



College of Paramedicine  
PRINCE EDWARD ISLAND

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## Continuing Education and Competency Program Instruction Guide

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## Introduction

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The College of Paramedicine of Prince Edward Island (CPPEI, or the College) is the regulatory body for Paramedicine in Prince Edward Island. The College's objective is to protect the public by promoting the provision of safe, competent, ethical care and services by College registrants. The College meets its legislative mandate by:

- Establishing and enforcing requirements for entry into the profession;
- Maintaining an annual registration process, and;
- Developing Standards of Practice, Code of Ethics, and a Continuing Education and Competency Program for its members.

Continuing competency is the career-long learning through adapting and refining the application of knowledge, skill, and judgment required to practice safely and ethically in a designated role and setting, as a health professional.

The program aligns with CPPEI's mandate to protect public interest, emphasizes the importance of professional responsibility to registrants in a changing healthcare environment, and provides an opportunity for registrants to further build professional skills and competencies, and allows for CPPEI to audit for compliance<sup>(1)</sup>.

The CPPEI's CEC program is based on the premise that registrants enter the CPPEI with the appropriate professional skills and knowledge acquired through approved educational programs. These initial competencies are maintained through lifelong learning and the expectation of adherence to the standards of practice.

**The CEC program is based on the principles of adult education. This approach allows health professionals to choose activities based on their individual learning needs and style, the resources available to them, and acknowledges that learning is enhanced by engaging in a variety of activities .**

(1) Source: RHPA Section 60(1) and Subsection 60(1)(2)

# Standards of Practice and Code of Ethics Related to Continuing Education and Competency Program

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Registrants of the CPPEI are accountable for their own practice and actions at all times and have a professional obligation to attain and maintain competency relevant to their practice area(s).

Competency is acquired and maintained through lifelong learning, the integration of learning into one's practice and reflective practice. Completion of the Continuing Education and Competency program (CEC) is a requirement of every CPPEI registrant, in every practice context, every year. This obligation is inherent in the Standards of Practice and Code of Ethics. These guidelines will assist you to meet your obligations to participate in the CEC program.

## Standards of Practice

## Code of Ethics

## Overview

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**CPPEI's CEC program will require each registrant to complete 25 CEC credits on an annual basis.** The reporting period will be April 1<sup>st</sup> to March 31<sup>st</sup> based on your date of registration with CPPEI. Individuals who are registrants for only a portion of the registration year will have the CEC requirement pro-rated based on the number of months they were a registrant with CPPEI. See **Appendix A** for a pro-rated chart on CEC credit and learning goals requirements.

Upon becoming a registrant of CPPEI individuals will gain access to the CEC documents and must manage their CEC profile. As registrants complete activities they must enter the date, time, summary of activity and reflective comments on how the activity supports their professional development.

Registrants will be asked to sign a declaration that they are fully compliant with the CEC program each year during the renewal process. All registrants of the CPPEI must accumulate a minimum of 25 credits of continuing education per year for submission at renewal. To be eligible, the credits submitted must be relevant to practice and promote continued learning and professional development. Credits cannot be carried forward to the next reporting cycle.

## About the Continuing Education and Competency Program

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The Continuing Education and Competency program (CEC) is a formal process of assessing the ongoing knowledge, skills, and judgment of paramedics which make up the College registrants. It is a quality assurance mechanism implemented to support registrants in being competent in their respective practice. The program contributes to the College's objective to protect the public interest. Some key items to keep in mind:

- CEC is a mandatory component of annual renewal of registration.
- Every registrant who holds a CPPEI registration certificate of registration is expected to participate in or be compliant with the program requirements annually.
- Registrants not compliant with the program may be ineligible for a certificate of registration to practice as a health professional in Prince Edward Island.
- Compliance is determined through a review of the annual learning plan.

### **The Continuing Education and Competency program has four components:**

1. Self-Assessment ( non-required, evaluation tool)
2. Learning Plan and Activities (25 credit hours - required)
3. Reflective Practice (required)
4. Audit ( required)

### **STEP 1: The Annual Self-Assessment of Individual Competency**

The point of the self-assessment is to give you an opportunity each new registration year to assess your practice in relation to the practice expectations outlined in Standards of Practice for your health profession and CPPEI Code of Ethics. Your self-assessment reflects your individual practice, knowledge, and competence. You may use the College's Self-Assessment Tool to assist you in completing your self-assessment. **The College will not request your self-assessment as a required document in evaluating compliance in the CEC program.**

#### **Before you start your self-assessment**

- Review your Standards of Practice and the Code of Ethics. They can be viewed (or printed) online at [Standards & Ethics](#)
- The Self-Assessment Tool is designed to be used every year for five years so you can track your progress; however, a fresh copy can be printed from the College's [website](#)

#### **Starting your self-assessment**

- Think about your practice as it relates to each indicator and rate yourself using the rating system.

- If possible, compare your current score against your previous score and note the reasons for the changes in your year-to-year score (i.e., your score has improved because you have gained additional knowledge, or your score has lowered because you moved to a new practice context or learning activities that you participated in did not meet your expectations).
- Make comments on opportunities for development as it relates to each group of standards. Take time to reflect on your overall assessment.

## STEP 2: Develop and Implement a Learning Plan

The point of the learning plan is to give you an opportunity to identify areas where you may want or need additional information so you may remain competent in your practice setting. The learning plan contains personalized strategies designed to help you set, meet, and evaluate your professional development or learning goals. The learning plan has four components:

- Learning goals
- Objectives
- Timelines
- Reflective practice (impact on practice and client outcomes)

### Starting your learning plan

The planning process can help you investigate methods of acquiring the skills, knowledge, and/or experience which is required for your role, or the role you aspire to have. Learning plans can be based on the completion of formal education programs or from informal ways such as:

- staff meetings;
- consultations with other care providers;
- mentoring learners or new graduates/employees; or
- participating in a unit-based project, case preparation or a College/ Association committee or Council.

### Developing your learning plan (At Renewal)

1. Identify learning goals
  - Identify at least two (2) things you would like to learn over the upcoming registration year. These are your learning goals.
  - Your goals should be realistic and be specific to your practice environment and profession. Refer to the [Activities](#) chart or reach out to the College should you have questions regarding acceptable activities.
2. Identify the rationale for your learning goals.
  - Explain why you want to meet these goals.

- Connect the rationale to your practice.
- 3. Identify the objectives.
  - Objectives are the activities you will undertake to achieve this learning goal.
  - Throughout the year update your learning plan by listing specific learning interventions and activities as you complete them (April - March). **You are required to complete a minimum of 25 credit hours yearly.**
- 4. Indicate how your learning may improve your practice or positively impact client outcomes.
  - It is important for your learning to be reflected on for the purposes of improving client outcomes.
  - Knowing, or at least anticipating the overall impact of your learning will help you evaluate the effectiveness of your plan.

### Helpful Hints

- Keeping a record of professional activities can help you keep track of what you have completed.
- It is also important that you keep a summary of key learning points from each activity as this will be helpful at the end of the year when you are reflecting on the overall impact of your learning.
- The College has developed a set of CEC tools, accessible through the College's website.

## STEP 3: Reflective Practice

The point of reflective practice is to give you an opportunity to think about the overall impact of your learning. Reflective practice is a continual process where you analyze and evaluate your professional experiences to promote professional growth and gain insight. It is the most critical component of continuing education and competency because this is where you connect the impact of your learning directly to improvements in your practice or client outcomes.

### Reflective Practice Framework

Reflective practice is documented in the evaluation of your annual [learning plan](#).

There are a number of ways to document reflective practice. For your information, the College has provided the following framework to guide you:

**I have increased my competency in** *(whatever you identified as your learning goal)* **by** *(list the activities in your learning goal)*. **As a result,** *(identify how your practice has improved)*. **This means** *(outline how your clients and / or profession are positively impacted by your learning)*.

## Important to Know

- Reflective practice is the most important element of continuing competency because it is tied directly to improvements in your practice and client outcomes.
- You cannot reflect on or explain how your practice has been improved using learning goals which have yet to be implemented or accomplished.
- Compliance with the annual competency program requirements cannot be achieved by simply submitting learning goals and a list of learning activities that do not include a reflective evaluation of your goals.
- More on reflective practice: <https://www.cppei.ca/cec>

## STEP 4: The Audit Process

The purpose of the audit is to ensure CPPEI registrants are compliant with the CEC program requirements. The audit helps the College meet its mandate to govern its members in the public interest. The audit is required by the Regulated Health Professions Act (RHPA), Subsection 60.1. Most self-regulated professionals have a competency program which includes an audit.

### How the audit works for registration renewals

Registrants are required to declare whether they completed the CEC program on their online registration renewal form under the Legal Tab. Making false attestations may result in professional misconduct.

Every year following the renewal in April, a random selection of registrants will be required to submit their learning documents to the College for review.

Registrants selected for the audit are notified by email and provided with instructions regarding the process and the documents they are required to submit.

Submission of documents is time sensitive and there are consequences of missing a submission deadline.

Once documents are received by the College, a committee of your professional peers reviews each one to determine if there is sufficient evidence of compliance with the program requirements.

Compliance is achieved when two (2) learning goals and activities:

- have been completed within the required dates.
- apply to your professional practice; and
- have a sufficient reflective practice evaluation and accompanying credit hours (min 25 credits).



## Outcomes of the Audit

Typically, registrants are notified of the audit results within 30 (thirty) days of the committee meeting.

There are three possible outcomes:

1. Compliance with CEC can be determined, and no further action is required.
2. Compliance cannot be fully determined, and more information or clarity is required. Depending on the nature of what is required this may be done by phone or via regular/electronic mail; or
3. There is no indication of compliance.

Continued non-compliance with the CEC program may result in:

- The suspension of your registration and investigation of professional misconduct.
- The inability to use a protected professional title PCP, ICP, ACP or CCP.
- Notification to your employer that you are no longer licensed to practice in the province of Prince Edward Island.

## Audit Reminders

Learning activities falling outside the audit date range cannot be included in consideration of compliance unless the College authorizes those activities as part of the remediation process for registrants found to be non-compliant with the CEC program.

Registrants who choose not to participate in the CEC program will eventually be ineligible to renew their certificates of registration as outlined in Section 25 and Section 60 of the Regulated Health Professions Act (RHPA).

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For more information, contact the CPPEI staff by phone at 902-916-6656 or through the [website](#)

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