



**OTA ASSOCIATE-DEGREE-LEVEL
SELF-STUDY GUIDE**

2011 STANDARDS

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OTA ASSOCIATE-DEGREE-LEVEL SELF-STUDY GUIDE 2011 STANDARDS

INTRODUCTION

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

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

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

THE SELF-STUDY PROCESS

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

ACOTE has expectations that:

- The self-study process precede the preparation of the report. Although the requirements of the final report should be considered in the plan for the study, the initial focus should be on the evaluative process, not the document.
- The self-study process should be comprehensive, examining in sufficient detail all aspects of the program, so that eventual assessment of compliance with the Standards can be accomplished.
- The self-study process begins with a well thought out plan which includes:
 - objectives,
 - identification of resources,
 - individuals to be involved and delegation of responsibilities,
 - timeline, and
 - reporting mechanisms.

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

- The self-study process is evaluative rather than descriptive. It should include comments, suggestions for program change, particularly the resolution of current problems or weaknesses which are cited in the self-study, and predictions or plans for future change.

- The self-study process involves the entire faculty of the program. Although it is recognized that a small committee or a single individual is generally assigned responsibility for overseeing the process and the preparation of the report, it is expected that the process include input from all faculty and from administration, students, graduates, and fieldwork educators.

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

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

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

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

- 1) What are the program's mission, philosophy, goals, and strategic plan? Are they consistent with the mission, goals, and plan of the institution? Are they appropriate to the current time, circumstances, and constituencies?
- 2) Is the curriculum design consistent with the mission?
- 3) Are all of the courses (objectives, teaching-learning strategies, evaluative methods) congruent with the curriculum design?
- 4) Is there solid evidence that the objectives of the program are being achieved?
- 5) Are the human, physical, and fiscal resources needed to achieve the program's goals available now? Are they likely to be available for the foreseeable future?

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

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

THE REPORT OF SELF-STUDY

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

**SUGGESTED TIMETABLE FOR SELF-STUDY
FOR CONTINUING ACCREDITATION**

FIRST MONTH

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

SECOND MONTH

- (1) Draft plan
 - (2) Name subcommittees and/or individuals to be charged with tasks
-

THIRD TO SIXTH MONTHS

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

SEVENTH MONTH

- (1) Review and analyze data
 - (2) Develop draft report
-

EIGHTH MONTH

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

NINTH MONTH

- (1) Submit Report of Self-Study
-

TENTH TO ELEVENTH MONTHS

- (1) Send tentative on-site schedule to AOTA and on-site team
 - (2) Confirm all interviews
-

TWELFTH MONTH

- (1) On-site evaluation
-

INSTRUCTIONS FOR COMPLETING AND ASSEMBLING THE REPORT OF SELF-STUDY

OUTLINE FOR THE REPORT OF SELF-STUDY:

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

1. OVERVIEW

- a. A statement of how the self-study was conducted, the period of time devoted to the study, and a list of participants and their committee assignments.
- b. A brief historical overview of the program and orientation to the program's setting.
- c. The organizational chart of the institution showing the relationship between the program and the institution.
- d. A brief summary of the significant findings from the entire self-study process, including strengths and concerns. It provides the opportunity to highlight exceptional features and/or accomplishments of your program.

2. STANDARDS SECTION A

- a. A narrative response to summarize how the program meets the requirements of each Standard in Section A: General Requirements.
- b. Documents to be uploaded to provide evidence that the program meets the requirements of each Standard in this section.

3. STANDARDS SECTION B

- a. A narrative response to summarize how the program meets the requirements of each Standard in Section B: Content Requirements.
- b. Course summary sheets for all courses in the OTA curriculum that address the content requirements of Standards Section B (not including Level II fieldwork). Course information should include a course summary sheet, or the equivalent, for each course in the sequence in which they are taken. Note: If foundational course content (e.g., biology, introductory psychology) is attained as a prerequisite to the program at another institution, a course summary sheet and course syllabi are not required. However, programs must document a mechanism for ensuring that each student has attained the prerequisite course content required by the Standards.
- c. Course syllabi to be uploaded to provide evidence that the program meets the requirements of each Standard in this section.

4. STANDARDS SECTION C

- a. A narrative response to summarize how the program meets the requirements of each Standard in Section C: Fieldwork Education.

- b. Documents to be uploaded to provide evidence that the program meets the requirements of each Standard in this section.

INFORMATION TO HAVE AVAILABLE ON-SITE:

Information to be provided to the evaluators at the time of the on-site visit includes the following. (DO NOT include these documents/materials with the Report of Self-Study.)

1. All signed memorandums of understanding and fieldwork information.
2. Sample forms used in the student selection process.
3. Student records.
4. Course materials organized in one place (e.g., course notebooks) that contain syllabi, assignment instructions, exams, quizzes, and samples of student work such as papers, completed exams, and assignments.
5. Materials such as exams and fieldwork evaluation forms used to evaluate and document students' progress.
6. Any forms and reports used as part of program evaluation, such as students' evaluations of courses, fieldwork analysis of graduates, graduate and employer surveys, faculty evaluations, etc.

Informative Official Documents

Philosophy of Occupational Therapy Education

Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. Occupational therapy educators advocate the use of occupation to facilitate health promoting growth, change, and/or adaptation with the goal of participation in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life.

The profession of occupational therapy is unique and dynamic, grounded in core principles of occupation, and is influenced by emerging knowledge and technologies. Thus, the education of future occupational therapists and occupational therapy assistants must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills.

Occupational therapy education promotes competence through educational experiences that foster the occupational therapists' and occupational therapy assistants' practice potential and scholarship development. Occupational therapy educators use active learning that engages the learner in a collaborative process that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection. Occupational therapy education promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics, and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations.

The occupational therapy education process emphasizes continuing critical inquiry in order that occupational therapists and occupational therapy assistants be well prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion.

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Adopted by the Representative Assembly 2007C9

Note: This document replaces the 2003 *Philosophy of Professional Education* (previously published and copyrighted in 2003 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 57, 640).

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THE PHILOSOPHICAL BASE OF OCCUPATIONAL THERAPY

Occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health and well-being across the lifespan. As such, participation in meaningful occupation is a determinant of health. Occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation due to the dynamic relationship between factors intrinsic to the individual, the contexts in which the occupation occurs, and the characteristics of the activity. The focus and outcome of occupational therapy are individuals' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy. Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

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Adopted by the Representative Assembly

Revised by the Commission on Education, 2011

This revision replaces the 1979 *The Philosophical Base of Occupational Therapy* (previously published and copyrighted in 1995 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 49, 1026). Reviewed by COE and COP in 2004.

To be published and copyrighted in 2011 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 65 (6 Suppl.)

Overview

Trinity, a comprehensive university in northeast Washington, DC was founded in 1897 by the Sisters of Notre Dame de Namur as the first four-year Catholic college for women in the United States. Trinity has historically offered a high quality liberal arts education to women preparing for professional life and leadership in public and private arenas. Organized into four major units - the historic College of Arts and Sciences; the School of Education; the School of Professional Studies; and the School of Nursing and Health Professions - Trinity seeks to fulfill the mission of the College and the Sisters of Notre Dame de Namur to promote personal, professional and spiritual growth, a commitment to lifelong learning, and a willingness to take action to promote social justice. The OTA program follows the University mission, educating individuals who promote the health and well-being of people through everyday activities called occupations.

Trinity in 2012 serves a broadly diverse student population with a rich mix of undergraduate and graduate programs. Maintaining the original commitment to a strong foundation in the liberal arts, Trinity now additionally prepares students for the professions, including a dynamic focus on health-care professions. President Patricia McGuire, with community healthcare partners as well as internal constituents in addition to the Board of Trustees, identified the District of Columbia workforce need for occupational therapy assistants. Trinity designated the OTA program a strategic initiative that the Board of Trustees approved in February 2011. ACOTE accepted the Letter of Intent in April 2011. Subsequently the Application for Developing Program Status was submitted to ACOTE in January, 2012 and *Candidacy Status* was granted in May, 2012. The OTA program self-study began with the *Candidacy Status* application and has been ongoing through submission of the self-study materials. In Spring 2012 Provost Broaddus along with NHP Dean Mary Romanello shepherded the OTA program approval through the requisite Curriculum and Academic Policy Committees. In August 2012 the OTA program began offering its first classes.

Meetings with faculty and staff across collegiate units focused on developing OTA program policies, procedures, and degree requirements that reflect Trinity's student-centered, mission driven philosophy while aligning with ACOTE standards. The self-study process has enlightened the campus community about our strengths, challenges, and unique features.

Trinity delivers the OTA program in a hybrid format, conducting didactic work online with OTA skills teaching and assessment occurring on-site in Trinity's spacious OTA laboratory, space re-allocated in Spring 2012 within Cuvilly Hall on Trinity's campus.

Framed using an Integrated Curriculum Model, the OTA program allows students to experience content in thematic sequence, learning how to "Care

for the Whole Person” within the occupations of daily living. The program includes 26 pre-requisite credits followed by 44 additional credits, 41 of which have OTA content. After successful completion of the program, students earn an Associates of Applied Science degree and are encouraged to complete a second degree at Trinity, offered through specially-designed glidepaths across collegiate units.

The OTA program enjoys strong institutional support from Trinity’s Board of Trustees, its President, the University community, and local healthcare partners such as National Rehabilitation Hospital and Washington Hospital Center. Trinity undergraduate students demonstrate widespread interest in the allied health programs. The OTA Program stands ready to educate OT practitioners who will meet the District of Columbia’s health care workforce needs.

OTA ASSOCIATE-DEGREE-LEVEL STANDARDS

SECTION A: GENERAL REQUIREMENTS

OTA ASSOCIATE-DEGREE-LEVEL STANDARDS SECTION A: GENERAL REQUIREMENTS

For each Standard, provide a narrative response that addresses the program’s compliance with that Standard and prepare the documents in the “Prepare to Upload” sections. When the new e-Accreditation system is available, programs will be requested to add all narrative statements to the online system and upload all requested documentation.

SECTION A: GENERAL REQUIREMENTS	
A.1.0. SPONSORSHIP AND ACCREDITATION	
A.1.1.	<i>The sponsoring institution(s) and affiliates, if any, must be accredited by a recognized regional or national accrediting authority.</i>
Narrative Response:	Trinity is accredited by the Middle States Commission on Higher Education. The Commission has consistently reaffirmed Trinity’s accreditation since 1921, most recently on November 17, 2011.
Prepare to Upload:	Documentation (e.g., institutional accreditor’s Web page, accreditation certificate) that the sponsoring institution holds current accreditation from a recognized regional or national accrediting authority. <u>Documents uploaded</u> http://www.trinitydc.edu/accreditation/ Trinity Certificate of Middle States Accreditation (MSCHE affirmation of reaccreditation letter of November 17, 2011) MSCHE Accredited Program Directory Page showing Trinity as accredited program
A.1.2.	<i>Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority, or the institution must be a program offered within the military services.</i>
Narrative Response:	Trinity is empowered by charter to grant undergraduate and graduate degrees.
Prepare to Upload:	Documentation that the sponsoring institution is legally authorized to provide a program of postsecondary education and holds degree-granting authority that is appropriate to the degree offered. <u>Documents uploaded</u> MSCHE affirmation of reaccreditation letter of November 17, 2011 Trinity Charter
A.1.3.	<i>Accredited occupational therapy assistant educational programs may be established only in community, technical, junior, and senior colleges; universities; medical schools; vocational schools or institutions; or military services.</i>
Narrative Response:	Trinity Washington University is a comprehensive university in Washington, D.C., offering a full range of courses and degree programs for students of all ages, with a special emphasis on women’s education in the College of Arts and Sciences (CAS) and professional development in the co-educational School of Professional Studies (SPS), School of Education, and the School of Nursing and Health Professions (NHP).
Prepare to Upload:	Evidence (e.g., catalog page) that the program is located in a community, technical, junior, or senior college; university, medical school; vocational school or institution; or within the military services. <u>Documents uploaded</u> Trinity Catalog web page screen shot OTA program web page screen shot
A.1.4.	<i>The sponsoring institution(s) must assume primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.</i>
Narrative	Trinity assumes responsibility for appointing faculty; coordinating teaching;

Response:	<p>planning and implementing curricula; determining degree requirements; and granting degrees. <i>Trinity Faculty Handbook: Section IV</i> delineates Trinity's faculty hiring process. The Provost conducts all faculty searches in cooperation with academic programs and according to Trinity's articulated hiring processes. The President makes all faculty appointments. OTA program curriculum planning and implementation occurs within the NHP collegiate unit, undergoing appropriate review culminating in Curriculum and Academic Policy Committee approval. Coordination between the OTA Program, NHP Dean, Provost's and President's Offices. Students are admitted to the University and subsequently to the OTA program after completing pre-requisite courses. The OTA Program Director makes final OTA admission decisions. Subsequently, OTA students are assigned to fieldwork settings appropriate to the program.</p>
Prepare to Upload:	<p>Documentation in handbooks or policies and procedure manuals that the institution assumes responsibility for the program or department, including functions specified in the Standard.</p> <p><u>Uploaded documents</u></p> <p>Academic Governance document</p> <p>Faculty Handbook</p> <p>Admissions documents (added OTA application)</p>
A.1.5.	<p><i>The program must</i></p> <ul style="list-style-type: none"> • <i>Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</i> • <i>Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.</i> • <i>Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</i> • <i>Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</i> • <i>Pay accreditation fees within 90 days of the invoice date.</i> • <i>Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.</i> • <i>Agree to a site visit date before the end of the period for which accreditation was previously awarded.</i> • <i>Demonstrate honesty and integrity in all interactions with ACOTE.</i>
Narrative Response:	<p>Trinity follows policies and processes that meet the requirements of Standard A.1.5. The OTA Program Director consults with Trinity's President, Provost, and Dean of NHP to ensure that all program fees are paid within ACOTE designated timeframes; OTA program funds are requested and allocated following Trinity budgeting timeframes; accreditation reports are completed and submitted within agreed upon timelines; and all associated with the OTA program abide by Trinity policies, including Trinity's Honor Code. Trinity supports and encourages the OTA Program Director in maintaining pro-active communications with ACOTE. Trinity submitted preferred site dates on November 1, 2012 to ACOTE for review. Throughout all interactions with ACOTE, Trinity and its representatives demonstrate honesty and integrity.</p>
Prepare to Upload:	<p>Documentation of the program's policies/procedures/processes for maintaining compliance with the requirements of this Standard.</p> <p><u>Uploaded documents</u></p> <p>Trinity University Policies page screen shot</p> <p>OTA program director position description</p>
A.2.0. ACADEMIC RESOURCES	

A.2.1.	<i>The program must identify an individual as the program director who is assigned to the occupational therapy educational program on a full-time basis. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.</i>
Narrative Response:	Jan Kress, M.Ed, OT/L, Program Director is assigned to the OTA program on a full-time basis and is responsible for ensuring that the Program's needs are met as indicated in her letter of appointment and as outlined in the Director's position description. She maintains a 50% teaching load with 50% release time for program director responsibilities.
Prepare to Upload:	Documentation that the program director is assigned full-time to the occupational therapy educational program and an indication of release time provided for that position. <u>Uploaded documents</u> Upload appointment letter Upload OTA program director position description
A.2.2.	<i>The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a regional or national accrediting body recognized by the U.S. Department of Education (USDE). The master's degree is not limited to a master's degree in occupational therapy.</i>
Narrative Response:	Jan Kress, M.Ed., OT/L is licensed in the District of Columbia, # OT 141. She holds a master's degree in education from Lehigh University in Bethlehem, PA and is pursuing her doctoral degree. Her academic credentials are comparable to those of others with similar appointments within the University.
Prepare to Upload:	<ul style="list-style-type: none"> • Documentation of initial certification. • Current license or credential for state(s) or jurisdiction(s) in which the program is located. • Copy of diploma or transcript indicating degree level obtained from an accredited institution. <u>Uploaded Documents</u> — Copy of Jan Kress' DC OT license — Outline of Jan Kress's credentials as outlined in Developing program status document — Jan' Kress's transcripts
A.2.3.	<i>The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include</i> <ul style="list-style-type: none"> • <i>Clinical practice as an occupational therapist or occupational therapy assistant;</i> • <i>Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting;</i> • <i>Understanding of and experience with occupational therapy assistants; and</i> • <i>At least 1 year of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</i>
Narrative Response:	Jan Kress, Program Director, has over 10 years full-time teaching experience in occupational therapy education in Occupational Therapy graduate and undergraduate degree programs and one semester as adjunct faculty in an Occupational Therapy Assistant program. She has advised both undergraduate and graduate students. Licensed since 1985, she practiced clinically in acute care hospital facilities, rehabilitation units, home care, and outpatient settings with supervisory and staff responsibilities. Recent administrative experience includes service as Director of In and Out patient rehabilitation and consultant to a local non-profit organization. Responsibilities included writing proposals for grant funding,

	<p>preparing budgets and coordinating client care with other health care professionals.</p> <p>She has worked with Occupational Therapy Assistants in multiple clinical settings and facilitated OT and OTA student collaboration.</p>
Prepare to Upload:	<p>Program director's curriculum vitae indicating work history, experience as an occupational therapist/occupational therapy assistant in practice, description of administrative experiences and duties, evidence of experience in practice, educational, and/or volunteer activities with occupational therapy assistants, and years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</p> <p><u>Uploaded Document</u></p> <p>Jan Kress's CV</p>
A.2.4	<p><i>The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.</i></p>
Narrative Response:	<p>The OTA Program Director assumes responsibility for the management and administration of the OTA program, including responsibility for programmatic and curricular development; marketing with a particular emphasis on enrollment development; planning and scheduling courses; and planning and scheduling co-curricular programming. She works collaboratively with the Dean of NHP and other administrators as appropriate on budgeting, selection of faculty, accreditation matters, evaluation and reporting consistent with processes in place across the institution.</p>
Prepare to Upload:	<p>Job description detailing responsibilities of the program director that clearly indicates responsibility for all aspects of management and administration of the program.</p> <p><u>Uploaded Documents</u></p> <p>OTA program director position description</p>
A.2.5	<p><i>In addition to the program director, the program must have at least one full-time equivalent (FTE) faculty position at each accredited location where the program is offered. This position may be shared by up to three individuals who teach as adjunct faculty. These individuals must have one or more additional responsibilities related to student advisement, supervision, committee work, program planning, evaluation, recruitment, and marketing activities.</i></p>
Narrative Response:	<p>The OTA program development plan includes hiring qualified individuals to fulfill faculty responsibilities in the program in addition to those of the OTA Program Director (PD) in FY12 and FY13. Funds for the additional FTE beyond the Academic Fieldwork Coordinator position will continue to be included in the FY14 budget planning process. During the 2012-2013 Fall term, the College hired adjunct faculty equivalent to one FTE. The PD and faculty work closely on course evaluation and course planning.</p>
Prepare to Upload:	<p>Job description detailing responsibilities of the full-time equivalent faculty position at each accredited location where the program is offered.</p> <p><u>Uploaded Documents</u></p> <p>AFWC position announcement</p> <p>OTA program director position description</p> <p>OTA adjunct faculty position announcement</p>

	AFWC Position Description
A.2.6.	<i>The program director and faculty must possess the academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution.</i>
Narrative Response:	Consistent with Trinity faculty hiring policies, the OTA program director and faculty hold a minimum of a master's degree. Faculty teaching in the program also have related experience in occupational therapy and hold a current District of Columbia OT or OTA license. In the 2012-2013 academic year, a COTA serves as a lab assistant supporting master's-credentialed faculty
Prepare to Upload:	Documentation that the faculty as a whole possesses the qualifications and backgrounds necessary to meet program objectives and the mission of the institution. <u>Uploaded Document</u> Table listing all OTA faculty: course responsibilities, degrees earned, clinical expertise
A.2.7.	<i>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time to ensure that the needs of the fieldwork program are being met.</i> <i>This individual must be a licensed or otherwise regulated occupational therapist or occupational therapy assistant. Coordinators must hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body.</i>
Narrative Response:	The OTA program development plan includes hiring a licensed/qualified OT or OTA as the academic fieldwork coordinator. The OTA fieldwork coordinator will hold a full-time faculty position and be responsible for the program's compliance with fieldwork requirements and delivery of quality instruction as a faculty member. Trinity has been actively seeking an Academic Fieldwork Coordinator since May 2012.
Prepare to Upload:	<ul style="list-style-type: none"> • Job description detailing responsibilities of the academic fieldwork coordinator that reflect all requirements of the Standard, including an indication of release time provided for that position. • Copy of the diploma or transcript indicating the degree level obtained from an accredited institution. <u>Uploaded Documents</u> AFWC position description AFWC position announcement Trinity Human Resources web page screen shot with AFWC announcement
A.2.8.	<i>Core faculty who are occupational therapists or occupational therapy assistants must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the program is located.</i> <i>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the additional location is located.</i>
Narrative Response:	All OTA faculty have current District of Columbia OT or OTA licensure. DC license renewal date is 9/30/2013.
Prepare to Upload:	Copy of the current license or credentials for core faculty who are occupational therapists or occupational therapy assistants. <u>Uploaded Documents</u> Copy of each faculty members license: Bryan Yu, Jeremy, Kidist, Amanda, Amy Wagenfeld, Tori Goldhammer

A.2.9.	<i>In programs where the program director is an occupational therapy assistant, an occupational therapist must be included on faculty and contribute to the functioning of the program through a variety of mechanisms including, but not limited to, teaching, advising, and committee work. In a program where there are only occupational therapists on faculty who have never practiced as an occupational therapy assistant, the program must demonstrate that an individual who is an occupational therapy assistant or an occupational therapist who has previously practiced as an occupational therapy assistant is involved in the program as an adjunct faculty or teaching assistant.</i>
Narrative Response:	The OTA program includes a licensed OTA who serves as lab assistant supporting adjunct faculty. A second individual has been a guest lecturer and is an OT and who has previously practiced as an occupational therapy assistant. COTA's also supervise OTA students in Level I Fieldwork experiences.
Prepare to Upload:	<p>Job descriptions detailing responsibilities of the occupational therapy or occupational therapy assistant faculty member, adjunct faculty, or teaching assistant.</p> <p><u>Upload documents</u></p> <p>Adjunct faculty position announcement</p> <p>Program director position description</p> <p>AFWC position description</p> <p>COTA faculty member Surafel CV</p>
A.2.10.	<i>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.</i>
Narrative Response:	Consistent with Trinity faculty hiring policies, any full-time OTA faculty teaching must hold at least a master's degree. Trinity also has COTA's who have at least a bachelor's degree and who serve as lab assistants.
Prepare to Upload:	<ul style="list-style-type: none"> List of full-time occupational therapy assistant faculty and degrees held. Copy of the diploma or transcript for all full-time faculty indicating the degree level obtained from an accredited institution. <p><u>Uploaded documents</u></p> <p>Jan Kress transcripts</p>
A.2.11.	<i>The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).</i>
Narrative Response:	Faculty teaching within the OTA program must have related experience in occupational therapy, specifically knowledge in their area of content responsibility as well as online, laboratory, and didactic teaching delivery. Qualified faculty provide online instruction through Moodle (Trinity's learning management system) and receive training that includes an emphasis on responsible use of features such as discussion forums, chatrooms and gradebook. Faculty provide weekly lesson plans to the Program Director (PD) to ensure course objectives posted in Moodle are met and that content meets ACOTE standards. The PD has experience in online instruction and has provided instruction in online protocols such as responding to student's discussion posts. All content pertaining to manual competencies is jointly prepared by the PD and course instructor; rubrics are used to show student competency. Pre- and Post- online instruction surveys are given to all adjunct faculty new to Trinity

Prepare to Upload:	Occupational Therapy Faculty Data for the program director and all occupational therapy assistant faculty involved in the program to document evidence of academic preparation, practice experience, related experience, or continuing education for specified teaching responsibilities. If program uses distance learning, evidence of experience or training in distance learning must also be documented. <u>Upload documents</u> All OTA adjunct faculty CVs and faculty data forms
A.2.12.	<i>For programs with additional accredited location(s), the program must identify a faculty member who is an occupational therapist or occupational therapy assistant as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.</i>
Narrative Response:	Trinity offers the OTA program only at the main campus located at 125 Michigan Ave., NE Washington, DC 20017.
Prepare to Upload:	(If the program is offered at one or more additional accredited locations) A job description for the site coordinator at each accredited location where the program is offered. No documents need to be uploaded
A.2.13.	<i>The occupational therapy assistant faculty at each accredited location where the program is offered must be sufficient in number and must possess the expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. The faculty must include individuals competent to ensure delivery of the broad scope of occupational therapy practice. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal. Each accredited additional location must have at least one full-time equivalent (FTE) faculty member.</i>
Narrative Response:	Each OTA faculty member is an OT or OTA holding current District of Columbia licensure. Trinity requires each faculty member to hold at least a master's degree in field or a related field showing graduate coursework in expected teaching areas. Collectively, OTA faculty holds expertise in a broad scope of OT practice and are sufficient in number to deliver the curriculum
Prepare to Upload:	<ul style="list-style-type: none"> List of occupational therapy assistant faculty at each accredited location where the program is offered, including degrees held and FTE designation of each faculty member. Curriculum vitae for all faculty involved in the OTA program. <u>Upload Documents</u> Faculty CVs for Graham, Yu, Kress, Furniss, Fraser, and Surafel OTA Faculty list
A.2.14.	<i>Faculty responsibilities must be consistent with and supportive of the mission of the institution.</i>
Narrative Response:	Full-time OTA faculty members hold c faculty status and are teaching scholars who are involved in professional development as well as assessment. Faculty expectations are consistent with Trinity's mission as a teaching institution.
Prepare to Upload:	Documentation (e.g., job descriptions) indicating that faculty members' responsibilities are supportive of the mission of the institution. <u>Uploaded Documents</u> Faculty handbook Language from handbook defining Category B faculty
A.2.15.	<i>The faculty-student ratio must permit the achievement of the purpose and stated objectives for laboratory and lecture courses, be compatible with accepted practices of the institution for similar programs, and ensure student and consumer safety.</i>
Narrative Response:	Trinity offers its OTA program with a maximum 1:30 faculty/student lecture ratio and a maximum 1:15 faculty/student lab ratio. The 1:30 lecture and 1:15 lab ratios provide sufficient faculty/student interaction to achieve course objectives while maintaining safety standards that protect students and consumers. Such ratios are

	<p>consistent with the institution's nursing program in the School of Nursing and Health Professions and with other programs throughout the University.</p>
<p>Prepare to Upload:</p>	<p>Documentation of the occupational therapy assistant program's faculty-student ratio in laboratory and lecture courses in comparison to similar programs in the institution.</p> <p>No files uploaded; Additional spaces in standard for faculty/student ratio that mimics above.</p>
<p>A.2.16.</p>	<p><i>Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic and administrative requirements, including support for any portion of the program offered by distance education.</i></p>
<p>Narrative Response:</p>	<p>Similar to other NHP healthcare programs, Trinity provides the OTA program support staff: Ms. Stephanie Grissom (MA) serves as academic advisor with administrative assistant duties. She supports the OTA program, aiding students and faculty to meet the Program's needs, including administrative requirements. Jemima Pierre and Sarah Trippensee, administrative support staff and academic advisor for the nursing program, work along with Ms. Grissom and provide additional programmatic support.</p> <p>The Provost's Office provides professional development opportunities that include direct instruction for Moodle, with such workshops directed by Director of Instructional Technologies Katie Wanschura (MA).</p> <p>The Provost's Office also provides workshops around best teaching and learning practices; the Trinity Institute provides professional development opportunities for all faculty and staff as well.</p>
<p>Prepare to Upload:</p>	<ul style="list-style-type: none"> • Documentation of the clerical and support staff provided to the occupational therapy assistant program in comparison to similar programs in the institution. • If the program uses distance learning, documentation of support provided to the program for distance learning technology. <p><u>Uploaded documents</u> NHP organizational chart (same as used for nursing accreditation report) Moodle login web page screen shot Technology Services web page screen shot</p>
<p>A.2.17.</p>	<p><i>The program must be allocated a budget of regular institutional funds, not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the program's obligation to matriculated and entering students.</i></p>
<p>Narrative Response:</p>	<p>Like all academic programs, the OTA program has a budget of institutional funds sufficient for the program to fulfill its mission and obligation to students. The OTA budget is allocated through the University budget process Budget allocations align with Trinity strategic initiatives and the OTA mission.</p>
<p>Prepare to Upload:</p>	<p>Data from Financial Resources form documenting that sufficient institutional funds are budgeted and available to fulfill the objectives of the program and meet the needs of the students.</p> <p><u>Uploaded document</u></p> <p>Information from FY13 BVA uploaded into online template</p> <p>Financial Resources form from this document on page 40</p>
<p>A.2.18.</p>	<p><i>Classrooms and laboratories must be provided that are consistent with the program's educational objectives, teaching methods, number of students, and safety and health standards of the institution,</i></p>

	<i>and they must allow for efficient operation of the program.</i>
Narrative Response:	<p>The OTA program enjoys dedicated laboratory/classroom space in newly transformed space on the first floor of Cuvilly Hall on Trinity's campus. Adequate storage space adjoins the teaching space.</p> <p>The uploaded PDF shows the designated laboratory, classroom, and storage space for the OTA program.</p>
Prepare to Upload:	<p>A floor plan designating classroom and laboratory space for the OTA program.</p> <p>Upload document</p> <p>OTA laboratory floor plan</p>
A.2.19.	<p><i>If the program offers distance education, it must include</i></p> <ul style="list-style-type: none"> <i>A process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit,</i> <i>Technology and resources that are adequate to support a distance-learning environment, and</i> <i>A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</i>
Narrative Response:	<p>Trinity delivers the OTA curriculum in a hybrid format, and students complete online work as well as attend corresponding laboratory sessions. Students use secure login procedures to access online coursework in Moodle, the University's learning management system. Technology Services and the Director of Instructional Technologies provide program support for the online course components, including faculty development workshops about using distance education methodologies.</p>
Prepare to Upload:	<p>If the program offers distance education:</p> <ul style="list-style-type: none"> Documentation of the process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit (e.g., in-person proctored examinations, audio/video conferencing using a webcam and live proctors, biometric/hardware scanning using fingerprint, eye, typing pattern or digital photograph recognition, challenge questions based on third party data). Documentation of available technology and resources to support a distance-learning environment. Documentation that OTA faculty are adequately trained and skilled to use distance education methodologies. <p>No documents uploaded</p>
A.2.20.	<p><i>Laboratory space provided by the institution must be assigned to the occupational therapy assistant program on a priority basis. If laboratory space for occupational therapy assistant lab classes is provided by another institution or agency, there must be a written and signed agreement to ensure assignment of space for program use.</i></p>
Narrative Response:	<p>The OTA program has dedicated laboratory/classroom space on the first floor of Cuvilly Hall. This space was renovated during Summer of 2012 to include a full working kitchen, bedroom, living area, demonstration and student bathrooms as well as storage space that adjoins the teaching space. This storage space holds all interventions and tools used in OT intervention. Access to this space is appropriately limited to students and faculty and staff in the OTA program and OTA faculty</p>
Prepare to Upload:	<ul style="list-style-type: none"> Documentation that laboratory space provided by the institution is assigned to the OTA program on a priority basis. A written and signed agreement to ensure assignment of space for program use that is provided by another institution or agency. <p>Documents Uploaded</p> <p>OTA laboratory space floor plan</p>

A.2.21.	<i>Adequate space must be provided to store and secure equipment and supplies.</i>
Narrative Response:	OTA storage space sits adjacent to the OTA laboratory/classroom. The storage space is secure and gives the program adequate room for storing OT equipment and supplies.
Prepare to Upload:	A floor plan indicating designated space to store and secure OTA equipment and supplies. <u>Documents uploaded</u> OTA laboratory space floor plan
A.2.22.	<i>The program director and faculty must have office space consistent with institutional practice.</i>
Narrative Response:	Trinity assigns each faculty member private office space outfitted with current technology. The University provides a computer workstation for every faculty and staff member, an intranet with servers that provide Web access communications with the internet, administrative production systems, research data storage and software, email and Listserv support, access to a range of materials through the Washington Regional Library Consortium and Trinity's onsite Library, and a platform to provide a secure computing environment. OTA faculty offices are located in Main Hall along with those of other NHP faculty and staff.
Prepare to Upload:	A floor plan indicating designated office space for the OTA program director and faculty. <u>Main 3rd floor plan</u>
A.2.23.	<i>Adequate space must be provided for the private advising of students.</i>
Narrative Response:	Trinity assigns each faculty and academic advisor private office space to meet with students, Private advising space is also provided in the OTA lab.
Prepare to Upload:	A floor plan indicating designated space for private advising of OTA students. <u>No documents uploaded</u>
A.2.24.	<i>Appropriate and sufficient equipment and supplies must be provided by the institution for student use and for the didactic and supervised fieldwork components of the curriculum.</i>
Narrative Response:	Trinity has been highly responsive to the equipment and supply needs of the OTA Program, expending resources to renovate and outfit the new OTA lab The University outfitted each OTA faculty and staff with equipped office spaces. Trinity's healthcare partners --- e.g., the Washington Hospital Center, National Rehabilitation Hospital – have made gifts-in-kind of equipment in addition to what has been purchased. Trinity's annual budget process includes equipment investments for pediatric, geriatric, adult rehab, and mental health OT interventions.
Prepare to Upload:	An inventory list of equipment and supplies available to the OTA program. <u>Documents to be uploaded</u> <u>Equipment inventory list</u>
A.2.25.	<i>Students must be given access to and have the opportunity to use the evaluative and treatment methodologies that reflect both current practice and practice in the geographic area served by the program.</i>
Narrative Response:	OTA students have access to commonly used OT evaluations as well as current intervention tools found in a hospital or rehab OT clinic, geriatric, mental health or school setting. These evaluation and intervention tools are stored in the OTA storage room. Trinity's healthcare partners provide access to and in-service training in "state

	<p>of the art technologies" used in traditional and emerging practice areas. For example, NRH provides experiential experiences for the student in their "Independence Square" and drivers ed program; home modification specialists provide in-service training with community partners for low vision, assistive technology and universal design; The Lab School of Washington provides hands-on learning in their Sensory Integration Laboratory.</p>
Prepare to Upload:	<p>An inventory list of evaluative and treatment methodologies available to the OTA program. <u>Documents to be uploaded</u> <u>List of evaluative and treatment assessment instruments to which</u> students have access</p>
A.2.26.	<p><i>Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, and resource centers.</i></p>
Narrative Response:	<p>The Sister Helen Sheehan Library houses approximately 225,000 volumes and offers online public catalog and access to World Wide Web databases. The Library is affiliated with the Washington Research Library consortium for access to thousands of resources. Library services include lending and borrowing materials, general online and discipline-focused databases with full-text, research assistance, video viewing, study spaces and access to Academic Support Services. Technology Services supports administrative computing and manages university-wide telecommunications. 5 classroom computing labs and multiple open computing labs are available for student use. All Trinity classrooms are equipped with wireless technology, projection, and access to multi-media tools. The campus has wireless capacity in all buildings. Students access email, Moodle, and other functions from off campus via the University website. The OTA lab and library house current OT books and journals for students to reference.</p>
Prepare to Upload:	<p>A list of current and relevant books, journals, periodicals, computers, software, other reference materials, and online services available to the OTA program. <u>Uploaded documents</u> Sr. Helen Sheehan books, ebooks, database screen shots <u>OTA books in OTA lab _11/19/12 needs to be uploaded</u></p>
A.2.27.	<p><i>Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods.</i></p>
Narrative Response:	<p>The use of instructional aids in the OTA program provides students with various methods of content delivery and the opportunity for the student to clarify the relationship between program objectives, teaching methods and themes that weave through the curriculum. The OTA lab has a mobile computing station to present passive and interactional video, computer-based multi-media, and test-preparation simulated activities.</p>
Prepare to Upload:	<p>An inventory list of instructional aids and technology available to the OTA program. <u>Upload list of instructional aides</u></p>

A.3.0. STUDENTS	
A.3.1.	<i>Admission of students to the occupational therapy assistant program must be made in accordance with the practices of the institution. There must be stated admission criteria that are clearly defined and published and reflective of the demands of the program.</i>
Narrative Response:	Admission criteria are clearly defined and are consistent with those of other programs within the institution and division. Policies for admission are readily accessible to prospective students and the public through Trinity's web site. These policies can be found on Trinity's Admission Office's website as well as on the School of Nursing and Health Profession's Academic Policies page in the University catalog.
Prepare to Upload:	A scanned copy of published OTA program admission materials (e.g., program brochure/flyer, Web site, catalog). If any portion of the program is offered by distance education, include the admission criteria that inform students of technology and required competencies for those components of the program. <u>Uploaded Documents</u> OTA web pages OTA admission application OTA admissions slick (OTA CAS; OTA SPS)
A.3.3.	<i>Policies pertaining to standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience requirements must be readily accessible to prospective students and the public.</i>
Narrative Response:	Admission criteria are clearly defined and consistent with those of other programs within the institution and the NHP collegiate unit. Trinity policies on admission, academic progression, transfer credit, courses at other institutions, courses taken abroad, credit by examination or experiential learning, and graduation are readily accessible to all current and prospective students.
Prepare to Upload:	A scanned copy of standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience requirements (e.g., program brochure/flyer, Web site, catalog). <u>Uploaded Documents</u> NHP Admission page screen shot NHP Academic Policies - Transfer policy web screen shot Trinity Academic catalog web page screen shot Trinity Admission Web page screen shot
A.3.4.	<i>Programs must document implementation of a mechanism to ensure that students receiving credit for previous courses and/or work experience have met the content requirements of the appropriate occupational therapy assistant Standards.</i>
Narrative Response:	Trinity's transfer policy allows students to transfer credits from other appropriately accredited institutions. These policies are outlined in the university catalog and pertain to the OTA pre-requisite courses. Academic advisors conduct transfer credit evaluations that they subsequently submitted to Enrollment Services. The OTA program accepts no transfer credit for OTA-specific courses (i.e., OTA 110 and other courses with strictly OTA content).
Prepare to Upload:	Documentation of the mechanism for giving credit for previous coursework and/or work experience and an explanation of how the program ensures that the student has met the content requirements for the relevant OTA Standards (e.g., course transfer policy, articulation agreements, review of syllabi). <u>Uploaded Document</u> Transfer policy web screen shot NHP Admission Page screen shot with transfer policies
A.3.5.	<i>Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.</i>

Narrative Response:	Criteria for successful completion of each course is outlined in the respective course syllabus provided to each student at the beginning of the course. General criteria for successful program completion is stated and readily available to students through such publications as the University catalog, admission materials, OTA student handbook, and OTA web pages.
Prepare to Upload:	Documentation (e.g., handbook, catalog) that includes the criteria for successful completion of each segment of the program and for graduation (e.g., courses, credits, retention criteria, retention grade point). Uploaded Documents OTA Program Policies on Progression from Handbook NHP Academic Policies screen shot OTA curriculum plan
A.3.6.	<i>Evaluation content and methods must be consistent with the curriculum design, objectives, and competencies of the didactic and fieldwork components of the program.</i>
Narrative Response:	Two types of evaluations are used in the OTA program. Consistent with the OTA view of learning, the following evaluation methods are used: Assessments found across the curriculum to achieve learning outcomes include: <ul style="list-style-type: none"> - midterm examination (online and in-class) - final examination (online) - weekly quizzes - oral presentation - responses to Instructor's Discussion Forum - online chat rooms - manual competencies to assess OT skills - professional behavior assessments (beginning and end of course) - professional portfolios
Prepare to Upload:	A statement describing evaluation content and methodologies are related to the program's curriculum design and overall program objectives.
A.3.7.	<i>Evaluation must be conducted on a regular basis to provide students and program officials with timely indications of the students' progress and academic standing.</i>
Narrative Response:	OTA students are evaluated regularly online and in laboratory sessions. Online feedback is ongoing, but faculty provide feedback to students' discussion post at least one day before in-class laboratory experiences. Feedback on manual competencies is given in person and through graded rubrics which assess competency in OT skill areas. Faculty post feedback on examinations and grades on Moodle within 7 days. The faculty and advisors work with the student to evaluate professional behaviors at midterm and again at the end of each semester.
Prepare to Upload:	Documentation of the regular process for evaluating and monitoring students' progress and academic standing (e.g., semester review of student grade point average).

	<p><u>Documents Uploaded</u> Academic standing review process Professional Behavior Form – to be uploaded 11/19/2012</p>
A.3.8.	<i>Students must be informed of and have access to the student support services that are provided to other students in the institution.</i>
Narrative Response:	OTA students have access to the same support services as other students at Trinity. These include access to computer labs, the Writing Center, Math Center, math specialists, tutoring, and other services including disability support services and a wide array of Student Services including health and wellness clinics and additional programming. The Dean of Students Office also oversees Campus Ministry and other ancillary supports for student life. Students become aware of the available support services through the Trinity’s main web page under the Academic Life tab, from academic advisors, through faculty, and through presentations including those at Orientations.
Prepare to Upload:	Documentation (e.g., program or institution handbook) that includes a description of available support services. <u>Documents uploaded</u> Trinity Student Handbook Excerpt from Student handbook on student support services Middle States Chapter Six on Support Services Trinity Home page screen shot with support services
A.3.9.	<i>Advising related to coursework in the occupational therapy assistant program and fieldwork education must be the responsibility of the occupational therapy assistant faculty.</i>
Narrative Response:	<p>The OTA program has allocated resources for employing an academic advisor and fieldwork coordinator. The academic advisor conducts initial transcript evaluations for students applying to the OTA program to ensure completion of appropriate pre-requisite courses. The academic advisor, in consultation with the OTA faculty, outlines the student’s academic plan. After the academic plan is established, the OTA faculty assume student advising and consult the academic advisor when needed.</p> <p>The OTA academic fieldwork coordinator (AFWC) is responsible for fieldwork education, including fieldwork contracts, student fieldwork assignments, collaborating and informing fieldwork sites of academic course work, student skill competency level and assessment of students and fieldwork sites.</p>
Prepare to Upload:	Documentation (e.g., handbook) that includes a description of system for advisement. <u>Uploaded documents</u> Will upload OTA handbook Academic Advisor Position Announcement Academic Advisor Description of Duties Academic Fieldwork Coordinator Position Announcement Academic Fieldwork Coordinator Position Description
A.4.0. OPERATIONAL POLICIES	
A.4.1.	<i>All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and Web sites—must accurately reflect the program offered.</i>
Narrative Response:	The OTA program leads to an Associate of Applied Science degree. Trinity publications appropriately reflect the degree and requirements

	for degree completion. The OTA Student Handbook reflects current OTA program and Trinity expectations of students. Program candidacy statement is reflected on official Trinity publications and online on the OTA web page found under the School of Nursing and Health Professions on Trinity's main page.
Prepare to Upload:	Scanned copies of key publications and advertising (e.g., catalog, handbook, Web site, brochure/flyer). <u>Documents Uploaded</u> OTA Program Web page screen shot showing candidacy statement OTA program admission slick – CAS and SPS OTA flyer OTA Catalog Page screen shot
A.4.2.	<i>Accurate and current information regarding student and program outcomes must be readily available to the public on the program's Web page. At a minimum, the following data must be reported for the previous 3 years:</i> <ul style="list-style-type: none"> • <i>Total number of program graduates,</i> • <i>Graduation rates.</i> <i>The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT) program data results on the program's home page.</i>
Narrative Response:	Expected student learning outcomes are posted on the OTA web page. Graduation rates, total number of graduates, and NBCOT program results will be available on both the NBCOT and Trinity OTA web pages when data becomes available after the first class graduates in Spring 2014.
Prepare to Upload:	Scanned copy of the program's Web page where outcomes are reported to stakeholders. <u>Uploaded Document</u> OTA Program Student Outcomes Web page screen shot
A.4.3.	<i>The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, Web site, and program-related brochures or flyers available to prospective students. A link to www.acoteonline.org must be provided on the program's home page.</i>
Narrative Response:	The OTA program's <i>Candidacy Status</i> and the name, address, and telephone number of ACOTE are published on the OTA web page, catalog, and admission materials. A direct link to www.acoteonline.org is posted on the OTA home page as well as the OTA catalog page.
Prepare to Upload:	Scanned pages from the catalog, Web site, and program-related brochures or flyers that include the program's accreditation status and the name, address, telephone number, and Web link of ACOTE. <u>Documents uploaded</u> OTA-ACOTE web page – screen shot OTA-ACOTE web link –screen shot OTA program admission slick – CAS and SPS
A.4.4.	<i>All practices within the institution related to faculty, staff, applicants, and students must be nondiscriminatory.</i>
Narrative Response:	Trinity employs non-discriminatory recruitment and hiring practices. Trinity makes its commitment to diversity known on its Human Resource web pages and position announcements. The OTA program's faculty, staff, and student recruitment process follows Trinity's non-discriminatory practices which are tied to institutional strategic planning and Human Resource guidelines.

Prepare to Upload:	A copy of the institution's or program's policies on nondiscrimination. <u>Uploaded Document</u> Trinity Non-discriminatory Policy screen shot
A.4.5.	<i>Graduation requirements, tuition, and fees must be accurately stated, published, and made known to all applicants. When published fees are subject to change, a statement to that effect must be included.</i>
Narrative Response:	<p>Graduation requirements as well as tuition and fees are made known to all Trinity applicants. Prospective Occupational Therapy Assistant students can find the program's curriculum plan on the program's web page and in the Trinity catalog.</p> <p>Institutional policies on curricular progression and graduation requirements for all academic programs are found in the University catalog.</p> <p>Trinity publishes its yearly tuition and fees on the Enrollment Services web page (http://www.trinitydc.edu/enrollment/tuition/). Students can find information on payment options on the Enrollment Services page as well as well. Trinity's President, also notifies current students of any tuition increases.</p>
Prepare to Upload:	Scanned copies of publications that include graduation requirements, tuition, and fees. <u>Uploaded Documents</u> Trinity Tuition web page screen shot OTA Web page with curriculum outlined OTA curriculum
A.4.6.	<i>The program or sponsoring institution must have a defined and published policy and procedure for processing student and faculty grievances.</i>
Narrative Response:	<p>Trinity outlines specific grievance policies that students can access on Trinity web pages. These include but are not limited to the following:</p> <p>a. Grade Appeal policy found at: http://www.trinitydc.edu/academic-catalog/policies-nhp/</p> <p>b. Academic Honesty policy found at: http://www.trinitydc.edu/policies/academic-honesty</p> <p>c. Student Codes of Conduct policy found at: http://www.trinitydc.edu/policies/coed-of-conduct-for-students</p> <p>Each written policy notes the grievance procedures and a mechanism for resolution. Requests for an exception to an academic policy stated in the Trinity Catalog or the Academic Policy Handbook are directed to the School of Nursing and Health Professions Curriculum and Policy (NHP CAP) Committee.</p>
Prepare to Upload:	A copy of the institution's or program's published policy and procedure for processing student and faculty grievances. <u>Uploaded Documents</u> Employee Handbook-Faculty Grievance Procedure web page screen shot Academic Catalog Policies screen shot Trinity Policy web page screen shot

A.4.7.	<i>Policies and procedures for handling complaints against the program must be published and made known. The program must maintain a record of student complaints that includes the nature and disposition of each complaint.</i>
Narrative Response:	The OTA Program has also established a Moodle web site that includes a student forum so that students and the Program Director can engage in dialogue that complements those conversations that occur throughout the student's enrollment. Further, any OTA student can informally communicate directly with the Director and the Dean of NHP as both have an open door policy. If resolution is not reached, the student is referred to the student grievance policy published on the University website. The Program Director and Dean of NHP take all complaints seriously, making immediate correction or improvements when appropriate based on feedback. The NHP CAP has received no formal complaints to date.
Prepare to Upload:	A copy of the institution's or program's published policies and procedures for processing complaints against the program. Uploaded Documents Trinity Policy web page screen shot
A.4.8.	<i>Policies and processes for student withdrawal and for refunds of tuition and fees must be published and made known to all applicants.</i>
Narrative Response:	Course registration, including add/drop, and withdrawal procedures, are clearly outlined in the Trinity catalog and University web pages. Enrollment Services Office and faculty remind students of these deadlines and procedures. Tuition and fee refund procedures are provided to students by the Enrollment Services Office and are posted on the University web site.
Prepare to Upload:	A copy of the institution's or program's published policies and procedures for student withdrawal and for refunds of tuition and fees. Documents Uploaded Tuition Policies web page screen shot Withdraw Policy web page screen shot
A.4.9.	<i>Policies and procedures for student probation, suspension, and dismissal must be published and made known.</i>
Narrative Response:	Institutional policies and procedures for student probation, suspension, and dismissal are published on the Trinity web policy pages. Policies specific to the OTA program are outlined in the OTA Student Handbook.
Prepare to Upload:	A copy of the institution's or program's published policies and procedures for student probation, suspension, and dismissal. Uploaded Documents Trinity Academic Standing Policy- web screen shot Trinity Code of Conduct Policy – web screen shot OTA Student Handbook –
A.4.10.	<i>Policies and procedures for human-subject research protocol must be published and made known (if applicable to the program).</i>
Narrative Response:	Trinity values the dignity of all people and clearly outlines and maintains an Institutional Review Board (IRB) for the for any proposed involvement of Trinity employees and participants in research activities.
Prepare to Upload:	A copy of the institution's or program's published policies and procedures for human-subject research protocol (if applicable to the program). Upload Documents Trinity IRB Policy

A.4.11.	<i>Programs must make available to students written policies and procedures regarding appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures).</i>
Narrative Response:	<p>The OTA program <i>Safety Procedures</i> can be found in the OTA office; a copy for students is located in the OTA storage area.</p> <p>All OTA students receive an in-service training and are evaluated in safe usage of all electrical, hydraulic, thermal and portable equipment. OTA students must have an OTA faculty member present when using any OT equipment that presents with safety precautions as well as training regarding infection control and evacuation procedures.</p>
Prepare to Upload:	<p>A copy of written policies and procedures regarding appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures)</p> <p>Uploaded Documents OTA program safety procedures (Emergency Management and Safety Procedures Policies (TWU policy page screen shots) Infection Control Procedures</p>
A.4.12.	<i>A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student's ability to benefit.</i>
Narrative Response:	<p>Admission to the OTA program depends first and foremost on the student's admission to Trinity Washington University. Students must have at least a high school diploma or its recognized equivalent for admission to Trinity and subsequently to the OTA program</p>
Prepare to Upload:	<p>If the program admits students on the basis of ability to benefit, a copy of the institution's or program's publicly available objectives, assessment measures, and means of evaluating the student's ability to benefit.</p>
A.4.13.	<i>Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program's Web site about the potential impact of a felony conviction on a graduate's eligibility for certification and credentialing must be provided.</i>
Narrative Response:	<p>Expectations for academic progression, retention, and graduation are outlined in the Trinity Catalog as well as in the OTA program Student Handbook. Mechanisms are in place to assist students with successful progression through the OTA program. These include but are not limited to proactive academic advising, continuous professional behavioral assessment, a clearly defined curriculum, and specific behavioral and academic policies that detail requirements for successful completion of the OTA program. The Program Director and Dean of NHP collaborate with OTA faculty to develop and revise OTA Program policies, both academic and otherwise, as appropriate.</p> <p>The impact of a felony conviction for a potential OTA candidate is clearly published on the OTA web site.</p>

<p>Prepare to Upload:</p>	<ul style="list-style-type: none"> • A scanned copy of published documentation of all progression, retention, graduation, certification, and credentialing requirements. • A scanned copy of the program's Web page that includes a statement about the potential impact of a felony conviction on a graduate's eligibility for certification and credentialing. <p><u>Uploaded Documents</u> NHP Policy on Progress OTA web page with felony conviction statement OTA program handbook (pdf) –</p>
<p>A.4.14.</p>	<p><i>The program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This policy must include a statement that all Level II fieldwork must be completed within a time frame established by the program.</i></p>
<p>Narrative Response:</p>	<p>The OTA Program policy on completion of course work and Level II Fieldwork requirements are stated in the OTA Student Handbook and reflect the following:</p> <ol style="list-style-type: none"> 1. All OTA students must pass core OTA coursework with a C or better (3 semesters) before receiving Level II Fieldwork placement. 2. Level II Fieldwork must be completed and passed with minimum competency as stated in AOTA Level II Fieldwork Evaluation 3. Level II Fieldwork for the OTA student must be completed before graduation. 4. Level II Fieldwork for the OTA student must be completed within 1 month of completion of core OTA courses
<p>Prepare to Upload:</p>	<p>A copy of the published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner, including a statement that all Level II fieldwork must be completed within a time frame established by the program.</p> <p><u>Uploaded Documents</u> OTA Student Handbook – academic progression –</p>
<p>A.4.15.</p>	<p><i>Records regarding student admission, enrollment, fieldwork, and achievement must be maintained and kept in a secure setting. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.</i></p>
<p>Narrative Response:</p>	<p>Student records including admission, enrollment, and fieldwork experiences are maintained in secure/locked cabinetry in the OTA office. The program keeps secure and separate student academic and fieldwork records. Trinity documents each student's course grades on an electronic academic plan and official transcript. Students can track academic results on their electronic academic plan and unofficial transcripts in the Self-Service tab located on Trinity's website. Trinity maintains permanent records for all students.</p>
<p>Prepare to Upload:</p>	<p>Documentation of the institution's records retention policies that address the requirements of the Standard.</p> <p><u>Documents Uploaded</u> Trinity Policy on Record Maintenance – screen shot</p>
<p>A.5.0. STRATEGIC PLAN AND PROGRAM ASSESSMENT <i>For programs that are offered at more than one location, the program's strategic plan, evaluation plan, and results of ongoing evaluation must address each program location as a component of the overall plan.</i></p>	
<p>A.5.1.</p>	<p><i>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,</i></p>

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.*

Narrative
Response:

In 2010, Trinity launched its newest academic unit: the School of Nursing and Health Professions (NHP), which started in with a nursing program that had begun in Trinity's School of Professional Studies in 2006. Since that time, Nursing has grown to become one of the largest undergraduate majors. Trinity by mission serves the Greater Washington area, providing access to education as well as educating healthcare professionals to serve the community. Trinity's enrollment has grown dramatically with the addition of Nursing and other healthcare programs, serving undergraduate students seeking various career paths into the professions.

Undergraduate students pursuing health professions education programs first enter the College of Arts and Science or the School of Professional Studies for their general education and prerequisite courses, subsequently applying for and gaining admission to NHP for their professional program curricula.

Noting the scarcity of Certified Occupational Therapy Assistants in the District of Columbia and an opportunity to contribute to three strategic initiatives -- Enrollment Growth (Goal 1), Program Development (Goal 3), and Service to Students and Community (Goal 8)-- Trinity invested in developing the Occupational Therapy Assistant Program (OTA).

Trinity grounds all endeavors in its mission and ties them to the University's strategic plan. Market analysis informs any proposed initiatives which are subsequently given thoughtful consideration to the mission and the community. Trinity's strategic plan extends well into the 21st century, building on the university's years of excellence in delivering a strong liberal education, most recently combined with professional programs. The plan, revised each year and covering a five-year period, demonstrates a clear vision for increasing enrollments in academic programs while maintaining a strong commitment to small class sizes and student-centered learning. To meet the educational needs of the community Trinity serves, the University continues to develop new academic and co-curricular programs, with OTA being the newest program.

The OTA program's strategic plan follows a vision that depends on data collection and analysis to propel the program forward, thereby

preparing students to meet the current and emerging trends within the occupational therapy profession. Such data collection and analysis is already ongoing, most specifically demonstrated in Trinity's initiative to begin the OTA program as well as in developing an OTA curriculum that seamlessly interfaces with and also leads to a baccalaureate degree. The plan calls for ongoing assessment with subsequent program revision in line with data analysis.

The Occupational Therapy Program's strategic plan for 2011-2015 is outlined and found in supporting documents. The plan focuses on two Trinity strategic initiatives: enrollment development and program development. These initiatives guide the program's vision and development in concert with the University's mission.

Prepare to Upload: The program's current strategic plan (see Strategic Plan template) that includes all of the requirements of the Standard.

Documents Uploaded

STRATEGIC PLAN

- A.5.2.** *The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor. At a minimum, the plan must include, but need not be limited to,*
- *Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to currency in areas of teaching responsibility, teaching effectiveness, research, scholarly activity).*
 - *Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.*
 - *Evidence of annual updates of action steps and goals as they are met or as circumstances change.*
 - *Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.*

Narrative Response: The OTA Program Director's professional development plan demonstrates consistency with Trinity's and the OTA program's strategic initiatives. Within the plan are opportunities to work collaboratively across Trinity offices and attend professional development programs that will ensure the program director's effectiveness.

The professional development plan includes a number of initiatives directly related to the program's and Trinity's strategic goals, specifically Goal 1: Enrollment Management and Goal 3: Program Development. The Director's plan outlines various opportunities to engage with members of the Trinity community as well as local and national occupational therapy professional organizations. Trinity's Washington, DC location allows for many opportunities to work with members of the AOTA, congressional leaders, and a well-respected cadre of OT professionals. These resources provide a rich environment in which to achieve the goals of the program.

Prepare to Upload: Scanned copies of current signed professional development plans (see Professional Development Plan template) for the program director and each faculty member who teaches two or more courses.

Documents Uploaded

OTA Program Director's Professional Development Plan

- A.5.3.** *Programs must routinely secure and document sufficient qualitative and quantitative information to allow for meaningful analysis about the extent to which the program is meeting its stated goals and*

objectives. This must include, but need not be limited to,

- *Faculty effectiveness in their assigned teaching responsibilities.*
- *Students' progression through the program.*
- *Student retention rates.*
- *Fieldwork performance evaluation.*
- *Student evaluation of fieldwork experience.*
- *Student satisfaction with the program.*
- *Graduates' performance on the NBCOT certification exam.*
- *Graduates' job placement and performance as determined by employer satisfaction.*

Narrative
Response:

Trinity embraces a culture of assessment. The University requires each academic unit to administer programmatic assessments on a regular basis with particular emphasis on student and programmatic data analyses that address Trinity's Strategic Goals and Mission.

The OTA program has outlined a programmatic assessment plan consistent with other programs in the University. The assessment plan has multiple formative and summative facets and includes regular administration of graduate exit surveys to students in their final semester, as well as employer and alumnae surveys at 1, 3, and 5 years post graduation. The plan includes student performance assessment measures throughout the program, analyzing these for correlations to NBCOT results.

Trinity evaluates faculty effectiveness through teaching observations and performance assessments that include end of the semester course evaluations. Additionally, students complete course evaluations on Moodle, . Faculty gain access to the course evaluations after end of term grades are posted.

Faculty are observed for teaching effectiveness with the faculty member and the course observer each completing their respective portions of the faculty observation form. Faculty complete assessment instruments both before and after observations in accordance with a university-wide instrument designed to foster excellence in teaching. These interactions contribute to faculty professional development discussions and plans, thus serving as a fundamental aspect of assessment.

Additionally, all full-time faculty and staff participate in regular assessments, including but not limited to annual performance assessments and developing a professional development plan akin to that the Program Director undertakes. In an assessment-rich culture with foremost attention to student learning, such attention to evaluation and ongoing improvements serves as a hallmark of Trinity.

Results from the OTA program assessment tools will be analyzed yearly. Program revisions will be data-driven, showing a coherent process of data collection, data analysis, and program modifications.

<p>Prepare to Upload:</p>	<p>The current program evaluation plan (see Program Evaluation Plan Template) that includes all of the requirements of the Standards.</p> <p><u>Document Uploaded</u> OTA Program Assessment Plan</p>
<p>A.5.4</p>	<p><i>Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses must be maintained.</i></p>
<p>Narrative Response:</p>	<p>Trinity embraces a culture of assessment, seeking to implement data-driven initiatives that are student-centered and consistent with Trinity's mission and strategic plan. Faculty conduct [programmatic and student outcomes assessment under the Provost's direction and guidance of the University Curriculum and Academic Policy Committee.</p> <p>Each academic program conducts yearly programmatic and student outcomes assessment. Additionally, each collegiate unit conducts mid-year assessments that complement the ongoing analysis of work within that unit. Contributing to these assessments, the OTA yearly report, like those of the other healthcare programs within the School of Nursing and Health Professions (NHP), comprises part of the NHP Annual Report submitted to the President and Provost. Yearly reports for programs within NHP include 1) achievements; 2) concerns; 3) opportunities; 4) student outcomes performance; 5) programmatic outcomes; and 6) program revisions based on data analysis.</p> <p>The OTA program will administer its assessment plan on a three year cycle. The annual report will include current student performance, programmatic accomplishments, as well as alumnae and employer satisfaction surveys administered at 1, 3, and 5 years post graduation. The attached assessment plan outlines mechanisms by which the OTA program will conduct its yearly assessment.</p>
<p>Prepare to Upload:</p>	<p>The current program evaluation report (see Program Evaluation Report Template) that includes all of the requirements of the Standards.</p> <p><u>Uploaded documents</u> OTA program evaluation report form</p>
<p>A.5.5</p>	<p><i>The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</i></p>
<p>Narrative Response:</p>	<p>The OTA program will collect formative and summative assessment data that evaluate its effectiveness in meeting programmatic goals and ACOTE standards. The program's goals are aligned to Trinity's mission and strategic initiatives.</p> <p>Trinity embraces a culture of assessment, valuing data driven decisions to improve processes, procedures, and student outcomes. Programmatic and curricular changes reflect analysis of the data. The OTA program's curriculum design and course content align with Trinity's mission and ACOTE standards, having kept at the forefront the contribution of both to student success on the NBCOT exam.</p> <p>Since as of this writing, the OTA program is completing its first term of classes, initial assessment data are being collected for future analysis. Ongoing development of formative and summative assessment measures will occur, allowing for additional data</p>

	collection and analyses that provide a robust picture of the OTA program's effectiveness.
Prepare to Upload:	Documentation that as a result of the program evaluation findings, the items identified on the action plan resulted in changes made to some components of the program (e.g., strategic plan, curriculum design, curriculum content, or course content). No documents uploaded as no data is yet available
A.5.6.	<i>The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has less than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total.</i>
Narrative Response:	Spring 2014 represents the first graduation date for the initial Trinity OTA cohort. The OTA program will be tracking and assessing the NBCOT results on a yearly basis.
Prepare to Upload:	A scanned copy NBCOT's report of the program's most recent 3-year exam pass rate data. No documents uploaded as first cohort will graduate in 2014
A.6.0. CURRICULUM FRAMEWORK	<i>The curriculum framework is a description of the program that includes the program's mission, philosophy, and curriculum design.</i>
A.6.1.	<i>The curriculum must include preparation for practice as a generalist with a broad exposure to current practice settings (e.g., school, hospital, community, long-term care) and emerging practice areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, children, adolescents, adults, and elderly persons in areas of physical and mental health.</i>
Narrative Response:	The OTA curriculum gives students adequate opportunities to achieve the program's terminal learning outcomes that are focused around occupational adaptation across the lifespan. The program prepares graduates as occupational therapy assistants to practice in a variety of settings by integrating critical thinking/professional reasoning, occupational needs of society, globalization and health disparities, communication, and community involvement with occupational therapy skills in practice areas working with adults, adolescents, elderly, in areas of physical and mental health throughout the length of the program.
Prepare to Upload:	<ul style="list-style-type: none"> • A list indicating which courses address current practice settings and which courses address emerging practice areas. • A list indicating which courses prepare students to work with children, adolescents, adults, and elderly persons. • A list indicating which courses prepare students to work in areas of physical and mental health. <u>Document uploaded</u> List of OTA courses with relationship to current and emerging practice settings
A.6.3.	<i>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.</i>
Narrative Response:	Trinity ensures all educational programs meet rigorous academic standards. In accordance with regularized processes, all curricular changes are approved through the collegiate unit's curriculum and academic policy committee (CAP) When the curricular change impacts students across academic units, the collegiate CAP must secure University Curriculum Academic and Policy committee approval before the change can be implemented. Curriculum and Academic Policy committees review the curriculum sequence, course syllabi, program goals, and student learning outcomes, ensuring that they align with and

maintain consistency with Trinity’s mission while meeting professional practice standards.

In addition to the rigorous University academic standards, the OTA program has been designed to meet the ACOTE standards of practice. The OTA program’s length of study is comparable to other OTA programs. The OTA credit hours required for degree completion slightly exceed those in Trinity’s Associate of Arts degree program.

The OTA curriculum design provides the basis for program planning, giving context to course development and programmatic outcomes; guiding the course sequence as well as the teaching/learning philosophy to be used; and assessment, including how graduates will demonstrate application of therapeutic skills that address client’s occupational adaptation across the lifespan.

The OTA curriculum gives students adequate opportunities to achieve the program’s terminal learning outcomes that are focused around occupational adaptation across the lifespan. Consistent with its mission, the program educates graduates as occupational therapy assistants who promote health and well-being of all people through everyday activities called occupations by integrating critical thinking/professional reasoning, occupational needs of society, globalization and health disparities, communication, and community involvement with occupational therapy skills throughout the length of the program.

Prepare to Upload: A statement explaining the system and rationale (e.g., standards for professional education, comparability across institutions, comparability within institution) for determining that the length of study is appropriate to the expected learning objectives and competence of the graduate.

None uploaded (online directions make it optional)

A.6.5. *The statement of philosophy of the occupational therapy assistant program must reflect the current published philosophy of the profession and must include a statement of the program’s fundamental beliefs about human beings and how they learn.*

Narrative Response: The OTA program’s philosophy reflects occupational therapy fundamental ideals in that it is based on the profession’s belief that humans are complex beings who are continuously engaged in their environment. Learning is an active and social process where learners learn to discover principles, concepts and facts through interactions with each other and with the environment they live in.

Prepare to Upload: The OTA program’s philosophy statement that describes the program’s definition regarding scope of occupational therapy (consistent with the current published philosophy of the profession) and describes the learning process and the program’s beliefs about how students learn.

Uploaded Document
OTA program philosophy statement

A.6.6. *The statement of the mission of the occupational therapy assistant program must be consistent with and supportive of the mission of the sponsoring institution. The program’s mission statement should explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.*

Narrative Response: The OTA program’s mission statement is consistent with the institution’s mission statement by echoing the institutional mission of “advancing principles of equity, justice and honor” through

“addressing social justice and occupational justice issues locally and globally” as well as the institution’s “Learning in the Liberal Arts and Integration of Liberal Learning” as demonstrated “through dynamic classroom, clinical and community experiences” found in the OTA curriculum.

Prepare to Upload:

- The mission statement of the occupational therapy assistant program that addresses the requirements of the Standard.
- The mission statement of the sponsoring institution.

Documents Uploaded

Trinity Mission Statement

OTA Program Mission Statement

A.6.7.

The curriculum design must reflect the mission and philosophy of both the occupational therapy assistant program and the institution and must provide the basis for program planning, implementation, and evaluation. The design must identify curricular threads and educational goals and describe the selection of the content, scope, and sequencing of coursework.

Narrative Response:

Three themes define Trinity's OTA curriculum:

1. Critical thinking and professional reasoning;
2. Meeting society’s occupational needs;, and
3. Globalization and health disparities

The curriculum design focuses on occupational adaptation, a core value of Occupational Therapy based on occupational adaptation across the lifespan. The OTA curriculum is consistent with the program’s and institution’s missions and philosophy to serve others by meeting the occupational needs of the local and global community.

The curriculum design provides the basis for program planning: giving context to course design and programmatic outcomes; implementation: guiding the course sequence as well as the teaching/learning philosophy to be used; and assessment: how graduates will demonstrate application of therapeutic skills that address client’s occupational adaptation across the lifespan.

The OTA program’s curricular design is consistent with the educational goals in content scope and professional behaviors. The three themes, threaded through the curriculum indicate the program content and scope of coursework that interface course content, a philosophy that all students can learn, and valued-centered learning. The courses outlined in the curricular sequence are consistent with the curricular design that centers on occupational performance.

<p>Prepare to Upload:</p>	<p>The program's curriculum design that includes the following elements:</p> <ul style="list-style-type: none"> • Curriculum design identifies major content areas (e.g., "threads" or themes) to be taught in the curriculum. • Curriculum design content themes are consistent with the program's mission statement. • Curriculum design content themes reflect the essential concepts of the profession's philosophy of occupational therapy. • Curriculum design content (e.g., "threads" or themes) and program's beliefs about learning clearly demonstrate the rationale for courses offered, sequencing of courses, and evaluation strategies. • Student learning outcomes (goals) are stated for the curriculum content themes. • The curriculum design (content threads) show the scope (depth and breadth) of the program offered. <p><u>Document Uploaded</u> OTA Program curricular design</p>
<p>A.6.8.</p>	<p><i>The program must have clearly documented assessment measures by which students are regularly evaluated on their acquisition of knowledge, skills, attitudes, and competencies required for graduation.</i></p>
<p>Narrative Response:</p>	<p>OTA course assessment measures are clearly outlined in each course syllabus. The course objectives and assessment measures correspond to 2011 ACOTE Standards.</p> <p>The OTA program implements assessment techniques that provide data on student learning outcome measures. These measures depict student knowledge and skills as well as their demonstration of programmatic competencies consistent with the program's mission, philosophy, and standards of practice.</p>
<p>Prepare to Upload:</p>	<p>Documentation that:</p> <ul style="list-style-type: none"> • Assessment measures are clearly documented in syllabi. • Assessment measures are consistent with the student learning outcomes for acquisition of knowledge, skills, attitudes, and competencies and with the program's learning philosophy. <p><u>Uploaded Documents</u> Sample syllabi with assessment measures (OTA 100 and OTA 130)</p>
<p>A.6.9.</p>	<p><i>The program must have written syllabi for each course that include course objectives and learning activities that, in total, reflect all course content required by the Standards. Instructional methods (e.g., presentations, demonstrations, discussion) and materials used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.</i></p>
<p>Narrative Response:</p>	<p>All OTA Program syllabi follow a consistent format and are provided to OTA students through Moodle and introduced face to face on the first day of class. The syllabi include each course's:</p> <p>Description</p> <p>Objectives and Goals</p> <p>Text and other required materials</p> <p>Learning resources</p> <p>Teaching/ Learning Experiences</p> <p>Evaluation methods</p> <p>Learning Outcomes reflecting 2011 ACOTE Standards</p>

Grade Distribution

Weekly Course Schedule and Assignments (learning resources, online discussion, lab activity, student reflections)

Document noting Online Discussion Best Practices

Course Information & Classroom Management Policies

Academic Support Services Information

ADA Statement

Trinity Honor Code Policy and link including references to information literacy and effective writing

General University policies including those pertaining to emergencies

As noted, courses within the curricular design reflect the OTA programs three threads:

- occupational needs of society
- globalization & health disparities
- critical thinking & professional reasoning

Thread # 1: Meeting the occupational needs of society thread is found in the following courses:

OTA 100, 114, 134, 138, 234, 238, 204

Thread # 2: Globalization & Health Disparities thread is found in the following courses:

OTA 100, 124, 114, 104, 204, 134, 138, 234, 238

Thread # 3: Critical Thinking & Professional Reasoning thread is introduced in the following courses:

OTA 100 through introduction to National Board Certification Examination. Students identify their test taking styles and define and explore types of professional reasoning.

OTA 120 through the process of kinematic analysis

OTA 130 through the process of activity analysis

OTA 124 through epidemiological concepts of "chain of causation"

OTA 104 through professional ethics

OTA 134,234, 138, 238 through exploration of interventions

OTA 110, 210 through exploration and application of therapeutic modalities and preparatory methods

Prepare to Upload:

- Documented syllabi for all courses that include course objectives, learning activities, and instructional methods and materials.
- Statement of how each course relates to the curriculum design.

No documents uploaded under this standard. All course syllabi uploaded under "curriculum" section of online self-study

OTA ASSOCIATE-DEGREE-LEVEL FORMS

SECTION A: GENERAL REQUIREMENTS

FACULTY DATA FORM

I. Name & Credentials Amanda Graham, OTR
Title and/or Rank Adjunct Instructor
Starting Date of Present Employment August 27, 2012
Teaching Status (F/T, P/T - Hours or % F/T) P/T
Date of Initial Certification (OTR/COTA) 9/22/2004
Current State Licensure and Number OT010000299

II. Job responsibilities as both program and institutional faculty members (e.g., teaching, counseling admissions, administration, committee, community, etc.):

A. Teaching (list course number and name):

OTA 124 Movement in Everyday Activities – lab instruction

B. Non-Teaching:

None

III. Education (professional and other, most recent first):

A. OT:

M.S. Occupational Therapy – Gannon University, Erie, PA. 2004

B. Other:

Bachelor of Health Sciences – Gannon University, Erie, PA. 2003

IV. **MAJOR non-degree postgraduate/short-term courses related to your assigned responsibilities (most recent first):**

8th World Congress on Brain Injury, Arlington VA,	3/2010
AOTA National Conference, Long Beach CA,	4/2008
29th Annual Neuorehabilitation Conference, Braintree MA,	10/2007
OT/PT Management of SCI, Washington DC,	5/2007
AOTA Self-Paced Clinical TBI Course,	9/2006
Management of the Adult Neurological Patient Using NDT, Washington DC,	4/2006
Splinting for Neuro and Acute Care, Baltimore MD,	11/2005
Brain Injuries Interdisciplinary Conference, Seattle WA,	5/2005

V. Work experience relevant to teaching assignments and responsibilities.
(Please include information about relevant positions, job responsibilities, and approximate time in each position):

Resource Occupational Therapist

6/2012 to Present

National Rehabilitation Hospital- Inpatient

- Responsible for evaluation, treatment, and discharge planning in the acute rehab setting in the Brain Injury population
- Act as a resource for other Occupational Therapists on staff through co treatments, training, inservices, and mentorship.

OT Clinical Supervisor

5/2008 to 6/2012

Washington Hospital Center

Responsible for hiring, managing, evaluating, and scheduling the 14 member salaried OT staff.

- Interface with other department managers throughout the hospital.
- Responsible for training of senior therapists and new staff; and for mentoring experienced staff members for clinical growth.
- Establish short and long term goals to meet organizational needs
- Fieldwork Clinical Coordinator- responsible for scheduling students, collaborating with Fieldwork Supervisors, teaching a Clinical Instructor Course for acute care therapists, mentor clinical instructors, mediate student-clinical instructor conflicts
- Coordinate and facilitate Program Improvement initiatives to enhance care of patients in the ICU setting as well as the TBI and SCI patient population
- Supervise and manage the orthopedic and trauma team, with a focus on TBI and SCI patients
- Lead and participate in hospital committees including Interdisciplinary Plan of Care and Service Behaviors
- Provide ongoing education through lectures to staff on topics relevant to the acute care setting.

VI. Summary of most recent scholarly activities:

DCOTA Hot Topics : Evaluation and Treatment 10/2011

Current Topics in Acute Care 10/2009

Low Level Brain Injury in Acute Care

AOTA Conference 4/2008

VOTA Conference 10/01/2007

Cognitive Screening of the Mild Traumatic Brain Injury Patient in Acute Care

VII. Other activities that enhance your effectiveness in your present position:

FACULTY DATA FORM

- I. **Name & Credentials** Bryan Yu, OTR
- Title and/or Rank** Adjunct Instructor
- Starting Date of Present Employment** August 27, 2012
- Teaching Status (F/T, P/T - Hours or % F/T)** P/T
- Date of Initial Certification (OTR/COTA)** 9/14/2009
- Current State Licensure and Number** OT010000608
- II. **Job responsibilities as both program and institutional faculty members (e.g., teaching, counseling admissions, administration, committee, community, etc.):**
- A. **Teaching (list course number and name):**
- OTA 110 Occupational Therapy Assistant Skills Lab – lead instructor
- B. **Non-Teaching:**
- None
- III. **Education (professional and other, most recent first):**
- A. **OT:**
- Masters of Science in Occupational Therapy
Washington University, St. Louis 2008
- B. **Other:**
- Masters of Science in Biology
Purdue University 2006
Bachelor of Science in Biology and Psychology
Sogang University, Seoul S.Korea 2003
- IV. **MAJOR non-degree postgraduate/short-term courses related to your assigned responsibilities (most recent first):**
- | | |
|--|----------|
| JFK Coma Recovery Scale – Revised | Feb 2012 |
| MYOMO Clinical Program Mpower Level 1 | Jan 2012 |
| DCOTA Hot Topics – Evaluation and Treatment of the Low Level Brain Injury Patient | Nov 2011 |
| Cognitive and Perceptual Evaluation:
A Functional Based Approach and Adult Onset Apraxia and Unilateral Neglect Syndromes | Nov 2011 |
| Manual Therapy of the Upper Extremity | Dec 2010 |
| Treatment of Upper Extremity Dysfunction | Jun 2010 |

V. Work experience relevant to teaching assignments and responsibilities.

(Please include information about relevant positions, job responsibilities, and approximate time in each position):

MedStar National Rehab Hospital Resource Occupational Therapist

Evaluation, treatment, discharge planning for patients with brain injury or CVA in inpatient setting

Participate in interdisciplinary team conferences and family care conferences

Supervise and co-treat with COTA

Adventist Rehabilitation Hospital Staff Occupational Therapist

Initial evaluation, treatment, family education/training for patients with a variety of diagnoses in inpatient rehabilitation

VI. Summary of most recent scholarly activities:

Joshi, P.P., Kulkarni, M.V., Yu, B.K., Smith, K.R., Norton, D.L., Van Veelen, W., Hoppener, J.W.M., and Franklin, D.S. Simultaneous downregulation of CDK inhibitors p18^{lnk4c} and p27^{kip1} is required for MEN2A-RET-mediated mitogenesis. *Oncogene* (2006) 26; 554-570

VII. Other activities that enhance your effectiveness in your present position:

Inservices / Presentations

Apraxia – OT Neuro Rehabilitation	Jul 2012
Cognitive and Perceptual Evaluation	Jun 2012
JFK Coma Recovery Scale	May 2012
Nursing Orientation in OT	Oct 2011
Manual Therapy of Upper Extremity	May 2011

FACULTY DATA FORM

- I. **Name & Credentials** Keverne M Fraser, OTR
- Title and/or Rank** Adjunct Instructor
- Starting Date of Present Employment** August 27, 2012
- Teaching Status (F/T, P/T - Hours or % F/T)** P/T
- Date of Initial Certification (OTR/COTA)** 11/2/2010 endorsement DC
- Current State Licensure and Number** OT010000686
- II. **Job responsibilities as both program and institutional faculty members (e.g., teaching, counseling admissions, administration, committee, community, etc.):**
- A. **Teaching (list course number and name):**
- OTA 124 Pathology for the OT Practitioner
- B. **Non-Teaching:**
- None
- III. **Education (professional and other, most recent first):**
- A. **OT:**
- Masters of Science in Occupational Therapy, Howard University 2009
- B. **Other:**
- Bachelor of Arts in Psychology, University of Virginia 2001
- IV. **MAJOR non-degree postgraduate/short-term courses related to your assigned responsibilities (most recent first):**

- V. Work experience relevant to teaching assignments and responsibilities.**
(Please include information about relevant positions, job responsibilities, and approximate time in each position):

Virginia Hospital Center Occupational Therapist

Evaluated clients with complex medical diagnoses, designed individualized treatment plans and implemented meaningful interventions
Psychiatric and Addiction Center

National Rehabilitation Hospital Acute Care Inpatient Occupational Therapist

Performed Standardized Assessments, designed treatment plans and implemented meaningful interventions for adult and pediatric populations

- VI. Summary of most recent scholarly activities:**

Research Assistant at American Psychological Association

Collected, organized, and monitored data quality for various projects

- VII. Other activities that enhance your effectiveness in your present position:**
NBCOT Exam Prep Consultant Masters of Occupational Therapy Program at Howard University

FACULTY DATA FORM

I. Name & Credentials Jeremy Furniss, OTR
Title and/or Rank Adjunct Instructor
Starting Date of Present Employment August 27, 2012
Teaching Status (F/T, P/T - Hours or % F/T) P/T
Date of Initial Certification (OTR/COTA) 8/31/2010 DC endorsement
Arkansas 2006
Current State Licensure and Number OT010000676

II. Job responsibilities as both program and institutional faculty members (e.g., teaching, counseling admissions, administration, committee, community, etc.):

A. Teaching (list course number and name):

OTA 120 Movement in Everyday Activities – online component

B. Non-Teaching:

None

III. Education (professional and other, most recent first):

A. OT:

Master of Science – University of Central Arkansas – May 2006

B. Other:

Doctoral Candidate, Health Systems Research – University of Arkansas Medical Sciences

Bachelor Science – University of Central Arkansas December 2003

IV. **MAJOR** non-degree postgraduate/short-term courses related to your assigned responsibilities (most recent first):

V. Work experience relevant to teaching assignments and responsibilities.
(Please include information about relevant positions, job responsibilities, and approximate time in each position):

Ergo Solutions, LLC, Occupational Therapist, Quality Initiatives Manager, 2010-Present

Washington, DC

- Provide analysis and implement systems to insure excellence in operations
- Provide professional recommendations on a corporate level based on systems education, experience and Medicare guidelines
- Mentor therapists new to long term care and long term acute care to foster clinical

and operational mastery

- Act as a reference source for operational and systematic problem solving
- Provide site analysis and goal development for individual programs to increase margins on operational targets, increase compliance and excellence in treatment
- Maintain a caseload of patients in long term acute care hospital and skilled nursing

facility including evaluation, treatment and interdisciplinary team participation.

- Chair of the Falls Task Force for quality assurance at one client facility site

Incite Rehab, Area Manager, 2008-2010

Little Rock, Arkansas

- Personally manage all operations in 10 facilities in Arkansas and Texas
- Team manage all operations in 21 facilities in Arkansas and Texas
- Personally supervise up to 50 full-time and part-time therapists and assistants
- Maintain staffing through search, interview, hire, orientation and all stages of employment that fits with company initiatives and highest level of patient care
- Maintain direct, personal connections and provide results to administrators, owners

and management teams of client facilities

- Provide face-to-face summary of results in monthly meetings with clients' administration
- Manage Medicare billing, client reconciliation, budget constraints and quality indicators
- Manage site budgets to inform operating margins
- Roll-out clinical online documentation software to 21 buildings
- Establish company wide training guide for computerized documentation standards
- Provide program development to exceed client, company and Medicare standards
- Provide employee and department reviews to insure compliance with all

VI. Summary of most recent scholarly activities:

Dissertation, University of Arkansas for Medical Sciences, Little Rock, AR In Process

Advisor: Glen Mays, PhD MPH

- Cost Analysis, Cost Modeling
- Panel Survey Data Analysis

University of Arkansas for Medical Sciences, Little Rock, AR 2007 to 2010

Research Assistant, Glen Mays, PhD MPH

- Policy Analysis
- Econometric Analysis
- Focus Group Moderator, Qualitative Research Analysis

VII. Other activities that enhance your effectiveness in your present position:

FACULTY DATA FORM

I. **Name & Credentials** Victoria J. Goldhammer, M.S., OTR/L, ATP, CAPS
Title and/or Rank Adjunct Faculty
Starting Date of Present Employment January 15, 2013
Teaching Status (F/T, P/T - Hours or % F/T) Adjunct
Date of Initial Certification (OTR/COTA) OT -2000
Current State Licensure and Number OT100000123

II. **Job responsibilities as both program and institutional faculty members (e.g., teaching, counseling admissions, administration, committee, community, etc.):**

A. **Teaching (list course number and name):**

OTA 128 Universal/Rehab/Assistive Technologies

B. **Non-Teaching:**

III. **Education (professional and other, most recent first):**

A. **OT:**

MS in Occupational Therapy
University of Illinois at Chicago 1999

B. **Other:**

BS in Marketing and Business Management
Cornell University 1988

IV. **MAJOR non-degree postgraduate/short-term courses related to your assigned responsibilities (most recent first):**

V. Work experience relevant to teaching assignments and responsibilities.
(Please include information about relevant positions, job responsibilities, and approximate time in each position):

CLINICAL EXPERIENCE.

Home Modification Consultant

Self employed, Washington DC Dec 2007 to present

- Consult with clients to determine appropriate home modifications and adaptations to facilitate remaining in the home.
- Refer to vendors, contractors and other professionals.
- Train clients on use of new equipment and adaptations.
- Teach fall prevention course.
- Participate on research team with faculty from Johns Hopkins University.

Occupational Therapist

Howard County Government Aug 2009 to May 2010

- In home assessment and recommendations to improve safety and independence.
- Provided, installed and trained on equipment and home modifications.

Per Diem Occupational Therapist

Georgetown University Hospital, Washington, DC Aug 2003 to present

- Adult acute care rehabilitation in hospital.
- Staff and Per Diem Occupational Therapist
- National Rehabilitation Hospital, Washington, DC Nov 2003 to Mar 2007
- Adult rehabilitation in an out-patient clinic.
- Worked in specialty clinics including post-polio and seating clinics.
- Conducted worksite, home safety and ergonomic evaluations.
- Staff Occupational Therapist
- Medlink Hospital and Nursing Facility, Washington, DC June 2002 to Nov 2003
- Adult rehabilitation in acute, sub-acute and long term care setting.
- Established seating and positioning clinic.
- Assistive Technology Specialist
- Easter Seals of Massachusetts, Worcester, MA Apr 2000 to May 2002
- Established new Assistive Technology evaluation center
- Evaluated client's needs for assistive technology
- Ordered, coordinated delivery and installed equipment in home and office settings
- Provided training of technology to clients and/or caregivers
- Conducted professional education programs

VI. Summary of most recent scholarly activities:

Goldhammer, Tori. "*Modifications to make life easier at home*". Senior Beacon Newspaper, June 2008.

Goldhammer, Tori. "*Aging in Place: Design resources to help you stay in your home*". The Hill Rag, May 2008

Kielhofner, G., Goldhammer, V., Roitman, D., Skubik-Peplaski, C., Ziv, N. Chapter 25. *A Model of Human Occupation, Theory and Application, 3rd Edition*. Baltimore: Lippincott Williams & Wilkins, 2002.

Kielhofner, G., Baron, K., Goldhammer, V., Wolenski, J. *Occupational Self Assessment*, University of Illinois at Chicago MOHO Clearinghouse, 1998.

VII. Other activities that enhance your effectiveness in your present position:

Assistive Technology Practitioner (ATP) June 2003
Certified Aging in Place Specialist (CAPS) December 2007
Executive Certificate in Home Modifications, USC October 2008

FACULTY DATA FORM

I. **Name & Credentials** Judy Elizabeth Shincarick, M.S., OTR/L
Title and/or Rank Adjunct Faculty
Starting Date of Present Employment January 15, 2013
Teaching Status (F/T, P/T - Hours or % F/T) Adjunct
Date of Initial Certification (OTR/COTA) OTA – 1996; OT - 2000
Current State Licensure and Number OT010000476

II. **Job responsibilities as both program and institutional faculty members (e.g., teaching, counseling admissions, administration, committee, community, etc.):**

A. **Teaching (list course number and name):**

OTA 238 Intervention and Tools in Pediatrics

B. **Non-Teaching:**

III. **Education (professional and other, most recent first):**

A. **OT:**

MS in Occupational Therapy / BS in Health Science

College Misericordia 2000

AS – Occupational Therapy Assistant

Atlantic Cape Community College 1996

B. **Other:**

AAS – Law Enforcement

Atlantic Cape Community College 1979

IV. **MAJOR non-degree postgraduate/short-term courses related to your assigned responsibilities (most recent first):**

CERTIFICATIONS / Professional Development

- Participant in committee “Lab- It’s your Future” a selected committee of thirteen members implementing improved communication within the work place

- Chesapeake Bay Fieldwork Council 31st Annual Workshop “Bridging the Gap Between Academia and Practice” – participant, June 2012
- Direct Supervision Level II Fieldwork Student March, 2012 – June, 2012
- Completed e-training for BRIGANCE Transition Skills Inventory, May, 2011
- Participant in Howard University Fieldwork Forum, October, 2010
- Direct Supervision Level II Fieldwork student September, 2010 – December, 2010
- Certificate in training for Interactive Metronome, January 2008
- Certificate for completion “Handwriting Without Tears”, April 2007
- Certificates for completion of 4/4 courses in administration, interpretation and implementation of the Sensory Integration and Praxis Test (SIPT), October 2005
- Certificate in Aquatics for Special Needs Children, May 2004

V. Work experience relevant to teaching assignments and responsibilities.
(Please include information about relevant positions, job responsibilities, and approximate time in each position):

The Lab School of Washington, Washington DC

Senior Occupational Therapist and High School Division Representative

8/2007-

Present

- In-serviced staff and performed Full Range Test of Visual Motor Integration (FRTVMI)
- Committee for development of goals and objectives for IEPs to support academic goals
- Created and followed treatment plans for children, ages 5 through 21
- Attended parent conferences and IEP meetings with district representatives
- Fulfilled all documentation requirements for students with diagnosed learning differences, ages 5 through 21.
- Co-designed “Terrific Typist” Group to enhance keyboarding skills for children ages 9 through 13.
- Co-Directed Sensory Integration Camp, Summer 2010
- Completed all administrative duties including scheduling and documentation for SI Camp, 2010.
- Met with parents individually to discuss student’s progress and recommendations following SI Camp.
- Managed the daily operations of camp activities
- Designed and implemented treatment forms for insurance reimbursement of SI Camp
- Co-Directed Bike Group: A Sensory-Motor Approach to Teach Bike Riding, Spring 2008 through Fall 2012
- Organized a 10-session curriculum for Bike Group consisting of motor skill activities, balance, strength, bilateral coordination, safety and environmental awareness
- Developed pre and post evaluations to assess students’ motor skills for Bike Group

- Supervised Level II Occupational Therapy Graduate Students, September, 2010 and March, 2012.
- Co-developed and administered “Life After Lab”: a transition from high school group for graduating teens focusing on instrumental activities of daily living skills
- Co-designed and presented “Using Sensorimotor Techniques to Teach Math”: a workshop to elementary math teachers

Shirley Eves Developmental Center, Millville, NJ

Occupational Therapist: Early Intervention Service Provider 6/2006-8/2007

- Evaluated children suspected at risk for developmental delays
- Developed and implemented treatment plans for children, ages Birth through 3
- Consulted with families, preschool staff and administrators
- Developed goals and objectives for IFSPs
- Met regularly with service coordinators to report and update progress records
- Completed all appropriate documentation for the school and the state
- Co directed family support activities

Cape May County Department of Health, Cape May Court House, NJ

Occupational Therapist: Cape May County Department of Health 10/2005-6/2007

- Evaluated, developed and implemented treatment plans
- Completed Activities of Daily Living Skills Inventory (ADL)
- Re-assessed patients’ progress with Activity of Daily Living Skills Inventory
- Performed range of motion testing (ROM) and manual muscle testing (MMT)
- Discharged summaries
- Completed home and safety assessments to comply with ADA guidelines.

Cape May County Special Service School District, Cape May, NJ

Occupational Therapist: Early Intervention Service Provider 11/2000-6/2007

- Participated in team evaluations of children suspected of developmental delay
- Provided a progression of service for children, ages Birth through 3, and their families
- Participated in the complete IFSP process
- Participated in the Transition Process for children, ages 3, from the IFSP system (Department of Health) to IEP process (Department of Education)
- Presented workshops on using the Developmental Individual Difference Relationship Based Approach (DIR) to families within Cape May county
- Evaluated, developed and implemented treatment plans
- Completed annual reassessments for multiply disabled students as directed by the IEP
- Provided complete occupational therapy services as directed by IEP and 504 plans to students within the district schools in Cape May County.
- Developed transition goals for students aging out of the Special Service Schools System

Atlantic Behavioral Health, Atlantic City, NJ
*Case Manager, Providence House, Group Day Center
for Consumers of Mental Health*
11/2000

8/2000-

- Scheduled individual mental health consumers day
- Scheduled activities for participants within center
- Assisted and supervised clients on field trips
- Participated in rotation of transportation needs for group activities
- Created and implemented groups to address activities of daily living skills including hygiene, cooking, shopping, banking and housekeeping.
- Created and implemented groups to address work and employment preparation
- Created and implemented groups to address appropriate leisure activities

Genesis Eldercare, Kennett Square, PA
Certified Occupational Therapist Assistant
-8/1999

7/1997

Garden State Rehab, Marlton, NJ
Certified Occupational Therapy Assistant
7/1997

7/1996-

VI. Summary of most recent scholarly activities:

VII. Other activities that enhance your effectiveness in your present position:

PROFICIENCY IN THE FOLLOWING ASSESSMENT TOOLS

- Bruininks-Oseretsky Test of Motor Proficiency, 2nd edition (BOT-2)
- Beery-Buktenica Test of Visual Motor Integration (VMI), 5th edition
- Motor Free Visual Perception Test (MVPT), 3rd edition
- Developmental Test of Visual Perception II (DTVP-II)
- Developmental Test of Visual Perception-Adolescents and Adults (DTVP-A)
- Full Range Test of Visual Motor Integration (FRTVMI)
- Behavioral Assessment of Dysexecutive Syndrome for Children (BADS-C) for children ages 8 to 16
- Behavioral Assessment of Dysexecutive Syndrome Syndrome (BADS) for young adults ages over 16
- Executed the Evaluation Tool of Children's Handwriting
- Dynamometer for the measurement of grip and pinch strength
- Sensory Processing Measure

FACULTY DATA FORM

I. **Name & Credentials** Kidist Surafel, COTA/L
Title and/or Rank Teaching Assistant
Starting Date of Present Employment August 27, 2012
Teaching Status (F/T, P/T - Hours or % F/T) Adjunct
Date of Initial Certification (OTR/COTA) 10/25/2006
Current State Licensure and Number OTA 10000204

II. **Job responsibilities as both program and institutional faculty members (e.g., teaching, counseling admissions, administration, committee, community, etc.):**

A. **Teaching (list course number and name):**

OTA 110 Occupational Therapy Assistant Skills Lab – lab assistant

B. **Non-Teaching:**

III. **Education (professional and other, most recent first):**

A. **OT:**

Associates of Applied Science in Occupational Therapy
Quinsigamond Community College 1999

B. **Other:**

IV. **MAJOR non-degree postgraduate/short-term courses related to your assigned responsibilities (most recent first):**

- Introduction to the Prosthetic rehab patient (March 2008)
- Geriatric Strengthening (November 2008)
- FIM assessment
- Lymphedema
- LVAD

V. Work experience relevant to teaching assignments and responsibilities.
(Please include information about relevant positions, job responsibilities, and approximate time in each position):

- **Occupational Therapy Assistant (2007-2012).** MedStar National Rehabilitation Hospital Washington, DC
- Provides direct occupational therapy services to patients including treatment, training and equipment recommendations under the direct supervision of a licensed physical therapist / licensed occupational therapist, respectively. Occupational Therapy Assistants provide ADL evaluation under the direct supervision of a licensed Occupational Therapist and provides input to evaluation. Independently serves as a clinical resource to other staff in areas of expertise. Independently provides staff education, project development, and staff development at supervisor's request. Provides leadership and role modeling for other COTA staff and students to meet service area needs.
- Specializes resource in one-on-one cardiac patient care to provide activities and opportunities to maintain cardiac monitor skills learn throughout, instructs and trains patients and their families, provides patient treatment services including review of pertinent history information and deliver of treatment plan under supervision of Occupational therapist.
- Specialized training in working with Cardiac LVAD patient population
- Certification for Lymph edema
- Certified in FIM assessment
- Leads Amputee support group for District of Columbia area
- Participates in team conferences and family conferences as appropriate
- Monitors ROM, perceptual and cognitive training activities, upper extremity group strengthening, ADLs training and IADLs
- Facilitates group daily for up to 5-6 patients and work with individuals
- Rotates as Preceptor, orienting newly hired OTAs and other providers on equipment, transport and OT procedures.
- CI for COTA FW students

VI. Summary of most recent scholarly activities:

Presentations and Inservices

- LVAD – team inservice
- Amputee
- Geriatric strengthening
- Orientation to new staff and students on
 - Role of COTA
 - Cardiac rehab
 - Vital Signs
 - Amputee rehab

VII. Other activities that enhance your effectiveness in your present position:

FINANCIAL RESOURCES

(Prepare this form, including categories as they are stated in your institution. Please note whether the institution prepares multi-year budgets. If you have no indication of the budget for the next year, please state that.)

1. Indicate fiscal year (e.g., October-September) FY 13 July 1, 2012 – June 30, 2013
2. Obtain or develop a three-year budget utilizing categories appropriate to the program.

Budget Categories	Previous Year	Present Year	Next Year (est.)
	FY:	FY:13	FY:14
Faculty Salaries and Benefits (Adjunct)		\$164,166.25	
Other Salaries and Benefits (staff)		\$53825	
Budget Categories*			Trinity prepares yearly budgets. The FY14 budget has not yet been determined.
70330 Hardware		9,500.00	
70340 Furniture & Fixtures		3,998.00	
70350 Office Equipment		1,800.00	
70360 Professional/Management Fees		10,000.00	
71200 Postage/Delivery		250.00	
71230 Office Supplies		1,500.00	
71240 Books/Subscriptions		2,000.00	
71270 Dues		3,605.00	
71280 Conferences		2,000.00	
71290 Program Services and Support		16,581.00	
71320 Food Expenses		300.00	
72000 Other Materials		2,800.00	
72015 Binding		200.00	
84025 Equipment		19,439.00	
84075 Maintenance Contracts		1,500.00	
Other funds to which the program has access (Specify how such funds are used)			
TOTAL		293,464.25	
% Institutional Funds		100%	
% Restricted Use Funds (i.e., grants, special program funds)		0	

* Please provide information on the following areas: supplies, travel for fieldwork coordinator, travel for continuing education, purchased services, equipment, library books, other. Explain, if appropriate.

OT/OTA PROGRAM STRATEGIC PLAN

(All information must be submitted in typewritten format.)

Occupational Therapy Assistant Program

Trinity Washington University

Years: 2011 -2015

Analysis of program evaluation, internal and external environments:

	Program Evaluation Results	Internal Institutional Environment	External Environment
Strengths	Not Applicable	<p>The OTA program has strong institutional support from Trinity’s Board of Trustees, President, and Academic Affairs Administration. Trinity demonstrates the commitment to quality allied health programs as seen in its successful launch of the nursing program and concomitant ongoing support of that program, particularly through assessment-rich analysis and implementation of any subsequent plans.</p> <p>Trinity historically has offered degree programs that prepare graduates with the knowledge, skills, and values necessary in the respective professional fields and consistently refines offerings to reflect market needs.</p> <p>Students benefit from a hybrid curriculum format that integrates Fieldwork I experiences through their first three semesters, responding to ongoing feedback that such flexible formatting responds to student needs.</p> <p>Spacious, flexible laboratory space</p> <p>The OTA program benefits from mission-driven faculty and staff who keep students at the center as evidenced in low faculty-student and advisor-student ratios.</p> <p>Trinity’s OTA curriculum is strong with seamless interface to a baccalaureate degree career ladder after AAS degree completion, particularly responsive to expressed desire for multiple collegiate degrees in the highly-competitive Washington DC area.</p>	<p>Trinity has strong health care partners throughout the Washington region and received encouragement from community partners such as MedStar, particularly National Rehabilitation Hospital to launch an Occupational Therapy Assistant Program.</p> <p>The District of Columbia lacks Occupational Therapy Assistant educational opportunities and has no accredited OTA programs within its jurisdiction.</p>
Concerns	Not Applicable	<p>Challenge in hiring Academic Fieldwork Coordinator with credentials commensurate to Trinity’s other academic faculty and staff</p>	

		Increasing students' and the Trinity community's awareness of OTA glide path toward baccalaureate degree	
Opportunities	Not Applicable	<p>The OTA program provides Trinity students with another option to enter health professions and serve the greater Washington community.</p> <p>The OTA program will contribute to Trinity's year-to-year retention rate and Trinity's culture of assessment whereby evidence of student learning is documented.</p> <p>The OTA program affords a degree of interdisciplinary study and interaction essential in today's workforce and academic cultures.</p>	Through OTA program development, Trinity has the opportunity to help meet the District of Columbia's health professions' workforce needs, which also parallel national projections and workforce demand.
Threats	Not Applicable	None noted	

Institution's Strategic Goal: Strategic Goal I: Enrollment

Once the OTA program is fully implemented, enroll 60 students in the OTA program each academic year., with admitting and enrolling 130 students each fall	Design and implement student recruitment plan with President and Admission Office	President VP Enrollment Development NHP Dean OTA Program Director		<p>OTA student recruitment integrated into Trinity Admission processes</p> <p>Created an OTA brochure working with the Advancement and Admissions Offices</p> <p>Advising education sessions integrated into School of Nursing and Health Professions 2012-2013 Strategic Initiatives as well as in other collegiate units' planning periods</p>
	Outline OTA admission rubric for comprehensive admission review	Program Director	Mid February, 2012	Admission rubric outlined and implemented, subsequently refined in response to analysis of admission trends
	Implement yearly admission cycle	VP Enrollment Development		Admission process implemented in summer, 2012
	Assess admission processes and results	OTA Program Director NHP Dean VP Enrollment Development	End of October each year	OTA program integrated into seamless model with undergraduate baccalaureate degree options. Seamless 128 credit plan created

				with Human Relations degree and anticipated for other degree programs as well
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Institution's Strategic Goal: Strategic Goals III: Program Development

Long Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
Earn ACOTE accreditation	Achieve Developing Program Status	OTA Program Director NHP Dean	April, 2012	Candidacy Status received May 2, 2012
	Design and implement an Occupational Therapy curriculum that meets ACOTE and Trinity standards	OTA Program Director NHP Dean	August, 2012	OTA Curriculum approved by Trinity NHP CAP and U-CAP – Spring,2012 as well as full faculty approval in May 2012 OTA Program Implemented with start of 1 st classes – August, 2012 OTA program integrated into all University processes similar to other degree programs across the campus community such as the catalog and Self-Service registration.
	Hire a fieldwork coordinator (AFWC) who holds credentials that meet ACOTE and Trinity standards for faculty	OTA Program Director NHP Dean Provost President Human Resource Office	July, 2012	AFWC position description approved. Position notice posted in May, 2012 Recruiting for AFWC continues. Ongoing interviews with candidates since July,2012.
	Secure adequate memorandums of understanding for OTA fieldwork sites in Washington Metro area consistent with the curriculum outline and ACOTE standards	OTA Program Director Fieldwork Coordinator	Fall, 2012 and ongoing	Introductory letter from President McGuire sent to Washington DC area occupational therapy facilities introducing the Trinity OTA program and Jan F. Kress as director Jan Kress contacted and visited numerous fieldwork sites in the Washington DC area. 5 Secured MOUs as of November, 2012 –National Rehabilitation Hospital, Washington Hospital

				Center, Lab School of Washington, Ergo Rehab, and Genesis Rehab
	Submit Self-study Report	OTA Program Director NHP Dean	December 3, 2012	Team approach including administrative review outlined and implemented
	Host successful initial on-site evaluation team	OTA Program Director NHP Dean	Fall, 2013	Full campus participation and if necessary, typical when Trinity hosts accreditation visits, will be an important facet of the visit
	Receive positive ACOTE action on Report of On-Site Evaluation	OTA Program Director NHP Dean	December, 2013	

Institution's Strategic Goal: Strategic Goals III: Program Development

Long Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
Programmatic Assessment	Outline programmatic assessment plan	OTA Program Director NHP Dean NHP Curriculum and Academic Policy Committee	December, 2012	OTA program assessment plan outlined
	Administer formative assessments	OTA Program Director and Faculty	Spring, 2013	Behavioral assessments administered at midterm and will also occur at the end of each semester
	Administer Graduate Exit Surveys	OTA Program Director	May, 2014	
	Administer 1 year Alumnae/i Survey and Employer Survey	OTA Program Director	May, 2015	

FACULTY/PROGRAM DIRECTOR PROFESSIONAL DEVELOPMENT PLAN

(Completed forms must be signed by both parties in order to be considered valid.)

(Program Title) Occupational Therapy Assistant

(College/University Name) Trinity Washington University

Name: Jan F Kress

Title: Program Director

Number of Hours worked (FTE equivalent): 40 hours; 1 FTE

Number of Credits Taught (per academic year): 10

Supervisor's Signature: _____
(Signature required)

Date

Faculty/PD's Signature: _____
(Signature required)

Date

Date Developed: December, 2011

Date Revised: November, 2012

Connection to Program's Strategic Plan	Goals	Action Steps To Achieve Goal	Timeline	Outcomes/ Revisions/Results
I. Strategic Goal 1: Enrollment Enroll 30 students into the OTA program in the fall of each academic year	1a. Recruit students from the Washington DC Metro area generally and the District of Columbia specifically as well as from other areas to contribute to enrollment in the School of Nursing and Health Professions and at Trinity generally	1.1a. Working with President McGuire and the Trinity Admission Team, determine student recruitment plan and regularly assess success.	January 2012	1.1a OTA student recruitment integrated into Admission Office processes. Communication between Admission Office and OTA program regarding new students is ongoing
		1.1b. Develop and disseminate admission criteria to assist the Admission Office with student recruitment efforts	January 2012	1.1b Admission criteria developed and disseminated to Admission Office and across the University.
		1.1c. Conduct literature review through AOTA for best practice for admission criteria and retention to an OTA program	February – May, 2012	1.1c Literature review completed. No literature on standardized admission tests for OTA: review of best practices for predicting student success continues.
		1.1d. Analyze current data on	February, 2012 – May, 2012	

Connection to Program's Strategic Plan	Goals	Action Steps To Achieve Goal	Timeline	Outcomes/ Revisions/Results
<p>2. Strategic Goal 3: Program Development Develop a viable OTA program that reflects current standards of OT practice</p>	<p>2.1. Conceptualize and choose a model curriculum reflecting Trinity teaching and learning</p> <p>2.2 Create an OTA program reflective of: curricular content guide: Blueprint for Entry Level Education: - Occupational Adaptation Practice Model -Occupational Therapy Practice Framework: Domain and Process AOTA Centennial Vision</p> <p>2.3. Develop OTA curriculum course content, teaching/learning methodology reflecting future of OT education, OT scope of practice, and emerging practice areas</p>	<p>admission criteria within the School of Nursing and Health Professions to assess use in OTA programs</p> <p>2.1. Review AOTA OTA/OT model curricula and Trinity Strategic Plan</p> <p>2.2 Review Official Documents of AOTA, current professional literature and educational literature published by American Society of Higher Education and the Association of American Colleges and Universities</p> <p>2.3a Utilize OTA "Think Tank" to ensure Trinity's program reflects current practice and emerging practice areas</p> <p>2.3b Attend local and national professional meetings and conferences in areas of technology, education, self study and specialty area (geriatrics/physical rehab)</p>	<p>December, 2011 – January, 2012</p> <p>December, 2011 – January, 2012</p> <p>January – June, 2012, annual May faculty planning days</p> <p>DCOTA Educational Series in February, April, July, September each year</p> <p>Annual AOTA</p>	<p>1.1d November, 2012 revised admission criteria, eliminating the TEAS (currently used in Nursing) to focus students' attention on OT observation experience and remove potential perceived barrier to admission</p> <p>2.1 An integrated curriculum model is being used. The curriculum reflects three threads/themes: meeting occupational needs of society, critical thinking/ professional reasoning, and globalization/health disparities</p> <p>2.2 The Occupational Adaptation Practice Model is integrated into all course syllabi</p> <p>2.3a Pediatric "Think Tank" formed February, 2012 Mental health and geriatric "Think Tank" formed March, 2012 Adult Rehab "Think Tank" formed September, 2012 Assistive Technology "Think Tank" formed October, 2012</p> <p>2.3b Attended February 2012 DCOTA Hot Topic Series: Executive Functioning / Pediatrics</p>

Connection to Program's Strategic Plan	Goals	Action Steps To Achieve Goal	Timeline	Outcomes/ Revisions/Results
<p>3. Strategic Goal 3: Program Development Develop innovative teaching methodology to meet the cognitive, affective, and physical performance needs of traditional and non-traditional student</p> <p>4. Strategic Goal 8: Service to Students and Community Graduate Students who are lifelong learners and committed</p>	<p>2.4 In collaboration with the University, submit one external grant to local foundations for community-based learning</p> <p>3.1 Create OTA courses in hybrid/blended format using digital media, real-virtual clinics, and case-based learning</p> <p>4.1 Develop community partnerships through service learning projects</p>	<p>2.4 Consult with President, Provost, and NHP Dean</p> <p>3.1a Consult with institutional online learning specialist and other programs within Trinity that offer online, hybrid, or web-enhanced learning</p> <p>3.1b Obtain training in Moodle (University learning management system) for web-based classroom and digital media offerings for the OTA program</p> <p>3.2 Begin discussion to publish eBook: OT Patient Care</p> <p>4.1a. Network and partner with local acute care, rehabilitation, SNF and University Consortiums</p> <p>4.1b. Meet with Dean of NHP and</p>	<p>Conference in April</p> <p>October 2012 New Program Director and Self Study Workshop</p> <p>ongoing</p> <p>March, 2012</p> <p>February - May, 2012 and ongoing beginning semester each year through Trinity Institute and Academic Affairs Office</p> <p>March, 2012 and ongoing</p> <p>January- July, 2012</p> <p>January -July, 2012 and ongoing</p>	<p>Attended AOTA 2012 Annual Conference</p> <p>Attended October, 2012 Program Director meeting and Self Study Workshop in Orlando, Fla</p> <p>3.1a Completed sessions with Erin McHenry, Continuing Education Director; Katie Wanschura, Instructional Technologies Director; ongoing support from faculty using online resources faculty support</p> <p>3.1b Shadowed Trinity professors in their web-enhanced courses; ongoing in-service opportunities and individual sessions with Katie Wanschura, Instructional Technologies Director</p> <p>First meeting held with co-author September, 2012</p>

Connection to Program's Strategic Plan	Goals	Action Steps To Achieve Goal	Timeline	Outcomes/ Revisions/Results
occupational therapy practitioners	<p>4.2a Create student development professional portfolio to demonstrate understanding and performance as an occupational therapy assistant</p> <p>4.3 Create OTA course projects, presentations to reflect active learning</p>	<p>University Program Chairs to identify potential hospital and community-based partners</p> <p>4.1c Partner with community organizations to promote Occupational Therapy in the community</p> <p>4.2a Conduct a literature review</p> <p>4.2b Create professional behavior rubric</p> <p>4.3 Create educational rubric to reflect course affective, cognitive, and performance based requirements</p>	<p>Ongoing</p> <p>February – July, 2012</p> <p>Evaluate student behaviors at the end of every semester and as needed</p> <p>June, 2012 Review at end of each semester and at faculty planning days</p>	<p>Lead OTA students' participation in National Backpack Awareness Day in September, 2012</p> <p>Completed the "Matter of Balance" training session that was conducted on Trinity's campus in August, 2012</p> <p>Supervised OTA students attending AOTA Capitol Hill Day</p> <p>Completed midterm evaluation of all students' professional behaviors – October, 2012</p>

PROGRAM EVALUATION PLAN

PLAN TEMPLATE

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period	Review Process Who analyzes and reviews data
100% of AAS-OTA graduates will pass the National Board for Certification in Occupational Therapy Exam (NBCOTE) within 6 months of graduation.	NBCOTE Pass Rates	NBCOTE Exam Report	May-November each year	OTA program director;NHP Dean; Provost and consultation with President
Students and graduates effectively demonstrate OTA entry level cognitive, psychomotor, and performance skills.	90% of students complete formative skills assessments at 80% threshold 100% of graduates are rated by employer at or above ‘satisfactory level’ on employer surveys	Formative Assessment: (semester benchmark) 90% students evaluated at entry-level competency on Fieldwork II evaluations	End of each semester End of each Fieldwork II experience	Faculty with Program Director
Students demonstrate strong satisfaction that the OTA program prepared them for entry-level practice	85% of seniors and graduates will report practice preparedness for each practice competency domain	Graduate exit survey Alumnae/i surveys	April in students’ final semester of program 1,3,5 years post graduation	Program Director
The OTA program will prepare employer desired graduates for entry-level employment as Occupational Therapy Assistants	95% of graduates who seek employment will be employed within 12 months of graduation	Graduate exit survey Alumnae/i survey	Last month of students’ final semester of OTA program	Program Director
The OTA program faculty will possess demonstrate effective teaching skills	90% of the OTA faculty will be rated above average for their teaching and classroom management	In-class observations and University end of semester course evaluations	Mid-semester and at semester’s end	Provost,, NHP Dean, Program Director
OTA program contributes to Trinity, Washington DC, and Occupational Therapy communities	Students and faculty participate in at least three community or occupational therapy activities per year	OTA program director’s report to dean, provost, and president	Annual report	Program Director NHP Dean, Provost and President

2012-2013

(Year)

Data	Analysis*	Action Plan (Changes in strategic plan, curriculum or course content)
Faculty effectiveness in assigned teaching responsibilities	Program's first semester data not yet available.	
Student progression and retention		
Fieldwork performance		
Student evaluation of fieldwork experience		
Student satisfaction with the program		
Graduates' performance on the NBCOT certification exam		
Graduates' job placement rate		
Performance based on employer satisfaction		

*Analysis is based on individual data reports for each area.

OTA ASSOCIATE-DEGREE-LEVEL STANDARDS

SECTION B: CONTENT REQUIREMENTS

OTA ASSOCIATE-DEGREE-LEVEL STANDARDS SECTION B: CONTENT REQUIREMENTS

When the new e-Accreditation system is available, programs will be requested to complete an online course summary sheet for each course, upload the related syllabi that documents the required course content in course objectives, topical outlines, and/or teaching/learning experiences, then link up to 2 courses that best exhibit coverage of each content Standard. Programs may also provide a narrative response that provides additional information about the program's compliance with the Standard.

For each Standard, list no more than two course numbers that primarily satisfy the requirements of that Standard. (Do not include Level II fieldwork.) Indicate the course objective number from the syllabus that clearly relates to the listed Standard. Indicate the assessment measure(s) that are used for each Standard.

***Assessment Measures:**

- | | |
|------------------|--------------------------|
| 1 Assignment | 5 Project |
| 2 Lab Test | 6 Presentation |
| 3 Objective test | 7 Demonstration |
| 4 Essay test | 8 Other – please specify |

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
B.1.0.	FOUNDATIONAL CONTENT REQUIREMENTS Program content must be based on a broad foundation in the liberal arts and sciences. A strong foundation in the biological, physical, social, and behavioral sciences supports an understanding of occupation across the lifespan. If the content of the Standard is met through prerequisite coursework, the application of foundational content in sciences must also be evident in professional coursework. The student will be able to			
Optional Narrative Response:				
B.1.1.	Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology, and biomechanics.	BIOL 121 Anatomy & Physiology I BIOL 122 Anatomy & Physiology II OTA 120 Pathology		
B.1.2.	Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.	PSYC 231 Child Psychology OTA 238: Intervention s & Tools in Pediatric OTA 234: Intervention s & Tools in Adult Rehab		
B.1.3.	Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences (e.g., principles of psychology, sociology, abnormal psychology) and occupational science.	OTA pre-requisite PSYC 101 OTA pre-		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
		requisite SOCY 100. OTA 100: Introduction to Occupational Therapy (components address concepts of occupational science)		
B.1.4.	Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society (e.g., principles of psychology, sociology, and abnormal psychology).	OTA 100 Introduction to Occupational Therapy SOCY 100 Introduction to Sociology		
B.1.5.	Articulate the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.	OTA 104: Professional Issues I OTA 100: Introduction to Occupational Therapy		
B.1.6.	Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.	OTA 124: Pathology for the OT Practitioner OTA 204: Professional Issues II		
B.1.7.	Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.	OTA 234: Interventions & Tools in Adult OTA 238: Interventions & Tools in Pediatrics		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
B.1.8.	Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology.	OTA 128: Rehab/ Universal/ Assistive Technologies OTA 204: Professional Issues II (emerging practice areas)		
B.2.0.	BASIC TENETS OF OCCUPATIONAL THERAPY Coursework must facilitate development of the performance criteria listed below. The student will be able to			
Optional Narrative Response:				
B.2.1.	Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy.	OTA 100: Introduction to Occupational Therapy OTA 104: Professional Issues I		
B.2.2.	Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.	OTA 130: Analysis of Occupations OTA 110: Skills Lab I		
B.2.3.	Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation support performance, participation, health, and well-being.	OTA 104: Professional Issues I OTA 204: Professional Issues		
B.2.4.	Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.	OTA 130: Analysis of Occupations OTA 138: Interventions & Tools of Geriatrics		
B.2.5.	Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.	OTA 114: Occupations/ Activities in		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
		groups OTA 100: Introduction to Occupational Therapy		
B.2.6.	Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.	OTA 124: Pathology for the OT Practitioner OTA 234: Interventions & Tools in Adult Rehab OTA 238: Interventions & Tools in Pediatrics		
B.2.7.	Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan.	OTA 120: Movement in Everyday Activities OTA 130: Analysis of Occupations		
B.2.8.	Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.	OTA 110: Skills Lab I OTA 210: Skills Lab II		
B.2.9.	Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.	OTA 100: Introduction to Occupational Therapy OTA 130: Analysis of Occupations		
B.2.10.	Explain the need for and use of compensatory strategies when desired life tasks cannot be performed.	OTA 110: Skills Lab I OTA 128: Rehab/Univer sal/ Assist Technologies		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
B.2.11.	Identify interventions consistent with models of occupational performance.	OTA 234: Interventions & Tools in Adult Rehab OTA 138: Interventions & Tools in Geriatrics		
B.3.0.	OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES The program must facilitate the development of the performance criteria listed below. The student will be able to			
Optional Narrative Response:				
B.3.1.	Describe basic features of the theories that underlie the practice of occupational therapy.	OTA 234: Intervention s & Tools in Adult Rehab OTA 100: Introduction to Occupational Therapy		
B.3.2.	Describe basic features of models of practice and frames of reference that are used in occupational therapy.	OTA 100: Introduction to Occupational Therapy OTA 210: Skills Lab II		
B.3.3.	Discuss how occupational therapy history and occupational therapy theory, and the sociopolitical climate influence practice.	OTA 104: Professional Issues I OTA 204: Professional Issues II		
B.4.0.	SCREENING AND EVALUATION The process of screening and evaluation as related to occupational performance and participation must be conducted under the supervision of and in cooperation with the occupational therapist and must be culturally relevant and based on theoretical perspectives, models of practice, frames of reference, and available evidence. The program must facilitate development of the performance criteria listed below. The student will be able to			
Optional Narrative Response:				
B.4.1.	Gather and share data for the purpose of screening and	OTA 234:		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
	evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.	Intervention s & Tools in Adult Rehab OTA 134: Intervention s & Tools in Mental Health OTA 238: Intervention s & Tools in Pediatrics		
B.4.2.	Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.	OTA 234: Intervention s & Tools in Adult Rehab OTA 238: Intervention s & Tools in Pediatrics		
B.4.4.	Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes <ul style="list-style-type: none"> • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). • Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. 	OTA 234: Intervention s & Tools in Adult Rehab OTA 238: Intervention s & Tools in Pediatrics		
B.4.5.	Articulate the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapy assistant and occupational therapist in that process.	OTA 104: Professional Issues I OTA 100: Introduction to Occupational Therapy		
B.4.9.	Identify when to recommend to the occupational therapist the need for referring clients for additional	OTA 104:		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
	evaluation.	Professional Issues I OTA 204: Professional Issues II		
B.4.10.	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.	OTA 104: Professional Issues I OTA 204: Professional Issues II OTA 138: Intervention & Tools in Geriatrics OTA 234: Intervention & Tools in Adult Rehab OTA 238: Intervention & Tools in Pediatrics		
B.5.0.	INTERVENTION AND IMPLEMENTATION The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational therapist and must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. The program must facilitate development of the performance criteria listed below. The student will be able to			
Optional Narrative Response:				
B.5.1.	Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: <ul style="list-style-type: none"> • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, 	OTA 210: Skills Lab II OTA 134: Intervention s & Tools in Mental Health		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
	<p>nervous, genitourinary, integumentary systems).</p> <ul style="list-style-type: none"> • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). • Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. 			
B.5.2.	Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.	<p>OTA 234: Intervention s & Tools in Adult Rehab</p> <p>OTA 238: Intervention s & Tools in Pediatrics</p>		
B.5.3.	Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).	<p>OTA 130: Analysis of Occupations</p> <p>OTA 210: Skills Lab II</p>		
B.5.4.	Implement group interventions based on principles of group development and group dynamics across the lifespan.	OTA 114: Occupations and Activities in Groups		
B.5.5.	Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.	<p>OTA 110: OTA Skills Lab I</p> <p>OTA 234: Intervention s & Tools in Adult Rehab</p>		
B.5.6.	Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).	<p>OTA 234: Intervention s & Tools in Adult Rehab</p> <p>OTA 238: Intervention & Tools in Pediatrics</p>		
B.5.7.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	<p>OTA 110: Skills Lab I</p> <p>OTA 114: Occupation/ Activities in Groups</p>		
B.5.8.	Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.	OTA 138: Intervention s & Tools in		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
		Geriatrics OTA 234: Intervention s & Tools in Adult Rehab		
B.5.9.	Adapt environments (e.g., home, work, school, community) and processes, including the application of ergonomic principles.	OTA 128: Rehab/Unive rsal/ Assist Technologies		
B.5.10.	Articulate principles of and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.	OTA 128: Rehab/ Universal/ Assist Technologies OTA 238: Intervention s & Tools in Pediatrics		
B.5.11.	Provide fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation, and training in the use of prosthetic devices.	OTA 210: Skills Lab II		
B.5.12.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	OTA 110: Skills Lab I OTA 234: Intervention & Tools in Adult Rehab		
B.5.13.	Provide training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.	OTA 128: Universal/ Rehab/ Assist Technologies OTA 234: Intervention s & Tools in Adult Rehab		
B.5.14.	Enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors.	OTA 238: Intervention s & Tools in Pediatrics OTA 110: Skills Lab I		
B.5.15.	Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. On the basis of the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions.	OTA 210: Skills Lab II		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
B.5.17.	Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.	OTA 138: Intervention s & Tools in Geriatrics OTA 210: Skills Lab II		
B.5.18.	Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.	OTA 100: Introduction to Occupational Therapy OTA 234: Intervention s & Tools of Adult Rehab		
B.5.19.	Use the teaching–learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods.	OTA 110: Skills Lab I OTA 114: Occupation/ Activities in Group		
B.5.20.	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.	OTA 104: Professional Issues I OTA 114: Occupation/ Activities in Groups		
B.5.21.	Effectively communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan.	OTA 104: Professional Issues I OTA 114: Occupation/ Activities in Groups		
B.5.22.	Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention.	OTA 234: Intervention s & Tools in Adult Rehab OTA 238: Intervention s & Tools in Pediatrics		
B.5.23.	Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.	OTA 130: Analysis of Occupations OTA 128:		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
		Rehab/ Universal/ Assist Technologies		
B.5.24.	Teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.	OTA 128: Rehab/ Universal/ Assist Technologies		
B.5.25.	Demonstrate skills of collaboration with occupational therapists and other professionals on therapeutic interventions.	OTA 104: Professional Issues I		
B.5.26.	Understand when and how to use the consultative process with specific consumers or consumer groups as directed by an occupational therapist.	OTA 128: Rehab/ Universal/ Assist Technologies OTA 204: Professional Issues II		
B.5.27.	Describe the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments.	OTA 104: Professional Issues I		
B.5.28.	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.	OTA 234: Intervention s & Tools in Adult Rehab OTA 238: Intervention s & Tools in Pediatrics		
B.5.29.	Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This process includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming.	OTA 234: Intervention s & Tools in Adult Rehab OTA 204: Professional Issues II		
B.5.30.	Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of client outcomes.	OTA 234: Intervention s & Tools in Adult Rehab OTA 204: Professional Issues II		
B.5.31.	Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved or it has been	OTA 104: Professional Issues I		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
	determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals.			
B.5.32.	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.	OTA 204: Professional Issues II		
B.6.0.	CONTEXT OF SERVICE DELIVERY Context of service delivery includes the knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided. The program must facilitate development of the performance criteria listed below. The student will be able to			
Optional Narrative Response:				
B.6.1.	Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy.	OTA 100: Introduction to Occupational Therapy		
B.6.2.	Identify the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy.	OTA 104: Professional Issues I		
B.6.4.	Identify the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to recognize opportunities in emerging practice areas.	OTA 104: Professional Issues I OTA 204: Professional Issues II		
B.7.0.	ASSISTANCE WITH MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES Assistance with management of occupational therapy services includes the application of principles of management and systems in the provision of occupational therapy services to individuals and organizations. The program must facilitate development of the performance criteria listed below. The student will be able to			
Optional Narrative Response:				
B.7.1.	Identify the impact of contextual factors on the management and delivery of occupational therapy services.	OTA 100: Introduction to Occupational Therapy		
B.7.2.	Identify the systems and structures that create federal and state legislation and regulations and their	OTA 104: Professional Issues I		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
	implications and effects on practice.			
B.7.3.	Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.	OTA 104: Professional Issues I		
B.7.4.	Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer) and documentation requirements that affect the practice of occupational therapy.	OTA 104: Professional Issues I		
B.7.5.	Demonstrate the ability to participate in the development, marketing, and management of service delivery options.	OTA 204: Professional Issues II		
B.7.6.	Participate in the documentation of ongoing processes for quality improvement and implement program changes as needed to ensure quality of services.	OTA 204: Professional Issues II		
B.7.7.	Identify strategies for effective, competency-based legal and ethical supervision of nonprofessional personnel.	OTA 104: Professional Issues II		
B.7.8.	Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.	OTA 204: Professional Issues II		
B.8.0.	SCHOLARSHIP Promotion of scholarly endeavors will serve to describe and interpret the scope of the profession, establish new knowledge, and interpret and apply this knowledge to practice. The program must facilitate development of the performance criteria listed below. The student will be able to			
Optional Narrative Response:				
B.8.1.	Articulate the importance of how scholarly activities and literature contribute to the development of the profession.	OTA 100: Introduction to Occupational Therapy INT 109: Information Literacy		
B.8.2.	Effectively locate and understand information, including the quality of the source of information.	OTA 100: Introduction to Occupational Therapy INT 109: Information Literacy		
B.8.3.	Use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist.	OTA 100: Introduction to Occupational Therapy		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
		OTA 234: Intervention s & Tools in Adult Rehab		
B.8.7.	Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).	OTA 204: Professional Issues II		
B.8.8.	Demonstrate the skills to read and understand a scholarly report.	HPNU 110: Professional and Career Services in the Health Professions OTA 138: Intervention s & Tools in Geriatrics		
B.9.0.	PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy. The program must facilitate development of the performance criteria listed below. The student will be able to			
Optional Narrative Response:				
B.9.1.	Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.	OTA 100: Introduction to Occupational Therapy OTA 104: Professional Issues I		
B.9.2.	Explain and give examples of how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.	OTA 204: Professional Issues II		
B.9.3.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	OTA 100: Introduction to Occupational Therapy OTA 128: Rehab/ Universal/ Assist		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
		Technologies		
B.9.4.	Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	OTA 100: Introduction to Occupational Therapy OTA 104: Professional Issues I		
B.9.5.	Identify professional responsibilities related to liability issues under current models of service provision.	OTA 104: Professional Issues I OTA 204: Professional Issues II		
B.9.6.	Identify personal and professional abilities and competencies as they relate to job responsibilities.	OTA 100: Introduction to Occupational Therapy OTA 104: Professional Issues I		
B.9.7.	Identify and appreciate the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant.	OTA 104: Professional Issues I OTA 204: Professional Issues II		
B.9.8.	Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.	OTA 100: Introduction to Occupational Therapy OTA 104: Professional Issues I		
B.9.9.	Identify professional responsibilities and issues when providing service on a contractual basis.	OTA 204: Professional Issues II		
B.9.10.	Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.	OTA 104: Professional Issues I		
B.9.11.	Identify the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.	OTA 104: Professional Issues I OTA 204: Professional		

Number	2011 OTA Associate-Level Standard	Course # (Only list two)	Objective # from the Syllabus	Assessment Measure(s)*
		Issues II		
B.9.12.	Identify strategies to assist the consumer in gaining access to occupational therapy services.	OTA 204: Professional Issues II		
B.9.13.	Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations).	OTA 100: Introduction to Occupational Therapy		

OTA ASSOCIATE-DEGREE-LEVEL FORMS
SECTION B: CONTENT REQUIREMENTS

COURSE SUMMARY SHEET

Course Number/Name: _____

OT Course Level: Undergraduate: Yr 1 Yr 2 Yr 3 Yr 4
Graduate: Yr 1 Yr 2 Yr 3 Yr 4 Yr 5
 Yr 6

OTA Course Level: Yr 1 Yr 2

Credits: _____ Clock Hours Per Week in: Lecture _____ Lab _____ FWI _____

Average faculty/student ratio: _____ :

Faculty member(s) responsible: _____
(Cite as many as necessary. Only required for courses in the major.)

Form instructions:

This form must be completed for each course in the OTA curriculum that addresses the content requirements of Standards Section B. The course syllabus used by the program must be attached. Syllabi are expected to document the required course content in course objectives, topical outlines, and/or teaching/learning experiences.

COURSE DESCRIPTION:

RELATIONSHIP TO THE CURRICULUM DESIGN: *Please explain how each course relates to the curriculum design described in the narrative.*

SEE ATTACHED COURSE SYLLABUS FOR: Course Objectives, Topical Outlines, Teaching/Learning Experiences, Evaluation Methods and Textbooks/Learning Resources.

OTA ASSOCIATE-DEGREE-LEVEL STANDARDS

SECTION C: FIELDWORK EDUCATION

OTA ASSOCIATE-DEGREE-LEVEL STANDARDS SECTION C: FIELDWORK EDUCATION

For each Standard, provide a narrative response that addresses the program’s compliance with that Standard and prepare the documents in the “Prepare to Upload” sections. When the new e-Accreditation system is available, programs will be requested to add all narrative statements to the online system and upload all requested documentation. Programs will also be requested to complete an online version of the Fieldwork Sites form.

SECTION C: FIELDWORK EDUCATION	
C.1.0.	FIELDWORK EDUCATION <i>Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision of a qualified occupational therapy practitioner serving as a role model. The academic fieldwork coordinator is responsible for the program’s compliance with fieldwork education requirements. The academic fieldwork coordinator will</i>
C.1.1.	<i>Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.</i>
Narrative Response:	<p>Level I Fieldwork (FW) echoes the programs integrated curriculum by providing the student with 3 semesters (20-40 hours each semester) of experiential learning in various clinical, school and community settings. Level I experiences are tied to three core OTA courses</p> <ul style="list-style-type: none"> - OTA 100: Introduction to OT; - OTA 104: Professional Issues I and - OTA 204: Professional Issues II. <ul style="list-style-type: none"> • Semester I, Year I: OTA 100: group site visits <p>Application to OTPF: observation of OT interventions</p> <ul style="list-style-type: none"> • Semester II, Year I: OTA 104: individual and community organization site visits <p>Application to Mental Health, AT and Geriatrics</p> <ul style="list-style-type: none"> • Semester III, Year II: OTA 204: Individual site visits <p>Application to Pediatrics, Adult Rehab and emerging practice areas</p> <p>*Level I FW sites are provided with updates on the OTA student's current and future learning expressed in beginning and ending semester skill set.</p> <p>Level II Fieldwork (FW) is placed in Semester II (spring), Year II after successful completion of core OTA courses. This final semester consists of two 8 week FW II experiences, OTA 291 & 292.</p> <p>One of these FW experiences will be in a mental health setting.</p> <p>AFWC will be involved in Chesapeake Bay Fieldwork Council for continued collaboration between fellow AFWC's and work with other OTA programs to create a Level I FW evaluation form. Once AFWC and faculty have been hired ongoing evaluation and reassessment of FW sites will take place.</p>
Prepare to	Documentation that the fieldwork program reflects the sequence and scope of content in the curriculum

Upload:	design.
C.1.2.	<i>Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students.</i>
Narrative Response:	<p>Fieldwork sites are selected according to AOTA's Commission on Education criteria (2007). Sites that demonstrate the following criteria are chosen for OTA Level I and or Level II fieldwork experiences.</p> <ol style="list-style-type: none"> 1. Evidence of professions core values 2. Fieldwork education is valued as the bridge between education and practice 3. Demonstrate the value of students and employees. <p>Process for selecting Fieldwork sites includes:</p> <ol style="list-style-type: none"> 1. PD and or AFWC tours potential fieldwork sites 2. PD and or AFWC meets with OT Manager and or fieldwork coordinator to discuss respective programs 3. A memorandum of understanding is drawn up if both parties agree criteria for fieldwork education set by COE is evident. 4. AFWC and site fieldwork coordinator establish time frames for Level I and Level II fieldwork <p>Fieldwork information (site requirements/ site objectives) is communicated to OTA students through the following mechanisms:</p> <ol style="list-style-type: none"> 1. Online in Moodle via student resource page 2. Fieldwork notebooks found in the OTA lab. <p>Level I Fieldwork Assignments are a collaboration between Fieldwork sites and OTA Faculty to include OTA 100, OTA 104, OTA 204 course Instructors.</p> <p>Level II Fieldwork has a weekly online chat where students can dialogue with AFWC and other faculty regarding FW experiences.</p> <p>Memoranda of Understanding between the Institution and FW site is reviewed on a yearly basis at the end of each academic year.</p> <p>Fieldwork site evaluations and supervisory evaluations are completed online in Moodle and saved on the University's "X" drive.</p> <p>Analysis of FW data is completed at the end of each academic year and a report is provided to NHP Dean for end of the year report to Trinity's Board of Directors/ President.</p>
Prepare to Upload:	Documentation of the criteria and procedure for selecting fieldwork sites, including maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students.
C.1.3.	<i>Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.</i>

Narrative Response:	<p>Collaboration between AFWC and Fieldwork Educators is an ongoing process:</p> <ol style="list-style-type: none"> 1. <i>General collaboration</i> to establish the fieldwork experience for the OTA student 2. <i>Specific collaboration Level I:</i> <ul style="list-style-type: none"> - Individual student placements, - Level I FW objectives, - Student assignments (found in OTA 100, OTA 104, OTA 204 syllabi) - Online Level I FW evaluations in Moodle - Students evaluation of Level I FW site in Moodle 3. <i>Specific collaboration Level II:</i> <ul style="list-style-type: none"> - Level II FW objectives - Contact and method of communication with FW site <p>(Minimum requirement: beginning, midpoint and end of FW experience) Evidence of correspondence is kept in AFWC office.</p> <ul style="list-style-type: none"> - timing for site visit <p>- reporting of student progress at midterm</p>
Prepare to Upload:	Documentation of collaboration between the academic and fieldwork educators in establishing fieldwork objectives and a plan for communication with the student and fieldwork educator about progress and performance during fieldwork.
C.1.4.	<i>Ensure that the ratio of fieldwork educators to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.</i>
Narrative Response:	<p>The ratio for fieldwork educators to students for both Level I and Level II is generally 1:1, except for Semester I, Year I: Level I FW which is a structured group experience where supervision follows laboratory student to faculty ratio 15: 1.</p> <p>Structured group experiences may require additional OTA faculty to serve as supervisors during the clinical or community experience.</p> <p>If site objectives regarding student supervision are not being met or upheld, the AFWC or fieldwork educator will initiate communication between the site's fieldwork educator to ensure adequate supervision.</p> <p>All communication between AFWC and student and or fieldwork site is documented in the student and sites file.</p>
Prepare to Upload:	Documentation of the ratio of fieldwork educators to students and how it enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5.	<i>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.</i>
Narrative	Trinity remains in the process of hiring an AFWC and subsequently the PD has been

Response:	<p>locating and securing Level I and II Fieldwork agreements.</p> <p>This presents a challenge for the program however, Level I Fieldwork experiences are in place for the OTA students for Semester II, Year I as well as secured contracts for Level II Fieldwork in Spring 2014.</p> <p>The sites with MOU reflect traditional OT practice areas:</p> <ul style="list-style-type: none"> - adult rehab - pediatrics - geriatrics - hospital acute care <p>We anticipate being able to significantly expand our site pool as soon as an AFWC is hired simply because the traditional and emerging practice settings in the Metropolitan Washington Area are vast.</p>
Prepare to Upload:	A list of fieldwork sites that have been used in the most recent 3 years of Level I and Level II fieldwork placements.
C.1.6.	<i>The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.</i>
Narrative Response:	<p>Signed contracts are in place for current Level I and II FW sites. These MOU's are kept in a secure location in the OTA office.</p> <p>These will be available during the site visit.</p>
Prepare to Upload:	<ul style="list-style-type: none"> • Evidence that the program has a process for ensuring that valid memoranda of understanding are in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. • A sample copy of a current memorandum of understanding for a Level I and Level II fieldwork site.
C.1.7.	<i>Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.</i>
Narrative Response:	<p>Level I Fieldwork experiences in semester II, Year I focus on integrating semester I, Year I didactic learning which focused on the two themes of the curriculum;</p> <ol style="list-style-type: none"> 1. meeting the occupational needs of society and 2. health disparities. <p>Throughout Semester I Introduction to OT, Pathology, and Analysis of Occupations students were introduced to concepts of health and wellness that are affected by social determinant of health.</p> <p>Level I FW in semester II, Year I will afford the student with opportunities to participate in geriatric and mental health groups that help people stay active and offer information about their health and wellness.</p>
Prepare to Upload:	Documentation that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.

<i>The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. The program will</i>	
C.1.8.	<i>Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.</i>
Narrative Response:	<p>Level I FW is integrated into three of four semesters in the OTA curriculum. Semester 4, OTA students are in FW II experiences.</p> <p>Participation in group (semester I, Year I) and individual Level I FW experiences (semester II, Year 1 & semester III, Year 2) are required as part of three OTA core courses spread throughout the curriculum.</p> <p>A. Semester I, Year I: FW experiences occur in groups to explore the evaluation aspect of the OT process of service delivery. Students use therapeutic use of self while administering occupational profiles and analyze occupational performance during onsite visits to local clinics and through on site visits by former occupational therapy recipients.</p> <p>Relationship to the curriculum, OTA 100: Intro to OTA.</p> <p>B. Semester II, Year 1: FW experiences occur on an individual basis to explore evaluation and intervention aspects of the OT process of service delivery. Students observe and participate in the intervention plan in action and identify outcomes under close supervision of the fieldwork educator. Documentation of OT services is included during this FW experience.</p> <p>Relationship to the curriculum, OTA 104: Professional Issues I</p> <p>C. Semester III, Year 2: FW experiences occur on an individual basis to explore evaluation, intervention and outcomes specific to intervention implementation, review and outcomes assessment. Students observe and participate in all aspects of the intervention process to assess client-centered goals, improvement of occupational performance and progress toward reaching long and short term goals under close supervision of the fieldwork educator. Documentation of OT services is included during this FW experience.</p> <p>Relationship to the curriculum, OTA 204: Professional Issues II</p>
Prepare to Upload:	Documentation that Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
C.1.9.	<i>Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.</i>
Narrative Response:	<p>The AFWC in collaboration with Level I fieldwork coordinators/ administration (for non-OT supervisors) ensure all fieldwork educators have the basic qualifications to serve as Level I FW supervisors.</p> <p>This information can be found in the OTA FW Criteria Form (criteria # 17).</p> <p>* Trinity OTA Program is planning to explore options to provide "best-practice in supervision" information through Trinity's Virtual Learning Space called Moodle. This project will be in cooperation between Trinity's School of Education and School of Nursing and Health Professions.</p>
Prepare to Upload:	Documentation of the criteria and procedure for ensuring that qualified personnel supervise Level I fieldwork.
C.1.10.	<i>Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.</i>

Narrative Response:	<p>Five FW experiences are provided to the OTA student.</p> <p>Three Level I FW during semesters 1 through 3 and two Level II FW during semester 4.</p> <p>FW objectives are distinct.</p> <p>Level I FW provides the OTA student with opportunities to integrate didactic information and practice OT skills mastered in the classroom into OT practice settings. OT skills that may be practiced are included in the OTA Student Site Evaluation.</p> <p>Level II FW prepares the student to become an entry level OT practitioner through "in-depth experiences" using a client-centered, occupation-based intervention approaches.</p> <p>Student performance in Level I FW is evaluated through Level I Fieldwork Student Evaluation by the fieldwork educator and through course assignments found in course syllabi: OTA 100, OTA 104 and OTA 204 by the course Instructor.</p> <p>Student expectations for Level I Fieldwork are found in the OTA Student Handbook and are reviewed at the beginning of each semester fieldwork meeting.</p> <p>Student performance in Level I FW is reviewed by the AFWC and FT OTA faculty 3x's a semester.</p> <p>Students are made aware that Level I FW may not be substituted for Level II FW in written form in the OTA Student Handbook and during orientation.</p>
Prepare to Upload:	<p>Documentation of all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance and means of ensuring that Level I fieldwork is not substituted for any part of Level II fieldwork.</p>
<p><i>The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will</i></p>	
C.1.11.	<p><i>Ensure that the fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.</i></p>
Narrative Response:	<p>Fieldwork experiences are designed to promote clinical reasoning to support the emerging role as an occupational therapy practitioner, the OTA.</p> <p>Level I FW provides the student with the opportunity to think about and reason in a very directed, closely supervised, deductive fashion. Conversely, Level II FW provides the student with opportunity to move into inductive reasoning and begin thinking about as well as reason on many levels. Clinical reasoning can be seen in the following ways throughout the OT Process:</p> <ol style="list-style-type: none"> 1. Evaluation/ occupational profile (interactive, narrative & conditional reasoning) 2. Evaluation / analysis of occupational performance (procedural, conditional & interactive reasoning) 3. Intervention (scientific, pragmatic, narrative, conditional & interactive reasoning) 4. Outcomes (conditional & pragmatic reasoning) <p>Level I FW is designed for observation and highly supervised isolated interactions with</p>

	<p>clients. Steps 1 and 2 clinical reasoning are utilized.</p> <p>Level II FW is designed to help students move through OT knowledge to OT practice utilizing steps 1 through 4 clinical reasoning.</p> <p>The themes of social justice/ occupational justice, occupation-based intervention and awareness of social determinants of health weave in and out of the curriculum to shape the student's lens to view the OT process.</p> <p>Early in the curriculum, the students are provided in-service training on customer service and expectations for professional behavior. Self- reflection of professional behaviors are reviewed by the student's faculty advisor mid way semester 1, Year I, once again at the end of semester I, Year I and throughout individual Level I FW into Level II FW. If need be, professional behavior contracts are drawn up by the students faculty advisor. Throughout Level I FW the student is evaluated by fieldwork educators using Level I FW evaluation which incorporates professional behaviors, cultural competence and beginning clinical reasoning behaviors.</p> <p>Corresponding Level I FW courses provide the student with online and classroom assignments to reflect experiences throughout FW experiences.</p>
Prepare to Upload:	Documentation of the process of ensuring that the fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities (e.g., fieldwork objectives and assessment measures).
C.1.12.	<i>Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.</i>
Narrative Response:	<p>Level II Fieldwork is provided in traditional settings such as hospitals, rehabilitation settings, mental health clinics, schools and skilled nursing facilities.</p> <p>Each Level II Fieldwork site is provided with the Trinity OTA Fieldwork Manual which states the curricular sequence and expected skill set competencies. In addition, a formal meeting between Trinity's AFWC and the on-site Fieldwork Coordinator occurs prior to the student's placement at the site to review academic and site expectations.</p> <p>Level II Fieldwork takes place in one setting for 8 weeks and in a mental health facility for an additional 8 weeks.</p> <p>Students will complete Level II Fieldwork prior to graduation</p>
Prepare to Upload:	<ul style="list-style-type: none"> • Documentation that Level II fieldwork is provided in traditional and/or emerging settings, consistent with the curriculum design. • Documentation that in all settings, fieldwork objectives and assessment measures ensure that psychosocial factors influencing engagement in occupation are understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. • Documentation that the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.
C.1.13.	<i>Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</i>
Narrative Response:	<p>Level II FW experiences are scheduled during the 4th and last semester of the OTA curriculum. As stated in the OTA Fieldwork Manual (p. 3), students are placed in Level II FW after successful completion of core OTA course work.</p> <p>In FW II experiences, the student integrates academic knowledge and applies clinical reasoning and critical thinking in two practice settings for a minimum of 16 weeks (8 weeks</p>

	<p>in each practice setting).</p> <p>At this time the OTA program does not have a part-time Level II FW option.</p>
Prepare to Upload:	Documented policy requiring a minimum of 16 weeks' full-time Level II fieldwork, which may be completed on a part-time basis as long as it is at least 50% of an FTE at that site.
C.1.14.	<i>Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.</i>
Narrative Response:	<p>Trinity's OTA Program uses a <i>Fieldwork Criteria Form</i> (FCF) to screen potential Level I and II FW sites. This form follows AOTA's COE Guidelines for Occupational Therapy Fieldwork Education. The process to ensure the student is supervised by a qualified OT or OTA and is prepared as a fieldwork educator is as follows:</p> <ol style="list-style-type: none"> 1. AFWC sends a letter along with the FCF to potential FW sites. 2. AFWC presents the potential site to OTA faculty to determine if the site has qualifications for Level II FW 3. If so, the AFWC begins the process towards obtaining a MOU. <p>Special attention is paid to # 17 which states the qualifications of the fieldwork educator.</p> <p>In addition to collaboration between the AFWC and fieldwork educator, Trinity provides each FW educator access to their library and OTA Fieldwork resources to ensure they are academically prepared to serve as a fieldwork educator.</p>
Prepare to Upload:	<ul style="list-style-type: none"> • Documentation of the process for ensuring that each supervising therapist is a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification. • Documentation of the process for ensuring that each supervising therapist is adequately prepared to serve as a fieldwork educator.
C.1.15.	<i>Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).</i>
Narrative Response:	<p>Effectiveness of FW is evaluated through:</p> <ol style="list-style-type: none"> 1. Communication between AFWC and Fieldwork educator 2. Student feedback from Student Evaluation of FW Experience 3. Student feedback in classroom discussions/ assignments in Moodle <p>The following resources are being developed in collaboration between NHP and Trinity's School of Education to enhance FW supervision. * These resources will be available in Moodle for current and future FW fieldwork educators.</p> <ol style="list-style-type: none"> 1. Understanding teaching/ learning styles (for supervisors and students) 2. Tools to enhance clinical reasoning 3. Occupation-based FW

	<p>4. Evidence-based FW</p> <p>5. Defining your style of supervision (for FW educators)</p> <p>6. Models of supervision</p> <p>7. Supervision of students with English as second language</p>
Prepare to Upload:	Documentation of the criteria and procedure for selecting fieldwork sites.
C.1.16.	<i>Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.</i>
Narrative Response:	<p>In order to provide appropriate and effective provision of occupational therapy services, Trinity's OTA Program must follow the laws and regulations for OT services found in the District of Columbia's Municipal Regulations for Occupational Therapy, specifically section 6309. Specifics found in the DC Municipal Regulation for Occupational Therapy Section 6309.6 include:</p> <p>1. 6309.6, An occupational therapist shall:</p> <p>(a) Directly supervise all students training to be occupational therapists or occupational therapy assistants;</p> <p>2. (b) Not permit a student to work independently with a client until such time as the student has demonstrated competency in practice under general supervision;</p> <p>3. (c) Countersign all documentation drafted by students.</p> <p>4. 6309.7: An occupational therapy assistant may directly supervise occupational therapy assistant students</p> <p>5. 6309.8: An occupational therapist or occupational therapy assistant supervising a student shall be responsible for all of the actions performed by the student within the scope of practice during the time of supervision and shall be subject to disciplinary action for any violation of the Act or this chapter by the person supervised.</p>
Prepare to Upload:	Documented guidelines regarding the fieldwork educator's use of direct and less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.
C.1.17.	<i>Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.</i>
Narrative Response:	Trinity ensures that all educational programs meet rigorous academic standards and, when appropriate, professional standards. Processes include requirements that all curricular changes are approved through the collegiate unit's curriculum and academic policy committee (local CAP). When the curricular change impacts students across academic units, the program must secure University Curriculum Academic and Policy committee approval before the change can be implemented. Curriculum and Academic Policy committees review the curriculum sequence, course syllabi, program

goals, and student learning outcomes, ensuring that all align with and are and consistent with Trinity's mission while meeting professional practice standards.

In addition to the University's rigorous academic standards, the OTA program meets the ACOTE standards of practice. The OTA program's length of study is comparable to other OTA programs while the OTA credit hours required for degree completion slightly exceed those in Trinity's Associate of Arts degree program.

The OTA curricular design provides the basis for program planning, giving context to course development and programmatic outcomes; guiding the course sequence as well as the teaching/learning philosophy to be used; and through assessment discerning, how graduates will demonstrate application of therapeutic skills that address client's occupational adaptation across the lifespan.

The OTA curriculum gives students adequate opportunities to achieve the program's terminal learning outcomes that are focused around occupational adaptation across the lifespan. The program prepares graduates as occupational therapy assistants who promote health and well-being of all people through everyday activities called occupations by integrating critical thinking/professional reasoning, occupational needs of society, globalization and health disparities, communication, and community involvement with occupational therapy skills throughout the length of the program.

Prepare to Upload:	Documentation of a plan for supervision where no occupational therapy services exist.
C.1.18.	<i>Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student or equivalent).</i>
Narrative Response:	The OTA Program uses AOTA's Fieldwork Performance Evaluation for the OTA Student on Level II Fieldwork experience. Students are provided with Level II Fieldwork information in both Professional Issues courses and in the OTA Fieldwork Manual.
Prepare to Upload:	Documentation of the evaluation mechanisms used for Level II fieldwork (e.g., program handbook, fieldwork handbook).
C.1.19.	<i>Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice.</i>
Narrative Response:	N/A
Prepare to Upload:	Documentation of a policy for provision of fieldwork experience outside of the United States.

OTA ASSOCIATE-DEGREE-LEVEL FORMS
SECTION C: FIELDWORK EDUCATION

FIELDWORK SITES FOR Trinity Washington University

(If applicable, complete a separate form for each location, i.e., main campus and additional location.)

Fieldwork Practice Settings (Type of Facility):

1. Hospital-based settings

- 1.1 In-Patient Acute
- 1.2 In-Patient Rehab
- 1.3 SNF/ Sub-Acute/ Acute Long-Term Care
- 1.4 General Rehab Outpatient
- 1.5 Outpatient Hands
- 1.6 Pediatric Hospital/Unit
- 1.7 Pediatric Hospital Outpatient
- 1.8 In-Patient Psych

2. Community-based settings

- 2.1 Pediatric Community
- 2.2 Behavioral Health Community
- 2.3 Older Adult Community Living
- 2.4 Older Adult Day Program
- 2.5 Outpatient/hand private practice
- 2.6 Adult Day Program for DD
- 2.7 Home Health
- 2.8 Pediatric Outpatient Clinic

3. School-based settings

- 3.1 Early Intervention
- 3.2 School

4. Other

Name and Location of Facility	Level (I/II)	Date of Current Contract and Date of Last Review	Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)	Type of Facility (Use Key Above)
Genesis Rehabilitation			OT	
Washington Hospital Center			OT	
National Rehabilitation Hospital			OT	
Ergo			OT	
Lab School of Washington			OT	