



College of Occupational
Therapists of Manitoba

Quality Occupational Therapy - Accountable to Manitobans

Guide to Supervised Practice

TABLE OF CONTENTS

Section		Page
Introduction, Acknowledgements, Questions		2.
Levels of Supervision		
	Level 1 Supervision – Mentored Practice	3.
	Level 2 Supervision – Supervised Practice	4.
	Level 3 Supervision – Mandatory Supervised Practice	5.
Appendix		
	Appendix A - Provisional Member Supervision Plan	7.
	Appendix B - Resource- Using Learning Contracts	10.
	Appendix C - Template - Learning Contract for Supervised Practice	15.
	Appendix D - Resource - Supervision Activities	17.
	Appendix E - Competence Confirmation Form	18.

COTM Guide to Supervised Practice

Introduction

Occupational therapists who do not meet all of the requirements of registration may be registered on the Provisional Register as an examination candidate or as a supervised practice candidate. The requirement for this is found in Section 7(3) of the *OT Regulation*.

As a condition of their registration, all provisional members require some level of supervision.

Registration on the Provisional Register must be for a period of not more than two years, except in exceptional circumstances and with approval from COTM's Board of Assessors. Registration on the Provisional Register will not be granted prior to the applicant having an offer of employment with an acceptable supervisory plan.

Provisional members with COTM shall use the designation "**COTM Provisional OT**" after their name.

COTM has included resources related to the use of Learning Contracts (see Appendix B) and some guidance on supervising occupational therapists (See Appendix D).

Acknowledgements

COTM would like to acknowledge the generosity of the College of Occupational Therapists of Ontario (COTO) in allowing COTM to utilize their materials as a foundation to our development of this resource. In turn we wish to acknowledge the work of McMaster University which developed the resources on using Learning Contracts.

Important Guidance

COTM will provide Supervised Practice candidates and their supervisors with the forms they need to complete – do not extract the forms from this Guide.

Questions

Please pose your questions about this document to registration@cotm.ca or by calling 204-957-1214 (ext. 20).

Levels of Supervision

Level 1 Supervision: is defined as mentored practice. It is the applicant's responsibility to ensure the availability of a mentor, ideally a registered occupational therapist who is able to provide information, support, or clinical consultation as needed by the provisional member. It is the responsibility of the applicant to seek out and obtain the support they require. The mentor need not be on site and in cases where no occupational therapist is available to provide supervision, another registered health professional may be designated as the mentor along with an offsite occupational therapist. Further this offsite occupational therapist mentor can be registered in another province and need not be in Manitoba. There is no requirement for reporting to COTM by the mentor.

Level 1 supervision is a requirement for recent graduates from a Canadian university who have not yet written the National Occupational Therapy Certification Examination (NOTCE) or are awaiting the results of the examination.

Expectations:

- 1) The COTM Provisional Member / Supervision Plan has been completed. (See Appendix A)
- 2) It is the responsibility of the applicant to inform potential employers of the requirements for supervision and to ensure a mentoring plan is in place prior to beginning employment.
- 3) Once registered on the COTM Provisional Register, use the designation "COTM Provisional OT" after one's name.
- 4) Should the applicant's employment or the availability of the supervisor change prior to the completion of the supervised practice requirement, the candidate shall notify COTM and establish alternate supervisory arrangements for the remainder of the mentorship period. Any changes to the supervisory plan are subject to approval by COTM.
- 5) The exam candidate is expected to write the examination at the first available opportunity, except where extenuating circumstances apply.
- 6) The applicant must inform COTM of their examination result within one month of receiving the result. Applicants who successfully complete the exam will be converted to the Register of Practising Members.
- 7) Applicants who are unsuccessful at passing the examination on the first attempt will require Level 3 supervision until they are successful, or have had three attempts. Following three unsuccessful attempts to pass the examination, the member's registration will be cancelled and their name removed from the Register of Provisional Members.

Level 2 Supervision or Supervised Practice: is the supervision of all practice components, to the level required by the applicant, by a registered occupational therapist. The supervision must be provided by an occupational therapist on the COTM Register of Practising Members, who has the equivalent of at least one year of full-time experience. The applicant for supervised practice will establish, with his/her supervisor, a learning contract (See Appendix C) that defines the applicant's learning needs and expectations of the supervised practice.

Supervised practice is a requirement for internationally-educated occupational therapy (IEOT) applicants who have not yet written the required examination which is the National Occupational Therapy Certification Examination (administered by the Canadian Association of Occupational Therapists (CAOT) or are awaiting the results of the examination.

Expectations:

- 1) The COTM Supervision Confirmation Form – Provisional Member / Supervision Plan has been completed. (See Appendix A).
- 2) It is the responsibility of the Provisional Member to inform potential employers of the requirements for supervision and to ensure a supervision plan is in place prior to beginning employment.
- 3) Once registered on the COTM Provisional Register, use the designation “COTM Provisional OT” after one's name.
- 4) Should the applicant's employment or the availability of the supervisor change prior to the completion of the supervised practice requirement, the candidate shall notify COTM and establish alternate supervisory arrangements for the remainder of the supervised practice period. Any changes to the supervisory plan are subject to approval by COTM.
- 5) The Provisional Member will establish, with his/her supervisor, a learning contract that defines the applicant's learning needs and expectations of the supervised practice period. The learning contract should allow the applicant to demonstrate the essential competencies for occupational therapy practice as defined in *“The Essential Competencies of Practice for Occupational Therapists in Canada (2011)”*.
- 6) The applicant is responsible for submitting the supervisory plan, including the learning contract to COTM for approval within 2 weeks of beginning supervised practice.
- 7) The candidate is expected to write the examination at the first available opportunity, except where extenuating circumstances apply.
- 8) Applicants who successfully complete the exam and who have met all other requirements for registration will be converted to the Register of Practising Members.
- 9) Applicants who are unsuccessful at passing the examination on the first attempt will require Level 3 supervision until they are successful, or have had three attempts. Following three unsuccessful attempts to pass the examination, the member's registration will be cancelled and their name removed from the Provisional Register.
- 10) The supervising therapist is responsible to initiate communication with COTM as required by the individual situation.

Level 3 Supervision or Mandatory Supervised Practice: is the supervision of all practice components, to the level required by the applicant, by a registered occupational therapist. The supervision must be provided by an occupational therapist on the COTM Practising Register, who has the equivalent of at least one year of full-time experience in the area being practised by the Provisional Member. The applicant for supervised practice will establish, with his/her supervisor, a learning contract that defines the applicant's learning needs and expectations of the supervised practice period. The learning contract will form part of the basis for the performance review by the supervising therapist. Reporting to COTM, regarding the performance of the Provisional Member, is an expectation of the occupational therapist providing supervision of a COTM member requiring mandatory supervised practice.

Mandatory supervised practice is a requirement for:

- A. applicants who lack the required number of practice hours to be considered current and thus are required to complete a period of supervised practice for the purpose of Re-entry.
- B. Re-entry Candidates for whom the examination is required who have not yet written the CAOT NOTCE or are awaiting the results of the exam.
- C. applicants who demonstrate English-language proficiency to an acceptable minimum level, but not to the level required for registration on the Practising Register and thus require supervision until an accepted level of English-language proficiency can be confirmed.
- D. Examination Candidates who have not successfully completed the required examination on the first attempt.

Expectations of applicants requiring Level 3 supervision are:

- 1) The applicant is responsible to secure a practice setting in which to complete the required supervised practice hours, preferably in an area that he/she intends to practise, and a practice supervisor.
- 2) Supervision, in all cases, must be provided by a COTM registered occupational therapist with the equivalent of at least one-year full time experience in the area being practised by the supervised practice candidate.
- 3) Once registered on the COTM Provisional Register, use the designation "COTM Provisional OT" after one's name.
- 4) The applicant for supervised practice will establish, with his/her supervisor, a learning contract that defines the applicant's learning needs and expectations of the supervised practice period. The learning contract should allow the applicant to demonstrate the essential competencies for occupational therapy practice as defined in "*The Essential Competencies of Practice for Occupational Therapists in Canada (2011)*" and will form the basis for the performance review by the supervising therapist.
- 5) The supervising therapist is responsible to ensure that the learning plan adheres to the goals outlined by the applicant and COTM.
- 6) The supervisory plan and learning contract are subject to approval by the COTM Registrar or designate.

- 7) The applicant is responsible for submitting the supervisory plan, including the learning contract to COTM for approval within 2 weeks of beginning supervised practice. With COTM approval and by mutual agreement, this deadline can be amended if significant circumstances warrant an extension.
- 8) The duration of Level 3 supervision requirement will be determined by COTM on a case by case basis, and will be no longer than 2 years.
- 9) Extensions to the period of mandatory supervised practice may be requested by the applicant and will be subject to the approval of the Board of Assessors.
- 10) The required hours of mandatory supervised practice may be completed on a part time (no less than 18.75 hours per week) or full-time basis, and must be completed within the specified amount of time.
- 11) An evaluation of the applicant's performance must be submitted to COTM by the supervising therapist using the COTM Competence Confirmation Form (see Appendix E).
- 12) The supervising therapist is responsible to initiate any other communication with the COTM as required by the individual situation.

Developed 2007

Updated 2012, 2013, April 2017, December 2017, January 2018, April 2018, May 2021, September 2021, February 2022



SUPERVISION CONFIRMATION FORM

Provisional Member - Supervision Plan

This form must be signed by the applicant, the supervising therapist, and the employer, and returned to COTM before the registration process can be completed and before you are able to start work. Completion of this form does not imply registration with COTM is complete.

Applicant's Information:

I, _____ [name of applicant] understand that I must practise with supervision until I have met all of COTM's requirements for practising registration. I understand that my supervisor is required to communicate with COTM regarding any practice concerns that arise during my supervised practice.

Signature: _____

Supervising Therapist's Information:

I, _____ [name of supervisor] confirm that I will be providing Level ____ Supervision for _____ [name of applicant] commensurate with the applicant's skills and experience. I confirm that supervision will be provided throughout the applicant's Supervised Practice period while registered with COTM on the Provisional Register.

Signature: _____ COTM registration number: _____

Employer Information:

Name: _____ Title: _____

Signature: _____

Facility: _____

(Address and Telephone Number)

Start Date of employment or supervised practice: _____

Level 1 supervision / Mentored Practice is required for OTs who have recently graduated from a Canadian university and have not yet written the National Occupational Therapy Certification Examination (NOTCE) or are awaiting the exam results.

Level 2 supervision / Supervised Practice is required for internationally-educated OTs who have not yet written the National Occupational Therapy Certification Examination (NOTCE) or are awaiting the exam results.

Level 3 supervision / Mandatory Supervised Practice is a requirement for:

- 1) applicants who lack the required number of practice hours to be considered current and thus are required to complete a period of supervised practice for the purpose of completing a Re-entry Program. The length of the period of supervised practice for the purposes of completing a Re-entry Program is set out in the Currency Information Sheet [FACTS-Currency 2018.pdf \(cotm.ca\)](#)
- 2) Re-entry candidates for whom the examination is required who have not yet written the National Occupational Therapy Certification Examination (NOTCE) or are waiting for the exam results. The length of the period of Supervised Practice will be depend on whether the Re-entry Candidate has written the exam before, during or after completing the period of Re-entry supervised practice set out in the Currency Information Sheet [FACTS-Currency 2018.pdf \(cotm.ca\)](#)
- 3) applicants who demonstrate English-language proficiency to an acceptable minimum level, but not to the level required for registration on the Practising Register and thus require supervision until the required English language proficiency can be confirmed.
- 4) Examination Candidates who have not successfully completed the required examination on the first attempt. The length of the period of supervised practice will depend on when the Examination Candidate is able to confirm the successful completion of the National OT Certification Examination.

	Who can provide supervision?	Expectations	Documentation required by COTM
Mentored practice (Level 1)	Registered OT on site, or another health professional in same facility <u>and</u> a registered OT not on site.	<ul style="list-style-type: none"> Applicant will seek and obtain any support needed from the mentor. 	<i>Prior to Start</i>
			<ul style="list-style-type: none"> Supervision Confirmation Form
Supervised practice (Level 2)	Registered on-site OT with one-year experience, or another health professional in same facility <u>and</u> a registered OT not on site.	<ul style="list-style-type: none"> Applicant will develop a “learning contract” with the supervisor to define his/her learning needs Supervisor and employer will create necessary learning opportunities. 	<i>At end of period</i>
			Evidence of successful exam completion
			<i>Prior to Start</i>
Mandatory supervised practice (Level 3)	Colleague / or supervisor who is a registered OT with equivalent of at least one-year full time experience in the area of practice being supervised.	<ul style="list-style-type: none"> Applicant will develop a “learning contract” with the supervisor to define his/her learning needs Supervisor and employer will create necessary learning opportunities. Organized opportunities for demonstration of all relevant essential competencies. 	<ul style="list-style-type: none"> Supervision Confirmation Form.
			<i>At start of period</i>
			Learning contract to be submitted to COTM within 1 week of beginning supervised practice.
Mandatory supervised practice (Level 3)	Colleague / or supervisor who is a registered OT with equivalent of at least one-year full time experience in the area of practice being supervised.	<ul style="list-style-type: none"> Applicant will develop a “learning contract” with the supervisor to define his/her learning needs Supervisor and employer will create necessary learning opportunities. Organized opportunities for demonstration of all relevant essential competencies. 	<i>At midway / end of period</i>
			<ul style="list-style-type: none"> Evidence of meeting outstanding requirements Finalized Learning Contract
			<i>Prior to start</i>
Mandatory supervised practice (Level 3)	Colleague / or supervisor who is a registered OT with equivalent of at least one-year full time experience in the area of practice being supervised.	<ul style="list-style-type: none"> Applicant will develop a “learning contract” with the supervisor to define his/her learning needs Supervisor and employer will create necessary learning opportunities. Organized opportunities for demonstration of all relevant essential competencies. 	<ul style="list-style-type: none"> Supervision Confirmation Form.
			<i>At start of period</i>
			Learning contract to be submitted to COTM within specified timelines.
Mandatory supervised practice (Level 3)	Colleague / or supervisor who is a registered OT with equivalent of at least one-year full time experience in the area of practice being supervised.	<ul style="list-style-type: none"> Applicant will develop a “learning contract” with the supervisor to define his/her learning needs Supervisor and employer will create necessary learning opportunities. Organized opportunities for demonstration of all relevant essential competencies. 	<i>At midway / end of period</i>
			<ul style="list-style-type: none"> Evidence of meeting outstanding requirements Finalized Learning Contract Written performance evaluation(s).
			<i>Prior to start</i>

USING LEARNING CONTRACTS¹**IDENTIFYING STRATEGIES TO ADDRESS LEARNING NEEDS**

How to identify strategies to address learning needs:

Question: What knowledge, skills and behaviours do you need to develop now in order to meet your identified learning needs?

A learning need is the gap between where you are now and where you want or need to be in regard to mastering a new set of competencies. Before you try to develop strategies to address your learning, it is helpful to clearly understand the competency you are trying to achieve.

A competency can be thought of as the ability to do something at some level of proficiency, and is usually composed of some combination of knowledge, judgment, understanding, skill, attitude, and values. An everyday example would be "the ability to ride a bicycle from your home to the store". This is a competency that involves some knowledge of how a bicycle operates and the route to the store; an understanding of some of the dangers inherent in riding a bicycle; skill in mounting, pedaling, steering, and stopping a bicycle; an attitude of desire to ride a bicycle; and a valuing of the exercise it will yield. "Ability to ride a bicycle in busy city traffic" would be a higher-level competency that would require greater knowledge, understanding, skill, etc.

The Essential Competencies of Practice for Occupational Therapists in Canada outlines the competencies required to practice and will serve as a useful resource. You may want to reflect on these statements and consider which activities in your practice apply to each.

WRITING OBJECTIVES

WHAT IS IT THAT YOU WISH TO DO OR DEMONSTRATE? In many cases the learning objectives will be identified for you, however you should ensure they are clearly outlined and you understand them.

A well-defined objective should be:

- S - specific
- M - measurable
- A - achievable
- R - realistic
- T - time limited

¹COTM would like to acknowledge and thank the Occupational Therapy Program, School of Rehabilitation Science, at McMaster University which serves as the basis of the learning contract materials.

The following process is recommended for the development, implementation and evaluation of the learning contract:

1. (a) The practice supervisor would provide the applicant with an orientation to the workplace.
(b) The therapist provides the supervisor with an orientation to the his/her learning needs based on the specific nature and requirements of the clinical setting, past experience, and current level of knowledge and skill.
2. The therapist/applicant and supervisor develop specific learning objectives related to the identified learning needs that are clear and measurable.
3. The therapist/applicant consults with the supervisor to identify learning strategies (e.g. observation, discussion, role modeling) and potential learning resources (e.g. books, journals, resource people, community services). The onus is on the therapist/applicant to identify strategies and is thus able to choose learning experiences that are best suited to his/her learning needs and personal learning style.
4. The therapist/applicant and supervisor agree on the evidence of accomplishments that will be used for the evaluation (e.g. behaviours, reports, direct observation and presentations).
5. The therapist/applicant and supervisor determine how the evidence will be evaluated (e.g. what is the required performance, what standards are being used to measure performance and under what conditions learning will take place?). The grading scheme for each objective must clearly specify what evidence must be provided to demonstrate if the learning objective has been met or not.
6. The therapist/applicant and supervisor have a mutual responsibility to meet and evaluate the therapist's performance. In preparation for evaluations, both the therapist/applicant and supervisor should reflect on the therapist's/applicant's performance and prepare documentation to validate their evaluation.
7. It is recommended that one of the Objectives for all candidates include a review of COTM practice guidelines and standards with consideration for their general and specific applicability to the practice setting.

COMPONENTS OF A LEARNING CONTRACT

Objectives	Resources and Approach/Strategy	Evidence of Accomplishments	Timelines / Checkpoints	Met	Not Met	Comments
<p>This column answers the question</p> <p>WHAT IS THE THERAPIST/ APPLICANT REQUIRED TO DO OR DEMONSTRATE?</p> <p>An objective should be:</p> <p>S - specific</p> <p>M - measurable</p> <p>A - achievable</p> <p>R - realistic</p> <p>T - time limited</p>	<p>This column answers the question</p> <p>HOW WILL THE THERAPIST PREPARE TO ACHIEVE THE OBJECTIVE?</p> <p>1. Resources should be specifically named and prioritized. They may include reference texts, articles, websites, other clinicians, community resources.</p> <p>2. The approach/ strategy describes the process.</p> <p>Examples include:</p> <ul style="list-style-type: none"> - opportunity to observe skills or tasks - discussion and feedback with therapist - documenting needs, actions and time management 	<p>This column answers the question</p> <p>WHAT ARE THE IDENTIFYING PARTS OF THE KNOWLEDGE, SKILL, JUDGMENT OR BEHAVIOUR THAT WILL BE PROOF OF THE THERAPIST'S COMPETENCE (WHAT WILL THE THERAPIST SAY, WRITE, OR DO?)</p> <p>Evidence should include quantity and quality.</p> <p>Evidence should be prioritized.</p> <p>Timeframe for achievement of specific evidence should be identified.</p>				

EVALUATION USING LEARNING CONTRACTS
and
CRITICAL APPRAISAL OF LEARNING CONTRACTS

EXAMPLE – ONE

Objectives	Resources and Approach/Strategy	Evidence of Accomplishments	Timelines /Checkpoints	Met	Not Met	Comments
<p>The therapist will work collaboratively with the team and facilitate a coordinated approach to care with other health care professionals, caregivers and team members.</p>	<p>Resource: - other team members - other OT's on team</p> <p>Approach - case review meetings and discussions with OT peers prior to team meetings</p> <p>- debriefing meeting with team leader following meetings</p>	<p>A - read charts daily before intervention and be mindful of chart information in intervention</p> <p>B - attends and is prepared for case conferences</p> <p>C - reports accurately at case conferences</p> <p>D - alerts team to client needs and problems</p> <p>E - shares and requests information of whole team</p> <p>F - other team members understand OT treatment</p> <p>G - initiates problem solving and planning in team for client</p> <p>H - other team members consults therapist directly about client</p>	<p>Review in one month with practice supervisor – feedback from team leader to be provided.</p>			

EXAMPLE – TWO

Objectives	Resources and Approach/Strategy	Evidence of Accomplishments	Timelines /Checkpoint	Met	Not Met	Comments
<p>- To demonstrate clinical reasoning through integration of knowledge, skill and experience, by developing & demonstrating skill in interpretation of assessment finding; (demonstrated by use of verbal & written communication skills, problem identification, program planning and implementation)</p>	<p>Therapist: occupational performance booklet, OSOT perceptual evaluation assessment, clinical experience, articles on problem identification, program planning, and treatment</p> <p>Practice Supervisor: knowledge of problem identification, program planning & implementation and OSOT battery, other reference materials</p> <p>Strategies: - look up articles & read client charts</p> <p>-discuss goals & objectives for client during session.</p> <p>- identify any necessary assessments (i.e. OSOT perceptual evaluation, Fostig, Bruunstrom, etc.) to be utilized</p> <p>- administer assessment or treatment session</p> <p>- discuss future goals and objectives for treatment</p>	<p>a) identify client's strengths & weaknesses through discussion using the occupational performance model</p> <p>b) identify problems, goals, objectives & treatment measures in a written summary for a minimum of three clients</p> <p>c) demonstrate knowledge of administration of the OSOT perceptual assessment with one client & critically appraise the findings, the overall assessment and/or subsequent treatment.</p> <p>d) give self-appraisal of each session, ask for supervisor evaluation, and problem solve on how to improve the next session</p> <p>e) prepare a written summary of assessment or treatment findings, strengths, weaknesses and observations for a minimum of three clients</p>	<p>Identify 3 articles in two weeks.</p> <p>Review and trial 2 new tools within one month.</p> <p>Use tools with appropriate client within 6 weeks.</p> <p>Prepare written assessment report within one week of assessment.</p>			



Learning Contract for Supervised Practice

Appendix C

Today's Date: _____ Member Name: _____ Supervised Practice Dates: _____

Supervising OT(s): _____ Facility or Site: _____

I have read the guidance in the COTM Guide to Supervised Practice before preparing my Learning Contract.

Learning Contract Version: Initial Mid-term Final

Objectives	Resources and Approach / Strategy	Evidence of Accomplishments	Timelines / Checkpoints	Met	Not Met	Comments



Learning Contract for Supervised Practice

Objectives	Resources and Approach / Strategy	Evidence of Accomplishments	Timelines / Checkpoints	Met	Not Met	Comments

The following signatures confirm that this document has been reviewed and acknowledged. Please sign and date.

	<i>Supervised Practice Candidate</i>	<i>Supervisor(s)</i>	<i>COTM Staff</i>
Name			
Signature			
Date			

RESOURCE: Supervision Activities

Supervision is intended to provide a mechanism to ensure safe, ethical and quality occupational therapy practice in the interest of public protection until such time as the provisional registrant is able to meet all of the requirements for full registration.

Supervision activities should be commensurate with the skills and experience of the supervised practice candidate in relation to the practice environment. The level and nature of supervision should reflect the provisional registrant's background, experience, strengths and areas for development based on the information obtained from the resume, interview, references, personal observations, and the learning contract if applicable.

Some examples of mentoring activities include:

- ◆ New employee site orientation to the facility (mission and strategic direction, general policies and procedures, safety practices, organizational chart, confidentiality policies, emergency procedures, tour, etc.).
- ◆ Service/program orientation (introduction to new staff, location of equipment, resources, record keeping processes, review of job description, performance expectations, infection control, security, etc).
- ◆ Clinical orientation, (specific occupational therapy policies and procedures, clinical protocols, standards of practice, referrals, client scheduling, planning, charting, guidelines, care conferences, departmental meetings, teaching rounds.
- ◆ Orientation to other relevant service providers / organizations, including how to obtain equipment and services on behalf of a client.

Some examples of supervisory activities include any of the above plus:

- ◆ Weekly meetings with the practice supervisor to discuss assigned cases, identify problem areas, share in clinical reasoning, and review written records.
- ◆ At least two opportunities for observing the provisional member's client interactions, (more if required).
- ◆ Share client stories (formally in teaching rounds) and informally (with practice supervisors).
- ◆ Department/program in-service as presenter or active participant.



Competence Confirmation Evaluation

Date Form Completed	
Supervised Candidate Name	
Supervisor(s)	
Facility / Site	
Dates of Supervised Practice	
Period covered by this evaluation	
Mid-term or Final Evaluation	
Total number of hours of supervised practice to date (For Re-entry Candidates only)	

Description of Competence Confirmation Supervised Practice Arrangements:

Unit	Essential Competencies	Competent at Entry Level (y/n)	Examples / Comments
1.	Assumes Professional Responsibility		
1.1	Demonstrates a commitment to their clients, public, and profession.		
1.2	Practices within scope of professional and personal limitations and abilities.		
1.3	Adheres to the COTM Code of Ethics.		
1.4	Applies ethical frameworks to solve ethical situations.		
1.5	Demonstrates professional integrity.		
2.	Thinks Critically		
2.1	Demonstrates sound professional judgment and clinical reasoning in decision making.		
2.2	Engages in reflection and evaluation and integrates findings into practice.		
3.	Demonstrates Practice Knowledge		
3.1	Uses current OT foundational knowledge in day-to-day practice.		
3.2	Demonstrates awareness of the physical, social, cultural, institutional and economic environment relevant to the jurisdiction of practice.		
3.3	Demonstrates awareness of experiential knowledge of client and OT.		
3.4	Demonstrates awareness of legislative and regulatory requirements relevant to MB and area of practice.		

Unit	Essential Competencies	Competent at Entry Level (y/n)	Examples / Comments
4.	Utilizes an OT Practice Process to Enable Occupation		
4.1	Clarifies role of occupation and enablement when initiating services (e.g. defines and clarifies one's scope & context of practice).		
4.2	Demonstrates a systematic client-centred approach to enabling occupation.		
4.3	Ensures informed consent prior to and throughout service provision.		
4.4	Assesses occupational performance and enablement needs of client.		
4.5	Develops client-specific plan with client, interprofessional team members, and other stakeholders.		
4.6	Implements plan for occupational therapy services.		
4.7	Monitors plan to modify in a timely and appropriate manner.		
5.	Communicates Effectively		
5.1	Communicates effectively with client, interprofessional team and other stakeholders using client-centred principles.		
5.2	Communicates using a timely and effective approach.		
5.3	Maintains confidentiality and security in the sharing, transmission, storage, and management of information.		

Unit	Essential Competencies	Competent at Entry Level (y/n)	Examples / Comments
5.4	Collaborates with client, interprofessional team, and other stakeholders.		
5.5	Works effectively with client, interprofessional team, and other stakeholders to manage professional relationships.		
6. Engages in professional Development			
6.1	Uses self-evaluation, new learning, and evidence in professional development.		
6.2	Demonstrates commitment to continuing competence.		
6.3	Enhances personal competence through integration of on-going learning into practice.		
7. Manages Own Practice and Advocates Within Systems			
7.1	Manages day-to-day practice processes.		
7.2	Manages assignment of service to support personnel, other staff, students, and others under OT supervision.		
7.3	Contributes to a practice environment that supports client-centred OT service, which is safe, ethical, and effective.		
7.4	Demonstrates commitment to client and provider safety.		
7.5	Participates in quality improvement initiatives.		
7.6	Advocates for the occupational potential, occupational performance, and occupational engagement of clients.		

EVALUATION SUMMARY:

The Supervising OT signature and Provisional Member signature affirms that this report was presented, reviewed and discussed.

Supervising OT(s):

_____ Please print name	_____ Signature	_____ Date
_____ Please print name	_____ Signature	_____ Date
_____ Please print name	_____ Signature	_____ Date

Provisional Member:

_____ Please print name	_____ Signature	_____ Date
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The COTM signature acknowledges that COTM personnel have reviewed this report.

COTM Review:

_____ Please print name	_____ Signature	_____ Date
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