

College of Occupational Therapists of Nova Scotia



Continuing
Competency
Program

**Assessment of
Current Practice
Self-Assessment**



Assessment of Current Practice: Completing Instructions

When completing your assessment, consider who your clients are. The primary focus of your practice/role will influence your definition of clients, whether you are an educator, researcher, direct care provider or administrator.

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Completion Checklist:

For assistance in using the Assessment of Current Practice Tool, refer to the Assessment of Current Practice and Professional Development Plan: Guide. You are required to retain your completed assessment for 5 years. You will submit your completed assessment for review if selected through the random audit process. Please ensure the following components are completed as they apply to you:

- Description of My Current Practice Area (Mandatory).
- Self-Assessment of Essential Competencies of Practice (Mandatory).
- Self-Assessment of Other Specific Competencies (Supplementary/optional).
- Peer/Colleague Feedback (Mandatory).
- Current Practice Assessment Summary (Mandatory)
- Ensure you file all completed tools and applicable documents in Section 2a of your Portfolio.

You are required to use the five-point scale in the self assessment tool to determine your overall level of competence for each performance indicator. The scale should be used as a guide to make your most honest assessment. If you rate yourself as a 2 (Area for Growth) or 3 (Developing) for a particular indicator, you should choose a priority level (high, medium or low) on the right hand side of the table to guide you in creating your Professional Development Plan.

Rating Scale

The following scale is used in the self-assessment process.

- | | |
|----------------------|--|
| 5 – Proficient: | I am able to demonstrate, apply, and integrate knowledge and skills with the highest degree of consistency and effectiveness in a variety of routine and complex situations. In addition, I may engage in routine teaching, mentoring and supervision activities in this area. |
| 4 – Competent: | I am able to demonstrate, apply, and integrate knowledge and skills with consistency in a variety of routine situations and responsibilities. I am able to meet the requirements and expectations of my job. |
| 3 – Developing: | I am able to integrate knowledge and skills with a limited degree of consistency in a specific routine situation and responsibility. I use the skill or practice infrequently, but should be applying it to all situations in my practice. I am a new therapist to this practice area and will get better with experience. |
| 2 – Area for Growth: | I am able to explain and discuss key issues and concepts in general, but have little or no practical experience. I do not presently do well with this skill and should refine it in order to meet the expectations of my job. |
| 1 – Not Applicable: | A skill or practice that does not apply to my current role or responsibility. |



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Description of My Current Practice Area

Name: _____ Registration Number : _____

Registration year: June 1, 20____ to May 31, 20____ .

1. I would describe my current area(s) of practice as: (physical rehab, adult mental health, academic, research, pediatric, administration/management, WCB, vocational rehab, home care, etc).

2. The roles/responsibilities that I currently perform within my current area(s) of practice include: (consult, direct client care, teach, develop care plan, develop training materials, research, volunteer, etc).



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Self-Assessment of Essential Competencies of Practice

Competency Unit 1: Assumes Professional Responsibility								
Competency Unit 1: Assumes Professional Responsibility	5-Proficient	4-Competent	3-Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 1 Practices within scope of professional and personal limitations and abilities.								
I can identify the scope of occupational therapy practice in Nova Scotia and how my practice fits within that scope. <i>Cues: Occupational Therapy Act and regulations.</i>								
I can explain how my practice setting impacts my scope of practice. <i>Cues: economics, cultural, institutional setting, etc.</i>								
I keep abreast of changes that affect my scope of practice. <i>Cues: legislation, college bylaws, practice setting, practice guidelines, etc.</i>								
I identify personal and professional abilities & limitations, and work within these to maintain my practice at an acceptable level. <i>Cues: Self assessment, performance appraisal, peer feedback, program evaluation, student feedback, etc.</i>								
I identify and manage overlaps between my scope of practice and the roles of others. <i>Cues: team members, care providers, agencies, client/family, etc.</i>								



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Competency Unit 1: Assumes Professional Responsibility	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 2 Understands and fulfills the obligation to protect the public.								
I recognize my accountability to the public. <i>Cues: informed consent, confidentiality, conflict of interest, transparency, disclosure.</i>								
I maintain my professional obligations to the client when negotiating contracts with payers or employers. <i>Cues: WCB, vendors, contract holders.</i>								
I recognize my accountability to the College and adhere to requirements established to protect the public. <i>Cues: Regulations/bylaws such as registration, professional misconduct, duty to report, continuing competency etc.</i>								
Competency Unit 1: Assumes Professional Responsibility	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 3 Adheres to the Code of Ethics of the College.								
I make clients' best interest my priority.								
I identify actual and/or potential ethical challenges in my practice and address them.								
I demonstrate respect for the client and an appreciation of the needs of the client.								
I understand my obligation and the process to report unsafe, unethical or incompetent occupational therapy practice. <i>Cues: Duty to report.</i>								
I would report unsafe, unethical or incompetent occupational practice if other methods do not resolve the concern. <i>Cues: Duty to report.</i>								



Continuing Competency Program

Competency Unit 1: Assumes Professional Responsibility Item 4 Acts with professional integrity.	5-Proficient	4-Competent	3-Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
I accept responsibility for my actions and decisions.								
I show respect for the dignity and privacy of clients.								
I establish and maintain appropriate professional boundaries. Identify and manage ahead of time behaviours/circumstances that would lead beyond the limits of a professional relationship. <i>Cues: gifts, personal disclosure; relationships</i>								
I recognize and address real or perceived conflicts of interest. <i>Cues: personal benefit, position of power, client choice.</i>								
I demonstrate sensitivity to diverse client values and beliefs by: knowing my own values and how they may affect my practice; understanding choices made by clients and families; and adapting or taking these choices into account.								

Provide specific practice examples for Competency 1.0 (items 1 to 4).



Continuing Competency Program

Competency Unit 2: Demonstrates Practice Knowledge

Competency 2: Demonstrates Practice Knowledge	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 5 Within practice, integrates occupational therapy skills with current occupational theory and relevant supporting scientific knowledge .								
I can explain the underlying concepts of occupational therapy. <i>Cues: Value of occupation to health</i>								
I address clients' occupational performance when assessing, treating, or making recommendations.								
I base my practice on relevant models and appropriate theoretical approaches.								
I demonstrate the knowledge, abilities and technical skills required to provide safe, efficient and effective service in the area of practice.								

Competency 2: Demonstrates Practice Knowledge	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 6 Demonstrates awareness of the socio-cultural and economic environment of practice								
I describe and identify the socio-cultural and economic factors that are relevant to my practice. <i>Cues: community characteristics, cultural diversity, social service system, funding for service, socio-economic factors, political influences, etc.</i>								
I integrate into my practice, socio-cultural and economic factors affecting my practice setting and my client population. <i>Cues: community characteristics, cultural diversity, social service system, funding for service, socio-economic factors, political influences, etc.</i>								



Continuing Competency Program

Competency 2: Demonstrates Practice Knowledge	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
<p>Item 7 Demonstrates knowledge of and adherence to legislative and regulatory requirements relevant to practice in Nova Scotia.</p>								
<p>I know and adhere to legislation and regulations relevant to occupational therapy, my practice setting and area of practice.</p> <p><i>Cues: Consent process, protection of confidentiality & privacy, Freedom of Information and Protection of Privacy Act (FOIPPA), Personal Information Protection Act (PIPA), Health Care (Consent), Insurance Act, Mental Health Act, Hospital Act, University regulations, Child and Adult protection, occupational health and safety requirements, OT regulations, by-laws, practice guidelines and code of ethics, etc.</i></p>								
<p>I know and adhere to other relevant legislation or requirements that apply in the agency or institution within which my practice takes place.</p> <p><i>Cues: auto insurance, occupational health and safety, funding agency, etc.</i></p>								

Provide specific practice examples for Competency 2.0 (items 5 to 7).



Continuing Competency Program

Competency Unit 3: Utilizes a Practice Process

Competency Unit 3: Utilizes a Practice Process	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 8 Defines and clarifies one's scope and context for practice; identifies clients and other stakeholders in the practice process and negotiates roles and responsibilities.								
I identify the knowledge, skills and abilities that are required to provide the appropriate service to the client.								
I identify the client (the person whose occupational performance issue has led to my involvement) and clarify the client's expectations regarding occupational therapy service or my role. <i>Cues: Essential Competencies Assumption # 11 - client definition; practice guidelines, Continuing Competency Portfolio.</i>								
I ensure mutual understanding and agreement of clients, referring agents, and relevant others about the services to be provided. <i>Cues: scope and parameters; strengths and limitations; frequency and duration of service; roles; financial arrangements; appointment procedures; confidentiality limits; reporting processes.</i>								
I establish and maintain a professional relationship with each stakeholder/partner and communicate with each accordingly.								



Continuing Competency Program

Competency Unit 3: Utilizes a Practice Process	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 9 Ensures informed consent prior to and throughout service provision.								
I follow a process to obtain informed consent throughout service provision. <i>Cues: discuss risks, benefits, options; obtain consent for assessment, treatment, changes to intervention, involving students or assistants, obtaining or releasing information, etc.</i>								
I identify situations where obtaining informed consent may be problematic and take steps to rectify problems. <i>Cues: competency, higher risk activities, involvement of others, etc.</i>								
Competency Unit 3: Utilizes a Practice Process	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
Item 10 Demonstrates a systematic client-centred approach to deliver services.	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	High Priority	Medium Priority	Low Priority
I use strategies to engage the client and/or caregiver in a collaborative approach to decision-making. <i>Cues: build rapport/trust; enable clients, therapeutic use of self, Canadian Occupational Performance Measure.</i>								
I refer clients and/or facilitate access to available resources to support their needs. <i>Cues: equipment, community resources, other services, agencies, funding, etc.</i>								
I seek and consider client perspectives about the services provided. <i>Cues: effectiveness, usefulness, choices, preferences, access, systems, etc.</i>								



Continuing Competency Program

Competency Unit 3: Utilizes a Practice Process	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 11 Maintains timely and accurate records consistent with College requirements.								
I prepare client records that accurately reflect my clinical reasoning and the service provided. <i>Cues: informed consent, results of assessment, interventions, client involvement, and other relevant information.</i>								
I maintain client records in a manner consistent with legislation and college bylaws and practice guideline. <i>Cues: national, provincial, and institutional regulation, length of retention, confidentiality, security etc.</i>								
I ensure that clients are informed of their rights concerning their record. <i>Cues: right to have access, to clarify and to comment on or modify the information.</i>								

Provide specific practice examples for Competency 3.0 (items 8 to 11).



Continuing Competency Program

Competency Unit 4: Thinks Critically

Competency Unit 4: Think Critically Item 12 Within practice, demonstrates responsible decision-making, sound clinical reasoning and professional judgment consistent with accepted occupational therapy practice.	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
I take into account the factors that impact on the client's occupational performance. <i>Cues: environment, resources, client condition, etc.</i>								
I use appropriate tools and methods to gather relevant objective and subjective information. <i>Cues: consider client age, factors affecting performance, diagnosis, reason for referral, mandate and needs of organizations etc.</i>								
I integrate assessment information, current practice models and my professional knowledge and experience to guide service to clients or others.								
I make recommendations or select appropriate types of intervention, service frequency and duration. <i>Cues: consider desired outcomes for clients or others, contraindications, risks/benefits, progress and available resources.</i>								
I evaluate client's progress toward goals and desired outcomes and modify services accordingly.								
Competency Unit 4: Think Critically								
Competency Unit 4: Think Critically Item 13 Engages in a reflective and evaluative approach to practice and integrates findings into practice.	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
I evaluate the service provided in terms of effectiveness, efficiency and client satisfaction with regards to the goals and desired outcomes. <i>Cues: Evaluation framework (logic model), Client satisfaction survey</i>								
I reflect on evaluation findings, determines their implications and adjust, modify or terminates services accordingly								



Continuing Competency Program

Provide specific practice examples for Competency 4.0 (item 12 to 13).



Continuing Competency Program

Competency Unit 5: Communicates Effectively								
Competency Unit 5: Communicates Effectively	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 14 Demonstrates timely and effective communication with key individuals, organizations and groups.								
I communicate in writing and verbally in a manner that is complete, accurate, concise and reflective of service.								
I establish and use systems/procedures to facilitate timely communication. <i>Cues: charting, report writing and distribution, returning messages, etc.</i>								
Competency Unit 5: Communicates Effectively	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
Item 15 Uses client-centred principles in the communication process.						High Priority	Medium Priority	Low Priority
I facilitate open, reciprocal and clear communication. <i>Cues: share information, invite questions, clarify, listen actively, and seek feedback. Communicate in a manner that is understandable, meaningful and nonjudgmental.</i>								
I adapt my communication taking into account the recipient's needs. <i>Cues: method of communication (verbal, non-verbal & written), language, vocabulary, tone, time, place, translation, culture, and privacy.</i>								
I respect and consider the information and opinion of clients, colleagues and key partners.								
I foster collaboration, seeking the opinions and perspectives of others to serve the client's best interest.								



Continuing Competency Program

Competency Unit 5: Communicates Effectively	5-Proficient	4-Competent	3-Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
Item 16 Maintains a professional relationship in all communications.								
I identify and minimize barriers to communication. <i>Cues: privacy, culture; organizational procedures, policies.</i>								
I manage misunderstandings or conflicts in a diplomatic manner. <i>Cues: use conflict resolution techniques.</i>								
I communicate respectfully with clients and colleagues. <i>Cues: verbal and non-verbal.</i>								
Competency Unit 5: Communicates Effectively	5-Proficient	4-Competent	3-Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
Item 17						High Priority	Medium Priority	Low Priority
Maintains confidentiality and security in the transmission, storage and management of information.								
I adhere to legislative, regulatory and facility policies and procedures for the management of information. <i>Cues: privacy legislation, college by-laws and guideline; facility policy on documenting, transmitting, storing and disposing of information.</i>								
I act to anticipate and minimize risks to security, privacy and confidentiality of information. <i>Cues: in-person discussions, telephone, fax, e-mail, cell phones, computer records, use of locks, etc.</i>								
I determine with clients who has the right to, or requires their information, and I obtain or share the information accordingly and only with client consent. <i>Cues: signed consent</i>								



Continuing Competency Program

Provide specific practice examples for Competency 5.0 (items 14 to 17)



Continuing Competency Program

Competency Unit 6: Engage in Professional Development

Competency Unit 6: Engages in Professional Development Item 18 Demonstrates a process of self-evaluation related to one's practice and participates in relevant on-going professional development.	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
I engage in periodic reflective review of my practice to ensure I incorporate the Essential Competencies into my practice. <i>Cues: self-assessment, peer feedback, client feedback, keeping practice journals, etc.</i>								
I evaluate my practice to identify deficiencies and/or areas requiring new learning and to develop a plan and strategies for professional growth. <i>Cues: formal and informal learning opportunities.</i>								
I implement the plan, accessing appropriate resources to acquire new knowledge and skills. <i>Cues: key literature, research, courses, expert opinion, conferences, discussion group, mentoring.</i>								
I implement a professional development plan. <i>Cues: Continuing Competency Program's Professional Development Plan</i>								
I review and critically evaluate the information obtained through my professional development activities.								
I demonstrate the integration of new knowledge, skills and behaviour into practice.								

Provide specific practice examples for Competency 6.0 (items 18).



Continuing Competency Program

Competency Unit 7: Manages the Practice Environment

Competency Unit 7: Manage the Practice Environment Item 19 Contributes to a practice environment that supports client-centred, safe, ethical and effective occupational therapy service.	5-Proficient	4-Competent	3-Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
I engage in an ongoing process to improve occupational therapy services. <i>Cues: service effectiveness, efficiency, client satisfaction.</i>								
I establish or use processes to ensure practice is consistent with regulatory requirements. <i>Cues: policies, procedures, workplace safety, labour laws, harassment legislation</i>								
identify and minimize potential risks to clients, self and others within the practice setting. <i>Cues: privacy, psychological risks, access to service/benefits, physical risks, equipment etc.</i>								
I demonstrate an awareness of and take appropriate action to address real or perceived conflicts between the regulatory requirements and my practice environment requirements. <i>Cues: service restrictions, access to report, etc</i>								
Competency Unit 7: Manage the Practice Environment								
Competency Unit 7: Manage the Practice Environment Item 20 Demonstrates responsibility for occupational therapy service components assigned to others under therapist's supervision.	5-Proficient	4-Competent	3-Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
I adhere to regulatory requirements and/or guidelines to assign tasks and supervise personnel and/or occupational therapy students. <i>Cues: college guideline, university fieldwork guidelines, facility/organization policy, etc.</i>								
I establish, follow a process and document it to ensure that assigned components are implemented safely, ethically and effectively.								



Continuing Competency Program

Provide specific practice examples for Competency 7.0 (items 19 to 20).



Continuing Competency Program

Self-Assessment of Other Specific Competencies - Supplementary

Depending on your area of practice and or setting, some aspects of your role may require competencies not covered in the Essential Competencies of Practice.

Use the supplementary form to identify and rate other performance indicators specific to your area of work, specialty, role and responsibilities. It may also include specific skills or knowledge that you feel did not fit under the Essential Competencies of Practice. Examples may include splinting, seating, Cognitive Behavioral Therapy, Leadership training, budget management, conducting research, developing lessons plan, managing conflicts, etc. Ask yourself:

- Is this competency required in my job?
- How well do I perform?
- Do I need to improve?

You are required to use the five-point scale in the self assessment tool to determine your overall level of competence for each performance indicator. The scale should be used as a guide to make your most honest assessment. If you rate yourself as a 2 (Area for Growth) or 3 (Developing) for a particular indicator, you should choose a priority level (high, medium or low) on the right hand side of the table to guide you in creating your Professional Development Plan.

Rating Scale

The following scale is used in the self-assessment process.

- | | |
|----------------------|--|
| 5 – Proficient: | I am able to demonstrate, apply, and integrate knowledge and skills with the highest degree of consistency and effectiveness in a variety of routine and complex situations. In addition, I may engage in routine teaching, mentoring and supervision activities in this area. |
| 4 – Competent: | I am able to demonstrate, apply, and integrate knowledge and skills with consistency in a variety of routine situations and responsibilities. I am able to meet the requirements and expectations of my job. |
| 3 – Developing: | I am able to integrate knowledge and skills with a limited degree of consistency in a specific routine situation and responsibility. I use the skill or practice infrequently, but should be applying it to all situations in my practice. I am a new therapist to this practice area and will get better with experience. |
| 2 – Area for Growth: | I am able to explain and discuss key issues and concepts in general, but have little or no practical experience. I do not presently do well with this skill and should refine it in order to meet the expectations of my job. |
| 1 – Not Applicable: | A skill or practice that does not apply to my current role or responsibility. |



Continuing Competency Program

Self-Assessment of Other Specific Competencies - Supplementary								
Self-Assessment of Other Specific Competencies	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority
List of Performance Indicators								

Specific Practice Examples: (record practice examples to demonstrate your competency).



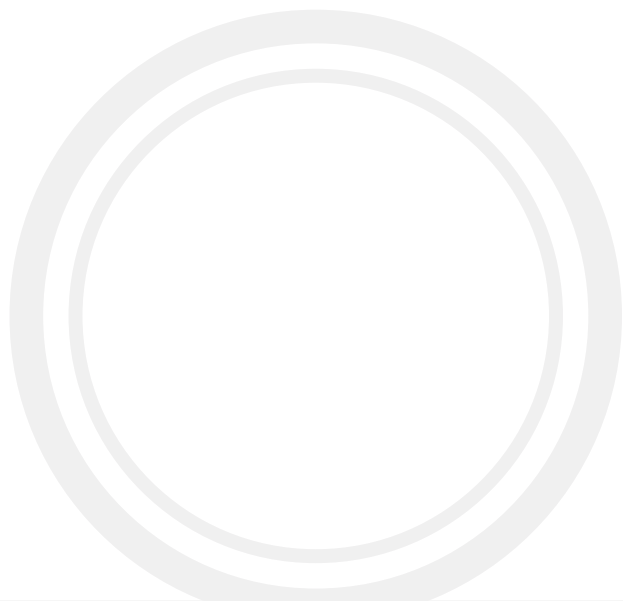
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Self-Assessment of Other Specific Competencies - Supplementary

Self- Assessment of Other Specific Competencies List of Performance Indicators	5-Proficient	4-Competent	3- Developing	2-Area For Growth	1- Not Applicable	Use this to prioritize area for improvement		
						High Priority	Medium Priority	Low Priority

Specific Practice Examples: (record practice examples to demonstrate your competency).

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