

Practicing occupational therapy in an adoptive country

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PLAN OF THE PRESENTATION

- Context
- Objective
- Approach
- Results/description of the program
- Discussion/issues/challenges
- Conclusion

THE CONTEXT

Practicing in Quebec, Canada

- MSc (OT) is required to access clinical practice
- 375 new graduates/year (5 schools in Quebec)
 - UdeM:
 - 4-year – Continuum BSc-MSc (OT) – 120 students
- Right to practice comes from our provincial professional legislative body (Ordre des ergothérapeutes du Québec - OEQ)

THE CONTEXT (2)

- Shortage of ressources
- Pressure from Ministry of immigration and cultural communities to provide work access to health professionals trained outside Canada
- Call from OEQ to Quebec university programs to develop, in partnership, a *qualification program* for OTs trained outside Canada and wishing to practice in Quebec

THE CONTEXT (3)

The program at Université de Montréal

- History of partnership with OEQ to integrate trained OTs in regular cohorts of students
- Extensive experience in international clinical fieldworks (in and out)
- ✓ UdeM and OEQ became partners to develop a *qualification* program

THE OBJECTIVE

- Develop a program that would offer the 'right' set of courses to reach the level of professional competencies required to practice in Quebec
- Taking into consideration:
 - Previous training of candidates
 - Duration of the program
 - Competency-based pedagogical approach of OT program at UdeM
 - Obtention of MSc is not the goal

THE APPROACH

- Analysis of training profile of potential candidates
 - Sample of 13 representative candidates (UK, Brazil, Australia, India, Colombia, etc)
 - Competency-based framework analysis
- Focus groups (2)
 - Candidates (previously trained OTs)
 - Fieldwork supervisors

WHAT WE LEARNED

Training program

- Variability of training across countries
- Some discrepancies in the areas of:
 - Application of theoretical models
 - Interdisciplinarity, team work
 - Professional autonomy
 - Evaluation tools and methods
 - Evidence-based practice
 - Charting skills and norms
 - ...

WHAT WE LEARNED

Focus groups

- Coherence between the two groups in identifying priorities to be addressed by the new program
 - Language barrier
 - Learning rythm
 - Cultural differences
 - Quebec health care system
 - Tools or resources to support candidates and supervisors before, during and after clinical fieldwork

THE PROGRAM

Programme de qualification en ergothérapie

- 54 credits + online modules
 - 33 credits -- compulsory courses
 - 6 credits -- tailored to specific needs of candidates
 - 15 credits – clinical fieldwork (2 placements)
- Two points of entry
 - Short and long profile
 - Determined by OEQ and UdeM

THE ONLINE PREPATORY MODULES

Example of themes covered

- Competency-based approach
 - Clinical reasoning
 - Problem-based learning
 - Evidence-based practice
 - Use of C-maps
 - Legal context
 - Charting
 - Interprofessional collaboration
 - etc
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- Videos, quiz, exercises, etc

DISCUSSION

- Small volume of candidates
 - Challenge in the development of new courses
 - Forced integration of international students in our regular cohorts
 - Rythm issues
 - Team work issues
- Perceptions between legislative bodies and university program
 - Comprehension of competency-based approach
 - Selection of courses



DISCUSSION (2)

- Understanding the needs of international candidates
 - Underestimation/overestimation
- Preparation of support tools and resources for clinical fieldwork
 - Identification of selected clinical environments
 - Training of these environments

CONCLUSION

- Opening of the Programme de qualification en ergothérapie in January 2014
- Readjustments are expected to ensure successful training of occupational therapists wishing to practice in Quebec
- Montreal being a multicultural city, the development of this program will benefit all our students

QUESTIONS?

Thank you!

