



OCCUPATIONAL THERAPIST ASSISTANT & PHYSIOTHERAPIST ASSISTANT  
EDUCATION ACCREDITATION PROGRAM

# An Accreditation Program for OTAs and PTAs:

## *Building a Culture of Interprofessional Collaboration*

## Welcome

### Presenters:

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### Contributors:

Claudia von Zweck	<i>Executive Director, CAOT</i>
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## What is Accreditation?

Accreditation status indicates that an education program meets established educational standards.

The standards typically include criteria in a number of areas (faculty, students, curriculum, program evaluation, etc.)

The OTA & PTA EAP was developed as a result of a group of publicly funded OTA and PTA education programs (COPEC) seeking to establish quality and consistency between their programs.

PEAC and CAOT joined forces, with COPEC as a primary stakeholder, to develop and implement the accreditation program.



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## Brief overview of development

MOA between PEAC (then ACCPAP) and CAOT developed 2007-2009 with final version signed in May 2009

Program Manager Dawn Burnett was hired in September 2009 to develop and pilot the accreditation program

Standards were developed and finalized by December 2010

Policies and Procedures were developed and finalized in May 2011

First two education programs piloted the process in Jan/Feb 2012

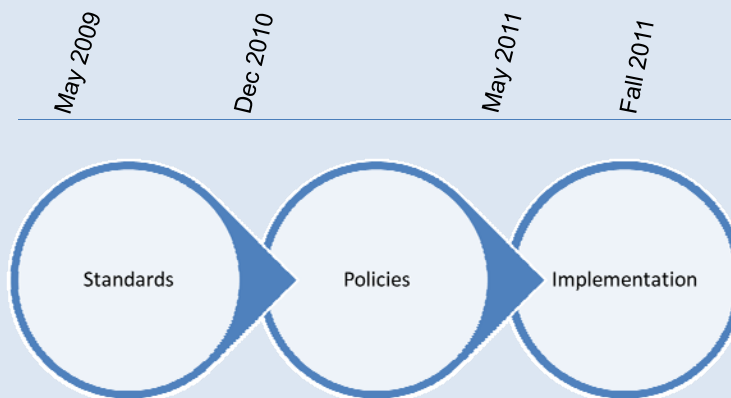
Currently 5 accredited programs and 23 others with Candidacy Status awaiting accreditation



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## Overview of Development



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## Implementation

- There are now 5 accredited OTA/PTA education programs, and 23 others committed to the process
- The accreditation process is led by a Joint Accreditation Committee which has representation from the four stakeholder groups and the public



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## Interprofessional Competencies

Key Stakeholders	
CAOT	
PEAC	
COPEC	<ul style="list-style-type: none"> <li>Blended cultures of several Professional groups</li> </ul>
PTs	<ul style="list-style-type: none"> <li>Application of five of the IP competency domains</li> </ul>
OTs	
PTAs	
OTAs	



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## Interprofessional Competencies

- Role clarification
- Patient/client/family/community-centred care
- Team functioning
- Collaborative leadership
- Interprofessional communication
- Interprofessional conflict resolution



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## Competency: Role Clarification

Understands one's own role and others' roles, and uses this knowledge appropriately to establish and meet patient/client, family, and community goals.

Application in:

Standards Development

- Students in combined OTA/PTA education programs take their courses and graduate with a combined OTA/PTA diploma
- BUT in fieldwork and once in the workplace, often they are either a PTA or an OTA



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## Competency: Role Clarification

- Important to identify commonalities AND differences between:
  - OTs/OTAs    PTs/PTAs    OTAs/PTAs
  - OTs/PTs    OTAs & PTAs/other health team members
- Accreditation Standards had to reflect the distinctive areas of difference so those areas can be evaluated appropriately
- Education programs must ensure that students understand the distinction



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## Competency: Role Clarification

Application in:  
Policy Development

- Policies, Procedures, Terms of Reference had to reflect the distinctive roles of PTs, OTs, PTAs and OTAs in the accreditation process
- The role of the public member of the Joint Accreditation Committee had to be defined



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## Competency: Team Functioning

Understands the principles of team work dynamics and group processes to enable effective IP team collaboration.

Application in:  
Standards Development/ Policy  
Development/ Implementation

- Various groups contributed to Standards and Policy Development  
**Surveys** focus groups **working groups**  
**consultations/feedback from consumers**  
**advisory committees**



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## Competency: Team Functioning

- All were required to have a good understanding of team dynamics and group processes to enable effective team collaboration
- These groups continue to play a role in implementation, evaluation, and ongoing development of the program
- Effective Teamwork is critical



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## Competency: Collaborative Leadership

Co-creates an environment with all participants, including patient/client/ family, to work together in formulating, implementing, and evaluating care/services to enhance outcomes.

Application in:

Standards Development / Policy  
Development / Implementation

- Meetings with COPEC in order to initiate the accreditation program
- Meetings between PEAC and CAOT to develop the MOA



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## Competency: Collaborative Leadership

- Ongoing feedback/ information sharing/ update meetings with consumers
- Leadership is shared between CAOT, PEAC, COPEC and the OTA & PTA EAP to achieve desired outcomes
- Shared accountability for the processes chosen to achieve outcomes



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## Competency: Interprofessional Communication

Communicates effectively with health providers from other professions, including patients/clients/families/communities in a collaborative, responsive and responsible manner.

Application in:

Standards Development / Policy  
Development / Implementation

- Incorporates full disclosure and transparency in all interactions with others
- Individuals must be consistently authentic and demonstrate trust



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## Competency: Interprofessional Communication

In the development of the accreditation program with 4 distinct disciplines:

- Paramount that all stakeholders had well developed communication skills
- Ensured that misunderstandings did not develop and that timeframes were met



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## Competency: Interprofessional Conflict Resolution

Engages self and others, including the client/patient/family, in positively and constructively addressing disagreements as they arise.

Application in:

Standards Development / Policy  
Development / Implementation

- Conflict resolution skills address conflict in a constructive manner
- In developing an initiative of this magnitude with accountability to a broad number of stakeholders, conflict was without doubt bound to happen

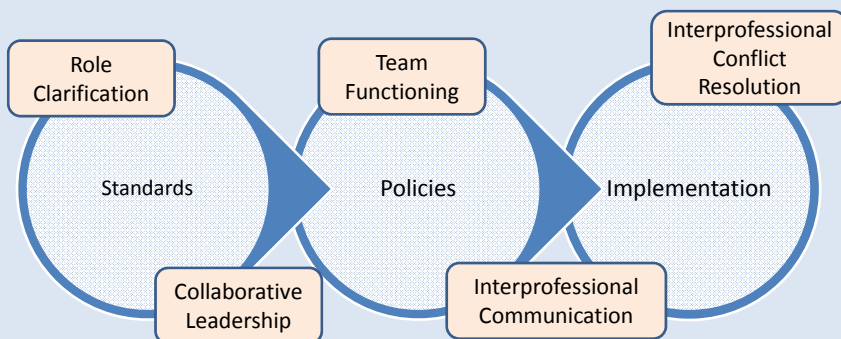


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## Application of Competencies



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## Summary

The development of an education accreditation program for OTAs and PTAs required:

- All stakeholders to develop and practice skills in the IP competencies of

Role Clarification, Team Functioning,  
Collaborative Leadership, IP Communication, and  
IP Conflict Resolution.



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## Summary

The development of an education accreditation program for OTAs and PTAs has built:

- A culture of trust and commitment
- A program firmly established within a foundation of IP collaboration which will ensure its continued successful implementation and evolution



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# Questions?

# Thank you!