



College of Occupational
Therapists of Ontario

NON-CLINICAL RE-ENTRY PROGRAM: APPLICANT GUIDE

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For more information on the Non-Clinical Re-entry Program contact Brandi Park,
Registration Manager at bpark@coto.org or call 416-214-1177 / 1-800-890-6570 ext. 229

INTRODUCTION

Welcome to the College of Occupational Therapists of Ontario's Non-Clinical Re-Entry Program. The aim of the Non-Clinical Re-Entry Program is to ensure applicants demonstrate the knowledge, skill and judgment required to practice as an occupational therapist in a strictly non-clinical role.

The Non-Clinical Re-Entry program was designed for applicants who have both completed the academic qualifications for registration more than 18 months before the date of application and/or have insufficient currency hours to qualify for a certificate of registration, but meet all other registration requirements (*Becoming an Occupational Therapist in Ontario - Basic Requirements*). As per the provisions of the College's General Regulation, Part VIII Registration sections 36. (1) 3 and 37. (1) 3, currency is a non-exemptible registration requirement.

For the aforementioned applicants who do not meet the currency requirement (i.e. 600 hours of occupational therapy practice within the three years preceding the date of application to the College), must successfully complete a refresher program accepted by the Registration Committee. There are currently two refresher programs accepted by the Committee, the Clinical Re-Entry Program and the Non-Clinical Re-Entry Program.

The goal of the Non-Clinical Re-Entry Program is to support applicants in updating and demonstrating current competencies, as outlined in the *Essential Competencies of Practice for Occupational Therapists in Canada*, 3rd Edition (the "essential competencies"), relevant to a non-clinical nature of practice.

The College is required to ensure that an applicant is competent to return to practice prior to issuing a certificate of registration, even when returning to a non-clinical role.

The program is intended to be fair, transparent and practice-relevant. The program is educational in-nature; teaching, learning and assessment have been integrated as fundamental components.

In order to develop the Non-Clinical Re-Entry Program model and policies, consultants hired by the College undertook an environmental scan, literature search, conducted focus groups and interviewed occupational therapists whose practice is that of a non-clinical nature.

PROGRAM PARAMETERS

Based on the data collected, the College has developed specific program parameters:

LIMIT PRACTICE TO NON-CLINICAL TO ENSURE PUBLIC PROTECTION

It is your choice whether you engage in the Clinical or Non-Clinical Re-Entry Program. If you choose to engage in the Non-Clinical Re-Entry Program, limitations will be placed on your certificate of registration restricting your practice to non-clinical. You will not be allowed to provide occupational therapy services to clinical clients (patients).

This limitation will be placed on your certificate of registration until you complete the College's Clinical Re-Entry Program. The requirements of the Clinical Re-Entry Program include the completion of a volunteer clinical placement under the supervision of an occupational therapist who holds a General Practising Certificate of Registration. Under the *Regulated Health Professions Act, 1991*, all terms, conditions or limitations placed on a certificate of registration must be displayed on the public register (*OT Directory*).

TWO STREAM APPROACH TO THE RE-ENTRY PROGRAM

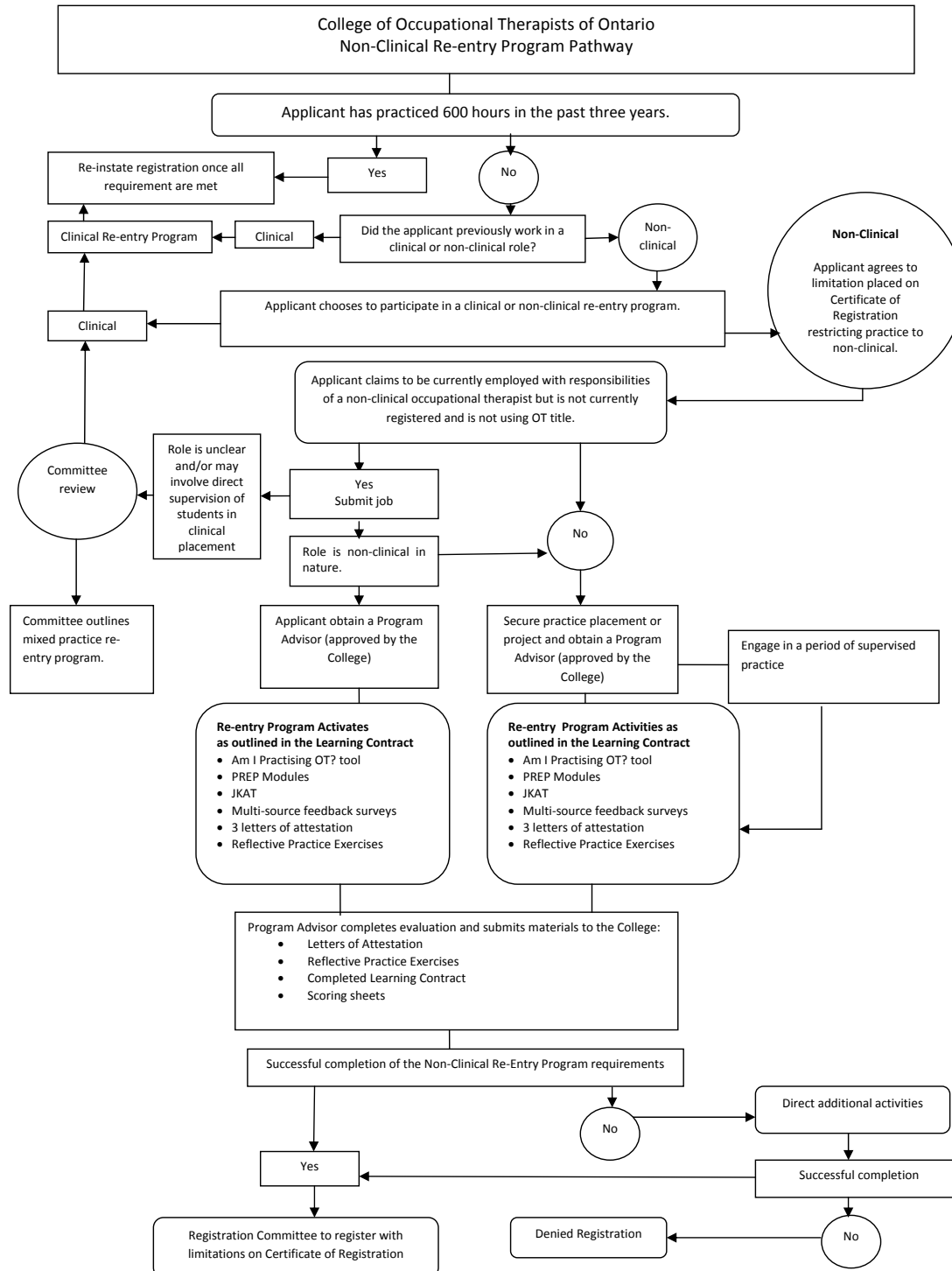
The College recognizes that non-clinical competencies are transferable to many roles and activities. Therefore, the re-entry program has taken on a philosophy that is similar to prior learning assessment recognition (PLAR). PLAR is used to evaluate skills and knowledge acquired outside the classroom for the purpose of recognizing competence against a given set of standards or competencies.

The College recognizes that two types of candidates will be eligible for the College's Non-Clinical Re-Entry Program:

- 1. A candidate who is currently employed in a position which involves non-clinical occupational therapy activities, but is not using the title "occupational therapist".** This candidate can complete the requirements of the Non-Clinical Re-Entry Program if they obtain support and participation from their current employer. The candidate is required to confirm roles and responsibilities with the College and obtain a Program Advisor who will oversee and monitor their progress in completing the program requirements. The candidate is also required to describe completed activities and reflect on situations related to their current practice setting. The candidate also involves colleagues and peers in the multi-source feedback process and will obtain letters of attestation.
- 2. A candidate who is not currently employed but wishes to return to practice in a non-clinical role.** This candidate can complete the requirements of the Non-Clinical Re-Entry Program if they obtain a program placement or project specific to a non-clinical role and have a Program Advisor who will oversee and monitor their progress in completing the program requirements. The candidate will also be required to describe completed activities and reflect on situations related to their placement experience. The candidate also involves colleagues and peers in the multi-source feedback process and will obtain letters of attestation.

NON-CLINICAL RE-ENTRY PROGRAM PATHWAY

The diagram below outlines the steps for the two-stream Non-Clinical Re-Entry Program



NON-CLINICAL RE-ENTRY PROGRAM REQUIREMENTS – GETTING STARTED

You have determined the need to return to the professional of occupational therapy and wish to use the professional designation of OT Reg. (Ont.). You have also determined that you will be practising in a strictly non-clinical role and have elected not to practice clinically.

The learning contract (Appendix C) outlines your learning objectives and the activities to be completed to demonstrate the knowledge, skill and judgment required to provide safe, ethical and competent occupational therapy services in a non-clinical role.

Stream 1 - Currently Employed

You are required to submit an official job description outlining your current role and responsibilities to the College. If a job description is not available you may submit a written letter outlining your role and responsibilities and have this letter dated and signed by a colleague or supervisor. Following receipt of the job description, the College will determine if your job meets the re-entry program criteria. You are then required to obtain a Program Advisor who meets the establish criteria. To obtain approval of the selected Program Advisor you must complete Appendix A and submit to the College for review. After approval is confirmed by the College you are required to complete, with your Program Advisor, the *Am I Practising OT?* tool online.

What is a Program Advisor?

A Program Advisor is an experienced occupational therapist, chosen by you, who will help you reflect on your current role and support you in working towards meeting the required competencies. He or she may also suggest additional resources and/or activities to help meet the required learning objectives. The Program Advisor will work with the provided scoring sheets to provide an overall evaluation of your demonstrated competence.

MINIMUM CRITERIA FOR A PRACTICE ADVISOR:

- A Registrant in good standing with the College of Occupational Therapists of Ontario and not in default of any obligations to the College
- Meet the criteria established in the Policy on Approval of Supervisors and Other Agents of the College
- Minimum of three years' experience in the practice of occupational therapy, two of which must be in Ontario
- That the Program Advisor not be placed in a conflict of interest situation as a result of working with you
- Understands and supports the philosophy of the College and the principles, standards and regulations affecting the profession.

Recommended Qualifications:

- Demonstrated ability to work as a part of a team

- Non-clinical experience
- Ability to apply the principles of adult learning
- Experience with development and implementation of learning contracts
- Experience in accessing a broad range of resources (current literature, internet, professional networks, etc.)

Stream 2 - Not Currently Employed

You are required to secure a program placement / project and a Program Supervisor, if your Program Supervisor is not an occupational therapist you will also be required to obtain a Program Advisor, to be approved by the College. To obtain approval of the program placement / project and the involvement of the selected Program Supervisor / Advisor you must complete Appendix A and B and submit to the College for review. Following approval you will complete the *Am I Practising OT?* online tool with your Program Advisor.

What is a Program Supervisor?

A Program Supervisor is the person who is responsible for the day to day supervision of your program placement or project. The College recognizes that non-clinical occupational therapists work in a variety of settings, and in many cases there may not be any other occupational therapist on staff. For this reason the Program Supervisor does not have to be occupational therapist. If the Program Supervisor is an occupational therapist, they will have the same function as a Program Advisor (see page 5). **If the Program Supervisor is not an occupational therapist then you must find an occupational therapist to act as your Program Advisor (see above under “Stream 1”).**

What is an Acceptable Program Placement or Project?

You must submit your proposed program placement or project outline to the College for approval prior to commencing the program using Appendix B of this document. The program placement or project must be related to the essential competencies and within the scope of occupational therapy. You must be able to demonstrate occupational therapy knowledge, skills and judgement during the course of the placement or project. It is essential that the placement or project allows you the opportunity to interact with others as you will be required to obtain three letters of attestation and six to twelve multi-source feedback surveys. You should review the learning contact (Appendix C) prior to securing your placement or developing your project to ensure that you can successfully complete the required tools and meet the learning objectives of the Non-Clinical Re-Entry Program.

Examples of an acceptable program placement include:

- Work with management in a health related organization
- Work with a researcher or clinical practice leader
- Coordinate delivery of health and/or wellness services

Examples of an acceptable project include:

- Program development
- Policy development
- Develop educational material for clients, students, staff
- Support a research project

The length of time of the placement is set in *Registration Policy (8-40) Currency – Initial Applicants*. If you choose to complete a program project, the total hours spent on the project must be equivalent to the number of hours required by the policy.

Re-Entry Program Activities

The re-entry program learning contract (Appendix C) outlines the learning objectives, which are mapped to the essential competencies and required learning activities. The activities include completion and submission of:

- Prescribed Regulatory Education Program (PREP) modules
- Jurisprudence Knowledge Assessment Test (JKAT)
- Practice Reflection Exercises
- Multi-source Feedback Survey
- Letters of Attestation
- One additional learning objective to be determined by you and your Program Advisor.

To help you successfully complete the learning objectives we encourage you to read the essential competencies and the practice standards posted on the College's website at www.coto.org.

Prescribed Regulatory Education Program (PREP) Modules

As part of the College's Quality Assurance Program, the Prescribed Regulatory Education Program (PREP) is a series of self-directed learning modules designed to help registrants ensure they are up-to-date in the practice and knowledge of relevant standards and legislation. The PREP Modules do not replace the need to read the standards; rather, they help to interpret the standards, answer everyday practice questions and offers best practice suggestions. They also clarify the minimum expectations and provide examples of how the standards can be applied. When completing these modules, you must determine best practices in the context of your situation.

The PREP Modules use scenarios to help registrants apply the standards. Only basic information is provided in the practice scenarios. Consequently, you may need to make certain assumptions. You may also need to consider more than one principle to resolve a single scenario. After you have completed the required PREP Modules as listed in the learning contract, review your answers and discuss the practice scenarios with your Program Advisor. Your Program Advisor will maintain a copy of your completed practice

scenarios and submit them to the College with all final documentation. You are required to complete the PREP Modules prior to completing the JKAT.

JURISPRUDENCE KNOWLEDGE ASSESSMENT TEST (JKAT)

WHAT IS THE JKAT?

The JKAT is an online multiple-choice test based on Ontario legislation and regulations, the College's *Code of Ethics*, standards of practice and guidelines. The test is designed to assess your knowledge of, and your ability to interpret and apply relevant laws, regulations, standards of practice and ethical frameworks. It is an "open-book" test; while it is critical that you prepare in advance by studying the resources referenced in this guide, you will be given access to certain resources during the test itself. Here is an example of a typical JKAT question:

An OT is referring a client to a rehabilitation centre in the community. A physiotherapist at the rehabilitation centre asks the OT to fax her specific information from the client record.

How can the OT ensure confidentiality when using a fax machine?

- A. Include a confidentiality disclaimer on the cover sheet, confirm the accuracy of the fax number and ensure that the fax was received.
- B. Include a confidentiality disclaimer on the cover sheet and the signed client consent form.
- C. Confirm the accuracy of the fax number and number each page to ensure the entire document is received.
- D. Confirm the accuracy of the fax number, ensure that the fax was received and provide your contact information.

References: Standards for Record Keeping, PREP: Confidentiality and Privacy

Correct answer: A

JKAT BLUEPRINT

The JKAT consists of 42 questions and you will have up to two hours to complete the test. The test will be proctored by your Program Advisor or Supervisor. The test questions are based on the essential competencies, not all units from the essential competencies are represented in the test. The selected competencies were found, by a focus group of non-clinical occupational therapists, to be most important to demonstrate when returning to non-clinical occupational therapy practice.

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The following represents the major question categories and their approximate weightings (portion of questions on the test related to the unit).

Clinical Competencies	Weight
62% of the JKAT test is focused on the clinical competencies	
Unit 1: Assumes Professional Responsibility	65.4%
Unit 3: Demonstrates Practice Knowledge	7.7%
Unit 4: Utilizes an Occupational Therapy Practice Process to Enable Occupation	15.4%
Unit 5: Communicates and Collaborates Effectively	7.7%
Unit 7: Manages Own Practice and Advocates Within Systems	3.8%

Non- Clinical Competencies	Weight
38% of test is focused on the non-clinical competencies	
Unit 1: Assumes Professional Responsibility	37.5%
Unit 5: Communicates and Collaborates Effectively	31.25%
Unit 7: Manages Own Practice and Advocates Within Systems	31.25%

ELIGIBILITY AND APPLICATION PROCESS

You may complete the JKAT after you complete the PREP modules and the required reflective practice exercises. You must complete the JKAT before you are eligible for registration.

When you are ready to complete the JKAT, you must submit a request by email to the College and coordinate a convenient time with your Program Advisor or Supervisor to take the test. The request must include your full name and the date and time you would like to write the JKAT. The request must be received at least two weeks prior to your requested testing date. You and your Program Advisor or Supervisor will receive a confirmation email with further instructions on how to proceed with the scheduling of the JKAT.

JKAT PROCTOR

Your approved Program Supervisor or Advisor will act as the test proctor. The test proctor is an authorized person who oversees the JKAT testing. The proctor confirms your identification and secures the testing environment. There is concern that in some situations candidates may cheat on the test by having others help them or use materials that are not allowed during the test taking period; proctors help prevent cheating on the test.

If your Program Supervisor or Advisor is unable to act as the proctor you must arrange for a suitable proctor and obtain permission from the College prior to proceeding with the scheduling of the JKAT.

Reflective Practice Exercises

You are required to complete three reflective practice exercises (see learning contract Appendix C and the exercises Appendix D). The reflective practice exercises are based on the Conscious Competence Model. We ask you to consider a recent situation that has occurred in your current work setting or program placement / project, and then reflect on your actions and decisions to manage the situation. You are asked to complete this exercise independently, and then review your work with your Program Advisor.

The Program Advisor is required to complete the reflective practice scoring sheets and make final recommendations if additional learning is required. The reflective practice exercises and the scoring sheets are submitted to the College by the Program Advisor.

Multi-Source Feedback Surveys

The multi-source feedback survey tools are based on the essential competencies and are designed to collect information about professional behaviours, communication and decision making skills. The process, which involves colleagues completing feedback surveys, helps assess the practice of an occupational therapist.

WHAT DO THE SURVEY TOOLS LOOK LIKE?

There are two survey tools: a self-survey and a colleague survey. Each survey consists of a series of statements that describe expected occupational therapy practice. Survey tools are meant to be relevant to different types of colleagues in all work settings. In each survey, respondents rate each statement on a seven point scale. The respondents may also indicate that the statement is “not applicable.” Surveys can be completed online by accessing a link from the College website www.coto.org.

HOW MANY SURVEYS SHOULD BE COMPLETED?

You are expected to submit at least:

- 1 Self-Survey
- 6 Colleague Surveys

It is recommended that you distribute ALL 12 surveys included in the package. This will provide you with more meaningful and representative information.

WHEN CAN I START TO DISTRIBUTE THE SURVEYS?

If you are a professional who is currently employed in a position which involves non-clinical activities, but you are not using the title occupational therapist and you are now enrolled in the Non-Clinical Re-Entry Program, you may distribute the multi-source feedback surveys at your earliest convenience.

If you are not currently employed, you may distribute the multi-source feedback surveys to colleagues at your program placement / project location only after the College has approved the placement or project and after you completed at least four weeks of the program.

HOW DO YOU DEFINE COLLEAGUE?

The College defines a colleague as any individual you work or interact with in your role as a candidate for registration. This is a broad definition to encompass all people in your 360 degree work environment. You may seek feedback from the following individuals (not limited to this list):

- Your Program Supervisor and / or Program Advisor
- Other occupational therapists
- Other health care professionals or non-health care professionals with whom you work (e.g.: a nurse, physiotherapist, teacher, social worker, speech-language pathologist, lawyer, insurance adjuster, or manager/supervisor).

You may also consider a colleague from outside your organization such as (not limited to this list):

- Committee members
- Board members
- Members of working groups
- People with whom you have worked with in the last four weeks on collaborative projects
- Consultants

In some cases it may be appropriate to ask an administrative assistant, subordinates, superiors, researchers, or other support staff. In other cases it may be a conflict of interest to ask certain individuals.

Choose colleagues who have the knowledge and understanding of your role, responsibilities and performance, and who can provide constructive feedback. Please use your professional judgment to determine appropriate colleagues to complete the surveys. The feedback you obtain is most meaningful if you get a broad spectrum of individuals to respond – focusing on one peer group will not provide as meaningful feedback as seeking individuals of a variety of levels and roles within your professional environment.

Please review the survey questions in Appendix E to determine if a specific colleague would be able to answer the majority of the survey questions.

TIPS FOR COMPLETING THE SURVEYS

To ensure you obtain valuable feedback from respondents and complete the required number of surveys, consider the following:

- Ensure a sufficient number of surveys are completed by asking more than the minimum required number of people to complete the surveys.
- Ensure that you leave enough time to allow the respondents to provide a thoughtful response and inform the respondents when you require the surveys entered online.

- Inform respondents that it only takes 5–10 minutes to complete the survey and that their input is required for ongoing professional enhancement.
- Inform the respondents that this process is confidential and individual survey responses are not shared with you.

Respondents may be contacted by the College for additional information.

MULTI-SOURCE FEEDBACK SURVEY COMPLETION INSTRUCTIONS

1. Confirm your unique identifier is printed on the colleague survey envelopes.
2. Choose 12 colleagues to complete the surveys and follow the tips listed above. You are only required to submit 6 colleague surveys, but distributing extras will help ensure a sufficient number of surveys are returned.
3. Complete the multi-source feedback survey tools tracking sheet by accessing the MSF tally page through the link on the College's website (home page).
4. Provide each colleague with the appropriate sealed confidential envelope.
5. Maintain a list of respondents, enter the assigned envelope number printed on the specific colleague envelopes and record the name of the person to whom you provided the survey.
6. Please contact the College if you anticipate, or are having difficulties obtaining the required number of surveys.

Letters of Attestation

A letter of attestation is a letter that is written to verify a statement. For example, if an occupational therapist has completed specialized training and/or demonstrates specific competencies in an area of practice, the letter of attestation clearly states the occupational therapist's accomplishments and/or competencies observed. The attester clearly and accurately notes the specific details and practice evidence to qualify and validate the claims; and signs and dates the letter. The attester demonstrates truthfulness and transparency in the letter as he/she may be called upon in the future to be accountable for the statements made.

As defined in your learning contract, you are required to obtain three letters of attestation from individuals who have observed your performance within the last year, specific to the learning objectives. Appendix F of this document provides a cover letter to the attester and template for the attester to use when completing the letter. Both of these documents must be given to the chosen attestors. The letters of attestation are to be submitted directly to the Program Advisor who will use the letter of attestation scoring sheet to make final recommendations if additional learning is required. The letters of attestation and scoring sheet are submitted to the College by the Program Advisor.

Additional Information

The aim of the Non-Clinical Re-Entry Program is to ensure that applicants who do not meet the currency requirement, who commit to practicing in a non-clinical role, are competent and provide safe and ethical non-clinical occupational therapy services. The goal is to administer a program that is relevant, fair and acknowledges prior learning and current experience; while ensuring that the candidate demonstrates the required knowledge, skill and judgement based on the essential competencies.

As a participant in the Non-Clinical Re-Entry Program your feedback is important to us. At the conclusion of your participation in this program, you will be asked to complete a survey which provides feedback to the College about your experience.

This candidate reflection and feedback survey serves two purposes:

1. To encourage self-reflection of learning and demonstrate applicability to practice; and
2. To provide feedback to the College to encourage ongoing improvement to the re-entry program activities and processes.

If you have any questions about the re-entry program please do not hesitate to contact Brandi Park, Manager, Registration at 416-214-1177 / 1-800-890-6570 extension 229, or by email at bpark@coto.org.