

Alberta College of  
Occupational Therapists

**Essential Competencies  
of Practice  
for  
Occupational Therapists  
in Canada<sup>©</sup>**

2nd Edition

First Edition, December 2000  
Second Edition, June 2003

Also issued in French under title:  
Compétences essentielles à la pratique pour les ergothérapeutes au Canada - deuxième édition

© 2000, Association of Canadian Occupational Therapy Regulatory Organizations

# Table of Contents

## Preface

Introduction .....	1
Purpose of this Document	
Background	
Purpose of the Essential Competencies Statements	
Development and Validation of the Essential Competencies	
Development and Validation of the Performance Indicators	
Assumptions .....	3
The Essential Competencies Framework.....	4
The Competencies And Performance Indicators .....	5
Unit 1. Assumes Professional Responsibility .....	5
Unit 2. Demonstrates Practice Knowledge .....	7
Unit 3. Utilizes A Practice Process .....	7
Unit 4. Thinks Critically .....	9
Unit 5. Communicates Effectively .....	10
Unit 6. Engages In Professional Development .....	11
Unit 7. Manages The Practice Environment.....	12
References .....	13
Appendix A .....	14
Appendix B .....	16
Appendix C .....	17
Appendix D .....	18

## Preface

This document describes the Essential Competencies required of an occupational therapist to practise in any province in Canada. This Second Edition includes additional Performance Indicators that were developed by the members of the Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO).

ACOTRO extends a sincere thank you to all of the occupational therapists who participated in the development of the Performance Indicators and/or provided their feedback. Their comments were useful in shaping this document and validating the work.

Finally, ACOTRO wishes to acknowledge the contributions of Assessment Strategies Inc. The guidance and expertise provided at critical stages in the development of the Essential Competencies and Performance Indicators were invaluable.



# Introduction

## Purpose of this Document

This document provides the Performance Indicators that accompany the Essential Competencies of Practice for Occupational Therapists in Canada and also provides a brief description of the process followed to develop the Performance Indicators. The Essential Competencies on which these Performance Indicators are based were originally prepared and validated in 2000 by the Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO) and the Performance Indicators were added in 2003. For specific information on the initial development of the Essential Competencies in 1999-2000, the reader is referred to the document *The Essential Competencies of Practice for Occupational Therapists in Canada* (ACOTRO, 2000).

## Background

The Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO) has been in existence since 1989. It was initially established to facilitate the networking and sharing of regulatory issues among provinces. In the last few years, a process of harmonization and mutual recognition across provinces was undertaken and as a result, the need to obtain a national consensus on essential competencies became paramount. It was in this spirit of national collaboration that the project to develop a set of essential competencies was initiated.

## Purpose of the Essential Competencies Statements

Traditionally, at the provincial level, competencies for entry-level candidates have been largely based on the academic curriculum. However, these entry-level competencies have not been sufficiently grounded in practice to provide a suitable description of requirements for confirming competence related to entry to practice and registration. Statements are required to define the clinical and professional competencies expected of an occupational therapist in any province. Thus, the Essential Competencies describe the knowledge, skills and abilities that are required for an occupational therapist to practise safely, effectively and ethically in any province. They are intended to constitute the platform for entry to practice requirements as well as continuing competence requirements.

While the Essential Competencies are deemed to be essential for safe, effective and ethical practice, it is understood that it may not be possible for an individual occupational therapist to apply certain competencies in specific clinical contexts or with certain types of clients. For example, it may not always be possible to engage the client in a collaborative process or to obtain family or caregiver involvement in decision-making. Thus, the Essential Competencies must be applied and interpreted in light of the requirements of the clinical context and the particular situation of the recipient of services. Nevertheless, it is expected that the vast majority of the Essential Competencies and Performance Indicators will be applicable to most situations and most clients. In the event that a competency or performance indicator were not applicable in a particular situation, a reasonable explanation should be available.

## Development and Validation of the Essential Competencies

In 1999, an expert working group was formed to develop the initial draft of the Essential Competencies. The members of the expert working group were chosen for their important role in the various

provincial regulatory bodies as well as in national organizations. A consultant from Assessment Strategies Inc. facilitated the process for the development and validation of the competencies.

In developing this initial set of competencies, the expert working group consulted a number of documents related to standards of practice and/or competencies required to practise. In particular, ACOTRO wishes to acknowledge the competencies framework contained within the Competency Based Fieldwork Evaluation for Rehabilitation Professions (CBFE-OT) (Bossers et al. 1998). The broader structure of this document has been adapted from the work of the authors of the CBFE. Their use in this process has provided for cross validation of key competencies for practice.

The validation of the Essential Competencies was accomplished through three rounds of consultations. At each step of the process, the feedback collected was used to make further improvements to the Essential Competencies. In 2000, the Essential Competencies were finalized, translated into French and disseminated to the regulatory organizations in occupational therapy. The Essential Competencies have since proved to be a useful tool for their intended purposes and particularly for the development of continuing competence programs.

### Development and Validation of the Performance Indicators

In 2002, ACOTRO decided to continue its work on the Essential Competencies by developing specific indicators for the Essential Competencies, i.e., performance indicators. A performance indicator may be described as a specific behavioural description of the enabling skills, knowledge or attitudes necessary in order to demonstrate a certain competency.

At the outset, five of the regulatory organizations (the 'Project Partners') decided to form a group to oversee the project (see Appendix A for the list of Partners). The 'Project Partners' are the ACOTRO representatives for British Columbia, Alberta, Manitoba, Ontario, and Québec. The Partners commissioned Assessment Strategies Inc. to facilitate the development and validation of the performance indicators.

In the spring of 2002, the Working Group, comprising the ten members of ACOTRO, met to develop the Draft Performance Indicators (see Appendix A). A series of regional consultations were then undertaken to obtain specific feedback on the relevance and formulation of the Draft Performance Indicators. As a result of these consultations, several modifications and additions were made to the Performance Indicators.

In the fall of 2002, a survey was prepared in order to confirm the relevance and appropriateness of the Performance Indicators with the members of the provincial regulatory organizations. The survey was sent to 2,079 members of the ten provincial occupational therapy regulatory organizations. The response to the survey was very positive; the majority of the Performance Indicators met with a high level of approval from the respondents. The respondents made several suggestions to improve the Performance Indicators and these were addressed by the members of the Working Group.

The positive results provided the necessary confirmation that, for the majority of the respondents, the Performance Indicators were relevant, appropriate and suitable for their intended use. As a result, in January 2003, the Project Partners approved the dissemination of the Performance Indicators to the regulatory organizations of ACOTRO. In June 2003 ACOTRO adopted the English version of the Performance Indicators for the Essential Competencies of Practice for Occupational Therapists in Canada.

# Assumptions

A number of assumptions were made in developing the Essential Competencies. These assumptions are designed to describe the general context of occupational therapy practice and to facilitate the interpretation of the competencies.

1. The Essential Competencies represent the knowledge, skills, abilities and behaviours required for practice of an occupational therapist in any province of Canada.
2. The Essential Competencies are interpreted within the context of the authority of each provincial regulatory body.
3. The Essential Competencies reflect the standards, regulations, guidelines, codes of ethics and bylaws for practice in the province of the practitioner.
4. The competencies are all equally essential.
5. Applicants for registration must demonstrate the competencies in this document.
6. The occupational therapist is responsible for maintaining the essential competencies.
7. The occupational therapist is competent to practise safely, effectively and ethically in his/her practice domain.
8. The occupational therapist is autonomous in decision-making and accountable for his/her professional judgement.
9. The occupational therapist makes responsible decisions based on critical thinking, reasoning, and reflection related to current evidence.
10. The occupational therapist uses these competencies in diverse environments.
11. The clients may include the individual, family, care giver, group or organization that accesses the services of an occupational therapist but the primary client is the direct recipient of services.
12. The occupational therapist addresses occupational performance issues using a client-centred approach.
13. The Essential Competencies are overarching to accommodate current and future public policy and trends.

# The Essential Competencies Framework

The Essential Competencies are organized according to three distinct levels of description: Units, Competencies and Performance Indicators.

1. The seven Units describe broad categories of competencies. They are:
  - Assumes Professional Responsibility
  - Demonstrates Practice Knowledge
  - Utilizes a Practice Process
  - Thinks Critically
  - Communicates Effectively
  - Engages in Professional Development
  - Manages the Practice Environment

All occupational therapists should demonstrate the seven broad categories of competencies in their practice in order to be able to practise safely, effectively and ethically.

2. The Competencies focus on the general abilities required to accomplish the main tasks, functions or roles within each Unit; these are in the shaded areas, in bolded characters and are indicated by numbers such as 1.1, 1.2, 1.3, etc.)
3. The Performance Indicators provide more specific behavioural examples of how a particular Competency might be demonstrated. The Performance Indicators have numbers such as 1.1.1, 1.1.2, etc. Some Performance Indicators are described further into sub-indicators numbered as 1.1.1.1, 1.1.1.2, etc.

The Table below shows the number of Competencies and Performance Indicators in each Unit of competence.

Number of Competencies and Performance Indicators in each Unit

Unit	Unit title	Number of Competencies	Number of Performance Indicators
1	Assumes Professional Responsibility	6	25
2	Demonstrates Practice Knowledge	3	9
3	Utilizes a Practice Process	7	21
4	Thinks Critically	4	16
5	Communicates Effectively	6	21
6	Engages in Professional Development	1	7
7	Manages the Practice Environment	3	9
Total		30	108

# The Competencies And Performance Indicators

## Unit 1 Assumes Professional Responsibility

- 1.1 Practises within scope of professional and personal limitations and abilities**
  - 1.1.1 Demonstrates understanding of the scope of practice as defined by the relevant provincial jurisdiction or regulatory organization.
  - 1.1.2 Demonstrates an understanding of how the scope of practice impacts the practice setting.
  - 1.1.3 Demonstrates an understanding of how the practice setting impacts the scope of practice. Cues: economic, cultural, institutional setting, etc.
  - 1.1.4 Keeps abreast of changes in practice setting that affect scope of practice.
  - 1.1.5 Engages in a process to identify personal and professional abilities and limitations that may impact on professional practice.
  - 1.1.6 Takes action to ensure that personal and professional limitations do not cause the practice to fall below a level considered acceptable in the jurisdiction.
  - 1.1.7 Defines and manages overlaps in scope of practice with other professions.
- 1.2 Understands the obligation of protection of the public and acts accordingly**
  - 1.2.1 Knows the principles of public protection.  
Cues: accountability to the public and to the regulatory organization.
  - 1.2.2 Applies the principles of public protection.  
Cues: accountability, informed consent, confidentiality, conflict of interest, transparency, disclosure.
  - 1.2.3 Takes action to ensure that terms of agreement as described in a contract with payer are not in contravention of professional obligations to client.
- 1.3 Adheres to the Code of Ethics recognized by the provincial regulatory body**
- 1.4 Understands the necessity, obligation and process to take action to report unsafe, unethical or incompetent OT practice**
  - 1.4.1 Demonstrates knowledge of the specific regulatory statutes and/or processes to report unsafe, unethical or incompetent practice.
- 1.5 Maintains the Essential Competencies of practice**
  - 1.5.1 Engages in a process of evaluation of one's own professional practice incorporating the Essential Competencies.  
Cue: self-evaluation, peer feedback or other appropriate methods.
  - 1.5.2 Takes action to address deficiencies to enhance practice.
  - 1.5.3 Develops and implements a plan for continual professional improvement.
- 1.6 Acts with professional integrity**
  - 1.6.1 Accepts responsibility for actions and decisions.
  - 1.6.2 Shows respect for the dignity and privacy of clients.

- 1.6.3 Establishes and maintains appropriate professional boundaries.
  - 1.6.3.1 Identifies the behaviours and circumstances that could lead the therapist to go beyond the limits of the professional relationship and/or intervention.
  - 1.6.3.2 Takes action to avoid going beyond the limits of the professional relationship and/or intervention.  
Cues: using strategies that minimize risks.
- 1.6.4 Recognizes and addresses conflicts of interest (real or perceived).
  - 1.6.4.1 Understands issues relating to personal benefit and positions of power.
- 1.6.5 Demonstrates sensitivity to diversity.
  - 1.6.5.1 Identifies client values and beliefs that may affect practice.
  - 1.6.5.2 Identifies one's own values that may affect practice.
  - 1.6.5.3 Adapts to or takes into account choices made by clients and families in order to respect diversity.

## Unit 2 Demonstrates Practice Knowledge

- 2.1 Within practice demonstrates an integration of occupational therapy skills with current occupational therapy theory and relevant supporting scientific knowledge**
  - 2.1.1 Demonstrates understanding of the relationship between occupation and health and the central value of occupation in occupational therapy.
  - 2.1.2. Knows the various theoretical models and approaches that apply in current occupational therapy practice.
  - 2.1.3 Demonstrates practice that integrates the appropriate occupational therapy models and theoretical approaches.
  - 2.1.4 Demonstrates the knowledge, abilities and technical skills required to provide safe, efficient and effective service in the area of practice.
- 2.2 Demonstrates awareness of the socio-cultural and economic environment of the jurisdiction of practice**
  - 2.2.1 Describes and identifies the socio-cultural and economic factors that are relevant to practice.  
Cues: funding for service; education, justice, health and social service systems; socio-economic basis of community, cultural influences.
  - 2.2.2 Practises taking into account the factors that are relevant to practice.
- 2.3 Demonstrates knowledge of and adherence to legislative and regulatory requirements relevant to the province and area of practice**
  - 2.3.1 Knows and adheres to legislative requirements or other requirements specific to practice area. Cues: consent process, health information, protection of confidentiality and privacy, child protection, mental health, occupational health and safety requirements, etc.
  - 2.3.2 Knows and adheres to specific regulatory requirements governing the practice of occupational therapy. Cues: professional registration requirements, legislation, regulations, by-laws, practice guidelines and code of ethics, etc.

- 2.3.3 Knows and adheres to other relevant legislation or requirements that apply in the agency or institution within which the practice takes place. Cues: auto insurance, occupational health and safety, funding agency, etc.

### Unit 3 Utilizes a Practice Process

#### **3.1 Defines and clarifies one's scope and context of practice**

- 3.1.1 Identifies the knowledge, skills and abilities that are required in order to provide the appropriate service to the client.
- 3.1.2 Communicates scope of service and parameters to clients, referring agents and relevant others.  
Cues: frequency and duration of service, variance, etc.
- 3.1.3 Identifies and communicates to client and relevant others the strengths and limitations of practice.  
Cues: available funding, access to services, personal knowledge and skills, etc.

#### **3.2 Identifies client and other stakeholders in the practice process and establishes and maintains a professional relationship with each**

- 3.2.1 Identifies the recipient(s) of occupational therapy service as the client(s).
- 3.2.2 Makes explicit the expectations of stakeholders, third party payers and relevant others that impact or complement service e.g., family, advocates, teachers, caregivers and other agencies regarding the service to be provided.
- 3.2.3 Establishes and maintains a professional relationship with each stakeholder and communicates with each accordingly.
- 3.2.4 Demonstrates sensitivity to issues arising from multiple stakeholders.

#### **3.3 Understands and negotiates roles and responsibilities appropriate to the OT service with clients and stakeholders**

- 3.3.1 Discusses client expectations with regards to occupational therapy services.
- 3.3.2 Takes action to achieve mutual understanding and agreement concerning services to be provided.

#### **3.4 Ensures informed consent prior to and throughout service provision**

- 3.4.1 Knows and adheres to regulatory, legislative and service requirements regarding informed consent.
- 3.4.2 Knows the principles of and demonstrates in practice a process for obtaining informed consent.  
Cues: risk of harm, risk of doing nothing, capacity, range and benefits of services, release of information, etc.
- 3.4.3 Obtains consent for involvement of other providers, e.g., assistants or students involved in client care.
- 3.4.4 Identifies situations where informed consent may be problematic and takes steps to rectify problem.

### 3.5 Demonstrates a systematic client-centred approach in the delivery of occupational therapy services

- 3.5.1 Demonstrates use of strategies that engage the client in a collaborative approach.  
Cues: interview techniques, Canadian Model of Occupational Performance,<sup>1</sup> enabling processes, therapeutic use of self, etc.
- 3.5.2 Implements a collaborative process with the client and/or caregiver in order to:
- build rapport and trust within the relationship.
  - enable client to identify issues.
  - determine the appropriate service delivery approach e.g., consulting, educating, direct intervention, assessment, etc.
  - support client to examine risks and consequences of options.
  - recognize situations when service should not continue and takes action.
  - identify occupational performance issues.
  - determine and clarify client concerns, expectations and priorities.
  - establish measurable and obtainable objectives to attain targeted outcomes according to type of services being offered.
  - determine intervention options according to type of services being offered.
  - determine the frequency and duration of service according to type of services being offered.
  - refer to additional services as appropriate.
  - ensure the implementation of the chosen options.
  - reassess the service for modification.
  - establish with client when service is complete or when service cannot be completed and plan for an effective discontinuation.

### 3.6 Utilizes and/or refers to reasonable and appropriate resources to support client needs.

- 3.6.1 Identifies resources needed to provide occupational therapy service.  
Cues: support personnel, time, equipment, environment, etc.
- 3.6.2 Identifies need for and availability of external resources to provide support to client. Cues: funding, equipment, community services, other professional services, social agencies, etc.

### 3.7 Maintains timely and accurate records consistent with provincial regulatory requirements.

- 3.7.1 Knows and applies the various regulations that are specific to record keeping in occupational therapy.  
Cues: national, provincial, and institutional regulations.
- 3.7.2 Prepares and maintains records that accurately reflect the service provided.  
Cues: informed consent, results of assessment, interventions, client involvement and other relevant information.
- 3.7.3 Prepares records to reflect client-centered practice and clinical reasoning.
- 3.7.4 Ensures that clients are informed of their rights concerning their record.  
Cues: right to have access, to clarify and to comment on or modify the information.

<sup>1</sup> “Enabling Occupation: An Occupational Therapy Perspective”. (Canadian Association of Occupational Therapists, 1997)

## Unit 4 Thinks Critically

- 4.1 Within practice, demonstrates sound clinical and professional judgment consistent with accepted models of occupational therapy practice**
  - 4.1.1 Knows when and how to apply the various models of occupational therapy practice.
  - 4.1.2 Integrates professional judgement with the clinical application of models of occupational therapy practice.
  
- 4.2 Within practice, demonstrates responsible decision-making**
  - 4.2.1 Establishes the factors that have an impact on the occupational performance of the client.  
Cues: environment, resources, client condition, etc.
  - 4.2.2 Takes into account the factors that have an impact on the occupational performance of the client.  
Cues: environment, resources, client condition, etc.
  - 4.2.3 Selects the appropriate tools and methods of evaluation for gathering relevant information.  
Cues: according to age, diagnosis, setting, etc.
  - 4.2.4 Formulates measurable and observable objectives based on the results of the assessment and considering client expectations.
  - 4.2.5 Selects the appropriate type of intervention based on a consideration of relevant factors.  
Cues: desired outcomes, client capacity, risks, benefits, contraindications, resources, etc.
  - 4.2.6 Determines the frequency, duration and discontinuation of service.  
Cues: according to the type of intervention, the desired outcomes and the relevant factors.
  
- 4.3 Within practice, formulates, articulates and demonstrates sound clinical reasoning**
  - 4.3.1 Gathers objective and subjective information.
  - 4.3.2 Gathers relevant information to complete a thorough and appropriate assessment.  
Cues: according to age, diagnosis, setting, etc.
  - 4.3.3 Investigates alternative explanations for occupational performance deficits.  
Cues: barriers, psychosocial components, financial resources, etc.
  - 4.3.4 Utilizes current evidence based knowledge.  
Cues: literature search, consultation with experts and others, etc.
  - 4.3.5 Integrates relevant information with previous learning, experience, professional knowledge and current practice models.
  - 4.3.6 Synthesizes and analyzes the information.
  
- 4.4 Engages in a reflective and evaluative approach to practice and integrates findings into practice**
  - 4.4.1 Evaluates the service provided in terms of effectiveness, efficiency and client satisfaction with regards to the goals and desired outcomes.
  - 4.4.2 Reflects on evaluation findings, determines their implications and adjusts, modifies or terminates services accordingly.

## Unit 5 Communicates Effectively

- 5.1 Identifies and communicates with key individuals, organizations and groups with whom collaboration is necessary**
  - 5.1.1 Determines with clients the right to and need for information of relevant others and obtains or shares information accordingly.
  
- 5.2 Uses client-centred principles in the communication process**
  - 5.2.1 Fosters open, honest and clear communication.  
Cues: communicating in a manner that is understandable, meaningful and non-judgmental.
  - 5.2.2 Adapts communication style taking into account the type of communication (e.g., verbal, non-verbal and written) and the recipient of the communication (language, tone, etc.).
  - 5.2.3 Supports and facilitates reciprocal communication (e.g., inviting questions, clarifying, etc.).
  
  - 5.2.4 Works collaboratively with the client and other relevant individuals to understand and establish his or her expectations and desired outcomes.
  - 5.2.5 Uses strategies that empower the client.  
Cues: facilitating, guiding, coaching, educating, prompting, listening, reflecting, etc.
  - 5.2.6 Demonstrates strategies to involve client and relevant others in decision-making.
  - 5.2.7 Communicates ensuring that clients are enabled to make informed decisions.  
Cues: providing information and/or documentation about risks, benefits, limitations, alternatives, etc.
  - 5.2.8 Shares appropriate knowledge with clients, peers and colleagues.
  
- 5.3 Respects and considers the information and opinions of clients and colleagues**
  - 5.3.1 Demonstrates active listening skills.
  - 5.3.2 Seeks the opinions and perspective of others.
  - 5.3.3 Demonstrates receptiveness to client's and to others' perspectives that serve the best interest of the client.
  
- 5.4 Maintains a professional relationship in all communications**
  - 5.4.1 Demonstrates an understanding of styles of communication and their impact on the professional relationship.
  - 5.4.2 Communicates with clients and colleagues demonstrating respect and dignity.
  - 5.4.3 Fosters collaborative relationships in practice.
  - 5.4.4 Identifies and minimizes barriers to communication.  
Cues: individual (auditory, language, cognitive, etc.), administrative (procedures, policies, organizational culture, etc.).
  - 5.4.5 Manages discrepancies or conflicts in a diplomatic manner.
  
- 5.5 Demonstrates timely and effective communication**
  - 5.5.1 Communicates in a manner that is complete, accurate, concise, and reflective of service.

## 5.6 Maintains confidentiality and security in the transmission, storage and management of information

- 5.6.1 Adheres to legislation, regulatory requirements and facility/employer guidelines regarding protection of privacy, security of information, etc.
- 5.6.2 Establishes and/or adheres to provincial and facility policies and procedures for the management of information.  
Cues: acquiring, documenting, using, transmitting, storing, and disposing information.
- 5.6.3 Takes action to anticipate and minimize foreseeable risks to privacy and confidentiality of information.  
Cues: information technology, encryption, communication devices, etc.

## Unit 6 Engages in Professional Development

### 6.1 Demonstrates a process of self-evaluation related to one's practice and participates in on-going professional development

- 6.1.1 Identifies areas requiring new learning.  
Cues: knowledge, skills, abilities and attitudes.
- 6.1.2 Identifies learning strategies for professional growth.
- 6.1.3 Actively participates in the acquisition of new knowledge and skills.
- 6.1.4 Demonstrates the integration of new knowledge, skills and behaviour into practice.
- 6.1.5 Identifies and utilizes appropriate resources to advance professional knowledge, skills and behaviour.
  - 6.1.5.1 Uses various sources of information for professional development.  
Cues: research articles, databases, guidelines, expert opinion, conferences, discussion groups, etc.
  - 6.1.5.2 Reviews and critically evaluates the information obtained for professional development.

## Unit 7 Manages the Practice Environment

### 7.1 Contributes to a practice environment that supports client-centered occupational therapy as well as a safe, ethical and effective service

- 7.1.1 Demonstrates the use of management and operational structures.  
Cues: policies, procedures, etc.
- 7.1.2 Manages practice to ensure consistency with regulatory requirements.  
Cues: code of ethics, workplace safety, workplace hazards, harassment legislation, labour laws, etc.
- 7.1.3 Demonstrates an awareness of and takes appropriate action to address real or perceived conflicts between the regulatory requirements and the practice environment requirements.
- 7.1.4 Actively engages in a continuous process for evaluation and improvement of occupational therapy services.

- 7.2 Identifies potential risks in practice and takes action to minimize risks**
  - 7.2.1 Identifies and addresses potential risks to client, self and others within practice setting.
  - 7.2.2 Follows a process for resolving ethical and safety concerns and issues and documents as appropriate.
  
- 7.3 Demonstrates responsibility for occupational therapy service components assigned to staff, assistants and others under the therapist's supervision**
  - 7.3.1 Understands and adheres to regulatory requirements and/or guidelines relating to the assignment of tasks and supervision of personnel and occupational therapy students.
  - 7.3.2 Utilizes strategies and engages in a process to ensure that assigned components are implemented safely, ethically and effectively.
  - 7.3.3 Maintains a documented process for assigning components of the program.

## References

Association of Canadian Occupational Therapy Regulatory Organizations (2000) Essential Competencies of Practice for Occupational Therapists in Canada. (Author: Canada)

Association of Canadian Occupational Therapy Regulatory Organizations (2003) Report on the Project to Develop Performance Indicators for the Essential Competencies of Practice for Occupational Therapists in Canada (Author: Canada).

Bossers, A., Miller, L.T., Polatajko, H.J., Hartley, M., Anthony, A. & Gaipman, B. (1998) Competency Based Fieldwork Evaluation for Rehabilitation Professions. University of Toronto and University of Western Ontario.

Canadian Association of Occupational Therapists (1997) Enabling Occupation: An Occupational Therapy Perspective. Ottawa: CAOT.

## Appendix A

### Participants in the Development of the Performance Indicators

Working Group Members (\* Project Partners)

**Cindy McLean\***, Registrar, Alberta Association of Registered Occupational Therapists (AAROT)

**Kathy Corbett\***, Registrar, College of Occupational Therapists of British Columbia (COTBC)

**Sharon Eadie \***, Executive Director, Association of Occupational Therapists of Manitoba (AOTM)

**Krista-Stott Jones**, ACOTRO Representative, New Brunswick Association of Occupational Therapists (NBAOT)

**Louise Beaton**, Registrar, Newfoundland & Labrador Occupational Therapy Board (NLOTB)

**Susan James\***, Deputy Registrar, College of Occupational Therapists of Ontario (COTO)

**Françoise Rollin\***, Présidente, L'Ordre des ergothérapeutes du Québec (OEQ)

**Barb Worth\***, Registrar, College of Occupational Therapists of Ontario (COTO)

**Gayle Salsman**, Registrar, College of Occupational Therapists of Nova Scotia (COTNS)

**Heather Cutcliffe**, ACOTRO Representative, Prince Edward Island Occupational Therapists Registration Board (PEIOTRB)

**Jennifer Zuk**, Registrar, Saskatchewan Society of Occupational Therapists (SSOT) Note: Jennifer Zuk was represented by **Paddy Woytko** at the Working Session to develop the Performance Indicators.

## Participants in the Focus Groups

<b>British Columbia</b>		Kathy Burton Sarajeet Charchum Angenita Gerbracht Linda Hirsekorn Tracey Newlands Nancy Scullion Helen Turner
Prairies	Alberta	Julie Ashton Fiona Brandt Val Hilario Meryle Lehn Beth Ritchie
	Saskatchewan	Beryl Ludwig Margaret Thompson
	Manitoba	Julie Huish Leslie Johnson Marianne Klassen
Ontario		Isabelle Boisvert Nancy Clarke Lynn Cockburn Jane Cox Denise Delaat Marie Gage Karen Taipale Cathie Tan Nancy Robinson
Québec		Nathalie Caissy Madeleine Ducharme Guylaine Mercier Natalie Racine Nadine St-Denis
Atlantic	New Brunswick	Karen Candy Tobi Daley Carol Morrison
	Prince Edward Island	Mari Basiletti Yvonne Thompson
	Nova Scotia	Ruth Duggan Rebecca King
	Newfoundland and Labrador	Kim Larouche Teresa Roberts

# Appendix B

## Resource Documents

The following documents were consulted in the development of the Performance Indicators.

- The Competencies Required for the Ongoing Competence of Alberta Registered Occupational Therapists, which is based on the original Essential Competencies developed in 1999-2000. (Alberta Association of Registered Occupational Therapists, 2001, unpublished document).
- The revised Profile of Occupational Therapy Practice in Canada (Canadian Association of Occupational Therapists, 2002).
- The Behavioural Indicators of the College of Occupational Therapists of Ontario (College of Occupational Therapists of Ontario, 2002, unpublished document)
- Les Compétences et les responsabilités professionnelles attendues des ergothérapeutes en vue d'assurer des services de qualité (2001) prepared by the Ordre des ergothérapeutes du Québec and which are presently undergoing validation.
- Enabling Occupation: An Occupational Therapy Perspective. (Canadian Association of Occupational Therapists, 1997)

## Appendix C

### References for the Essential Competencies of Practice for Occupational Therapists in Canada

- Alberta Association of Registered Occupational Therapists. Draft ACOT Standards of Practice. Edmonton: Alberta Association of Registered Occupational Therapists, 1999.
- Bossers, A., Miller, L.T., Polatajko, H.J., Hartley, M., Anthony, A. & Gaipman, B. Competency Based Fieldwork Evaluation for Rehabilitation Professions. University of Toronto and University of Western Ontario. 1998.
- Canadian Association of Occupational Therapists. Profile of Occupational Therapy Practice in Canada in Canadian Journal of Occupational Therapy, Volume 63. No.2., pp. 79-95. 1996.
- Canadian Physiotherapy Association. Competency Profile for the Entry-Level Physiotherapist in Canada. Toronto: Canadian Physiotherapy Association, 1998.
- College of Occupational Therapist of Ontario. Standards of Practice. Toronto: College of Occupational Therapists of Ontario, 1996.
- College of Occupational Therapists of Ontario. Draft Essential Behavioural Competencies. Toronto: Unpublished, 1999.
- Nova Scotia Association of Occupational Therapists. Occupational Therapy Standards of Practice for Nova Scotia, Halifax: Nova Scotia Association of Occupational Therapists, 1998.
- Ordre des ergothérapeutes du Québec. Document de révision des critères de compétence des ergothérapeutes, Montréal: Ordre des ergothérapeutes du Québec, 1999.

## Appendix D

### List of Participants in the Expert Working Group for the Development of the Essential Competencies of Practice for Occupational Therapists in Canada

**Arlene Allen-McCarthy**, Registrar, College of Occupational Therapists of Nova Scotia (COTNS)

**Ann Bossers**, Representative, Association of Canadian Occupational Therapy University Programs (ACOTUP)

**Kathy Corbett**, Registrar, College of Occupational Therapists of British Columbia (COTBC)

**Heather Cutcliffe**, ACOTRO Representative, Prince Edward Island Occupational Therapists Registration Board (PEIOTRB)

**Sharon Eadie**, Executive Director, Association of Occupational Therapists of Manitoba (AOTM)

**Donna Goodz Klaiman**, Representative, Canadian Association of Occupational Therapists (CAOT)

**Cindy McLean**, Registrar, Alberta Association of Registered Occupational Therapists (AAROT)

**Sherri Rice**, ACOTRO Representative, Saskatchewan Society of Occupational Therapists (SSOT)

**Jan Robinson**, Registrar, College of Occupational Therapists of Ontario (COTO)

**Françoise Rollin**, Presidente, Ordre des ergothérapeutes du Québec (OEQ)

**Krista Stott-Jones**, ACOTRO Representative, New Brunswick Association of Occupational Therapists (NBAOT)

**Joy Tilley**, Registrar, Newfoundland & Labrador Occupational Therapy Board (NLOTB)





[www.acot.ca](http://www.acot.ca)