PEAC-AEPC

OCCUPATIONAL THERAPIST ASSISTANT & PHYSIOTHERAPIST ASSISTANT EDUCATION ACCREDITATION PROGRAM

Welcome

Education Session
May 26 2015
4-8 pm
Winnipeg MB

Introductions

Presenters:

Kathy Davidson – PT, Program Manager, OTA & PTA EAP
Brenda Heffernan – PT, OTA/PTA educator member of JAC
Sandra Hobson – OT, CAOT member of the JAC

Janet Craik – OT, Executive Director, CAOT
Alison Douglas – OT, Director of Standards, CAOT,
CAOT staff liaison on the JAC

Participants

- Here in person
- Attending via webinar

and

Joint Accreditation Committee members

Brenda

Let's get started

Agenda – on your handout package on the table/in the download files
Dinner at 5:30
Ask questions any time

If you need to stand, please do!
"Sitting is the new smoking"

OTA & PTA EAP Updates

As of May 2015
32 affiliated programs:
12 accredited
20 candidacy status

BC=4, AB=4, ON=20, NS=3, NL=1
Publicly funded=21, Privately funded=11
English=29, French=3

OTA & PTA EAP Updates

Revised website: otapta.ca

Policies and procedures
- Where are they on the website?

Resources
- Where are they on the website?

Results of annual online program survey
- Where are they on the website?

OTA & PTA EAP Updates

Discussion Forum on LinkedIn

- Only minimal participation. Any suggestions for a better way to communicate about accreditation issues/questions?

Updates

OTA & PTA EAP Human Resources:
- Program Manager currently 15 hrs/wk
- Will increase to 25 hrs/wk in Jan 2016
- Job description posted on OTA & PTA EAP website and in the handouts. Please circulate broadly.

Peer Review Team members

*** urgently require PTs especially***

Date/Location		Volunteers required
Spring 2016	Central/Northern Ontario	1 OT and 1 PT
Fall 2016	Southern Ontario	3 OTs and 3 PTs
Spring 2017	Edmonton	1 OT and 1 PT
Spring 2017	Southern Ontario	3 OTs and 3 PTs
Fall 2017	Southern Ontario	5 OTs and 5 PTs
Spring 2018	Vancouver	1 OT and 1 PT
Spring 2018	Southern Ontario	1 OT and 1 PT
Fall 2018	Vancouver	2 OTs and 2 PTs
Fall 2018	Okanagan	1 OT and 1 PT
Fall 2018	Southern Ontario	1 OT and 1 PT
Fall 2018	Nova Scotia	1 OT and 1 PT - francophone
	Total 2016-2018	**20 OTs and 20 PTs**

Process Updates

At JAC Meetings:

- Standing item on the agenda: COPEC Update (written report)
- This is how to get issues formally raised and discussed at JAC meetings

Policy Updates

Candidacy status:

Programs submitting applications must provide evidence that ...

....clinicians within the program's catchment area are able to provide the number of placements required for the program's students.

Policy Updates

Pending Approval (by June 15)

- ACC-12 – Deferral of Accreditation Review
- TOR- 02 - Terms of Reference JAC

Policy Updates

Being explored/piloted

1. GUIDE-08 – Principles in the Accreditation of Programs Offering Distance Education
2. Inclusion of educators from both privately funded and publicly funded institutions on PRTs

Alison

CAOT Update

STRETCH BREAK

Credit:
Walk off the Earth "Gang of Rhythm"

Sit to Stand
– how many can you do in 30 seconds?

Standard 4: Program Evaluation

Evidence of Compliance:

- What should the program submit in its Self Study Report?
- What are the PRT members and the JAC looking for?

HELP!

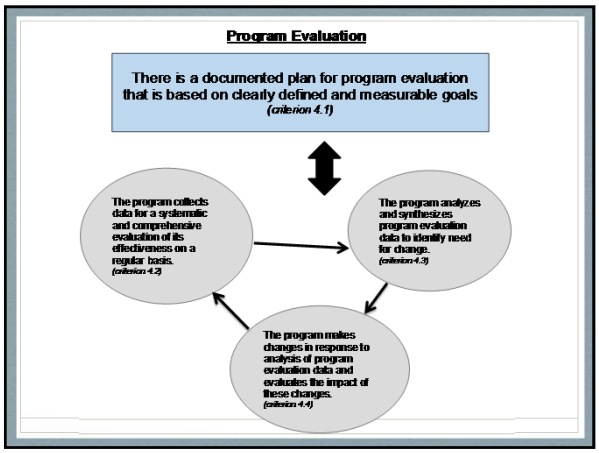
Standard 4: Program Evaluation

Purpose:

- Demonstrate a commitment to quality

How?

- Through "an effective process of continuous self-assessment, planning and improvement".



Criterion 4.1: Program Evaluation

THE PLAN

"The program has a plan that outlines the process for conducting regular program reviews to determine the extent to which its mission and goals are appropriate and are in keeping with the mission of the educational institution and best practices in professional education."

Criterion 4.1: Program Evaluation

What should a program include as evidence of compliance with this criterion?

Suggestions?

Examples – Handout 4 (Capilano); U of Manitoba PT program (on screen)

Criterion 4.1: Program Evaluation

A Program Evaluation Plan should include:

1. Clearly defined and measurable **program** goals (consider including the rationale for how these goals were generated) (4.1)

Criterion 4.1: Program Evaluation

A Program Evaluation Plan should include:

2. Details re. the data the program collects for systematic and comprehensive evaluation its effectiveness including how/when/by whom these data are collected (4.2)

Criterion 4.1: Program Evaluation

A Program Evaluation Plan should include:

3. Clear description of how the data collected are linked to the **program** goals (4.1)
4. Description of the data analysis process, and how/when/by whom analysis will take place (4.3)

Criterion 4.1: Program Evaluation

A Program Evaluation Plan should include:

5. Process by which the program will synthesize the evaluation data and identify need for change, including timelines and accountability (4.3)

Criterion 4.1: Program Evaluation

A Program Evaluation Plan should include:

6. Details outlining how identified changes will be implemented, including responsibility and accountability (4.3/4.4)

Criterion 4.1: Program Evaluation

A Program Evaluation Plan should include:

7. Description of the process of re-evaluation (data collected, data analysis and synthesis) and how the impact of implementation of changes will be measured (4.4)

Criterion 4.1: Program Evaluation

A Program Evaluation Plan should include:

Criterion 4.2: Program Evaluation

Data Collection:

From whom??

Criterion 4.2: Program Evaluation

Data Collection:

"From stakeholders in the program: students, faculty, support staff, clinicians, graduates, clinical/fieldwork education instructors, employers, institutional administrators....and others as appropriate
On a regular and ongoing basis"

Criterion 4.2: Program Evaluation

Data Collection: What kind of data?

Surveys	Course evaluations
Focus groups	Instructor evaluations
Committees	Attrition/completion rates
Task force	Career paths of graduates

ETC…

Criterion 4.2: Program Evaluation

Data Collection: When?

- Regular and ongoing
- Annually at least
- Informally/formally
- At the end of each course
- At the end of each fieldwork placement
- At the end of each term
- At the end of the program

Criterion 4.2: Program Evaluation

What evidence should be submitted?

STRETCH BREAK

Credit:
St. Paul and the Broken Bones - "Call Me"

Desk Pushups
30 Seconds
– GO!

Criterion 4.3: Program Evaluation

Analyzing data and identifying need for change:

"Data from multiple sources are analyzed in relation to the desired **program** outcomes, and to identify strengths and weaknesses of the program and required changes"

Criterion 4.3: Program Evaluation

Analyzing data and identifying need for change:

Show the links –

- Data collected are matched to goals
- Compare outcomes vs targets
- Determine strengths vs weaknesses

Criterion 4.3: Program Evaluation

What evidence should be submitted?

Criterion 4.4: Program Evaluation

Making the change(s) and evaluating the impact:

- Evidence that the change was made
- Evidence that the impact of the change was evaluated
- Evidence that the change was effective – and if not, what will be done next

Criterion 4.4: Program Evaluation

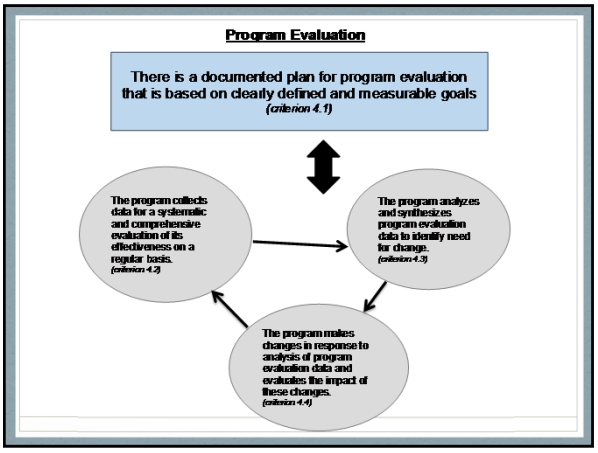
What evidence should be submitted?

Example

UBC PT program – on screen

Challenges

- Plan may be informal
- Plan may be on paper but not implemented
- Plan only related to curriculum
- Data collection may be patchy
- Data analysis may not be recorded
- Changes may not be recorded
- Changes may not be evaluated
- Any/all stages are reported but no evidence provided



Standard 4: Program Evaluation

Close the Loop

QUESTIONS BEFORE DINNER?

Back at 6:15 Please

What Is Evidence?

Ideas? Suggestions?

Remember:

- Evidence is provided in order to demonstrate compliance with each criterion

Small Group Activity

Handout 5 – Yellow – Criterion 2.1

Handout 6 – Green – Criteria 2.1 (cont) & 3.2

Handout 7 – Pink – Criterion 3.2 (cont)

Handout 8 – Orange – Criterion 3.4

STRETCH BREAK

Credit:

Robert Randolph and the Family Band
"Ain't Nothin' Wrong with That"

Lunges – around your table until the music stops

T-Res

- An online database used to track each student-patient interaction and all direct/ indirect/ non-client- based tasks during a fieldwork placement.
- Used by the OTA & PTA EAP in a research project.
- Five education programs volunteered and their students used T-Res from September 2014 – April 2015.

T-Res

- Data analysis is underway.
- Preliminary report is available upon request (data from Sept - Dec 2014).
- Final report and recommendations will be completed by November 30.

T-Res

The OTA & PTA EAP will no longer be using T-Res for research purposes

HOWEVER

The database has now been developed and is available if any education program is interested in contracting with Resilience Software to use it.

T-Res

IMPORTANT

- It is NOT REQUIRED for programs to use T-Res to submit evidence for accreditation.
- It is AVAILABLE for your use if you are interested. The database has already been developed, as have many reports that might be useful.

T-Res

https://www.t-res.net/TRes2Server/Pages/Activity/Activity.aspx

T-Res can provide programs with

- Student specific AND/OR Cohort based
- Daily, weekly, monthly, annual data (you set the dates for data collection)

T-Res

- Number of hours of fieldwork placement
- OT assigned hours
- PT assigned hours
- Direct, indirect, non-client hours

- Number of patient encounters
- OT patient encounters
- PT patient encounters
- Direct, indirect, non-client hours

T-Res

- Data by diagnosis
- Data by setting/practice context
- These are the reports developed by the OTA & PTA EAP. Programs can ask T-Res to develop additional reports, or modify existing ones.

Example

T-Res

For programs interested in learning more I will host a webinar to provide more information.

Please let me know of your interest.

SANDRA

STRETCH BREAK

Credit:
Elvis Presley - "Little Less Conversation"

Chair Dips – Count to 30!

How Are Accreditation Decisions Made?

The JAC makes accreditation status recommendations to PEAC and CAOT…

- when accreditation reviews are complete
- when progress reports are submitted
- when substantive change reports are submitted

What does JAC use to make the recommendations?

How Are Accreditation Decisions Made?

Accreditation reviews: JAC uses*

- Self Study Report
- PRT Report
- Program's response to the PRT Report
- Primary Reviewers' Report
- LOTS of discussion

*based on policy ACC-03 Accreditation Decisions

How Are Accreditation Decisions Made?

Handout 10 – Blue Paper

Each criterion – levels of compliance

Go back to Green paper, first page, criterion 2.1, RA program - XYZ College. Level of compliance?

Compliant	Non-Compliant
a. with no concerns OR a. with an identified issue OR a. with an identified weakness	(has an identified deficiency)

How Are Accreditation Decisions Made?

Handout 5 – Blue Paper

Levels of Accreditation:

Accredited
- Fully compliant
- Partially compliant
- Probationary

Non-Accredited

HUH???

How Are Accreditation Decisions Made?

Small Groups

Blue paper –

- Fictitious program p. 3-4
- What accreditation award recommendation would you make?

How Are Accreditation Decisions Made?

Standard	Total Criteria	Criteria Met Issue	Criteria Met Weakness	Not Met Deficiency	% Met
1	9		1.6	1.2	89%
2	6	2.2			100%
3	6	3.2		3.6	83%
4	4	4.3, 4.4			100%
5	5	5.5	5.4		100%
6 OTA	7	6.1.3			100%
6 PTA	7		6.7.4		100%

How Are Accreditation Decisions Made?

The JAC recommends that

The Rehabilitation Assistant Program at LMN College be granted Accreditation Status, Partially Compliant until June 30 2021, with a Progress Report due on or before August 31, 2017.

How Are Accreditation Decisions Made?

Standard	Total Criteria	Criteria Met Issue	Criteria Met Weakness	Not Met Deficiency	% Met
1	9	1.2			100%
2	6				100%
3	6			3.4	83%
4	4				100%
5	5				100%
6 OTA	7				100%
6 PTA	7		6.5.1		100%

How Are Accreditation Decisions Made?

The JAC recommends that

The OTA/PTA Program at HIJ University be granted Probationary Accreditation Status with a Progress Report due on or before August 31, 2015.

Acknowledgements

Thank you to:

Capilano University
UBC PT program
University of Manitoba PT program
Mohawk College

for contributing some parts of their Self Study reports as examples