

ACCREDITATION STANDARDS

Occupational Therapist Assistant & Physiotherapist Assistant Programs

Draft 3 – December 3, 2010

**Occupational Therapist Assistant & Physiotherapist Assistant
Education Accreditation Program**

STANDARDS DRAFT 3

Standard 1. The Educational Program & Its Environment

The educational program has adequate resources and works closely with the educational institution, the practice community and the public to identify changing health needs and prepare a workforce that can respond to and meet community assets and needs.

Criteria
1.1 The educational program is situated in an institution authorized under applicable law to provide postsecondary education.
1.2 The program's vision, mission, goals and objectives reflect expectations of the educational institution, the profession(s) and the public.
1.3 The program has official standing within the institutional structure and is represented on appropriate institutional committees where decisions are made on admission, curriculum, budget and promotion.
1.4 The program lead is a registered occupational therapist or physiotherapist who has the ability to provide leadership for the faculty, staff, and students and management of the program.
1.4.1 The program lead has adequate authority and resources to administer the program.
1.5 The program has adequate financial resources to achieve its stated goals and objectives and assure its continuing operation.
1.6 The program has adequate administrative and technical support staff and services to meet the needs of the faculty and students and achieve the goals and objectives of the program.
1.7 The program provides adequate quality, quantity and variety of learning resources (eg. equipment, materials, physical space) to enable students to achieve learning objectives.
1.8 There is a formal plan for the curriculum:
1.8.1 The methods of teaching are consistent with stated learning goals and objectives.
1.8.2 The curriculum integrates academic and clinical /fieldwork education:
1.8.3 Clinical/fieldwork education includes a minimum of 500 hours in the clinical setting with no less than 30% of the total time in each discipline.
1.9 The program develops and documents relationships with departments or units, off-campus training sites and other community resources that contribute to the professional preparation of students. The program ensures that consistency of educational experiences and evaluation are maintained at off-campus sites.

Standard 2. Faculty

The educational program has sufficient qualified faculty for effective program design, implementation and instruction and provides appropriate, periodic and ongoing faculty development and evaluation.

Criteria
2.1 The number and qualifications of faculty meet the program's mission, goals, and objectives through education administration, curriculum development, instructional design and delivery, and evaluation of outcomes. <ul style="list-style-type: none">• The occupational therapy component of the curriculum is supervised and taught by an occupational therapist, while the physiotherapy component is supervised and taught by a physiotherapist.
2.2 The educational institution and the program encourage and support career development of faculty relevant to their roles in the program, including support for new/junior faculty.
2.3 Faculty members are evaluated in accordance with institutional policies and with reference to clearly outlined criteria using multiple sources of information. The rights and privileges of faculty are equitable with other faculty in the institution.
2.4 The program supports the role of faculty in collaborating to develop, implement and evaluate the curriculum.
2.5 The program faculty have responsibility to contribute to the effective operation of the program and to ensure program policies are implemented.
2.6 The program supports innovation, advancement and improvement in educational activities conducted by faculty.
2.7 The faculty member responsible for overseeing clinical/fieldwork education is a registered occupational therapist or physiotherapist with relevant academic and professional qualifications.

Standard 3. Students

The educational program prepares students with the knowledge, skills, and abilities relevant to the practice of occupational therapist and physiotherapist support personnel and regularly assesses the students' competencies and achievements.

Criteria
3,1 The program ensures effective administration and coordination of student education throughout the course of study.
3.2 Students have opportunities to participate in academic activities such as program planning, development, and evaluation.
3.3 There is an overall plan for educational goals and students' achievement that includes: <ul style="list-style-type: none">• clearly defined outcome-based competencies;• fair, transparent, and timely evaluation criteria; and• opportunities for feedback to students about their strengths and areas for improvement and remediation.
3.4 The program provides clinical education/fieldwork experiences in occupational therapy and physiotherapy that enable students to achieve the learning outcomes.
3.5 The program provides processes for students to address academic and clinical concerns.
3.6 The program ensures students have timely and confidential access as required to academic support and/or psychosocial counseling.

Standard 4. Program Evaluation

The educational program maintains an effective process of continuous self-assessment, planning and improvement.

Criteria
4.1 There is a documented plan for program evaluation that is based on clearly defined and measurable goals.
4.2 The program collects data for a systematic and comprehensive evaluation of its effectiveness on a regular basis.
4.3 The program analyzes and synthesizes program evaluation data to identify need for change.
4.4 The program makes changes in response to analysis of program evaluation data and evaluates the impact of these changes.
4.5 The program identifies, monitors, and evaluates indicators of students' and graduates' success and uses these data for planning and development.

Standard 5. Accountability

The educational program accurately represents itself publicly and provides sufficient information to ensure accountability and consumer choice.

Criteria
5.1 Current and accurate information is available to applicants, enrolled students, and the public about institutional and program admission policies and language requirements, a prior learning assessment process, tuition and fees, financial aid, graduation and credentialing requirements, academic policies and student services.
5.2 The program's documents and publications accurately reflect its vision, mission, philosophy and goals.
5.3 The program provides an environment that is safe and protects the rights of all individuals, including students, faculty, staff and others participating in associated activities.
5.4 The program has an admissions process that is fair, transparent and timely.
5.5 The program monitors its compliance with accreditation standards and criteria on a continual basis and takes required steps to ensure compliance.

STANDARD 6.

OCCUPATIONAL THERAPIST ASSISTANT AND PHYSIOTHERAPIST ASSISTANT COMPETENCIES

This standard utilizes an adapted role-based CanMEDS model¹ and is organized around seven main “roles” for graduates that include: Communicator, Collaborator, Effective Practitioner, Change Agent/Advocate, Reflective Practitioner, Professional Practitioner and Educated Practitioner.

The occupational therapist assistant competencies have been articulated by the Canadian Association for Occupational Therapists, which is responsible for reviewing and updating the occupational therapist assistant competencies on a regular basis. All the competencies for occupational therapist assistants in Standard 6 occur under the supervision of a registered occupational therapist.

The physiotherapist assistant competencies outlined will be reviewed and revised by Physiotherapy Education Accreditation Canada on a regular basis. All the competencies for physiotherapist assistants in Standard 6 occur under the supervision of a registered physiotherapist.

The criteria in this Standard reflect the minimum entry level competencies (knowledge, skills and abilities) expected of students upon graduation to fulfill the role of occupational therapist assistant and physiotherapist assistant.

Accreditation documentation must explicitly describe and include evidence about how the education program facilitates the achievement of student learning outcomes related to current occupational therapy and physiotherapy practice, emerging trends in the health system and advances in theory and technology.

Examples of Evidence

The explanatory notes associated with each criterion are intended to provide guidance for programs about the evidence they could provide to demonstrate compliance with the criterion. Programs are not expected to provide evidence about each of the explanatory notes that are listed. Examples of evidence include but are not limited to:

- Curriculum planning documents
- Course outlines
- Summaries of course evaluations
- Outcomes of curriculum reviews
- Surveys of program graduates and employers
- Student clinical placement evaluations
- Student performance

¹ Frank, JR. (Ed.). 2005. The CanMEDS 2005 physician competency framework. Better standards, Better Care. Ottawa, Ontario: The Royal College of Physicians and Surgeons of Canada.

OCCUPATIONAL THERAPIST ASSISTANT COMPETENCIES

ROLE OT 6.1 Communicator²

The program prepares students to use effective communication to develop and maintain appropriate and respectful relationships with clients, families, care providers, and other stakeholders.

CRITERION: OT 6.1.1 Engages in and facilitates effective verbal and nonverbal communication with the client, supervising therapist and inter-professional team members.

Explanatory notes:

The program prepares the students to:

- Communicate using various communication strategies including active listening, reflection, reinforcement, and empathy. Accurately utilizes and responds to non-verbal communication.
- Communicate effectively to facilitate the client's understanding (e.g., considering education, culture, age, and gender).
- Report timely, relevant and accurate information to the supervising therapist, clients and other team members, related to all situations.

CRITERION: OT 6.1.2 Utilizes objective and effective written communication skills with the client, supervising therapist and interprofessional team.

Explanatory notes:

The program prepares the students to:

- Produce written documentation that is accurate and precise using appropriate terminology following all applicable provincial, regulatory and employment standards.
- Prepare written materials to support service delivery.

CRITERION: OT 6.1.3 Supports diversity in communication by using strategies to reduce communication barriers with different populations in different practice contexts and incorporates sensitive practice

Explanatory notes:

The program prepares the students to:

- Adapt communication strategies to facilitate the client's understanding (e.g., considering education, culture, age, and gender).

² The competencies in this section are based on the Practice Profile for Support Personnel in Occupational Therapy (2009). It is highly recommended that this document serve as a companion reference to this section of the Standards.

ROLE OT 6.2 Collaborator:

The program prepares students to work collaboratively and effectively within an interprofessional team and with others to achieve optimal client care.

CRITERION: OT 6.2.1 Supports collaboration with the client, supervising therapist and interprofessional team.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of the roles and responsibilities of team members.
- Use a range of strategies to demonstrate mutual trust, respect and professional behaviour.
- Communicate plan(s) for assigned services to the client and inter-professional team with ease and efficiency.
- Gather and report information for supervising therapist(s) with efficiency and timeliness.
- Participate as a team member to provide interprofessional client care.

CRITERION: OT 6.2.2 Anticipate, identify, prevent and resolve conflict.

Explanatory Notes:

The program prepares the students to:

- Demonstrate use of a wide range of strategies to effectively resolve conflict.
- Seek appropriate consultation to assist with conflict resolution.

ROLE OT 6.3 Effective Practitioner

The program prepares students to manage time, prioritize competing priorities in collaboration with occupational therapists, and support the delivery of effective and efficient practice.

CRITERION: OT 6.3.1 Manages activities that support effective service delivery and integrated client care.

Explanatory Notes:

The program prepares the students to:

- Prioritize client services and other work requirements effectively.
- Use a systematic approach to identify and collect information to assist with assigned work activities.

CRITERION: OT 6.3.2 Uses human, financial, and physical resources effectively.

Explanatory Notes:

The program prepares the students to:

- Facilitate the use of equipment, supplies, inventory records and space to support service delivery.

CRITERION: OT 6.3.3 Recognizes and respects established organizational quality improvement activities.

Explanatory Notes:

The program prepares the students to:

- Participate in workload measurement activities, as required.
- Participate in committees and team meetings relevant to job functions.
- Participate in regular performance reviews.

ROLE OT 6.4 Change Agent/Advocate

The program prepares students to understand how to responsibly use knowledge and influence within their role to promote the health and well-being of individual clients, communities, and populations.

CRITERION: OT 6.4.1 Promotes the benefits and value of their professional group.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of their profession within the health system.
- Advocate for the role of their profession.

CRITERION: OT 6.4.2 Applies change process as determined by the supervising occupational therapist.

Explanatory Notes:

The program prepares the students to:

- Consider the impact of the determinants of health on the well-being of clients served.

CRITERION: OT 6.4.3 Work collaboratively to ensure the health needs of individual clients are met.

Explanatory Notes:

The program prepares the students to:

- Encourage the client to express individual needs and helps the supervising therapist and team to ensure that needs are addressed.

ROLE OT 6.5 Reflective Practitioner

The program prepares students to incorporate critique, reflection, and quality improvement in their everyday practice and through lifelong learning.

CRITERION: OT 6.5.1 Recognizes the need for professional development through reflective practices and self directed life-long learning.

Explanatory Notes:

The program prepares the students to:

- Maintain and improve knowledge, skills and abilities.
- Demonstrate an understanding of required job competencies through reflective practices and self-directed learning.
- Seek input to establish a plan to address learning needs.
- Determine resources to meet learning needs.
- Implement a learning plan.
- Apply learning to practice.

CRITERION: OT 6.5.2 Participates in the learning process for other learners⁹ within their service.

Explanatory Notes:

The program prepares the students to:

- Implement components of educational programs for learners.
- Serve as a resource to other learners.
- Contribute to the process of feedback and evaluation of learners' participation.

CRITERION: OT 6.5.3 Applies information into practice under the supervision of the occupational therapist.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of evidence-based practice.
- Identify potential sources of information.
- Apply information into practice.

ROLE OT 6.6 Professional Practitioner

The program prepares students to commit to the best interests of clients and society through ethical and legal practice and high personal standards of behaviour.

CRITERION: OT 6.6.1 Demonstrates ethical behavior with clients and team members in a variety of situations.

Explanatory Notes:

The program prepares the students to:

- Adhere to standards for accountability to regulated health professionals.
- Demonstrate trust, integrity, accountability, commitment, respect, and compassion.
- Communicate accurate title, credentials and role.
- Comply with professional and employment standards including consent, privacy and confidentiality.
- Comply with policies guiding distribution of resources in the workplace.
- Demonstrate understanding of broad ethical issues within the health system and service delivery.
- Understand and manage potential conflict of interest situations.

CRITERION: OT 6.6.2 Respects diversity and demonstrates sensitive practice.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of the impact of diversity on function and performance.
- Demonstrate an understanding of the client's cultural beliefs and values.

CRITERION: OT 6.6.3 Maintains personal and professional boundaries.

Explanatory Notes:

The program prepares the students to:

- Maintain an effective therapeutic relationship with clients and a working relationship with team members.
- Understand and identify authority/control issues involved in professional relationships with clients and team.

CRITERION: OT 6.6.4 Performs within the limits of personal competence within the broad practice contexts.

Explanatory Notes:

The program prepares the students to:

- Recognize the limits of personal competence and professional scope and take responsibility for own behaviour and actions.
- Seek appropriate consultation from the supervising therapist and other team members.

ROLE OT 6.7 Educated Practitioner in Enabling Occupation:

The program prepares students to be skilled practitioners in enabling occupation using evidence-based processes that focus on a client's occupations—including self-care, productive pursuits, and leisure—as a medium for action and outcome during performance of assigned tasks and within established guidelines and limits³.

CRITERION: OT 6.7.1 Safely and efficiently supports the occupational therapist who is the expert in enabling occupation.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of the role of occupational therapists and occupational therapist assistants.
- Demonstrate an understanding of client - centered practice.
- Demonstrate understanding of occupations, occupational performance, and occupational engagement in practice with clients.
- Demonstrate understanding of occupational therapy practices.

CRITERION: OT 6.7.2 Works to enable occupation with specific populations and occupational performance issues in a range of practice contexts.

Explanatory Notes:

The program prepares the students to:

- Demonstrate understanding of the client's occupational therapy plan and contributes to the intervention plan as appropriate.
- Implement assigned service components of the occupational therapy plan efficiently and safely.
- Establish positive therapeutic relationships with clients.
- Observe, monitor and report on the client's performance.
- Work effectively with individuals, families and groups.
- Respond to change in client status.
- Complete assigned data gathering using a range of tools to support the occupational therapy evaluation.

³ **Celebration of Enabling Occupation as the Core Competency of Occupational Therapist Support Personnel.** Consistent with the Canadian Model of Client-Centred Enablement (Townsend & Polatajko, 2007), "expert in enabling occupation" is considered the central role, expertise, and competence of occupational therapist assistants. Work in this core function is interconnected with all other roles, drawing upon required competencies in order to effectively use occupation as both a medium for action and an outcome for occupational therapy intervention.

CRITERION: OT 6.7.3 Gathers information and data related to the client's status as assigned by the occupational therapist.

Explanatory Notes:

The program prepares the students to:

- Complete assigned data gathering using a range of tools to support the occupational therapy evaluation.
- Monitor client responses and status before, during and after performance of assigned measures and tests.
- Report client information to supplement the occupational therapists' assessment/reassessment processes.
- Contribute to the development and revision of intervention activities within the occupational therapy plan.

CRITERION: OT 6.7.4 Implements the interventions assigned by the occupational therapist:

Explanatory Notes:

The program prepares the students to:

- Demonstrate understanding of the client's intervention plan.
- Orient clients to the area in which they will be treated and provide information about relevant service policies.
- Understand the precautions and limitations associated with occupational therapy interventions.
- Safely and efficiently perform the assigned service components of the occupational therapy intervention plan.
- Establish positive therapeutic relationships and facilitate client participation.
- Observe, monitor and report the client's performance
- Work effectively with individuals, families and groups.
- Respond to change in client status including discontinuing a specific intervention if the client has an adverse reaction or the safety of the client is compromised.

CRITERION: OT 6.7.5 Demonstrates effective problem solving and judgment related to assigned service components.

Explanatory Notes:

The program prepares the students to:

- Apply relevant and current occupational therapy knowledge to the practice area.
- Ensure client and personal safety in the performance of assigned components of service delivery.

PHYSIOTHERAPIST⁴ ASSISTANT COMPETENCIES

ROLE PT 6.1 Communicator

The program prepares students to use effective communication to develop and maintain appropriate and respectful relationships with clients, families, care providers, and other stakeholders.

CRITERION: PT 6.1.1 Engages in and facilitates effective verbal and nonverbal communication with the client, supervising therapist and inter-professional team⁹ members.

Explanatory notes:

The program prepares the students to:

- Communicate using various communication strategies including active listening, reflection, reinforcement, and empathy. Accurately utilizes and responds to non-verbal communication.
- Communicate effectively to facilitate the client's understanding (e.g., considering education, culture, age, and gender).
- Report timely, relevant and accurate information to the supervising therapist, clients and other team members, related to all situations.

CRITERION: PT 6.1.2 Utilizes objective and effective written communication skills with the client, supervising therapist and interprofessional team.

Explanatory notes:

The program prepares the students to:

- Produce written documentation that is accurate and precise using appropriate terminology following all applicable provincial, regulatory and employment standards.
- Prepare written materials to support service delivery.

CRITERION: PT 6.1.3 Supports diversity in communication by using strategies to reduce communication barriers with different populations in different practice contexts and incorporates sensitive practice⁹.

Explanatory notes:

The program prepares the students to:

- Adapt communication strategies to facilitate the client's understanding (e.g., considering education, culture, age, and gender).

⁴ Physiotherapist and related words are official marks used with permission by registered physiotherapists.

ROLE PT 6.2 Collaborator:

The program prepares the students to work collaboratively and effectively within an interprofessional team and with others to achieve optimal client care.

CRITERION: PT 6.2.1 Supports collaboration with the client, supervising therapist and interprofessional team.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of the roles and responsibilities of team members.
- Use a range of strategies to demonstrate mutual trust, respect and professional behaviour.
- Communicate plan(s) for assigned services to the client and inter-professional team with ease and efficiency.
- Gather and report information for supervising therapist(s) with efficiency and timeliness.
- Participate as a team member to provide interprofessional client care.

CRITERION: PT 6.2.2 Anticipates, identifies, prevents and resolves conflict.

Explanatory Notes:

The program prepares the students to:

- Demonstrate use of a wide range of strategies to effectively resolve conflict.
- Seek appropriate consultation to assist with conflict resolution.

ROLE PT 6.3 Effective Practitioner

The program prepares students to manage time, prioritize competing priorities in collaboration with physiotherapists, and support the delivery of effective and efficient practice.

CRITERION: PT 6.3.1 Manages activities that support effective service delivery and integrated client care.

Explanatory Notes:

The program prepares the students to:

- Prioritize client services and other work requirements effectively.
- Use a systematic approach to identify and collect information to assist with assigned work activities.

CRITERION: PT 6.3.2 Uses human, financial, and physical resources effectively.

Explanatory Notes:

The program prepares the students to:

- Facilitate the use of equipment, supplies, inventory records and space to support service delivery.

CRITERION: PT 6.3.3 Recognizes and respects established organizational quality improvement activities.

Explanatory Notes:

The program prepares the students to:

- Participate in workload measurement activities, as required.
- Participate in committees and team meetings relevant to job functions.
- Participate in regular performance reviews.

ROLE PT 6.4 Change Agent/Advocate

The program prepares students to understand how to responsibly use knowledge and influence within their role to promote the health and well-being of individual clients, communities, and populations.

CRITERION: PT 6.4.1 Promotes the benefits and value of their professional group.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of their profession within the health system.
- Advocate for the role of their profession.

CRITERION: PT 6.4.2 Applies change process as determined by the supervising physiotherapist.

Explanatory Notes:

The program prepares the students to:

- Consider the impact of the determinants of health on the well-being of clients served.

CRITERION: PT 6.4.3 Works collaboratively to ensure the health needs of individual clients are met.

Explanatory Notes:

The program prepares the students to:

- Encourage the client to express individual needs and helps the supervising therapist and team to ensure that needs are addressed.

ROLE PT 6.5 Reflective Practitioner

The program prepares students to incorporate critique, reflection, and quality improvement in their everyday practice and through lifelong learning.

CRITERION: PT 6.5.1 Recognizes the need for professional development through reflective practices and self directed life-long learning.

Explanatory Notes:

The program prepares the students to:

- Maintain and improve knowledge, skills and abilities.
- Demonstrate an understanding of required job competencies through reflective practices and self-directed learning.
- Seek input to establish a plan to address learning needs.
- Determine resources to meet learning needs.
- Implement a learning plan.
- Apply learning to practice.

CRITERION: PT 6.5.2 Participates in the learning process for other learners within their service.

Explanatory Notes:

The program prepares the students to:

- Implement components of educational programs for learners.
- Serve as a resource to other learners.
- Contribute to the process of feedback and evaluation of learners' participation.

CRITERION: PT 6.5.3 Supports the evidence-based approach used in their services.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of evidence-based practice.
- Identify potential sources of information.
- Apply information into practice.

ROLE PT 6.6 Professional Practitioner

The program prepares students to commit to the best interests of clients and society through ethical and legal practice and high personal standards of behaviour.

CRITERION: PT 6.6.1 Demonstrates ethical behavior with clients and team members in a variety of situations.

Explanatory Notes:

The program prepares the students to:

- Adhere to standards for accountability to regulated health professionals.
- Demonstrate trust, integrity, accountability, commitment, respect, and compassion.
- Communicate accurate title, credentials and role.
- Comply with professional and employment standards including consent, privacy and confidentiality.
- Comply with policies guiding distribution of resources in the workplace.
- Demonstrate understanding of broad ethical issues within the health system and service delivery.
- Understand and manage potential conflict of interest situations.

CRITERION: PT 6.6.2 Respects diversity and demonstrates sensitive practice.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of the impact of diversity on function and performance.
- Demonstrate an understanding of the client's cultural beliefs and values.

CRITERION: PT 6.6.3 Maintains personal and professional boundaries.

Explanatory Notes:

The program prepares the students to:

- Maintain an effective therapeutic relationship with clients and a working relationship with team members.
- Understand and identify authority/control issues involved in professional relationships with clients and team.

CRITERION: PT 6.6.4 Performs within the limits of personal competence within the broad practice contexts.

Explanatory Notes:

The program prepares the students to:

- Recognize the limits of personal competence and professional scope and takes responsibility for own behaviour and actions.
- Seeks appropriate consultation from the supervising therapist and other team members.

ROLE PT 6.7 Educated Practitioner in Function and Mobility:

The program prepares students to be skilled practitioners in function and mobility, integrating all of their roles for the promotion, improvement, and maintenance of the mobility, health, and well-being of their clients during performance of assigned tasks and within established guidelines and limits⁵.

CRITERION: PT 6.7.1 Safely and efficiently supports the physiotherapist who is the expert in function and mobility.

Explanatory Notes:

The program prepares the students to:

- Demonstrate an understanding of role of physiotherapists and physiotherapist assistants.
- Demonstrate an understanding of client-centered practice.
- Demonstrate an understanding of physiotherapy practice.

CRITERION: PT 6.7.2 Gathers information and data related to the client's status as assigned by the physiotherapist.

Explanatory Notes:

The program prepares the students to:

- Complete assigned data gathering using a range of tools to support the physiotherapy evaluation.
- Monitor client responses and status before, during and after performance of assigned measures and tests.
- Report client information to supplement the physiotherapists' assessment/reassessment processes.
- Contribute to the development and revision of intervention activities within the physiotherapy plan.

CRITERION: PT 6.7.3 Implements the interventions assigned by the physiotherapist:

Explanatory Notes:

The program prepares the students to:

- Demonstrate understanding of the client's intervention plan.
- Orient clients to the area in which they will be treated and provide information about relevant service policies.
- Understand the precautions and limitations associated with physiotherapy interventions.
- Safely and efficiently perform the assigned service components of the physiotherapy intervention plan.
- Establish positive therapeutic relationships and facilitate client participation.
- Observe, monitor and report the client's performance

⁵ According to the Essential Competency Profile for Physiotherapists in Canada (2009) the goals of physiotherapy service include:

- Promotion of physical activity and overall health and wellness
- Prevention of disease/injury/disability and mobility limitations
- Managing chronic conditions and activity limitations
- Restoration of function and rehabilitation of disease/injury/disability with therapeutic exercise programs and other interventions
- Counselling and planning of maintenance and support programs to prevent re-occurrence, re-injury or functional decline.

- Work effectively with individuals, families and groups.
- Respond to change in client status including discontinuing a specific intervention if the client has an adverse reaction or the safety of the client is compromised.

CRITERION: PT 6.7.4 Demonstrates effective problem solving and judgment related to assigned service components:

Explanatory Notes:

The program prepares the students to:

- Apply relevant and current knowledge to the practice area
- Ensure client and personal safety in the performance of assigned components of service delivery.

PILOT