



Guide for Completing a Self-Study for Candidacy

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INTRODUCTION AND GUIDELINES FOR THE SELF-STUDY PROCESS

All accrediting agencies recognized by the Council for Higher Education Accreditation (CHEA) and the United States Secretary of Education must include a self-study as one of their requirements for granting accreditation to programs and institutions. The National Commission on Orthotic and Prosthetic Education (NCOPE) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) therefore require that programs seeking accreditation provide evidence, in the form of a written report, that a self-study has been conducted.

The self-study process should begin well in advance of the anticipated site-visit, to provide ample time for evaluation of all facets of program operations, and to reach conclusions concerning the extent to which the program is in compliance with the Standards. The process should involve the various constituencies of the program, including administration and faculty, clinical instructors, students, graduates, advisory committee members, and employers if possible.

The program may find it useful to appoint several committees, assigning to each the evaluation of aspects of program operations that relate to one or more of the Standards. One individual, usually the program director, should serve as the Coordinator and resource to the self-study committees. Committee reports, each containing a summary of the findings relative to the Standard(s), including strengths, concerns and recommendations, should then be used as the basis for the Narrative Section of the Self-Study Report.

Additional descriptive information on the self-study is presented on the following pages.

THE SELF-STUDY PROCESS

It is important to distinguish between the Self-Study Process and the Self-Study Report.

Definition: A Self-Study is a formal continuous process in which all members of an educational institution or program critically examines its structure and substance, judges the program's overall effectiveness relative to its mission, identifies specific strengths and deficiencies, and indicates a plan for necessary modifications and improvements. In addition, this process should include a consideration of external factors influencing educational directions as well as an assessment of the extent to which the program is in compliance with established accreditation Standards.

Elements of the Self-Study Implied in the Definition

Formal: organized and systematic

Process: the Self-Study is the activity that preceded the report

Educational program: the study is conducted by and for the program with the participation of appropriate constituencies

Critically examines: the current status of the program is both identified and analyzed

Structure and substance: the study is comprehensive and considers all elements of the program

Judges overall effectiveness: conclusions should be reached

Relative to mission: goals and objectives should be stated and appropriate to the program's mission

Identifies specific strengths and deficiencies: the study should be open, objective and precise in its assessment

Indicates a plan for modifications and improvements: in particular, mechanisms to correct deficiencies should be proposed; formal long-range planning is a logical sequel to the Self-Study process

External factors influencing educational directions: conditions within the sponsoring program projected changes in the profession's role, and the legal, social, political and economic climate affecting the program should be considered the extent to which the program is in compliance with established accreditation Standards: at some point the study should include a review of each Standard to determine if there are areas of marginal or non-compliance.

THE SELF-STUDY REPORT

Definition

A Self-Study Report is an evidential document that summarizes the methods and findings of the Self-Study process.

Elements of the Self-Study Report Implied in the Definition

Evidential document: the report includes a statement how and for what purpose the study was conducted, and provides clear evidence that an identifiable process actually took place summarizes methods and findings: the report contains a synopsis of relevant data, conclusions and plans generated by the study. The latter two items may be incorporated into the body of the report or presented as a separate item in the conclusion.

INSTRUCTIONS FOR COMPLETING THE SELF-STUDY REPORT

The Self-Study Report consists of two parts. The report is delivered to NCOPE in advance of the visit and a set of additional materials is to be available on site. The list of on-site materials is provided in the section describing the self-study review at the end of these instructions. Contents for the material to be mailed or provided electronically in advance are summarized below:

PART I

(Table of Contents)

1. Introduction
2. Institutional Data Form
3. Program Data Form
4. Candidacy Overview Form
5. Narrative
6. Summary

PART II

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Appendices

INSTRUCTIONS AND EXPLANATIONS FOR PART I

1. Introduction

This section should include a statement of how the Self-Study was conducted, the period of time devoted to the Study, and a list of participants and their Committee assignments.

A brief historical overview of the program and orientation to the program's setting may be helpful to the Self-Study readers, but is optional.

2. Institutional Data Form

This form contains quantitative and factual data on the sponsoring institution that are common to all its allied health educational programs. The material requested is self-explanatory. For coordinated/concurrent visits, it may be completed once and duplicated for inclusion with the various programs' reports.

It may be helpful to complete this form at the onset of the Self-Study process, so the committees can use the basic data it provides.

3. Program Data Form

This form contains quantitative and factual data on the individual allied health program being evaluated. Instructions for completing, where required, are on the form.

It may be helpful to complete this form at the onset of the Self-Study process, so the committees can use the basic data it provides.

4. Candidacy Overview Form

This form contains a list of the minimum level of achievement expected by NCOPE during the Candidacy process. The list is tied to the Standards.

It may be helpful to complete this form at the completion of the Self-Study process so the committee can use the data as a basis for the candidacy decision.

5. Narrative

The narrative is the "heart" of the Self-Study Report, and should reflect the findings and conclusions resulting from the self-study process. It is to be a qualitative assessment of the strengths and deficiencies of the program and of the extent to which the program is in compliance with the Standards. It is not necessary to repeat data or information contained in the Institutional/Program Data Forms and in the Appendices, unless it is absolutely standard for the sake of clarity. Descriptions of other current program elements should be kept to a minimum and generally used only where called for in the Narrative Contents Outline and Instructions.

Note that the Narrative outline parallels that of the Standards. In general, each section requires a summary of the self-study findings relevant to that Standard, including the strengths and concerns,

INSTRUCTIONS AND EXPLANATIONS FOR PART I (Continued)

an assessment of compliance with the Standards, and a summary of plans to remedy any significant deficiencies noted.

6. Summary

This section is a brief summary of the significant findings from the self-study process including strengths and concerns, and should also include a review of how the program has addressed any concerns cited during the previous accreditation review.

INSTRUCTIONS AND EXPLANATIONS FOR PART II

This volume contains the Appendices, and the required contents are referenced throughout the Institutional and Program Data Forms. A Summary list of the required contents is enclosed elsewhere in these Instructions. Materials should be provided in the sequence and in the specific Appendix number indicated. The Institution and Program Bulletins and Brochures are part of Appendix 1, and may contain information required in other Appendices. In these cases, the subsequent appendices need only include a reference by page to the Bulletin, rather than a complete duplication of the information already available.

The remainder of these instructions contains the following documents:

Self-Study Report - PART I Contents

- The Institutional Data Form
- The Program Data Form
- The Candidacy Overview Form
- The Outline and Instructions for the Narrative

Self-Study Report - PART II Contents

- A List of Required Appendices

Self-Study Report - On-site Materials

- A list of materials to be available for review on-site by the visitors



Supporting Documents

Table of Contents

A Table of Contents is highly recommended with your submission. You may use this as a template. For each **PART**, **Appendix** and **Attachment** indicate the page number. Reference the Summary of Required Contents on page 19. Some items may include only a form, some may require a form and additional attachment/materials.

Label the document or electronic submission: *CAAHEP Request for Accreditation Services form*.
 Access form here: <http://caahep.org/Accreditation-Services-Application/default.aspx>

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Appendix 7 Student Academic Policies (Form A-7)			
Appendix 8 Essential Curriculum Elements (Form A-8) (Form B-8a for Section C.1-7) (Form B-8b) for Section C.8.1-4 (Form B-8c) for Section C.8.5			

**ACCREDITATION SELF-STUDY REPORT
INSTITUTIONAL DATA FORM**

1. Official Name of Sponsoring Institution_____

Address _____ City _____ State & Zip _____

2. Type of Institution

- Academic Health Center/Medical School
- Four-year College or University
- Two-year College
- Vocational or Technical School
- Hospital or Medical Center
- Non-hospital Medical facility (blood bank, laboratory)
- Department of Veterans Affairs
- U.S. Dept. of Defense
- Consortium (if applicable, complete Consortium data form; include in Appendix 1)

3. Nature of Institution

- Public Private, not-for-profit Private, for-profit

4. Chief Administrative Officer of Sponsoring Institution

Name _____ Administrative Title _____

Address _____ City _____ State & Zip _____

5. Dean or Coordinator of Allied Health Education

Name _____ Administrative Title _____

Address _____ City _____ State & Zip _____

Telephone # _____ FAX # _____

6. Institutional Accreditation

Regional Association Name _____ Date _____

JCAHO _____ Date _____

Other _____ Date _____

16. Student Health Services are available at:
- Student Health Services operated by sponsoring institution
 - General health care facility operated by sponsoring institution
 - Referral to contracted student health service elsewhere
 - Referral to provider of student's choice
 - Other
17. Official student records are maintained
- permanently
 - other duration (specify) _____
18. Official student records are maintained by:
- Institutional Registrar/Office of Student Records
 - Allied Health Dean's/Director's Office
 - Program/Department Office
 - Other (specify) _____
19. The following items should be included as Appendix 1 of the Self-Study Report:
- a) Institutional Operational Chart(s) showing relationship between the allied health program(s) being evaluated and the institution
 - b) Mission Statement of the Institution - or a reference to the appropriate page in the Institution's Bulletin
 - c) Institution's general bulletin/catalog, and relevant Program brochures or catalogs
 - d) Consortium data form, if applicable (Form A-1)

**ACCREDITATION SELF-STUDY REPORT
PROGRAM DATA FORM**

1. Official Name of Program _____
Address _____ City _____ State & Zip _____
Telephone _____ FAX# _____

2. Program Objectives

Briefly state the program objectives here. More detail should be included in Appendix 2, which includes a statement of the program's overall educational objectives and competencies needed for graduation.

3. Specify the following:

- a. Length of professional program by semester/quarter _____
in credit hours, if applicable _____
- b. Number of classes admitted per year _____
- c. Month(s) in which classes begin _____
- d. Maximum capacity per class _____
- e. Total number of students currently enrolled in professional program _____
- f. Certificate or Degree awarded _____
- g. Tuition per semester/quarter _____
- h. Fees (lab, computer use, student health)
- i. Total cost to student to complete program _____

4. Appendix 3 includes information about enrollment, attrition and graduate statistics on page _____. In Appendix 3, provide a table summarizing enrollment, attrition and any available graduate statistics for the past three years. Graduate statistics may include certification/licensure/registry results, employment statistics, etc.

5. Affiliation agreement and current affiliates may be found on page _____. In Appendix 4, include a sample copy of a current affiliation agreement and a list of current affiliates, indicating those for which there is a signed agreement.

6. Program Director

Name _____ Administrative Title _____

Address _____ City _____ State & Zip _____

Telephone _____

7. Department Chair or Administrator (if different from above)

Name _____ Administrative Title _____

Address _____ City _____ State & Zip _____

Telephone _____

8. Medical Director or Advisor (if applicable)

Name _____ Specialty _____

Address _____ City _____ State & Zip _____

Telephone _____

9. Clinical/Education Coordinator

Name _____ Title _____ Phone _____

Name _____ Title _____ Phone _____

Name _____ Title _____ Phone _____

10. Faculty Biographical Sketch is found on page 30.

In Appendix 5, include a) a faculty vitae form (A-5) for teaching faculty, including the Program Director, Education/Clinical Coordinator, and adjunct faculty.

11. Does the institution have a tenure system?

Yes

No

Not Applicable

12. Are all full-time faculty in this program eligible for tenure track appointments?

Yes

No

Not Applicable

13. How many of the full-time faculty are tenured? _____

14. The institution provides which of the following for professional development of faculty?

- Continuing or In-service education at the institution
- Tuition Remission
- Release Time
- Travel and/or Registration Funds
- Other

15. Identify individuals that are dedicated to program and identify their responsibilities. This should include all faculty members and clerical staff. Also identify the approximate percentage of each individual's total employed time that is devoted to the program. This chart is intended to provide an overview of the distribution of program-related activities among key personnel.

	PERCENTAGE OF TIME SPENT IN THE PROGRAM											TOTAL %	
	A	B	C	D	E	F	G	H	I	J	K		L
Employed Name and Title	Administrative	Curriculum development	Coordination of instruction	Teaching	Student performance eval.	Faculty coordination	Student recruitment	Student selection	Administrative assistance	Secretarial	Clerical	Other (Please specify)	

16. Specify the following:
- a) Number of full-time faculty assigned to the program _____
- b) Number of part-time faculty assigned to the program _____
17. Indicate the program's current fiscal year budget for:
- Salaries and Wages _____ Other expenses _____ Total Budget _____
18. What percent of the above total is from sources external to the institution (i.e. sponsored research, grants, contracts, professional service) _____
19. In Appendix 6, include complete form A-6 or an institutional form containing the budgets for the last and present fiscal year, including aggregated instructional personnel costs, travel, instructional supplies, etc.
20. Does the program/institution have written health/safety policies for students?
- Yes No
21. Counseling for students in academic difficulty, and other educational guidance is provided by:
- Program Administration Institution's Guidance/Counseling Center
- Program Faculty Referral
22. Personal counseling for students is available from:
- Program Administration Institution's Counseling Center
- Program Faculty Referral to private counseling
23. Appendix 7 includes the program criteria of students for admissions and progression throughout the curriculum.
- a) A copy of program admission policies and criteria - or - a reference to relevant pages in Institution/Program official publication. (page #___)
- b) A brief summary of program's admissions process on page # _____
- c) Copies of policies regarding criteria for progression in and completion of program or a reference to relevant pages in Bulletin on page # _____
- d) Completed form A-7 or other document summarizing methods used to evaluate student's success in completing each course or segment of the curriculum on page # _____
- e) A copy of student work policy, if applicable on page # _____

24. CURRICULUM SEQUENCING

Provide outline of course sequence by (semesters, quarters or weeks) terms. A sample of the outline is provided below.

YEAR 1

Summer Course

		<u>Hours</u>
Number	Human Anatomy	3
Number	Human Anatomy Lab	3
Number	Human Neuroanatomy	2
Number	Human Physiology	4
Number	Prosthetic-Orthotic Techniques	1

Total Hours - 13

Fall

	<u>Course</u>	<u>Hours</u>
Number	Lower Limb Orthotics	3
Number	Applied Prosthetics-Orthotics and Rehabilitation Technology I	6
Number	Seminar in Prosthetics and Orthotics I	2
Number	Intro to Pathology	3
Number	Biomechanics of Human Movement	2

Total Hours - 16

Spring

	<u>Course</u>	<u>Hours</u>
Number	Spinal Orthotics	6
Number	Lower Limb Orthotics II	5
Number	Health Care Research	2
Number	Psychological Aspects of Chronic Illness and Disability	3
Number	Seminar in Prosthetics and Orthotics II	2

Total Hours - 18

YEAR 2

Summer Course

		<u>Hours</u>
Number	Upper Limb Prosthetics	7
Number	Upper Limb Orthotics	5
Number	Applied Prosthetics-Orthotics and Rehabilitation Technology II	4

Total Hours - 16

Fall

	<u>Course</u>	<u>Hours</u>
Number	Lower Limb Prosthetics	10
Number	Seminar in Prosthetics and Orthotics III	2

Total Hours - 12

Spring

	<u>Course</u>	<u>Hours</u>
Number	Lower Limb Prosthetics II	10
Number	Applied Prosthetics-Orthotics and Rehabilitation Technology III	4
Number	Seminar in Prosthetics & Orthotics IV	2

Total Hours - 16

TOTAL CREDIT HOURS - 91

25 a. SEMESTER/QUARTER Course Timetable (provide for each semester/quarter)

List the required and elective didactic courses *. Identify the faculty member with the primary responsibility for teaching each course. Indicate (a) the number of credit hours granted per course and (b) the number of class and or laboratory hours required per course. Identify elective courses with an asterisk.

Course Number And Title	Principle Instructor	Credit Hours	Lecture Hours	Lab Hours (to include patient contact)
Total Number of credit hours, laboratory, and class hours				

*Refer to Appendix B, “Core Curriculum for Orthotists and Prosthetists, 2010 Edition”

25 b. Provide a semester/quarterly student schedule of courses for each semester/quarter (see sample below).

25. b - Example "Semester/Quarterly Student Schedule of Courses"
Prosthetics-Orthotics Program
Semester, Year

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	YEAR I	YEAR 2	YEAR I	YEAR 2	YEAR I	YEAR 2	YEAR I	YEAR 2	YEAR I	YEAR 2
8:00										
9:00	MPO xxxz Biomechanics of Human Movement I Instructor	MPO xxxz Orthotic Management of the Upper Limb Instructor		MPO xxxz Contemporary Practice & Synthesis Instructor		MPO xxxz Contemporary Practice & Synthesis Instructor	MPO xxxz Orth Management of the Lower Limb I Instructor	MPO xxxz Contemporary Practice & Synthesis Instructor		MPO xxxz Contemporary Practice & Synthesis Instructor
10:00			MPO xxxz Introduction to Pathology Instructor		MPO xxxz Introduction to Pathology Instructor		MPO xxxz Prose Management of the Lower Limb I Instructor			MPO xxxz Orthotic Management of the Upper Limb Instructor
11:00										
12:00										
1:00					MPO xxxz Professional Development 1st / 3rd Wednesday Instructor					
2:00	MPO xxxz Orth Management of the Lower Limb I Instructor	MPO xxxz Clin Research II Instructor	MPO xxxz Clinical Evaluation Tools Instructor	MPO xxxz Clin Research II Instructor		MPO xxxz Contemporary Practice & Synthesis Instructor	MPO xxxz Orth Management of the Lower Limb I Instructor	MPO xxxz Clin Research II Instructor	MPO xxxz Orth Management of the Lower Limb I Instructor	MPO xxxz Orthotic Management of the Upper Limb Instructor
3:00	MPO xxxz Prose Management of the Lower Limb I Instructor		MPO xxxz Orth Management of the Lower Limb I Instructor				MPO xxxz Prose Management of the Lower Limb I Instructor		MPO xxxz Prose Management of the Lower Limb I Instructor	
4:00			MPO xxxz Prose Management of the Lower Limb I Instructor							

26. **CLINICAL EXPERIENCES - SUMMARY**

List each required and elective clinical or fieldwork practicum. Estimate the percentage of time the student is likely to spend in each setting during a given practicum. Please identify elective practicums with an asterisk. This listing should include, if appropriate, such settings as nursing homes, HMOs, Rehab, and custodial care facilities. In identifying data regarding the clinical lectures, include only those which are regularly provided as an integral part of the clinical rotation and the program's curriculum and which are experienced by each student who is assigned to the practicum.

Standards to be met: (refer to *Core Curriculum for Orthotists and Prosthetists, 2010 Edition*)

Section E Clinical Experience:

The student must be able to articulate how the theoretical concepts learned within didactic coursework are exemplified in clinical settings within all of the domains listed. The student also must have had opportunities to, under supervision, participate and demonstrate novice skills within any of or all of these domains.

E.1 Patient evaluation (including the use of appropriate outcome measures).

E.2 Formulation of an orthotic or prosthetic treatment plan

E.3 Implementation of an orthotic or prosthetic treatment plan

E.4 Follow-up assessment and continued implementation of an orthotic or prosthetic treatment plan someday, this needs to include outcome measures... something like: "Follow-up assessment using appropriate outcome measures for continued assessment and implementation of an orthotic or prosthetic treatment plan."

E.5 Documentation of patient/practitioner encounters for clinical decision making, communication, legal and reimbursement purposes

E.6 Interpersonal communication among practitioners, patients, caregivers and others encountered in the clinical environment (they should include technicians here too)

E.7 Business management functions within the orthotic/prosthetic practice

Course Number and Title	Principle Instructor	Credit Hours	Lab and or Class Hours	Identification of Standard
Total number of credit, lab, and class hours				

27. Appendix 8 includes detailed information about each of the courses in the program and can be found on page ____.

In Appendix 8, include the following items:

- a) a copy of each of your institution's course syllabi and schedule of daily activities throughout the semester/quarter to include lectures, demonstrations, laboratory activities, guest speakers, assessments, etc. for every required course (didactic/clinical), excluding prerequisite courses
- b) completed form A-8 for every required course (didactic/clinical), excluding prerequisite.
- c) completed form B-8a (does not require assigning contact hours), B-8b and B8c assigning contact hours of each subject taught in each courses identified in the curriculum. Total hours of required topics and content areas must match total hours on syllabi.

Candidacy Overview

Candidacy Policy can be accessed here: <http://www.ncope.org/assets/pdfs/CandidacyPolicyProgram.pdf>

The following is a list of the **minimum** level of achievement expected by NCOPE during the Candidacy process. The list is tied to the *Standards*. Development beyond the minimal levels described below at the time of the candidacy decision is highly desirable; development that does not reach this level will decrease the likelihood of a positive candidacy decision.

	Policy Statement	Identify where in Self-Study (Tab and page #) evidence of minimum achievement is located as well as comments if needed.
1	Evidence that the sponsoring institution is accredited by a regional accrediting agency recognized by the US Department of education. In addition, evidence of appropriate state approval(s) if necessary. (Standard I.A.)	
2	Institutional policies related to academic standards and to faculty roles and workload that are/will be applied to the program that recognizes the O&P education program as both a professional and an academic discipline. (Standards I.C. and III.B.)	
3	Document the program specific policies and procedures (Standards II.A, III.A, V.A – F)	
4	Document the program mission, goals, and expected program outcomes. (Standard II.A.)	
5	Document the plans for an ongoing, formal program assessment process. (Standards III. D., IV.A-B)	
6	Developed and documented policies and procedures affecting student recruitment, admission and retention. (Standard V.A. 1-3)	
7	Provided prospective students with accurate information about the program; including the program's accreditation status. (Standard V.A.1 – 3)	
8	Determined the projected size and composition of the entire program faculty, matching the variety of faculty responsibilities identified in III.B.1. – 2. and in keeping with the institution's expectations for faculty workload. (Standard III.B.1 – 2)	
9	Hired at least two qualified full-time core faculty including the program administrator; the hired faculty must be qualified to implement the first year of the program. (Standard III.B.1 – 2)	
10	Developed a written plan for meeting the resource needs of the program as outlined in Standards. (Standards II. A. and III.A – D)	
11	Documented a projected budget covering the full implementation (through graduation of the charter class) of the program. (Standard III.A.)	
13	Identified the learning resources currently available as well as those still needed for the program. (Standard III.A)	

	Policy Statement	Identify where in Self-Study (Tab and page #) evidence of minimum achievement is located as well as comments if needed.
14	Identified classroom space, laboratory space, storage space, faculty and staff offices, etc., sufficient to meet the needs of the fully implemented program. (Standard III.A.)	
15	Obtained sufficient equipment, technology, and materials for the current needs. (Standards III.A. and III. C.)	
16	Acquired equipment, technology, and materials needed for the first term of the program and documented plans for acquiring equipment and materials as needed by the program throughout the remainder of its implementation. (Standard III.A. – C.)	
17	A documented curriculum plan that is based on information about the current practice of O&P, standards of practice, and current literature, documents, publications, and other resources related to the profession, to O&P education, and to educational theory; and includes	
	a The philosophy and the principles and values of the program	
	b Statements of expected student outcomes	
	c Determination of prerequisites	
	d The curriculum model and educational principles on which the curriculum is built	
	e The projected course of study (a series of organized, sequential and integrated courses designed to facilitate achievement of the expected student outcomes)	
	f Course syllabi with objectives stated in behavioral terms that are reflective of the breadth and depth of the course content and of the level of student performance expected	
	g For courses to be taught in the first year: complete syllabi for all courses, including course title, description, specific objectives, specific content outline, instructional methods, textbooks and other learning resources, mechanisms for evaluation of student performance, instructor, and credit and clock hours	
	h For courses to be taught in subsequent years: syllabi including title, description, general course objectives, basic content outline, and credit and clock hours. Other information listed in g, should be included if known	

		Policy Statement	Identify where in Self-Study (Tab and page #) evidence of minimum achievement is located as well as comments if needed.
	i	A variety of evaluation processes	
	j	An on-going process to assess the curriculum. (Standards III.C. and D)	

OUTLINE AND INSTRUCTIONS FOR NARRATIVE SECTION CONTENTS

Refer to pages 1-6 in the CAAHEP Standards and Guidelines
for the Accreditation of Educational Programs in Orthotics and Prosthetics
<http://www.caahep.org/Content.aspx?ID=30>

I. SPONSORSHIP

A. Sponsoring Educational Institution

Comment on the extent to which the sponsoring institution meets the requirements stated in this Standard Section I A.

B. Consortium Sponsor

1. Provide a brief general statement concerning the institutions use of consortium sponsors and the extent to which the consortium sponsor meets the requirements in I. B.
2. Provide a brief statement on the members and their responsibilities as well as explanation of what is included in the formal affiliation or memorandum of understanding.

Summarize plans to correct any deficiencies or concerns.

II. PROGRAM GOALS

- A.** Provide a brief general statement concerning the overall adequacy of the program's goals and outcomes.
- B.** Summarize the elements and timing of the program's system for ongoing self-evaluation and improvement, including regular and special staff meetings, advisory committee meetings (if applicable), review of graduates' performance on standardized certification/licensure/registry exams, graduates' and employers' surveys, clinical faculty meetings, faculty retreats, etc. Comment on the effectiveness of the mechanisms used, and the extent to which such outcome measures influence change. Note any plans to alter or improve the present system.
- C.** Summarize if the program has adopted educational goals beyond entry-level and the evidence utilized to identify that students have achieved the basic competencies prior to entry into the profession.

III. RESOURCES

A. Type and Amount

Provide a brief general statement concerning the overall adequacy of the program's resources to support the number of students enrolled and to achieve the stated program objectives.

B. Personnel

1. Program Director

State whether program administrators meet the requirements stated in this Standard, noting specifically any deviations from the responsibilities and qualifications listed. Indicate how any deviations noted affect the program.

Summarize briefly how the efficacy of program administration is evaluated.

Summarize plans to correct any deficiencies or concerns.

2. Faculty and/or Instructional Staff

Comment on the extent to which the number, qualifications and responsibilities of faculty fulfill the requirements stated in Standard. Summarize plans to correct any deficiencies noted.

Briefly describe the process by which the performance of instructional staff is evaluated and how the evaluation results are used.

C. Curriculum

Provide the results of the self-study analysis for each course and/or component in the curriculum, including comments on the quality and appropriateness of content, objectives, instructional methods, syllabi, sequencing, and where relevant, the adequacy of the setting (e.g. a clinical facility).

Summarize the programs compliance with meeting or exceeding the content of the “Core Curriculum for Orthotists and Prosthetists” (Appendix B in the Standards).

Summarize strengths and concerns noted, and indicate plans for correcting any deficiencies.

D. Resource Assessment

Summarize how the program assess the appropriateness and effectiveness of the resources described in the standards. Summarize strengths and concerns noted and indicate plans for correcting any deficiencies.

IV. Student and Graduate Evaluation/Assessment

A. Student Evaluation

1. Summarize the method, tools and frequency of evaluation of students and their progress toward achievement of the competencies and learning domains stated in the curriculum.
2. Comment on the extent that records of student evaluations are maintained and sufficient in detail to document learning progress and achievements.

B. Outcomes

1. Summarize the method, tools and frequency of evaluating the program's effectiveness in achieving its stated goals and learning domains.
2. Summarize the program's process for periodically reporting on goal(s), learning domains, evaluation systems (including type, cut score, validity, and reliability), outcomes, its analysis of the outcomes and an appropriate action plan based on the analysis

Summarize plans to correct any deficiencies noted.

V. FAIR PRACTICES

Comment on the extent to which the program meets the requirements of Standards V.A - F noting specifically whether the program/institution has defined policies and procedures for lawful and unlawful practices, faculty and student grievances, student records, affiliation agreements, providing notice of substantive change to CAAHEP/NCOPE as defined in V.E.

Summarize plans to correct any deficiencies noted.

APPENDICES

SUMMARY OF REQUIRED CONTENTS

The Appendices should contain the following:

Appendix 1: Institutional Information

- a) Institutional Organizational Chart(s) showing relationship between the allied health program(s) being evaluated and the Institution.
- b) Mission Statement of the Institution - or a reference to the appropriate page in the Institution's Bulletin
- c) Institution's General Bulletin/Catalog, and relevant Program brochures or catalogs. If bulky, these items may be labeled "Appendix 1-c" and included as separate items
- d) Consortium data form, if applicable.

Note: In the case of coordinated visits, this appendix will be identical for each program's report

Appendix 2: Program Objectives

- a) The Program's overall educational objectives and competencies needed for graduation
- b) A copy of published criteria for successful progression in and completion of program - or a reference to the appropriate page in the Institution's or Program's Bulletin.

Appendix 3: Enrollment and Graduate Information

A table summarizing enrollment, attrition and any available graduate statistics for the past three years. Graduate statistics may include certification/licensure/registry results, employment statistics, etc.

Appendix 4: Clinical/Academic Affiliations

- a) A sample copy of a current affiliation agreement
- b) A list of all current affiliates, indicating those for which there is a signed, current agreement.
Note: In the case of coordinated visits, the institution may choose to provide a master list of affiliates for all programs being evaluated, so long as the list indicates which program(s) use each affiliate. This same list may then be included with each program's report.

Appendix 5: Program Administration and Faculty

- a) Curriculum vitae or completed Form A-5 for each teaching faculty, including the Program Director, Education/Clinical Coordinator, and adjunct faculty.

Appendix 6: Program Budget

Completed Form A-6 or institution's form containing three-year (last, this & projected) budget, including instructional personnel costs (aggregated), travel instructional supply costs, etc.

Appendix 7: Student Academic Policies

- a) A copy of published admissions policies and criteria including any technical standards required for admission or a reference to appropriate pages in Institution/Program Bulletin.
- b) A brief summary of program's admissions process
- c) Copies of policies regarding criteria for progression in and completion of program - or -reference appropriate pages in bulletin
- d) Completed Form A-7 or other summary of methods used to evaluate students' success in completing each course or segment of the curriculum
- e) A copy of student work policy, if applicable

Appendix 8: Course Information

- a) Course syllabi and schedules for every required course (didactic/clinical), excluding prerequisite and elective courses.
- b) Completed Form A-8 for every required course (didactic/clinical), excluding prerequisite and elective courses.
- c) Completed Form B-8a for each subject taught in each of the courses for Sections C.1-C.7
- d) Completed Form B-8b number of contact hours for each subject taught in each of the courses for Sections C.8.1-8.4
- e) Completed Form B-8c number of contact hours for each subject taught in each of the courses for Section C.8.5

CONSORTIUM DATA FORM

1. Institutions Comprising the Consortium

A. Name _____

City, State _____

CEO or Comparable Official _____

Telephone _____

B. Name _____

City, State _____

CEO or Comparable Official _____

Telephone _____

C. Name _____

City, State _____

CEO or Comparable Official _____

Telephone _____

2. Accreditation Agency Recognition of Institutions Comprising Consortium

Institution A _____

Institution B _____

Institution C _____

3. Nature of Institutions (Check appropriate category)

INSTITUTION	PUBLIC	PRIVATE, NOT FOR PROFIT	PRIVATE, FOR PROFIT

4. Facilities and Responsibilities (Check under appropriate institution(s))

FACILITIES AND RESPONSIBILITY	INSTITUTION		
	A	B	C
Library			
Student Health Service			
Maintenance of Official Student Records			
Financial Aid Services for Students			

5. Chief Administrative Officer of Consortium

Name & Credentials _____

Title _____

Address _____

Telephone _____

Faculty Biographical Sketch
Faculty Name:

Please provide the following information for all teaching faculty listed as instructors

Education:

Institution	Location	Degree(s)	Year Conferred	Field of Study

Professional Experience: *(List previous employment and experience in chronological order)*

--

Certification/Licensure: *(List current certifications at the national and state level, year received and renewal date)*

Certification/Licensure	Year Received	Renewal Date

Instruction: *(Courses taught over the past 2 years: List the course number, title and semester)*

Course Number	Course Title	Semester

Publications and/or Presentations and Grant Funding *(List or attach in reverse chronological order: Author, Title, Complete references to all publications/presentations during the past five years)*

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PROGRAM BUDGET

DESCRIPTION	PAST YEAR	CURRENT YEAR	PROJECTED YEAR
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<u>SALARIES & WAGES</u>			
Faculty (FT)			
Faculty (PT)			
Staff (FT)			
All other salaries/ wages			
Fringe benefits			

<u>INSTRUCTIONAL SUPPLIES</u> Including books, journals, A-V software, minor equipment and instruments			
---	--	--	--

TRAVEL			
--------	--	--	--

<u>CAPITAL EXPENDITURES</u> Including major equipment, building, renovation			
--	--	--	--

<u>TOTAL BUDGET</u>			
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Essential Elements of Course Syllabi

Since this form may differ in format from your own syllabus, it is suggested that you open your syllabus file and this file, and copy/paste the essential elements in place. Note: the data from current syllabi must be copied exactly into this form and original course syllabi should be made available to site visitors for confirmation of data accuracy.

Course Number and Title: _____

Credit Hours: _____

Semester/Quarter Taught: _____

Instructors

Course Description (as in catalog listing):

Course Objectives:

Outline:

Didactic Assignments:

Projects (student fitted orthoses or prostheses):

Required text and resources (i.e., books, articles, DVD, web links)

Suggested text and resources:

Instructional Methods (such as lecture, demonstration, lab and discussion and clinical experience, clinical attendance, etc.):

Evaluation Methods - including point distribution/weighting and grading scale:

Course Guideline (i.e., explanation of class expectation, safety, attendance, academic honesty, dress code, etc.) If in handbook, provide reference to tab and/or location.

Technical support (i.e., helpdesk or learning management system)

Describe how the program collects feedback from the students about this course so it may be improved:

Summarize the results of the evaluation of this course:

Describe the changes made to this course based upon the evaluation results:

Form B-8a -Section C Professional Curriculum (Sections C.1- C.7)

Directions: This form provides the Program the opportunity for verification of compliance with sections C.1 -C.7. Of Appendix B of the Standards and Guidelines for the Accreditation of Educational Programs in Orthotics and Prosthetics (Standards). This verification should be supported by information or data which should appear in an appendices section of the Self-Study Report. For Section C .1-C.7, document how the standard is met at your institution and in your program and provide the exact location of supporting documentation within the appendices so reviewers have a clear indication of where information on standards compliance is located in your Self-Study Report.

Section C Professional Curriculum

C.1.0 Foundational Content Areas

The following content areas related to orthotics/prosthetics must be covered in the curriculum:

Standards	Course Title and Number	Tab
C.1.1 Advanced clinical and applied technology		
C.1.2 Applied clinical skills		
C.1.3 Applied technical skills		
C.1.4 Behavioral sciences		
C.1.5 Bioethics		
C.1.6 Biomechanics		
C.1.7 Clinical pathology		
C.1.8 Clinical pharmacology		
C.1.9 Communication skills		
C.1.10. Diagnostic studies		
C.1.11 Evidence-based practice		
C.1.12 Gait analysis/pathomechanics		
C.1.13 Health care economics		
C.1.14 Human anatomy and physiology		
C.1.15 Kinesiology		
C.1.16 Materials science		
C.1.17 Models of disablement		
C.1.18 Neuroscience		
C.1.19 Practice management		
C.1.20 Professional issues		
C.1.21 Rehabilitation science		
C.1.22 Research methods		

The graduate must demonstrate the ability to complete the following essentials of the patient evaluation process competently. Please list the course title of number of the course that introduces these foundational content areas.

Standards	Course Title and Number	Tab
C.2.1 Perform comprehensive assessment of the patient using standardized tools and methods to obtain an understanding of the individual's potential orthotic/prosthetic needs that includes the specific competencies in C.2.5		
C.2.2 Determine method and criteria for referring patient to other health care professionals		
C.2.3 Document services using established record-keeping techniques to record patient assessment and treatment plans, to communicate fabrication requirements and to meet standards for reimbursement and regulations of external agencies		
Standards	Course Title and Number	Tab
C.2.4 Establish a relationship and effectively communicate with the patient or caregiver to gather cogent and useful information for orthotic/ prosthetic assessments.		
C.2.5 Specific competencies for patient assessment: Students must be knowledgeable in commonly encountered pathologies when assessing patients and the potential impact on the treatment plan, including but not limited to:		

	Course Title and Number	Tab
<p>A. <u>Patient History</u></p> <ul style="list-style-type: none"> i. Medical ii. Pathologies/dysfunction iii. Wounds iv. Testing results from other disciplines v. Surgeries vi. Medications vii. Diagnostic imaging report(s) viii. Determine potential for safe use of device, including understanding instructions and "gadget tolerance." ix. Patient goals x. Personal implications of impairment xi. Vocation xii. Recreational activities xiii. Daily functional demands xiv. Social xv. Financial information <p>B. <u>Patient Assessment</u></p> <ul style="list-style-type: none"> i. Strength ii. Joint integrity and range of motion iii. Sensory testing iv. Proprioceptive sense 	Course Title and Number	Tab

<p>B. Patient Assessment, Continued</p>	<p>Course Title and Number</p>	<p>Tab</p>
<p>v. Joint stability vi. Volumetric measures vii. Pain and effect/affect viii. Tone ix. Neuromusculoskeletal integration x. Observational gait analysis xi. Postural evaluation xii. Balance evaluation xiii. Motor control xiv. Cognitive ability xv. Relevant psychological/emotional assessment(s) xvi. Skin integrity xvii. Functional measurers xviii. Evaluation of current orthotic/prosthetic management xix. Reviewing charted evidence of vital signs, including blood pressure, pulse and respiratory rate</p> <ul style="list-style-type: none"> i. Consult with other caregivers and other health care professionals. j. Possess a basic understanding of surgical procedures related to orthotic and prosthetic care and how these surgical techniques impact orthotic and prosthetic design and function. The following are recommended, but not all inclusive, surgical procedures: <ul style="list-style-type: none"> i. Amputation surgery and revision ii. Rotationplasty iii. Joint replacement iv. Tendon lengthening v. Ligament repairs/reconstruction vi. Skin grafting vii. Bone resection for ulcer management viii. Rhizotomy ix. Spinal stabilization x. Internal fixation xi. Nerve Release xii. Joint fusion k. Pathologies 		
<p>Musculoskeletal disorders abnormal pronation and supination adhesive capsulitis (shoulder) articular cartilage disorders bursitis contractures convex pes valgus De Quevain’s disease disc herniation dislocations Dupuytren’s contracture first ray insufficiency forefoot valgus forefoot varus fractures hallux rigidus hallux valgus kyphosis ligamentous injuries mallet finger</p> <p>metatarsalgia metatarsus adductus metatarsus abductus Morton’s neuroma osteoarthritis</p>	<p>Course Title and Number</p>	<p>Tab</p>

Musculoskeletal disorders, Continued		
osteoporosis plagiocephaly and related cranial disorders plantar fasciitis plantar flexed first ray posterior tibial dysfunction rearfoot varus repetitive stress injuries rheumatoid arthritis rotator cuff injuries scoliosis spinal stenosis spondylolysis spondylolisthesis talipes calcaneovalgus tarsal coalitions trigger thumb and fingers vertebral osyeomyelitis Volkmann's contracture	Course Title and Number	Tab
Neurologic disorders cerebral vascular accident Gullain Barre hereditary motor and sensory disorders multiple sclerosis peripheral nerve injuries peripheral neuropathies poliomyelitis spinal cord injuries transverse myelitis traumatic brain injuries	Course Number and Title	Tab
Neuropathic disorders Buerger's disease diabetes mellitus vascular disease	Course Number and Title	Tab
Pediatric disorders arthrogyposis multiplex cogenita cerebral palsy developmental dysplasia of the hip fibular deficiency Legg-Calve-Perthes osteogenesis imperfecta proximal femoral focal deficiency spina bifida spinal muscular atrophy talipes equinovarus	Course Number and Title	Tab
Other burn injuries cancers complex regional pain syndrome multiple limb loss muscular dystrophies osteogenic sarcoma osteomyelitis post-operative complications spasticity trauma tumors	Course Number and Title	Tab

C.3.0 Formulation

The graduate must demonstrate the ability to integrate and apply foundational knowledge and patient information to direct potential orthotic or prosthetic management

Standards	Course Title and Number	Tab
C.3.1 Synthesize and integrate foundational knowledge and evidence from literature with findings of the assessment of a patient.		
C.3.2 Identify impairments or functional limitations, discern patient goals and determine related biomechanical objectives.		
C.3.3 In collaboration with the patient, design an intervention plan and an appropriate orthotic and/or prosthetic device to meet the needs of the patient and the biomechanical objectives.		
C.3.4 Demonstrate the ability to formulate a comprehensive treatment plan.		

C.4.0 Implementation: The graduate must demonstrate the ability to apply the necessary skills and procedures, including fabrication, to provide orthotic or prosthetic care.

Standards	Course Title and Number	Tab
C.4.1 Perform the necessary procedures and fabrication processes to provide prosthetic or orthotic services by using appropriate techniques, tools and equipment.		
C.4.2 Discern the possible interaction between the device and the patient with respect to corrective and accommodative treatment.		
C.4.3 Assess quality and structural stability of the orthosis or prosthesis based on the needs and goals of the patient.		
C.4.4 Evaluate the fit and function of the orthosis or prosthesis as used by the patient, making adjustments as necessary to obtain optimal function and meet patient goals		
C.4.5 Perform transfer methods and initial gait and mobility instructions that provide for patient safety during appointments		
C.4.6 Provide effective, culturally appropriate instruction to patients, family members and caregivers on the care, use and maintenance of the orthosis or prosthesis, as well as skin care information and wearing schedule for the device		
C.4.7 Evaluate and document the level of patient comprehension of these instructions.		

C.5.0 Follow-up: The graduate must demonstrate the ability to develop and implement an effective follow-up plan to assure optimal fit and function of the orthosis or prosthesis and monitor the outcome of the treatment plan.

Standards	Course Title and Number	Tab
C.5.1 Provide continuing patient care and periodic evaluation to assure, maintain and document optimal fit and function of the orthosis or prosthesis		
C.5.2 Develop an effective long-term follow-up plan for comprehensive orthotic or prosthetic care.		
C.5.3 provide adequate education to assure the patient and caregivers understand the importance of adhering to the treatment plan and regular follow-up visits.		
C.5.4 Document all interactions with the patient and caregivers.		
C.5.5 Demonstrate follow-up assessment regarding fit and function of device		
C.5.6 Assess the function and reliability of the device using scientifically-validated outcome measures.		

C.6.0 Practice Management: The graduate must demonstrate the ability to identify and observe policies and procedures regarding human resource management, physical environment management, financial management and organizational management, including the following:

Standards	Course Title and Number	Tab
C.6.1 Demonstrate knowledge of basic billing and coding procedures.		
C.6.2 Demonstrate knowledge of applicability of federal and state legislation and regulations associated with orthotic prosthetic services.		
C.6.3 Demonstrate the ability to document clinical chart notes, legal compliance and insurance issues.		
C.6.4 Demonstrate an understanding of how orthotists and prosthetists may deal with ethical and legal responsibilities related to patient management.		
C.6.5 Demonstrate knowledge of the terminology specific to Medicare, with an understanding of L-coding history and usage, state regulations and third-party insurance reimbursements		

C.7.0 Professional/Personal Development: The graduate must be able to articulate the importance of personal and professional development including the following areas.:

Standards	Course Title and Number	Tab
C.7.1 Lifelong learning with the goal of maintaining knowledge and skills at the most current level		
C.7.2 Engagement in community service		
C.7.3 Engagement in service to and development of the profession		
C.7.4 Attention to personal coping skills and potential for compassion fatigue.		
C.7.5 Exemplification of professional responsibility and ethics.		
C.7.6 Advocacy for and engagement in research to support the professions.		
C.7.7 Knowledge of O&P in the international community.		

Hqt o 'D/: d/'Ugevkqp'E'Rt qhgukqpcrEwt t lewnwo '*Ugevkqpu'E0 0B'0'E0 06+'

Directions: This form provides the Program the opportunity for verification of compliance with sections C.8.1 - C.8.4. of Appendix B of the Standards and Guidelines for the Accreditation of Educational Programs in Orthotics and Prosthetics (Standards). This verification should be supported by information or data which should appear in an appendices section of the Self-Study Report. For Section C 8.1 - C. 8.4 document how the standard is met at your institution and in your program and provide the exact location of supporting documentation (page) within the appendices so reviewers have a clear indication of where information on standards compliance is located in your Self-Study Report.

Standard C.8.1 – C.8.4 of the Standards reads as follows (Orthoses/Prostheses):

This section provides a comprehensive list of procedures that must be covered in the curriculum. The program must provide, at a minimum, the designated level of incorporation into the curriculum for each device/component listed. The determined levels of educational inclusion reflect the current demands of the patient population and the profession.

1. Knowledge of:
2. Knowledge of assessment or supervised assessment:
3. Knowledge of formulation of treatment plan or supervised formulation of treatment plan:
4. Knowledge of follow-up plan:

Sample

Upper Limb Orthoses/Prostheses	Course(s) Number/Title	Page	Lecture/Activity
ORTHOTICS			
Finger orthosis	MPO 5313 Orthotic Management of the Upper Limb	281	Introduction to Upper Extremity Orthotics
Thermoplastic and metal hand orthoses (HO)	MPO 5313 Orthotic Management of the Upper Limb	281	Introduction to Upper Extremity Orthotics
Thermoplastic and metal wrist-hand orthoses (WHO)	MPO 5313 Orthotic Management of the Upper Limb	281	Hand Orthoses-Thermoplastic and Metal-Rationale, Components and Orthometry Orthotic Management of the Hand Introduction to Upper Extremity Orthotics Wrist Hand Orthoses-Thermoplastic and Metal-Rationale, Components and Orthometry Orthotic Management of the Wrist

Form B-8b

Upper Limb Orthoses	Course(s) Number/Title =	Page	Lecture/Activity
Finger orthosis			
Thermoplastic and metal hand orthoses (HO)			
Thermoplastic and metal wrist-hand orthoses (WHO)			
Prehension orthosis -			
Additions and outriggers to HOs and WHOs			
Elbow orthosis			
Elbow-wrist-hand orthoses			
Shoulder–elbow-wrist-hand orthoses, custom fit			
Shoulder orthoses			
Wrist joints			
Elbow joints			
Shoulder joints			
Fracture orthoses			

Upper Limb Prostheses	Course(s) Number/Title =	Page	Lecture/Activity
Body Powered and Passive Components			
<i>Terminal devices</i>			
Passive hands			
Mechanical hands			
Sports, recreation and work terminal devices			
Voluntary opening			
Voluntary closing			

	Course(s) Number/Title =	Page	Lecture/Activity
<i>Wrists</i>			
Constant friction			
Quick disconnect			
<i>Elbows</i>			
Rigid hinges			
Polycentric hinges			
Step-up hinges			
Residual limb-activated hinges			
Flexible hinges			
Outside locking elbow hinges			
Elbow joints, conventional			
Shoulder joints			
Lift assist			
Excursion amplifier			
Externally Powered Components			
Electric hands			
Electric wrist rotator			
Electric elbows			
Digital control			
Proportional control			
<i>Input devices</i>			
Myoelectric control			
Switch control			
Touch pad			
Linear transducer			
Hybrid Control			
Partial Hand			
Passive			
Body-powered, finger driven prostheses			

	Course(s) Number/Title =	Page	Lecture/Activity
Body-powered, cable-driven prostheses			
Task-specific prostheses			
Wrist Disarticulation			
Passive			
Figure 9 harness			
Figure 8 harness			
Shoulder saddle with chest strap harness			
Medial opening			
Expandable wall socket			
Foam sleeve suspension in continuous socket			
Frame with flexible inner liner			
Gel liners			
Suspension sleeves			
Single control cable			
Transradial			
Passive prostheses			
Figure 9 harness			
Figure 8 harness			
Shoulder saddle with chest strap harness			
Anatomical suspension variants			
Frame with flexible inner liner			
Locking roll-on gel liners			
Suspension sleeves			
Single control cable			
Elbow Disarticulation			
Passive			
Figure 8 harness			
Shoulder saddle with chest strap			

	Course(s) Number/Title =	Page	Lecture/Activity
Shoulder saddle w/chest strap harness			
Medial opening			
Expandable wall socket			
Foam sleeve suspension in continuous socket			
Frame with flexible inner liner			
Gel liners			
Dual-control cable			
Transhumeral			
Passive			
Figure 8 harness			
Shoulder saddle with chest strap harness			
Frame with flexible liner			
Locking liners			
Suction			
Dual-control cable			
Shoulder Disarticulation/ Interscapulothoracic			
Passive			
Figure 8 harness			
Chest strap harness			
Frame with flexible inner liner			
Gel liners			
Dual-control cable			

Lower Limb Orthoses	Course(s) Number/Title =	Page	Lecture/Activity
<i>Foot orthoses -</i>			
Accommodative			
Supportive/corrective			

	Course(s) Number/Title =	Page	Lecture/Activity
	Rigid foot orthoses		
	UCBL		
	<i>Thermoplastic ankle-foot orthosis (AFO) –</i>		
	Solid AFO		
	Posterior Leaf Spring		
	Articulated AFO		
	Supramalleolar AFO		
	Thermoplastic knee-ankle-foot orthoses (KAFO)		
	Hip-knee-ankle-foot orthoses (HKAFO)		
	<i>Metal Systems -</i>		
	AFO		
	KAFO		
	HKAFO		
	<i>Hybrid Systems -</i>		
	AFO		
	KAFO		
	HKAFO		
	<i>Axial Resist Systems -</i>		
	AFO		
	KAFO		
	CROW / neuropathic walker		
	Total contact cast application		
	Fracture orthoses		
	Standing frames		
	Reciprocating gait orthoses		
	<i>Knee Orthoses -</i>		
	Compartmental Unloading		
	*****Rehabilitative/Post-op		

	Course(s) Number/Title =	Page	Lecture/Activity
	Tgj cd0Rquv/Qp"Ucdkkl cvkqp		
	Dynamic		
	Pediatric hip orthoses - Scottish Rite hip orthoses, Pavlik harness		
	Hip orthoses		
	<i>Ankle Joints for plastic and metal -</i>		
	""""""Hgg"motion		
	""""""No ked motion		
	""""""Cukks/Resists		
	<i>Knee Joints -</i>		
	""""""Hgg"motion (standard, offset)		
	Locked (drop, bail, ratchet, step lock)		
	""""""Ucpeg"lock		
	Free swing (stance control)		
	<i>Hip Joints -</i>		
	""""""Hgg"motion		
	""""""Locking		
	""""""Tgekr tqecvpg		
	Ankle, knee and hip stops, assists/resists		
	<i>Special modifications</i>		
	Carlson modification		
	Varus/valgus controls- modifications		
	Mid/hind foot posting		
	Thermoplastic thigh cuff designs		

Form B-8b

Lower Limb Prostheses	Course(s) Number/Title =	Page	Lecture/Activity
<i>Prosthetic Feet -</i>			
SACH			
Flexible keel			
Dynamic response			
Articulated			
Articulated, simulated			
Hybrid feet			
Vertical shock, feature			
Heel height adjustability			
Post-Operative Issues			
Post-op volume management			
Soft dressings			
Removable and non-removable rigid dressings			
Immediate postoperative prostheses			
Preparatory prostheses			
Diagnostic sockets			
Partial Foot			
Toe filler			
Slipper prostheses			
Rocker sole, rigid sole shoe modification			
Solid/articulated AFO style partial foot prostheses			
Silicone prostheses			
Posterior opening prostheses			
Syme			
Patellar tendon bearing			
Total surface bearing			

	Course(s) Number/Title =	Page	Lecture/Activity
Posterior opening			
Medial opening			
Expandable wall socket			
Foam sleeve suspension in continuous socket			
Transtibial			
Patellar tendon bearing			
Total surface bearing			
Liners, gel, etc.			
Socks			
<i>Suspension -</i>			
Suspension sleeves			
Locking mechanisms			
Suction with gel liner			
Vacuum assist suspension			
Suprapatellar cuff			
Supracondylar (SC), supracondylar-suprapatellar (SC-SP)			
Joint and thigh lacer			
Waist belt and fork strap			
Knee Disarticulation			
Polycentric knees			
Outside knee joints			
Condylar suspension (foam liner, inner sleeve, medial opening, molded socket)			
Transfemoral			
<i>Prosthetic Knees -</i>			
Mechanical knees			
Microprocessor knees			
Axis - single, polycentric			

	Course(s) Number/Title =	Page	Lecture/Activity
	Cadence control - constant friction, fluid		
	Stance control – geometric lock, manual lock, fluid		
	Stance flexion		
<i>Socket Design -</i>			
	Quadrilateral		
	Ischial containment design variations		
	Flexible inner liner with rigid frame		
<i>Suspension -</i>			
	Silesian bandage		
	Elastic belt		
	Hip joint and pelvic belt		
	Locking mechanisms		
	Suction suspension		
	Suction with gel liner		
	Vacuum assist suspension		
Liners, gel, etc.			
Socks			
Hip Disarticulation / Transpelvic / Translumbar			
One-piece socket design			
Two-piece socket design			
Iliac suspension			
Custom gel liner suspension			

Spinal Orthoses	Course(s) Number/Title =	Page	Lecture/Activity
Custom fit cervical orthoses (CO) – soft, semi-rigid, rigid			
Cervical-thoracic orthoses (CTO) - HALO, Minerva			
Custom fit thoracic-lumbar-sacral orthoses (TLSO) - soft/flexible , sagittal control, sagittal-coronal control			
Custom fit thoracic-lumbar-sacral orthoses (TLSO) - rigid , sagittal control, sagittal-coronal control			
Custom-fabricated thoracic–lumbar-sacral orthoses (TLSO) - rigid , sagittal control, sagittal-coronal control			
Custom fit lumbar-sacral orthoses (LSO) – soft/flexible , sagittal control, sagittal-coronal control, posterior-coronal control			
Custom fit lumbar-sacral orthoses (LSO) - rigid , sagittal control, sagittal-coronal control, posterior-coronal control			
Custom fabricated lumbar-sacral orthoses (LSO) - rigid , sagittal control, sagittal-coronal control, posterior-coronal control			

	Course(s) Number/Title =	Page	Lecture/Activity
<i>Scoliosis Treatments -</i>			
Cervical-thoracic-lumbar-sacral orthoses (CTLSO) - Milwaukee			
TLSOs for treatment of scoliosis: low profile - custom made and custom fit, nocturnal orthoses			
Sacral orthoses			
<i>Special modifications -</i>			
Thigh extensions			
Rotary control techniques			
Trochanteric extension			
Lumbar pads for scoliosis			
Thoracic pads for scoliosis			

Cranial management	Course(s) Number/Title =	Page	Lecture/Activity
Cranial molding helmet			
Facial orthoses			

Form B-8c

Directions: This form provides the Program the opportunity for verification of compliance with the Standards and Guidelines. This verification should be supported by information or data which should appear in an appendices section of the Self-Study Report. This form is for Section C.8.5 for Upper Limb Orthoses, Upper Limb Prostheses, Lower Limb Orthoses, Lower Limb Prostheses, and Spinal Orthoses. Provide the course title and name, the page where the information is located in the self-study and the student learning experience for the content listed in Standards C.5. **Each student must fabricate and fit devices specified in all #5's in section C.8. For items that are not custom fabricated, they must be fit. For items that are modifications or components, they are to be included in a device that is being fabricated and fit.**

#5 - Supervised assessment, formulation of treatment plan and implementation of device design, fabrication, fitting and patient education:

Sample

Lower Limb Orthoses	Course Title and Number	Page	Student Experience
Foot orthoses - accommodative, supportive/corrective	MPO 5504 Orthotic Management of the Lower Limb 1	157	Project 1: rigid FOs Project 2: semi rigid FOs Project 3: soft FOs
Rigid foot orthoses	MPO 5504 Orthotic Management of the Lower Limb 1	157	Project 1: rigid FOs
UCBL	MPO 5504 Orthotic Management of the Lower Limb 1	157	Project 4: UCBL
Thermoplastic ankle-foot orthoses (AFO) - solid, posterior leaf spring, articulated	MPO 5504 Orthotic Management of the Lower Limb 1	157	Project 6: Solid ankle AFO (converted to PLS) Project 7: Articulated AFO
Thermoplastic knee-ankle-foot orthoses (KAFO)	MPO 5407 Orthotic Management of the Lower Limb 2	206	Project 1: Thermoplastic KAFO with Quad brim, drop locks Project KAFO Workshop - Guest: Gary Bedard, CO

Form B-8c

Upper Limb Orthoses	Course(s) Number/Title =	Page	Student Experience
Thermoplastic and metal wrist-hand orthoses (WHO)			
Prehension orthoses			
Shoulder-elbow-wrist-hand orthoses, custom fit			

Upper Limb Prostheses	Course(s) Number/Title =	Page	Student Experience
<i>Terminal Devices -</i>			
Voluntary Opening			
Wrist, constant friction			
Flexible hinges			
Elbow joints, conventional			
Transradial			
Figure 9 harness			
Figure 8 harness			
Anatomical suspension variants			
Single control cable			
Transhumeral			
Figure 8 harness			
Dual-control cable			

Lower Limb Orthoses	Course(s) Number/Title =	Page	Student Experience
<i>Foot Orthoses -</i>			
Accommodative -			
Supportive/Corrective -			

	Course(s) Number/Title =	Page	Student Experience
Rigid -			
UCBL			
<i>Thermoplastic ankle-foot orthoses (AFO) -</i>			
Solid AFO -			
Posterior Leaf Spring AFO -			
Articulated AFO -			
Thermoplastic knee-ankle-foot orthoses (KAFO)			
<i>Metal Systems -</i>			
AFO -			
KAFO -			
Ankle, knee and hip stops, assists/resists			
Carlson modification			
Mid/hind foot posting			

Lower Limb Prostheses	Course(s) Number/Title =	Page	Student Experience
Dynamic response feet			
Diagnostic sockets			
<i>Transtibial</i>			
Patellar tendon bearing			
Total surface bearing			
Liners, gel, etc.			
Suspension sleeves			
Post-op volume management			
Socks			
Locking mechanisms			
Supracondylar, supracondylar-suprapatellar			
<i>Transfemoral</i>			
Mechanical knees			

	Course(s) Number/Title =	Page	Student Experience
Axis - single, polycentric			
Cadence control - constant friction, fluid			
Ischial containment design variations			
Suction suspension			

Spinal Orthoses	Course(s) Number/Title =	Page	Student Experience
<i>Custom fit cervical orthoses (CO)</i>			
Soft -			
Semi-rigid -			
Rigid -			
<i>Custom fit thoracic-lumbar-sacral orthoses (TLSO) - Soft/flexible -</i> Sagittal control, Sagittal-coronal control -			
<i>Custom fit thoracic-lumbo-sacral orthoses (TLSO) - Rigid -</i> Sagittal control, Sagittal-coronal control			
<i>Custom fabricated thoracic-lumbar-sacral orthoses (TLSO) - Rigid -</i> Sagittal control, Sagittal-coronal control -			

THE SELF-STUDY SITE REVIEW

http://www.ncope.org/info_schools/accred_process.asp

Definition:

The site review process is a one-day visit by a representative from NCOPE

Purpose:

To assess the content and provide recommendations for improvement.

LIST OF MATERIALS TO BE AVAILABLE ON-SITE

1. All signed affiliation agreements
2. Position description for professional personnel with major program administrative responsibilities
3. Curriculum vitae for all full-time and other key faculty
4. Any institutional and/or program policies on
 - a) Professional Development
 - b) Faculty and Student grievance procedures
 - c) Student health and safety
 - d) Student work
5. Sample forms used in the student selection process
6. Student Handbook
7. Student records
8. Curriculum materials not included in Self-Study Report - e.g. detailed course objectives, outlines, textbook requirements.
9. Materials such as exams and clinical evaluation forms used to evaluate and document students' progress.
10. Any forms used as part of program evaluation, such as students' evaluations of courses, analysis of graduates, certification results, graduate and employer surveys, etc.
11. Equipment and supply list
12. List of relevant on-line library resources