



COLLEGE OF OCCUPATIONAL THERAPISTS OF ONTARIO

ACADEMIC REVIEW TOOL

For internationally educated applicants requiring academic curriculum review to demonstrate substantial equivalence to the essential competencies of practice for occupational therapists in Canada.

Please complete the following information.

Name of applicant: _____

School of Graduation and degree: _____

Length of Program and Year of Graduation: _____

Country of Graduation: _____

Name and Role of Reviewer (e.g. Self-review, committee member):



Introduction of the Tool

This tool has been developed for the purpose of evaluating occupational therapy curriculum for international applicants seeking registration with the College of Occupational Therapists of Ontario. The College receives applications for registration from individuals with either Canadian or international education in occupational therapy. The College is familiar with Canadian occupational therapy curriculum and is confident that these programs are designed to prepare graduates to enter the profession with the essential competencies of practice for occupational therapists in Canada. While the College welcomes the richness of international education programs and their graduates, it is not sufficiently familiar with these programs to determine if they prepare graduates with the essential competencies of practice for occupational therapists in Canada.

As discussed in the World Federation of Occupational Therapists (WFOT) Revised Minimum Standards for the Education of occupational therapists, one important aspect of professional practice is the relevance to the local context of practice. The Canadian Model of Occupational Performance and the Essential Competencies of Practice for Occupational Therapists in Canada serve as key frameworks that define occupational therapy practice in Canada and are consistent and relevant to the delivery of health care in this country. The College does not expect that international occupational therapy programs will be exactly the same as those in Canada. It is therefore understood that the curriculum of international occupational therapy programs will not directly match the components described within this tool. There will be some aspects of this tool which may not be addressed in the curriculum of international programs and likewise some aspects of international programs that will not be reflected in this tool.

This tool is to be completed initially by the applicant, and along with the supporting curriculum documents, will be reviewed further by the Registration Committee of the College.

College mandate

The College of Occupational Therapists of Ontario is a governing body established by the provincial government to regulate the practice of occupational therapy in Ontario (*Regulated Health Professions Act*, 1991). It is the responsibility of the College to ensure that occupational therapists practicing in this province have the knowledge, skills, abilities and behaviour necessary to practice occupational therapy according to the standards of the profession. Under the legislation, the College is responsible for setting requirements for entry to the profession, including level of education and practical experience hours. In fulfilling this role, the College also has a mandate to ensure a fair and open process to evaluate the knowledge and skills of internationally educated applicants and to uphold the public's right to benefit from the diversity of skills these individuals bring to the workplace.



Educational Requirements for Registration

The College's General Regulation (O. Reg. 130/00) Part VIII, Registration outlines the registration criteria. As stated in Section 36 (1) i, an applicant must have a Bachelor of Science degree in Occupational Therapy obtained in Ontario or an academic qualification considered equivalent by the Registration Committee and section 36(1) 2 states that the applicant must have completed a minimum of 1000 hours of fieldwork or clinical practicum accepted by the Registration Committee. The regulation further explains under 36 (2) that an academic qualification is not equivalent unless,

- a) the curriculum includes courses within the basic sciences, the behavioural sciences, the clinical sciences, the managerial sciences and occupational therapy theory, practice and field work; and
- b) the nature, extent and scope of those courses are substantially equivalent to a Bachelor of Science degree in Occupational Therapy obtained in Ontario.

The Essential Competencies of Practice

The Association of Canadian Occupational Therapy Regulatory Organizations first published the *Essential Competencies of Practice for Occupational Therapists in Canada* in December 2000. This College endorsed these competencies in March 2001 and acknowledges them as a description of the knowledge, skills and abilities that are required for an occupational therapist to practice safely, effectively and ethically. The second edition of this document was published in 2003, and the third edition was published in 2011. As stated in the Essential Competencies document, the purpose of the essential competency statements is to describe the knowledge, skills and attitudes required for OTs to demonstrate they are competent for OT practice in Canada. The College has therefore established a process to review the academic training of an applicant within the framework described by the Essential Competencies. Curriculum is reviewed for evidence that knowledge, skills and attitudes that reflect the competencies are taught or fostered within the curriculum.

Academic Review Process

An applicant, whose education was obtained outside of Canada and from a program that is not on the College approved list of schools, is required to complete an academic review process by a panel of the Registration Committee. The applicant is asked to provide detailed course descriptions including hours of study, course content and/or objectives and details of fieldwork. Members of the Registration Committee are responsible for the review of these documents to determine if there is sufficient evidence to establish substantial equivalency to a Bachelor of Science in Occupational Therapy from an Ontario school. Members of the committee have been trained to work with these tools and to follow a standard process for the review.



Please note that an external credential review report is also required to establish equivalency of the academic program to the Canadian academic system. The College's Academic Review is intended to consider the specific course content in relation to the entry-to-practice competencies for occupational therapy practice in Ontario.

Note: There are a number of terms used throughout the document that may require further explanation. There is a separate glossary attached to the end of the document to help clarify the use of these terms in this document. A review of the glossary while completing the tool is recommended.

Instructions to complete the Academic Review Tool

This tool has eight sections. Each section must be completed.

In sections 1 through 7 you will see a series of statements under a corresponding heading. These statements are from the *Essential Competencies of Occupational Therapy Practice in Canada*. You can access the Essential Competencies document from the College's website – www.coto.org > *Resource Room > Practice Standards*. Below these statements is a chart for you to complete. The statements in the chart describe how the curriculum should reflect the competencies.

Review the curriculum and provide the course reference(s) that demonstrate the specific item or statement was covered in your curriculum.

- Note that you may have one course that relates to more than one section and more than one statement per section.
- You may find that you are not able to find a course that relates to each statement. In this scenario, if the competency was learned in class or clinical fieldwork experience, provide a description of what was learned and the method it was taught.
- You may find that there were additional courses or topics that were covered in your curriculum that are not addressed on this tool. There is a place for you to add these at the end of the tool. The committee will consider all relevant course work in addition to the information in each section.

Section 8 refers to clinical fieldwork hours. The College requires 1000 hours of clinical fieldwork related to occupational therapy practice. Please provide the details of these hours as requested in this section. Note that some of this information may not be available within the curriculum but you are required to provide the relevant details of your clinical practicum (e.g. area of practice, duration of placement).



Section 1

1. Assumes Professional Responsibility

- 1.1 Demonstrates a commitment to clients, public, and the profession.
- 1.2 Practices within scope of professional and personal limitations and abilities.
- 1.3 Adheres to the Code of Ethics recognized by the provincial regulatory organization.
- 1.4 Applies ethical frameworks to solve ethical situations.
- 1.5 Demonstrates professional integrity.
 - 1.5.1 Accepts responsibility for actions and decisions.
 - 1.5.2 Shows respect for the dignity, privacy, and confidentiality of clients.
 - 1.5.3 Manages conflicts of interest (real or perceived).
 - 1.5.4 Demonstrates sensitivity to power imbalance (real or perceived).
 - 1.5.5 Understands the impact of values and beliefs that may affect practice.
 - 1.5.6 Demonstrates sensitivity to diversity



Assumes Professional Responsibility	Evident Within Curriculum (Lecture, assignment and/or lab)		Course Reference
	REQUIRED	EVIDENT	
Responsibility to the public and profession	X	<input type="checkbox"/>	
Client advocacy	X	<input type="checkbox"/>	
Scope of practice	X	<input type="checkbox"/>	
Professional Ethics / Code of Ethics	X	<input type="checkbox"/>	
Professional Integrity:			
• Responsible for own actions and decisions	X	<input type="checkbox"/>	
• Respect for the client (dignity, privacy and confidentiality)	X	<input type="checkbox"/>	
• Recognition of conflict of interest	X	<input type="checkbox"/>	
• Sensitivity to power imbalance	X	<input type="checkbox"/>	
• Understands impact of values and beliefs that may affect practice	X	<input type="checkbox"/>	
• Sensitivity to diversity	X	<input type="checkbox"/>	

Additional comments: _____



Section 2

2. Thinks Critically

- 2.1 Demonstrates sound professional judgment and clinical reasoning in decision making.
 - 2.1.1 Demonstrates effective and evidence based problem solving and judgment to address client needs.
 - 2.1.2 Negotiates common ground with clients, interprofessional team members, and other stakeholders.
 - 2.1.3 Integrates complexity of client issues, needs, and goals within occupational therapy service.
 - 2.1.4 Integrates relevant information with previous learning, experience, professional knowledge and current practice models.
 - 2.1.5 Synthesizes and analyzes the information to inform occupational therapy service.
- 2.2 Engages in reflection and evaluation and integrates findings into practice.



Thinks Critically	Evident Within Curriculum (Lecture, assignment and/or lab)		Course Reference
	REQUIRED	EVIDENT	
Consistent with current models of OT practice <small>*List models of OT practice covered below</small>	X	<input type="checkbox"/>	
Professional judgment and clinical reasoning in decision making	X	<input type="checkbox"/>	
Evidence-based problem solving	X	<input type="checkbox"/>	
Knowledge of Research Methods	X	<input type="checkbox"/>	
Reflective/Evaluative Practice		<input type="checkbox"/>	
Recognizes where services should be adjusted / discontinued	X	<input type="checkbox"/>	

*List occupational therapy and/or related models of practice

Additional comments: _____



Section 3

3. Demonstrates Practice Knowledge

- 3.1 Uses current occupational therapy theory in day-to-day practice.
- 3.2 Demonstrates awareness of physical, social, cultural, institutional and economic environment relevant to the jurisdiction of practice.
- 3.3 Demonstrates awareness of experiential knowledge of client and occupational therapist.
- 3.4 Demonstrates awareness of legislative and regulatory requirements relevant to the province and area of practice.
Cues: restricted activities, local policies, consent process, health information, protection of confidentiality and privacy, child protection, mental health, occupational health and safety requirements.



Evidence of OT Practice Knowledge	Evident Within Curriculum (Lecture, assignment and/or lab)		Course Reference
	REQUIRED	EVIDENT	
Foundational biomedical and social sciences (anatomy, neuroanatomy, neurology, neurophysiology, development across lifespan, social sciences, disease/ conditions)	X	<input type="checkbox"/>	
Assessment of Person:			
Cognitive	X	<input type="checkbox"/>	
Affective	X	<input type="checkbox"/>	
Physical	X	<input type="checkbox"/>	
Emotional		<input type="checkbox"/>	
Spiritual		<input type="checkbox"/>	
Analysis of Occupations	X	<input type="checkbox"/>	
Environmental enablers and barriers :			
Physical	X	<input type="checkbox"/>	
Economic	X	<input type="checkbox"/>	
Cultural	X	<input type="checkbox"/>	
Political	X	<input type="checkbox"/>	
Institutional	X	<input type="checkbox"/>	
Experiential knowledge (biases/ values)	X	<input type="checkbox"/>	



Evidence of OT Practice Knowledge	Evident Within Curriculum (Lecture, assignment and/or lab)		Course Reference
	REQUIRED	EVIDENT	
Assessment of Occupational Performance:			
Self-care	X	<input type="checkbox"/>	
Productivity	X	<input type="checkbox"/>	
Leisure	X	<input type="checkbox"/>	
Mobility		<input type="checkbox"/>	
IADL		<input type="checkbox"/>	
Standardized Assessment	X	<input type="checkbox"/>	
Occupational Performance Factors:			
Intervention Strategies	X	<input type="checkbox"/>	
Methods	X	<input type="checkbox"/>	
Assistive Technologies	X	<input type="checkbox"/>	
Covers the life span	X	<input type="checkbox"/>	
Environmental Modification: Technical skills (e.g. splinting and wheelchair positioning for function)	X	<input type="checkbox"/>	
Legislative and regulatory requirements	X	<input type="checkbox"/>	

Additional comments: _____



Section 4

4. Utilizes an Occupational Therapy Practice Process to Enable Occupation

- 4.1 Clarifies the role of occupation and enablement when initiating services.
- 4.2 Demonstrates a systematic client-centred approach to enabling occupation.
- 4.3 Ensures informed consent prior to and throughout service provision.
- 4.4 Assesses occupational performance, engagement, and enablement needs of client.
- 4.5 Develops client-centred plan with client, interprofessional team members, and other stakeholders.
- 4.6 Implements plan for occupational therapy services.
- 4.7 Monitors plan to modify in a timely and appropriate manner.
Cues: modifies plan of care, revises occupational therapy services recommendations.



Utilizes a Practice Process	Evident Within Curriculum (Lecture, assignment and/or lab)		Course Reference
	REQUIRED	EVIDENT	
Communicates scope and parameters of services	X	<input type="checkbox"/>	
Professional Relationship building	X	<input type="checkbox"/>	
Informed consent	X	<input type="checkbox"/>	
Client-centred /Respect for client	X	<input type="checkbox"/>	
Systematic client-centred delivery of OT (Practice Process) as follows:			
1. Engage client in collaborative approach	X	<input type="checkbox"/>	
2. Informed consent	X	<input type="checkbox"/>	
3. Assessment	X	<input type="checkbox"/>	
4. Determine service delivery approach	X	<input type="checkbox"/>	
5. Client-centred plan	X	<input type="checkbox"/>	
6. Develop targeted outcomes	X	<input type="checkbox"/>	
7. Plan for service delivery	X	<input type="checkbox"/>	
8. Additional services	X	<input type="checkbox"/>	
9. Interventions	X	<input type="checkbox"/>	
10. Evaluation	X	<input type="checkbox"/>	
11. Discharge / Discontinuation	X	<input type="checkbox"/>	

Additional comments: _____



Section 5

5. Communicates & Collaborates Effectively

- 5.1 Communicates effectively with the client, interprofessional team members, and other stakeholders using client-centred principles that address physical, social, cultural or other barriers to communication.
 - 5.1.1 Fosters open, honest, and clear communication
 - 5.1.2 Delivers information in a respectful, thoughtful manner.
 - 5.1.3 Uses strategies that empower communication.
 - 5.1.4 Adapts communication approach to ensure that barriers to communication do not impact the client's ability to direct own care process.
 - 5.1.5 Employs educational approach as appropriate.
 - 5.1.6 Record Keeping
- 5.2 Communicates using a timely and effective approach.
- 5.3 Maintains confidentiality and security in the sharing, transmission, storage and management of information.
- 5.4 Collaborates with client, interprofessional team, and other stakeholders.
- 5.5 Works effectively with client, interprofessional team, and other stakeholders to manage positive professional relationships.



Communicates & Collaborates Effectively	Evident Within Curriculum (Lecture, assignment and/or lab)		Course Reference
	REQUIRED	EVIDENT	
Communicates effectively with key stakeholders using client-centred principles that address barriers to communication	X	<input type="checkbox"/>	
Record keeping	X	<input type="checkbox"/>	
Confidentiality and security of information (respects privacy)	X	<input type="checkbox"/>	
Collaborates with key stakeholders	X	<input type="checkbox"/>	
Positive professional relationships	X	<input type="checkbox"/>	

*Note: Relevant course work includes interviewing skills and small group work

Additional comments:



Section 6

6. Engages in Professional Development

- 6.1 Uses self-evaluation, new learning, and evidence in professional development.
 - 6.1.1 Conducts a regular assessment of personal learning needs required to ensure ongoing competence.
 - 6.1.2 Adjusts assessment of personal learning needs with external information.
 - 6.1.3 Reviews various sources of information and new knowledge and determines applicability to practice.
- 6.2 Demonstrates commitment to continuing competence.
- 6.3 Enhances personal competence through integration of ongoing learning into practice.



Professional Development	Evident Within Curriculum (Lecture, assignment and/or lab)		Course Reference
	REQUIRED	EVIDENT	
Assesses learning needs	X	<input type="checkbox"/>	
Identifies learning strategies for professional growth	X	<input type="checkbox"/>	
Integrates knowledge into practice	X	<input type="checkbox"/>	
Identifies and uses appropriate resources for professional development	X	<input type="checkbox"/>	
Utilizes self-assessment (reflective process, self-evaluation)	X	<input type="checkbox"/>	

Additional comments:



Section 7

7. Manages Own Practice And Advocates Within Systems

- 7.1 Manages day-to-day practice processes.
- 7.2 Manages assignment of service to support personnel, other staff, students, and others under the occupational therapist's supervision.
- 7.3 Contributes to a practice environment that supports client-centred occupational therapy service, which is safe, ethical and effective.
- 7.4 Demonstrates commitment for client and provider safety.
- 7.5 Participates in quality improvement initiatives.
- 7.6 Advocates for the occupational potential, occupational performance, and occupational engagement of clients.



Manages Own Practice and Advocates Within Systems	Evident Within Curriculum (Lecture, assignment and/or lab)		Course Reference
	REQUIRED	EVIDENT	
Prioritizes professional duties	X	<input type="checkbox"/>	
Allocates services balancing needs and resources	X	<input type="checkbox"/>	
Assignment and supervision of OT service (to students, support personnel)	X	<input type="checkbox"/>	
Risk management (safety, continuous improvement of practice)	X	<input type="checkbox"/>	
Client and provider safety	X	<input type="checkbox"/>	
Client advocacy within systems		<input type="checkbox"/>	

Additional comments:



Section 8

Clinical Fieldwork

Fieldwork Requirements	Evidence (provide course reference where available)
<p>1000 hours of clinical fieldwork (indicate number of blocks and if they were completed full-time or part-time)</p>	
<p>Indicate nature of clinical settings and area of practice (e.g. community – paediatrics ; hospital – adults physical medicine)</p>	
<p>Indicate type of service delivery and/or interventions (e.g. case management, assessment and treatment, vocational/return to work assessments)</p>	



Glossary of Terms

The following explanations are intended to assist with understanding how these terms are used in this document. In most cases the definitions have been revised from the original reference.

Canadian Model Of Occupational Performance (CMOP): A 1997 conceptual framework that describes occupational therapy's view of the dynamic, interwoven relationship between persons, environment and occupation that result in occupational performance over a person's lifespan. (*Enabling Occupation: An Occupational Therapy Perspective*, CAOT, 1997)

Client-centred – A collaborative and partnership approach that recognizes the clients experiences and knowledge, demonstrates respect, and client involvement in decision-making and advocacy with and for client needs. (*Enabling Occupation; An Occupational Therapy Perspective*, CAOT, 1997)

Clinical reasoning – clinical reasoning involves critical thinking and has a logical structure; information is organized through conceptual thinking and logically related to a framework allowing for a clinical interpretation. (*Competency Based Fieldwork Evaluation*, 2002)

Competent – Being competent refers to the practice at a skill level of an individual, which meets or exceeds the minimum and ongoing performance expectations. Competent practice depends on three elements:

1. context of practice,
2. capability of individual (e.g., physical, cognitive, affective), and
3. competencies demonstrated by an individual

Competency/Competencies – A competency is a unit of or component part of the whole (i.e., competence). A competency is an outcome statement that reflects the knowledge, skills, and attitudes to achieve a major part of one's job (a role of responsibility). Each competency can be measured against well accepted standards, and can be improved via training and development.

Critical Thinking – Requires analytical and conceptual thinking. Analytical thinking is a thought process for forming an insight or comprehensive mental representation of a complex problem or situation. It requires defining the whole problem in terms of its parts and then defining how the parts relate to the whole in order to understand the cause and effect relationship. Conceptual thinking involves linking objective features of a situation to past learning. (*Competency Based Fieldwork Evaluation*, 2002).



Enabling occupation – Refers to enabling people to “choose, organize, and perform those occupations they find useful and meaningful in their environment.”

Engagement – Refers to actively involving clients in doing, participating.

Environment - Cultural, institutional, physical, and social elements that lie outside individual, yet are embedded in individual actions. (*Enabling Occupation: An Occupational Therapy Perspective*, CAOT, 1997)

Informed consent – Process to seek permission for an action/treatment or intervention by providing an individual with sufficient information to allow them to make an informed decision. In order to be informed the information provided must be sufficient to allow the individual to understand and appreciate the nature of the treatment/intervention, the expected benefits of the treatment/intervention, the material effects, risks and side effects of the treatment/intervention, alternative sources of action, and the likely consequences of not having treatment. The consent must be voluntary and not have been obtained through misrepresentation or fraud. (*Principled Occupational Therapy Practice*, COTO, 2002)

Jurisdiction of Practice - the geographic territory of the regulatory authority to govern practice - in Canada, the province.

Occupational performance – the result of a dynamic, interwoven relationship between persons, environment, and occupation over a person’s lifespan; the ability to choose, organize and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community (*Enabling Occupation; An Occupational Therapy Perspective*, 1997)

Performance Indicators – The inter-related set of measurable behaviours related to the demonstration of a given competency (i.e. outcome). Performance indicators are often key ‘parts’ or ‘processes’ related to demonstrating the knowledge, skills, or attitudes related to the competency.

Practice Process – The approach used to provide services to clients; systematic or organized in a manner that addresses the core components of service delivery. Traditionally identified as assessment, planning, intervention, and discharge. In the context of the Occupational Performance Process the stages are defined as identify occupational performance (OP) issues, select theoretical approaches, identify OP components and environmental conditions, identify strengths and resources, negotiate targeted outcomes and develop action plans, implement plans through occupation, evaluate OP outcomes.

Professional Competency – The behavioural definition of the knowledge, skills, values and personal qualities that underlie the expected performance of professional activities. (*Competency Based Fieldwork Evaluation*, 2002)



Professional demeanor – the behaviours expected of an individual that reflect the common values, beliefs and code of conduct of the profession (e.g. respect, honesty, integrity, sensitivity to diversity)

Professional Integrity – Firm adherence to the conduct, values, and qualities that characterize the profession. (*Competency Based Fieldwork Evaluation, 2002*).

Records – All information, however recorded (e.g. audio, visual, written) generated by the therapist, pertaining to occupational therapy services provided by the therapist to and/or on behalf of the client. (*Practice Guideline; Client Records, COTO, 1999*)

Reflective and evaluative approach – A process of retrospective analysis of an experience, action or behaviour for the purpose of determining its effectiveness and identifying ways to improve it.

Resource management – the ability to identify and organize the resources required for the provision of occupational therapy service. Resources may be managed at the individual client level (e.g. specific skill or knowledge, hours of therapy service) or at an organizational level (e.g. human resources, business practices and procedures, equipment)

Stakeholders – other individuals or organizations that have an interest in the service being provided to the client. E.g. family, referral sources, payers, other health providers.

Theoretical Approaches of OT practice – conceptual knowledge that supports practice through a thorough understanding of the system of assumptions, accepted principles, and rules of procedure that serve as blueprints for a specific manner of organizing knowledge to guide practice. Examples include; psychosocial, developmental, neuropsychological, rehabilitation, ecological. (adapted; *Competency Based Fieldwork Evaluation, 2002*).

Theoretical Knowledge - A thorough understanding of the system of assumptions, accepted principles, and rule of procedure that serve as blueprints for a specific manner of organizing knowledge to guide practice. (*Competency Based Fieldwork Evaluation, 2002*).



References

The following references were used to assist with development of the glossary.

Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO). *Essential Competencies of Practice for Occupational Therapists in Canada*, 2000

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Glover Takahashi, S. (in press). *Competency frameworks: A primer*. Toronto: Author.

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Townsend, Editor, *Enabling Occupation: An Occupational Therapy Perspective*, CAOT, 1997

Townsend, E. A., & Polatajko, H. J. (2007). *Enabling occupation II: Advancing an occupational therapy vision for health, well-being, & justice through occupation*. Ottawa: CAOT Publications ACE.