



Accreditation

May 11, 2006

Council for

Occupational

Therapy

Education

George H. Van Allen, Ph.D.
President
Nashville State Technical Community College
120 White Bridge Road
Suite W-26
Nashville, TN 37209-4515

The American

Occupational

Therapy

Association, Inc.

Dear Dr. Van Allen:

The Accreditation Council for Occupational Therapy Education (ACOTE®) met on April 24-25, 2006, and reviewed the Evaluators' Report of On-Site Evaluation of the occupational therapy assistant program offered on the associate degree level at Nashville State Technical Community College, Nashville, Tennessee.

More Than

75 Years of

Service,

Experience,

and

Excellence in

Accreditation

ACOTE voted that the report be accepted as amended; that the program status be **ACCREDITATION**; and that no additional report regarding the on-site evaluation be required.

Please note that any institution or program that elects to make a public disclosure of the results of an ACOTE accreditation visit must accurately disclose:

- Statements from the final report, the Report of the Accreditation Council for Occupational Therapy Education - not the Evaluators' Report of On-Site Evaluation.
- Complete information regarding ACOTE's findings (i.e., strengths, suggestions, areas of noncompliance, and ACOTE's final accreditation action). Strengths cited in the report may not be published without also publishing any cited suggestions or areas of noncompliance.

The Certificate of Accreditation issued by ACOTE is enclosed with the program director's copy of this letter. Because no areas of noncompliance were cited in the enclosed report, accreditation has been awarded for a period of 10 years and the next on-site evaluation has been listed for the 2015/2016 academic year.

Parcels

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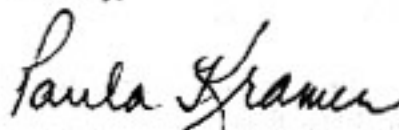
George H. Van Allen, Ph.D.

May 11, 2006

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Best wishes for the continued success of this occupational therapy assistant educational program.

Sincerely,



Paula Kramer, Ph.D., OTR/L, FAOTA
Chairperson, Accreditation Council for
Occupational Therapy Education

PK/seg

Enclosure: Report of ACOTE (RAC)

cc: Pam Munz, Ph.D., Dean, Social and Life Sciences Division, Nashville State Technical Community College (Encl. RAC)
Donna Whitehouse, MHA, OTR/L, Program Director, Occupational Therapy Assistant Program, Nashville State Technical Community College (Encls. RAC, Certificate of Accreditation, Public Correction of Incorrect or Misleading Statements Regarding Accreditation Status)
Eunice Zee-Chen, M.S., OTR/L, FAOTA, Reviewer, ACOTE (Encl. RAC)
Perri Stern, Ed.D., OTR/L, FAOTA, Reviewer, ACOTE (Encl. RAC)
Jamie Marie Geraci, M.S., OTR/L, On-Site Evaluation Team Chairperson (Encl. RAC)
Beth Ann Kneisley Hatkevich, MOT, OTR/L, Evaluator, Roster of Accreditation Evaluators (Encl. RAC)
Kay Blose, MOT, OTR/L, Paper Reviewer, Roster of Accreditation Evaluators (Encl. RAC)
Sue Graves, Senior Program Manager, Accreditation, AOTA

ASSISTANT

Program in Occupational Therapy

**Evaluators' REPORT OF
ON-SITE EVALUATION
(ROSE)**

**REPORT of the ACCREDITATION
COUNCIL FOR OCCUPATIONAL
THERAPY EDUCATION (RAC)**

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

NAME OF INSTITUTION Nashville State Technical Community College

ADDRESS 120 White Bridge Road, Nashville, TN 37209-4515

CHIEF EXECUTIVE OFFICER AND TITLE George Van Allen, Ph.D., President

PROGRAM DIRECTOR AND TITLE Donna Whitehouse, MHA, OTR/L, Program Director

DATE OF ON-SITE EVALUATION February 6-8, 2006

SECTION I: CHANGES IN PROGRAM INFORMATION

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

- | | | | |
|---|--------------------------|-----------------------------------|--------------------------|
| 1. Institutional Accreditation Status | <input type="checkbox"/> | 8. Support Service | <input type="checkbox"/> |
| 2. Program Administrative Staffing and Procedures | <input type="checkbox"/> | 9. Financial Support | <input type="checkbox"/> |
| 3. Number of Program Faculty | <input type="checkbox"/> | 10. Physical Resources | <input type="checkbox"/> |
| 4. Program Faculty Qualifications | <input type="checkbox"/> | 11. Student Selection Procedures | <input type="checkbox"/> |
| 5. Faculty Teaching Assignments | <input type="checkbox"/> | 12. Statements of Fair Practice | <input type="checkbox"/> |
| 6. Number of Support Faculty | <input type="checkbox"/> | 13. Continuing Program Evaluation | <input type="checkbox"/> |
| 7. Support Faculty Qualifications | <input type="checkbox"/> | 14. Curriculum Content | <input type="checkbox"/> |
| | | 15. Fieldwork Experience | <input type="checkbox"/> |

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

- No significant changes were noted.
 Changes are noted below:

SECTION II: ON-SITE EVALUATION PROCESS

SECTION II, PART A: INSTITUTIONAL REPRESENTATIVES INTERVIEWED

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

- | | | | |
|---|-------------------------------------|----------------------|-------------------------------------|
| 1. Administrative Officer(s) | <input checked="" type="checkbox"/> | 8. Program Graduates | <input checked="" type="checkbox"/> |
| 2. Program Director | <input checked="" type="checkbox"/> | 9. Students | |
| 3. Occupational Therapy Assistant Faculty | <input checked="" type="checkbox"/> | Fieldwork (No. 4) | <input checked="" type="checkbox"/> |
| 4. Institutional Faculty (non-OT) | <input checked="" type="checkbox"/> | Second Year (No. _) | <input type="checkbox"/> |
| 5. Fieldwork Educators | <input checked="" type="checkbox"/> | First Year (No. 6) | <input checked="" type="checkbox"/> |
| 6. Employers of Program Graduates | <input checked="" type="checkbox"/> | Others (No. _) | <input type="checkbox"/> |
| 7. Advisory Committee Members | <input checked="" type="checkbox"/> | 10. Others _____ | <input type="checkbox"/> |

SECTION II, PART B: UNUSUAL CIRCUMSTANCES

Describe any unusual circumstances which may have affected this evaluation.

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

SECTION III: COMPLIANCE WITH THE STANDARDS

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

RATING SCALES: 1 = Compliance 2 = Noncompliance

STANDARD A.1: SPONSORSHIP

- | | 1 | 2 |
|---|-------------------------------------|--------------------------|
| A.1.1 Sponsoring institution is accredited by a recognized accreditation agency. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A.1.2 Sponsoring institution is legally authorized and has degree granting authority or program is offered within the military services. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A.1.3 Fieldwork responsibilities are clearly documented in memo of understanding. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A.1.4 Both parties review each memo of understanding at least every 5 years. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A.1.5 Program is located in a community, technical, junior or senior college, university, medical school, vocational school/institution, or military service. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A.1.6 Sponsoring institution assumes responsibility for both academic and clinical components. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

STANDARD A.1: SPONSORSHIP (continued)

Provide Standard number and rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.):

RATING SCALES: 1 = Compliance 2 = Noncompliance

STANDARD A.2: ACADEMIC RESOURCES	1	2
A.2.1 Program director (PD) is assigned to the OTA program on a full-time basis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.2 PD is an initially certified OT with appropriate qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.3 PD has comparable academic qualifications and relevant higher education experience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.4 PD has understanding of and experience with OTAs, including clinical supervision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.5 PD is responsible for management and administration of program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.6 Program has at least one additional FTE faculty member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.7 PD and faculty qualifications and background are appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.8 OTA faculty are responsible for development, implementation, and evaluation of FW. A FW coordinator is identified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.9 OTA faculty are initially certified with documented expertise in their area of teaching responsibility.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.10 OTA faculty are sufficient in number and possess necessary expertise.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.11 Faculty responsibilities are consistent with the mission of the institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.12 Each full-time faculty member has a written professional growth and development plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.13 Program has a strategic plan congruent with the mission and the curriculum design.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.14 The faculty/student ratio permits achievement of program objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.15 Clerical and support staff meets programmatic and administrative requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

RATING SCALES: 1 = Compliance 2 = Noncompliance

STANDARD A.2: ACADEMIC RESOURCES (continued)

	1	2
A.2.16 A sufficient budget of regular institutional funds is allocated to the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.17 Classrooms and labs are provided consistent with program objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.18 Laboratory space is assigned to the OTA program on a priority basis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.19 Space is provided to store and secure equipment and supplies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.20 PD and faculty office space is provided consistent with institutional practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.21 Space is provided for private advising of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.22 Appropriate and sufficient equipment and supplies are provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.23 Students are given access to current evaluative and treatment technologies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.24 Students have ready access to a supply of current books, journals, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.2.25 Instructional aids and technology are available in sufficient quantity and quality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.)

STANDARD A.3: STUDENTS

	1	2
A.3.1 Admission of students is made in accordance with clearly published criteria.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3.2 Policies pertaining to standards for admission, etc., are readily accessible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3.3 Criteria for successful completion are given in advance to each student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3.4 Evaluation content and methods are consistent with the objectives and competencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3.5 Evaluation of students is employed on a regular basis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3.6 Students are informed of and have access to health services provided to others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3.7 OTA faculty are responsible for advising re: OTA coursework and FW education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3.8 A mechanism is in place to ensure collaboration during FW experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3.9 OTA faculty have access to referral resources and make them available to students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.):

STANDARD A.4: OPERATIONAL POLICIES

		1	2
A.4.1	All program publications and advertising accurately reflect the program offered.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.2	Accreditation status and ACOTE's name, address, and telephone number are published.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.3	Faculty/student recruitment/employment/admission procedures are nondiscriminatory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.4	Graduation requirements, tuition, fees are accurately stated, published, and made known.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.5	Student and faculty grievance policy/procedure is defined and published.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.6	Withdrawal/refund policies/procedures are published and made known.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.7	Probation, suspension, dismissal policies/procedures are published and made known.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.8	Human research protocol and safety policies/procedures are published and made known.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.9	Program admitting on basis of ability to benefit publicizes assessment measures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.10	Progression, graduation, credentialing requirements are published and made known.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.11	Policy for timely completion of graduation and fieldwork requirements is published.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4.12	Records are maintained and kept in a secure setting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.):

STANDARD A.5: CURRICULUM FRAMEWORK

	1	2
A.5.1 OTA program mission is consistent with sponsoring Institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.5.2 OTA program philosophy reflects profession's philosophy and includes beliefs about learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.5.3 Curriculum design: <ul style="list-style-type: none">• Reflects the program's and institution's mission and philosophy.• Provides the basis for program planning, implementation, and evaluation.• Identifies educational goals and selection of content, scope and sequencing.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A.5.4 Didactic instruction and supervised practice follow a plan documenting appropriate learning experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.5.5 Instruction follows a plan that documents clearly written course syllabi.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.5.6 Instruction follows a plan that documents evaluation of students on a regular basis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

STANDARD A.6: PROGRAM EVALUATION

A.6.0 Ongoing Program Review: <ul style="list-style-type: none">• Program has continuing system for reviewing program effectiveness.• Timely reports are prepared to aid in assessing program qualities and needs.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
A.6.1 Program secures and analyzes sufficient qualitative and quantitative information. This information includes (as a minimum): <ul style="list-style-type: none">• Faculty effectiveness in their assigned teaching responsibilities.• Students' progression through the program.• Graduates' performance on the National Board for Certification in Occupational Therapy (NBCOT) exam.• Graduate job placement and performance based on employer satisfaction.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<small>*(Developing programs with no graduates must document a full plan for program evaluation including an assessment of outcomes.)</small>		
A.6.2 Results of ongoing evaluation are appropriately reflected.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.)

RATING SCALES: 1 = Compliance 2 = Noncompliance

STANDARD B.1: FOUNDATIONAL CONTENT REQUIREMENTS

	1	2
B.1.1 Oral and written communication skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.1.2 Logical thinking, critical analysis, problem solving, and creativity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.1.3 Competence in basic computer use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.1.4 Structure and function of the human body including biological and physical sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.1.5 Human development throughout the life span.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.1.6 Concepts of human behavior including behavioral and social sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.1.7 Role of sociocultural, socioeconomic, diversity factors, and lifestyle choices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.1.8 Influence of social conditions and ethical context.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.)

STANDARD B.2: BASIC TENETS OF OCCUPATIONAL THERAPY

	1	2
B.2.1 Importance of history and the philosophical base of OT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.2 Differentiation among occupation, activity, and purposeful activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.3 Meaning and dynamics of occupation and purposeful activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.4 Articulation of the unique nature and value of occupation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.5 Importance of the balance of performance areas to achievement of health and wellness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.6 Role of occupation in the promotion of health and prevention of disease.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.7 Effects of health, disability, disease processes, and traumatic injury.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.8 Analysis of tasks relative to performance areas, components, and contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.9 Appreciation for the individual's perception of quality of life, well being, and occupation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.10 Need for and use of compensatory strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.2.11 Theories, models of practice, and frames of reference in OT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

STANDARD B.3: SCREENING AND EVALUATION

B.3.1 Gathering and sharing of data for the purpose of screening and evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.3.2 Administration of selected assessments and use occupation for assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.3.3 Ability to use safety precautions with clients during screening and evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.3.4 Documentation of OT services in screening and evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.);

RATING SCALES: 1 = Compliance 2 = Noncompliance

STANDARD B.4: INTERVENTION AND IMPLEMENTATION

	1	2
B.4.1 Selection, adaptation, and sequencing of relevant occupations and purposeful activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.2 Use of individual and group interaction and therapeutic use of self.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.3 Adaptation of the environment, tools, materials, and occupations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.4 Use of appropriate home and community programming.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.5 Ability to educate and train client/family/significant others to facilitate skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.6 Ability to interact through written, oral, and nonverbal communication.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.7 Use of therapeutic adaptation with occupations pertinent to the needs of the client.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.8 Ability to use the teaching-learning process with client/family/significant others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.9 Ability to use safety precautions with the client during therapeutic intervention.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.10 Modification of intervention approaches to reflect changing client needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.11 Ability to refer to specialists for consultation and intervention.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.12 Monitoring and reassessment of the effect of OT intervention.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.13 Facilitation of discharge planning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.14 Recommendation of the need for termination of occupational therapy services.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.4.15 Documentation of OT services for the intervention plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.)

STANDARD B.5: CONTEXT OF SERVICE DELIVERY

- | | 1 | 2 |
|---|-------------------------------------|--------------------------|
| B.5.1 Models of health care, education, community, and social systems as related to OT. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.5.2 Role and responsibility of the practitioner to address and effect changes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

STANDARD B.6: ASSIST IN MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

- | | | |
|---|-------------------------------------|--------------------------|
| B.6.1 Variety of systems and service models and effect on service provision. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.6.2 Implications and effects of federal and state regulatory and legislative bodies. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.6.3 Applicable national and state requirements for credentialing. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.6.4 Various reimbursement mechanisms that affect OT practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.6.5 Advocacy for the profession and due process and appeals system. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.6.6 Principles of time management. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.6.7 Maintenance and organization of treatment areas, equipment, and supply inventory. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.6.8 Maintenance of records as required. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.6.9 Program evaluation using predetermined criteria. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B.6.10 Ongoing professional responsibility for providing fieldwork education. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.)

RATING SCALES: 1 = Compliance 2 = Noncompliance

STANDARD B.7: USE OF PROFESSIONAL LITERATURE

	1	2
B.7.1 Importance of professional literature for practice and continued development of OT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.7.2 Use of professional literature to make informed practice decisions in cooperation with OT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.7.3 When and how to find and use informational resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

STANDARD B.8: PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES

B.8.1 AOTA Code of Ethics, Core Values and Attitudes of OT, and Standards of Practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.2 Functions and influence of national, state, and local OT associations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.3 Promotion of occupational therapy by educating others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.4 Personal responsibility for planning ongoing professional development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.5 Professional responsibilities related to liability concerns.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.6 Personal and professional abilities and competencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.7 Varied roles of the OTA as practitioner and educator.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.8 Importance of professional relationships between the OT and OTA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.9 Professional responsibilities when service provision is on a contractual basis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.10 Approaches to use in resolving personal and organizational ethical conflicts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.11 Variety of informal and formal ethical dispute resolution systems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.12 Assisting the consumer in gaining access to occupational therapy services.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.8.13 Advocacy for the benefit of the consumer and the profession.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.):

STANDARD B.9: FIELDWORK EDUCATION

		1	2
B.9.1	Plan is documented to assure collaboration between academic and FW representatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.2	Ratio of fieldwork educators to students enables proper supervision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.3	Fieldwork agreements are sufficient in scope and number.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.4	Fieldwork is conducted in appropriate settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.5	All aspects of the FW program are consistent with the curriculum design.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.6	Program ensures that Level I FW is not substituted for any part of Level II FW.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.7	Program documents all Level I FW experiences provided to students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.8	Program documents mechanisms for formal evaluation of Level I FW performance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.9	Program recognizes variety of FW sites; minimum of 1 setting, maximum of 3 settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.10	Minimum of equivalent of 16 weeks of full-time Level II FW is required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.11	Program ensures that the Level II FW student is supervised by qualified OT practitioner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.12	Program ensures that supervision provides protection of consumers and opportunities for appropriate role modeling of OT practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B.9.13	Program documents an adequate plan for supervision where no OT practitioner is on site.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Provide rationale for each item rated as "Noncompliance". (See page 16 for the areas of noncompliance relating to each item.)

SECTION IV: SUMMARY

SECTION IV, PART A: MAJOR STRENGTHS OF THE PROGRAM

1. The administrators are knowledgeable advocates for the occupational therapy assistant program and are commended for their unwavering support. They recognize the valuable contributions that the program makes to the college and its mission, the students, the community, and the profession.
2. The program director is highly praised for her expertise, vision, and support in mentoring both faculty and students. She has guided the program through positive curricular changes while facilitating the faculty's professional development.
3. The occupational therapy assistant faculty are recognized for their commitment to the mission of the college, the program, and the core philosophy of occupational therapy. Their consistent application of the curriculum design and program philosophy in course development and related competency-based learning experiences is evident. They are dedicated and highly responsive to students.
4. The institutional faculty are generous with their expertise and their willingness to accommodate and adapt their efforts to meet the needs of the occupational therapy assistant students.
5. The fieldwork educators are recognized for their exceptional dedication to the professional growth of the students and their contributions to the occupational therapy assistant program. The relationship between the clinical community and the occupational therapy assistant program provides the student with an excellent model for professional collaboration and interaction.
6. The students are acknowledged for their professionalism and active participation in the learning process.
7. The graduates of the program display enthusiasm for their profession and the education they received. This is evident in their roles as fieldwork educators and advisory council members.
8. Of notable worth is the program's well-defined student competencies and learning modules for each course and semester. These give both faculty and students clear guidance as to professional skills and behaviors that are taught as well as where and how those competencies will be evaluated. This change has had the initial outcome of improvement in National Board for Certification in Occupational Therapy (NBCOT) passing scores for first-time takers from 50% in 2004-2005 to 81% in 2005-2006.

SECTION IV, PART B: SUGGESTIONS TO ENHANCE THE PROGRAM

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

1. The program recommends students complete their anatomy and physiology coursework prior to being admitted to the program. It is suggested that the program advise students of the demands of the program and strongly encourage students to complete this coursework prior to admission to decrease their workload and increase the likelihood of their success. Additionally, it is suggested that the faculty explore placement of this course as a prerequisite. [Standard A.3.1]
2. The curriculum design reflects the mission and philosophy of both the program and institution and provides the basis for program planning, implementation, and evaluation. It describes the selection of the content, scope, and sequencing of coursework. It is suggested that the faculty determine ways to more clearly articulate the developmental approach in the written information materials and graphic representation of the curriculum design. [Standard A.5.3]
3. It is suggested that the faculty examine the placement of the Introduction of Psychology course and determine if the current placement of this course best fits the developmental design of the curriculum. [Standard A.5.3]

SECTION IV, PART C: NONCOMPLIANCE WITH THE STANDARDS

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

SECTION V: ACCREDITATION ACTION

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

- associate degree level
 certificate level


at Nashville State Technical Community College, Nashville, Tennessee

be ACCREDITATION

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

The on-site evaluators were Jamie Marie Geraci, M.S., OTR/L (Team Chairperson) and

Beth Ann Kneisley Hatkevich, MOT, OTR/L



ACOTE Review Coordinator
Eunice Zee-Chen, M.S., OTR/L, FAOTA

April 24, 2006
(date)



Chairperson, ACOTE
Paula Kramer, Ph.D., OTR/L, FAOTA

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

- Statements from this final report, the Report of the Accreditation Council for Occupational Therapy Education - not the Evaluators' Report of On-Site Evaluation.
- Complete information regarding ACOTE's findings (i.e., strengths, suggestions, areas of noncompliance, and ACOTE's final accreditation action). Strengths cited in the report may not be published without also publishing any cited suggestions or areas of noncompliance.

APPENDIX

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

Administration

Ellen Weed, Ph.D., Vice President Academic Affairs
Pam Munz, Ph.D., Dean, Social and Life Sciences

Occupational Therapy Assistant Faculty

Donna Whitehouse, MHA, OTR/L, Program Director
Rebecca Breedlove, OTD, OTR/L
Cindy Hayden, M.Ed., OTR/L
Holly Lemay-Cranor, OTR/L

Institutional Faculty

Valerie Belw, M.A., Interim Dean, English, Humanities and Arts
Laura Connor, Instructor, Division of Math and Science
Tammy Ruff, M.Ed., Associate Professor, Division of Social and Life Sciences
Don Turner, Instructor, Division of English, Humanities and Arts

Fieldwork Educators/Employers of Program Graduates/Advisory Committee Members

Rebecca Breedlove, OTD^{2,3}
Mary Herrold, COTA/L^{*1,2,3}
Melanie Hirt, COTA/L^{*1,3}
Margaret Holt, COTA/L^{*1,3}
Amy Myers, COTA/L^{*1,2,3}
Susan Pech, COTA/L^{*1,3}
Camille Turner, OTR/L^{1,3}

*=program graduate 1=fieldwork educator 2=employer 3=advisory council member

Recent Graduate

Amanda Newbern, COTA/L

Students

Second Year/Fieldwork II Students

Jennifer Frazier
Susan Hatcher
Jean Ann Patterson
Donisha Webb

First Year Students

Krista Bunch
Kelly Espinoza
Rita Hayden
Tanya Houston
Robin McCormack
Jennifer Nelson