ACOTE

M E M O R A N D U M

TO: Jo Alice Blondin, PhD
Chancellor
Arkansas Tech University-Ozark Campus

Bruce Sikes, MSE
Chief Academic Officer
Arkansas Tech University-Ozark Campus

Adrienne Shelton, MOT, MEd, OTR/L
Program Chair
Occupational Therapy Assistant Program
Arkansas Tech University-Ozark Campus

FROM: Neil Harvison, PhD, OTR/L, FAOTA
Chief Officer, AOTA Division of Academic and Scientific Affairs

DATE: May 7, 2013

SUBJECT: ACOTE Action

Enclosed are the reports detailing the accreditation decisions made at the April 27-28, 2013 meeting of the Accreditation Council for Occupational Therapy Education (ACOTE®) regarding your occupational therapy assistant program. Please feel free to contact AOTA Accreditation staff should you have any questions.

Enclosures: Report of ACOTE Action
               Report of ACOTE
               Public Correction of Incorrect or Misleading Statements (program director only)
               Certificate of Accreditation (program director only)

cc: Ann Jadin, EdD, OTR, BCB, Reviewer and On-Site Evaluation Team Chairperson,
       ACOTE (Encl. Reports)
       Heather M. Stagliano, MHS, OTR/L, Reviewer, ACOTE (Encl. Reports)
       Michelle Ralph, MEd, OTR/L, On-Site Evaluation Team Member (Encl. Reports)
       Sheree Hilliard Talkington, OTR, OTD, Paper Reviewer, Roster of Accreditation
          Evaluators (Encl. Reports)
       File - Reports Due (Encl. Report of ACOTE Action)
       File - Action Letters (Encl. Report of ACOTE Action)

ACOTE

Program Reviewed:
Arkansas Tech University-Ozark Campus
OTA program (associate degree)
Ozark, Arkansas

Material Reviewed:
Evaluators' Report of Initial On-Site Evaluation

Action Result:
ACOTE accepted the Evaluators' Report of Initial On-Site Evaluation as amended.
The cited areas of noncompliance follow:

Area of Noncompliance	ACOTE Comment
#1: The program must provide evidence that all full-time occupational therapy assistant faculty teaching in the program hold a minimum of a baccalaureate degree. *(Noncompliant since April 2013)* *2006 OTA Standard A.2.11.:* *By July 1, 2012, all occupational therapy assistant faculty who are either full-time or who comprise the second FTE faculty position must hold a minimum of a baccalaureate degree.* *2011 OTA Standard A.2.10.:* *All occupational therapy assistant faculty who are full-time must hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body.*	There are two full-time faculty members, the program director and academic fieldwork coordinator. While the program director possesses the required credentials, the academic fieldwork coordinator is continuing to work on her bachelor's degree with plans to graduate in August 2013.
#2: The program must submit documentation that faculty have expertise in their area(s) of teaching responsibility and knowledge of the content delivery method. *(Noncompliant since April 2013)* *2006 OTA Standard A.2.12. /* *2011 OTA Standard A.2.11.:* *The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).*	OTA 2202 and 2201 Human Occupation and Clinical Reasoning lecture and lab courses are the primary courses addressing mental health assessments and interventions. The faculty member on record for teaching the courses was not able to articulate any experience nor was there evidence of expertise to support this content on her vitae. Her clinical practice listed neurological, orthopedic, and developmental disabilities with pediatric and geriatric patients in school, home health, acute care, and long-term care centers.
#3: The program must document an updated strategic plan that articulates the program's future vision and guides program development. It must include evidence that the plan is based on a current program evaluation and an analysis of the external and internal environments, has long-term goals that address the vision and mission of the institution and program with specific action steps and timelines. It must identify the person responsible for the action steps with evidence of periodic updating. *(Noncompliant since April 2013)*	The program has a current documented strategic plan dated 2012-2013, and a previous strategic plan dated 2011-2012. The plan identifies long-term goals related to program and curriculum development, nurturing and expanding community educational partners, and advancing technology with specific action steps. Although expected timelines and the person(s) responsible for the action steps are listed, the plan does not articulate the program's future vision to guide program development. For example, each plan is limited to one year in length and all goals end in the year listed.

Area of Noncompliance	ACOTE Comment
2006 OTA Standard A.5.1.: *The program must document a current strategic plan that articulates the program's future vision and guides the program development (e.g., faculty recruitment and professional growth, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites). A program strategic plan must include, but need not be limited to* • *Evidence that the plan is based on program evaluation and an analysis of external and internal environments.* • *Long-term goals that address the vision and mission of both the institution and program, as well as specific needs of the program.* • *Specific measurable action steps with expected timelines by which the program will reach its long-term goals.* • *Person(s) responsible for action steps.* • *Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.* **2011 OTA Standard A.5.1.:** *The program must document a current strategic plan that articulates the program's future vision and guides the program development (e.g., faculty recruitment and professional growth, scholarship, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites). A program strategic plan must be for a minimum of a 3-year period and include, but need not be limited to,* • *Evidence that the plan is based on program evaluation and an analysis of external and internal environments.* • *Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.* • *Specific measurable action steps with expected timelines by which the program will reach its long-term goals.* • *Person(s) responsible for action steps.* • *Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.*	
#4: The program must ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner. *(Noncompliant since April 2013)* **2006 OTA Standard B.10.8.:** *Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program.* **2011 OTA Standard C.1.5.:** *Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.14.*	The program currently has a total of 41 fieldwork agreements (50% list both Level I/II). The scope and number of fieldwork agreements are sufficient to allow completion of graduation requirements for the first cohort of occupational therapy assistant students for the fall 2013 rotation. With the addition of the second cohort of students, the program will need a minimum of 60 sites to accommodate one Level I experience and two Level II experiences for each summer and fall semester. The number of fieldwork agreements is not sufficient in scope and number to meet the needs of the program.

Accreditation Status: ACCREDITATION

NBCOT Certification Exam Code: #10504

Accreditation Term: 5 years

Interim Report Due: April 2015

Next On-Site Year: 2017/2018

Report Requested: **Plan of Correction** relative to areas of noncompliance #1, #2, #3, and #4

Report Due Date: **June 20, 2013**

The report must be submitted using the Plan of Correction report form which may be downloaded from the "Accreditation Surveys, Forms, and Templates" section of the ACOTE Web site: www.acoteonline.org. A scanned signed copy of the report may be e-mailed to accred@aota.org ***(preferred method)*** *OR three (3) copies mailed to the address listed below.*

For each area, provide a ***description of the plan*** *for bringing the program into compliance with the Standard, a* ***projected time line****, a description of the* ***documentation to be submitted*** *to demonstrate compliance, and* ***progress on actions*** *(if any) implemented to date.*

The plan must include a schedule for correcting the cited areas of noncompliance within the following time limit:

— *12 months if the program is less than 1 year in length;*
— *18 months if the program is at least 1 year in length, but less than 2 years in length; or*
— *2 years if the program is at least 2 years in length.*

To avoid the potential for Probationary Accreditation status, it is strongly recommended that the program plan to correct all cited areas at least 4 months prior to the end of the allowable time limit.

Report Mailing Address:

AOTA Accreditation Department
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449

Additional Comment:
Any institution or program that elects to make a public disclosure of the results of an ACOTE accreditation visit must accurately disclose:
• Statements from the <u>final</u> report, the Report of the Accreditation Council for Occupational Therapy Education - <u>not</u> the Evaluators' Report of On-Site Evaluation.
• Complete information regarding ACOTE's findings (i.e., strengths, suggestions, areas of noncompliance, and ACOTE's final accreditation action). Strengths cited in the report may not be published without also publishing any cited suggestions or areas of noncompliance.

Educational Program for the
Occupational Therapy Assistant

| ☐ | **Evaluators' REPORT OF ON-SITE EVALUATION (ROSE)** | ☒ | **REPORT of the ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (RAC)** |

The purpose of this form is to provide an objective judgmental analysis of the educational effectiveness of the program in meeting the *Accreditation Standards for an Educational Program for the Occupational Therapy Assistant.*

NAME OF INSTITUTION Arkansas Tech University-Ozark Campus

ADDRESS 1700 Helberg Lane, Ozark, AR 72949-2013

CHIEF EXECUTIVE OFFICER AND TITLE Jo Alice Blondin, PhD, Chancellor

PROGRAM DIRECTOR AND TITLE Adrienne Shelton, MEd, MOT, OTR/L, Program Director

DATE OF ON-SITE EVALUATION April 1-3, 2013

SECTION I: CHANGES IN PROGRAM INFORMATION

Significant differences noted in comparing self-study materials provided prior to the on-site evaluation with the information observed during the on-site are indicated below:

1. Institutional Accreditation Status ☐
2. Program Administrative Staffing and Procedures ☐
3. Number of Program Faculty ☐
4. Program Faculty Qualifications ☐
5. Faculty Teaching Assignments ☐
6. Number of Support Faculty ☐
7. Support Faculty Qualifications ☐

8. Support Service ☐
9. Financial Support ☐
10. Physical Resources ☐
11. Student Selection Procedures ☐
12. Statements of Fair Practice ☐
13. Continuing Program Assessment ☐
14. Curriculum Content ☐
15. Fieldwork Experience ☐

Describe any changes indicated above (e.g., what they are, how they affect the program, students and/or faculty):

☐ No significant changes were noted.
☒ Changes are noted below:

The program submitted a revised curriculum sequence which was approved by the Arkansas Tech University - Ozark curriculum committee. The changes resulted in modifications of course time and credit assignment in the following courses: 2113 Human Conditions I, 2213 Human Conditions II, and 2313 Human Conditions III which were all reduced from a three to two-hour lecture class. The 2301 Level I Fieldwork A and 2401 Level I Fieldwork B were moved to the end of the first and second semesters to integrate more clinical experience throughout the curriculum. A decrease of one hour in the 2222 Documentation for OTA class occurred because concepts were integrated into the Human Conditions courses. The class 2402 Assistive Technology and Environmental Modification was relocated to the second semester as material complimented the 2213 Human Conditions II and the 2201 Human Occupation and Clinical Reasoning courses. The number of hours of 2201 Human Occupation and Clinical Reasoning Lab was increased from one to two hours. Finally, the 2403 Management and Licensure class was reduced from three to two hours and placed in the first semester to review career path issues earlier. A new Professional Development class was added to the curriculum. This class focuses on professional development, resume and interview skills as well as NBCOT exam review. This content was originally covered in the Management and Licensure course. Each Level II Fieldwork was changed from 3 credit hours to 4 credit hours to better reflect contact time. The number of hours required for a student to earn an associate degree has remained the same. The changes do not impact the program philosophy, mission, or curriculum design.

SECTION II: ON-SITE EVALUATION PROCESS

SECTION II, PART A: INSTITUTIONAL REPRESENTATIVES INTERVIEWED

Individuals with whom the evaluators met during the on-site visit. (Refer to Appendix for names of representatives.)

1.	Administrative Officer(s)	☒	
2.	Program Director	☒	
3.	Occupational Therapy Assistant Faculty	☒	
4.	Institutional Faculty (non-OT)	☒	
5.	Fieldwork Educators	☒	
6.	Employers of Program Graduates	☐	
7.	Advisory Committee Members	☒	

8.	Program Graduates			☐
9.	Students			
	Fieldwork	(No. _____)		☐
	Second Year	(No. __13__)		☒
	First Year	(No. _____)		☐
	Others	(No. _____)		☐
10.	Others __See Appendix__			☒

SECTION II, PART B: UNUSUAL CIRCUMSTANCES

Describe any unusual circumstances which may have affected this evaluation.

☒   No significant circumstances affected the accreditation process.
☐   Specific circumstances and their impact on the accreditation process are described below:

SECTION II, PART C: REVIEW OF STUDENT COMPLAINTS

The on-site team's findings after review of the record of student complaints are indicated below:

	Yes	No	N/A
1) The complaint process has been handled by the program according to the published policies and procedures.	☐	☐	☒
2) The complaint process followed due process.	☐	☐	☒
3) The disposition of each complaint has ensured compliance with the ACOTE Standards.	☐	☐	☒

An explanation of any "No" response is described below:

SECTION III: COMPLIANCE WITH THE STANDARDS

Assessment of the program's compliance with each listed Standard is indicated by an "X".

RATING SCALES: 1 = Compliance   2 = Noncompliance

STANDARD A.1: SPONSORSHIP AND ACCREDITATION

		1	2
A.1.1.	Sponsoring institution is accredited by a recognized accreditation agency.	☒	☐
A.1.2.	Sponsoring institution is legally authorized and has degree granting authority or a program offered within the military services.	☒	☐
A.1.3.	Program is located in a community, technical, junior or senior college, university, medical school, vocational school or institution, or military service.	☒	☐
A.1.4.	Sponsoring institution assumes responsibility for both academic and clinical components.	☒	☐
A.1.5.	Sponsoring institution meets administrative requirements for maintaining accreditation.	☒	☐

STANDARD A.2: ACADEMIC RESOURCES

A.2.1.	Program director (PD) is assigned to the OT educational program on a full-time basis.	☒	☐
A.2.2.	PD is an initially certified, licensed or credentialed OT or OTA with required academic qualifications.	☒	☐
A.2.3.	PD has min. 5 years of experience, including OT/OTA practice, administration/supervision, and at least 1 year full-time academic appointment with teaching responsibilities.	☒	☐
A.2.4.	PD has understanding of and experience with OTAs.	☒	☐
A.2.5.	PD is responsible for management and administration of the program.	☒	☐
A.2.6.	Program has at least one additional FTE faculty position.	☒	☐
A.2.7.	PD and faculty qualifications and background are appropriate.	☒	☐
A.2.8.	Program has policies and procedures to ensure compliance with code of ethics.	☒	☐
A.2.9.	Academic fieldwork coordinator identified is licensed or credentialed OT or OTA.	☒	☐

Provide Standard number and rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

STANDARD A.2: ACADEMIC RESOURCES (continued)	1	2
A.2.10. OTA faculty include licensed or credentialed OTs and OTAs.	☒	☐
A.2.11. All OTA faculty who are full time or comprise the second FTE have a baccalaureate degree or plan to have a baccalaureate degree by July 1, 2012.	☐	☒
A.2.12. OTA faculty have documented expertise in their area(s) of teaching and delivery method.	☐	☒
A.2.13 OTA faculty at each location are sufficient in number and possess necessary expertise.	☒	☐
A.2.14. Faculty responsibilities are consistent with and supportive of the mission of the institution.	☒	☐
A.2.15. The faculty/student ratio permits achievement of program objectives and ensures safety.	☒	☐
A.2.16. Clerical and support staff meets programmatic and administrative requirements, including support for distance education, if offered.	☒	☐
A.2.17. A sufficient budget of regular institutional funds is allocated to the program.	☒	☐
A.2.18. Classrooms and labs are provided consistent with program objectives and safety standards.	☒	☐
A.2.19. Laboratory space is assigned to the OTA program on a priority basis. If off-site space is used, a written and signed agreement is in place.	☒	☐
A.2.20. Adequate space is provided to store and secure equipment and supplies.	☒	☐
A.2.21. PD and faculty office space is provided consistent with institutional practice.	☒	☐
A.2.22. Adequate space is provided for private advising of students.	☒	☐
A.2.23. Appropriate and sufficient equipment and supplies are provided by the institution.	☒	☐
A.2.24. Students are given access to and use current evaluative and treatment methodologies.	☒	☐
A.2.25. Students have ready access to a supply of current books, journals, etc.	☒	☐
A.2.26. Instructional aids and technology are available in sufficient quantity and quality.	☒	☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

A.2.11.   There are two full-time faculty members, the program director and academic fieldwork coordinator. While the program director possesses the required credentials, the academic fieldwork coordinator is continuing to work on her bachelor's degree with plans to graduate in August 2013. (See Area of Noncompliance #1.)

A.2.12.   OTA 2202 and 2201 Human Occupation and Clinical Reasoning lecture and lab courses are the primary courses addressing mental health assessments and interventions. The faculty member on record for teaching the courses was not able to articulate any experience nor was there evidence of expertise to support this content on her vitae. Her clinical practice listed neurological, orthopedic, and developmental disabilities with pediatric and geriatric patients in school, home health, acute care, and long-term care centers. (See Area of Noncompliance #2.)

STANDARD A.3: STUDENTS

		1	2
A.3.1	Admission of students is made in accordance with clearly published criteria.	☒	☐
A.3.2.	Policies pertaining to standards for admission, etc., are readily accessible.	☒	☐
A.3.3.	Mechanism to ensure that credit for previous courses and/or work experience meets appropriate content Standards.	☒	☐
A.3.4.	Criteria for successful completion are given in advance to each student.	☒	☐
A.3.5.	Evaluation content and methods are consistent with the curriculum design, objectives, and competencies.	☒	☐
A.3.6.	Evaluation of students is conducted on a regular basis.	☒	☐
A.3.7.	Students are informed of and have access to student support services provided to others.	☒	☐
A.3.8.	OTA faculty are responsible for student advising re: OTA coursework and fieldwork (FW) education.	☒	☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

STANDARD A.4: OPERATIONAL POLICIES

		1	2
A.4.1.	All program publications and advertising accurately reflect the program offered.	☒	☐
A.4.2.	Accurate and current student outcomes are readily available to the public.	☒	☐
A.4.3.	Accreditation status and ACOTE's name, address, and telephone number are published.	☒	☐
A.4.4.	Faculty/student recruitment/employment/admission procedures are nondiscriminatory.	☒	☐
A.4.5.	Graduation requirements, tuition, fees are accurately stated, published, and made known.	☒	☐
A.4.6.	Student and faculty grievance policy/procedure is defined and published.	☒	☐
A.4.7.	Policy for complaints published and made known. Record of student complaints maintained.	☒	☐
A.4.8.	Withdrawal/refund policies/procedures are published and made known.	☒	☐
A.4.9.	Probation, suspension, dismissal policies/procedures are published and made known.	☒	☐
A.4.10.	Human-subject research protocol is published and made known (if applicable to program).	☒	☐
A.4.11.	Safety policies/procedures are published and made known.	☒	☐
A.4.12.	Program admitting on basis of ability to benefit publicizes assessment measures.	☒	☐
A.4.13.	Progression, retention, graduation, certification, and credentialing requirements are published and made known.	☒	☐
A.4.14.	Policy for timely completion of graduation and fieldwork requirements is published.	☒	☐
A.4.15.	Records are maintained and kept in a secure setting.	☒	☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

STANDARD A.5: STRATEGIC PLAN AND PROGRAM ASSESSMENT

		1	2

A.5.1. OTA program has current strategic plan:
- Articulates vision and guides development ☐ ☒
- Based on program evaluation ☒ ☐
- Long-term goals ☒ ☐
- Measurable action steps and timelines ☒ ☐
- Identifies person(s) responsible ☒ ☐
- Evidence of periodic updates ☒ ☐

A.5.2. Current, written professional growth and development plans:
- All faculty members teaching two or more courses ☒ ☐
- Signed by faculty member and supervisor ☒ ☐
- Stated goals ☒ ☐
- Measurable action steps and timelines ☒ ☐
- Evidence of annual updates ☒ ☐
- Evidence of contribution to program's strategic goals ☒ ☐

A.5.3. OTA program routinely secures and documents qualitative and quantitative information:
- Sufficient information to allow meaningful analysis ☒ ☐
- Faculty effectiveness in assigned teaching ☒ ☐
- Student progression ☒ ☐
- Fieldwork evaluations ☒ ☐
- Student evaluation of fieldwork experience ☒ ☐
- Student satisfaction with program ☒ ☐
- Graduate performance on NBCOT exam ☒* ☐
- Graduate job placement rates and employer satisfaction ☒* ☐

A.5.4. Average total pass rate for first-time test takers on the national certification exam over the 3 most recent calendar years is 70% or higher. ☒* ☐

*(Developing programs with no graduates must document a full plan for program evaluation including an assessment of outcomes.)

A.5.5. OTA program routinely analyzes data with an annual report and planned action responses. ☒ ☐

A.5.6. Results of ongoing evaluation are appropriately reflected. ☒ ☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

A.5.1. The program has a current documented strategic plan dated 2012-2013, and a previous strategic plan dated 2011-2012. The plan identifies long-term goals related to program and curriculum development, nurturing and expanding community educational partners, and advancing technology with specific action steps. Although expected timelines and the person(s) responsible for the action steps are listed, the plan does not articulate the program's future vision to guide program development. For example, each plan is limited to one year in length and all goals end in the year listed. (See Area of Noncompliance #3.)

STANDARD A.6: CURRICULUM FRAMEWORK	1	2

A.6.1.   OTA curriculum ensures preparation for practice as a generalist and with a variety of populations. ☒ ☐

A.6.2.   System and rationale for ensuring length of program is appropriate. ☒ ☐

A.6.3.   OTA program philosophy statement reflects current philosophy of profession and beliefs about human beings and how they learn. ☒ ☐

A.6.4.   OTA program mission is consistent with and supportive of sponsoring institution's mission. ☒ ☐

A.6.5.   OTA curriculum design:
- Reflects mission and philosophy of program and institution   ☒ ☐
- Provides basis for program planning, implementation, and evaluation   ☒ ☐
- Identifies educational goals   ☒ ☐
- Describes the selection of content, scope, and sequencing of coursework   ☒ ☐

A.6.6.   Program has clearly documented assessment measures by which students are regularly evaluated. ☒ ☐

A.6.7.   Written syllabi:
- Documented for all courses   ☒ ☐
- Include course objectives and learning activities   ☒ ☐
- Documented instructional methods and materials used to accomplish objectives   ☒ ☐
- Consistency between syllabi and curriculum design   ☒ ☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

STANDARD B.1: FOUNDATIONAL CONTENT REQUIREMENTS

		1	2
B.1.1.	Oral and written communication skills.	☒	☐
B.1.2.	Logical thinking, critical analysis, problem solving, and creativity.	☒	☐
B.1.3.	Competence in basic computer use.	☒	☐
B.1.4.	Structure and function of the human body including biological and physical sciences.	☒	☐
B.1.5.	Human development throughout the life span.	☒	☐
B.1.6.	Concepts of human behavior including behavioral and social sciences.	☒	☐
B.1.7.	Role of sociocultural, socioeconomic, diversity factors, and lifestyle choices.	☒	☐
B.1.8.	Influence of social conditions and ethical context.	☒	☐
B.1.9.	Knowledge of global social issues and prevailing health and welfare needs.	☒	☐
B.1.10.	Importance of using statistics, tests, and measurements.	☒	☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

STANDARD B.2: BASIC TENETS OF OCCUPATIONAL THERAPY 1 2

B.2.1.   Importance of history and the philosophical base of OT.   ☒ ☐

B.2.2.   Meaning and dynamics of occupation and activity.   ☒ ☐

B.2.3.   Articulation of the unique nature and value of occupation.   ☒ ☐

B.2.4.   Importance of balancing areas of occupation with achievement of health and wellness.   ☒ ☐

B.2.5.   Role of occupation in the promotion of health and prevention of disease and disability.   ☒ ☐

B.2.6.   Effects of health, genetic conditions, disability, disease processes, and traumatic injury.   ☒ ☐

B.2.7.   Analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors.   ☒ ☐

B.2.8.   Sound judgment in regard to safety and adherence to safety regulations.   ☒ ☐

B.2.9.   Support quality of life, well being, and occupation of individual, groups, or populations.   ☒ ☐

B.2.10.   Need for and use of compensatory strategies.   ☒ ☐

B.2.11.   Apply models of occupational performance and theories of occupation.   ☒ ☐

STANDARD B.3: OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES

B.3.1.   Basic theories that underlie the practice of OT.   ☒ ☐

B.3.2.   Models of practice and frames of reference that are used in OT.   ☒ ☐

B.3.3.   How history, theory, and sociopolitical climate influence practice.   ☒ ☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

STANDARD B.4: SCREENING AND EVALUATION

		1	2
B.4.1.	Gather and share data for purpose of screening and evaluation.	☒	☐
B.4.2	Administer selected assessments and use occupation for purpose of assessment.	☒	☐
B.4.3	Gather and share data for the purpose of evaluating occupational performance in activities of daily living, instrumental activities of daily living, education, work, play, leisure, and social participation.	☒	☐
B.4.4.	Articulate the role of the OT and OTA in the screening and evaluation process.	☒	☐
B.4.5.	Identify when to recommend to OT the need to refer clients for additional evaluation.	☒	☐
B.4.6.	Document services for accountability and reimbursement.	☒	☐

STANDARD B.5: INTERVENTION AND IMPLEMENTATION

B.5.1.	Assist with the development of occupation-based intervention plans and strategies that are culturally relevant, reflect current practice, and based on evidence.	☒	☐
B.5.2.	Select and provide direct OT interventions.	☒	☐
B.5.3.	Provide therapeutic use of occupation and activities.	☒	☐
B.5.4.	Provide training in self-care, self-management, home management, and community and work integration.	☒	☐
B.5.5.	Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory, neuromuscular, and behavioral skills.	☒	☐
B.5.6.	Provide therapeutic use of self.	☒	☐
B.5.7.	Role of OTA in care coordination, case management, and transition services.	☒	☐
B.5.8.	Modify environments and adapt processes.	☒	☐
B.5.9.	Principles of and demonstrate strategies with assistive technologies and devices.	☒	☐
B.5.10.	Fabricate, apply, fit, and train in orthotic devices. Train in use of prosthetic devices.	☒	☐
B.5.11.	Train in techniques to enhance mobility and participate in addressing issues related to driving.	☒	☐
B.5.12.	Enable feeding and eating performance and train others in precautions and techniques.	☒	☐
B.5.13.	Administer superficial thermal and mechanical modalities as a preparatory measure.	☒	☐
B.5.14.	Promote use of home and community programming.	☒	☐
B.5.15.	Ability to educate the client, caregiver, family, and significant others.	☒	☐
B.5.16.	Use the teaching-learning process with client, family, significant others, colleagues, other health providers, and the public.	☒	☐

STANDARD B.5: INTERVENTION AND IMPLEMENTATION (continued)	1	2
B.5.17. Effectively interact through written, oral, and non-verbal communication.	☒	☐
B.5.18. Grade and adapt the environment, tools, materials, occupations, and interventions.	☒	☐
B.5.19. Teach compensatory strategies.	☒	☐
B.5.20. Skills in collaboration with OT on therapeutic interventions.	☒	☐
B.5.21. Understand when and how to use consultative process.	☒	☐
B.5.22. Recognize and communicate need to refer to specialists for consultation and intervention.	☒	☐
B.5.23. Monitor and reassess need for continued or modified intervention and communicate to OT.	☒	☐
B.5.24. Facilitate discharge planning.	☒	☐
B.5.25. Under direction of administrator, manager, or OT, collect, organize, and report data for evaluation of practice outcomes.	☒	☐
B.5.26. Recommend to OT need to terminate occupational therapy services when appropriate. Assist in development of summary of outcomes, recommendations, and referrals.	☒	☐
B.5.27. Document OT services for accountability and reimbursement.	☒	☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

STANDARD B.6: CONTEXT OF SERVICE DELIVERY

		1	2
B.6.1.	Contexts of health care, education, community, and social models/systems as related to OT.	☒	☐
B.6.2.	Impact of social, economic, political, geographic, or demographic factors on practice of OT.	☒	☐
B.6.3.	Role and responsibility of practitioner to address and effect change.	☒	☐

STANDARD B.7: ASSISTANCE WITH MANAGEMENT OF OT SERVICES

		1	2
B.7.1.	Various practice settings effect on delivery of OT services.	☒	☐
B.7.2.	Impact of contextual factors on OT services.	☒	☐
B.7.3.	Systems and structures that create federal and state legislation and regulation and their implications and effects on practice.	☒	☐
B.7.4.	Applicable national credentialing and state licensure/certification/registration requirements.	☒	☐
B.7.5.	Various reimbursement systems and documentation requirements that affect OT practice.	☒	☐
B.7.6.	Mechanisms, systems, and techniques to properly maintain, organize, and prioritize workloads and interventions settings.	☒	☐
B.7.7.	Participate in development, marketing, and management of service delivery.	☒	☐
B.7.8.	Participate in processes for quality improvement and implement program changes.	☒	☐
B.7.9.	Strategies for supervision of non-professional personnel.	☒	☐
B.7.10.	Professional responsibility and criteria for providing fieldwork education.	☒	☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

STANDARD B.8: PROFESSIONAL LITERATURE 1   2

		1	2
B.8.1.	Importance of research and literature and continued development of OT.	☒	☐
B.8.2.	Use literature to make evidence-based decisions in collaboration with OT.	☒	☐
B.8.3.	Skills to follow a research protocol including collection of data and documentation.	☒	☐

STANDARD B.9: PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES

B.9.1.	AOTA Code of Ethics, Core Values and Attitudes of OT, and Standards of Practice.	☒	☐
B.9.2.	Role of professional enhanced by international, national, state, and local OT, and related professional associations.	☒	☐
B.9.3.	Promote occupational therapy by educating others.	☒	☐
B.9.4.	Strategies for ongoing professional development.	☒	☐
B.9.5.	Professional responsibilities related to liability issues.	☒	☐
B.9.6.	Personal and professional abilities and competencies.	☒	☐
B.9.7.	Varied roles of the OTA as practitioner, educator, and research assistant.	☒	☐
B.9.8.	Need for supervisory roles, responsibilities, and collaborative professional relationships between the OT and OTA.	☒	☐
B.9.9.	Professional responsibilities when providing services on a contractual basis.	☒	☐
B.9.10.	Strategies to resolve personal and organizational ethical conflicts.	☒	☐
B.9.11.	Variety of informal and formal ethical dispute-resolution systems.	☒	☐
B.9.12.	Strategies to assist the consumer in gaining access to occupational therapy services.	☒	☐
B.9.13.	Advocacy by participation in organizations or agencies promoting the profession.	☒	☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

STANDARD B.10: FIELDWORK EDUCATION	1	2
B.10.1. Criteria and process for selecting FW sites reflective of curriculum design.	☒	☐
B.10.2. Academic fieldwork coordinator (AFWC) and faculty collaborate to design FW experiences.	☒	☐
B.10.3. Fieldwork provided in appropriate settings.	☒	☐
B.10.4. AFWC responsible for links between FW and didactic program, communication about curriculum to FW educators, and maintaining contracts and site data.	☒	☐
B.10.5. Academic and FW educators collaborate and communicate.	☒	☐
B.10.6. Policy and procedure for compliance with FW site health requirements and maintenance of student health records.	☒	☐
B.10.7. Ratio of FW educators to students enables proper supervision and frequent assessment.	☒	☐
B.10.8. FW agreements sufficient in scope and number.	☐	☒
B.10.9. Current, signed memorandums of understanding for all active Level I and Level II FW sites.	☒	☐
B.10.10. Memorandum of understanding reviewed at least every 5 years by both parties.	☒	☐

Level I Fieldwork:

	1	2
B.10.11. Level I FW is integral to the curriculum design.	☒	☐
B.10.12. Program ensures that qualified personnel supervise Level I FW.	☒	☐
B.10.13. Program documents all Level I FW experiences and formal evaluation of students. Ensures that Level I FW is not substituted for any part of Level II FW.	☒	☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

B.10.8   The program currently has a total of 41 fieldwork agreements (50% list both Level I/II). The scope and number of fieldwork agreements are sufficient to allow completion of graduation requirements for the first cohort of occupational therapy assistant students for the fall 2013 rotation. With the addition of the second cohort of students, the program will need a minimum of 60 sites to accommodate one Level I experience and two Level II experiences for each summer and fall semester. The number of fieldwork agreements is not sufficient in scope and number to meet the needs of the program. (See Area of Noncompliance #4.)

STANDARD B.10: FIELDWORK EDUCATION (continued)

	1	2

Level II Fieldwork:

		1	2
B.10.14.	Level II FW experience designed to promote clinical reasoning, ethical practice, professionalism, and competence.	☒	☐
B.10.15.	Level II FW provided in settings consistent with curriculum design. Minimum of one setting (if reflective of more than one practice area); maximum of three settings.	☒	☐
B.10.16.	Equivalent of a minimum of 16 weeks of full-time Level II FW is required.	☒	☐
B.10.17.	Level II FW supervised by licensed/credentialed OT/OTA with at least 1 year experience.	☒	☐
B.10.18.	Documented mechanism for evaluating the effectiveness of supervision.	☒	☐
B.10.19.	Supervision provides protection of consumer and opportunities for role modeling.	☒	☐
B.10.20.	Plan for supervision in settings where no OT services exist.	☒	☐
B.10.21.	Documented mechanisms for formal evaluation of student on Level II FW.	☒	☐
B.10.22.	Program ensures proper supervision for Level II FW sites outside of the U.S.	☒	☐

Provide rationale for each item rated as "Noncompliance". (See page 19 for the areas of noncompliance relating to each item.):

SECTION IV: SUMMARY

SECTION IV, PART A: MAJOR STRENGTHS OF THE PROGRAM

1. The administrators are commended for their collective visionary leadership and due diligence in community canvassing to establish the occupational therapy assistant program at the college. This commitment advances the mission statement to provide educational programs that enable students to become contributing members in the workforce and society.

2. The program director is commended for her leadership, dedication, and resourcefulness in designing and implementing a new occupational therapy assistant program. Her ability to develop strategic alliances within and outside the college and to take on the multiple roles of educator, clinician, community liaison, and student recruiter is pivotal to continued program success and growth.

3. The advisory board members are commended for their mentorship of the program. This is evidenced by their willingness to invest their clinical expertise to provide guidance on health care trends and practice focus to enhance the curriculum design.

4. The students are commended as enthusiastic ambassadors of the program as evidenced by their internal and external marketing of occupational therapy at health fairs, involvement in the student occupational therapy association (SOTA) program, and through individual service-learning projects.

5. The curriculum design, with its emphasis on experiential learning, enables students to embrace practice through hands-on service-learning experiences. This is evidenced by advocacy efforts embedded within the courses while meeting the current and future healthcare needs of a diverse population within the community setting.

SECTION IV, PART B: SUGGESTIONS TO ENHANCE THE PROGRAM

Suggestions: Suggestions are items related to broadening or enrichment of programs. They are listed in order of the Standards and may be accompanied by an explanation. (Reference to the number of the related Standard appears after each Suggestion.) No response is required.

1.   Advisement related to professional coursework and fieldwork education is the responsibility of the occupational therapy assistant faculty. It is suggested that the faculty explore ways to standardize the advisement process and use of documentation that is reviewed with the students. This will help ensure that the targeted outcomes of the program are being met and facilitate student awareness related to academic standing in the program. [2006 OTA Standard A.3.8.]

2.   The program director and each faculty member who teaches two or more courses have a current written professional growth and development plan that includes goals related to fulfilling designated responsibilities. The plans include measurable action steps, timelines, evidence of periodic updates, and identify ways in which the faculty member's development plan will contribute to the program's strategic goals. It is suggested the faculty strengthen goals related to currency in areas of teaching, and in identification of ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals. This will provide increased congruency with the strategic plan and curriculum, and will enhance program development. [2006 OTA Standard A.5.2.]

3.   The program director, academic fieldwork coordinator, and students are able to articulate an understanding of psychosocial elements and are able to state examples of how these factors are integrated into practice. It is suggested that the program explore methods for incorporating these factors into the fieldwork experience in a more structured manner. This would more clearly reinforce to students the importance of psychosocial considerations and their place in all occupational therapy practice. [2006 OTA Standard B.10.15.]

SECTION IV, PART C: NONCOMPLIANCE WITH THE STANDARDS

Areas of Noncompliance: Cited areas are based on noncompliance with the referenced Standard(s) and are listed in order of the Standards. Reference to the number of the related Standard appears after each area. A response is required.

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1. The program must provide evidence that all full-time occupational therapy assistant faculty teaching in the program hold a minimum of a baccalaureate degree. [2006 OTA Standard A.2.11.]

2. The program must submit documentation that faculty have expertise in their area(s) of teaching responsibility and knowledge of the content delivery method. [2006 OTA Standard A.2.12.]

3. The program must document an updated strategic plan that articulates the program's future vision and guides program development. It must include evidence that the plan is based on a current program evaluation and an analysis of the external and internal environments, has long-term goals that address the vision and mission of the institution and program with specific action steps and timelines. It must identify the person responsible for the action steps with evidence of periodic updating. [2006 OTA Standard A.5.1.]

4. The program must ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner. [2006 OTA Standard B.10.8.]

SECTION V: ACCREDITATION ACTION

The Accreditation Council for Occupational Therapy Education (ACOTE®) has reviewed the Report of On-Site Evaluation and has voted that the status of the occupational therapy assistant program offered on the

☒ associate degree level
☐ certificate level

at _____ Arkansas Tech University-Ozark Campus, Ozark, Arkansas _____

be _____ ACCREDITATION _____

If areas of noncompliance are cited in this report, the program must submit a Plan of Correction to ACOTE on or before:

_____ June 20, 2013 _____

The on-site evaluators were Ann Jadin, EdD, OTR, BCB (Team Chairperson) and _____

Michelle Ralph, MEd, OTR/L _____

_____
ACOTE Review Coordinator
Debra Chasanoff, MEd, OTR/L

_____ April 27, 2013 _____
(date)

_____
Chairperson, ACOTE
Ellen McLaughlin, EdD, OTR/L

NOTE: *Any institution or program that elects to make a public disclosure of the results of an ACOTE accreditation visit must accurately disclose:*

- *Statements from this final report, the Report of the Accreditation Council for Occupational Therapy Education - not the Evaluators' Report of On-Site Evaluation.*

- *Complete information regarding ACOTE's findings (i.e., strengths, suggestions, areas of noncompliance, and ACOTE's final accreditation action). Strengths cited in the report may not be published without also publishing any cited suggestions or areas of noncompliance.*

Included below is information which clarifies or amplifies the report, including the names, credentials, titles, and if appropriate, facility/institution of representatives with whom the evaluators met. For clarity and consistency, the following headings are recommended as appropriate to the program: Administration; Occupational Therapy Faculty; Institutional Faculty; Fieldwork Educators; Employers of Program Graduates; Advisory Board Members; Recent Graduates; Students (Fieldwork, Second Year, First Year; Others); Others (internal and external). Note that individuals serving dual roles (i.e., fieldwork educators/employers) may be designated with an asterisk.

Administration:
Jo Alice Blondin, PhD, Chancellor
Bruce Sikes, MSE, Chief Academic Officer
Richard Harris, MPA, Chief Student Officer
Sandra Cheffer, MBA, Chief Financial Officer
Amy Pennington, Office of Student Services

Occupational Therapy Assistant Faculty:
Adrienne Shelton, MEd, MOT, OTR/L, Program Director
Lindsey Peck, COTA, Academic Fieldwork Coordinator

Occupational Therapy Assistant Program Staff:
Sharyl Moffit

Fieldwork Educators:
Shonda McCauley, OTR/L - Aegis
Sharon Meisner, OTR/L - Mercy Hospital-Fort Smith
Wendi Pool, OTR/L - Russellville Nursing and Rehab
Greg Perrin, COTA – HealthSouth (^)
Robert Vogler, MSPT - Home Care Pediatric Therapy
Natalie Van Es, OTR/L - River Valley Therapy and Sports Medicine

Advisory Board Members (^)
Gabe Freyaldenhoven, MSPT - River Valley Therapy and Sports Medicine
Carol Mobley, OTR/L - Incite Rehab

Students:
Second Year
Kenna Bondoc
Charles Bray III
Paula Cline
Krista Cox
Jamie Edgin
Erin Houston
Jessica Austin
Aspen Jones
Hannah McMillan
Patience Reyes
Jeremy Schalski
Sean Simon
Stephen Storm

Others:
Kristie Moore, MLIS, Librarian
Bill Parton, ML, Librarian