## Education Session: June 18, 2014

**OTA PTA EAP Education session**
**Salon 9, Shaw Conference Centre**
**Edmonton, Alberta**

*Small Group Discussion Sessions – Ideas Generated*

1. Dianna's presentation: Being on a Peer Review Team (PRT)

   **Benefits of being on a PRT:**

   - being more prepared and feeling better about your own program's accreditation review
   - seeing areas of the country that you haven't seen before

   Note from discussion:

   - Sometimes, Self Study Report (SSR) preparers are tempted to give lots of information and examples, but this makes for an exorbitant amount of reading for the PRT.

   - The PRT works 'smart' – divide up the work and conquer it!

   - In the SSR, it is worthwhile to remember that you're not trying to sell your program – you're trying to show that you meet the specified standards.

   **Tips for a PRT:**

   - Assign note-takers.

   - Get oriented. If you need to be there the night before in order for proper compos mentis, make that request. OTA & PTA EAP will pay for your accommodations the night before the visit. It's the same offer for staying after the visit, if that will be beneficial work time for the team.

   - The PRT is not there to make the people from the program nervous – instead, they can try to put them at ease.

   **Benefits an individual may offer a PRT:**

   - providing different perspectives on the process
   - a chance to develop a rating scale for practical skills
   - possible experience on PRTs as chair or other
   - being reflective, responsive, innovative, forward-thinking
   - being a good listener
   - different professional backgrounds

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2.  Lesley's presentation – Criterion 1.8.1  - Conceptual Framework

Exercise – Drawing your conceptual framework.  (It is not necessary to create your program's conceptual framework this way, but it may help in brainstorming and 'thinking it out'.)

See handout provided for this section.

Notes from discussion:

- Interesting discussion regarding what programs are allowed to declare on their websites – e.g. sometimes their hands are tied by their college's vision statement and the program may not be permitted to have its own separate vision.  One answer to this is to put the institution's vision into the program's internal documents and integrate it fully into the program.

- Remember: a conceptual framework is not a banner statement from your institution's website; it is not your vision or mission statement; it is not two simple paragraphs.  It must have some clear, rich text (especially if there is no diagram).

- It may be a challenge, when looking at an existing curriculum and a full program, to ask, "What guides us?  What did guide us to this point?" in order to make your conceptual framework.  There is not always support for this at a program level.

- Working backwards helps, since day-to-day work does not usually demand that you think about what theories and models inform your actions.