

WORLD FEDERATION OF OCCUPATIONAL THERAPISTS



Marta Pérez de Heredia Torres
Facultad de Ciencias de la Salud- Universidad Rey Juan Carlos
Directora del departamento de Fisioterapia, Terapia Ocupacional y Medicina física y Rehabilitación
Avda. de Atenas s/n
28992- Alcorcón- Madrid
Spain

7 June 2006

President
Kit Sinclair

Department of Rehabilitation Sciences
Hong Kong Polytechnic University
Hung Hom, Kowloon Hong Kong
Ph: 852 276 66718
Fax: 852 233 08656
Email: rsksincl@polyu.edu.hk

1st Vice President
Enrique Henny

Coventry 967 Depto. 402-B
Nunoa-Santiago CP 6851017
Chile
Ph: 56 2 356 0863
Fax: 56 2 269 2508
Email: henny-vargas@vtr.net

2nd Vice President

Christiane Mentrup
Koksche Str 14
49080 Osnabruck
Germany
Tel: 49 541 803221
Fax: 49 541 803221
Email: CHMentrup@aol.com

Honorary Secretary

Marilyn Pattison
PO Box 1001
Rowland Flat
South Australia 5352
Australia
Tel: 61 8 8563 0753
Fax: 61 8 8563 3802
Email: marilyn@mpot.com.au

Honorary Treasurer

E Sharon Brintnell
Dept of Occupational Therapy
Faculty of Rehabilitation Medicine
University of Alberta 2-64
Corbett Hall
Edmonton, Alberta T6G 2G4
Canada
Ph: 1 780 492 2067
Fax: 1 780 492 4628
Email: Sharon.Brintnell@ualberta.ca

Secretariat

PO Box 30
Forrestfield
Western Australia 6058
Australia
Fax: 61 8 9453 9746
Email: wfot@multiline.com.au
Website
<http://www.wfot.org>

Dear Marta Perez de Heredia Torres

In 2002 the sixty-three members of the World Federation of Occupational Therapists (WFOT) approved the Revised Minimum Standards for the Education of Occupational Therapists.

Among the essential components for an occupational therapy educational program are specific areas of core knowledge, skills and attitudes for competent occupational therapy practice. These components are to be taught by experienced qualified occupational therapists.

Graduates from an occupational therapy educational program are expected to have substantial knowledge, skill and attitudes within the following five areas:

- the person-occupation-environment relationship and the relationship of occupation to health and welfare;
- therapeutic and professional relationships;
- an occupational therapy process;
- professional reasoning and behaviour; and
- the context of professional practice.

A curriculum must have the above aspects of core occupational therapy knowledge for the education program to be approved by the WFOT, a prerequisite in most countries for formal recognition of professional occupational therapy credentials. The context of the presentation of this core knowledge content is to be determined by the nature of local health needs, local health, welfare, disability and legislative systems, locally relevant health giving occupations together with the program philosophy and purpose.

Contd../pg2

The WFOT therefore strongly endorses the position of National Conference of Occupational Therapy School Directors (CNDEUTO) that occupational therapy educational programs, and the graduates of those programs have a professionally unique and distinguishable core set of knowledge, skill and attitudes which enable them to be competent practitioners of the occupational therapy profession. It is our conviction that all university courses (both theoretical and practical) included in the core set of knowledge must be taught by qualified occupational therapists.

Yours truly

A handwritten signature in black ink, appearing to read "Kit Sinclair", written in a cursive style.

Kit Sinclair, PhD, OTR, FWFOT, FAOTA
President

Anne Carswell, Ph.D., FCAOT, OT Reg.(NS), OT(C)
Coordinator, WFOT Education and Research Program.