



Ordre professionnel
de la physiothérapie
du Québec

**PORTFOLIO
OF CONTINUING COMPETENCY**
(Reference period 2010-2013)

**A PRACTICAL GUIDE TO THE CREATION
AND MAINTENANCE OF A PORTFOLIO**

FOR PHYSICAL REHABILITATION THERAPISTS

APRIL 1, 2010

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- D. Assessment of the Reference Period 2010-2013

INTRODUCTION

The present document has been created with the intention of assisting the physiotherapist in creating a portfolio of continuing competency conforming to the *Policy Addressing Continuing Competency*. It contains tips and strategies to assist in the setting of objectives as well as listing criteria on which to evaluate potential learning activities. Examples are supplied in the appendix.

1. FORMULATING WRITTEN LEARNING OBJECTIVES

- **The learning objectives set by a member must be related to one of the competences outlined in appendix 1 or 2¹ depending on their permit.**
- **The learning objectives must be related to actual or future practice, in the short term. (A member's practice may be clinical, managerial, research or teaching based, etc.)**
 - Undertaking learning activities solely in future practice (ex. management) during three years without undertaking learning activities in the actual field of practice (ex. clinical) is not acceptable.
- **The written objectives should be:**
 - Specific and clear
 - Measurable
 - Action oriented
 - Realistic and
 - Timely (attainable in the reference period)

Please note that the members have the following responsibilities:

- They must meet their objectives by the end of the reference period.
- They must be able to demonstrate that:
 - they undertook a self-analysis process
 - they set objectives based on the competency profile of their profession and
 - during the reference period they acted on their objectives.
- The members must also evaluate each learning activity undertaken in order to determine if it contributed to their professional development.

¹ See the document *Policy Addressing Continuing Competency*: appendix 1 and 2 outlining the competency profiles.

This analysis must be done after each activity in a manner that allows the member to modify their objectives as necessary during the reference period as well as globally at the end of the period.

2. QUALITY CRITERIA

Physiotherapists and physical rehabilitation therapists are capable of managing their professional development. Thus the members have the responsibility of evaluating the content of the chosen learning activity in order to ensure it had the desired impact; achievement of their learning objective. A large variety of courses and learning activities are offered by a variety of providers. The members must do a critical review of the content.

The following are criteria the members can use to guide their choice of learning activities:

- **The learning objectives of the activity must be related to one of the competencies outlined in appendix 1 or 2¹, depending on the members' permit;**
- **The objectives of the activity must be linked to the members' actual practice or future practice** (clinical, managerial, research, teaching, prevention, etc.);
- **The objectives of the activity must be realistic, clear and specific;**

The objectives of a learning activity are action oriented that express the knowledge, an attitude or a skill a participant should acquire after having undertaken the activity.

The objectives must reflect accurately the content, be realistic and sufficient in number to describe the entirety of the activity. They must also be linked to the scope of practice of the members' profession and permit.

The learning activity must respect the reason behind the PACC; updating or improvement of skills and knowledge base in the field of physiotherapy (based on appendix 1 or 2² or any requirement identified by the OPPQ).

¹ Op. cit

² Op. cit

- **The qualifications of an instructor(s) must be adequate with respect to the subject being taught;**

Not anyone can be an instructor. They must possess the qualifications necessary to treat the subject content. The elements to consider vary depending on the subject and the type of learning activity.

In certain cases, the instructor's professional title is sufficient and in others it is necessary to consider the instructor's experience and post graduate training. For example, the professional title of orthopaedist is sufficient for a conference on a new hip prosthesis but the title of physiotherapist is not sufficient for an advanced course on urinary tract dysfunction. It is important in this case, to clearly document what makes the instructor qualified (experience, continuing education, etc.). This information must be found in the portfolio attached to the declaration of the learning activity.¹

- **The content of the activity must be adequate and relevant to the practice of physiotherapy;**

The content of the learning activity must be evidence based, and respect recognized norms for the profession. It must also be relevant to the profession as well as to a member's permit.

- **The setting in which the activity takes place must be favourable to learning;**

The activity must use recognized teaching methods. The structure as well as the context, in which a learning activity takes place, is important elements to consider when judging the quality of an activity.

* * *

¹ See the following "B" and "C" forms for member use. Such a form must be filled out for every learning activity undertaken by a member.

3. FORMS FOR MEMBER USE

- A. Plan of Continuing Competency
- B. Declaration of a Formal (“formelle”) Learning Activity
- C. Declaration of an Independent (“autonome”) Learning Activity
- D. Assessment of the Reference Period 2010-2013

**PORTFOLIO 2010-2013
PLAN OF CONTINUING COMPETENCY**

Member name:	Permit No.:	Version 1 <input type="checkbox"/> additional version <input type="checkbox"/> indicate version no: ____
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SELF ANALYSIS AND SETTING OF LEARNING OBJECTIVES

The first step in creating the portfolio consists of the members' auto evaluating their skills in order to identify areas of improvement with respect to current or future practice. Once identified, the member must elaborate objectives that are in line with the essential competencies outlined in appendix 1 or 2 of the *Policy Addressing Continuing Competency (PACC)* (depending on the permit held). These objectives must be specific, measurable, action oriented, realistic and timely. They may be modified during the reference period.

The second step is identifying the methods to undertake to attain the objectives.

Competence	Learning Objective	Learning Activity

Member signature:	Date:
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PORTFOLIO 2010-2013
DECLARATION OF A FORMAL (“FORMELLE”) LEARNING ACTIVITY
 (Join proof of participation and documentation of content.)

Title of activity:

Date(s) of activity:

Name(s) of instructor(s) / speaker(s):

Qualifications of the instructor / speaker:

Type of activity: Course Congress Symposium Conference Clinical supervised workshop
 Practical workshop Other – Specify:

Organism responsible for the activity: OPPQ Other – Specify:

Learning objective(s) of the member (re: PACC):

Analysis of the activity:

Achievement of the member's objective(s):

Impact on member's practice:

Impact on plan of continuing competency:

Total duration of activity:		hour(s) and		minutes
LESS Time allotted to breaks, meals and social:		hour(s) and		minutes
Duration of activity allowable:		hour(s) and		minutes

HFCs RECORDED BY OPPQ

HFCs TO BE DECLARED BY THE MEMBER

Member signature:

Date:

PORTFOLIO 2010-2013
ASSESSMENT OF THE REFERENCE PERIOD 2010-2013
 (To complete at the end of the reference period.)

Member name:	Permit number:
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Member's Basic Requirement for the Period*

Basic Requirement 30/15 HFCs	Formal ("formelle") Activities HFCs	Independent ("autonome") Activities HFCs
* Number of HFCs required: If you became a member of the OPPQ for the first time on the 1 st of April of the second or third year of the reference period, or if a reduction applies to you, please refer to the document <i>Policy Addressing Continuing Competence (PACC)</i> in order to calculate your basic requirement. (Join all documents justifying a modification of your requirement)		

Table of Compilation of HFCs

	HFCs "de formation dirigée" (formal) (HFCs transferred by l'OPPQ)		HFCs "de formation autonome" (independent) (HFCs transferred by l'OPPQ)
	Formal ("formelles") HFCs Recorded by l'OPPQ	Formal ("formelles") HFCs Declared by the member	Independent ("autonome") HFCs Declared by the member
Year 2009-2010			
Year 2010-2011			
Year 2011-2012			
Year 2012-2013			
Grand total:	— HFCs "formelles"		— HFCs "autonomes"

Analysis of the Period 2010-2013

This step consists of a critical analysis of the reference period 2010-2013. It serves, among other goals, to prepare for the next reference period.

Learning Objective	Achieved	Partially achieved	Not attained	If partially or not attained, what were the reasons? What measures can be undertaken to ensure it is not repeated?
Requirement HFCs:				

Member signature:

Date:

APPENDICES

EXAMPLE OF A PORTFOLIO – PHYSICAL
REHABILITATION THERAPISTS

**PORTFOLIO 2010-2013
PLAN OF CONTINUING COMPETENCY**

Member name: <i>Jane Doe Smith</i>	Permit No.: <i>P-99999</i>	Version 1 <input checked="" type="checkbox"/> additional version <input type="checkbox"/> indicate version no: ____
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SELF ANALYSIS AND SETTING OF LEARNING OBJECTIVES

The first step in creating the portfolio consists of the members' auto evaluating their skills in order to identify areas of improvement with respect to current or future practice. Once identified, the member must elaborate objectives that are in line with the essential competencies outlined in appendix 1 or 2 of the *Policy Addressing Continuing Competency (PACC)* (depending on the permit held). These objectives must be specific, measurable, action oriented, realistic and timely. They may be modified during the reference period.

The second step is identifying the methods to undertake to attain the objectives.

Competence	Learning Objective	Learning Activity
<i>Intervention :</i> <ul style="list-style-type: none"> • <i>Intervene in loss of mobility and independence</i> • <i>Offer professional services</i> 	<i>My new position in a longterm care facility requires a knowledge of screening tools in risk of falls.</i> <i>Objectives:</i> <ul style="list-style-type: none"> • <i>Able to list risk factors</i> • <i>Describe mechanism involved in balance control</i> • <i>List the standardized tests</i> • <i>Evaluate the results of my treatments</i> • <i>Establish realistic treatment plans</i> 	<i>Literature review of recent articles (2005+) on pubmed and medline.</i> <i>Read pertinent book</i> <i>Take the course " Utilisation optimale des outils de mesure pour les risques de chutes".</i>

Member signature: <i>Jane Doe Smith</i>	Date: <i>April 1, 2010</i>
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PORTFOLIO 2010-2013 DECLARATION OF A FORMAL ("FORMELLE") LEARNING ACTIVITY (Join proof of participation and documentation of content.)					
Title of activity: <i>Utilisation optimale des outils de mesure pour les risques de chutes</i>					
Date(s) of activity: <i>September 28-30, 2012</i>					
Name(s) of instructor(s) / speaker(s): <i>Mr Côté-Tremblay</i>					
Qualifications of the instructor / speaker: <i>Chief physiotherapist' department of research, Institut de recherche gériatrique de Montréal</i>					
Type of activity: <input checked="" type="checkbox"/> Course <input type="checkbox"/> Congress <input type="checkbox"/> Symposium <input type="checkbox"/> Conference <input type="checkbox"/> Clinical supervised workshop <input type="checkbox"/> Practical workshop <input type="checkbox"/> Other – Specify:					
Organism responsible for the activity: <input type="checkbox"/> OPPQ <input checked="" type="checkbox"/> Other – Specify: <i>Institut de recherché gériatrique de Montréal</i>					
Learning objective(s) of the member (re: PACC): <i>List the standardized tests</i>					
Analysis of the activity: Achievement of the member's objective(s): <i>Goal reached.</i> Impact on member's practice: <i>I can use the standardized tests as screening tools for risk factors in the newly admitted patients.</i> Impact on plan of continuing competency: <i>I will concentrate on treatment strategies.</i>					
Total duration of activity:		24	hour(s) and	00	minutes
LESS Time allotted to breaks, meals and social:		4	hour(s) and	00	minutes
Duration of activity allowable:		19	hour(s) and	00	minutes
HFCs RECORDED BY L'OPPQ <input type="checkbox"/>			HFCs TO BE DECLARED BY THE MEMBER <input checked="" type="checkbox"/>		
Member signature: <i>Jane Doe Smith</i>			Date: <i>September 30, 2012</i>		

PORTFOLIO 2010-2013
DECLARATION OF AN INDEPENDANT (“AUTONOME”) LEARNING ACTIVITY
 (Join proof of participation and documentation of content.)

Date(s) of the activity:*June 22, 2010***Description of the activity:***Reading a scientific article**“Geurts, Kelly et al. “Guidelines for the prevention of Falls in the Geriatric Population.” Journal of Physical Therapy, Vol 89, July 2007, Pages 123-135.***Learning objective(s) of the member (re: PACC):***List the standardized tests.***Analysis of the activity:**

Achievement of the member’s objective(s):

Goal partially reached as only one test discussed in the article.

Impact on member’s practice:

The article has increased my awareness on available tests.

Impact on plan of continuing competency:

Will need to undertake a formal course as articles do not go into great detail on different tests.

Total duration of activity:	1	hour(s) and	450	minutes
LESS Time allotted to breaks, meals and social:		hour(s) and		minutes
Duration of activity allowable:	1	hour(s) and	45	minutes

Member signature:*Jane Doe Smith***Date:***June 22, 2010*

PORTFOLIO 2010-2013
ASSESSMENT OF THE REFERENCE PERIOD 2010-2013
(to complete at the end of the reference period)

Member name: <i>Jane Doe Smith</i>	Permit number: <i>P-99999</i>
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Member's Basic Requirement for the Period*

Basic Requirement 30/15 HFCs	Formal (Formelle) Activities 30 HFCs	Independent (Autonome) Activities 15 HFCs
* Number of HFCs required: If you became a member of the OPPQ for the first time on the 1 st of April of the second or third year of the reference period, or if a reduction applies to you, please refer to the document <i>Policy Addressing Continuing Competence (PACC)</i> in order to calculate your basic requirement. (Join all documents justifying a modification of your requirement)		

Table of compilation of HFCs

	HFCs "de formation dirigée" (formal) (HFCs transferred by l'OPPQ)	HFCs "de formation autonome" (independent) (HFCs transferred by l'OPPQ)	
Year 2009-2010	16	13	
	Formal ("formelles") HFCs Recorded by l'OPPQ	Formal ("formelles") HFCs Declared by the member	Independent ("autonome") HFCs Declared by the member
Year 2010-2011		12	1 hour 45 minutes
Year 2011-2012		19 hours 30 min.	3
Year 2012-2013	#	4	1 hour 10 min.
Grand total:	35 h 30 min. HFCs "formelles"	15 h 55 min. HFCs "autonomes"	

Analysis of the Period 2010-2013

This step consists of a critical analysis of the reference period 2010-2013. It serves, among other goals, to prepare for the next reference period.

Learning Objective	Achieved	Partially achieved	Not attained	If partially or not attained, what were the reasons? What measures can be undertaken to ensure it is not repeated?
My new position in a longterm care facility requires a knowledge of screening tools in risk of falls: Objectives: <ul style="list-style-type: none"> • Able to list risk factors • Describe mechanism involved in balance control • List the standardized tests • Evaluate the results of my treatments • Establish realistic treatment plans 	√			
Basic Requirement HFCs:	√			

Member signature: <p style="text-align: center;"><i>Jane Doe Smith</i></p>	Date: <p style="text-align: center;"><i>March 28, 2013</i></p>
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