What Are Acceptable Structures for Rotations to Host an NCOPE Accredited Residency Program?

Director / Mentor Frequently Asked Questions · https://ncope.org/index.php/docs/what-are-acceptable-structures-for-rotations-to-host-an-ncope-accredited-residency-program/

The 2025 Residency Standards, including Standards 3.2a.2–3.2a.3, require residency sites to document their rotations and planned durations. This structure may be based on:

- Geographic locations (e.g., the Rochester Hills office)
- Patient populations or diagnoses (e.g., idiopathic scoliosis)
- Treatment categories (e.g., upper limb prosthetic care)
- Disciplines (e.g., immersive orthotic experience)
- Supervising Clinician (e.g., Aaron Adams, CPO)
- Timeline (e.g., Rotation I - NCOPE Quarter 1)

Below are examples of possible rotations with residents' time scheduled on a recurring basis. Sites should customize these rotations based on available resources and their preferred training approach:

- **Technical Fabrication:** Tuesday and Thursday afternoons (half-day each) for the first 12 weeks of the program
- **Single-Discipline Followed by Dual-Discipline Time:** Six months of focused orthotic patient care, followed by six months of focused prosthetic patient care, and a final six-month period providing care to both orthotic and prosthetic populations
- **Research-Directed Study:** Up to two days per month may be dedicated to project work, culminating in a presentation at the start of the 12th month
- **Upper Limb Prosthetic Care:** Every Monday and Thursday for four to six weeks during the final quarter of the residency
- **Rotation I — First Quarter:** A site may organize its initial rotation around orientation and selected

learning objectives, with a designated qualified mentor. Define the resident’s expected performance and review dates for those objectives. Use the 2025 engagement definitions—Observe, Assist and Independent—to describe participation in patient care, with supervision appropriate to demonstrated competence. Rotation names and schedules are examples; progression is based on the resident’s development and the applicable standards.

Writing Learning Objectives for Rotations

2025 Standard 3.4a.4 requires objectives assigned to each learning experience. Its accompanying guidance calls for at least one objective for each rotation.

Writing objectives for a rotation? Use the SMART Goals for Residency Learning and Rotations guide to describe what the resident will demonstrate, how progress will be assessed and when the objective will be reviewed. Pair the guide with the Rotation Builder when planning learning experiences.

Connect each objective to the relevant Appendix B competency. A clinic, patient population or device category supplies the context for learning. The objective describes the resident’s performance; MAVs and activity counts describe experience.

The 2025 engagement definitions and applicable supervision requirements govern resident participation. Sites choose realistic learning objectives, assessment criteria and review dates for their own residents.

Rotation Builder With Goals

To assist with creating rotations, sites are welcome to use the template below. It can be edited to reflect the site's preferred structure but must cover the entire duration of the program.

Rotation-Builder-With-Goals-Residency-Programs