

# 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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