

INTRODUCTION

Accreditation
Accreditation bodies are external committees responsible for developing the standards for proficiency, evaluation of education, and fitness to practice (American Occupational Therapy Association, n.d). Entry-points for pre-professional occupational therapy education in the US are masters and doctoral pathways (Accreditation Council for Occupational Therapy Education, 2018).

Education Trends
Curriculum design is a combination of philosophy, learning strategies, and accreditation standards (Al-Eyde, et al., 2018). Decrease in undergraduate enrollment and steady increase in post-graduate application (University and College Admission Service, 2019). Shift in education models that focus on work based learning to improve readiness for employability (Ferns, Dawson, & Howitt, 2019).

Emerging Roles
2007 Faculty Work Force survey faculty and administration vacancy of 8-10%

METHODS

Literature search (CINAHL, EBSCOHOST, ERIC, and Psych): accreditation process for occupational therapy programs, benefits of transitioning to masters/doctoral standards, curriculum mapping, appraisal methods, and education trends.

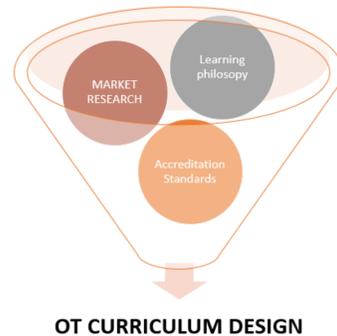
Curriculum mapping to compare current accreditation standards for pre-professional occupational therapy programs in United Kingdom versus United States.

Curriculum mapping of bachelor of science in occupational therapy at UK University to B Standards of ACOTE for Master/Doctoral (MacNiel & Hand, 2014).

Conducted semi-structured feedback group using appreciative inquiry between current OT faculty and students about current BSc OT curriculum to extrapolate themes to appraise design (Rubin & Roberts, 2011).

Informal interviews of UK and US program directors for occupational programs in the process of accreditation.

PROGRAM DETAILS



SHORT COURSE WORKSHOP

Appraisal of curriculum design to US ACOTE Standards

4-Hour Course

- Identify the 3 steps of US ACOTE accreditation process.
- Compare ACOTE standards to international regulatory boards standards using cross map framework
- Assess current curriculum design using appreciative inquiry model
- Compose a template for program's philosophy integrating university's mission.
- Design strategic action plan to meet ACOTE standards.

Case Study: Bachelor of Science in Occupational Therapy at United Kingdom University

Background

Accredited BSc of OT in 2017
Current year 3 students are the 1st graduating cohort.
Accredited by regulatory board Health and Care Professions Council (HCPC) and Royal College of Occupational Therapy. HCPC is the UK's regulatory board for all Allied Health Professionals (Royal College of Occupational Therapists, n.d.).
Students are required to register with HCPC to begin practicing as Level 6 clinicians.

ACOTE Accreditation Status

Applicant Status Step 1: Submitted Letter of Intent Entry-Level Masters and Doctor of Occupational Therapy.

Stage of Curriculum Development

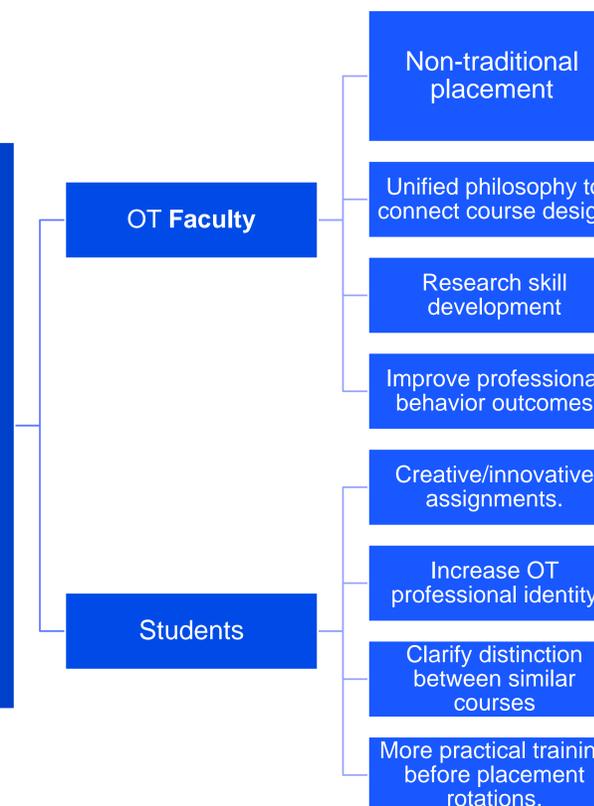
- Cross mapping of BSc of OT 2018 curriculum to 2018 ACOTE (B Standard)
- Cross mapped accreditation requirements between ACOTE, HCPC, RCOT, and QAA.
- Developed strategic plan outline and submitted to institution regulatory board (Education and Students' Strategy Committee) for approval.
- Semi-structured feedback sessions and used the 5 stages of Appreciative Inquiry (AI) to extrapolate themes and compared along ACOTE standards.

RESULTS

Cross Map of Occupational Therapy Programs

	US	UK
Accreditation	USDE ACOTE State Board	HCPC RCOT QAA
Entry-Point	MSOT- Level 7 OTD- Level 8	BSc (Hon)- Level 6
Licensure Requirement	State Requirement NBCOT Exam	Register with HCPC
National Professional Board	AOTA	RCOT

Appreciative Inquiry of BSc OT Curriculum Action Plan as it relates to ACOTE.



SUMMARY OF OUTCOMES

Literature findings

- New OT faculty did not feel prepared to transition from clinician roles to developing curriculum (Lockhart-Keene & Potvin, 2018).
- Mixed perspective on moving to OTD entry-point both in US and International Universities (Mineo, Hathaway & Kadkade, 2018).

Curriculum Mapping

- Course standards- similarities in foundational courses based on World Federation Occupational Therapy Standards (theoretical models, practice-based learning, required placement hours).
- ACOTE requires more leadership/research development opportunities.

AI current BScOT curriculum appraisal

- Faculty- Placement availability is limited and the team would be interested in exploring non-traditional placements as alternatives: research or innovative assignments; revise philosophy to create a unified theme to improve module organization; include professional development modules throughout curriculum.
- Student- Include more opportunities for creative assignments; limited OT awareness to other disciplines within the University.

Limitation

- Limited time to implement to see the impact.
- Limited single case study

BOTTOM LINE FOR OT

- 2018 Annual ACOTE Data Reports an increase in application of 24% for the doctoral and 9% for the masters of occupational therapy programs.
- US ACOTE standards can be the new framework for international universities to transition to pre-professional MSOT/OTD point of entry.
- US accredited International candidates would be eligible to take the NBCOT.
- US accredited international university could provide those students opportunities to complete requirements while studying abroad.
- International fieldwork placement to expand transcultural competence curriculum (Cabatan & Grajo, 2017; Blankvoort, et al., 2019).

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