



College of Occupational
Therapists of Ontario

CLINICAL RE-ENTRY PROGRAM INFORMATION PACKAGE

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For more information on the Clinical Re-entry Program contact Clara Lau, Manager, Registration, at clau@coto.org or by telephone at 1-800-890-6570 / 416-214-1177 ext. 229

PROGRAM INTRODUCTION

A refresher 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. 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 requirements (i.e. completion of at least 600 hours of service within the scope of the practice of the profession in the three years prior to the application date), to be eligible for registration they must successfully complete a refresher program accepted by the Registration Committee.

Successful completion of a refresher program provides the College with evidence that the applicant is up-to-date with current knowledge, health care environment, skills and ability to practice occupational therapy safely and ethically. The College accepted refresher program is called the Clinical Re-Entry Program and is completed through a supervised, clinical placement. This Clinical Re-Entry Program Information Package has been structured to provide information to practice supervisors and assist applicants to successfully complete the refresher program requirement for entry to the profession.

Participants in the program are asked to review the contents of this package and are encouraged to contact the College staff person monitoring the contract at any time during the process.

ROLE DESCRIPTION OF THE PRACTICE SUPERVISOR

Definition:

A practice supervisor is an experienced occupational therapist who is chosen by the candidate and accepted by the College to assist the candidate in fulfilling the objectives set out in the learning contract. Parts of the learning contract are predefined by the Registration Committee for all re-entry candidates.

The practice supervisor will be identified in order to assist with the following activities:

1. Work with a candidate who has initiated a refresher program.
2. Support the implementation of a negotiated learning contract.
3. Report to a College representative during and upon completion of the refresher program.
4. Ensure that the evaluation follows the terms stipulated in the learning contract.
5. Advise the candidate to add objectives to the learning contract as appropriate.

Minimum Criteria for Practice Supervisor Selection:

- 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 practice supervisor not be placed in a conflict of interest situation as a result of their working with a candidate
- 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
- Previous supervisory or clinical education 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.)

GENERAL INFORMATION FOR THE PRACTICE SUPERVISOR

The purpose of a refresher program is to re-familiarize the occupational therapy candidate with current occupational therapy practice. Updating of knowledge and skills related to current legislation and changes in the health care environment is also necessary. Re-entry program candidates are unique in that they may have practiced successfully as an occupational therapist for many years, however, their practice was too long ago to be considered “current” by the College. Alternately, they may have graduated with an occupational therapy degree but never integrated into practice. Candidates are not considered occupational therapists because of their time away from the profession and the fact that they are not currently registered with the College. Thus, the supervising therapist is fully accountable for the re-entry candidate’s practice. All notes and charts must be co-signed. The supervisor plays an important role in determining the re-entry candidate’s current level of competence with the client population.

In all cases, you will be provided with enough information to ensure that you have an understanding of the parameters which will form the foundation of your relationship with the candidate. The required number of clinical supervised hours is determined by the College for each individual candidate, and ranges from 150 to 600 hours. The number of hours required depends on the candidate’s work history as an occupational therapist and any recent education and/or volunteer work completed within the scope of the profession over the last 3-10 years. The onus is on the candidate to secure a supervisor that is acceptable to the College.

As a practice supervisor, you will be required to sign the practice supervisor agreement form and negotiate a learning contract with the candidate that is to be approved by the College within the first week of placement. For your reference, a learning contract guide is included in this package. You will discuss and agree upon objectives of the placement with the candidate and the means by which these objectives will be met and apparent to the supervisor. Ensure that the evidence of accomplishment is as objective as possible, such that you can easily evaluate the candidate’s performance at the time of evaluation. At the end of placement, you will be required to submit the completed learning contract and clinical review evaluation form.

At any time should you have concerns about the performance of the candidate, you should contact the College representative as soon as possible. This can assist with problem solving or, in rare circumstances, termination of the placement. If serious concerns are noted, you may be asked to document these concerns and any steps already taken to address them and the response of the candidate.

At the conclusion of this program, you are asked to complete an online survey (see page 19) which provides feedback to the College about your experience. We encourage you to take a few minutes to complete this survey as your feedback will assist the College in the continuing development of this program.

USING LEARNING CONTRACTS¹

Identifying 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.

In Ontario, the *Essential Competencies of Practice for Occupational Therapists in Canada*, 3rd Edition, 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. The Self-Assessment Tool and Guide to Completion will also help you to complete this process. Even though some learning needs are a mandatory requirement as part of the Clinical Re-Entry Program, it will be helpful to think of specific examples in your practice and add these as objectives in your learning plan. You may also identify additional learning needs that you would like to pursue.

¹ The College would like to acknowledge and thank the School of Rehabilitation Sciences, Occupational Therapy Program, at the University of McMaster for allowing us to adapt their learning contract materials.

LEARNING CONTRACT GUIDE

Refresher candidates are asked to develop a learning contract together with their practice supervisor to assist them to structure and evaluate their learning experience. Learning contracts should focus on the specific clinical aspects of occupational therapy and the essential competencies or the regulatory and legislative knowledge that is required for successful practice.

The learning contract guide outlines some of the essential competencies that are important to address during the Clinical Re-Entry Program. Some resources have been listed for ease of use, however, candidates are encouraged to view the College of Occupational Therapists' website at www.coto.org, and use reference material available at the placement site, if appropriate, for a more comprehensive list of resources.

It is not intended that all of the resources will be studied; rather, they can be referred to if necessary to meet the goals identified.

Use of the Guide

When developing the learning contract, use the listed objective statements to develop the objectives on the learning contract. The listed objectives are meant to be a guide, therefore it is expected that only those objectives applicable to the candidate will be used in the learning contract; however, it is mandatory that all candidates address the areas of **client consent**, **privacy legislation (PHIPA)**, and **client safety** in their learning contracts. Additionally, it is expected that more specific objectives will be developed based on the clinical practice setting and the candidate's unique learning needs.

It is expected that successfully meeting the objectives will involve a discussion with the practice supervisor for some objectives and some will be met by demonstration directly in the practice setting. It is left to the individual and their practice supervisor to determine how best to meet the objectives in each practice setting.

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.

The activities listed under "evidence of accomplishment" should be:

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

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

1. a) The candidate provides the practice supervisor with an orientation to the therapist's practice history and discusses his/her learning needs based on the specific nature and requirements of the clinical setting, past experience, and current level of knowledge and skill.
b) The practice supervisor provides the candidate with an orientation to the workplace, if applicable.
2. The candidate and practice supervisor develop or review the specific learning objectives related to the identified learning needs to ensure that they are clear and measurable. When developing the learning contract, use the listed objective statements on the Learning Contract Guide and personal learning needs to develop the objectives on the learning contract.
3. The candidate consults with the practice 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 candidate 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 candidate and practice supervisor agree on the evidence of accomplishments that will be used for the evaluation (e.g., behaviours, reports, direct observation, presentations). Ensure that this section is very objective, following the SMART format. This will help both the supervisor and candidate during evaluation to determine pass/fail.
5. The candidate and practice supervisor will 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 will learning 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.
2. The candidate and practice supervisor have a mutual responsibility to meet and evaluate the candidate's performance through the use of the learning contract. In preparation for evaluations, both the candidate and practice supervisor should reflect on the candidate's performance. Documentation of the evaluation outcomes can take place directly on the learning contract. Space is provided so that the practice supervisor and the candidate can identify which learning objectives have been met and provide any comments. The practice supervisor and the candidate may submit additional comments when returning the learning contract to the college if they should choose to do so.

LEARNING CONTRACT GUIDE

Category	Competency	Objective	Suggested Resources as Needed
Professional Responsibility	1. Scope of Practice <ul style="list-style-type: none"> • Use of title • Controlled Acts 2. Regulatory Requirements	<ul style="list-style-type: none"> • Demonstrate a general understanding of the regulatory context in Ontario, including. Knowledge of RHPA – Public protection, protected title, controlled acts. • Describe the role and limitations of role of OT in the practice setting. • Identify any controlled acts applicable to the OT practice setting. • Demonstrates an understanding of regulatory requirements and/or guidelines relating to the assignment of tasks and supervision of personnel and occupational therapy students. 	<ul style="list-style-type: none"> • <i>Occupational Therapy Act, 1991</i> • COTO PREP Module: Jurisprudence • Essential Competencies for Occupational Therapy Practice in Canada, 3rd Edition (ACOTRO) • Guide to the Controlled Acts and Delegation (COTO) • Standards for the Supervision of Support Personnel (COTO) • Standards for the Supervision of Students (COTO)
Practice Knowledge	Legislative Requirements (Attention to Privacy Legislation is Mandatory)	<ul style="list-style-type: none"> • Identify the applicable legislation to the OT practice setting. e.g., PHIPA, <i>Health Care Consent Act</i>. • Demonstrate understanding and application of the principles of ethical practice. 	<ul style="list-style-type: none"> • Standards for Consent (COTO) • COTO PREP Module: Privacy and Confidentiality
		<ul style="list-style-type: none"> • Demonstrate knowledge of the specific statutes and guidelines that contribute toward safe, effective and ethical OT practice in Ontario 	<ul style="list-style-type: none"> • College Regulations, Code of Ethics, other COTO documents
Practice Process	Consent (Mandatory)	<ul style="list-style-type: none"> • Apply appropriate practices related to consent. Re: assessment, treatment, sharing of information 	<ul style="list-style-type: none"> • Standards for Consent (COTO) • COTO PREP Module: Consent
	Record Keeping	<ul style="list-style-type: none"> • Maintain timely and accurate records consistent with College guidelines, legislative requirements and practice setting expectations. 	<ul style="list-style-type: none"> • Standards for Record Keeping (COTO) • COTO PREP: Record Keeping
Critical Thinking	Application of theory for: <ul style="list-style-type: none"> • Assessment • Analysis • Intervention planning • Evaluation 	<ul style="list-style-type: none"> • Demonstrate clinical reasoning through integration of knowledge, skills and experience. • Describe the theoretical model(s) for current practice setting e.g. CMOP 	<ul style="list-style-type: none"> • Standards for Occupational Therapy Assessments (COTO)
Communication	Collaboration with team	<ul style="list-style-type: none"> • Work collaboratively with the team to facilitate a coordinated approach to care with other health care professionals, caregivers and team members. 	
Practice Environment	Manages risks (Mandatory)	<ul style="list-style-type: none"> • Identify risks to self and clients in the practice environment. • Manage risks in the practice environment 	<ul style="list-style-type: none"> • Standards for Infection Control (COTO)

COMPONENTS OF A LEARNING CONTRACT

Objective	Resources/ Approach Strategy	Evidence of Accomplishments	Grading	Timelines/ Checkpoints	Met	Not Met	Comments
<p>This column answers the question: What is the therapist/applicant required to do or demonstrate?</p> <p>An objective should be: S— specific M—measurable A— achievable R— realistic T— time-limited</p>	<p>This column answers the question: How will the therapist prepare to achieve the objective?</p> <p>Resources should be specifically named and prioritized. They may include reference texts, articles, websites, other clinicians, community resources.</p> <p>1. The approach/strategy describes the process. Examples include: -opportunity to observe skills, or tasks, -discussion and feedback with therapist -documenting needs, actions and time management</p>	<p>This column answers the question: What are the identifying parts of the knowledge, skill, judgement 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>	<p>This column answers the question: What are the guidelines or criteria for determining that each objective has been met or not?</p>				

EVALUATION USING LEARNING CONTRACTS - CRITICAL APPRAISAL OF LEARNING CONTRACTS

Example 1:

Objective	Resources/ Approach Strategy	Evidence of Accomplishments	Grading	Timelines/ Checkpoints	Met	Not Met	Comments
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>Resource: - other team members - other OT's on team</p> <p>Approach - case review meetings and discussions with OT peers prior to team meetings - debriefing meetings 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>Objective met if (A – H) are demonstrated.</p> <p>Satisfactory if candidate approximates the basic expectations of A-H as per timelines.</p> <p>Excellent if candidate has exceeded the expectations of $\geq 50\%$ of (A-H)</p> <p>Objective not met if any of (A-H) are not demonstrated.</p>	Review in one month with practice supervisor-feedback from team leader to be provided	<p>Satisfactory</p> <p>Good</p> <p>Excellent</p>	<p>Incomplete (progressing towards completing all objectives by final evaluations)</p> <p>Unsatisfactory (has not completed all objectives by final evaluations/ specified time line)</p>	

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EVALUATION USING LEARNING CONTRACTS - CRITICAL APPRAISAL OF LEARNING CONTRACTS

Example 2:

Objective	Resources/ Approach Strategy	Evidence of Accomplishments	Grading	Timelines/ Checkpoints	Met	Not Met	Comments
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>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 -discuss goals & objectives for client during season -identify any necessary assessments (i.e. OSOT perceptual evaluation, Fostig, Bruunstrorn, etc.) to be utilized -administer assessment of treatment sessions -discuss future goals and objectives for treatment</p>	<p>A- identify client's strengths & weaknesses through discussions 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 on client & critically appraise the finding, 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 3 clients</p>	Supervisor to determine if objectives met based on evidence of accomplishments.	<p>Identify three articles in two weeks.</p> <p>Review and trail 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>			

COLLEGE RESOURCES

Resources that detail the rules and expectations for the occupational therapy profession are located on the Standards & Resources section of the College website.

These resources will assist with the development and implementation of the learning contract, and the evaluation of the candidate.

FREQUENTLY ASKED QUESTIONS

Questions Applicable to Candidates

1. What level of supervision is required? What should it involve?

This program is similar to supervising a student, and you may want to review the Standards for the Supervision of Students (COTO, 2011), found at www.coto.org. The supervising therapist is fully accountable for the your practice. All notes and charts must be co-signed. The supervisor plays an important role in determining your current level of competence with the client population and the level of independence that can safely be facilitated.

The required number of clinical supervision hours is determined by the College for each individual candidate, and ranges from 150 to 600 hours. This depends on your work history as an occupational therapist. The practice supervisor should agree upon the number of hours they are willing to supervise prior to beginning the placement.

It is important to ask for ongoing feedback from your supervisor, with formal meeting times at mid-term and final to evaluate your progress with the learning contract. In choosing the location of these meetings, both you and your practice supervisor should be thoughtful about client confidentiality and choose a place where the learning plan can be discussed in a manner that is appropriate.

2. What can I do if I am not comfortable working with my practice supervisor?

It is important for you to speak to the potential practice supervisor about the requirements of the contract prior to finalizing the arrangement. During these preliminary conversations, it may be helpful for you to ask the potential supervisor about their expectations, communication style, and anything else that you would need to know to assist you in deciding if this would be an appropriate fit. The supervisor is welcome to call the College with any questions about the program.

If, during the supervision arrangement, you start to feel uncomfortable with your supervisor, you should approach them to discuss your concerns and make every attempt to resolve them. If the concerns remain, you should contact the College staff person who is monitoring your contract to discuss the matter further.

3. How are practice supervisors chosen and can I change my supervisor during the process?

You are responsible for selecting your own practice supervisor. The College must approve of your chosen supervisor before the actual supervision can commence.

In very rare circumstances it may be appropriate for you to change your supervisor during the process, please contact the College staff person who is monitoring your contract to discuss the matter further.

4. If my practice supervisor changes during the course of the supervision period, will I be expected to re-develop the learning contract or will the new practice supervisor continue from where the previous supervisor ended?

The College would anticipate that your new supervisor would continue to work on the pre-determined learning contract with you. In rare circumstances, it may prove to be beneficial to both parties to re-develop the learning contract, but you should discuss this with the staff person monitoring the contract prior to renegotiating the contract.

5. Are there things that I should consider when choosing my practice supervisor?

Choosing the right practice supervisor is a crucial element of the program. Your working relationship with the practice supervisor will have an impact on your ability to complete the learning contract successfully. You should keep in mind that the College must approve of your chosen supervisor before the actual supervision can commence. In choosing your supervisor you should consider the following key questions.

In addition, you may have your own specific needs.

- Does the potential practice supervisor meet the criteria established by the College?
A list of the criteria is available in the role description.
- What are the key components of the learning contract and will the potential practice supervisor be able to assist me with them?
- Does the potential practice supervisor have enough time to devote to their role in the program?
- Is the potential practice supervisor supportive of continuing education and professional development?
- Must the practice supervisor work in the same area of practice in which I plan to work?
- What do I hope to get out of the relationship with my practice supervisor?

6. What happens if I can't find a practice supervisor?

Candidates are required to draw on their professional networking and communication skills in order to secure a program placement. These competencies are expected of regulated health care professionals. It is the College's experience that most candidates, including internationally educated newcomers to Canada as well as recent occupational therapy graduates, are able to successfully locate a practice supervisor.

If you are looking for an occupational therapist to act in this capacity and you are unsure how to find one, you may wish to contact the Canadian Association of Occupational Therapists (CAOT) or the Ontario Society of Occupational Therapists (OSOT). The professional associations are available as a resource only, it is up to you to find an occupational therapist to act as a supervisor. You can also search for occupational therapists by location, language, client age range, and practice setting using our public register (Find an Occupational Therapist) at www.coto.org.

7. Should I be keeping records related to the supervision during the program?

The College does not require that you keep detailed notes of everything that occurs during the relationship with your practice supervisor. You may wish to keep a note of the dates that you met with the practice supervisor and anything that occurred which was "unusual". This approach (charting by exception) will allow you to recall situations or events should you be asked to speak to the incidents at a later date.

8. What can I do if I feel that the practice supervisor is assessing me unfairly?

It is best to try and manage this situation through discussion with your supervisor. You are advised to express your concerns to the practice supervisor and review the expectations of the contract. The primary goal of the contract is to assist you in meeting and maintaining the standards of practice of the profession. The expectations should have been outlined and agreed upon at the outset of the contract. If after discussing your concerns with the supervisor, you feel as though things have not improved, you may wish to contact the College staff person monitoring the contract.

9. Can I ask the practice supervisor to assist me with learning needs that I have outside of those identified in the contract?

If you feel that you have some additional learning needs that are not identified in the contract, you may consider approaching the practice supervisor for assistance in these areas. Both you and the supervisor will have to decide if these needs will be addressed and if so, how they will be addressed. You will also have to determine if it is necessary to report your work on these additional learning needs to the College. In some cases, this will be explicit in the contract.

To facilitate your additional learning, you may wish to consider having a separate agreement.

10. What role does the College play during the process?

The College must approve of your chosen supervisor before the actual supervision can commence, this is done through the Practice Supervisor Agreement Form. The learning contract is to be submitted within one week of starting the supervised placement to be approved by the College. Once defined, it is expected that you will make every attempt to meet the requirements of the contract. If you are unable to meet the requirements of the contract, your ability to register with the College may be impacted and you should contact the College to discuss this matter further.

11. Who can I contact at the College if I have questions about the program?

You should contact the Manager, Registration, who monitors all candidates of the Clinical Re-Entry Program.

12. As I am not yet a registrant with the College, how should consent be obtained and how should I complete documentation?

Candidates will only engage with clients who have been assigned by the practice supervisor. When obtaining consent, you will need to inform each client of your status as a re-entry candidate to the profession. All notes/charts must be co-signed by the practice supervisor. Although you cannot use the title occupational therapist, you may use the title and signature Candidate Occupational Therapist during this time.

13. What if I have not completed all of the required hours before the time allotted has expired?

A request to extend your time period to complete the supervised hours can be made, in writing, to the College. Each request will be determined on its own merits. Be sure to provide valid reasons for your request and the estimated additional time that will be required.

14. I am required to pass the CAOT exam. Can I start the supervised hours prior to passing the exam?

Applicants who have been out of practice for 10 years or more, or have been out of practice for 10 years or more and have not ever written the exam, will be required to successfully complete the exam prior to starting refresher hours. This is to ensure that the time will not be spent learning basic knowledge during the placement rather than the application of this knowledge and development of competencies. The College will make a determination if the exam is a requirement prior to starting your refresher hours.

15. Do I required professional liability insurance while completing the Clinical Re-Entry Program?

You may be required by your placement setting to provide evidence of liability insurance and workers injury insurance. Professional liability insurance carried by your practice supervisor will likely provide coverage to you. Workers injury insurance can be obtained through the Ontario Society of Occupational Therapists (OSOT).

FREQUENTLY ASKED QUESTIONS

Questions Applicable to the Practice Supervisor

1. What level of supervision is required; what does it involve?

This program is similar to supervising a student, and you may want to review the *Standards for the Supervision of Students* (COTO, 2011), found at www.coto.org. As the practice supervisor, you are fully accountable for the re-entry candidate's practice. All notes and charts must be co-signed. You play an important role in determining the re-entry candidate's current level of competence with the client population and the level of independence that can safely be facilitated.

The required number of supervised hours is determined by the College for each individual candidate, and ranges from 150 to 600 hours. This depends on the candidate's work history as an occupational therapist. You should agree upon the number of hours you are willing to supervise prior to accepting a candidate.

It is important to provide ongoing feedback to the candidate, with formal meeting times at mid-term and final to evaluate the candidate's progress with the learning plan. In choosing the location of these meetings, both you and the candidate should be thoughtful about client confidentiality and choose a place where the learning plan can be discussed in a manner that is appropriate.

2. A candidate has approached me to be their practice supervisor. Do I have to do it?

The College does not require that you agree to participate in the practice supervisor program. Having said that, candidates take the initiative to complete a refresher program in order to meet their learning needs and ensure they are up-to-date with their knowledge and skills to be a competent professional. In becoming a practice supervisor you are contributing to the profession and providing others with valuable learning opportunities, which they may otherwise not have access to.

If you are approached by a candidate to act as their practice supervisor, have a candid conversation with them about the requirements of the program and the role that you would be expected to play.

3. I work in a unionized environment, what should I consider before accepting this role?

You may wish to consult with someone within your organization prior to accepting this role to ensure that it doesn't contravene any of the policies at your organization.

4. What is expected of the candidate in terms of obtaining consent and documentation?

You are accountable for the re-entry candidate's practice while under your supervision. Re-entry candidates will only engage with clients who have been assigned by the practice supervisor. When obtaining consent, either you or the candidate will need to inform each client of the candidate's status as a re-entry candidate to the profession. All notes/charts must be co-signed by the practice supervisor. Although the candidate cannot use the title occupational therapist, they may use the title and signature Candidate Occupational Therapist during this time.

5. What can I do if the working relationship with the applicant is not productive?

If you have concerns about how the relationship is unfolding, discuss your concerns with the candidate and ask them about their perceptions of the relationship. If this conversation does not result in positive changes and the supervision arrangement is the result of a College process, you should contact the staff member who is monitoring the contract at the College to discuss next steps.

6. What happens if the candidate is not able to meet the goals and objectives set out in the contract?

In the feedback you provide in the learning contract, you should identify the goals and objectives that are not being met and, provide examples of the activities or plan that were put in place to meet these. It would also be helpful if you indicate what you feel the candidate needs to do in order to meet the goals and objectives.

If appropriate, you may try to develop additional learning strategies with the candidate in an attempt to assist them in meeting their goals and objectives. If there are other factors which you feel are preventing the candidate from meeting the goals and objectives you may feel it necessary to review the learning contract and/or your role in the supervision program. In this case you should contact the College to discuss the matter further.

7. As a practice supervisor, can I rely on others to assist me with the supervision of the candidate?

In some circumstances you may need to have other individuals assist you during the supervision program. You should discuss this with the candidate prior to discussing it with the other individuals. You must consider why you need others to assist you and client confidentiality. Although other individuals may assist you during the program, you are the one who is accountable to the College and who must be able to speak to the learning contract.

8. Should I be keeping records related to my supervision during the placement?

The College does not require that you keep detailed notes of everything that occurs during the relationship with the candidate. You may wish to keep a note of the dates that you met with the candidate and anything that occurred which was “unusual”. This approach (charting by exception) will allow you to recall situations or events should you be asked to speak to the incidents at a later date.

9. Can I revoke my supervision during the placement?

During the program, you may find that you are unable to continue with the contract. You should discuss the reason for your revocation with the candidate, and contact the College to discuss the matter further. You should also advise the candidate to contact the College as well.

10. I am not the original supervisor that agreed to assist the candidate, am I expected to continue with the original learning contract or develop a new one?

The College would anticipate that you would continue to work on the pre-determined learning contract with the candidate. In rare circumstances, it may prove to be beneficial to both parties to re-develop the learning contract but the candidate should discuss this with the College prior to renegotiating the learning contract.

11. Can I assist the candidate with learning needs outside of the contract?

If the candidate indicates that they have learning needs that are not identified in the contract, you are free to determine if you want to work with them in this capacity. You will need to determine how you will include the additional learning needs in the contract. You may wish to consider having a separate agreement related to the additional learning needs.

12. What happens if during the course of my supervision, I am made aware of serious practice concerns?

You must decide if the concerns warrant you informing the College. You may contact the Manager, Registration, at any time, to discuss this matter further. This can assist with problem solving or, in rare

circumstances, termination of the placement. If serious concerns are noted, the practice supervisor may be asked to document these concerns and any steps already taken to address them and the response of the candidate.

When you are working with a re-entry candidate, you are directly responsible for the standard of care your clients receive and therefore you may need to intervene immediately. Your concerns, if shared with the College, may impact on the College's decision to consider the individual as suitable for registration with the College.

13. What role does the College play in this process?

The College is required to approve the practice supervisor that is selected by the candidate, and approve the learning contract within one week from the start of the candidate's clinical placement.

The reports that the practice supervisor will be required to submit will assist the College to determine if the candidate now demonstrates the current knowledge, skill, and ability to practice occupational therapy in Ontario.

14. Who can I contact at the College if I have questions about the program?

You should direct your calls to the Manager, Registration.

15. How is the evaluation completed?

A mid-term and final evaluation date should be set to document the candidate's progress. The mid-term evaluation does not have to result in volumes of information, but should capture some key strength and challenges as identified by the supervisor and the candidate. The supervisor should guide the candidate's work for change and growth in performance in the second half of the placement. At mid-term, each objective is evaluated as one of the following options: 'Satisfactory', 'Unsatisfactory', or 'Continuing/In Progress'. An overall designation of 'Met' or 'Not Met' should be provided at final with additional comments where appropriate.

At final, you should sign-off on the Clinical Re-Entry Program Contract confirming the number of hours the candidate has completed, and whether or not the candidate has successfully completed the supervised practice placement. A signed copy of the final Learning Contract must also be submitted.

EVALUATION OF THE CLINICAL RE-ENTRY PROGRAM

The Clinical Re-Entry Program is an initiative utilizing learning contracts and practice supervisors for the purposes of assisting candidates of the College to meet required learning activities. As a participant in this program **your feedback is important** to us.

Please [click here](#) to complete a feedback survey. Responses to this survey will be used to evaluate the effectiveness of the program. Please answer each question and include comments where you feel your response requires further explanation.