

2010 | 2011 annual report



The College of Occupational Therapists
of British Columbia

focus on quality



our mission

To protect the public by regulating, advocating and advancing safe, ethical, and quality occupational therapy practice in British Columbia.

We strive to maintain and build your confidence in the College and the occupational therapy profession by:

- setting standards for practice and ethical conduct,
- registering only those occupational therapists who meet established education and practice standards,
- responding fairly to concerns and complaints raised about registrants' practice, and
- monitoring and supporting registrants' continued competence.

greetings from the chair of the board



Carol Williams,
Public Board Member

Focus on Quality is the theme of this year's annual report and an accurate reflection of the College's work. In my second year serving as Chair of the Board and as a public board member I continue to enjoy the exposure to a profession with values that are so congruent with providing client-centred, quality care. I invite you to review the progress outlined in this report and welcome your feedback.

The support that is provided to myself and the other members of the Board ensure that we have the knowledge and resources needed to govern well. Strengthening Capability and Capacity, a board development session, was held in April 2011 and concentrated on enhancing our leadership styles. It also built the evaluation framework to help us measure our Board performance and will inform our next strategic plan. Continuing quality improvement is a cornerstone of the College's activities but allowing time to broaden our perspectives and don new lenses will ensure that the organization continues to excel and provide quality regulation.

Continuity of board membership ensures that the reasoning behind decisions is not lost. To provide this stability, the Nominations Panel is reviewing the Board vacancy terms and vacancy policy to preserve the yearly turnover of elected members to two members. Board members are also appointed to the various College committees which establishes a mechanism for direct exchange of information.

I am also struck with the prudent use of technology. Our enhanced website and online collaborative working spaces enhances information exchange and allows the Board and committees to continue their work in between face-to-face meetings. The savings realized by using these technologies and also moving away from our dependency on paper can be re-allocated to other services.

Just prior to this coming Annual General Meeting the Client Relations Committee is holding an education session on "Maintaining Professional Boundaries". Please plan to attend. I look forward to meeting up with many of you again.

In conclusion, I would like to thank my fellow Board members as well as those who serve on the various committees for taking time from their personal and professional lives, and for their commitment and dedication to uphold the values of the College. As well — to the registrants for continuing to achieve the highest standards of your profession — many thanks! ♦

registrar's message



Kathy Corbett,
Registrar and CEO

Quality occupational therapy practice in British Columbia requires the College to remain true to our mandate of public protection while, at the same time, scan the environment and consider the impact of these trends on the way we conduct our activities to manage change effectively. Over the past year – the College has refined, at some level, each of its core regulatory functions – registration, standards, continuing competence and quality assurance, and complaint investigation and resolution.

College registration statistics reinforce the province's continued reliance on occupational therapists moving to British Columbia (BC) from other provinces or from other countries to meet its occupational therapy workforce demands. These labour mobility realities and our commitment to transparent, objective, fair, and impartial registration processes are key factors in the College's participation in several collaborative activities at the local, provincial and national arenas. Two examples this past year include:

- **The BC Workforce Collaborative.** Here the BC Society of Occupational Therapists, the University of British Columbia, the BC Ministry of Health, employers and the Canadian Association of Occupational Therapists work together to address the workforce issues for building and sustaining a healthy workforce. Through this forum COTBC is a key source of registration data and information and at the same time is kept informed of current workforce issues that may impact on occupational therapy regulation in BC.
- **The continued long standing commitment to the Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO).** In November 2010, just over \$2 million was awarded through the Government of Canada's Foreign Credential Recognition Program, Human Resources and Skills Development Canada for the *ACOTRO Harmonization Project*. Spearheaded by COTBC, this project will complete the final phase of a Pan-Canadian initiative aimed at implementing a common approach for the assessment and qualification recognition of international educated occupational therapists. Through this collaboration, COTBC and its fellow regulatory colleges across the country are better positioned to have consistent and fair qualification recognition processes. The outcome of this project will further strengthen our ability to meet the BC *Health Professions Act* requiring colleges to employ fair and transparent registration procedures.

Setting and monitoring standards for safe, ethical, and competent practice are key roles for the College. Standards are dynamic and require attention to the changing environment including the professional regulation context, occupational therapists' practice questions, and government legislation and public expectations. The College is encouraged by the increase in consultation questions coming from employers who may be implementing a pilot program or addressing a new policy or practice issue. COTBC remains committed to building enhanced communication and more collaborations with employers to support safe, ethical, and quality occupational therapy services in an inter-professional context.

Informing occupational therapists of pending legislation changes is another example of the College's role of alerting registrants to environmental changes impacting on practice. For example, changes to the *BC Motor Vehicle Act* in June 2010 added occupational therapists to the list of practitioners who have a duty and authority to report about concerns of a person's fitness to drive as a result of a medical condition or impairment. While this section of the Act is not yet in force, COTBC continues to participate on the Driver Fitness Advisory Committee and is initiating consultation in the coming year to determine the type of guidance, supports or standards to meet this pending obligation.

Heightened awareness of the College's responsibility of monitoring continued competence is shared by many regulatory organizations within BC due to changes in the *Health Professions Act*. COTBC is committed to exchanging information and best practices beginning with its own registrants. The sessions held across the province to inform occupational therapists of the changes to the Continuing Competence Program reached almost 25% of the registrant base. The feedback received continues to inform the Continuing Competence Committee's activities and Board decisions. Findings from these sessions were also presented at the National Continuing Competence Conference in April 2011 in the interest of sharing and contributing to the knowledge base regarding the assessment of continuing competence.

Expectations for demonstrating continued competence are global. The invitation to participate in a National Board for Certification in Occupational Therapy Certification Renewal Research Project Team provided a natural opportunity for connecting, contributing, and learning about building a meaningful certification renewal program in the United States. This experience will no doubt help us to compare and contrast practices across borders and share approaches.

continued on next page...

One of the ways in which the College fulfills its safeguarding role to protect the public is to have in place fair, transparent and objective processes to address public inquiries and concerns about the practice of an occupational therapist. Along with timeline disposition expectations under the *Health Professions Act*, complainants also have the right to request a review of a College decision to the Health Professions Review Board (HPRB), an independent government appointed administrative review board. The College reviewed its process and improvements were implemented to meet the obligations and ensure we maintain our comprehensive, fair and transparent approach to complaint investigation and resolution. One complainant made an application for review this year; the first to date for the College.

Quality professional self-regulation does not occur in isolation. We need to keep focused on our mandate of safeguarding the public while at the same time be mindful of our context and factors in our environment that may impact on our ability to meet this responsibility. Although challenging at times, we are guided by our values and strategic plan, and committed to ongoing collaborations to ensure people living in BC receive quality occupational therapy care. ♦

table of contents

ensuring quality in an expanding workforce	6
setting the bar for quality practice	8
supporting and monitoring quality practice	10
addressing inquiries and concerns	14
inquiry and discipline statistics	16
auditors' report	17
continued commitment to quality	22
college leadership	24

ensuring quality in an expanding workforce



registering qualified occupational therapists

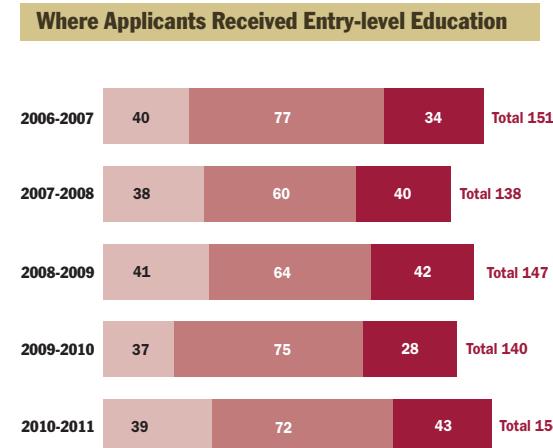
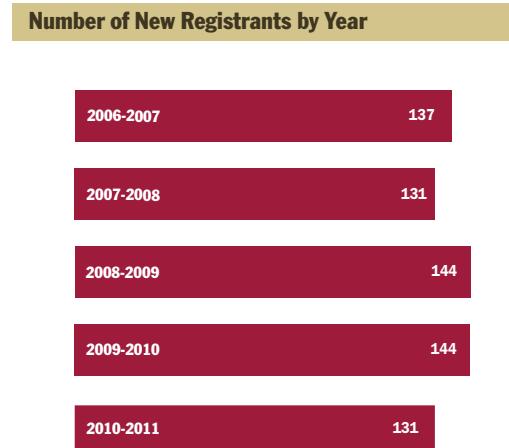
The provision of quality occupational therapy services in BC is dependent on the recruitment of occupational therapists from other provinces and other countries. The College's role is to ensure that these therapists and those graduating from the University of British Columbia meet the established education and practice standards to work in BC. By doing so, people living in BC can count on receiving safe, ethical and competent care by registered occupational therapists. Only those individuals registered with the College can use the title of "Occupational Therapist" or "OT".

As of June 30, 2011 there were 1935 registered occupational therapists in BC. Of the 154 new applications received, 39 were educated in BC, 72 elsewhere in Canada, and 43 internationally. The Labour Mobility Agreement effective among all of the occupational therapy regulatory organizations in Canada allowed COTBC to expedite 18 applications.

COTBC received funding for an International Educated Occupational Therapists (IEOTs) Support project. Work began in November 2010 and was beneficial in identifying the current status of how IEOTs are integrating into the BC workforce. More specifically, the project identified from various stakeholder perspectives, what is going well, where the gaps and challenges lie, as well as potential solutions. An extensive list of supports and resources to address the gaps was compiled as one of the deliverables of this project. As well, a mentoring strategy was piloted. The College gratefully acknowledges the Government of Canada, under the Foreign Credential Recognition Program, for funding this project in partnership with British Columbia Ministry of Jobs, Tourism, and Innovation.

Collaborating for Consistent Practices Across Canada

Additional work this year included work with the Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO) with respect to a common approach to be used across all provinces for assessment and qualification recognition of International Educated Occupational Therapists. ACOTRO is learning from the collaboration of the College of Occupational Therapists of Ontario and the Alliance of Physical Therapy Regulators of Canada aimed at developing a benchmark for language proficiency in Canada and pilot testing of a profession-specific language assessment. ♦



Re-entry, Temporary and Non-practising
 Provisional Registration
 Full Registration

International
 Canada
 British Columbia

Number of new applicants does not equal new registrants due to the varying length of the individual application process and the College year end.



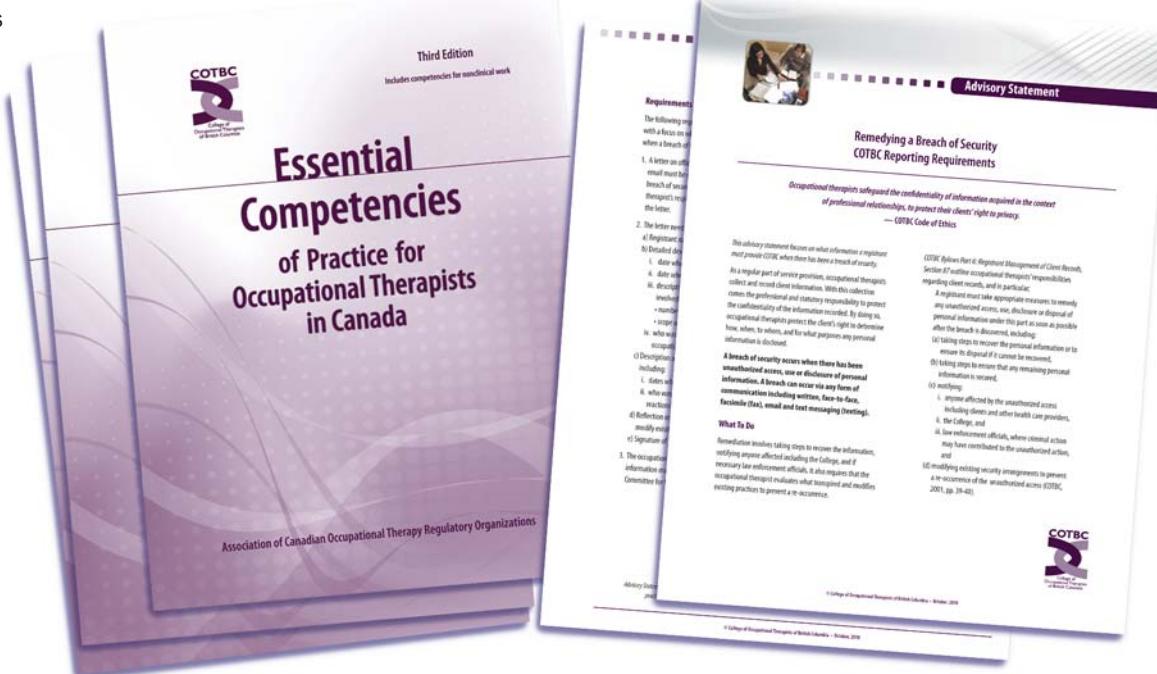


setting the bar for
quality practice

Occupational therapists in BC are proud of the work they do and endeavour to provide care that is safe, ethical, and effective. To guide their practice and professional development, the College has established a Code of Ethics and develops standards of practice, practice guidelines, and advisory statements.

defining essential practice

The standards of practice recognized by the College are the *Essential Competencies of Practice for Occupational Therapists in Canada (Essential competencies)*. Revised by the Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO) in 2010, this new edition was published in 2011. There are many improvements and additions to these *Essential competencies*. For example the Third Edition includes descriptions of competencies for occupational therapists with roles outside of clinical work, and interprofessional practice, teamwork, and collaboration. One will also find the competencies related to client safety more explicit and adjustments regarding changes to the occupational therapy practice context such as health human resources and culture.



guiding and advising

Advisory Statements increase awareness of important issues and/or critical issues that have the potential to affect, or have a direct impact on, occupational therapy practice. This past year the Standards Committee developed two statements:

- *Remedying a Breach of Security* (October, 2010)
- *Use of Title* (in press)

In addition, the practice guideline: *Supervising Support Personnel* (in press) was updated to reflect changes in practice, and includes expanded definitions, and a practice expectations checklist. ♦

A photograph of two hands reaching out from opposite sides towards each other. The hands are positioned horizontally, with the fingers slightly spread. The background is a vibrant blue with several thin, dark blue lines radiating outwards from behind the hands, creating a sense of depth and connection.

supporting and monitoring
quality practice

Just as the College reviews that occupational therapists first wishing to practice in BC meet the entry level requirements, so too must it have a Quality Assurance Program to support and review ongoing competence. The College's program is made up of several practice supports and the Continuing Competence Program.

supporting practice

Contacting the College

Both the registrar and deputy registrar are on call to receive calls and/or emails from both registrants and others about occupational therapy practice. On average, 10 calls or emails are answered weekly. Practice questions from occupational therapists are often complex. If received by email they are frequently followed up by a telephone call for clarification and resolution. Questions cover many aspects of occupational therapy practice with the most common being:

- documentation (consent, culling, third party reports, confidentiality),
- system demands and interpretation of standards (workloads, new workplace policies or programs, meeting standards)
- use of title,
- supervising support personnel,
- use of various modalities (e.g., acupuncture, therapeutic touch),
- potential conflict of interest,
- feeding/swallowing,
- driver fitness,
- professional responsibilities when starting a private practice,
- breach of security, and
- reporting a concern regarding an occupational therapist's or colleague's practice.

Approximately 20% come from the public; these range from questions regarding how to become an occupational therapist and where to find one, to how to report a concern regarding an occupational therapist's practice.

Practice questions also help the College identify advisory statements, practice guidelines and other needed resources for occupational therapists to maintain or improve their competence. In early 2010, the redesigned website was launched and improvements made to allow for further practice supports to be added and easily accessed.

Online Learning Module

The Code of Ethics reminds occupational therapists that on a daily basis they have obligations and responsibilities to their clients/patients, the profession, their colleagues, and the general public. Ethical decision making by its nature can be complex and to support occupational therapists to integrate the Code of Ethics into everyday practice the Quality Assurance Committee is developing an interactive online module. The module will be divided into three chapters: (1) Ethics in Everyday Practice, (2) Applying a Decision Making Framework, and (3) Risky Business. Chapter 1 was piloted with 15 OTs from around the province and is expected to be launched in Fall, 2011.

Pre-AGM Sessions

Prior to each Annual General Meeting an educational session is held. This coming October, the Client Relations Committee has planned a session on professional boundaries. These sessions are audiotaped and posted on the College website for those who are unable to attend.

continued on next page...



monitoring practice

Every practising occupational therapist in BC is required to participate in the Continuing Competence Program to ensure that he or she is meeting the profession's standards for practice and professional conduct. These standards are set to ensure that the public receives safe and ethical care from competent occupational therapists.

Since 2008 when an amendment to the *Health Professions Act* indicated a mandate to monitor as well as support practice, the College has spent considerable time and resources on developing a Continuing Competence Program that will provide evidence that OTs are held accountable to a recognized standard. The process is guided by principles of quality, balance, fiscal responsibility, and fairness. Development in the past year was focused on two of the three elements in the Continuing Competence Program: Competence Maintenance and Competence Assessment. Work in the third element: Competence Improvement will begin in 2012.

Competence Maintenance

This element includes a self-assessment and professional development plan and has been in place since 2006. However, research indicating the drawbacks of self-assessment led the Continuing Competence Committee to contract Glover Takahashi and Consultants to facilitate a review. Results of this review will help to inform further development of the Competence Maintenance element.

Competence Assessment

The second element is the Continuing Competence Examination which will be a case-based, written assessment. This year, the Board approved the portion of the blueprint that outlines the essential competencies that will be assessed as they relate to regulatory issues such as consent and confidentiality, and assessment and intervention practices. Recognizing that assessing continued competence should take into account that few OTs maintain competence in all areas of practice, registrants will have the opportunity to choose from four areas: (1) adult and older adult physical health, (2) adult and older adult mental health, (3) adult and older adult neurological health, and (4) child and youth health. Detailed descriptions of these practice contexts will be available to help occupational therapists choose the one that most reflects their practice. Those whose practice does not easily fall into anyone area will be encouraged to do the pilot test.

In February 2011 the Exam Development SubCommittee had their first meeting at which time they were oriented by the exam consultants, Dr. Susan Glover Takahashi and Dr. Marla Nayer to the Continuing Competence Program and the key features case based approach to exam writing. Since February the teams, representing the four area of practice have begun to develop cases and questions for the exam. These cases and questions focus on the essentials of everyday practice and will undergo several reviews and pilot testing to ensure that they are a valid representation of the work performed by occupational therapists providing direct services to clients.

Both those writing the questions and reviewing them are practicing occupational therapists. Their work is aided by occupational therapists who participate in the Case Construction Sessions held across the province. During these sessions, occupational therapists describe cases and occupational therapy dilemmas that may be used to construct exam questions. Again, involvement of practicing occupational therapists ensures that the exam reflects the reality of occupational therapy practice in BC.

The current plan is that those who are part of the first sitting will be notified in the Fall of 2013 and will take the assessment in 2014. Please note this is now delayed a year from what was first announced. The process and criteria by which occupational therapists will be chosen to write the exam will be decided during the next year.

Competence Improvement

In essence the Continuing Competence Exam is a screening tool to provide occupational therapists with an objective measure of their performance. For most it will validate that they are maintaining and/or enhancing their competence, and providing quality occupational therapy care. Competence Improvement is the third element of the Continuing Competence Program and will be designed to provide individualized support for those occupational therapists, identified through the exam process, as needing additional assistance to improve specific areas of competence. It is anticipated that very few occupational therapists will be identified as requiring this element.

The intent of the College is to continue to develop a program that balances the government and public's desire for an objective measure of competence and the concerns of BC occupational therapists that it be a fair and fiscally responsible process. The degree of registrant engagement in the development of the program ensures that the work stays true to its course and we look forward to providing further information and Case Construction Sessions around the province. ♦

addressing inquiries and concerns



The public can expect quality occupational therapy services from registered occupational therapists who must participate in the Continuing Competence Program. Safeguarding the public is also addressed through the Inquiry and Discipline process. The College's transparent and fair processes provide for a comprehensive and serious review of each complaint. Under the *Health Professions Act* complaints are first reviewed through the Inquiry Committee. Decisions of the Inquiry Committee may result in taking no further action, requiring remedial action, formal consent orders or undertakings, or citation to the Discipline Committee for a hearing.

The Inquiry Committee made up of both occupational therapists and public board members meets regularly to review complaints received. There were twelve new complaints to the Inquiry Committee for 2010 – 2011. Of these, three files were closed with decisions to take no further action and at June 30, 2011, the remaining nine files are in various stages of investigation. No matters were referred to Discipline for a hearing in the 2010-2011 year.

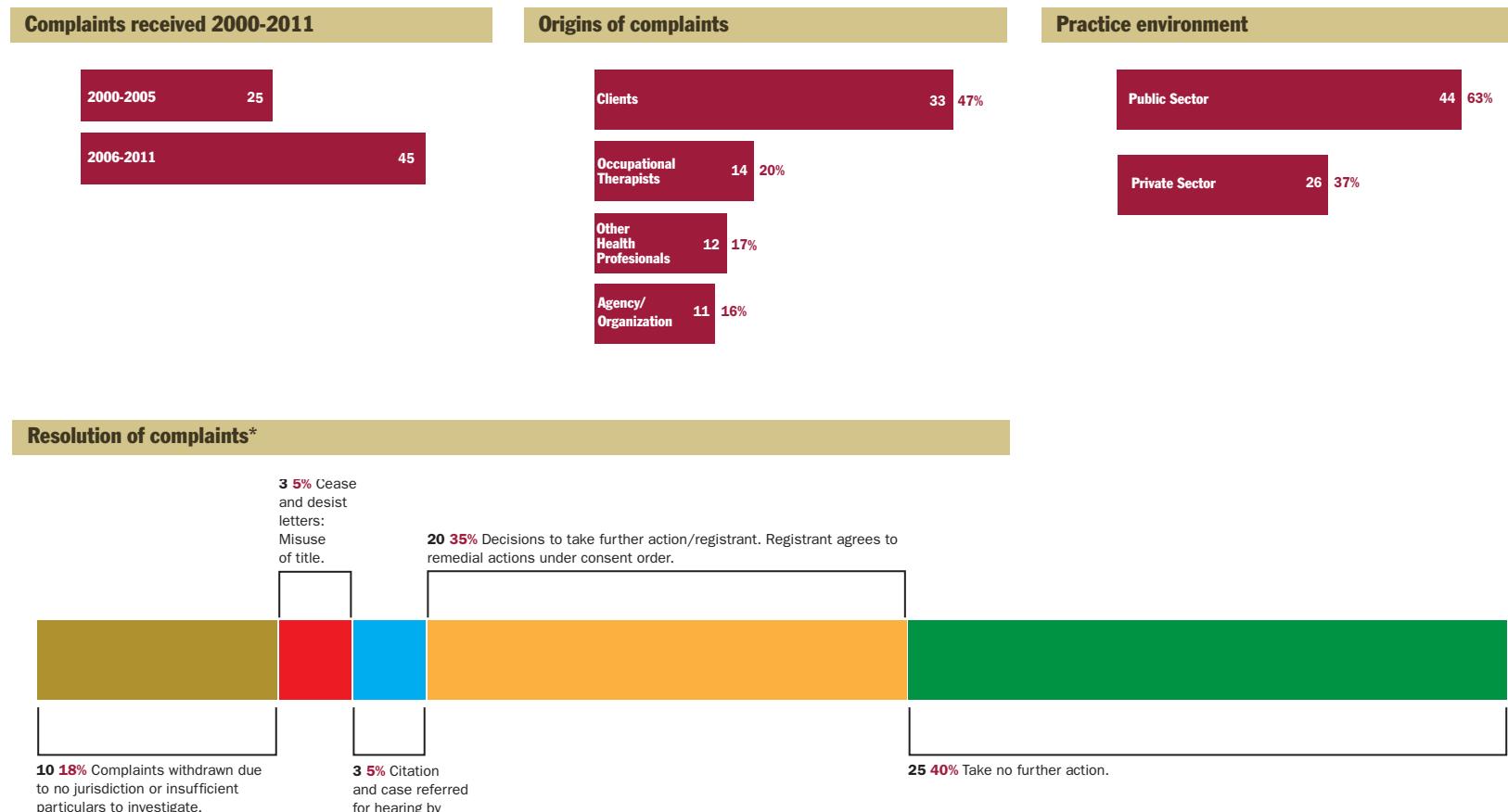
Along with the activities related to the new complaints received for 2010-2011, the committee also made decisions on complaints in process from the previous year. Two files resulted in taking no further action and three files were resolved by consent

agreements called "Undertaking and Consent Orders" where the registrant agrees to particular terms or conditions proposed by the committee. These may include a reprimand, a future chart audit or any other specified remedial action.

Due to the increase complaints and a desire to expedite the complaints fairly, a major focus of the year was to build capacity. The Board appointed an additional committee member this year. This has also helped to meet the expectations of the provincial Health Professions Review Board (HPRB). One complainant made an application for review of the Inquiry Committee decision, the first to date for the College.

For its committee development activity this year, a session with legal counsel on recognizing and avoiding bias in managing the complaint process was held in November, 2010. Four inspectors attended the National Certified Investigator Training (NCIT) course held in Vancouver on December 1-3, 2010. This course is rarely in Canada and provided the benefit of the inspectors attending together. All six College inspectors have now completed this certification program; two at the advanced level. ♦

Inquiry and discipline statistics (July 1, 2000 – June 30, 2011)



*total does not reach 70 as 9 cases were in process at year end (June 30, 2011).

independent auditors' report

To the Board of Directors of College of Occupational Therapists of British Columbia

We have audited the accompanying financial statements of the College of Occupational Therapists of British Columbia, which comprise the statement of financial position as at June 30, 2011, and the statements of operations, net assets, cash flows, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

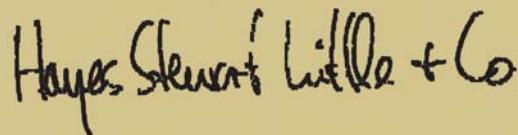
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the College of Occupational Therapists of British Columbia as at June 30, 2011, and its financial performance and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.



**Hayes Stewart Little & Company
Chartered Accountants**

Victoria, BC

August 12, 2011

*Please note that the following financial statement excerpts do not represent the full set of audited financial statements.
The full set is available by request through the College.*

statement of financial position

Year Ended June 30, 2011

	2011	2010
ASSETS		
CURRENT		
Cash	\$ 659,769	\$ 661,600
Short term investments	1,101,603	897,462
Accounts receivable	72,490	67,304
Prepaid expenses	6,537	6,576
	1,840,399	1,632,942
CAPITAL ASSETS (Note 3)	18,063	17,429
	\$ 1,858,462	\$ 1,650,371
LIABILITIES		
CURRENT		
Accounts payable and accrued liabilities	182,309	120,884
Deferred revenue (Note 4)	666,151	546,134
	\$ 848,460	\$ 667,018
NET ASSETS		
Unrestricted	225,765	199,753
Internally restricted (Note 5)	766,171	766,171
Investment in capital assets	18,066	17,429
	1,010,002	983,353
LEASE COMMITMENTS (Note 6)	\$ 1,858,462	\$ 1,650,371

On behalf of the Board

Director

Director

statement of operations

Year Ended June 30, 2011

	2011	2010
REVENUES		
Registration fees		
	\$ 782,760	\$ 625,200
Application fees	45,600	30,675
Interest income	14,726	5,394
Other	6,176	2,417
Contribution agreements (Note 7)	225,111	59,075
	\$ 1,074,373	\$ 722,761
EXPENSES		
Accounting and legal	43,490	40,196
Amortization	10,830	9,701
Communication	10,865	12,753
Consulting	99,257	92,190
Contribution agreements (Note 7)	225,111	59,075
Credit card charges	20,735	13,691
Database	13,984	23,264
Honoraria and per diems	24,275	24,457
Insurance	5,871	5,874
Meetings and travel	112,935	94,572
Miscellaneous	4,424	5,221
Office	34,846	37,439
Special Projects	44,028	-
Publications	36,353	30,403
Rental	41,066	41,500
System maintenance	5,574	1,229
Wages and benefits	314,080	284,418
	\$ 1,047,724	\$ 775,983
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$ 26,649	\$ (53,222)

See notes to financial statements

notes to financial statements

Year Ended June 30, 2011

1. NATURE OF OPERATIONS

The College of Occupational Therapists of British Columbia was established under the Health Professions Act, effective December 17, 1998. The College's mandate is to serve and protect the public interest by setting standards for entry to practice the profession in British Columbia establishing programs and guidelines to ensure that occupational therapists practice safely, ethically and competently, and investigating complaints raised about registrants' practice. For income tax purposes, the College is treated as a not for profit organization.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Fund accounting

The College of Occupational Therapists of British Columbia follows the deferral fund method of accounting for contributions. The College records its activities in the following funds:

The Unrestricted Fund accounts for the organization's general operations and overhead.

The Capital Fund includes transactions relating to equipment.

The Internally Restricted Funds include the following:

Inspections, Inquiry and Discipline Funds, which are designated for use in the development and management of the inquiry and discipline process.

Program Development Funds, which are designated for the development and establishment of statutory programs.

Special Projects Funds, which are designated for specific, time limited projects related to Board strategic plan/College business plan.

Expenditures from these funds require Board approval.

Revenue recognition

The College follows the deferral method of accounting for contributions. Restricted contributions are recognized as revenue in the appropriate fund in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Application fees are recognized as revenue when received. Annual registration fees are recognized as revenue in the year to which they relate and fees received in advance are included in deferred revenue.

Publications expense

Included in publications expense are costs for certain materials which the College purchases and distributes to all registrants at no additional charge. The costs of such materials are expensed when costs are incurred.

Contributed services

The College would not be able to carry out its activities without the services of the many volunteers who donate a considerable number of hours. Because of the difficulty of compiling and valuing these hours, contributed services are not recognized in the financial statements.

Investments

In accordance with section 3855 "Financial Instruments – Recognition and Measurement" of the CICA Handbook, the College has classified its investments as held for trading and is reporting them at fair value. All investments are accounted for at the fair market values based on quoted prices at year end.

Investment income includes interest earned and gains and losses net of investment expenses incurred during the year. Investment transaction costs are expensed as incurred.

Cash and cash equivalents

Cash includes cash and cash equivalents. Cash equivalents are term deposits and are valued at cost plus accrued interest. The carrying amounts approximate fair value because they have maturities at the date of purchase of less than ninety days or are redeemable at the option of the College.

Capital assets

Purchased capital assets are recorded at cost, and contributed capital assets are recorded at fair value at the date of contribution. Amortization is provided as follows:

Computer equipment	3 years	straightline method
Computer software	2 years	straightline method
Equipment	5 years	straightline method
Leasehold improvements	remaining lease term	straightline method

(continues)

notes to financial statements

Year Ended June 30, 2011

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Long lived assets

The College regularly reviews the carrying value of long lived assets and continually makes estimates regarding future cash flows and other factors to determine the fair value of the respective assets. If these estimates or their related assumptions change in the future, the College may be required to record impairment charges for these assets.

Measurement uncertainty

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the period. This includes the estimated life of capital assets and accruals. Such estimates are periodically reviewed and any adjustments necessary are reported in earnings in the period in which they become known. Actual results could differ from these estimates.

Financial instruments

The College's financial instruments consist of cash, short term investments, accounts receivable, and accounts payable and accrued liabilities. Cash and short term investments have been classified as held for trading and are recorded at their fair value. Accounts receivable have been classified as loans and receivables and are recorded at amortized cost. Accounts payable and accrued liabilities have been classified as other financial liabilities and are recorded at amortized cost. Unless otherwise noted, it is management's opinion that the College is not exposed to significant interest, currency or credit risks arising from these financial instruments.

The College continues to apply the provisions of CICA Handbook Section 3861, "Financial Instruments Disclosures and Presentation."

Future changes in significant accounting policies

No new accounting standards have been issued by the CICA that will have a significant impact on the College's financial statements in future years.

The CICA has issued guidance for new accounting and financial reporting standards for all publicly accountable enterprises, private enterprises and not-for-profit organizations that would be effective for years commencing on or after January 1, 2012. The College is in the process of reviewing the impact of these standards on its reporting framework and financial statements.

3. CAPITAL ASSETS

	Cost	Accumulated amortization	Net book value	2010
Equipment	\$ 34,080	\$ 24,458	\$ 9,622	\$ 7,030
Computer equipment	26,735	22,886	3,849	2,205
Computer software	11,187	10,991	196	1,598
Leasehold improvements	10,990	6,594	4,396	6,596
	\$ 82,992	\$ 64,929	\$ 18,063	\$ 17,429

During the year, fully amortized computer equipment with an original cost of \$947 was removed from service and fully amortized furniture and equipment with an original cost of \$2,634 was disposed of.

4. DEFERRED REVENUE

Included in deferred revenue are restricted funds related to contribution agreements for amounts received in excess of expenditures incurred.

	2011	2010
Deferred registration fees	\$ 624,735	\$ 514,170
Contribution agreements (externally restricted)	41,416	31,964
	\$ 666,151	\$ 546,134

5. NET ASSETS INTERNALLY RESTRICTED

Inspections, Inquiry and Discipline Fund	Program Development Fund	Special Projects Fund	2011
\$ 289,305	\$ 312,054	\$ 164,812	\$ 766,171

6. LEASE COMMITMENTS

The company leases premises under a long term lease that expires on December 31, 2013. Estimated future minimum lease payments are as follows:

2012	\$ 43,500
2013	43,500
2014	21,700
	\$ 108,700

(continues)

20

notes to financial statements

Year Ended June 30, 2011

7. CONTRIBUTION AGREEMENTS

In prior years, the College received funding to support the Skills Connect Health Consortium Advisory Group, an initiative of the Ministry of Health Services, in partnership with the Ministry of Advanced Education and Labour Market Development. This project was substantially completed in 2010 however unspent funds have been carried forward to the current year awaiting instruction from the Ministry.

During the 2011 fiscal year, the College received funding from the Government of Canada's Foreign Credential Recognition Program, Human Resources Skills Development Canada to complete phase three of a project to develop, with partner provincial occupational therapy regulatory organizations, the Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO) a common approach to the assessment and recognition of internationally educated occupational therapists. Phase three, the "ACOTRO Harmonization Project" spans just under five years and will be complete by March 31, 2015, with funding each year to complete work on harmonizing registration requirements and processes such as fluency testing, academic credential assessment, pilot testing the Profession Specific Credential Assessment and Competence Assessment tools (developed in phase one and two), and mapping the essential competencies to the national exam blueprint.

The College also received funding from the British Columbia Ministry of Jobs, Tourism, and Innovation (formerly the Ministry of Regional Economic and Skills Development) for a BC focused project to identify supports needed, such as supervision models for internationally educated occupational therapists to integrate successfully into the BC workforce. This project will be completed by September 16, 2011.

Where expenditures for these individual projects exceeded the amount of cash already received by the end of the year, the College has set up receivables from funders (provided the expenditures have not exceeded the maximum allowable). In the case that the College has already received the funds but has not yet fully spent them, the excess cash has been classified as deferred revenue and will be recognized as the related expenses are incurred. At June 30, 2011, a total of \$41,400 (2010: \$32,000) relating to the above named projects was received but not yet spent and therefore included in deferred revenues.

8. CAPITAL DISCLOSURES

The College considers its capital to be the balance maintained in its net assets. The primary objective of the College is to invest its capital in a manner that will allow it to continue as a going concern and comply with its stated objectives. Capital is invested under the direction of the Board of Directors of the College with the objective of providing a reasonable rate of return, minimizing risk and ensuring adequate liquid investments are on hand for current cash flow requirements.

9. COMPARATIVE FIGURES

Some of the comparative figures have been reclassified to conform to the current year's presentation. ♦

continued commitment
to quality



The activities reported in this year's Annual Report are seldom contained within the fiscal year. They are part of a continuum that propels the College forward, improving upon its services and encouraging occupational therapists to do the same — all in the name of public safety and service. Below is a list of current and emerging work.

- Enhancing the registration process to better address the needs of internationally educated occupational therapists.
- Exploring a collaboration for review and refinement of the re-entry program for individuals that do not meet currency requirements and need the program to re-enter the profession.
- The ACOTRO Harmonization Project funding continues to March 2015. Over the next year, the project is focused on completing the English fluency standard, the Academic Credential Assessment standard, pilot testing the Profession Specific Credential Assessment, and initiating the pilot test of the Competence Assessment Tool.
- Consulting with registrants and stakeholders, other BC regulatory organizations, and regulators across Canada to update the Occupational Therapists Regulation and consider inclusion of restricted activities.
- Redefining the purpose of practice guidelines and developing resource materials to guide occupational therapy practice and conduct in the areas of: Assessing Fitness to Drive, Dysphagia Management, and Incapability Assessment.
- Developing and refining the Continuing Competence Program with particular emphasis on revising the Competence Maintenance element and developing policies with regards to the Continuing Competence Exam that are fair to registrants and accountable to government.
- Design and development of the exam will continue and include case construction and information sessions to ensure occupational therapists are informed and able to participate. ♦

College leadership

With three public members appointed to the COTBC Board, a balanced perspective is achieved providing the public with a strong voice in the regulation of occupational therapy practice.



Carol Williams* Chair
Victoria



Diane Graham Vice-Chair
Kelowna



Sherry Baker*
Langley



Andrea Bowden†
Victoria



Vila Nova Carvalho*
Richmond



Naz Chow
Richmond



Angenita Gerbracht†
Prince Rupert



Darlene Russell†
Penticton



Helen Turner
North Vancouver



Jeff Boniface+
North Vancouver



Tanya Boudier+
Prince Rupert



Heather Gillespie+
Nanaimo

* Government appointed public board members

+ Completed term as of January 31, 2011

† Began term as of February 1, 2011

College organization

College Team

We extend our sincere appreciation to the staff at the College for their positive attitude, caring nature, generous energy, and continuing dedication to excellence in the everyday functions that make our College work smoothly.

Registrar and CEO

Kathy Corbett

Deputy Registrar

Susan Mulholland

*Director of Communication/
Exam Development Manager*

Mary Clark

*Project Manager, ACOTRO
Harmonization Project*

Rita Parikh

Executive Assistant

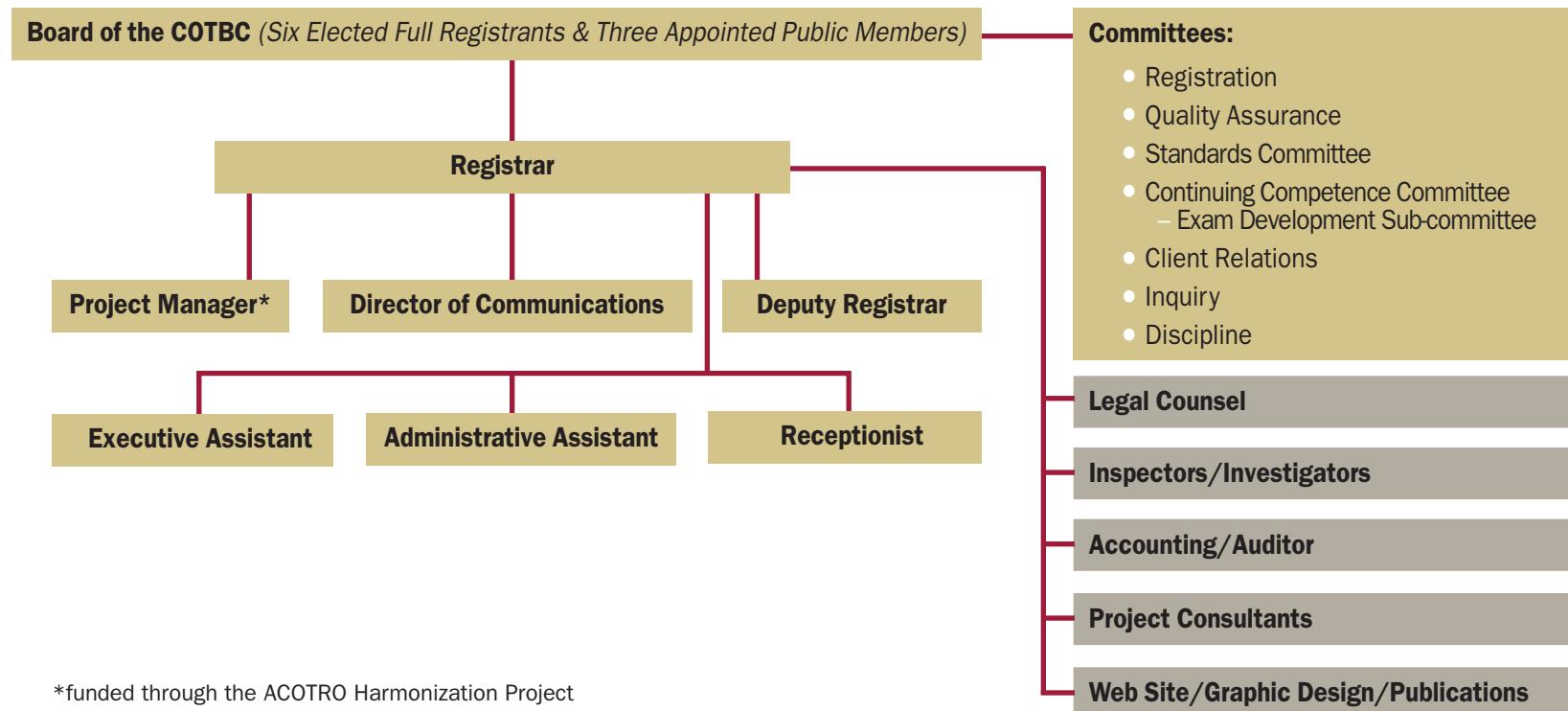
Jill Langridge

Administrative Assistant

Darlene Hay

Receptionist

Alexandria Kreiberg



*funded through the ACOTRO Harmonization Project

Committee membership

The work of the College is dependent on the dedication of our volunteers who participate on COTBC board, and its standing and ad hoc committees. Their time and talents in assisting us to achieve our mission are very much appreciated and ensure that the organization remains responsive and reflective of the occupational therapy profession throughout BC.

Registration Committee

Chair: Holly Read
Vice Chair: Mimi Simon
Vila Nova Carvalho
Diane Graham
Darlene Russell (*until April 8, 2011*)
Theresa Wong (*after April 8, 2011*)

Inquiry Committee

Chair: Caroline Ehmann
Vice Chair: Nicole Penner
Sandra Bressler
Carol Williams
Lindsey Townsend
Helen Turner

Client Relations Committee

Chair: Jeff Boniface
Vila Nova Carvalho
Munirah Shivji
Shelly Boardman
Darlene Russell†

Discipline Committee

Chair: Andrea Bowden †
Jan Gauthier
William Chan
Sherry Baker
Catherine Backman
Nancy Sheehan

Quality Assurance Committee

Chair: Tanya Boudier
Vice Chair: Emma Christensen
Angenita Gerbracht
Sherry Baker
Louisa Cotton +
Sean Corman †

Standards Committee

Chair: Patti Erlendson
Vice Chair: Tracy MacDonald
Heather Gillespie +
Jacqueline Riske-Allan
Christina Mills +
Helen Turner †
Risa Greenwood †

Continuing Competence Committee

Chair: Risa Greenwood +
Vice Chair: Jennifer Glasgow
Naz Chow
Donna Drynan
Teresa Green †
Hilary MacInnis

+ Completed term as of January 30, 2011
† Began term as of February 1, 2011

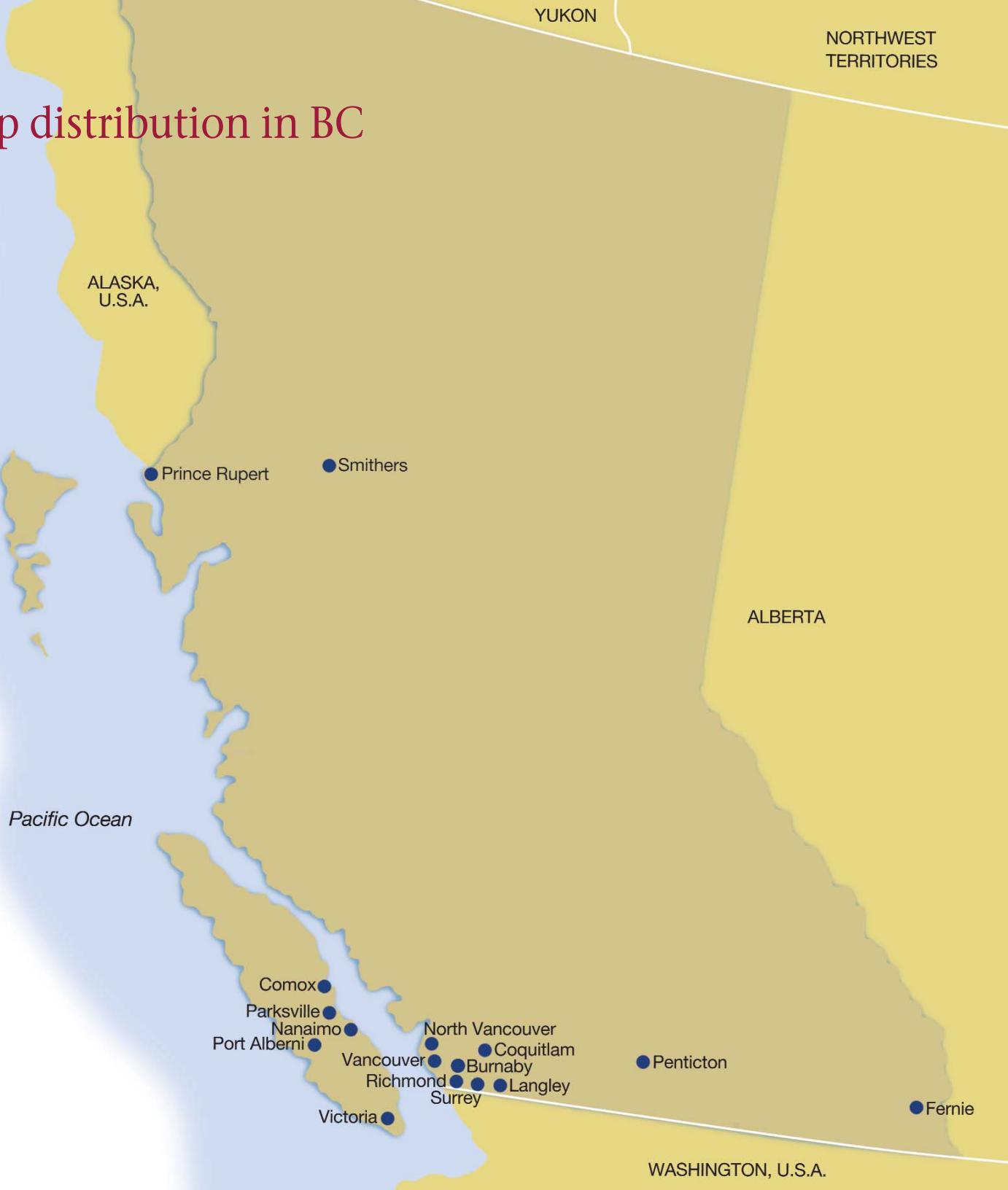
Exam Development Subcommittee

Angela Louie
Cara Shorter
Catherine Patchell
Ellie Wray
Eric Delisle
Heather Burrett
Ivonne Montgomery
Janice Ritson
Laura Smith
Liza Hart
Wendy Thompson
Wendy Tse (*until June, 2011*)
Linda Boronowski (*as of August, 2011*)

YUKON

NORTHWEST
TERRITORIES

College leadership distribution in BC





The College of
Occupational Therapists
of British Columbia

Suite 219, Yarrow Building,
645 Fort Street,
Victoria, B.C.
Canada, V8W 1G2

Tel: **(250) 386 - 6822**

Toll free in BC:
(866) 386 - 6822

Fax: **(250) 383 - 4144**

Email: info@cotbc.org

www.cotbc.org