

The New National Occupational Therapy Fieldwork Assessment in Canada/Évaluation des Stages en Ergothérapie au Canada (OTFAC/ESEC)

Prepared for WFOT February 11, 2026

ACOTUP Fieldwork Evaluation Working Group

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Disclosure

- Funding for this work has been provided in part by the:
 - Association of Canadian Occupational Therapy University Programs (or ACOTUP)
 - University of Alberta, Faculty of Rehabilitation Medicine, Dr. Roduta Roberts
-

Acknowledgements

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 - Selina Fan, PhD candidate and Graduate Assistant at the University of Alberta, for her support as a Research Assistant
 - The Committee on University Fieldwork Education (CUFE) for their expertise related to tool development and review of tool versions and indicators.
 - Occupational Therapy Preceptors at large for their expertise to review the tool versions and indicators.
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 - Elizabeth Perrin, draft graphic tool creation

Background

Context

- Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) used by 9/14 +int'l (Bossers, et. al., 2007)
- Changing OT practice and service parameters
- Time for national change (Committee on University Fieldwork Education – CUFE)

Objective

- Develop a new national fieldwork evaluation tool that aligns with the Competencies for Occupational Therapists in Canada/ Référentiel de compétences pour les ergothérapeutes au Canada (ACOTRO, ACOTUP & CAOT, 2021/2024)
- Support on-going data collection of learner performance to guide program curriculum preparation, continuing professional development needs and early career mentoring needs

Guiding premises

- Association of Canadian Occupational Therapy University Programs (ACOTUP) included this objective in their strategic plan
- National working group created and \$\$ support from ACOTUP

History

2015

- Literature Review

2016-17

- Preceptor Survey
- Student Survey

2017-18

- Preceptor Focus Groups

2018-19

- Student Focus Groups

2021

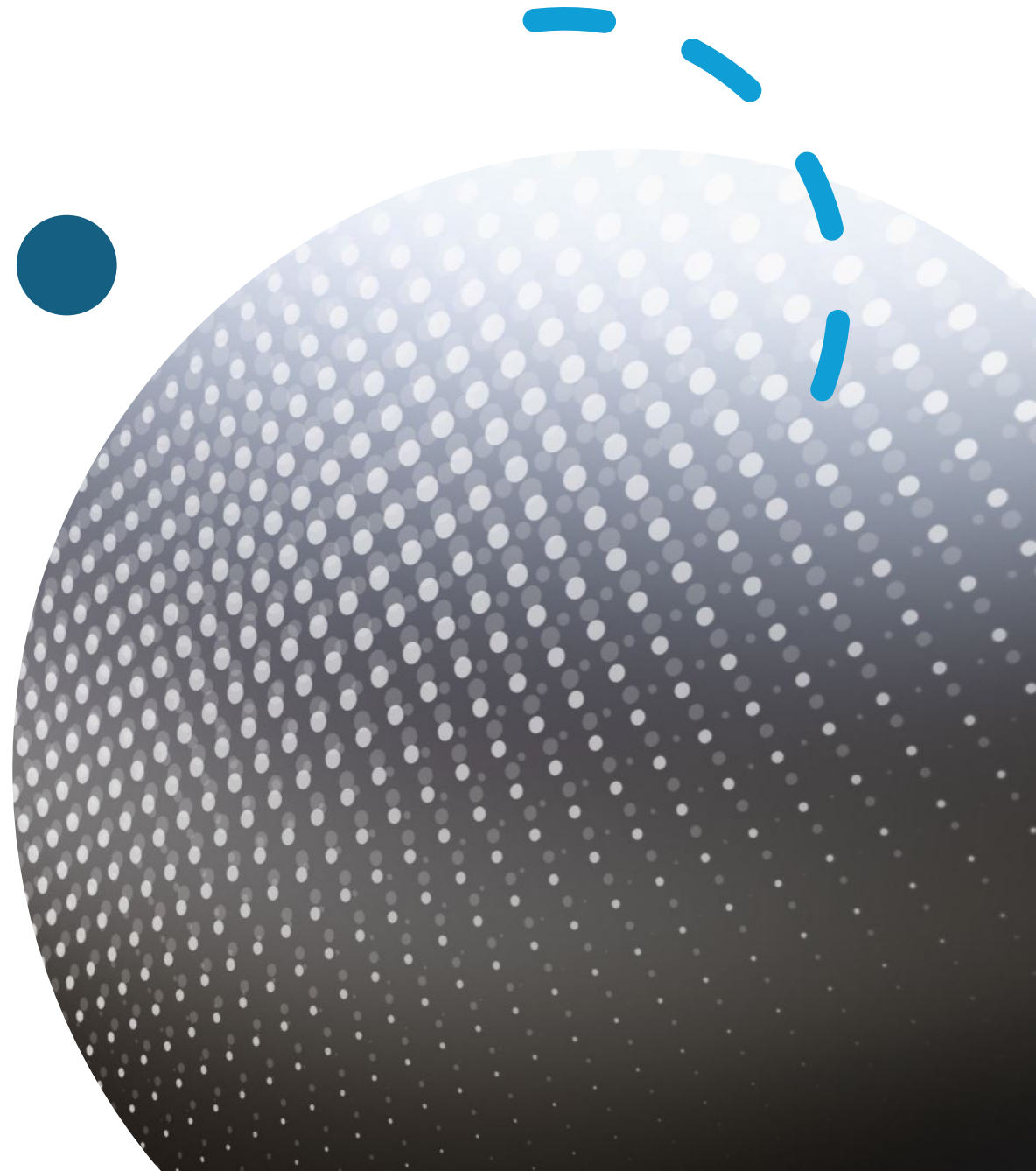
- Fieldwork Coordinators Survey & Focus Groups

2022

- National Preceptor & Student Surveys

2023-24

- Tool co-construction



Research and Development Process

Concept co-development (fall 2022-2024)

- Working group established/co-chairs
- Analysis of past studies, literature reviews, mapping evaluation tools used by 14 programs
- Analysis/reflection/alignment of new national competencies
- Co-creation of fieldwork tool components (design, student learning, scoring, utility, content) in English/French
- Iterative process - high-level collaborator engagement and consultation
- Bi-monthly working group meetings

Delphi Study (winter/spring 2025)

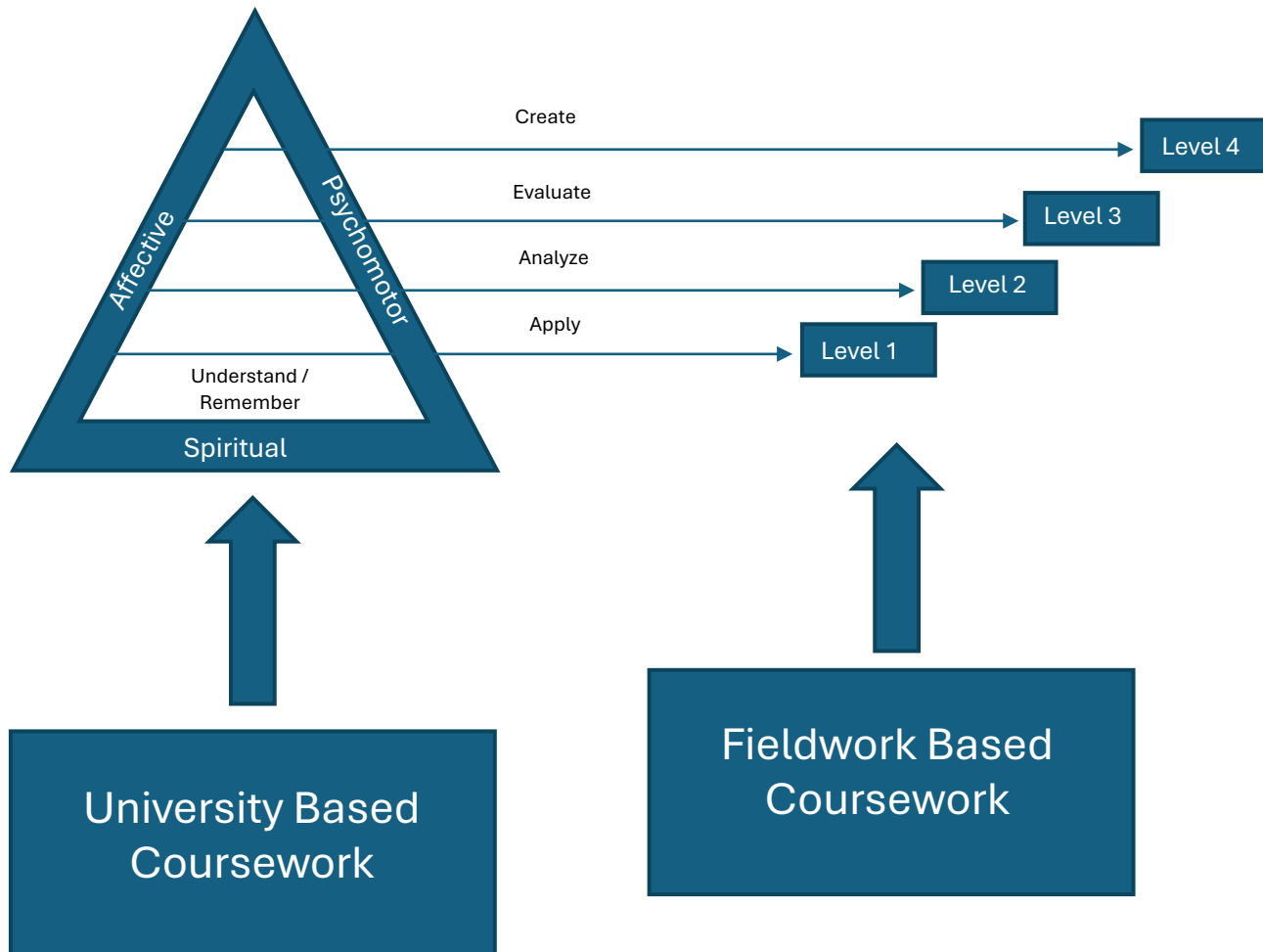
- Ethics for Delphi
- Engage RA
- Identify fieldwork experts nationally - preceptors, students, regulators, faculty, equity groups
- Collaboration with CUFE
- Delphi study 80% agreement (2 rounds with RedCap)
- Iterative revisions
- Regular working group meetings

Pilot tool (summer/fall 2025-winter 2026)

- Develop tool prototype
- Ethics for utility pilot
- Pilot study collaboration by 12/14 programs across all levels
- Survey, focus groups and think-aloud interviews
- Regular working group meetings and support to university programs

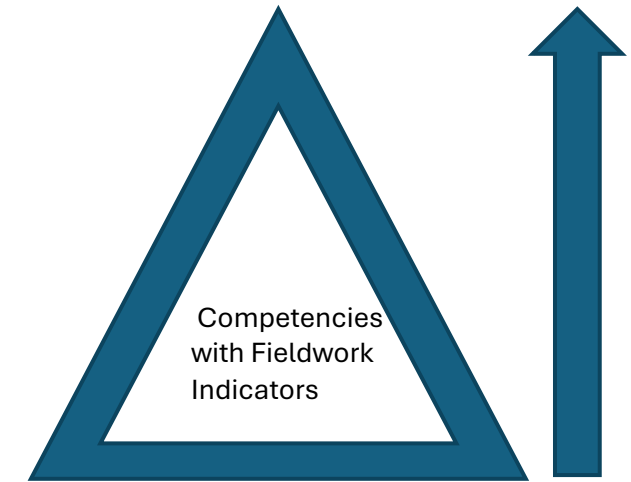
Assessment Tool Components (work before Delphi study)

Bloom's Taxonomy



Competencies for Occupational Therapists in Canada (COTC) ¹ Domains
OT Expertise
Communication and Collaboration
Culture, Equity and Justice
Excellence in Practice
Professional Responsibility
Engagement with the Profession

- Record of Fieldwork Experience:
1. Service Coordination
 2. Assessment process
 3. Intervention process
 4. Documentation
 5. IP collaboration
 6. Time management
 7. Project
 8. Other



Scoring



¹ ACOTRO, ACOTUP, & CAOT. (2021/2024). Competencies for Occupational Therapists in Canada/Référentiel de compétences pour les ergothérapeutes au Canada. Accessed (August 21, 2025) at https://acotro-acore.org/sites/default/files/uploads/ot_competency_document_en_hires.pdf

Occupational Therapy Fieldwork Assessment in Canada form (pilot preparation)



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OCCUPATIONAL THERAPY FIELDWORK ASSESSMENT IN CANADA FORM - LEVEL 1

Student name: _____ Supervisor name: _____

Start date: _____ End Date: _____

Form completed by: Student Supervisor Setting: _____

Mid-term (M) date: _____ Final (F) date: _____

Recommendation
 Pass Fail Incomplete

Signatures
 Student: _____
 Supervisor: _____

Record of fieldwork experience

Clinical situations	No exposure		Initial exposure		2-3 exposures		4 or more exposures		Comments
	M	F	M	F	M	F	M	F	
1. Service Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Assessment Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Intervention Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Inter/ intraprofessional collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Other									

Assessment of the six domains

Competency domains	1 Problematic		2 Partially		3 Meets		4 Exceeds		Comments
	M	F	M	F	M	F	M	F	
A. Occupational Therapy Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Communication and Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Culture, Equity, and Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Excellence in Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Professional Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. Engagement with the Profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Program: _____ Contact: _____

Record of Fieldwork Experience (component A)

Record of fieldwork experience

Clinical situations	No exposure		Initial exposure		2-3 exposures		4 or more exposures		Comments
	M	F	M	F	M	F	M	F	
1. Service Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Assessment Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Intervention Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Inter/ intraprofessional collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Other									

Component A

Record of Fieldwork Experience

Appendix with descriptions



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FIELDWORK EXPERIENCE DESCRIPTION

Keywords	Description	Level 1 Indicators
Service coordination	Application of practice process; decides and selects the appropriate steps.	Explains occupational therapy to a client. Reads a client's file and produces a summary for the preceptor (supervisor). Searches for relevant information, analyses according to the key concepts of occupational therapy: person, occupation, environment.
Assessment process	Plans, selects, justifies and carries out assessments and interprets.	Participates in an initial interview.
Intervention process	Plans, recommends and leads an intervention (individual or group).	Actively participates in an intervention requiring an activity (choice, gradation or adaptation of an activity).
Documentation	Writes notes and reports related to various stages of the practice process.	Participates in and documents the activity.
Interprofessional / intraprofessional collaboration	Participates in interdisciplinary team meetings (or intra-team meetings depending on the context) or is exposed to various forms of collaboration with other professionals (intra- or extra-institutional), where they express themselves.	Meets with team members.
Time management	Plans schedule according to the requirements, priorities and possibilities of the environment.	Follows schedule according to the requirements, priorities and opportunities of the environment.
Project	Completes an internship project directly related to the context (e.g., analysis and implementation of an activity, presentation of a complex case, literature review on an evaluation, intervention, pathology or project), development of educational material and disseminates (e.g. oral presentation).	If applicable, completes a project directly related to the context (e.g. activity or occupational analysis, case presentation, literature review on an evaluation, intervention, pathology or program). An oral presentation of the project is at the discretion of the setting.

Record of fieldwork experience

Clinical situations	No exposure		Initial exposure		2-3 exposures		4 or more exposures		Comments
	M	F	M	F	M	F	M	F	
1. Service Coordination	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	followed client X through their admission and selected steps
2. Assessment Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	completed variety of (standardized and non-standardized) assessments
3. Intervention Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	by final leading intervention for client X
4. Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	daily exposure to writing clinical notes
5. Inter/ intraprofessional collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	weekly team rounds
6. Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7. Project	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	prepared and delivered presentation to OT group
8. Other	n/a								

Component B

Fieldwork Indicators to evaluate student performance Appendix Level 1 Example

Occupational Therapy Fieldwork Assessment in Canada - Examples of fieldwork indicators for level 1

A. Occupational Therapy Expertise

- Establishes professional relationships with the client demonstrating trust and respect (e.g. interest, curiosity and empathy).
- Introduces occupational therapist's role in own words to a client or another professional.
- Demonstrates awareness of the importance to collect information from multiple sources and use different methods of assessment.
- Seeks to understand the client's perspective of opportunities and barriers affecting occupation (e.g. accessing, initiating or sustaining participation).
- Gathers relevant information from the client during the interview.
- Seeks to understand the purpose of an occupation and its impact on the client.
- Shares understanding of a client's occupational participation, occupational schedule or profile.
- Explains how a change in one domain of participation may affect another.
- Proposes a modification of an activity or occupation, based upon the client's occupational participation and profile as identified by the preceptor (supervisor).

B. Communication and Collaboration

- Complies with facility rules for accessing/transmitting information.
- Extracts information appropriate to the specific nature of occupational therapy (e.g. client's file, organization's documents).
- Uses technology appropriately and responsibly.
- Presents written information in a structured manner, respecting language rules (e.g. spelling, syntax).
- Uses professional, accurate and client-oriented language (e.g. verbal, non-verbal and written).
- Expresses self verbally, clearly and concisely, while reflecting sensitivity to power imbalance.
- Takes non-verbal communication into account when interacting with clients.
- Communicates with others, as needed (e.g. professionals, family).
- Takes into account the schedules and availability of others (e.g. by waiting their turn or asking permission to observe rather than imposing).
- Drafts a report (e.g. observations, progress note) congruent with the nature of the occupational therapy context.
- Participates actively in supervisory discussions.
- Shares insights (e.g. occupational therapist's roles, own perceptions) with the preceptor (supervisor) and other team members.
- Drafts a report anchored in a conceptual/theoretical model.

C. Culture, Equity, and Justice

- Demonstrates respect and humility when interacting with clients.
- Integrates an understanding of health, well-being, healing and occupational participation.
- Considers cultural differences and client's values when interacting.
- Demonstrates an interest in potential influences of a practice environment (e.g. culturally safer, anti-racist, anti-ableist and inclusive environments).
- Shows awareness of their own positionality (e.g. privileged position, own identity and power).
- Applies anti-oppressive and trauma-informed approaches and gender-affirmative language in practice.

D. Excellence in Practice

- Identifies learning goals through self-assessment and demonstrates a willingness to improve.
- Asks questions and shares own knowledge applicable to the practice context.
- Uses work resources and responds to demands.
- Draws on knowledge and evidence applicable to the practice context.
- Asks for help, refers to or discusses with the preceptor (supervisor) how to proceed.
- Shares learning experiences with the preceptor (supervisor).
- Demonstrates receptiveness to feedback.
- Integrates feedback into future actions.

Occupational Therapy Fieldwork Assessment in Canada - Examples of fieldwork indicators for level 1

E. Professional Responsibility

- Is diligent, punctual and presents self as a learner.
- Dresses in accordance with the dress code of the environment.
- Demonstrates distinction between personal and professional life.
- Presents self systematically as a student occupational therapist and obtains consent.
- Behaves with integrity, honesty, fairness and respect.
- Respects laws, regulations and the establishment's code of conduct.
- Respects the Code of Ethics.
- Respects confidentiality.
- Respects clients' occupational rights.
- Considers risk management strategies to ensure safety.

F. Engagement with the Profession

- Draws on knowledge learned in school and reflects on application in practice.
- Is prepared, asks questions, reads and discusses.
- Initiates self-directed learning without prompting.
- Identifies knowledge gaps in practice.
- Demonstrates awareness about the work of others such as assistants, volunteers and other team members.
- Demonstrates role modeling when appropriate.
- Describes to others (e.g. clients, family and staff) the benefits of activity-occupation-participation.
- Seeks peer to peer learning opportunities when applicable.

Component C

Scoring grid for the 6 Competency Domains

1. Problematic	2. Partially Meets Expectations	3. Meets Expectations	4. Exceeds Expectations
Overall, does not meet the competency indicators expected for the level, requiring constant supervision, guidance and/or cueing.	Partially meets the competency indicators expected for that level, needing occasional coaching, and/or consistent with the competency level expected mid-stage.	Overall, meets the competency indicators for the level.	Exceeds the competency indicators for the level.

Assessment of the six domains

Competency domains	1 Problematic		2 Partially		3 Meets		4 Exceeds		Comments
	M	F	M	F	M	F	M	F	
A. Occupational Therapy Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	gathered relevant information, established professional relationships
B. Communication and Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	followed all organizational policy and expresses self professionally
C. Culture, Equity, and Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	shows awareness and demonstrates respect and humility in interactions
D. Excellence in Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	consistently engaged in self-assessment and receptive to feedback
E. Professional Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	demonstrated professional responsibility throughout placement
F. Engagement with the Profession	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	applied knowledge learned and worked toward self-directed process

Recommending a Pass/Fail/Incomplete

Recommendation

Pass Fail Incomplete

Assessment of the six domains

Competency domains	1 Problematic		2 Partially		3 Meets		4 Exceeds		Comments
	M	F	M	F	M	F	M	F	
A. Occupational Therapy Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	gathered relevant information, established professional relationships
B. Communication and Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	followed all organizational policy and expresses self professionally
C. Culture, Equity, and Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	shows awareness and demonstrates respect and humility in interactions
D. Excellence in Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	consistently engaged in self-assessment and receptive to feedback
E. Professional Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	demonstrated professional responsibility throughout placement
F. Engagement with the Profession	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	applied knowledge learned and worked toward self-directed process

Recommendation

Pass Fail Incomplete

Assessment of the six domains

Competency domains	1 Problematic		2 Partially		3 Meets		4 Exceeds		Comments
	M	F	M	F	M	F	M	F	
A. Occupational Therapy Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	gathered relevant information, established professional relationships
B. Communication and Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ongoing reminders needed for documentation procedures
C. Culture, Equity, and Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	shows awareness and demonstrates respect and humility in interactions
D. Excellence in Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	consistently engaged in self-assessment and receptive to feedback
E. Professional Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	coaching needed for risk management and client safety
F. Engagement with the Profession	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	applied knowledge learned and worked toward self-directed process

Next steps

Analysis/Implementation/Dissemination

- Pilot study ongoing in winter 2026
- **Analysis** of surveys, focus groups and think-aloud interviews
- Utility Adjustment/refinement of tool (English/French)
- Adjustment/creation of preceptor training module(s) following pilot utility analysis
- Tool adoption/**implementation** by all 14 programs
 - Implementation in Summer/Fall 2026
 - Customized to each program's data management systems
 - Final versions and training module (English and French) will be found at <https://acotup-acpue.ca/> in late 2026
- **Dissemination** of research studies and tool (Fall 2026 onwards)

Other Resources

- Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO) / Association Canadienne des Organismes de Réglementation en Ergothérapie (ACORE)
 - Competencies for Occupational Therapist in Canada (2021/2024)
 - ACOTRO National E-learning module about the National Competencies
- Available (in French and English) at <https://acotro-acore.org/publications/>

Thank you

On behalf of our working group:

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References

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Bossers, A. , Miller, L.T., Polatajko, H.J. and Hartley, M. (2007). Competency based fieldwork evaluation for occupational therapists. Nelson Education Limited.