Developmental Milestones of a CPD Program in British Columbia

BEYOND CE:
Regulating Competency in a Dynamic Profession

ASWB 2017 Education Conference | April 2017
Guiding Framework

Underlying Principles

- Reflective learning
- Flexible
- Adult learning
- Values of social work
Standards for CPD

1. Plan CPD activities that will enhance the quality of practice and delivery of services;
2. Undertake CPD activities that enhance social work ethical conduct;
3. Actively seek and participate in a range of CPD activities that maintain and advance professional skills and knowledge;
4. Seek to ensure that CPD activities promote positive outcomes for recipients;
5. Accurately maintain an up-to-date record of activity;
6. Accurately report completion of CPD activities
7. Upon request provide the college with documentation as part of any auditing and review process.
What do Registrants need to do?

1. Identify learning goals
   ◦ Reflect on practice
2. Engage in activities that meet those goals
3. Keep a record of the activities
4. Complete statement on learning
5. Declaration and submit by **October 31**
Before claiming hours for an activity

Consider:

How is the activity linked to my CPD learning goals?

Did it raise my knowledge and skills in relation to scope of practice (Standard 3)?

Will it enhance my practice with clients (Standard 4)?
How Many hours?

40 hours total
- Mixture of categories
- Given 6 hours for doing the self-assessment & development of a plan
- 3 hours must be on ETHICS
Categories of Learning

Self-Directed
Work-Based
Professional
Formal/Educational
Other

MAXIMUM: 15 hours per category
What is submitted?

1. Learning Plan
   ◦ Goals
   ◦ Record of Activities
   ◦ Statement on Learning
Continuing Professional Development

The College requires all registrants to complete a mixture of learning activities to an equivalence of 40 hours of CPD activity per yearly cycle. In order to be eligible to renew your registration you will be required to submit to the College by October 31, a completed learning plan, an activity timesheet that meets the hourly requirement and a statement on learning.

Current progress

<table>
<thead>
<tr>
<th>Category of Learning</th>
<th>Completed Hours</th>
<th>Maximum Allowable Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional activity</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Formal or educational</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Degree, diploma, certificate program or licensure exam</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Self directed</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Work based</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>
### Goals and activities

#### Learning Plan

<table>
<thead>
<tr>
<th>Category of Learning</th>
<th>Description</th>
<th>Total Hours</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self directed</td>
<td>Complete Learning Plan</td>
<td>6</td>
<td>2014-Mar-05</td>
</tr>
</tbody>
</table>

#### Learn about working with people with eating disorders

<table>
<thead>
<tr>
<th>Category of Learning</th>
<th>Description</th>
<th>Total Hours</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal or educational</td>
<td>Attended movie presented by &quot;Silver Screen Insights Into Mental Health&quot; on people living with mental illness and engaged in reflective dialogue with other attendees</td>
<td>20</td>
<td>2014-Mar-15</td>
</tr>
</tbody>
</table>

### Ethical Component

<table>
<thead>
<tr>
<th>Category of Learning</th>
<th>Description</th>
<th>Total Hours</th>
<th>Completion Date</th>
</tr>
</thead>
</table>
Non-practicing Class

- No CPD requirements while in non-practicing class

BUT....

- Requirements upon return to full class
Useful Tools

Manual, Categories of Activities and examples
Peer Feedback Guide
Setting SMART objectives
Self-assessment
Example of completed submission
Planning Tool
Logic Model

- **inputs:** individualized learning plans
- **activities:** completion of activities related to goals
- **outputs:** acquisition of new knowledge, skills and abilities
- **outcomes:** improved practice and service user outcomes
Review of the existing program

Is the program clear and understandable to registrants?
Is the program delivering the desired results?
What are the barriers affecting desired outcomes/outputs?
Survey conducted

Only 4% response rate

Demographics

44% had over 20 years of practice experience

Predominant field of practice: medical and MH and substance use (each between 30-35%)

83% urban setting
What do you like about the program?

| The program helps me focus on improving my skills annually | 41.53% |
| CPD provides a record of activities to reflect on | 46.99% |
| I can use this as part of my workplace supervision/annual review | 17.49% |
| Increases my credibility as a professional | 47.54% |
| Improves the quality or outcome of services I deliver | 43.72% |
| Nothing | 12.57% |
| Other (please specify) | 13.66% |
Has your learning increased because of the CPD?
Registrants are required to submit their CPD within the online self-services portal. Select any features of this online submission process that are challenging to use.

52% said None
Q15 The bylaws require that registrants complete a range of activities. Are the ‘categories of learning’ (eg. self-directed, work-based, formal, etc.) an effective way of ensuring registrants engage in a range of activities?

Answered: 167  Skipped: 24
Do you feel you have sufficient knowledge to engage in culturally safe practices with Indigenous peoples?

Yes – 52%
I feel I should improve – 45%
No – 3%
Survey responses

99% see ongoing learning important to their work

56% find their workload interferes with completing CPD

57% did not like the method for completing the program

Want to be credited for 6 hours of developing the plan (89%) but don’t want it to be deducted from self-directed category (63%)
Feedback from registrants

Want us to encourage employers to support SW completing requirements

Want more flexibility with distribution of hours
  ◦ Categories causes barrier for rural practitioners

Some want more emphasis on higher quality education or more prescribed activities

Want pro-rated hours for part time workers
Challenges

Format of the electronic submission
Registrants looking for detailed feedback on their submission
Audit criteria
Measure outcomes for service recipients (standard 1 & 4)
Ensuring fair program for rural and urban practitioners
Low response rate on survey
Opportunities

Work with the Association to increase access to learning
Re-examine maximum number of hours in each category of activity
Re-consider purpose of statement on learning
Ongoing education of the public and employers about regulation
THANK YOU! – From the BC College of Social Workers

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