

Table 2. Mapping graduate curriculum to Graduate Degree Level Expectations (GDLEs) - MScOT

DLE and Program Learning Outcome(s)	Course Code(s)	Course Learning Outcomes - At completion of this course students will:	Course Assessment	Transferable Skills
<p>DLE: Depth and breadth of knowledge</p> <p><u>Program Learning Outcomes:</u> <i>Demonstrate knowledge of basic and professional conceptual theories/models and basic and professional theories/models of practice relevant to core areas of enabling occupation, these being communication, collaboration, practice management, acting as a change agent, scholarly practice and professionalism. (Expert in Enabling Occupation)</i></p> <p><u>Examples of Key Competencies:</u></p> <ul style="list-style-type: none"> - Function effectively as a client-centered expert in enabling occupation - Recognize the limits of personal expertise - Perform a complete and appropriate assessment of occupational performance. - Apply core expertise and professional reasoning. - Synthesize assessment findings and reasoning to develop a targeted action plan. - Demonstrate skilled and selective use of occupation 	<p>OT 821 Theory, Process and Professional Practice</p>	<ol style="list-style-type: none"> 1. Elaborate occupation as a theoretical construct 2. Understand models of the relationship of occupation to health and well-being 3. Understand models of the determinants of occupation 4. Identify key constructs in occupational therapy and their associations with various theoretical perspectives 5. Identify key elements of the occupational therapy process 	<p>Passing grade (B or greater) <u>Components:</u> Occupational Analysis OR Theorist Biography (30%); Group Presentation (30%); Oral Exam (40%)</p>	<p>Conceptual models that will guide clinical reasoning in any professional context.</p>
	<p>OT 823 Disability Theory</p>	<ol style="list-style-type: none"> 1. Perceive disability as an attribute of diversity and explore social structures and values that have led to current theories of disability 2. Compare and contrast models used for conceptualizing disability 3. Explain and utilize the International Classification of Functioning, Disability and Health as description and explanation of disability 4. Explore Disability Policy in Canada; review and critique existing programs and services within the framework of legitimacy 5. Discuss issues associated with service delivery as they affect people with disability in contemporary Canadian society 6. Acquire self-knowledge of attitudes toward disability 7. Apply disability theories to fieldwork experiences 	<p>Passing grade (B or greater) <u>Components:</u> 3 Assignments: 2 team projects (55%) and 1 individual Disability Policy Analysis (35%); Self-Evaluation of Team Learning and Contribution (10%)</p>	<p>Knowledge of disability theory and policy frameworks relevant to OT and other administrative positions in healthcare, education, and social systems.</p>
	<p>OT 841 Sociocultural Determinants</p>	<ol style="list-style-type: none"> 1. Explain and analyze critical concepts such as socio-cultural determinants of occupation, culture, cultural competences, cultural safety, spirituality, values and beliefs, time use, and roles 2. Analyze, assess and apply selected conceptual and practice models that promote intercultural communication and cultural competence 3. Reflect on cultural self-awareness 	<p>Passing grade (B or greater) <u>Components:</u> Interview community member (20%); Report on interview of community member (30%); Report on transformative learning experience of panel member (40%); Self-evaluation (10%)</p>	<p>Cultural sensitivity and competency. Enhanced cultural self awareness to guide professional work in a diverse society.</p>
	<p>OT 842 Environmental Determinants</p>	<ol style="list-style-type: none"> 1. Understand the environment in relation to and from the perspective of diverse populations - with a focus on appreciating and understanding occupational therapy interventions for environmental determinants 2. Gain knowledge, skills, attitudes, and behaviours, as occupational therapists, to effectively assess and intervene at the level of selected environmental obstacles and resources 3. Understand how selected environmental factors (including the self as therapist) influence occupational performance and social participation of persons with disabilities 4. Recognize and have a basic understanding of how to facilitate/enable/empower clients and resources 5. Acquire and practice both adult education teaching and peer evaluation and feedback skills 	<p>Passing grade (B or greater) <u>Components:</u> Module 1 & 2 Quiz (online) (10%); Module 3 Quiz (online) (10%); Team Presentation (20%); Team Report Card (20%); Take Home Exam (30%); Integrated Exam (10%)</p>	<p>Foundational knowledge and skill related to environmental assessment and modification to enhance participation at individual and social levels.</p> <p>Knowledge of environmental determinants, including ergonomics and universal design, as they inform policy.</p>

and interventions to enable occupation.	OT 843 Physical Determinants	<ol style="list-style-type: none"> 1. Apply standard protocols to assess peripheral sensation, ROM, strength and endurance 2. Understand the anatomy of the musculoskeletal system 3. Analyze human movement (or constraints on movement) in relation to the performance of occupation using movement terminology and biomechanical principles 4. Appreciate the impact of pain on human occupation and gain experience with measures to assess pain 5. Understand the clinical presentation of impairments of peripheral sensation, range of motion, strength and endurance in different physical conditions 6. Given a case study, utilize scientific evidence to analyze the relative contribution of musculoskeletal, cardiovascular and sensory impairments in the performance of human occupations 7. Intervention plans for individuals with physical impairments 	Passing grade (B or greater) <u>Components:</u> Team Grand Rounds Presentation (20%); Mid Term Exam (25%); Final Exam (30%) Clinical Skills Exam (25%)	Foundational knowledge and skills related to physical function and strategies to enhance function for individual participation in social roles.
	OT 844 Cognitive-Neurological Determinants	<ol style="list-style-type: none"> 1. Appreciate the influence of neuroanatomical structure, function and physiology in terms of its influence on motor control and use this information to analyze occupational dysfunction in clients with cognitive-neurological conditions 2. Differentiate between models of practice used in cognitive-neurological rehabilitation and explain the relationship of these approaches to basic conceptual models of motor control 3. Analyze the contribution of cognitive-neurological impairments to motor behaviours (such as postural control, mobility, reach, grasp & manipulation) 4. Understand the clinical presentation of impairments of the sensory, perceptual, cognitive and motor systems in different neurological conditions and analyze the relative impact of these impairments on the performance of occupation 5. Analyze the functional implications of motor control problems by considering secondary musculoskeletal problems, feeding, respiration, communication and seating 6. Select appropriate assessment tools and methods for evaluating clients with cognitive-neurological conditions 7. Employ therapeutic strategies of remediation, compensation/adaptation, and education/advocacy in the development of occupational therapy intervention plans for individuals with cognitive-neurological impairments 	Passing grade (B or greater) <u>Components:</u> Exam 1 Neuroanatomy (10%); Exam 2 Neurological Determinants of Occupation (20%); Exam 3 Cognitive Determinants of Occupation (20%); Integrated Assignment (completed in pairs) (40%); Integrated Exam (10%)	Foundational knowledge and skills related to cognitive and neurological function and strategies to enhance function for individual participation in social roles.

<p>OT 845 Psychoemotional Determinants</p>	<ol style="list-style-type: none"> 1. Critically evaluate and apply research and other forms of scholarship to practice related to psychoemotional determinants of occupation 2. Evaluate the delivery of occupational therapy in the context of contemporary mental health services in Canada 3. Demonstrate knowledge of the health conditions associated with disturbances in psychoemotional determinants as well as common treatments for these health conditions 4. Demonstrate knowledge of the evidence-based services focused on addressing the broad health and well-being needs of people with disturbances of psychoemotional determinants 	<p>Passing grade (B or greater) <u>Components:</u> Assignment 1: Occupational Analysis (10%); Midterm Exam (20%); Assignment 2: Case Study (25%); Final Exam (35%) Integrated OT exam (10%)</p>	<p>Foundational knowledge and skills related to psycho-emotional function and strategies to enhance function for individual participation in social roles.</p> <p>Understanding of social factors (e.g. stigma, service delivery models) as they apply to policy and practice.</p>
<p>OT 848 Cognitive- Neurological Determinants II</p>	<ol style="list-style-type: none"> 1. Identify and apply relevant foundational material on child and adolescent development, common cognitive-neurological conditions, and patterns of occupational performance issues 2. Develop and apply an occupational-based perspective on occupational therapists as change agents with children, adolescents, and the systems in which we work 3. Demonstrate professional and interprofessional communication and collaboration strategies 4. Critique service delivery models and the contexts in which occupational therapists work with children and youth 5. Engage in self-directed and collaborative learning 	<p>Passing grade (B or greater) <u>Components:</u> Team assignment (10%); Resource portfolio (20%); Group collaborative learning/ peer assessment (10%); Online tests (40%); Final Exam (20%)</p>	<p>Foundational knowledge and skills related to function in children and youth and strategies to enhance function for individual participation in social roles</p> <p>Interprofessional communication and collaboration skills</p> <p>Understanding of system level factors as they apply to policy and practice.</p>
<p>OT 862 Community Development Placement</p>	<ol style="list-style-type: none"> 1. Demonstrate expertise in enabling occupation 2. Demonstrate expertise in occupations, occupational performance, and occupational engagement in practice with clients 3. Function as a competent change agent 	<p>Passing grade (Pass/Fail) <u>Components:</u> Final technical report; Midterm and self-assessments</p>	<p>Skills in applying theory to practice</p> <p>Skills in working at a systems level with diverse communities.</p> <p>Report writing and public presentation skills</p>

	OT 877 Advanced Practice (Fieldwork)	<ol style="list-style-type: none"> 1. Use and adapt theoretical knowledge in diverse contexts 2. Utilize evidence-based knowledge in problem-solving, treatment planning and decision-making 3. Apply the key components and effective methods of an evidence based search to examine a clinical question 	Demonstrate competence in the consolidation range (level 3 on Competency rating scale) <u>Components:</u> Competency Based Fieldwork Evaluation-Occupational Therapy (CBFE-OT)	Practice skills that will be used throughout their career as an occupational therapist.
	OT 825 Lived Experience of Disability	<ol style="list-style-type: none"> 1. Develop an awareness and appreciation of disability/health challenges as lived by a person and his/her family 2. Appreciate the issues relevant to individuals living with a disability 3. Have self-knowledge relating to attitudes, assumptions and feelings toward people with disabilities 4. Empathize with his/her mentor to create a foundation for client-centred practice 5. Develop an ability for self-reflection and journaling as learning techniques 6. Share perceptions with student colleagues and instructor, supporting collaborative relationships 	Passing grade (Pass/Fail) <u>Components:</u> Using the CBFE-OT	Knowledge of disability theory and policy frameworks relevant to OT and other administrative positions in healthcare, education, and social systems.
<p><u>DLE: Research and scholarship</u></p> <p><u>Program Learning Outcomes:</u> <i>Incorporate critique, reflection and quality improvement in their everyday practice and through lifelong learning. (Scholarly Practitioner)</i></p> <p><u>Examples of Key Competencies:</u></p> <ul style="list-style-type: none"> - Systematically search, analyze, critically appraise and interpret the evidence (scientific literature, best practice and experiential knowledge) and integrate into daily practice to support quality improvements - Systematically search the evidence (e.g., seeking and compiling evidence) - Analyze and critically appraise the evidence in order to address client, 	OT 898 Critical Enquiry	<ol style="list-style-type: none"> 1. Develop, conduct and refine literature search strategies based on a well-developed critical enquiry question and sound background knowledge of the topic. 2. Appraise published research, outcome measures, and practice guidelines that inform rehabilitation using tools and approaches to critically assess the literature 3. Present findings orally and in writing and identify appropriate methods to support the transfer of evidence-informed research knowledge into practice 4. Understand ethical dilemmas in the conduct of research in rehabilitation practice and consider ethical issues in the appraisal of research evidence 5. Demonstrate knowledge of methods for managing and analyzing numeric data and which methods are applicable for different research designs 6. Demonstrate knowledge of methods of organizing, managing and analyzing non-numeric data 7. Describe research in terms of utility, feasibility, propriety and accuracy and apply these principles to a discussion of their own proposed (or actual) research 8. Describe the guiding principles of ethics in research involving human participants, including processes for obtaining informed consent 	Passing grade (B or greater) <u>Components (year 1):</u> Completion and presentation of an Independent Study Critical Enquiry Project; Completion of online ethics tutorial <u>Components (year 2):</u> Completion of Critical Inquiry Project/ Proposal	Ability to critically assess the literature that informs decision making in practice. Ability to participate in clinical research that advances health care practice. Foundational knowledge and skills to pursue further graduate study.
	OT 877 Advanced Practice (Fieldwork)	Maintain and enhance personal competence through ongoing learning	Demonstrate competence in the consolidation range (level 3 on Competency rating scale) <u>Components:</u> CBFE-OT	Application of theory to practice Practice skills that will be used throughout their career as an occupational therapist.

<p>DLE: Level of application of knowledge</p> <p><u>Program Learning Outcomes:</u> 1. Demonstrates effective clinical skills in order to enable client occupation (e.g., client assessment, clinical reasoning, planning and intervention to enable occupation) (Expert in Enabling Occupation)</p> <p><u>Examples of Key Competencies:</u></p> <ul style="list-style-type: none"> Function effectively as a client-centred expert in occupation, occupational performance and occupational engagement Perform a complete and appropriate assessment of occupational performance Apply core expertise and professional reasoning Synthesize assessment findings and reasoning to develop a targeted action plan Demonstrate skilled and selective use of occupation and interventions to enable occupation 	OT 862 Community Development Placement	<ol style="list-style-type: none"> Recognize and appropriately respond to ethical issues encountered in practice Display awareness of diversity and the power relationships involved in a professional relationship <i>which are often particularly evident in client communities involving devalued, vulnerable or marginalized people</i> Demonstrate awareness of professional privilege and sensitivity to client issues related to professional privilege and power 	Passing grade (Pass/Fail) <u>Components:</u> Final technical report; Midterm self-assessment; Final self-assessment	Skills in applying theory to practice Skills in working at a systems level with diverse communities. Report writing and public presentation skills
	OT 877 Advanced Practice	<ol style="list-style-type: none"> Engage in self-evaluation and reflection Practice safely, effectively and ethically Facilitate the learning of clients, the team and others 	Demonstrate competence in the consolidation range (level 3 on Competency rating scale) <u>Components:</u> CBFE-OT	Practice skills that will be used throughout their career as an occupational therapist.
	OT 898 Critical Enquiry	Understand ethical dilemmas in the conduct of research in rehabilitation practice and consider ethical issues in the appraisal of research evidence	Passing grade (B or greater) <u>Components:</u> Completion and presentation of an Independent Study Critical Enquiry Project; Completion of online ethics tutorial	Ability to critically assess the literature that informs decision making in practice. Ability to participate in clinical research that advances health care practice. Foundational knowledge and skills to pursue further graduate study.
	OT 862 Community Development Placement	Demonstrate expertise in occupations, occupational performance, and occupational engagement in practice with clients	Passing grade (Pass/Fail) <u>Components:</u> Final technical report; Midterm self-assessment; Final self-assessment	Skills in applying theory to practice Skills in working at a systems level with diverse communities. Report writing and public presentation skills
	OT 852 – Group Theory & Process [Theme 3 (Communication)]	<ol style="list-style-type: none"> Explain the use of groups in occupational therapy practice Identify key elements of group process and the characteristics of groups Compare and contrast therapeutic group models Explain strategies for group leadership and management of group members Design and plan therapeutic group sessions Compare and contrast group formats and sessions for various health conditions 	Passing grade (B or greater) <u>Components:</u> Group protocol assignment (45%); Group leadership experience (25%); Final exam (30%)	Ability to plan and deliver group-based interventions. Strategic leadership skills. Collaboration and management skills for work in any setting.

<p>OT 853 Coaching & Counselling for OT [Theme 3 (Communication)]</p>	<ol style="list-style-type: none"> 1. Function effectively as a client-centred expert in occupation, occupational performance, and occupational engagement 2. Perform a complete and appropriate assessment of occupational engagement 3. Differentiate occupational therapy coaching from other modalities, enablement skills, counselling and psychotherapy 4. Apply core expertise and professional reasoning 5. The student will know when to apply coaching for enablement as part of an occupational therapy intervention 6. Synthesize assessment findings and reasoning to develop a targeted action plan 7. Advocate for the occupational potential, occupational performance, and occupational engagement of clients 8. Advocate for occupational needs related to the determinants of health, well-being, and equity for clients 9. Within the co-created occupational therapy coaching relationship, 10. Demonstrates competence in selected coaching skills designed to enable the client's forward movement toward their desired occupational participation for greater health and well-being 11. Engage in effective dialogue 12. Support diversity in communication 13. Function effectively as a client-centred expert in occupation, occupational performance, and occupational engagement 14. Perform a complete and appropriate assessment of occupational engagement 15. Apply core expertise and professional reasoning 16. Advocate for the occupational potential, occupational performance, and occupational engagement of clients 17. Advocate for occupational needs related to the determinants of health, well-being, and equity for clients served 18. Display awareness of diversity and the power issues involved in a professional relationship 	<p>Passing grade (B or greater) <u>Components:</u> Class preparation submissions (15%); Mid-term Assessment (25%); Case-based application & Assessment (20%); OT Coaching Final Evaluation: (40%)</p>	<p>Advanced communication and advocacy skills. Skills in coaching and counselling.</p>
---	--	---	---

<p>2. <i>Enables communication and effective dynamic interactions with clients, team members and others about occupational, occupational performance and daily life, as well as about OT services.</i> (Communicator)</p> <p><u>Examples of Key Competencies:</u></p> <ul style="list-style-type: none"> Engage in effective dialogue Convey effective written and electronic documentation Support diversity in communication 	<p>OT 854 Systems Level Communication</p>	<ol style="list-style-type: none"> Demonstrate an understanding of the roles and responsibilities of team members Demonstrate a respectful attitude towards team members Support positive team dynamics Lead the team when appropriate, working collaboratively with team members to deliver client-centred services Respect differences, misunderstandings, and limitations among team members Recognize own differences, misunderstandings, and limitations that may contribute to team tensions Manage differences and conflicts to ensure an ongoing team focus on the client's values, goals, and objectives Negotiate to resolve conflicts among team members Demonstrate support for interprofessional team function Chair or participate effectively in team meetings 	<p>Passing grade (B or greater) <u>Components:</u> Reflection (30%); Team presentations (20%); Learner engagement (15%); Final Exam (35%)</p>	<p>Advanced communication and advocacy skills</p> <p>Interprofessional practice skills</p> <p>Leadership skills</p>
	<p>OT 825 Lived Experience of Disability</p>	<ol style="list-style-type: none"> Engage in effective dialogue Demonstrate active listening Deliver information in a respectful, thoughtful manner Use plain language that is understandable Employ approaches which encourage participation in decision-making. Support diversity in communication Demonstrate sensitivity to client issues related to diversity and difference Enable parties to openly communicate and consider other opinions 	<p>Passing grade (Pass / Fail) <u>Components:</u> Using the CBE-OT</p>	<p>Knowledge of disability theory and policy frameworks relevant to OT and other administrative positions in healthcare, education, and social systems.</p>
<p>3. <i>Works effectively within teams to enable participation in occupations by using and promoting shared decision-making approaches.</i> (Collaborator)</p>	<p>OT 875 Advanced Professional Practice</p>	<ol style="list-style-type: none"> Work effectively in interprofessional and intraprofessional teams, including with challenging clients or team members Support teams to manage and resolve conflict Career planning and advancement. Knowledge and skills in developing private practice Understand opportunities and threats in the health care system and professional role as a change agent. 	<p>Passing grade (B or greater) <u>Components:</u> Poster Presentation (20%); Individual Professional Portfolio (20%); Business Plan (30%); Examination (30%)</p>	<p>Advanced interprofessional practice skills. Knowledge of health care system applicable to leadership roles. Self awareness and self marketing skills</p>
<p>4. <i>Responsibly use expertise and influence to advance occupation, occupational performance and occupational engagement</i> (Change Agent)</p> <p><u>Examples of Key Competencies</u></p> <ul style="list-style-type: none"> Advocate for the occupational potential, occupational performance, and occupational engagement of clients Advocate for occupational needs related to the determinants of health, well-being, and equity for clients served Communicate the role and benefits of occupational therapy 	<p>OT 845 Psychoemotional Determinants of Occupation</p>	<ol style="list-style-type: none"> Critically evaluate and apply research and other forms of scholarship to practice related to psychoemotional determinants of occupation Evaluate the delivery of occupational therapy in the context of contemporary mental health services in Canada Demonstrate knowledge of the health conditions associated with disturbances in psychoemotional determinants as well as common treatments for these health conditions Demonstrate knowledge of the evidence-based services focused on addressing the broad health and well-being needs of people with disturbances of psychoemotional determinants 	<p><u>Components:</u> Assignment 1: Occupational Analysis (10%); Mid-term Exam (20%); Assignment 2: Case Study (25%) Final Exam (35%); Integrated OT exam (10%)</p>	<p>Foundational knowledge and skills related to psycho-emotional function and strategies to enhance function for individual participation in social roles.</p> <p>Understanding of social factors (e.g. stigma, service delivery models) as they apply to policy and practice.</p>

<p>5. Incorporate critique, reflection and quality improvement in their everyday practice and through lifelong learning (Scholarly Practitioner)</p> <p><u>Examples of Key Competencies</u></p> <ul style="list-style-type: none"> • Maintain and enhance personal competence through ongoing learning • Critically evaluate information to support client, service and practice decisions • Facilitate the learning of client, the team and others 	<p>OT 877 Advanced Practice (Fieldwork)</p>	<p>Critically evaluate information to support client, service and practice decisions</p>	<p>Demonstrate competence in the consolidation range (level 3 on Competency rating scale) <u>Components:</u> CBFE-OT</p>	<p>Practice skills that will be used throughout their career as an occupational therapist.</p>
<p>6. Demonstrate commitment to ethical practice and high personal standards of behaviour in enabling occupation. (Professional)</p> <p><u>Examples of Key Competencies</u></p> <ul style="list-style-type: none"> • Demonstrate ethical practice • Demonstrate commitment to competent practice • Display awareness of diversity and the power issues involved in a professional relationship • Contribute to the occupational therapy profession 	<p>OT 841 Socio-Cultural Determinations of Occupation</p>	<ol style="list-style-type: none"> 1. Utilize clinical reasoning and evidence based practice to develop evidence-based evaluation and intervention plans 2. Employ therapeutic strategies of remediation, compensation and advocacy in the development of occupational therapy 	<p>Passing grade (B or greater) <u>Components:</u> Interview community member (20%); Report on interview of community member (30%); Report on transformative learning experience of panel member (40%); Self-evaluation (10%)</p>	<p>Cultural sensitivity and competency. Enhanced cultural self awareness to guide professional work in a diverse society.</p>
	<p>OT 877 Advanced Practice (Fieldwork)</p>	<ol style="list-style-type: none"> 1. Advocate for the occupational potential, occupational performance, and occupational engagement of clients 2. Advocate for occupational needs related to the determinants of health, well-being and equity for clients served 3. Communicate the role and benefits of occupational therapy 	<p>Demonstrate competence in the consolidation range (level 3 on Competency rating scale) <u>Components:</u> CBFE-OT</p>	<p>Practice skills that will be used throughout their career as an occupational therapist.</p>
<p>DLE: Professional capacity/autonomy</p> <p><u>Program Learning Outcomes:</u> Demonstrate the knowledge and skills needed to manage professional practice and career; to participate in activities that contribute to effectiveness of organizations</p>	<p>OT 862 Community Development Placement</p>	<ol style="list-style-type: none"> 1. Manage day-to-day professional practice and career in a usually unstructured placement project requiring independent, self-directed learning and time management 2. Effectively and appropriately prioritize professional duties, including when faced with multiple clients and competing needs 3. Demonstrate ethical practice 4. Demonstrate appropriate professional behaviours, including honesty, integrity, commitment, compassion, respect, and altruism 5. Balance work activities, outside activities and personal priorities 6. Participate in activities that contribute to the effectiveness of the organizations and systems 	<p>Passing grade (Pass/Fail) <u>Components:</u> Final technical report; Midterm self-assessment; Final self-assessment</p>	<p>Skills in applying theory to practice</p> <p>Skills in working at a systems level with diverse communities.</p> <p>Report writing and public presentation skills</p>

<p>and systems (Practice Manager); and to work effectively on Interprofessional and interprofessional teams (Collaborator)</p> <p><u>Examples of Key Competencies:</u></p> <ul style="list-style-type: none"> • Manage day-to-day professional practice and career • Participate in activities that contribute to the effectiveness of the organizations and systems 	<p>OT 877 Advanced Practice (Fieldwork)</p>	<ol style="list-style-type: none"> 1. Practice safely, effectively and ethically 2. Engage in self-evaluation and reflection 3. Function effectively as a client-centred expert in occupation, occupational performance, and occupational engagement 4. Perform a complete and appropriate assessment of occupational performance 5. Apply core expertise and professional reasoning 6. Synthesize assessment findings and reasoning to develop a targeted action plan 7. Demonstrate skilled and selective use of occupation and interventions to enable occupation 	<p>Demonstrate competence in the consolidation range (level 3 on Competency rating scale)</p> <p><u>Components:</u> CBFE-OT</p>	<p>Practice skills that will be used throughout their career as an occupational therapist.</p>
	<p>OT 854 Systems Level Communication</p>	<p>Demonstrate behaviours which contribute to the profession, including participation in professional organizations.</p>	<p><u>Components:</u> Reflection (30%); Team presentations (20%); Learner engagement (15%); Exam (35%)</p>	<p>Advanced communication and advocacy skills Interprofessional practice skills Leadership skills</p>
<ul style="list-style-type: none"> • Supervise support personnel in occupational therapy • Support fieldwork education • Demonstrate ethical practice • Demonstrate commitment to competent practice • Display awareness of diversity and the power issues involved in a professional relationship • Contribute to the occupational therapy profession 	<p>OT 875 Advanced Professional Practice</p>	<ol style="list-style-type: none"> 1. Demonstrate ethical practice with ease and efficiency 2. Demonstrate or implement systems to support professionalism and quality of practice 3. Demonstrate commitment to competent practice 4. Design or implement systems to support the competence of occupational therapists 5. Demonstrate commitment to diversity and effective management of the power issues involved in a professional relationship 6. Contribute to the occupational therapy profession 	<p><u>Components:</u> Poster Presentation (20%); Individual Professional Portfolio (20%); Business Plan (30%); Examination (30%)</p>	<p>Advanced interprofessional practice skills. Knowledge of health care system applicable to leadership roles. Self awareness and self marketing skills</p>
	<p>OT 898 Critical Enquiry</p>	<p>Develop foundational knowledge about evidence-informed rehabilitation practice and research and construct critical enquiry questions relevant to rehabilitation practice.</p>	<p>Passing grade (B or greater)</p> <p><u>Components:</u> Completion and presentation of an Independent Study Critical Enquiry Project; Completion of online ethics tutorial</p>	<p>Ability to critically assess the literature that informs decision making in practice. Ability to participate in clinical research that advances health care practice. Foundational knowledge and skills to</p>
<p>DLE: Level of communication skills</p> <p><u>Program Learning Outcomes:</u> Communicate effectively with clients, team members and others about client occupations and daily life and about occupational therapy services (Communicator)</p> <p><u>Examples of Key Competencies</u></p> <ul style="list-style-type: none"> • Engage in effective dialogue • Convey effective written and electronic 	<p>OT 851 Therapeutic Relationships</p>	<ol style="list-style-type: none"> 1. Demonstrate an increase in self-knowledge and self-awareness 2. Engage in self-directed learning 3. Develop and practice skills and 'use of self' for engagement in effective therapeutic relationships 	<p>Passing grade (Pass/Fail)</p> <p><u>Components:</u> Clinical interviews; Completion of written submissions, learning objective(s) evidence; Performance on Communication (#5 CBFE-OT)</p>	<p>Skills in reflection and self-directed learning applicable to professional development Foundational skills in therapeutic communication.</p>
	<p>OT 847 Determinants of Occupation II</p>	<ol style="list-style-type: none"> 1. Utilize the Canadian Performance Process Framework to identify and assess occupational performance strengths and problems 2. Plan, organize, implement and evaluate interventions to promote occupational performance 3. Apply Occupational Therapy models of practice appropriate to the practice environment 4. Engage in self-evaluation and reflection 5. Utilize evidence-based knowledge in problem-solving and decision-making 6. Describe how context and model of service delivery shapes practice. 	<p>Passing grade (Pass/Fail)</p> <p><u>Components:</u> Completion of placement</p>	<p>Intermediate skills in clinical reasoning. Advancing knowledge of diverse practice settings.</p>

<p>documentation</p> <ul style="list-style-type: none"> Support diversity in communication <p>(Expert in Enabling Occupation)</p> <ul style="list-style-type: none"> Establish positive therapeutic relationships with clients that are characterized by understanding, trust, respect, honesty and 	OT 825 Lived Experience of Disability	<ol style="list-style-type: none"> Engage in effective dialogue Demonstrate active listening Deliver information in a respectful, thoughtful manner Use plain language that is understandable Employ approaches which encourage participation in decision-making Support diversity in communication Demonstrate sensitivity to client issues related to diversity and difference Enable parties to openly communicate and consider other opinions 	<p>Passing grade (Pass/Fail)</p> <p>Components: Competency Based Fieldwork; Evaluation for Occupational Therapists (CBFE-OT)</p>	<p>Knowledge of disability theory and policy frameworks relevant to OT and other administrative positions in healthcare, education, and social systems.</p>
	OT 852 Group Theory & Process	<ol style="list-style-type: none"> Understanding key elements of group process and the characteristics of groups Understanding strategies for group leadership and management of group members Communicate the design and plan for therapeutic group sessions to participants 	<p>Passing grade (B or greater)</p> <p>Components: Group protocol assignment (45%); Group leadership experience (25%); Final exam (30%)</p>	<p>Ability to plan and deliver group-based interventions.</p> <p>Strategic leadership skills.</p> <p>Collaboration and management skills for work in any setting.</p>
<p>empathy</p> <ul style="list-style-type: none"> Establish a shared understanding of occupation and occupational performance with the client Engage clients to clarify values, beliefs, assumptions, expectations and desires Mediate or negotiate common ground or agree not to continue practice process 	OT 853 Coaching & Counselling for OT	<ol style="list-style-type: none"> Advocate for the occupational potential, occupational performance, and occupational engagement of clients Advocate for occupational needs related to the determinants of health, well-being, and equity for clients served Communicator: Engage in effective dialogue; Support diversity in communication Function effectively as a client-centred expert in occupation, occupational performance, and occupational engagement Perform a complete and appropriate assessment of occupational engagement Apply core expertise and professional reasoning Advocate for the occupational potential, occupational performance, and occupational engagement of clients Advocate for occupational needs related to the determinants of health, well-being, and equity for clients served Display awareness of diversity and the power issues involved in a professional relationship Engage in effective dialogue Support diversity in communication 	<p>Passing grade (B or greater)</p> <p>Components: Class preparation submissions (15%); Mid-term Assessment (25%); Case-based application & Assessment (20%); OT Coaching Final Evaluation: (40%)</p>	<p>Advanced communication and advocacy skills.</p> <p>Skills in coaching and counselling.</p>
	OT 854 Systems Level Communication	<ol style="list-style-type: none"> Advocate appropriately for the role of occupational therapy to clients and the Interprofessional team Act on identified opportunities to communicate the role and benefits of occupational therapy in occupational performance and occupational engagement 	<p>Components: Reflection (30%); Team presentations (20%); Learner engagement (15%); Final Exam (35%)</p>	<p>Advanced communication and advocacy skills</p> <p>Interprofessional practice skills</p> <p>Leadership skills</p>
	OT 877 Advanced Practice (Fieldwork)	<ol style="list-style-type: none"> Engage in and facilitate effective dialogue Convey effective written and electronic documentation Support diversity in communication 	<p>Demonstrate competence in the consolidation range (level 3 on Competency rating scale)</p> <p>Components: Competency Based Fieldwork Evaluation-Occupational Therapy (2007)</p>	<p>Practice skills that will be used throughout their career as an occupational therapist.</p>
<p>DLE: Awareness of limits of knowledge</p> <p>Program Learning Outcomes:</p>	OT 825 Lived Experience of Disability	<p>Recognize own differences, misunderstandings, and limitations that may contribute to team tensions</p>	<p>Passing grade (Pass/Fail)</p> <p>Components: Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT)</p>	<p>Knowledge of disability theory and policy frameworks relevant to OT and other administrative positions in healthcare, education, and social systems.</p>

<p><i>Assume professional responsibility; demonstrate safe, ethical, culturally competence/safe and autonomous professional practice</i></p> <p>(Expert in Enabling Occupation Collaborator; Scholarly Practitioner;</p>	OT 851 Therapeutic relationships	Engage in reflective activity and self-assessment	Passing grade (Pass/Fail) Components: Clinical interviews; Completion of written submissions, learning objective(s) evidence; Performance on Communication (#5 CBE-OT)	Skills in reflection and self-directed learning applicable to professional development Foundational skills in therapeutic communication.
	OT 846 Determinants in Occupation I	<ol style="list-style-type: none"> 1. Recognize the limits of personal and team member expertise 2. Critically evaluate information to support client, service and practice decisions 	Passing grade (Pass/Fail) Components: Completion of placement	<p>Foundational practice skills in clinical reasoning.</p> <p>Foundational knowledge of diverse practice settings.</p>
<p>Professional:</p> <p><u>Examples of Key Competencies</u></p> <ul style="list-style-type: none"> - Recognize the limits of personal expertise - Recognize own differences, misunderstandings and limitations that may contribute to team tensions - Maintain and enhance personal competence through ongoing learning - Demonstrate ethical practice - Demonstrate commitment to competence practice issues involved in a professional relationship - Display awareness of diversity and the power 	OT 847 Determinants in Occupation II	<ol style="list-style-type: none"> 1. Engage in self-evaluation and reflection 2. Recognize the limits of personal and team member expertise 	Passing grade (Pass/Fail) Components: Completion of placement	<p>Intermediate skills in clinical reasoning.</p> <p>Advancing knowledge of diverse practice settings.</p>
	OT 862 Community Development Placement	Display awareness of diversity and the power relationships involved in a professional relationship which are often particularly evident in client communities involving devalued, vulnerable or marginalized people	Passing grade (Pass/Fail) Components: Final technical report; Midterm self-assessment; Final self-assessment	<p>Skills in applying theory to practice</p> <p>Skills in working at a systems level with diverse communities.</p> <p>Report writing and public presentation skills</p>
	OT 877 Advanced Practice (Fieldwork)	<ol style="list-style-type: none"> 1. Recognize the limits of personal and team member expertise 2. Engage in self-evaluation and reflection 3. Practice safely, effectively and ethically 	Demonstrate competence in the consolidation range (level 3 on Competency rating scale) Components: Competency Based Fieldwork Evaluation-Occupational Therapy (2007)	Practice skills that will be used throughout their career as an occupational therapist.
	OT 898 Critical Enquiry	Appraise published research, outcome measures, and practice guidelines that inform rehabilitation using tools and approaches to critically assess the literature	Passing grade (B or greater) Components: Completion and presentation of an Independent Study Critical Enquiry Project; Completion of online ethics tutorial	<p>Ability to critically assess the literature that informs decision making in practice.</p> <p>Ability to participate in clinical research that advances health care practice.</p>
<p>DLE: Collaborative Practice</p> <p><u>Program Learning Outcomes:</u> <i>As a Collaborator, occupational therapists work effectively</i></p>	OT 821 Theory and Process in Occupational Therapy	<ol style="list-style-type: none"> 1. Work effectively within teams to enable participation in occupations by using and promoting shared decision-making approaches 2. Work effectively in interprofessional and intraprofessional teams 3. Demonstrate an understanding of the roles and responsibilities of team members 	Passing grade (B or greater) Components: Occupational Analysis OR Theorist Biography (30%); Group Presentation (30%); Oral Exam (40%)	Conceptual models that will guide clinical reasoning in any professional context.

<p><i>within teams to enable participation in occupations by using and promoting shared decision-making approaches</i></p> <p><u>Examples of Key Competencies:</u></p> <ul style="list-style-type: none"> Works effectively in interprofessional and intraprofessional teams Demonstrates an understanding of the roles and responsibilities of team members. 	<p>OT 861 Community Development</p>	<ol style="list-style-type: none"> Develop foundational knowledge about the diversity of community development practices in local, national, and international contexts and connect this understanding to the notion of occupational justice and emerging roles for occupational therapists working at the community-level Understand models or approaches used in community development (e.g., education/capacity building & advocacy) Understand and apply tools for engaging with stakeholders in a community, service, or organization Demonstrate learning in oral presentation (seminar) and written documentation (final technical report) Consider ethical implications of community development activities Demonstrate reflection on professional ethics in the context of community development fieldwork project activities, oral presentation, and written documentation 	<p>Passing grade (B or greater) <u>Components:</u> Examination (40%); Student Seminar (25%); Final Technical Report (35%)</p>	<p>Knowledge of working with diverse groups at the systems level.</p> <p>Communication and leadership skills in community development</p>
	<p>OT 862 Community Development Placement</p>	<ol style="list-style-type: none"> Work effectively in interprofessional and intraprofessional teams Demonstrate an understanding of the roles and responsibilities of team members Demonstrate a respectful attitude towards team members. Support positive team dynamics 	<p>Passing grade (Pass/Fail) <u>Components:</u> Final technical report; Midterm self-assessment; Final self-assessment</p>	<p>Skills in applying theory to practice</p> <p>Skills in working at a systems level with diverse communities.</p> <p>Report writing and public presentation skills</p>
	<p>OT 877 Advanced Practice (Fieldwork)</p>	<ol style="list-style-type: none"> Work effectively in interprofessional and intraprofessional teams Effectively work with a team to manage and resolve conflict 	<p>Demonstrate competence in the consolidation range (level 3 on Competency rating scale) <u>Components:</u> Competency Based Fieldwork Evaluation–Occupational Therapy (2007)</p>	<p>Practice skills that will be used throughout their career as an occupational therapist.</p>
	<p>OT 825 Lived Experience of Disability</p>	<ol style="list-style-type: none"> Work effectively in interprofessional and intraprofessional teams Demonstrate a respectful attitude towards team members Support positive team dynamics Respect team ethics including confidentiality, resource allocation & professionalism Effectively work with the team to manage and resolve conflict Respect differences, misunderstandings, and limitations among team members Recognize own differences, misunderstandings, and limitations that may contribute to team tensions Manage differences and conflicts to ensure an ongoing team focus on the client's values, goals, and objectives Negotiate to resolve conflicts among team members Chair or participate effectively in team meetings 	<p>Passing grade (Pass/Fail) <u>Components:</u> Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE–OT)</p>	<p>Knowledge of disability theory and policy frameworks relevant to OT and other administrative positions in healthcare, education, and social systems</p>

<p>DLE: Advocacy</p> <p>Program Learning Outcomes: Function effectively as a client-centred expert in occupation, occupational performance, and occupational engagement (Expert in Enabling Occupation)</p> <p><u>Examples of Key Competencies</u></p> <ul style="list-style-type: none"> Incorporate the client's perspective on meaning and relevance of needs and plans Establish positive therapeutic relationships with clients that are characterized by understanding, trust, respect, honesty and empathy 	<p>OT 841 Socio-Cultural Determinants of Occupation</p>	<ol style="list-style-type: none"> Awareness of different cultural perspectives and their possible impact on occupation and occupational therapy practice Analyze and assess selected socio-cultural conceptual models and socio-cultural practice models of occupation Apply these socio-cultural conceptual and practice models to influence occupation 	<p>Passing grade (B or greater) Components: Interview community member (20%); Report on interview of community member (30%); Report on transformative learning experience of panel member (40%); Self-evaluation (10%)</p>	<p>Cultural sensitivity and competency. Enhanced cultural self awareness to guide professional work in a diverse society</p>
	<p>OT 862 Community Development Placement</p>	<ol style="list-style-type: none"> Advocate for the occupational potential, occupational performance, and occupational engagement of clients [where the community becomes the client] Advocate for occupation and/or occupational performance opportunities for clients (communities) Balance the ethical and professional issues inherent in client (community) advocacy, including altruism, autonomy, integrity, social justice, and idealism Advocate for the occupational needs related to the determinants of health, well-being, and equity for the clients [community] served Identify the determinants of health of the clients served, including barriers to access services and resources Advocate appropriately for the vulnerable or marginalized clients (communities) to enable participation through occupation 	<p>Passing grade (Pass/Fail) Components: Final technical report; Midterm self-assessment; Final self-assessment</p>	<p>Skills in applying theory to practice</p> <p>Skills in working at a systems level with diverse communities.</p> <p>Report writing and public presentation skills</p>
<ul style="list-style-type: none"> Respect diversity, including but not limited to, the impact of age, gender, religion, sexual orientation, ethnicity, cultural beliefs, and ability on participation and shared decision-making Attend to diversity in providing services with respect to client's needs, values, and goals 				
<p>E: Manager/Administrator</p> <p>Program Learning Outcomes: Manage the Occupational therapist's role and implement occupational therapy services within the diverse contexts of practice (Manager/Administrator)</p>	<p>OT 877 Advanced Practice (Fieldwork)</p>	<ol style="list-style-type: none"> Managed day-to-day professional practice and career Participate in activities that contribute to the effectiveness of the organizations and systems Supervise support personnel in occupational therapy 	<p>Demonstrate competence in the consolidation range (level 3 on Competency rating scale) Components:</p>	<p>Practice skills that will be used throughout their career as an occupational therapist.</p>
	<p>OT 825 Lived Experience of Disability</p>	<p>Demonstrate appropriate professional behaviours, including honesty, integrity, commitment, compassion, respect, and altruism</p>	<p>Competency Based Fieldwork Evaluation for Occupational</p>	<p>Knowledge of disability theory and policy frameworks relevant to OT and other administrative positions in healthcare,</p>

<p><u>Examples of Key Competencies:</u></p> <ul style="list-style-type: none"> - Demonstrate a working knowledge of the organization, structure and financing of health care system (public and private) - Provide care in a safe physical environment including verification of safety of therapeutic equipment - Appropriately delegate to and supervise support personnel - Utilize information technology for occupational therapy service delivery - Perform skills and tasks needed to develop a small business plan 	<p>OT 854 Systems Level Communication</p>	<ol style="list-style-type: none"> 1. Participate in systemic quality process evaluation and improvement such as client safety initiatives 2. Participate in established organizational processes such as workload measurement 3. Participate in established human resources activities such as annual performance reviews 4. Participate in established financial and physical resource planning activities. 5. Chair or participate effectively in committees and meetings 	<p>Passing grade (Pass/Fail) Components:</p>	<p>Advanced communication and advocacy skills</p> <p>Interprofessional practice skills</p> <p>Leadership skills</p>
---	---	---	--	---