

Accreditation Council for Occupational Therapy Education

Trinity Washington University

OTA Program

Reviewers' Report

Overview

Trinity Washington University was founded in 1897 by the Sisters of Notre Dame de Namur as the first Catholic college for women in the United States. Since 1966, Trinity has offered educational opportunities to men as well as women in education and human services. Through its programs, 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. Trinity retains the essential characteristics of its founders' vision: a primary mission commitment to the education of women, foundations in liberal learning, and the Catholic belief in knowledge as the servant of faith.

Today Trinity is organized into four major units: the College of Arts and Sciences, the School of Education, the School of Professional Studies, and the School of Nursing and Health Professions. The latter was launched in fall 2010. This School includes pre-licensure programs, a Master of Science in Nursing, and developing programs in exercise science and occupational therapy assistant education.

The occupational therapy assistant program is framed using an Integrated Curriculum Model in which students experience content in thematic sequence. In this model, students will learn how to "Care for the Whole Person" within the occupations of daily living. The program includes 26 credits of prerequisite courses followed by 44 additional credits, 41 of which are occupational therapy assistant content. The program is offered over four semesters, after prerequisites and including Level II Fieldwork. After successful completion of the program, students will earn an Associate of Applied Science degree.

The program admits up to 30 students once per year in the fall, for total possible enrollment of 60 students in the program per year once the second cohort begins in the fall of 2013.

Program Strengths

- a. The program director exceeds the minimum qualifications. She has a wealth of academic, clinical, and administrative experience. She has been employed in academia for a number of years, which has provided her with the opportunity to build professional relationships with the Washington DC occupational therapy community. She is very active in community and professional services, which will contribute to enhanced student learning.

- b. The program has support from the institution and community for adjunct faculty. This has helped ensure the students have access to various areas of expertise as well as role modeling of occupational therapy assistants or former occupational therapy assistants.
- c. The program appears to have adequate fiscal support from the institution, as evidenced by start-up equipment and supplies, plans to hire a second clerical support person for the School of Nursing and Health Professions, and ongoing adjunct faculty.
- d. The program has adjunct faculty from diverse clinical and experiential backgrounds, including one COTA and one OT who was initially certified as a COTA. Three of the adjunct faculty comprise a third FTE, and have responsibilities in addition to teaching.
- e. The academic fieldwork coordinator exceeds the minimum qualifications.
- f. The program's curriculum design, philosophy, and mission are detailed and congruent with the mission and history of the institution.

Areas of Concern

The on-site team should follow up on previously noted absent or weak content areas. It is expected that the content will be more clearly addressed during the on-site as course materials are available for review.

1. B.4.9. Referring Clients for Additional Evaluation: the role of the OTA in referring a client for additional evaluation
2. B.5.26. Consultative Process: using the consultative process
3. B.5.27. Care Coordination, Case Management, and Transition Services: the role of the OTA in care coordination/case management
4. B.5.30. Collect, Organize, and Report on Data: collecting data for analysis of client outcomes
5. B.8.7. Scholarly Activities: identifying how scholarly activities can be used to evaluate professional practice and/or professional issues
6. B.9.5. Professional Responsibilities Related to Liability Issues: professional responsibilities related to liability issues
7. B.9.9. Providing Service on a Contractual Basis: professional responsibilities and issues when providing service on a contractual basis
8. B.9.12. Consumer Access to OT Services: strategies for assisting with access to occupational therapy services

At this time, the program has submitted adequate information to support that Standards are being met. The on-site team will validate findings and check additional materials, space, and information.

ADDITIONAL MATERIALS TO BE AVAILABLE ON-SITE:

The following materials should be available on-site for the team to review:

1. Complete curriculum vitae for all full-time faculty in the program.
2. Sample forms used in the student selection process.
3. Student records.
4. Course materials organized in one place (e.g., course notebooks, access to Web-based class site) that contain syllabi, assignment instructions, exams, quizzes, and samples of student work such as papers, completed exams, and assignments.
5. Materials such as fieldwork evaluation forms used to evaluate and document students' progress.
6. Any forms and reports used as part of program evaluation, such as student evaluations of courses, faculty evaluations, fieldwork performance evaluations, student satisfaction of fieldwork experience, student satisfaction with the program, etc.
7. All signed memorandums of understanding and fieldwork information.

Note that the on-site team may request the opportunity to review course materials as well as other non-confidential materials at the hotel the day prior to the on-site evaluation. The on-site team may also request additional information prior to or during the visit to ensure a complete and accurate assessment of the program.

D. Recommendation

Grant a Letter of Review and proceed with the initial on-site evaluation.

***NOTE:** Any institution or program that elects to make a public disclosure of an ACOTE report must accurately disclose complete information regarding ACOTE's findings (i.e., strengths, suggestions, remaining areas of concern, and ACOTE's final action). Strengths cited in the report may not be published without also publishing any cited suggestions or remaining areas of concern.*