



**MEETING OF THE COUNCIL OF THE
COLLEGE OF PHYSIOTHERAPISTS OF ONTARIO**

May 18, 2022

Meeting time: 12:00 pm – 1:30 pm

Meeting to be held at the College Boardroom via Zoom and YouTube

Commitment to the Public Interest

The public interest is the foundation of all decisions made by this Council. Acting in the public interest ensures that decisions consider: Accessibility, Accountability, Equality, Equity, Protection of the public and Quality Care

What is Public Interest?



Conflict of Interest and Bias

Council members are required to declare a conflict of interest or remove themselves from any discussion where they or others may believe that they are unable to consider a matter in a fair, independent and unbiased manner. A declaration in this regard must be made at the start of any discussion item

Purpose	Item	May 18, 2022
12:00 pm	*	Welcoming Remarks and Roll Call – <i>Theresa Stevens, President</i> Land Acknowledgement Statement
	1 Motion	Approval of Agenda - <i>T. Stevens</i>
Strategic For Decision	2	Ontario Clinical Exam (OCE): Recommendation Regarding Exam Design <i>Amanda Pinch, Manager Examinations and Joyce Huang, Manager Strategic projects</i>



		<p>*Backgrounder Information</p> <p>Council previously approved work to develop an Ontario Clinical Exam based on a behaviour-based interview (BBI) format. However, earlier in 2022 the College became aware of the risks associated with a BBI exam format.</p>
	<p>2.1 Motion</p>	<p>Approval in principle of the OCE format</p> <p>Council is now asked to consider and approve in principle an exam format based on a structured interview using scenarios</p>
	<p>2.2 Motion</p>	<p>Approval of Ontario Exam blueprint</p> <p>Council is asked to approve the Ontario Exam blueprint</p>
		<p>ADJOURNMENT</p>

Future Council Meeting Dates

- June 28-29, 2022
- September 22-23, 2022
- December 12-13, 2022



COLLEGE OF
PHYSIOTHERAPISTS
of ONTARIO

ORDRE DES
PHYSIOTHÉRAPEUTES
de l'ONTARIO

Motion No.: 1.0

Council Meeting
May 18, 2022

Agenda # 1: Approval of the agenda

It is moved by

and seconded by

that:

the agenda be accepted with the possibility for changes to the order of items to address time constraints.



COLLEGE OF
PHYSIOTHERAPISTS
of ONTARIO

ORDRE DES
PHYSIOTHÉRAPEUTES
de l'ONTARIO

Motion No.: 2.1

Council Meeting
May 18, 2022

Agenda # 2: Ontario Clinical Exam: Recommendation Regarding Exam Design

It is moved by

and seconded by

that:

Council approve the exam format of a structured interview with long and short scenarios in principle.



COLLEGE OF
PHYSIOTHERAPISTS
of ONTARIO

ORDRE DES
PHYSIOTHÉRAPEUTES
de l'ONTARIO

Motion No.: 2.2

**Council Meeting
May 18, 2022**

Agenda # 2: Ontario Clinical Exam: Recommendation Regarding Exam Design

It is moved by

and seconded by

that:

Council approve the associated blueprint for the Ontario Clinical Examination

Meeting Date:	May 18, 2022
Agenda Item #:	2
Category	Strategic
Issue:	Ontario Clinical Exam: Recommendation Regarding Exam Design <i>For Decision</i>
Submitted by:	Amanda Pinch, Manager Examinations Joyce Huang, Manager Strategic Projects

Issue

Council previously approved work to develop an Ontario Clinical Exam based on a behavioural-based interview (BBI) format in December 2022. As the work continues to evolve, the College has identified some potential risks in using the BBI alone as an entry to practice examination. Council was advised of these risks in March 2022. A risk assessment has been completed and Council is now asked to consider and approve an enhanced exam format which builds on the existing BBI framework by adding a structured interview component which includes long and short scenarios.

Background

In December 2022 Council approved work to develop a clinical exam for Ontario based on the BBI format. This was initially seen as a short-term solution until the Canadian Alliance of Physiotherapy Regulators (CAPR) was able to resume the clinical component of their exam. In January 2022 CAPR advised its provincial partners that it would no longer be offering the clinical component.

While the use of the BBI may have been appropriate as a short-term solution, the College has identified an issue with using the BBI format for the Ontario Clinical Examination as a long-term solution. These concerns were brought to Council's attention in March 2022. At this time Council agreed that staff should conduct a risk assessment to ensure that any exam format chosen would increase the defensibility of the exam and ensure its sustainability over the long term.

Recommendation

Council is asked to consider a shift from a BBI format exclusively which relies on candidates' real-life experiences, to a structured interview format which provides candidates with pre-written scenarios that require candidates to draw on their own knowledge in order to provide an answer which is appropriate to the given situation. These pre-written scenarios would be comprised of a mixture of longer scenarios with greater amounts of information provided and shorter scenarios with less detailed information provided. The use of pre-written or scenario-based methodology with a structured interview exam to measure competence is one way to link assessment to practice and to shift from traditional modes of evaluation into a more dynamic and authentic review of the candidate's performance (Shulman, 2022; Ulanoff et al., 2009).

The scenario-based structured interview exam format will increase the security of the exam as only a limited number of these scenarios will be in circulation at any one time, and these will be retired and updated at set intervals. The structured interview questions will remain consistent and will be used in combination with new scenarios for each administration of the exam.

A long and short scenario writing template and process will be established wherein the same overall situational framework for the scenario could be used to create several variations by changing certain context variables. This process will ensure consistency and comparability across exam administrations and allow us to apply the same cut score across exam forms¹.

To this end, iComp Consulting Inc. is recommending a two-part examination that is completed in one day. iComp also recommends a separate pass score for each part of the exam, with a requirement to pass both part 1 and part 2 to be successful. The use of this process would ensure that the candidate demonstrates competence in clinical reasoning, critical thinking, and professional behaviours. The Ontario Clinical Exam (OCE) will be 3-hours in testing time, with each part testing specific competencies related to areas of a blueprint². A detailed description of the process for blueprint creation and the associated domain areas are available in appendix 1 and 2.

Ontario Clinical Exam Part 1 (1.5 hours)

Two long scenarios will be presented to the candidate based on two different clinical and practice contexts. Each long scenario will follow a standard template to ensure a consistent level of difficulty and that sufficient detail is provided to the candidate to enlist a response to each question. The specific variables of the scenario will be aligned with the various clinical areas of practice and patient types.

¹ An exam form is a set of scenarios and associated questions which are grouped together according to requirements of the exam blueprint to measure a candidate's competence.

² An exam blueprint identifies the structure of the exam, identifying content areas candidates are to be assessed in. Test developers will refer to the blueprint to ensure that questions selected are aligned with key competencies that the administer wishes to measure.

The candidate will be expected to analyze information provided in the long scenario and respond to questions reflective of the blueprint domain areas listed below.

Long Scenario 1:

1. Accepting the patient (assess personal knowledge and appropriateness for physiotherapy)
2. Informed consent
3. Assessment, clinical impression, and diagnosis

Long scenario 2:

4. Develop goals / patient collaboration
5. Treatment plan
6. Collaboration, consultation, and referral to others
7. Monitor, reassess, and modify the plan, self-management
8. Discharge planning or transitioning care

Ontario Clinical Exam Part 2 (1.5 hours)

Short scenarios will be presented to the candidate for each of the question topics below to assess the candidate's application of the standards of the profession, Code of Ethics, and critical inquiry skills. Each short scenario will follow a standard template to ensure a consistent level of difficulty and that sufficient detail is provided to the candidate to elicit a response to each question. The candidate will be expected to analyze information provided in the short scenario and respond to questions reflective of the blueprint domain areas listed below.

1. Supervision and assignment of care to support personnel (PTAs, Rehabilitation Assistants)
2. Fees, billing and account oversight /accountability
3. Addressing discrepancies between employer expectations and professional standards
4. Conflict resolution
5. Confidentiality and privacy
6. Infection control and prevention
7. Professional boundaries
8. Ethical issues
9. Prioritizing and time management
10. Physical and emotional safety of the patient
11. Communication strategies

Implications for Exam Development

Similar to the original work plan devised for the development of the BBI, staff must continue to consider three main streams of work, which include:

- The development of the assessment tool which will be a structured scenario-based interview based on entry-level competencies
- The development of the program infrastructure, policies and procedures required to support the exam operationally
- The development of a technology platform to assist with the administration of the exam, which includes registration, exam delivery, scoring, and data analysis and reporting

The use of long and short scenarios in the OCE will increase the resources required for the ongoing development and management of the exam content and will require ongoing engagement of item writers. The test specifications listed in the blueprint that was previously presented to Council will need to be revised slightly to include practice content areas referred to in part two of the exam. Operational policies related to exam development, such as the methodology to select and monitor the short and long scenarios in circulation will also need to be established.

The same group of item writers identified for the BBI will be trained and engaged in the development of the long and short scenarios on an ongoing basis. The College is able to leverage current technology (Office 365 SharePoint) to assist in the secure development and storage of long and short scenarios. Identification of further technology resources to support item classification to ensure that the integrity of the blueprint is maintained is in progress.

Based on what we know now, we anticipate that the content for the exam will be ready by early fall with the first cohort of candidates expected to complete the exam in late 2022. Although we are guided by the expertise of iComp in exam development, College staff are heavily involved in the project work required to create content as we collaborate with iComp to develop and review templates, scoring systems, and exam layout. While the content is being developed, we will be working to procure a technology vendor to assist in the delivery of the exam and the development of processes required to support exam delivery. Concurrently, staff will begin creating the necessary policies and procedures related to the exam which includes development of supportive documentation for candidates as they prepare for the exam. Each step identified above involves collaboration with a series of internal and external stakeholders including various business streams in the CPO, psychometric consultants, iComp Consulting Inc, technology vendors, examiners, and item writers.

Exam Delivery

In addition to the development of exam content and supportive documentation, the College is exploring the financial and operational implications of different delivery methods. Two options are presently being explored; they include:

- A) The consideration of a partially remote (hybrid) model where candidates present to a testing site and examiners interact with the candidate remotely through a virtual exam platform.

B) A fully remote, virtual exam delivery.

Both options are cohort-based delivery models where set exam dates are established throughout the year for candidates to complete the OCE and require mediation through an exam technology platform. A cohort approach will enable the College to maintain a higher degree of exam security while also ensuring that candidate results are available in a timely fashion. The model also presents numerous opportunities annually for candidates to complete the exam. An additional advantage to hybrid and virtual delivery models is their sustainability should COVID protocols need to be considered. A partially or fully virtual exam promotes a safer environment for candidates by respecting Public Health recommendations. Moreover, policy and procedures to guide decisions throughout the exam delivery process will take into account the evolving guidance provided by Public Health experts and provincial leaders.

The College's readiness to administer the exam depends on the complex interplay between factors listed above. Staff are in the process of determining further implementation details and timelines which will be available at the June Council meeting.

The College's Registration Committee will continue to be advised of the development of this work so that it can re-visit the Exemption Policy should it choose to do so.

Public Interest Assessment:

- *Protection:* Ensuring that the College has a robust entry to practice process that is fit for purpose as a long-term solution is a critical step in ensuring that only qualified applicants are registered as physiotherapists, which ensures that the profession delivers safe, competent and ethical care to patients.
- *Quality Care:* Ensuring that applicants meet entry-level competency requirements help to ensure that care provided by physiotherapists are of meets the standard of quality care.

Decisions Sought:

That Council approve the exam format of a structured interview with long and short scenarios in principle.

That Council approve the associated blueprint for the Ontario Clinical Examination.

Next Steps

Should Council approve the recommended exam design of a scenario-based structured interview, iComp Consulting Inc. will continue work on development of the long and short scenarios and structured interview forms in preparation for the first administration of the exam. Staff will continue to

confirm implementation specifics, costs and provide an updated exam implementation plan at the June 2022 Council meeting.

Appendix 1: Overview of Blueprint Competencies

To define the exam blueprint topics, two separate focus groups were held with physiotherapy residents (n= 11) and physiotherapists who supervise, educate and oversee the practice of physiotherapy residents and new registrants (n=15). The participants represented a wide range of practice areas and included both Canadian- and internationally-educated practitioners. During the focus groups, the participants ranked the competencies that were highly important to assess and defined the topics of the core questions as listed below. This topic list also aligns with the survey data noted below.

1. Accepting the patient (assess personal knowledge and appropriateness for physiotherapy)
2. Informed consent
3. Assessment, clinical impression, and diagnosis
4. Treatment plan
5. Develop goals / patient collaboration
6. Collaboration, consultation and referral to others
7. Monitor, reassess and modify plan, self-management
8. Supervision and assigning care to support personnel (PTAs, Rehabilitation Assistants)
9. Expectation of fees, billing and account oversight/accountability
10. Discharge planning or transitioning care
11. Addressing discrepancies between employer expectations and professional standards
12. Conflict resolution
13. Confidentiality and privacy
14. Infection control and prevention
15. Professional boundaries
16. Ethical issues
17. Prioritizing and time management
18. Physical and emotional safety of the patient
19. Communication strategies

A survey was conducted with physiotherapy residents and physiotherapists with less than 2 years of experience (n=41), who ranked the level of importance to public protection and the frequency in which the competency is performed. Based on this data the chart below outlines the number of core questions by domain and the overall percentage the competency domain will be represented on the examination.

This domain chart is a representative sample of the competencies that are noted as highly important to assess. The percentage represents the weighing or the number of core questions.

Domain	Percentage (+/- 5%)	Number of questions (17-20 core questions)
Domain 1 Physiotherapy Expertise	0.48	8.22 – 9.67
Domain 2 Communication	0.08	1.42 – 1.67
Domain 3 Collaboration	0.10	1.70 - 2
Domain 4 Management	0.15	2.55 - 3
Domain 6 Scholarship	0.08	1.42- 1.67
Domain 7 Professionalism	0.10	1.70 - 2
<p>Note: There are no questions proposed for Domain 5 (Leadership) as this domain did not rank high enough in the focus group and survey responses.</p>		

The full list of competencies and performance indicators to be assessed is included in Appendix 2.



Appendix 2: List of competencies and performance indicators to be assessed in the Ontario Clinical Exam

Domain 1 Physiotherapy Expertise

1.1 Employ a client-centered approach.

1.1.1 Act in a manner that respects client uniqueness, diversity and autonomy, and is in the client's best interest.

1.1.2 Provide the client with relevant information throughout care.

1.1.3 Actively involve the client in decision-making.

1.1.6 Ensure ongoing, informed client consent.

1.2 Ensure physical and emotional safety of client.

1.2.1 Identify client-specific precautions, contraindications and risks.

1.2.2 Employ safe client handling techniques.

1.2.3 Apply assessment and intervention procedures in a manner that enhances the client's safety and comfort.

1.2.4 Monitor and respond to client's physical and emotional state throughout care.

1.3 Conduct client assessment.

1.3.1 Interview client to obtain relevant information about health conditions, and personal and environmental factors.

1.3.2 Determine client's expectations, and their relevance to physiotherapy.

1.3.3 Obtain relevant information about client's status from other sources.

1.3.4 Identify comorbidities that impact approach to assessment.



- 1.3.5 Identify urgent health conditions that require immediate attention and take appropriate action.
- 1.3.7 Select and perform appropriate tests and measures.
- 1.4 Establish a diagnosis and prognosis.**
 - 1.4.1 Interpret assessment findings and other relevant information.
 - 1.4.3 Develop a physiotherapy diagnosis.
 - 1.4.4 Develop a working prognosis.
 - 1.4.5 Determine if physiotherapy is indicated.
 - 1.4.6 Determine if referral to another physiotherapist or another provider is indicated.
- 1.5 Develop, implement, monitor and evaluate an intervention plan.**
 - 1.5.1 Establish physiotherapy goals.
 - 1.5.2 Determine an intervention plan.
 - 1.5.3 Implement planned interventions.
 - 1.5.5 Monitor and respond to client status during interventions.
 - 1.5.6 Reassess client status and needs as appropriate.
 - 1.5.7 Modify intervention plan as indicated.
- 1.6 Complete or transition care.**
 - 1.6.1 Evaluate client outcomes and goal attainment.
 - 1.6.2 Develop a discharge or transition of care plan.
 - 1.6.3 Prepare client for discharge or transition of care.
 - 1.6.4 Ensure effective transfer of information at transition.
- Domain 2 Communication**
 - 2.3 Adapt communication approach to context.**
 - 2.3.1 Adjust communication strategy consistent with purpose and setting.



- 2.3.2 Use appropriate terminology.
- 2.3.3 Adjust communication based on level of understanding of recipient.
- 2.3.4 Use appropriate terminology.
Ensure communication is timely.
- 2.3.5 Share information empathetically and respectfully.

Domain 3 Collaboration

3.1 Promote an integrated approach to client services.

- 3.1.1 Identify practice situations that may benefit from collaborative care.

- 3.1.2 Engage client as a team member.

3.2 Facilitate collaborative relationships.

- 3.2.3 Negotiate shared and overlapping roles and responsibilities.

3.3 Contribute to effective teamwork.

- 3.3.4 Participate and be respectful of all members' participation in collaborative decision-making.

3.4 Contribute to conflict resolution.

- 3.4.1 Recognize conflict or potential conflict, and respond constructively.

- 3.4.2 Apply conflict resolution principles in a structured fashion.

Domain 4 Management

4.1 Support organizational excellence.

- 4.1.3 Address discrepancies between employer expectations and professional standards.

- 4.1.4 Follow proper business practices.

4.2 Utilize resources efficiently and effectively.

- 4.2.3 Manage own time effectively.

4.3 Ensure a safe practice environment.

- 4.3.1 Identify risks and mitigate hazards in the workplace.

- 4.3.4 Apply best practices for infection control.

4.5 Supervise others.

- 4.5.1 Assess the competence of personnel involved in physiotherapy service delivery prior to assigning care.



	4.5.2	Assign care to personnel involved in physiotherapy service delivery, and monitor delivery.
4.6 Manage practice information safely and effectively.	4.6.3	Ensure secure retention, storage, transfer and destruction of documents.
	4.6.4	Maintain confidentiality of records and data, with appropriate access.
Domain 6 Scholarship		
6.1 Use an evidence-informed approach in practice.	6.1.1	Incorporate best available evidence into clinical decision-making.
	6.1.2	Incorporate client context into clinical decision making.
	6.1.3	Incorporate personal knowledge and experience into clinical decision-making.
	6.1.4	Make decisions using an established clinical reasoning framework.
	6.1.5	Use a structured approach to evaluate effectiveness of decisions.
Domain 7 Professionalism		
7.2 Behave ethically.	7.2.1	Use an ethical framework to guide decision-making.
	7.2.2	Address real, potential or perceived conflicts of interest.
	7.2.3	Promote services in an ethical manner.
7.3 Embrace social responsibility as a health professional.	7.3.2	Demonstrate awareness of the social determinants of health and emerging trends that may impact physiotherapy practice.
7.4 Act with professional integrity.	7.4.3	Work within physiotherapy scope of practice and personal level of competence.
	7.4.6	Maintain professional boundaries.



To: Council

Date: May 18, 2022

Background Information to Support the Discussion About the Ontario Clinical Exam

Pathway to Licensure Overview

Individuals who wish to practice as a physiotherapist in Ontario are required to successfully complete the national Physiotherapy Competency Exam (PCE), which is administered by the Canadian Alliance of Physiotherapy Regulators (CAPR).

Individuals who successfully complete the Written Exam can apply for a Provisional Practice Certificate with the College which allows them to practice as a Physiotherapy Resident under the supervision of a College-approved Practice Supervisor.

According to the College's Regulation, Residents are required to register for the next available sitting of the Clinical Exam. Historically, the College has used the national Physiotherapy Competency Exam-Clinical, which was administered by CAPR to meet this requirement.

The exam, which was an Objective Structured Clinical Examination or OSCE was typically administered twice a year.

With the onset of COVID in March 2020, CAPR was unable to administer the Clinical Exam (OSCE) in 2020 due to public health directives that initiated restrictions like the number of people who could gather in one room. CAPR made significant efforts to transition the OSCE to a virtual format. However, these efforts were unsuccessful.

Stakeholders, including the College, assumed CAPR would be able to resume the administration of the Clinical Exam in 2022.

College's Response – Short Term and Long Term

1. Development of the Ontario Clinical Exam – Short Term
2. Registration Committee Exemption Policy
3. Applications Considered by the Registration Committee
4. Development of the Ontario Clinical Exam – Long Term

Development of the Ontario Clinical Exam – Short Term

While Council was hopeful that CAPR would be able to successfully administer the Clinical Exam in 2022, it was also sensitive to the fact that CAPR would be faced with a significant backlog of candidates.

In December 2022, Council approved the development of an Ontario Clinical Exam (OCE) based on a Behavioral Based Interview (BBI) format to be used in the interim while CAPR resumed operations. Knowing that exam design, development, and administration is a lengthy process Council initially chose this tool because the College had experience with it through the Quality Assurance Program.

At the time, Council believed this would be a **short-term solution** given that the exclusive use of the BBI format as an entry to practice exam over the long term had not been well researched. The decision reflected Council's attempt to balance the public interest, patient safety, the plight of the individuals who could not take a clinical exam, and the need to quickly have a solution in place.

At the time this decision was made numerous options had been considered. An overview of the options and the status update can be found in appendix A.

Registration Committee - Exemption Policy

In January 2022, CAPR advised its stakeholders that it would no longer offer the Clinical Exam and there was no replacement available. This resulted in the provinces having to produce their own pathways to licensure while CAPR worksthrough their Innovation Agenda which is focusing on best practices in entry to practice assessment. It is anticipated that there will be no national exam available for at least 4 to 5 years.

By this time, the Registration Committee had already approved an Exemption Policy which allows some Residents to move to an Independent Practice registration class if they meet certain eligibility criteria. The Policy's first version was approved in December 2021 and was amended to expand the eligibility criteria in March 2022.



To date:

- 416 applications have been received under this Policy
- 280 Residents have successfully completed all of the requirements and have been issued an Independent Practice Certificate
- 35 Residents are completing the last phase of the process – the screening interview

To date, 2.5% of individuals who have attempted the screening interview have been unsuccessful.

As we look to the remainder of the year, Residents will continue to become eligible to apply under the Exemption Policy each month if they meet the eligibility criteria. The Policy requires Residents be in Provisional Practice for a 12-month period before they can move to the Independent Practice class.

# Eligible Each Month	Resident received their Provisional Practice Certificates in
22 – in June 2022	June 2021
39 – in July 2022	July 2021
26 – in August 2022	August 2021
76 – in September 2022	September 2021
147 – in October 2022	October 2021
86 – in November 2022	November 2021
16 – in December 2022	December 2021

The Registration Committee has committed to reviewing the Policy every three months and while it is not anticipated that there will be more changes to the eligibility criteria, the Committee may choose to extend the policy beyond December 31, 2022, depending on the status of the exam development. The Committee has committed to providing stakeholders with three months' notice of any changes.

It should also be noted that some Residents are not interested in going through the Exemption Policy process even if they are eligible to do so.

Registration Committee Review Process

The College is aware that there are approximately 80 individuals who have attempted the PCE – Clinical on one occasion and been unsuccessful. While the Regulation does not permit the College to issue a second Provisional Practice Certificate, these individuals can apply for an Independent Practice Certificate which will be considered on a case-by-case basis. This is not a new process, and the Committee is considering these applications in an ongoing way.



Development of the Ontario Clinical Exam (OCE) - Long Term

When Council initially approved (in principle) the development of the OCE based on a Behavior Based Interview format in December 2021, it was believed that it would be a short-term solution and not one that the College would rely on over an extensive period. As research was undertaken, some risks were identified related to the integrity of the approach and the long-term sustainability of resources that would be required to sustain an item bank if exams were to be made available “on demand”.

The exam development team carefully considered the research, advice from the exam development company, legal counsel and a psychometrician, and believe that additional safeguards are required to ensure that the exam and its delivery are fit for purpose and sustainable over the long term.

The recommendations in the attached Briefing Note are intended to balance the public interest, exam integrity and security, timeliness, and fiscal responsibility, while not creating an unintentional barrier to becoming a member of the physiotherapy profession.

The proposed exam structure is outlined in the attached Briefing Note:

- A structured interview with pre-written scenarios borrows testing components from exams where clinical skills are observed and a Behavioural Based Interview exam where a candidate would describe what they have done in a particular situation.
 - When ready for administration, the OCE’s format will likely begin as a partially remote (or hybrid) delivery model where candidates are located at a testing center. Over time it will likely transition to a fully remote, virtual model if a reasonable level of exam security can be maintained. This is made possible by moving the exam delivery from an on-demand approach (candidates taking the exam one at a time) to a cohort approach (where a larger group of candidates take the exam at the same time).
 - We anticipate that at least one cohort-based administration of the exam will occur prior to the end of 2022 taking into account that we need to provide candidates with sufficient notice to study before they take the exam.
 - It is projected that there will be 4 to 6 administrations of the OCE each year to meet candidate demand and allow candidates to predictably plan for the timing of their exam.
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APPENDIX – A

Options Considered to Date

Currently In Progress
The College submitted a proposed regulation to the Government which would address the situation where an entry to practice licensure exam is not available
Council approved the Final Comprehensive Exam from the University of Sherbrooke as an exam acceptable to the College
Registration Committee - Exemption Policy
Development of the Ontario Clinical Exam (OCE)
Considered But No Longer an Option
Purchasing the CAPR OSCE exam questions or the OSCE virtual exam questions and retaining a third party vendor to deliver those options
Using the Quality Assurance Program to assess entry to practice level competencies
Partnering with the Ontario University programs to develop an exam
Adopting an entry to practice exam from another jurisdiction
Met with Ministry of Health and OFC officials to discuss possible resolution options
Explored if the University of Toronto Bridging Program could provide an alternative exam
Explored if the University of Alberta or the University of British Columbia could host a clinical exam for Ontario candidates
Considered whether the Assessment of Clinical Performance assessment tool (ACP) used for students in PT programs could serve as an entry to practice exam
Using the College's Jurisprudence Education Module as an entry to practice exam
Discussed the opportunity to create a clinical exam with other Canadian PT regulators
Asked CAPR if they could second their exam staff to the College to run an Ontario-based exam