



CAOT - ACE

Canadian Association of Occupational Therapists
Association canadienne des ergothérapeutes

Easy Choice: Practice Bundle

Leadership development

This webinar bundle includes the following 5 On-Demand Practice Evidence Webinars:

Occupational Therapist/Occupational Therapist Assistant Collaboration: Current Trends and Emerging Roles (Part 1)

Presented by Dianna Fong-Lee & Heather Gillespie on November 29, 2016

Occupational therapist assistants (OTAs) have been collaborating with occupational therapists for years to promote safe, ethical and effective service delivery to our clients. With the advances in formal, college-level OTA education together with increased support from CAOT, the role of the OTA is evolving, raising new questions about appropriate collaboration and required supervision of OTAs during client intervention across practice areas. Part 1 of this two-part webinar series will review current OTA education including accreditation, collaboration between occupational therapists and OTAs, and appropriate supervision requirements.

After watching this webinar, you will be able to:

1. Understand current OTA education and advances in accreditation.
2. Implement the decision-making process required to determine appropriate supervision of OTAs across various practice environments.
3. Engage in effective occupational therapist/OTA collaboration to optimize client care.

Occupational Therapist/Occupational Therapist Assistant Collaboration: Current Trends and Emerging Roles (Part 2)

Presented by Dianna Fong-Lee & Heather Gillespie on December 6, 2016

With the dynamic and ever-changing nature of occupational therapy practice environments, occupational therapists and occupational therapist assistants (OTAs) are encouraged to share resources and collaborate to address the barriers that may prevent access to quality occupational therapy intervention. What safeguards or administrative structures are required for assistants to work in privately funded or non-traditional settings? What competencies are required to better equip OTAs for expanded roles? This webinar will continue the dialogue started in Part 1 and examine the opportunities to maximize effectiveness of services provided jointly by occupational therapists and OTAs.

After watching this webinar, you will be able to:

1. Generate practical strategies to promote occupational therapist/OTA collaboration in service delivery to clients.
2. Explore employment opportunities for OTAs beyond traditional health care environments.
3. Identify continuing education resources and pathways for OTAs that will support lifelong education.

Practical and Feasible Solutions to Bridge the Gap between Evidence-Based Practice and Practicing Clinicians

Presented by Hope Caracci on August 30, 2016

There are many reasons why occupational therapists and occupational therapist assistants should incorporate evidence into practice (e.g., better outcomes, payment, and ethical practice); however, barriers inhibit this process. Therapists often face stringent productivity standards, lack access, and are sometimes unconfident in their critical appraisal skills (Dikers, Murphy, & Krellman, 2012). There is a strong need to bridge the gap between evidence-based practice and the practicing clinician. Practical solutions that may help to reduce the barriers clinicians face when attempting to integrate evidence into practice will be explored during this webinar.

After watching this webinar, you will be able to:

1. Be able to apply two strategies that improve access to evidence within their healthcare setting.
2. State two key concepts that will save time when searching for evidence.
3. Identify two practical solutions to increase their ability to appraise evidence.

Practice Reviews that Make Sense

Presented by Patti Erlendson on March 15, 2016

This webinar will describe the tools and strategies developed to assess the competence of occupational therapists working in diverse settings across a large health region. The situational leadership model was used to frame the practice review processes which can meet the development needs for entry level therapists as well as the learning needs of mature therapists. To ensure the delivery of quality and effective occupational therapy services, occupational therapists must be aware of their strengths as well as the areas that require development. The early identification of learning needs will clarify expectations and reduce future performance issues.

After watching this webinar, you will:

1. Understand how the situational leadership model was used to develop the practice review process
2. Be able to utilize the processes to provide effective feedback to therapists with various experience across diverse practice settings
3. Appreciate that a variety of approaches and processes are required to meet the continuing learning needs of occupational therapists at different points in their career path.

Becoming a Master Clinician using the Model of Evidence-Informed Professional Thinking

Presented by Angela Benfield & Mark V. Johnston on June 23, 2015

Historically many believed that time in practice was sufficient to develop a novice clinician into a master clinician, however, time in practice does not guarantee progress toward becoming an expert. Becoming an expert is dependent on the clinician demonstrating specific habits of the mind and routinely performing specific tasks. This webinar will explore the model of evidence-informed professional thinking (EIPT) and the critical activities of a master clinician to support the development of professional expertise. Through the use of examples, strategies will be shared in order to improve ability to measure outcomes with clients.

After watching this webinar, you will:

1. Describe how the model of evidence-informed professional thinking supports clinicians in achieving best outcomes for clients by highlighting best practices of master clinicians.
2. Identify critical habits of the mind and activities that appear to facilitate development of professional expertise.
3. Develop strategies for improving measuring outcomes with clients.

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