

PD Newsletter

Accreditation Council for Occupational Therapy Education

Fall 2015

A few notes...

This edition of the PD Newsletter includes updates to several policies and education opportunities such as the Self-Study Workshop and the Education Summit, which will be held in Denver, Colorado in October. On page 3 you will find an update on ACOTE's decision on the entry-level degree for the OT and the OTA.

Ellen McLaughlin, EdD, OTR/L, completed her term as ACOTE Chairperson at the August ACOTE meeting. Dr. McLaughlin first joined the Roster of Accreditation Evaluators in 2003 and ACOTE in 2007. She served as the Educational Standards Review Committee (ESRC) Chairperson from 2010-2011 and was elected as ACOTE Chairperson in July 2011. Dr. McLaughlin served a 1-year term as ACOTE Chairperson-Elect (2011-2012) followed by 3-year term as ACOTE Chairperson (2012-2015). Through her tireless service, Dr. McLaughlin proved to be an advocate and a leader for the profession. We wish her the best as she explores new areas in which to make her mark.

Pamela Roberts, PhD, OTR/L, SCFES, FAOTA, CPHQ, FNAP, assumed the position as Chairperson of ACOTE at the conclusion of the August 2015 ACOTE meeting.

Thank you for all of your support and continued work on behalf of occupational therapy education.

Heather Stagliano, DHSc, OTR/L
Director of Accreditation

Important Information Concerning Standards A.4.2 and A.4.3

Many programs continue to receive areas of noncompliance in relation to Standards A.4.2 and A.4.3.

Please review the information on your website to ensure it is accurate and meets the Standards. RAE and ACOTE reviewers do visit your websites and often find inconsistencies. A sample of what is expected to meet Standard A.4.2 can be found here: [Sample Program Web Page](#)

The correct address and phone number for ACOTE are: 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449 and the phone number is 301-652-AOTA. A link to www.acoteonline.org must be provided on the program's home page.

Further questions may be directed to
hstagliano@aota.org

The AOTA Self-Study Preparation Workshop

The AOTA Self-Study Preparation Workshop is designed to meet the needs of program directors and faculty preparing for an upcoming self-study review and new program directors wanting to understand more about the accreditation process. The workshop includes didactic instruction and interactive sessions with a mock review of sample materials and interviews.

Topics covered include:

(1) How to get started on a report of self-study; (2) What to consider when writing the report; (3) What are the key elements in the self-study; (4) How much detail is needed; (5) What the reviewers are looking for in the self-study; (6) How to prepare for the on-site visit; (7) What I need to show the on-site reviewers; and (8) Review of the e-Accreditation System.

Attendance is limited to 30 participants.

Contact: vnjoroge@aota.org

Next Workshop:

The fall 2015 workshop is full, but registration will open in November for the January 2016 workshop.

When: mid-late January 2016

Where: DC Metro area

SAVE THE DATE!

Fall 2015 - Denver, Colorado

*Grand Hyatt
1750 Welton Street*

The 2015 AOTA/OTCAS Education Summit provides a venue for educators, scholars, post professional graduate students, and clinicians who share the common vision of enhanced understanding of teaching and learning in occupational therapy education. A total of 58 peer-reviewed papers and 73 peer-reviewed posters will be presented in the following three summit themes:

- Pedagogy and Instructional Design
- Foundations for OT/OTA Education and Practice
- Capacity Building Within the Profession and Academia

October 14-15 - Self-Study Preparation Workshop

October 16 - Academic Leadership Council Meeting

October 17-18 - Education Summit

See more at: [2015 AOTA/OTCAS Education Summit](#)

Interpretive Guide Change for Standard A.2.3

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ACOTE has provided clarification of the teaching component of Standard A.2.3. The new interpretation is:

The teaching component of the full-time academic appointment may be met through responsibility for at least one postsecondary (e.g., OTA) or post-baccalaureate (e.g., OTM/OTD) course that includes implementation of the course syllabus, course content, and course evaluation methods. The academic appointment must be full-time and the teaching responsibilities requirement may be met through one course that is not limited to the occupational therapy educational program.

ACOTE's Decision on the Entry-Level Degree for the Occupational Therapist and the Occupational Therapy Assistant

The Accreditation Council for Occupational Therapy Education (ACOTE®) met August 6-9, 2015 and voted on the entry-level degree for the occupational therapist and the occupational therapy assistant.

Occupational Therapist

The Accreditation Council for Occupational Therapy Education (ACOTE®) has determined that the entry-level-degree requirement for the occupational therapist will remain at both the master's and the doctoral degree. The Council's decision is based on a comprehensive review of available literature, specific reports, and extensive commentary from stakeholders. The overarching justifications for the Council's decision are: (1) limited outcomes differentiate master's and doctorally prepared graduates; (2) the academic infrastructure of many institutions is not sufficient to meet the occupational therapy doctorate standards, especially with respect to faculty resources and institutional support; (3) the readiness and capability of institutions to deliver quality fieldwork and experiential components of the program is constrained; and (4) retaining two entry levels allows for flexibility of the profession to assess and address the changing health care needs of individuals and populations.

Occupational Therapy Assistant

The Accreditation Council for Occupational Therapy Education (ACOTE®) has determined that the entry-level-degree for the occupational therapy assistant will be offered at both the associate and bachelor's degree. A motion to move to the single entry-level baccalaureate was defeated, but the motion to move to a dual entry-level for the occupational therapy assistant was approved. The Council's decision is based on a number of findings, which were informed in significant part by information and commentary from stakeholders, including: (1) the ability to better prepare individuals for further academic advancement and leadership positions; (2) the expansion of opportunities within the current scope of practice; and (3) two entry levels permits additional flexibility to assess and address the changing health care needs of individuals and populations.

Staff consulted with the U.S. Department of Education and legal counsel and it was determined that the ability to offer the entry-level-degree for the OTA at the baccalaureate level will not become active until the baccalaureate entry-level Standards are written and adopted by ACOTE.

Resource Documents

In preparation for the August 2015 ACOTE meeting and decision on the entry-level degree for the occupational therapist and the occupational therapy assistant, ACOTE reviewed numerous resource documents. Many of these resources were retrieved from the American Occupational Therapy Association, Inc. (AOTA) website and contain the proceedings from various AOTA meetings. Other resources included interviews with employers, meeting with stakeholders during roundtable discussions, presentations on the future of occupational therapy practice and health care policy, and articles relating to the future of health care. ACOTE also developed several surveys to gather input from stakeholders as to the optimal entry-level degrees for the occupational therapist and the occupational therapy assistant. The Resource Documents can be found here: [Resource Documents](#)

Further questions may be directed to hstagliano@aota.org

Policy Updates

Candidacy Application Changes

- Effective January 1, 2016, each program seeking Candidacy Status is required to provide evidence of signed letters of intent from two fieldwork sites for each student in a variety of settings consistent with the curriculum design. This change can be found here: [III.A.1. Step One: The Application Review](#)

Policy IV.B.1. Additions or Changes

New addition to the minor change category:

- changes to the curriculum delivery model or content for **less than one third** of courses (e.g., change from in-classroom to distance education delivery model)

New additions to the significant change category:

- a planned headcount increase of **25% or more since the last on-site visit**
- changes to the curriculum delivery model or content for **more than one third** of courses (e.g., change from in-classroom to distance education delivery model)

A link to this policy can be found here: [Policy IV.B.1. Additions or Changes](#)

Policy IV.E.3. Interim Reports to ACOTE

ACOTE adopted the following addition to Policy IV.E.3.

An accredited occupational therapy program planning to close its master's-degree-level program and transition to an entry-level doctoral-degree-level program must provide written documentation and a timeline outlining the plan to teach out the master's-degree-level program once the doctoral-degree-level program is accredited. ACOTE will conduct a comprehensive review of the program during the Candidacy Application and Preaccreditation Review phases. These programs will not have to complete an Interim Report on the master's-degree-level program if the program is reporting on its developing doctoral-degree-level program through the Preaccreditation self-study and if the following criteria are met:

1. The master's-degree-level program must be currently accredited by ACOTE and hold no areas of noncompliance.
2. The annual report data submitted by the program since its last full accreditation review has demonstrated no areas of noncompliance.
3. The program has been granted Candidacy Status for the entry-level doctoral degree program.
4. The period between reports will not exceed 5 years for any program. This includes reporting on the transition of the program from the master's-degree-level to the doctoral-degree-level through the Candidacy Application and the initial Self-Study Report for the Preaccreditation Review of the entry-level doctoral occupational therapy program.

A link to this policy can be found here: [Policy IV.E.3. Interim Reports](#)

Update to Policy V.A. Fees

A new fee schedule has been posted for academic years 2015/2016 through 2019/2020. This policy can be found here: [Fees](#)

Further questions may be directed to hstagliano@aota.org

ACOTE Online Changes *Replacing an Official in eAccred*



Please follow this procedure to replace an official (e.g., program director, dean, CEO, AFWC, or SOTA rep) in eAccred:

1. Create the new official in the Users tab in the "Add User" section. Designate that individual as a "Program Official" by clicking that button under "Roles".
2. Go to the Officials tab and click on "Edit" next to that role. Click on "Replace Official", then click on "OK".
3. While still on the Officials tab, click on "Assign Official" to the right of the role you wish to change. Click the dropdown arrow next to "Select User" and select the name of the replacement. Click on "Save", then "OK".
4. If you wish to disable the former official's access to ACOTE Online, go to the Users tab and click the "Disabled" button.

Further questions may be directed to sgraves@aota.org

New ACOTE Members



The following new members began terms on ACOTE in August 2015.

Harriett S. Bynum, MS, OTR/L

Program Director, OTA Program
Kent State University at East
Liverpool
East Liverpool, OH

Sheri Purdy, CLT, OTR/L

Occupational Therapy Manager
New England Rehabilitation
Hospital
Woburn, MA

Ketki D. Raina, PhD, OTR/L

Assistant Professor
Department of Occupational
Therapy
School of Health and
Rehabilitation Sciences
University of Pittsburgh
Pittsburgh, PA

Fonda Scott, BLS, COTA/L

Academic Fieldwork Coordinator,
OTA Program
Oklahoma City Community
College
Oklahoma City, OK

The following individuals completed their terms at the conclusion of the August 2015 meeting: Kim Chronister, MHS, OTR/L; Ann Jadin, EdD, OTR, BCB; Janet Jedlicka, PhD, OTR/L, FAOTA; and Ellen McLaughlin, EdD, OTR/L (former Chairperson).

A current list of ACOTE members is available here: [ACOTE Members](#)

Research Resources

Helpful resources related to research as you plan for the academic year:

1. Center for Rehabilitation Outcomes Research's free webinars and outcome measurement modules [CROR Resources](#)
2. [Rehabilitation Measures Database](#) - Search for the best instruments to use with rehabilitation patients (search by domain, diagnosis, length of test, cost). Full critiques are usually available. (AOTA member login required).
3. [Accelerating Clinical Trials and Outcomes Research Conference Materials](#)
4. [AOTA's Clinical Practice Guidelines](#) (systematic reviews)
5. [Research Opportunities Table](#) - See a snapshot view of the practice guidelines to guide future research, look for research collaborators, or check the level of evidence for a particular research area.
6. Disseminate your research via publications, conferences, or view upcoming conferences and webinars. [Dissemination](#)

HHS Education and Training Resources

The U.S. Department of Health and Human Services (HHS) has provided education and training resources on multiple chronic conditions for the health care workforce. You can find this resource here: [HHS Resources](#)

Incorporating EBP Resources into Your Curricula

Evidence-based practice (EBP) is a critical component within the classroom and valuable for preparing students for fieldwork and practice. From brief, digestible critically appraised topics (CATs) to the Journal Club Toolkit, AOTA EBP resources can be seamlessly incorporated into curricula to provide students with a strong, comprehensive background of EBP in many practice areas. To learn about how to incorporate EBP resources into your curricula, visit www.aota.org/Education-Careers/Educators

AOTA's NBCOT® Exam Prep

AOTA's online NBCOT® Exam Prep program is the most comprehensive and effective way for new occupational therapy practitioners to get ready for the biggest test of their career—at their own pace, any time and any place. Developed and reviewed by top occupational therapy leaders and educators across all practice areas, Exam Prep includes hundreds of self-assessment questions and vital tools to help students and new graduates focus on the topics they'll need to master. Subscriptions include access for 1 year from the date of purchase. For more information and to order, visit: [AOTA's NBCOT Exam Prep](#).

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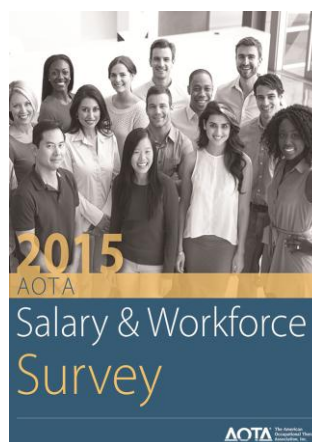
Phone: 301-652-6611, x2932

Now Available! AOTA 2015 Salary & Workforce Survey!

What do students think about the OT job market? How do you rate among other academic professionals? Find out in the 2015 AOTA Salary & Workforce Survey!

[AOTA Salary & Workforce Survey 2015](#)

Although this product is not available for adoption review, AOTA Press is offering group discounts. Contact Chris Davis, Director of AOTA Press, at cdavis@aota.org for more information.



Join Student Membership Circle

AOTA supports the student member initiatives of academic programs through Student Membership Circle. This program offers benefits such as acknowledgement in OT Practice and acknowledgment at Annual Conference. In addition, academic programs with 100% AOTA membership receive one free student registration at Conference. Recipients are determined based on the number of enrolled students that are also current active members of AOTA. Apply online at [Student Membership Circle](#) by October 31, 2015.

American Occupational Therapy Association Phone: 301-652-6611 x 2914 Fax: 240-762-5140

4720 Montgomery Lane: Suite 200 Bethesda, MD 20814-3449

E-Mail: accred@aota.org We're on the Web! See us at: www.acoteonline.org



OTCAS

*The Centralized Application Service
for Occupational Therapy*

To simplify the application process for prospective occupational therapy students and to facilitate the admissions process for OT programs, the American Occupational Therapy Association (AOTA) is offering the Occupational Therapy Centralized Application Service (OTCAS).

BENEFITS TO OTCAS PROGRAMS

- Gives OT programs exposure to a broader national spectrum of applicants
- Enables targeted messaging to applicants through innovative communications tools
- Provides online access to rich applicant data including GPAs, test scores, demographic information, and other academic criteria to conduct analyses to make better admissions decisions
- Supports automatic ranking and scoring of applicants based on customizable criteria
- Frees staff from resource-intensive administrative tasks

BENEFITS TO OTCAS APPLICANTS

- Delivers an exceptional applicant experience with an intuitive, online application and applicant support to answer questions quickly
- Enables prospective students to apply to multiple programs using a single online application
- Lets applicants check the status of their applications in real time

WANT TO LEARN MORE?

<http://info.liaison-intl.com/otcas>

Number of Programs

As of September 1, 2015, the number of program locations in the accreditation process totaled 481.

Program Status	OT Doctoral	OT Master's	OTA	TOTAL
Accredited Programs	7	151	197	355
Accredited Additional Locations	0	9	18	27
Candidate Programs	16	18	26	60
Developing Additional Locations	0	2	0	2
Applicant Programs	10	7	19	36
Applicant Additional Locations	0	0	1	1
TOTAL	33	187	261	481

In September 2007, there were 147 accredited programs for occupational therapy and 128 accredited programs for occupational therapy assistants. At that time there were NO applicant or candidate programs.

¹ Candidate Programs have proceeded to the second step and can admit students, but will not gain accreditation until successful completion of a report of self-study and on-site visit.

² Applicant Programs have submitted a letter of intent to start a new program or additional location.

August ACOTE Meeting

At the August 2015 ACOTE meeting, ACOTE took action on 242 program reports, including the following:

Initial Accreditation: Three (3) programs were granted initial accreditation for 5 years.

Reaccreditation: Seven (7) programs were reaccredited for 10 years; 9 programs were reaccredited for 7 years; and 1 program was placed on probationary accreditation with a 5-year accreditation period.

Candidacy Applications: Seven (7) programs were granted Candidacy Status and 1 program application for Candidacy Status was deferred.

Preaccreditation Status: Eleven (11) programs were granted Preaccreditation Status.

Probationary Accreditation: Three (3) programs were placed on Probationary Accreditation subsequent to a review of an Interim Report, Progress Report, or Other Report.

A full report on ACOTE actions is available online at [ACOTE Actions August 2015](#)