

AARI Final Report Tracker

PHASE 2: 2025 - 2027

STATUS

9	Update the annual registration process.	9.1 Mandate that 1 of 3 annual learning goals prescribe learning about equity, anti-racism, and cultural safety in practice and provide a critical reflection tool to guide their daily practice.	IN-PROGRESS
10	Use channels of influence to build awareness of ACOT's efforts and promote education, learnings, and impact, within and outside of the college.	10.1 Provide a clear and simple descriptor of the differentiation of responsibilities between ACOT and employers when responding to issues/experiences of racism and discrimination.	IN-PROGRESS
11	Develop strategic partnerships to improve the pathway of learning and development of all incoming and current OTs, and other health professions.	11.1 These partnerships should include but are not limited to: The University of Alberta, Alberta Federation of Regulated Health Professions, and Colleges of interdisciplinary professions that work in relation to OTs (i.e., nurses, doctors). The goals of these partnerships should be to: Build alliances and shared understanding of needs and activities related to racism, discrimination, equity, and cultural safety, work on development of educational resources for all health professionals, improve efforts to meet the Standards of Practice and Code of Ethics updates, determine ways to collaborate in collectively improving professional practices and relationships, save on limited resources. 11.2 University partnerships should focus on several unique aspects to engage collaboratively throughout an OT's training and professional lifespan.	IN-PROGRESS
12	Provide regular learning and development for staff, council, and registrants.	12.1 Create and share brief videos and educational tools (i.e., micro-lessons) about how to respond to issues of racism and discrimination. (a) from a client (b) from a peer/colleague	IN-PROGRESS

PHASE 3: 2028 - 2030

13	Improve staff and council representation and competencies.	13.1 For ACOT staff and council, create an anti-racism and equity tool that is used to guide processes and decision-making when designing new policies, practices, systems or making decisions. The tool should include several questions to consider and processes to validate decisions and outcomes as anti-racist and equitable.	OPEN
14	Create a unique complaints process for experiences of racism and discrimination, that embodies principles of access, accountability, and trauma-informed practice.	14.1 This process needs to be unique so that it responds to some of the biggest barriers of reporting such incidents, including retaliation, inaccessibility, low accountability, and inflexibility.	OPEN
15	Provide materials to employers to promote the positive impacts of the work.	15.1 One of the concerns and challenges raised in this work is power dynamics between employers and the college. While the college does not dictate employer policies or practices, ACOT could share its work (i.e., equity reflection tools, updates to hiring practices, insights from committee/advisory, etc.) and learnings across employers to influence their awareness and practices.	OPEN