

# CCP Information Session

## Pointers for virtual session:

- *Turn off the video option – will reduce the bandwidth required and improve the audio experience*
- *Mute your microphone during the session*
- *Use the chat function to introduce yourself and anyone that is joining you from your worksite*
- *Raise your hand to ask a question or write your question in the chat*
- *The link to the post-presentation survey is in the chat – your feedback is incorporated into future presentations whenever possible*



**REGULATING COMPETENT  
AND ETHICAL  
OCCUPATIONAL THERAPISTS**





# ACOT

ALBERTA COLLEGE *of*  
OCCUPATIONAL THERAPISTS

**REGULATING COMPETENT  
AND ETHICAL  
OCCUPATIONAL THERAPISTS**

# WELCOME

## CCP Information Sessions Dec 2020-Jan 2021



A photograph of a male occupational therapist in a white shirt and tie standing behind a table, assisting three elderly clients. The clients are seated at the table, which is covered with various occupational therapy tools including resistance bands, foam rollers, and small weights. The therapist is holding a blue resistance band. The clients are smiling and engaged in the activity. The background shows a clinical setting with cabinets and a hand hygiene poster. The entire image is overlaid with a semi-transparent green filter and white vertical lines of varying heights.

First and Foremost....  
THANK-YOU

2020 has been a challenging year to  
say the least

# Continuing Competence Program (CCP) Information Session Overview

**Attendees will leave today with increased knowledge of:**

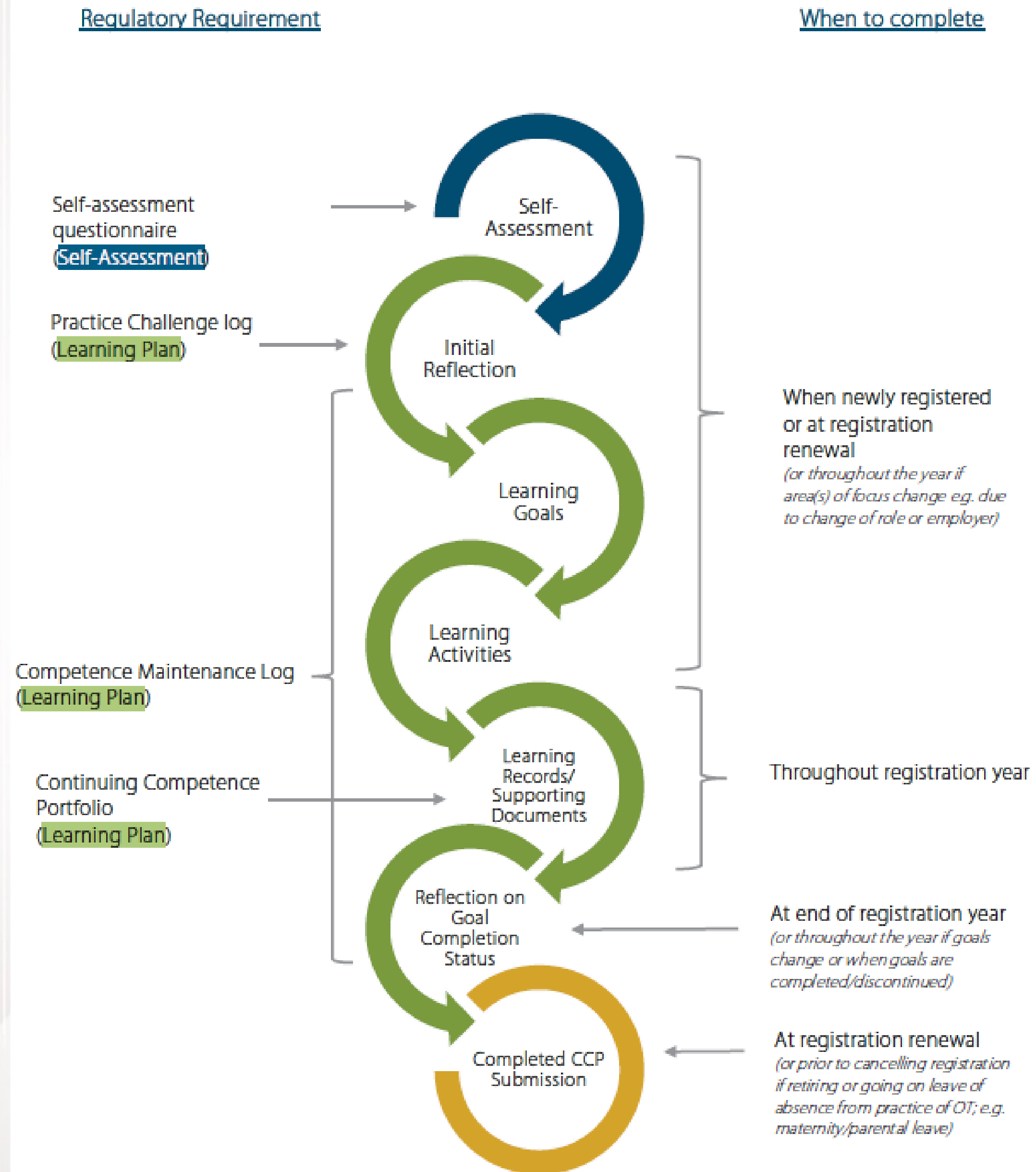
1. The *Why* and *When* of ACOT's Continuing Competence Program (CCP)
2. *Where* to find the CCP components on the online platform and the CCP Resources
3. *What* content is expected to be included in each of the Learning Plan (formerly known as the Action Plan) sections
4. *How* the Review and Evaluation of CCP submissions will be undertaken

Time set aside for ACOT Updates Q&As and at the end



## Continuing Competence Program (CCP) Components:

### At-a-Glance



# The *Why* and *When* of the CCP Components

- All professions regulated under the *Health Professions Act* are required to have a CCP – HPA Part 3.
- For OTs, the CCP components are listed in the *Occupational Therapists Profession Regulation* – OTPR Section 13(1)
  - The intent of the CCP components listed in the OTPR are captured in the Self-Assessment and Learning Plan of ACOT's CCP.
- The requirement to review and evaluate individual CCP submissions and the CCP as a program is also listed in OTPR Section 14(1)

# Finding the CCP components – before renewal

Alberta College of Occupational Therapists

?

0

Hi,

Home

My registration

My documents

My groups

My learning

My profile

Powered by Alinity

Home

Active Permit

Announcements (0)

My Invoices

My self assessments

General (Default)

Effective 01-Mar-2020

Expires 28-Feb-2021

Permit

Tax receipt

Complete My Renewal For 2021/2022

General

Renew

Cancelled

Renew

My Invoices

Include paid

0 invoice(s)

My self assessments

Date	Status	
2020/2021	Submitted	>
2019/2020	Submitted	>
2018/2019	Submitted	>
2017/2018	Submitted	>
2016/2017	Submitted	>

Complete My Renewal For 2021/2022

Provisional

Renew

If the area(s) of focus you selected during last year's renewal is still relevant, click on the **My Learning** tab to add content to your current Learning Plan

**TIP:** If you need to edit your Self-Assessment for the current year, click on the arrow of the current year – don't worry that it says Submitted or New.



# Finding the CCP components - during renewal

The screenshot shows the user interface of the Alberta College of Occupational Therapists portal. The top navigation bar includes the logo, the text "Alberta College of Occupational Therapists", and user information. The left sidebar contains links to Home, My registration, My documents, My groups, My learning, and My profile. The main content area features a progress bar for "Complete My Renewal For 2021/2022" with four steps: 1. Profile Update, 2. 2020/2021 - Learning Plan, 3. 2021/2022 - Learning Plan, and 4. 2021/2022 - Renewal. A green oval highlights the first three steps. Below the progress bar, there are sections for "Active Permit" (showing General (Default) permit details), "Announcements (0)", "My Invoices" (showing 0 invoice(s)), and "My self assessments". The "My self assessments" table lists previous years' assessments and includes an edit icon for the 2021/2022 assessment.

Alberta College of Occupational Therapists

Home

Complete My Renewal For 2021/2022

1 Profile Update 2 2020/2021 - Learning Plan 3 2021/2022 - Learning Plan 4 2021/2022 - Renewal

Update

Active Permit

General (Default)

Effective 01-Mar-2020 Expires 28-Feb-2021

Permit Tax receipt

Announcements (0)

No announcements

My Invoices

Include paid

0 invoice(s)

My self assessments

Date	Status	
2021/2022	Required	
2020/2021	Submitted	
2019/2020	Submitted	
2018/2019	Submitted	
2017/2018	Submitted	

**TIP:** If you need to edit your Self-Assessment for the current year and haven't done so before renewal, do so before you start Step 2.

You can initiate your Self-Assessment for the upcoming year when you get to Step 3.

# Editing your Self-Assessment

Alberta College of Occupational Therapists

Home

My registration

My documents

My groups

My learning

My profile

Powered by Alinity

Complete My Renewal For 2021/2022

1 Profile Update (Update)

2 2020/2021 - Learning Plan

3 2021/2022 - Learning Plan

4 2021/2022 - Renewal

Active Permit

General (Default)

Effective 01-Mar-2020

Expires 28-Feb-2021

Permit

Tax receipt

Announcements (0)

No announcements

My Invoices

Include paid


0 invoice(s)

My self assessments

Date	Status	
2021/2022	Required	
2020/2021	Submitted	
2019/2020	Submitted	
2018/2019	Submitted	
2017/2018	Submitted	

1 2

## Self-Assessment

- From the Home Page (click on the  icon if you aren't already on the home page)
- If you need to change your area of focus, click on the arrow button for your current self-assessment
- Click the Edit button on the next screen

Self Assessment

1 of 8

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/their occupational therapy practice.

1.3

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

Goals

Edit



# Finding the CCP Resources

COVID-19 Information



REGISTRANT LOGIN →

SUBMIT COMPLAINT →

COVID-19

CONTACT US

ABOUT ACOT

SERVING THE PUBLIC

REGISTRATION

CONTINUING COMPETENCE

COMPLAINTS

NEWS

## CONTINUING COMPETENCE

## RECEIVE COMPETENT CARE

## MEETING CCP REQUIREMENTS

## CCP RESOURCES

## PRACTICE RESOURCES

The following written materials have been prepared to assist in completing the Continuing Competence Program requirements:

[Continuing Competence Program \(CCP\) Step-by-Step Guide](#)

[Guide to Registration Renewal](#)

[Answers to Registrant Questions About the CCP](#)

[CCP Submission Rubric](#)

[2020-21 CCP Information Sessions: Slide Deck](#)

[CCP Submission Examples to Accompany Slide Deck](#)

[Examples of CCP Submissions for Unique Practice Areas & Settings](#)

The following video tutorials have been prepared to assist in navigating the online registration/continuing competence platform:

[Updating Your Profile – Part 1 \(Name, Contact Information, Credentials\)](#)

[Updating Your Profile – Part 2 \(Employment Status, Practice Hours\)](#)

[Updating Your Profile – Part 3 \(Specializations, Other Jurisdictions\)](#)

[Completing Your CCP – Part 1 \(CCP Overview and Self-Assessment\)](#)

[Completing Your CCP – Part 2 \(Initiating Your Learning Plan\)](#)

[Completing Your CCP – Part 3 \(Completing Your Learning Plan\)](#)

[Completing Your CCP – Part 4 \(Editing your Learning Goals Mid-Year\)](#)

# What to include in your submission – The Rubric (p.1)



## Continuing Competence Program (CCP) Review and Evaluation Rubric<sup>1</sup>

CCP Component	Criteria for acceptable ( <b>bolded</b> ) and unacceptable content to include in a CCP submission	✓
Goal Selection (via Self-Assessment)	A. The one to three Standard of Practice (SoP) /Code of Ethics (CoE) indicator(s) selected indicate thoughtful consideration of how SoP/CoE are applicable to registrant's practice area regardless of whether they are in a clinical, non-clinical or non-traditional role	
	B. Generic/overarching indicator(s) selected (e.g. "1.1 Be registered with ACOT in accordance with provincial regulatory legislation") when registrant is not a new graduate, recently back from leave of absence or new to the Province	
	Reviewer Feedback:	
Learning Plan		
- Initial Reflection	A. Reason for why indicator(s) selected as an area(s) of focus specifically stated and aligns with indicator selected	
	B. Reason for why indicator(s) selected as an area(s) of focus generally stated	
	C. Reason for why indicator(s) selected as an area(s) of focus not relevant or includes placeholder content only (e.g. random characters such as "XXXX")	
	Reviewer Feedback:	
- Goal Statement(s)	A. Learning goal(s) clearly stated with some indication of how the registrant would demonstrate the goal would be achieved (e.g. – specific/tangible, achievable/realistic and measurable)	
	B. Learning goal(s) not specific or measurable	
	C. Learning goal(s) content not relevant or includes placeholder content only	
	Reviewer Feedback:	

<sup>1</sup> The intent of this rubric is twofold 1. for registrants to use as a guide for what to include in their CCP Submission; 2. for CCP Submission Reviewers to objectively rate and offer feedback on the acceptability of a CCP Submission.



# The Rubric (p.2)

C o m p e t e n c e  P o r t f o l i o	- Learning Records	Number of Learning Records attached within Learning Plan (maximum 12):	Goal-related	
			Non-goal related	
		A. Learning Record(s) completed for goal and/or non-goal related activities includes description of activity(ies) undertaken and a reflection on learning and how the activity(ies) has impacted practice		
		B. Learning Record(s) only lists activity(ies) completed; does not indicate how the activity(ies) has impacted practice		
		C. Learning Record(s) incomplete (e.g. summary and reflection on learning content is not related, or includes placeholder content only)		
	- Supporting Documents (if applicable)	<u>Reviewer Feedback:</u>		
		If supporting documents are uploaded (note: not always required as Learning Record itself can act as a portfolio document)		
		A. Documents uploaded are either not required as content in Learning Record(s) is adequate <u>or</u> offer additional information/evidence to support content in a Learning Record (e.g. a list of webinars/learning sessions attended, articles reviewed, etc. along with key takeaways from each; copies of materials prepared/presented; sample forms created; etc.)		
		In the case of non-goal related activities, any documents uploaded offer additional information to support content in a Learning Record such as redacted clinical case/chart notes, program development plans, briefing notes, or other documents that show the general quality of work.		
		B. Documents do not offer additional information/evidence to Learning Record content <u>or</u> are not relevant to the learning goal(s) identified in Learning Plan		
		In the case of non-goal related documents, are not relevant or do not show quality of work/were not developed by the registrant		
		C. No documents uploaded, and Learning Record content is an inadequate substitute		
		<u>Reviewer Feedback:</u>		

# The Rubric (p.3)

-Goal Completion Status	A.	Appropriate selection of goal completion status option(s) as reflected in text box/reflection content:	
		<u>Completed</u> : Content in text box(es) (year-end reflection) ties together reflection content from the Learning Records related to each goal and provides at least one example of how learning is being applied, how practice has evolved, etc. <u>or</u> indicates "refer to summary and reflection in Learning Record" if only one Learning Record was completed for a goal	
		<u>Discontinued</u> : Content in text box(es) ties together reflection content from Learning Records completed up until goal discontinuation (if applicable) <u>and/or</u> describes why goal has been discontinued	
		<u>Ongoing</u> : Content in text box(es) ties together content from Learning Records completed up to the point of renewal ( <u>or</u> refers to Learning Record summary if only one Learning Record completed for a goal) <u>and</u> indicates which activities will be undertaken in the next registration year to achieve goal completion	
	B.	Improper selection of goal completion status options as reflected in text box/reflection content:	
		<u>Completed</u> : Content in text box(es) (year-end reflection) duplicates or does not relate to content in the Learning Record(s) related to each goal <u>and/or</u> no example(s) provided on how learning is being applied, how practice has evolved, etc.	
		<u>Discontinued</u> : Content in text box(es) offers no indication of why goal has been discontinued <u>and/or</u> no summary of learning activities completed up to point of goal discontinuation (if applicable)	
		<u>Ongoing</u> : Content in text box(es) offers no summary of learning completed up to the point of renewal <u>and/or</u> does not indicate activities to be undertaken in the next registration year to achieve goal completion	
	C.	Only placeholder content used in any of the text boxes	
	<u>Reviewer Feedback</u> :		



# The Rubric (p.4)

Overall Reviewer Feedback:

Overall rating of the CCP Submission*	✓	Action Required by Registrant	Notes to Registrant
<b>A. Acceptable:</b> The CCP Submission reviewed meets or exceeds ACOT's expectations for an acceptable submission.		If the reviewer has provided feedback for improvement in any of the sections, incorporate that feedback into next year's submission.	Your name will not be put back into the pool for randomization for 5 years unless requested or required.
<b>B. Conditional Acceptance – Revisions to be incorporated into next year's submission:</b> The CCP Submission reviewed has minor content missing and does not meet ACOT's expectations for an acceptable submission.		Incorporate reviewer feedback into next year's submission.	Your CCP Submission will be reviewed again next year to verify that feedback has been incorporated. Refer to the various <a href="#">CCP Resources</a> for guidance on how to complete your submission to an acceptable standard.
<b>C. Not Acceptable – Revisions to be incorporated into this year's submission:</b> The CCP Submission reviewed has major content missing and does not meet ACOT's expectations for an acceptable submission.		Your current CCP Submission is being sent back for immediate incorporation of reviewer feedback.	You have 30 days to complete the required amendments to this year's submission and your CCP Submission will be reviewed again next year to verify that feedback has been incorporated. Refer to the various <a href="#">CCP Resources</a> for guidance on how to complete your submission to an acceptable standard and reach out to the ACOT office to discuss next steps and supports available.

\*The overall rating of a submission being A. Acceptable; B. Conditional Acceptance; or C. Not Acceptable, will be based on a Reviewer's overall impression of the quality of the submission even if there are variances in individual section ratings.

# Self-Assessment and Goal Selection

CCP Component	Criteria for acceptable ( <b>bolded</b> ) and unacceptable content to include in a CCP submission	✓
Goal Selection (via Self-Assessment)	A. The one to three Standard of Practice (SoP) /Code of Ethics (CoE) indicator(s) selected indicate thoughtful consideration of how SoP/CoE are applicable to registrant's practice area regardless of whether they are in a clinical, non-clinical or non-traditional role	
	B. Generic/overarching indicator(s) selected (e.g. "1.1 Be registered with ACOT in accordance with provincial regulatory legislation") when registrant is not a new graduate, recently back from leave of absence or new to the Province	
	<u>Reviewer Feedback:</u>	

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

☒ 4.3

4

Administer standardized tests according to established protocols if this method of assessment is appropriate. Deviation from standard testing protocols and modification of test administration shall be documented.

☒ 9.2

9

Demonstrate safe work practices by identifying potential risks and minimizing those risks in the practice setting.

☒ 11.2

11

providing services and maintaining relationships with clients, colleagues and others in an unbiased manner

Save



# Learning Plan – Initial Reflection(s)

Learning Plan		
- Initial Reflection	A. Reason for why indicator(s) selected as an area(s) of focus specifically stated and aligns with indicator selected	
	B. Reason for why indicator(s) selected as an area(s) of focus generally stated	
	C. Reason for why indicator(s) selected as an area(s) of focus not relevant or includes placeholder content only (e.g. random characters such as "XXXX")	
	<u>Reviewer Feedback:</u>	

## Example 1

Area of focus

**4.3 Administer standardized tests according to established protocols if this method of assessment is appropriate. Deviation from standard testing protocols and modification of test administration shall be documented.**

\* Please reflect on why you have selected this as an area of focus for this registration year including how you anticipate your competence (knowledge, skills, attitudes and judgement) in the selected area of focus will be enhanced (3000 character limit)

With the rapid shift to virtual care delivery at the start of the pandemic, my team members and I needed to determine whether the standardized assessment tools and treatment modalities we commonly use with our students were still valid and reliable when delivered over videoconferencing applications.

# Learning Plan – Initial Reflection(s)

## Example 2

Area of focus

**9.2 Demonstrate safe work practices by identifying potential risks and minimizing those risks in the practice setting.**

\* Please reflect on why you have selected this as an area of focus for this registration year including how you anticipate your competence (knowledge, skills, attitudes and judgement) in the selected area of focus will be enhanced (3000 character limit)

As the allied health team lead for a long-term care provider in Alberta, I am responsible for ensuring the OTs, PTs and Therapist Assistants employed by our organization are all aware of and trained in the safe delivery of rehabilitation services to our residents during the the current pandemic or any other ILI or GI outbreak.

## Example 3

\* Please reflect on why you have selected this as an area of focus for this registration year including how you anticipate your competence (knowledge, skills, attitudes and judgement) in the selected area of focus will be enhanced (3000 character limit)

I selected this indicator from the Code of Ethics as it was one of the options proposed by ACOT to set a goal related to the completion of the mandatory modules on maintaining appropriate boundaries (Sexual Abuse and Sexual Misconduct).

# Learning Plan – Goal Statement(s)

- Goal Statement(s)	A. Learning goal(s) clearly stated with some indication of what the registrant is working towards and how they would demonstrate goal achievement (e.g. – specific/tangible, achievable/realistic and measurable)	
	B. Learning goal(s) not specific or measurable	
	C. Learning goal(s) content not relevant or includes placeholder content only	
	<u>Reviewer Feedback</u>	

## Example 1

\* Write a goal statement (e.g. SMART – specific, measurable, achievable, realistic, tangible) relating to the outcome(s) you hope to attain in this area of focus (Limit 3000 characters).

By the end of the school year (June 2020) I will work with my colleagues to research ways to modify testing and treatment protocols and for virtual administration or propose alternate ways to deliver OT services and assess student progress.



# Learning Plan – Goal Statement(s)

## Example 2

\* Write a goal statement (e.g. SMART – specific, measurable, achievable, realistic, tangible) relating to the outcome(s) you hope to attain in this area of focus (Limit 3000 characters).

I will review the Infection Prevention & Control resources already prepared by my organization and amend them as needed according to the guidance prepared by AHS for Health Professionals and the ACOT Guideline on the Safe Delivery of OT Services in the Pandemic. I will work through the various resources with the staff during our monthly allied health team meetings.

## Example 3

\* Write a goal statement (e.g. SMART – specific, measurable, achievable, realistic, tangible) relating to the outcome(s) you hope to attain in this area of focus (Limit 3000 characters).

I will complete the mandatory modules on maintaining appropriate boundaries during the 2020-2021 registration year.

# Learning Plan – Learning Activities

\* 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

# Learning Plan – Learning Records/Supporting Documents

C o m p e t e n c e  P o r t f o l i o	- Learning Records	Number of Learning Records attached within Learning Plan (maximum 12):		Goal-related
				Non-goal related
		A. Learning Record(s) completed for goal and/or non-goal related activities includes description of activity(ies) undertaken and a reflection on learning and how the activity(ies) has impacted practice		
		B. Learning Record(s) only lists activity(ies) completed; does not indicate how the activity(ies) has impacted practice		
		C. Learning Record(s) incomplete (e.g. summary and reflection on learning content is not related, or includes placeholder content only)		
	- Supporting Documents (if applicable)	<u>Reviewer Feedback:</u>		
		If supporting documents are uploaded (note: not always required as Learning Record itself can act as a portfolio document)		
		A. Documents uploaded are either not required as content in Learning Record(s) is adequate <u>or</u> offer additional information/evidence to support content in a Learning Record (e.g. a list of webinars/learning sessions attended, articles reviewed, etc. along with key takeaways from each; copies of materials prepared/presented; sample forms created; etc.)		
		In the case of non-goal related activities, any documents uploaded offer additional information to support content in a Learning Record such as redacted clinical case/chart notes, program development plans, briefing notes, or other documents that show the general quality of work.		
		B. Documents do not offer additional information/evidence to Learning Record content <u>or</u> are not relevant to the learning goal(s) identified in Learning Plan		
		In the case of non-goal related documents, documents uploaded are not relevant or do not show quality of work or were not developed/adapted by the registrant		
		C. No documents uploaded, and Learning Record content is an inadequate substitute		
		<u>Reviewer Feedback:</u>		





# Example 1

## LEARNING ACTIVITY RECORD

- Click the add button below to record your activities for this registration year
- Only list activities which have been completed in this registration year

**Add** Click here to add a new Learning Record

\* Activity

Consultation or networking with colleagues or others

\* Description

Review of assessment tool developer resources and discussion with other school-based OTs

\* Date completed

2021-02-26

\* Duration (hours)

15

\* Related standard of practice  
or code of ethics indicator

4.3

Indicator

Administer standardized tests according to established protocols if this method of assessment is appropriate. Deviation from standard testing protocols and modification of test administration shall be documented.

\* Summary of learning and impact on practice

The assessment tool developer prepared recommendations for clinicians on the limitations of administration over videoconferencing. We discussed this with other OTs in nearby school boards and districts and OTs in private practice and given the limitations on the validity and reliability of the results was too great, our team proposed the use of a observation based functional assessment as an interim measure until we could proceed with in-person assessments again (hopefully in the fall). I've attached the proposal our team presented to management as well as the information letter we provided to the families as part of the consent to proceed with virtual service delivery (scanned into one pdf document). I learned so much about what goes into the standardization of assessment tools. The collaboration with other OTs was so valuable and I received feedback that some even modified our proposal and letter for their own purposes which is great. The families were appreciative of the explanation we provided about the changes in the assessment and treatment process and being able to see the students function in their home environment was a bonus.



Click to upload a supporting document



Click here to delete the uploaded document



proposal for alternate ax & tx process during covid and information letter for families

## Example 2

### \* Activity

Teaching/mentoring students, peers, other colleagues

### \* Description

Review and modification of IPC resources and training sessions with staff

### \* Date completed

2020-11-30

### \* Duration (hours)

16

### \* Related standard of practice or code of ethics indicator

9.2

### Indicator

Demonstrate safe work practices by identifying potential risks and minimizing those risks in the practice setting.

### \* Summary of learning and impact on practice

I modified my organization's existing IPC and outbreak management resources for the rehabilitation staff referencing materials prepared by AHS and other long-term care operators in Alberta (I put a request in through the OTs in LTC Interest Group which is an amazing group of OTs that are so willing to share ideas and best practices). I worked together with the allied health reps from each site to establish protocols for prioritizing and scheduling resident care so that residents minimum rehabilitation needs could be met while also keeping residents and staff as safe as possible. I've attached a copy of one of the resources I modified specifically for COVID symptom assessment so rehab staff know what PPE to wear when providing therapy with residents that are non-verbal.



Click to upload a supporting document



Click here to delete the uploaded document



modified point of care risk assessment for non-verbal residents

# Example 3

★ Activity

Participation in learning sessions (conferences, workshops, in-services, webinars, etc.)

★ Description

Mandatory modules on sexual abuse and sexual misconduct

★ Date completed

2020-10-22

★ Duration (hours)

2

★ Related standard of practice  
or code of ethics indicator

11.2

Indicator

providing services and maintaining relationships with clients, colleagues and others in an unbiased manner

★ Summary of learning and impact on practice

I have to admit, I didn't enter in to these modules with the best attitude as I have always done my best to maintain appropriate boundaries with my clients and their families. However, I was surprised at how eye-opening these modules were for me. I am now more certain than ever that erring on the side of caution is the best practice for all health professionals given the power differential that exists in the therapist-client relationship no matter how collegial and equal I try to make my interactions.



Click to upload a supporting document



Click here to delete the uploaded document



mandatory module completion certificate



# Learning Plan – Goal Completion Status

-Goal Completion Status	A.	Appropriate selection of goal completion status option(s) as reflected in text box/reflection content:	
		<u>Completed</u> : Content in text box(es) (year-end reflection) ties together reflection content from the Learning Records related to each goal and provides at least one example of how learning is being applied, how practice has evolved, etc. <u>or</u> indicates "refer to summary and reflection in Learning Record" if only one Learning Record was completed for a goal	
		<u>Discontinued</u> : Content in text box(es) ties together reflection content from Learning Records completed up until goal discontinuation (if applicable) <u>and/or</u> describes why goal has been discontinued	
		<u>Ongoing</u> : Content in text box(es) ties together content from Learning Records completed up to the point of renewal ( <u>or</u> refers to Learning Record summary if only one Learning Record completed for a goal) <u>and</u> indicates which activities will be undertaken in the next registration year to achieve goal completion	
	B.	Improper selection of goal completion status options as reflected in text box/reflection content:	
		<u>Completed</u> : Content in text box(es) (year-end reflection) duplicates or does not relate to content in the Learning Record(s) related to each goal <u>and/or</u> no example(s) provided on how learning is being applied, how practice has evolved, etc.	
		<u>Discontinued</u> : Content in text box(es) offers no indication of why goal has been discontinued <u>and/or</u> no summary of learning activities completed up to point of goal discontinuation (if applicable)	
		<u>Ongoing</u> : Content in text box(es) offers no summary of learning completed up to the point of renewal <u>and/or</u> does not indicate activities to be undertaken in the next registration year to achieve goal completion	
	C.	Only placeholder content used in any of the text boxes	
	<u>Reviewer Feedback</u> :		

# Example 1 - Completed

## Year End Reflection

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★ Please reflect on how these learning activities have changed or benefitted your practice. A reflection may include, but is not limited to, the following:

- how you are applying what you have learned from the various activities in your practice
- why completing these activities was important for your professional development and/or how it has evolved your practice

(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)

I set this goal back in March after the schools were closed - and the goal as it was written has been completed (see the reflections in the 3 Learning Records for to this goal). I think the thing that was most impactful for me was the collaboration with my colleagues outside of my school board. Sometimes we get so busy, we forget to reach out to ask for or collaborate in the development of resources that we can all benefit from using. I have made some really good connections with other OTs that will serve me and my team in the months to come.

Note: As things shifted again in the Fall when we returned to in-person service delivery, I set a new goal for my employer performance agreement in October relating to establishing protocols for cleaning and disinfecting of the test stimuli between uses and Infection prevention and control best practices for OTs and TAs for working between classrooms and schools. I will include that goal in my 2021-22 Learning Plan (possibly tied to this same indicator or maybe 9.2?)

# Example 2 - Completed

## Year End Reflection

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★ Please reflect on how these learning activities have changed or benefitted your practice. A reflection may include, but is not limited to, the following:

- how you are applying what you have learned from the various activities in your practice
- why completing these activities was important for your professional development and/or how it has evolved your practice

(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)

This year has been exhausting. Although I was always impressed with our infection control and outbreak protocols in LTC, this virus has hit us all so hard. We were functioning really well at the beginning and only one of our sites had a small and well-contained outbreak. Since October, the Allied Health staff I lead have been pulled in to assist with COVID testing and even assisting with feeding and personal care when our organization could not recruit additional Health Care Aides to replace the ones off on isolation. I believe the preparatory work we did for the safe delivery of rehab services, made everyone feel more confident to take on these unfamiliar tasks/duties. What I am taking from this past year (and in to the next year) is a greater appreciation of the importance of clear and responsive communication with staff and collaboration with OTs and other health professionals from outside of our organization.



# Example 3 - Completed

## Year End Reflection

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★ Please reflect on how these learning activities have changed or benefitted your practice. A reflection may include, but is not limited to, the following:

- how you are applying what you have learned from the various activities in your practice
- why completing these activities was important for your professional development and/or how it has evolved your practice

(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)

See the reflection section in the Learning Record for this goal for my thoughts immediately after completing the modules. In the three months since I completed them, there has been one notable instance where I was able to apply my learnings. A parent of one of my clients asked if we could keep in contact via social media when my contract with the child ended. I really enjoyed this person's company and we have so many things in common, I'm sure we would be friends if we ever met in a different context. However, knowing that it could be hard to separate my OT self from my friend self (and worried that I could be pulled into offering advice about the child which could interfere with the relationship the parent develops with the next OT), I politely declined the request. The parent understood my reasoning and thanked me for my frankness.

# Example 4 - Ongoing

\* Goal completion status

Ongoing



\* Please indicate which activities you anticipate undertaking to achieve/complete this goal in the next registration year.

Refer to the two Learning Records tied to this goal. I still have two more client information resources to develop to finish off the full information package for my clinic-based practice. I anticipate having those (and thus this goal) completed by May 2021.

\* Goal completion status

Ongoing



\* Please indicate which activities you anticipate undertaking to achieve/complete this goal in the next registration year.

As I set my practice goals for my employer according to the school year/my performance agreement schedule, I've only able to complete one of the three activities planned (see the Learning Record for this activity). I will review the materials required for my presentation to my allied health colleagues throughout March and April, with the actual presentation sessions schedule for the last 3 weeks of May.



# Example 4 - Discontinued

★ Goal completion status

Discontinued



★ Describe why is your goal is discontinued

I set this goal as part of my performance agreement with my former employer so it is no longer relevant. I no longer work for that employer due to changes to school-based health services funding. I could have stayed on but would have been redeployed and because I have an underlying health condition, I chose to focus my attention more fully on my private practice. I have set a new goal aligning with indicator 3.1 - "gather and analyze pertinent information to assist in selecting an approach to service" where I will document the progress of my private practice expansion.





# Overall rating of a CCP Submission

Overall rating of the CCP Submission*	✓	Action Required by Registrant	Notes to Registrant
A. <u>Acceptable</u> : The CCP Submission reviewed meets or exceeds ACOT's expectations for an acceptable submission.		If the reviewer has provided feedback for improvement in any of the sections, incorporate that feedback into next year's submission.	Your name will not be put back into the pool for randomization for 5 years unless requested or required.
B. <u>Conditional Acceptance</u> – Revisions to be incorporated into next year's submission: The CCP Submission reviewed has minor content missing and does not meet ACOT's expectations for an acceptable submission.		Incorporate reviewer feedback into next year's submission.	Your CCP Submission will be reviewed again next year to verify that feedback has been incorporated. Refer to the various <a href="#">CCP Resources</a> for guidance on how to complete your submission to an acceptable standard.
C. <u>Not Acceptable</u> – Revisions to be incorporated into this year's submission: The CCP Submission reviewed has major content missing and does not meet ACOT's expectations for an acceptable submission.		Your current CCP Submission is being sent back for immediate incorporation of reviewer feedback.	You have 30 days to complete the required amendments to this year's submission and your CCP Submission will be reviewed again next year to verify that feedback has been incorporated. Refer to the various <a href="#">CCP Resources</a> for guidance on how to complete your submission to an acceptable standard and reach out to the ACOT office to discuss next steps and supports available.

\*The overall rating of a submission being A. Acceptable; B. Conditional Acceptance; or C. Not Acceptable, is based on a Reviewer's overall impression of the quality of the submission even if there are variances in individual section ratings.

# The Proposed CCP Review & Evaluation Process

- Reviews of 2020-21 CCP Submissions estimated to start May 2021
  - Starting with a randomized sample of 10% of registrants (~250)
  - If you are one of the 10% you will be notified via an email generated by the online platform
  - You will also receive the Reviewer rating and feedback via an email from the online platform
- Still to do:
  - Build the Rubric in the online platform
  - Finalize and post the Review and Evaluation Policies and Procedures
  - Develop Reviewer training manuals
  - Train Reviewers

# Updates from ACOT

- Update on Acting Against Racism and Intolerance (AARI) work
- National Core Competencies (CORECOM) work
- Highlights from Bill 46 – Health Statutes Amendment Act
- [Mandatory training modules](#) on maintaining appropriate professional boundaries – to be completed before 2021-22 renewal



# QUESTIONS

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