



TRAINING ROADMAP FOR

OCCUPATIONAL THERAPIST IN SELF-MANAGEMENT OF CHRONIC CONDITIONS



MINISTRY OF HEALTH
SINGAPORE

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FOREWORD

Occupational Therapists (OTs) play a crucial role in enabling clients with chronic conditions to participate meaningfully in their valued roles and activities. They may work with individuals experiencing heart disease, lung disease, diabetes, stroke, rheumatoid arthritis, repetitive strain injuries, depression, and anxiety, amongst other chronic conditions. These conditions often require long-term management strategies and can significantly affect a person's ability to engage in work, self-care, leisure, and social participation.

OTs working with clients who have chronic conditions must fulfil this core responsibility whilst navigating the complex interplay of physical, cognitive, psychosocial, and environmental factors that impact daily functioning. When multiple chronic conditions co-exist, the complexity of assessment and intervention increases substantially, requiring advanced clinical reasoning and a comprehensive understanding of how conditions interact to impact participation. The challenge for OTs lies not only in understanding the medical complexities of chronic conditions, but also in empowering clients to develop sustainable self-management skills. This requires a shift from traditional treatment approaches to collaborative, client-centred interventions that focus on behaviour change, health coaching, and the integration of self-management strategies into daily routines.

The training roadmap for OT in Self-Management of Chronic Conditions details the functions, key tasks, and competencies required for OTs to effectively support clients in managing their chronic conditions whilst maintaining participation in valued activities. It outlines essential skills including motivational interviewing, health coaching, and behavioural change strategies that enable OTs to move beyond traditional rehabilitation models towards empowering clients with the knowledge, skills, and confidence needed for long-term self-

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FOREWORD

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management. The roadmap also lists potential training programmes to help OTs progress from foundational to advanced levels of practice in chronic condition management. Whilst this is not a comprehensive list, we hope that it will be useful to guide OTs and relevant stakeholders such as our healthcare counterparts and institutions, training providers, and funding agencies, in our training efforts to meet the evolving needs of the individuals we serve in the healthcare system.

We would like to thank the MOH OT Panel members (both past and present) and subject matter experts in the OT community, who have all contributed to the development of this roadmap. Much time and effort have been spent to draw up this detailed roadmap and it is with the collective work put in by various individuals that this is possible. Let us continue the good work of those who had come before us, keep abreast of the ever-evolving landscape in healthcare, and master the skills and knowledge needed to serve individuals in their healthcare journey!



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**TRAINING ROADMAP FOR
OCCUPATIONAL
THERAPIST (OT) IN
SELF-MANAGEMENT OF
CHRONIC CONDITIONS**





JOB ROLE DESCRIPTION AND PRE-REQUISITES

Job Role Description

Job title	OT in self-management of chronic conditions for optimal participation in valued roles and activities
Job Role	OT or Senior OT
Job role Pre-requisites	Fully Registered AHPC OTs, Restricted Registration AHPC OTs.
	Minimum 1 year of experience. OTs with exposure to chronic care management in all settings.
Description of role	An OT who sees clients with chronic conditions is responsible for providing client care, treatment and client education in collaboration with the clients and healthcare teams. S/He has knowledge in chronic conditions, conducts detailed assessment, sets collaborative participation goals with clients, plans and performs appropriate self-management interventions to help clients achieve these goals. S/He may also train new or junior OTs in applying these skills in the model of care. Examples of chronic conditions are heart disease, lung disease, diabetes, stroke, rheumatoid arthritis, repetitive strain injuries, depression and anxiety. The OT uses a multi-modal approach that includes goal setting, problem solving and education to assist clients to integrate changes in his/her lifestyle, through establishing self-management habits and routines to enable participation in valued roles/activities.



CRITICAL WORK FUNCTIONS AND KEY TASKS

Critical Work Functions	Key Tasks
1 Conduct client assessment and therapy planning	<ol style="list-style-type: none"> 1. Implement a comprehensive framework on preventive health and sustainable behavioural health change to promote and maintain optimal health, and prevent complications and disability to enable participation in valued roles and activities. 2. Assess a client's daily routine & the impact brought about by the chronic condition(s) (i.e. physical, cognitive, psychosocial, environmental). 3. Analyze activity, habits, routine and evaluate readiness to change, activation level, self-efficacy and health literacy levels with client to identify facilitators and barriers.
2 Perform therapy interventions	<ol style="list-style-type: none"> 1. Collaboratively set goals that promote participation in valued roles and activities. 2. Co-develop and implement behavioural strategies that promote self-management capacity in clients taking into consideration lifestyle implications of chronic conditions for optimal participation in valued roles and activities. 3. Apply health coaching skills in managing lifestyle risk factors and self-management. 4. Formulate and implement discharge or care transition plans, working with clients/families/healthcare and social care providers to ensure continuity of care. 5. Apply motivational interviewing in assessments, goal setting, interventions and education for behavioural change to enhance participation in valued roles and activities. 6. Evaluate the effectiveness of OT interventions in meeting valued goals of clients.
3 Provide client/caregiver/family education	<ol style="list-style-type: none"> 1. Apply effective strategies in health education and health promotion, this may require transdisciplinary skillset. 2. Work with client/caregiver(s)/family to incorporate steps needed to manage the condition(s) into daily routines through utilising a range of strategies to remediate or compensate for symptoms of chronic condition(s) for optimal participation in valued roles and activities. 3. Communicate intervention plans, client statuses and discharge criteria to clients and relevant stakeholders.



SKILLS AND COMPETENCIES

● Technical Skills & Competencies (“TSCs”)

1. Assistive Devices Prescription in Occupational Therapy	Level 4
2. Client Advocacy	Level 4
3. Client Assessment for Occupational Therapy	Level 4
4. Client Education in Rehabilitation Therapy	Level 4
5. Clinical Record Documentation and Management in Rehabilitation Therapy	Level 4
6. Clinical Service Development	Level 4
7. Effective Client Communication	Level 4
8. Environmental Assessment and Modification for Occupational Therapy	Level 4
9. Goal Setting in Rehabilitation Therapy	Level 4
10. Group Therapy Planning and Implementation	Level 4
11. Health Promotion	Level 4
12. Inter-professional Collaboration	Level 4
13. Intervention Planning in Occupational Therapy	Level 4
14. Management of Stakeholders	Level 4
15. Therapy Discharge Planning	Level 4
16. Therapy Intervention Evaluation	Level 4
17. Therapy Intervention Implementation	Level 4



SKILLS AND COMPETENCIES

Critical Core Skills (“CCSs”)

Refer to [Skills Future Singapore's \(SSG\) website](#) for more information on Critical Core Skills (“CCS”) and their reference documents.

Communication (Intermediate)

Decision Making (Intermediate)

Problem Solving (Basic)

Collaboration (Intermediate)

Transdisciplinary Thinking (Basic)

TECHNICAL SKILLS AND COMPETENCIES (“TSCs”) REFERENCE DOCUMENTS





TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care		TSC: Assistive Devices Prescription in Occupational Therapy
TSC Description	Prescribe the appropriate therapeutic aids, devices, and equipment as required by clients.	
TSC Proficiency Level	Level 4	
TSC Proficiency Description	Prescribe assistive devices for routine and complex cases independently. Review prescription outcomes and provide guidance to junior therapists where necessary.	
Knowledge	<ul style="list-style-type: none"> • New and emerging assistive devices in the market for different client groups • Audit components necessary for the review of assistive devices prescription 	
Abilities	<ul style="list-style-type: none"> • Appraise new assistive devices available in the market • Assist in trials to determine if the assistive devices new in the market are suitable for client groups in terms of performance and safety • Audit the processes and effectiveness of the assistive device prescriptions performed by staff • Guide junior staff in the assessment, evaluation, prescription and training of assistive devices 	



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

● **TSC Category: Stakeholder Engagement and Partnerships**

TSC: Client Advocacy

TSC Description	Advocate for rights of client groups and services.
TSC Proficiency Level	Level 4
TSC Proficiency Description	Advocate empowerment of clients and caregivers for complex and/or escalated cases. Provide guidance to junior therapists where necessary.
Knowledge	<ul style="list-style-type: none"> • Therapist's role in client advocacy as part of a multi-disciplinary group • Scenarios that require client advocacy • Strategies and methods to empower clients with self-advocacy skills • Negotiation techniques
Abilities	<ul style="list-style-type: none"> • Help clients identify the external barriers that may affect their intervention plans • Advise clients and caregivers of their eligibilities and rights to funding and clinical services respectively • Mentor junior staff on the right avenues and techniques for advocacy



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care		TSC: Client Assessment for Occupational Therapy
TSC Description	Select, apply and interpret assessment methods and tools appropriate to individuals and/or groups.	
TSC Proficiency Level	Level 4	
TSC Proficiency Description	<ul style="list-style-type: none"> • Conduct assessment of routine and complex cases independently, demonstrating flexibility in selection and modification of assessment methods. • Provide guidance to junior therapists where necessary. • Assist in the appraisal of new trends and evidence-based practices in client assessments. 	
Knowledge	<ul style="list-style-type: none"> • Range of presentations and issues faced in complex medical conditions • Range of evidence-based assessment methods and approaches for complex medical conditions • Advanced clinical methods and techniques • Emerging assessment and tools for complex cases • Transdisciplinary assessment methods and findings 	
Abilities	<ul style="list-style-type: none"> • Perform case history taking for complex cases requiring more in-depth knowledge • Select appropriate assessment methods for complex cases • Integrate and modify the assessment methods where relevant • Involve multidisciplinary teams in assessment of complex cases if required • Interpret results for complex cases in collaboration with other professionals if required • Integrate knowledge gathered by other professionals to form a holistic clinical impression of the clients • Differentiate various conditions that may be interacting to ensure accurate interpretation of results 	



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

● **TSC Category: Patient and/or Client Education and Health Promotion** **TSC: Client Education in Rehabilitation Therapy**

TSC Description	Communicate with clients and caregivers to deliver and facilitate the continuity of care.
TSC Proficiency Level	Level 4
TSC Proficiency Description	<ul style="list-style-type: none"> • Educate clients and caregivers on client conditions, relevant self-management techniques and interventions to improve client conditions for routine and complex cases independently. • Develop and review client education materials and processes. • Provide guidance to junior therapists where necessary.
Knowledge	<ul style="list-style-type: none"> • New and emerging technologies and tools to support client education • Techniques to engage challenging clients • Concepts of adult learning principles and learning transfer principles • Reflective teaching concepts and techniques
Abilities	<ul style="list-style-type: none"> • Develop and review written, illustrative and audio materials for use in client education • Implement new or improved client education procedures and methods • Perform client education for complex cases involving psychodynamic issues • Provide guidance on a range of client education procedures and methods to staff



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Quality and Patient Safety

TSC: Clinical Record Documentation and Management in Rehabilitation Therapy

TSC Description	Appropriate documenting and managing of client information to support clinical services.
TSC Proficiency Level	Level 4
TSC Proficiency Description	<ul style="list-style-type: none"> • Manage client information in compliance with legal, ethical and professional policies and procedures. • Provide guidance to junior therapists where necessary.
Knowledge	<ul style="list-style-type: none"> • Role of clinical records including patient-held records to support communication in patient's health management, clinical audits and research, and as medico-legal records of care given • Role of information and communication technologies in enhancing clinical information recording, storage and retrieval, and information flows
Abilities	<ul style="list-style-type: none"> • Integrate clients' current or latest clinical information with their permanent or supplementary records to ensure that list of functionally integrated records exist • Establish documented processes for recording, storing, archiving, and disposal of clinical records • Implement policies and/or guidelines for clinical record sharing to respect Personal Data Protection Act (PDPA) • Review documentation management done by junior staff according to clinical guidelines



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

● **TSC Category: Quality and Patient Safety**

TSC: Clinical Service Development

TSC Description	Drive and maintain clinical excellence through development of services.
TSC Proficiency Level	Level 4
TSC Proficiency Description	Facilitate improvement of clinical excellence through development of clinical services.
Knowledge	<ul style="list-style-type: none"> • Current and new clinical services available within and outside the organisation • Processes for review of existing clinical services • Piloting phases including efficacy trials • Tools for planning service/quality improvement such as process mapping, force field analysis, Plan-Do-Study-Act (PDSA) • Current approaches in service improvement such as Lean, Quality, Innovation, Productivity and Prevention (QIPP), Scrum
Abilities	<ul style="list-style-type: none"> • Provide recommendations for improvements to clinical services based on feedback from clients/patients, other professionals as well as self-assessments for consideration by senior staff • Identify clinical needs and clinical service gaps • Conduct/lead quality improvement projects



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care		TSC: Effective Client Communication
TSC Description	Demonstrate effective communicative skills when communicating with clients and caregivers.	
TSC Proficiency Level	Level 4	
TSC Proficiency Description	<ul style="list-style-type: none"> • Communicate assessment results, intervention plans, outcomes, service recovery plan to clients and caregivers for routine and complex cases independently. • Provide guidance to junior therapists where necessary. 	
Knowledge	<ul style="list-style-type: none"> • Negotiation techniques • Conflict management techniques • Types of service recovery 	
Abilities	<ul style="list-style-type: none"> • Guide clients and caregivers to manage expectations and concerns • Summarise and interpret client assessments for complex cases • Adapt verbal and non-verbal communication accordingly in challenging situations or situations that involve multiple and/or competing interests 	



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care	TSC: Environmental Assessment and Modification for Occupational Therapy
TSC Description	Provide recommendations on environmental modifications to remove environmental barriers and support clients' participation in their homes, schools and/or workplaces.
TSC Proficiency Level	Level 4
TSC Proficiency Description	<ul style="list-style-type: none"> • Review environmental modification recommendations and evaluate effectiveness of recommendations. • Provide guidance to junior therapists where necessary. • Assist in the appraisal of new trends and evidence-based practices in environmental assessment and modification.
Knowledge	<ul style="list-style-type: none"> • Knowledge in ergonomics relevant to specialty areas • Evaluation criteria in assessing the effectiveness of environmental modifications • Government initiatives and policies that enable the elderly in Singapore to enhance their daily living including silver zones by the Land Transport Authority, Active Ageing Hubs, Co-location of eldercare and childcare facilities
Abilities	<ul style="list-style-type: none"> • Audit the processes and effectiveness of the environmental assessments and modifications performed by staff • Guide junior staff in environmental assessments and modifications



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care		TSC: Goal Setting in Rehabilitation Therapy
TSC Description	Set appropriate treatment goals.	
TSC Proficiency Level	Level 4	
TSC Proficiency Description	Guide therapists in developing therapy goals for complex cases.	
Knowledge	<ul style="list-style-type: none"> • Evidence-based research in goal setting and monitoring • Clinical knowledge in specialty areas • Prognostication of disease progression, responses to therapy and therapy outcomes • Contribution of patient factors to optimising therapy outcomes 	
Abilities	<ul style="list-style-type: none"> • Guide therapists on how to identify factors which may have impact on clients' goals • Review goals set by therapists • Update goal setting and monitoring practices based on evidence-based practices • Introduce new practices and approaches in goal setting • Prognosticate the responses to therapy and therapy outcomes 	



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care		TSC: Group Therapy Planning and Implementation
TSC Description	Plan and provide group therapy interventions.	
TSC Proficiency Level	Level 4	
TSC Proficiency Description	<ul style="list-style-type: none"> • Plan and provide group therapy interventions for routine and complex cases independently. • Adapt approach to group intervention provision while considering the inclusion of other healthcare professionals in session if required. • Provide guidance to junior therapists where necessary. 	
Knowledge	<ul style="list-style-type: none"> • Best practices in group therapy implementation and planning • Current research into the efficacy of various types and uses of group therapy • Multi-disciplinary roles and responsibilities for appropriate collaboration 	
Abilities	<ul style="list-style-type: none"> • Provide consultation for the running of group therapy sessions • Review plans developed by junior therapists • Review group therapy outcomes and initiate modifications based on evidence • Identify common group therapy methods or modifications of common group methods • Adapt group interventions considering other professions in session • Manage ethical, legal or social issues that may arise from group therapy • Conduct post-group therapy reviews based on therapy outcomes • Review documentation of group therapy sessions 	



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

● **TSC Category: Patient and/or Client Education and Health Promotion** **TSC: Health Promotion**

TSC Description	Raise awareness to maintain and optimise health and well-being of clients.
TSC Proficiency Level	Level 4
TSC Proficiency Description	Develop health promotion activities for clients and the general public.
Knowledge	<ul style="list-style-type: none"> • Principles of programme design and delivery • Principles of preventive healthcare • Current health promotion activities • Health promotion and health education strategies integrated into clinical practice • Public relations procedures and techniques for seeking sponsorship
Abilities	<ul style="list-style-type: none"> • Formulate and evaluate strategies for early identification of disorders or diseases • Design health promotion and education programmes • Provide guidance on a range of health promotion programmes and methods to staff



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

● **TSC Category: Stakeholder Engagement and Partnerships**

TSC: Inter-professional Collaboration

TSC Description	Apply an integrated approach to coordinate and deliver inter-professional interventions to clients.
TSC Proficiency Level	Level 4
TSC Proficiency Description	Facilitate inter-professional interventions to provide integrated care to clients.
Knowledge	<ul style="list-style-type: none"> • Techniques to develop processes and procedures to facilitate inter-professional cooperation • Strategies to drive collaborative practices within the team • Procedures and tools for inter-professional team research projects
Abilities	<ul style="list-style-type: none"> • Work closely with relevant stakeholders and/or agencies to deliver healthcare services • Review and develop processes and procedures to enhance collaborative practices as an inter-professional team • Develop goals, objectives and expectations for inter-professional teams • Facilitate cooperative work practices and allocation of resources for the inter-professional team • Engage in inter-professional team research projects



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care	TSC: Intervention Planning in Occupational Therapy
TSC Description	Develop targeted intervention plans according to client conditions and clinical practice guidelines.
TSC Proficiency Level	Level 4
TSC Proficiency Description	<ul style="list-style-type: none"> • Develop intervention plans and modify plans for routine and complex cases independently according to client conditions and needs. • Provide guidance to junior therapists where necessary. • Assist in the appraisal of new trends and evidence-based practices in intervention planning
Knowledge	<ul style="list-style-type: none"> • Range of skills relevant for intervention planning for complex cases • Advanced clinical methods and techniques
Abilities	<ul style="list-style-type: none"> • Integrate other health professionals or therapists' possible roles and assessment findings in intervention planning, if any • Modify intervention plans accordingly in response to any client and/or therapy limitations or challenges • Manage risks associated with the intervention plans



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

● **TSC Category: Stakeholder Engagement and Partnerships**

TSC: Management of Stakeholders

TSC Description	Plan and implement strategies to build and manage constructive and positive relationships with stakeholders.
TSC Proficiency Level	Level 4
TSC Proficiency Description	Develop plans to build positive and trustworthy relationships with stakeholders to attain joint objectives.
Knowledge	<ul style="list-style-type: none"> • Communication management for different target audiences • Conflict resolution techniques • Community resources between hospitals, community facilities, regulatory bodies and other relevant organisations • Concept of emotional intelligence
Abilities	<ul style="list-style-type: none"> • Facilitate networking opportunities to build relationships with stakeholders • Conduct stakeholder impact analyses to assess the impact of new policies, programmes and processes on different stakeholders • Employ engagement techniques to manage stakeholders impacted by new policies, programmes and/or processes and fulfil alignment with mutual objectives • Develop ideas to facilitate stakeholder buy-in of new policies, programmes and/or processes



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care		TSC: Therapy Discharge Planning
TSC Description	Assess clients' readiness for discharge, and identify appropriate follow-up on the care to be provided to patients and/or clients.	
TSC Proficiency Level	Level 4	
TSC Proficiency Description	<ul style="list-style-type: none"> • Manage discharge planning for complex cases. • Review efficacy of discharge plans developed by junior therapists. • Provide guidance to junior therapists where necessary. 	
Knowledge	<ul style="list-style-type: none"> • Organisation's performance indicators for discharge 	
Abilities	<ul style="list-style-type: none"> • Perform assessments required for complex cases • Formulate discharge plans for complex cases • Review reasons for client readmissions • Recommend post-discharge alternatives where deviations from discharge plans occur • Review discharge plans developed by junior therapists 	



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care		TSC: Therapy Intervention Evaluation
TSC Description	Evaluate the effectiveness of therapy interventions through the monitoring of progress and outcomes of client recovery, values and goals as well as clinical indicators.	
TSC Proficiency Level	Level 4	
TSC Proficiency Description	<ul style="list-style-type: none"> • Monitor and evaluate intervention outcomes of routine and complex cases independently. • Provide guidance to junior therapists where necessary. 	
Knowledge	<ul style="list-style-type: none"> • Organisation policies, standards and guidelines pertaining to intervention evaluation • Methods to assess efficacy of therapy intervention • Specialised intervention methods and techniques • Validated standard for outcome measures 	
Abilities	<ul style="list-style-type: none"> • Implement instruments and outcome measures that are valid, reliable and appropriate to monitor complex intervention plans 	



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care	TSC: Therapy Intervention Implementation
TSC Description	Provide the appropriate intervention based on client's needs and conditions.
TSC Proficiency Level	Level 4
TSC Proficiency Description	<ul style="list-style-type: none"> • Provide therapy interventions for both routine and complex cases independently. Provide guidance to junior therapists where necessary. • Assist in the appraisal of new trends and evidence based practice in intervention implementation.
Knowledge	<ul style="list-style-type: none"> • Range of skills relevant to intervention techniques for complex cases • Emerging therapy interventions for complex cases • Advanced clinical methods and techniques
Abilities	<ul style="list-style-type: none"> • Apply advanced interventions • Use advanced clinical reasoning skills to modify interventions based on the integration of evaluation results, observation of client performance as well as safety issues • Facilitate interprofessional interventions, where applicable • Assist juniors as appropriate to manage incidents during interventions according to organisational procedures



PROGRAMS LISTING

The programs below have been assessed by the MOH Panel for Occupational Therapy to fulfil the evaluation that are harmonized with the MOH In-Service Scholarships. They are subjected to updates and serve as a reference only. Available training programs that are subsidized by Skills Future Singapore (SSG) will be listed on SSG's website.

Program Title/Topic	Providers
[Core] Interprofessional Skills-Based Behavioural Health (SBBH) workshop	Singapore Institute of Technology
[Core] Enhancing Patients' Change & Treatment Adherence for the Allied Health and Nursing Professional*	Centre for Health Professionals Training (CHPT)
[Core] Solution Focused Brief Therapy (SFBT)*	Singapore General Hospital – Postgraduate Allied Health Institute (SGH-PGAHI)
[Core] Motivational Interviewing (Foundational)*	SGH – PGAHI
[Core] Health Coaching	International Sports Academy, Singapore (ISA) Certified Health and Wellness Coach Course (leading to ACE Certification) - Guided Live Edition
[Core] Grief Sensitivity Training	SGH-PGAHI
[Optional] Healthy Conversations	SingHealth Community Health Office of Learning (SCHOOL)
[Optional] EatWise Tier 2 course	Clusters

* Should take 1 of the 3 courses

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