



ADMINISTRATIVE COMMITTEE MEETING MINUTES

August 18, 2023

Committee Members Present

Denise Miller – Board President/Chair
 Beata Morcos – Board Vice President
 Heather Martin – Executive Officer

Public Attendees Present

Sharon Pavlovich – Loma Linda University
 Penny Stack – Loma Linda University
 Heather Kitching – CSU, Dominguez Hills
 Eva Celeste – CSU, Dominguez Hills

1. Call to order, roll call, establishment of a quorum.

The meeting was called to order at 11:10 am, roll was called, and a quorum was established.

2. President/Committee Chair’s Opening Remarks.

Board President and Committee Chair Denise Miller welcomed everyone in attendance and thanked Woodbury University for hosting the meeting.

3. Public Comment for Items Not on the Agenda.

Public members in attendance that were attendance introduced themselves, including:

- Board Member Sharon Pavlovich was in attendance as a member of the public.
- Penny Stack, Doctoral Capstone Coordinator for Loma Linda University.
- Heather Kitching, MSOT Fieldwork Coordinator for CSU, Dominguez Hills (CSUDH).
- Eva Celeste, Entry Level OTD student at CSUDH.

Board President and Committee Chair Denise Miller invited Ms. Stack to share the comments she had submitted. Ms. Stack suggested the committee define ‘clinical’ as providing direct patient care in a doctoral capstone and highlighted an example. Ms. Stack pointed out that a doctoral student may complete a capstone in pelvic health, yet not provide hands-on, direct patient care.

In reference to language previously discussed by the Board, Ms. Stack clarified that while occupational therapy assistants can supervise an occupational therapist completing a non-clinical experience, they cannot supervise an occupational therapist completing a clinical doctoral capstone experience under the Guidelines of the Accreditation Council on Occupational Therapy Education (ACOTE).

Dialogue continued regarding the use of mentorship in the ACOTE Guidelines and how mentorship varied from supervision.

In reference to supervising a maximum of three Level I and II fieldwork students at any one time, Heather Kitching shared that at CSUDH they might send out a group of eight students to a psycho-social setting and explained how pairing groups of two students benefitted the students and the clinical supervisor.

Board President and Committee Chair Denise Miller pointed out that while the Committee and Board weren't trying to make the supervision process more difficult, especially given the challenges the programs experienced in placing students in their required fieldworks, the protection of the consumer was still the Board's mandate.

Discussion ensued regarding the maximum number students that can be safely supervised, the use of a 'laboratory' setting, and the flexibility afforded the education programs under the ACOTE Guidelines. Further discussion surrounded the fact that academia was also considered a practice-setting. An example of fifteen Level I fieldwork students was provided, which is allowed under the ACOTE Guidelines. Everyone acknowledged that acuity was key in deciding of the maximum number of students.

The Committee agreed that addressing the increase in the number of Level I students that could be supervised in a faculty-led fieldwork, needed to be addressed, and would recommend that to the Board.

4. Review and vote on approval of the March 22, 2023, Committee Meeting Minutes.

The meeting minutes were not available.

5. Consideration and possible recommendation to the Board on the maximum number of students completing a *non-clinical* entry-level doctoral capstone that can be supervised by an occupational therapist who is concurrently supervising occupational therapy assistants, limited permit holders or students completing their fieldwork.

Given the earlier comments, the Committee suggested for clarity, that a non-clinical capstone experience be specified by the capstone areas listed in the ACOTE Guidelines with no maximum number of students specified.

The Committee suggested for clarity, rather than use the general terms "clinical capstone experience" or "non-clinical capstone experience," that a *non-clinical capstone experience* be specified by the capstone areas listed in the ACOTE Guidelines. Thus, "non-clinical capstone experience" would be replaced with "Doctoral capstone students completing an experience in including "an experience in research skills, administration, leadership, program and policy development, advocacy, or education," with no maximum number of students specified.

6. Consideration and possible recommendation to the Board on the maximum number of students completing a *clinical* entry-level doctoral capstone that can be supervised by an occupational therapist who is concurrently supervising occupational therapy assistants, limited permit holders or students completing their fieldwork.

Given the Board's discussion surrounding a total of three Level I fieldwork students, Level II fieldwork students, Limited Permit holders, Doctoral capstone students completing a clinical capstone experience, and occupational therapy assistants, as being

the most that an occupational therapist could supervise, the Committee thought it important to provide more specificity. Thus, they discussed the importance of adding further language to 'clinical experience' to include 'direct patient care.'

The new language the Committee would recommend to the Board would be:
"Occupational therapists may supervise... No more than a total of three Level I fieldwork students, Level II fieldwork students, Limited Permit holders, Occupational Therapy Assistants, or Doctoral capstone students completing a clinical, direct patient/client care experience, at any one time."

7. Consideration and possible recommendation to the Board on the maximum number of students completing a *non-clinical* entry-level doctoral capstone that can be supervised by an occupational therapy assistant who is concurrently supervising occupational therapy assistants, limited permit holders or students completing their fieldwork.

The Committee suggested adding a new subsection acknowledging that occupational therapy assistants (OTAs) can supervise doctoral capstone students completing a non-clinical capstone, as allowed under ACOTE Guidelines.

The new language the Committee would recommend to the Board would be:
"Occupational therapy assistants may supervise Doctoral capstone students completing an experience in research skills, administration, leadership, program and policy development, advocacy, or education, as required by an accredited educational program"

8. Consideration and possible recommendation to the Board on the maximum number of students completing a *clinical* entry-level doctoral capstone that can be supervised by an occupational therapy assistant who is concurrently supervising occupational therapy assistants, limited permit holders or students completing their fieldwork.

To be consistent with ACOTE Guidelines, the Committee agreed to recommend to the Board, that language not be included to authorize OTAs to supervise an OT completing a clinical doctoral capstone experience.

The Committee suggested, for clarity, to add a new subsection acknowledging that occupational therapy assistants (OTAs) can supervise doctoral capstone students completing a non-clinical capstone as allowed under ACOTE Guidelines.

9. New suggested agenda items for a future meeting.

The Committee agreed that subject to the Board's action at its August meeting relating to recommended edits to CCR Section 4181, the Committee will need to meet again to discuss possible edits to CCR Section 4180, to ensure continuity and alignment in the definitions as they relate to the supervision parameters.

Ms. Miller thanked everybody for their time and expertise.

Meeting adjournment.

The meeting adjourned at 2:25 p.m.