

Anticipating the Edge: An Online Tool to Help Manage Change

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Background

MANDATE

As the profession's regulatory body in British Columbia (BC), COTBC has the legislated mandate to protect the public through the development of an effective quality assurance program (QAP) that promotes high practice standards.

GOAL

The public will have assurances that occupational therapy is delivered at a consistently high standard of quality by all occupational therapists throughout the province.

PURPOSE

To support occupational therapists with information, learning opportunities (including assessment/feedback), and resources necessary so they may maintain and enhance their continued competence, and meet professional standards.



EVIDENCE-INFORMED APPROACH

Use a Program of Assessment – Assessment for Learning
Eva et al. (2016). Toward a program of assessment for health professionals

Continuing Competence Approaches in Occupational Therapy – Gaps in Literature
Myers et al. (2017). Continuing competence assessment and maintenance in occupational therapy

Feedback – Regular, Knowledgeable Peers, Adaptive Expertise
Mann et al. (2011). Tensions in informed self-assessment: How the desire for feedback & reticence to collect/use conflict

Mylopoulos & Farhat (2013). "I can do better": exploring purposeful improvement in daily clinical work

How Transitions Can Affect Continuing Competence
Crider et al. (2014). An integrated review of occupational science and theoretical literature exploring transition

Dodds & Herkt (2013). Exploring transition back to occupational therapy practice following a career break

Gupta et al. (2012). Experiences of burnout and coping strategies utilized by occupational therapists

Nicholson (1994). A theory of work role transitions

O'Brien et al. (2007). Perceptions and attributions of third year student struggles in clerkships

Toal-Sullivan (2005). New graduates' experiences of learning to practise occupational therapy

Tryssenaar & Perkins (2001). From student to therapist: exploring the first year of practice

Pettican & Prior (2011). It's a new life: an exploration of the occupational transition to retirement

Shanafelt et al. (2002). Burnout and self-reported patient care in an internal medicine residency program.

Teunissen et al. (2011). Opportunity or threat: the ambiguity of consequences of transitions in med. education

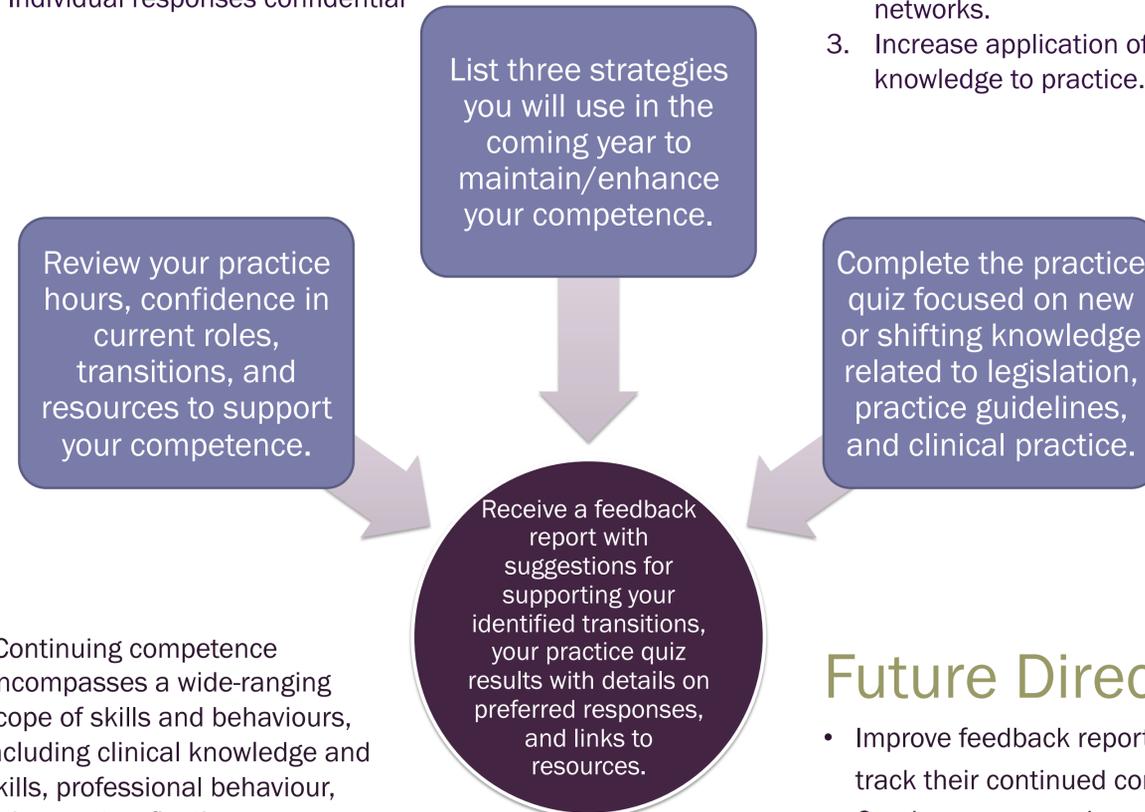
Westerman et al. (2013). The transition to hospital consultant and the influences of ...

Annual Continuing Competence Review (ACCR)

- The competence maintenance component of the QAP
- Required annually for OTs in BC to renew registration
- Delivered online; password protected
- Encouraged to do with peers
- Individual responses confidential

OBJECTIVES

- Occupational therapists...
1. Increase knowledge-seeking behaviours.
 2. Build practice supports and networks.
 3. Increase application of new knowledge to practice.



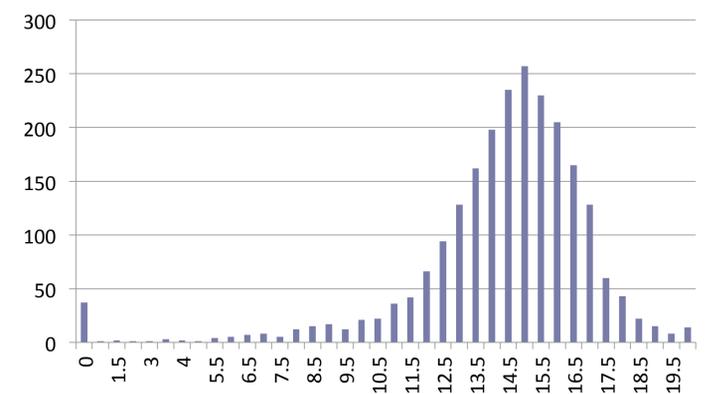
"Continuing competence encompasses a wide-ranging scope of skills and behaviours, including clinical knowledge and skills, professional behaviour, judgement, reflection, understanding of and ability to apply evidence-based principles, and professional ethics."

(Epstein & Hundert, Langins & Borgermans as cited in Myers, Schaefer & Coudron, 2017)

Valuable Outcomes for 2017 n=2284



2017 PRACTICE QUIZ SCORE DISTRIBUTION (total possible = 20)



Future Directions



- Improve feedback reports to enable OTs to drive future learning forward and track their continued competence and successful strategies *over time*.
- Continue to strengthen practice quiz content (e.g. increased discrimination, offer choice for non-regulatory content).
- Continue to build practice resources to address gaps identified in ACCR.
- Collaborate with stakeholders on shared commitment to support OTs' transitions related to **safe, ethical** and **effective** services.

TOP 8 RESOURCES SUPPORTING COMPETENCE

- | | |
|-----|--|
| 62% | Peers in the field |
| 57% | Information/resources |
| 54% | Continuing education |
| 52% | Networks for professional support |
| 43% | Networks for personal supports |
| 39% | COTBC resources |
| 36% | Structured feedback from supervisor/peer |
| 33% | Mentoring from others |