



Continuing Competence Program (CCP)

A Comprehensive Step-by-Step Guide to Completing the CCP

October 2024

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1. INTRODUCTION

The purpose of this Step-by-Step Guide is to help registrants navigate the online CCP platform and give them clear expectations for an Acceptable CCP submission (Member and College Selected requirements).

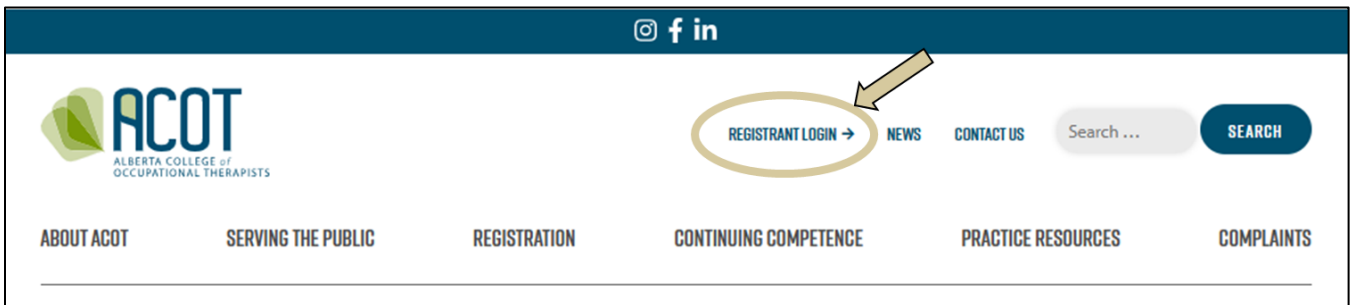
Additional resources, including the CCP Manual, can be found on the [CCP Resources](#) page of the ACOT website.

During renewal of your practice permit, see the [Step by Step Renewal Guide](#) for more details on how to complete the Four Steps of Renewal. See ACOT's [Policy and Procedures](#) for the Individual-Level Review and Evaluation; Program-Level Review and Evaluation; and Practice Visits.

2. NAVIGATING THE ONLINE PLATFORM

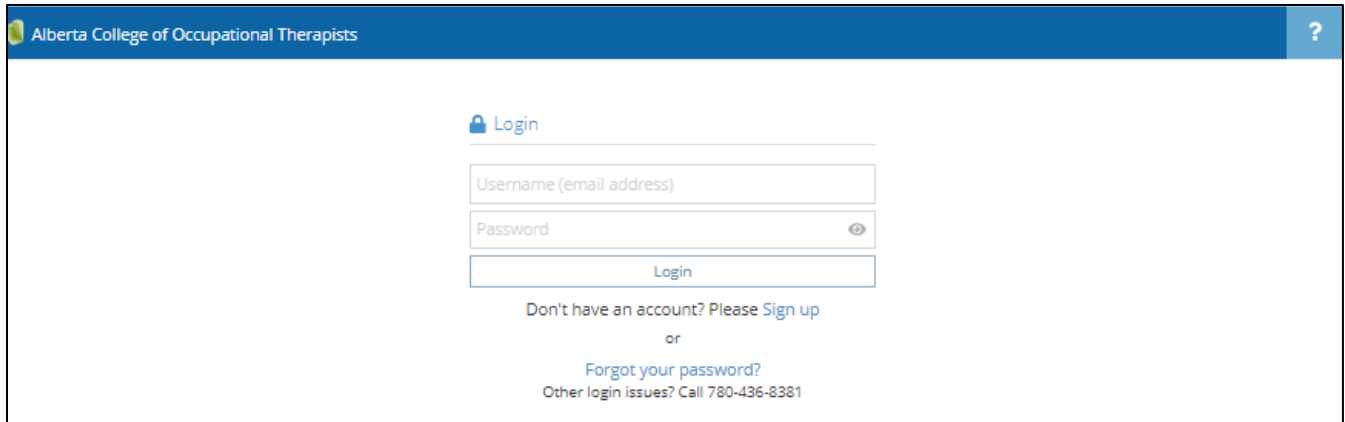
2.1. LOGGING IN

To begin, go to the ACOT website <https://acot.ca/> on the web browser of your choice on either your computer or mobile device. Then click “Registrant Login” in the top banner.



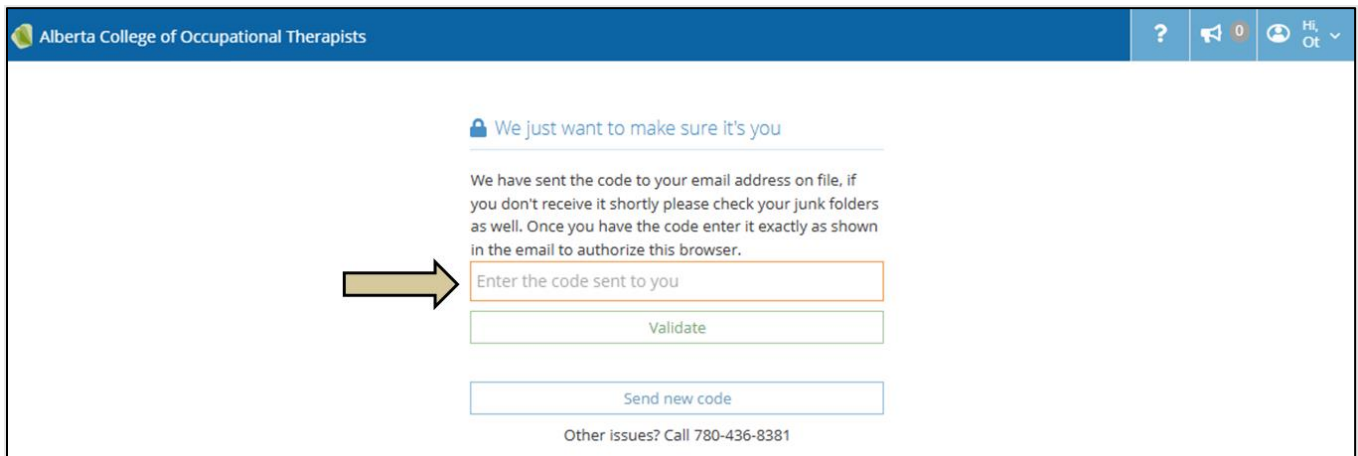
TIP: The web browser version you choose matters! Chrome and Firefox work well. Safari and Microsoft Edge work, but do not support all the platform's features. Mobile devices are also supported.

Enter your email address and your password on the Login screen. If you can't remember your password, select "[Forgot your password?](#)".



The screenshot shows the login interface for the Alberta College of Occupational Therapists. At the top left, the text "Alberta College of Occupational Therapists" is displayed. The main heading is "Login". Below this, there are two input fields: "Username (email address)" and "Password". A "Login" button is positioned below the password field. Underneath the button, there are three links: "Don't have an account? Please Sign up", "or", and "Forgot your password?". At the bottom, there is a contact number: "Other login issues? Call 780-436-8381".

If you have not signed into the platform in the past 6 months, you will be prompted to complete two-factor authentication.

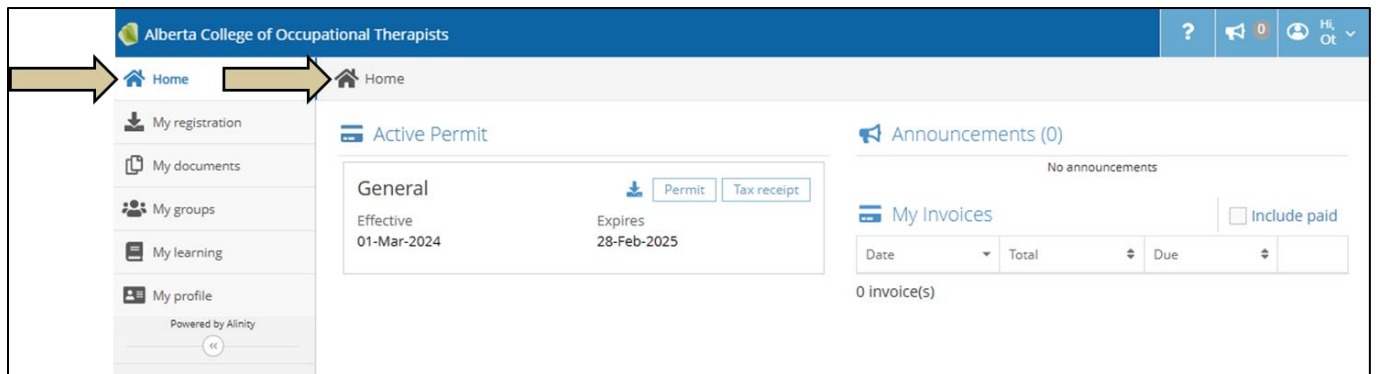


The screenshot shows the two-factor authentication page. At the top left, the text "Alberta College of Occupational Therapists" is displayed. The main heading is "We just want to make sure it's you". Below this, there is a paragraph of text: "We have sent the code to your email address on file, if you don't receive it shortly please check your junk folders as well. Once you have the code enter it exactly as shown in the email to authorize this browser." A yellow arrow points to the input field labeled "Enter the code sent to you". Below this field are two buttons: "Validate" and "Send new code". At the bottom, there is a contact number: "Other issues? Call 780-436-8381".

2.2. ORIENTATION TO THE HOME SCREEN

Once you login, you will be taken to the Home screen. If you are logging in before the renewal period starts (before January 1, 2025), you will see the following screen.

The Home screen will automatically display Active Permit, Announcements, and My Invoices.

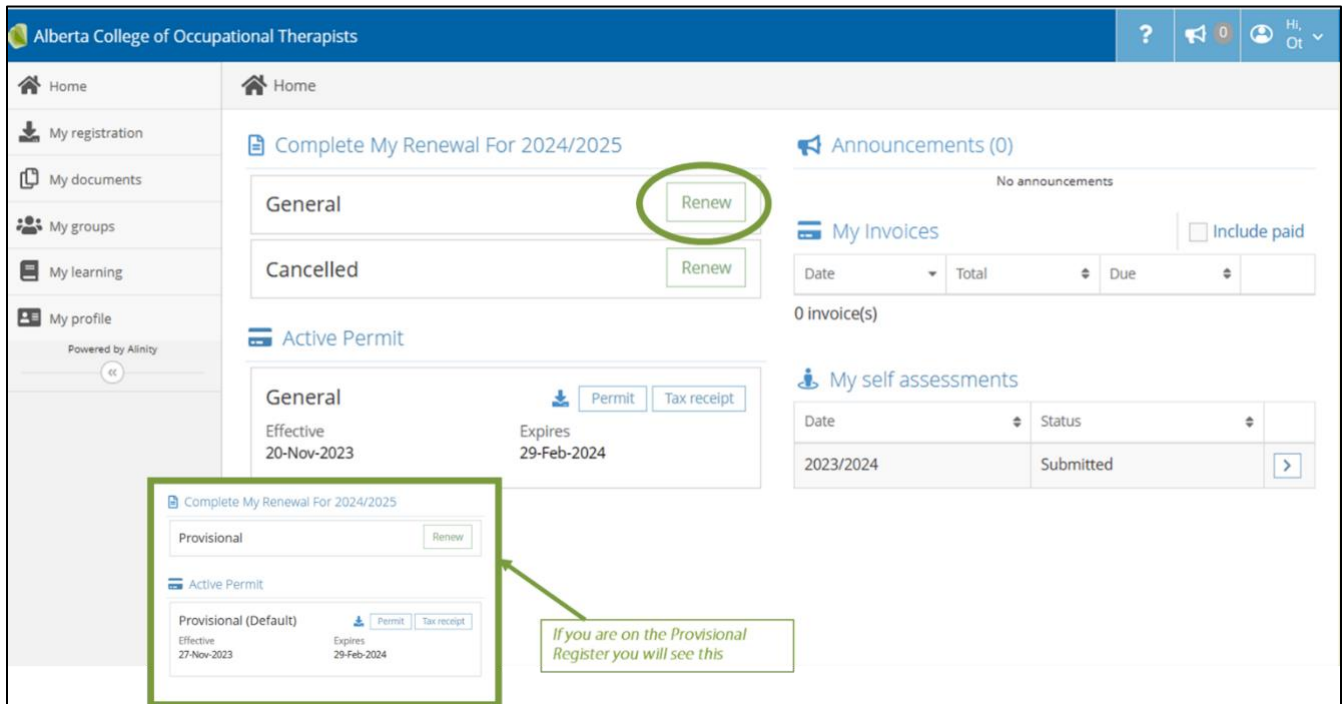


Active Permit Your current, active permit is displayed on the home screen. To print a copy of your permit for your records or for display where you provide professional services, select Permit. For a printable copy of your official tax receipt, select Tax receipt.

Announcements This is a feature used by the program developer to communicate system/platform-based announcements. ACOT does not use this feature to communicate with registrants.

My Invoices This is only used during registration and renewal to indicate that payment is required. My Invoices will show as payment being due for your permit up until you either pay with a credit card or a cheque has been received and processed by ACOT.

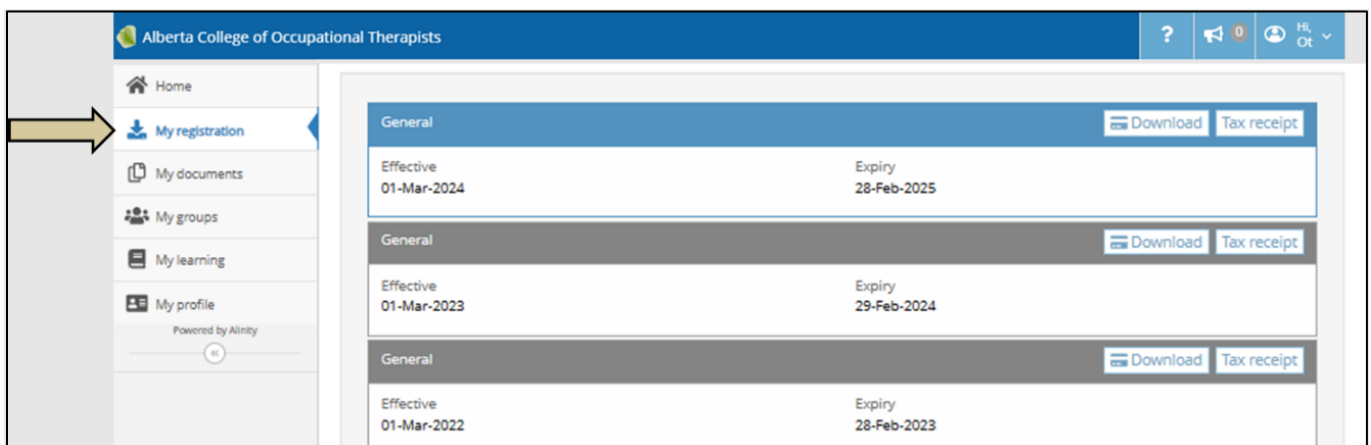
If you are logging in between January 1 and February 28, 2025, your screen will include the option to Renew on the General or Provisional Register as shown below:



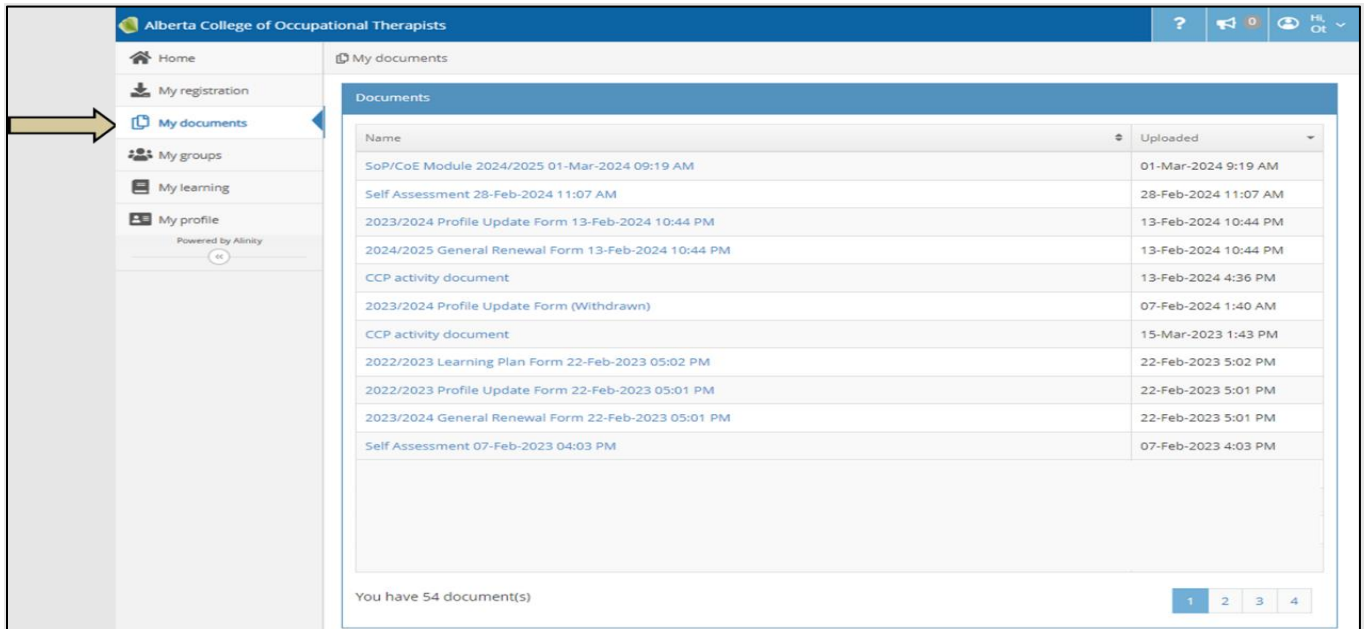
2.3. ORIENTATION TO THE VERTICAL MENU BAR

The vertical menu bar is located on the left-side of the platform screen and includes 6 tabs: Home, My registration, My documents, My groups, My learning, My Profile.

My registration This is where you will find current and historical copies of your practice permits and tax receipts.

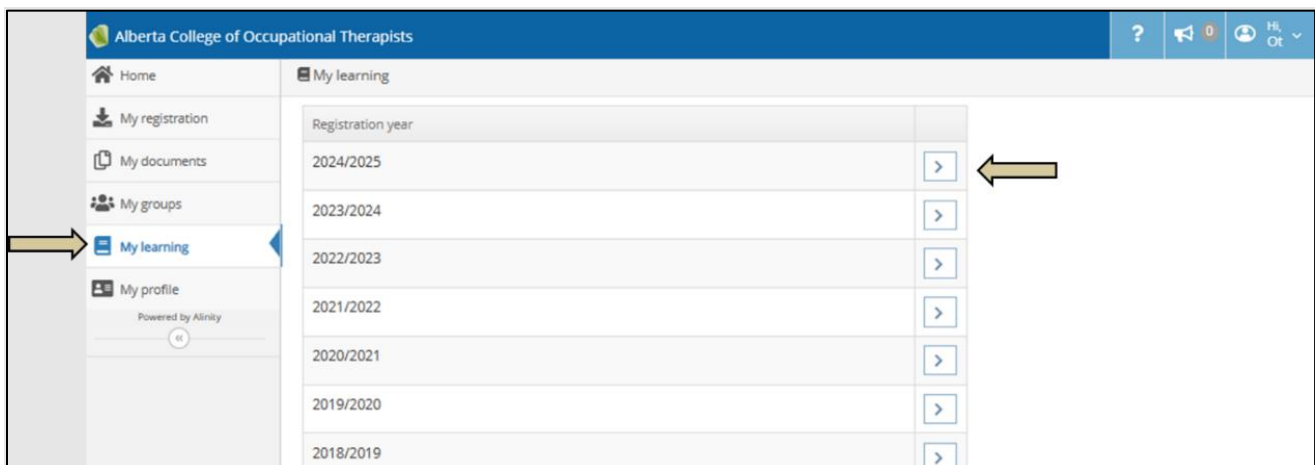


My documents This section stores documents that have been submitted to ACOT. It also stores PDF versions of the completed 2024/2025 SoP/CoE Module (your responses and results), Profile Update Forms, General Renewal Forms (your renewal declarations), Continuing Competence Review Form (reviewer feedback and comments if Reviewed and Evaluated), and historic CCP forms including Self-Assessments, Learning Plans and Supporting documents (from the 2014-15 registration year forward).



My groups This section is empty. ACOT does not use this feature.

My learning This area houses the current, (refreshed) CCP along with historic, PDF versions of your CCP from the 2014-15 registration year forward. To open a CCP, select the arrow beside the registration year you wish to access.



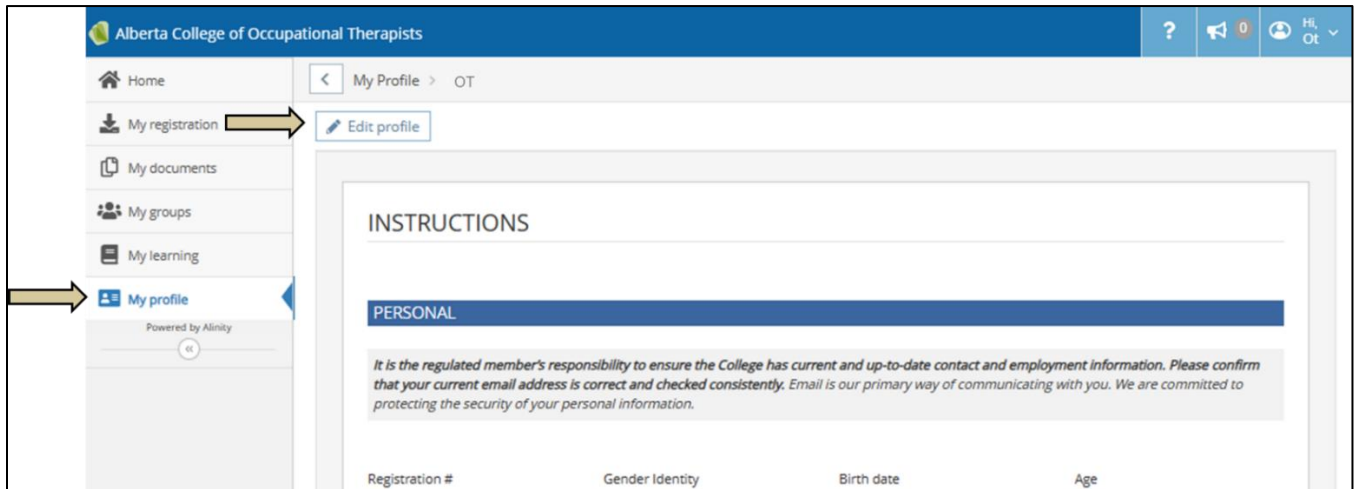
Selecting the arrow for the current year will show you the refreshed CCP form on your screen. The refreshed CCP has two requirements embedded within the form, **Member Selected** and **College Selected**. These requirements are divided by tabs at the top of the form. See CCP Overview in section 2 for details.

My profile This is where you can edit any aspect of your Profile throughout the registration year including your Personal Information (name, address, contact information including telephone and email address), Education, Employment Information, Practice Hours (updated during registration and renewal periods only) and additional information related to your practice of occupational therapy (including restricted activities requiring advanced authorization and other professional registration within Alberta or in other jurisdictions). To edit your Profile, select “Edit profile”.

Note: As per the *Health Professions Act* (HPA, section 33(4.1)) you are required to ensure ACOT has your most current and up-to-date Profile Information as soon as there are any changes.

***TIP:** Ideally, you have used the same email address for login as you have listed in the contact information of your ACOT profile. The email address in your profile is the email address ACOT sends your eNews notifications to. Make sure this is an email address you check regularly.*

***TIP:** Do NOT use your employer email for contact or login with ACOT. Some employers’ email security settings automatically block emails containing hyperlinks (either by directing them to junk mail or blocking them altogether). This means you could miss emails from ACOT including automatically generated notifications created by the online platform (e.g., two-factor authentication). To make sure you get ACOT emails and notifications, use a personal email address where you can adjust the settings to allow emails with links regularly.*



2.4. SESSION TIMEOUT AND SAVING CONTENT

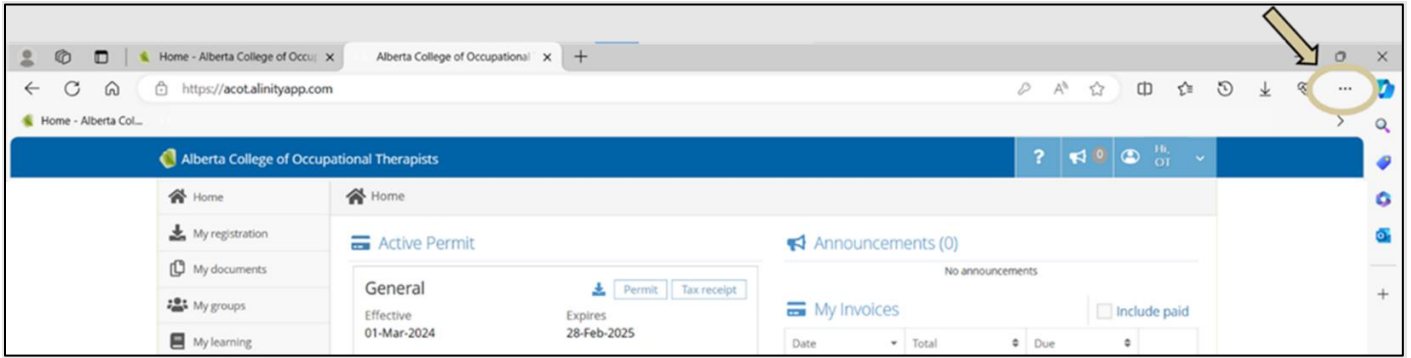
Once you login, you will have 45 minutes to work on the online platform. To avoid losing content you must select the “Save for Later” button often. If you work past the session timeout, be sure to select the Save for Later button before navigating to a new page; your work will be saved however you will be asked to login again.

Avoid using the back button on your browser or the back arrow in the program. If you use these buttons, **you will lose your work**. Instead, select the Save for Later button and then navigate to the desired tab in the vertical menu bar.

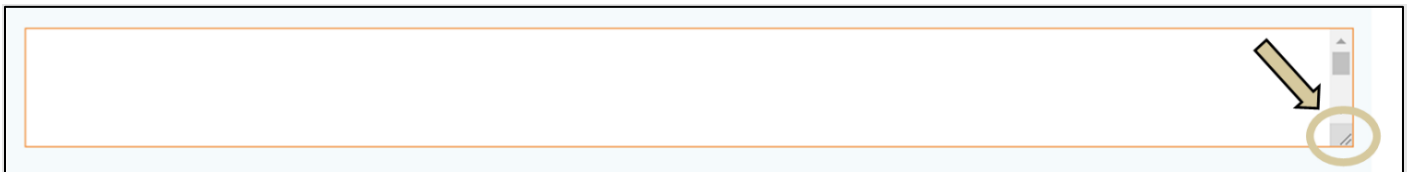
Note: Do not navigate to a different tab in the Vertical Menu bar before you have saved your work. Anything you have worked on will be lost unless you have selected the “Save for Later” button prior to navigating to a new tab. Reminders to “**Push Save for Later**” have been included below each step of the CCP to reinforce this habit.

2.5. ADDITIONAL PLATFORM TIPS

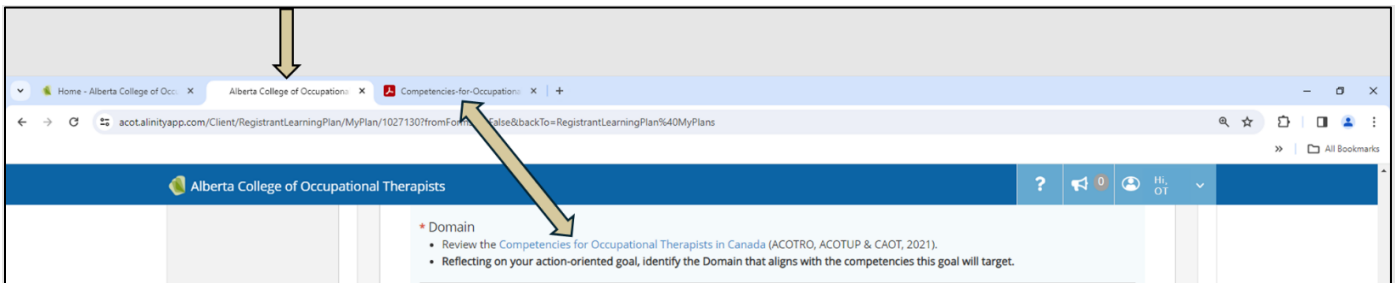
Zoom If the font size and page are too small, click and hold the “Ctrl” button on your keyboard while scrolling up on your mouse or track pad to zoom in. You can also select the three dots at the top of your browser to customize the zoom settings.



Text Box Size The text boxes where you will write your reflection give you the option to increase the size of the text box. There are two diagonal lines to the bottom, right corner of the text box. To increase the size of the text box, select the corner and drag down and to the right.



Hyperlinks Hyperlinks have been embedded to provide resources for additional context/background. The hyperlinks display the text as a pale blue color (e.g. [Competencies for Occupational Therapists in Canada](#)). When you hover your mouse over a link, it will underline the text. Selecting the hyperlink will open a new tab in your browser. You can also right click your mouse to get a list of options for opening the resource (e.g. *Open link in new tab* or *Open link in new window* etc.). You open the resource in a new tab or window without losing content in your CCP. Select the *Alberta College of Occupational Therapists* browser tab to return to the online platform.



3. NAVIGATING THE CONTINUING COMPETENCE PROGRAM PROCESS

3.1. CCP OVERVIEW

The CCP is divided into two required streams, Member Selected and College Selected, for registrants to maintain competence and enhance occupational therapy services regardless of the registrant’s role or area of practice. Both requirements must be completed to renew your practice permit.



3.1.1. TIMING FOR REQUIREMENT AND COMPONENT COMPLETION



The graphic depicts the timeline and process for engagement with the CCP incorporating both the Member Selected and College Selected expectations.

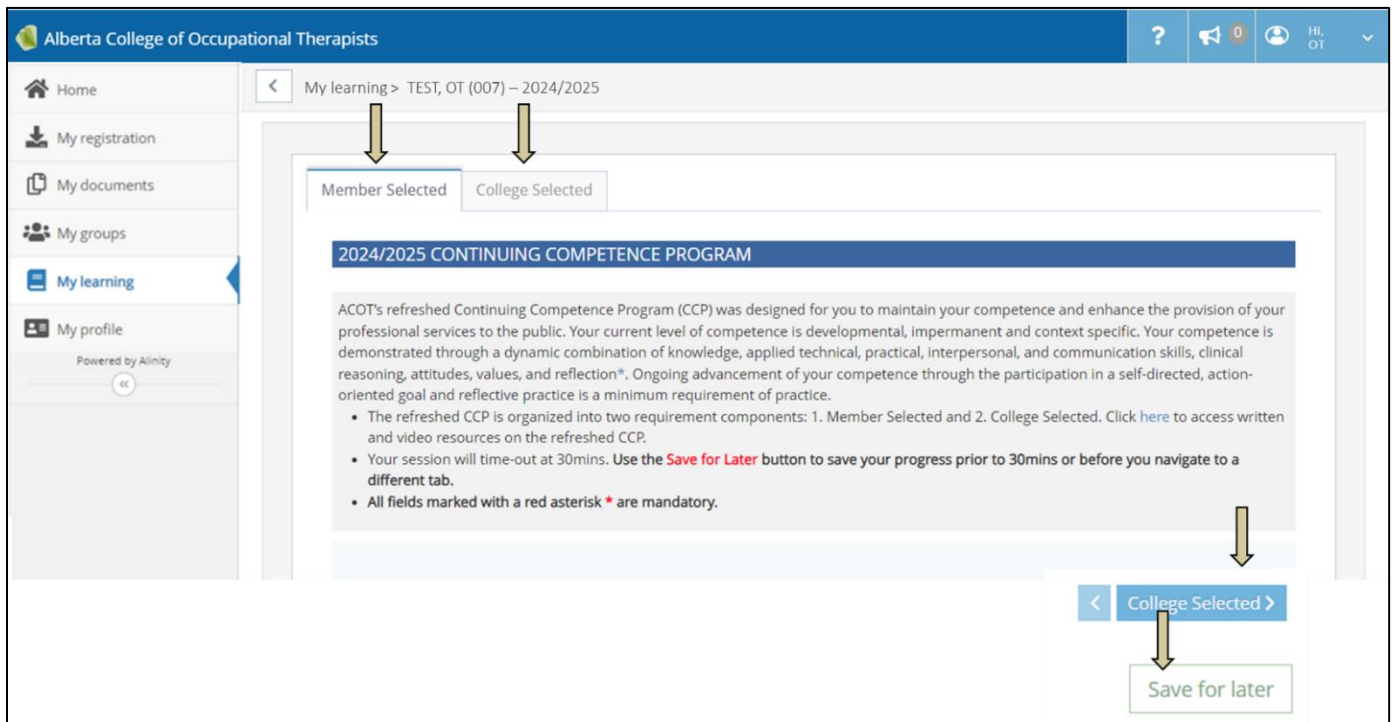
Registration begins in January and ends at the end of February each year. During this time, after wrapping up the previous year's CCP, registrants complete the first requirement of the Member Selected expectation of the CCP, Intention. They do so by initiating the three components, Goal, Initial Reflection, and Domain.

From the start of March to the end of December, registrants have the opportunity to engage in the second requirement, Action, through three components, the Learning Activity Record, Reflection, and completing the College Selected Module. In the 2024-2025 year, the College Selected learning activity will help registrants become familiar with ACOT's new Standards of Practice and Code of Ethics, the new minimum expectations for OT practice in Alberta.

And finally, from January to February, registrants complete the third requirement, Review, by completing the three components of Goal Status, Reflection, and linking their completed goal to ACOT's Standard of Practice and/or Code of Ethics. They are then able to engage again with the Intention requirement for the following year.

3.1.2. CCP PLATFORM ORIENTATION

The Member Selected and College Selected requirements are found in one location under the My learning tab. Upon selecting the current year, the platform will display the current year's CCP form. The two requirement streams are divided by tabs at the top of the form, and arrowed tabs at the bottom of the form. Select either tab at the top or the bottom to navigate between the two requirement streams.

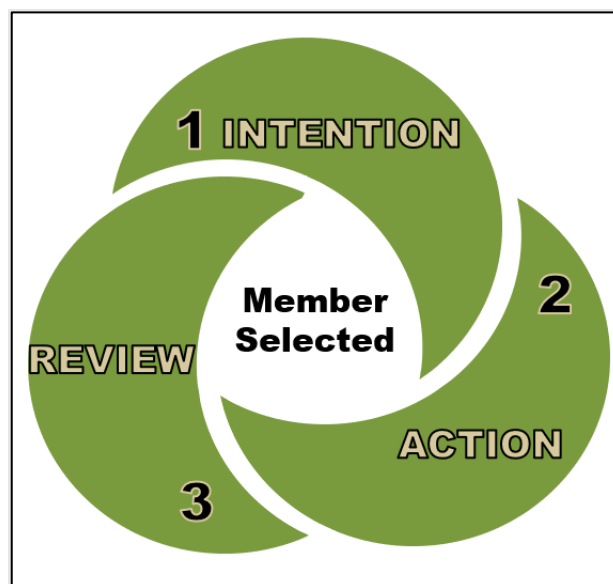


3.2. MEMBER SELECTED REQUIREMENT

The **Member Selected** requirement is registrant-directed, action-oriented and reflection-based. It is presumed that regulated occupational therapists are working on many goals and participating in numerous learning activities throughout the year whether they are registrant-directed or required learning by their employer/organization or other. The Member Selected requirement is a snapshot of the registrant’s commitment to continuing competence; ACOT’s CCP only requires the registrant to articulate one goal and reflect on one learning activity.

The Member selected requirement has three annual steps, **INTENTION**, **ACTION**, **REVIEW**. Registrants articulate their **Intention** for the upcoming registration year by identifying one professional goal that develops, maintains, or advances their competence applicable to their role and area of practice or future area of practice. The goal targets at least one dimension of competence: professional knowledge, technical skills, clinical reasoning, communication, emotions, values, judgments or professional performance ([Epstein et. al., 2002](#)) Registrants report one **Action** they completed to achieve their goal and reflect on the specific learning obtained and how it impacted their practice. At the end of the registration year, registrants **Review** how their goal and subsequent learning maintained their competence and enhanced the provision of their occupational therapy services to the public. Throughout this process, registrants align their **Intentions**, **Actions** and **Review** with the [Competencies for Occupational Therapists in Canada](#) (referred to as “*The Competencies*” throughout the *Step by Step Comprehensive Guide*) (ACOTRO, ACOTUP & CAOT, 2021).

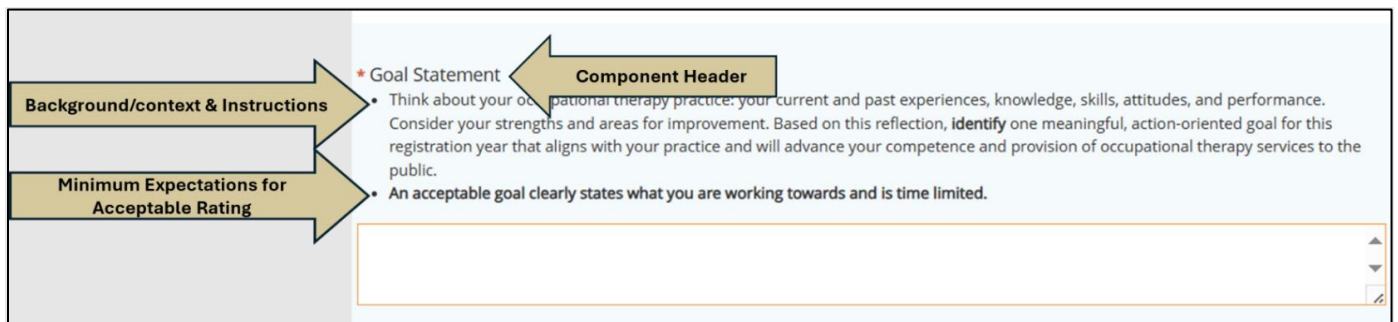
If your personal reflective process does not follow this linear, three-step process, start with the component that aligns with your process of goal setting and completion. Then complete the remaining components.



3.2.1. NAVIGATING THE MEMBER SELECTED REQUIREMENT

The top of the Member selected page introduces the Refreshed CCP. Context, instructions, and technical tips for completion are provided for the Member and College Selected requirements.

As you scroll through the Member Selected form, you will see each component is set up in the same format. The Component Header, which describes the component being addressed, is followed by a first bullet which provides the background/ detailed context of the component and instructions outlining the expectations. This is followed by a second bullet which is in bold. This bullet outlines the minimum performance expectations. This statement will be used in the CCP Review and Evaluation Rubric as the expectation for an Acceptable rating.



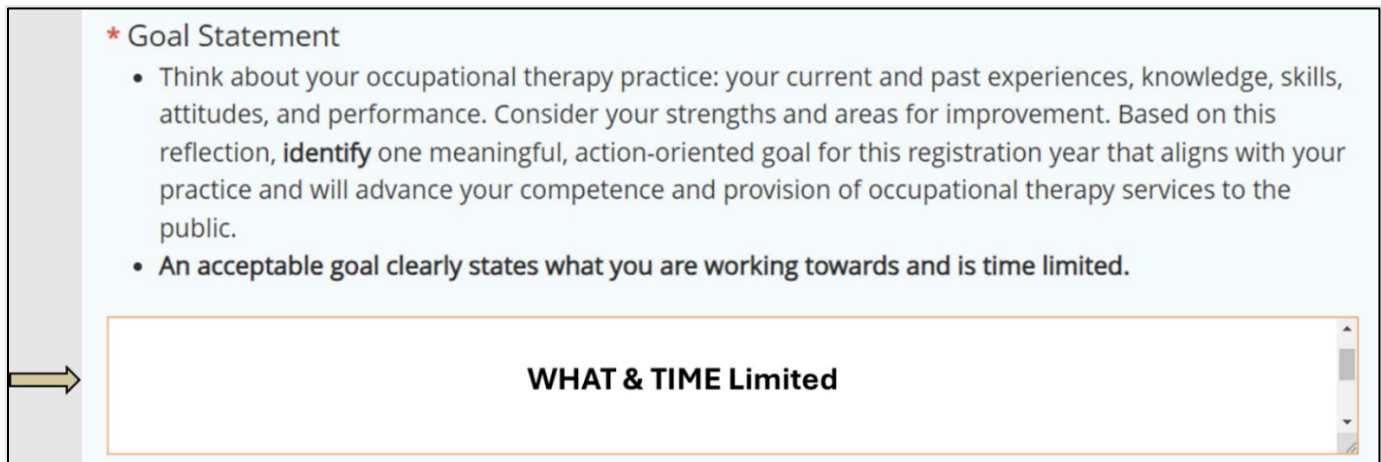
3.2.2. CHANGING YOUR CCP

You may change/ update any component of your CCP at any point during the registration year due to changes in your Intention, area of practice, client population or a redeployment. To change your CCP, simply delete the text, add the new content and select Save for Later.

3.2.3. MEMBER SELECTED - INTENTION

The **Intention** includes three components, **Goal Statement**, **Initial Reflection** and **Domain**. The Intention sets the stage for professional development in the upcoming registration year by outlining the goal, including the reason and the plan; while identifying the [competencies](#) you will develop or enhance to achieve your goal. The **Intention** addresses **WHAT** you are working towards, **WHY**, **HOW** & **THE COMPENTENCIES** the intention aligns with.

Goal Statement



*** Goal Statement**

- Think about your occupational therapy practice: your current and past experiences, knowledge, skills, attitudes, and performance. Consider your strengths and areas for improvement. Based on this reflection, **identify** one meaningful, action-oriented goal for this registration year that aligns with your practice and will advance your competence and provision of occupational therapy services to the public.
- An acceptable goal clearly states what you are working towards and is time limited.

WHAT & TIME Limited

To identify your professional goal, reflect on your occupational therapy practice: current and past experiences, knowledge, skills, attitudes, and performance. This will help you gain an understanding of your strengths and limitations (areas for improvement) in relation to your practice. Based on this analysis, write a meaningful professional goal that describes what knowledge, skill, attitude, or judgment you are hoping to acquire, maintain or enhance in the “Goal Statement” text box.

The professional goal may align to an objective identified in your employer’s performance appraisal of your skills, or with a larger team/organizational goal. In these cases, ensure that the goal captures the contribution it will have on your occupational therapy practice versus on your employment and identifies the competence you will acquire or enhance to achieve the team/organization goal.

The more meaningful, realistic and concrete the identified goal is, the more motivated you will be to follow through with the plan. Consider aligning your goal to an area of professional interest or to a gap in your knowledge or skill that you wish to acquire, maintain or enhance.

External challenges that may impact your goal setting, such as busy work schedules, inconsistent access to learning resources, financial barriers are factors that may impact your continuing competence. It is expected that you have considered known potential barriers and account for this when establishing your goal.

Irrespective of your area of practice or role (occupational therapist providing direct service, consultant, administrator, educator, researcher) you will identify a professional goal that will maintain or enhance competence in your occupational therapy practice as described in the [Health Professions Act, Schedule 15, Section 3a-d](#).

If you are on leave from occupational therapy practice but maintain an active registration permit, you are still required to complete the CCP. In this case, it is suggested you align your goal to the area of practice you will be returning to; an area of practice you want to transfer to; or identify a personal goal that results in learning which may contribute to your occupational therapy practice (i.e. while on a medical leave, you may research pain management strategies to increase participation in your own life; these strategies may be applicable to your future occupational therapy practice). All scenarios listed are acceptable.

Member Selected goals should be achieved within one year from establishment. ACOT recognizes that the CCP schedule may not align with program schedules, annual employer performance appraisals or with the date a practice permit was acquired. In these cases, the registrant will determine if they articulate a macro goal, and subsequent focus is on completing one micro learning activity within the remaining registration year that will contribute to the macro goal OR if they will work towards a short-term goal that is achievable within the remaining registration year.

A new goal statement will be written each registration year. If you are wrapping up an ongoing **Intention** from the previous year, it is expected that progress was made towards the goal. The new goal will need to be reworded to clearly reflect the learning and new **Intention** for the registration year.

The Goal Statement addresses “WHAT” you are working towards and is “TIME” limited.

The following graphic provides an example of a goal statement.

Goal Statement Performance Expectation

An acceptable goal clearly states what you are working towards and is time oriented.

Example Goal Statement

I will expand my knowledge, skill, and confidence in using Virtual Reality (VR) in my work with outpatient clients by participating in 6 upper extremity rehab community of practice meetings in the next 9 months.



Goal Statement Criteria

- ☑ **What:** Acquire competence in providing virtual reality as a modality of OT services for upper extremity rehabilitation of outpatient clients.
- ☑ **3 Competencies Identified (only one is required):** Hard skills: Core knowledge and technical skills, Soft skill: confidence (personal trait).
- ☑ **Area of Focus:** Virtual Reality
- ☑ **Time:** 9 months

Initial Reflection

* Initial Reflection

- Now **describe** the reason, experience, or situation that prompted you to create your goal (the “why”). Include a brief description of your practice to establish context for why you created this goal. Considering your practice context, resources, and limitations, **describe** how you will achieve your goal. You may break your goal down into small, achievable objectives/activities/tasks/.
- An acceptable initial reflection describes why you created your goal and how you plan to achieve it in relation to your occupational therapy practice.

WHY, HOW & Description of Practice

The initial reflection is the first of three reflective components in the Member Selected requirement. This component is the analytical stage of your **INTENTION**; reflective practice goes beyond describing what you have done. The intention is to deeply analyze your thoughts, feelings and experiences to purposefully learn from them and improve.

Reflect on why this goal is meaningful for you by describing the reason, experience or situation that prompted you to create your goal. When you actively explore and examine the reasons for why you have created this goal (i.e. your thoughts, feelings and experience) you gain the ability to identify the areas you can improve on or develop. It also reinforces strengths and resources that are positively contributing to your goal.

The reason may be due to a positive or negative clinical experience or professional situation. Or perhaps your motivation is based on an internal drive to achieve a higher performance standard in your practice area, or due to a professional curiosity or to fill a gap. Perhaps your motivation is to align with an organizational goal. In any of these cases, articulate the reason

why you have created this goal.

Ensure that you include a brief description of your practice to establish the context for why you created this goal. Keep in mind this description is critical to put your reflection into context, but it is not the focus of your reflection.

If you are on a leave of absence but have maintained an active practice permit, you do not need to provide why you are on a leave (travel, parental leave, medical leave, etc.), except for simply stating you are on a leave of absence.

Considering your practice context, strengths, resources, and limitations, articulate a high-level overview of your plan. Describe how you will acquire or enhance your competence. If you have broken your goal into smaller, achievable objectives/activities or tasks, you will want to include the rationale for why you have chosen to do this.

The Initial Reflection addresses “WHY” you are working towards your chosen goal, “HOW” you will accomplish it and “CONTEXT”. The following graphic provides an example of an initial reflection.

Initial Reflection Performance Expectation

An acceptable initial reflection describes why you created your goal and how you plan to achieve it in relation to your occupational therapy practice.

Example Initial Reflection

I have been working in upper extremity rehabilitation for several years and I am very well versed in traditional clinical approaches related to upper extremity injuries and maintenance of joint function specifically due to frozen shoulder in middle aged adults. I am not adept at using technology and more than a bit reluctant to learn. However, I have witnessed and heard positive anecdotal evidence from colleagues who have been more eager to explore ways to incorporate technology, specifically Virtual Reality (VR) technology into their upper extremity rehabilitation practice. Some of my colleagues have reported that clients are much easier to engage in the process as it seems more like play (they use the term “gamify” to describe what they have been able to do). This means the sessions are more enjoyable and they are getting excellent clinical results. I am anxious that my inexperience and reluctance to engage in using technology in my day to day, may result in poorer outcomes for my clients in the longer term. Paradoxically, I am also keenly interested in exploring this modality and more than a little curious to see how VR works and how I might use it. This is bordering on my comfort zone, so my college suggested I start by attending the U/E rehab CoP over the next year. At the end of each meeting, I will keep a written record (a journal of sorts) to document what I learned about VR, how I could apply it to my clinical practice, specific techniques I might use and how this impacted my clients. I’m hoping this will increase my confidence in using VR.



Initial Reflection Criteria

- ☑ **Practice Context:** Direct OT, advanced clinician, outpatient musculoskeletal, middle aged adults; frozen shoulder
- ☑ **Why:** Novice experience and expertise; need to obtain knowledge, skills and confidence. OT is not adept at using new modalities related to technology. Colleagues are reporting positive results using virtual reality in upper extremity rehabilitation.
- ☑ **How:** To support the OTs hesitation with using technology, they are seeking mentorship in a Community of Practice (CoP) and will reinforce learning through reflective dialogue and journaling.

Domain

* Domain

- Review the [Competencies for Occupational Therapists in Canada](#) (ACOTRO, ACOTUP & CAOT, 2021).
- Reflecting on your action-oriented goal, identify the Domain that aligns with the competencies this goal will target.

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Communication and Collaboration

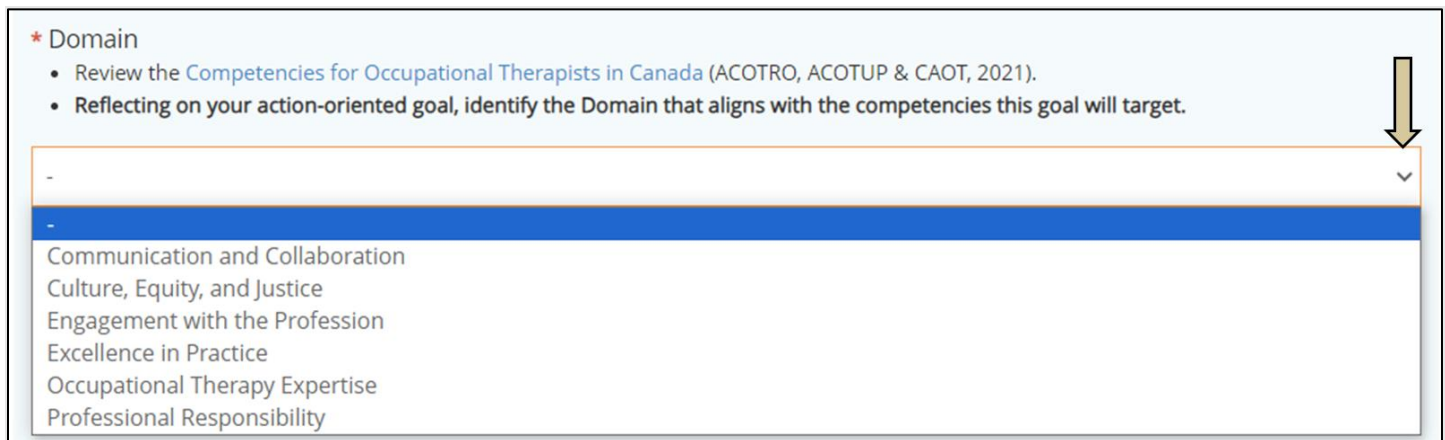
Culture, Equity, and Justice

Engagement with the Profession

Excellence in Practice

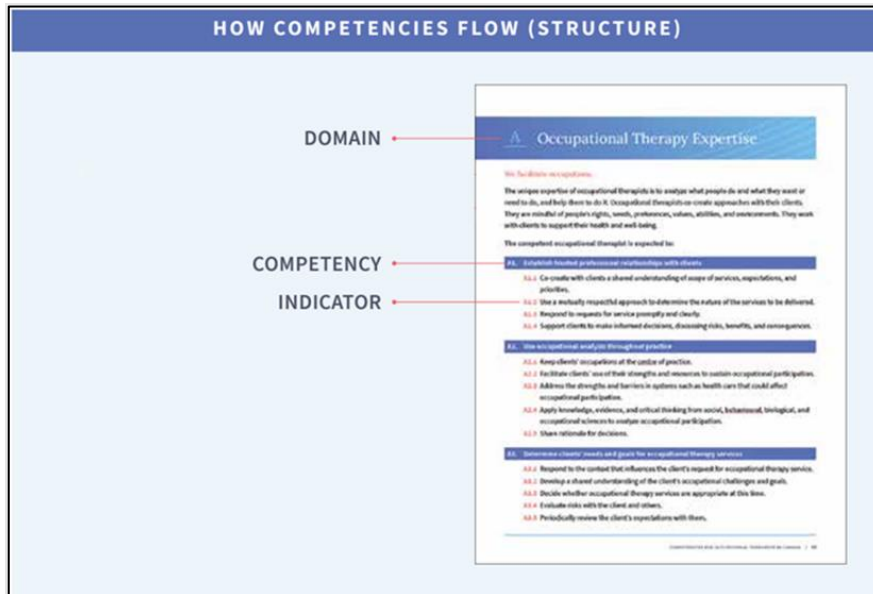
Occupational Therapy Expertise

Professional Responsibility



Domain is the final component of the **Intention** step. The [Competencies for Occupational Therapists in Canada](#) (ACOTRO, ACOTUP & CAOT, 2021) are used as a fundamental resource to support you in identifying the specific competencies your action-oriented goal will target and therefore those that you will acquire, maintain or enhance.

The Competencies describe a broad umbrella of professional traits, skills, abilities, and qualities that all occupational therapists in Canada demonstrate. Competencies are different than competence. Competencies are the performance abilities contributing to professional competence. The Competencies are grouped into 6 thematic Domains, within these, 22 competencies are identified. The performance indicators are listed below the competencies.



*How Competencies Flow (Structure) was reproduced from Competencies for Occupational Therapists in Canada. (ACOTRO, ACOTUP & CAOT, 2021, pg.9).
Note, the “plan language description” and “description” labels were removed.*

You will identify one Domain that aligns with the competencies your goal will target. To do this, select the arrow to the right of the drop-down menu to identify the Domain. The description of the domain will populate the text box below the drop-down menu.

The following graphic provides an example of how the Domain aligns with the competencies.

Domain Performance Expectation
Reflecting on your action-oriented goal, identify the Domain that aligns with the competencies this goal will target.

Example Domain

Excellence in Practice

We aspire to always do our best and improve our performance. Occupational therapists take responsibility for their own continuing competence. They strive for excellence in the quality of their practice. They are aware of and manage influences on their practice. They show a commitment to ongoing reflection and learning.

Domain Criteria

Reflect on Goal: I will expand my knowledge, skill, and confidence in using Virtual Reality (VR) in my work with outpatient clients by participating in 6 upper extremity rehab community of practice meetings in the next 9 months.

Domain that aligns with the competencies goal will target:

Domain D- Excellence in Practice

Specific Competencies (not required to specify here)

D1. Engage in ongoing learning and professional development.

D2. Improve practice through self-assessment and reflection.

D3. Monitor developments in practice.

3.2.4. MEMBER SELECTED - ACTION



Complete The Components Below Throughout The Registration Year

Learning Activity Record

[Add](#) Click here to add a new Learning Activity Record

The second step in the Member Selected requirement is **ACTION**. This step requires you to execute the action(s) outlined in your Intention. Once you've completed a learning activity, you will attach a learning activity record. To add a new learning activity record, select the add button.

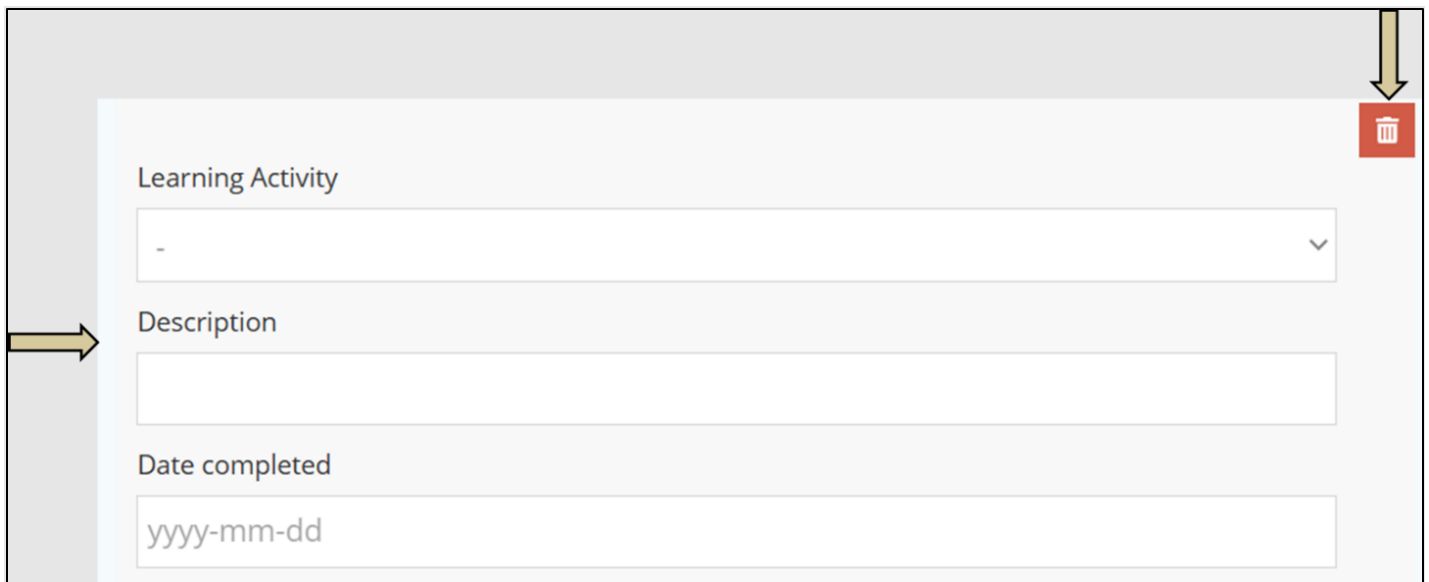
It is understood that, over the course of the registration year, you may be engaged in many learning activities related to achieving your goal. You are only required to report on one of the learning activities you completed. If you would like to attach more than one learning activity record, you may do so. The platform permits adding up to 6 learning activity records, however, keep in mind:

- Each learning activity record you attach needs to illustrate how the learning contributed to achieving your identified goal.
- More isn't always better. All learning activity records attached will be reviewed and evaluated should you be randomly selected for a Competence Assessment. Ensure that all records are fulsome and capture responses to the prompts outlined.
- An alternative to attaching many learning activity records is to consider bundling many

- learning activities in one record, where you will provide a summary of learning.
- Non-related learning activities should not be attached. This will ensure that your Member Selected requirement is focused and succinct.
 - You should not cut and paste content from either the Initial Reflection or Goal Status Reflection; the focus of the learning activity record reflection is different than the focus of the Initial Reflection and the Goal Status Reflection.

Learning Activity Record

Upon selecting ADD, an editable record will open in the platform directly below the ADD button. Each additional record will open below the previous one. To delete a record you no longer want in the platform, select the trash can to the right of the record. Once deleted the content cannot be recovered.



The screenshot shows a form for creating a Learning Activity Record. It includes a dropdown menu for 'Learning Activity' (currently showing '-'), a text input field for 'Description', and a date input field for 'Date completed' (showing 'yyyy-mm-dd'). A red trash can icon is located to the right of the form. A yellow arrow points to the trash can icon, and another yellow arrow points to the 'Description' field.

You will provide details regarding the learning activity completed. Select the drop-down arrow on the right to identify the type of activity you engaged in. If you've bundled learning activities, select the best match that captures most of the learning tasks you completed.

Learning Activity

-

-
- 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
- Reflective dialogue with peers
- Reflective journaling
- Other

Add a Description summarizing the learning activity you completed. Then add the final date you engaged in the learning activity that contributed to your goal.

Learning Activity Reflection

Learning Activity Reflection



- This reflection may target one learning activity or a bundle of activities you completed that contributed to your competence. **Describe** one key takeaway (knowledge, skill, or attitude) you obtained. Reflect on this learning. Did it enhance your understanding? Did it support gaps in your competencies? **Describe** a scenario where you applied (or could have applied) this one key takeaway to your practice. What was the outcome (or the anticipated outcome)?
- **An acceptable learning activity reflection describes one key takeaway and the impact this key takeaway had on your competence. It also describes a scenario where this learning was applied (or could have been applied) to your practice and the outcome (or anticipated outcome).**

ONE KEY TAKEAWAY
IMPACT ON PRACTICE- DESCRIBE SCENARIO & OUTCOME

Write a reflection on one learning activity (or bundle related learning) that you completed which contributed to your goal and thus your competence. This reflection has two elements

to reflect on. Describe one key takeaway (knowledge, skill, or attitude) you obtained from participating in this learning. Then describe a scenario where you applied (or could have applied) this one key takeaway to your practice. Reflect on the outcome.

Supporting Documents



If you choose to add a supporting document that expands upon your reflection, upload it here.
Do not upload proof of course/workshop attendance (certificates).

Supporting documents are not required. If you choose to add a supporting document, ensure that it expands upon your reflection. Do not upload proof of course/workshop attendance (certificates). Certificates do not provide evidence, nor application of your learning; your reflection on one key takeaway and how you applied it to practice provides this evidence.

Only PDF documents can be uploaded. Convert Word or Excel documents or scan paper records to PDF prior to uploading.

The following graphic provides an example of learning activity reflection:

Learning Activity Reflection Performance Expectation

An acceptable learning activity reflection describes one key takeaway and the impact this key takeaway had on your competence. It also describes a scenario where this learning was applied (or could have been applied) to your practice and the outcome (or anticipated outcome).

Example Learning Activity Reflection

I attended my first U/E Rehabilitation Community of Practice group.

This group supported my gaps in understanding the basics. I learnt that Virtual Reality is an assistive health technology that is used to recover motor or sensory skills lost due to accident or illness, through a virtual interactive environment. I learned that there are several different types of technologies that are available and that some therapists have been using their personal VR tools. The range of VR included fully immersive technology to non-immersive.

The group informed me that the first step in my journey is to observe a colleague using VR in their therapy session. I observed a colleague using immersive VR with use of a head mounted display and hand-held devices. I learnt SO MUCH!! The OT reported that this immersive VR provides greater enjoyment for the client and a stronger sense of illusion. However, the most profound learning related to safety. The OT reported that the risk of injury, re-injury and flaring up of current symptoms while using VR is high. Therefore, it is important to complete the introductory safety tutorial and create a safe boundary with the client before using any application. This helps the client to relieve their worry for injuring themselves. I will continue to read up on VR and attend the CoP sessions because I need to better understand how to mitigate risks.



Learning Activity Reflection Criteria

2 Key Takeaways (only one is required):

(1) **Core Knowledge:** VR is an assistive health technology Used for motor/sensory loss. Different types of technologies- including fully immersive, to non-immersive.

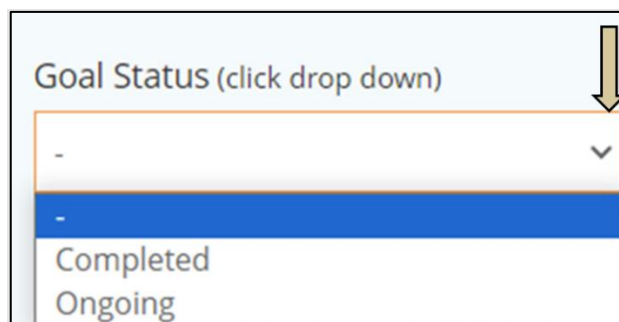
(2) **Technical Skills-** Safety: risk of re-injury, flare up of symptoms increases with VR. Requires introductory safety tutorials, creation of safe boundaries.

Scenario: Observed a colleague using immersive VR with head mount display and hand-held devices. Knowledge and technical skills applied, outcome resulted in greater enjoyment, stronger illusion, safe environment, reduced worry

3.2.5. MEMBER SELECTED - REVIEW

The final step in the CCP is to complete the **REVIEW**. This involves reviewing your goal and initial reflection to remind yourself of what you were hoping to achieve, why, and your plan to achieve it. Then you'll review all the learnings you've engaged in over the year and consider how this contributed to enhancing your competence in relation to your goal. There are two components to complete: Goal Status and Goal Status Reflection.

Goal Status

A screenshot of a web form element labeled "Goal Status (click drop down)". The form is a drop-down menu that is currently open. The selected option is "-", which is highlighted with a blue background. Below the selected option, two other options are visible: "Completed" and "Ongoing". A yellow arrow points to the small downward-pointing arrow on the right side of the menu, indicating where to click to open the menu.

First, you will report on the status of the goal. To do this, review your goal. Did you achieve it? OR are there key learning activities you still need to do? Only two goal statuses are available for selection, Completed or Ongoing. Select the arrow to the right of the drop-down menu to report the applicable goal status.

- Ongoing Goal Status should only be selected if there is a specific learning activity(ies) you still need to complete to achieve your goal.
- Do not select Ongoing if you have achieved your goal but plan to continue to implement the learnings in your practice. It is expected that you will continue to implement and develop your learnings in your practice and therefore you don't need to include this.

Goal Status Reflection

Goal Status Reflection

- Re-read your goal statement and initial reflection to help you recall why your goal mattered. Think about what you have learned over the past registration year from the activities you completed in relation to your goal. **Describe** how working towards your goal enhanced your competence and provision of occupational therapy services to the public. With reference to the [Competencies of Occupational Therapists in Canada](#); **describe** a scenario that illustrates how your goal has enhanced your competence with respect to at least one [Indicator of Competency](#) from the Domain you selected. If this is an ongoing goal, also include the learning activities you need to complete in the upcoming registration year to achieve this goal.
- An acceptable goal status reflection describes how working towards your goal enhanced your competence and provision of services. It also describes a scenario illustrating how your goal enhanced your competence by referencing at least one Indicator of Competency. If ongoing, it also states the actions you need to complete in the upcoming registration year to achieve this goal.

IMPACT ON COMPETENCE & OT SERVICES
DESCRIBE SCENARIO- USE INDICATOR from THE COMPETENCIES
***Ongoing- outstanding activities**

This reflective component is unlike the previous two reflections (Initial and Learning Activities) in that it captures a synopsis of the learning related to your goal and the impact it had on your competence.

To complete this reflection, you will need to think about your goal, your initial reflection and *all** your learnings related to your goal. (*It is presumed that although you reported on one key takeaway in the ACTION step, you likely completed numerous activities and obtained several key takeaways related to your goal over the course of the year.) Reflecting on the experiences you've had and the knowledge you've gained over the year can help you analyze their impact on your competence and occupational therapy service. Once you are aware of your progress, you will describe the impact. Then, with reference to the Domain you selected from [The Competencies](#), you will identify at least one Indicator or Competency that captures your learning. Describe a scenario that illustrates this. During this step, consider the following:

- Referencing an Indicator or Competency from The Competencies provides the language to capture the competence gained. You do not need to cite the wording directly. Use it to guide your reflection on the competencies you gained because of the goal.
- If you identified an Ongoing Status, you must include the specific actions/activities you need to complete next registration year to achieve the goal.
- If your goal is Ongoing, you can decide whether you will continue to report on this focus for the upcoming registration year; it is presumed that you will complete your goal whether you report on it in next year's Member Selected requirement or not.
 - If you continue to report on this focus in the next year, it is expected that you will write a new Goal Statement and Initial Reflection (i.e. not cut and pasted your previous Goal Statement, Initial Reflection and Learning Activity records) . so that the content reflects the progress you made in the previous year and your current status with this learning goal.

The following graphic provides an example of goal status reflection:

Goal Status Reflection Performance Expectation

An acceptable goal status reflection describes how working towards your goal enhanced your competence and provision of services. It also describes a scenario illustrating how your goal enhanced your competence by referencing at least one Indicator or Competency. If ongoing, it also states the actions you need to complete in the upcoming registration year to achieve this goal.

Example Goal Status Reflection

> Complete Goal

I participated in 6 upper extremity rehab community of practice meetings this past year. I also presented 3 clinical cases/questions to obtain feedback and suggestions from the UECoP group. Engaging in this ongoing learning and professional development on VR provided me with the knowledge and skills to meet my clinical practice needs related to clinically treating frozen shoulder in an outpatient setting. It also provided me with the opportunity to have a thorough discussion with my organization related to implementing VR in our setting. As a team, we developed guidelines and policies related to use of virtual reality. We also consulted legal, and I reached out to my professional liability insurance broker to understand the boundaries of my coverage and shared this with the team. Overtime, after working with the UECoP group, reading research articles on VR and outpatient settings, setting up supervision sessions with an OT who has been using VR in their practice safely and following the protocols of my employer, I noticed that when I worked with a client last week, I was better informed to be proactive in trying strategies and transparent with my client that if I can't ensure their safety, I will not use VR. The preliminary clinical results that I'm obtaining are rivaling traditional approaches (maybe even improved on them particularly related to shoulder range retention), and the clients are reporting to have more fun in the process. I do not consider myself an expert in using VR – I have a way to go – but I am more confident now to set the stage for a safe trial of VR and my knowledge on VR has exponentially increased. I am confident I can improve outcomes for my clients using VR.



Goal Status Reflection Criteria

How Goal Enhanced Competence and Provision of Services:

: obtained knowledge and skills to meet clinical practice needs and increased confidence by participating in 6 UECoP, 3 clinical cases/questions, supervision sessions, and reviewing journal articles. Learning provided opportunity to implement VR in clinical setting. Developed policies related to use, safety and liability. Consulted legal and professional liability broker.

2 Scenarios (only one required):

: (1) professional development and learning improved practice within the organization; provided an opportunity to discuss with employer and as a team to integrate relevant evidence into practice developed guidelines and policies.

: (2) client treatment session- proactive, transparent, employed safety protocols, clinical results rival traditional approaches, and clients have more fun.

Addressed Indicators: D1.2, D1.3, D1.4, D2.2, D3.2, D3.4

SoP/ CoE Alignment

Reflecting on the past registration year, which Standard of Practice or Code of Ethics was addressed by participating in this goal?

Standards of Practice	Code of Ethics
<input type="checkbox"/> Accountability and Professional Responsibility	<input type="checkbox"/> Responsibilities for Self
<input type="checkbox"/> Commitment to Equity in Practice	<input type="checkbox"/> Responsibilities to Clients
<input type="checkbox"/> Communication and Collaboration	<input type="checkbox"/> Responsibilities to Colleagues
<input type="checkbox"/> Competence	<input type="checkbox"/> Responsibilities to the Public and the Profession
<input type="checkbox"/> Documentation and Record Retention	
<input type="checkbox"/> Informed Consent	
<input type="checkbox"/> Maintaining Appropriate Boundaries: Professional	
<input type="checkbox"/> Maintaining Appropriate Boundaries: Sexual	
<input type="checkbox"/> Privacy and Confidentiality	
<input type="checkbox"/> Restricted Activities	
<input type="checkbox"/> Risk Management and Safety	
<input type="checkbox"/> Service Provision	
<input type="checkbox"/> Supervision	

PUSH SAVE FOR LATER BELOW


The final component of the **REVIEW** is to identify which Standard of Practice or Code of Ethics indicator(s) was addressed by participating in the goal. Review your Goal Statement and Goal Status Reflection to determine the most appropriate selection. There may be more than one, but be selective, not all should be checked.

The following graphic provides an example of SoP/CoE alignment:

SoP/CoE Alignment Performance Expectation
Reflecting on the past registration year, which Standard of Practice or Code of Ethics was addressed by participating in this goal?

Example SoP/CoE Alignment

Standards of Practice	Code of Ethics
<input type="checkbox"/> Accountability and Professional Responsibility	<input type="checkbox"/> Responsibilities for Self
<input type="checkbox"/> Commitment to Equity in Practice	<input checked="" type="checkbox"/> Responsibilities to Clients
<input type="checkbox"/> Communication and Collaboration	<input type="checkbox"/> Responsibilities to Colleagues
<input checked="" type="checkbox"/> Competence	<input type="checkbox"/> Responsibilities to the Public and the Profession
<input type="checkbox"/> Documentation and Record Retention	
<input type="checkbox"/> Informed Consent	
<input type="checkbox"/> Maintaining Appropriate Boundaries: Professional	
<input type="checkbox"/> Maintaining Appropriate Boundaries: Sexual	
<input type="checkbox"/> Privacy and Confidentiality	
<input type="checkbox"/> Restricted Activities	
<input checked="" type="checkbox"/> Risk Management and Safety	
<input type="checkbox"/> Service Provision	
<input type="checkbox"/> Supervision	



SoP/CoE Alignment Criteria

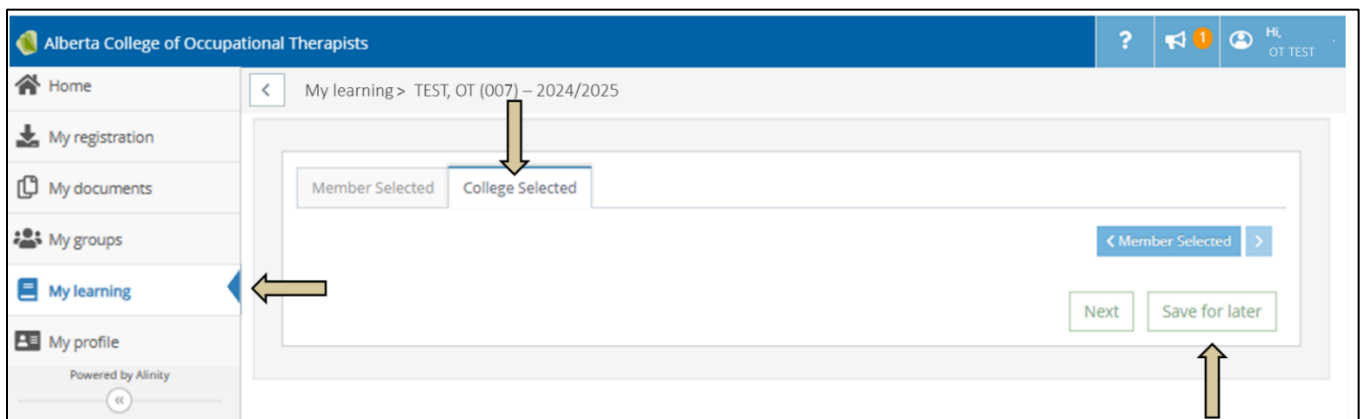
- Identify which SoP/ CoE was addressed by participating in this goal:
 - Competence- specifically Competence in Practice, performance expectations 1-4
 - Risk Management and Safety- specifically performance expectations 1-3 (c,d,e)
 - Responsibilities to Clients- specifically core values and principles 4, 5, 6

Upon completing the Member Selected requirement select Save for Later. You can then choose to Logout of your session or continue to the College Selected requirement.

3.3. COLLEGE SELECTED REQUIREMENT

The College Selected activity is the second and final CCP requirement for completion. The **College Selected** requirement sets out the mandatory training that is to be completed annually to protect and serve the public through completion of modules, self-evaluations or reflections on specific learning. The College Selected training ensures that all registered occupational therapists on the general or provisional register in Alberta have baseline knowledge on a selected topic. The College Selected training will promote a commitment to ongoing reflective practice by presenting content on a specific topic area, promoting positive change and overall competent and ethical practice. The learning materials are accessed or linked through the online platform; ACOT will also identify the annual mandatory training prior to the upcoming registration year in the eNews.

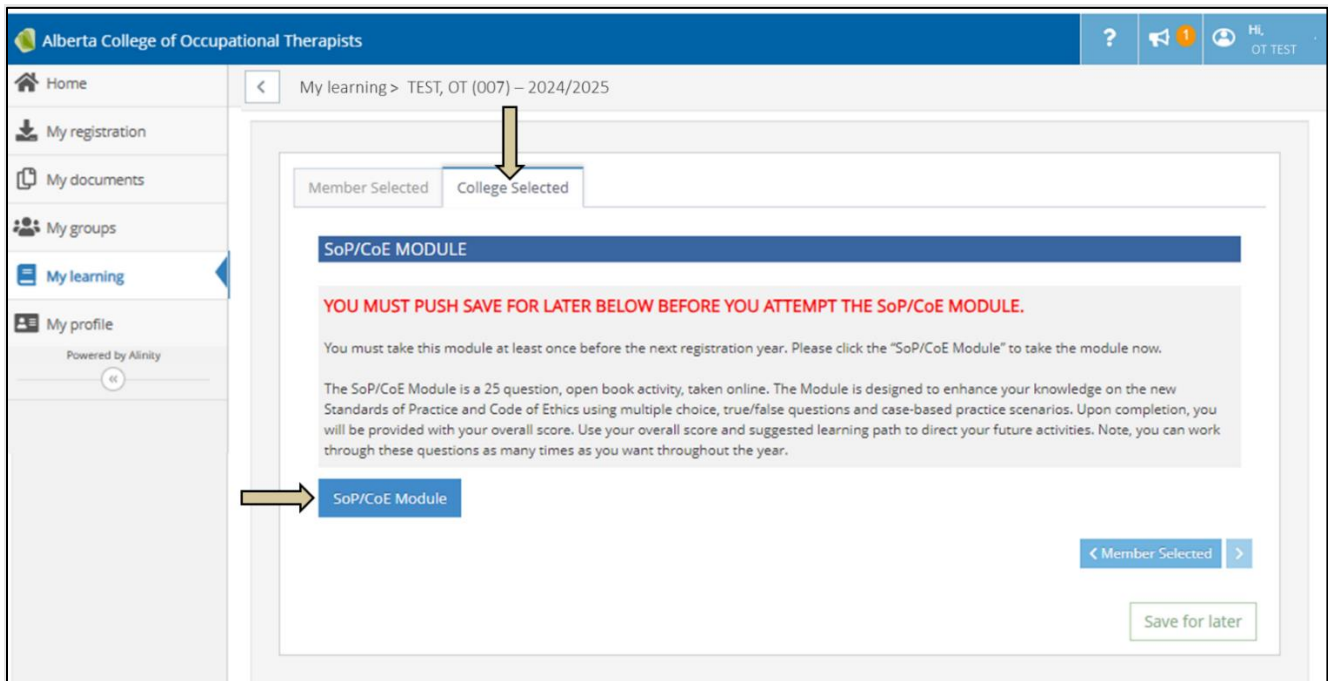
3.3.1. NAVIGATING THE COLLEGE SELECTED REQUIREMENT



Improved accessibility of the College Selected mandatory training has been achieved by embedding the requirement in My learning along with the Member Selected requirement.

Prior to participating in the College Selected mandatory training, select Save for Later to ensure content in the Member Selected tab is saved. Select the College Selected tab. The instructions for the College Selected mandatory training will show up on March 1 of the registration year until February 28 or until you've completed renewal, whichever comes first.

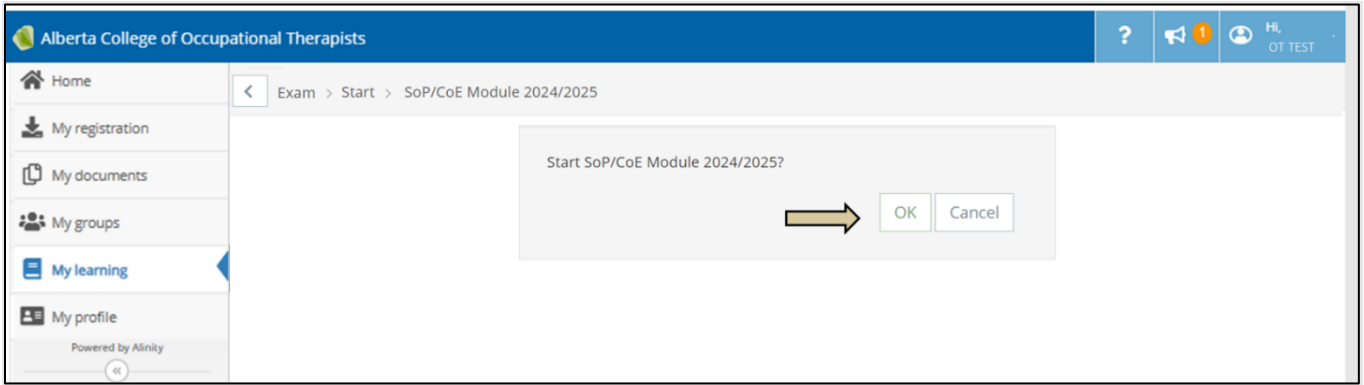
3.3.2. COLLEGE SELECTED- 2024/2025 SoP/CoE MODULE



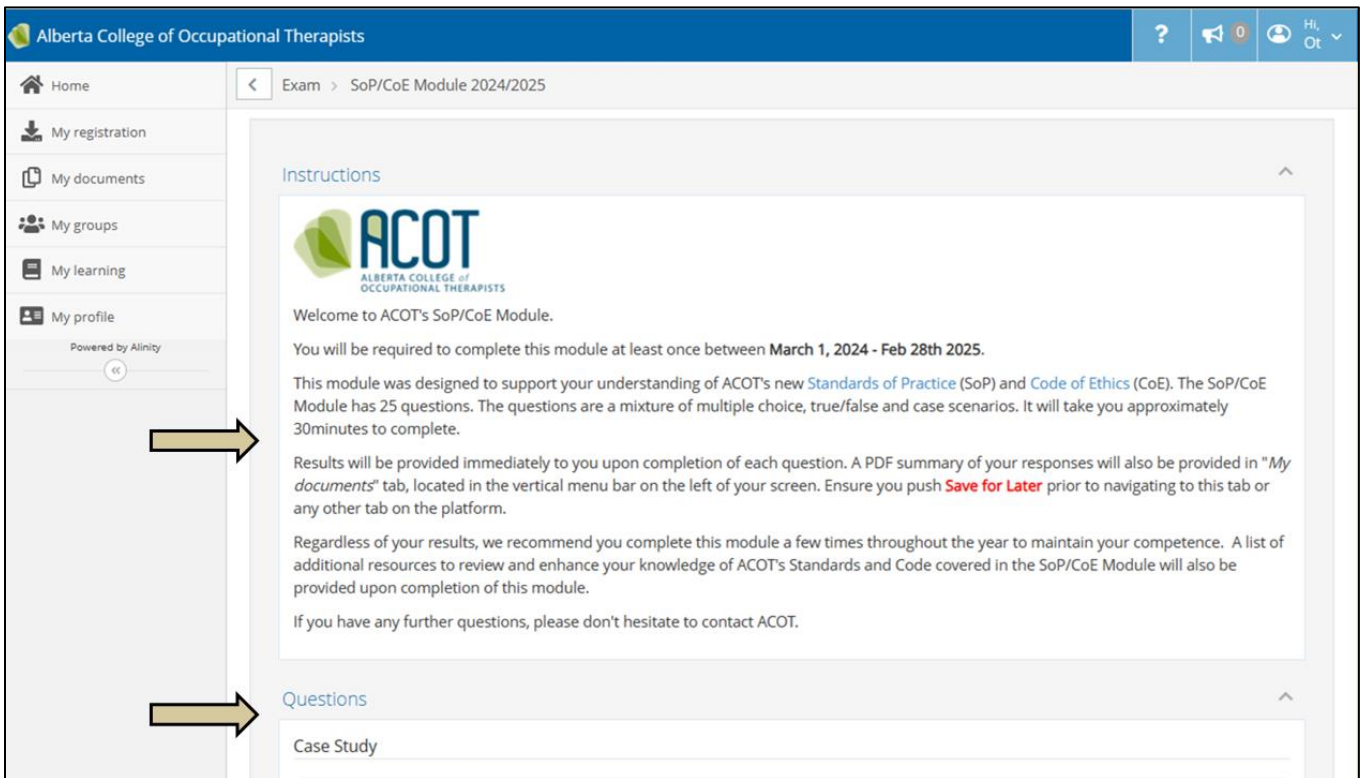
During the 2024/2025 registration year, registrants are expected to complete an open book module on the new Standards of Practice (SoP)/Code of Ethics (CoE), which were approved by government in the summer of 2024. The 25-question module is a mixture of multiple choice, true/false and case-based scenarios. A range of practice areas, contexts and client age ranges are represented within the questions.

The guiding principle in designing this module was to provide an application-based activity to promote knowledge translation of the Standards and Code. The requirement is that you take the SoP/CoE Module at least once during the registration year. However, the module was purposefully designed to be taken as many times as you require. Use the module to support and reinforce your knowledge of the SoP and CoE and to highlight the areas you require additional learning in.

Upon reviewing the instructions, select the SoP/CoE Module button. You will be asked if you wish to Start the SoP CoE Module 2024/2025? Select OK. The module will open in a new window.



It is recommended that you read the instructions for the SoP/CoE Module. The questions are directly below the instructions.

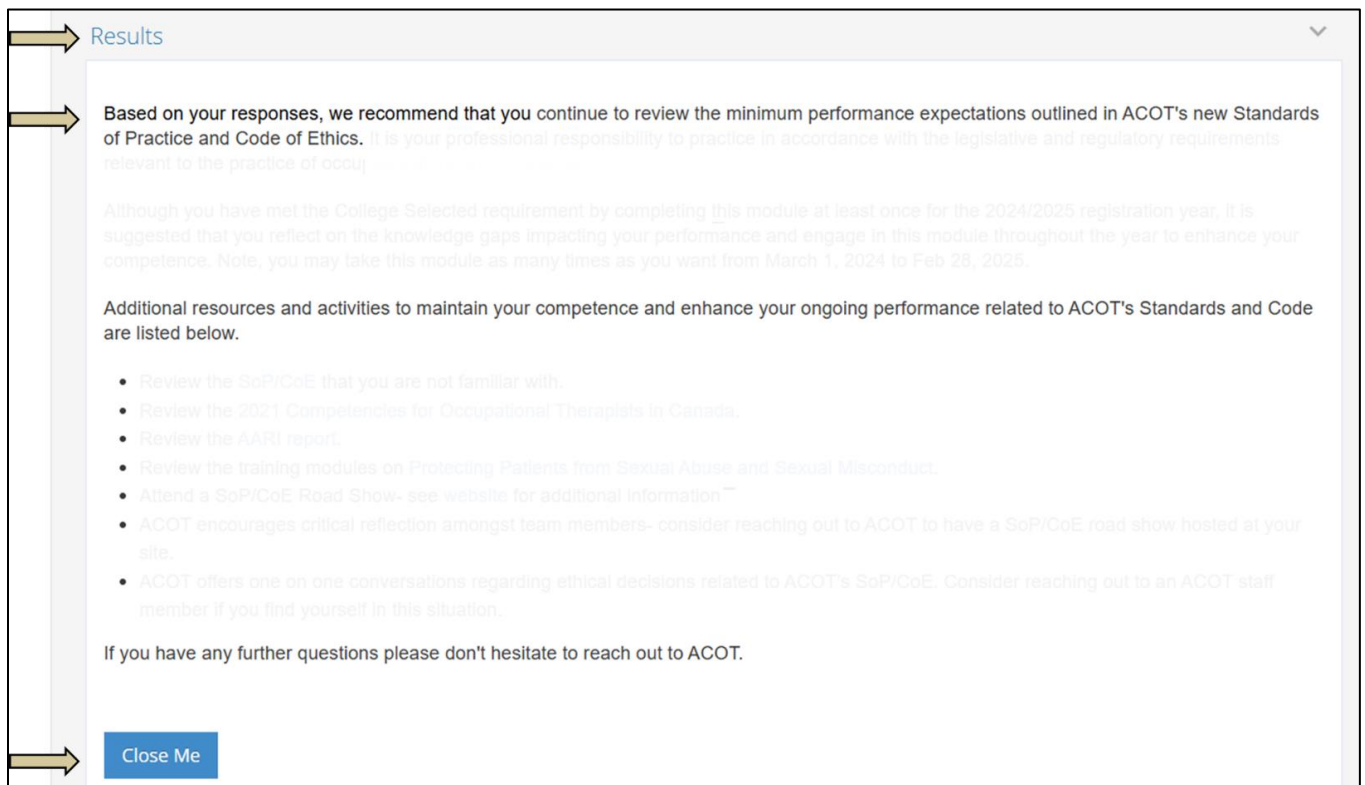


The questions follow the same structure/ format. The Header identifies which SoP or CoE the questions are referring to. The module identifies which question of the 25 you are on. For each question you will have either a case-based scenario with 4 response options, a question with 4 response options or a true/false question. Once you select your response, your answer is immediately evaluated as **Correct** or **Incorrect** and recorded. Response content is also provided to support understanding of the correct answer.

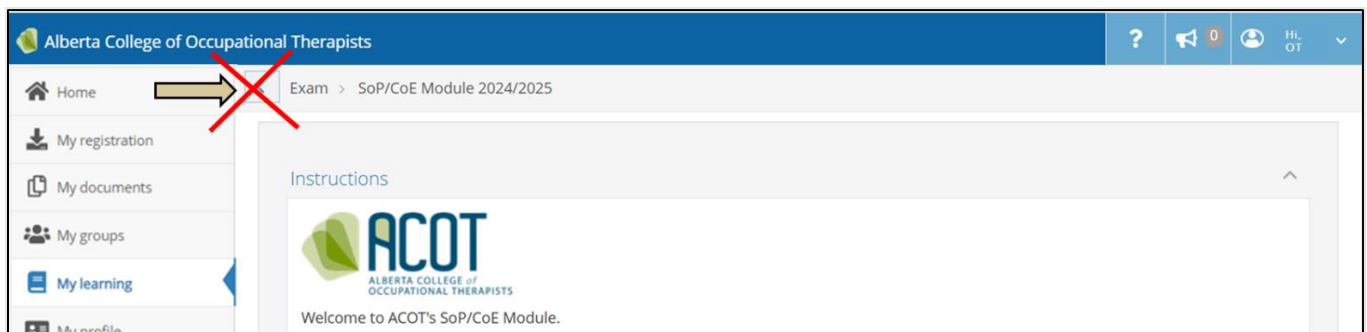
The screenshot shows a 'Questions' interface with the following components:

- Header:** ACCOUNTABILITY & PROFESSIONAL RESPONSIBILITY
- Question #:** Question 1 of 25
- Question Text:** According to the ACOT Standards of Practice, what is a registrant's responsibility in situations of self-employment?
- Response Options:**
 - a. As a self-employed, regulated health professional, an occupational therapist's primary responsibility is to their business; the regulatory requirements relevant to the practice of occupational therapy are not applicable.
 - b. They must ensure that their policies, procedures, and processes meet or exceed the minimum expectations outlined in the ACOT Standards of Practice, Code of Ethics.
 - c. They are only responsible for occupational therapy services they personally provide but not anyone they supervise.
 - d. Self employment releases the registrant of their responsibilities to their College. Therefore, they do not need to report findings of professional negligence or malpractice to their Registrar.
- Evaluation & Response Content:**
 - Correct!**
 - A registrant must ensure that the policies, procedures, and processes of their organization meet or exceed the minimum expectations set out in the ACOT's Standards of Practice (SoP), Code of Ethics (CoE), and relevant practice guidance documents. Policies, procedures and processes addressing business needs must be in alignment with the SoP and CoE. Registrants are responsible for the occupational therapy services that they design to anyone they supervise and, where relevant, this should be addressed within the organization's processes. All registrants have a duty to report any findings of professional negligence or malpractice made against the regulated member to the Registrar.

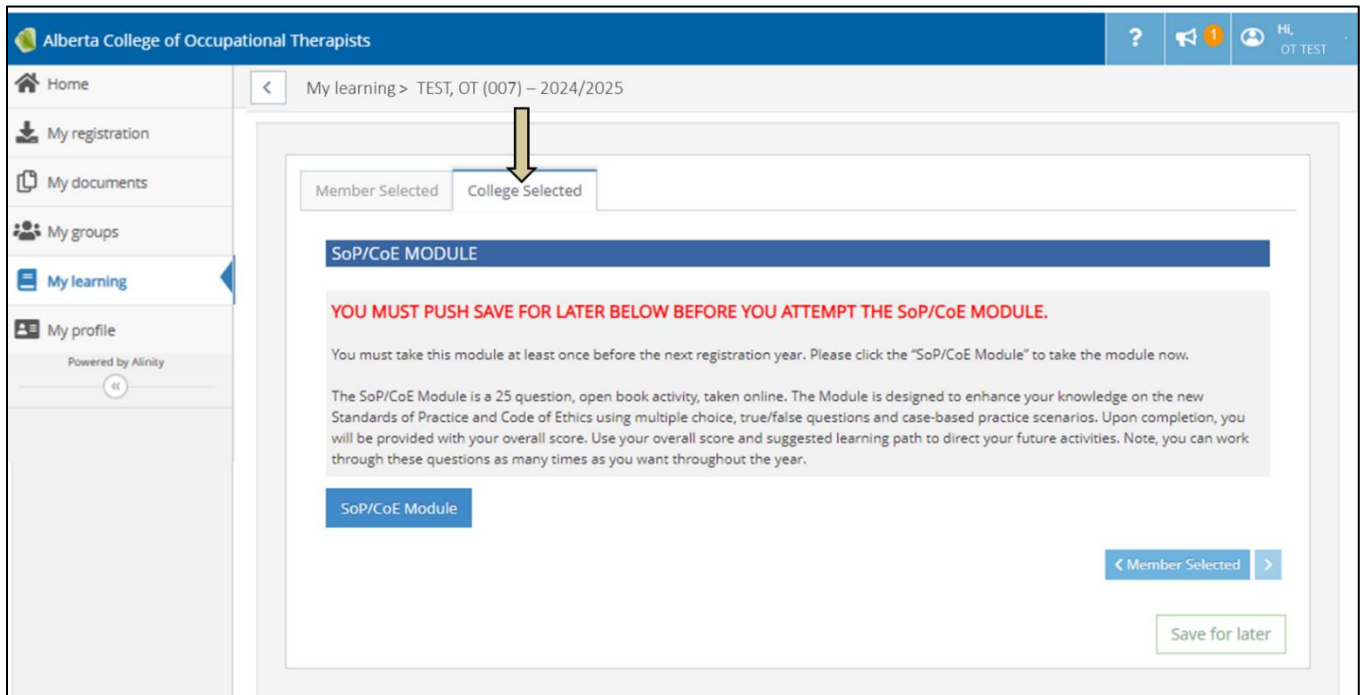
Once you complete the 25 questions, you will be given a summary of your performance. This will be directly below the final question under the heading Results. If further learning is recommended, suggestions for guided activities to enhance your understanding of the new SoP/CoE will be provided. An overall score is not provided since the objective of the module is to develop awareness of the new SoP/CoE and foster application of the Standards and Code to clinical practice. When you are ready to exit the SoP/CoE Module, select "Close Me" at the bottom of the Results page.



Selecting the arrow back button at the top of the SoP/CoE Module is **not recommended**. If you select this button, it will bring you back to the Home Page (not back to the CCP under My Learning). Clicking the back button will risk content being lost in the SoP/CoE Module (if you initiated it) and in the Member Selected requirement if you didn't select Save for Later prior to starting the Module.



If you select Close Me, the platform will redirect you back to where you started the module.



To obtain a PDF copy of your results, select My Documents in the vertical menu bar to the left. Select SoP/CoE Module 2024/2025. A PDF document is created and stored in this location each time you complete the Module.



4. SUMMARY

We hope this step-by-step guide will be helpful as you complete your CCP. If you have any questions or points of clarification, please don't hesitate to contact ACOT directly or attend one of the many CCP Meet Up sessions scheduled over the course of the year.