

OT Mastery

Transitioning to Academia

1. What is the difference between a bridge and post-professional program?

- A. A bridge is a program for therapists who choose to enter the field after changing careers while a post-professional program is only for therapists who want to get additional degrees
 - B. A bridge combines undergraduate and graduate programs into one while a post-professional degree is one that someone receives after another degree or after being in the workforce for a period of time
 - C. A bridge is a program that someone enters after receiving another degree or after being in the workforce for a period of time while a post-professional degree combines undergraduate and graduate programs into one
 - D. There is no difference between the two programs
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2. Is it required for occupational therapy educators to hold a PhD?

- A. No, but some educators are required to hold a terminal degree in the field, which is an OTD
 - B. Yes, all educators should hold a PhD
 - C. It depends on the position they are seeking
 - D. No, all educators must hold an OTD in the field
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3. What is the difference between an adjunct professor and a guest lecturer?

- A. Guest lecturers instruct students in certain courses but do not create curriculum; adjunct professors instruct and create curriculum
 - B. Guest lecturers offer virtual lectures while adjunct professors only instruct in person
 - C. Guest lecturers discuss a specific topic with students on a single occasion and are not employed by the university; adjunct professors work a limited number of hours a week teaching one or more courses per semester
 - D. There is no difference between these two roles
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4. What is an associate professor?

- A. They are professors who work in clinical settings while also teaching
 - B. These professors are on the track for tenure so they have job security in their full-time role
 - C. They are full-time educators who assist with curriculum development and instruct courses
 - D. Both B & C
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5. What is considered a duty of a program director?

- A. Evaluating course instructors

- B. Budgeting
 - C. Maintaining ACOTE accreditation status
 - D. All of the above
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6. What is not an aspect of strategic planning for an occupational therapy department?

- A. Ensuring the program's mission, values, and vision align with those of the university
 - B. Maintaining a media presence for the program
 - C. Measuring the success of the program
 - D. Identifying program objectives
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7. Are soft or hard skills more helpful in the transition to academia?

- A. Soft skills are more useful in academia, while hard skills are more applicable to clinical settings
 - B. Hard skills are more pertinent to academia, while soft skills will help a clinician succeed in practice
 - C. They are both equally important
 - D. Neither skill type will help someone transition to academia
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8. What is not considered a soft skill?

- A. Physical agent modalities
 - B. Time management
 - C. Problem solving
 - D. Professionalism
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9. According to research, what three soft skills are the most difficult to teach?

- A. Creativity, flexibility, time management
 - B. Communication, critical thinking, creativity
 - C. Organization, empathy, patience
 - D. Stress management, communication, conflict resolution
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10. What populations have the most barriers to success in academia?

- A. Those in rural areas
 - B. People of color
 - C. Women
 - D. All of the above
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11. How can educators best prepare for a position before applying or accepting one?

- A. Study the university's organizational structure

- B. Look for universities that have values aligned with their own
 - C. Build a network of professionals in academia
 - D. All of the above
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12. Is it necessary for clinician educators to get an orientation to their academia role?

- A. No, but it is very helpful especially for new educators
 - B. No, which is why it is optional at many universities
 - C. Yes, it is an accreditation requirement
 - D. Yes, since it helps set expectations
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13. How can a therapist use a stepping stone position to enter academia?

- A. They can be taken on in addition to full-time educator roles
 - B. This is the equivalent of shadowing in an academic setting
 - C. This can give them a taste of academia through flexible, project-based roles on a temporary basis
 - D. Stepping stone positions help therapists transition out of academia
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14. How can therapists best maintain their clinical skills after entering academia?

- A. Maintaining a clinical role
 - B. Driving their own professional development
 - C. Engaging in research, writing publications, and participating in other scholarly practices
 - D. All of the above
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15. How do therapists know if they are finding success as an educator?

- A. Student evaluations
 - B. Teacher evaluations
 - C. Job satisfaction
 - D. All of the above
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16. What is not considered a transitional strategy on an organizational level?

- A. Creating clear job descriptions for all positions
 - B. Assigning peer mentors to all faculty throughout their careers
 - C. Balancing work, clinical, and academic roles effectively
 - D. Both B & C
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17. What is an equity advisor at a university?

- A. Someone who ensures there is an equal number of students in each demographic category

- B. Someone who advocates for equality in pay, hiring, advancement, awards/recognition, and other cultural issues
 - C. Someone who only helps underrepresented populations get positions in academia
 - D. None of the above
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18. What is one of the best ways universities can encourage equity in hiring faculty at the organizational level?

- A. Denying educators without teaching experience any roles that help them enter the field
 - B. Leaving applicants without any feedback regarding their interviews
 - C. Considering non-academic work experience equally as much as research experience
 - D. Hiring individuals from only one background
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19. What is a multiple mentorship program?

- A. A formalized program that sets mentees up with mentors based on factors such as expertise, career level, and more
 - B. A type of mentoring program that pairs junior educators with senior educators in their field
 - C. A program that involves educators having more than one mentor at a time
 - D. A model that involves mentors taking on more than one mentee at a time to engage in group mentoring
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20. What is not an organizational strategy to improve ease of transitioning in research?

- A. Equally distributing research opportunities based on interest
 - B. Assigning research professionals additional work duties
 - C. Making demographic information for publication reviewers and authors publicly available
 - D. Holding leadership accountable for anything that prevents those without experience or underrepresented groups from entering academic roles
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