Facilitator’s Guide

Title: Forum on Continuing Competence

Date: (Day/month/date/year)

Time: (suggested length of session 90 minutes)

Location: (to be completed by facilitator)

Directions or URL for directions: (to be completed by facilitator)

Description:

Does holding a current license mean you are competent to practice physical therapy? Continuing competence of physical therapists and of all health care professionals is of the utmost importance to a diverse range of stakeholders including the public, health care providers and their patients/clients, regulatory bodies, insurers, employers, and professional associations. Who is responsible for assuring competence? What is the scope of continuing competence? Is it safe practice? Is it effective practice? Are there a set of “core competencies” in which all providers must continually maintain and update their competence? What are the stakeholders’ concerns and fears? Join your physical therapy colleagues in a lively discussion of the issues surrounding continuing competence in physical therapy today.

Objectives:

Upon completion of this session, the participants will be able to:

1. Identify at least four of the major issues integral to the discussions on continuing competence of health care providers.
2. Discuss the stakeholders concerns and fears related to continuing competence requirements.
3. Consider the knowledge, skills, and abilities that may be included in a set of core competences representing contemporary practice.
4. Deliberate on the various roles stakeholders have related to continuing competence, including licensing boards, the professional Association, educators, employers, and consumers.
5. Provide feedback on the most important issues of continuing competence from their perspective.

Resource materials: available at www.apta.org/continuingcompetence

- Continuing Competence in Physical Therapy: An Ongoing Discussion background paper
- PowerPoint Presentation with key points and questions for potential discussion
- List of discussion questions for download and printing
- Reference documents and/or links where available
- Feedback Survey (electronic format for reporting feedback from Forum)
Continuing Competence...an ongoing discussion

Discussion Questions:

A. Responsibility:
Who is responsible for continuing competence? What are the roles of the various constituents in continuing competence? What is the purview of regulation regarding continuing competence?

B. Scope of Practice:
In what portion of the scope of practice should a licensee be responsible for maintaining competence? What is in a licensing board’s authority to regulate? In what part of the scope of practice should a licensing board require demonstration of continuing competence?

   a. Scenario #1
   b. Scenario #2
   c. Scenario #3
   d. Scenario #4

C. Knowledge, Skills, and Abilities:
Is there a set of knowledge, skills, and abilities that represent contemporary practice that all physical therapists should be able to demonstrate?

D. Safe & Effective:
Does continuing competence relate to ensuring safe practice, effective practice, or both? If it includes effective practice, what is the minimum standard for effectiveness?

E. Economic & Legal:
What are the economic and legal implications of implementing continuing competence requirements?

F. Fears & Concerns:
What are stakeholder fears and concerns about continuing competence requirements?
Facilitator’s Guide – Format for session:

Use the chart below as a guide to possible presentation format(s). Times will vary according to the size of the audience.

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity</th>
<th>Facilitator Role</th>
</tr>
</thead>
</table>
| 3 min   | Introduction/Purpose & format of meeting | • Provide handout  
• Designate a recorder | Use PowerPoint as prompt:  
• Describe purpose of meeting  
• Describe format to be used |
| 3 min   | Who is in the audience            | • Count number of attendees  
And  
• Count number in each stakeholder group | Ask for a show of hands of who is in the audience  
*Participants may raise their hand more than once if they represent more than one group* |
| 3 min   | Which Questions to discuss        | • Read questions | Ask for a show of hands for interest in discussing each of the 6 questions |
| 5 min   | Opinions                          | • Each attendee takes time to write down their comments, answers, thoughts, & questions. | Encourage each attendee to take a few minutes to formulate their thoughts in writing before the start of the discussion. |
| 30 -60 min | *Discussion                   | • Discuss response to questions | *Determine group process from options:  
• small groups to one group* |
| 30 min  | *Summary                          | • Report out to group as a whole | Add to PPT slides |
| 5 min   | Closing                           |                            | Next steps  
Complete survey with feedback |

Notes:
*Determine Group Process (discussion & summary):

Several options are available to you in how to formulate the groups for discussion:

#1: Group functions as a whole (less than 10 persons)
  - Each person makes notes for themselves and participates in the group as a whole
  - Each question is discussed in sequence by the group

#2: Group functions as small groups then as a group of the whole (10 – 25 persons)
  - Each person makes notes for themselves
  - Small group of 2-3 meet to discuss one or more of the questions
  - Group as a whole discusses questions in sequence

#3: Group functions as multiple small groups and reports out to larger group
  - Each person makes notes for themselves
  - Small groups of 3-8 persons discuss the questions with a recorder and group leader
  - Recorder or group leader reports out to the whole group
  - Rules of reporting are that only new information is reported, not duplication of ideas or comments.

#4: Large Group functions as a whole (over 25 to 100’s)
Prior to the meeting, the facilitator plans a meeting with 4-6 other presenters.
  - Each of these 4-6 persons is responsible for part of the content and/or one designated question (all questions will not be able to be addressed by all attendees)
  - Each is part of a panel discussion with 5 minutes or less to summarize information and then open the session for comments from the audience
    - OR -
  - Each facilitates the group discussion related to their designated question

#5: Large Group functions as a whole then splits to subgroups (over 25 – 100’s)
Prior to the meeting, the facilitator plans a meeting with 4-6 other presenters.
  - Each of these 4-6 persons is responsible for part of the content and/or one designated question.
  - Each group takes on a different question
  - Each group reports out on their question

Please Note: These questions are complex. Some will take a considerable amount of time to discuss. Question #2 for instance could take the entire session.

Materials:
You may chose to download pages 1 & 2 of this guide and make copies for participants

Equipment:
PowerPoint presentation requires computer, LCD projection, and screen.

Feedback:
Please complete the Online Feedback Survey (copy provided next page) after the discussion. We suggest that the Facilitator designate a person to act as a “recorder” and take notes during the session.
Facilitator Survey:
APTA Continuing Competence

Your name: _________________________________

About the Discussion

Event type:

○ District meeting
○ Chapter meeting
○ In-service
○ Other (please specify)_____________________

Event date:________________________________

Number of attendees: _______________________

Length of discussion, in minutes: _____________

For the following section, please indicate whether or not each question was discussed by your group. If a question was discussed, provide a brief summary of the discussion in the "Comments" box.

Were the following questions discussed by your group?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Who is responsible for continuing competence?</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>A. What are the roles of the various constituents in continuing competence?</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Continuing Competence...an ongoing discussion

What is the purview of regulation regarding continuing competence?  

Comments:

Were the following questions discussed by your group?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. In what portion of the scope of practice should a licensee be responsible for maintaining competence?</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>What is in a licensing board’s authority to regulate?</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>In what part of the scope of practice should a licensing board require demonstration of continuing competence?</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>a. Scenario #1</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>b. Scenario #2</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>c. Scenario #3</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>d. Scenario #4</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

Comments:

Was the following question discussed by your group?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Is there a set of knowledge, skills, and abilities that represent contemporary practice that all physical therapists should be able to demonstrate?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

Comments:

Was the following question discussed by your group?

D. Does continuing competence relate to ensuring safe practice, effective practice, or both?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

Comments:

Was the following question discussed by your group?

E. If it includes effective practice, what is the minimum standard for effectiveness?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

Comments:

Was the following question discussed by your group?
### F. What are the economic and legal implications of implementing continuing competence requirements?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o</td>
</tr>
</tbody>
</table>

Comments:

**Was the following question discussed by your group?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o</td>
</tr>
</tbody>
</table>

Comments:

Please provide additional resources or information you would like to see in the draft document:

Please provide any additional comments/feedback:

[Last updated: 04/26/10] Contact: profdevelop@apta.org