



Policies and Procedures For Sponsors of Continuing Education Programs (MCE's)

Introduction

The Canadian Board for Certification of Prosthetists and Orthotists (CBCPO) recognizes the need for effective, high quality, continuing professional education. Continuing education is the means to improve the skills of Prosthetists and Orthotists and the delivery of client services. CBCPO regulates the certification to practitioners of prosthetics and orthotics. The maintenance of certification means that mandatory continuing education requirements must be fulfilled.

Policy on Mandatory Continuing Education (MCE's)

In every 5-year period all certified prosthetists and/or orthotists must complete a minimum of 30 hours of qualifying credits. Members who are dual certifees must complete 30 hours in each discipline to qualify for certificate renewal. Mandatory continuing education credits must be reported yearly by each individual certifee. The definition of a MCE unit is that one MCE is equivalent to one hour of educational participation.

The Certifee must meet the requirements of the Mandatory Continuing Education Policy in order to have their CBCPO Certification eligible for renewal. All certifications expire every 5 years after their date of issue and must be renewed to practice as a certified practitioner.

Definition of Continuing Education

CBCPO will support educational programs that are within the body of knowledge and skills generally recognized and accepted by the profession as encompassing the basic sciences, the discipline of clinical orthotics and prosthetics, and the provision of health care to the public. This can include leading scientific information that is at the forefront of P&O research. This definition and the rules applied by the MCE program are sufficiently broad to permit orthotists and prosthetists to undertake continuing education activities which are relevant to their professional responsibilities and interests. The CBCPO education chairperson assigns the MCE credits, which can be earned when attending any specified educational program.

Purpose of Mandatory Continuing Education

To demonstrate to clients, health professionals, paying agencies and the general public that the organized field of P&O in Canada believes that continuing professional education is a professional obligation to continuing to be the best possible providers of choice for prosthetic and orthotic services

Types of mandatory continuing education:

- Attend a national or international convention relative to the prosthetic/orthotic profession
Maximum MCEs: Based on attendance to conference specific activities (maximum 18 MCEs)
- Attend the CAPO convention
Maximum MCEs: Based on attendance to conference specific activities (maximum 24 MCEs)
- Attend seminars and associated courses of allied health professionals (subject to education chair pre-approval). Eligibility for MCEs will be evaluated based on complexity of content. For example,
6 MCEs – One-day course covering single topic with in-depth complexity
4 MCEs – full or partial day course covering related topics of reasonable complexity
2 MCEs – full or partial day course covering related topics of minimal complexity

If a member is applying for MCEs and the event has not been assessed by the CBCPO, it is the responsibility of the member to provide the Education Chair with the course outline, lecture synopsis or description of the event to determine the number of MCEs to be awarded **PRIOR** to attending the activity. Without appropriate documentation **PRIOR** to the activity, MCEs will not be awarded.

- Attend tutorials on prosthetic/orthotic procedures (subject to education chair approval)
Maximum MCEs: Based on complexity of content
- Have a prosthetic/orthotic (clinical or technical in nature) article published in a newsletter style publication
Maximum MCEs: 10 MCEs (maximum one article per five year period)
- Have a prosthetic/orthotic article Add: or thesis published in a national or international journal ~~or textbook~~
Maximum MCEs: 30 MCEs Change: 10
- Add: Publication of textbook, or chapter in a textbook.
Maximum MCEs: 30 MCEs for full textbook
Maximum MCEs: 10 MCEs for a chapter

- Present a lecture to a provincial association of a clinical or technical nature (minimum 15 minutes)
Maximum MCEs: 2.5 MCEs per 15 minutes of lecture; maximum 15 MCEs per five-year period
- Presentation to national or international meeting or convention of a clinical or technical nature
Maximum MCEs: 2.5 MCEs per 15 minutes of lecture; maximum 15 MCEs per five-year period
- Be called upon as an unpaid guest lecturer to give a presentation to students at one of the clinical prosthetic/orthotic school programs or other allied health professionals
Maximum MCEs: 2.5 MCEs per 15 minutes of lecture; maximum 15 MCEs per five-year period
- Present a lecture to a group such as health care professionals regarding CBCPO, CAPO, or about the prosthetic/orthotic industry (minimum 15 minute lecture)
Maximum MCEs: 2.5 MCEs per 15 minutes of lecture; maximum 5 MCEs per five-year period
- Volunteer prosthetic/orthotic support or service to a group, team or organization where the majority of members use assistive devices within the members' scope of practice (e.g. Para-Olympics, amputee hockey team, etc.)
Maximum MCEs: maximum 5 MCEs per five-year period. Computer courses may qualify for MCEs if they relate to treatment protocol
- Members enrolling and satisfactorily completing on-line courses through the American Academy of Orthotists and Prosthetists On-line Learning Center (<http://www.oandp.org/olc/>) will be granted the identical number of MCEs that ABC grants as PCEs In order to receive MCE credits, proof of attendance is required.

MCEs for Post Certification Master's

- 5 MCEs will be awarded to each Master's course up to a maximum of 15 MCEs in a 5 year cycle.
- Students enrolled in the Master's program are encouraged to attend at least one national or international convention within a 5 year cycle.
- The balance of MCEs (15) is to be accrued through existing means as set out by mandatory continuing education policy.
- A student of a thesis based Master's will receive 10 MCEs towards the thesis.
- Students of thesis based Master's program will also receive 5 MCEs for each course up to a maximum of 15 MCEs.

Program Requirements

The Educational program must address the following aspects:

1. Needs Identification
2. Learning Outcomes
3. Speaker Qualifications
4. Program Methodology
5. Assessment of Learning Outcomes and Satisfactory Completion
6. Sponsor Program Evaluation

Details pertaining to the 6 components of an educational program have been specified below.

Needs Identification:

The program or activity must be planned in response to the identified needs of a target audience; **why an audience would benefit from the program?**

Guidelines: *The purpose of identifying learning needs is to ensure that the planned activity is relevant to the learner's continuing education and or job requirements. Needs may be identified in several ways: for example, input from learners, their supervisors, their organizations and/or professions. The key to effective needs assessment is the identification of the gap between what the learner knows and what the learner needs to know. The documentation produced by needs assessment becomes the basis for developing learning outcomes*

Learning Outcomes:

The continuing education provider should have a clear and concise written statement of their intended learning outcomes for each continuing education program. This is the specific knowledge and/or information that the program sponsor expects the audience to learn after the session.

Guidelines: *Intended learning outcomes are synonymous with behavioural and performance objectives. Their purpose is to specify the determined skills, knowledge, and/or attitudes that the learner should be able to demonstrate following the continuing education experience. The learners should be aware of these intended learning outcomes prior to and during the session. Such outcomes form the basis for measurement of progress, periodic feedback and final assessment.*

Speaker Qualifications:

Qualified instructional personnel should be directly involved in determining the program purpose, developing intended learning outcomes and planning and conducting each learning experience. Speakers must be qualified to speak on the subject matter.

Guidelines: *A systematic and sequential process that fulfills the specified purposes and intended learning outcomes of the continuing education experience requires program leaders or instructional staff who have the following qualifications:*

- (a) Expertise in the subject matter and appropriate credentials

- (b) Qualifications include, but not limited to registration or certification earned, licensure or credential in the subject matter, educational degree, medical degree, special training or education, extensive experience in the subject matter
- (c) Understanding the purpose and intended learning outcomes of the continuing education or training experience
- (d) Knowledge and skills in the instructional methodologies and learning processes to be used
- (e) Ability to communicate the educational content to the participants at an appropriate level
- (f) Exceptions to speakers' qualifications will be considered as the information presented relates uniquely to the speakers' background and experience. Qualifications that relate specifically to the content of the presentation will be favorably considered.
- (g) If deemed necessary by the Committee, program sponsors may be asked to provide additional information which establishes the speakers qualifications to present the subject matter

Methodology:

Instructional methodologies selected must be consistent with stated learning outcomes, sequenced to facilitate learning and permit opportunity for the learner to participate and to receive feedback.

Guidelines: The learner and the instructor have a clear understanding of the method through which the educational methods are presented. For example, learning outcomes can be achieved through lectures, demonstrations or through "hands on" or laboratory sessions. Content should be sequenced in a logical manner and should proceed from basic to advanced levels. Instructional methodologies should permit the learner to participate interactively and to receive feedback that strengthens and reinforces learning and measures progress.

Requirements for Satisfactory Completion:

Requirements for satisfactory completion need to be established for each planned learning experience. These requirements are based on the purpose and intended learning outcomes. Participants should be informed of the requirements for satisfactory completion prior to their participation (i.e. program advertisement, MCE announcement, registration confirmation) Sponsors should not rely solely on attendance as the requirement of satisfactory completion. It is suggested that sponsors consider a pre-test and post-test to measure satisfactory completion.

Guidelines: The requirements for satisfactory completion are established prior to the offering of the program through the mutual agreement of the course coordinator, course director or other persons responsible for the CBCPO MCE program. Requirements may be based on the ability of participants to demonstrate what they have learned, or some predetermined level of attendance at sessions or a combination of performance and attendance.

Programs that require achievement of certain performance levels (such as independent study or video home study) should be based on the intended learning outcomes that have been clearly stated at the beginning of the program. Requirements that focus on attendance only should be high (over 90%) and documented by attendance sheets. Sponsors need to answer the question: **What was the most useful/valuable information gained from this program/session?**

- A. Attendance Sheets: Sign-in sheets are to be used for both a.m. and p.m. sessions. Practitioners will receive credit for all day attendance, only if their signatures appear on both the a.m. and p.m. session sign-in sheets. Signatures for only one session will receive one half of the daily credit for that day. If the practitioner fails to sign-in twice per day, they may subsequently secure written proof of attendance from the sponsor.
- B. Assessment of Learning Outcomes: Procedures established during program planning are used, when applicable, to measure the achievement of intended learning outcomes specified for the program or activity as they relate to changes in learners' knowledge, skills or attitudes.

Guidelines: Assessment refers to the measurement of individual performance in relation to intended learning outcomes. Assessment may be made during and/or at the conclusion of the learning activity. Assessment made during the activity may help to reinforce learning and provide a point of reference for the progress of the learners. (i.e. Q&A session during the seminar to assess if needs are being met.)

The assessment of learning outcomes must be measurable or observable, clearly stated and focused on the level of performance expected of the learner. When a formal assessment of learning outcomes is to be part of a program or activity, the purpose and nature of the assessment procedure must be made known to the learner prior to the beginning of the program.

Assessment may take diverse forms, such as performance demonstrations under real or simulated conditions, written or oral examinations, written reports, completion of a project, self-assessment, or locally or externally developed standardized examinations. Moreover, assessments may be made during or at the conclusion of the program or activity, or after some elapsed time following the learning experience. Assessment will be made based upon the type of learning experience. For a lecture/seminar the best form of assessment may come from the evaluation forms.

Sponsor Program Evaluation:

During the course of planning, a process is established to evaluate major aspects of the continuing education experience, (i.e. organizational input; the design, content, content level, and operation; and the extent to which intended learning outcomes were achieved).

Guidelines: There is a distinction between assessment and evaluation. Assessment refers to the measurement of individual learning outcomes. Evaluation refers to measures of the quality of the administration and operation and of the continuing education experience as a whole. Using only participant reaction surveys will not yield the data needed for an adequate assessment of a continuing education experience. However, substantial and useful participant reaction surveys can be designed: (1) to measure what the participants consider to be the benefits of the learning experience; (2) to determine participant satisfaction with the physical arrangements; or (3) for comparisons between different offerings or between the same offerings on different occasions. The evaluation process itself is one measure of the quality of a continuing education program or activity.

The evaluation the continuing education experience for the participant(s) and the sponsor/provider is critical in ensuring high quality, effective learning. Evaluation takes into account the process followed in the program planning effort and is intended to develop information aimed at answering the following questions:

- A. Did the learning experience and the instructional methods used satisfy the intended learning outcomes?
- B. Were the intended learning outcomes appropriate for the stated purpose of the learning experience and for the learners involved?
- C. Were the intended learning outcomes stated in measurable or observable terms?
- D. Were the program inputs (decision making during the planning process: fiscal, physical, and instructional inputs of the provider associated with the learning outcomes?
- E. Was there a clear relationship between educational needs of the learners and the stated purposes of the learning experience?
- F. Were the provider's philosophy, mission, structure, functions, and processes effective and efficient in producing the learning outcomes intended for the learning experience?

Quality improvement, development and control of continuing education programs are enhanced through systematic evaluation of what intended goals are in a program, in relation to what actually occurs. The difference found between what is intended and what actually occurs can be used as the basis for modifications to ensure that the intended learning outcomes are attained. Providers of continuing education may find evaluations area useful tool when accounting for the results of their programming efforts.

Advertising of Continuing Education Programs through CAPO

CBCPO will sanction courses that demonstrate good prosthetic and orthotic clinical or technical relevance, scientific information and new technology with sound clinical/technical practice and outcomes. To facilitate a seamless effort to notify the prosthetic and orthotic professionals of continuing education opportunities, The Canadian Association of Prosthetists and Orthotists (CAPO) is please to work with sponsors/providers to help advertise approved courses to the Canadian P&O professionals. CAPO vehicles for advertising include the Alignment magazine, CAPO web page, the CAPO newsletter and a mail out to CAPO members. Please see application procedures for more information on advertising.

CBCPO Continuing Education Program: Application Procedures

A. Submission:

The ***CBCPO Mandatory Continuing Education (MCE's) Program Approval Application*** is available from CBCPO head Office. Applications must be typewritten. Include the complete MCE program application form and processing fee of \$200.00 + GST/HST (in Canadian Funds Only).

The CBCPO Education Committee (or the chairperson) will review the application and assign appropriate MCE credits. If programs are being offered repeatedly throughout the year, and the program remains the same, resubmission of the program is not necessary. However the sponsor must advise CBCPO that exactly the same program is being performed (same content and presenters) with in 30 days of subsequent programs.

B. Notification:

Upon receipt of the completed application, sponsors will be notified in writing of the assignment of MCE credits.

C. Transmittal of Sign-in sheets:

All sign-in sheets should be transmitted to CBCPO via registered mail, within 30 days following completion of the educational program.

D. Submission of sponsor program evaluation:

The program evaluation form completed by the sponsor must accompany the sign-in sheets in order for the participants to receive MCE credits for attendance.

E. Advertising through CAPO:

Sponsors interested in utilizing advertising opportunities through CAPO should contact head office.

Failure to confirm to these guidelines

If it is reported that courses offered did not following the submitted course guidelines, the supplier will be given a warning letter explaining their obligations and that if future complaints are raised against the same supplier, CBCPO reserves the right not to endorse future courses offered by the sponsor/provider.