

QUALITY PRACTICE

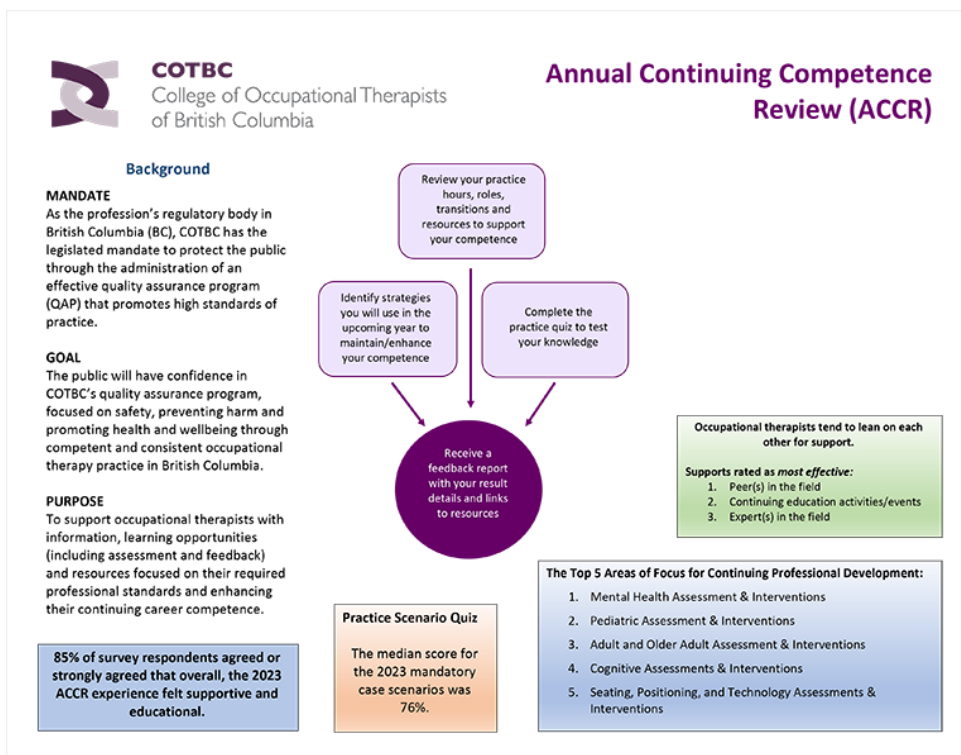
Annual Continuing Competence Review

The Annual Continuing Competence Review (ACCR) aims to support and enhance occupational therapists' continued competence.

The ACCR 2024

This year, the ACCR 2024 launched before registration renewal – thank you to all registrants for adjusting to the new timelines. The College used the eLearning Module developed by the Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO) to educate BC's occupational therapists on the [Competencies for Occupational Therapists in Canada](#), replacing the Professional Performance Quiz. The College is now analyzing the results from the ACCR 2024 and will publish the findings here when available.

Highlights from ACCR 2023



When completing the ACCR, occupational therapists:

- review their practice hours, roles, and reflect on current and pending personal and career transitions, and resources to support these transitions; and
- complete a practice quiz using practice cases. This quiz helps occupational therapists to identify gaps in understanding regarding newly released standards and recent changes in legislation. The cases/questions focus on specific clinical areas where new evidence, best practices or new processes should trigger changes in practice.

After completing the required activities, occupational therapists receive an individualized feedback report immediately. It includes a record of their:

- practice (currency hours)
- perceived confidence in various roles;
- identified transitions and resources impacting practice; and
- practice quiz results with detailed College explanations including links to relevant resources on regulatory standards and practice resources to encourage further exploration and learning.

Individual Annual Continuing Competence Review results are not available to the College. The College will only know which occupational therapists completed it and can renew their registration. The confidentiality of these results is ensured by directing OTs to a secure, password-protected website that is inaccessible to the College. CHCPBC can request anonymized aggregate data to inform the development of additional College resources and continuing professional development needs of occupational therapists, but they do not have access to individual records.

2023 Annual Continuing Competence Review Results

The College's Quality Assurance Program (QAP) supports registrants to maintain and enhance their continuing competence. The ACCR is one component often referred to as the heart of the program. It is designed to support occupational therapists by providing learning opportunities (including assessment and feedback) and resources focused on their required professional standards. Completed by registrants in an online format every year as a requirement for renewal of registration, the ACCR includes several features to support reflection and learning. Features such as reviewing practice hours and roles, applying their knowledge through case scenarios, and identifying professional development goals combine to support registrants in developing plans to enhance their continuing competence. The College can also use the aggregate data to develop resources to promote high standards of practice.

The 3 Most Frequently Identified Transitions Influencing Competence

Transitions are a natural part of work, experienced as a process of change that occurs when moving from usual routines to new ones. Within the ACCR, occupational therapists are asked to recognize, prepare for, and take action to manage transitions to maintain their competence and reduce risks to their clients' safety.

This year, the top three transitions included the following:

1. Adjusting to a significant change in my family demands that impacts my practice (17%)
2. Adjusting to a return to practice after a leave (e.g., parental, stress) (9%)
3. Adjusting to a significant change in my health and well-being that impacts my practice (7%)

Practice Quiz Results

As part of the ACCR, registrants must complete a Practice Quiz comprising of case-based scenarios and questions. Case scenarios are based on newly released standards, recent changes in legislation, or specific clinical areas where new evidence, best practises or new processes should prompt changes in practice. In 2023, the median score for the mandatory case scenarios was 76%. Additionally, 80% of survey respondents agreed that in general, the content in the Practice Quiz was appropriate to assess safe, ethical, and competent occupational therapy practice, and 85% of respondents agreed that overall, the experience felt supportive and educational.

Continuing Professional Development

Registrants are required to identify a continuing professional development (CPD) goal as part of completing the ACCR. 91% of respondents indicated they would use their CPD goal to guide their continuing competence for the upcoming year.

The 12 Most Identified Areas of Focus for CPD (in order of frequency)

1. **Mental Health Assessment and Interventions** (e.g., CBT, DBT, exposure therapy for PTSD, motivational interviewing, suicide risk, grief, trauma-informed care, anxiety, mindfulness, acceptance and commitment therapy, progressive goal attainment program, psychological first aid, sensory and emotional regulation, substance use and harm reduction)
2. **Pediatric Assessment and Interventions** (e.g., autism, dysphagia, feeding and eating skills, sensory and emotional regulation, assistive technology, handwriting development, DCD, anxiety, school-based practice, attachment theory, building

relationships with parents/guardians, JASPER model, parent/teacher coaching, CO-OP approach, NICU services)

3. **Adult and Older Adult Assessment and Interventions** (e.g., stroke, complex pain, hand therapy, aging in place, arthritis, constraint-induced movement therapy, driver rehabilitation, dysphagia, dementia, caregiver support, living at risk, low vision, maternal health, hoarding, falls, delirium, end of life care, c-spine collars, splinting, skin and wound care)
4. **Cognitive Assessment and Interventions** (e.g., brain injury, concussion, delirium, determining capacity for decision-making, executive function, functional vs. standardized assessment tools)
5. **Seating, Positioning and Technology Assessment and Interventions** (e.g., complex wheelchair prescription, support surfaces, ADL equipment provision practices, home modifications, environmental controls, universal design, community accessibility, writing letters of justification, knowledge of innovative equipment and assistive technology)
6. **Leadership** (e.g., business practices, conflict resolution, change management, mentorship, coaching, providing feedback, having difficult conversations, knowledge translation strategies, evaluation and outcome measurement tools, program development, communication skills, leadership styles, advocacy, public speaking, interprofessional practice)
7. **Indigenous Cultural Safety and Humility** (e.g., self-reflection, understanding of history, the impact of intergenerational trauma, practical suggestions for real practice change, heartfelt opportunities for relationship, learning and partnership building)
8. **Justice, Equity, Diversity, and Inclusion** (e.g., practical considerations for addressing and taking action regarding discrimination, racism, inequality, ableism, biases, and systemic barriers in practice)
9. **Private Practice Assessment and Interventions** (e.g., business management, hand therapy, workplace injury prevention, developing return to work plans, Functional Capacity Evaluations, Cost of Future Care assessments, testifying in court, ergonomics)
10. **Complex Pain Assessments and Interventions** (e.g., pain management skills, education provision, cognitive-behavioural interventions, sleep hygiene, ergonomics, workplace/home modifications, assistive technology, activity analysis, injury prevention).
11. **Occupational Therapy Quality Practice Processes** (e.g., efficacy of documentation skills, education and teaching skills, personal health and wellness strategies, research skills, building professional support networks, self-reflection skills, strengthening interprofessional teams, applying ethical frameworks, caseload prioritization skills, mentoring OT and RA students, working with support personnel, applying risk assessment and management approaches, reviewing regulatory and legislative resources, attending professional conferences)

12. **Regulatory and Legislative Resources Applicable to Practice Area** (e.g., obtaining consent for OT services, disclosure of information, application of legislation and CHCPBC practice standards)