

AGENDA ITEM 7

PRESENTATION BY TERESA BRININGER, PHD, MBA, OT, DIRECTOR OF ACCREDITATION FOR THE ACCREDITATION COUNCIL ON OCCUPATIONAL THERAPY EDUCATION, ON THE 2018 STANDARDS (EFFECTIVE JULY 31, 2020) AND THE INTERPRETIVE GUIDE UPDATED AUGUST 2022; FOLLOWED BY A QUESTION AND ANSWER SESSION.

ACOTE STANDARDS FOR ENTRY-LEVEL DOCTORAL DEGREE

D.1.5. Length of 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 and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

D.1.6. Mentor for Doctoral Capstone

Document and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.

D.1.7. Evaluation of Doctoral Capstone Experiences

Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience

D.1.8. Doctoral Capstone Project

Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.



ACOTE STANDARDS Changes and Updates

**Teresa Brininger, PhD, OT/L
Director, Accreditation**

OT/OTA Program Numbers

Programs in the Accreditation Process

Program Status	OT Doctoral	OT Master's	OTA Baccalaureate	OTA Associate	Total
Accredited	71	168*	1	221**	461
Candidate or Preaccreditation	72	13	6	7	98
Applicant	65	21	12	14	112
Total	208	202	19	242	671

Programs in the Accreditation Process in CALIFORNIA

Program Status	OT Doctorate	OT Master	OTA-B	OTA-A	Total
Accredited	3	8		10	21
Candidacy	6	2			8
Applicant	4	4	1	1	10
Total	13	14	1	11	39

2018 ACOTE STANDARDS

- **Adopted** by ACOTE August 2018
- **Compliance** date of July 31, 2020
- All programs must be in compliance by **July 31, 2020**
- Standard review committee has been formed and working on reviewing/updating current Standards

Standard Changes 2011-2018

ACOTE Standards and Interpretive Guide

- [2018 ACOTE Standards and Interpretive Guide](#) – Download

Revision of the ACOTE Standards

- [Call for Comment on 2018 ACOTE Standards](#) – Download (Survey closed March 31,2022)
- [General Comments Form](#) – 2018 ACOTE Standards

Historical Resources

- [Standards Changes 2011 to 2018](#) – Download
- [2011 ACOTE Standards and Interpretive Guide](#) – Download
- [2011 ACOTE Accreditation Standards Adopted](#) – Download

2018 Standards – General Changes

- Doctoral Standards have been removed from the “C” Section and renamed as Section “D”
- New “D” Standards were created
- Several Standards were combined to create “super Standards”
- ACOTE Standards and Interpretive Guide Organization:
 - Section A: General Requirements
 - Section B: Content Standards
 - Section C: Fieldwork Standards
 - Section D: Doctoral Capstone & Baccalaureate Project

Standard A.1.1. Institutional Accreditation

- The sponsoring institution(s) and affiliates, if any, must be accredited by an **institutional accrediting agency recognized by the U.S. Department of Education (USDE).**
- **CHANGE** – no longer differentiate between regional/national accreditation

Standard A.2.2. FTE Faculty Composition

OTA-A and OTA-B

- The program must have at least two (OTA-A)/three (OTA-B) full-time equivalent (FTE) faculty positions at each accredited location where the program is offered. At a minimum, each program must have a **core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant.**
- **FACULTY, CORE:** Faculty members employed in the occupational therapy educational program whose job responsibilities, at a minimum, include curriculum design, teaching, and student advisement, regardless of the position title.

Standard A.2.5. Doctoral Capstone Coordinator

- The program must identify an individual for the role of capstone coordinator who is specifically responsible for the program's compliance with the capstone requirements of Standards Section D.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE.
- The institution must document that the capstone coordinator has sufficient release time and support to ensure that the needs of the capstone program are being met.

Standard A.2.7. Faculty Degrees (OTD)

- **All full-time core faculty** who are occupational therapy practitioners teaching in the program must hold a **doctoral degree** awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy.
- At least 50% of full-time core faculty must have a post-professional doctorate.

Standard A.2.7. Faculty Degrees (OTM)

- **The majority of full-time core faculty** who are occupational therapy practitioners teaching in the program must hold a doctoral degree. All full-time faculty must hold a **minimum of a master's degree**. All degrees must be awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The degrees are not limited to occupational therapy.
- At least 50% of full-time core faculty must hold a doctoral degree. The program director is counted as a faculty member.
- At least 25% of full-time core faculty must have a post-professional doctorate

Standard A.2.7. Faculty Degrees (OTA-B)

- The **majority of full-time core** faculty who are occupational therapy practitioners teaching in the program must hold a **minimum of a master's degree** awarded by an institution that is accredited by a USDE recognized regional accrediting body.
- **All full-time faculty must hold a minimum of a baccalaureate degree** that is awarded by an institution that is accredited by a USDE recognized regional or national accrediting body. The degrees are not limited to occupational therapy.
- At **least 50% of full-time core faculty** must hold a minimum of a master's degree. The program director is counted as a faculty member.

Standard A.2.7. Faculty Degrees (OTA-A)

All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a **minimum of a baccalaureate degree** awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body. The degrees are not limited to occupational therapy.

Standard A.2.9. Sufficient Faculty

- The occupational therapy faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal.
- **OTD and OTM**
 - Faculty responsible for content related to **research methodology and mentoring students on scholarly projects** must demonstrate ongoing scholarly achievement and research expertise.

Section 3.0. and 4.0.

- Many Standards combined
- Removed:
 - Standard A.4.4 Nondiscrimination Policy
 - Standard A.4.7 Complaints Against the Program

Standard A.5.2. Curriculum Preparation and Application of In-depth Knowledge

OTD

- The curriculum design **must include course objectives and learning activities** demonstrating preparation and application of in-depth knowledge in practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory through a **combination of a capstone experience and a capstone project.**

OTA-B

- The curriculum design **must include course objectives and learning activities** demonstrating preparation and application of in-depth knowledge in practice skills, administration, leadership, advocacy, or education through the **baccalaureate project.**

Standard A.5.3. Program Length (OTD)

Current Standard

The occupational therapy doctoral degree must be awarded after a period of study such that the total time to the degree, including both preprofessional and professional preparation, equals a minimum of 6 FTE academic years. The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.

Interpretive Guide

An entry-level professional degree awarded for successful completion of a program of study as an occupational therapist, including both preprofessional and professional preparation, **equaling at least 6 full-time-equivalent academic years** to provide the knowledge and skills for the recognition, credential, or license required for professional practice. Any variation from these limits must be explained and justified.

Standard A.5.3. Program Length (OTM)

Current Standard

The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.

Interpretive Guide

An entry-level professional degree awarded for successful completion of a program of study as an occupational therapist, including both preprofessional and professional preparation, **generally requiring at least 5 full-time-equivalent academic years, but no more than 6 full-time-equivalent academic years. One or two years must be full-time college-level study beyond the bachelor's degree to provide the knowledge and skills for the recognition, credential, or license required for professional practice.** Any variation from these limits must be explained and justified.

Standard A.5.3. Program Length (OTA-B)

Current Standard

The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.

Interpretive Guide

An entry-level occupational therapy assistant degree granted for the successful completion of a baccalaureate program of study, **usually requiring at least 4 years (or equivalent) of full-time college-level study** to provide the knowledge and skills for the recognition, credential, or license required for professional practice. Any variation from these limits must be explained and justified.

Standard A.5.3. Program Length (OTA-A)

Current Standard

The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.

Interpretive Guide

An entry-level occupational therapy assistant degree granted for the successful completion of an associate's program of study, **usually requiring at least 2 years (or equivalent) of full-time college-level study** to provide the knowledge and skills for the recognition, credential, or license required for professional practice. Any variation from these limits must be explained and justified.

Standard A.5.6. Scholarship Agenda

- The program must have a documented agenda of scholarship that reflects the curriculum design and mission of the program and institution.
- Glossary
 - **Scholarship** “A systematic investigation...designed to develop or to contribute to generalizable knowledge” (Public Welfare: Protection of Human Subjects, 2009). Scholarship is made public, subject to review, and part of the discipline or professional knowledge base (Glassick et al., 1997). It allows others to build on it and further advance the field (AOTA, 2009).
 - **Scholarship Agenda** - Captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant works that simultaneously meet campus mission and goals, meet the needs of the program, and are reflected in the curriculum design.

Standard A.6.1. Strategic Plan

The program must document a current 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). A program strategic plan must reflect 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.

Standard A.6.3. Program Evaluation

- Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:...
- **New Requirements**
 - Effectiveness of instructional design (All Levels)
 - Evaluation of doctoral capstone outcomes (OTD)
 - Evaluation of baccalaureate project outcomes (OTA-B)

B Standards

- Programs are no longer required to upload a learning activity.
- Programs must:
 - Provide evidence of a syllabi that includes the objectives.
 - Describe how the program meets the expected outcome for each B Standard in the Narrative.
 - In the “Supporting Material” section, programs must upload evidence (e.g., sample assignment, test question, project, etc.) that the program assesses the student’s ability to meet expected outcomes for each B Standard.

Standard B.4.16. Dysphagia & Feeding Disorders

OTD & OTM

- Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.

OTA-A & OTA-B

- **Demonstrate** interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.

Standard B.4.17. Superficial Thermal, Deep Thermal and Electrotherapeutic Agents and Mechanical Devices

OTD & OTM

- **Demonstrate** knowledge and use of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.

OTA-A & OTA-B

- Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.

Standard B.4.29. Reimbursement Systems and Documentation

- Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.
- Documentation must effectively communicate the need and rationale for occupational therapy services.

Standard B.5.3. Business Aspects of Practice

OTD & OTM

- Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.

OTA-B

- Explain the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.

OTA-A

- Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.

Standard B.6.6. Preparation for Work in an Academic Setting

OTD & OTM

- Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.

OTA-B

- Understand the principles of instructional design and teaching and learning in preparation for work in an academic setting

OTA-A

- Understand the principles of teaching and learning in preparation for work in an academic setting.

Standard C.1.3. Fieldwork Objectives

- Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.
- **NEW**: Ensure that fieldwork objectives for all experiences include a psychosocial objective.

Standard C.1.9. Level I Fieldwork

- Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and include mechanisms for formal evaluation of student performance.
- The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods:
 - Simulated environments
 - Standardized patients
 - Faculty practice
 - Faculty-led site visits
 - Supervision by a fieldwork educator in a practice environment
- All Level I fieldwork must be comparable in rigor

Glossary Definition

- **FACULTY-LED SITE VISITS:** Faculty-facilitated experiences in which students will be able to participate in, observe, and/or study clinical practice first-hand.
- **FACULTY PRACTICE:** Service provision by a faculty member(s) to persons, groups, and/or populations.
- **SIMULATED ENVIRONMENTS:** A setting that provides an experience similar to a real-world setting in order to allow clients to practice specific occupations (e.g., driving simulation center, bathroom or kitchen centers in a rehabilitation unit, work hardening units or centers).
- **STANDARDIZED PATIENT:** An individual who has been trained to portray in a consistent, standardized manner, a patient/client with occupational needs.

Section D.1.0. Doctoral Capstone (OTD)

- The doctoral capstone shall be an integral part of the program's curriculum design. The goal of the doctoral capstone is to provide an **in-depth exposure** to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.
- The doctoral capstone consists of **two parts**:
 - **Capstone experience** A 14-week full-time in-depth exposure in a concentrated area that may include on-site and off-site activities that meets developed goals/objectives of the doctoral capstone.
 - **Capstone project** A project that is completed by a doctoral-level student that demonstrates the student's ability to relate theory to practice and to synthesize in-depth knowledge in a practice area that relates to the capstone experience.

Section D.1.0. Doctoral Capstone

- The student will complete an **individual** capstone project to demonstrate synthesis and application of knowledge gained.
- The student will complete an individual **14-week capstone experience** that must be started **after completion of all** coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3.

Section D.1.0. Doctoral Capstone

- Standard D.1.1. Doctoral Capstone Reflects Curriculum Design
- Standard D.1.2. Design of Doctoral Capstone
- Standard D.1.3. Preparation for Doctoral Capstone Project
- Standard D.1.4. MOUs for Doctoral Capstone Experience
- Standard D.1.5. Length of Doctoral Capstone Experience
- Standard D.1.6. Mentor for Doctoral Capstone
- Standard D.1.7. Evaluation of Doctoral Capstone Experience
- Standard D.1.8. Doctoral Capstone Project

Standard D.1.5. Length for 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 and must be consistent with the individualized specific objectives and capstone project.
- **No more than 20% of the 560 hours can be completed off site** from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest.
- Time spent off site may include independent study activities such as research and writing. **Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.**

Standard D.1.5. Length for Doctoral Capstone Experience

Interpretive Guide

- *The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.*
- *The “mentored practice setting” does not need to be in a physical location but an experience that demonstrates mentored learning experience with in-depth exposure in the student’s designated area of interest.*

Section D.1.0. Baccalaureate Project

- The goal of the baccalaureate project is to provide an **in-depth experience** in one or more of the following: clinical practice skills, administration, leadership, advocacy, and education.
- The **individual or group project** allows student(s) to demonstrate application of knowledge gained. The baccalaureate project shall be an integral part of the program's curriculum design.

Section D.1.0. Doctoral Capstone

- Standard D.1.1. Baccalaureate Project Reflects Curriculum Design
- Standard D.1.2. Design of Baccalaureate Project
- Standard D.1.7. Evaluation of Baccalaureate Project
- Standard D.1.8. Baccalaureate Project

Questions? Discussion?

