

# The PIE-OT Experience

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## Program Impact on Preparation for the Competency Assessment

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# SESSION OUTLINE

## Background

Of the program and the study

## Aim

What was the aim of the study

## Data Collection

Our methods to how we collected data

## Findings

What we found from the data

## Conclusion

Our main takeaways from the study

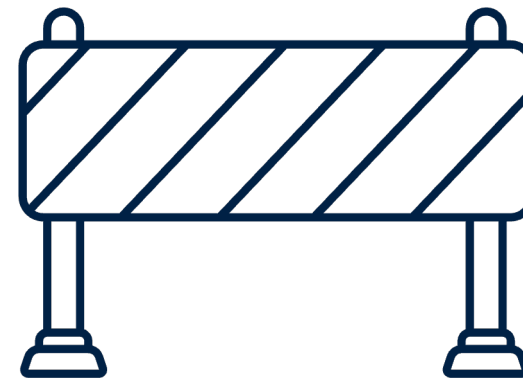
## Q & A

# Background



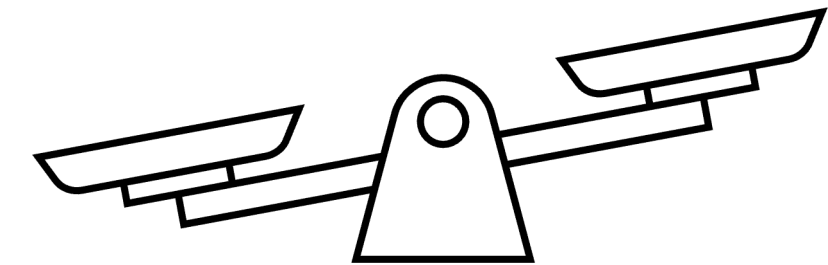
## OT Workforce

Shortages across Canada



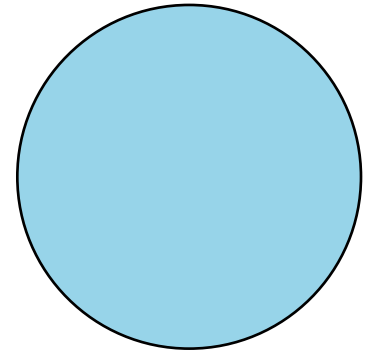
## Barriers

For internationally educated OTs to enter the workforce



## Underrepresentation

Of internationally educated OTs



# THE ISSUE

## Completing the SEAS

Final phase; up to 6.5 hour Competency Assessment (ACOTRO 2021)  
Limited preparatory materials

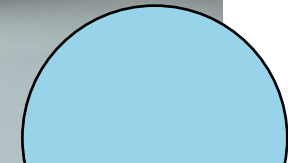
## Challenges faced

Limited familiarity with Canadian OT theory and language

Difficulty finding resources

High levels of anxiety

(Kadokia et al., 2025; Mulholland et al., 2013)



# PIE-OT

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## Program for Internationally Educated OTs



## OVERVIEW OF THE PROGRAM

### 12-week preparatory program

- Completely online
- Pre-recorded modules
- Live tutorials with IEOTs
- Reflexive assignments

### Program Development

- Developed with senior faculty members
- Material adapted from the MOT program
- Core competencies used as a structure

# PIE-OT

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## Program for Internationally Educated OTs



## OVERVIEW OF THE PROGRAM

- Eligibility criteria (ACOTRO 2025)
- 8-12 Participants per cohort
- Registration process
- Participants from across Canada and beyond
- Tutorial time set to accommodate time zones
- Scheduled release of modules
- Office hours and 1-to-1 support

Aim of the study

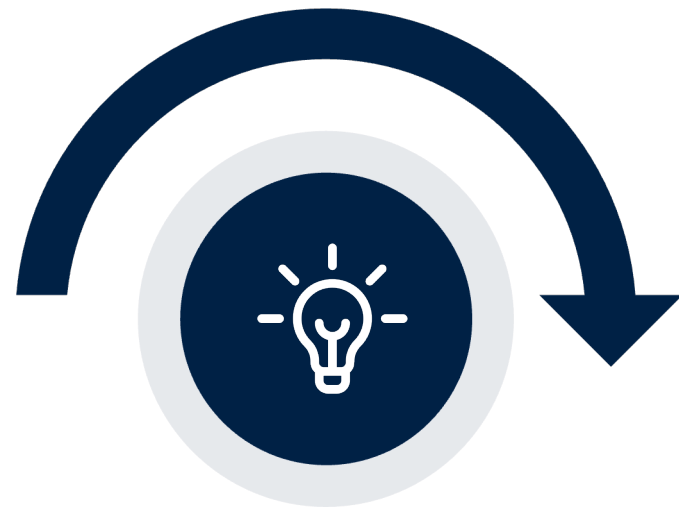
**Gain an understanding of the first-hand experience of IEOTs participating in the PIE-OT and how it supported preparation for the competency assessment**



# Method

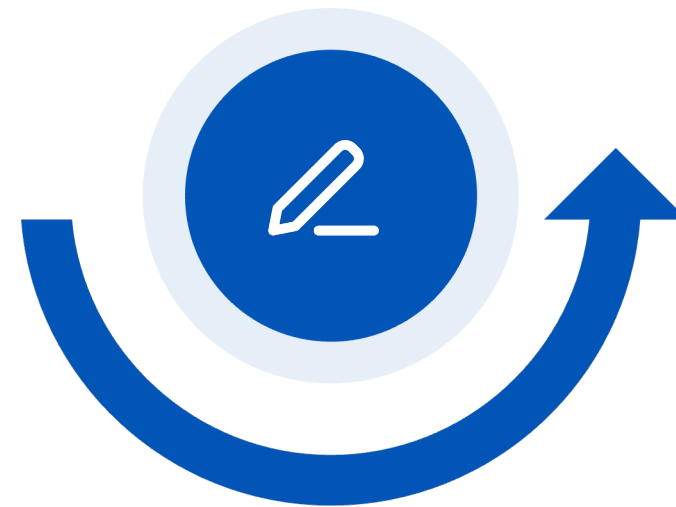
## Participants

PIE-OT participants  
Completed the mini-  
mock interview



### Post-program survey

Open-end questions  
Collect descriptive data  
Anonymized



### Content Analysis

Analysed the data  
Key categories

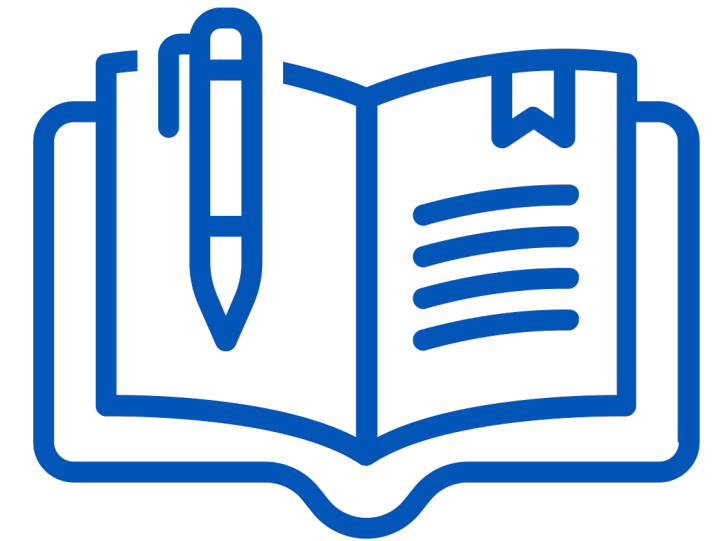


# Findings



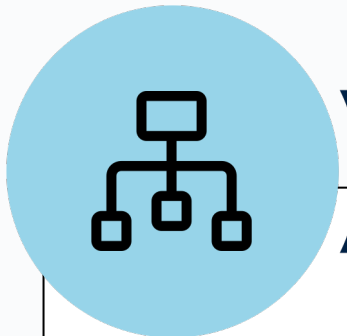
24 Participants

4 Cohorts




3 Key Categories

# 3 Key Categories



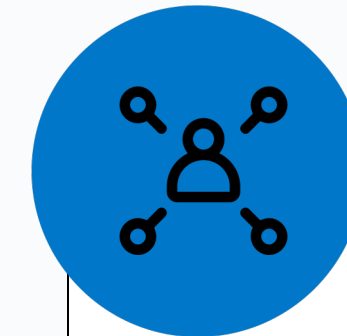
**Category 1**

**Supports for learning**



**Category 2**

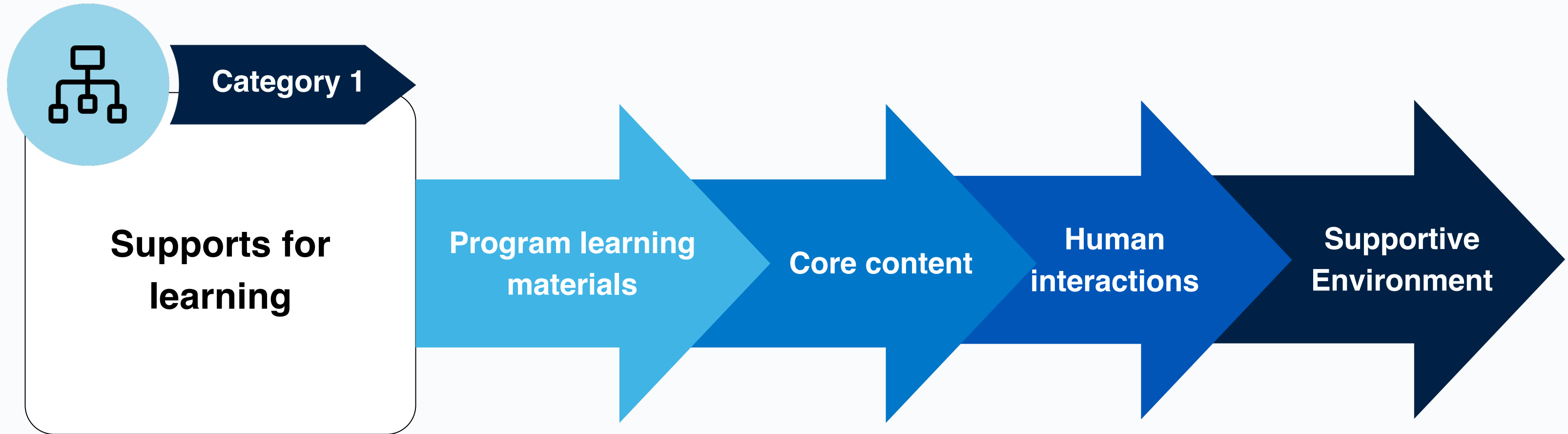
**Barriers to Learning**



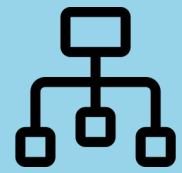
**Category 3**

**Room for improvement**

# 3 Key Categories



# 3 Key Categories



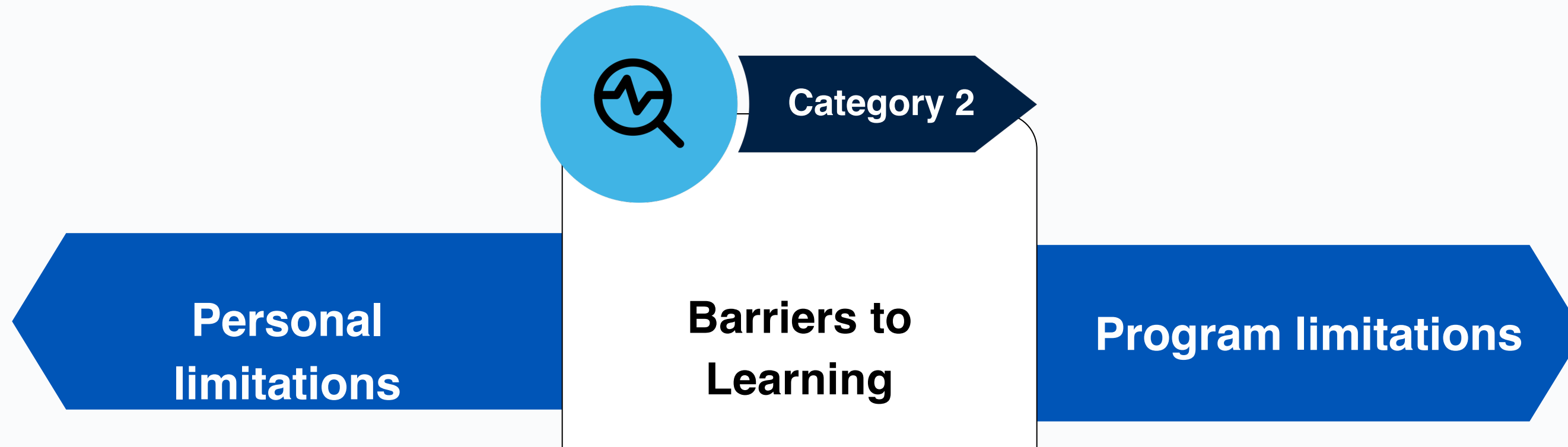
## Category 1

### Supports for learning

“Throughout the PIE-OT, my learning was supported by a combination of structured guidance from supervisors and consistent feedback. The safe and collaborative environment created by my supervisor and peers, along with flexibility and encouragement, allowed me to practice new skills while feeling supported.”

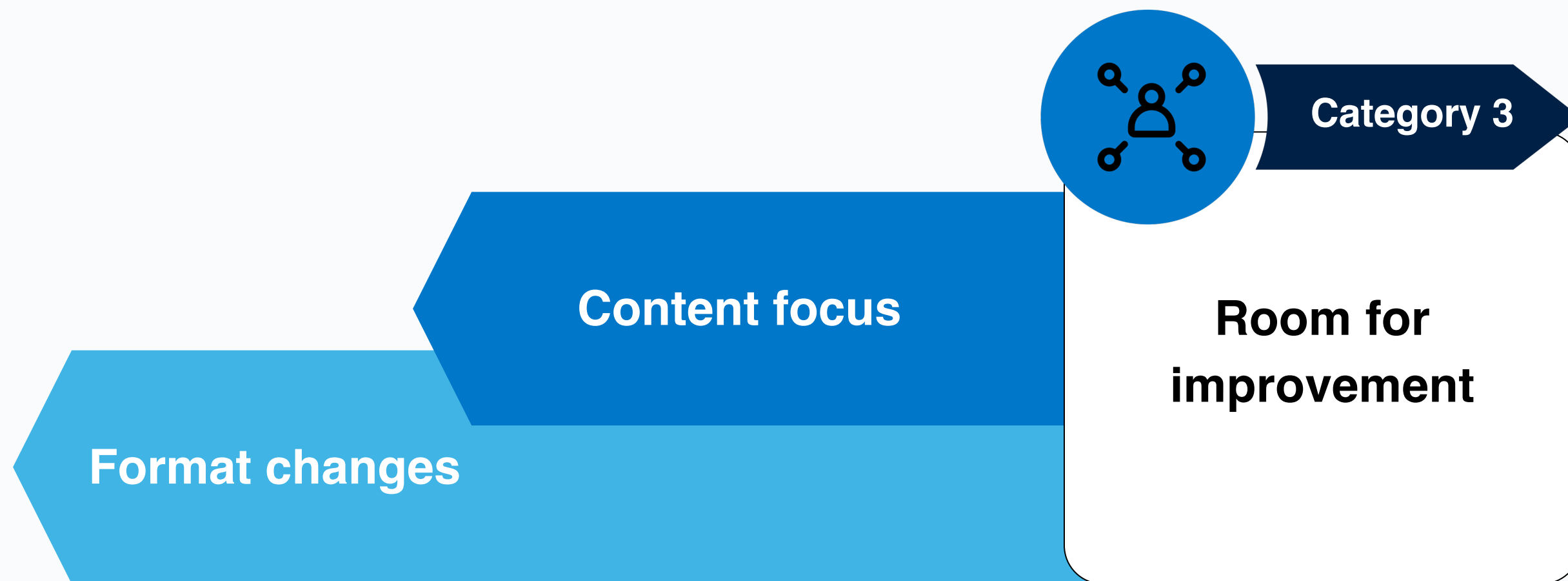
“These are the thing[s] that supported me in PIE-OT; clear objectives, hands-on practice, constructive feedback, collaboration, accessible resources, a supportive environment, and opportunities for reflection.”

# 3 Key Categories



A personal barrier I experienced was finding sufficient time to review some of the learning materials prior to tutorials, which would have helped maximize my learning. Additionally, limited participation from other participants on the discussion board somewhat reduced opportunities for deeper peer-to-peer engagement, although I understand this is beyond the program's control.

# 3 Key Categories



# Key Takeaways



01

## Reduces barriers

Helps to reduce barriers for IEOTs completing the SEAS.



02

## Context Specific

context-specific, experiential learning—an approach that not only builds confidence but helps IEOTs effectively demonstrate their competence



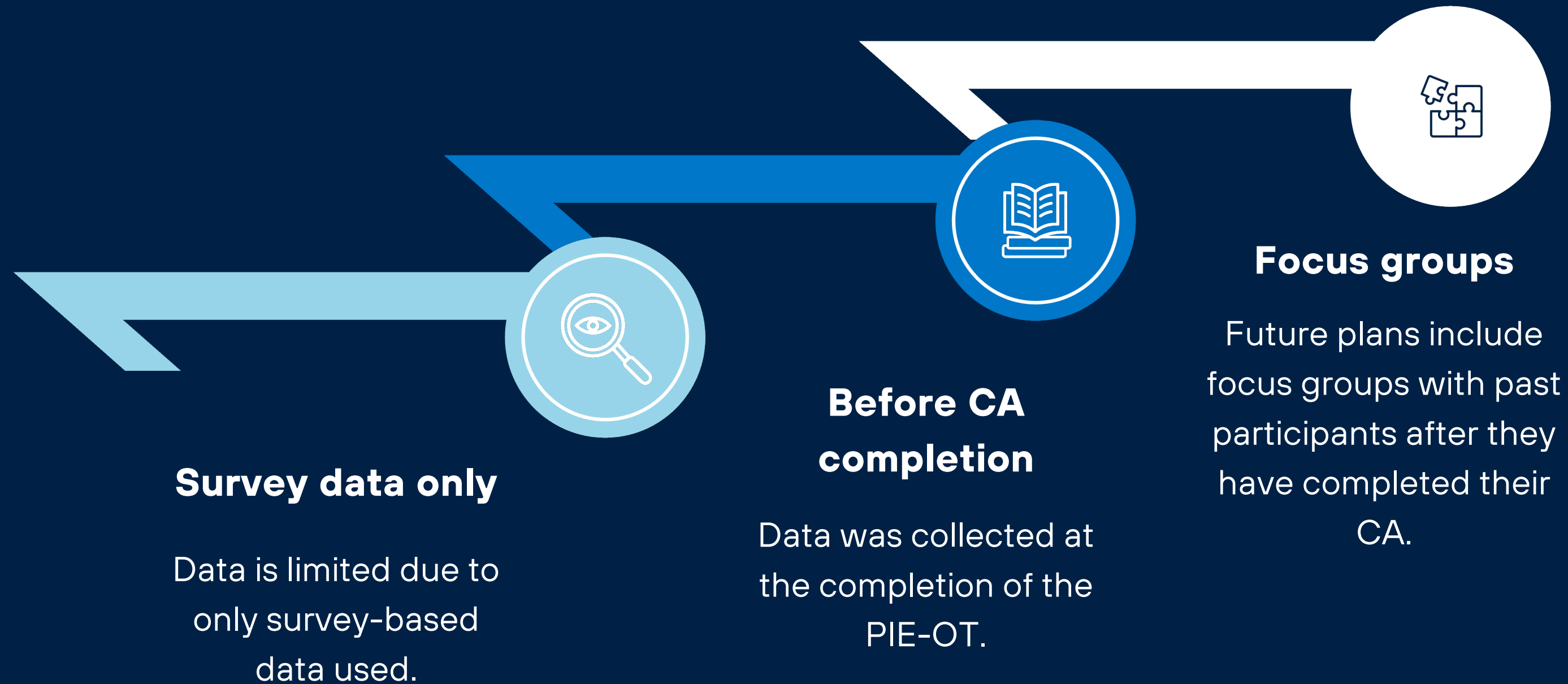
03

## Expanding Support

Developing further connections beyond BC could help reduce financial barriers



# Limitations & Next Steps



# Conclusion



The PIE-OT builds confidence and readiness for the  
Competency Assessment  
Addresses a critical gap in IEOT supports  
National support could reduce barriers and promote  
equity

# Thank You

Contact us: [pie.ot@ubc.ca](mailto:pie.ot@ubc.ca)

Visit



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CAOT

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