



CAHPPEI

College of
Allied Health Professionals
of Prince Edward Island

**Continuing Education and Competency
Program Instruction Guide**

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The College of Allied Health Professionals PEI wishes to thank the College of Licensed Practical Nurses of PEI and Nova Scotia College of Licensed Practical Nurses as well as the Nova Scotia College of Respiratory Therapy for permission to amend and use their documents pertaining to Continuing Competency Program instructions.

Introduction

The College of Allied Health Professionals of Prince Edward Island (CAHPPEI, or the College) is the regulatory body for Medical Laboratory Technologists (MLT), Medical Radiation Technologists (MRT), and Respiratory Therapists (RRT) in Prince Edward Island. The College's objective is to protect the public by promoting the provision of safe, competent, ethical care and services by College registrants. The College meets its legislative mandate by:

- Establishing and enforcing requirements for entry into the profession;
- Maintaining an annual registration process, and;
- Developing Standards of Practice, Code of Ethics, and a Continuing Education and Competency Program for its members.

Continuing competency is the career-long learning through adapting and refining the application of knowledge, skill, and judgment required to practice safely and ethically in a designated role and setting, as a health professional.

Standards of Practice and Code of Ethics Related to Continuing Education and Competency Program

Registrants of the CAHPPEI are accountable for their own practice and actions at all times and have a professional obligation to attain and maintain competency relevant to their practice area(s). Competency is acquired and maintained through lifelong learning, the integration of learning into one's practice and reflective practice. Completion of the Continuing Education and Competency program (CEC) is a requirement of every CAHPPEI registrant, in every practice context, every year. This obligation is inherent in each professions Standards of Practice and the CAHPPEI Code of Ethics:

Standards of Practice

Standard – MLT Professional Responsibility and Accountability

(G) Participate in and document all self-development activities to ensure continued professional competency and to further the understanding of legal and ethical requirements of the profession

Standard – MRT Legislation, Standards and Ethics

They must continue to educate themselves about practical, legal, ethical and other matters pertaining to the profession. MRTs must be competent, accountable, and collaborative in their practice.

Standard – RRT Continuing Education and Competency

Respiratory therapists are committed to life-long learning to upgrade their knowledge and skills in order to keep their practice current.

Code of Ethics

Principle – Professionalism | Behaviours | Attitudes | Professional Development

Maintain and enhance professional practice and augment their knowledge, skills, judgment and behavior through self-reflection and self-directed professional development and by demonstrating continued competency.

These guidelines can assist you to meet your obligation to participate in the CEC program. Contact the College if you have any questions or visit the College Website at cahppei.ca.

About the Continuing Education and Competency Program

The Continuing Education and Competency program (CEC) is a formal process of assessing the ongoing knowledge, skills, and judgment of MRTs, MLTs and RRTs which make up the College registrants. It is a quality assurance mechanism implemented to support registrants are competent in their respective practice. The program contributes to the College's objective to protect the public interest. Some key items to keep in mind:

- CEC is a mandatory component of annual renewal of registration.
- Every registrant who holds a CAHPPEI registration certificate of registration is expected to participate in or be compliant with the program requirements annually.
- Registrants not compliant with the program may be ineligible for a certificate of registration to practice as a health professional in Prince Edward Island.
- Compliance is determined through a review of the annual learning plan.

The Continuing Education and Competency program has four components:

1. Self-Assessment
2. Learning Plan and Activities (20 credit hours)
3. Reflective Practice
4. Audit

STEP 1: The Annual Self-Assessment of Individual Competency (June - July)

The point of the self-assessment is to give you an opportunity each new registration year to assess your practice in relation to the practice expectations outlined in Standards of Practice for your health profession and CAHPPEI Code of Ethics. Your self-assessment reflects your individual practice, knowledge, and competency. You may use the College's Self-Assessment Tool link to assist you in completing your self-assessment. The College will not request your self-assessment as a required document in evaluating compliance in the CEC program.

Before you start your self-assessment

- Review your Standards of Practice and the Code of Ethics. They can be viewed (or printed) online at Standards & Ethics
- The Self-Assessment Tool is designed to be used every year for five years so you can track your progress; however, a fresh copy can be printed from the College's website (cahppei.ca/documents)

Starting your self-assessment

- Think about your practice as it relates to each indicator and rate yourself using the rating system.

- If possible, compare your current score against your previous score and note the reasons for the changes in your year-to-year score (i.e., your score has improved because you have gained additional knowledge, or your score has lowered because you moved to a new practice context or learning activities that you participated in did not meet your expectations).
- Make comments on opportunities for development as it relates to each group of standards.

When you finish your self-assessment, think about overall assessment.

STEP 2: Develop and Implement a Learning Plan (July - March)

The point of the learning plan is to give you an opportunity to identify areas where you may want or need additional information so you may remain competent in your practice setting. The learning plan contains personalized strategies designed to help you set, meet, and evaluate your professional development or learning goals. The learning plan has four components:

- Learning goals
- Objectives
- Timelines
- Reflective practice (impact on practice and client outcomes)

Starting your learning plan

The planning process can help you investigate methods of acquiring the skills, knowledge, and/or experience which is required for your role, or the role you aspire to have. Learning plans can be based on the completion of formal education programs or from informal ways such as:

- staff meetings;
- consultations with other care providers;
- mentoring learners or new graduates/employees; or
- participating in a unit-based project, case preparation or a College committee or Council.

Developing your learning plan

1. Identify learning goals (July)
 - Identify at least two things you would like to learn over the upcoming registration year. These are your learning goals.
 - Your goals should be realistic and be specific to your practice environment and profession. Please reach out to the College should you have questions regarding acceptable activities.
2. Identify the rationale for your learning goals (July)
 - Explain why you want to meet these goals.

- Connect the rationale to your practice.
3. Identify the objectives (July)
- Objectives are the activities you will undertake to achieve this learning goal.
 - Throughout the year update your learning plan by listing specific learning interventions and activities as you complete them (July - March). You are required to complete a minimum of 20 credit hours each year (one hour of activity equals one credit). Maximum credit limits apply to certain activity categories. Refer to the **Schedule of Activities and Credit Hours** to ensure your activities meet the requirements for the 20-credit minimum.
4. Indicate how your learning may improve your practice or positively impact client outcomes (June - July)
- It is important for your learning to be reflected on for the purposes of improving client outcomes.
 - Knowing, or at least anticipating the overall impact of your learning will help you evaluate the effectiveness of your plan.

Helpful Hints

- Keeping a record of professional activities can help you keep track of what you have completed.
- It is also important that you keep a summary of key learning points from each activity as this will be helpful at the end of the year when you are reflecting on the overall impact of your learning.
- There is a tracking sheet in the back of the Self-Assessment Tool. (cahppei.ca/documents)

STEP 3: Reflective Practice (April - May)

The point of reflective practice is to give you an opportunity to think about the overall impact of your learning. Reflective practice is a continual process where you analyze and evaluate your professional experiences to promote professional growth and gain insight (Durgahee, 1997). It is the most critical component of continuing education and competency because this is where you connect the impact of your learning directly to improvements in your practice or client outcomes.

Reflective Practice Framework

Reflective practice is documented in the evaluation of your annual learning plan.

There is a number of ways to document reflective practice. For your information, the College has provided the following framework to guide you:

I have increased my competency in (*whatever you identified as your learning goal*) **by** (*list the activities in your learning goal*). **As a result,** (*identify how your practice has improved*). **This means** (*outline how your clients and / or profession are positively impacted by your learning*).

Important to Know

- Reflective practice is the most important element of continuing competency because it is tied directly to improvements in your practice and client outcomes.
- You cannot reflect on or explain how your practice has been improved using learning goals which have yet to be implemented or accomplished (SEE: The Audit Process, pages 7 and 8).
- Compliance with the annual competency program requirements cannot be achieved by simply submitting lists of learning activities that do not include a reflective evaluation.
- More on reflective practice: cahppei.ca/cec-reflective-practice

STEP 4: The Audit Process

The purpose of the audit is to ensure CAHPPEI registrants are compliant with the CEC program requirements. The audit helps the College meet its mandate to govern its members in the public interest. The audit is required by the Regulated Health Professions Act (RHPA), Section 60.1. Most self-regulated professionals have a competency program which includes an audit.

Registrants selected for the audit are notified by email and provided with instructions regarding the process and the documents they are required to submit.

Submission of documents is time sensitive and there are consequences of missing a submission deadline.

Once documents are received by the College, a committee of your professional peers reviews each one to determine if there is sufficient evidence of compliance with the program requirements.

Compliance is achieved when learning goals or activities:

- have been completed within the specific dates;
- apply to your professional practice; and
- have a sufficient reflective practice evaluation and accompanying credit hours.

Outcomes of the Audit

Typically, registrants are notified of the audit results within 14 (fourteen) days of the committee meeting.

There are three possible outcomes:

1. Compliance with CEC can be determined, and no further action required;
2. Compliance cannot be fully determined, and more information or clarity is required. Depending on the nature of what is required this may be done by phone or via regular/electronic mail; or
3. There is no indication of compliance.

The registrant file will be flagged, and the Audit Committee will notify the Registrar, this continued non-compliance with the CEC program will result in:

- The inability to renew your registration and the removal of your name from the College Registry
- The inability to use a protected professional title [MRT(R), MRT(NM), MRT(MR), MRT(T), MLT, RRT]
- Notification to your employer that you are no longer licensed to practice in the province of Prince Edward Island.

Audit Reminders

The audit is about reviewing documents outlining learning activities that have been completed in the previous registration year. CEC reminders will be sent to registrants a couple of times each year through the HMS system and by email from the Registrar's Office. Registrants are responsible for keeping their email addresses current in HMS and are encouraged to add the HMS and Registrar's Office email addresses to their contact or safe-sender lists to prevent messages from being directed to spam or junk folders.

Learning activities falling outside the audit date range cannot be included in consideration of compliance unless the College authorizes those activities as part of the remediation process for registrants found to be non-compliant with the CEC program.

Registrants who choose not to participate in the CEC program will eventually be ineligible to renew their certificates of registration as outlined in Section 25 of the Regulated Health Professions Act (RHPA) and Sections 15, 29, and 43 of the Allied Health Professionals Regulations.

For more information, contact the CAHPPEI staff by phone at 902-916-6656 or through the website (cahppei.ca/contact-us).