



## **Project Summary Report**

# **Profile of Performance Expectations for Canadian Support Personnel in Occupational Therapy**

**February 2003**

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## Executive Summary

In January 2000, the Canadian Association of Occupational Therapists (CAOT) initiated a project to develop a Profile of Performance Expectations for entry-level formally trained support personnel in Occupational Therapy. The purpose of the Profile was to describe the expectations that occupational therapists have of formally trained support personnel, so that they may receive safe and effective support in the provision of occupational therapy services. The intended uses of the Profile were to serve as guidelines for the provision of support services in occupational therapy in Canada and to provide the foundation for the development of educational standards for support personnel.

The various phases of the project included the appointment of a Task Force to direct the project and a Working Group to develop the Profile. Subsequent phases were the initial development of the Profile by the Working Group, a stakeholder survey to help refine the Profile and a membership-wide survey to validate the performance expectations. In January 2002, the survey on the Profile of Performance Expectations was sent to 1,000 CAOT members. A response rate of 17% was obtained; as this was a random sample and the characteristics of the sample generally reflected those of the CAOT membership, this response rate was considered sufficient to generalize the results to the rest of the membership (Fink & Kosecoff, 1985).

Key findings of the study are as follows:

1. The results of the survey did not justify the validation of the Profile in its current form. The responses indicated much variability in the performance expectations actually expected by CAOT members.
2. The study also revealed that occupational therapists work with support personnel with various titles that are not formally trained but are being assigned occupational therapy service components. The most frequently cited titles were: rehabilitation or therapy assistants, OT aide, OTA or occupational therapy assistant, OT technician, care aide, case management assistant, educational assistant, vocational assistant, health care assistant, health care worker, nurse's aide, nursing assistant, orderly and many others such as teachers assistant, vocational therapist, workshop technician.
3. Support personnel have diverse training experiences. The types of training obtained by support personnel that were most frequently listed were OTA college program, rehabilitation assistant diploma and PTA college program. Other types of training were registered practical nurse training, early childhood education, adjuvant, certificate at applied sciences and technology.
4. Support personnel receive various types of training (not specific to occupational therapy). This training ranges from 1 to 2-year college degrees or university degrees to other types of training such as training as nursing assistants, early childhood educators, trades or woodwork, human resources counselors, etc. as well as training exclusively on the job.

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## Purpose and focus of the Profile of Performance Expectations

It is understood that there is great variability among support personnel in the type of training and education received and in the titles used to describe the positions. In the spring of 2000, CAOT initiated a project to develop the set of performance expectations that are required by support personnel to provide safe and effective services in occupational therapy.

The purpose of the Profile was to describe the possible functions and tasks of support personnel as well as the abilities and attitudes that would be expected of *entry-level support personnel* that have been *formally trained* for the provision of support services to *occupational therapists* in Canada. Entry-level support personnel are those who are at the point of entry in the provision of support services in occupational therapy. As a result, the expectations described should not be those that would normally be associated with advanced training, extensive experience or specialized knowledge. Formal training is defined as training leading to a certificate or diploma granted by an institution that is recognized by the provincial educational authority.

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## Description of the project phases

The validity of this project is derived from the consistent use of expert opinion (that of the Task Force and the Working Group members) coupled with stakeholder and membership input in the various phases of the project. The project unfolded according to the following phases:

### **Phase 1: Appointment of Task Force and Working Group**

The first step was the appointment by the Canadian Association of Occupational Therapists of the Task Force on Support Personnel to direct this project; Assessment Strategies Inc. was commissioned to provide consultation and facilitation services. A Working Group of seven individuals was formed to develop the initial profile. It was comprised of occupational therapists, support personnel in occupational therapy, educators of occupational therapists and support personnel from across Canada.

### **Phase 2: Review of the Literature**

The consultant reviewed the relevant literature and collected a large number of documents such as competency profiles, job descriptions and educational programs from national, provincial and regional jurisdictions to guide the development of the profile. This material was sent to the members of the Working Group for their review before the first meeting took place and was used for reference throughout the development work. It became apparent from the review of the literature that there was much variability in the specific tasks performed by support personnel and skills required depending on the clinical context and the position. As a result, it was decided that a generic document was required as opposed to one that would detail the actual tasks and specific skills required in the various occupational therapy contexts. The reader is referred to **Appendix B** for the list of documents.

### **Phase 3: Development of the Profile**

The goal was to produce a profile that would build on earlier work, be national in scope, future-oriented, outcome-based and consistent with previous CAOT position statements. The Task Force therefore decided that the Profile of Occupational Therapy in Canada (CAOT, 1996) was an appropriate model to follow for the development of a Profile for support personnel. The Profile of Performance Expectations was developed through the collected individual work of the members of the Working Group. Teleconferences were used to integrate the individual contributions, obtain feedback and form a consensus on the performance expectations.

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#### **Phase 4: Stakeholder Survey on the Profile of Performance Expectations**

After being reviewed by the Task Force, the draft Profile was sent to 98 representatives of stakeholder groups such as provincial professional organizations, educators of occupational therapists, occupational therapists, support personnel in occupational therapy, and support personnel educators. The respondents were asked whether they felt that the performance expectations were relevant for the safe and effective practice of support personnel in occupational therapy. They were also invited to provide their comments on the wording of the performance expectations.

#### **Phase 5: Review of the Profile Based on Stakeholder Feedback**

The feedback obtained from the stakeholder survey was used by the Working Group to further refine the Profile. The decisions to modify delete or add performance expectations were arrived at using a combination of statistical information, qualitative feedback as well as the expert opinions of the Working Group members. For example, performance expectations receiving less than 66% endorsement were deleted from the Profile and those that had received less than 75% endorsement were reviewed and discussed. The final result was a Profile consisting of 7 Units, 34 Elements and 120 Performance Criteria. Five CAOT members who are also support personnel in occupational therapy performed a review of the terminology used in the Profile and their suggestions were used to further modify the Profile (CAOT, 2001).

#### **Phase 6: Member Survey on the Profile of Performance Expectations**

In 2001, following the CAOT Board approval to conduct a validation survey, a survey was designed to obtain the opinions of individual CAOT members on the relevance and appropriateness of the performance expectations described in the Profile. In January 2002, the survey was sent to 1,000 occupational therapists across Canada.

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## Survey design

### Purpose

The purpose of the survey was to obtain the input and feedback of CAOT individual members on a description of performance expectations for formally trained support personnel in occupational therapy in Canada. This Profile of Performance Expectations describes the potential functions as well as the skills, abilities and attitudes that may be expected of support personnel in order to provide safe and effective assistance to occupational therapists.

The survey asked the members to respond to three questions for each of the performance expectations: one concerning their present expectations in relation to support services, a second about future expectations and a third regarding the present ability of support personnel to demonstrate these performance expectations. The survey also asked for information regarding the utilization of support services in occupational therapy in Canada. All members surveyed were asked to provide their opinion on the Performance Expectations and on the utilization of support services, regardless of whether they actually used such services themselves.

### Methodology

The questionnaire was sent to 1,000 CAOT members. With an anticipated return rate of 20 to 25%, it was expected that approximately 200 to 250 surveys would be completed and returned. This number is more than adequate to obtain reliable statistics and to make a sound interpretation of the results. In addition, the number of surveys sent (1,000) represents approximately 25% of all individual members of CAOT and therefore, it was felt that the CAOT membership at large would be adequately represented in that sample. A stratified random sampling method was used to select the members, i.e., within each province, the members were randomly selected, but the number selected from each province was balanced so as to achieve proportional provincial representation. The survey was sent in French or English depending on the preferred language as stated by the member. The Task Force wished to obtain the opinions of all CAOT members regardless of whether they actually utilized the services of support personnel.

Furthermore, the survey was sent to a number of stakeholder groups including provincial regulatory and voluntary organizations, educators of occupational therapists and educators of support personnel in occupational therapy. These surveys were sent mostly for information purposes although individual stakeholders could choose to respond to the survey if they were members of CAOT.

A period of three weeks was allocated for providing a response. During the last week, a reminder postcard was sent providing a two-week extension to the deadline.

The survey contained three different questionnaires: a questionnaire on the Performance Expectations, one asking for demographic information, and one on the Utilization of Support Personnel in Occupational Therapy. The latter two questions were used to collect information for future use by CAOT. The summary report will only focus on the results of the Survey on Performance Expectations for Support Personnel in Canada.

<b>Table 1</b>				
<b>Comparison between percentage of individual members in each province and percentage of responses received from each province (on a total of 149 responses*)</b>				
	<b>Number of members by province</b>	<b>Percentage of total membership</b>	<b>Number of responses by province</b>	<b>Percentage of responses by province</b>
<b>British Columbia</b>	529	14 %	16	11 %
<b>Alberta</b>	503	13 %	22	14 %
<b>Saskatchewan</b>	117	3 %	10	6 %
<b>Manitoba</b>	194	5 %	13	8 %
<b>Ontario</b>	1802	47 %	60	40 %
<b>Quebec</b>	180	4 %	8	5 %
<b>New Brunswick</b>	176	4 %	11	7 %
<b>Nova Scotia</b>	185	5 %	6	4 %
<b>P. E. I.</b>	20	.005%	0	0 %
<b>Newfoundland</b>	113	2 %	2	1 %
<b>Nunavut &amp; NWT</b>	12	.003 %	0	0 %
<b>Total</b>	<b>3831</b>		<b>149</b>	

\* This total does not include the non-responses. Nineteen respondents did not indicate their province of employment.

As can be seen from the data in **Table 1**, the percentage of responses by province closely parallels the proportion of members in each province.

Nevertheless, with some of the provinces having very small numbers both in terms of membership and in the number of responses, it was felt that the data needed to be analyzed by regions as well. The following five groupings were created: British Columbia, the Prairies & Nunavut and North-West Territories, Ontario, Quebec and the Atlantic provinces.

Table 2 below shows the regional data.

<b>Table 2</b> <b>Percentage of members by region and percentage of responses received by region</b> <b>(On a total of 149 responses*)</b>				
Regions	Number of members by region	Percentage of total membership	Number of responses by region	Percentage of responses by region
British Columbia	529	14 %	16	11 %
Prairies, NWT & Nunavut	826	22 %	45	30 %
Ontario	1802	47 %	60	40 %
Quebec	180	4 %	8	5 %
Atlantic Region	494	13 %	19	12 %
<b>Total</b>	<b>3831</b>		<b>149</b>	

As for the provincial data, the regional data for the number of responses received basically parallels the membership data from 2001. Ontario and British Columbia are slightly under-represented while the Prairie region is slightly over-represented. Nevertheless, these are not large differences and overall, there appears to be no significant reasons to doubt that the obtained sample was representative of CAOT membership.

## Survey results

### Question 1: Present Performance Expectations

In response to the first question, “Would you expect support personnel in occupational therapy to demonstrate the following skill?” a large proportion of respondents answered positively to two-thirds of the proposed performance expectations. However, 19 performance expectations out of 154 (12%) received a low level of endorsement, i.e. less than 50% endorsement. **Table 3** below shows the number of performance expectations falling into each level of endorsement, i.e., more than 75% endorsement, between 50% and 74%, less than 50%.

<b>Table 3. Number of Performance Expectations (P.E.) at three different levels of endorsement (Between 75-100%, between 50-74%, less than 50%)</b>				
<b>Units of Performance Expectations (P.E.)</b>	<b>Number of P.E. in each Unit</b>	<b>Number of P.E. obtaining between 75% and 100% endorsement</b>	<b>Number of P.E. obtaining between 50% and 74% endorsement</b>	<b>Number of P.E. obtaining less than 50% endorsement</b>
Unit 1: Promotion of Occupational Therapy Practice	19	10	5	4
Unit 2: Demonstration of Accountability	32	19	10	3
Unit 3: Monitoring and Evaluation	20	11	8	1
Unit 4: Assisting in the Planning of Goal-directed Occupational Therapy Services	26	21	4	1
Unit 5: Implementation and Provision of Service	24	23	1	0
Unit 6: Assisting in the Evaluation of Occupational Therapy services	11	4	4	3
Unit 7: Demonstration of Resource Utilization and Quality Management in Occupational Therapy	22	10	5	7
<b>Total number of performance expectations</b>	<b>154</b>	<b>98</b>	<b>37</b>	<b>19</b>

The numbers in this table show that over the complete profile of 154 performance expectations, 98 of the performance expectations were endorsed by a percentage of respondents between 75% and 100%, 37 by a proportion between 50 and 74% and 19 performance expectations were expected by less than 50% of the respondents. The negative reactions were mostly concentrated in Unit 1 (Promotion of Occupational Therapy Practice), Unit 2 (Demonstration of Accountability), Unit 6 (Assisting in the Evaluation of Occupational Therapy services) and Unit 7 (Demonstration of Resource Utilization and Quality Management in Occupational Therapy).

Examples of the lowest ratings received in each unit are shown in **Table 4**.

<b>Table 4. Performance Expectations that received the lowest ratings in each unit</b>		
<b>Unit</b>	<b>Performance Expectation</b>	<b>% who expect PE to be met</b>
Unit 1	1.4.3. Provide assistance in matching identified populations with selected promotion approaches.	39 %
Unit 2	2.5.5. Assist with the dissemination of research and study findings with audiences.	32%
Unit 3	3.3.2. Utilize assessment tools and methods as directed by the occupational therapist.	43%
Unit 4	4.4.2. Assist in the identification of funding resources.	40%
Unit 5	5.5.3 Contribute to termination of services and follow-up plan in collaboration with occupational therapist.	72%
Unit 6	6.2 Assist in developing an evaluation plan for the provision of services.	41%
Unit 7	7.4.3 Assist in the maintenance of financial records.	29%

On the other hand, some performance expectations received very high ratings as shown in **Table 5**.

<b>Table 5. Performance Expectations that received the highest ratings in each unit</b>		
<b>Unit</b>	<b>Performance Expectation</b>	<b>% who expect PE to be met</b>
Unit 1	1.1.2 Demonstrate awareness and understanding of occupation and client-centredness as the focus of service.	97%
Unit 2	2.1.2 Respect client confidentiality.	99%
Unit 3	3.1.2 Respect the client's autonomy as an individual and acknowledge diverse perspectives.	99%
Unit 4	4.5.3 Respond to plan changes as identified by the occupational therapist.	99%
Unit 5	5.1.2 Engage the client in activities related to performance components and occupational performance in consultation with the occupational therapist.	100%
Unit 6	6.3.3 Follow established time frames within available resources.	87%
Unit 7	7.3.1 Contribute to the inventory maintenance, safe storage and repair of materials and equipment.	96%

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## Comparison of level of acceptance for all performance expectations

**Table 6** which is found in Appendix A contains bar graphs that represent the level of acceptance of the 154 performance expectations. The intervals at the top of the table refer to 4 groups of respondents that answered positively for each item. This allows for comparison among the items. Respondents that answered positively to the question: "Would you expect support personnel in occupational therapy to demonstrate the following skill?" are grouped into 4 levels of acceptance: less than 66%; 66-75%, 76-90% and 91-100%. The numbers placed in the interval boxes represent the actual percentage of responders that answered "yes" to the question. For example, item 1.1 was positively accepted by 76-90% of the respondents while the number, 79, is the actual percentage of respondents that answered positively to that performance expectation.

**Table 6** confirms the wide variability in the results for each performance expectation. The data confirms that the more acceptable items were clustered in Unit 3, 4, and 5 while the less acceptable were concentrated in Units 1,2,6,and 7. Furthermore, a more detailed analysis of each unit will reveal clusters of individual performance expectations that are rated very differently from the majority of items in that unit. This variability confirms that the results of the survey obtained do not allow for the implementation of the Profile as it stands.

### Summary of the results on performance expectations

The responses to the survey indicate a lack of consensus among those that responded regarding the appropriateness of several of the competencies. As previously stated, 56 out of the total of 154 suggested performance expectations received less than 74% endorsement and of those 56 expectations, 19 of them received less than 50% endorsement. These concerns are concentrated in certain areas such as promotion of occupational therapy practice, monitoring and assessment of client status and participation in the evaluation of occupational therapy services.

In order to validate such a profile for use by the members of CAOT, a higher level of endorsement would be necessary, e.g., approximately 80 to 85% of the performance expectations should have received at least 75% endorsement and virtually all the performance expectations should have received at least 50% endorsement in order to validate the Profile. In the present case, only 63% of the performance expectations received more than 75% endorsement and 88% more than 50%. This level of endorsement of the performance expectations does not permit the validation of the Profile for use by the members of CAOT.

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## Summary and conclusions

The response rate for this survey was 17%. The characteristics of the respondents generally correspond to those of the CAOT membership (CAOT, 2001); the response rate can be considered sufficient to justify a generalization of the results to the rest of the membership.

The results of the Profile of Performance Expectations were quite variable across the various performance expectations and across the Units of Performance Expectations. For some expectations (e.g., for expectations that concern ethical issues and the relationship with the client) there appears to be a strong consensus that these expectations are critical. However, a significant proportion of performance expectations (particularly those around the areas of assessment of clients, evaluation of services and participation in management issues) were considered to be "not expected" by a significant number of respondents. The results are an indication of the various positions taken by the individual members of CAOT regarding the roles and responsibilities of support personnel in occupational therapy. The concentration of negative responses in certain areas points to a discrepancy of perspective among the various respondents around specific competencies or functions.

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## CAOT Board of Director's recommendations

The Board agreed with the Task Force that the Profile could not be validated in its current form and that removing the controversial competencies would not be advisable. The Board suggested that CAOT publish an interpretive report of the findings of the Survey on Performance Expectations. In addition, the CAOT identified the need to review and revise the Position Paper on Support Personnel in Occupational Therapy in Canada (CAOT, 1998) as well as the Guidelines for the Supervision of Assigned Occupational Therapy Service Components (CAOT, 2000) for publication in 2003. Finally, all further studies related to human resources in occupational therapy will include support personnel.

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## References

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## List of the Task Force and Working Group Members and Reviewers

### Task Force Members

Heather Gillespie, Chair	British Columbia
Cathy Erochko	Ontario
Lucy Ann Miller	Newfoundland
Micheline St-Jean	Québec
Elizabeth Taylor	Alberta
Donna Klaiman	CAOT, national office representative

### Working Group Members

Cheryl Black	New Brunswick
Dean Dickinson	Ontario
Bonnie Jung	Ontario
Siri Marken	British Columbia
Adele Martin	Ontario
Nadine Pool	Ontario
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### Reviewers of the Profile

Jennifer Allen	Ontario
Jennifer Boetger	Ontario
Shirley Morrison	Ontario
Cora Rolph	Alberta
Debbie Werbicki	Ontario

## Appendix A

### Comparison level of acceptance for all performance expectations

The tables below show for each unit, the degree of acceptance of the performance expectations by the members that answered the survey. The numbers in the columns represent the percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?" To facilitate the reading and interpretation of the tables, the percentages were placed in their respective intervals and shading was used to indicate the level of acceptance. Performance Expectations with the lowest levels of acceptance (i.e., less than 66% of respondents agreed) are presented in paler shades while those with higher levels of acceptance are in darker shades.

<b>Unit 1</b>	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	Less than 66 %	Between 66-75 %	Between 76-90%	Between 91-100%
<b>Promotion of Occupational Therapy Practice</b>				
<b>1.1 Communicate the conceptual and theoretical basis of occupational therapy practice as defined by the supervising occupational therapist.</b>			79	
1.1.1 Demonstrate a basic understanding of occupational therapy philosophy, theoretical models and frames of reference.			79	
1.1.2 Demonstrate awareness and understanding of occupation and client-centeredness as the focus of service.				97
1.1.3 Describe objectives, goals and purpose of practice in terms of self-care, productivity and leisure relevant to the client's environmental context.			85	
<b>1.2 Communicate the purpose and scope of occupational therapy practice in a manner respectful of the needs and culture of the client and within limits of knowledge and experience.</b>				93
1.2.1 Explain how occupation and occupational performance relate to health, quality of life, and well-being.			79	
1.2.2 Use language consistent with occupation and client-centered practice.				91
1.2.3 Explain selected approaches using a communication style that is understandable to the client.			90	
<b>1.3 Communicate the parameters and structure for practice of support personnel.</b>				95
1.3.1 Identify which occupational performance needs have been assigned to support personnel.				93
1.3.2 Understand and communicate service access, how parameters of service are defined and completion criteria. Cues: Client variables (age, gender, cultural group, etc.) and occupational performance needs of clients.		70		

Unit 1  Promotion of Occupational Therapy Practice	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	Less than 66 %	Between 66-75 %	Between 76-90%	Between 91-100%
1.3.3 Contribute to the design of a management and organizational structure best suited for service delivery, and in keeping with regulations and ethics.	44			
1.3.4 Provide assistance in working with agencies, organizations and governments with or on behalf of clients.	43			
1.3.5 Provide assistance in involving the family, team members and agencies in the ongoing occupational therapy process.	63			
<b>1.4 Assist in promoting occupational therapy services with client representation.</b>		72		
1.4.1 Provide assistance in developing promotional materials focused upon increased client awareness of occupational therapy services. Cues: pamphlets, brochures, videotapes, displays.	57			
1.4.2 Use language of occupation in promotion materials and promotion strategies.	56			
1.4.3 Provide assistance in matching identified populations with selected promotion approaches.	39			
1.4.4 Provide assistance with the promotion of services in an ethical and professional manner that assists clients to make informed choices.		71		

<b>Unit 2</b>	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	<b>Less than 66 %</b>	<b>Between 66-75 %</b>	<b>Between 76-90%</b>	<b>Between 91-100%</b>
<b>Demonstration of Accountability</b>				
<b>2.1 Practice competently in accordance with the professional code of ethics for occupational therapy.</b>				<b>97</b>
2.1.1 Demonstrate professional behaviours that reflect provincial regulations, roles, responsibilities and limitations.				<b>98</b>
2.1.2 Respect client confidentiality.				<b>99</b>
2.1.3 Respect clients' values and beliefs.				<b>99</b>
2.1.4 Practice in accordance with regulatory statutes. Cues: health and other regulations at federal, provincial and municipal levels.				<b>98</b>
2.1.5 Comply with ethical, legal and moral guidelines for practice.				<b>99</b>
<b>2.2 Maintain record keeping.</b>			<b>84</b>	
2.2.1 Assist in maintaining records that provide evidence of the implementation of the service component and clients' progress toward expected outcomes, as per employer defined roles and responsibilities.			<b>86</b>	
2.2.2 Document in an accurate, legible, and objective manner as per employer defined roles and responsibilities.			<b>86</b>	
2.2.3 Assist in the development of record keeping policy and procedures for support personnel in occupational therapy.			<b>77</b>	
2.2.4 Comply with record keeping policies and procedures.				<b>92</b>
2.2.5 Participate in review or audit of record keeping.	<b>54</b>			
<b>2.3 Demonstrate and maintain competence.</b>				<b>97</b>
2.3.1 Develop a continuing education plan based on needs defined in collaboration with occupational therapist.			<b>86</b>	
2.3.2 Identify existing and required resources for continuing education.			<b>81</b>	
2.3.3 Participate in life-long learning.				<b>97</b>
<b>2.4 Participate in the provision of educational activities.</b>		<b>75</b>		
2.4.1 Demonstrate an ongoing commitment to, and shared responsibility for the education of support personnel and students.			<b>82</b>	
2.4.2 Assist in developing student education based on occupational therapy philosophy. Range statement: for students and other team members.	<b>52</b>			

<b>Unit 2</b>	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	<b>Less than 66 %</b>	<b>Between 66-75 %</b>	<b>Between 76-90%</b>	<b>Between 91-100%</b>
<b>Demonstration of Accountability</b>				
2.4.3 Assist in developing and carrying out educational policies and procedures for students and others.	47			
2.4.4 Model professional and ethical behaviors.				96
2.4.5 In consultation with the occupational therapist modify student-learning experiences to accommodate student learning styles and educational approaches.	65			
<b>2. 5 Provide assistance in research activities.</b>	57			
2.5.1 Contribute to data collection for the purpose of examining outcomes and service component approaches.		68		
2.5.2 Participate in the ongoing evaluation of services.		68		
2.5.3 Follow recommended study protocol for area of investigation when assisting in research activities.			79	
2.5.4. Access and review literature relevant to area of practice.	52			
2.5.5. Assist with the dissemination of research and study findings with audiences. Cues: presentations, published articles, poster displays.	32			
<b>2.6 Support regulatory structures.</b>		75		
2.6.1 Act in the public interest in accordance with provincial regulation of occupational therapists.			84	
2.6.2. Assist in adjusting standards to reflect changing needs as expressed by communities.	43			
2.6.3. Assist the occupational therapist in obtaining public participation to ensure accountability.	51			

Unit 3 Monitoring and Evaluation	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	Less than 66 %	Between 66-75 %	Between 76-90%	Between 91-100%
<b>3.1 Establish and maintain a client-centred relationship with the client.</b>				99
3.1.1 Develop and maintain effective communication with the client.				99
3.1.2 Respect the client's autonomy as an individual and acknowledge diverse perspectives.				99
3.1.3 Build rapport and trust within the client-centred relationship.				99
3.1.4 Encourage and promote client decision-making.				95
<b>3.2 Demonstrate an understanding of the theoretical model and orientation for assessment.</b>		68		
3.2.1 Access the occupational therapist's assessment results to understand the client's occupational performance.		74		
3.2.2 As directed by the occupational therapist, explain the purpose of an assessment to a client.	60			
<b>3.3 Assist in the assessment of the client's occupational performance.</b>	55			
3.3.1 As directed by the occupational therapist, prepare assessment for administration by the occupational therapist.		71		
3.3.2 Utilize assessment tools and methods as directed by the occupational therapist.	43			
<b>3.4 Demonstrate an understanding of the opportunities and barriers that have an impact on occupational potential.</b>			84	
3.4.1 Demonstrate an understanding of how occupations, persons and environments interact and influence performance.			87	
3.4.2 As directed by the occupational therapist, obtain necessary measurements and descriptions of the client's physical environment. Cues: accessibility, use of tools and equipment, etc.		71		
3.4.3 Observe and record the environmental elements impacting on occupational performance. Cues: social, cultural, organizational, geographic, physical, economic, political and legal.		68		
3.4.4 Based on observations of client performance, provide suggestions to the occupational therapist for environmental modifications to enhance client performance. Cues: adapting equipment, enhancing physical environment, etc.		66		
<b>3.5. Observe and communicate changes in the client's occupational performance.</b>				96
3.5.1 Record service components completed as well as client's performance.			88	

<b>Unit 3</b> <b>Monitoring and Evaluation</b>	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	<b>Less than 66 %</b>	<b>Between 66-75 %</b>	<b>Between 76-90%</b>	<b>Between 91-100%</b>
3.5.2 Where appropriate, provide the client with feedback on their performance.			84	
3.5.3 Communicate to the occupational therapist the client's progress toward established occupational performance outcomes.				98

Unit 4  Assisting in the Planning of Goal-directed Occupational Therapy Services	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	Less than 66 %	Between 66-75 %	Between 76-90%	Between 91-100%
<b>4.1 Contribute to and support the conceptual and theoretical approach chosen by the occupational therapist and the client.</b>			80	
4.1.1 Include clients in planning decisions.			83	
4.1.2 Explain the approach and focus of service plan. Cues: activating, assessing, consulting, educating, seeking resources, intervening, managing, organizing, programming, researching.	53			
4.1.3 Promote client understanding of the chosen approach. Cues: discuss relevance of approach, use terms that are meaningful to client.			79	
4.1.4 Encourage hope with the client within realm of quality of life.				96
4.1.5 Apply selected approach to the client's goals, keeping in mind available resources.			84	
<b>4.2 Contribute to and clarify the established outcomes.</b>			79	
4.2.1 Recognize outcomes, identified by the client and occupational therapist and communicate practice in terms that are measurable, observable and achievable.			82	
4.2.2 Encourage occupational potential as identified in statement of expected outcome.				90
4.2.3 Clarify client's priorities with the occupational therapist.				91
4.2.4 Consider client's goals, occupational performance potential and environmental demands when assisting in planning service.			79	
4.2.5 Implement the developed service component to achieve the targeted outcomes.			89	
4.2.6 Follow the time frame for the delivery of service.				98
<b>4.3 Contribute to the development of options for service implementation.</b>		70		
4.3.1 Assist in the selection of strategies for the home, work or leisure environments.	64			
4.3.2 Practice within approaches that are consistent with identified outcomes and selected theoretical model.			88	
4.3.3 Discuss implementation options including benefits, risks, responsibilities and costs with the occupational therapist.	63			
4.3.4 Implement the assigned service components with the client.				96
<b>4.4 Contribute to the management of the resources required for service.</b>			76	

Unit 4  Assisting in the Planning of Goal-directed Occupational Therapy Services	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	Less than 66 %	Between 66-75 %	Between 76-90%	Between 91-100%
4.4.1 Utilize human resources, supplies, equipment, and environments needed for service as determined by the occupational therapist.				98
4.4.2 Practice within developed specific cost estimates.			88	
4.4.3 Assist in the identification of funding resources.	40			
<b>4.5 Assist in scheduling occupational therapy services.</b>			81	
4.5.1 Follow identified timing, frequency, location and duration of service.				96
4.5.2 Consider schedule based on client's needs, available resources and environmental context in consultation with occupational therapist.				93
4.5.3 Respond to plan changes as identified by the occupational therapist.				99

<b>Unit 5</b>  <b>Implementation and Provision of Service</b>	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	<b>Less than 66 %</b>	<b>Between 66-75 %</b>	<b>Between 76-90%</b>	<b>Between 91-100%</b>
<b>5.1 Contribute to the delivery of implementation options that are meaningful within a client's environmental context.</b>				<b>91</b>
5.1.1 Explain role of support personnel in the service component to client, caregivers and other team members.				<b>98</b>
5.1.2 Engage the client in activities related to performance components and occupational performance in consultation with the occupational therapist.				<b>100</b>
5.1.3 Implement the occupational therapy service component in an environment that is safe and supports occupational performance. Range statement: follows universal procedures for infection control and regarding hazardous and waste material.				<b>100</b>
5.1.4 Observe and recognize changes in the client and environmental status.				<b>97</b>
5.1.5 Identify need to adapt activity to achieve targeted outcome.			<b>87</b>	
5.1.6 Communicate observations to the occupational therapist. Range statement: verbally, in writing or by other means as appropriate.				<b>100</b>
<b>5.2 Implement processes designed by the occupational therapist to promote change in occupation-client-environment context.</b>				<b>99</b>
5.2.1 Communicate regularly with the occupational therapist, client and pertinent others regarding assigned service components.				<b>100</b>
5.2.2 Demonstrate an ability to identify professional related issues.			<b>87</b>	
<b>5.3 Assist in the continuous assessment of the implementation in relation to targeted outcome.</b>			<b>87</b>	
5.3.1 Contribute to the information required in the evaluation of occupational performance.			<b>89</b>	
5.3.2 Demonstrate interest in occupational therapy related literature and information.			<b>87</b>	
5.3.3 Monitor client's satisfaction with targeted outcomes.			<b>90</b>	
<b>5.4 Contribute to modification of implementation design, process and environment as needed.</b>			<b>84</b>	
5.4.1 Monitor client's motivation and ability to participate in the service component.				<b>96</b>
5.4.2 Identify opportunities with the occupational therapist for expected or improved outcomes.			<b>90</b>	
5.4.3 Act on required changes in implementation as identified by the occupational therapist.				<b>99</b>

Unit 5  Implementation and Provision of Service	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	Less than 66 %	Between 66-75 %	Between 76-90%	Between 91-100%
5.4.4 Communicate findings regarding the service components.				96
<b>5.5 Contribute to completion of occupational therapy service component.</b>				91
5.5.1 Monitor the attainment of completion criteria as defined by the occupational therapist. Cues: successful completion of goals, limited service parameters, loss of funding, external factors, client's needs falling outside of scope of practice.			81	
5.5.2 Recognize factors that warrant discontinuation of the assigned service components.			81	
5.5.3 Contribute to termination of services and follow-up plan in collaboration with occupational therapist.		72		
5.5.4 Conclude the relationship with the client when appropriate.				91

<b>Unit 6</b> <b>Assisting in the Evaluation of Occupational Therapy Services</b>	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	<b>Less than 66 %</b>	<b>Between 66-75 %</b>	<b>Between 76-90%</b>	<b>Between 91-100%</b>
<b>6.1 Demonstrate an understanding of the purpose and method of evaluation for the delivery of service.</b>		75		
6.1.1 Discuss with the occupational therapist and client the overall purpose of the evaluation of occupational therapy service.	61			
<b>6.2 Assist in developing an evaluation plan for the provision of services.</b>	41			
6.2.1 Provide information to the occupational therapist regarding available resources.		66		
<b>6.3 Assist in implementing components of the evaluation.</b>		70		
6.3.1 Follow procedures in conducting assigned components of the evaluation. Cue: using tools and resources to obtain relevant data.		78		
6.3.2 Work collaboratively with relevant persons in the evaluation process. Cues: clients, families, team members.		78		
6.3.3 Follow established time frames within available resources.			87	
6.3.4 Provide suggestions, where appropriate, to the occupational therapist on revisions of the evaluation plan.		68		
<b>6.4 Assist in utilizing evaluation results for service delivery and contribute to the future planning of occupational therapy services.</b>	44			
6.4.1 Provide contributions to future occupational therapy service planning based on evaluation results.	48			

<b>Unit 7</b>	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	<b>Less than 66 %</b>	<b>Between 66-75 %</b>	<b>Between 76-90%</b>	<b>Between 91-100%</b>
<b>Demonstration of Resource Utilization and Quality Management in Occupational Therapy</b>				
<b>7.1 Provide assistance in use of information systems to support current and future occupational therapy service directions.</b>	<b>62</b>			
7.1.1 Participate effectively in use of information systems that support occupational therapy philosophy and role. Cues: intake systems, documentation, workload measurement, policies and procedures.		<b>74</b>		
7.1.2 Assist in recording data that reflect service activities and outcomes.			<b>88</b>	
7.1.3 Assist therapist in developing service reports. Cues: demographics of population, evaluations, goals and outcomes.	<b>48</b>			
<b>7.2 As assigned by the therapist, participate in the management of human resources, including volunteers and students.</b>	<b>57</b>			
7.2.1 Contribute to a work environment that promotes teamwork. Range Statement: applies to students and assistants, supervisors and other team members. Cues: provide leadership, coaching, mentoring, foster self-direction, accountability and self-evaluation.			<b>87</b>	
7.2.2 Contribute to needs assessment and the identification of human resource strategies.	<b>48</b>			
7.2.3 Contribute to the implementation and review of human resource initiatives. Cues: employee assistance services, team building, coaching.	<b>46</b>			
<b>7.3 Manage material resources as assigned.</b>				<b>92</b>
7.3.1 Contribute to the inventory maintenance, safe storage and repair of materials and equipment. Cues: Workplace Hazardous Materials Information System.				<b>96</b>
7.3.2 Contribute to the planning and co-ordination of cost-effective acquisition and utilization of material and equipment required for service delivery.			<b>77</b>	
7.3.3 Assist in evaluating cost effectiveness of material resources.	<b>63</b>			
<b>7.4 Assist in implementing management of financial resources.</b>	<b>42</b>			
7.4.1 Follow budgets based upon identified needs and estimated service costs. Range Statement: need to reflect amount of funding available and service priorities.	<b>57</b>			
7.4.2 Assist in the identification of alternative resource options.	<b>50</b>			

<b>Unit 7</b>  <b>Demonstration of Resource Utilization and Quality Management in Occupational Therapy</b>	Percentages of respondents that answered "Yes" to the question "Do you expect support personnel to demonstrate the following skill?"			
	Less than 66 %	Between 66-75 %	Between 76-90%	Between 91-100%
7.4.3 Assist with maintenance of financial records.	29			
7.4.4 Assist with monitoring of expenditures and operate within approved budget guidelines.	45			
7.4.5 Contribute to the evaluation of cost of service.	32			
<b>7.5 Contribute to administration of quality service.</b>			80	
7.5.1 Apply quality standards for service provision as assigned by the therapist in collaboration with the client.				93
7.5.2 Apply the monitoring process developed by the therapist to measure quality of service.			85	
7.5.3 Assist occupational therapist in preparation of audits and in implementation of recommendations.	64			

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## **Appendix B**

### **List of documents used in the development of the Profile of Performance Expectations**

*CAOT Position Statement on Support Personnel* (1999)

- "Support Personnel in Occupational Therapy Services"

*Role and Use of Support Personnel in the Rehabilitation Disciplines: A report to the National Health Research and Development Program, Health and Welfare Canada* (1993)

- Appendix C: Job duties of occupational therapy support personnel.

*The Role, Supervision and Training of Occupational Therapy Support Personnel in Newfoundland: Report of the NLAOT Working Group on Support Personnel* (Newfoundland, 2000)

- Part 1: Guidelines for Task Assignment to Non-Licensed Individuals
- Part 11: Competencies considered important for individuals to practice under the continuing direction of a licensed occupational therapist
- Profile Occupational Therapy support personnel job descriptions

*"Core Competencies for Support Workers in the Health System" and "Competencies Identified for Occupational Therapy Support Workers"* (Alberta, 1996)

- Competency Profile

*Saskatchewan Society of Occupational Therapists: Position Statement* (1996)

- Delivery of Occupational Therapy Service: How do Occupational Therapist Assistants Assist?

Northern Regional Health Board (Nova Scotia, 2000)

- Position description for Occupational Therapy Assistant

*Occupational Therapist Assistant Program standard* (Ontario Ministry of Training, Colleges and Universities ( 1999)

- Synopsis of the Vocational Learning Outcomes: Occupational Therapy Assistant

Medicine Hat College/Grant McEwen College (1999)

- Tasks performed by Occupational Therapy Assistants

*Career Canada College: Program Information for Students* (1998)

- Terminal Performance Objectives