

**SELF-STUDY GUIDE FOR EDUCATIONAL PROGRAMS**

**IN OCCUPATIONAL THERAPY**

**2018 STANDARDS**

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**OCCUPATIONAL THERAPY**

**SELF-STUDY GUIDE**

**2018 STANDARDS**

**INTRODUCTION**

Accrediting agencies recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) must include a self-study as one of their requirements for granting accreditation to programs and institutions. The Accreditation Council for Occupational Therapy Education (ACOTE®) therefore requires that programs seeking accreditation provide evidence, in the form of a report, that a self-study has been conducted.

The self-study process should begin well in advance of the anticipated site visit to provide ample time for evaluation of all facets of program operations and to reach conclusions concerning the extent to which the program is in compliance with the Standards. The process should involve the various constituencies of the program, including administration and faculty, fieldwork educators, students, graduates, advisory committee members, and employers.

The program may find it useful to appoint several committees, assigning to each the evaluation of aspects of program operations that relate to one or more of the Standards. One individual, usually the program director, should serve as the coordinator and resource to the self-study committees. Committee reports, each containing a summary of the findings relative to compliance with the Standards, should then be used as the basis for the narrative section of the Report of Self-Study.

**THE SELF-STUDY PROCESS**

Self-study refers to a formal process during which an educational program critically examines its structure and substance, judges the program’s overall effectiveness relative to its mission, identifies specific strengths and weaknesses, and indicates a plan for necessary modifications and improvements. The process should flow naturally out of the ongoing program evaluation. It should include a consideration of external factors influencing educational directions as well as an assessment of the extent to which the program is in compliance with the established accreditation Standards.

ACOTE has expectations that:

* The self-study process precedes the preparation of the report. Although the requirements of the final report should be considered in the plan for the study, the initial focus should be on the evaluative process, not the document.
* The self-study process should be comprehensive, examining in sufficient detail all aspects of the program, so that eventual assessment of compliance with the Standards can be accomplished.
* The self-study process begins with a well thought out plan which includes:

- objectives,

- identification of resources,

- individuals to be involved and delegation of responsibilities,

- timeline, and

- reporting mechanisms.

The plan should address how existing information from ongoing evaluation will be included.

* The self-study process is evaluative rather than descriptive. It should include comments, suggestions for program change, particularly the resolution of current problems or weaknesses which are cited in the self-study, and predictions or plans for future change.
* The self-study process involves the entire faculty of the program. Although it is recognized that a small committee or a single individual is generally assigned responsibility for overseeing the process and the preparation of the report, it is expected that the process include input from all faculty and from administration, students, graduates, and fieldwork educators.

ACOTE does not specify how the self-study process is to be conducted. However, guidelines and suggestions are offered below, and a sample timetable is provided.

In general, the occupational therapy staff and faculty should institute the self-study process no less than twelve (12) months and no more than eighteen (18) months before an on-site evaluation. It should be recognized that many staff, faculty, students, and numerous administrative personnel within the institution will become involved with the self-study. Considerable time, generally not allocated to such activities, will be devoted to organizing and analyzing data and completing the required document. Therefore, initial planning must provide sufficient time for individuals, groups, or committees to complete their assignments.

Self-study quite obviously constitutes a substantial financial investment by the institution. Faculty time, clerical support, data gathering procedures, and the preparation of the final document are only a few of the apparent costs. Financial implications and budget should be considered during the planning.

The self-study should be designed to address several questions:

1) What are the program’s mission, philosophy, goals, and strategic plan? Are they consistent with the mission, goals, and plan of the institution? Are they appropriate to the current time, circumstances, and constituencies?

2) Is the curriculum design consistent with the mission?

3) Are all the courses (objectives, teaching-learning strategies, evaluative methods) congruent with the curriculum design?

4) Is there solid evidence that the objectives of the program are being achieved?

5) Are the human, physical, and fiscal resources needed to achieve the program’s goals available now? Are they likely to be available for the foreseeable future?

The logical point at which to begin the self-study is with the mission. Examine the mission of the program for congruence with the mission of the institution. Then go on to review the curriculum design and look at each course in the program to determine whether it reflects the design. Use the form provided to assess whether the courses cover all the required content areas.

Review the current plan for program evaluation and determine whether modifications are needed to incorporate a stronger focus on outcome assessment. Then, proceed to an evaluation of the adequacy of resources and evaluation of the other Standards. After the self-study process is complete, preparation of the report can be undertaken.

**THE REPORT OF SELF-STUDY**

A Report of Self-Study is an evidential document which summarizes the findings of the self-study process. The report provides clear evidence that an identifiable process took place, and summarizes relevant data, conclusions, and plans generated by the study.

**SUGGESTED TIMETABLE FOR SELF-STUDY FOR**

**CONTINUING ACCREDITATION**

**FIRST MONTH**

1. Initiate planning
2. Review immediately available data
3. Review guide
4. Create self-study committee
   1. Select members
   2. Elect/appoint chairperson

**SECOND MONTH**

1. Draft plan
2. Name subcommittees and/or individuals to be charged with tasks

**THIRD TO SIXTH MONTH**

1. Collect data
2. Conduct periodic meetings of self-study committee to review progress

**SEVENTH MONTH**

1. Review and analyze data
2. Develop draft report

**EIGHTH MONTH**

1. Final review of Report of Self-Study
2. Initiate planning for on-site evaluation

**NINTH MONTH**

1. Submit Report of Self-Study

**TENTH TO ELEVENTH MONTH**

1. Post tentative on-site schedule in eAccreditation portal
2. Confirm all interviews

**TWELFTH MONTH**

1. On-site evaluation

**INSTRUCTIONS FOR COMPLETING**

**THE REPORT OF SELF-STUDY**

**OUTLINE FOR THE REPORT OF SELF-STUDY:**

The Report of Self-Study to be submitted using ACOTE online (<https://acote.aota.org>) in advance of the on-site evaluation consists of a written narrative and uploaded supporting documents. **When preparing Reports of Self-Study, ACOTE strongly recommends that program directors review the most recent *ACOTE Standards and Interpretive Guidelines* which is maintained on the ACOTE Accreditation website (www.acoteonline.org).** The outline for the report to be submitted online is as follows:

**OVERVIEW**

1. Provide an overview of the program organized using the headings below. Respond within the provided narrative box.

* Overview: size of the school, location (rural or urban), sponsorship (public or private and by whom), mission (research, public service, adult learner), and if the program will meet a specific need in that area of the state or country
* Mission and philosophy of the program
* Curriculum design and threads
* Maximum number of new student cohorts admitted per year, maximum number of new students in each cohort, maximum number of new students to be accepted each year and start dates. (The program must demonstrate appropriate resources to support the maximum cohort size and the total number of students in the program.)
* Length of the program
* Current staffing pattern
* Institutional support and approval
* Significant findings from the entire self-study process, including strengths and concerns

1. Upload the organizational chart of the institution showing the relationship between the program and the institution.

**STANDARDS SECTION A**

* 1. Provide a narrative response to summarize how the program meets the requirements of each Standard in Section A: General Requirements.
  2. Upload documents to provide evidence that the program meets the requirements of each Standard in this section.

**STANDARDS SECTION B**

Instructions for the **Compliance Statement** response box of each B Standard:

* + 1. Describe how the program meets the expected outcome for each B Standard.
    2. In the **Supporting Material** section of each B Standard, upload evidence (e.g., sample assignment, test question, project, etc.) that the program assesses the student's ability to meet expected outcomes for each B Standard.
    3. A program may use up to 3 courses to exhibit coverage of the Standard.

Instructions for **Standard A.5.7.**:

* + 1. In the **Compliance Statement** box, include a brief statement of how each course that appears in the Curriculum tab relates to the curriculum design.
    2. In the **Curriculum** tab:
       - Complete the Course Summary form and upload the related syllabi that include course objectives, learning activities, and instructional methods and materials. (NOTE: Level II fieldwork or the doctoral capstone experience and project syllabi may not be used to document compliance with a B Standard.)
       - In each Course Summary, link up to 3 courses that best exhibit coverage of each content Standard. A maximum of 3 courses can be linked to each Standard. Once linked, those courses will automatically populate the Courses section under each B Standard.
    3. In the **Compliance Statement** response box of each B Standard:
       - Describe how the program meets the expected outcome for each B Standard.
       - In the Supporting Material section of each B Standard, upload evidence (e.g., sample assignment, test question, project, etc.) that the program assesses the student's ability to meet the expected outcomes for each B Standard.
       - A program may use up to 3 courses to exhibit coverage of this Standard.

**STANDARDS SECTION C**

1. Provide a narrative response to summarize how the program meets the requirements of each Standard in Section C: Fieldwork Education.
2. Upload documents to provide evidence that the program meets the requirements of each Standard in this section.

**INFORMATION TO HAVE AVAILABLE ON-SITE:**

The following materials should be available on-site for the team to review:

1. Sample forms used in the student selection process.
2. Student records.
3. Course materials organized in one place that include syllabi, assignment instructions, and assessment measures. Samples of student work such as papers, completed exams, and assignments may also be provided. (Provide the team with electronic access, i.e., guest pass, to the program’s library and any course materials that are presented online.)
4. Materials such as fieldwork evaluation forms used to evaluate and document students’ progress.
5. Any forms and reports used as part of program evaluation, such as student evaluations of courses, faculty evaluations, fieldwork performance evaluations, student satisfaction of fieldwork experience, student satisfaction with the program, etc.
6. All signed memorandums of understanding and fieldwork information.

Note that the on-site team may also request additional information prior to or during the visit to ensure a complete and accurate assessment of the program.

**AMERICAN OCCUPATIONAL THERAPY ASSOCIATION**

Philosophy of Occupational Therapy Education

**Preamble**

Occupational therapy education prepares occupational therapy practitioners1 to address the occupational needs of individuals, groups, communities, and populations. The education process includes academic and experiential components (fieldwork, capstone, continuing education). The philosophy of occupational therapy education parallels the philosophy of occupational therapy yet remains distinctly concerned with beliefs about knowledge, learning, and teaching.

**What Are the Fundamental Beliefs of Occupational Therapy Education?**

Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching–learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right. Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (American Occupational Therapy Association, 2014b). Occupational therapy education is an ongoing process that shapes a practitioner’s professional identity.

**What Are the Values Within Occupational Therapy Education?**

Enacting these beliefs to facilitate the development of a sound reasoning process that is client centered, occupation based, and theory driven while also encouraging the use of best evidence and outcomes data to inform the teaching–learning experience may include supporting

* Active, engaging, diverse, and inclusive learning within and beyond the classroom environment;
* A collaborative process that builds on prior knowledge and experience;
* Continuous professional judgment, evaluation, and self-reflection; and
* Lifelong learning and continuous advocacy for the profession and society’s occupational needs.

1When the term *occupational therapy practitioner* is used in this document, it refers to both occupational therapists and occupational therapy assistants (American Occupational Therapy Association [AOTA], 2015). *Occupational therapists* are responsible for all aspects of occupational therapy service delivery and are accountable for the safety and effectiveness of the occupational therapy service delivery process. *Occupational therapy assistants* deliver occupational therapy services under the supervision of and in partnership with an occupational therapist (AOTA, 2014a).

**References**

American Occupational Therapy Association. (2014a). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy, 68*(Suppl. 3), S16–S22. https://doi.org/10.5014/ajot.2014.686S03

American Occupational Therapy Association. (2014b). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy, 68*(Suppl. 1), S1–S48. https://doi. org/10.5014/ajot.2014.682006

American Occupational Therapy Association. (2015). Standards of practice for occupational therapy. *American Journal of Occupational Therapy, 69*(Suppl. 3), 6913410057. https://doi.org/10.5014/ajot.2015.696S06

*Adopted by the Representative Assembly Coordinating Council for the Representative Assembly, 2018*

*Note.* This revision replaces the 2015 document *Philosophy of Occupational Therapy Education,* previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy, 69*(Suppl. 3), 6913410053. https://doi.org/10.5014/ajot.2015.696S17

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*Citation.* American Occupational Therapy Association. (2018). Philosophy of occupational therapy education.

*American Journal of Occupational Therapy, 72*(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

**AMERICAN OCCUPATIONAL THERAPY ASSOCIATION**

**THE PHILOSOPHICAL BASE OF**

**OCCUPATIONAL THERAPY**

Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment, and contexts in which the occupation occurs, and the characteristics of the occupation.

The focus and outcome of occupational therapy are clients’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

Adopted by the Representative Assembly Coordinating Council for the Representative Assembly

Note. This revision replaces the 2011 document The Philosophical Base of Occupational Therapy, previously published and copyrighted in 2011 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 65(Suppl.), S65. https://doi.org/10.5014/ajot.2017.716S06

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Citation. American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. American Journal of Occupational Therapy, 71(Suppl. 2), 7112410045. https://doi.org/10.5014/ajot.2017.716S06

**For additional information and copies of required forms and templates please visit the** [**Forms**](https://acoteonline.org/accreditation-explained/forms/) **page of the ACOTE website (**[**https://acoteonline.org/**](https://acoteonline.org/)**).**

**Self-Study Report Templates include the following:**

(Templates are not required)

* Faculty Professional Development Plan Template
* Program Evaluation Plan Template
* Program Evaluation Report Template
* Program Strategic Plan Template
* Scholarship Agenda Template

**Forms embedded in the eAccreditation Self-Study Report include the following:**

* Faculty Profile Form
* Financial Resources Form
* Course Summary
* Fieldwork Sites

**REPORT OF SELF-STUDY TEMPLATE AND GUIDE**

For each Standard, provide a narrative response that addresses the program’s compliance with that Standard and prepare the documents in the “Prepare to Upload” sections. The narrative statements and all requested documentation must then be uploaded to the program’s eAccreditation portal (<https://acote.aota.org>).

\*These Standards are included in the interim report.

|  |  |
| --- | --- |
| SECTION A: GENERAL REQUIREMENTS  A.1.0. SPONSORSHIP AND ACCREDITATION | |
| A.1.1. Institutional Accreditation  Degree Level: All | |
| Narrative Response: | Indicate sponsoring institution’s accrediting body and year of last full accreditation review. |
| Prepare to Upload: | Documentation (e.g., institutional accreditor’s webpage, copy of accreditation certificate) that the sponsoring institution holds current accreditation from a recognized institutional accrediting agency. |
| A.1.2. Institutional Authority  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation that the sponsoring institution is legally authorized to provide a program of postsecondary education and holds doctoral degree-granting authority. |
| A.1.3. Institutional Setting  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Evidence (e.g., catalog page) that the program is in a senior college, university, or medical school. |
| A.1.4. Sponsoring Institution Responsibilities  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation in handbooks or policies and procedure manuals that the institution assumes responsibility for the program or department, including functions specified in the Standard. |
| A.1.5. Notification Requirements  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation of the program’s policies/procedures/processes for maintaining compliance with the requirements of this Standard. |
| A.2.0. ACADEMIC RESOURCES | |
| \*A.2.1. Program Director  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * Documentation that the program director is assigned as a full-time core faculty member to the occupational therapy educational program and evidence of release time provided for that position. Release time documentation must be from the institution (e.g., signed letter from administration, employment/annual contract, job description). The document must specify the numerical release time provided (e.g., percentage, credit hours compared to regular faculty hours). * Documentation of the program director’s initial certification. * Copy of the program director’s current occupational therapy license for the state(s) in which the program is located. * Copy of the program director’s diploma or transcript indicating the highest degree level obtained from an accredited institution. * The program director’s curriculum vitae indicating work history, experience in practice, description of administrative experiences and duties, evidence of scholarship (as defined in the Standards Glossary), and years of experience in a full-time academic appointment with teaching responsibilities. * A complete position description for the program director that clearly indicates responsibility for all aspects of management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development. |
| \*A.2.2. FTE Faculty Composition  Degree Level: OTA, OTA-B | |
| Narrative Response: |  |
| Prepare to Upload: | * Documentation of two full-time equivalent faculty positions at each accredited location. * Documentation that at minimum, there is one core faculty member who is primarily practicing as an occupational therapist and one core faculty member who is primarily practicing as an occupational therapy assistant. For the purpose of this Standard, practice is considered either OTA clinical practice or OTA education. |
| \*A.2.3. Program Director and Faculty Qualifications  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * Documentation that the faculty as a whole possesses the qualifications and backgrounds necessary to meet program objectives and the mission of the institution. In the compliance statement response box, provide a summary of program faculty, their degrees, the courses they are teaching, and their areas of expertise. * Ensure that the Faculty Profiles in the "FACULTY" tab for the program director and all occupational therapy faculty involved in the program document evidence of academic preparation, practice experience, related experience, or continuing education for specified teaching responsibilities. If the program uses distance learning, evidence of experience or training in distance learning must also be documented. |
| \*A.2.4. Academic Fieldwork Coordinator  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * Official documentation detailing responsibilities of the academic fieldwork coordinator that reflects all requirements of the Standard, including full-time core faculty status and an indication of release time provided for that position. Release time documentation must be from the institution (e.g., signed letter from administration, employment/annual contract, job description). The document must specify the numerical release time provided (e.g., percentage, credit hours compared to regular faculty hours). * Copy of the academic fieldwork coordinator’s current occupational therapy license for the state(s) in which the program is located. * Documentation of the academic fieldwork coordinator’s years of clinical experience. * Copy of the academic fieldwork coordinator’s diploma or transcript indicating the highest degree level obtained from an accredited institution. |
| \*A.2.5. Doctoral Capstone Coordinator  Degree Level: OTD | |
| Narrative Response |  |
| Prepare to  Upload: | * Official documentation detailing responsibilities of the capstone coordinator that reflects all requirements of the Standard, including full-time core faculty status and an indication of release time provided for that position. Release time documentation must be from the institution (e.g., signed letter from administration, employment/annual contract, job description). The document must specify the numerical release time provided (e.g., percentage, credit hours compared to regular faculty hours). * Copy of the capstone coordinator’s current occupational therapy license for the state(s) in which the program is located. * Copy of the capstone coordinator’s diploma or transcript indicating the highest degree level obtained from an accredited institution. |
| \*A.2.6. Licensed OT and OTA Faculty  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | A copy of the current occupational therapy license for all core faculty who are occupational therapy practitioners and teaching occupational therapy content. |
| \*A.2.7. Faculty Degrees  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * A list of full-time core faculty members indicating their highest obtained degree. * A copy of each full-time core faculty members’ diploma or transcript indicating the highest degree level obtained from an accredited institution. |
| \*A.2.8. Site Coordinator  Degree Level: All (If the program is offered at one or more additional accredited locations) | |
| Narrative Response: |  |
| Prepare to Upload: | * Official documentation detailing responsibilities of the site coordinator at each accredited location where the program is offered. * Copy of the site coordinator’s current occupational therapy license for the state(s) in which the additional location is located. * Copy of the site coordinator’s diploma or transcript indicating the highest degree level obtained from an accredited institution. |
| \*A.2.9. Sufficient Faculty  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * List of faculty at each location where the program is offered, including degree held, and FTE designation of each faculty member. * Curriculum vitae for all faculty. For faculty who are mentoring students on scholarly projects, the curriculum vitae must reflect ongoing scholarly achievement and research expertise. |
| \*A.2.10. Clerical and Support Staff  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * Documentation (e.g., job description) for the clerical and support staff provided to the OT program. * In the narrative, please explain how the support provided is in alignment with institutional practice and is equally reflective of the support provided to other programs similar to the OT program at the institution. In addition, please describe the support provided for distance learning technology if any portion of the program is offered by distance education. |
| A.2.11. Budget  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Provide a narrative response indicating whether sufficient institutional funds are budgeted and available to fulfill the objectives of the program and meet the needs of the students. Complete the Financial Resources Form to provide the program's 3-year budget for the previous year, present year, and next year (estimated). |
| A.2.12. Adequate Space  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * A floor plan indicating the classroom and laboratory space, including designated space to store and secure OT equipment and supplies, office space for the OT program director and faculty, and space for private advising of students. * Documentation that classroom and laboratory space provided by the institution is assigned to the OT program on a priority basis. * If applicable, a written and signed agreement to ensure assignment of space for program use that is provided by another institution or agency. |
| A.2.13. Equipment, Supplies, and Evaluative and Treatment Methodology  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | An inventory list of equipment, supplies, and evaluative and treatment methodologies available to the OT program. |
| \*A.2.14. Library, Reference Materials, instructional Aids, and technology  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | A list of current and relevant books, journals, periodicals, computers, software, other reference materials, online services, and instructional aids and technology available to the program. |
| \*A.2.15. Distance Education  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | If any portion of the program is offered through distance education, provide:   * Documentation of the process through which the program will verify the identity of the student (e.g., in-person proctored examinations, audio/video conferencing using a webcam and live proctors, biometric/hardware scanning using fingerprint, eye, typing pattern or digital photograph recognition, challenge questions based on third party data). * Documentation of available technology and resources to support a distance learning environment. * A process to ensure that faculty are adequately trained and skilled to use distance education methodologies. |
| A.3.0. STUDENTS | |
| \*A.3.1. Admission Criteria  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | A copy of published OT doctoral program admission materials (e.g., program brochure/flyer, Web site, catalog). If any portion of the program is offered by distance education, include the admission criteria that inform students of technology and required competencies for those components of the program. |
| \*A.3.2. Admission Policies  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | A copy of standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience requirements (e.g., program brochure/flyer, Web site, catalog). |
| \*A.3.3. Credit for Previous Courses/ Work Experience  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation of the mechanism for giving credit for previous coursework and/or work experience and an explanation of how the program ensures that the student has met the content requirements for the relevant OT doctoral Standards (e.g., course transfer policy, articulation agreements, review of syllabi). |
| \*A.3.4. Criteria for Successful Completion  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation (e.g., handbook, catalog) that includes the criteria for successful completion of each segment of the program and for graduation (e.g., courses, credits, retention criteria, retention grade point). |
| \*A.3.5. Evaluation on a Regular Basis  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * Documentation of the regular process for evaluating and monitoring students’ progress and academic standing (e.g., semester review of student grade point average). * Documentation of evaluation on a regular basis of students’ professional behaviors. |
| \*A.3.6. Student Support Services  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation (e.g., program or institution handbook) that includes a description of available support services. |
| \*A.3.7. Advising by Faculty  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation (e.g., handbook) that includes a description of system for advisement. |
| A.4.0. PUBLIC INFORMATION AND POLICIES | |
| \*A.4.1. Accurate Program Publications  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Copies of publications and advertising related to the OT program (e.g., catalog, handbook, Web site, brochure/flyer). |
| \*A.4.2. Publication of Program Outcomes  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Copy of the program’s webpage where outcomes are reported to stakeholders. |
| \*A.4.3. Publication of ACOTE Information  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Pages from the catalog, Web site, and program-related brochures or flyers that include the program’s accreditation status and the name, address, telephone number, and web link of ACOTE. |
| \*A.4.4. Published Policies and Procedures  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | A copy of the institutions or program’s published policies and procedures as identified in the Standard. |
| A.4.5. Ability to Benefit  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | If the program admits students on the basis of ability to benefit, a copy of the institution’s or program’s publicly available objectives, assessment measures, and means of evaluating the student’s ability to benefit. |
| \*A.4.6. Progression, Retention, Graduation, Certification, and Credentialing Requirements  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Copies of publications that include progression, retention, graduation, certification, and credentialing requirements, including documentation of a statement on the program’s website about the potential impact of a felony conviction on a graduate’s eligibility for certification and credentialing. |
| \*A.4.7. Completion in a Timely Manner  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | A copy of the policy to ensure that students complete all graduation, fieldwork, and doctoral capstone requirements in a timely manner. The policy must include a statement that all Level II fieldwork and the doctoral capstone must be completed within a timeframe established by the program. |
| \*A.4.8. Student Records  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation of the institution’s records retention policies that address the requirements of the Standard. |
| A.5.0. CURRICULUM FRAMEWORK  The curriculum framework is a description of the program that includes the program’s mission, philosophy, and curriculum design. | |
| A.5.1. Curriculum – Preparation to Practice as a Generalist  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * A list indicating which courses address current practice settings and which courses address new and emerging practice areas. * A list indicating which courses prepare students to work with children, adolescents, adults, and older adults. * A list indicating which courses prepare students to work in areas of physical and mental health. |
| A.5.2. Curriculum – Preparation and Application of In-Depth Knowledge  Degree Level: OTD, OTA-B | |
| Narrative Response: |  |
| Prepare to Upload: | * Provide a statement identifying which courses will provide in-depth knowledge in preparation for the development of the capstone experience and project. * Provide 2-3 examples of objectives and learning activities that will demonstrate preparation and application of one of the areas (i.e., practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory) identified in the Standard. |
| \*A.5.3. Program Length  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * OTD Only - Submit documentation that the total time to the OT doctoral degree, including both preprofessional and professional preparation, equals a minimum of 6 full-time equivalent academic years. * All - Provide a statement explaining the system and rationale (e.g., standards for graduate education, standards for professional education, comparability across institutions, comparability within the institution) for determining that the length of study is appropriate to the expected learning objectives and competence of the graduate. |
| \*A.5.4. Program Mission and Philosophy  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * The mission statement of the occupational therapy doctoral program that addresses the requirements of the Standard. * The mission statement of the sponsoring institution. * The program’s philosophy statement that describes the program’s definition regarding scope of occupational therapy (consistent with the current published philosophy of the profession) and describes the learning process and the program’s beliefs about how students learn. |
| \*A.5.5. Curriculum Design  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | The program’s curriculum design that includes the following elements:   * Curriculum design identifies major content areas (e.g., “threads” or themes) to be taught in the curriculum. * Curriculum design content themes are consistent with the program’s mission statement. * Curriculum design content themes reflect the essential concepts of the profession’s philosophy of occupational therapy. * Curriculum design content (e.g., “threads” or themes) and program’s beliefs about learning clearly demonstrate the rationale for courses offered, sequencing of courses, and evaluation strategies. * Student learning outcomes (goals) are stated for the curriculum content themes. * The curriculum design (content threads) show the scope (depth and breadth) of the program offered. * A description of how the instructional design reflects the curriculum and ensure appropriate content delivery. |
| \*A.5.6. Scholarship Agenda  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * A statement describing the scholarship agenda for the program and how this reflects the curriculum design and mission of the program and institution. * Explain how the concepts of scholarship will be included in the curriculum and their relationship to the mission of the program and institution. |
| \*A.5.7. Written Syllabi and Assessment Strategies  Degree Level: All | |
| Narrative Response: | In the Compliance Statement box, include a brief statement of how each course that appears in the Curriculum tab relates to the curriculum design. |
| Prepare to Upload: | In the Curriculum tab:  • Complete the Course Summary form and upload the related syllabi that include course objectives, learning activities, and instructional methods and materials. (NOTE: Level II fieldwork or the doctoral capstone experience and project syllabi may not be used to document compliance with a B Standard.)  • In each Course Summary, link up to 3 courses that best exhibit coverage of each content Standard. A maximum of 3 courses can be linked to each Standard. Once linked, those courses will automatically populate the Courses section under each B Standard.  In the Compliance Statement response box of each B Standard:  • Describe how the program meets the expected outcome for each B Standard.  • In the Supporting Material section of each B Standard, upload evidence (e.g., sample assignment, test question, project, etc.) that the program assesses the student's ability to meet the expected outcomes for each B Standard.  • A program may use up to 3 courses to exhibit coverage of this Standard. |
| A.6.0. STRATEGIC PLAN AND PROGRAM ASSESSMENT  For programs that are offered at more than one location, the program’s strategic plan, evaluation plan, and results of ongoing evaluation must address each program location as a component of the overall plan. | |
| \*A.6.1. Strategic Plan  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | The program’s current strategic plan (see Strategic Plan template) that includes all of the requirements of the Standard. |
| \*A.6.2. Professional Development Plans  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | Copies of current signed professional development plans (see Professional Development Plan template) for the program director and each faculty member who teaches two or more courses. |
| \*A.6.3. Program Evaluation  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | * The current program evaluation plan (see Program Evaluation Plan Template) that includes all of the requirements of the Standard. * The current program evaluation report (see Program Evaluation Report Template) that includes all of the requirements of the Standard. * Documentation that as a result of the program evaluation findings, the items identified on the action plan resulted in changes made to some components of the program (e.g., strategic plan, curriculum design, curriculum content, or course content). |
| \*A.6.4. Certification Exam Pass Rate  Degree Level: All | |
| Narrative Response: |  |
| Prepare to Upload: | A Copy of NBCOT’s report of the program’s most recent 3-year exam pass rate data. |

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| **SECTION B CONTENT REQUIREMENTS**  **The content requirements are written as expected student outcomes. Faculty are responsible for developing learning activities and evaluation methods to document that students meet these outcomes. Level II Fieldwork, the Baccalaureate Project, or the Doctoral Capstone Experience and Project syllabi may not be used to document compliance with a section B content Standard.** | |
| **B.1.0. FOUNDATIONAL CONTENT REQUIREMENTS**  **Program content must be based on a broad foundation in the liberal arts and sciences. A strong foundation in the biological, physical, social, and behavioral sciences supports an understanding of occupation across the lifespan. If the content of the Standard is met through prerequisite coursework, the application of foundational content in the sciences must also be evident in professional coursework. The student will be able to:** | |
| **B.1.1. Human Body, Development, and Behavior**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **\*B.1.3. Social Determinants of Health**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.1.4. Quantitative Statistics and Qualitative Analysis**  Degree Level: OTD, OTM | |
| Narrative: |  |
| Course # |  |
| **B.2.0. OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES**  **Current and relevant interprofessional perspectives including rehabilitation, disability, and developmental as well as person/population-environment-occupation models, theories and frameworks of practice. The program must facilitate the development of the performance criteria listed below. The student will be able to:** | |
| **B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.2.2. Theory Development**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.3.0. BASIC TENETS OF OCCUPATIONAL THERAPY**  **Coursework must facilitate development of the performance criteria listed below. The student will be able to:** | |
| **B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.3.2. Interaction of Occupation and Activity**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.3.3. Distinct Nature of Occupation**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.3.5. Effects of Disease Processes**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.3.6. Activity Analysis**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.3.7. Safety of Self and Others**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.0. REFERRAL, SCREENING, EVALUATION, AND INTERVENTION PLAN**  **The process of referral, screening, evaluation, and diagnosis as related to occupational performance and participation must be client centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence.**  **INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION**  **The process of formulation and implementation of the therapeutic intervention plan to facilitate occupational performance and participation must be client centered and culturally relevant; reflective of current and emerging occupational therapy practice; based on available evidence; and based on theoretical perspectives, models of practice, and frames of reference.**  **These processes must consider the needs of persons, groups, and populations.**  **The program must facilitate development of the performance criteria listed below. The student will be able to:** | |
| **B.4.1. Therapeutic Use of Self**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.2. Clinical Reasoning**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.3. Occupation-Based Interventions**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.4. Standardized and Non-standardized Screening and Assessment Tools**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.5. Application of Assessment Tools and Interpretation of Results**  Degree Level: OTD, OTM | |
| Narrative: |  |
| Course # |  |
| **B.4.6. Reporting Data**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.7. Interpret Standardized Test Scores**  Degree Level: OTD, OTM | |
| Narrative: |  |
| Course # |  |
| **B.4.8. Interpret Evaluation Data**  Degree Level: OTD, OTM | |
| Narrative: |  |
| Course # |  |
| **B.4.9. Remediation and Compensation**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.10. Provide Interventions and Procedures**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.11. Assistive Technologies and Devices**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.12. Orthoses and Prosthetic Devices**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.13. Functional Mobility**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.14. Community Mobility**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.15. Technology in Practice**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.16. Dysphagia and Feeding Disorders**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.17. Superficial Thermal, Deep Thermal, and Electro-therapeutic Agents and Mechanical Devices**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.18. Grade and Adapt Processes or Environments**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.19. Consultative Process**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.20. Care Coordination, Case Management, and Transition Services**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.21. Teaching–Learning Process and Health Literacy**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.22. Need for Continued or Modified Intervention**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.23. Effective Communication**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.24. Effective Intra-professional Collaboration**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.25. Principles of Interprofessional Team Dynamics**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.26. Referral to Specialists**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **\*B.4.27. Community and Primary Care Programs**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.28. Plan for Discharge**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.4.29. Reimbursement Systems and Documentation**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.5.0. CONTEXT OF SERVICE DELIVERY, LEADERSHIP, AND MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES**  **Context of service delivery includes knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided.**  **Management and leadership skills of occupational therapy services include the application of principles of management and systems in the provision of occupational therapy services to persons, groups, populations, and organizations.**  **The program must facilitate development of the performance criteria listed below. The student will:** | |
| **B.5.1. Factors, Policy Issues, and Social Systems**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.5.2. Advocacy**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **\*B.5.3. Business Aspects of Practice**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.5.4. Systems and Structures That Create Legislation**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.5.5. Requirements for Credentialing and Licensure**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.5.6. Market the Delivery of Services**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.5.7. Quality Management and Improvement**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.5.8. Supervision of Personnel**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.6.0. SCHOLARSHIP**  **Promotion of science and scholarly endeavors will serve to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and interpret and apply this knowledge to practice. The program must facilitate development of the performance criteria listed below. The student will be able to:** | |
| **B.6.1. Scholarly Study**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.6.2. Quantitative and Qualitative Methods**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.6.3. Scholarly Reports**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.6.4. Locating and Securing Grants**  Degree Level: OTD, OTM | |
| Narrative: |  |
| Course # |  |
| **B.6.5. Ethical Policies and Procedures for Research**  Degree Level: OTD, OTM | |
| Narrative: |  |
| Course # |  |
| **\*B.6.6. Preparation for Work in an Academic Setting**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.7.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES**  **Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy. Professional behaviors include the ability to advocate for social responsibility and equitable services to support health equity and address social determinants of health; commit to engaging in lifelong learning; and evaluate the outcome of services, which include client engagement, judicious health care utilization, and population health. The program must facilitate development of the performance criteria listed below. The student will be able to:** | |
| **B.7.1. Ethical Decision Making**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.7.2. Professional Engagement**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.7.3. Promote Occupational Therapy**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.7.4. Ongoing Professional Development**  Degree Level: All | |
| Narrative: |  |
| Course # |  |
| **B.7.5. Personal and Professional Responsibilities**  Degree Level: All | |
| Narrative: |  |
| Course # |  |

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| SECTION C: FIELDWORK EDUCATION | | |
| C.1.0. FIELDWORK EDUCATION  Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program’s compliance with fieldwork education requirements. The academic fieldwork coordinator will: | | |
| \*C.1.1. Fieldwork Program Reflects the Curriculum Design  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Documentation of how the fieldwork program (traditional, nontraditional and emerging settings) reflects the sequence and scope of content in the curriculum design. | |
| \*C.1.2. Criteria and Process for Selecting Fieldwork Sites  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Documentation of the criteria and procedure for selecting fieldwork sites, including maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience. | |
| \*C.1.3. Fieldwork Objectives  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | * Documentation of agreement and collaboration between the academic and fieldwork educators in establishing fieldwork objectives prior to start of fieldwork and a plan for communication with the student and fieldwork educator about progress and performance during fieldwork. Documentation that fieldwork objectives for all experiences include a psychosocial objective. | |
| \*C.1.4. Ratio of Fieldwork Educators to Students  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Documentation of the ratio of fieldwork educators to students and how it enables proper supervision, ensures protection of consumers, provides appropriate role modeling, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives. | |
| \*C.1.5. Sufficient Fieldwork Agreements  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Using the "Fieldwork Sites" tab in ACOTE Online, prepare a list of fieldwork sites that have been used in the most recent 3 years of Level I and Level II fieldwork placements or upload the list of fieldwork sites as a sortable Excel spreadsheet under the “Supporting Material” section. | |
| C.1.6. Level I and II Fieldwork MOU’s  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | * Evidence that the program has a process for ensuring that valid memoranda of understanding are in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. * A sample copy of a current memorandum of understanding for a Level I and Level II fieldwork site. | |
| \*C.1.7. Fieldwork in Behavioral Health or Psychological and Social Factors  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Documentation that at least one fieldwork experience (either Level I or Level II) has as its focus behavioral health or psychological and social factors that influence engagement in occupation. (Examples of possible evidence of compliance with Standard C.1.7 include documented student learning outcomes for fieldwork placement that focus on behavioral health or psychological and social factors influencing engagement in occupation; population(s) served in the fieldwork placement; and assignments linked to the fieldwork placement). | |
| Level I Fieldwork The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will: | | |
| \*C.1.8. Qualified Level I Fieldwork Supervisors  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Documentation that all personnel who supervise Level I fieldwork are educated in and informed of the curriculum and fieldwork program design and how this is accomplished, as well as the supervisor’s acknowledgement of their ability to support the fieldwork experience. Acknowledgement must occur prior to the commencement of the fieldwork experience. | |
| \*C.1.9. Level I Fieldwork  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Documentation of all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance and means of ensuring that Level I fieldwork is not substituted for any part of Level II fieldwork. | |
| Level II Fieldwork The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will: | | |
| \*C.1.10. Length of Level II Fieldwork  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | A documented policy requiring a minimum of 24 weeks’ full-time Level II fieldwork, which may be completed on a part-time basis provided it is at least 50% of an FTE at that site. Documentation should include whether or not a student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. | |
| \*C.1.11. Qualified Level II Fieldwork Supervisors  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | * Documentation of the process for ensuring that each supervising therapist is a currently licensed or otherwise regulated OT or OTA has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated OT or OTA (depending on degree level of program- refer to Standard) prior to the onset of the Level II fieldwork. * Documentation of the process for ensuring that each supervising therapist is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. | |
| \*C.1.12. Evaluating the Effectiveness of Supervision  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | * Documentation of how the fieldwork supervision is evaluated. * Documentation of the process for the educational program providing resources to enhance fieldwork educator supervision. | |
| C.1.13. Level II Fieldwork Supervision  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | A documented policy that ensures Level II fieldwork supervision is direct and then decreases as appropriate. | |
| \*C.1.14. Fieldwork Supervision Where No OT Services Exist  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Documentation of a plan for supervision where no occupational therapy services exist. | |
| C.1.15. Evaluation of Student Performance on Level II Fieldwork  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Documentation of the evaluation mechanisms used for Level II fieldwork (e.g., program handbook, fieldwork handbook). | |
| \*C.1.16. Fieldwork Supervision Outside the U.S.  Degree Level: All | | |
| Narrative Response: |  | |
| Prepare to Upload: | Documentation of a policy for provision of fieldwork experience outside of the United States. | |
| SECTION D | |
| D.1.0. DOCTORAL CAPSTONE The doctoral capstone shall be an integral part of the program’s curriculum design. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.  The doctoral capstone consists of two parts:   * Capstone project * Capstone experience   The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained.  The student will complete an individual 14-week capstone experience that must be started after completion of all coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3.  The doctoral capstone coordinator will: | |
| \*D.1.1. Doctoral Capstone Reflects Curriculum Design  Degree Level: OTD, OTA-B | |
| Narrative Response: |  |
| Prepare to Upload: | * Documentation of how the doctoral capstone is designed and administered by faculty. * Documentation of how the doctoral capstone reflects the sequence and scope of content in the curriculum design and develops in-depth knowledge. |
| D.1.2. Design of Doctoral Capstone  Degree Level: OTD, OTA-B | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation of how collaboration occurs between the faculty and student for the doctoral capstone to ensure consistency with the curriculum design, objectives, and plan for supervision. |
| \*D.1.3. Preparation for Doctoral Capstone Project  Degree Level: OTD | |
| Narrative Response: |  |
| Prepare to Upload: | * Documentation that the capstone project includes a literature review, needs assessment, goals/objectives, and evaluation plan which are completed prior to the 14-week doctoral capstone experience. * Documentation of how the project aligns with the curriculum design and sequence. |
| \*D.1.4. MOUs for Doctoral Capstone Experience  Degree Level: OTD | |
| Narrative Response: |  |
| Prepare to Upload: | * Evidence that the program has a process for ensuring that valid memoranda of understanding, with individualized objectives, are in effect and signed by both parties at the time the student is completing the doctoral capstone experience. * A sample copy of a current memorandum of understanding for a doctoral capstone site. |
| \*D.1.5. Length of Doctoral Capstone Experience  Degree Level: OTD | |
| Narrative Response: |  |
| Prepare to Upload: | * Documentation that the length of the doctoral experience is a minimum of 14 weeks (560 hours). * Documentation as to whether the capstone experience can be completed on a part-time basis, and if so, how. * Documentation that prior fieldwork or work experience may not be substituted for the doctoral capstone experience. |
| \*D.1.6. Mentor for Doctoral Capstone  Degree Level: OTD | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation of a policy outlining the process for assuring that the student is mentored by an individual with appropriate expertise. |
| \*D.1.7. Evaluation of Doctoral Capstone Experiences  Degree Level: OTD, OTA-B | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation of the mechanism utilized for objective evaluation of the student’s performance during and at the completion of the doctoral capstone experience. |
| D.1.8. Doctoral Capstone Project  Degree Level: OTD, OTA-B | |
| Narrative Response: |  |
| Prepare to Upload: | Documentation of how the students’ individual doctoral capstone projects are completed, and information disseminated.  Documentation of how the program ensures that the doctoral capstone demonstrates synthesis of in-depth knowledge in the focused area of study. |