



American
Occupational Therapy
Association

**Lessons learned from the PHE:
What did we learn from the OT/OTA program data?**

**ALC Meeting
October 2021**

Data source

ACOTE[®] Annual Data Report

(AOTA, April, 2021)

Doctoral Programs = 47

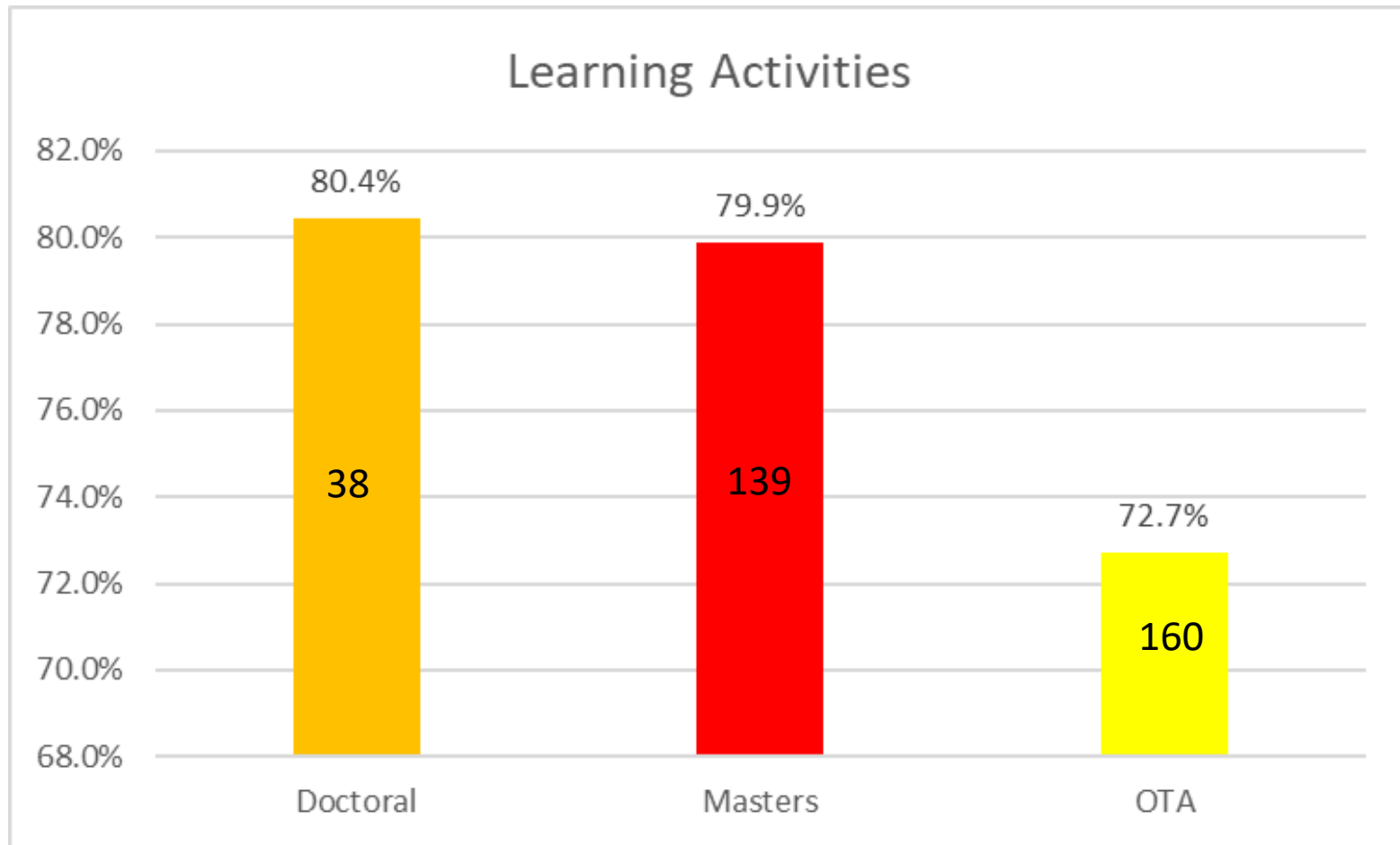
Masters Programs = 174

OTA Programs = 220

Didactic instruction

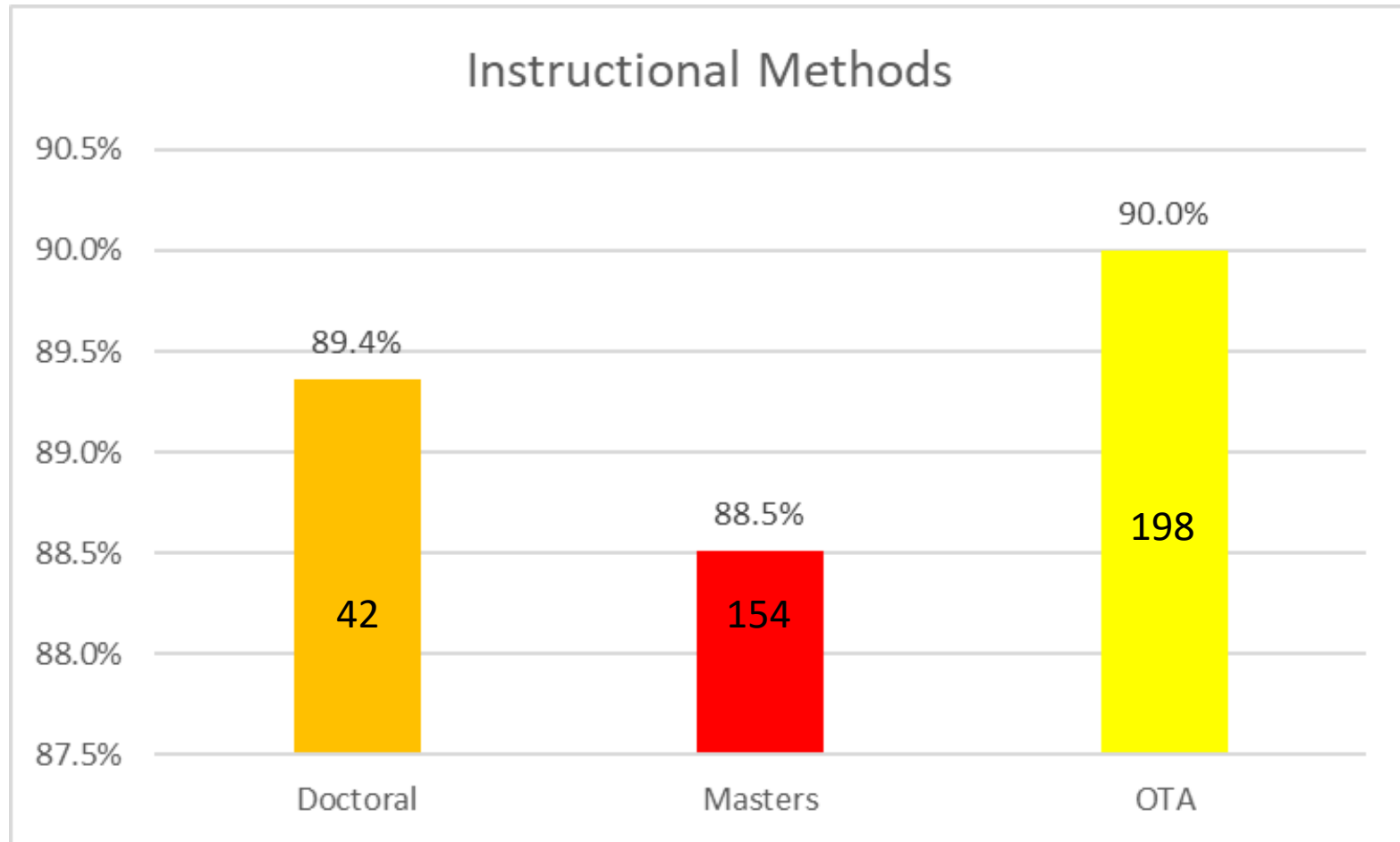
What strategies were implemented during the pandemic to ensure learning objectives were achieved?

Percentage of programs that changed learning activities



Doctoral Programs = 47; Masters Programs = 174; OTA Programs = 220

Percentage of programs that changed instructional methods



Doctoral Programs = 47; Masters Programs = 174; OTA Programs= 220

Most cited change in instruction

From this.....

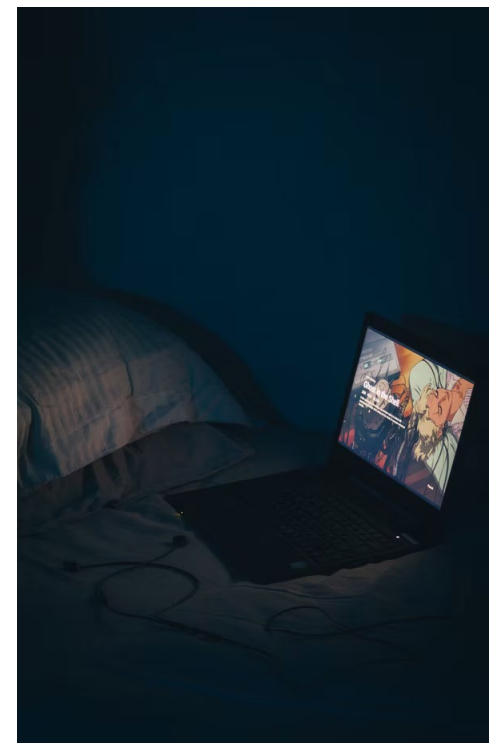


Most cited change in instruction

To this.....



Standardized patients, videos and sim labs ruled.....



Simulated case studies...

The screenshot displays the 'simucase' website interface. At the top, the logo 'simucase' is on the left, and navigation links 'Search Case Studies | Pending Case Studies | Case Stu' are on the right. Below the logo is a horizontal menu with 'HOME', 'EXPLORE', 'TESTIMONIALS', 'RESOURCES', 'CLIENTS', 'ABOUT', and 'AMB'. The main content area is titled 'Clinical Simulation Case Studies' and features five filter dropdown menus: 'All Cases', 'All Topic Areas', 'All Ages', 'All Locations', and 'All Release Dates'. A search bar labeled 'Patient Name' with a magnifying glass icon is followed by 'Search' and 'Clear' buttons. Below the search bar, it says 'Searching all 47 Case Studies'. Two case study cards are visible. The first card is for 'Angie- Stroboscopy Part Task Trainer', featuring a photo of a woman and text describing her as a 24-year-old female sales representative with a 10-minute mastery level competency. A 'Register Now' button is below the text. The second card is for 'Felicity- Stroboscopy Part Task Trainer', featuring a photo of a woman and text describing her as a 12-year-old female with a 10-minute mastery level competency. A 'Register Now' button is also present. At the bottom left, there is a 'Play (k)' button and a video player control bar showing '0:13 / 14:13'.

Labs in a kit.....

- *“Laboratory activities that were previously in-person were moved to a **virtual face-to-face experience using small breakout groups.**”*
- *“**Kits were mailed to students** that included manipulatives and supplies necessary for certain lab experiences. Items included orthotic materials, assistive technology components, pediatric evaluations, cognitive assessment tools, pediatric toys and manipulatives, exercise tools, kinesiology tape, geriatric care supplies, and acute care tools.”*

Instructional Innovations...

- Apps, Videos, Podcasts
- Intensives or “Boot Camp”
- Simulations with family/roommates
- Video assignments
 - Assessment
 - Clinical skills, e.g. transfers, ROM
- Virtual Site Visits
- Oral Examinations
- Faculty Development
- Telehealth Simulations

[Complete Anatomy 3d4medical](#)

[Echo 360](#)

[EduPuzzle](#)

[EHRGo](#)

[Flipchart](#)

[Flipgrid](#)

[Go React](#)

[GONIO](#)

[ICE Video Library](#)

[JamBoard](#)

[Kahoots \(online game\)](#)

[Mobi and Goni apps](#)

[Padlet](#)

[Panopto](#)

[PhysioU](#)

[PlayPosit](#)

[Poll Everywhere](#)

[Sakai](#)

[Shared Wikis](#)

[Simucase](#)

[TrueLearn](#)

[Visible Body](#)

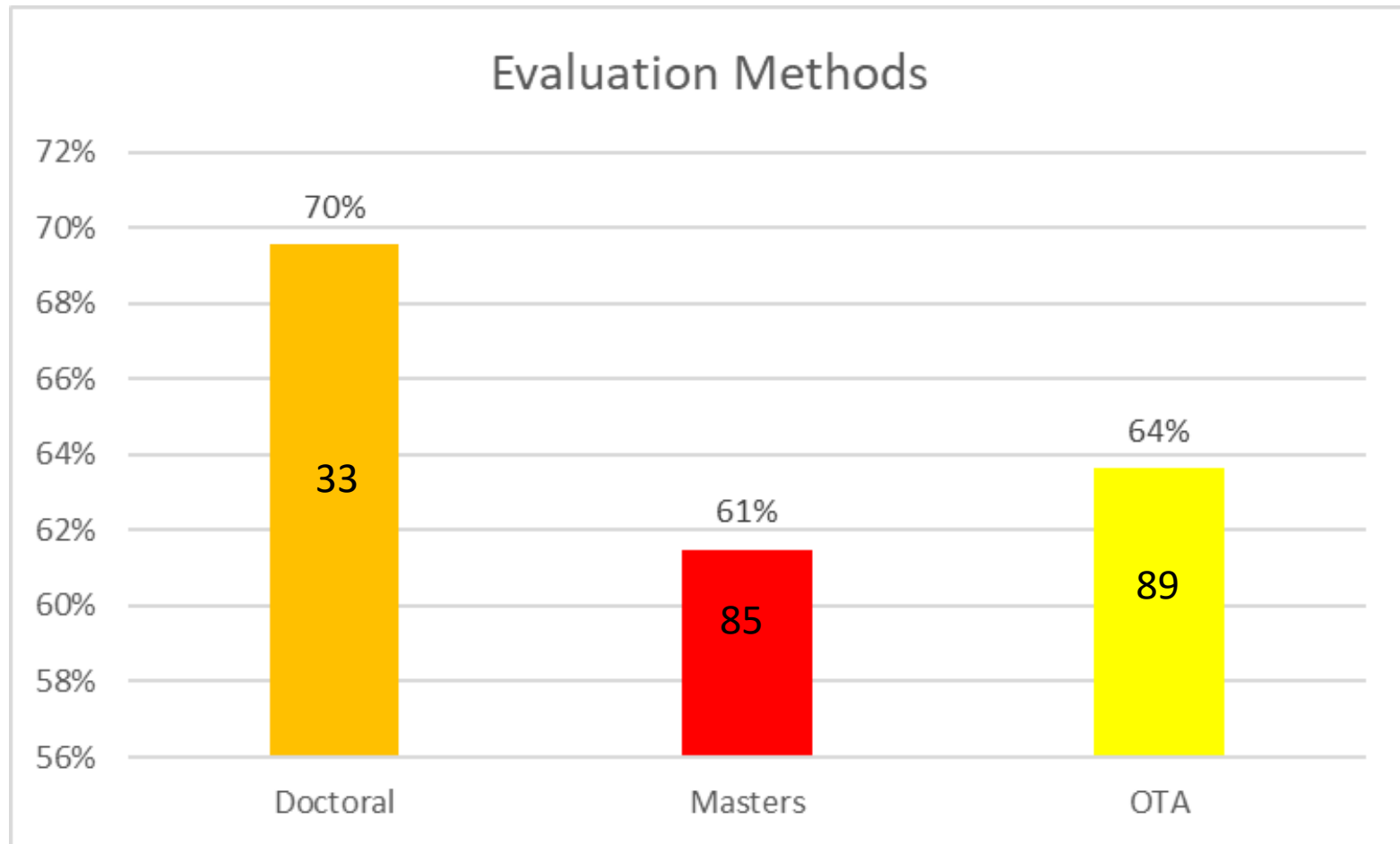
[VoiceThread](#)

[Whiteboards](#)

[YellowDig](#)

[YouTube](#)

Percentage of programs that changed evaluation methods



Doctoral Programs = 47; Masters Programs = 174; OTA Programs = 220

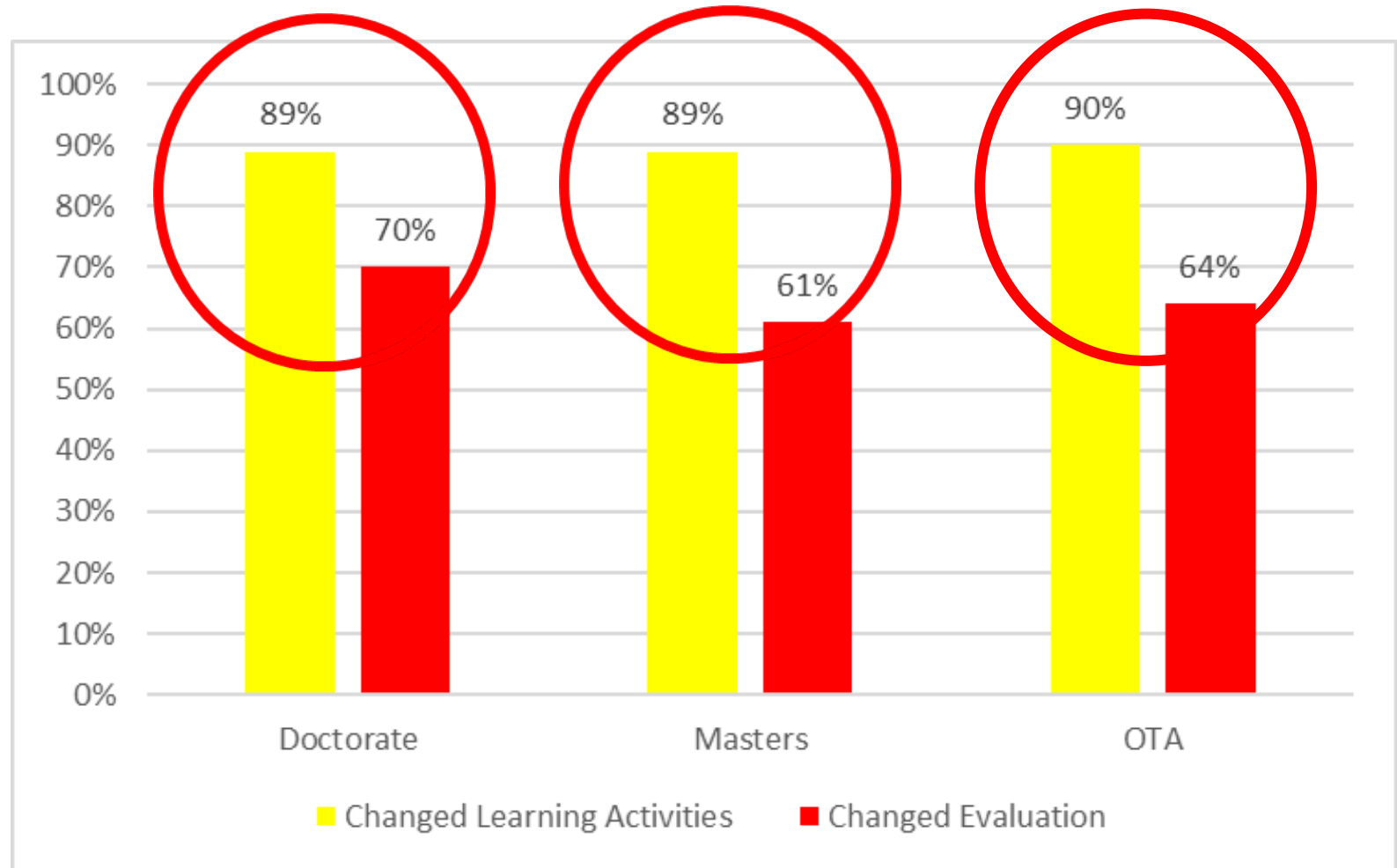
Online exams



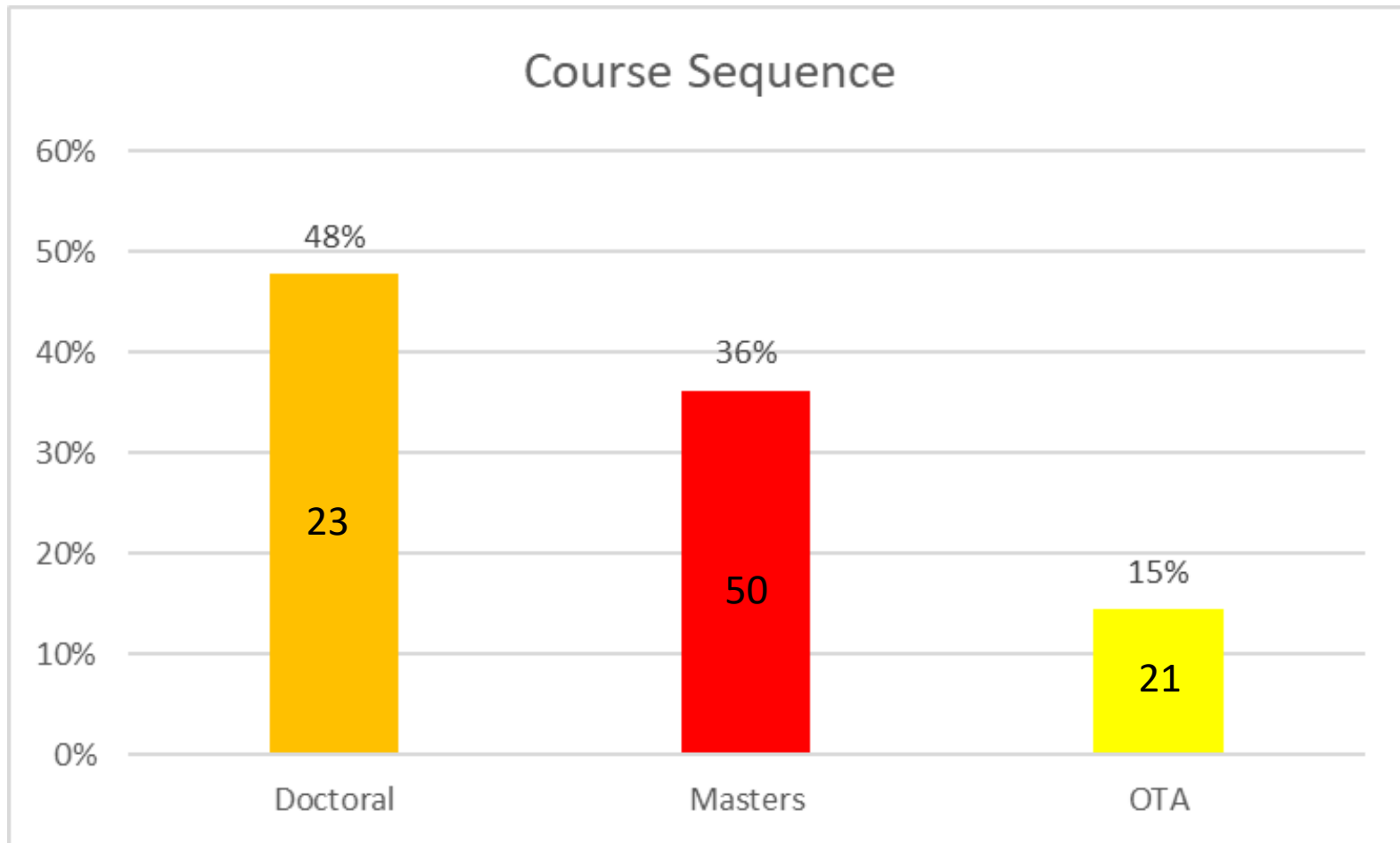
Online practical evaluations

- *“Practical evaluations were done using online assessment tools that allowed for video conferencing and taping for review and debrief”.*

Changed learning activities versus changed evaluation methods



Percentage of programs that changed course sequence



Doctoral Programs = 47; Masters Programs = 174; OTA Programs= 220

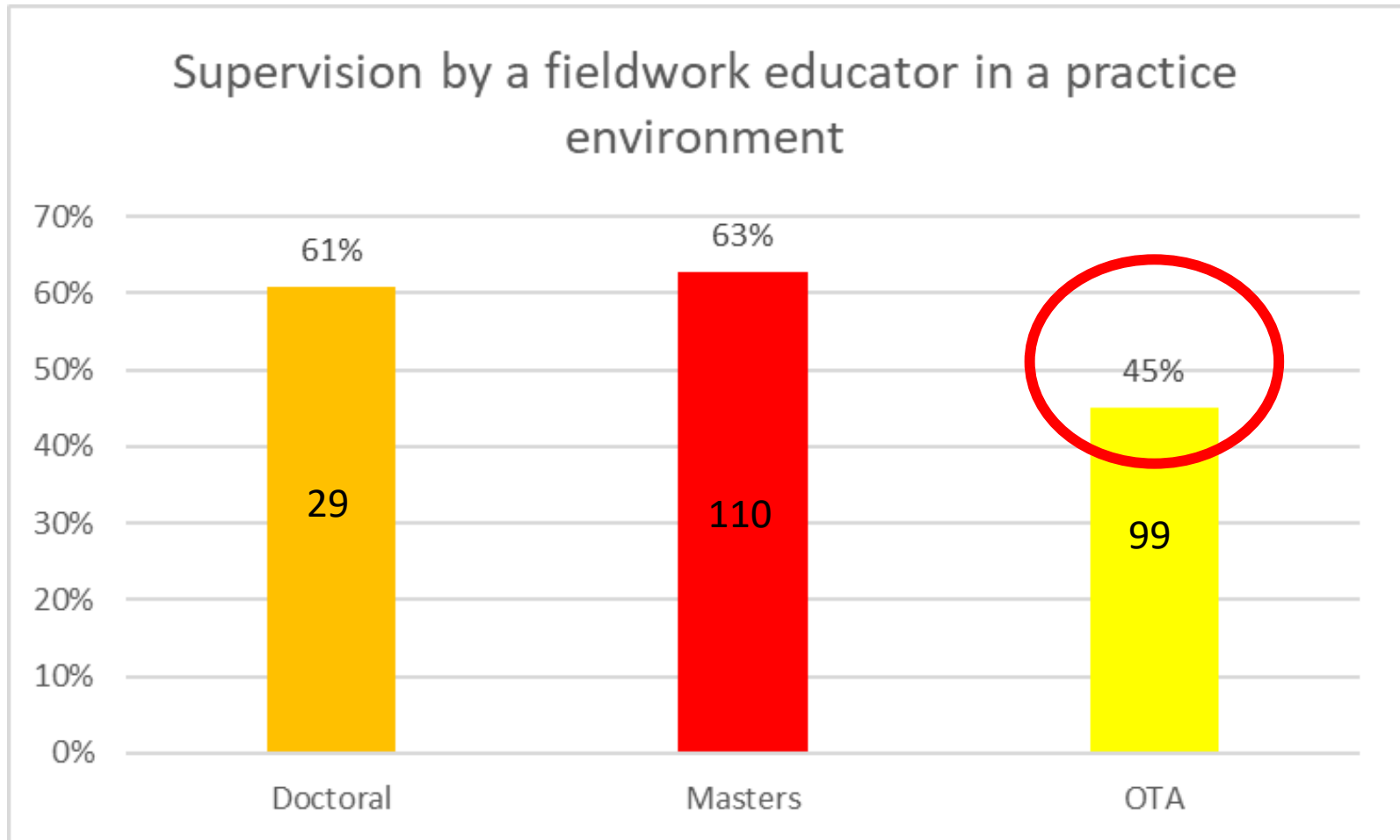
Changed course sequence

- Shifted FW later in sequence....
 - *“Flip-flopped level II fieldwork with a didactic semester due to cancelled placements of a whole cohort.”*
- Shifted lab experiences:
 - “Shifted PAMs course to later in semester”
 - “Shifted kinesiology (lab) later in sequence”

Level I Fieldwork

What strategies did you implement to ensure completion of Level I fieldwork?

Percentage of programs using traditional FW I sites

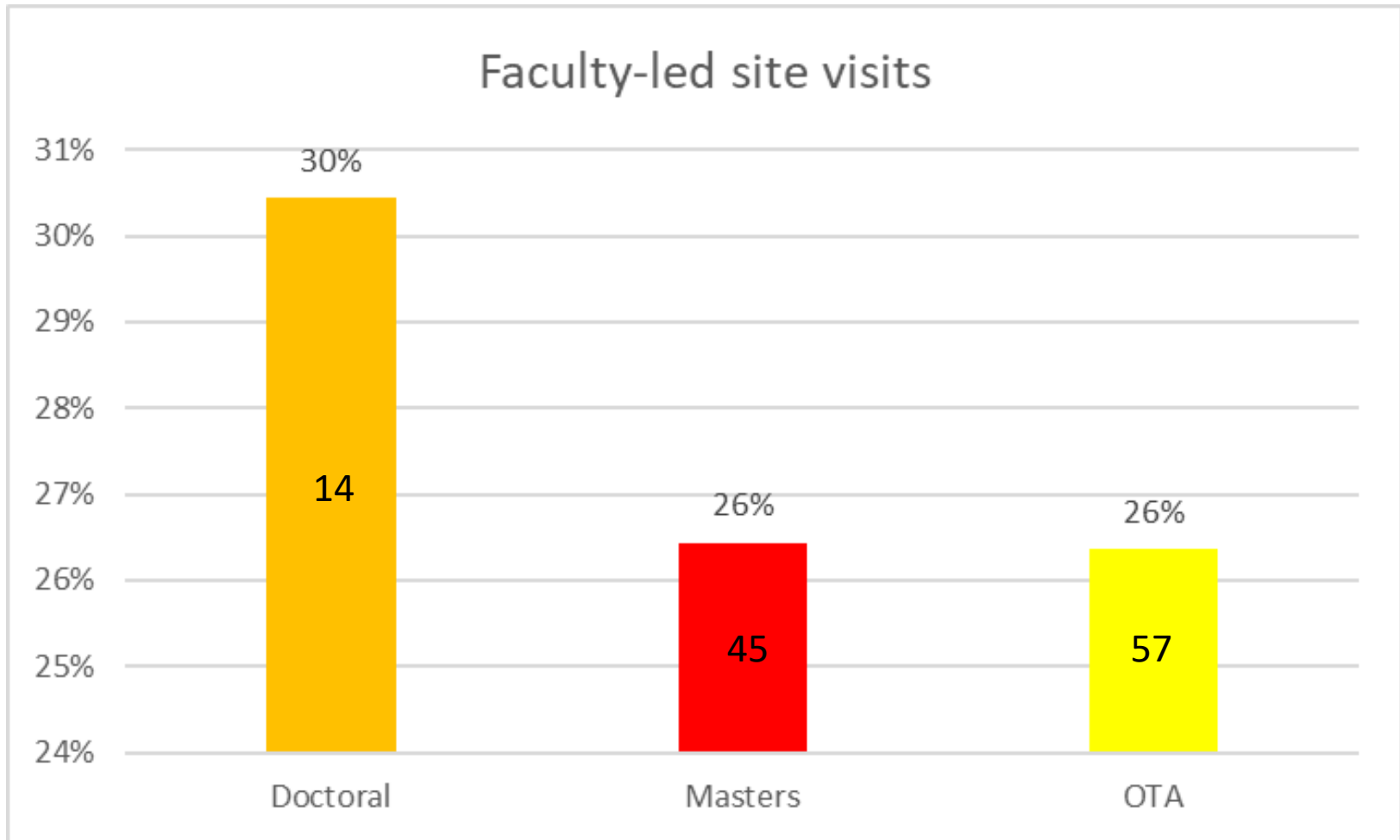


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The new normal...

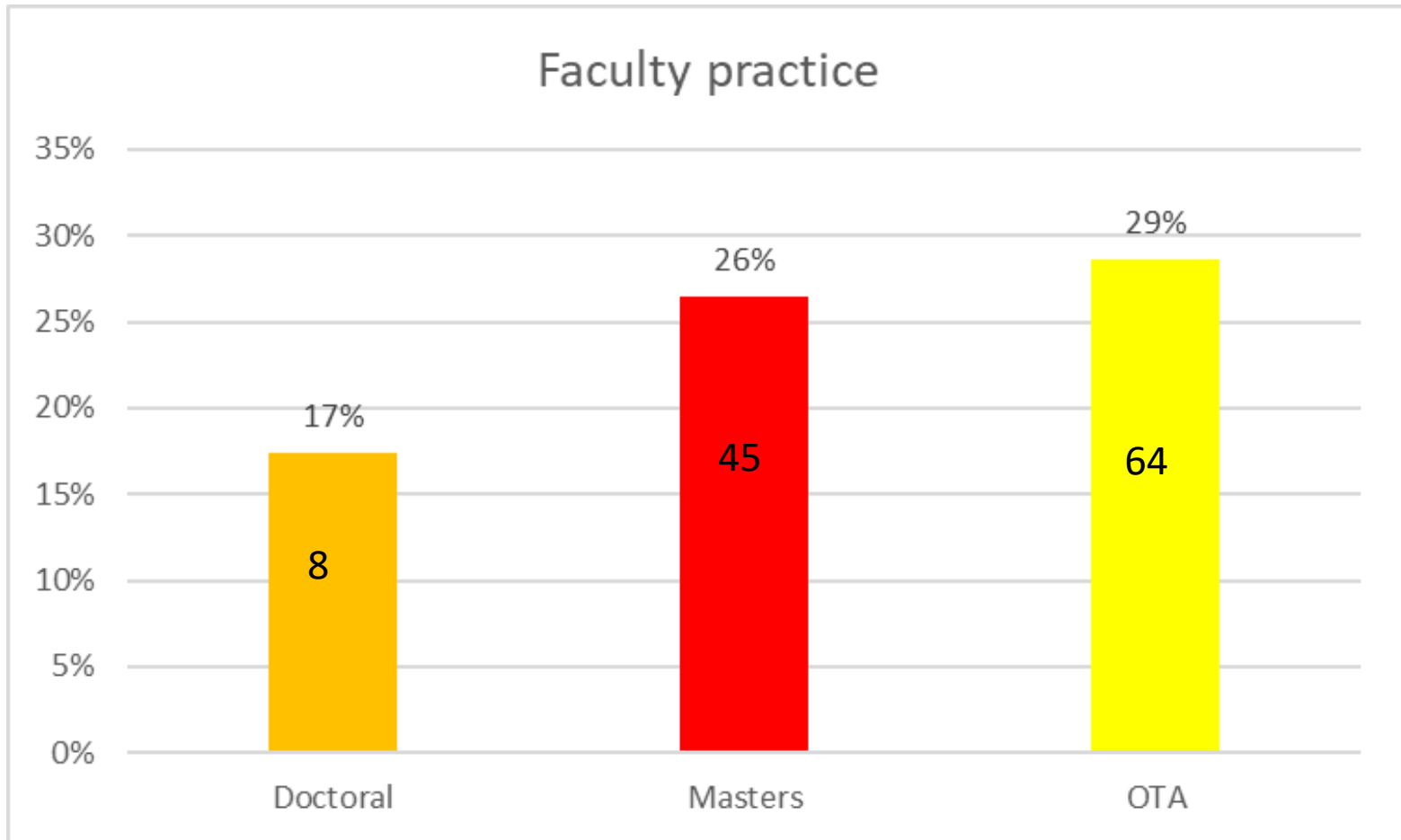


Percentage of programs that used faculty-led visits



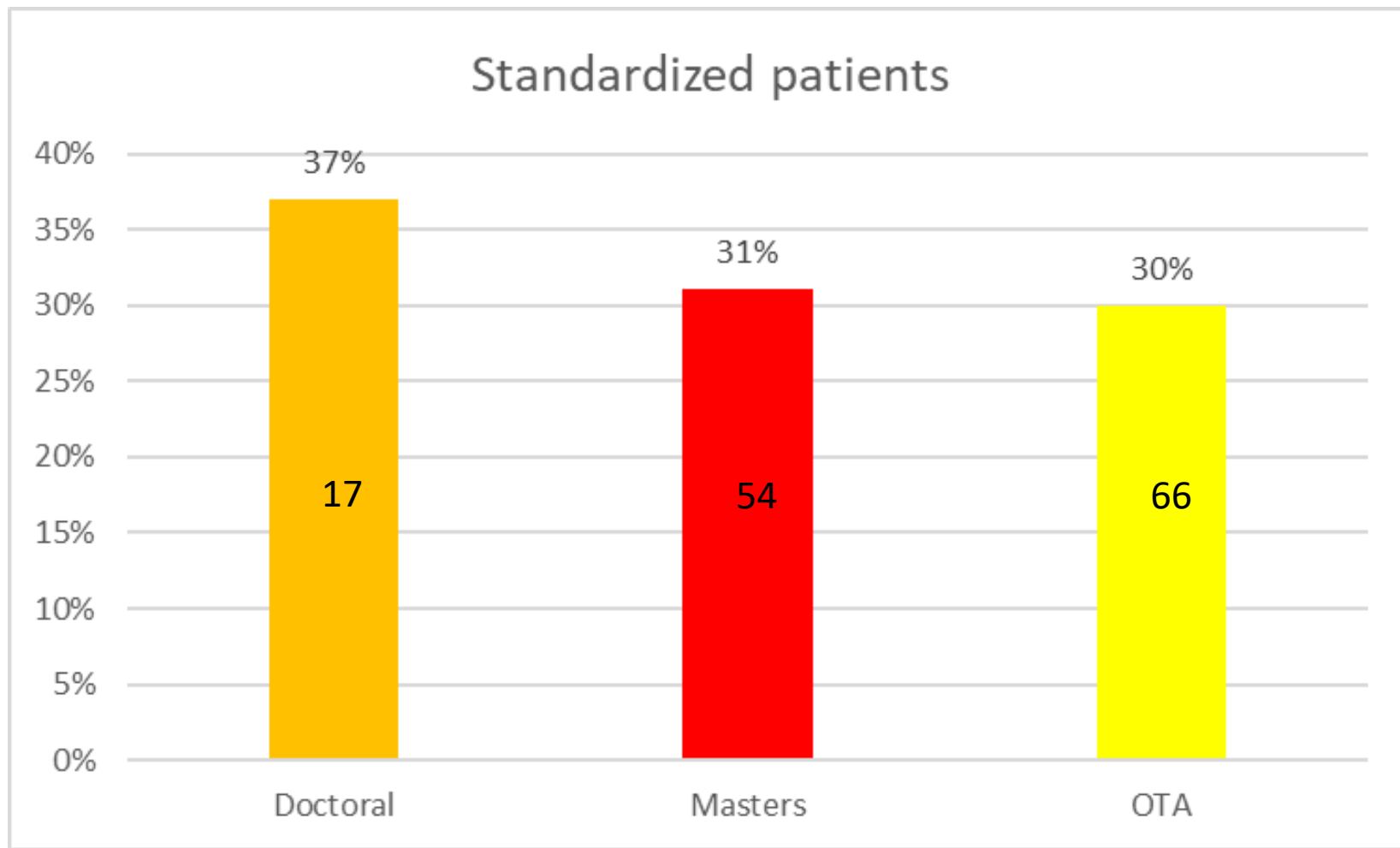
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Percentage of programs that used faculty practices



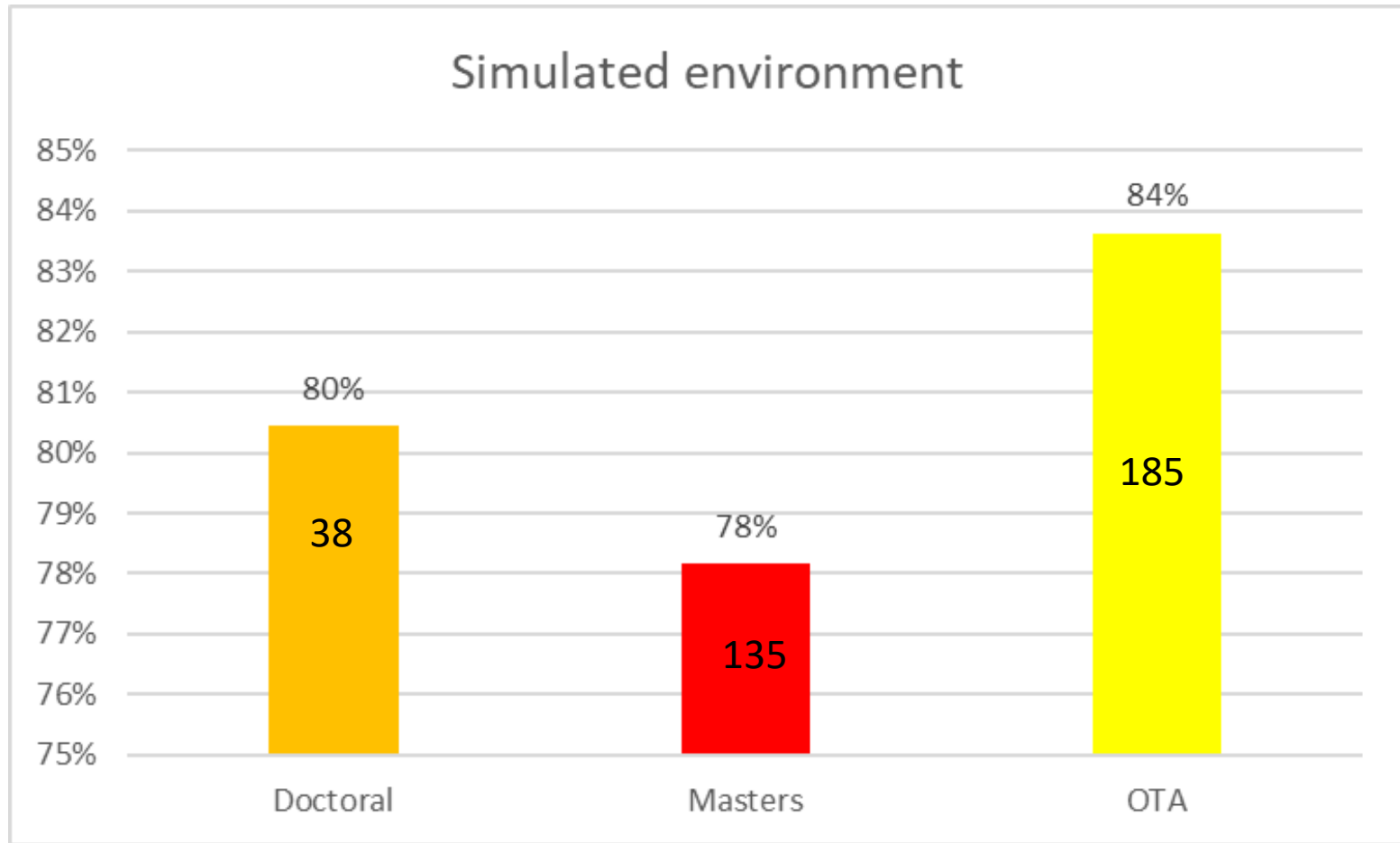
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Percentage of programs that used standardized patients



Doctoral Programs = 47; Masters Programs = 174; OTA Programs = 220

Percentage of programs that used simulation

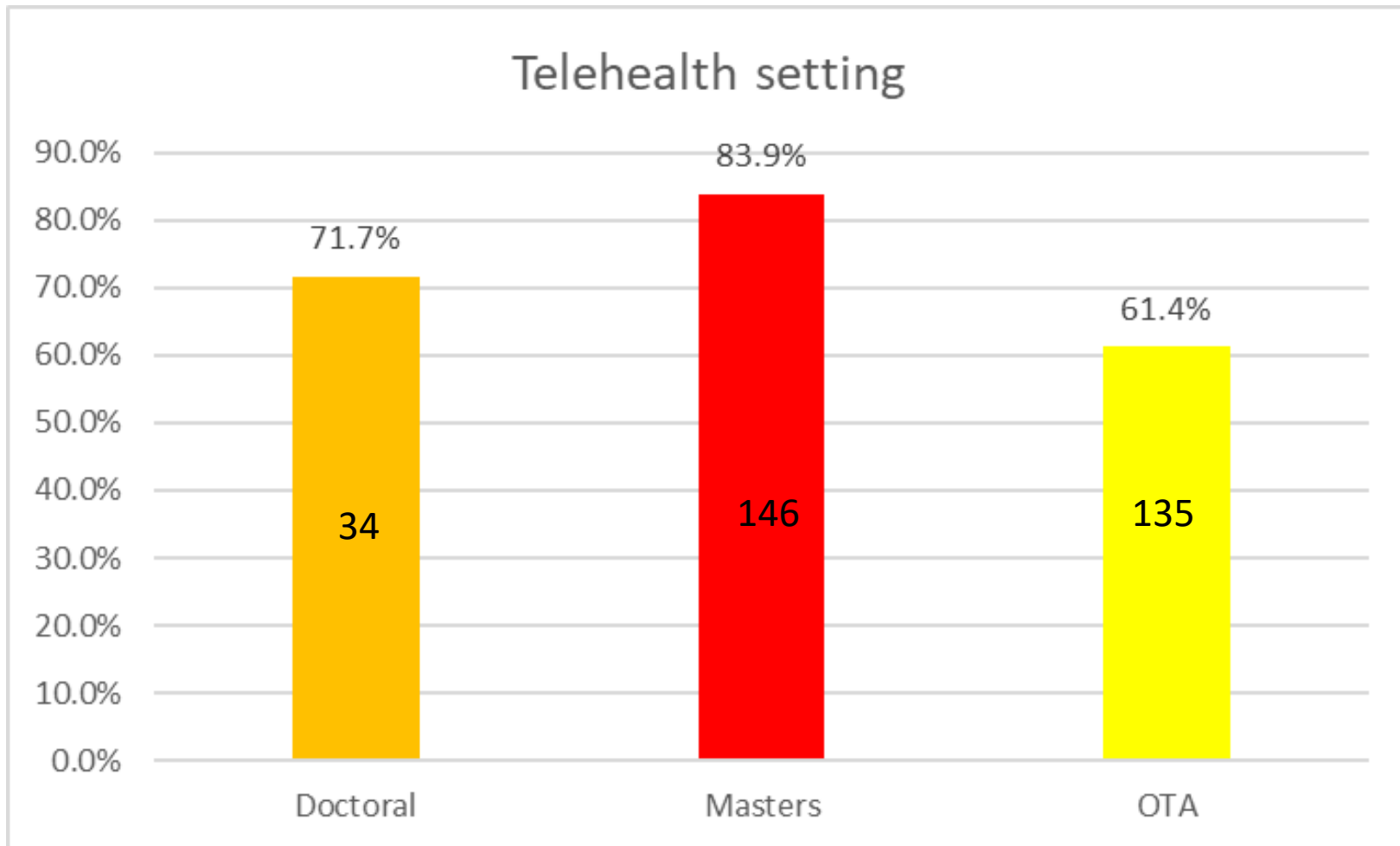


Doctoral Programs = 47; Masters Programs = 174; OTA Programs = 220

Level II Fieldwork

What strategies did you implement to ensure completion of Level II fieldwork?

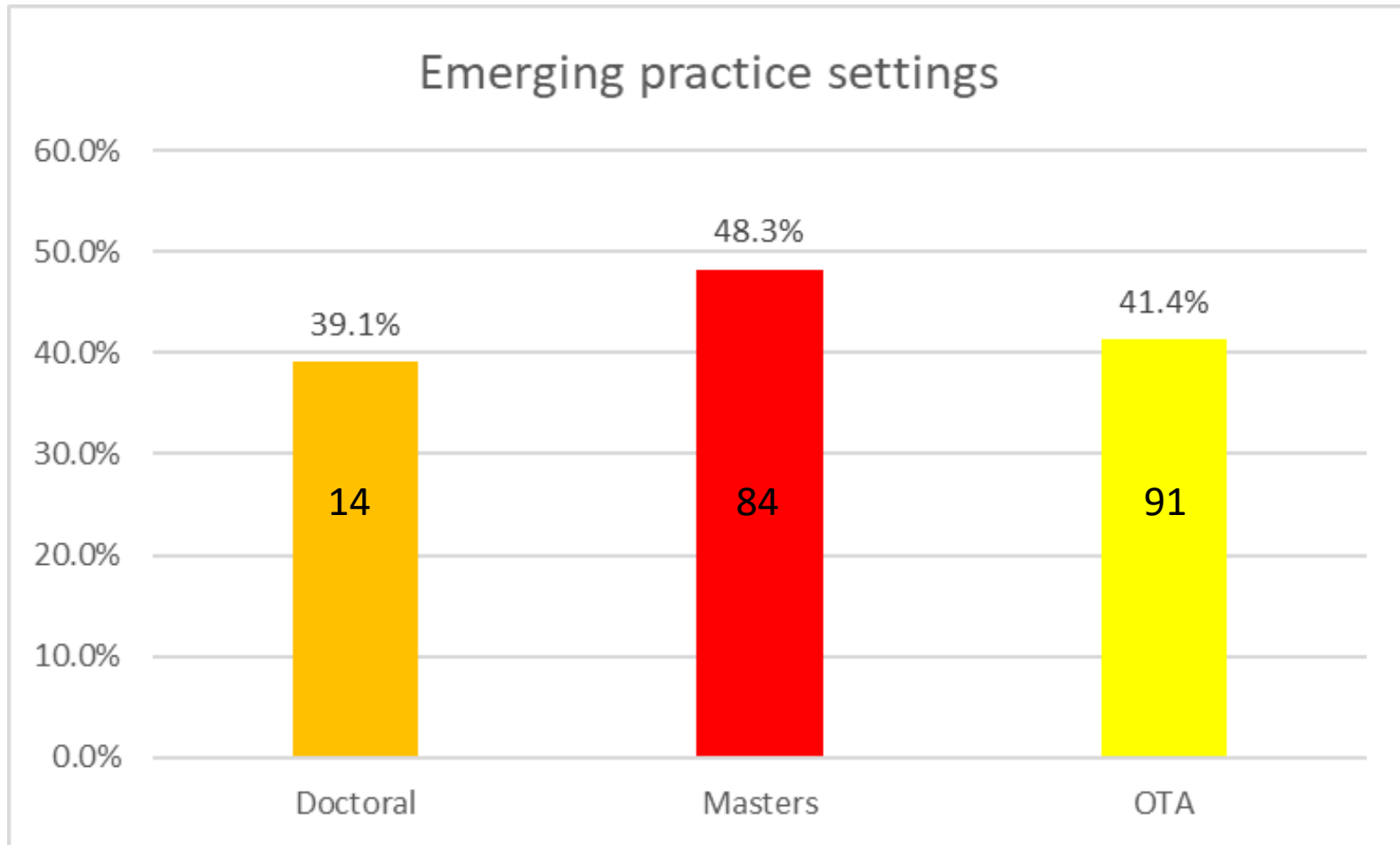
Percentage of programs that used telehealth/ teleschool



Doctoral Programs = 47; Masters Programs = 174; OTA Programs= 220



Percentage of programs that used alternative practice settings



Doctoral Programs = 47; Masters Programs = 174; OTA Programs = 220

Alternative practice settings

Food Banks



Homeless



Accessibility – Built Environments



Advocacy



Substance Abuse



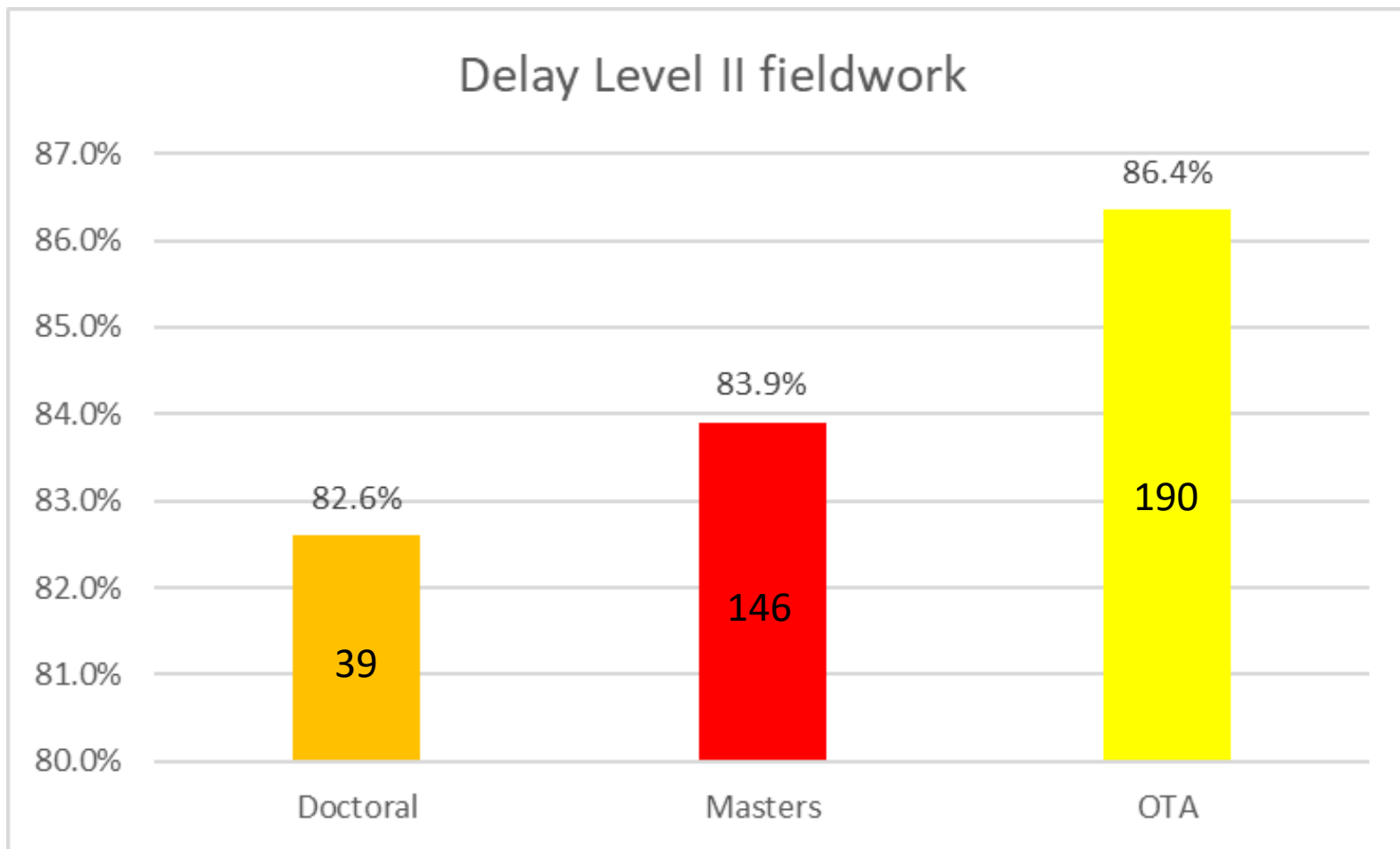
Research Lab



Higher Education

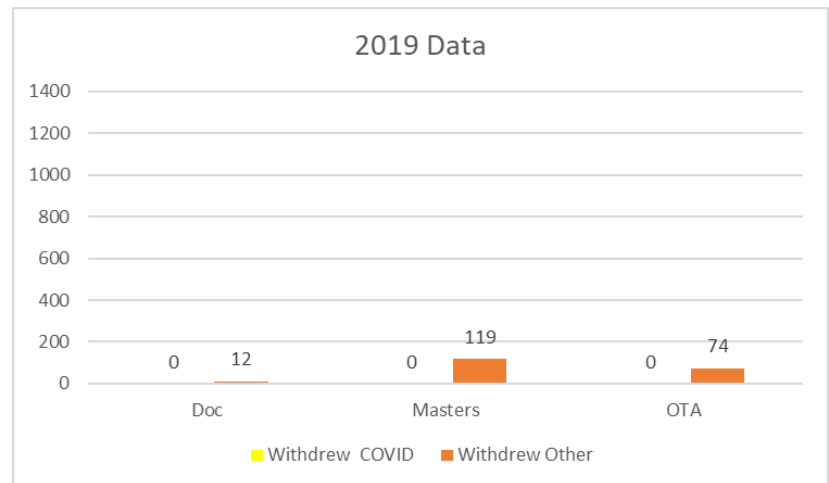
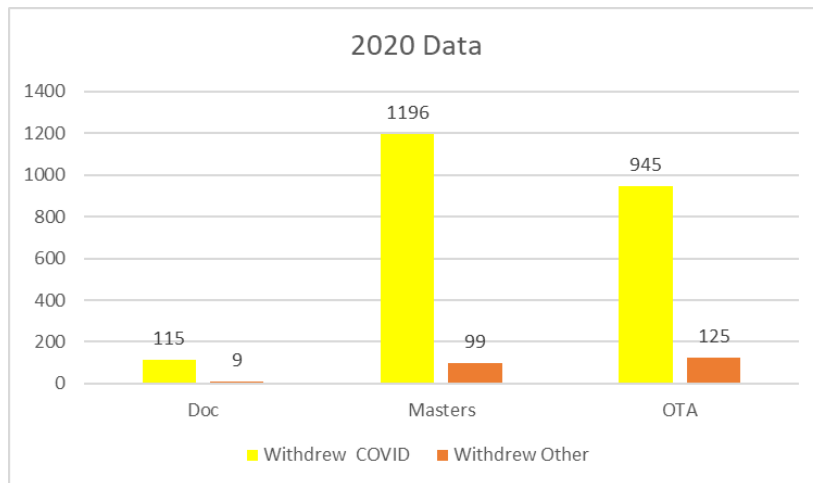


Percentage of programs that delayed FW Level II



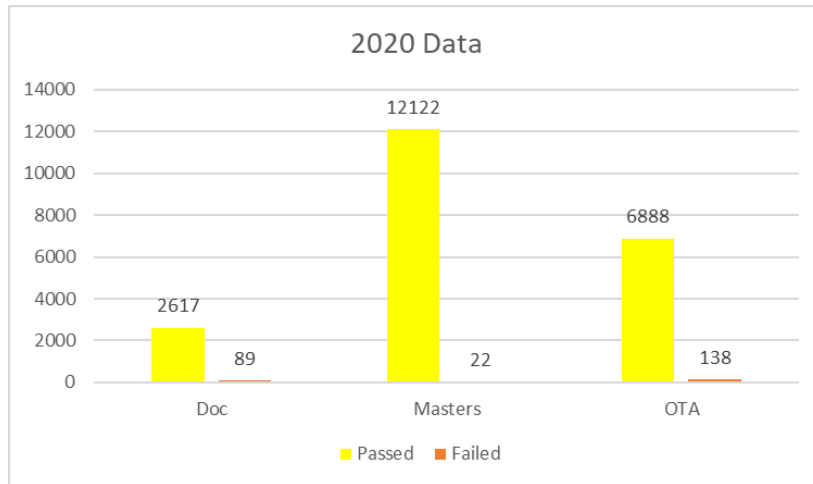
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FW level II withdrawal

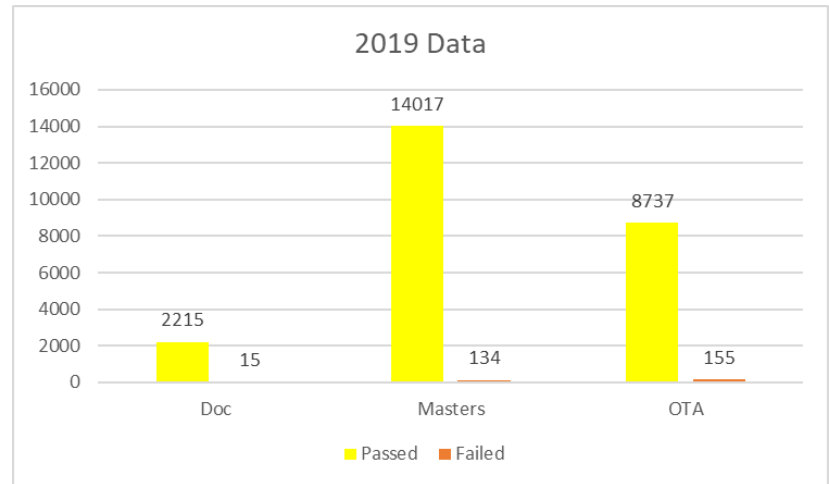


Outcomes

FW level II pass rates

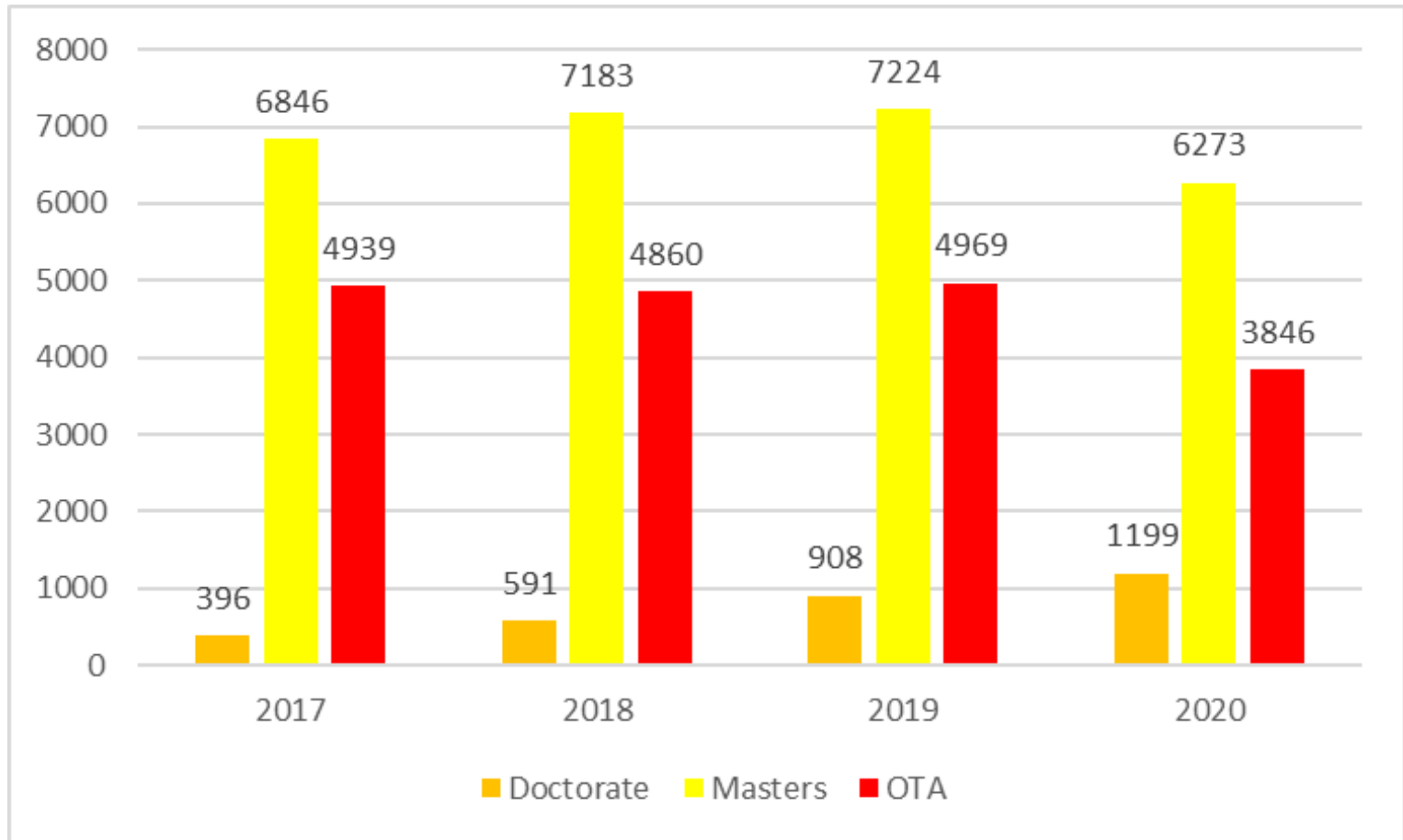


Doctorate = 96.7%
Masters= 99.8%
OTA= 98.0%



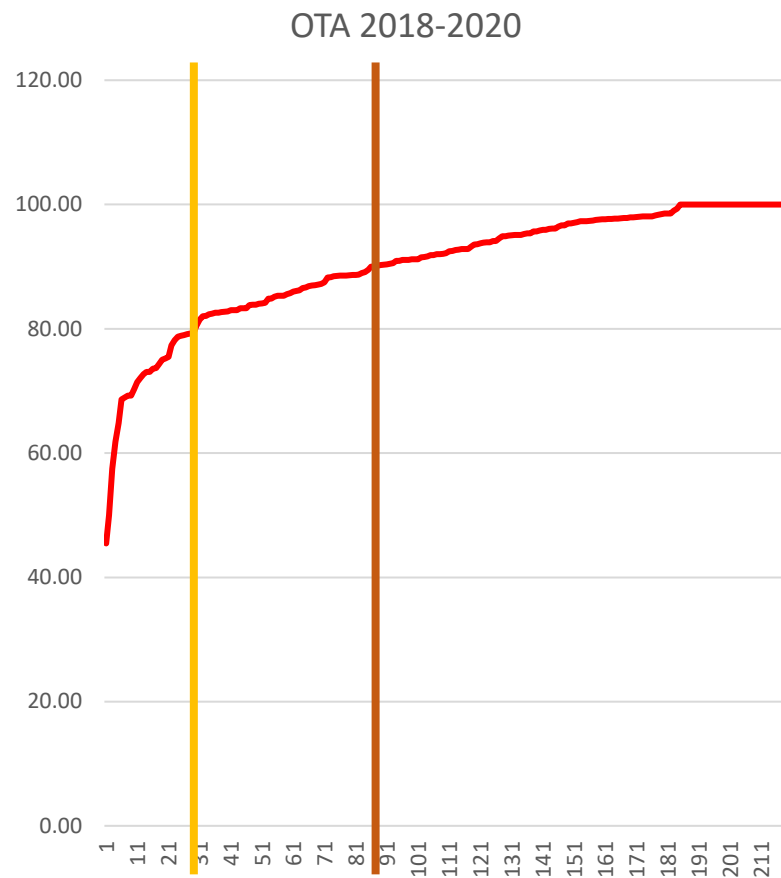
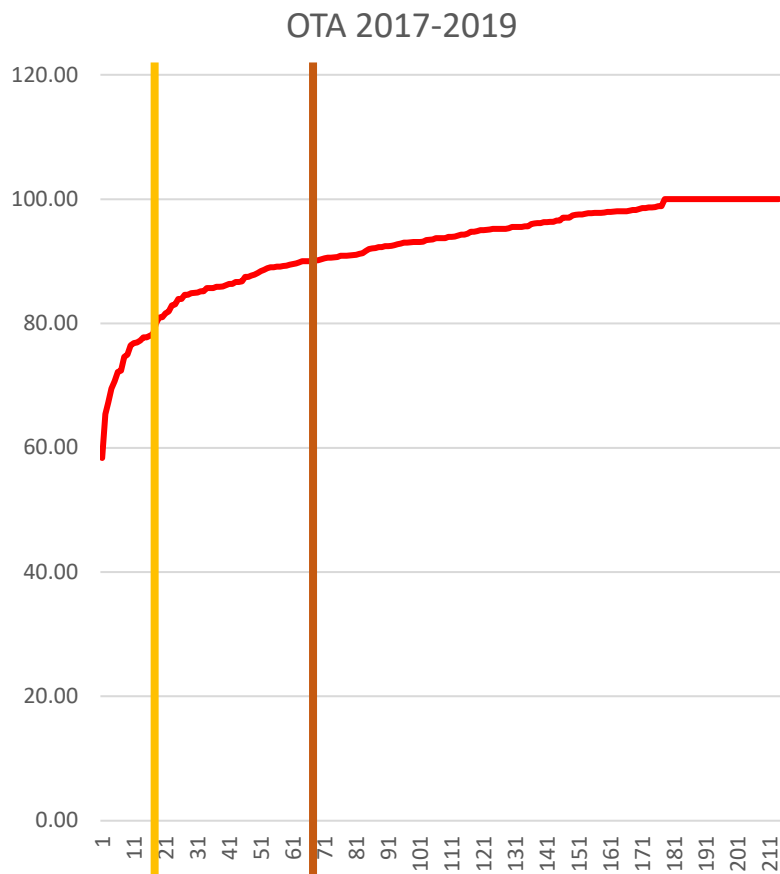
Doctorate = 99.3%
Masters= 99.1%
OTA= 98.3%

Graduates

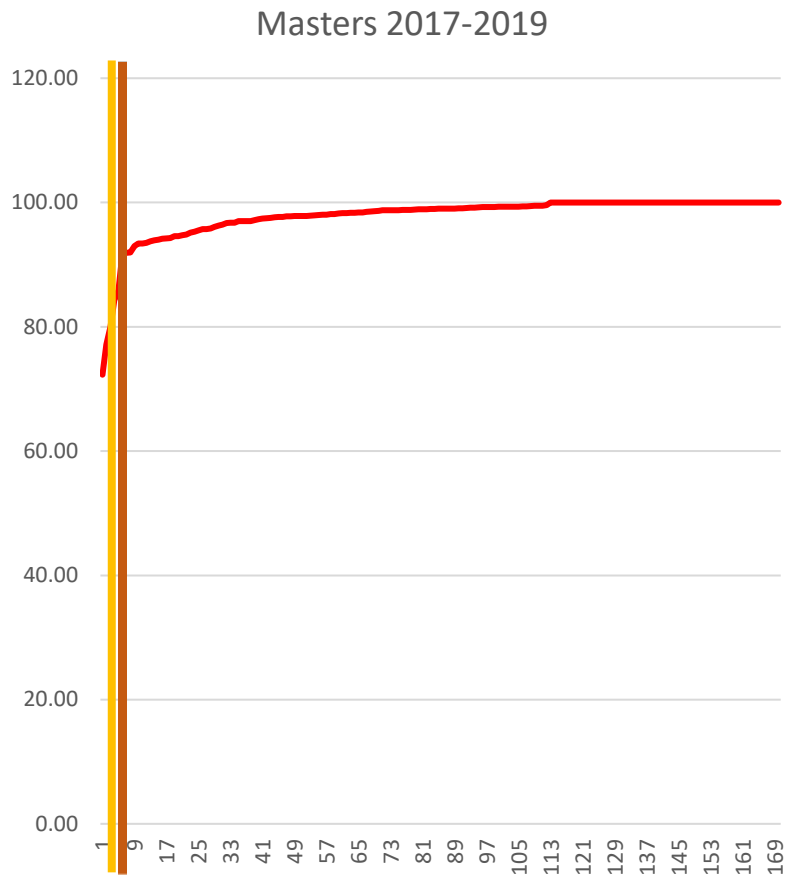


Doctorate: 291
Masters: -951
OTA: -1,123

NBCOT Pass Rates_OTA



NBCOT Pass Rates_Masters

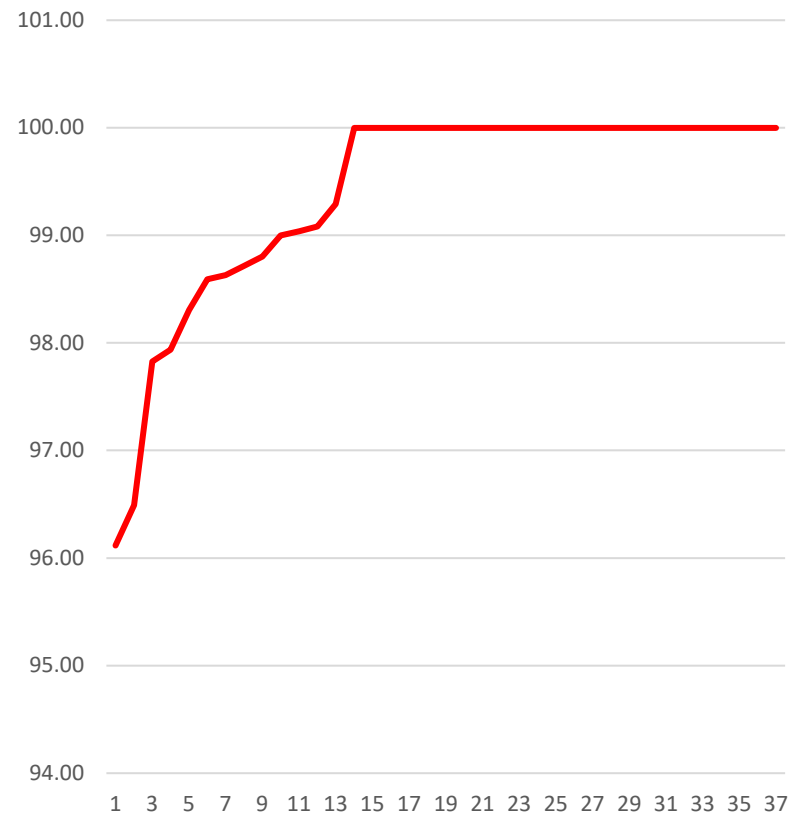


NBCOT Pass Rates _ Doctorate

Doctorate 2017-2019



Doctorate 2018-2020



What do we still not know?

- How will the students who were transitioned to “alternative” FW level I models perform in FW level II?

How will students who did not receive “typical” practice experiences in FW level II perform on the NBCOT® certification exam?

We are all exhausted, BUT...

- “It is my observation that faculty actually improved instructional and evaluation methods as a result of participating in online instructor certification, resulting in implementing more formative assessments, clearer objectives and matching learning activities with these objectives, resulting in improved engagement and communication with students”.
- “Tests were re-examined to make sure we were assessing critical thinking and reasoning, rather than rote memorization”.
- We had an “increased number of guest speakers (who otherwise would not have been able to participate)”.
- “Videos demonstrating clinical skills were uploaded so students can review, practice, and develop competencies in respective areas of the skills”.
- “As the program has transitioned to more in-person content recently, we have retained videos and other resources developed in response to the need for remote learning under COVID, and have utilized those resources as value-added components for students in addition to our in-person content”.

Thank you!