

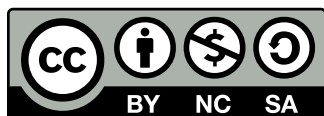
2023 Accreditation Standards for Canadian Occupational Therapist Assistant and Physiotherapist Assistant Education Programs



Occupational Therapist Assistant & Physiotherapist Assistant
Education Accreditation Program

Programme d'agrément de l'enseignement de l'assistant
de l'ergothérapeute et de l'assistant du physiothérapeute





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Information/Questions: contact info@otapta.ca

Français

Normes d'agrément des programmes canadiens d'enseignement à l'assistant de l'ergothérapeute et à l'assistant du physiothérapeute (2023) www.otapta.ca

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The development of the 2023 Occupational Therapy Assistant and Physiotherapy Assistant Education Accreditation Program (OTA & PTA EAP) Accreditation Standards, would not have been possible without the significant contributions of numerous individuals and groups throughout 2020-2023. The ongoing engagement and support from those involved were instrumental in bringing forward the final document, that is reflective of current education and professional practice environments.

ECO Canada was contracted to lead the standards revision project. They are responsible for the accreditation of programs at post-secondary institutions (at both college and universities) across Canada and believe strongly in the value and importance of voluntary accreditation. The project team brought diverse and relevant experience, qualifications and backgrounds in Indigenous Relations, standards revisions and project management. Members included Dr. Yogendra Chaudhry (Vice President, Professional Services), Emily Peden (Associate Registrar), Brad Spence (Indigenous and Community Relations Specialist) and Kyle Sims (Manager, Professional Services).

The Standards Revision Subcommittee (SRS) had a pan-Canadian composition with diverse representation from the Canadian Association of Occupational Therapists (CAOT), the Canadian Occupational Therapist Assistant and Physical Therapist Assistant Educators Council (COPEC), Physiotherapy Education Accreditation Canada (PEAC), as well as educators, regulators, accreditors, peer reviewers, and practising OTs, PTs, OTAs and PTAs. Their collective qualifications, background and experience in education, accreditation and healthcare were fundamental to the process. The subcommittee members were responsible for the review of background documents, engagement in survey and focus groups, drafting standards and providing revisions following a national, bilingual validation survey. The SRS members were: Carmen Kimoto (Chair), Teresa Avvampato, Dawn Burnett, Heather Cutcliffe, Donna Drynan, Janis Leonard, Angelena Louison, Kelly Martindale, Louise Middleton, Susan Paul, and Venkadesan Rajendran.

An initial translation verification process was undertaken prior to cascading the national, bilingual validation survey and again following the approval of the revised standards. The Translation Verification Subcommittee members were bilingual, subject matter experts that were tasked with the verification of the translation with respect to semantic and contextual accuracy. The Translation Verification Subcommittee members were Michèle Vaillant, Pierre Lagassé, Sarah Morrison, Sean Gallagher, and Suzanne Daneault.

The OTA & PTA EAP Joint Accreditation Committee steered the standards revision and provided advisory capacity throughout the project. The CAOT and PEAC Boards of Directors provided oversight and final approval of the Standards.

Finally, OTA & PTA EAP is grateful for the input and feedback provided by key interested and affected parties who participated in the national, bilingual validation survey. Their thoughtful contributions provided key insights in the development of the final accreditation standards revision.

What is new in this revision?

The aim of the revised 2023 OTA & PTA EAP Accreditation Standards was to review and streamline Standards 1 - 5 to reflect current education and professional practice environments. Standard 6 is dependent on the practice/competency profiles for OTAs and PTAs, and therefore will be revised in the future, when these profiles are updated. The standards have been organized as follows:

Standard 1: Educational Program, Leadership and Accountability

Standard 2: Program Faculty and Learning Resources

Standard 3: Student Admissions, Development and Resources

Standard 4: Curriculum Development and Teaching Practices

Standard 5: Program Evaluation and Continual Improvement

The number of criteria within Standards 1-5 is now 38, reduced from 47, with 10 criteria designated as CORE.

It is important to highlight the inclusion of two new criteria, 1.6 and 1.7, that focus on equity, diversity and inclusion.

Introduction

Occupational Therapist Assistant & Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP)

The Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP) is a joint initiative of the Canadian Association of Occupational Therapists (CAOT) and Physiotherapy Education Accreditation Canada (PEAC). CAOT and PEAC are independently incorporated under federal law. The mission of the CAOT is to advance excellence in occupational therapy and it is the sole accrediting agency in Canada with the mandate for accreditation of entry-level occupational therapy educational programs. The mission of PEAC is to ensure the quality of entry-level physiotherapy education in Canada through accreditation. CAOT and PEAC are committed partners in the development and management of the OTA & PTA EAP.

Purpose, Goals, and Values

The OTA & PTA EAP's purpose is to optimize the contribution of OTAs & PTAs to the health and wellness of Canadians through the advancement of quality education. The program has well-defined goals that can be found within the Strategic Plan (www.otapta.ca).

OTA & PTA EAP Values

In its operations, the OTA & PTA EAP adheres to the Association of Accrediting Agencies of Canada (AAAC) Guidelines for Good Practice and values collaboration, respect, quality, fairness, accountability and transparency (<https://aaac.ca/>).

Accreditation Overview

Accreditation is both a process and a condition related to assuring the quality of education programs. The process involves an integrated system of continuous assessment, evaluation, and improvement to comply with specified standards. The condition or state of being accredited provides a credential for the educational institution, students, and the public, affirming that a program has accepted and is fulfilling its commitment to educational quality¹. The four main functions of accreditation are to:

1. Establish standards, criteria, policies and procedures for the evaluation of occupational therapist assistant and physiotherapist assistant education programs;
2. Conduct assessments that encourage institutions to maintain and improve their programs;
3. Determine compliance with established criteria for accreditation; and
4. Provide ongoing consultation to occupational therapist assistant and physiotherapist assistant education programs.

Accreditation of Canadian occupational therapist assistant and physiotherapist assistant education programs is supported by several professional groups: 1) PEAC, the accreditation agency for entry-level Canadian Physiotherapy education programs; 2) the CAOT, the accreditation agency for entry-level Canadian Occupational Therapy education programs; and 3) education programs, including those with membership through the Canadian Occupational Therapist Assistant & Physiotherapist Assistant Educators Council (COPEC) and private institutions. These organizations and groups have the following roles:

CAOT and PEAC jointly:

- govern by adherence to the policies and procedures, with transparency, fairness and objectivity
- collaborate with COPEC, privately funded education programs, and other interested and affected parties as required
- continue to approve revisions to the accreditation standards
- continue to approve revisions to the policies and procedures

Education Programs:

- are the recipients of the accreditation process
- fund the program through annual accreditation fees

CAOT, PEAC and education programs jointly:

- volunteer as members of Peer Review Teams (PRT) for accreditation reviews
- volunteer as members of the Joint Accreditation Committee (JAC) who's role is to collaborate to:
 - review and make recommendations for revisions to accreditation standards
 - review accreditation reports and make accreditation award recommendations
 - develop, review, and make recommendations for revision policies and procedures related to the OTA & PTA EAP

PEAC:

- administers the accreditation program (financial oversight, insurance and legal obligations, contracting staff etc.)

Standards and guidelines are developed and maintained by these three groups and the OTA & PTA EAP through the JAC to ensure the competency of entry-level practitioners. Guiding documents and processes may include:

- Accreditation Standards for Canadian Entry-to-Practice Physiotherapy Education Programs (PEAC, 2020)
- Canadian Association of Occupational Therapists Academic Accreditation Standards and Self-Study Guide (CAOT, 2022)
- Essential Competency Profile for Physiotherapist Assistants in Canada (NPAG, 2012)
- Practice Profile for Occupational Therapist Assistants (CAOT, 2018)

Standards Framework

The framework for the OTA & PTA EAP Accreditation Standards is based on the “5 + 1” model described by the Task Force on Accreditation of Health Professions Education². This model uses five standards considered common to accreditation of professional education programs and requires that all programs:

- collaborate with their practice communities and the public to prepare a workforce that can respond to and meet community needs;
- provide appropriate, ongoing faculty development and evaluation;
- regularly assess the competencies and achievements of students and graduates;
- maintain an effective process of continuous self-assessment, planning, and improvement; and
- communicate information and accurately represent themselves to the public to ensure accountability and consumer choice.

An additional standard, the “+1” component of the model, permits accreditation programs to develop a standard specific to the profession.

The first five standards and criteria included in the “5+1” model were adapted for Canadian occupational therapist assistant and physiotherapist assistant education programs through an iterative process. These five standards are considered common to both occupational therapist assistants and physiotherapist assistants. The “+1” component, or the profession-specific standard of the model, was based on the established occupational therapist assistant and physiotherapist assistant entry-level competencies. Overall, the OTA & PTA EAP standards and criteria are intended to focus on outcomes as the means of validating a program’s activities and guiding and improving efforts towards the achievement of its mission and goals.

Standards Document

The standards document includes five standards common to both occupational therapist assistant and physiotherapist assistant accreditation standards, along with the evaluative criteria and examples of evidence used by the OTA & PTA EAP, PEAC and CAOT to determine the accreditation status of occupational therapist assistant and physiotherapist assistant entry-level education programs. Standard 6 (the “+1” component) is divided into Standard 6 OTA, based on the OTA competency profile (Practice Profile for Occupational Therapist Assistants (2018)) and Standard 6 PTA, based on the PTA competency profile (Essential Competency Profile for Physiotherapist Assistants in Canada (NPAG, 2012)).

Each standard is a broad statement outlining an overall expectation of the education program. The criteria describe ways in which the program can achieve compliance with the standard. The standards document is intentionally not directive or prescriptive, allowing for program diversity, autonomy, and innovation. The criteria are intended to provide a broad interpretation of a standard. The examples of evidence are not intended to be exhaustive.

In interpreting the standards, it should be noted that:

The standards and related criteria must reflect the current requirements of both educational and professional practice environments. Therefore, the standards will be reviewed on a regular basis, with input from all interested and affected groups in the accreditation process for the occupational therapist assistant and physiotherapist assistant education programs.

About This Document

Scope

The scope of this common resource document is to provide a shared and full understanding of the accreditation standards and evaluative criteria of the Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP).

The document is intended for all users of the accreditation standards including:

- Education programs working on self study documents, program development, and evaluation;
- OTA & PTA EAP Peer Review Team members and Joint Accreditation Committee members who interpret and apply the accreditation standards;
- Canadian Association of Occupational Therapists (CAOT) Board of Directors, Physiotherapy Education Accreditation Canada (PEAC) Board of Directors, and OTA & PTA EAP Staff who oversee the accreditation process; and
- Consumers of education programs (e.g., students) and other interested and affected groups in accreditation (e.g., regulators, government, the public) who want to better understand the educational standards for occupational therapist assistant and physiotherapist assistant education programs.

Structure

The structure of the OTA & PTA EAP Standards includes:

- **CRITERION:** requirement used in the interpretation of the Standards
- **CORE CRITERIA:** the designation of core has consequences for accreditation decisions (Reference: ACC-03B Accreditation Decisions³)
- **Key Indicator:** an indicator of compliance which are the main things you would expect to see if the criterion has been met (found only in Standard 6)
- **Explanatory Notes:** additional information such as explanation and rationale of the criterion and linkages between the standard, criterion and evidence. Education programs can use these notes as a guide for development of the Self Study Report. Not all criteria have explanatory notes; only as required.
- **Examples of Evidence:** examples of evidence that education programs can provide to demonstrate compliance with the criterion in the Self Study Report, the Report appendices, or during the accreditation site review.

NOTE: Evidence beyond what is listed under Examples of Evidence may also be used to demonstrate compliance with criteria. It will be at the discretion of the Peer Review Team and Joint Accreditation Committee (JAC) to determine if evidence submitted is sufficient. Evidence submitted may be used to demonstrate compliance to more than one criterion. A unique piece of evidence is not required for each criterion.

Standard 1

Educational Program, Leadership and Accountability

CRITERION

- 1.1 CORE** The program is situated at a post-secondary institution with the authorization to grant educational credentials from the appropriate provincial or territorial ministry or department.

Examples of Evidence

May include but not limited to:

- Official publications which verify the granting of this authority.
- A letter from the authority confirming the authorization.

- 1.2** The program has a well-defined mission and vision that aligns with the overall mission and vision of the institution, or the program uses the overall mission and vision of the institution.

Explanatory Notes

The institution or program's mission and vision are documented, clearly defined, accessible, and lay the foundation for the program and curriculum development.

Examples of Evidence

May include but not limited to:

- Documents that define the mission and vision utilized by the program.
- A PDF document of webpage content [or the inclusion of the URL of the website] that defines the mission and vision of the program.

- 1.3 CORE** The program lead is a registered occupational therapist or physiotherapist with an unrestricted practice permit with the appropriate regulatory body.

Explanatory Notes

The program lead has an unrestricted practice permit as a registered occupational therapist or physiotherapist with the appropriate regulatory body.

Examples of Evidence

May include but not limited to:

- Proof of registration as an occupational therapist or physiotherapist from the appropriate regulatory body.

1.4 CORE The program lead/leadership has the authority to make decisions related to the program.

Examples of Evidence

May include but not limited to:

- Documents that outline the roles and responsibilities of the program lead/leadership.
- Job descriptions, meeting minutes or reports that demonstrate implementation of leadership roles and responsibilities.

1.5 The program has representation within the institution consistent with health and other like programs where decisions are made on curriculum, admissions, marketing and promotion, resource allocation and other areas.

Explanatory Notes

The program lead/leadership has representation where decisions are made that affect the program with similar standing to other programs in health.

Examples of Evidence

May include but not limited to:

- An organizational chart that depicts the hierarchy and/or structure of programs within the institution.
- Documents that demonstrate the program's participation on relevant committees.
- Information on availability of resources (i.e., human, financial, program, etc.) to support faculty in various areas relating to professional development, academic activities, and personal benefits and supports.

1.6 The program and/or institution has policies and processes to promote equity, diversity, and inclusion among the staff, students and others who engage and/or work with the program.

Examples of Evidence

May include but not limited to:

- Policies, declarations, charters or other documents that outline program or institution-wide policies.
- Program and/or institution documents and/or links providing information on programs available to staff, faculty, and students that promote equity, diversity and inclusion.
- Reference to the Truth and Reconciliation Commission of Canada, United Nations Declaration on the Rights of Indigenous Peoples and relevant national and international agreements are addressed by the program in policy and/or program materials.

- 1.7** The program and/or institution has mechanisms and processes in place to identify and address any cases of racism, discrimination, and/or harassment amongst staff, faculty and students.

Examples of Evidence

May include but not limited to:

- Program and/or institution policies, declarations, charters or other documents that detail the action taken by the program to both identify and address cases of racism, discrimination and/or harassment.
- Meeting minutes and/or reports that demonstrate discussion of program and/or institution actions to identify and/or address cases of racism, discrimination and/or harassment.

- 1.8 CORE** The program has access to the financial resources needed to achieve its goals and objectives, and assure its continuing operation.

Explanatory Notes

Financial resources ensure the program's effectiveness and access to resources needed for successful operation. The program's financial resources and planning processes ensures sustainability of the program in the long term. The program must demonstrate sufficient resources to enable the current students to complete the program, including budget and financial reports.

Examples of Evidence

May include but not limited to:

- Financial and/or budgeting processes used by the program.
- Budget and financial reports.
- Signed letter from a financial authority.
- Long-term financial plan.

- 1.9** The program has access to administrative and support staff and services to support effective operation of the program and to meet the needs of students and faculty.

Explanatory Notes

Access to administrative and support staff ensures program operation and overall effectiveness. Students, faculty and other relevant parties to the program express little or no concern in regard to their ability to access support staff or services.

Examples of Evidence

May include but not limited to:

- Documents detailing the administrative and support staff available to students and faculty.
- Curriculum Vitae or job descriptions of administrative and support staff within the program.

- 1.10** The program provides the physical and virtual learning resources needed for students to achieve learning objectives.

Explanatory Notes

The availability and quality of physical and virtual learning resources support students' ability to achieve learning objectives. Physical and virtual learning resources may include facilities, equipment and materials. Physical infrastructure, financial resources, administrative, technical and/or support resources ensure the program's effectiveness. Resources may be shared among multiple programs at the institution.

Examples of Evidence

May include but not limited to:

- Documents detailing the physical and virtual learning resources available to support students.
- Lists or records that detail the resources available to the program. This may include online resources, library and computer resources, administrative and technical support, physical facilities and infrastructure, financial resources, and/or other resources.
- Feedback from students and faculty in regards to the physical and virtual resources and services available to them.
- A campus map and information that clearly details the physical resources, space and facilities available to students in the program.
- Documentation outlining the availability and sufficiency of resources available to the program.

- 1.11** The program and/or institution has policies and procedures in place to maintain the privacy and confidentiality of all student, faculty, staff, program and related information.

Explanatory Notes

The program and/or institution has policies and procedures in place that protect confidential information of students, staff, faculty and the program. Policies must include protection and privacy of both online and physical documentation and resources.

Examples of Evidence

May include but not limited to:

- Policies or other documents that outline the measures taken to ensure confidentiality and privacy of all student, faculty, staff, program and related information.
- Documentation that demonstrates discussion and/or review of measures taken to ensure confidentiality and privacy of all student, faculty, staff, program and related information.

- 1.12** The program actively works to develop and maintain relationships with partners external to the program to create and enhance learning and career development opportunities for students.

Explanatory Notes

The program builds and maintains relationships, partnerships and/or agreements with collaborators external to the program who aid in the creation of experiences and opportunities that enhance student learning and career development. This may include relationships with off- campus training sites, community health partners, clinical/fieldwork education hosts and supervisors, Indigenous communities, equity seeking communities and/or other relevant partners.

Examples of Evidence

May include but not limited to:

- Affiliation agreements, letters or other documents with facilities providing clinical placements and learning opportunities to students on a regular and consistent basis.
- Documents outlining the strategy or plan in-place to develop and maintain relationships external to the program.
- A list or records of partners the program has and/or continues to work with, including information on their most recent relationships.
- Documentation demonstrating discussions surrounding review, maintenance and enhancement of the program's relationships.

Standard 2

Program Faculty and Learning Resource

CRITERION

- 2.1** The number and qualifications of faculty within the program is sufficient to fulfill the program's goals and objectives set out in its mission and/or vision statement.

Explanatory Notes

A core group of staff and faculty with a primary commitment to the program is maintained to provide for coherent academic planning, execution of support services for students, coordination of instruction, and curriculum development. The combined experience and qualification of the program faculty allows for effective delivery of all program curriculum. Faculty teaching loads and responsibilities allow for program faculty to carry out their roles and responsibilities effectively. The number of faculty in the program supports the learning experience for students, and student access to academic support such as advising, office hours, feedback, etc.

Examples of Evidence

May include but not limited to:

- List of faculty members with a summary of their roles and responsibilities relating to the program, course assignments and its operation.
- Job descriptions for program faculty that outline their key job duties.
- Curriculum vitae for program faculty.
- Documentation outlining allocation of work among program faculty and/or depict individual workloads.
- Documentation outlining the roles and responsibilities of program staff, faculty and leadership team.

2.2 CORE The occupational therapy content of the curriculum is overseen and led by a registered occupational therapist with an unrestricted practice permit with the appropriate regulatory body, and with relevant academic and professional qualifications.

Examples of Evidence

May include but not limited to:

- The lead instructor has an unrestricted practice permit with the appropriate provincial or territorial regulatory body.
- Course syllabi that outline course content and the correlating instructor(s) registered as an occupational therapist with an unrestricted practice permit with the appropriate provincial or territorial regulatory body.
- Curriculum vitae for the individual responsible for oversight of the program's occupational therapy content.
- Job description or supporting documentation outlining the roles and responsibilities of the individual responsible for oversight of the program's occupational therapy content.

2.3 CORE The physiotherapy content of the curriculum is overseen and led by a registered physiotherapist with an unrestricted practice permit with the appropriate regulatory body, and with relevant academic and professional qualifications.

Examples of Evidence

May include but not limited to:

- The lead instructor has an unrestricted practice permit with the appropriate provincial or territorial regulatory body.
- Course syllabi that outline course content and the correlating instructor(s) registered as a physiotherapist with an unrestricted practice permit with the appropriate provincial or territorial regulatory body.
- Curriculum vitae for the individual responsible for oversight of the program's physiotherapy content.
- Job description or supporting documentation outlining the roles and responsibilities of the individual responsible for oversight of the program's physiotherapy content.

2.4 CORE The faculty member responsible for overseeing clinical/fieldwork education is a registered occupational therapist or physiotherapist with an unrestricted practice permit with the appropriate provincial or territorial regulatory body and with relevant academic and professional qualifications.

Examples of Evidence

May include but not limited to:

- Curriculum vitae for the individual responsible for oversight of the program's clinical/fieldwork education.
- Proof of registration as an occupational therapist or physiotherapist with an unrestricted practice permit with the appropriate provincial or territorial regulatory body with the appropriate regulatory body.
- Job description outlining the roles and responsibilities of the individual responsible for the program's clinical/fieldwork education.

2.5 The program has established criteria for recruitment and selection of program faculty, and the recruitment and selection processes are transparent, fair, and consistently applied for all applicants.

Examples of Evidence

May include but not limited to:

- Policies, procedures or other documents that outline the established process and criteria for selection, evaluation and recruitment of program faculty.
- Processes are in place to identify bias within the criteria and address it.
- Documentation accessible to applicants that outline the established selection process and criteria.
- Documentation that provides evidence of discussions and/or action plans to ensure consistent and fair application of the process and established criteria for selection, evaluation and recruitment of program faculty.

- 2.6** Faculty undergo performance evaluation and are provided with formalized guidance and instruction on areas for development and improvement, including remedial action as needed.

Examples of Evidence

May include but not limited to:

- Samples of faculty performance plans that include specific guidance and instruction on areas for performance development and improvement.
- Samples of course evaluations completed by students.
- Evidence of mechanisms where student feedback is collected on faculty performance, which may include surveys, focus groups, open-ended forums, interviews, discussions and other means.
- Documentation that outlines the faculty evaluation process, including required steps for providing guidance and instruction, and taking remedial action.

- 2.7** The program and/or institution demonstrates a commitment to faculty professional development activities that is consistent with the mission and/or vision statement of the program.

Explanatory Notes

Program faculty have access to resources and/or support needed for professional development. This may include opportunities for faculty to take sabbaticals and/or leaves to pursue research, scholarly activity and/or professional development opportunities. The rights, responsibilities and privileges of program staff and faculty is consistent and equitable with those of staff and faculty in other programs at the institution.

Examples of Evidence

May include but not limited to:

- Documentation that outlines the available resources and practices within the program to support faculty professional development.
- Lists, records or other documents that track recent professional development opportunities pursued by faculty.
- Evaluations, reports or other documents that demonstrate the qualifications, additional training and/or other benefits faculty received from recent professional development opportunities.

Standard 3

Student Admissions, Development and Resources

CRITERION

- 3.1** The program and/or institution has established admissions criteria and processes that are publicly accessible, fair, transparent, and timely.

Explanatory Notes

The admissions criteria and processes are clearly stated in institutional publications. The admissions process includes, but is not limited to, fees and program duration, appeals processes if applicable, as well as information relevant for international students along with contact details for admission-related inquiries.

Examples of Evidence

May include but not limited to:

- Publicly accessible institutional publications with detailed information on admissions criteria and processes.
- Documented processes to identify and address bias within admissions criteria.

- 3.2** The program provides objective and timely evaluation of student performance using criteria that are fair and transparent, including confidential and direct feedback about strengths and areas for improvement, as well as remediation where needed.

Explanatory Notes

Evaluation criteria are fair and provided early enough for students to prepare for their evaluation. Evaluation criteria are detailed in course syllabi and/or assignment instructions. Students receive timely written feedback on their performance from course instructors on a consistent and regular basis, with the ability to seek remedial options if need. The feedback is delivered confidentially and provides direct and detailed input on strengths and areas for improvement. Course instructors allow opportunities for students to address feedback received.

Examples of Evidence

May include but not limited to:

- Documentation outlining student evaluation processes within the program.
- An example of a course syllabus detailing student evaluation criteria and processes.
- An example of a formative evaluation provided to students.
- Documentation outlining student feedback processes, requirements and/or mechanisms.
- Samples of feedback provided to students.
- Documentation related to the review, development and improvement of student evaluation processes.

3.3

The program has a formal process to address student concerns, including performance evaluation appeals.

Explanatory Notes

The process for identifying and addressing student concerns is defined and documented, including a formal appeal process for addressing student concerns related to their grade or performance in a course.

Examples of Evidence

May include but not limited to:

- Documentation that details the action taken by the program to both identify and address student concerns.
- Student handbooks, or other documents available to students providing guidance on how and with whom to address concerns.
- Documentation demonstrating discussion of student concerns and action to be taken to resolve or address the concerns.
- Documentation outlining the student evaluation appeals process, which is confidential and includes information on the timeframe for resolution.

- 3.4** Current and accurate information is publicly accessible on program language requirements, prior learning assessment processes, tuition and program fees, financial aid, academic policies and appeals processes, student services, graduating requirements and program outcomes.

Examples of Evidence

May include but not limited to:

- PDF document of webpage or virtual publications [or the inclusion of the URL of the website].
- Institutional publications such as program calendars, student handbooks or orientation manuals.

- 3.5** Students have equitable, timely and confidential access to student services at the program or institutional level, including academic counselling, health and wellness services and accessibility services. The process to access these services is fair, transparent and consistently applied.

Explanatory Notes

The process to access the above services is documented and accessible to students. Students have fair and equitable access to the services above regardless of race, gender, age, ethnicity, sexual orientation, socio-economic status, physical challenges and/or any other factor. These services should promote student success, engagement, retention, professional growth, and transition into the workplace post-graduation.

Examples of Evidence

May include but not limited to:

- Policies, procedures or other like documentation detailing how to access the services above.
- Student handbooks, program brochures, institutional documentation, program calendars and/or orientation manuals including information on the services above.
- PDF document [or the inclusion of the URL of the website] of webpages or virtual publications including information on the services above.

Standard 4

Curriculum Development and Teaching Practices

CRITERION

- 4.1** The program prepares graduates for employment or further studies post-graduation with a formal curriculum plan that identifies course and program competency outcomes and is reviewed and revised on a regular basis.

Explanatory Notes

The program has a documented plan that outlines the progression of learning outcomes throughout the duration of the program. The curriculum plan identifies learning outcomes for the courses, as well as overall competency outcomes for the program as a whole. The plan is reviewed on a regular and consistent basis and revised as needed.

Examples of Evidence

May include but not limited to:

- A documented curriculum plan that outlines who is responsible for curriculum planning, development and review.
- Internal and external review of program competency outcomes.
- Documentation of Program Advisory Committee involvement in the curriculum plan.

- 4.2** Staff and faculty input is formally considered in curriculum development and review processes.

Explanatory Notes

Staff and faculty are formally consulted for their input into curriculum planning, development and revisions. This feedback is documented and reviewed during curriculum planning and revision.

Examples of Evidence

May include but not limited to:

- Surveys, evaluations, or other documents where staff and faculty have provided their input into curriculum planning.
- Documentation that outlines how staff and faculty input is considered in curriculum planning and development.
- Evidence of staff and faculty involvement in curriculum development and planning.

- 4.3** Students are formally consulted, and their feedback documented and considered, in curriculum development and review processes.

Explanatory Notes

Students are formally consulted for their input into curriculum planning, development and revisions. Their feedback is documented and reviewed during curriculum planning and revisions.

Examples of Evidence

May include but not limited to:

- Surveys, evaluations, or other documents where students have provided their input into curriculum planning.
- Documentation that outlines how student input is considered in curriculum planning and development.
- Evidence of student involvement in curriculum development and planning.

- 4.4** External interested and affected parties are formally engaged in curriculum development and review processes.

Examples of Evidence

May include but not limited to:

- Surveys, evaluations, or other documents where external interested and affected parties have provided their input in curriculum planning.
- Examples of interested and affected parties may include Subject Matter Experts (SME), Social Justice consultants, Equity Diversity and Inclusion consultants, Universal Design Learning staff and/or the Program Advisory Committee.
- Documentation outlining how external interested and affected parties' input is considered in curriculum planning and development.
- Meeting minutes, reports or other documents from committees responsible for curriculum planning and development, including evidence of external interested and affected group input, and formal consideration of this input.

- 4.5** A syllabus exists for each course that is distributed to students in the course. The syllabus contains information on the purpose of the course, learning outcomes, an outline of course content, methods of instruction and assessment, requirements for completion, grading system, and materials needed.

Examples of Evidence

- Syllabi for all courses within the program, including clinical education/fieldwork.

- 4.6** The teaching and learning methods within the program enable achievement of the program's learning outcomes to support the program's mission.

Explanatory Notes

Course instructors use a variety of teaching methods to deliver the program curriculum effectively which may include lectures, group work, written assignments, presentations, and/or practical, hands-on experiences. The methods chosen best support comprehension of the curriculum by students. These methods may require access to teaching supports and resources such as lab assistants or lab demonstrators, online infrastructure, staff faculty training, and/or physical materials and facilities.

Examples of Evidence

- An example of a course syllabus detailing teaching and assessment methods employed in the course.
- Documentation outlining availability of lab assistants or lab demonstrators for the program.
- A sample of formative and/or summative evaluation of students.

- 4.7** The program has a documented and formal process for faculty to request new and/or additional resources.

Examples of Evidence

- Documentation that outlines the process for faculty to request new and/or additional resources (e.g., physical resources, equipment, technology supports, virtual supports, faculty and lab supports), and the process for review of such requests.
- Documentation from those who oversee faculty requests for new and/or additional resources.

- 4.8 CORE** Clinical/fieldwork education includes a minimum of 500 hours in the clinical setting.
NOTE: Single discipline programs include a minimum of 350 hours in the clinical setting.

Explanatory Notes

Every student in the program will complete a minimum of 500 hours in a clinical setting where completed hours of work are documented and approved/verified by a supervisor at the clinical location. A core component of the program is student participation in a clinical education/fieldwork experience outside of the program. Students are not able to graduate from the program if they do not complete the required clinical education/fieldwork. Single discipline programs require only 350 hours in that discipline.

Examples of Evidence

- Policy and/or other procedural document that enforce completion of the required hours prior to graduation. Aggregate data detailing fieldwork hours completed by students for the three (3) most recent cohorts. This may include the number of hours completed, placement site, and information on the student's experience.

- 4.9 CORE** Clinical/fieldwork education includes a minimum of 150 hours of the total time in each discipline for each student. This criterion is not applicable for single discipline programs.

Examples of Evidence

- Policy and/or other procedural document that enforce completion of the required hours prior to graduation. Aggregate data detailing fieldwork hours completed by students for the three (3) most recent cohorts. This may include the number of hours completed, placement site, and information on the student's experience.

- 4.10 CORE** An occupational therapist faculty advisor is available to students and preceptors on issues related to occupational therapy practice in fieldwork, and a registered physiotherapist faculty advisor is available to students and preceptors on issues related to physiotherapy practice in fieldwork.

Explanatory Notes

The program has a designated faculty member who holds an unrestricted practice permit with their appropriate regulatory college body as an occupational therapist available to provide advice on and/or address concerns related to occupational therapy practice in fieldwork. Similarly, the program has a designated faculty member who holds an unrestricted practice permit with their appropriate regulatory college body as a physiotherapist to provide advice on and/or address concerns related to physiotherapy practice in fieldwork. Single discipline programs only require a designated faculty member with registration in the program's discipline.

Examples of Evidence

- Curriculum vitae for designated faculty member(s).
- Proof of registration as an occupational therapist or physiotherapist an unrestricted practice permit with their appropriate regulatory college body
- Documentation outlining roles and responsibilities of designated faculty member(s) noting availability to students and preceptors.

4.11

The program has a formal process for continual evaluation of the value, benefit and quality of clinical education/fieldwork learning experience for students that informs potential improvements to the clinical education/fieldwork program.

Explanatory Notes

The process for evaluating clinical education/fieldwork opportunities in the program is documented. The evaluation considers student fieldwork experiences and the learning outcomes students achieve through completion of clinical education to inform improvement and change to clinical education/fieldwork opportunities within the program.

Examples of Evidence

- A documented plan for evaluation of clinical education/fieldwork opportunities in the program.
- Documentation that outlines student experience and evaluation of their placement site and experience.
- Reports or other documentation that provides evidence of review and consideration of improvements to clinical education/fieldwork in the program.

Standard 5

Program Evaluation and Continual Improvement

CRITERION

- 5.1** There is an iterative process for program evaluation, that includes content delivery, and the results of which inform continual improvement goals for the program.

Explanatory Notes

The program has a documented process in place for continuous evaluation of the program content, delivery, and outcomes that is implemented on a regular and consistent basis. Findings from the evaluation are recorded, reviewed, and considered in the development of improvement goals and targets for the program. The evaluation process involves a range of interested and affected groups, such as students, staff, faculty, employers, clinicians, fieldwork education instructors, and/or others as appropriate. The evaluation may be run by the program, the institution, or the government/ministry.

Examples of Evidence

May include but not limited to:

- A documented program evaluation plan.
- Meeting minutes from a committee or other appropriate body responsible for program evaluation.
- Processes or policies that make up components of the program evaluation (i.e. process and policies for course evaluations, faculty performance evaluations, building external relationships, etc.).

- 5.2** The program collects data in accordance with its program evaluation process.

Explanatory Notes

The program has a documented process in place for collection of data that relates to the program content, delivery, and outcomes that is gathered on a regular and consistent basis. Data includes input and feedback from a range of interested and affected groups, such as staff, faculty, employers, clinicians, fieldwork education instructors, and/or others as appropriate.

Examples of Evidence

May include but not limited to:

- Policies, procedures or other documentation that describe data collection methods and practices.
- Sample datasets collected and/or reviewed for program evaluation and long-term planning.
- Documentation outlining who is responsible for collecting and/or reviewing data.

5.3

Program data is regularly reviewed; the program identifies goals for improvement and tracks progress in achieving these goals.

Explanatory Notes

The program has documented goals for improvement and/or enhancement of the program content, delivery and/or outcomes that are informed by the program evaluation and collected data. The program also has a formal system in place for documenting and tracking progress on the achievement of identified program goals and/or areas for betterment.

Examples of Evidence

May include but not limited to:

- Program evaluation plan, report or other documentation that define the program goals and is updated on a regular basis to include information on progress towards achieving goals and/or identified areas for betterment.
- Documentation outlining who is responsible for setting and/or tracking program goals.

Standard 6

Occupational Therapist Assistant and Physiotherapist Assistant Competencies

This standard utilizes an adapted role-based CanMEDS model⁴ 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 have been articulated by the National Physiotherapy Advisory Group (NPAG) which is responsible for reviewing and updating the physiotherapist assistant competencies 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.

Required Evidence

The explanatory notes associated with each criterion are intended to provide guidance for programs about the evidence required to demonstrate compliance with each criterion and sub-criterion.

Evidence must include:

- All course outlines
- FORM-SSR-6
 - specific learning objective(s) related to each criterion
 - content delivery method(s)/activities in the learning plan related to each criterion
 - method(s) of student assessment related to each criterion

NOTE: It is understood that all students will complete clinical placements as part of education program requirements. Information related to clinical placements, and student assessment of competency during clinical placements, is to be included in Criterion 4.8 and, as relevant, in Standard 4. Clinical course outlines and clinical placement student evaluation forms (e.g., the Canadian OTA / PTA Student Fieldwork Evaluation Form) should not be included as evidence to support compliance with Standard 6. To be compliant with Standard 6, the program is expected to demonstrate that its students have achieved the learning objectives described in the course outlines during the didactic portion of the curriculum. It is understood that this learning will then be integrated and applied during fieldwork experiences.

Standard 6

Occupational Therapist Assistant and Physiotherapist Assistant Competencies

Role OTA & PTA 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

- 6.1.1** Engages in and facilitates effective verbal and nonverbal communication with the client, supervising occupational therapist and/or physiotherapist and inter-professional team members.

Key Indicator

Students demonstrate effective verbal and nonverbal communication.

Explanatory Notes

The program prepares the students to:

- Communicate using various communication strategies including active listening, reflection, reinforcement, and empathy and accurately utilize and respond 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 occupational therapist, supervising physiotherapist, clients and other team members, related to all situations.

6.1.2 Utilizes objective and effective written communication skills with the client, supervising occupational therapist and/or physiotherapist and interprofessional team members.

Key Indicator

Students demonstrate effective written communication skills.

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.

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.

Key Indicator

Students demonstrate strategies to reduce communication barriers and can incorporate 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).

Role OTA & PTA 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

6.2.1 Supports collaboration with the client, supervising occupational therapist and/or physiotherapist and interprofessional team members.

Key Indicator

Students collaborate with the client, the intraprofessional team, and the 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 behavior.
- Communicate plan(s) for assigned services to the client and inter-professional team with ease and efficiency.
- Gather and report information to the supervising occupational therapist(s) and or physiotherapist(s) with efficiency and timeliness.

6.2.2 Participates actively as an interprofessional team member.

Key Indicator

Students participate actively in interprofessional teams.

Explanatory Notes

The program prepares the students to:

- Participate as a team member to provide interprofessional client care.

6.2.3 Anticipates, identifies, prevents and resolves conflict.

Key Indicator

Students address and manage 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 OTA & PTA 6.3 Effective Practitioner

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

CRITERION

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

Key Indicator

Students manage activities to support service delivery and 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.

6.3.2 Uses human, financial, and physical resources effectively.

Key Indicator

Students manage resources effectively.

Explanatory Notes

The program prepares the students to:

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

6.3.3 Recognizes, respects and participates in established organizational quality improvement activities.

Key Indicator

Students participate in organizational quality improvement activities to support service delivery.

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 OTA & PTA 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

6.4.1 Promotes the benefits and value of their professional group.

Key Indicator

Students promote the 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.
- Demonstrate an understanding of the distinctive roles and responsibilities of the occupational therapist assistant and/or physiotherapist assistant.

6.4.2 Assists clients in making life changes in support of their health goals as determined by the supervising occupational therapist and/or physiotherapist.

Key Indicator

Students help clients make life changes towards health goals.

Explanatory Notes

The program prepares the students to:

- Work collaboratively to ensure the health needs of individual clients are met.
- Encourage the client to express individual needs and helps the supervising occupational therapist and/or physiotherapist and team to ensure that needs are addressed.
- Considers factors such as client's behavior, motivation, etc. when assisting clients to make life changes in support of health goals.

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

Key Indicator

Students understand how determinants of health impact the well-being of clients.

Explanatory Notes

The program prepares the students to:

- Consider the impact of the determinants of health when assisting clients, families and communities to support health goals.

Role OTA & PTA 6.5 Reflective Practitioner

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

CRITERION

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

Key Indicator

Students use 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.

- 6.5.2** Modifies service delivery based on personal reflection and external feedback under the supervision of the occupational therapist and /or physiotherapist.

Key Indicator

Students use reflection and feedback to modify service delivery under the supervision of the occupational therapist and/or physiotherapist.

Explanatory Notes

The program prepares the students to:

- Use personal reflection, feedback and guidance from others as required to suggest changes to client service delivery.

6.5.3 Supports the supervising occupational therapist and/or physiotherapist in applying an evidence informed approach in their services.

Key Indicator

Students support the occupational therapist and/or physiotherapist in providing evidence informed care.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of evidence informed practice.

Role OTA & PTA 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 behavior.

CRITERION

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

Key Indicator

Students practice ethically.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of the complementary but distinctive roles of occupational therapist assistants, physiotherapist assistants, occupational therapists, and physiotherapists.
- 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.

6.6.2 Respects diversity and demonstrates sensitive practice.

Key Indicator

Students respect diversity and actively engage in 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.

6.6.3 Maintains personal and professional boundaries.

Key Indicator

Students maintain 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.

6.6.4 Performs within the limits of personal competence within their own professional scope.

Key Indicator

Students understand their role and competency level and know when to seek help.

Explanatory Notes

The program prepares the students to:

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

Role OTA 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 limits⁵.

CRITERION

OTA 6.7.1 Safely and efficiently supports the occupational therapist who is the expert in enabling occupation.

Key Indicator

Students safely and efficiently support an occupational therapist.

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.

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

Key Indicator

Students enable occupation across populations and 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.

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

Key Indicator

Students collect and record client data that is shared with the supervising 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.

OTA 6.7.4 Implements the interventions assigned by the occupational therapist.

Key Indicator

Students implement 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.

OTA 6.7.5 Demonstrates effective problem solving and judgment related to assigned service components.

Key Indicator

Students demonstrate 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.

OTA 6.7.6 Participates in the learning process for clients, team members, peers, students and any other learners within their service.

Key Indicator

Students teach, and learn from, clients and others on the team.

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.

Role PTA 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 limits⁶. These may include but are not limited to:

- Education and consultation.
- Therapeutic exercise.
- Electro-physical agents and mechanical modalities.
- Functional activity training.
- Cardio-respiratory and neuromotor techniques.
- Mobility, including the use of gait aids and devices.

CRITERION

PTA 6.7.1 Safely and efficiently supports the physiotherapist who is the expert in function and mobility.

Key Indicator

Students safely and efficiently support a physiotherapist.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of client-centered practice.
- Demonstrate an understanding of physiotherapy practice.

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

Key Indicator

Students collect and record client data that is shared with the supervising 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.

PTA 6.7.3 Implements the interventions assigned by the physiotherapist.

Key Indicator

Students implement 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.
- 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.

PTA 6.7.4 Demonstrates effective problem solving and judgment related to assigned service components.

Key Indicator

Students demonstrate effective problem solving and judgment related to assigned service components.

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.

PTA 6.7.5 Participates in the learning process for clients, team members, peers, students and any other learners within their service.

Key Indicator

Students teach, and learn from, clients and others on the team.

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.

Glossary of Terms

Bullying	Repeated behaviours that are intimidating, threatening, degrading, humiliating, or hostile and that physically or psychologically harm the victim (CCDI, 2023).
Client	Occupational Therapy Assistants and Physiotherapy Assistants offer therapy services to people who may be an individual, family, caregiver, group, organization, community or population. An individual client may be referred to as a patient.
Clinical/Fieldwork Education	Students acquire abilities and professional behaviors as well as new knowledge while engaged in fieldwork education (ACOTUP, 2011).
Competencies	Competencies are defined as complex know-acts based on combining and mobilizing internal resources (knowledge, skills, attitudes) and external resources, and applying them appropriately to specific types of situations (Tardif, 2006).
Curriculum	List of subjects composing a structured training and/or educational program organized into a course, courses, or work experiences that develop the knowledge, skills, and abilities of learners. The curriculum has an implicit or explicit set of goals and objectives with respect to learning outcomes (Adapted from CICIC, 2005). This could be a pictorial model or a figure identifying concepts and links between concepts (CAOT, 2022).
Discrimination	Intentional or unintentional denial of equal treatment, civil liberties and opportunity to individuals or groups with respect to education, housing, health care, employment and access to services, goods, and facilities. Can occur based on ancestry, place of origin, ethnic origin, citizenship, creed, record of offences, race, colour, nationality, sex, age, religion, gender identity, gender expression, political affiliation, marital or family status, sexual orientation, and disability (CCDI, 2023).
Diversity	The variety of identities found within an organization, group or society. Diversity is expressed through factors such as culture, ethnicity, religion, sex, gender, sexual orientation, age, language, education, ability, family status or socioeconomic status (Government of Canada, 2023).

Documents/ Documentation

A comprehensive term to include, but not limited to, meeting minutes, reports, spreadsheets, redacted emails, surveys, strategic plans, policies and procedures, terms of reference and/or governance documents.

Educational Program

Unless otherwise indicated, program refers to the occupational therapist assistant and physiotherapist assistant education program.

Equity

Where everyone is treated according to their diverse needs in a way that enables all people to participate, perform, and engage to the same extent (CCDI, 2023).

Evidence

The documents, actions, or other practical means by which a program of study demonstrates how it has met or not met each measure of effectiveness (CAOT, 2022).

Evidence-informed Practice/Approach

Used interchangeably with evidence-based practice, evidence-informed practice further emphasizes that the best current research evidence is taken into account along with the integration of clinical expertise and client values in the decision-making process (PEAC, 2010).

Faculty

Faculty is composed of full-time, part-time and contract staff appointed by and paid by the post-secondary school institution and whose primary responsibility is teaching (CAOT, 2022). There is also the recognition of clinician guest lecturers and instructors (PEAC, 2020).

Formative Evaluation (Assessment)

Formative Evaluation (Assessment) is an ongoing, developmentally informed process with direct and thoughtful feedback during training and throughout professional development to ensure attainment of higher levels of competence through learning and performance improvement (Kaslow et al. 2007).

Harassment

Unwelcome comments or behaviours based on protected grounds that offend or humiliate the victim. Harassment is a form of discrimination (CCDI, 2023).

Inclusion	The practice of using proactive measures to create an environment where people feel welcomed, respected and valued, and to foster a sense of belonging and engagement. This practice involves changing the environment by removing barriers so that each person has equal access to opportunities and resources and can achieve their full potential (Government of Canada, 2023).
Interprofessional Education	Occasions when two or more professions learn with, from, and about each other to improve collaboration and quality of care (CAIPE, 2002).
Learning Outcomes	The achievement of pursuing a learning objective (CAOT, 2022).
Learning Resources	The supplies and supports such as equipment, materials and space required to promote effective learning.
Program Lead/ Leadership	The individual or individuals responsible for coordinating and directing the administrative and educational activities of the program.
Racism	A systemic form of oppression based on the social construct of race (CCDI, 2022).
Subject Matter Experts (SMEs)	Individuals with knowledge, expertise and/or specialization in a given topic or area.
Summative Evaluation (Assessment):	Summative Evaluation (Assessment) is an end point or outcome measurement (e.g., degree conferral, completion of internship or postdoctoral fellowship training, licensure, board certification) and optimally enhances competence (Kaslow et al., 2007)
Training Sites	Agencies, institutions, facilities and others who provide supervised learning experiences for students.

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Footnotes

- 1 Association of Specialized and Professional Accreditation (1993). Chicago. IL.
(Refer to page 7)
- 2 Gelmon, S., O'Neil, E., Kimmey, J., and the Task Force on Accreditation of Health Professions Education. (1999). *Strategies for Change and Improvement: The Report of the Task Force on Accreditation of Health Professions Education*. San Francisco: Center for the Health Professions, University of California at San Francisco.
(Refer to page 9)
- 3 Occupational Therapist Assistant and Physiotherapist Assistant Education Program (www.otapta.ca)
(Refer to page 11)
- 4 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.
(Refer to page 31)
- 5 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.
(Refer to page 45)
- 6 National Physiotherapy Advisory Group, 2012. *Essential Competency Profile for Physiotherapist Assistants in Canada*.
(Refer to page 49)

The goals of physiotherapy include:

- Promotion of optimal mobility, physical activity and overall health and wellness
- Prevention of disease/injury/disability
- Management of acute and chronic conditions and activity limitations and participation restrictions
- Improvement and maintenance of optimal functional independence and physical performance. Rehabilitation of disease, injury, or disability with therapeutic exercise programs and other interventions
- Education and planning of maintenance and support programs to prevent re-occurrence, re-injury or functional decline.