



**College of Paramedics  
of Manitoba**

# **College of Paramedics of Manitoba**

## **Program for Continuing Competency Handbook**

**March 2026**

## INTRODUCTION

As Paramedicine in Manitoba is regulated under the *Regulated Health Professions Act* (RHPA), all registrants are required to maintain currency in their practice and knowledge through the Program for Continuing Competence (PCC).

As per **RHPA 87(1)** A council must establish, by regulation, a continuing competency program to maintain the competence of the members and to enhance the practice of the regulated health profession. The program may provide for, but is not limited to,

- (a) reviewing the professional competence of members.
- (b) requiring members to participate in programs intended to ensure competence; and
- (c) conducting practice audits in accordance with this Act.

The PCC engages Paramedics in a professional practice model supporting currency in practice, enhancement and expansion of knowledge and skills. It is designed to foster individual improvement and growth of professional practice, enhancing the level of service and care provided to Manitobans.

## Who is required to participate in the Program for Continuing Competency?

All registrants with the College of Paramedics of Manitoba in the following classes:

- Full Membership
- Provisional Membership
- Non-practicing Membership

For the 2026/2027 PCC cycle, the Self-Reflection and Learning Goals/Activities may be completed at any time between **June 1, 2026** and February 1, 2027. All requirements must be completed before the 2027 registration renewal.

## Principles and Goals of Continuing Competence

The College of Paramedics of Manitoba believes that paramedics must remain current, competent, and accountable in their practice. Manitobans expect safe, high-quality care, and the PCC supports this through ongoing learning grounded in the **Canadian Paramedic Competence Framework (CPCF)**.

A strong continuing competence program also contributes to **public safety**, ensuring that paramedics practice to consistent, evidence-based standards across all settings

The PCC encourages registrants to:

- Reflect on their practice to identify strengths and areas for growth.
- Engage in learning across the CPCF's eight core competence areas: Professionalism, Communication, Collaboration, Learning and Adapting, Health (of the Professional), Advocacy, Leadership, and Care Along A Health and Social Continuum.
- Share knowledge, participate in mentorship, and contribute to continuous quality improvement.
- Apply new learning to enhance clinical decision-making, communication, and overall patient care.

Through reflective practice and lifelong learning, paramedics strengthen their competence and support safe, effective service to Manitobans.

## General Regulations 6.6

If a member fails to complete the continuing competency requirements or if practice issues are identified through a practice audit, the registrar may do one or more of the following:

- a) impose any conditions that the registrar considers necessary or advisable on the member's certificate of practice.



- b) require the member to successfully complete any examinations, tests, assessments, training, or education that the registrar considers necessary to establish that the member is competent to engage in the practice of paramedicine.
- c) direct the member to take any action the registrar considers necessary to address any issues identified in the audit.

As required under the Regulated Health Professions General Regulation, M.R. 189/2013, s. 6.4, registrants must maintain records of all continuing competency activities for the current year and the **previous three years**. Upon request, registrants must be able to provide these records to the College of Paramedics of Manitoba. While the College may have access to some information, the responsibility for retaining and producing these records rests with the registrant.

## Self-Reflection:

The self-reflection tool follows the **Standards of Practice for Paramedics**

<https://collegeparamb.ca/wp-content/uploads/2020/07/Standards-of-Practice-final-28-Aug-18.pdf>

Each registrant should use the Self-Reflection document to reflect on:

- Areas needing enhancement.
- Areas of interest that pertain to scope of work.
- Education opportunities engaged in past year.
- The impact learning opportunities have had on practice.

To complete the self-reflection, review and reflect on 2 of the laid-out goals, select 2 learning activities per goal to submit.

## Learning Goals:

Each year, based on the self-reflection, a **minimum of two (2) Learning Goals must be identified.**

It is recommended that registrants begin their PCC work, including selecting learning goals, early in the cycle to avoid creating a rushed or incomplete plan near renewal. Goals may be identified after reviewing the self-reflection document, reflecting on current or future area(s) of practice and identifying the competencies required to meet client care/learning needs in that environment. The goals themselves may also be used for the self-reflection.

Learning goals should be “SMART:”

<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 PCC cycle timeframe

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



## Acceptable learning goals should:

- Broaden paramedic knowledge
- Hone in on a specific skill, new care map/offline order, or paramedicine philosophy
- Relate to current area(s) of practice, or a potential future area of practice
- Expand the individual's body of knowledge and build competence as a paramedic
- Help meet the needs of current or future client populations

### Reminder:

Participation in the PCC, including self-reflection activities related to practitioner health, does not replace or alter a registrant's existing professional obligation to self-declare fitness-to-practice concerns under the General Regulation.

## Planned Learning Activities:

Once learning goals for the year have been determined, plan methods of acquiring the new knowledge, skill and/or experience needed to achieve those goals. You will need to designate a minimum of **two** interventions/objectives (Activities) per learning goal. Learning activities can be:

- **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) as long as you can correspond the learning to your practice.



**Learning activities should not include:**

- Reviewing entry-level knowledge that is expected of all Paramedics (e.g., CPR, Driving, Handwashing, PPE)
- Reviewing material that you previously learned (e.g., Care Maps)
- Renewing a certification required for your practice level (e.g., BLS)
- Goals that are personal, which do not relate directly to Paramedic practice

**\*\*Learning activities may not be redundant or re-used from the past 3 years.**

**Questions to inspire appropriate reflection:**

- 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?
- Are there patient populations that you are less exposed to, that you would benefit from enhanced or additional education?



## 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
- Participating in high-fidelity simulation with structured oversight
- When learning activities involve online or internet-based information, registrants are responsible for ensuring the source is credible, evidence-informed, and appropriate for professional learning. During an audit, the College may determine that non-credible or unverified sources do not meet PCC standards and may disqualify those activities.

## Credible Learning Sources

When selecting learning activities, especially those found online - registrants are responsible for ensuring that the information is **evidence-informed, and appropriate for professional practice**. Credible sources contribute to meaningful learning and strengthen the impact your activities have on paramedic practice.

To help determine whether a source is credible, consider the following:

- **Who produced the information?**  
Prefer material created by recognized experts, professional organizations, academic institutions, or peer-reviewed publications.
- **Is the information evidence-informed?**  
Ensure the content reflects current practice, guidelines, or emerging evidence.
- **Is the content supported by references or data?**  
Credible learning resources clearly identify where information comes from and avoid unsupported opinion.
- **Is it appropriate for professional learning?**  
The resource should expand your knowledge or skills in a way that **impacts your paramedic practice** - not simply offer general interest or personal-development information.



During an audit, learning activities based on non-credible or unverified sources may not meet PCC standards. Registrants should keep enough documentation to demonstrate how they assessed the credibility of the material used.

### **Record the following details for each learning activity:**

- Dates, locations, and the delivering organization; include presenter or instructor names.
- References for textbooks or articles used (author, title, edition/volume, publication date).
- For online sources: website address, author/organization, date accessed, and information confirming the source's credibility.
- A clear reflection describing how the learning has enhanced your practice.

**Remember: two (2) learning goals must be completed every year**

## **Impact on Practice**

As you complete your learning goals and activities, describe **how the new knowledge has influenced your practice**. Your reflection should address:

- **What you learned**
- **How it enhanced your competence or decision-making**
- **How it improved patient care**

Keep the focus on the connection between the learning and its impact on your paramedic practice.