

Name : _____

Registration #: _____

Registration Province: _____

Registration Year : _____

This self-assessment tool reflects the Competencies for Occupational Therapists in Canada. Occupational Therapists in both clinical and non-clinical roles will use the same tool and apply it to their practice uniquely.

Below is a list of the 22 competencies and related indicators. Indicators highlight how Occupational Therapists can meet the competency and provide more context for how the competency can be applied to practice. To facilitate the creation of your learning plan, please score each competency.

After rating each competency there is an option to identify the indicators that you may be interested in further developing.

Rating Scale:	
1) Area for Growth:	I am able to explain and discuss key issues and concepts in general but have little or no practical experience. I do not presently do well with this skill and should refine it to meet the expectations of my job.
2) Fundamental Competence:	I am able to integrate knowledge and skills with a limited degree of consistency in a specific routine situation and responsibility. I use the skill or practice infrequently but should be applying it to all situations in my practice. I am a new therapist to this practice area and will get better with experience.
3) Proficient Competence:	I am able to demonstrate, apply, and integrate knowledge and skills with the highest degree of consistency and effectiveness in a variety of routine and complex situations. In addition, I may engage in routine teaching, mentoring and supervision activities in this area
4) Not Applicable:	This competency is not applicable to my practice setting.

Domain A: Occupational Therapy Expertise	Not Applicable	Area for Growth	Fundamental Competence	Proficient Competence	Identified for Learning
A1. Establish trusted professional relationships with clients					
A1.1 Co-create with clients a shared understanding of scope of services, expectations, and priorities					
A1.2 Use a mutually respectful approach to determine the nature of the services to be delivered.					
A1.3 Respond to requests for service promptly and clearly.					
A1.4 Support clients to make informed decisions, discussing risks, benefits, and consequences.					
A2. Use occupational analysis throughout practice					
A2.1 Keep clients' occupations at the centre of practice.					
A2.2 Facilitate clients' use of their strengths and resources to sustain occupational participation.					
A2.3 Address the strengths and barriers in systems such as health care that could affect occupational participation.					
A2.4 Apply knowledge, evidence, and critical thinking from social, behavioural, biological, and occupational sciences to analyze occupational participation.					
A2.5 Share rationale for decisions.					
A3. Determine clients' needs and goals for occupational therapy services					
A3.1 Respond to the context that influences the client's request for occupational therapy service.					
A3.2 Develop a shared understanding of the client's occupational challenges and goals.					
A3.3 Decide whether occupational therapy services are appropriate at this time.					
A3.4 Evaluate risks with the client and others.					
A3.5 Periodically review the client's expectations with them.					
A4. Assess occupational participation					
A4.1 Agree on the assessment approach.					
A4.2 Select assessment tools and methods that fit the approach.					

Domain A: Occupational Therapy Expertise	Not Applicable	Area for Growth	Fundamental Competence	Proficient Competence	Identified for Learning
A4.3 Take into account the impact of the client's context on the assessment process and outcome.					
A4.4 Incorporate the client's perspectives and opportunities throughout the assessment process.					
A4.5 Analyze the assessment results in context.					
A5. Develop plans with clients to facilitate occupational participation					
A4.1 Agree on the assessment approach.					
A4.2 Select assessment tools and methods that fit the approach.					
A4.3 Take into account the impact of the client's context on the assessment process and outcome.					
A4.4 Incorporate the client's perspectives and opportunities throughout the assessment process.					
A4.5 Analyze the assessment results in context.					
A6. Implement the occupational therapy plan					
A6.1 Support clients in accessing and using the resources to implement their plans.					
A6.2 Confirm shared understandings and progress of the plan.					
A6.3 Evaluate the results with the client and others involved in the plan.					
A6.4 Adjust occupational therapy services based on the evaluation.					
A6.5 Plan for concluding services, ongoing services, or a transition to other services.					
A7. Manage the assignment of services to assistants and others					
A7.1 Identify practice situations where clients may benefit from services assigned to assistants or others.					
A7.2 Assign services only to assistants and others who are competent to deliver the services.					
A7.3 Monitor the safety and effectiveness of assignments through supervision, mentoring, teaching, and coaching.					
A7.4 Follow the regulatory guidance for assigning and supervising services.					

Domain A: Additional Reflective Comments					
Domain B: Communication & Collaboration					
	Not Applicable	Area for Growth	Fundamental Competence	Proficient Competence	Identified for Learning
B1. Communicate in a respectful and effective manner					
B1.1 Organize thoughts, prepare content, and present professional views clearly.					
B1.2 Foster the exchange of information to develop mutual understanding.					
B1.3 Employ communication approaches and technologies suited to the <i>context</i> and client needs.					
B1.4 Adjust to power imbalances that affect relationships and communication.					
B2. Maintain professional documentation					
B2.1 Maintain clear, accurate, and timely records.					
B2.2 Maintain confidentiality, security, and data integrity in the sharing, transmission, storage, and management of information.					
B2.3 Use electronic and digital technologies responsibly.					
B3. Collaborate with clients, other professionals, and stakeholders					
B3.1 Partner with clients in decision-making. Advocate for them when appropriate.					
B3.2 Share information about the occupational therapist's role and knowledge.					
B3.3 Identify practice situations that would benefit from collaborative care.					
B3.4 Negotiate shared and overlapping roles and responsibilities.					
B3.5 Maintain mutually supportive working relationships.					
B3.6 Participate actively and respectfully in collaborative decision-making.					
B3.7 Participate in team evaluation and improvement initiatives.					
B3.8 Support evidence-informed team decision making.					
B3.9 Recognize and address real or potential conflict in a fair, respectful, supportive, and timely manner.					

Domain B: Additional Reflective Comments					
Domain C: Culture, Equity, and Justice					
	Not Applicable	Area for Growth	Fundamental Competence	Proficient Competence	Identified for Learning
C1. Promote equity in practice					
C1.1 Identify the ongoing effects of colonization and settlement on occupational opportunities and services for Indigenous Peoples.					
C1.2 Analyse the effects of systemic and historical factors on people, groups, and their <i>occupational possibilities</i> .					
C1.3 Challenge biases and social structures that <i>privilege</i> or marginalize people and communities.					
C1.4 Respond to the social, structural, political, and ecological determinants of health, wellbeing, and occupational opportunities.					
C1.5 Work to reduce the effects of the unequal distribution of power and resources on the delivery of occupational therapy services.					
C1.6 Support the factors that promote health, well-being, and occupations.					
C2. Promote anti-oppressive behavior and culturally safer, inclusive relationships					
C2.1 Contribute to a practice environment that is culturally safer, <i>anti-racist</i> , <i>anti-ableist</i> , and inclusive.					
Domain C: Culture, Equity, and Justice					
	Not Applicable	Area for Growth	Fundamental Competence	Proficient Competence	Identified for Learning
C2.2 Practise self-awareness to minimize personal bias and inequitable behaviour based on <i>social position and power</i> .					
C2.3 Demonstrate respect and <i>humility</i> when engaging with clients and integrate their understanding of health, well-being, healing, and occupation into the service plan.					

C2.4 Seek out resources to help develop culturally safer and inclusive approaches.					
C2.5 Collaborate with local partners, such as interpreters and leaders.					
C3. Contribute to equitable access to occupational participation and occupational therapy					
C3.1 Raise clients' awareness of the role of and the right to occupation.					
C3.2 Facilitate clients' participation in occupations supporting health and well-being.					
C3.3 Assist with access to support networks and resources.					
C3.4 Navigate systemic barriers to support clients and self.					
C3.5 Engage in critical dialogue with other stakeholders on social injustices and inequitable opportunities for occupations.					
C3.6 Advocate for environments and policies that support sustainable occupational participation.					
C3.7 Raise awareness of limitations and bias in data, information, and systems.					
Domain C: Additional Reflective Comments					
Domain D: Excellence in Practice					
	Not Applicable	Area for Growth	Fundamental Competence	Proficient Competence	Identified for Learning
D1. Engage in ongoing learning and professional development					
D1.1 Develop professional development plans.					
D1.2 Engage in professional development activities to improve practice and ensure continuing competence.					
D1.3 Enhance knowledge, skills, behaviour, and attitudes.					
D1.4 Ensure that skills are adequate to meet practice needs.					
D2. Improve practice through self-assessment and reflection					
D2.1 Self-evaluate using performance and quality indicators.					
D2.2 Learn from varied sources of information and feedback.					

D2.3 Provide useful feedback to others.					
D2.4 Manage work resources and demands effectively.					
D2.5 Be mindful of occupational balance and well-being.					
D3. Monitor developments in practice					
D3.1 Stay aware of political, social, economic, environmental, and technological effects on occupational therapy practice.					
D3.2 Keep up to date with research, guidelines, protocols, and practices.					
D3.3 Appraise evidence related to knowledge and skills for practice.					
D3.4 Integrate relevant evidence into practice.					
D3.5 Consider the social, economic, and ecological costs of care.					
Domain D: Additional Reflective Comments					
Domain E: Professional Responsibility					Not Applicable
					Area for Growth
E1. Meet legislative and regulatory requirements					
E1.1 Respect the laws, codes of ethics, rules and regulations that govern occupational therapy.					
E1.2 Work within personal scope of practice and area of expertise.					
E1.3 Obtain and maintain informed consent in a way that is appropriate for the practice context.					
E1.4 Protect client privacy and confidentiality.					
E1.5 Respond to ethical dilemmas based on ethical frameworks and client values.					
E1.6 Take action to address real or potential conflicts of interest.					
E1.7 Be accountable for all decisions and actions made in the course of practice.					
E1.8 When observed, respond to and report unprofessional, unethical, or oppressive behaviour, as required.					

E1.9 Respect professional boundaries.									
E2. Demonstrate a commitment to minimizing risk									
E2.1 Follow organizational policies and procedures and take action if they are in conflict with professional standards, client values, protocols, or evidence.									
E2.2 Respect clients' occupational rights and choices while minimizing risks.									
E2.3 Take preventive measures to reduce risks to self, clients, and the public.									
Domain E: Additional Reflective Comments									
Domain F: Engagement with the Profession					Not Applicable	Area for Growth	Fundamental Competence	Proficient Competence	Identified for Learning
F1. Contribute to the learning of occupational therapists and others									
F1.1 Contribute to entry-to-practice education, such as fieldwork placements.									
F1.2 Facilitate continuing professional development activities.									
F1.3 Act as a mentor or coach.									
F2. Show leadership in the workplace									
F2.1 Support assistants, students, support staff, volunteers, and other team members.									
F2.2 Influence colleagues to progress towards workplace values, vision, and goals.									
F2.3 Support improvement initiatives at work.									
F2.4 Serve as a role model.									
F2.5 Act responsibly when there are environmental or social impacts to their own behaviour or advice, or that of the team.									
F3. Contribute to the development of occupational therapy									
F3.1 Help build the occupational therapy body of knowledge.									
F3.2 Contribute to research in occupational therapy and occupational science, innovative practices, and emerging roles. Participate in quality improvement initiatives, as well as data collection and analysis.									

F3.3 Collaborate in research with individuals, communities, and people from other disciplines.	
F4. Show leadership in the profession throughout career	
F4.1 Promote the value of occupation and occupational therapy in the wider community.	
F4.2 Advocate for an alignment between occupational therapy standards and processes, organizational policies, social justice, and emerging best practices.	
F4.3 Take part in professional and community activities such as volunteering for events and committees.	
F4.4 Influence the profession and its contribution to society.	
Domain F: Additional Reflective Comments	