



## Program for Continuing Competency Documentation Guide

Your PCC documentation is a reflection of your professionalism. Being thorough indicates genuine engagement and reflection has taken place and allows for reviewers to determine the depth that you have engaged the PCC requirements. This supplement is meant to assist registrants engage the PCC documentation. Please also consider accessing **Instructions for On-line Documentation**.

Reminder:

1. Learning goals should **not** include:

- Reviewing entry-level knowledge that is expected of all Paramedics (e.g., CPR)
- Reviewing material that you previously learned (e.g., Care Maps, Medication Standing orders)
- Renewing a certification required for your practice level (e.g., ACLS) **\*If the education is a requirement of your employment, it should not be used in your PCC.**
- Goals that are personal goals, which do not relate directly to Paramedic practice.

2. When looking ahead for new goals and learning activities, **focus on an area that you have not done previously.**

- Example: If you engaged in a Personal Health and Wellbeing activity for past PCC submissions, then you should not be choosing one from Self-Assessment area #7 again the following year.

Do not repeat the same/similar learning activities annually. (See PCC Handbook for further details)

Start by completing the self-assessment exercise. Use the **PCC Self-assessment Supplement** as a guide. When you have completed the self-assessment process, you will have designated at least two indicators (right hand column of the self-assessment document) that you will focus on in the PCC year (April 1-March 31 annually).

**Example:**

**5.6| maintain current knowledge related to the profession by: Participating in professional meetings and activities.**

The indicator is “general” and requires a registrant to identify a goal more specifically. You are asked to **“Please describe your Learning Goal/Objective for this indicator”**. Now is the time to apply the principles of SMART goal setting:

<b>S</b>	Specific to your learning needs and applicable to your current or future practice.
<b>M</b>	Measurable, real objectives that can be achieved through planned learning.
<b>A</b>	Attainable, accessible learning that can be accessed by you where you are.
<b>R</b>	Realistic for you to fit your learning needs, your life, and work environment.
<b>T</b>	Timely and achievable within the next few months or within the year.

*From The Working Mind – Mental Health Commission of Canada*



**Example:**

Please describe your Learning Goal/Objective for this indicator:

I want to expand my knowledge and understanding of how the CPMB makes decisions that affect registrants and the profession of paramedicine.

This goal is:

**S** – Specific – Expanding knowledge and understanding of CPMB decision making process.

**M** – Measurable - attending CPMB Council meetings

**A** – Attainable – observers are allowed to request to attend meetings

**R** – Realistic – will only take a few hours on the occasions attended

**T** – Timely – Council meetings occur quarterly so there are 4 opportunities to attend within the PCC cycle.

Next you will be asked to “Please add at least two projected learning activities/interventions to this indicator.” This is where you designate the learning activities (two per goal) you will engage to “expand your knowledge and understanding of how the CPMB makes decisions that affect registrants and the profession of paramedicine.

**Example:**

Attending two CPMB Council meetings as an observer

You are now asked to provide information about the type of learning, and the learning event itself. You designate the learning activity as

- **Formal:** Learning activity that is structured and may require an evaluative process to achieve a credential (certificate) upon completion (example: a Course or additional training)
- **Informal:** Learning activity that is not structured and does not yield a credential (example: webinar, conference session)
- **Self-Directed:** Learning activity that is designed by you (example: reading a journal or publication, following an exercise schedule)

You **name** the specific learning event, **identify the instructor**. (yourself, an individual or group), and the **location of the learning event**.

**Example:**

**Activity Type:** Informal

**Activity Name:** CPMB Council meeting

**Instructor:** The CPMB Council members

**Location:** The Board Room at the College (or remote connection via Teams)



You are asked to designate a **target date** – when you hope to engage in the activity or complete the activities, and a **completion date** – when the learning activity is completed.

**Example:**

**Target Date:** June 21, 2023, September 27, 2023

**Completion Date:** September 27, 2023

The target date is a mandatory field to progress in the documentation; however, some things don't go according to plan. Perhaps you are unable to attend the scheduled meeting in September and instead, attend the Council meeting December 20, 2023. Target dates can be updated.

The completion date is not mandatory and is flexible to accommodate changes in your learning activity dates as stated above. When you do provide a completion date, the remainder of the documentation windows will appear.

The remaining documentation is what provides the CPMB and the public with information about your learning experience and how it impacts your practice. You are asked to provide **Learning activity details**.

**Example:**

I attended the via Teams the June 21 and December 20, 2023, CPMB Council meetings. I received and reviewed the agenda items before attending. I was not able to speak and contribute to the meeting discussions, but I could hear the input from Paramedic and Public Council members, both paramedic and public. I was excused during the "in camera" sessions but was able to rejoin following them. In addition to the regular business items of media scans, finances, governance, the Chair and Executive Director reports, there was discussion on several Practice Directions including Community Paramedicine and Self-Employed Practice. There were updates on registration, conduct (general information) education and Continuing Competency. At the beginning of each meeting there was a Land Acknowledgement Statement, and an opportunity for those in attendance to declare a conflict of interest with any agenda item. At a few points during the meeting, a Council member excused themselves due to a declared conflict of interest. The agenda was full, and a lot of topics were discussed, information received, and decisions made following robust conversation.

You are asked to document how this learning has **impacted your practice**. This reflection is more about your personal experience and what you learned from it, rather than more information on the event itself.

**Example:**

I have heard about how meetings are conducted in general, but I had never experienced it. I knew the Council met quarterly but had no idea the amount of material that was received, discussed and decisions that were made during one of these meetings. I have a greater appreciation for the time and effort Council member devote to this. I also never really appreciated the fact there were public members on Council until I heard and considered their input during discussions. It really is a way to get a balanced perspective. I have read some of the Practice Directions, but now can appreciate the amount of work that goes into developing them, the motivation for creating them, and the discussion to ensure they are



clearly addressing the concern/issue and providing the necessary guidance for paramedics. These meetings are a lot of work to prepare, and a lot of work to conduct. I now have a greater appreciation for the College staff and Council members. This experience also increased my understanding of how the new structure and legislation increases the professional image and credibility of paramedicine in Manitoba.

Finally, you are asked to upload **documentation**. This can be in the form of a certificate of completion (Formal Learning activity) a URL or screen shot of the webinar or textbook (Informal Learning activity) or a picture of a logbook or journal (Self Directed Learning activity) This helps the reviewing Committee to verify the source of your learning activity.

**Example:**

<https://collegeparamb.ca/about/council/meeting-highlights/>

Throughout the year, update your PCC in the registrant portal by documenting the specific learning activities completed to meet the learning goals. This will allow you to renew your registration (February 1-March 15 annually) with the CPMB without having to scramble to complete your PCC documentation.

**Struggling to decide on Goals and Learning Activities?**

**Questions to stimulate thought:**

- What is the predominant culture/cultures in the area where you work? How familiar are you with these cultures? Would engaging in additional study enhance your practice as a paramedic?
- Does the population you serve have a higher probability of chronic and acute illness and injury? (Example Diabetes, COPD, trauma). How familiar are you with these conditions and the clinical options within your scope? Would engaging in additional study enhance your practice as a paramedic?
- Have you experienced a patient whose condition challenges your knowledge? Would engaging in additional study of this condition enhance your practice as a paramedic?
- Medication administration for symptom relief is an integral part of paramedic practice. There are multiple options for some symptoms (like pain). How familiar are you with these options and their use? Would engaging in additional study enhance your practice as a paramedic?
- Is there a population you are less comfortable/less confident when assessing and making clinical decisions? (Pediatric, geriatric, palliative, dementia, addictions, etc.) Would engaging in additional study enhance your practice as a paramedic?

**Are you a new graduate?** Looking for ideas for your PCC goals? Look at your entry to practice exam scores – Is there an area with a lower score that you can focus on in your PCC?

**Learning activity options to consider include:**



- Attending education sessions, workshops, in-services, or conferences
- Completing a certificate course
- Consulting with or observing other health care professionals in the workplace and carrying out research to validate what has been learned.
- Reading current peer-reviewed journal articles, textbooks, or other scholarly publications
- Webinars, on-line learning opportunities

**SEE: Potential Learning sources (*coming soon*)**