**Education Standards
Review Committee (ESRC)**

Draft 1 Standards

Purpose of the ESRC

Purpose

- To conduct a complete evaluation of the 2018 Accreditation Standards for:

  - Doctoral-Degree-Level and Master's-Degree-Level Educational Program for the Occupational Therapist

  - Baccalaureate-Degree-Level and Associate-Degree-Level Educational Program for the Occupational Therapy Assistant

- Review stakeholder feedback and provide recommendations to ACOTE for revisions to 2018 Standards

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Process

- Feedback from stakeholders & communities of interest
- AOTA and OT practice documents
    - OTPF-4
    - Standards of Practice papers
    - Position papers
    - Choosing Wisely Campaign
- NBCOT
- USDE and CHEA requirements
- State requirements
- WFOT
- CMS

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ESRC
Composition

Committee Composition

Chair
Vice Chair (OTA)
OTD Faculty
OTM Faculty
OTA-B Faculty
OTA-A Faculty
OT Practice
OTA Practice
FW Education
Capstone Education
Non-OT Academic Admin
OT Student
Consumer
Non-voting: AOTA
Non-voting: NBCOT Board Member
Non-voting: Staff Liaison

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Review of Timeline
for
Standards Revision

ESRC Timeline

- ## January 2022:
  - ESRC was formed; first meeting in Feb. of 2022

- ## March 2022:
  - Public Call for Comments/Survey to suggest changes to 2018 Standards
    - *Which Standards (A, B, C, D) should be **ELIMINATED** or **ADDED** at each degree level*
      - *OTD: questions specific to capstone experience/project and length*
      - *OTM*
      - *OTA-B*
      - *OTA-A*

ESRC Timeline

- April 2022
  - ESRC met and reviewed stakeholder feedback and <u>started</u> **Draft 1 Standards**

- Aug. 2022
  - ESRC met and reviewed additional feedback from ACOTE

- Sept. 2022: ***Opening Hearing at ALC***
  - Reported updates on process to develop **Draft 1 standards**
  - Received additional feedback

ESRC Timeline

- Nov. 2022 – ESRC met and finalized **Draft 1 Standards**

- *Dec. 2022
  - ESRC provided recommendations to ACOTE who approved an amended **Draft 1 Standards**

- Feb. 2023:
  - **Draft 1 Standards** were published on the ACOTE website
  - Disseminated survey inviting feedback from communities of interest/stakeholders about the **Draft 1 Standards**

ESRC Timeline

- April 2023:
  - Holding Public Hearing on **Draft 1 Standards** at **AOTA Conference**

> **FRIDAY, APRIL 21, 2023**
>
> **1:00 pm – 2:30 pm**
> ACOTE Standards Open Hearing
> *(Loews City Beautiful C)*

ESRC Timeline

- **April/May 2023:** ESRC will meet & review feedback; revise **Draft 1 Standards**

- **Oct. 2023:** *Opening Hearing at ALC or Ed Summit*
  - Report overall areas targeted for revisions to **Draft 1 Standards** based on stakeholder feedback

- **Nov. 2023:** ESRC will meet & review feedback; finalize revisions to **Draft 1 Standards**

ESRC Timeline

- Dec. 2023:
  - ACOTE to review the <u>revised</u> **Draft 1 standards as amended**

    - **ACOTE will approve** updated <u>revised Draft 1 Standards</u>
    - **OR** <u>direct the ESRC to distribute Draft 2 Standards</u> and ask for additional stakeholder feedback

Overview of Proposed Changes
Draft 1 Standards

Draft 1 Standards

https://acoteonline.org/accreditation-explained/standards/

ACOTE Standards and Interpretive Guide

- 2018 ACOTE Standards and Interpretive Guide – Download

Revision of the ACOTE Standards

- Call for Comment and Open Hearing on Draft 1 – Download
- Overview of Standards Review Process – Download

- Draft 1 ACOTE Standards – Download
- General Comments Form – 2018 ACOTE Standards

Review of DEIJ in Draft 1 Standards

Preamble

A.2.3. Program Director and Faculty Qualifications

"The Program Director and faculty must possess….Knowledge of the curriculum design, application of principles of diversity, equity, inclusion and justice concepts, and the content delivery method"

A.2.9. Sufficient Faculty

"Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal and must be reflective of the institutional, diversity, equity, inclusion, and justice recruitment and hiring practices."

Review of DEIJ in Draft 1 Standards

A.3.2. Admissions Policy

– *"An admission process which describes efforts to recruit a diverse student population that aligns with the institutional mission and vision."*

A.3.4. Criteria for Successful Completion – combined with A.4.7

– *"The program must describe how retention practices support a diverse student body."*

Review of DEIJ in Draft 1 Standards

A.4.4. Published Policies and Procedures

"*Diverse student population must be defined and a plan to retain the diverse student population*"

A.6.1. Strategic Plan

"*...that articulates the program's future vision and scholarship agenda, which guides the program (e.g., faculty recruitment and professional growth, scholarship, changes in the curriculum design, priorities in academic resources, procurement of fieldwork and doctoral capstone sites, vision for diversity, equity, inclusion, and justice*).

Review of DEIJ in Draft 1 Standards

- B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle

- B.4.0. Overview

- B.4.4. Standardized and Non-standardized Screening and Assessment Tools

- B.4.5. Application of Assessment Tools and Interpretation of Results

- B.4.6. Reporting Data

Review of DEIJ into Draft 1 Standards

- **Glossary**
  - Diverse student population
  - Diversity
  - Empathy
  - Equity
  - Inclusion
  - Justice
  - Cultural humility

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A Standards

*A.1.6. NEW - Honesty and Integrity

The program will demonstrate honesty and integrity in all interactions with all communities of interest.

The institution and/or program must provide its students and employees with policies and procedures informing them of their rights and responsibilities within the institution and a clear procedure for receiving complaints from all communities of interest.

A.2.1. Program Director

OTD/OTM Programs

- 8 years of documented experience in the field of occupational therapy (2018 Standards)

- **4 years** of experience as <u>core faculty</u>…

  - Removed *"full-time academic appointment"*

OTA-B/OTA-A Programs

- 5 years of documented experience in the field of occupational therapy (2018 Standards)

- **3 years** of experience as <u>core faculty</u>…

  - Removed *"full-time academic appointment"*

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A.2.4 and A.2.5

A.2.4. AFWC

- 2 year of documented experience in the field of OT (2018 Standards)

- Professional experience as a clinical FW educator

A.2.5. Capstone Coordinator

- 3 years of documented experience in the field of OT

- Teaching responsibilities at the postbaccalaureate level

A.6.3. Program Evaluation

- **Removed**
  - Competency in professional behaviors
  - *A.3.7. Student Advisement by Core Faculty – requires a program to have a process for student advisement… faculty must provide feedback to students regarding development of <u>professional identify</u>*

Program evaluation must include:

Student Data:
- Retention rates
- ~~Competency in professional behaviors~~
- Academic and fieldwork performance

Faculty data:
- Effectiveness in their assigned teaching responsibilities.

Program Data:
- Student satisfaction with the program
- Student evaluation of fieldwork experience
- Student evaluation of the and doctoral capstone performance
- Evaluation of doctoral capstone outcomes.
- Graduates' performance on the NBCOT certification exam.
- Graduates' job placement
- Employer satisfaction with Graduates' and performance as determined by employer satisfaction.
- Graduates' scholarly activity (e.g., presentations, publications, grants obtained, state and national leadership positions, awards).

A.6.5. **NEW Graduation Rates

CAPTE - **graduation rates** - <u>at least 80%</u> averaged over two years

SLP – CAA - **program completion rate**—<u>at least 80%</u> of students must have completed the program within the program's published time frame, as averaged over the 3 most recently completed academic years.

A.6.5. **NEW Graduation Rates

OTD/OTM programs
The average program graduation rate over the 3 most recent calendar years for the percentage of students who are enrolled in the institution's official enrollment day (ten-day census data) at the start of the student's program and complete the program within the programs' published academic terms must be 80% or higher.

OTA-B and OTA-A programs
The average program graduation rate over the 3 most recent calendar years for the total number of students who graduated from a program within 150% of the published length of the program, divided by the number of students on the roster who started in the program must be 80% or higher.
(Definition from the National Center for Education Statistics)
**Feedback that the requirement of 80% or higher needs to be re-considered, will review at upcoming ESRC meeting

B Standards

B Standards

- **Removed** B.2.2. – Theory Development

Explain the process of theory development in occupational therapy and its desired impact and influence on society.

  – removed as a capstone focus

- **Removed** Standard B.6.6. Preparation for Work in an Academic Setting

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B.3.8. NEW Leadership standard

OTD/OTM/OTA-B/OTA-A
- Demonstrate knowledge of effective leadership styles.
- Identify personal and professional strengths and areas for growth to become an effective leader.

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B Standards

Use of **"care partners"** vs caregivers

Definition: Care partner *"caregivers are broadly defined as family members, friends or neighbors, who provide unpaid assistance to a person with a chronic illness or disabling condition"*

Source: cms.gov; aota.org Choosing Wisely #6

B Standards – OTD/OTM & OTA-B/OTA-A

- B.5.7. Evolving Service Delivery Models
- B.5.8. Quality Management and Improvement
- B.5.9. Supervision of Personnel
- B.6.2. Design a Scholarly Study *(only in OTD programs)*
- B.6.3. Quantitative and Qualitative Methods

C Standards

C Standard with Updated Wording

- Use the term "fieldwork experiences" throughout C standards

- Use the term fieldwork "educators" versus "supervisors"

- Use of the term "Affiliation Agreement" vs "MOU"

C Standard with Updated Wording

- C.1.3. Fieldwork Objectives
- C.1.7. Fieldwork in Behavioral Health or Psychological and Social Factors

"At least one fieldwork experience (either Level I or Level II) must have a primary focus on the role of OT practitioners in addressing **mental functions- global or specific - applied to occupational performance**." *(Global Mental Functions/Psychosocial and OTPF-4 definition added to glossary)*

C.1.9. Level I Fieldwork

Instead of *"comparable rigor"*

"Document that all students have <u>similar</u> Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures)."

C.1.11. Qualified Level II FW Educators

- "Document and verify **prior to the start** of the Level II fieldwork that the student is supervised by an OT practitioner who is"
  - Adequately prepared…
  - Licensed…
  - A minimum of 1 year full-time (or its equivalent) of practice experience…

  - *Added language* from C.1.16. FW Supervision Outside of the U.S.

D Standards

D Standards Preamble

- Removed theory development as "area of focus" for the doctoral capstone

D.1.1. Doctoral Capstone Reflects Curriculum Design

Added:

- Program must have sufficient faculty to oversee the capstone experience and project.

- Program must provide a rationale for the ratio of faculty to capstone students.

D.1.2. Design of the Doctoral Capstone

- Ensure that the doctoral capstone is designed through collaboration of the <u>faculty member who is an occupational therapist, content mentor, and student</u> and must include individualized specific objectives and plans for supervision, mentoring, and evaluation.

D. 1.x. Mentor for the Doctoral Capstone

**Feedback that wording needs to be clarified to be consistent with D.1.2, will review at upcoming ESRC meeting.

"The mentoring of the doctoral capstone must include a faculty who is an occupational therapist and a content mentor (which may be met by one person).

Content mentor does not need to be an occupational therapy practitioner."

Mentorship of doctoral capstone must include the following:
- Development/design of the doctoral capstone
- Content of the doctoral capstone in the focused area of study

Document and verify that the faculty mentor
- Demonstrates an understanding of the curriculum design
- Has a doctoral degree
- Possesses the methodological expertise to mentor the student in the design of the capstone

Document and verify that the content mentor
- Demonstrates the content expertise in the student's focused area of study

D.1.3. Preparation for the Doctoral Capstone and Baccalaureate Project

- Ensure the preparation for the baccalaureate project includes a literature review, goals, and a plan for evaluating project outcomes.

D.1.4. Doctoral Experiential Plan for Doctoral Capstone Experience

- Document the process for ensuring valid **affiliation agreements** between the organization and the program are in effect <u>prior to</u> the duration of the capstone experience.

- Ensure that there is a valid plan for the doctoral capstone experience, that, at a minimum, includes
  - Individualized specific capstone objectives,
  - Plans for evaluation and mentoring, and
  - Responsibilities of all parties.

- The plan must be signed by all parties.

D.1.5. Length of the Doctoral Capstone Experience

Require that the length of the doctoral capstone experience be a minimum of 14 weeks ~~(560 hours)~~. This may be completed on a part-time basis as agreed upon by the organization and/or the program and must be consistent with the individualized specific objectives and capstone project.

The program must have a mechanism to document that the students meet the requirements for capstone length.

Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

**Removed *"No more than 20% of the 560 hours can be completed off site from the mentored practice setting…"*

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Glossary

- Affiliation Agreement
- Assessment
- Care Partners
- Community-based intervention
- Faculty (Adjunct and Core)
- Global Psychosocial Function
- Learning Activities
- Professional Advising
- Professional Identity

Comments

Email: accred@aota.org

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Call for Comments

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