



Guide to the Continuing Competence Program 2013-2014

Competence - the combined knowledge, skills, attitudes and judgement required to provide professional services (*Health Professions Act RSA 2000 cH-7 s1(1)(f)*).

Annual participation in the Continuing Competence Program is mandatory for each occupational therapist practicing in Alberta as set out in the *Health Professions Act RSA 2000 cH-7 p3* and the *Occupational Therapists Profession Regulation AR 217/2006 s13*.

The Program comprises a practice challenge log, a self-assessment questionnaire, a log of activities and a competence portfolio containing documentation to demonstrate the continuing competence activities undertaken.

The Program is an ongoing annual cycle. Each year, regulated members reflect on the previous year's practice challenges, complete the self-assessment and set the upcoming year's learning goals as part of ensuring the maintenance or enhancement of their competence. Compliance is ensured by periodic review of regulated members' plans.

Step 1 Self-assessment

The self-assessment exercise provides the opportunity to measure your knowledge, skills, attitudes and judgements against the foundational elements of the profession's essential competencies. Self-assessment should be completed in March, at the beginning of the registration year. When new regulated members establish registration with the College they begin their continuing competence program with the self-assessment.

The competency descriptors in the assessment are guided by the *Essential Competencies of Practice for Occupational Therapists in Canada*, 2nd edition and the *ACOT Standards of Practice* (both available at www.acot.ca under the Resources tab). These competencies have been identified, reviewed and validated by occupational therapists in Alberta as the competencies required for the delivery of safe, ethical, effective and efficient occupational therapy services.

The competency descriptors should be interpreted within the context of your current and planned practice. Evaluate your competencies as applicable to your practice setting. Ask yourself – do I or will I do this? What evidence do I have that I am competent in this area?

The self-assessment has been modified for 2011-2012. For each competency descriptor, rate whether or not it is a practice challenge:

Category 1 Assumes Professional Responsibility		Is this a practice challenge?	
1.6	I demonstrate sensitivity to diversity (for example, cultural, socio-economic, religious, lifestyle, gender, age, physical and psychosocial conditions, etc.)	<input checked="" type="checkbox"/> no	<input type="checkbox"/> yes
1.7	I am accountable for my decisions to delegate components of occupational therapy service to other team members (e.g. students, aides).	<input type="checkbox"/> no	<input checked="" type="checkbox"/> yes
1.8	I am responsible for maintaining my competence in the performance of restricted activities or procedures.	<input checked="" type="checkbox"/> no	<input type="checkbox"/> yes

Make notes to support your rating. Look for evidence in your day to day practice to support your rating. Ask for feedback from colleagues and mentors. Think about someone who really exemplifies the competency and think about what they do – how do you compare? Return to the self-assessment and review your responses again. The process should be dynamic.

Every competency required in your practice environment, even if only occasionally, is considered part of your practice and should be included in your self-evaluation.

The self-assessment helps you reflect on your practice, evaluate strengths and identify practice challenges where increased skill or knowledge would assist you to ensure you maintain or enhance your competence. Record your reflections in the space provided after each section of the self-assessment:

Personal reflection on Assumes Professional Responsibility practice challenges
1.7 - I don't have very much experience in working with either assistants or students, and I want to develop more skills in this area, especially because of my co-worker's upcoming maternity leave of absence.

Step 2 Set Learning Goals

At the end of the self-assessment process, list all the practice challenges arising from the self-assessment in the practice challenge log. Challenges faced in your practice should also be added. Adding items to the log should be ongoing throughout the year:

Practice Challenge Log				
	Indicator	Practice Challenge	Action Plan for	
			this year	future
1	self-assess 1.7	Not much experience in working with assistants or students. The role I wish to move into also requires that I use an assistant. I want to take a student as well, but don't feel quite ready.	<input checked="" type="checkbox"/>	
2	practice issue	interdisciplinary tension re new program. Need to study "transdisciplinary practice" more		<input checked="" type="checkbox"/>

Now identify which challenges will receive your focus in the upcoming year. For renewing members, this is done in March of each year. Think about the skills, knowledge, attitudes and judgements that you require for your role now; what new activities, roles, or responsibilities may be added; and future career directions.

Select the top two or three practice challenges. Translate these into two or three learning goals. Develop an action plan using at least three different methods by which you intend to meet each practice challenge.

Practice Challenge Action Plan		
Practice Challenge	(from self assessment 1.7) Still not very much experience in working with assistants or students. The role I wish to move into also requires that I use an assistant. I want to take a student as well, but don't feel quite ready.	
Learning Goal	Acquire sufficient knowledge and skills to offer a successful student placement in palliative care.	
Action Plan	describe potential activities to reach your goal	timeframe
	1. Read about issues of student supervision (eg difficult communications, evaluations, different models)	by April
	2. Attend workshops or presentations on student supervision	by October

Focus on creating a plan of action based on well-targeted competence activities. The types of activities for the action plan can vary: attending educational events including conferences, congress, workshops, seminars, presentations, rounds; providing and preparing for training; taking courses leading to credits; self directed study; communication with peers; mentoring students or staff; or contributing to knowledge through research, peer review of articles, review of funding proposals, or participation in professional committees.

The plan can be either short or long term and should focus on the quality of activities not quantity. Before finalizing the action plan, ensure the challenges and activities you have identified are competency focused, that is, focused on knowledge, skill, attitudes and judgements.

Step 3 Log of Activities

Prepare a log of activities for each practice challenge in the action plan. Throughout the year, make note of the activities you undertake to meet the practice challenge.

Log of Activities			
Practice Challenge	(from self assessment 1.7) Still not very much experience in working with assistants or students. The role I wish to move into also requires that I use an assistant. I want to take a student as well, but don't feel quite ready.		
Learning Goal	Acquire sufficient knowledge and skills to offer a successful student placement in palliative care.		
date	activity	estimated number of hours	document included in portfolio
April 11, 2011	U of A presentation for new student supervisors	2	notes

Once you have successfully addressed a practice challenge, make sure to complete the section ‘Outcome or Impact on Practice’. Date this section when the practice challenge was met.

Outcome or impact on practice	describe	
	<input type="checkbox"/> confirmed my practice	
	<input checked="" type="checkbox"/> changed my practice	I now feel far more confident about taking students
	<input checked="" type="checkbox"/> expanded my knowledge	Great to learn about different learning styles
	<input type="checkbox"/> other	
		date

Step 4 Competence Portfolio

The competence portfolio is a collection of the records gathered as evidence of competency activities related to your practice challenges.

Portfolio items demonstrate your progress through the steps of the continuing competence process and could include references, summaries of articles, written feedback on performance, self-reflective statements and other materials, in hard copy or electronic form, related to the activities undertaken. You are in the best position to determine what type of information would be most useful to demonstrate your activities.

Ensure that you keep information and records up to date. Completed annual competence portfolios must be retained for **five years**.

Compliance

In order to apply to the College to renew your practice permit, you are required to confirm that you meet the requirements of the Continuing Competence Program. To comply, regulated members must **annually**:

1. Complete a self-assessment.
2. Implement a professional development plan.
3. Submit a statement before March 1 declaring compliance with the mandatory requirements for the proceeding year. This declaration to the College is submitted in conjunction with the application for the annual permit renewal.

Regulated members who do not comply with the requirements are not eligible to renew their practice permits.

If the competence committee, registration committee or registrar is of the opinion that a regulated member has intentionally provided false or misleading information about their continuing competence program, they must refer that information to the College’s complaints director (Health Professions Act RSA 2000 cH-7 s51.1(1)).



Self assessment 2013-2014

Registration #

Date

Category 1 Assumes Professional Responsibility		is this a practice challenge?	
1.1	I practice within the scope of my professional and personal limitations and abilities.	<input type="checkbox"/> yes	<input type="checkbox"/> no
1.2	I understand the obligation of protection of the public and act accordingly	<input type="checkbox"/> yes	<input type="checkbox"/> no
1.3	I act with professional integrity	<input type="checkbox"/> yes	<input type="checkbox"/> no
1.4	I establish and maintain appropriate professional boundaries.	<input type="checkbox"/> yes	<input type="checkbox"/> no
1.5	I demonstrate an awareness of possible conflicts of interest and I deal with real or perceived conflicts of interest.	<input type="checkbox"/> yes	<input type="checkbox"/> no
1.6	I demonstrate sensitivity to diversity (for example, cultural, socio-economic, religious, lifestyle, gender, age, physical and psychosocial conditions, etc.)	<input type="checkbox"/> yes	<input type="checkbox"/> no
1.7	I am accountable for my decisions to delegate components of occupational therapy service to other team members (e.g. students, aides).	<input type="checkbox"/> yes	<input type="checkbox"/> no
1.8	I am responsible for maintaining my competence in the performance of restricted activities or procedures.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Personal reflection on Assumes Professional Responsibility practice challenges			



Self assessment 2013-2014

Category 2 Demonstrates Practice Knowledge		is this a practice challenge?	
2.1	Within my area of practice, I demonstrate an integration of occupational therapy services with current theory and relevant supporting scientific knowledge	<input type="checkbox"/> yes	<input type="checkbox"/> no
2.2	I demonstrate an awareness of the socio-cultural and economic environment of the practice setting.	<input type="checkbox"/> yes	<input type="checkbox"/> no
2.3	I demonstrate knowledge of and adherence to legislative and regulatory requirements relevant to the area of practice in Alberta.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Personal reflection on Demonstrates Practice Knowledge practice challenges			

Category 3 Utilizes a Practice Process		is this a practice challenge?	
3.1	I identify the client and other stakeholders in the practice process and I establish and maintain a professional relationship with each.	<input type="checkbox"/> yes	<input type="checkbox"/> no
3.2	I understand and negotiate the roles and responsibilities that are appropriate to occupational therapy service with clients and stakeholders.	<input type="checkbox"/> yes	<input type="checkbox"/> no
3.3	I ensure informed consent prior to and throughout service provision and when informed consent cannot be obtained, I ensure that appropriate documentation is completed.	<input type="checkbox"/> yes	<input type="checkbox"/> no
3.4	I identify the resources needed to establish communication and when possible, ensure that those resources are available, i.e. augmentative communication devices, interpreters, family members.	<input type="checkbox"/> yes	<input type="checkbox"/> no



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3.5	I demonstrate a systematic client-centered approach in the delivery of occupational therapy services.	<input type="checkbox"/> yes	<input type="checkbox"/> no
3.6	I identify, prioritize and document occupational performance and goals with the client and/or caregiver.	<input type="checkbox"/> yes	<input type="checkbox"/> no
3.7	I utilize and/or refer to reasonable and appropriate resources to meet the needs of the client and his/her support system.	<input type="checkbox"/> yes	<input type="checkbox"/> no
3.8	I ensure that family members and volunteers who have been assigned components of the occupational therapy service have received the necessary instructions.	<input type="checkbox"/> yes	<input type="checkbox"/> no
3.9	I maintain timely and accurate records consistent with the provincial standards and the requirements of the practice setting.	<input type="checkbox"/> yes	<input type="checkbox"/> no
3.10	I discontinue a client's treatment when appropriate.	<input type="checkbox"/> yes	<input type="checkbox"/> no

Personal reflection on Utilizes a Practice Process practice challenges



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Category 4 Thinks Critically		is this a practice challenge?	
4.1	Within my practice, I demonstrate sound clinical and professional judgment consistent with the various occupational therapy roles.	<input type="checkbox"/> yes	<input type="checkbox"/> no
4.2	Within my practice, I demonstrate responsible decision-making.	<input type="checkbox"/> yes	<input type="checkbox"/> no
4.3	Within practice, I formulate, articulate and demonstrate sound clinical reasoning.	<input type="checkbox"/> yes	<input type="checkbox"/> no
4.4	I engage in a reflective and evaluative approach to practice and I integrate findings into practice.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Personal reflection on Thinks Critically practice challenges			

Category 5 Communicates Effectively		is this a practice challenge?	
5.1	I establish and maintain effective communication with relevant stakeholders, organizations, groups.	<input type="checkbox"/> yes	<input type="checkbox"/> no
5.2	I use client-centered principles in the communication process.	<input type="checkbox"/> yes	<input type="checkbox"/> no
5.3	I establish and maintain a professional relationship in all communications.	<input type="checkbox"/> yes	<input type="checkbox"/> no
5.4	I demonstrate knowledge of and adherence to legislative and regulatory requirements relevant to the area of practice in Alberta.	<input type="checkbox"/> yes	<input type="checkbox"/> no



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5.5 I follow reasonable practice to maintain confidentiality and security when acquiring, documenting, transmitting, storing, disposing and managing information. yes no

5.6 I share knowledge with peers and colleagues in a way that is timely, complete and respectful. yes no

Personal reflection on **Communicates Effectively** practice challenges

Category 6 Engages in Professional Development	is this a practice challenge?
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6.1 I engage in an ongoing process of evaluation (self and/or external) related to occupational therapy standards of practice. yes no

6.2 I participate in pertinent professional development to maintain currency and to enhance competence. yes no

6.3 I ensure the maintenance of my competence in restricted activities. yes no

Personal reflection on **Engages in Professional Development** practice challenges



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Category 7 Manages the Practice Environment		is this a practice challenge?	
7.1	I contribute to a practice environment that supports client-centered occupational therapy.	<input type="checkbox"/> yes	<input type="checkbox"/> no
7.2	I contribute to a practice environment that supports safe occupational therapy service.	<input type="checkbox"/> yes	<input type="checkbox"/> no
7.3	I contribute to a practice environment that supports effective occupational therapy service.	<input type="checkbox"/> yes	<input type="checkbox"/> no
7.4	I contribute to a practice environment that supports efficient occupational therapy service.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Personal reflection on Manages the Practice Environment practice challenges			



Practice Challenge Log 2013-2014

Registration #

Date

Practice Challenge Log				
	Indicator	Practice Challenge	Action Plan for:	
			this year	future
1			<input type="checkbox"/>	<input type="checkbox"/>
2			<input type="checkbox"/>	<input type="checkbox"/>
3			<input type="checkbox"/>	<input type="checkbox"/>
4			<input type="checkbox"/>	<input type="checkbox"/>
5			<input type="checkbox"/>	<input type="checkbox"/>
6			<input type="checkbox"/>	<input type="checkbox"/>
7			<input type="checkbox"/>	<input type="checkbox"/>
8			<input type="checkbox"/>	<input type="checkbox"/>
9			<input type="checkbox"/>	<input type="checkbox"/>
10			<input type="checkbox"/>	<input type="checkbox"/>
11			<input type="checkbox"/>	<input type="checkbox"/>



Practice Challenge Action Plan 2013-2014

Registration #

Date

Practice Challenge		
Learning goal		
Action plan	describe potential activities to reach your goal	timeframe
	1	
	2	
	3	
Practice Challenge		
Learning goal		
Action plan	describe potential activities to reach your goal	timeframe
	1	
	2	
	3	
Practice Challenge		
Learning goal		
Action plan	describe potential activities to reach your goal	timeframe
	1	
	2	
	3	



Log of Activities 2013-2014

Registration #

Date

Practice Challenge			
Learning Goal			
date	activity	estimated number of hours	document included in portfolio
total number of hours			

Outcome or impact on practice	describe	
	<input type="checkbox"/> confirmed my practice	
	<input type="checkbox"/> changed my practice	
	<input type="checkbox"/> expanded my knowledge	
	<input type="checkbox"/> other	
date		



Log of Activities 2013-2014

Registration #

Date

Practice Challenge			
Learning Goal			
date	activity	estimated number of hours	document included in portfolio
total number of hours			

Outcome or impact on practice	describe	
	<input type="checkbox"/> confirmed my practice	
	<input type="checkbox"/> changed my practice	
	<input type="checkbox"/> expanded my knowledge	
	<input type="checkbox"/> other	
date		



Log of Activities 2013-2014

Registration #

Date

Practice Challenge			
Learning Goal			
date	activity	estimated number of hours	document included in portfolio
total number of hours			

Outcome or impact on practice	describe	
	<input type="checkbox"/> confirmed my practice	
	<input type="checkbox"/> changed my practice	
	<input type="checkbox"/> expanded my knowledge	
	<input type="checkbox"/> other	
date		