current NSCC students, allowing students to assess helpfulness and usefulness of aids and data will be analyzed.

**SUMMARY OF RESULTS**

- Videos specifically focused on demonstrating body mechanics for lifting, pulling, and reaching as well as a dependent sliding board transfer and a stand pivot transfer.
- Student focus group (n=15) reported the sliding board transfer video was most beneficial while the pushing, pulling, and reaching video was least beneficial.
- 20 out of 21 students reported that they would watch the videos three or more times for studying purposes.