



## AOTA APPROVED PROVIDER PROGRAM

### Tips for Applicants

*Information contained in this tip sheet follows the sections and numbering of questions in the APP Application.*

#### **GENERAL**

- The intent of the approval process is to understand the organization's system, policies and procedures.
- To be eligible to apply for Approved Provider status with AOTA, an organization must have at least a 1 year history as a continuing education provider and have offered a minimum of 3 courses; these 3 courses can be 3 different courses OR the same course offered 3 different times to different audiences.
- An organization may apply for "Live", "Distance Learning – Interactive", or Distance Learning – Independent delivery format or any combination of these three delivery formats. Additional delivery formats may be added at a later time after becoming an Approved Provider.
  - "Live" delivery format means that a course that takes place in a face-to-face format with both the instructor and learner in the same physical location.
  - "Distance Learning – Interactive" means a course that occurs via the Internet, satellite broadcast, or telephone in which an instructor is actively engaging the learner in a synchronous or asynchronous format. In an "interactive synchronous" course, all learners in the group meet at the same time, such as in a web cast, and the teacher/instructor is present the entire time. In an "interactive asynchronous" course, the learning material may be posted or presented and the teacher/instructor has parameters as to when he/she will respond to the learners.
  - "Distance Learning – Independent" means a course that occurs via the Internet, CD-ROM, or written text (e.g., article, self-study manual) where no faculty is actively engaging the learner during the course itself.
- Review this document, the 'Information Sheet', 'Application Criteria and Guidelines' and 'AOTA Classification Codes for CE' before completing the application.
- AOTA's Approved Provider standards are based on the standards of the International Association for Continuing Education and Training (IACET), therefore, the web site of IACET may be helpful – [www.iacet.org](http://www.iacet.org).

#### **Sponsorship**

AOTA's Approved Provider Program does not allow for co-sponsors unless both organizations are Approved Providers. The term "sponsor" is generally used synonymously with the program provider, the organization responsible for the design and/or delivery of an educational course or program. Therefore, a co-sponsor would be a partner organization who is partially responsible for the design and/or delivery of an educational course or program.

AOTA understands that organizations may collaborate with groups who provide in-kind services such as facilities, snacks, etc. and that is acceptable. In the instance when another organization provides space, refreshments and/or support services, these organizations should be credited as 'hosting' or 'supporting' organizations but NOT 'sponsoring' organizations.

## **SECTION I: ORGANIZATIONAL CRITERIA**

### **1. IDENTITY & STRUCTURE**

- The purpose of reviewing your organization's structure is to ensure your organization has the structure in place to support continuing education.
- Organization charts with names only are not helpful; for AOTA to understand your system, the organization *chart* should indicate role, function, authority, and/or relationship to each other, for each person on the organization chart. Consultants, support services and outsourced human resources should be on the organization chart as well.
- All individuals referenced or referred to in the application should be shown on the organization chart.

### **2. RESPONSIBILITY & CONTROL**

- The involvement of an occupational therapy practitioner as a consultant in all levels of program development, planning, and implementation of courses to which AOTA CEUs are assigned is a ***non-negotiable requirement***, regardless of the qualifications of the individual with overall responsibility for CE. There should be a formal agreement with an OT Consultant (whether the consultant is paid or a volunteer), which indicates the consultant's willingness to be involved in all levels of program development, planning and implementation of courses to which AOTA CEUs are assigned.

## **SECTION II: ADMINISTRATIVE CRITERIA**

### **3. SYSTEM FOR AWARDING AOTA CEUs**

- One (1) AOTA CEU is the equivalent of ten (10) contact (clock) hours, *excluding meals and breaks*.

### **4. MAINTENANCE AND AVAILABILITY OF RECORDS**

- The names and identifying information of learners should NOT be included with any sample documents that you provide with your application.
- Remember HIPAA confidentiality!
- Provide one sample (exclude any identifying information) of what you use to track participants. Include how you maintain, for how long and where the information is stored.

### **5. DISCLOSURE**

- AOTA has determined that it is the right of the learner to know of any proprietary interests the provider or an instructor has in a product or service mentioned or used as part of a CE activity. If a disclosure policy is not currently in place, one must be developed and submitted prior to approval being granted.
- The purpose of this policy is to allow the participants to form their own judgments about the program prior to the presentation with full disclosure of the facts.
- Having an interest in or affiliation with any corporate organization does not prevent an instructor from making a presentation, but the relationship must be made known in advance.
- AOTA does not view the existence of these interests or commitments as implying bias or decreasing the value of participation of CE activities.
- Examples of situations requiring disclosure might include: service as a paid or non-paid consultant or employee; receiving support from commercial sources for honoraria, travel and lodging; receipt of financial support from commercial sources for research projects; major financial interests or stock holdings; and/or membership in a commercial supporters speakers bureau. Disclosure information should be included with the registration materials or at the beginning of the CE activity.

- **In health care delivery systems, medical centers and/or hospitals** — often physician education or nursing education has a template and can provide you with a sample.

## **6. COPYRIGHT, INTELLECTUAL PROPERTY RIGHTS, & RELEASE OF INFORMATION**

- A comprehensive copyright, intellectual property rights and release of information policy and procedure might include the following information:
  - Copyright policy
  - Policy definitions
  - Scope of copyright protection
  - Disclosure and ownership of copyrightable works
  - Copyright in specific works
  - Copying of works owned by others
  - Determination of ownership and policy interpretation
  - Licensing and income sharing
  - Use of name in copyright notices
  - Trade and service marks
  - Patents
  - Proprietary information
  - Assurance that presenters use copyrighted materials by giving credit and with permission

AOTA’s question 6.1 does not require all of the above information; however, the most comprehensive copyright, intellectual property rights and release of information policy and procedures submitted contained the information above.

## **SECTION III: EDUCATIONAL PLANNING, IMPLEMENTATION, & EVALUATION**

### **7. NEEDS IDENTIFICATION**

A needs assessment is an organized and planned process of identifying educational needs. Some organizations describe a needs assessment as ‘an interactive, continuous process, using multiple information and data collection techniques, to identify needs as a basis for planning educational activities.’

Examples of methods for needs assessment include: focus groups, interviews, questionnaires and surveys, learners’ comments and suggestions, audits, records and reports, tests or self assessments, literature review, demographic data, print media, observation, and work samples.

The following resources may be helpful:

- Sherry, L., & Morse, R. (1995). An assessment of training needs in the use of distance education for instruction. *International Journal of Educational Telecommunications*,1(1), 5-22.
- Phillips, Jack J., Series Editor *In Action: Conducting Needs Assessment*, Franklin Covey publisher.
- Gupta, Kavita. (1999). *Practical Guide to Needs Assessment*. Josey-Bass/Pfeiffer, San Francisco, CA.
- Witkin, B.R. & Altschuld, J.W. (1995). *Planning and Conducting Needs Assessments: A Practical Guide*. Sage Publications, Inc., Thousand Oaks, CA.

In health care delivery systems, medical centers and/or hospitals — this may be done in a variety of ways, at staff meetings and recorded in minutes, utilization review committees, by discipline (such as occupational therapy) or by program (such as stroke program, spinal cord injury program, etc.). The focus for this application is on identifying education needs for occupational therapy.

## 8. PROGRAM PLANNING & INSTRUCTIONAL PERSONNEL

The applicant needs to identify a *system* that is used to ensure that appropriate AOTA Classification Codes are assigned for each individual course as it is developed. In considering question 8.4, think about who is responsible for knowing the AOTA Classification Codes and making the determination?

Providers are strongly encouraged to ensure that an occupational therapy practitioner familiar with the AOTA Classification Codes for CE that is assigning the codes. If the organization has no occupational therapist on staff, the OT Consultant may be helpful in determining AOTA Classification Codes for CE. To download a PDF version of the AOTA Classification Codes for CE, go to:

<http://www1.aota.org/app/docs/classcodes.pdf>.

## 9. LEARNING OUTCOMES

- The following book may be helpful:
  - *Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction* by Robert F. Mager, Third Edition, 1997, The Center for Effective Performance
- Learning outcomes or objectives must be participant-centered or learner centered (e.g., “By the end of this program, learners will be able to...”) and describe to learners exactly what knowledge, skills, and/or attitudes they are expected to accomplish/demonstrate as a result of the learning activity.
- Learning outcomes or objectives need to be related back to the content areas and should be relevant for OT practice.
- Behavioral objectives reflect what the learner might be expected to do differently as a result of what has been learned.
- Instructional objectives reflect what the instructor intends to accomplish.
- AOTA’s questions 9.1 and 9.2 are focused on learning outcomes or objectives. Information provided should indicate who establishes learning outcomes for the CE activity.

## 10. ASSESSMENT OF LEARNING OUTCOMES

- Assessment of learning outcomes refers to the specific process through which learners demonstrate the attainment of learning outcomes. In every activity for which AOTA CEUs are awarded, the Provider has the obligation to require learners to demonstrate that they have attained the learning outcomes.

## 11. INSTRUCTIONAL METHODS

- List or describe the type of instructional methods that may be used, appropriate for the audience.

## 12. LEARNING ENVIRONMENT & SUPPORT SYSTEMS

- Question 12.3 – Information relative to this question would include policies, contracts and/or site visits that relate to the ADA.
- Keep in mind that special needs of learners may also include sensory and/or cognitive needs – not just physical needs. If participants have special needs, it will be helpful for you to include that information in your brochures and/or registration information about your CE activities.
- Question 12.3 – **For health care delivery systems, medical centers and/or hospitals**, in addition to the ADA, ‘Life Safety Codes’ published by the National Fire Prevention Association and ‘Guidelines for the Design and Construction of Hospital and Health Care Facilities’ published by the American Institute of Architects would be relevant.

### 13. POST EVALUATION

- A “Summary Evaluation” is a compilation of the data collected at the end of a CE activity to determine its effectiveness and worth. Evaluations involve quantifying the value and quality of a CE activity. A list of attendee’s comments without other information is *not* a summary evaluation.
- Written forms are the most commonly used method of course evaluation.
- CE evaluations should be an integral part of program planning, not an afterthought.
- You may want to consider requiring that all participants in your CE activities turn in their post-evaluations in order to receive their certificates; this would ensure that you receive maximum post-evaluation feedback.
- CE evaluations might include:
  - Demographic data about the learner;
  - Questions related to attainment of learning objectives/outcomes;
  - An opportunity to evaluate the faculty;
  - An opportunity to evaluate the resources provided;
  - An opportunity to evaluate the learning environment; and
  - Future programming needs.
- The following books may be helpful:
  - *How to Measure Training Results: A Practical Guide to Tracking the Six Key Indicators* by Jack Phillips and Ron Stone, McGraw-Hill, 2002
  - *Evaluating Training Programs: The Four Levels* by Donald L. Kirkpatrick, Second Edition

### 14. ADDITIONAL TIPS FOR INTEGRATED HEALTH CARE DELIVERY SYSTEMS, MEDICAL CENTERS, and/or HOSPITAL BASED APPLICANTS

- Utilize other departments within the health care delivery system, medical center and/or hospital to obtain samples, especially if CME units are provided for physicians or if CEUs are provided for nursing. Often you can adapt from your colleagues.
- Work with your institution’s legal department on the wording for certain policies and procedures as well as any contracts or disclosure statements.

### 15. ADDITIONAL TIPS FOR HIGHER EDUCATION APPLICANTS

- In planning the application process, consider whether it is the entire university, a college within the university, or a department which is most appropriate to seek APP status; determining which is most appropriate will depend on the structure of the higher education institution.
- Work with your institution’s legal department on the wording for certain policies and procedures as well as any contracts or disclosure statements.

## **16. ADDITIONAL TIPS FOR STATE OT ASSOCIATION APPLICANTS**

- Because state associations vary in size and complexity, policy development may need to be done before beginning the APP application process.
- Review the association's By-laws; there may be information in the By-Laws which could be helpful.
- Review the association's Standard Operating Procedures (SOP); there may be information in the SOPs which could be helpful.
- If the association has separate groups that organize/plan the annual conference than those who do ongoing continuing education programs, look to the other group for additional information. It is imperative that there is consistency with everything that is managed.

### **APP Contact Information**

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