

PD Newsletter

ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION

Winter 2017

From the Director of Accreditation:

Included within this edition of the PD Newsletter are important updates to the 2011 ACOTE Standards and Interpretive Guide and clarifications to the Standards and ACOTE policy. Also included are updates on ACOTE committees and a listing of our newest RAE members and team chairs.

Over the past few months, ACOTE, the Educational Standards Review Committee (ESRC), and the Post-Professional Committee have been very busy compiling data and questions to address the changing needs in occupational therapy and occupational therapy assistant education. The ESRC is nearing completion of Draft I Revisions to the Standards as directed by ACOTE and plans to have Draft I and a Call for Comment survey distributed by early March for public comment. An Open Hearing will take place in Philadelphia at the AOTA Annual Conference to discuss Draft I Revisions on Thursday, March 30, 2017 from 11:00-12:30 pm. Additionally, the Post-Professional Committee will host an Open Hearing to review the Post-Professional Guidelines on Friday, March 31, 2017 from 3:00-4:30 pm.

On another note, the PD Newsletter Satisfaction Survey is now closed and the ACOTE Executive Committee has reviewed the results. The Executive Committee is grateful for your input and is working to incorporate the valuable feedback into ACOTE practices.

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

Heather Stagliano, DHSc, OTR
Director of Accreditation

PD Newsletter

Educational Standards Review Committee (ESRC)

The Educational Standards Review Committee (ESRC) met for the second time at AOTA Headquarters in Bethesda, Maryland, September 23-24, 2016 to write Draft I of the new OT (doctoral and master's degree level) and OTA (baccalaureate and associate's degree level) accreditation standards. The first draft incorporated the data and stakeholder feedback from the Call for Comment survey and direction from ACOTE. In addition to completing the first draft of the new standards, the committee also developed a survey to obtain feedback on Draft I.

During ACOTE's December 2016 meeting, ACOTE reviewed Draft I revisions and the Call for Comment Survey results. ACOTE will finalize its review and provide feedback to the ESRC during ACOTE's next conference call scheduled for mid-February. The ESRC will meet via phone conference in late February where it will incorporate ACOTE's feedback into Draft I revisions and the survey, which will be distributed publicly in early March 2017. An Open Hearing will take place at the AOTA Annual Conference in Philadelphia on Thursday, March 30, 2017, from 11:00-12:30 pm in the Grand Ballroom—Salon F of the Philadelphia Marriott hotel (1201 Market Street, Philadelphia).

The ESRC anticipates having the new standards finalized and presented to ACOTE for approval in December 2017 (or possibly August 2018 if ACOTE does not approve the Standards in 2017) with an implementation date of mid-2019 or 2020. Programs will be able to submit applications for baccalaureate OTA programs once the standards are adopted by ACOTE, and then will have 18 months to implement the new set of standards.

Post-Professional Committee Update

The Post-Professional Committee has been meeting regularly to establish the post-professional occupational therapy doctoral program recognition guidelines. A Call for Comment survey was disseminated in October 2016 and the committee reviewed the results in December 2016. The committee anticipates having the first draft written and distributed publicly for comment in spring 2017. An Open Hearing is scheduled to take place at the AOTA Annual Conference in Philadelphia on Friday, March 31, 2017, from 3:00-4:30 pm in the Grand Ballroom—Salons A & B of the Philadelphia Marriott hotel (1201 Market Street, Philadelphia).

Policy Changes

[ACOTE POLICY III.A.1. STEP ONE: THE APPLICATION REVIEW—ACCREDITATION PROCESS](#) was updated to state that each program must provide evidence of signed letters of intent for two Level II fieldwork placements for each student in a variety of settings consistent with the curriculum design. (The signed letters of intent are to be uploaded with the Candidacy Application for all students anticipated to be admitted during the first year of the program. For example, if a program anticipates accepting 3 cohorts of 20 students (60 students) during the first year, the program must upload the letters of intent for 120 student placements in the Candidacy Application.)

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](#).

Standards Interpretive Changes and Clarifications

INTERPRETIVE CHANGES

An interpretation for **Standards A.5.1. and A.5.2.** has been added to clarify that the timeline information provided in a strategic plan and in professional development plans must include a precise date or timeframe for when the program or faculty member is expected to reach each long-term goal. This change is a result of a number of programs using “ongoing” or “annually” in the timelines in reports.

Interpretation added to Standard A.5.1.

THE TIMELINE SHOULD REFLECT THE ACTUAL DUE DATE WHEN THE PROGRAM EXPECTS TO REACH EACH LONG-TERM GOAL. “ANNUALLY” AND “ONGOING” ARE NOT ACCEPTABLE TIMELINES, WHEREAS “DECEMBER 2017” WOULD BE AN ACCEPTABLE TIMELINE.

Interpretation added to Standard A.5.2.

THE TIMELINE SHOULD REFLECT THE ACTUAL DUE DATE WHEN THE FACULTY MEMBER WILL ACHIEVE EACH GOAL. “ANNUALLY” AND “ONGOING” ARE NOT ACCEPTABLE TIMELINES, WHEREAS “DECEMBER 2017” WOULD BE AN ACCEPTABLE TIMELINE.

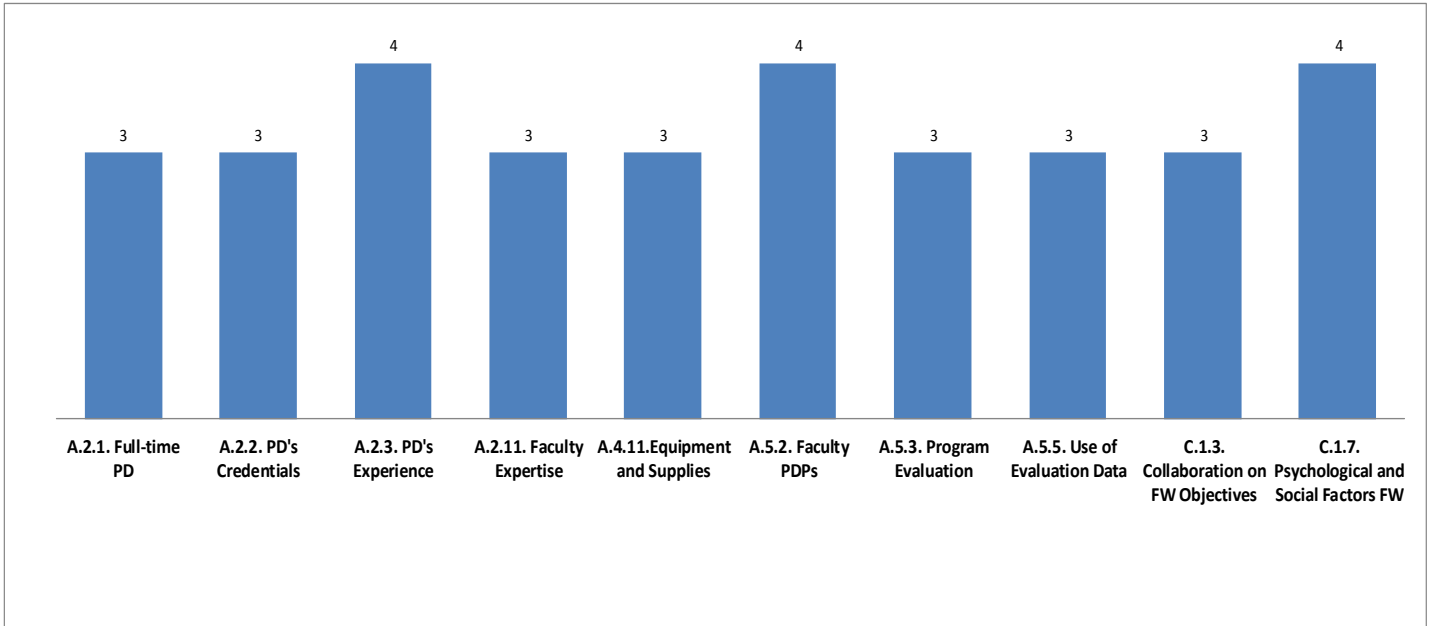
CLARIFICATIONS

1. ACOTE provided clarification for **Standard A.4.7.** that the policies and procedures for handling complaints against the program must be published and made known. This does not mean that the complaint policies and procedures are made available to the public. The complaint policy can be included in a student handbook, for example.
2. ACOTE provided clarification for **Standard C.1.14.** that the program must ensure that each fieldwork educator is currently licensed. The program may choose the method of verification of licensure.

The latest version of the ACOTE Standards and Interpretive Guide can be found here [December 2016 Standards Interpretive Guide](#). Please remember to use the most recent Standards and Interpretive Guide as the interpretations, found in the grayed areas of the document, can and do change. The current document is the **December 2016** Interpretive Guide Version.

PD Newsletter

Most Frequently Cited Areas of Noncompliance December 2016



Program Numbers

As of January 26, 2017, the number of program locations accredited or in the accreditation process totaled 517.

Program Status	OT Doctoral	OT Master's	OTA	TOTAL
Accredited Programs <i>NOTE: Transitioning Programs not included in count: 2 OTM programs accredited as OTD programs 7 OTD program candidates 7 OTD program applicants</i>	15	158	224	397
Accredited Additional Locations	0	11	7	18
Candidate Programs	14	16	15	45
Developing Additional Locations	0	0	1	1
Applicant Programs	15	13	28	56
Applicant Additional Locations	0	0	0	0
TOTAL	44	198	275	517

Winter 2017

December 2016 ACOTE Meeting Actions

At the December 2016 meeting, ACOTE reviewed and took action on 257 program reports, including the following:

Initial Accreditation Visits:

- 3 programs were granted initial accreditation for a term of 7 years
- 5 programs were granted initial accreditation for a term of 5 years

Reaccreditation Visits:

- 5 programs were reaccredited for a term of 10 years
- 8 programs were reaccredited for a term of 7 years

Candidacy Application (Step 1 of the Initial Accreditation Process):

- 6 programs were granted Candidacy Status
- 2 programs had Candidacy Status Deferred

Preaccreditation Review (Step 2 of the Initial Accreditation Process):

- 7 programs were granted Preaccreditation Status
- 2 programs had Preaccreditation Status Deferred

Accreditation Status Changes:

- 2 programs had their accreditation status changed from Probationary Accreditation to Accreditation based on review of a Plan of Correction or Progress Report.
- 2 programs had their accreditation status changed from Accreditation to Probationary Accreditation based on review of a Report of Fact-Finding Visit or Progress Report.
- 1 program had its accreditation status changed from Accreditation to Accreditation Withdrawn – Involuntary.

A full report on ACOTE ACTIONS is available online at [December ACOTE Actions](#)

Past Issues of the PD Newsletters

If you missed any past issues of the PD Newsletter, they can be found here [PD Newsletters](#).

You can also find many accreditation resources on our website, www.acoteonline.org, such as the most up-to-date Standards Interpretive Guide, all accreditation policies, and announcements.

Please note that it is the responsibility of each program director to remain current with the most recent [Standards Interpretive Guide](#) and [ACOTE policies](#). Updates to these documents are reported in this newsletter after each ACOTE meeting.

Please welcome our newest RAE members

The following individuals were trained as RAE members at the November 4-6, 2016 Accreditation Evaluators Workshop (AEW) in Arlington, Virginia.

Karin Barnes, PhD, OTR

Associate Professor
University of Texas Health Science Center San Antonio
San Antonio, TX

Christine Myers, PhD, OTR/L

Research Assistant Professor
University of Florida
Gainesville, FL

Caroline Casey, MSc, OTR/L, MCMT, CKTP, C/NDT, IMC

Occupational Therapist
Meridian Health
Neptune, NJ

Sandra Pelham-Foster, OTD, MPHA, OTR/L

Associate Professor & AFWC
Pacific University
Hillsboro, OR

Cynthia Haynes, OTD, MBA, MEd, OTR/L

Director of Occupational Therapy Services
EBS Healthcare, Inc.
West Chester, PA

Sanjeev Sood, OTR, MHS OT

Manager, Inpatient Rehab. Services
St. Vincent, Kokomo
Kokomo, IN

Jacqueline Hurt, MA, BS, AFWC

Academic Fieldwork Coordinator
University of Charleston
Beckley, WV

Christie Tuttle, COTA/L

Occupational Therapy Assistant
Summit Behavioral Healthcare
Cincinnati, OH

Candace Kim, BS, OT

Section Chief, Occupational Therapy
San Francisco VA Health Care System
San Francisco, CA

Katherine Winand, MOT, OTR/L, CHES

Occupational Therapist
Veteran's Affairs of Central Iowa
Des Moines, IA

Meegan Lambert, OTD, MOT, OTR/L

Occupational Therapist
Regional One Health
Memphis, TN

Kristina Worrell, MHA, OTR/L, CLT

Rehab Manager
Vidant Chowan Hospital
Edenton, NC

Kristi McLeod, BBA, COTA

Associate Professor
Navarro College
Corsicana, TX

Debra Zelnick, OTD, OTR/L

Interim Dean, Jefferson College of Health Professions
Thomas Jefferson University
Philadelphia, PA

New and Returning Team Chairs

Jamie M. Geraci, MS, OTR/L

Retired OT Professor and AFWC

Stephen B. Kern, PhD, OTR/L, FAOTA

Associate Professor and Director, Entry-Level Master's Program

Thomas Jefferson University
Philadelphia, PA

Sherry Kolodziejczak, MS, OTR/L

Director of Therapy Services
Crestwood Medical Center
Huntsville, AL

Jane Olson, PhD, OTR, FAOTA

Post Professional Program Director
Occupational Therapy Department
Milwaukee, WI

Kelli Reiling, OTD, OTR/L

Occupational Therapist/Clinical Assistant Professor
KU HealthPartners Rehabilitation and Wellness Clinic
Kansas City, KS

Gretchen Scheibel, MS, OTR/L

Occupational Therapist
Fairfield Maine School District
Fairfield, ME

Stacy Smallfield, DrOT, MSOT, OTR/L, BCG, FAOTA

Assistant Professor and Assistant Director
Washington University Medical School in St. Louis
St. Louis, MO

AOTA Staff Contacts

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Institutes and Seminars at the AOTA Annual Conference

The following are Institutes and Seminars you or your faculty may be interested in attending during the AOTA Annual Conference on Wednesday, March 29, 2017, from 12:00-6:30 pm.

IN 002 Scholarship of Teaching and Learning

Past Scholarship of Teaching and Learning (SoTL) and new participants will join inquiry communities to examine OT teaching practices by identifying specific research questions and designing studies to answer them. These mentored communities will continue to meet virtually to provide support as they implement the studies after the Conference.

IN 016 Becoming an Academic Fieldwork Coordinator

This institute will provide participants with the knowledge and tools to support the establishment and maintenance of an academic fieldwork program, which supports one of the strategic directions of AOTA's Centennial Vision that links education, research, and practice. In addition, this Institute will review ACOTE standards related to fieldwork and strategies for compliance. Databases will be explored. Opportunities for problem solving common fieldwork issues will be provided.

S 002 Changing Practice Settings: Becoming an Occupational Therapy Educator

Making the transition from practitioner to an occupational therapy educator can be daunting. Participants in this seminar will be introduced to the world of academia. Working in small groups with experienced educators, each participant will develop a professional development plan and goals for making the transition.

Annual Reports

Every accredited program will submit an Annual Report **every year**, *even if* the program has a Self-Study or Interim Report due in 2017. The Annual Report provides data that ACOTE is required to collect every year regarding program trends. Aggregate information will then be presented at conference on Thursday, March 30, 2017 at 9:30 am at the Accreditation Updates presentation. The Annual Report takes less than one day to complete, whereas an Interim Report can take 6-8 months to complete and the Self-Study can take nearly 12 months to complete.

This year ACOTE added additional questions to the Annual Report to prepare for ACOTE's recognition hearing before the National Advisory Committee on Institutional Quality and Integrity (NACIQI). This committee advises the U.S. Secretary of Education on matters concerning accreditation. Please provide the most comprehensive data available, which will feed into aggregate data to be presented during the hearing.

Annual Fees

Annual fees are due each year, including the year in which an on-site evaluation is scheduled. For new programs, the annual fee becomes effective with the first full academic year for which the program has accreditation status. See the current [Fee Schedule](#). Invoices for the 2017 annual fees will be mailed by **July 1, 2017** and payment is due **no later than October 15, 2017**. For accredited programs and all accredited program locations, the 2017/2018 annual fee is \$3,870. For programs with a status of Accreditation-Inactive, the 2017/2018 annual fee is \$1,935. The AOTA Accreditation Department should be notified if early notification is required to facilitate processing of a purchase order for payment.

Tip Sheet—Providing Evidence to meet the B Standards

In the Fall 2014 PD Newsletter, a “Tip Sheet” was created by ACOTE to provide guidance to programs on how to demonstrate compliance with the B Standards. Please review this information again to ensure you understand the requirements to meet the B Standards, especially for programs with a self-study or interim report due.

Tip Sheet: Where is the Evidence?

During the self-study and interim reports, programs sometimes have difficulty knowing what type of evidence to provide to demonstrate compliance with the standards. This tip sheet provides guidance of possible documentation, using Standard B.5.18, Health Literacy, as an example.

Step 1: Review the wording of the Standard in the 2011 ACOTE Standards and Interpretive Guide to be sure you understand everything that is required as evidence for the Standard.

Standard B.5.18 requires that students demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.

Step 2: Decide which examples from your curriculum best support the Standard.

Because health literacy involves assessing the level of understanding of the client, one example should pertain to how this assessment is done. Other components of health literacy include selecting the best teaching methods for the topic and population, using words that are easily understandable. It often includes a return demonstration of the learning to ensure that learning has taken place. Examples may include a syllabus, assignment, test questions, projects, etc.

- (1) Before you upload your documents, find the specific example and highlight the pertinent areas from the syllabus or other documents. Do not upload an entire handbook unless it is needed for evidence.
- (2) Simply identifying a learning objective in the syllabus is not acceptable evidence that the Standard is being taught.

Step 3: Summarize how your program meets the standard in the narrative statement.

For example, a statement might read, “Students are taught to assess health literacy in a population by using education, background, culture, age, cognitive abilities, and other factors. The attached syllabus for OT with Children and Families shows readings, lecture and test questions related to assessing health literacy. The case study assignments uploaded from OT in the Community and OT for Older Adults Class demonstrates how students use information about health literacy to teach clients, families, and communities in areas of occupation, prevention, health maintenance, health promotion and safety.”

Are you facing an application document deluge?

Are you overwhelmed by your growing applicant pool?

Are you having difficulty filling seats reserved for out-of-state applicants?



OTCAS is here to help! Now in its seventh application cycle, OTCAS is the AOTA-endorsed occupational therapy centralized application service that 83% of graduate occupational therapy programs already use to:

Wow prospective students. OTCAS enables targeted communications and messaging that funnels directly into a user-friendly, modern online application experience.

Make data-based admissions decisions. OTCAS provides access to secure, web-based admissions software and a rich database that allows for comparative data on GPAs, test scores, demographic information and other academic criteria.

Increase program exposure. OTCAS is a national platform for promotion and visibility of your occupational therapy programs.

Decrease administrative burdens. Powered by Liaison, the leader in centralized application services for the health professions, OTCAS gives you access to processing services that calculate GPAs, scan application documents and offer support to applicants via telephone, email and social media.

Graduate occupational therapy programs can sign on to use OTCAS at any time, **free of charge!**



We're pleased to announce the recent launch of a new centralized application service for OTA programs. OTACAS offers the same benefits listed above but was developed specifically for occupational therapy assistant programs and applicants. Like OTCAS, program participation is **free**.

“OTACAS is a win-win for students and programs alike. Occupational therapy assistant students want ease of access and programs want an effective way to recruit the top healthcare applicants. OTACAS's single online application provides a streamlined application process for top occupational therapy assistant programs nationwide.

— Neil Harvison, Chief Academic and Scientific Affairs Officer at AOTA

For more information about OTCAS or OTACAS, contact Jessica Scott at jscott@liaisonedu.com or 570-578-5335.