

Representative Assembly's Competency Project Taskforce: Update to the ALC

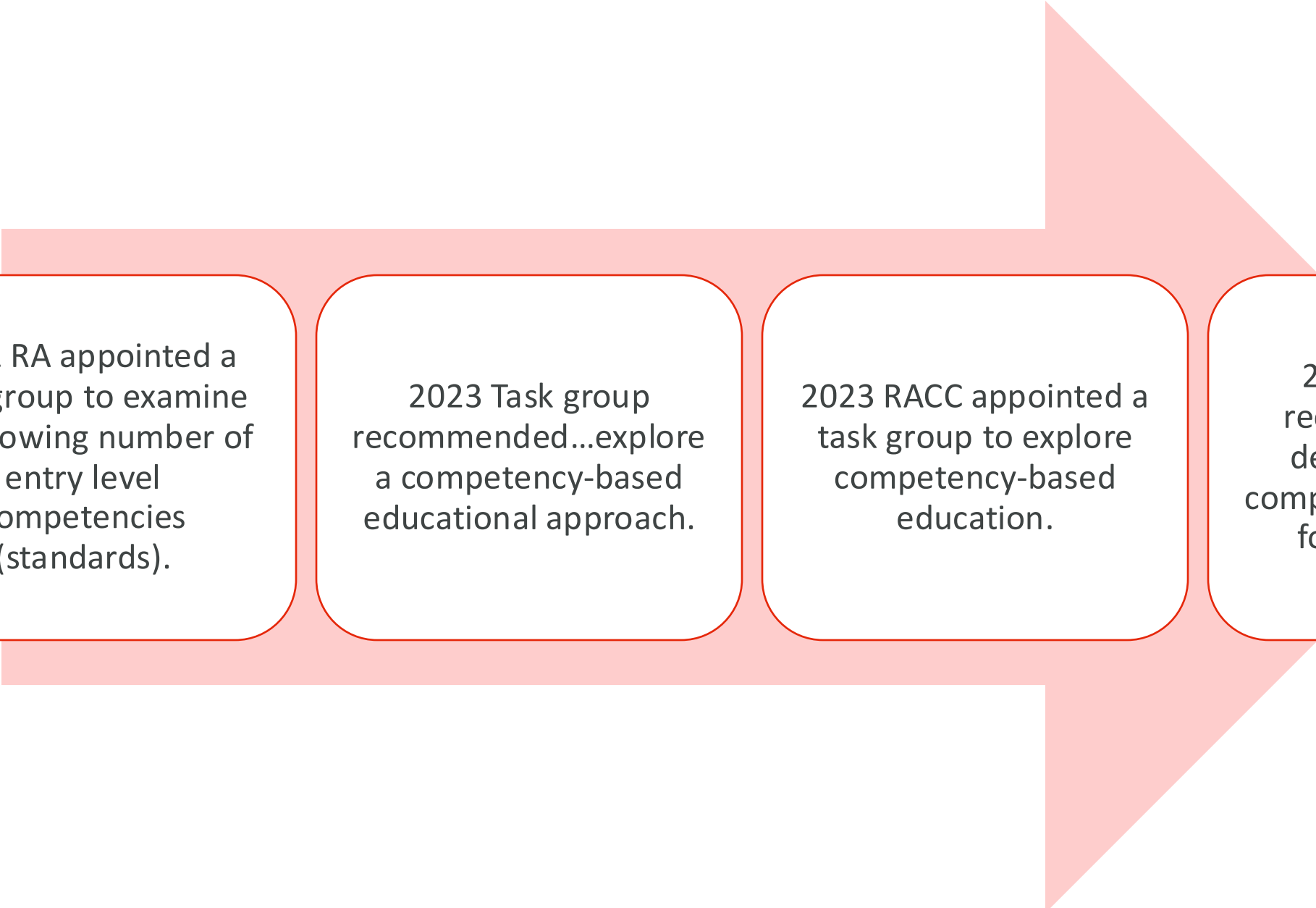
By

Bryan M. Gee, Ph.D., OTR/L, BCP, FAOTA

Dawn M. Nilsen, EdD, OTR/L, FAOTA



RA Competency Project Taskforce Background



2021 RA appointed a task group to examine the growing number of entry level competencies (standards).

2023 Task group recommended...explore a competency-based educational approach.

2023 RACC appointed a task group to explore competency-based education.

2024 task group recommended the development of a competency framework for OT and OTAs.

Taskforce



Cheryl Boop, MS,
OTR/L, BCP,
Practitioner &
Commission on Practice



Bryan Gee, Ph.D.,
OTR/L, BCP, FAOTA
OTA Education &
Commission on Education



Lauren Gray, M.Ed.,
COTA/L, ROH
OTA Education &
NBCOT



Laura Green, MOT,
OTR/L
OTA Education &
ACOTE



Razan Hamed, PhD,
OTR/L, FAOTA
Board of Directors
Subject Matter Expert



Neil Harvison, PhD,
OTR/L, FNAP, FAOTA
AOTA Staff



Douglene Jackson, PhD,
OTR/L, LMT, ATP, CYT,
FAOTA
OT Education & Subject
Matter Expert



Dawn M. Nilsen, EdD,
OTR/L, FAOTA
OT Education &
Subject Matter Expert



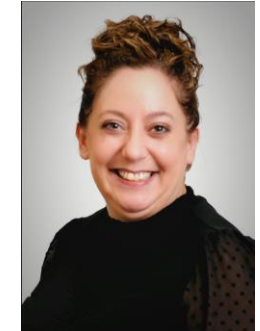
Efekona Nuwere,
EdD, MPH, OTR/L
Commission on
Education & OT
Education



Valerie Demler
COTA/L
Mental Health SIS
& OTA Practice



Meghan Suman, OTD,
OTR/L, BCP, SCSS
Commission on
Continuing Competence
& OT Practice



Abi Swidergal, MS,
COTA/L, CKTP, ROH
OTA Education &
Vice Speak –
Representative Assembly

RA Competency Project Taskforce Charge

Expected Taskforce Outcome

Competency Framework

- Occupational Therapy Assistant
 - Generalist/Entry Level

Competency Framework

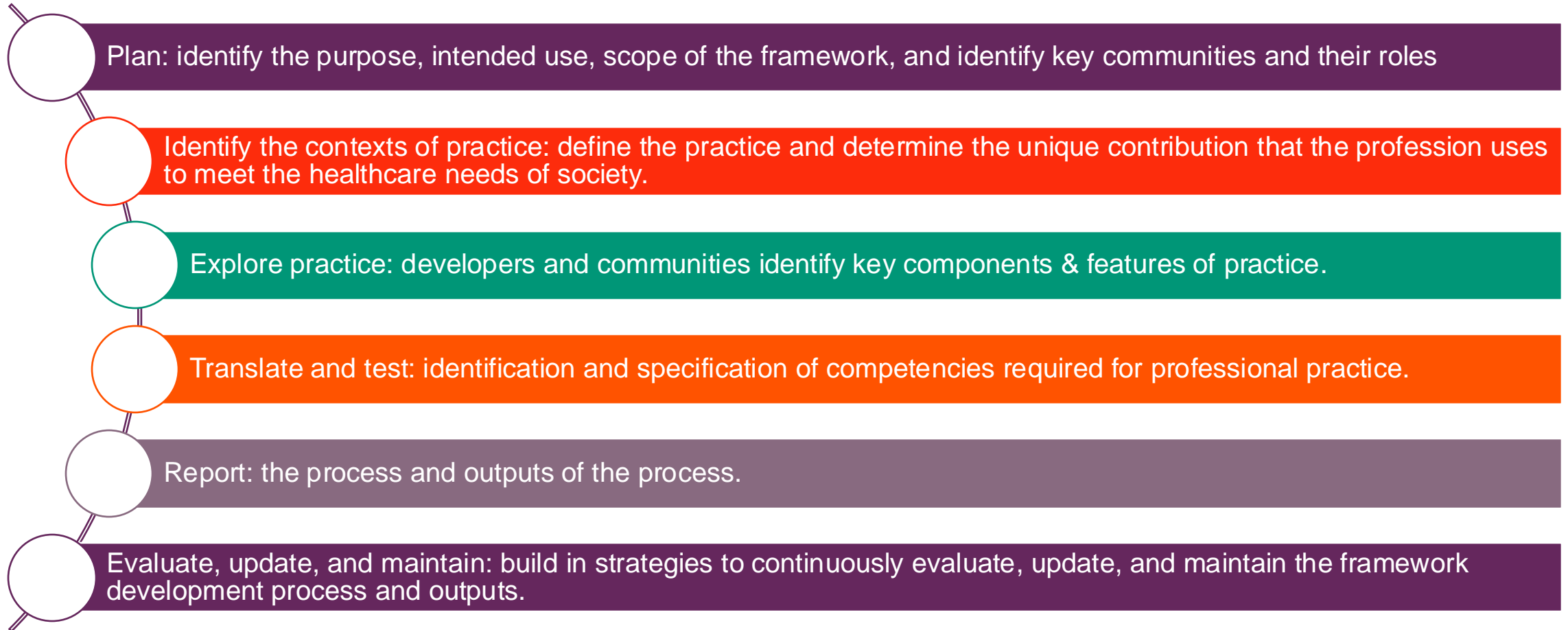
- Occupational Therapist
 - Generalist/Entry Level

Key Terms

- Domains of Competence: “broad distinguishable areas of competence that in the aggregate constitute a general descriptive framework for a profession” (Englander et al., 2013, p. 1089).
- Competency: “...a characteristic or feature of an individual... an observable ability of a health professional to do something successfully or efficiently” (Fitzpatrick Timmerberg et al., 2022, p.2).

RA Competency Project Process

A six-step model for developing competency frameworks (Batt et al, 2021)



Competency Project Taskforce Tasks and Timeline

Step	Outcome	Process	Timeline
Step 1: Establish the Plan	Identify the purpose, intended use, scope of the competency framework, and identify key communities and their roles.	Online meetings: Taskforce members	4 months
Steps 2 & 3: Identify and explore the contexts domains of practice	Establish the domains of competence.	Literature review; focus groups; drafting panel; reactor panels, Delphi survey approach	6-9 months

Competency Project Taskforce Tasks and Timeline

Step	Outcome	Process	Timeline
Step 4: Translate & test	Identify and specify competencies required for professional practice.	Literature review, focus, groups, drafting panel, reactor panel, Delphi survey approach	9 months
Step 5: Feedback	Collect and compile community feedback	Town halls & surveys	3 months
Step 6: Report	Adoption and dissemination of the final competencies.	Webinars; Publications; etc.	3 Months

Competency Framework Intended Uses

Competency Framework: Intended Use

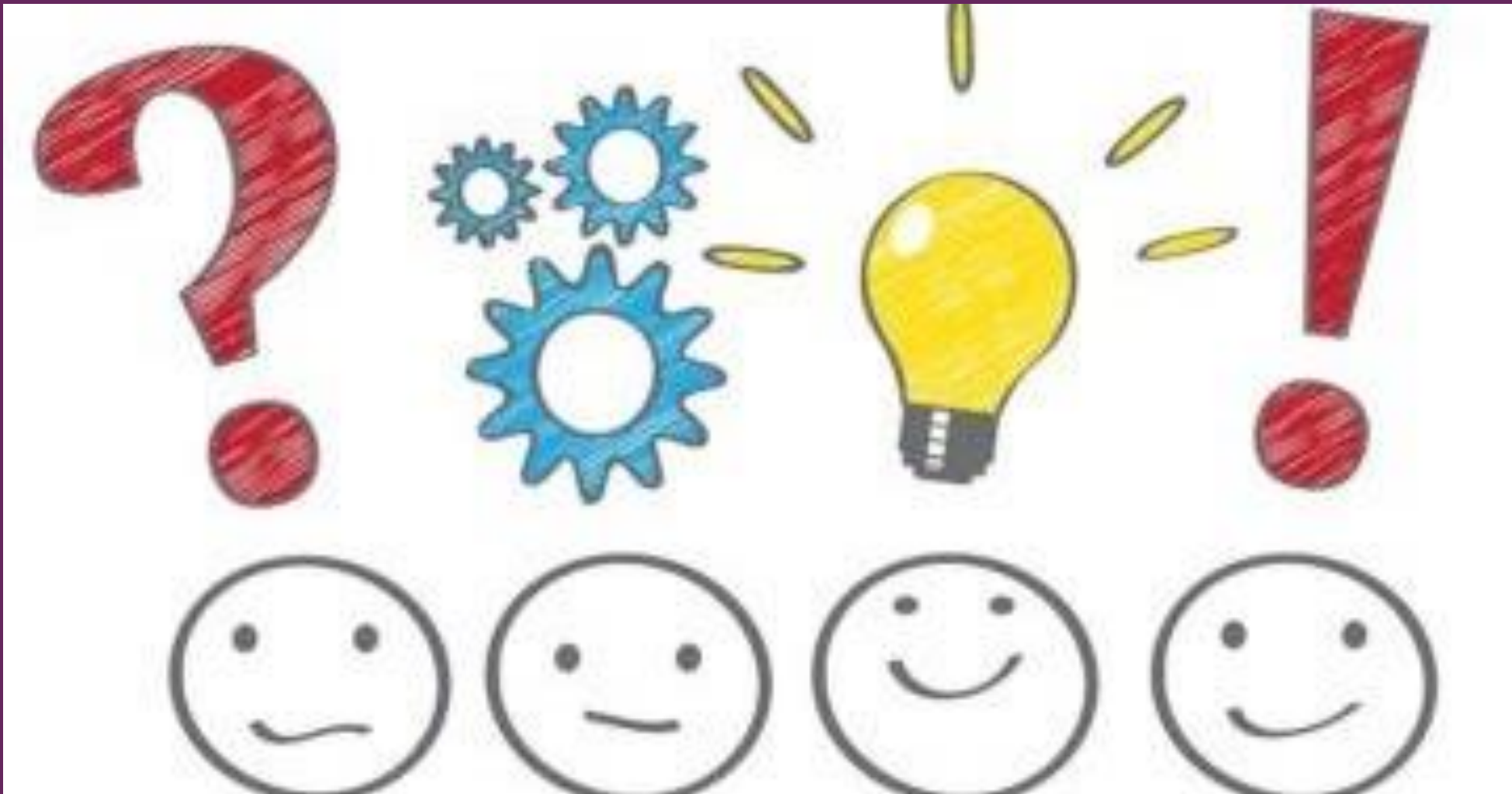
- Guide OTs and OTAs entry level education programs in implementing competency-based education, **if they choose to adopt this approach.**
- Serve as a reference resource for the NBCOT exam.
- Provide resources to address the ACOTE B Standards at various educational levels for OTs and OTAs.

Competency Framework: Intended Use

- Inform state-level practice acts related to OTs and OTAs.
- Support the AOTA Fieldwork Performance Evaluation by assisting AFWCs and fieldwork sites in developing resources and establishing consistent expectations to facilitate competency-based education and assessment during fieldwork placements.
- Guide the development of graduation/post-certification continuing education and professional development programs, distinguishing between entry-level competencies and advanced practice competencies for the OT and OTA.

No profession is mandating a learner-centric, outcome-oriented approach to educational design where learner progression occurs only once competence is demonstrated in the entry-level academic programs. In some professions, such as medicine, physical therapy and dentistry, individual schools have moved independently to the CBE model. In each case the schools have developed their own set of competencies.

No health profession in the USA has moved to mandating CBE nor are they likely to in the foreseeable future.



This Photo by Unknown Author is licensed under [CC BY-SA](#)

References

- American Occupational Therapy Association (2024). *Report of the Competency-Based Education Task Group to the Representative Assembly*. American Occupational Therapy Association. <https://www.aota.org>
- Batt, A., Williams, B., Rich, J., & Tavares, W. (2021). A six-step model for developing competency frameworks in the healthcare professions. *Frontiers in Medicine*, 8, 789828.
- Englander, R., Cameron, T., Ballard, A. J., Dodge, J., Bull, J., & Aschenbrener, C. A. (2013). Toward a common taxonomy of competency domains for the health professions and competencies for physicians. *Academic Medicine*, 88(8), 1088–1094. <https://doi.org/10.1097/ACM.0b013e31829a3b2b>
- Kent, K. G. (2024). Psychotherapy Skills for Psychiatric Mental Health Nurse Practitioner Students in the Age of Competency-Based Education. *Nursing Education Perspectives*, 45(5), 316-318.
- Timmerberg, J. F., Chesbro, S. B., Jensen, G. M., Dole, R. L., & Jette, D. U. (2022). Competency-based education and practice in physical therapy: It's time to act! *Physical Therapy*, 102(5), pzac018. <https://doi.org/10.1093/ptj/pzac018>



American
Occupational Therapy
Association