

Essentials and Guidelines of an Accredited Educational Program for the Occupational Therapist

Essentials initially adopted 1935; revised 1943, 1949, 1965, and 1973

Adopted by the
AMERICAN MEDICAL ASSOCIATION
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

Program Review Committee
ACCREDITATION COMMITTEE

Essentials, which present the minimum accreditation standards for an educational program, are printed in regular typeface. The extent to which a program complies with these standards determines its accreditation status; the *Essentials* therefore include all requirements for which an accredited program is held accountable.

Guidelines, explanatory documents which clarify the *Essentials*, are printed in italic typeface. Guidelines provide examples, etc., to assist in interpreting the *Essentials*.

PREAMBLE

OBJECTIVE

These *Essentials* are to be used for the development and self-evaluation of occupational therapy educational programs for the first professional degree in occupational therapy, i.e., baccalaureate, post-baccalaureate certificate and masters. The educational institution offering an educational program in occupational therapy assumes responsibility for ensuring that the established *Essentials* contained herein will be met and maintained. On-site surveys are made by the appropriate recognized bodies and lists of accredited programs are published for public information.

Appropriate utilization of this document in the planning and implementation of an occupational therapy education program should

- A. assure the competency of the entry level therapist who successfully completes the program
- B. provide a guide for quality education consistent with the professional standards of occupational therapy and the standards of the institution of higher learning
- C. assist in the development of a new educational program to meet accreditation standards.

DESCRIPTION OF OCCUPATIONAL THERAPY

Occupational therapy is the art and science of directing man's participation in selected tasks to restore, reinforce and enhance performance, facilitate learning of those skills and functions essential for adaptation and productivity, diminish or correct pathology and to promote and maintain health. Reference to occupation in the title is in the context of man's goal-directed use of time, energy, interest and attention. Its fundamental concern is the development and maintenance of the capacity throughout the life span, to perform with satisfaction to self and others those tasks and roles essential to productive living and to mastery of self and the environment.

Since the primary focus of occupational therapy is the development of adaptive skills and performance capacity, its concern is with factors which serve as barriers or impediments to the individual's ability to function, as well as those factors which promote, influence or enhance performance.

Occupational therapy provides service to those individuals whose abilities to cope with tasks of living are threatened or impaired by development deficits, the aging process, poverty and cultural differences, physical injury or illness, or psychological and social disability.

Occupational therapy serves a wide population in a variety of settings such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, housing projects, and community agencies and centers. Occupational therapists both receive from and make referrals to the appropriate health, educational or medical specialists.

The functions of occupational therapists are to:

- A. serve the individual client or patient by:
 1. evaluating his performance capacities and deficits;
 2. selecting tasks or activity experiences appropriate to his defined needs and goals;
 3. facilitating and influencing his participation and investment;
 4. evaluating his response, assessing and measuring change and development; and
 5. validating assessments, sharing findings and making appropriate recommendations.
- B. provide consultative services in relation to the profession and its functions.
- C. provide administrative and supervisory leadership for occupational therapy programs.
- D. facilitate and participate in community health care planning and activities.
- E. promote, plan, implement and conduct research for the benefit of the public and the growth of the profession.

REQUIREMENTS FOR ACCREDITATION

I. SPONSORSHIP

An occupational therapy education program shall be located in any of the following settings

- A. A college or university accredited by its regional association of colleges and secondary schools authorized to grant the baccalaureate or higher degree and affiliated with accredited hospital(s) and/or community health care programs, facilities and agencies
- B. A medical school approved by the appropriate bodies, and having a liberal arts college affiliation, affiliation with accredited hospital(s) and/or community health programs, facilities and agencies
- C. In conjunction with a graduate school meeting the institution's criteria; and affiliated with accredited hospital(s) and/or community health care programs, facilities and agencies.

II. FIELD WORK EXPERIENCE

Supervised field work experience shall be an integral part of the educational program. Location of field work experience must permit consistent integration within the educational process. These experiences must be conducted in settings meeting measurable objectives under the direction of qualified and competent supervisory personnel.

There are two levels of field work experience:

a. The first level includes those experiences designed as an integral part of didactic courses for the purpose of initial and basic experiences in directed observation and participation in selected field settings. The emphasis of these placements should be on experiential learning as opposed to performance. There must be measurable objectives for these experiences and supervision shall be provided by qualified competent personnel, who may or may not be occupational therapy personnel. These experiences are necessary to enhance initial learning of basic material and are not to be considered substitutes for or part of the sustained field work experience as defined in b. below.

b. The second level is a supervised field work placement which is on-going and in which the emphasis is on the application of an academically acquired body of knowledge. The purpose is to provide in-depth experience in and responsibility for the delivery of health care services to patients/clients. A minimum of six months is required. (See IX.G.5.)

Arrangements for placing students in field settings should include a written agreement which clearly defines the rights and responsibilities of the educational program, the field setting and the student. Agreements may be letters, contracts, signed information forms and the like.

Consistent integration can be demonstrated through a stated policy describing frequency of on-site visits, written and/or verbal communication, consultation with other curricula using the center, and reports from the students.

III. STANDARDS OF ETHICAL PRACTICE

There shall be a published statement of the standards of ethical practice observed in the college or university. This shall be supplemented by a similar statement applying to the practices of the academic and field work experience programs in occupational therapy.

These statements should have as their purpose the protection of the rights, privileges and responsibilities of the faculty, students and institution during the educational process as well as the graduates' responsibilities in provision of service to the consumer. It should also define the students' and the institution's rights in regard to matters such as admission, withdrawal, remission of fees, discontinuance and due process.

IV. FACILITIES

Facilities shall be adequate to support the educational program.

- A. A laboratory must be permanently assigned for the exclusive use of the occupational therapy program. The size must be sufficient to accommodate the number of students, the necessary equipment and the activity process. Additional classrooms and seminar space must be adequate to meet the requirements of the program.

At least one basic laboratory must be provided for instruction in occupational skills and treatment techniques. "Exclusive use" refers to priority scheduling by the occupational therapy department. University Space Planning by Bareither and Schillinger recommends 60-100 square feet per student, excluding offices and hallways.

A study-lounge should be provided for occupational therapy students. One seminar room should be provided for discussions. Additional classroom space required for lectures and laboratories, if not specifically provided for the occupational therapy curriculum, may be used on a shared-plan basis with other departments.

- B. Faculty, staff and administrative offices must allow for efficient operation of the educational program. It is essential that space be available for private counseling of students by all faculty members.

It is important that administrative office space be designated for the sole use of occupational therapy staff. Each full-time faculty member should have adequately equipped office space. For efficient operation of the educational program, it is strongly recommended that the director have a private office.

- C. Appropriate, modern equipment and supplies must be available for effective teaching/learning.

Sufficient modern equipment and supplies are necessary to adequately and safely carry out the objectives of the curriculum. This includes such items as audiovisual, rehabilitation and power equipment.

- D. A library must be accessible, containing current standard texts, scientific books, periodicals and other reference materials.

Full privileges of the library should be available to the occupational therapy department and its students. There should be adequate budgetary provision for the purchase of pertinent reference material to support occupational therapy education.

V. FINANCES

Finances shall be sufficient to support the educational program.

- A. The budget must be sufficient to develop and maintain the educational program. Funds must be available through regular university budgets.

Institutional financial support is necessary for salaries of administrative, supportive and instructional personnel, for educational and office supplies and equipment, for staff travel to coordinate field work experience, for consultative services, for continuing education to maintain faculty competence, and for student and alumni activities. Additional financial support may be secured via gifts, endowments and grants.

- B. The director of the educational program must have primary involvement in budget planning and expenditure. The director must be fully informed of institutional fiscal policies and procedures.

Budget planning should be done by the director of the occupational therapy program together with the appropriate executive officer. The occupational therapy director should have responsibility for program budget control.

VI. FACULTY

In the initial planning and developmental stages of the program in occupational therapy, the staff shall consist of the director and at least one full-time, qualified instructor, both of whom must be registered occupational therapists. They shall hold academic rank in the educational institution commensurate with the position(s) to which appointed. A planned program for their continuing professional growth must be encouraged by the institution with a concurrent commitment by the individual faculty members.

The planned program for continuing professional growth has as its objective maintenance of competence and increased expertise. It may be accomplished using regular university channels such as sabbaticals, assistantships, and tuition adjustments.

Provision should be made for academic faculty to retain contact with occupational therapy practice through participation in educational programs and workshops, research in the area of specialty, consultative appointments, and direct involvement with delivery of occupational therapy services.

A. Director of Educational Program

The director must be employed at least one year in advance of the date when students will be enrolled in the professional program for the purpose of curriculum planning, faculty recruitment, field placement development and related administrative responsibilities.

1. Qualifications

The director of the educational program shall be a registered occupational therapist with a minimum of five years of relevant professional occupational therapy experience including teaching, direct service and administration. The director must hold the masters or doctoral degree except when special professional experiences can be considered the equivalent by the educational institution.

"Relevant professional occupational therapy experience" should be interpreted as experience evaluated in relation to the responsibilities and focus of the position being filled.

2. Authority and Responsibilities

The director shall have responsibility for the development of the educational program which includes all field work experience. The director shall have continuing authority and responsibility for organization, administration, faculty selection and retention, budget, and continued development, evaluation and periodic review of the program. Consultative services must be sought in the continuing evaluation process.

It is the continuing responsibility of the director of an accredited program in occupational therapy to keep informed of the advances and changes in health care and their relationship to occupational therapy, and to incorporate these advances and changes into the curriculum. It is also the responsibility of the director to be informed of and involved in the academic affairs of the educational institution.

Program directors should utilize consultative services in all areas necessary to the development and implementation of a quality program. Such consultation should include input from occupational therapy students, the public, and relevant others and may take the form of an advisory committee.

3. When the director of the educational program is replaced, immediate notification shall be sent to the accrediting organization(s). The curriculum vitae of the new director, giving details of training, education and experience in the field, must be submitted. These credentials must be acceptable in order that the current accreditation status of the program be continued.

"Credentials" may include job description of the position, curriculum vitae of the individual, job descriptions of relevant previous positions, the curriculum director's statement of

philosophy of occupational therapy and statement of educational philosophy.

When the director of the educational program resigns or dies, a notice should be sent to the accrediting organization(s) within 30 days. The curriculum vitae of the new director should be submitted within 30 days of the selection date.

B. Instructional staff

1. By the time students are enrolled in the professional courses, there shall be in addition to the director, the equivalent of at least two full-time registered occupational therapists on the teaching staff. Each staff member must have a minimum of two years experience in practice. Special consideration must be given to the selection of faculty to assure expertise in keeping with the broad areas of content coverage inherent in an occupational therapy education program.

The scope and diversity of occupational therapy practice dictates the need for additional faculty to provide adequate coverage of specialty areas. Important selection criteria include knowledge of the subjects to be taught and ability to organize and present the subject matter to the students in a meaningful way.

2. Registered occupational therapists who are field work experience supervisors must be members of the faculty or extra-mural faculty of the institution. They shall have a minimum of one year practice in the field, must be active members of the educational program's council and involved in or aware of activities serving health care or other societal needs within community based programs.

Competency in field work supervision should be recognized by an official faculty appointment with or without salary, when appropriate, within the policy of the institution. This information should be listed in either the official catalog or in an occupational therapy brochure.

C. Support personnel

There shall be at least one full-time secretary assigned exclusively to the educational program and additional support personnel shall be added as program development requires.

For departmental efficiency it is often expedient to utilize additional supportive personnel such as clerks, laboratory assistants, educational aides and student assistants.

VII. STUDENTS

A. Selection

1. The selection of students for admission to the program and their retention shall be a joint responsibility of the director and the faculty of the program and the appropriate administrative officials of the educational institution.

Based upon concern for human rights, there shall be no discrimination in the treatment of persons because of race, creed, color, sex or national origin.

It is important to ensure impartiality in the selection of students.

2. Criteria for selection and retention of students shall be predefined, published and available to the public. Criteria for selection of students shall give consideration to inter- and intra-disciplinary career mobility.

3. Admission data shall be on file at all times within the institution.

Admission data may include transcripts, college board scores, high school records and the like. These should be accessible to the occupational therapy faculty.

B. Health

1. Applicants shall be required to submit evidence of good mental and physical health, consistent with the demands of the total educational program.

This information should be submitted in the form that is required by the institution.

2. A student health service shall be available for evaluation and maintenance of students' health requirements. Plans must be made for the provision of emergency medical care during field experience.

This health service should be available for both physical and psychological problems.

C. Counseling

1. Counseling in relation to professional course work and field work experience shall be the responsibility of the occupational therapy faculty. Counseling during and pertaining to the field work experience must be a collaborative process between the faculty and the field work supervisors.
2. The educational institution shall provide student guidance services.

Student guidance refers to such services as orientation to the institution, remedial opportunities and aptitude testing. A placement service would be helpful.

D. Enrollment

1. For the most effective learning and teaching practices, the number of students enrolled in each class shall be determined by faculty available, proper course sequencing, facilities and field work settings.
2. The number of students enrolled in the educational program shall be determined on the basis of the effective presentation of that content which demands the lowest student-teacher ratio.

"That content which demands the lowest student-teacher ratio" refers to classes where the instructor can handle only a small number of students and adequately achieve the course objectives. Factors to be considered would be faculty teaching load (hours), number of sections of a class which could be offered with faculty available, teaching approaches and methods used and space available.

VIII. RECORDS

Students' records and credentials as required by the educational institution must be maintained within the program's files. Records of students' field work experiences must be maintained. Reports, as may be required by the institution, should be included within the program's official records. Such reports may be available for review at the discretion of the appropriate officials.

A. Students

1. Transcripts of high school, college and other credentials must be available.
2. Health records must be kept within the appropriate office, such as a student health center.
3. Academic and field work experience records for each student must be maintained in accordance with the requirements of the institution, accrediting bodies and the professional association.

B. Educational Program

1. A complete copy of the current educational program shall be kept on file.
2. Copies of course objectives, course outlines, class schedules and field work schedules shall be on file.
3. Records of student evaluation procedures and instruments shall be on file.

IX. EDUCATIONAL PROGRAM

A. Length of Program

The length of the educational program shall be sufficient to meet the professional requirements and degree requirements of the educational institution.

B. Student Enrichment

The philosophy underlying the education of occupational therapists is liberal. Students must be provided the oppor-

tunity to participate in the design of their individual educational program by deletion and/or addition of requirements.

Deletion may be accomplished by use of proficiency examinations, credit for prior course work and experiences; additions may be accomplished by selection of additional electives, self-directed study and the like.

C. Planning and Implementation

Planning and implementation of the educational program shall include

1. A conceptual model utilized as a base for curriculum design

A frame of reference is different from a conceptual model. The frame of reference is inherently subjective, and influences our beliefs in a given area of concern. The conceptual model is knowledge-based objective and specific.

As occupational therapy educators, we are concerned with our collective frames of reference as they affect our philosophical principles (beliefs); for example, frames of reference for O.T. education might include statements about:

1. *the nature of man*
2. *the nature of the profession*
3. *the nature of the educational process.*

A curriculum may incorporate a variety of models of occupational therapy practice. These determine the selection of content within the curriculum. (It will be necessary to answer "what content will be included?")

A conceptual model of the educational process should be used to organize and sequence content and to suggest a variety of non-contradictory teaching approaches which may be utilized. (It will be necessary to answer "How will you go about organizing and presenting content?")

2. Measurable general and specific objectives for each content area and field work experience which define the steps leading to the desired outcome

An objective is a statement which describes a proposed change of behavior in the learner, that is, what the learner is to be able to do when he completes a learning experience. Objectives are of several different levels, the main types are general and specific. General objectives describe broad outcomes and may refer to the total program or units within a program. Specific objectives describe behaviors to be attained in a course, or a specific portion of a course, or field experience. Objectives serve several purposes: they set the scope and limits for what is to be taught and learned; they help the student perceive what is expected of him; and they serve as a guide for evaluation of student achievement and of program effectiveness.

Objectives shall be written and available to students, faculty and appropriate others.

3. Course outlines

Written course outlines shall be developed for each course in the curriculum. Course outlines may be organized in terms of course content or in sequence of subject matter to be taught. It is helpful to include reading requirements, lecturer's name if several instructors are used, and other pertinent information regarding teaching and evaluation methods and materials to be used. Outlines should be developed by the individual responsible for teaching the course, and should be available to students, faculty and appropriate others.

4. Identification of learning experiences and teaching methods

This involves describing the specific activities and methods which are to be used in teaching content, and may include such things as audiovisual materials, role playing, student papers and projects, experiential learning activities, lectures, seminars and the like.

5. Methods, procedures and instruments for evaluating, assessing and measuring the efficacy of program objectives and student learning

Various methods and procedures for evaluation should be utilized for the purpose of measuring student achievement, instructor and program effectiveness. These may include oral and practical examinations, student evaluations of courses and instructors, performance evaluations, course grades and the like. The particular method selected for a course or activity should depend on the means which are most effective for measuring the stated behavioral objectives. Prior to evaluation, the student should be made aware of the criteria and methods which are to be used in measuring performance.

6. Subject matter content developed and taught by persons with recognized expertise in that specific area.

Persons having expertise in given content areas, and who have the ability to communicate this information at the appropriate level should be invited to teach that content. It is the responsibility of the occupational therapy faculty to identify appropriate content focus and the context in which it is to be applied.

D. Consultation

Consultative services shall be sought in the curriculum development process.

Sources for consultation in curriculum development may include the AOTA Curriculum Advisory Committee, educators from other disciplines, specialists in educational research and development, occupational therapy faculty of other institutions, students, clinicians, community leaders, consumers, the local occupational therapy association and others.

E. Interdisciplinary Activities

The program design shall have enough flexibility to allow for inter- and intra-disciplinary programming and mobility.

F. Collaboration

Collaborative relationships and procedures shall be developed to be responsive to the changing needs of society.

Plans and relationships should be devised to provide the faculty with communication from their community relative to needs for health education and care which can appropriately be met in part through the services of occupational therapy.

Continuing methods of communication should be developed with other disciplines so that the faculty can include concepts and methods necessary to participation with others.

Occupational therapy faculty are considered to have professional responsibility for society and its needs. They should participate actively with community bodies and agencies as appropriate to their own competence and interest.

G. Curriculum

A wide variety of curriculum patterns may serve as an effective means of organizing experiences which lead to the achievement of educational objectives. Programs are encouraged to consider innovative course patterns and to use the curriculum design which makes best use of their particular resources. For this reason no outline has been included in this document for the specific courses which should be offered by an occupational therapy program, nor of other specifics such as course sequence and hour or credit distribution. Each program's pattern of curriculum organization will be judged in terms of its potential for contributing effectively to achievement of the educational objectives.

In the following curriculum Essentials, traditional content resources are listed as a guide for curriculum development. These lists of resources are not to be considered exhaustive or binding but should serve as guides only. The curriculum objectives may be fulfilled by prerequisite and/or requisite courses. There must be a procedure for adequate evaluation of the student's performance in each objective area.

The curriculum shall include

1. Basic human sciences

Purpose: To understand the structure and function of the

human organism and its development from conception to death.

Objectives: Upon completion of the course(s) of study, the student shall demonstrate knowledge and understanding of

- The structure and function of the human body and body systems
- The structure and function of human personality and cognition
- The human growth process
- Social-cultural systems and the interrelationship with individual development and functioning.

Content: A broad scope of content resources shall be utilized in assisting the student to meet the objectives in this section.

Possible content resources may include:

Anatomy (A,B,C,*)
Neuroanatomy (A,B,C)
Physiology (A,B,C)
Neurophysiology (A,B,C)
Kinesiology (A,C)
General psychology (B,C,D)
Literature (C,D)
Clinical demonstrations (A,B,C)
Educational psychology (B,C,D)
Sociology (B,C,D)
Anthropology (C,D)
Social psychology (B,C,D)
History (C,D)
Developmental psychology (B,C,D)
Student experiences with patients/clients (A,B,C,D)

Evaluation: There shall be adequate methods, procedures and instruments developed to determine whether the student has reached the objectives in this section.

Measurable general and specific objectives which have been formulated may be assessed by various methods, such as:

Written, oral and practical examinations
Course grades
Proficiency examinations; equivalency examinations
Performance evaluations:
faculty/student
student/student
student self-evaluation

2. The human development process

Purpose: To understand the development, acquisition and integration of skills, life tasks and roles essential to productive living and to mastery of self and the environment.

Objectives: Upon completion of the course(s) of study, the student shall demonstrate ability to identify and explain:

- Developmental tasks and needs in each period from birth to death
- Development of human relationships, roles and values
- The impact of non-human environment on normal growth and development
- The meaning of activity in development of human potential and competence
- The meaning and impact of symbols and the symbolization process throughout the life cycle
- The concepts and modes of adaptation and their relationship to performance.

Content: A broad scope of content resources shall be utilized to meet the objectives in this section.

Possible content resources may include:
Developmental psychology (A,B,C,D,F)*
Educational psychology (A,B,F)
Social psychology (B,C,F)
Occupational therapy (A,C,D,E,F)
Neuro-behavioral sciences (C,D,F)

*(The coding refers to the objectives in this section.)

Psychiatry (B,E,F)
Cultural anthropology (A,B,C,D,E,F)
Psychobiology (A)
Pediatrics (A,B,C,D,F)
Gerontology (A,B,D,F)
Human relations (B,F)
Ego psychology (A,B,D,F)
Interpersonal theory (B,F)
Symbolism and symbolic process (C,D,E,F)
Object relations theory (A,C,D,E,F)
Psychoanalytic theory (A,B,C,D,E,F)
Clinical demonstrations (D,F)
Student experiences with patients/clients (B,D,F)

Evaluation: There shall be adequate methods, procedures and instruments developed to determine whether the student has reached the objectives in this section.

Measurable general and specific objectives which have been formulated may be assessed by various methods, such as:

Written, oral and practical examinations
Student projects; independent study
Course grades
Proficiency examinations; equivalency examinations
Performance evaluations:
faculty/student
student/student
student self-evaluation

3. Specific life tasks and activities

Purpose: To understand and perform the processes involved in selected tasks and activities. To be able to identify and analyze the components which make up tasks and activities.

Objectives: Upon completion of the course(s) of study, the student shall be able to

- a. Perform the processes involved in selected tasks and activities
- b. Identify and analyze these tasks and activities in terms of the following components
 - 1) Physical
 - 2) Perceptual-Motor
 - 3) Cognitive
 - 4) Psychological
 - 5) Social
 - 6) Cultural
 - 7) Economic
- c. Observe, identify and analyze tasks and activities performed by others
- d. Relate the elements of any task or activity to age-specific needs, capacities and roles.

Content: A broad scope of content resources shall be utilized in assisting the student to meet the objectives in this section.

Possible content resources may include:

*Fine and applied arts (A)**
Home economics (A,D)
Industrial and manual arts (A,D)
Industry (B,C,D)
Community (B,C,D)
Self-care activities (A,B,C,D)
Physical education and recreation (A,B,C,D)
Kinesiology (B)
Developmental psychology (B,C,D)
Educational psychology (B,C,D)
Industrial psychology (B,C,D)
Sociology (B)
Anthropology (B)
Symbolism and symbolic process (B,C,D)
Object relations theory (B,C,D)
Vocational rehabilitation (A,B,C,D)
Rehabilitation counseling (A,B,D)

*(Coding refers to the objectives in this section.)

Occupational therapy (A,B,C,D)
Clinical demonstrations (A,B,C,D)
Student experiences with patients/clients (A,B,C,D)

Evaluation: There shall be adequate methods, procedures and instruments developed to determine whether the student has reached the objectives in this section.

Measurable general and specific objectives which have been formulated may be assessed by various methods, such as:

Written, oral and practical examinations
Student projects, papers and demonstrations
Course grades
Proficiency examinations; equivalency examinations
Performance evaluations:

faculty/student
student/student
student/self-evaluation

4. Health-illness-health continuum

Purpose: To understand the characteristics of the health-illness-health continuum. To describe and discuss the effect upon the human being of interruptions in, aberrations of and trauma to the developing human organism throughout the life span.

Objectives: Upon completion of the course(s) of study, the student shall be able to

- a. Discuss the concept of "wellness"
- b. Define and discuss the etiology, progression, management and prognosis of the following;
 - 1) Congenital and developmental defects and deficits
 - 2) Disease processes and mechanisms
 - 3) Physical, emotional and environmental stresses and trauma
- c. Describe and discuss the effect of the above upon optimal human functioning
- d. Recognize and identify manifestations and symptomatology of health and illness.

Content: A broad scope of content resources shall be utilized in assisting the student to meet the objectives in this section.

Possible content resources may include:

*Pathology (B,D)**
Psychiatry (B,C,D)
Medicine (B,C,D)
Sociology (A,B,C,D)
Anthropology (A,C)
Economics (A,C)
Psychology (A,B,C,D)
Occupational therapy (A,B,C,D)
Community (A,C,D)
Ecology (A,B,C,D)
Public health (A,B,C,D)
History (C,D)
Literature (A,C,D)
Anatomy (B,C)
Physiology (B,C)
Ego psychology (A,C,D)
Psychoanalytic theory (A,B,C,D)
Industrial psychology (A,C,D)
Social psychology (A,C,D)
Clinical demonstrations (B,C,D)
Student experiences with patients/clients (A,B,C,D)

Evaluation: There shall be adequate methods, procedures and instruments developed to determine whether the student has reached the objectives in this section.

Measurable general and specific objectives which have been formulated may be assessed by various methods such as:

Written, oral and practical examinations
Student projects, papers and demonstrations

*(Coding refers to the objectives in this section.)

Course grades

Proficiency examinations; equivalency examinations

Performance evaluations:

faculty/student

student/student

student self-evaluation

5. Occupational therapy theory and practice

Purpose: To be able to apply and utilize the theories and principles of occupational therapy.

Objectives: Upon completion of the course(s) of study, the student shall be able to

- a. Serve the individual client or patient by
 - 1) Evaluating his performance capacities and deficits
 - 2) Selecting tasks or activity experiences appropriate to his defined needs and goals
 - 3) Facilitating and influencing his participation and investment
 - 4) Evaluating his response, assessing and measuring change and development
 - 5) Validating assessments, sharing findings and making appropriate recommendations.
- b. Provide consultative services in relation to the profession and its function
- c. Provide administrative and supervisory leadership for occupational therapy programs
- d. Facilitate and participate in community health care planning and activities
- e. Promote, plan, implement and conduct research for the benefit of the public and the growth of the profession.

Theoretical content: A broad scope of content resources shall be utilized in assisting the student to meet the objectives in this section.

Possible content resources may include:

*Occupational therapy (A,B,C,D)**

Foundations of occupational therapy

Principles of evaluation

Program planning and practice in:

Prevention and health maintenance

Life tasks and vocational adjustment

Remediation

Field experiences (A,B,C,D,E)

Independent study (A,B,C,D,E)

Organization and administration (C,D)

Management systems (B,C,D)

Group psychology (A,C,D)

Human relations (A,B,C,D)

Principles of research (C)

Medicine (A,B,D,E)

Psychiatry (A,B,D,E)

Community resources (A,B,D)

Teaching-learning theory (A,B,C,E)

Public health (A,B,D,E)

Communication theory and principles (A,B,C,D,E)

Vocational rehabilitation (A,B,D)

Rehabilitation counseling (A,D)

Supervisory theory and techniques (C)

Leadership training (A,B,C,D)

Symbolic process (A,E)

Object relations theory (A,E)

Clinical demonstrations (A,E)

Student experiences with patients/clients (A,D)

Practice: Field work experience: Supervised field experience shall be an integral part of the educational program. These experiences must be provided outside as well as within the

medical model, with supervision as needed to relate experiential learning to the content.

The following relates to the second level of sustained field work as defined in Section II.

1. A minimum of six months of supervised field experience shall be required.

A minimum of six (6) months of supervised field work experience shall be required for all students in order to provide them a setting for the application of academically acquired knowledge. Within this six-month period, learning must include experiences in prevention and health maintenance, remediation, and daily life tasks and vocational adjustment.

At least three months of sustained field work experience is desirable on a full-time basis. If equivalent time is used, it should be appropriate to the setting selected, student needs, and continuity of patient/client services, e.g., consecutive half-days. To ensure continuity and meaningful application of academic concepts, all field work experiences should be completed not later than 24 months following completion of academic preparation.

2. It shall be the responsibility of the director of the program to approve those settings which shall provide experiences appropriate to the learning needs of the student and which meet the objectives of field experience.
3. General and specific behavioral objectives for each phase of field experience must be clearly stated and known to the student. These objectives must be developed collaboratively by the appropriate faculty, supervisors and the student(s).
4. A registered occupational therapist with no less than one year of experience in direct service to patients/clients shall have responsibility for the student's educational program and professional growth.

The registered occupational therapist supervisor may be a therapist employed in the field setting, a faculty member, or a therapist in the community who has been designated as a field work supervisor.

5. In those settings where no registered occupational therapist is on-site, an appropriate professional, certified by his profession, and employed in the field setting, shall be the on-site administrative supervisor and shall assume responsibility for the student's role and function within the setting. Such a professional shall not replace nor be in lieu of the registered occupational therapist supervisor as defined above. This professional shall be familiar with the objectives of the field work experience and shall collaborate with the registered occupational therapist supervisor to ensure achievement of the educational objectives.

"Appropriate professionals" may include teachers, social workers, public health nurses, ministers, probation officers, physical therapists, and the like.

6. The ratio of supervisors to students shall be such as to ensure quality experience and maximal learning.
7. Evaluation: There shall be adequate methods, procedures and instruments developed to determine whether the student has reached the objectives in this section.

Measurable general and specific objectives, which have been formulated may be assessed by various methods, such as:

Written, oral and practical examinations

Student projects, papers and demonstrations

Course grades

Proficiency examinations; equivalency examinations

Performance evaluations:

faculty/student

student/student

student self-evaluation

field work performance evaluations

*(Coding refers to the objectives in this section.)

X. ADMINISTRATION

A. Catalog

An official publication including a description of the educational program shall be issued at least biennially. It must include information regarding the organization of the program, admission procedures, entrance requirements, a brief description of required courses, names and academic rank of faculty, tuition and fees, financial aid and information concerning facilities and settings used for field work experience.

B. Accreditation

1. Initial evaluation

a. Invitation

Initial evaluation (including survey site visits) of a new program of study can only be initiated on the express invitation of the chief administrative officer of the sponsoring institution or an officially designated representative.

b. Withdrawal

The institution may withdraw its request for accreditation at any time (even after evaluation), prior to final action by the accrediting body(ies).

c. The head (or a designated representative) of the institution housing the occupational therapy educational program being evaluated is sent an unofficial copy of the report prepared by the evaluating team in order that comment may be made on it before final action is taken by the accrediting body(ies).

d. Appeal

The chief administrative officer of the institution may appeal the decision regarding status of accreditation by submitting in writing objections together with supporting data and a request for reevaluation. Action on appeals shall be taken by the accrediting body(ies) in line with established procedures.

2. Reevaluation

a. Resurvey

Reevaluation site visits shall be scheduled by the

accrediting body(ies) in accordance with established procedures. Every effort shall be made to reevaluate each program every five years.

b. Review

The head (or a designated representative) of the institution housing the occupational therapy educational program being evaluated shall be sent an unofficial copy of the report prepared by the on-site survey team in order that comment may be made on it before final action is taken.

c. Withdrawal

The accrediting body(ies) may withdraw accreditation whenever

1) The educational program is not maintained in accordance with the standards outlined above, or

2) There are no students in the program for two consecutive years

Accreditation shall be revoked only after advance notice has been given to the head of the institution that such action is contemplated, and the reasons therefore, sufficient to permit timely response and the use of established procedures for appeal and review.

d. Appeal

The chief administrative officer of the institution may appeal the decision regarding status of accreditation by submitting in writing objections together with supporting data and a request for reevaluation. Action on appeal shall be taken by the accrediting body(ies) in line with established procedures.

C. Reports

An Annual Report shall be made to the accrediting body(ies) on a form provided by these bodies.

Major changes in administration, faculty, curriculum and other areas directly affecting adherence to the Essentials should be promptly reported to the accrediting body(ies).

APPLICATION AND INQUIRIES

A. ACCREDITATION

Applications and/or information regarding accreditation of an educational program may be obtained from either of the following:

American Occupational Therapy Association, Inc.
6000 Executive Boulevard
Rockville, MD 20852

Department of Allied Health Evaluation
American Medical Association
535 N Dearborn St
Chicago, IL 60610

B. REGISTRATION

Inquiries regarding registration (certification) of qualified graduates of accredited programs should be addressed to the American Occupational Therapy Association, Inc.

C. CAREERS

Inquiries regarding career information should be addressed to the American Occupational Therapy Association, Inc.