



# Continuing Competence Program

## Information guide

(September 1, 2016 – August 31, 2017)





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The Alberta College of Medical Diagnostic and Therapeutic Technologists (ACMDTT) instituted a Continuing Competence Program (CCP) for the benefit of its members and the public and to be in compliance with the *Health Professions Act* (HPA). This Act was brought into law in 2005.

### **Health Professions Act**

The *Health Professions Act* states in Section 50(2) that:

- 50(2) A continuing competence program
- (a) must provide for regulated members to maintain competence and to enhance the provision of professional services.

Within the *Health Professions Act*, the *Medical Diagnostic and Therapeutic Technologists Profession Regulation* institutes mandatory compliance with the program through the following regulations:

- 13.1**
- (1)** As part of the continuing competence program, regulated members must complete, in each registration year, a reflective practice review.
  - (2)** A reflective practice review includes
    - (a) a personal assessment of the regulated member's own practice in comparison with the competency profile for the appropriate area of practice approved by Council,
    - (b) the development and implementation of a learning plan that follows the regulated member's personal assessment of the regulated member's practice, and
    - (c) a written evaluation of the result of the learning pursuant to the learning plan on the regulated member's practice.

### **Program participation**

Program participation is mandatory. Participation in each cycle has a direct effect on each member's renewal of a practice permit. Non-compliance with the requirements of the CCP is deemed to exhibit unprofessional conduct and could place a member's

practice permit at risk. Continued non-compliance may lead to suspension of the permit. The current CCP cycle runs from **September 1, 2016 to August 31, 2017**.

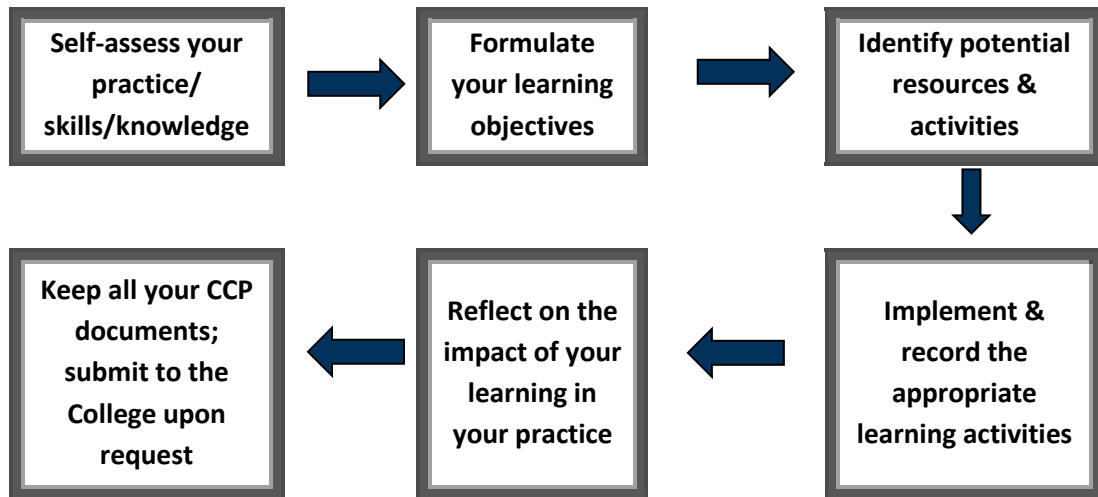
### **Program timeline**

In each year that you possess a full practice permit, you will need to show evidence of or attest to participation in the CCP. This CCP cycle begins on September 1, 2016 and continues through to August 31, 2017. This means that you begin a new set of program documents on September 1 each year.

### **Program process**

The following diagram outlines the theoretical progression of the CCP. Starting with the self-assessment, one can identify possible areas of practice in which they would like to pursue additional learning. This leads to the personal learning plan where you would formally identify, through writing a learning objective, what you would like to learn about in the upcoming CCP cycle. Ideally, these two activities would be completed near the beginning of the cycle; although, it recognized that practice situations may change throughout the year which may lead to additional learning objectives being added to the learning plan.

Identification of possible learning activities may lead to follow through on these activities. A self-reflection is the basis of the reflective practice review and is where you explain, sometimes through explicit examples, how what you learned has impacted your professional practice.



### Reflective practice review

At a basic level, reflective practice exists to provide guidance to help us look back over events that have happened and to turn them into learning experiences.

There are many models of reflective practice to explain this concept; but, Baud’s model probably defines it best for our purposes of continuing medical education.

Completing an annual reflective practice review is a means to collating relevant information and learning activities that are part of the CCP. This will result in

a collection of tangible evidence that reflects the practice and learning choices that you, the medical professional, make in support of maintaining competence to practice.

For each CCP cycle, the following documents should be collated into your reflective practice review:

- Self-Assessment of Practice
- Personal Learning Plan
- Records of Learning Activities which may include:
  - Records of CCP Activity
  - Multisource Learning Records
  - Multi-Session Learning Event Records
- Summary of Activities

### Baud’s Model



### Continuing Competence Program audit

The program provides a mechanism for an evaluation of a regulated member's reflective practice review. Members are typically selected for this audit through a process of a computer-generated random sample. As per College policy, up to 20% of the regulated membership may be selected for each CCP audit.

You will be notified if you have been selected for audit. Only the Competence Committee and appropriate College staff will see your submitted reflective practice review.

### Confidentiality

Under the HPA, information related to the CCP is confidential. This means the information is protected from view by anyone not directly involved in monitoring the CCP. Therefore, your personal assessment of competence cannot be used in legal proceedings.

For example, in the event of a College disciplinary hearing, the only information which can be provided is whether or not the member has complied with CCP participation expectations. No specific details can be released.

### Document retention

As per the regulations, you must retain your documents for a **minimum of five years** as they may be requested by the Competence Committee.

### Mandatory online participation

It was effective September 1, 2015 that all College members must record their CCP activities through our My CCP online platform. This application, created and supported by Skilsure® (a division of Claymore that has been constructing these solutions for regulated health professions for over 10 years), has been built with our members' needs at the forefront. In it, you will find easy to navigate pages that guide you through your CCP documentation process and link the CCP components together. It is important to note that the Skilsure servers, which house all the member information, are located in Canada.

### To log onto the Skilsure portal:

Locate and click on the blue **My CCP** box at the bottom of the ACMDDT ([www.acmddt.com](http://www.acmddt.com)) home page. Remember that your username is your ACMDDT registration number.

Please be assured that the College has no access to any records on this site. In the case of audit, the member will authorize access to the particular CCP cycle undergoing audit.

## Program Components

### Self-Assessment of Practice

#### Background

The HPA requires the College provide a program for regulated members to maintain competence and to enhance the provision of professional services. A CCP supports this requirement with the Self-Assessment of Practice forming the foundation of the program.

The Self-Assessment of Practice is designed to assist you to personally reflect on your practice strengths and to identify potential areas for continued or new learning. In responding to the assessment statements, select the rating statement which most accurately describes your current abilities and circumstances.

#### Completing the Self-Assessment of Practice

Each member is required to complete a self-assessment in each CCP cycle.

The self-assessment aligns with the College's Standards of Practice and is for use by members of all specialties regardless of practice environment or experience. This document asks you to evaluate:

- Whether or not you perform or support others in the performance of the applicable Standard indicator
- If you would like to enhance your knowledge of this indicator. **You must identify at least two indicators from at least two different Standard Areas for which you would like to gain knowledge.** These indicators are auto populated, by the online system, into your Personal Learning Plan.

For each indicator listed, indicate the category of performance/knowledge which best describes your practice. In making these interpretations, aim to accurately reflect on your existing level of performance or knowledge.

As mentioned, for at least two of the listed indicators (from a minimum of two Standard Areas), you must indicate that you would like to enhance your knowledge in the indicated area. This indication, leads to the population of a learning objective in your learning plan. As you complete your Self-Assessment of Practice, you may begin to identify areas for potential learning activities.

### Personal Learning Plan

#### Background

Part of a reflective practice review includes the development and implementation of a Personal Learning Plan. This follows the regulated member's personal learning goals in their professional practice.

This aspect of the reflective practice review is meant to guide your learning activities for the forthcoming CCP cycle by requiring you to identify areas of learning based on your Self-Assessment of Practice. In the learning plan, you must identify **at least two** objectives that are relevant to your practice. At minimum, one of these objectives must be met through your learning activities in the corresponding CCP cycle.

#### Completing the Personal Learning Plan

You must identify a minimum of two learning objectives on your Personal Learning Plan. At least one of your identified learning objectives must be met in one of your Records of Continuing Competence Program Activity.

For your listed learning objectives, you are also required to identify possible ways in which you may meet the learning objective. Examples include, but are not limited to: formal course, workshop, journal article reading or self-directed study.



## Learning Activities

All learning that you undergo as a technologist, which is linked to your profession, may be counted towards your CCP requirements. Participation in specific learning activities could follow directly from ideas identified through the self-assessment.

Examples of learning that may be counted towards your requirements include, but are not limited to:

- Attendance at educational events
  - Conferences/workshops
  - rounds
- Courses (online or in person)
- Sharing knowledge
  - preparation of a presentation/workshop
- Research participation
- Self-directed activities
  - reading/reviewing journal articles/videos
- Volunteering
  - professional and/or workplace committees
  - profession-specific involvement in the general population (i.e. career fairs)
- Precepting students
- CPR recertification

**Note:** the Competence Committee has set policy on the suitability and/or time limit of some activities as satisfactory learning counted towards your CCP. Please see Appendix A for an adaptation of this College policy.

### Activity sponsors

Examples include:

- an educational institution
- a product vendor
- a regulatory body (i.e. ACMDTT) or professional association (i.e. CAMRT or CAET)
- a journal
- your employer

### What type of form do I use?

The type of form that you choose to document your learning is dependent on the type of learning activity that you underwent. Single, isolated learning opportunities may be documented on a Record of CCP Activity. This would include taking a course, going to rounds or a staff meeting. The learning that evolves from doing research on a particular topic that involves several short learning activities

such as web searches or journal articles may be captured on a Multisource Learning Record. Lastly, any conferences or workshops that you are able to attend may be captured on a Multi-Session Learning Event Record.

## Record of CCP Activity

When you participate in a learning activity, you may use the Record of Continuing Competence Program Activity. This form allows you to track and summarize the learning activities that you performed or took part in. It requires:

- an overview of the activity content
- your self-reflection on the learning activity
- you to recognize whether or not this activity supports one of the learning objectives that you detailed in your Personal Learning Plan
- that you quantify the amount of time (in hours) the activity took to complete

### Completing the Record of CCP Activity

A separate Record of Continuing Competence Program Activity form is required for each activity or session that you are including in your reflective practice review except those activities that are undertaken in a multi-session learning event (see below).

Itemize the main goals or objectives of the learning activity. If you have difficulty summarizing the information, you may gather information as identified by the following examples:

- a presenter may initially describe what topics will be reviewed in the presentation
- a journal article may identify the main points of discussion in the abstract
- seminar information might list the key learning outcomes

### Include references

If your learning activity was to review a written article, include information (i.e. citation) which the journal title, volume and date of issue that would assist in locating the same information if required at a later date.

### Self-reflection

A self-reflection is a personal evaluation of how a learning activity has impacted some aspect of your work duties, interactions with patients or colleagues or other areas of professional service. An example might include general communication strategies or you may describe, very specifically, how the learning has been used for a particular patient case, protocol or other department application. Remember to respect patient confidentiality at all times.

It is important to detail the impact that the learning activity has on your professional practice as this is integral in the CCP and the reflective practice review.

### Total hours

Record the actual amount of time, in hours, or parts thereof, that you participated in the learning activity. Some examples are:

- if you attend a presentation lasting one hour; record one hour
- if you attend an applicable meeting for two hours; record two hours
- if you attend a meeting, where both business and session presentations occur, separate the hours for the session(s), and the business meeting
- if you read an article and it takes you 1.5 hours; record 1.5 hours
- if you will be preparing and delivering a presentation; include the total hours of preparation and record the presentation time only once

**Remember:** The hours will be considered as valid for learning if they result directly from your own Self-Assessment of Practice and you are able to reflect on the application to your own practice.

### Learning objective

Remember to indicate whether the learning activity met one of the objectives that you detailed in your Personal Learning Plan.

### Where to find learning resources

The College website lists several ideas on where to find suitable learning options. Visit [www.acmdtt.com](http://www.acmdtt.com) and select the tab for **Continuing Competence**. Open the page for **Learning Resources** to find information about:

- courses and other resources from educational institutions
- materials and resources from associations/professional organizations
- web-based, print and journal options/resources

## Multisource Learning Record

### Background

This form has been created in recognition that sometimes it is necessary to pull information from many different resources when researching a topic. This form should make the process easier for keeping track of these learning activities.

This record allows you to include all learning activities that relate to a specific topic. It requires:

- a detailed list of the resources involved in your learning activity
- you to complete a meaningful self-reflection on the information collated from the learning sessions
- you to indicate if this learning activity has met one of the objectives listed in your Personal Learning Plan

There is no need to complete a separate Record of Continuing Competence Program Activity.

### Completing the Multisource Learning Record

Please provide the topic being researched in as much detail as possible. Follow this with a list of resources utilized detailing the date accessed and the time spent learning from that resource.

In order for this Record to stand on its own, you must complete a self-reflection on the learning conducted from the resources listed. Relate the learning concept or content back to your professional practice and how it has or will influence your work activities.

Finally, it is important that you recognize whether or not this learning experience has met one of the objectives that you listed in your Personal Learning Plan.

### Multi-Session Learning Event Record

#### Background

This form is used to document the learning that you do at events that have multiple speakers and/or topics. These events may include, but are not limited to, conferences, workshops and Branch Education Days. This form will reduce the amount of documentation that you are required to keep in your reflective practice review.

#### Completing the Multi-Session Learning Event Record

Please complete this form in as much detail as possible.

- at the top, indicate the overall event name and information.
- in the chart, list the topics of the sessions, presentations, etc. and provide a brief description of the content of the activity. This does not need to be extensive; but, should give the reviewer a good idea of what the purpose of the session was.
- indicate the time spent in each session
- the system calculates the total number of hours of learning and records this at the bottom of the form where indicated
- compose a meaningful self-reflection on **one** aspect or session of the multi-session learning activity to explain how what you learned has or will affect your professional practice

### Summary of Activities

#### Background

This form is used to summarize the learning activities that you underwent in the CCP cycle for which you are compiling a reflective practice review. Although this form is not a mandatory component of the CCP, it may serve as a benefit to you.

#### Completing the Summary of Activities

In the new online system, the learning activities that you have entered as completed in the current CCP cycle will be auto-populated into the summary. It also calculates the total number of hours of learning that was completed and records this at the top of the form where indicated.

A full practice member who has been registered for a the entire CCP cycle (September 1, 2016 to August 31, 2017) cycle is responsible for 24 hours of continuing competence learning hours. This tool may help the technologist to manage his/her learning in a more organized and efficient manner.

## Required CCP Hours

### Full members

Those members having held a full practice permit for an entire CCP cycle are required to complete a minimum of 24 hours of learning.

### Full members for less than 12 months

Those members who have not held a full practice permit for an entire CCP cycle are required to complete learning for those months, or part thereof, in which they held a full permit. For a breakdown of required hours, please see the chart below.

### Members with temporary practice permits

Members practicing with a temporary practice permit (TPP) are not required to participate in the CCP for the months in which they held a TPP. However, it is highly encouraged that these members partake in reflective learning during this time.

### Associate members

Associate membership is a non-regulated category and as such these technologists are not required to participate in the CCP for the months in which they hold associate membership.

### Breakdown of minimum CCP hours required

First Month of Registration	Months with Full Practice Permit	Total Required Hours	First Month of Registration	Months with Full Practice Permit	Total Required Hours
September	12	24	March	6	12
October	11	22	April	5	10
November	10	20	May	4	8
December	9	18	June	3	6
January	8	16	July	2	4
February	7	14	August	1	2

## Appendix A: Continuing Competence Learning Activities

*As adapted from ACMDTT Administration Policy E-1.1 (Continuing Competence Learning Activities)*

### Background

Learning activities that contribute to a member's own professional development are considered satisfactory learning under the Continuing Competence Program (CCP) of the Alberta College of Medical Diagnostic and Therapeutic Technologists (ACMDTT).

The Competence Committee of the College has considered varied learning activities that have been submitted through the CCP audit process. As such there are learning activities that the Committee has deemed to be satisfactory, satisfactory with time restrictions and those that are not satisfactory learning activities.

### Policy

Without limiting the scope of the statements above, the Committee has determined that:

#### Satisfactory learning

- The member may use the time spent in preparation for delivering a presentation/lecture and the time spent delivering this presentation/lecture one time, towards the CCP requirements.

#### Satisfactory learning with time restrictions

- Cardiopulmonary resuscitation (CPR) time may be counted for up to four hours per CCP cycle.
- ACMDTT courses, including the *Regulation Education Module*; *Heightening Professional Boundaries* and *Occupational Health & Safety in the Health Care Environment* may be counted for up to four hours each towards a CCP cycle.
- College/Association newsletters, and articles contained in, may be counted for up to no more than one hour of learning collectively, per issue, towards a CCP cycle.
- College members, who complete peer-to-peer image/recording reviews, may use a maximum of two hours towards a CCP cycle per six month audit cycle or four hours total towards a CCP cycle.
- College members, who participate in the act of clinical precepting, may use a maximum of two hours towards a CCP cycle.
- Job/performance evaluations may be counted for up to no more than one hour of learning per CCP cycle
- Research completed on peer-edited websites (i.e., Wikipedia or derivatives) may be used to a maximum of two hours per CCP cycle.
- Participation in tradeshow for the purpose of public awareness of the profession may be used for a maximum of eight hours per CCP cycle.

#### Unsatisfactory learning

- A learning activity submitted without adequate self-reflection is not considered satisfactory learning.
- Time spent completing ACMDTT CCP documentation is not considered satisfactory learning.
- Learning for personal improvement (i.e., yoga, wellness activities), not related to professional improvement, is not considered a satisfactory learning activity.
- Staff/Committee meetings, without adequate self-reflection for each individual meeting, are not considered satisfactory learning.
- Meetings restricted to the content of contract negotiations/pension plans are not considered satisfactory learning.
- Personal financial planning activities are not considered satisfactory learning.



[www.acmdtt.com](http://www.acmdtt.com)