



Alberta College of  
Speech-Language Pathologists  
and Audiologists

*Hear. Speak. Connect.*

# Jurisprudence Course

## Module 4: Professional Practice

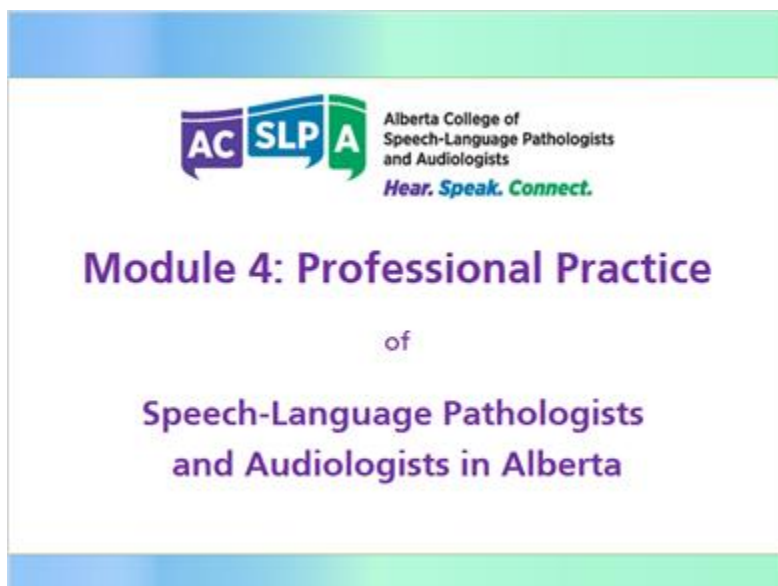
### Handout

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# Jurisprudence – Professional Practice

## 1. Professional Practice

### 1.1 Welcome



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#### Narration

No narration, only music.

## 1.2 Overview

### Overview

- Professional practice documents*
- Overview and expectations*
- Restricted activities*
- Professional competence*
- Maintaining competence*
- Continuing Competence (HPA)*
- Continuing Competence Program*



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### Narration

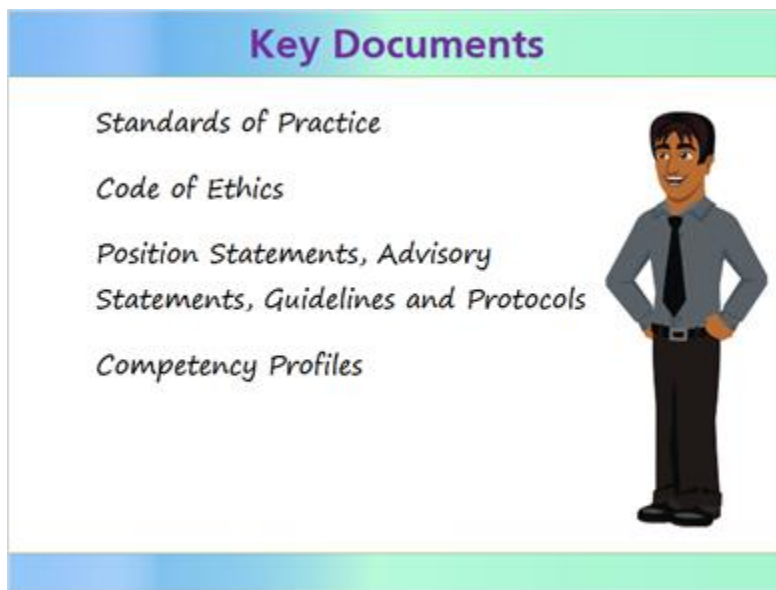
**JILL:** Welcome to Module 4 of the ACSLPA Jurisprudence Course. This module will discuss the professional practice requirements for SLPs and audiologists in Alberta.

**MARK:** Hi Jill. What topics will we be covering in this module?

**JILL:** We will begin with the documents that define the professional practice requirements for SLPs and audiologists; we will then give an overview of each of the foundational documents and the expectations of regulated members; we will discuss restricted activities, and the related requirements and responsibilities; the term “professional competence” will be defined; the professional obligations for maintaining competence will be described; we will review the *Health Professions Act* continuing competence requirements; and finally we will provide an overview of the College’s Continuing Competence Program.

**MARK:** Sounds great.

## 1.3 Key Documents



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### Narration

**JILL:** Under the *Health Professions Act*, a College must establish, maintain and enforce standards of practice and a code of ethics. These documents, along with position statements, advisory statements, guidelines, protocols and competency profiles state specific requirements and expectations for SLPs and audiologists in their professional practice.

**MARK:** Are we now going to explore each of these documents in more detail?

**JILL:** Yes we are.

## 1.4 Standards of Practice

Standards of Practice	Menu
<p>Standards of Practice state the:</p> <ul style="list-style-type: none"><li>• <i>expected level of professional performance</i></li><li>• <i>minimum standards for conduct and behavior</i></li><li>• <i>expected outcomes that the public can expect from SLP and audiology services</i></li></ul> <p><i>Apply in all practice areas and settings</i></p>	<ul style="list-style-type: none"><li><a href="#">1.1 Welcome</a></li><li><a href="#">1.2 Overview</a></li><li><a href="#">1.3 Key Documents</a></li><li><a href="#">1.4 Standards of Practice</a></li><li><a href="#">1.5 Purpose of Standards</a></li><li><a href="#">1.6 Standards Format</a></li><li><a href="#">1.7 Standards Framework</a></li><li><a href="#">1.8 Code of Ethics</a></li><li><a href="#">1.10 Competency Profiles</a></li><li><a href="#">1.11 Other Documents</a></li><li><a href="#">1.12 Restricted Activities</a></li><li><a href="#">1.13 Supervision</a></li><li><a href="#">1.14 Competence</a></li><li><a href="#">1.15 Maintaining Competence</a></li><li><a href="#">1.16 CCP Requirements</a></li><li><a href="#">1.17 CCP Objectives</a></li><li><a href="#">1.18 HPA / CCP</a></li><li><a href="#">1.19 ACSLPA CCP</a></li><li><a href="#">1.20 CCP Process</a></li><li><a href="#">1.21 CCP Annual Audit</a></li><li><a href="#">1.22 Summary</a></li><li><a href="#">1.23 The End</a></li></ul>

### Narration

**JILL:** Let's start with the *Standards of Practice*. Standards define the level of professional performance that SLPs and audiologists are expected to demonstrate to ensure competent, safe and ethical practice. The *Standards of Practice* represent the minimum standards of expected professional conduct and behaviour.

**MARK:** Regulated members are accountable for practicing in compliance with the standards regardless of their practice area or setting. Practicing in breach of the *Standards of Practice*, *Code of Ethics* or any other professional practice documents may constitute "unprofessional conduct" as defined by the *Health Professions Act*.

**JILL:** The *Standards of Practice* were developed by the College in consultation with its regulated members, Alberta Health and other stakeholders. The *Standards of Practice* are available to regulated members and the public on the ACSLPA website.

Now let's take a look at the many purposes for the *Standards of Practice*.

## 1.5 Purpose of Standards

### Purpose of Standards

Standards of Practice are relevant to:

- Regulated members
- The College (ACSLPA)
- Educators
- Managers / employers
- Other health professionals
- The public



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### Narration

**JILL:** The *Standards of Practice* have a different purpose and relevance to various stakeholders, both within and external to the professions of speech-language pathology and audiology. Let's do this one together. Mark, you start.

**MARK:** Okay. Regulated members use the standards to obtain guidance related to accountability, expectations and continuing competence.

**JILL:** The College uses standards to inform practice related to continuing competency, complaints, and the conduct of regulated members.

**MARK:** Educators can utilize the standards to serve as a framework for curriculum content and development, practice evaluation and program review. This is done in conjunction with entry-to-practice competency statements.

**JILL:** Managers and employers can use the standards to guide development of job descriptions and performance evaluation.

**MARK:** Other health professionals may use the standards to provide insight into speech-language pathology and audiology roles and responsibilities, overlapping areas of practice, and to highlight opportunities for collaboration.

**JILL:** The public may use the standards to gain understanding of what they can expect from the services that are provided by SLPs and audiologists.

Now let's examine how the *Standards of Practice* are organized.

## 1.6 Standards Format

Standards Format	Menu
Standards of Practice are organized as follows: <ul style="list-style-type: none"><li>1. <i>Service Delivery</i></li><li>2. <i>Professional Responsibility / Accountability</i></li><li>3. <i>Ethical Practice</i></li><li>4. <i>Practice Management</i></li><li>5. <i>Sexual Abuse and Sexual Misconduct</i></li></ul>	<ul style="list-style-type: none"><li><a href="#">1.1 Welcome</a></li><li><a href="#">1.2 Overview</a></li><li><a href="#">1.3 Key Documents</a></li><li><a href="#">1.4 Standards of Practice</a></li><li><a href="#">1.5 Purpose of Standards</a></li><li><a href="#">1.6 Standards Format</a></li><li><a href="#">1.7 Standards Framework</a></li><li><a href="#">1.8 Code of Ethics</a></li><li><a href="#">1.10 Competency Profiles</a></li><li><a href="#">1.11 Other Documents</a></li><li><a href="#">1.12 Restricted Activities</a></li><li><a href="#">1.13 Supervision</a></li><li><a href="#">1.14 Competence</a></li><li><a href="#">1.15 Maintaining Competence</a></li><li><a href="#">1.16 CCP Requirements</a></li><li><a href="#">1.17 CCP Objectives</a></li><li><a href="#">1.18 HPA / CCP</a></li><li><a href="#">1.19 ACSLPA CCP</a></li><li><a href="#">1.20 CCP Process</a></li><li><a href="#">1.21 CCP Annual Audit</a></li><li><a href="#">1.22 Summary</a></li><li><a href="#">1.23 The End</a></li></ul>

### Narration

**JILL:** The *Standards of Practice* are organized into five broad standard areas. The first one is *Service Delivery*, which addresses specific requirements related to client-centered services, evidence-informed practice, client assessment and intervention, communication and collaboration, concurrent practice and telepractice.

**MARK:** The second area is *Professional Responsibility and Accountability*. This section addresses specific requirements related to professional practice obligations, use of titles, continuing competence and restricted activities.

**JILL:** The third section is *Ethical Practice* which addresses specific requirements related to privacy and confidentiality, informed consent, professional boundaries and conflict of interest.

**MARK:** *Practice Management* addresses specific requirements related to safety and risk management, quality improvement, documentation and information management, and supervision. It also includes requirements for regulated members who work in a practice setting where they engage in advertising and promotional communications, human resource management, and fees and billings.

**JILL:** And a new fifth standard area that focuses on sexual abuse and sexual misconduct was added in 2018 based on an amendment to the *Health Professions Act*.



## 1.7 Standards Framework



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### Narration

**JILL:** Each standard area is composed of a number of individual standard statements. Mark, why don't you elaborate?

**MARK:** Sure. The standard statement describes the expected performance of a regulated member from a professional and legal perspective. Indicators describe the actions that demonstrate how a standard is applied in practice. Indicators assist in interpreting or measuring performance to determine if a standard is being achieved.

The expected outcomes outline clients' expectations from the services provided by a regulated member. And the resources list the documents that are relevant and provide additional information related to each standard.

**JILL:** It should be noted that all of the standard statements, indicators and expected outcomes are applicable to both SLPs and audiologists.

**MARK:** Good to know. What's next?

## 1.8 Code of Ethics

### Code of Ethics

*Outlines the ethical expectations of regulated members*

*Applicable in all practice areas or settings*

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### Narration

**JILL:** Next is the *Code of Ethics*. The *Code of Ethics* describes ethical expectations of SLPs and audiologists who provide professional services in Alberta. It outlines the values, accountabilities and responsibilities by which SLPs and audiologists are expected to conduct their practice.

**MARK:** Each regulated member is accountable for practicing in compliance with the *Code of Ethics*, regardless of their practice area or setting. As with the *Standards of Practice*, the *Code of Ethics* was developed by the College in consultation with its regulated members, Alberta Health and other stakeholders. The *Code of Ethics* is available to regulated members and the public on the ACSLPA website.

## 1.9 Code of Ethics

Code of Ethics	Menu
<p><b>Purpose:</b></p> <ul style="list-style-type: none"><li>• informs the public and other health professions of ethical values</li><li>• resource for ethical reflection and self-evaluation</li><li>• guide to ethical decision making</li><li>• promotes accountability in professional activity</li><li>• basis for evaluation of professional conduct</li></ul>	<ul style="list-style-type: none"><li><a href="#">1.1 Welcome</a></li><li><a href="#">1.2 Overview</a></li><li><a href="#">1.3 Key Documents</a></li><li><a href="#">1.4 Standards of Practice</a></li><li><a href="#">1.5 Purpose of Standards</a></li><li><a href="#">1.6 Standards Format</a></li><li><a href="#">1.7 Standards Framework</a></li><li><a href="#">1.8 Code of Ethics</a></li><li><a href="#">1.10 Competency Profiles</a></li><li><a href="#">1.11 Other Documents</a></li><li><a href="#">1.12 Restricted Activities</a></li><li><a href="#">1.13 Supervision</a></li><li><a href="#">1.14 Competence</a></li><li><a href="#">1.15 Maintaining Competence</a></li><li><a href="#">1.16 CCP Requirements</a></li><li><a href="#">1.17 CCP Objectives</a></li><li><a href="#">1.18 HPA / CCP</a></li><li><a href="#">1.19 ACSLPA CCP</a></li><li><a href="#">1.20 CCP Process</a></li><li><a href="#">1.21 CCP Annual Audit</a></li><li><a href="#">1.22 Summary</a></li><li><a href="#">1.23 The End</a></li></ul>

### Narration

**MARK:** Let's talk about the purpose of the *Code of Ethics*. I'll start. The *Code of Ethics* serves to inform the public and other healthcare professions of the ethical values that guide regulated members of ACSLPA.

**JILL:** The *Code of Ethics* provides regulated members with a resource for ethical reflection and self-evaluation.

**MARK:** The *Code of Ethics* provides guidance in ethical decision-making for regulated members engaged in direct service to the public, and for those engaged in research, education, administration and consultation.

**JILL:** Finally, the *Code of Ethics* promotes accountability in professional activity and serves as a basis for the evaluation of professional conduct in the complaints process.


## 1.10 Competency Profiles

### Competency Profiles

Knowledge and skills for entry to practice

Based on seven role areas:

- Expert
- Communicator
- Collaborator
- Advocate
- Scholar
- Manager
- Professional



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### Narration

**JILL:** Our next set of important practice-related documents are the *Competency Profiles*. Mark, what is a *Competency Profile*?

**MARK:** *Competency Profiles* state the minimum knowledge and skills required for entry-to- practice into the professions of speech-language pathology or audiology.

**JILL:** Yes, that is correct. However, did you know that the *Competency Profiles* for SLPs and audiologists were developed as part of a national project completed in partnership with regulators, professional associations and educators?

**MARK:** No, I didn't. I thought that they were developed provincially like the *Standards of Practice* and *Code of Ethics*.

**JILL:** The framework for the *Competency Profiles* was adapted from the competency framework for physicians, developed by the Royal College of Physicians and Surgeons of Canada. The framework was selected because it is evidence-based, needs-driven and outcome measured. Considerable research efforts have been made towards its development and implementation. In addition, the framework uses a common language that is shared across other healthcare

professions. This supports inter-professional collaboration initiatives. The framework is based on seven role areas. Let's do this together. You start.

**MARK:** Okay. The first is the Role of Expert. This includes competency requirements related to foundational principles of the profession, assessment, intervention planning, rehabilitation, population-based programs and limits to practice.

**JILL:** The *Communicator Role* includes competency requirements related to oral communication, cultural and linguistic sensitivity and documentation.

**MARK:** The *Collaborator Role* includes competency requirements related to collaboration and relationships with clients and other professionals.

**JILL:** The *Advocacy Role* revolves around competency requirements related to client advocacy, client empowerment and public education.

**MARK:** The *Scholar Role* relates to continuous learning, evidence-based practice and facilitating the learning of others.

**JILL:** The *Manager Role* has to do with practice management and workplace functioning.

**MARK:** And the last one is the *Professional Role*. This includes competency requirements related to professional integrity, adherence to standards and regulatory requirements and professional relationships.

By the way, are the *Competency Profiles* available to the public, or only to regulated members?

**JILL:** The *Competency Profiles* are available to both regulated members and the public. They can be viewed on the ACSLPA website.

## 1.11 Other Documents



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### Narration

**JILL:** Now on to the last set of practice documents. These include position and advisory statements, guidelines and protocols. Let's take a more detailed look at each. Mark, what are Position Statements?

**MARK:** *Position Statements* set out the official position of the College on an issue or matter that is significant not only to the professions but also to outside agencies or groups.

**JILL:** *Advisory Statements* address the legislated obligations that apply to SLPs and/or audiologists. They inform regulated members about legislation, provide suggestions for compliance, and direct members to relevant resources.

**MARK:** A *guideline* provides recommendations to regulated members that are deemed to be acceptable practice within regulatory requirements. Regulated members are afforded reasonable use of their professional judgment in the application of a guideline.

**JILL:** *Protocols* describe criteria, activities, and procedures that should be adhered to by regulated members in the provision of specific professional services. Protocols are evidence-informed. These documents have been developed to support the professional practice of regulated members. They also may serve as an extension to the *Standards of Practice*. New documents are developed as required to address issues relevant to regulated members. Each of these documents is posted on the ACSLPA website. All regulated members of ACSLPA are expected to be aware of the contents and practice in compliance with these documents.

## 1.12 Restricted Activities

### Restricted Activities

*Procedures that require specific competence and authorization to perform*

*Restricted activities for SLPs* ?

*Restricted activities for audiologists* ?

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### Narration

**JILL:** The Government of Alberta has defined “restricted activities” as procedures or services that require specific professional competence to be performed. Such activities represent the most significant, invasive, and potentially harmful healthcare services. They may only be carried out by competent service providers who are authorized by their regulatory college.

**MARK:** And what are the restricted activities that SLPs and audiologists are authorized to perform?

**JILL:** To see the restricted activities for SLPs and audiologists, click on the question mark icons. Please take a few minutes to carefully read these.

**MARK:** What does a regulated member have to do to get authorization for restricted activities?

**JILL:** Currently ALL regulated members of ACSLPA are authorized to perform the restricted activities listed for their respective profession. However, it is recognized that not all regulated members will perform all or some restricted activities as part of their practice.

In addition, there may be situations where a smaller subset of ACSLPA regulated members may obtain advanced authorization to perform certain additional restricted activities. In such cases, the person would need to apply to ACSLPA and demonstrate that they have met specific requirements in order to obtain the advanced authorization.

**MARK:** I expect that each professional is responsible to ensure that before performing any activity, whether restricted or not, that they are competent to perform that activity and that it serves the best interests of their client.

**JILL:** Exactly! Each restricted activity has an accompanying Restricted Activity Competency Profile that provides a description of the minimum competencies required of SLPs and audiologists for safe and effective practice. These profiles are available on the ACSLPA website.



## 1.13 Supervision

### Supervision of Restricted Activities

Supervision of students performing restricted activities ⓘ

Supervision of non-authorized individuals performing restricted activities ⓘ

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### Narration

**JILL:** The *Speech-Language Pathologists and Audiologists Profession Regulation* states the supervision requirements for students who may perform restricted activities under the supervision of an SLP or audiologist. Click on the icon to view the specific requirements.

**MARK:** In terms of non-authorized personnel such as support staff, an SLP or audiologist may supervise those individuals in the performance of restricted activities. Click on the icon to see the specific requirements.

**JILL:** After you have finished reading the requirements, remember to click NEXT to continue with the presentation.

## 1.14 Professional Competence

### Professional Competence

Knowledge, skills, attitudes and judgment

Demonstrated by:

- applying up-to-date knowledge & skills
- sound decision making
- communicating effectively
- self-evaluation of practice
- maintaining and improving performance

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### Narration

**JILL:** Our next topic is professional competence. The *Health Professions Act* defines competence as “the combined knowledge, skills, attitudes and judgement required to provide professional services”. As such, competence involves more than the knowledge and skills required for a particular profession; it encompasses the interaction and integration of knowledge, critical thinking, judgement, attitudes, skills, values and beliefs that are applied throughout the delivery of professional services.

Mark, how do you think professionals demonstrate their competence?

**MARK:** Competent professionals use and apply up-to-date knowledge and skills; they make sound decisions based on appropriate data; they communicate effectively; they evaluate their own practice; and they maintain and improve their performance based on self-reflection, applied practice and feedback from others.

**JILL:** Yes, that is correct.

## 1.15 Maintaining Competence



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### Narration

**JILL:** The foundational knowledge and skills required to practice as an SLP or audiologist are generally present at the point of entry to practice. However, as health professionals, SLPs and audiologists have an obligation to ensure that they remain competent in their practice throughout the course of their career. This obligation is stated in the *Standards of Practice*, *Code of Ethics* and the *Competency Profiles*.

An integral part of competence is being able to recognize your need for additional knowledge or skills to provide a professional service. Remaining competent, as the fields of speech-language pathology and audiology evolve, means that practitioners must continuously learn and apply the most current evidence-based research and information in their practice.

**MARK:** Whether an SLP or audiologist enters a new area of practice, returns to the work force, or continues to practice in their same position, they have a professional obligation to ensure competency in their practice.

Those who do not remain competent place the safety of their clients at risk and may face complaints or lawsuits that could lead to job and/or practice permit loss.

## 1.16 CCP Requirements

### CCP Requirements

*College must establish standards for continuing competence*

*Continuing competence program must:*

- provide for members to maintain competence*
- enhance provision of professional services*

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### Narration

**JILL:** Under the *Health Professions Act*, ACSLPA has the legislated responsibility to establish, maintain and enforce standards for continuing competence of its members.

**MARK:** A continuing competence program must provide for regulated members to maintain competence and enhance the provision of professional services. In addition, it may also provide for practice visits of regulated members.

**JILL:** Let's look at the ACSLPA Continuing Competence Program.

## 1.17 CCP Objectives

CCP Objectives	Menu
<p>The CCP is designed to:</p> <ul style="list-style-type: none"><li>• <i>support high quality professional services</i></li><li>• <i>support regulated members</i></li><li>• <i>meet requirements of the HPA</i></li><li>• <i>communicate that regulated members are competent and meet CCP requirements</i></li><li>• <i>provide a formal means of documentation</i></li></ul>	<ul style="list-style-type: none"><li><a href="#">1.1 Welcome</a></li><li><a href="#">1.2 Overview</a></li><li><a href="#">1.3 Key Documents</a></li><li><a href="#">1.4 Standards of Practice</a></li><li><a href="#">1.5 Purpose of Standards</a></li><li><a href="#">1.6 Standards Format</a></li><li><a href="#">1.7 Standards Framework</a></li><li><a href="#">1.8 Code of Ethics</a></li><li><a href="#">1.10 Competency Profiles</a></li><li><a href="#">1.11 Other Documents</a></li><li><a href="#">1.12 Restricted Activities</a></li><li><a href="#">1.13 Supervision</a></li><li><a href="#">1.14 Competence</a></li><li><a href="#">1.15 Maintaining Competence</a></li><li><a href="#">1.16 CCP Requirements</a></li><li><a href="#">1.17 CCP Objectives</a></li><li><a href="#">1.18 HPA / CCP</a></li><li><a href="#">1.19 ACSLPA CCP</a></li><li><a href="#">1.20 CCP Process</a></li><li><a href="#">1.21 CCP Annual Audit</a></li><li><a href="#">1.22 Summary</a></li><li><a href="#">1.23 The End</a></li></ul>

### Narration

**MARK:** The College's Continuing Competence Program, or CCP, has been designed to ensure that SLPs and audiologists remain competent in their practice and provide ethical, safe services that meet or exceed professional standards, thereby protecting the public.

**JILL:** The objectives of the CCP are to support high-quality speech-language pathology and audiology services for Albertans by ensuring regulated members on the General Register engage in the program.

**MARK:** To support SLPs and audiologists in developing, maintaining and enhancing their competence through participation in reflective self-assessment of their practice and professional development activities.

**JILL:** To meet the legislative requirements of the *Health Professions Act*.

**MARK:** To communicate to Alberta Health and the Alberta public that regulated members on the General Register are competent and meet the competence program requirements.

**JILL:** And the final objective is to provide regulated members on the General Register with a formal means to document maintenance and enhancement of their professional competence.


## 1.18 HPA / CCP

### HPA Requirements for CCP

Mandatory legislated requirement

Linked to annual renewal of practice permits

Non-compliance considered unprofessional conduct



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### Narration

**JILL:** Under the *Health Professions Act*, participation in the CCP of a college is a legislated requirement. It is mandatory for all regulated members of ACSLPA to participate in the program. This includes all regulated members who have a practice permit and are listed on the General Register of the College. Newly regulated members, or those changing their registration status from *Non-Practicing* to *Registered*, must begin participation in the CCP upon their first practice permit renewal.

**MARK:** Under the *Health Professions Act*, ACSLPA is required to link renewal of practice permits to meeting the requirements of the CCP. Specifically, regulated members must meet requirements for participating in the CCP in order to renew their practice permit. Jill, what happens if a regulated member doesn't bother to participate in the CCP?

**JILL:** Good question, Mark. Non-compliance with the CCP may be considered unprofessional conduct. A regulated member who fails to participate in the CCP is at risk of having conditions applied to their practice permit and/or not having their practice permit renewed, thereby not allowing them to practice. In addition, they are at risk of having a complaint of unprofessional conduct filed against them.

## 1.19 ACSLPA CCP

ACSLPA CCP	Menu
<p>The CCP was designed and developed:</p> <ul style="list-style-type: none"><li>• <i>based on current research and evidence</i></li><li>• <i>to address needs of all regulated members</i></li><li>• <i>to be adaptable and flexible</i></li></ul> <p><i>CCP documentation required for annual practice permit renewals</i></p>	<ul style="list-style-type: none"><li><a href="#">1.1 Welcome</a></li><li><a href="#">1.2 Overview</a></li><li><a href="#">1.3 Key Documents</a></li><li><a href="#">1.4 Standards of Practice</a></li><li><a href="#">1.5 Purpose of Standards</a></li><li><a href="#">1.6 Standards Format</a></li><li><a href="#">1.7 Standards Framework</a></li><li><a href="#">1.8 Code of Ethics</a></li><li><a href="#">1.10 Competency Profiles</a></li><li><a href="#">1.11 Other Documents</a></li><li><a href="#">1.12 Restricted Activities</a></li><li><a href="#">1.13 Supervision</a></li><li><a href="#">1.14 Competence</a></li><li><a href="#">1.15 Maintaining Competence</a></li><li><a href="#">1.16 CCP Requirements</a></li><li><a href="#">1.17 CCP Objectives</a></li><li><a href="#">1.18 HPA / CCP</a></li><li><a href="#">1.19 ACSLPA CCP</a></li><li><a href="#">1.20 CCP Process</a></li><li><a href="#">1.21 CCP Annual Audit</a></li><li><a href="#">1.22 Summary</a></li><li><a href="#">1.23 The End</a></li></ul>

### Narration

**JILL:** The ACSLPA CCP was developed based on current research and evidence in the area of continuing competence. It has undergone updates as required. The program is designed to address the continuing competence needs of all regulated members regardless of their practice area. This includes researchers, administrators, managers, educators, as well as clinicians who provide direct and indirect services to clients. The CCP is adaptable, allowing regulated members to reflect on competence as it relates to their unique practice, work environment and learning style.

**MARK:** How do SLPs and audiologists confirm their participation in this program?

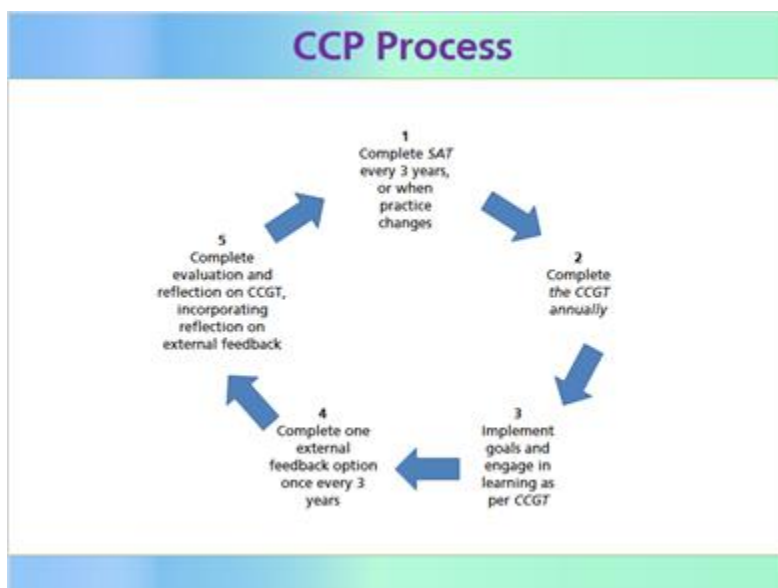
**JILL:** Submission of CCP documentation is required annually and is completed electronically before or during the practice permit renewal process.

**MARK:** I see. Can we talk a bit more about the details of the College's Continuing Competence Program?

**JILL:** Coming up!



## 1.20 CCP Process



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### Narration

**JILL:** The ACSLPA CCP consists of five steps. Let's work through this process together. Would you mind describing Step 1?

**MARK:** Be happy to. Step 1 is the completion of the Self-Assessment Tool, or SAT. The SAT assists SLPs and audiologists in identifying their learning needs by assessing their practice competence in relation to the practice competencies for their profession. The SAT must be completed at least once every three years, or when practice changes.

**JILL:** In Step 2, regulated members will formulate at least one competence goal for the upcoming year. This is based on the learning needs identified through completion of the SAT and reflection on one's own practice. They will identify the resources and activities needed to achieve the identified goal. It should be noted that IF the practice of a regulated member changes during the course of the year such that the goal originally developed is no longer applicable, a new goal applicable to their practice should be selected.

**MARK:** Step 3 is carried out through the course of the year. The regulated member implements their goal and engages in various activities as planned and documented.



**JILL:** Step 4 involves completion of one of three External Feedback to Support Learning options in relation to one's competence goal for the year. The three external feedback options include: case review, peer feedback, or guideline / document review. This component of the program must be completed a minimum of once every three years.

**MARK:** In the final step, the regulated member evaluates and reflects on their competence growth, considering the way in which their practice was affected or enhanced through completion of their competence goal. In years where an individual completes an external feedback option, they are also asked to reflect on the feedback received through this process. All of this information is documented, completing the process for the year and all steps must be completed prior to or during the practice permit renewal process.

**JILL:** This provides a general overview of the five steps in the CCP process.

## 1.21 CCP Annual Audit

CCP Annual Audit	Menu
<i>College monitors participation and effectiveness</i>	<a href="#">1.1 Welcome</a>
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### Narration

**JILL:** While each regulated member has an obligation and responsibility to maintain competence in their practice, the College has a legislated responsibility to monitor the effectiveness of the CCP and each regulated member's participation in the program.

In meeting this responsibility, the College has established a Competence Committee in accordance with section 10 of the *Health Professions Act*. The Competence Committee participates in an annual review of a random sample of regulated member submissions, for the purpose of a program audit. The identity of each regulated member is kept confidential during this process.

**MARK:** The purpose of the review is to ensure the regulated member is complying with the program requirements; that the College monitors and adjusts the program to reflect current practice; and, to support regulated members in meeting the program requirements.

Jill, as I understand it, the CCP review does NOT formally measure or assess a regulated member's competence. Its purpose is to evaluate the compliance of the selected regulated member in meeting the program requirements.


**JILL:** Yes, you are correct. The review is to assess program compliance, not competence. Also, regulated members are required to retain all CCP and supporting documentation for a minimum of five years. These may be requested in the event someone is asked to provide additional information as part of the audit process.

More information regarding the CCP and the CCP Annual Audit is available on the ACSLPA website. Examples are also available to assist regulated members in completing their CCP requirements.

## 1.22 Summary

### Summary

- Standards of practice*
- Code of ethics*
- Competency profiles*
- Position / advisory statements, guidelines and protocols*
- Restricted activities*
- Professional competence*
- Continuing competence program*



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### Narration

**JILL:** This brings us to the end of Module 4 on Professional Practice. Mark, care to summarize the key points we covered in this presentation?

**MARK:** Sure thing. We began by discussing the important professional practice documents for SLPs and audiologists in Alberta. The *Standards of Practice* define the level of professional performance that SLPs and audiologists are expected to demonstrate to ensure competent, safe and ethical practice. They represent the minimum standards of expected professional conduct and behavior. The *Code of Ethics* describes the ethical expectations of SLPs and audiologists who provide professional services in Alberta. Practicing in breach of the *Standards of Practice* or *Code of Ethics* may constitute “unprofessional conduct”.

The *Competency Profiles* state the minimum knowledge and skills required for entry to practice into the professions of speech-language pathology and audiology.

Position statements, advisory statements, guidelines and protocols are key College documents that have been developed to support the professional practice of regulated members. They also may serve as an extension to the *Standards of Practice*.

All regulated members of ACSLPA are authorized to perform the restricted activities listed for their respective profession. A smaller subset may also apply to ACSLPA for advanced authorization to perform certain additional restricted activities. Regardless, each professional is responsible to ensure that before performing any activity, whether restricted or not, that they are competent to perform the activity and that it is in the best interest of the client.

SLPs and audiologists may supervise students of their respective professions and non-authorized individuals, such as support personnel, in the performance of restricted activities in compliance with the requirements stated in the *Speech-Language Pathologists and Audiologists Profession Regulation*.

As professionals, SLPs and audiologists have an obligation to ensure that they are competent in their practice throughout the course of their career. ACSLPA has a Continuing Competence Program (CCP) in place. Participation in the CCP is mandatory for all regulated members and is a requirement for practice permit renewal. ACSLPA also has a legislated responsibility to monitor the effectiveness of the CCP and each regulated member's participation in the program. In meeting this responsibility, the College has established a Competence Committee that conducts an annual program audit.

Did I miss anything?

**JILL:** I believe that you covered the key points in this module. I'm Jill along with Mark, saying goodbye for now.

**MARK:** Bye.

## 1.23 The End



### Narration

No narration, just music.

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