



Striving for Excellence in Continuing
Competence: Lessons Learned
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Today's Presentation

- Introduction to the OCSWSSW's Continuing Competence Program (CCP)
- History and Context
- Key Elements: How the CCP Works
- Workshops and Other Resources to Support and Enhance Compliance
- Reflections and Lessons Learned
- Questions?

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Key Points


- The CCP contributes to **excellence in practice** by:
 - ✓ Ensuring that members are familiar with the standards of practice
 - ✓ Building on skills in self-reflection and self-assessment
 - ✓ Promoting lifelong learning



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Key Points, cont'd

- High trust model - a philosophical and resource-based decision to take a supportive and educational approach
- Serious consequences for non-compliance



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History and Context

- Launched in April 2009, after 2 phases of consultation
- Mandatory for all members
- Underlying principles: should be **meaningful, feasible, accessible** and **cost-effective**
- Adult education model

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History and Context, cont'd

- Objectives:
 - ✓ To enhance practice in a meaningful way
 - ✓ To ensure that members demonstrate commitment to ongoing professional development
- Registration Regulation: College has the authority to suspend members for non-compliance

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The CCP is designed to:

- Promote self-reflection with respect to practice
- Identify areas for professional growth and development
- Focus, document and track learning

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Self-Assessment



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Maintaining Competence: the Self-Assessment Literature

- There are limitations to self-assessment, including:
 - ✓ People tend to hold overly favourable views of their abilities (Kruger and Dunning, 1999; Baxter and Norman, 2011)
 - ✓ Professionals may avoid learning in areas of weakness, and may choose to focus their learning in areas in which they are already comfortable (Regehr, 2006)

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Maintaining Competence: the Adult Education Literature

- The fulfillment of CEUs alone is not sufficient to improve practice (Daley, 2001)
- Informal sources of learning have been reported to have a greater effect on practice (Jette et al., 2003)

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Maintaining Competence: the Adult Education Literature, cont'd

- Self-reflection builds competence, prevents burnout and boundary violations, and is a cornerstone for the development of the professional self (Urdang, 2010)
- Portfolio model of continuing competence has been shown to be effective (Alvarez and Moxley, 2004; Swignonski et. al., 2006)

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Can One Size Really Fit All??!

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Members can wrap it up their own way...



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The CCP in 5 Steps



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Developing the Infrastructure

- Early stages: program roll-out and some resistance/push-back
- Evolution in members' responses, including positive reactions to the idea of building a **portfolio**
- Developing a system for efficient and effective administrative follow-up

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Developing the Infrastructure, cont'd

- An educational approach: phone calls, presentations, workshops and other resources
- Amendments to Registration Regulation: complaints against "defiant non-compliant" members vs. authority to suspend members for non-compliance

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Supporting and Promoting Compliance

- Developed a range of resources to support members, including:
 - ✓ Workshops
 - ✓ Webcasts and improved website
 - ✓ Webinars - **new**
 - ✓ Newsletter articles
 - ✓ E-bulletins

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CCP Workshops

- Focused primarily on non-compliant members
- Offered in workplace, AMED and at the College
- Evaluation:
 - ✓ 100% compliance in year following the workshop

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CCP Workshops: Evaluation

- ✓ 95% felt that they clearly understood the CCP requirements after attending
- ✓ 79% felt that the CCP **significantly** increased their familiarity with the standards of practice
- ✓ 21% felt that the CCP **somewhat** increased their familiarity with the standards of practice

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Workshop Evaluation, cont'd

- ✓ 83.3% felt that the workshops helped them **significantly** in getting started on/completing their CCP documents
- ✓ 16.7% felt that the workshop **somewhat** helped them get started

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Reflections and Lessons Learned

- Re-consider review of principles each year; more flexibility; additional materials
- Need to accommodate different learning styles - develop alternate formats
- Build in and require more input/feedback from clients, supervisors, colleagues and from chart review

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Reflections and Lessons Learned, cont'd

- Support members in creating communities of practice
- Add a practice assessment component
- Build upon the "portfolio" model
- Offer more supports for compliant and non-compliant members alike - regular webinars
- Audit

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Next Steps



- Evaluation - will begin in Fall 2013
- Program Enhancements
- Ongoing promotion and education



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View the CCP Materials

- Visit the OCSWSSW website and view the materials at www.ocswssw.org



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QUESTIONS?



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