

College of Audiology &
Speech-Language Pathology

PRINCE EDWARD ISLAND



Continuing Education and Competency Program Guidelines

Index

- [1. Professional Responsibility for Continuing Education & Competency](#)
- [2. Continuing Education & Competency Requirements](#)
- [3. Reporting Requirements](#)
- [4. Monitoring Continuing Education and Competency Requirements](#)
- [5. Maximum Allowable Program Credits per Course](#)
- [6. Continuing Education & Competency Program Credits](#)
- [7. Failure to Meet Requirements](#)
- [8. Appeals](#)
- [9. Confidentiality](#)
- [Appendices](#)

1. Professional Responsibility for Continuing Education and Competency

Continuous study and self-assessment of educational needs are fundamental and lifelong responsibilities of a professional. Technological advancement and innovations in patterns of healthcare delivery, and development of new clinical procedures accentuate the need for college registrants of the profession to remain current.

To formalize its commitment to continued education and competency and to meet the mandate of the Regulated Health Professions Act (RHPA, see Appendix A), the College of Audiology and Speech-Language Pathology of Prince Edward Island (CASLPPEI) has established a Continuing Education and Competency Program (CEC) with requirements related to registration and renewal of registration. It is the college registrant's responsibility to determine their specific continuing education and competency needs and to pursue activities that meet these identified needs.

Under the CASLPPEI Continuing Education and Competency Program credit may be granted for learning activities that have significant intellectual or practical content related to the practice of Audiology or Speech-Language Pathology or the professional responsibility and ethical obligations of the college registrant. The college registrant's practice setting, or environment, will be considered by the Continuing Education and Competency Audit Committee when reviewing requests for Continuing Education and Competency Program credit activities that fall outside the program parameters. Learning activities that support the college registrant's specific learning needs and areas(s) of practice will be considered.

2. Continuing Education and Competency Program Requirements

2.1 Required Components

The required components of the CASLPPEI CEC Program are:

- (a) Program credit hours/activities
- (b) Submission of documentation/validation of participation

2.2 Reporting Period

All college registrants of the College must satisfy the required components of the CEC program within a three-year period commencing November 1st following registration with the CASLPPEI.

2.3 Program Credit Requirements

Learning activities that contribute significantly to the scientific, practical, professional, or ethical aspects of the college registrant's practice will generally be eligible for program credits.

Program credits cannot be claimed for activities that occur as part of the expectations of the registrant's employment in providing Audiology/ Speech-Language Pathology services.

For example, if giving presentations to junior high school classes is a routine part of an audiologist's regular employment, this activity is not eligible for program credits. These activities should be included as part of the audiologist currency of professional knowledge and skills requirements.

Learning activities that occur within the practice environment, such as in-service courses offered for college registrants, may be claimed for program credits. Attendance at these learning activities cannot concurrently fulfill requirements for currency hours.

A college registrant must obtain a minimum of 36 program credits over a rolling 3-year period.

Program credits exceeding the minimum of 36 credits in the reporting cycle cannot be carried over or transferred to another reporting cycle.

2.3.1 College registrants not meeting the minimum program credit requirements

shall have their registration revoked or terms, limits, and conditions may be applied to a non-compliant college registrant at Council's discretion. (See Policy on CEC Deferral and Extension)

3. Reporting Requirements

College registrants must report continuing education and competency program credits into the CASLPPEI online account portal.

College registrants can review program credits throughout the year in their CASLPPEI online profile. It is the responsibility of the college registrant to ensure accuracy of the information. Providing false or misleading information will be considered unprofessional conduct.

3.1 Reporting Program Credits

- 3.1.1 It is the responsibility of a college registrant to ensure each learning activity is reported and documented into the registrant's online account profile. Supporting documentation must be retained for three (3) years following the reporting period but is not required to be submitted unless requested by the CASLPPEI.

Supporting documentation may include, but is not limited to, any of the following:

- (a) Reflection Document (see Appendix B);
- (b) course schedule and outline of course content;
- (c) conference agenda indicating session(s) attended;

- (d) online course outline, learning objectives, and confirmation of successful completion of the course examination;
- (e) copy of registration receipts;
- (f) copy of article in its published format;
- (g) copy of presentation(s);
- (h) copy of valid CPR certificate / card

4. Monitoring Continuing Education and Competency Program Requirements

- 4.1 The Registrar shall keep the records of each college registrant's program credit requirements in the college registrant's online account profile.
- 4.2 College registrants shall keep a personal record of the program credits submitted and all relevant supporting documentation related to learning activities reported for credit for a minimum of three (3) years.
 - 4.2.1 Should a college registrant believe there are errors in the records, the registrant may request the CASLPPEI to correct the information.
 - (a) The college registrant must provide additional information or documentation, as requested by the Registrar or the Audit Committee, prior to correction.
 - (b) The decision of the Audit Committee regarding a requested change in the record is final.
 - (c) If a decision is made to correct the record, it will be corrected in a timely manner.
- 4.3 College registrants shall provide additional information or documentation related to learning activities upon request from the Registrar or the Audit Committee.
- 4.4 Random audits shall be conducted to validate learning activities reported by college registrants.
 - 4.4.1 College registrants could be the subject of a document review regarding CEC program credit activities. College registrants shall keep related learning activity documentation such as receipts, course material, handwritten course notes which are too large to upload to the college registrant's online profile for review by the Registrar or Audit Committee. All documents and files shall be returned to the college registrant upon completion of the review.

5. Maximum Allowable Program Credits per Course

- 5.1 College registrants can report only actual hours attended. Credits can be reported in 15-minute increments.
- 5.2 One (1) program credit is awarded per hour of participation unless otherwise determined by the Registrar or Audit Committee.
- 5.3 College registrants shall not receive program credits for any learning activity taken a second time within a 12-month period.

6. Continuing Education and Competency Program Credit Categories

The following categories are established for the purpose of assigning Continuing Education and Competency Program credits:

- (a) Unlimited Continuing Education and Competency Program Credit Activities (no limit per reporting period);
- (b) Limited Continuing Education and Competency Program Credit Activities (maximum six (6) program credits can be obtained in this category per reporting period).

6.1 Unlimited Program Credit Activities

Learning activities encompass a variety of formats. In recognition of the diversity of learning opportunities, the following areas have been identified:

6.1.1 Educational Courses or Sessions

Part-time or full-time advanced Audiology/ Speech-Language Pathology education, continuing competence courses, presentations, seminars, conferences, or clinical sessions provided by the following agencies would likely be approved for program credits:

- (a) Accredited Audiology/ Speech-Language Pathology programs, universities, colleges, and technical institutions
- (b) Provincial, state, national, and international Audiology/ Speech-Language Pathology organizations;
- (c) Regulatory authorities, associations, and their societies;
- (d) Federal government health agencies, including the Canadian Forces, and
- (e) provincial or local government departments of health or public health;
- (f) Hospitals accredited by the Canadian Council of Hospital Accreditation;
- (g) Provincial, state, national, and international specialty organizations recognized by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology
- (h) Other healthcare organizations;
- (i) Other educational organizations;

6.1.2 Formal Advanced Education Courses or Programs

College registrants engaged in part-time or full-time studies related to the practice of Audiology or Speech-Language Pathology may qualify for program credits. The course or program must be offered by a recognized educational institution (either on campus or via distance education).

College registrants must provide proof of successful completion of courses to CASLPPEI.

6.1.3 Self-Directed Study

College registrants may participate in self-directed study activities through any format, including online learning. To be eligible for program credit hours, self-study activities must include:

- (a) Clearly defined learning goals
- (b) Supporting literature references
- (c) Post-reflection which evaluates the participant's comprehension

Program credits are granted according to recommendations made by the course provider, the publisher, or the Audit Committee, with consideration given to the amount of time necessary to cover the material and to take the examination. The Audit Committee has the authority to approve the number and category of credits awarded for any online course.

6.1.4 Practice related activities

Learning activities or programs that directly relate to practice may include, but is not limited to, activities related to:

- (a) client assessment;
- (b) diagnosis;
- (c) treatment planning;
- (d) implementation;
- (e) evaluation;
- (f) health promotion;
- (g) research;
- (h) epidemiology;
- (i) communication (e.g., EDI, client relations, conflict resolution);

- (j) occupational health and safety (e.g., bullying and harassment, hazardous materials, WHMIS);
- (k) record keeping and documentation;
- (l) administration (e.g., practice management);
- (m) profession related technologies.

Program credit requests reported under this category must be relevant to the college registrants practice of Audiology/ Speech-Language Pathology. Documentation that supports how this learning activity is relevant to the College registrants practice may be required.

6.1.6 Participation in Research

College registrants that engage in specific research activities may qualify for program credits. This includes but is not limited to:

- (a) development of a research project;
- (b) literature review for a research project;
- (c) facilitation of focus groups for research purposes;
- (d) analysis of participant responses;
- (e) research for the purposes of obtaining a Masters or Doctorate.
- (f) presentation of a research paper or abstract at a scientific meeting.

Please note: Although participation in Audiology/ Speech-Language Pathology research is encouraged, responding to a survey or questionnaire does not qualify for program credits.

6.1.7 Publications

The publication of articles is eligible for program credits. All articles must be relevant to the practice of Audiology/ Speech-Language Pathology. The articles will be reviewed by the Audit Committee for determination of program credits.

Publication of articles may be eligible for program credits as follows:

- (a) for each paper and/or article written and published in a peer-reviewed Audiology/ Speech-Language Pathology scientific journal/publication: 8 program credits

- (c) articles written and published in Audiology/ Speech-Language Pathology association publications: 5 program credits.
- (d) published reviews of books related to Audiology/ Speech-Language Pathology practice: 3 program credits.
- (e) published reviews of chapters of Audiology/ Speech-Language Pathology related books will be granted program credits on an individual basis.
- (f) chapter(s) written in a reference or textbook: maximum 12 program credits.

6.1.8 Direct Study (Mentoring)

Directed study contracts may be initiated to address a specific learning need. Examples may include teaming up with an educator with advanced skills and knowledge or teaming up with a colleague with expertise in a specific area of Audiology/ Speech-Language Pathology practice.

- (a) A formalized learning contract must exist between the mentor and the mentee. To qualify for program credits, the learning activity must be approved by the Audit Committee prior to initiation of the activity.
- (b) Both the mentor and mentee may apply for program credits.
- (c) College registrants may qualify to receive program credits for mentoring and mentoring preparation.
- (d) The Audit Committee determines the final approval of program credits.

6.1.9 Developing and Delivering Educational Courses and Presentations

- (a) College registrants may apply for program credits for developing and delivering educational courses outside their regular employment obligations.
- (b) Development and delivery of educational courses as part of the college registrant's employment obligations may be considered for continuing education and competency hours.
- (c) Requests for program credits will be reviewed case by case
- (d) Applications for program credits for development and/or delivery of educational courses must include evidence of:
 - i. clearly defined learning objectives;
 - ii. detailed course outline;
 - iii. supporting literature references.

- (e) Applications for program credits for development of a self-directed study learning activity must include evidence of:
 - i. clearly defined learning objectives;
 - ii. detailed course outline;
 - iii. supporting literature references;
 - iv. inclusion of post-course evaluation to provide audiologist or Speech Language Pathologist with feedback from participants

6.2 Limited Program Credit Activities

College registrants can obtain a **maximum of 6** limited program credits out of the total 36 program credits in the reporting cycle. Excess program credits accumulated in this category are not included in the reported NET total of program credits.

Learning activities may encompass a variety of formats. In recognition of the diversity of learning opportunities, the following areas have been identified:

6.2.1. Annual General Meetings

Annual general meetings of national or provincial Audiology/ Speech-Language Pathology professional associations may be claimed for Continuing Competence Program credit. **Maximum of 6 program credits per reporting 3-year cycle.**

6.2.2 Self-Assessment Package

Evidence of completion of the CASLPPEI Self-Assessment Package may be reported for continuing competence credit once per year. The Self-Assessment Package is currently optional.

Maximum of 3 program credits per reporting 3-year cycle.

6.2.3 Volunteering

Audiology/ Speech-Language Pathology volunteer activities will be considered hour for hour to a **maximum of 3 program credits** per reporting 3-year cycle. Any hours reported for program credit cannot be claimed for practice hours (see Appendix C).

6.2.4 Mental Health and Wellness Activities

Any activities specifically targeting mental health and wellness can be claimed for program credit (hour for hour). Submission of the Reflection Document (see Appendix B) is required to claim credit in this category. The reflection must relate the activity to the profession of Audiology/ Speech-Language Pathology.

Although CASLPPEI recognizes the value of extracurricular activities and self-interest learning in maintaining life balance, activities not related to one's profession will not be considered for the Continuing Education and Competency Program.

7. Failure to Meet Program Requirements

College registrants that are non-compliant with the Continuing Education and Competency Program requirements shall have their registration revoked, suspended or terms, conditions and limitations placed on their registration.

8. Appeals

- 8.1 College registrants who wish to appeal against the decision of the Audit Committee must submit a letter of appeal to the Audit Committee within 30 days of the receipt of the Audit Committee's decision.
- 8.2 The college registrant must supply the Audit Committee with any requested additional data and may be asked to appear before the Audit Committee for a hearing.
- 8.3 Decisions by the Audit Committee regarding appeals are final.

9. Confidentiality

Information related to participation in the Continuing Education and Competency Program is confidential and any person who has access to or comes into possession of such information shall not publish, release, or disclose the information in any manner except as necessary to carry out powers, duties, and obligations under the Regulated Health Professions Act

Appendices

Appendix A – RHPA section 60 and 60.1

Appendix B – Self-Reflection Document (fillable PDF)

Appendix C – Volunteer form



Continuing Education and Competency Program Guidelines

Appendix A

Source: Prince Edward Island – Regulated Health Professions Act

PART VII – OTHER COUNCIL DUTIES AND RESPONSIBILITIES

Continuing Education and Competency

60. Council's duty re continuing education

(1) A council shall establish and maintain standards and requirements respecting the continuing education and competency of its members in the practice of their regulated health profession.

Continuing education requirements

(2) The requirements respecting continuing education and competency may include

- (a) providing continuing education programs or materials related to the practice of the regulated health profession and requiring their use by members;
- (b) requiring members to accumulate a specified number of hours of continuing education in various areas of competency in the regulated health profession as a condition of renewal of registration;
- (c) specifying the means by which members may satisfy the requirements referred to in clause (b);
- (d) other requirements respecting continuing education and competency as set out in the regulations. 2013,c.48,s.60.

60.1 Assessment of competency

A council may establish methods or programs to assess the competency of its members in the practise of their regulated health profession, including self-assessment, peer assessment or Regulated Health Professions Act



Continuing Education and Competency Program

College Registrant's Reflection

Name of Registrant:	
CASLPPEI Registration #:	
Course Name /Topic:	
Date Completed:	

1. Identify one specific example of what you have learned.

--

2. Provide two concrete examples of how you can apply this to your practice.

3. What are some challenges that you may encounter in applying your new knowledge?

--

4. How do you propose overcoming those challenges? Benefits to your patients (if applicable).

--

Continuing Education and Competency Program

Program Credits for Volunteering Submission Form

College Registrant's Name:	
CASLPPEI Registration #:	
Date of submission:	

VOLUNTEERING ORGANIZATION INFORMATION

Name of organization:	
Phone number of Organization:	
Name of Organization Contact:	
Email of Organization Contact:	

VOLUNTEERING INFORMATION

Position/Duties:

Hours worked/ volunteered:	
Dates Volunteered:	

Signature of Supervisor/Manager: _____

Signature of Audiologist/ Speech-Language Pathologist: _____