

Continuing Competence Program (CCP)

Step-by-Step guide to completing the required CCP components in the updated online platform



INTRODUCTION

This Step-by-Step Guide to completing the components of ACOT's Continuing Competence Program (CCP) is one of the several educational materials prepared to assist with orientation of registrants to the updated CCP.

As outlined in the *CCP Review 2019 Report*, ACOT seized the opportunity to seek input from registrants identify and implement some CCP content changes (as possible within the constraints of the current legislative/regulatory requirements). These updates are being coordinated with the update to the latest version of the online platform.

The CCP Review 2019 reports can be accessed by double clicking on the paperclip icons beside the documents listed below:

[CCP Review 2019 Report -Abridged version](#) 

[CCP Review 2019 Report – Full version](#) 

Educational materials in addition to this Step-by-Step Guide have been developed to support registrants in learning more about the updated CCP program. The following materials can be accessed from the *Continuing Competence Program Resources* section of the [“News and Resources”](#) page of the ACOT website:

[CCP Components At-a-Glance](#)

[Answers to registrant questions about the CCP](#)

[Proposed CCP Audit Rubric](#)

[Video series on Reflective Practice](#)

Additional materials are under development and will be uploaded to the website as soon as they are ready. These include: an updated version of the CCP Tutorial; and, the “Making the CCP work for you” document which will include examples of how goals can be developed using the Standards of Practice and the newly added Code of Ethics for any/all of the diverse areas/workplaces OTs practice.

If any questions remain after reviewing this guide or any of the other educational materials; or, if you have feedback for us on the content of the materials, feel free to call (780.436.8381) or email (info@acot.ca). This guide and the other educational materials are “living” documents and updates will occur as required to meet registrant needs

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1. Overview of Regulatory Requirements

a. What is required by legislation?

Having a Continuing Competence Program (CCP) is a requirement within the [Health Professions Act](#) (the HPA) and the [Occupational Therapists Professional Regulation](#) (the *Regulation*).

A CCP is one of the ways regulated health professions in Alberta ensure that the public receives safe and competent services from their regulated members (registrants). Section 13 of the *Regulation* specifies the required components of a CCP for occupational therapists (OTs) including the annual completion of:

- i. a practice challenge log;
- ii. a self-assessment questionnaire;
- iii. a competence maintenance log; and,
- iv. a continuing competence portfolio.

ACOT is responsible for determining how each of the required CCP components are operationalized and how registrants' continuing competence activities are monitored. Completion of all four components is mandatory and required for permit renewal. Registrants with incomplete or falsely completed CCP submissions are considered as being non-compliant with the HPA and *Regulation* and can be investigated for unprofessional conduct.

b. Putting the regulatory requirements into practice

The four required components and how ACOT has chosen to operationalize these (in both the former and updated CCP) are described in the table below:

CCP requirement as per Section 13	Former CCP component	Updated CCP component	Intent
1. Self-assessment questionnaire	Self-Assessment Tool reflecting on and selecting <i>practice challenges</i> from the nine Standards of Practice	Self-Assessment Tool reflecting on and selecting <i>areas of focus</i> from the ten ¹ Standards of Practice and the three values and principles of the Code of Ethics	The exercise of self-assessment provides registrants the opportunity to reflect on how their practice adheres to the foundational elements/indicators of ACOT's Standards of Practice and, with the updated CCP, the Code of Ethics . It is within this component that registrants identify which of the indicators they would like to focus on for practice growth and continuous improvement.

¹ A tenth standard of "Maintain Appropriate Boundaries" was added to clearly define who is considered a "patient" for the purposes of the newly added sexual abuse and sexual misconduct provisions in the *Health Professions Act* which went into effect on April 1, 2019.

2. Practice challenge Log	Practice Challenge Log	Action Plan	The first section of the Action Plan is where the selected areas of focus are listed and registrants: i) reflect on why they have selected certain indicators to focus on in the upcoming year; and, ii) specify a learning goal(s)/learning activity(ies) to address the selected area(s) of focus for growth;
3. Competence maintenance log	Action Plan	Action Plan	The second section of the Action Plan continues to be the place where registrants: iii) report on and record progress on the learning activities undertaken to achieve the learning goal; and, iv) reflect on how those activities have impacted practice.
4. Competence portfolio	Portfolio (paper or electronic documents retained separately by registrant)	Online Competence Portfolio	A collection of documents gathered and uploaded to the online platform as evidence of learning activities undertaken and/or samples of the OT's work that illustrate the quality of their practice such as redacted clinical case/chart notes, program development or evaluation reports, briefing notes, etc.

Together, these components comprise ACOT's CCP and completion of each of the components is required to be submitted each year for ACOT to be compliant with the legislation.

COMPLETED CCP SUBMISSION




c. How does completing the CCP reflect registrant competence?

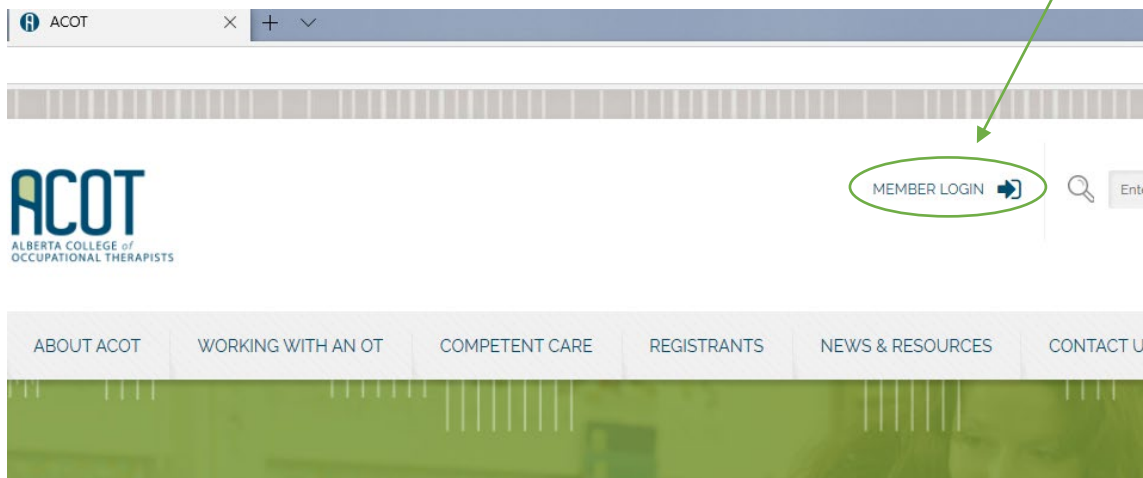
We acknowledge that completion of all the CCP components cannot directly reflect or measure a registrant's competence. However, the reflective practice and demonstration of continuous learning and practice growth that CCP completion requires is considered a proxy of competence. Although every OT is ultimately responsible for their own professional practice and ethical behavior, the annual completion of the required CCP components by each registrant is ACOT's way of indirectly monitoring the competence of OTs as part of a regulatory body's mandate to protect the public.

Regulators around the world acknowledge that more evidence is required to support or disprove that the various methods and tools used in health professional continuing competence programs accurately reflect actual registrant competence. ACOT is committed to ensuring that our CCP is the most accurate proxy of registrant competence as possible and will be seeking opportunities to initiate and/or participate in research activities that explore the effectiveness of our CCP.

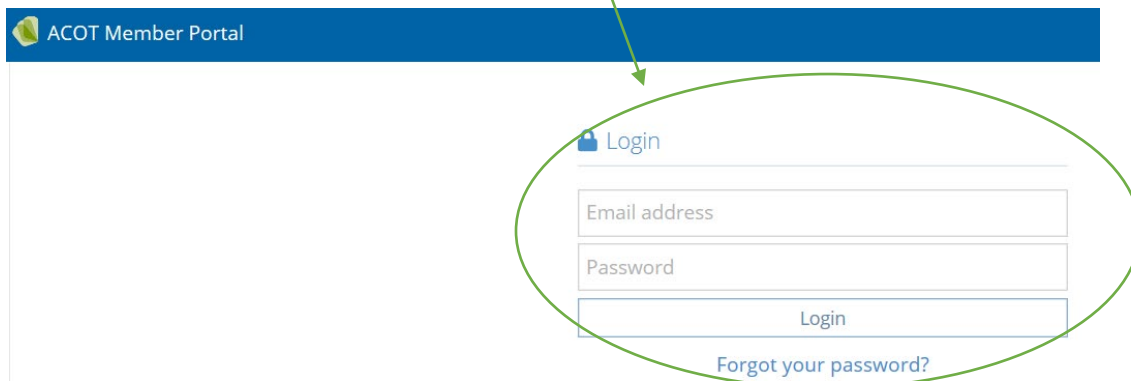
2. Getting to know the functionality in the updated platform

a. Logging in

You will still access the updated Alinity platform by clicking the "Member Login" icon  at the upper right-hand corner of the ACOT webpage - <https://acot.ca/>.



You will be taken to the ACOT Member Portal screen where you will enter the primary email address you have on file with ACOT (no longer your registration number) along with the password you have created for your account.



b. Navigating the Alinity Member Portal

Once you have logged in, you will see the following screen:

The screenshot shows the ACOT Member Portal home screen. The top navigation bar includes 'Home', 'My registration', 'My documents', 'My groups', 'My learning', and 'My profile'. The main content area is divided into several sections: 'Active Permit', 'My exams', 'My self assessments', 'My invoices', and 'Announcements (0)'. The 'My self assessments' section contains a table with columns for 'Date', 'Status', and an action column. The '2019/2020' row is highlighted in yellow, and a green arrow points from the text below to the pencil icon in the action column of this row. The 'My invoices' section shows '0 invoice(s)'. The 'Announcements (0)' section shows 'No announcements'.

Initiate your Self-Assessment Tool from the Home screen by clicking on the pencil icon .

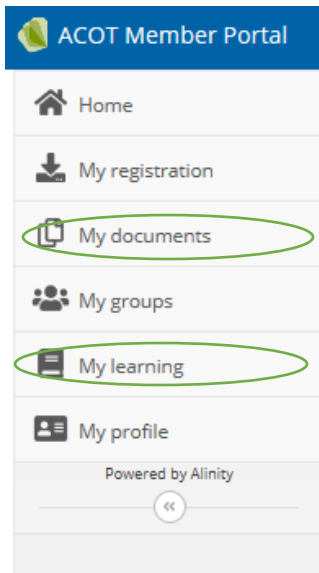
An arrow icon is displayed once you have initiated and submitted your Self-Assessment Tool; click on the arrow to *edit* (note: only the SAT for current year is editable)


Date	Status	
2019/2020	Required	
2018/2019	Submitted	
2017/2018	Submitted	
2016/2017	Submitted	
2015/2016	Submitted	

From the Home screen you can also access a copy of your current permit and tax receipt. You will be able to view your historic Self-Assessments and view/edit your current Self-Assessment.

TIP: *Is the font size too small when you are in the Member Portal?* Click and hold the “Ctrl” button on your keyboard while scrolling up on your mouse or track pad to zoom in for improved visual access.

c. Accessing the CCP components



You can view a copy of your current or historic Self-Assessments in the “My documents” tab but if you need to initiate or edit the Self-Assessment Tool, access it from the Home  screen

An editable version of your current Action Plan (along with historic Action Plans) can be accessed from the “My learning” tab

d. Registration renewal and updating your profile

A separate “how-to” guide will be prepared to assist in navigating the updated platform at the time of renewal for the 2020-21 registration year. An improvement for the 2020-21 registration year is that you are now able to complete the Self-Assessment and specify learning goals and learning activities for the upcoming year immediately after completing your year-end reflection on goals from the current registration year – you will no longer have to wait until after March 1st. It is anticipated that this improvement will make the order of completion of the CCP components more intuitive and logical for registrants. *(NOTE: Screenshots for the stages of renewal will be added to this guide once this functionality is developed for 2020-21 registration year renewal)*

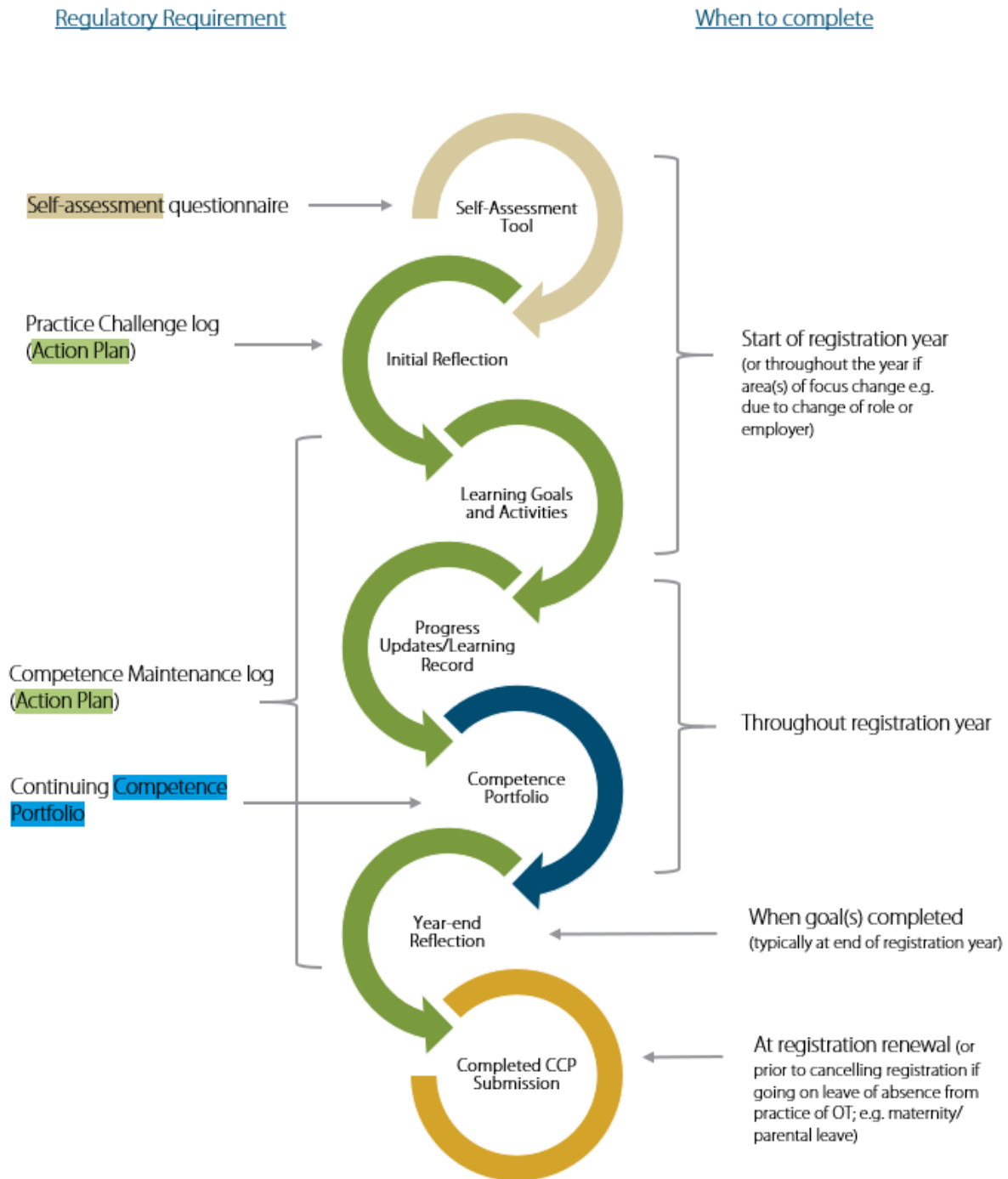
e. Session time-out and preventing lost content

The developer has indicated that the session time-out is a requirement to protect the privacy of registrants’ personal information that is also stored on the Alinity platform as part of the registration and renewal functions (e.g. date of birth, address, credit card numbers). The time out has been extended to 30 minutes from 20 minutes and there are some autosave features incorporated into the Self-Assessment Tool, but you will still be required to click on the Save for Later or Submit buttons in the Action Plan prior to leaving the Action Plan page in order not to lose any content entered. More details on how to navigate the Action Plan can be found in Section 3.c. that follows.

3. CCP components step-by-step

a. Order of component completion:

The graphic below depicts the required CCP components and at what point in the registration year they are intended to be completed.



A review of CCP submissions and records of registrant log-ins to the online portal reveals that most registrants are completing all of the CCP components at the end of a registration year at the time of renewal rather than in the order depicted.

The updated platform will make the order of completion more obvious for registrants. As well at the point of renewal (Jan-Feb), registrants will be able to complete their submission for the past year and immediately initiate the components for the upcoming year (the Self-Assessment and the first part of the Action Plan). Previously, registrants could not access and complete the Self-Assessment Tool (and thus the Action Plan) until after March 1.

TIP: If you are one of the registrants that is out of sync in completing the CCP components, don't worry - you will be able to get yourself back on track for the 2020-21 registration year.

b. Self-Assessment Tool

The self-assessment is intended as both a retrospective and prospective exercise of reflection on how one's practice over the past registration year adheres and aligns with ACOT's Standards of Practice (and Code of Ethics) and what aspects of the standards or ethical code will be the focus for continuous learning activities and practice growth in the upcoming registration year.

Self Assessment > 26-Sep-2019

Instructions

Review and reflect on the indicators for the Standards of Practice and Code of Ethics listed below then select 1-3 of these indicators that you would like to work on in the upcoming year. These will become your areas of focus for growth. You will have a chance to develop a goal for each indicator/area of focus you select to work on, and to reflect on why you have selected the indicator(s)/area(s) of focus in the Action Plan section.

Standards of Practice and Code of Ethics Indicators

1: Maintain Professional Accountability N/A

1.1

Be registered with the Alberta College of Occupational Therapists in accordance with provincial regulatory legislation.

1.2

Be knowledgeable of and adhere to all relevant public protection legislation, regulatory and professional legislation, bylaws, standards of practice, and code of ethics applicable to his/her occupational therapy practice.

The response has been saved

1.3

Demonstrate continued competence as required by the Alberta College of Occupational Therapists.

1.4

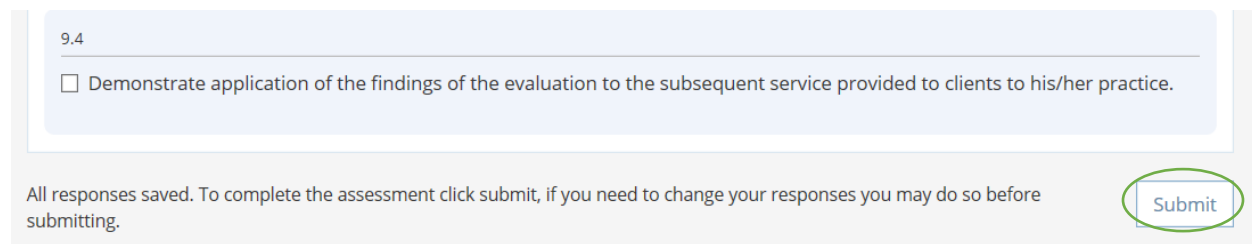
Be responsible for the occupational therapy services provided by oneself and demonstrate accountability for services provided by other personnel who are under the therapist's supervision.

For 2019-20, each of the indicators for the nine Standard of Practice can be found in this section by scrolling from top to bottom. There is no longer the need to tab through each standard as was required in the old version of the platform. As well, when you select an indicator it is no longer referred to as a “practice challenge” but instead an “area of focus.”

Please note, as the **Instructions** in the screenshot above specify, for the 2020-21 registration year the indicators for the tenth standard (relating to sexual abuse and misconduct) as well as for the three Codes of Ethics will be included as options for registrants to select as areas of focus for the upcoming year.

NOTE: *For the 2019-20 CCP, you will only reflect on the nine Standards that were in place at the start of the 2019-20 registration year; the 10 Standards and three Codes of Ethics will be added to the Self-Assessment Tool for the 2020-21 registration year.*

Each of the indicators selected as areas of focus will be automatically saved...



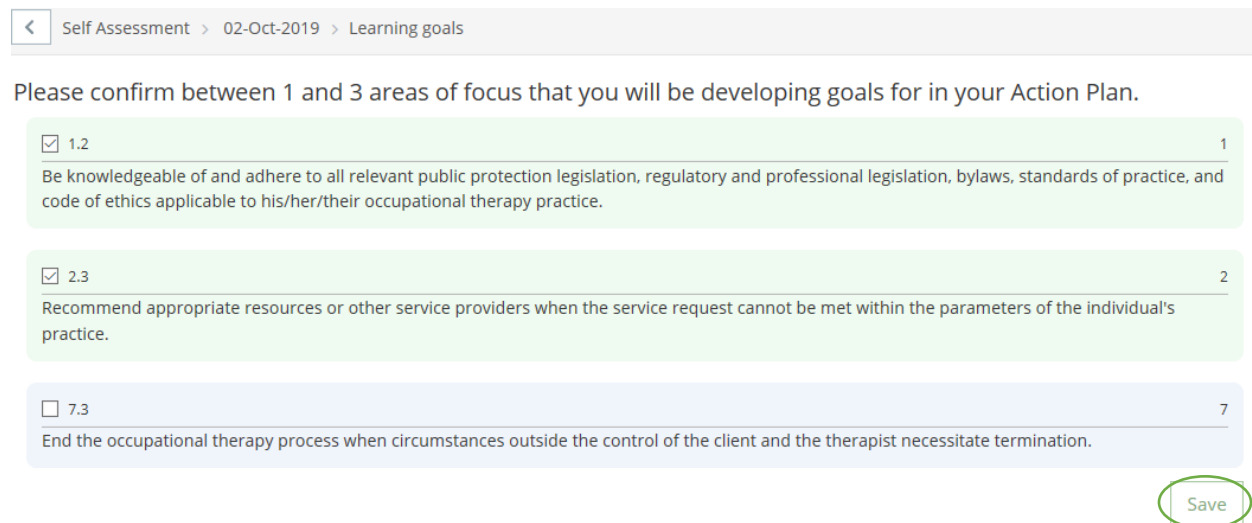
9.4

Demonstrate application of the findings of the evaluation to the subsequent service provided to clients to his/her practice.

All responses saved. To complete the assessment click submit, if you need to change your responses you may do so before submitting.

Submit

... and when you press the **Submit** button at the end of the page, you will be taken to another page and asked to finalize which of the areas of focus you will be developing goals for in the upcoming registration year (or the goals you worked on in 2019-20 if you are out of sync).



< Self Assessment > 02-Oct-2019 > Learning goals

Please confirm between 1 and 3 areas of focus that you will be developing goals for in your Action Plan.

1.2 1
Be knowledgeable of and adhere to all relevant public protection legislation, regulatory and professional legislation, bylaws, standards of practice, and code of ethics applicable to his/her/their occupational therapy practice.

2.3 2
Recommend appropriate resources or other service providers when the service request cannot be met within the parameters of the individual's practice.

7.3 7
End the occupational therapy process when circumstances outside the control of the client and the therapist necessitate termination.

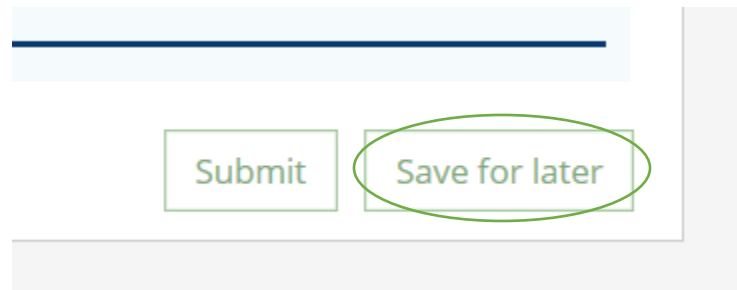
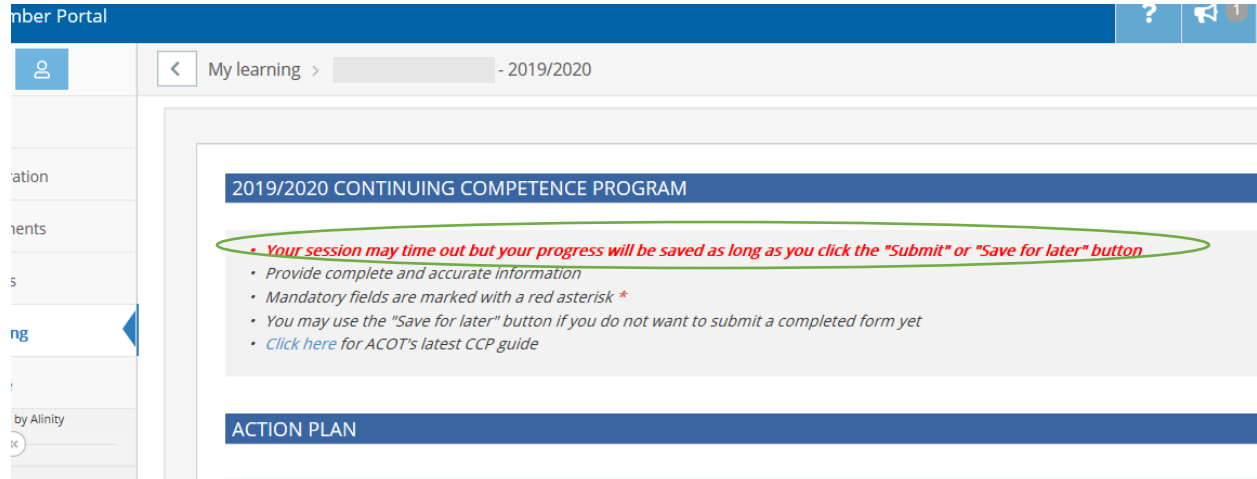
Save

The confirmed areas of focus will auto-populate the Action Plan. You will be taken directly to the Action Plan page once the **Save** button is clicked.

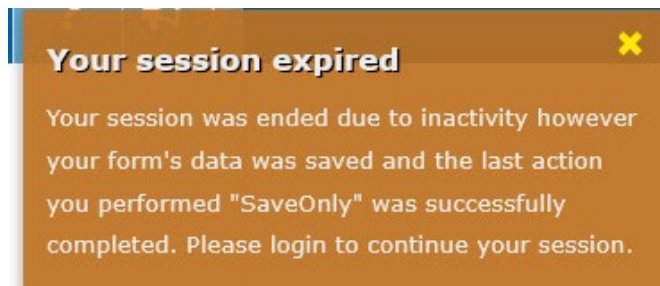
c. Action Plan

As depicted in the CCP Components schematic on Page 8, the Action Plan is where the bulk of the CCP requirements are housed.

NOTE: *To avoid losing any content you must remember to click the **Save for Later** button at the end of the Action Plan page and be careful not to leave the Action Plan page to view any other pages within the platform until you have saved your work. Anything you have worked on in the Action Plan will be lost unless you have pressed the "Save for Later" button before leaving the page.*



TIP: *You can open a new tab in your browser - just don't click on another tab or page in the CCP and your work will still be saved even after the 30-minute timeout as long as the "Save for Later" button has been clicked; you will be cued to log-in again though.*



i. [Action Plan - Initial reflection](#)

The initial written reflection on why an indicator(s) is selected as an area of focus for the upcoming year is now recorded in the Action Plan (no longer in the Self-Assessment Tool).

The one to three indicators that have been confirmed as the area(s) of focus for the upcoming year in the Self-Assessment Tool will auto-populate the Action Plan. You will see a text box below each area of focus where a reflection describing why it has been selected can be documented.

Standard of Practice 2: Name, Validate & Prioritize Occupational Performance Issues

Area of focus

2.3 Recommend appropriate resources or other service providers when the service request cannot be met within the parameters of the individual's practice.

* Please reflect on why you have selected this as an area of focus for this registration year

NOTE: *If you have already completed the Self-Assessment in the old version of Alinity – any reflections that you wrote that pertain to selected area(s) of focus (previously worded “practice challenges”) will be carried forward to the new version of the Action Plan. If you have written any reflections on Standards in addition to those relating to practice challenges, ACOT staff have copied into a document that will be uploaded to the “Documents” tab for your reference as required.*

ii. [Action Plan - Learning goals and activities](#)

You will note on viewing the screenshot on the following page, there are similar features from the previous version of the CCP in the Action Plan where learning goals are set and learning activities to achieve those goals are selected.

At this point, a goal relating to each area of focus selected is specified and potential learning activities to support achieving each goal are identified. You are encouraged to be as specific as possible when describing your goal; SMART format is suggested but not mandatory. It is also now optional to provide additional details about the learning activities you anticipate completing unless the “Other” box is ticked.

It is recommended to limit the selection of learning activities for each goal to a maximum of three because in the 2020-21 version of the CCP, you will be completing a “Learning Record” for each activity selected. More details on what details will be documented in the new “Learning Record” can be found in the next section.

* Write a goal statement (e.g. SMART – specific, measurable, achievable, realistic, tangible) indicating how your competence (knowledge, skills, attitudes and judgement) in the selected area of focus will be enhanced (Limit 3000 characters)

* The key learning activities I anticipate completing to achieve this goal include: (Recommend limiting to three activities)

- Academic study
- Participation in learning sessions (conferences, workshops, in-services, webinars, etc.)
- Conducting a survey/review/evaluation of my service/program
- Find a mentor or coach/job shadowing
- Consultation or networking with colleagues or others

- Research
- Review of materials (reading articles, journals, text books, podcasts, etc.)
- Self-study/study group
- Prepare materials or presentations
- Teaching/mentoring students, peers, other colleagues
- Volunteer with College/professional association/work committees/other volunteer activities related to the practice of OT
- Other

(Optional) Provide additional details as necessary about the learning activities you anticipate completing to achieve this learning goal. (Limit 3000 characters)

iii. [Action Plan - Progress updates/Learning Record](#)

To enable registrants whom have already started their Action Plans in the old version of the platform to complete their Action Plans without having to redo them – the Progress Update section of the Action Plan will remain in place for the 2019-20 registration year. The intent of the Progress Update section is for registrants to log and describe the learning activities undertaken to address the practice challenge(s)/area(s) of focus identified in the Self-Assessment Tool.

* Progress updates

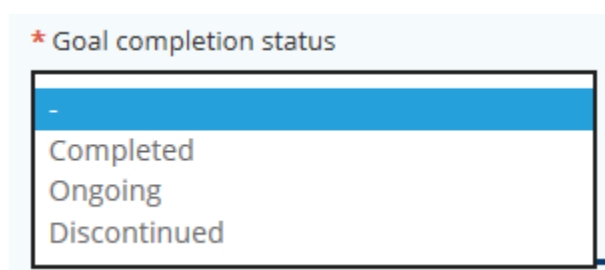
For the 2020-21 Registration year, a new Learning Record will be added to replace the Progress Update section in the Action Plan. A Learning Record for each learning activity identified for each learning goal will be available for registrants to describe the activity undertaken, the date

completed, the time spent completing the activity, and a summary of how the activity has impacted practice/helped progress towards goal achievement.

NOTE: The Learning Record is under development; details on how to complete and screenshots will be included in this section of the guide once available.

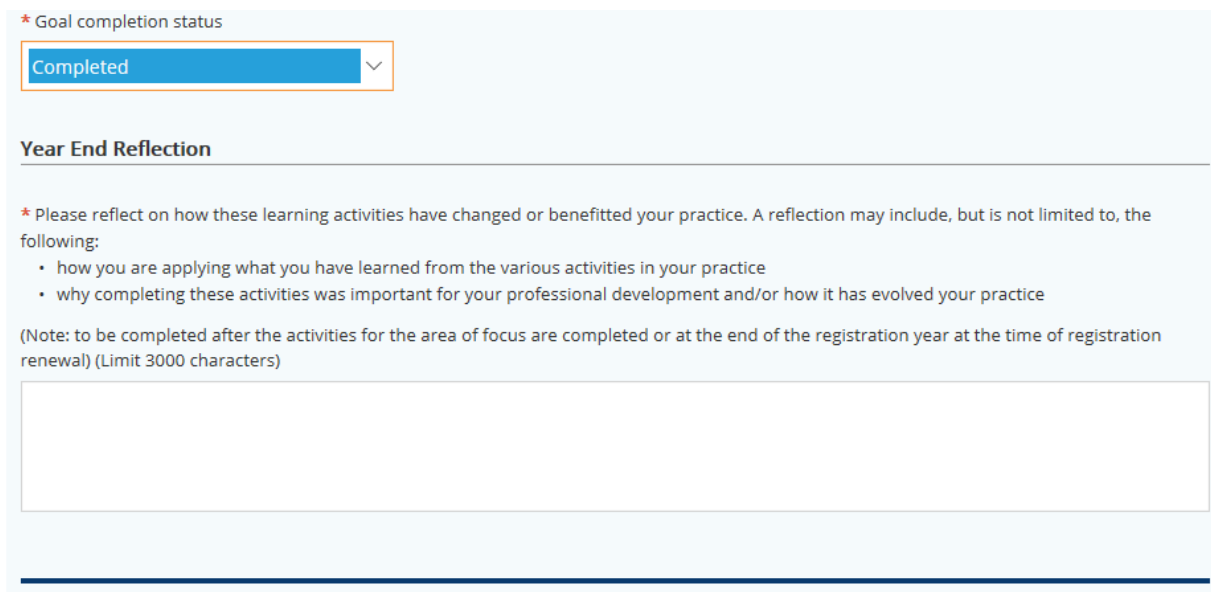
iv. Action Plan - Year-end reflection/Goal completion status

There is a new “Goal completion status” section in the Action Plan that will be available from the 2019-20 registration year forward. This additional functionality was created on request from survey respondents to more accurately track legitimate reasons that goals may not have complete content (e.g. goal no longer relevant for new employer, mid-year leave of absence, goal completion out of sync with work schedule, etc.).



A screenshot of a dropdown menu titled “* Goal completion status”. The menu is open, showing three options: “Completed”, “Ongoing”, and “Discontinued”. The “Completed” option is highlighted with a blue background.

When you click on “completed”, the “Year End Reflection” text box appears with direction/details on what to include in the reflection.

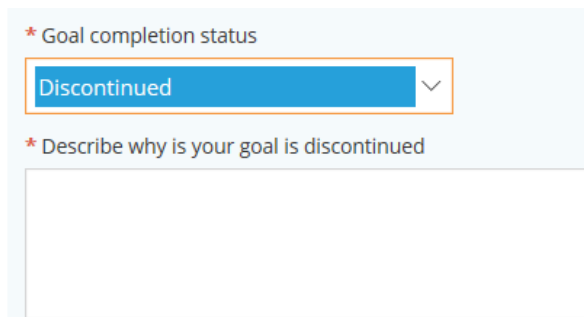


A screenshot of a form titled “* Goal completion status”. The “Completed” option is selected in the dropdown menu. Below the dropdown is a section titled “Year End Reflection” with a horizontal line. The text reads: “* Please reflect on how these learning activities have changed or benefitted your practice. A reflection may include, but is not limited to, the following:” followed by two bullet points: “• how you are applying what you have learned from the various activities in your practice” and “• why completing these activities was important for your professional development and/or how it has evolved your practice”. Below the bullet points is a note: “(Note: to be completed after the activities for the area of focus are completed or at the end of the registration year at the time of registration renewal) (Limit 3000 characters)”. A large, empty text box is provided for the reflection.



Two buttons are shown at the bottom right of the form: “Submit” and “Save for later”. Both buttons are enclosed in a green oval.

If a goal is identified as being “Discontinued”, you will be asked to provide an explanation. Examples of a goal being discontinued include if a registrant has a new position/assignment or employer and the goal is no longer relevant.

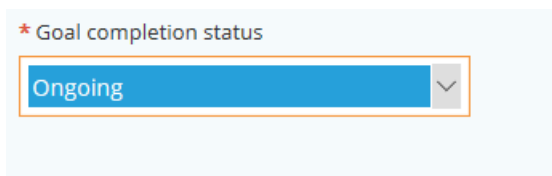


* Goal completion status

Discontinued

* Describe why is your goal is discontinued

The intent of the “Ongoing” goal completion option is to support registrants whose employer-mandated performance agreement requirements/schedules do not align with the ACOT registration year (e.g. those that work in school-based practice where goals are set Sept-June rather than Mar-Feb). More details on how to align the CCP with employer-mandated performance agreement requirements/schedules can be found in Section 4 below.

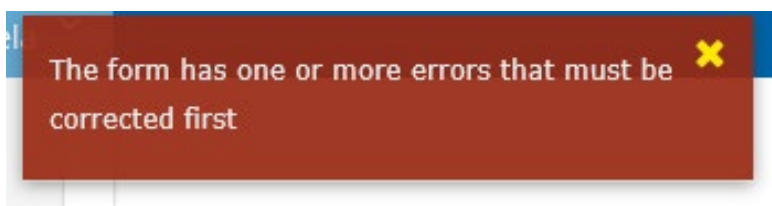


* Goal completion status

Ongoing

The developer is working on having any goals that are flagged as “Ongoing” at renewal carry forward and auto-populate into a registrant’s Action Plan for the following year. As this will be complex to design/implement, it may not be possible right away. In the meantime, registrants will still be able to copy and paste applicable content from one year to the next. More specific direction on the status of this functionality will be available prior to 2020-21 registration renewal .

Once one of the goal completion status options has been selected and a description/reflection provided, either the “Submit” or “Save for later” buttons can be clicked. If the Submit button is pressed and any of the required sections of the Action Plan (the red asterisked items*) are incomplete, the following pop-up notice will appear:





Registrants can either complete all of the required sections or press **Save for later** and return at a future date to complete.






TIP: Need to edit your Action Plan for the current year even after you pressed “Submit”? No worries, you can still edit your Action Plan for the current year right up until you submit your registration renewal prior to the end of February each year.

v. [Changing goals mid-year](#)

Although it was possible to change goals mid-year in the old version of the CCP, it is more straightforward to change goals in the new system.

First, re-open the Self-Assessment Tool and select an area of focus that aligns with your new goal. Click on the arrow  for the current registration year and you will be taken back to the Self-Assessment Tool where you can modify your areas of focus even if it has already been saved and submitted.

 My self assessments

Date	Status	
2019/2020	Submitted	
2018/2019	Submitted	
2017/2018	Submitted	
2016/2017	Submitted	
2015/2016	Submitted	

If you need to select a different area of focus you can click the **Edit** button. If the areas of focus are all correct and you just need to modify which ones you wish to develop goals for in your Action Plan, select the **Goals** button.

Self Assessment

Registrant name (registration number)

Instructions

Review and reflect on the indicators for the Standards of Practice and Code of Ethics listed below then select 1-3 of these indicators that you would like to work on in the upcoming year. These will become your areas of focus for growth. You will have a chance to develop a goal for each indicator/area of focus you select to work on, and to reflect on why you have selected the indicator(s)/area(s) of focus in the Action Plan section.

Standards of Practice and Code of Ethics Indicators

1: Maintain Professional Accountability

1.1

Be registered with the Alberta College of Occupational Therapists in accordance with provincial regulatory legislation.

1.2

Be knowledgeable of and adhere to all relevant public protection legislation, regulatory and professional legislation, bylaws, standards of practice, and code of ethics applicable to his/her occupational therapy practice.

1.3

Demonstrate continued competence as required by the Alberta College of Occupational Therapists.

Goals **Edit**

If you wish for any progress recorded on your old goal to remain on record, then do not unselect it when you are finalizing and confirming which areas of focus you are developing learning goals for.

****Important**** the process described here will only work if you have fewer than three goals selected in total after selecting a new area of focus to work on. In the example below, Standard indicator 7.3 has been added and confirmed.

< Self Assessment > 02-Oct-2019 > Learning goals

Please confirm between 1 and 3 areas of focus that you will be developing goals for in your Action Plan.

<input checked="" type="checkbox"/> 1.2	1
Be knowledgeable of and adhere to all relevant public protection legislation, regulatory and professional legislation, bylaws, standards of practice, and code of ethics applicable to his/her/their occupational therapy practice.	
<input checked="" type="checkbox"/> 2.3	2
Recommend appropriate resources or other service providers when the service request cannot be met within the parameters of the individual's practice.	
<input checked="" type="checkbox"/> 7.3	7
End the occupational therapy process when circumstances outside the control of the client and the therapist necessitate termination.	

Save

To ensure the content for the old goal is not lost, select the “discontinued” option in the goal completion and provide an explanation for why the old goal is no longer relevant. For example:

* Goal completion status

Discontinued

* Describe why is your goal is discontinued

I have accepted a new position with a new employer and this goal is no longer relevant to what I am doing now.

TIP: If you already have three goals selected the content of the old goal will be lost once you add in the new goal. In this case, you may wish to copy and paste content of the old goal into a word document or take a screenshot (either of which can be uploaded into your competence portfolio).

Finally, you will write a reflection on why you have selected this new area of focus and specify the learning goal/learning activity(ies) that will help to achieve the new goal (as described in the Action Plan section above).

d. Competence Portfolio

The ability to upload portfolio documents is a new feature in the updated CCP. Registrants will now be able to gather and store documents as evidence of learning activities undertaken and/or

samples of their work that illustrate the quality of their practice. This functionality will be part of the new “Learning Record” but registrants will also be able to upload relevant documents in the “My documents” tab accessed from the home page of the new CCP platform.

NOTE: *Details on how to upload documents will be added to this section of the guide once this functionality is available.*

4. Making the CCP fit for you

a. Proposed CCP Audit rubric – Clarifying what is expected in a CCP submission

Respondents to the CCP Review survey and participants of the focus groups consistently voiced uncertainty about how much detail registrants are expected to include in each of the CCP components – unclear expectations was one of the main themes that emerged from the analysis of the data. A scan of the practices of other regulatory bodies identified in Alberta showed that some of the other colleges use CCP rubrics to assist both registrants and auditors in understanding what a quality CCP submission should include. A rubric has been proposed (referencing rubrics developed by the College of Licensed Practical Nurses of Alberta – CLPNA and the Alberta College of Speech Language Pathologists and Audiologists – ACSLPA) and can be found in the *Continuing Competence Program Resources* section of the [“News and Resources”](#) page of the ACOT website.

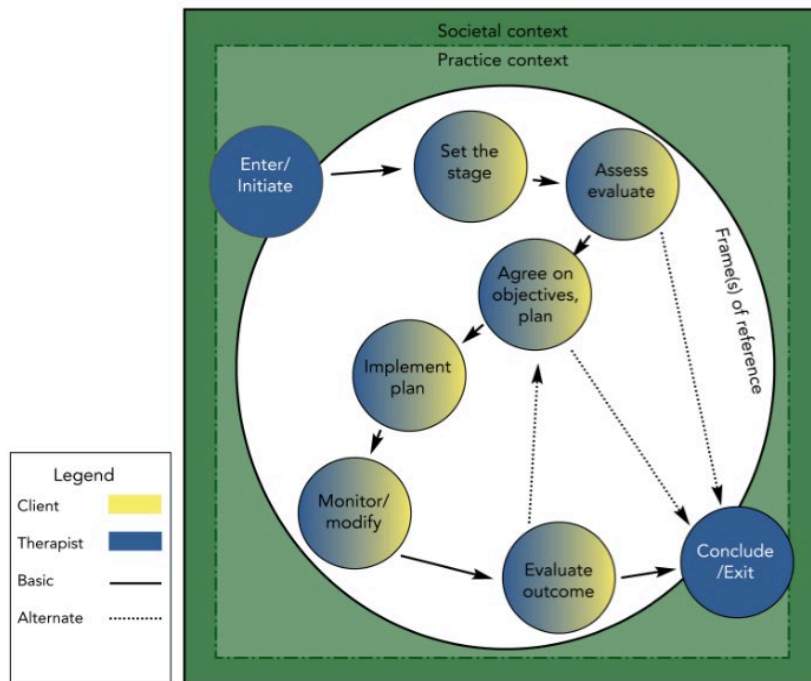
This proposed rubric is provided as an example only to guide registrants on what to include in their CCP submission. It may be modified in future based on feedback from registrants and the audit and practice visit policies and procedures that the Standing Competence Committee will develop. Registrants will be informed of any modifications to the rubric along with any new/updated policies/procedures. For the time-being, the rubric can serve as a guide for registrants – feedback on the rubric is welcome anytime.

b. Relating the Standards to practice - who is your “client”

Survey respondents and focus group participants in the CCP Review 2019 voiced frustration with the requirement to assess their performance against ACOT’s the Standards of Practice. Many respondents reported finding it difficult to relate the Standards to their work if they were practicing in non-clinical or non-traditional roles. Alternately, just as many felt the Standards were too abstract, high-level or theoretical to reflect the realities of front-line clinical practice. Either way, respondents were frustrated and reported a sense of forcing, finessing or tailoring their real-life goals to fit within the constraints of the Standards.

ACOT’s [Standards of Practice](#) “recognize that occupational therapists work in five major roles – practitioner (clinician), educator, consultant, researcher, administrator. . . . The recipient of occupational therapy services, the client, may be an individual, group, organization, system, or combination of these.” (p.1)

ACOT's Standards and the indicators within them align closely with the *Canadian Practice Process Framework* found in *Enabling Occupation II: Advancing an occupational therapy vision for health, well-being, & justice through occupation* (as cited in the figure below).



Polatajko, H. J., Craik, J., Davis, J., & Townsend, E. A. (2007). Canadian Practice Process Framework. In E. A. Townsend and H. J. Polatajko, *Enabling occupation II: Advancing an occupational therapy vision for health, well-being, & justice through occupation*. p. 233 Ottawa, ON: CAOT Publications ACE.

OTs practicing clinically with individuals can see how the work they are doing with their clients aligns with this process and thus ACOT's Standards. The shift in the updated CCP to asking registrants to select indicators as "areas of focus" rather than "practice challenges" has been incorporated to address the concern that some respondents expressed that by selecting any of the indicators within the Standards they were declaring incompetence or non-compliance with the Standards.

Shifting to reflecting on the Standards (and the Code of Ethics that will also be added to the Self-Assessment Tool for the 2020-21 registration year) as opportunities for continuous learning, supports the concept that competent practice can and should evolve continuously regardless of years of experience or knowledge, skills and abilities in a certain practice area.

For OTs that do not practice clinically, it is sometimes challenging to recognize the client in their work and/or how work they are doing is still OT - defined as the "art and science of enabling engagement in everyday living through occupation" (Townsend & Polatajko, 2007, p.372). Even OTs that do practice clinically can have "clients" beyond the clients or families they assess and treat. Some examples are offered below based on discussions with registrants:

Role	Example of area or focus of practice	Potential “client(s)”
Front line clinical practice	e.g. determining/ prioritizing service allocation or waitlist management	The waitlist that needs to be reduced
	e.g. determining and ensuring knowledge and skill level of personnel supervised	Staff under the therapist’s supervision
Private Practice/ Consultant OT	e.g. expansion of private practice for long-term (and full-time) viability	The business itself; the OT as an owner/operator
Local, regional, or provincial-level Professional Practice	e.g. supporting implementation of best practice of OT	OTs in the local, regional or provincial area
Program Manager/ Director/ Administrator	e.g. within AHS or government overseeing or supporting operations/service delivery, program development, quality monitoring/ improvement, etc.	The program being overseen/ managed; the recipients of the program services
Government/public policy	e.g. policy development in health, social, community services within political/ economic environment	Federal and/or provincial health or social systems
Researcher	e.g. gathering evidence to support/evolve practice	The gap in knowledge that needs to be filled; the beneficiaries of the knowledge acquired from the research (e.g. OTs, people with certain health conditions or functional limitations, policy/decision makers)
Educator/Knowledge translator	e.g. conveying evidence/ knowledge to others	The recipients of the teaching/learning transfer

Reframing who one’s client is should help to make the Standards and Code of Ethics more relatable to the numerous and diverse areas that OTs practice in Alberta.

A collection of examples of potential areas of focus and learning goals for each of the non-traditional OT roles described above is under-development. If you practice in any of the areas listed above and would like to offer examples from your past CCP submissions to contribute to the collection, please contact Angela Sekulic, Director Policy and Practice at angela.sekulic@acot.ca.

If you have any questions about how to complete the CCP, navigate the updated CCP platform, or have feedback on any of the education materials or content within the materials feel free to call (780.436.8381) or email (info@acot.ca).