



**REPORT OF ACOTE ACTION**  
Meeting of April 27-28, 2013

**Program Reviewed:**

Columbia University  
OTM program (professional entry-level master's degree)  
New York, New York

**Material Reviewed:**

Evaluators' Report of On-Site Evaluation

**Action Result:**

ACOTE accepted the Evaluators' Report of On-Site Evaluation as amended.  
No further report is required.

**Accreditation Status:** ACCREDITATION

**Accreditation Term:** 10 years

**Interim Report Due:** April 2017

**Next On-Site Year:** 2022/2023

**Additional Comment:**

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 Strengths cited in the report may not be published without also publishing any cited suggestions or areas of noncompliance.



**REPORT OF ACOTE ACTION**  
Meeting of April 27-28, 2013

**Program Reviewed:**

Columbia University  
OTM program (professional entry-level master's degree)  
New York, New York

**Material Reviewed:**

2012/2013 Annual Report

**Action Taken:**

Accept the Annual Report with no further information requested regarding this report.

**Accreditation Status:**      ACCREDITATION

## SECTION IV: SUMMARY

### SECTION IV, PART A: MAJOR STRENGTHS OF THE PROGRAM

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1. The program director's leadership is recognized by administration, faculty, and students. Administrators reported that they value her participation on committees, which has raised the visibility of occupational therapy throughout the university. She challenges herself to excellence while she encourages the faculty and students to reach to a higher standard. One example of this characteristic is her choosing to have the program evaluated based on the new standards, demonstrating a continued commitment to educating students to meet current practice demands. She embodies the mission of the program "to educate and prepare occupational therapists to promote health and well-being through occupation as practitioners, consultants, educators, and researchers in a variety of socio-cultural, professional, and institutional contexts."
2. The fieldwork coordinator is commended for her dedication to fieldwork education. She consciously examines student interests and learning needs to maximize the benefit derived from each fieldwork assignment. Her ongoing communication with both the student and fieldwork supervisor throughout the experience reflects her proactive approach to address specific student needs. Her professional relationships throughout the community ensure that the students have an opportunity to learn about occupational therapy as it is provided in diverse settings.
3. The program faculty embrace the roots of occupational therapy in mental health, infusing it throughout the curriculum in both didactic and fieldwork experiences. As a result, the students gain a holistic perspective of the occupational therapy process that enriches their performance in both evaluation and intervention.
4. The program faculty are commended for their commitment to student learning. They explore and integrate available resources in the university, hospital, and community to provide meaningful learning activities in context. Some of the faculty are pursuing advanced certification which gives them access to hospital patients willing to interact with students and provide real-life case studies. They are excellent role models who are recognized nationally and internationally for their scholarly contributions to occupational therapy.
5. The fieldwork educators are a vital part of the program and are acknowledged for their long-standing commitment to the development of the occupational therapy students. These professionals serve as Level I and Level II fieldwork supervisors, lab assistants, guest lecturers, and adjuncts. They provide supervision for the occupational therapy students placed in emerging areas of practice in which no occupational therapist is available. Their contributions allow the students to experience working with populations in ways that reinforce the occupation and person to society threads of the curriculum.
6. The program graduates exemplify the vision of "developing innovative leadership in occupational therapy scholarship and education." One example is their demonstration of advocacy for expanded occupational therapy roles such as participation in the early mobilization program in the intensive care units at the university medical center which reduced length of stay and underscored the unique contribution of occupational therapy in an interdisciplinary setting. This innovation is critical to ensuring the ongoing relevancy of occupational therapy in the current healthcare environment.
7. The students are applauded for their desire to develop into practitioners who have a positive impact on their clients, facilities, and community. They are described by fieldwork educators as confident in their approach, yet open to feedback and potential for growth. They are sought for employment based upon their professional behaviors and comprehensive academic and clinical preparation.

## SECTION IV, PART B: SUGGESTIONS TO ENHANCE THE PROGRAM

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**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.

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1. Adequate space is provided to store and secure equipment. Assessment materials are stored in the offices of faculty based on courses. Students report that they are able to access supplies and materials. It is suggested that the program explore university space and alternate configurations that would foster more efficient storage and tracking of supplies and assessment instruments. This will provide consistency to the checkout and check-in process and allow for improved utilization of current holdings. [2011 OT Master's-Level Standard A.2.21.]
2. Advisement related to professional coursework and fieldwork education is the responsibility of the occupational therapy faculty. It is suggested that the faculty explore ways to standardize the advisement process and use of documentation that is reviewed with the students. This will help ensure that the targeted outcomes of the program are being met. [2011 OT Master's-Level Standard A.3.9.]
3. Students learn to document occupational therapy services to ensure the accountability of service provision and to meet the standards for reimbursement of services. It is suggested that the program develop additional opportunities that help students differentiate content and to demonstrate the need and rationale for occupational therapy services. [2011 Master's-Level Standards B.4.10. and B.5.32.]
4. The program demonstrates that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance. Many of the fieldwork educators have a long-standing relationship with the program which makes collaboration with goals a quick process. It is suggested that the program investigate additional methods of collaborating on fieldwork objectives to ensure that as the program develops new sites, expectations are consistent with the curriculum design. [2011 OT Master's-Level Standard C.1.3.]

**SECTION IV, PART C: NONCOMPLIANCE WITH THE STANDARDS**

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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.

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