

## OCCUPATIONAL THERAPIST ASSISTANT & PHYSIOTHERAPIST ASSISTANT EDUCATION ACCREDITATION PROGRAM

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### Sample Self Study Report

The SSR is a narrative report. The SSR must be based on the OTA & PTA EAP accreditation standards and indicate the outcomes of the program's "self study" – a reflective process for the program. A format for the SSR is not mandated; however, the document should be organized to facilitate the reading and assessment by the PRT. It is the role of the education program to lead the PRT members clearly to the evidence available, therefore specific references to the evidence are preferred (eg. "Appendix 5, page 4, paragraph 2" rather than "Appendix 5"). Linking directly or providing clear directions to relevant appendices throughout the document is also helpful, and links to relevant websites containing relevant documents are encouraged. The SSR should be a narrative, in a font no smaller than 11 point, and page margins of one (1) inch; tables and graphs may also be used to present data related to the criteria. The following sections must be included in the SSR:

#### **I. Introduction/Overview**

A brief overview of the education program and its context/environment can be included in this section as well as the overall perception about the compliance of the program with the accreditation standards and criteria from the point of view of those involved in the report preparation.

This section of the SSR must include commentary about how the program has addressed any issues identified in past Accreditation Review and Status Reports (AR & SRs) since the previous accreditation review (if applicable). Copies of the previous AR & SRs should be provided as evidence onsite.

#### **II. Standards and criteria**

This section is where the program must address every accreditation standard, criterion by criterion in a narrative or descriptive format. The program is expected to provide evidence (usually in the form of appendices) with regards to each criterion/sub-criterion and a narrative explaining how the evidence demonstrates compliance. The PRT members should understand from the narrative why the particular piece of evidence was chosen for inclusion. The program, in this section, has an opportunity to reflect upon its compliance and identify any areas where compliance is weak. Activities or plans that are underway to address these weaker areas should be described. Through the narrative description, the reader should be able to understand clearly how the evidence provided demonstrates the program's compliance with the criterion.

#### **III. Summary**

This section provides an opportunity for the program to summarize information about its overall compliance with the accreditation standards, to reflect upon the program, and to indicate its strengths and future plans.

## **ABC College, OTA/PTA Program**

### **I. Introduction**

*In this section, provide a context for the reader. How big is the institution? How old is the program? How big is the community? How many students do you graduate a year? Do you admit a cohort once a year, multiple times a year or once every two years? How many faculty and instructors does the program have? What is the overall structure of the institution? Are there multiple campuses and if so, is the OTA/PTA program offered at other campuses too? If so are those programs accredited or working towards it? Does the program offer any courses or parts of the program by distance? What is the provincial context – what aspects of your program and curriculum are mandated by provincial legislation? (Remember some, if not all of the readers, will not be from your province and will be unfamiliar with your institution and your context. Some readers will not be familiar with the OTA/PTA context at all yet).*

*Tell the reader a story that frames the program and familiarizes him or her with the context, prior to reading the details.*

### **II. Standards and criteria**

*In this section, work through the accreditation standards, standard by standard, criterion by criterion, sub-criterion by sub-criterion, so that you have a heading for each one.*

*For example:*

#### **Standard 1 – The Education Program and its Environment**

**Criterion 1.1 The educational program is situated in an institution authorized under applicable law to provide postsecondary education.**

The OTA and PTA Program is situated in the Faculty of Health Sciences at Western Memorial College, is authorized under the Educational Law of Specific Province to provide postsecondary education. This is confirmed by the following link xxxxxxxxxx to the Provincial website with the list of education institutions authorized to provide postsecondary education. This is further demonstrated by the letter from the province (see Appendix 1.1) which confirms the status of this program within this legislation.

- *Continue in this way for Criteria 1.2-1.9*
- *Provide embedded links to websites. Provide links or clear navigation titles to all appendices. Make sure each appendix is titled with the same number used within the text. For example, in the above, the document the program would like readers to review should be titled “1.1 Letter from Ministry of Higher Education” or “Appendix 1.1 Letter from Ministry of Higher Education” NOT JUST “Letter from Ministry of Higher Education” within the list of appendices.*

#### **Standard 4 – Program Evaluation**

##### **Introduction**

*Sometimes it's helpful for the reader to have an introduction to the standard that describes the overall context for the standard itself. This is often particularly helpful for Standard 4. Such an introduction may read as follows:*

The OTA/PTA Program at ABC College maintains an effective, regular and continuous process of self-assessment, planning and improvement to guide its ongoing program review and renewal.

The key elements of this process are:

- Level 3 Review at least every 7 years to provide an in-depth review of the Program
- Summative evaluations of instructors at least every 5 years
- Annual evaluations of instructors by students, colleagues and immediate supervisors
- Annual articulation meetings
- Annual Level 1 Review to monitor the Program (Appendix 4.1c)
- Annual Level 2 Review to provide an analysis of Program Outcomes (Appendix 4.1d)
- Annual department Unit Plan (Appendix 4.1e)
- Monthly meetings with Faculty program chairs (of all programs within the Faculty) (Appendix 4.1f)
- Biannual meetings of the Program Advisory Committee (Appendix 4.1g)
- Informal feedback from learners, deans, department chairs and instructors
- Accreditation as required

More detailed descriptions of each of these key elements are available for review in Appendix 4.0a and are described in more detail below.

**Criterion 4.1 There is a documented plan for program evaluation that is based on clearly defined and measurable goals.**

The following section describes the program planning and review process for the evaluation of the OTA/ PTA Program at ABC College.

College wide:

In 2009, ABC College developed a detailed plan, called the ABC College Program Review & Renewal Process, for the regular evaluation of all its programs (Appendix 4.1a). Three levels of review are used in these evaluations, and the process is aligned with the performance measures developed by the Ministry of Higher Education and mandatory for all programs. The plan also aligns with the College's mission, vision and values, which are described on page 1 of this Self Study Report.

The plan provides a means to monitor, measure and analyse the performance of each program with respect to nine outcome areas. This plan is comprehensive in that it provides an annual review of aspects such as student success, program quality and program success. Where applicable, these program metrics are measured against provincial averages or against the three most recent years of program data.

This data is gathered by the College's Research department which collates information and creates the final report (See Appendix 4.1b)

OTA/PTA Program:

In addition to the College-wide process, the OTA/PTA Program conducts its own quality assurance process, and its evaluation plan is based on the Program's Strategic Plan, Mission and Program Goals (described in Standard 1.2, p. 10 and in Appendix 1.2c). The Program evaluation process is overseen and guided by three groups: Program Advisory Committee, Curriculum Committee, and Faculty Program Chairs. Terms of Reference for these groups are found in Appendices 4.1h-4.1j). These three committees play key roles in the program evaluation processes, including coordination of program evaluation data collection, provision of input, oversight and guidance for decision-making; approval of

changes to curriculum and student policies; and follow-up to address student and community concerns. Every year, the OTA/PTA Program reviews the report published by the College, with specific attention to OTA/PTA Program data. Additional data is also reviewed and analyzed (Appendices 4.1c – 4.1g) and compared against Program goals from the previous year. A formal review is written (Appendix 4.1h) and goals and needs established for the upcoming year. This Program plan is referred to in Standard 2, p. 23 and can be found in Appendix 2.5a.

Once decisions are made and changes are approved, implementation of any change is communicated to the appropriate stakeholders (e.g. faculty, stream coordinators, course coordinators, instructors, students, staff etc.). As well, all curriculum changes are approved and communicated to faculty and instructors via the Curriculum Committee. Follow-up and evaluation of any change is assessed through directed evaluation (ie data gathered directly from those affected by the change and any additional stakeholders) (See Appendix 4.1k for examples of evaluative strategies), and compared with previous data and feedback. In general, changes that are made are implemented for a minimum of two cycles (i.e. two years) to ensure that there is a reasonable amount of data collected on the change prior to determining its impact.

*Please note again – if Appendices in the text are labelled as above (Appendix 4.1a, Appendix 4.1g etc) be sure that appendices in the list are also identified this way, NOT as below:*



*Please ensure that references to titles in the text match the titles of the corresponding appendices.*

**Criterion 4.2 The program collects data for a systematic and comprehensive evaluation of its effectiveness on a regular basis**

*Here the program should break down the evaluation plan into its components – 4.2 should describe the range and detail of data collection. Provide examples of all surveys in the appendices, provide the list of stakeholders from whom data is gathered, ensure that data and feedback are collected with respect to the program as a whole NOT JUST the curriculum (which is only a component of the whole program). Read through the examples of evidence and the explanatory notes in the accreditation standards to be sure that the self study includes reference to all aspects of data collection.*

**Criterion 4.3 The program analyzes and synthesizes program evaluation data to identify need for change.**

**4.3.1 The program identifies, monitors, and evaluates indicators of students' and graduates' progress and uses these data for planning and development.**

#### **4.3.2 The program reviews admission criteria, graduation and attrition data and analyzes and responds to trends.**

*Here the program should describe how the collected data (described in 4.2) is first analysed (and by whom), and how the analysis is synthesized to identify need for change (and by whom). Ensure there is detail about how accountability is ensured and evidence of the process of analysis and synthesis (terms of reference of committees assigned this task, meeting minutes to demonstrate attendance, that meetings actually took place, that action items were generated, that action items were completed by the timeline identified in the meeting minutes etc.)*

*This process can be described from an overview perspective initially in the narrative, and then the program should seek specific examples from past practice, or from the results of past evaluation processes to demonstrate that analysis and synthesis has taken place. For example:*

In the analysis of attrition data between 2005 and 2009, it was noted that attrition rates were increasing year over year. A sub-committee representing faculty, students and graduates was struck (see Appendix 4.3a – Terms of Reference, Attrition Committee; Appendix 4.3b – Meeting minutes 2009-2010, Attrition Committee) to determine potential causes of the increased attrition and to make recommendations to reverse the trend. Final recommendations made by the Attrition Committee are described in the meeting minutes from the final meeting on June 30, 2010 (Appendix 4.3c – Attrition Committee - Summary of recommendations)

#### **Criterion 4.4 The program makes changes in response to analysis of program evaluation data and evaluates the impact of these changes**

*Here the program should describe the process involved in making change in response to identification for need for change (already described in 4.3), and how, once a change has been made, the impact of that change is evaluated. Ensure there is detail about how accountability is ensured (eg. if a required change is identified by a committee, who is assigned responsibility to make the change and how is it ensured that the change is made? Who evaluates the impact of the change later?).*

*Again the process can be described initially from an overview perspective (remember, the reader does not know your program or your process. Describe it so he or she understands), often referring back to the program plan described in 4.1. A specific example or two is recommended to demonstrate that this is not only supposed to happen, but that it does happen. For example:*

The program advisory committee received the Summary of recommendations (Appendix 4.3c) from the Attrition committee in September 2010 (Appendix 4.4a – PAC Meeting minutes September 21, 2010.) The committee reviewed the document and chose to implement recommendations 1-3 immediately and recommendations 4-5 in the 2011-2012 academic year. All three recommendations were implemented effective October 1, 2010 (See Appendix 4.4b – Academic Support policy revisions, Appendix 4.4c– change plan dated October 1, 2010 with accountability and timelines), and the remaining two recommendations were implemented during the admissions process in 2011 to affect the 2011- 2012 cohort (See Appendix 4.4d – Admissions policy revisions, Appendix 4.4e – Information regarding HOAE for new applicants, Appendix 4.4f [www.admissions.ABCcollege.otapta.ca](http://www.admissions.ABCcollege.otapta.ca))

In June 2013, attrition data between the years 2010-2012 were analysed (Appendix 4.4g – OTA/PTA Attrition data 2005-2012) and it was determined that the attrition rate of the 2010-2011 cohort (graduates in 2012) had decreased by 46% over the attrition rates of cohorts which graduated 2005-2009.

## Standard 6 – OTA/PTA Competencies

*The following is an example of how to describe/display evidence to demonstrate compliance with the criteria in Standard 6. This example has been generated as a result of feedback from programs and especially from peer review teams in the past. It is not required that evidence be presented in this way, but this format has been effective in past reviews.*

*NOTE it is highly recommended that in the Self Study (see sample Table below), the program, for EACH sub-criterion, choose 1-2 courses and identify 2-3 learning objectives TOTAL that BEST illustrate student competency in this particular area. Include where and how in the lesson plan these 2-3 learning objectives are taught and how the students are evaluated on achievement of these 2-3 learning objectives.*

*The Peer Review Team needs to easily understand and find:*

- 1. Course outlines*
- 2. Course objectives – and how they are relevant to the sub-criterion*
- 3. Lesson plans - activities that happen during each lecture/session*
- 4. How competencies are evaluated (OSCE, written exam, practical exam, assignment etc)*
- 5. Examples of exams/assignments etc. and how they are marked. NOT ALL OF THEM, just those providing evidence of compliance with THIS criterion.*

*Always think – if you were a Peer Review Team member, what would make the most sense to you?*

## Introduction

*Again this is the first time the reader is finding out the details of the curriculum content. Describe it for the reader, remembering that he or she does not know your program or your context well. The last paragraph of the introduction orients the reader to where the evidence (in the form of appendices) can be found.*

The OTA/PTA Program provides a foundational learning experience for students, and is strongly supported by the Program's curriculum framework as described in Criterion 1.8, on p. 14. The framework and curriculum are grounded in evidence, and are supported by high quality fieldwork experiences.

The curriculum is integrated and designed to span the lifespan, in a simple to complex manner; and to incorporate all settings in which OTAs and PTAs practice. It reflects the competencies as described in the Practice Profile for Support Personnel in Occupational Therapy (2009) and the Essential Competency Profile for Physiotherapist Assistants in Canada (2012).

All Course outlines including detailed objectives are found in Appendix 10; all activities/lesson plans/evaluations for courses are found in Appendix 12.

*NOTE – if this is how the program chooses to submit the course outlines (all in one appendix) and course details (all in one appendix), please be sure to bookmark these appendices well so that if a reader is seeking the course outline to course number OTA1096, he/she is not required to start at the beginning of Appendix 10 and scroll until OTA1096 appears at the top of a page. Help the reader find it quickly – he/she will be much happier and less frustrated that way.*

## **Standard 6 – OTA Competencies**

### **Introduction:**

Seven roles are included in Standard 6 OTA and each role contains several sub-criteria which are addressed below. Each role and criterion in this document is accompanied by a brief summary paragraph describing how it has been addressed through coursework within the OTA/PTA Program curriculum.

### **Criterion 6.1: Communicator**

**The program prepares students to use effective communication to develop and maintain appropriate and respectful relationships with clients, families, care providers and other stakeholders**

The OTA/PTA Program recognizes that effective communication is a key feature of a competent, entry-level, Occupational Therapist Assistant, and the curriculum was designed to integrate this competency throughout the entire program.

#### **6.1.1**

***Engages in and facilitates effective verbal and nonverbal communication with the client, supervising occupational therapist and inter-professional team members.***

*The following is a preamble to sub-criterion 6.1.1. The preamble should be different for each sub-criterion. It should describe what the program wants the reader to know about how this particular competency is taught and evaluated in its students. Always refer back to the explanatory notes in the accreditation standards to understand what the team and OTA & PTA EAP are looking for in terms of evidence and compliance. In 6.1.1 the explanatory notes state:*

*The program prepares the students to:*

- Communicate using various communication strategies including active listening, reflection, reinforcement, and empathy and accurately utilize and respond to non-verbal communication.*
- Communicate effectively to facilitate the client's understanding (e.g., considering education, culture, age, and gender).*
- Report timely, relevant and accurate information to the supervising occupational therapist, clients and other team members, related to all situations.*

*This sample program has included references to these bullets in the narrative and in the choice of courses/learning outcomes:*

While communication skills are taught and reinforced throughout the curriculum, including during clinical placements, the following examples taken from Course OTAPTA 2013 (Health Knowledge) and OTAPTA 1033 (Relationships) provide specific evidence of competence in verbal and non verbal communication with both clients and health care practitioners, and using a variety of communication skills. The examples from OTAPTA 2013 provide evidence of written communication with health care professionals, and of verbal communication with a group of clients and/or families. The example from OTAPTA1033 provides evidence of competence when communicating one on one with a client.

Course	Learning Outcome	Activity/Lesson Plan	Assessment/Evaluation
OTAPTA 2013 Health Knowledge (Appendix 10 p. 32)	<p><b>Appendix 10 p. 33</b> Learning Objective 1 Communicate clearly, concisely, and correctly in written format, in all assignments for this course.</p> <p><b>Appendix 10 p. 33</b> Learning Objective 3 Prepare and deliver a client education session or presentation relevant to the health care field.</p>	<p><b>Appendix 12 p. 34</b> Week 3 – session plan includes teaching regarding resources for writing/grammar/spelling and a class activity to identify good and poor writing.</p> <p><b>Appendix 12 p, 34</b> Week 6 and 7 – session plans include materials to teach appropriate language level and ESL skills, and include information about effective presentation skills</p>	<p><b>Appendix 12</b> Test – Writing Skills – p. 36 Marking rubric p. 38 Assignment 4 - Editing– p. 37 Marking rubrics – p. 38</p> <p><b>Appendix 12</b> Assignment 6 p. 44 – Presentation on a relevant health topic to clients Marking rubric p. 45</p>
OTAPTA 1033 Human Relations (Appendix 10 p. 49)	<p><b>Appendix 10 p. 50</b> Learning Objective 7 Demonstrate the use of therapeutic communication techniques when interacting with clients and families.</p>	<p><b>Appendix 12 p. 66</b> Week 2 – teaching regarding active listening, body language, non-verbal communication</p>	<p><b>Appendix 12</b> Test 1 p. 67 – Practical exam: Interview role play Marking rubric p. 68</p>

*Other resources:*

- *Please also review GUIDE-10 (<http://www.otapta.ca/english/accreditation/self-study-report.php>) for more general information about writing a self study report.*
- *Don't hesitate to ask questions/clarifications of OTA & PTA EAP staff.*
- *Ask questions of colleagues from other programs who have been through the process already – learn from each other!*