AARI Final Report Tracker

PHASE 1: 2022 - 2024

RECOMMENDATION	METHODS	STATUS	NOTES
1. Expand the focus of AARI to have a stronger intersectional analysis that better addresses equity and inclusion for people with disabilities and gender diverse individuals.	"1.1 Apply a stronger intersectional approach to create safe, inclusive, and equitable environments that affirm the dignity and uphold the human rights of Black, Indigenous, racialized, 2SLGBTQ+, persons/people with disabilities and religiously diverse people. 1.2 A deeper analysis and understanding of experiences of ableism and discrimination against persons/people with a disability should be considered as an additional project."	IN-PROGRESS	1.1 AARI Committee members currently discussing how to maintain a safe space and continued focus on deliverables when we increase membership.
2. Convene a community of practice that combines lived experience and expertise of anti-racism, equity, and cultural safety.	"2.1 Identify stakeholders, champions, and sponsors that will bring a combination of antiracism, equity and cultural safety expertise and lived experience to maintain accountability and to ensure sustainability of the work. Consider: registered OTs, members of the public, council members, University staff/faculty/Masters students'/PhD students, etc. 2.2 Led by the Registrar and Committee Chair, convene a community of practice or working group(s), made up of these stakeholders to engage in project planning and delivery."	REFERRED TO SAOT	2.1 Communities of Practice are not permitted for regulatory bodies. 2.2 Working group established, will look at adding additional members after initial deliverables are achieved.
3. Use channels of influence to build awareness of ACOT's efforts and promote education, learnings, and impact, within and outside of the college.	"3.1 These channels might include national working groups, interdisciplinary conferences, social media, etc. 3.2 Communicate to registrants in an on-going manner by committing a portion of the website to promote current project status, priority actions, and updates. Include a direct line of communication to the College that identifies the college lead in this work (i.e., the Registrar). Include free educational materials: a glossary of key terminology and external links to videos/podcasts/readings/etc. Resources should be developed by people with lived experiences or from specific communities, are accessible, and are no more than 10 years old. Include a note that explains that these are not exhaustive materials and further personal research, and learning should be completed."	IN-PROGRESS	3.1 Shared AARI Final Report findings with ACOTRO members, U of A OT dept, PACA, ACSLPA and others. 3.2 A portion of the ACOT web site is dedicated to AARI work including tracking of deliverables met or in progress. AARI presentations offered and provided to multiple OTs and workplaces. Development of resources underway.
4. Update the Code of Ethics and Standards of Practice to reflect equity, anti-racism, and cultural safety.	"4.1 Apply gender neutral language by changing his/her language to their/they/them. 4.2 Add a new Standard of Practice: Demonstrate commitment to equity and cultural safety. 4.3 Align updates to the Standards of Practice by working with Indigenous Occupational Therapists to determine integration and acceptance of cultural models of practice in ACOT's Standards of Practice. 4.4 Change Code of Ethic 1.2 to: Providing services and maintaining relationships that do not stereotype or discriminate against their clients or colleagues based on race, ethnicity, religion/spirituality, gender identity or expression, sexual orientation, disability, age, marital status, or socioeconomic status. 4.5 Add a new Code of Ethic: Developing and maintaining relationships with clients and colleagues that recognize and respect heritage, identities, values, beliefs, customs, and preferences that may be different than their own. 4.6 Update Code of Ethic examples to support registrants' interpretations of the updated ethics and across all Code of Ethic scenarios, include diverse identifying information about the OT and clients or colleagues so that reflection and consideration of social and cultural identities are considered across various practice situations."	IN-PROGRESS	4.1 Updated Standards of Practice, Code of Ethics and Bylaws, informed by multiple key partners including BIPOC OTs.
5. Improve staff and council representation and competencies.	"5.1 The ACOT Bylaws (3.4 c. iv.) states specific attributes and skills needed to maintain a balanced Council 'Balanced' is undefined and should be strengthened to specify representation and competency standards. 5.2 Update the council application for future council recruitment, according to predetermined representation and competency standards and goals. 5.3 To effectively welcome and integrate these new members, create, and facilitate a mentorship plan and process. Create a targeted engagement and outreach strategy that engages directly with registrants and potential candidates and identifies potential future candidates from their time of graduation or through other networks, to have a sustainable succession plan. To maintain equitable access to Council positions, consider a majority virtual Council to save on travel and cost restrictions and barriers. 5.4 Council's Code of Conduct should include the same principles as ACOT's updated and new Codes of Ethics, to ensure Council's commitment to model these skills in both its conduct and decision-making. 5.5 Update staff job descriptions and all job postings to reflect knowledge, skills and attributes related to anti-racism, equity, and cultural safety. 5.6 Update specific job description expectations for staff that have power and responsibilities to carry forward this work. 5.7 When interviewing staff and council members, include at least 1 question related to anti-racism, equity and inclusion, fitting for the requirements within their role."	IN-PROGRESS	5.1 Complete 5.2 Complete 5.3 Mentorship plan and process developed. 5.4 In progress. 5.5 Job posting specify that ACOT welcomes applications from diverse populations including but not limited to Black, Indigenous, persons with disabilities, LGBTQ2S+, et al. 5.6 All staff are required to have AARI related learning within their annual performance agreement. 5.7 Complete
6. Provide learning and development for staff, council, and registrants.	6.1 Create and mandate a course specific for OTs on cultural safety that all registrants must complete. Key concepts that make up a cultural safety framework include anti-racism, equity, cultural humility, and intersectionality. New registrants take this at time of registration. Course completion certificates are shared with ACOT as proof of completion. 6.2 Provide regular and ongoing professional learning opportunities on specific topics. To deliver quality learning and development, intentionally partner with community organizations and representatives that can build in learning opportunities that highlight and provide exposure to diverse communities and the challenges they face. Topics that should be included, in order of priority are Equity 101: implicit bias, microaggressions, intersectionality; Power, privilege, and oppression; Understanding and managing power and privilege in the workplace; Equity vs Equality in health care; Practicing cultural humility and cultural safety; Trauma-informed care; For ACOT staff: Assessing and designing anti-racist and culturally safe policies and practice.	IN-PROGRESS	6.1 National eLearning module that includes new competency requirements for equity, diversity and inclusion rolled out in 2022. ACOT required all registered and registering OTs to complete the module. 6.2 Collaborating with subject matter experts to develop courses on Indigenous history and colonialism, microaggressions, racism in Canada, etc. Providing staff funding and time to take courses on assessing and designing anti-racist and culturally safe policies and practice.
7. Provide learning and development for staff, council, and registrants.	7.1 Engage with First Nations, Inuit, and Métis communities and peoples to establish partnerships, goals, and learning objectives. 7.2 Establish a network of Indigenous stakeholder organizations and/or individuals to guide and oversee ACOT's work: Leverage current community connections to increase involvement. Support regional working groups on Reconciliation with Indigenous Peoples. 7.3 Work with the University of Alberta to increase access for new and existing OTs to audit ready-made courses specific to Indigenous worldviews, Indigenous models of practice, Truth and Reconciliation, etc.	IN-PROGRESS	7.1, 7.2 Worked with Indigenous OT consultants while refreshing ACOT's Standards of Practice and Code of Ethics. Will continue this work as we develop accompanying guidelines for practice. 7.3 University of Alberta has provided permission to update and adapt courses specific to Indigenous worldviews, Indigenous models of practice, Truth and Reconciliation in OT context. Indigenous OT consultant is working on this update.
8. Monitor and evaluate outputs and outcomes	8.1 Develop progress targets and milestone checkpoints. 8.2 Regularly complete a portion of the anti-racism, anti-discrimination, inclusion, and equity survey at time of registration to determine progress as experienced by registrants and identify evolving needs. Make sure to disaggregate responses from underrepresented groups for an equitable analysis. Complete this survey every year or two years. Leverage existing data and research from universities and practitioners regarding promising practices. 8.3 Evaluate targeted initiatives (i.e., trainings) to increase awareness and understanding and address outcome disparities. For all training include personal learning and reflection that encourages application of equity, anti-racism and/or cultural safety to the topic, to continue encouraging its application across all areas of practice. Collect data that reviews diverse representation numbers and experiences. 8.4 Track training participation of staff, registrants, and council to include in output reporting. If possible, at annual registration collect data on what training registrants participated in over the past year and report on it through communications strategy.		8.1 Using this tracking tool for deliverables. Logic model under development to aid in further delineating progress targets. 8.2 Survey repeated in June 2024. 8.3 Developing training with a targeted focus on the equity, diversity and inclusion sections, with goal to add to continuing competence program requirements in 2026. 8.4 Add annual requirement in 2026-2027 to continuing competence program of self-directed review of at least one resource on anti-racism and/or anti-oppression teachings offered within ACOT's learning management and continuing competence program system.