Evaluation of the Ontario College of Social Workers and Social Service Workers Continuing Competence Program

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Continuing Competence Program

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Abbreviations

CCP	Continuing Competence Program
HCA	Harry Cummings and Associates Inc.
P.D.	Professional Development
OASW	Ontario Association of Social Workers
OCSWSSW	Ontario College of Social Workers and Social Service Workers *(the College)*
QA	Quality Assurance
SW	Social Worker
SSW	Social Service Worker

Executive Summary

This executive summary presents findings of the evaluation of the Ontario College of Social Workers and Social Service Workers' Continuing Competence Program (CCP). The evaluation was completed in order to review how well the CCP is meeting its objectives and recommend possible improvements for the program going forward. To review the entire evaluation and results, please refer to the complete CCP Evaluation Report.

The College and the Continuing Competence Program

The Ontario College of Social Workers and Social Service Workers is the regulatory body for social workers and social service workers in Ontario. College membership is required if a person wishes to use any of the protected titles, or to represent or hold out expressly or by implication that he or she is a "social worker" or a "social service worker" or a "registered social worker" or a "registered social service worker". The College regulates the practice of the professions and describes the boundaries within which they operate, including the requirements and qualifications to practise the professions. The primary mandate of the College is to protect the public at large.

The CCP was launched in 2009. The program is mandatory for all members of the College. The purpose of the CCP is to promote quality assurance with respect to the practice of the professions of social work and social service work, and to encourage members to enhance their practice in an ongoing way. This is one way in which the College fulfills its mandate of protecting the public.

A major goal of the College is to encourage its members to strive for excellence in their practice. Careful consideration has been given to ensuring that participation in the CCP is accessible and feasible for all members.

Evaluation of the Program

The evaluation of the program was expected:
- To refine desired outcomes for the purposes of the current review and future evaluation;
- To determine how well the program is meeting its objectives;
- To assess whether the administrative processes associated with the program are effective, efficient, equitable and cost- effective.
- To identify possible changes or additions to the program and to determine steps involved in making those changes.

The evaluation of the CCP used a historical/retrospective approach to demonstrate cause-effect relationships. A variety of data collection methods were used in the evaluation of the CCP, including document review, Delphi Panel used to inform the Evaluation Planning Session, key informant interviews with staff, as well as focus groups and surveys of the College members.

As presented in the evaluation plan, the review of the CCP focused on *rationale, effectiveness, efficiency, access/reach* and *impact.* This section of the report will summarize the results found in Section 3, using these evaluation issues.

Results of the Evaluation

Rationale

Rationale refers to the extent to which the CCP contributes to the mandate of the College. For the purpose of this review, rationale also refers to the extent of which the goals and objectives of the CCP are valued by the members of the College. Overall, the College and the members of the College strongly value the goals and objectives of the CCP.

- The goals and objectives of the CCP, particularly the expectation that members of the College remain current with knowledge and practice relevant to the profession and the expectation that members demonstrate their commitment to ongoing professional development, are highly valued by the College and the members of the College.
- The program demonstrates to the public the College's commitment to quality care for the public at large.
- College members greatly value professional development.
- On average, members of the College spend approximately 105 hours annually on professional development activities, including the completion of the Self-Assessment Tool and Professional Development Plan.
- Members living in rural and remote areas of the province have identified challenges accessing various professional development opportunities due to their location and the costs associated with travel.
- Members of the College desire greater promotion of professional development opportunities by the College. It has been noted by the evaluators that this is beyond the College's mandate.
- The members of the College believe that public protection is an important and necessary component of their profession but are less certain whether the activities of the CCP are capable of meeting this goal.
- There are some College members who do not take the CCP seriously, and are often non-compliant, as they are aware the College does not audit the Self-Assessment Tool and Professional Development Plan. Several members asked questions of how the College can be confident about the CCP being successful in protecting the public if there is never confirmation as to whether the members are compliant with the process or not.

Efficiency

Efficiency refers to the extent to which the CCP was implemented as intended, particularly from the perspective of those who administer the program. The program has had challenges since the program was implemented, particularly related to communication, however non-compliance rates have been quite low.

- It was found that the members of the College do not understand many aspects (i.e. recommendation of hours dedicated to professional development, option to complete an alternative/modified version of the program if required) of the program.
- Staff have developed a library of resources used to present and administer the program.
- The compliance rate, in reference to the completion of the CCP, is quite high.
- In the last five years, only 10.71% of survey respondents indicated they had been contacted by the College regarding non-compliance. This number reflects the number of members who initially report on their renewal form that they are non-compliant.

Effectiveness

Effectiveness exhibits the degree to which the goals and objectives of the CCP have been accomplished and the members of the College have changed or improved as a result of the program. The increase in the knowledge and awareness surrounding the importance of professional development in practice and the degree to which the members were encouraged to strive for excellence as a result of the completion of the CCP were reviewed. Overall, it must be noted there are many aspects of the program that the members of the College do not know or do not understand, including the recommended number of hours expected as part of the CCP and the option to complete a modified version of the CCP if retired or on leave, for example. There have been challenges in effectively communicating the program to the members. There is sufficient evidence from the evaluation to say that this has significantly influenced the outcome of the program.

- Members of the College are engaged in many types of professional development activities that meet the requirements of the program.
- It was found that the members do not credit the program with their high level of participation in professional development activities.
- Members have expressed that the principles in the standards of practice, while important and necessary to review, are very basic and do not fit or reflect their actual work.
- Members who had already started to complete their CCP for 2014 at the time of the evaluation attached a greater value to the CCP than members who had yet to start their CCP for 2014.

Access/Reach

Access and Reach are concerned with determining whether the program and its benefits are accessible and feasible for members of the College. The College expresses accessibility as; regardless of where members are located in the province, or whatever their work/personal circumstances, members should be able to complete the CCP. Feasibility refers to the ease of completing the CCP, regardless of whether members work in clinical/non-clinical, direct/indirect practice, or whether or not they are practising; it should also be feasible no matter where members are in their careers. Overall, the program has been fairly successful at reaching all members of the College and most have been able to successfully complete the CCP each year. That being said, there are some challenges (especially related to formatting of the Self-Assessment Tool) that have caused frustration among the members.

- Both the College staff and members have indicated that the CCP itself is very accessible. This finding was consistent for both social workers and social service workers.
- While the Self-Assessment Tool and Professional Development Plan is accessible to all members, some professional development opportunities (i.e. conferences, workshops, networking) are not equally accessible.
- Most members found the program, and the Self-Assessment Tool specifically, easy to complete.
- There is no language difference or age difference in Member assessment of how easy it is to complete the Self-Assessment Tool and Professional Development Plan.
- While the compliance rate is very high, there are several individuals who have had challenges or difficulties in completing the CCP. These challenges were similar regardless of age or language.
- There were members who indicated the CCP did not relate to their position. Most often these individuals were working in positions where they did not work directly with clients/patients but rather in managerial positions.
- The members that have retired from their career have indicated that the CCP is not applicable to them, as they feel it is no longer necessary or appropriate to develop career or client focused goals.

Impact
Impact denotes the long-term and sustainable changes experienced as a result of the CCP, such as changes in the overall awareness of the link between professional development and practice and the improvement of quality of service and public protection.

- It is beyond the scope of this evaluation to review the progress of public protection, as influenced by the CCP, from the perspective of the public. Our comments reflect the thoughts of the staff and members.
- As the CCP is based on a "high-trust model" which is a limited form of quality assurance, it is difficult to know if the CCP is effective in this regard.
- A significant proportion of the survey respondents do not find that the CCP directly affects their practice. There are, however, some members of the College who have found the CCP to be a valued tool in increasing knowledge and having an overall impact on their practice.
- Members of the College who had initiated their 2014 self-assessment at the time of the evaluation were found to place greater value and importance on process and outcomes of the CCP and see a greater benefit in terms of improved quality of practice.
- Generally, it seems the CCP has done poorly in reference to increasing the knowledge of the College members.
- Members who have been registered with the College for three years or less indicated the CCP increased their knowledge more and found the CCP more useful than those who have been members for four years or more.
- Members who have been registered with the College for three years or less find the CCP improves the quality of their work significantly more than members who have been registered with the College for four years or more.

Recommendations

The following recommendations were derived from the findings of the evaluation. The recommendations are not necessarily provided in order of priority.

1. *It is recommended that the College develop and adopt a strong Communication Strategy to effectively and efficiently communicate with the members of the College.*

Through the evaluation it became evident that the CCP is largely misunderstood or misinterpreted by the members of the College, particularly as it relates to four items:
   - A recommendation of the minimum number of hours expected to be spent completing the annual Self-Assessment Tool and Professional Development Plan and the learning activities as self-prescribed by the members of the College.
   - The option to complete a modified version of the CCP for those who are retired or on leave.
   - The College is very flexible in terms of the types of professional development activities accepted as part of completing learning goals related to the CCP.
   - The option to develop learning goals for selected standards as opposed to all standards every year.

The success of the CCP has been hindered by this lack of understanding. As such, it is imperative that the College develop a Communication Strategy to effectively communicate the program to the members of the College to accompany the roll out of the modified program.

It is expected that a Communication Strategy would include:
   - Purpose and objectives of the CCP and the Self-Assessment Tool and Professional Development Plan (or equivalent) and an explanation of what the members of the College can expect from the College and the CCP.
   - Clear list of requirements as part of completion of the CCP (i.e. number of professional development hours expected as part of the CCP, record keeping, Declaration of Participation).
   - Alternative options for those not currently practising, or for those who have extenuating circumstances.

It is important to maintain open lines of communication between the members of the College, especially while completing the annual Self-Assessment Tool and Professional Development Plan (or equivalent) in order to respond to challenges. This will be especially true as the College makes changes and improvements to the CCP.

2. *It is recommended that the College adopt a policy and means to audit/validate members' CCP as a means of confirming completion and assessing the quality of completion.*

To ensure that the members of the College are successfully completing their respective Self-Assessment Tool and Professional Development Plan (or equivalent), rather than relying on the high-trust model that is currently in place the College should adopt some form of auditing. An

audit process is required by several other Social Work regulatory bodies and from the perspective of the members, it gives the program credibility. It is expected that an audit process could improve compliance and promote quality assurance. It should be noted that an audit could require the addition of significant staff and other resources depending on how many members were audited each year and the type of audit undertaken.

3. It is recommended that the College develop an online portal to administer the CCP.

Once the CCP has been updated and approved for implementation it is highly recommended that the College develop an online portal to administer and deliver the program. It would be confidential and accessed only by members for summary reports and by members completing their annual plans. It is suggested that each member of the College be able to access and complete their annual CCP Self-Assessment Tool and Professional Development Plan (or equivalent), supporting documents, and previously completed CCP documents through a single log in.

4. It is recommended that the members' annual review of the Standards of Practice and the self-assessment and professional development planning be divided into two separate and independent requirements.

The importance of an annual review of the Standards of Practice is understood by the members of the College, and this practice should continue. However, it can be challenging for members to link their goals to the Standards of Practice. It is recommended that members of the College be required to make the link between their own practice and their learning, and upon completion of their goals, to reflect on how this learning will improve their practice as a social worker or social service worker.

It is suggested the College consider a process that follows or is similar to the following:
1. Members declare they have read and understand the Standards of Practice each year. This could include a short, online, multiple choice test concerning the Standards of Practice as part of the annual declaration.
2. Members complete a self-assessment of their strengths and weaknesses, including a review of the Self-Assessment and Professional Development Plan developed the year prior.
3. Members develop professional development goals and corresponding learning activities to address the strengths and weaknesses identified, and carry out their learning activities
4. Upon completion of their goals, members reflect on how their learning will impact/apply to their practice.

5. It is recommended that the College clearly state a recommended minimum number of hours in which College members should be engaged in professional development activities.

The College should clearly recommend a minimum number of hours in which the members of the College should engage in professional development activities. It would also be suggested that the College provide clearer guidelines to the members of the College regarding the types of professional development activities permitted and the number of hours recommended for each.

6. *It is recommended that the College require members of the College to develop goals related to self-care.*

Practising as a social worker or social service worker can be very stressful. It is important that the social worker or social service worker maintain their own personal physical and emotional well-being to ensure they are able to meet the needs of their clients. It is recommended that the College promote self-care through the CCP.

7. *It is recommended that the College complete a review of the CCP for those who have retired from their career as a social worker or social service worker but wish to maintain their membership.*

Members of the College who are retired and no longer practising have difficulty developing and meeting professional development goals. There are varying levels of engagement which the College can require of their retired members going forward. While there is a modified version of the CCP available to retired members, this option is not well known. It is recommended the College develop a program (whether this remains as is or is changed) for retired members and communicate this option more effectively.

8. *It is recommended that the College complete a review of the program for those who are on leave of absence (i.e. parental, medical), temporarily not practising, but wish to maintain their membership.*

It was noted that members who are on leave of absence and not currently practising as a social worker or social service worker are less compliant with the CCP than practising members of the College during that time. The option to complete a modified CCP is not well known. It is recommended the College develop a program (whether this remains as is or is changed) for members on leave and communicate this option more effectively.

9. *It is recommended that the College consider actively promoting a range of professional development activities through its website.*

The members of the College repeatedly expressed their desire to have the College promote professional development opportunities available to better meet their learning goals developed in the Self-Assessment Tool and Professional Development Plan. It is recognized by the evaluators that this is beyond the scope of the College. As such, it is recommended that the College monitor and report to the membership on professional development opportunities that are available.

10. *It is recommended that the College review the program from the perspective that social workers and social service workers are unique and distinct professions.*

From the evaluation it was clear that the social service workers are benefiting from the program more than social workers. It would be recommended that the program be revised to better meet the needs of both professions.

1.0 Introduction

This report presents findings of the evaluation of the Ontario College of Social Workers and Social Service Workers' (the College) Continuing Competence Program (CCP). The evaluation was completed in order to review how well the CCP is meeting its objectives and recommend possible improvements for the program going forward.

1.1 The Ontario College of Social Workers and Social Service Workers

The Ontario College of Social Workers and Social Service Workers is the regulatory body for social workers and social service workers in Ontario. The College was established by the *Social Work and Social Service Worker Act, 1998* on August 15, 2000. The College is accountable to the Ministry of Community and Social Services.

College membership is required if a person wishes to use one of the protected titles, or to represent or hold out expressly or by implication that he or she is a "social worker" or a "social service worker" or a "registered social worker" or a "registered social service worker". The regulation through the College defines the practice of the professions and describes the boundaries within which they operate, including the requirements and qualifications to practise the professions. The primary mandate of the College is to protect the public at large.

Regulation brings credibility to the professions. Practitioners of a regulated profession are subject to a code of ethics and standards of practice. Self-regulation allows a profession to act as an agent of the government in regulating its members; the government acknowledges that the profession has the special knowledge required to set standards and review the conduct of its members through peer review.

1.2 Continuing Competence Program

The CCP was launched in April 2009, after two phases of consultation with members, regulatory bodies and other stakeholders. The CCP is mandatory for all members of the College. The purpose of CCP is to promote quality assurance with respect to the practice of the professions of social work and social service work, and to encourage members to enhance their practice in an ongoing way. This is one way in which the College fulfills its mandate of protecting the public. The Registration Regulation made under the Social Work and Social Service Work Act gives the College the authority to suspend members for non-compliance with the CCP.

A major goal of the College is to encourage its members to strive for excellence in their practice. Careful consideration has been given to ensuring that participation in the CCP is accessible and feasible for all members.

The CCP aims to be:
- Meaningful (i.e. individualized, not just ticking off boxes)

- Feasible (i.e. achievable and do-able by all members regardless of whether they work in clinical/non-clinical, direct/indirect practice, or whether or not they are practising; it should also be feasible no matter where members are in their careers)
- Accessible (wherever members are located in the province, or whatever their work/personal circumstance, they should be able to complete the program)
- Cost- effective (for members who participate in the program, and for the College who administers it)

There are three key elements of the CCP:

1. The program is based on an annual review of the standards of practice. The Self-Assessment Tool requires that members review each of the eight standards of practice annually, and conduct a self- assessment in relation to each. Members then set learning goals based on their self- assessment, and break them down in the Professional Development Plan. They are not required to set a goal for every principle; members decide the number of goals they would like to set.
2. Learning activities are defined broadly. Learning activities can include workshops and courses, in addition to experiential learning, supervision/ consultation, reading and online learning. Members are required to retain a hard copy or electronic portfolio of evidence of having completed their learning activities.
3. Members make a declaration of participation in the CCP as part of their annual renewal of registration. The College has the right to ask for and review a member's CCP materials; however, there is no random audit and members are not generally asked to submit their materials. The College Council has determined that it does not want to routinely require members to submit CCP records as part of an audit procedure.

1.3 Evaluation of the Continuing Competence Program

The College Council delegated the task of overseeing a review/ evaluation of the CCP to the Standards of Practice Committee. Harry Cummings and Associates were retained to complete the evaluation.

The purpose of the review/ evaluation was:

- To refine desired outcomes for the purposes of the current review and future evaluation;
- To determine how well the program is meeting its objectives;
- To assess whether the administrative processes associated with the program are effective, efficient, equitable and cost-effective.
- To identify possible changes or additions to the program and to determine steps involved in making those changes.

1.4 Structure of the Evaluation Report

Following this introductory Section One of this Evaluation Report, the evaluation design and methods are explained in Section Two. The specific data collection tools are available in the Appendices.

Section Three provides the results of the CCP Members' Survey, focus group sessions with the College members across the province, and the interviews with the College staff. The results are broken down by some of the key objectives the CCP aims to reach: professional development, increased knowledge, striving for excellence, and linking professional development to the standards of practice.

Section Four provides a comprehensive summary of the results, specifically answering the evaluation questions identified in the Evaluation Matrix, which is available in the Appendices.

The recommendations identified by HCA for changes and modifications for the CCP going forward are laid out in Section Five.

The Appendices, following this report include:
- CCP Project Logic Model
- CCP Program Evaluation Matrix
- CCP Members' Survey
- CCP Focus Group Session Outline
- Key Informant Interview Guides for the College Staff

2.0 Evaluation of the Continuing Competence Program

This section of the report provides insight into the evaluation process and the methodologies used to complete the evaluation of the CCP.

2.1 Evaluation Design

The evaluation of the CCP used a historical/retrospective approach to demonstrate cause-effect relationships.

The historical/retrospective approach relies on the memory of people who participated in the program. This approach asks program participants and stakeholders to contribute information and opinions based on their experiences. The historical approach also relies on records/ documents that can be used to recreate and evaluate the program. Individuals are asked to indicate what contribution(s) the CCP has made to their professional development and practice. Where possible, this evaluation used the dose response model as an analytical framework, particularly as it relates to surveying of members. The evaluators looked for evidence of a causal relationship in awareness and understanding as impacted by the degree of exposure to the CCP. For the purpose of this evaluation, the members of the College were ranked according to their degree of participation in the program (indication members have started their 2014 Self-Assessment Tool and Professional Development Plan). It was expected that those with higher levels of engagement will demonstrate higher levels of awareness and understanding of the CCP.

Comparisons between social workers and social service workers were also completed. Comparisons to those who responded to the survey in French versus English, comparisons by age and comparisons by number of years as a registered member of the College were also completed for various evaluation issues.

The evaluation framework for the CCP included both process and outcome evaluation features. Typically, a review of resources, activities, and units produced (outputs) constitute a process evaluation (e.g. did the program do what it intended to do?). Outcome evaluations report on measures of change in individuals, institutions and communities (e.g. did the program change what it intended to change?).

Details on the specific evaluation methods used for the CCP are provided in the following section.

2.2 Evaluation Methodology

A variety of data collection methods were used in the evaluation of the CCP, including document review, Delphi Panel used to inform the Evaluation Planning Session, key informant interviews with staff, as well as focus groups and surveys of the College members.

Using a variety of methods to carry out the evaluation allowed us to check the conclusions from one approach with those obtained from an alternative methodology. Combining different

approaches is useful when triangulating results. The concept of triangulation is based on the assumption that any bias inherent in particular data sources, investigator, and method will be neutralized when used in conjunction with other data sources, investigators and methods.

2.2.1 Document Review

Relevant background documents related to the CCP received from the College were reviewed. This included program goals and objectives, as well as program implementation since program inception. Background documents included:
- The Instruction Guide
- The Continuing Competence Program Self- Assessment Tool and Professional Development Plan Documents
- Relevant background documents including: program policies, current performance measures, annual reports and any additional reports that the College deems relevant.
- HCA also reviewed the College website, paying particular attention to the CCP pages(s) of the website.

2.2.2 Delphi Panel

HCA facilitated a Delphi Panel of the CCP Evaluation Subcommittee of the Standards of Practice Committee. A Delphi Panel is a structured communication technique relying on a panel of experts, in this case the the CCP Evaluation Subcommittee. The experts answer questions in rounds. After each round, HCA provided an anonymous summary of the participants' responses and the reasons provided for their judgments. The participants were encouraged to review and possible revise their earlier answers in light of the summary.

The Delphi Panel focused on how well the CCP has been meeting key objectives of the program on an ongoing basis, from the perspective of the CCP Evaluation Subcommittee. These results were used to lead the Evaluation Planning Session.

2.2.3 Evaluation Planning Session

HCA facilitated a workshop with the CCP Evaluation Subcommittee of the Standards of Practice Committee to:
1. Confirm the purpose and objectives of the CCP;
2. Develop a broad PLM of the CCP; and,
3. Draft the evaluation matrix and evaluation questions.

2.2.4 Key Informant Interviews

Key informant interviews are guided interviews with individuals who have specialized knowledge about a particular issue or area. They are used to gather in depth, qualitative information on a subject and can be conducted in person or by telephone. They can be structured or unstructured and they can be exploratory in nature. The interview is used to gain an understanding from the informant's perspective and it reveals information about key characteristics of an issue.

HCA conducted key informant interviews with staff members who administered the CCP. The interviews were used to gather in depth, qualitative information on the rationale, efficiency and effectiveness of the CCP. These interviews were conducted in person.

The interview guide can be found in the Appendices.

2.2.5 Focus Groups

Focus groups are a form of group interview (usually ten to fifteen participants) used to gain a group's perspective on a particular issue. Focus groups are generally used to obtain in depth, qualitative information about a specific topic area, in a relatively short period of time. They are often somewhat exploratory in nature, and the facilitator strives to gain insight into a subject area about which little is known. By bringing people together, ideas and experiences are shared, allowing participants to learn from one another, and build on each other's knowledge and experience. The interactive nature of focus groups allows facilitators to clarify responses to ensure that information is accurately interpreted.

HCA conducted focus groups with members of the College in five cities across the province:
- Ottawa (10 participants)
- Toronto (2 sessions- 1 participant & 12 participants)
- London (13 participants)
- Thunder Bay (10 participants)
- Sudbury (12 participants)

Focus group participants were offered an incentive of $50 for their time and participation in the focus group.

The focus group held in Ottawa was offered in English and French and all focus groups had French speaking facilitators available, if required.

The focus group guide can be found in the Appendices.

2.2.6 Member Survey

HCA drafted and implemented a members' survey that was used to evaluate the rationale, effectiveness, efficiency and impact of the program, from the perspective of the College members. The survey also provided an opportunity to identify strengths and weaknesses of the CCP.

The survey paid particular attention to the respondents' status as a social worker or social service worker, gender, language, location, age, etc. An analysis was completed using these cross cutting themes and CCP participation.

The survey was implemented using Survey Monkey, an online cloud based program, and provided in both English and French.

Initially, HCA had hoped to reach 700 to 1,000 respondents from the approximately 16,400 members of the College, however the response rate was impressive and HCA received over 3,100 survey responses.

Approximately 3,000 surveys were completed in English and approximately 100 in French. The large majority of survey respondents were social workers with 88.2% of all responses, 11.8% were social service workers. There were 85.2% of survey respondents identified as female, 14.0% as male and 0.8% as other. Social service workers who responded were slightly younger than the social workers (average age 44.3 versus 45.9) and had a lower level of education (mode = college diploma versus mode = master's degree).

3.0 Results from the Evaluation

The results from the evaluation, presented below, is a completion of the results from the Delphi Panel and Evaluation Development Session with the CCP Evaluation Subcommittee, interviews with the staff who have developed and continue to administer the CCP, and the survey responses and focus group discussions with the members of the College.

3.1 Professional Development

The Members' Survey asked respondents to rate the importance of professional development for themselves and for their peers in the profession. From Table 1, it is clear that the members value professional development, a large majority responded with a "10- very important" for themselves. Approximately 95% of respondents rated the importance of professional development for themselves a seven (7/10) or higher. When asked the same question about their peers, a smaller proportion of the respondents (85%) rated the importance of professional development for their peers a seven (7/10) or higher.

Table 1: How Respondents Rate the Importance of Professional Development for Themselves & their Peers

	Total- Themselves			Total- Peers		
	#	%	Cumulative %	#	%	Cumulative %
1- Not at all	20	0.7	0.7	18	0.6	0.6
2	11	0.4	1.0	19	0.7	1.3
3	20	0.7	1.7	41	1.5	2.8
4	22	0.7	2.5	42	1.5	4.2
5	67	2.3	4.7	142	5.0	9.3
6	8	0.3	5.0	185	6.5	15.8
7	164	5.5	10.5	423	14.9	30.7
8	458	15.4	25.9	638	22.5	53.3
9	505	17.0	42.9	447	15.8	69.0
10- Very important	1,696	57.1	100.0	877	31.0	100.0
Total	2,971	100.0		2,832	100.0	
NA/Don't Know	34			243		

On further analysis, the ratings provided by social workers and social service workers, as two separate respondent groups, were very comparable with over 90% of each group rating the importance of professional development for themselves a seven (7/10) or higher.

This sentiment was echoed in the focus groups. It was clear, in all six focus groups that professional development is very important to the members. In many cases, the members are continually seeking out more professional development opportunities that can be used to fulfil their goals set in their Professional Development Plan.

Completion of the CCP Self-Assessment Tool and Professional Development Plan is designed to encourage and promote professional development for the College members on an ongoing basis. The College recommends, but does not require, that members spend a minimum of 25 hours per year completing the CCP Self-Assessment Tool and Professional Development Plan and their learning activities. The recommendation of completing 25 hours annually is not well known by the members.

The Members' Survey asked respondents to estimate the number of hours spent per year completing professional development activities. The results are shown below in Table 2. A large proportion (23.0%) of the survey respondents indicated they spend between 40 and 59 hours annually, followed by 20 to 39 hours (22.1%). There was a fairly large number of respondents (14.1%) who indicated they spend between 100 and 149 hours engaged in professional development activities every year.

Some social work regulatory bodies in other provinces, including British Columbia, go beyond recommending a minimum number of hours by requiring a minimum number of hours per year of professional development activities. British Columbia requires the equivalent of 40 hours for the Continuing Professional Development[1] program.

Table 2: Number of Hours Spent Completing P.D. Activities, Annually

	#	Total %	Cumulative %
0	10	0.3	0.3
1-19	239	8.1	8.5
20-39	652	22.1	30.6
40-59	677	23.0	53.6
60-79	287	9.7	63.3
80-99	148	5.0	68.3
100-149	415	14.1	82.4
150-199	117	4.0	86.4
200-249	139	4.7	91.1
250-299	50	1.7	92.8
300-349	55	1.9	94.7
350-399	13	0.4	95.1
400-449	30	1.0	96.1
450-499	9	0.3	96.4
500 or more	105	3.6	100.0
Total	2,946	100.0	
Average	105	0.3	0.3
Mode	100	8.1	8.5

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[1] http://www.bccollegeofsocialworkers.ca/wp-content/uploads/2013/10/1.-CPD-for-Registered-Social-Workers.pdf

The respondents of the Members' Survey and the focus group participants highlighted the true diversity within the profession, including the variety of learning abilities and styles and the types of professional development activities in which they are engaged. One of the key objectives of the CCP is that learning activities or professional development activities are flexible and defined broadly, which can include workshops and courses, in addition to experiential learning, supervision/consultation, reading and online learning. In this sense, the CCP has been very successful as College members have shown they are engaged in many different types of activities.

There is a fairly even split in engagement among a variety of activities as is in evidence in Table 3. The most common professional development activities, from the survey respondents, are visiting online web resources and communicating with colleagues related to their practice.

Table 3: Types of P.D. Activity in which Respondents are Engaged.

	Total	% of Respondents by P.D. Activity				
	#	1- Not at all	2	3	4	5-Very often
Read Journals	3,038	5.8	13.7	27.8	32.1	20.6
Subscribe to online resources	2,944	26.6	19.7	22.0	19.3	12.4
Online networking	2,924	25.1	22.7	23.9	18.0	10.3
Visit online websites/resources	3,006	5.2	10.2	23.6	34.6	26.3
Attend lectures/seminars	3,031	5.7	12.5	26.7	37.4	17.7
Attend conferences	3,013	10.2	17.3	25.7	32.1	14.7
Communicate with colleagues	3,035	2.6	5.4	13.5	32.5	46.1
Take related courses	2,987	18.2	22.2	24.6	21.1	13.9
Other	641	40.4	3.7	9.8	13.7	32.3

In the 'other' category, College members identified a variety of professional development activities. The majority of the respondents stated that the professional development workshops, training or courses they participated in were not necessarily directly related to social work but more in line with their place of work or their position. These included courses provided by the Board of Education (for those working in an elementary or secondary school) or training related to management or facilitation for those in a managerial position at their place of work. Several also highlighted their workplace safety, first aid, CPR, etc. training.

Several members highlighted that they are engaged in professional development through the supervision and training of colleagues or students. While not generally considered a professional

development opportunity, the members of the College believe there are tremendous benefits to training and supervising, for all parties, as one member discussed:

> "I take on an additional role as a field instructor for the MSW program. I find annually mentoring a student keeps me fresh in my thinking and learning as well as my ongoing professional development in critical thinking."

It was mentioned in the focus groups and the survey that more importance needs to be given to self-care. In the profession, a great deal of stress and pressure is put on the shoulders of those working in frontline service delivery roles. It was noted in the focus groups that the Alberta College of Social Workers include self-care as an objective for professional development and quality assurance[2]. One survey respondent listed self-care as an activity completed:

> "I receive support and counselling to ensure my own well-being and health to better support my clients."

In three of six focus groups, the participants discussed the benefit in being involved with the Ontario Association of Social Workers (OASW). The OASW addresses the interests and concerns of the social work profession across the province. While not mentioned in the focus groups, the Ontario Social Service Worker Association (OSSWA) is the parallel organization for social service workers, however it has far fewer resources than OASW. One of the key roles of the OASW is to provide professional practice and employment support to members. While there is an additional cost to be involved with the OASW, many members have found value because the association provides professional development activities, networking opportunities and support.

Other common professional development activities identified in the survey (and described on the CCP pages on the College website) include:
- Volunteering for activities related to SW or SSW in their communities (non-profits, community organizations, and social work agencies).
- Sitting on a variety of committees and boards related to SW or SSW, including the OASW and professional development committee at their place of work.
- Networking with other SWs and SSWs in the workplace, including coming together to complete the annual CCP Self-Assessment Tool and Professional Development Plan
- Basic training related to computer and technology skills
- Keeping up with social media (i.e. Twitter, LinkedIn) related to their profession
- Completing higher education, such as pursuing a MSW or a PhD

Some members used the Members' Survey as a platform to provide reasoning as to why they are not as active as they would like to be or to the level that is expected. It was noted in many cases that it is difficult for members to be involved in professional development if their work place or employer does not support ongoing outside education and training. It was found that

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[2] http://www.acsw.ab.ca/files/updated_clarification.pdf

without that support from the employer (i.e. time away, reimbursement) it is difficult to be involved in professional development activities as planned in their CCP Professional Development Plan.

For members living in rural areas (particularly highlighted in the Thunder Bay and Sudbury focus groups) it was felt that some challenges of participating in professional development activities can be aggravated by the distance, time and cost required to travel. While the College attempts to accommodate members based on a variety of factors, including location in the province, this perception on the part of these members' remains. It was suggested that individuals living in rural and remote regions of the province do not have the same access to all professional development opportunities. While the College accepts online learning, for example, as a learning activity, there are members who desire activities that are more traditionally defined as professional development,(such as attending conferences or enrolling in courses) that they suggest are not accessible. One member said that:

> "[Her] options are very limited living in rural Ontario, this is exacerbated by high priced educational opportunities."

There were some members who indicated they have been less involved with professional development since their retirement. The College offers a modified version of the CCP for inactive members (this includes retired members or members who are not currently practising), however this option is not well understood by members of the College. It is not clear to the members of the College who are either retired or on leave that they are not required to complete the CCP in the same manner as practising members.

3.1.1 Improvements Related to Professional Development

One of the greatest strengths of the CCP, as identified by the focus groups, is the opportunity for the members to reflect on their ongoing learning as a social worker or social service worker. As discussed, professional development is important to the profession and the CCP provides an opportunity to focus professional development goals and identify learning activities each year in a structured manner.

However, a substantial proportion of College members do not feel that their professional development needs are being met through the CCP. More than half (55.2%) of survey respondents indicated that the CCP scored between one (not at all being met) and three out of ten for meeting their professional development needs as a social worker or social service worker, as shown in Table 4.

The distinctly different views of social workers versus social service workers must also be noted. A significantly higher percentage of social workers felt that their professional development needs were not being met at all by the CCP compared to social service workers (32% vs. 21%), as

found in the Appendix A.4 (chi-square[3] 47.7, p=.00). As such, it is felt that the College review how it promotes professional development and how it engages the College members to be involved in professional development in a meaningful and useful way.

Table 4: Are the Respondents P.D. Needs as a SW/SSW to Being Met Through the CCP?

	Total		
	#	%	Cumulative %
1- Not at all	777	30.9	30.9
2	333	13.3	44.2
3	276	11.0	55.2
4	198	7.9	63.1
5	239	9.5	72.6
6	191	7.6	80.2
7	209	8.3	88.5
8	150	6.0	94.5
9	68	2.7	97.2
10- Very much	70	2.8	100.0
Total	2,511	100.0	
Not sure	215		

It was mentioned several times during the focus group sessions and in the survey that the College could provide more opportunities for professional development to members. It was noted by the evaluators that providing professional development opportunities is not within the mandate of the College. However, members suggested that the College could:
- Partner with the professional Social Service Work and Social Work associations to promote professional development opportunities.
- Offer internet-based learning opportunities such as courses and webinars, a blog and other networking resources for members to share and connect with others.
- Facilitate networking events to connect members looking for support or supervision from others in the field. It would be useful to have a networking session regularly, in various regions around the province, so social workers and social service workers have a chance to meet each other.
- Collaborate with tertiary education institutions with social worker or social service worker programs and other training institutes so that members can take courses and other forms of training as this is essential for professional development and continuous learning

3.1.2 Summary
Overall, the members of the College value professional development as a means to increase their competency and effectiveness as individuals and as part of profession. Social workers and social service workers are very much involved in professional development activities, spending

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[3] Chi-square is test designed to determine if the proportions in the categories in 2 or more data sets are significantly different from each other.

on average 105 hours annually in workshops, courses, reading journals, supervising students and volunteering, among other activities. The flexibility of the CCP has been successful in allowing members to pursue a wide variety of professional development activities to fulfil their goals set in the Self-Assessment Tool and Professional Development Plan.

In some cases, members found it difficult to be engaged in professional development as their location or employer could be a hindrance.

The majority of the survey respondents shared that the CCP does not meet their professional development needs. This was echoed in the focus group sessions. It was found that many College members are looking for more opportunities to be engaged in professional development. While it is not within the mandate of the College to promote professional development opportunities, many of the College members desire this to be offered by the College.

3.2 Completion of the CCP

The completion of the CCP is a requirement to be a member of the College and a Declaration of Participation in the CCP is required to renew registration. The program is based on an annual review of the standards of practice and the practice of setting learning goals based on their self-assessment. Overall, the compliance rate of the CCP is very good.

From interviews and consultation with the College staff it is recognized that while the CCP is a mandatory component of registration, there is no confirmation of completion beyond trusting the declaration made by the College members. The College has the right to ask for and review a member's CCP materials, however there is no random audit as in Alberta where members are randomly selected to submit their portfolios, which may include information from one to five years.[4] The auditing system is very similar in British Columbia, where registrants are required to provide their documents to the Quality Assurance Committee.[5]

The College follows up with the members who indicate that they have not completed the CCP on their annual renewal of registration through correspondence related to noncompliance. In most cases the member completes their CCP after being reminded by the College. The College allows some flexibility for members who have extenuating circumstances and were unable to complete the CCP or to complete it in full. Members who do not complete the program and do not have extenuating circumstances risk suspension of their certificate of registration.

For 2013 (the last year for which the CCP has been required for members completing the survey), 76.6% of survey respondents who were registered with the College indicated that they completed the CCP while 17.5% did not and 5.9% indicated that they were not registered in the College last year.

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[4] http://www.acsw.ab.ca/pdfs/cc_handbook.pdf
[5] http://www.bccollegeofsocialworkers.ca/wp-content/uploads/2013/10/1.-CPD-for-Registered-Social-Workers.pdf

As shown in Table 5, the number and proportion of respondents who indicated that they did not complete the CCP has declined over time.

Table 5: Completion of CCP by Year

	Yes		No		N/A (Not Registered)	
	#	%	#	%	#	%
2013	2,353	76.6	537	17.5	180	5.9
2012	2,230	69.8	611	19.1	355	11.1
2011	2,043	62.1	744	22.6	504	15.3
2010	1,896	56.1	851	25.2	634	18.8
2009	1,755	51.3	943	27.5	725	21.2

At the time the Members' Survey was completed approximately 55% of social workers and social service workers reported that they had started to complete their CCP Self-Assessment Tool and Professional Development Plan for 2014 (Table 6). In other sections of this report, this distinction is used to demonstrate differences between these two groups, as it is assumed the members who have initiated this task place a greater value on the process and objectives of the CCP.

Table 6: Started to Complete the 2014 CCP by Social Service Worker and Social Worker

	Social Service Workers		Social Workers		Total	
	#	%	#	%	#	%
No	155	45.2	1,145	44.9	1,300	44.9
Yes	188	54.8	1,406	55.1	1,594	55.1
Total	343	100.0	2,551	100.0	2,894	100.0

It should be noted that in the case of the Members' Survey, respondents may have specified they did not complete the CCP when in fact they may have completed the CCP Self-Assessment Tool and Professional Development Plan but did not successfully meet all their goals or they may have declared the CCP (including the Self-Assessment Tool and Professional Development Plan) to be complete, when in fact it was not. Without an assessment or any kind of validation from the College, it is difficult to know how many individuals complete the CCP in full, each year.

3.2.1 Non Compliance
Again, as a requirement of membership, the College contacts non-compliant members. In the last five years, only 10.7% of survey respondents indicated they had been approached by the College regarding nonconformity. This number is consistent with the number of members who indicate initially upon renewal that they did not complete the CCP.

Table 7: Number of Times in the Last Five Years the Respondents have been Contacted by the College Regarding Compliance

	Total	
	#	%
Never	2,485	89.3
Once	175	6.3
Two-three times	20	0.7
Four to five times	5	0.2
More than five times	3	0.1
Not sure	95	3.4
Total	2,783	100.0

When asked to provide greater clarity as to why a member did not complete the CCP for any given year, survey respondents delivered a variety of responses. The most common explanation related to a conflict between the completion of the CCP and the members' personal lives including: dealing with an extenuating situation such as a death in the family, being on leave for physical or mental health reasons, being on maternity leave or being retired. While these circumstances are understood, the College maintains that the members must take part in the CCP, in some capacity, regardless of whether they are active or not. However, many College members disagree:

> "Being retired, I have increasingly less contact with colleagues and the profession and do not feel that it is relevant for me to set new goals each year."

> "I am close to retirement… I feel the CCP Self-Assessment Tool and Professional Development Plan are more appropriate for new graduates and others who are relatively early in their career."

This sentiment was repeated by many College members through the Members' Survey and the focus groups. Participants from one focus group session suggested that perhaps the College should consider a two-tiered system to separate those currently practising from those who are on leave or retired. One focus group discussion focused on the merits of the College of Pharmacists with a Route A (for those actively practising) and a Route B (for those who are inactive). As earlier noted, the College already offers a modified version of the CCP for members who are not currently practising, though this is not well-known or understood by the membership.

Many College members who indicated they had not completed the CCP commented on the redundancy of the CCP and the requirement to complete the CCP Self-Assessment Tool and Professional Development Plan. This theme of redundancy can be separated into three categories: redundancy within the CCP Self-Assessment Tool and Professional Development Plan itself; redundancy in relation to the need for completing the CCP every year; and, redundancy in relation to other professional evaluations completed at their place of work.

In each of the focus groups there was mention of the seemingly unnecessary repetition within the Self-Assessment Tool and Professional Development Plan. The College members question the requirement to complete both the CCP Work Sheets and then the Working Summary Sheets. It was noted that in most cases the members just copy and paste from one section to the other. Another common discussion was the redundancy of completing the same document year after year. It was noted that in some cases members copy and paste their goals into the CCP from the year previous rather than developing new goals each year.

In many cases, social workers and social service workers complete an annual performance review and/or professional development plan with their employer every year. It was noted multiple times in the focus group sessions the annual review for their employer is a bigger priority. In many cases, members attempt to fit one review into the other. It was suggested by participants of one focus group that perhaps the College could consider allowing the professional development aspect of the CCP to be completed through the members' workplace (one suggestion was to ask the College to certify workplaces to be responsible for the professional development of social workers and social service workers they employ. The evaluators note the complexity of such a recommendation). It was stated many times by members that the College should do more in order to link employers and the employers' professional development requirements to the requirements in the CCP.

Another common theme, among those who are and are not compliant with the CCP, was the belief that the CCP is irrelevant to their work. Many members, especially those who do not work directly with clients, have difficulty setting goals related to each principle as presented in the CCP. It is acknowledged by the evaluators that the College does not require a goal for each principle, but this is not widely understood by College members. As one member said:

> "I am now in a role that is completely management and I am having to look at how this competency model actually fits with my current role."

There were also several members who discussed that many of the principles, specifically Principle VI (Fees) and Principle V (Advertising) do not relate to them in their position of employment. For an example, if a social worker is working in a school setting, they do not have any fees paid by the client, they do not advertise their personal service and the school or school board would be responsible for any information provided to the public on their social work services for students.

Words Used by College Members to Describe the CCP
Accountability - Arduous- Beneficial- Complicated - Confusing - Cumbersome - Flexible - Intimidating - Irritating – Redundant - Repetitive – Rigid - Onerous – Opportunity - Technical

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It was noted through the survey results and from the focus group sessions that many members have not completed their CCP in recent years as they are aware that the College does not complete an audit for annual completion. The College staff have come to this realization and it

was indicated that this may be an issue that requires review. From the perspective of the College members, the absence of a yearly auditing system creates a system that feels less professional when compared to other regulated bodies' (i.e. College of Respiratory Therapists of Ontario, College of Physiotherapist of Ontario) professional development and quality assurance programs in which their colleagues participate. It must be noted, that the College is not regulated under the Regulated Health Professions Act, as many of the health professions, and as such has different requirements.

Other reasons provided by the College members for not completing the CCP include:
- Formatting or technology related challenges
- Very time consuming, social workers and social service workers already feel there is not enough time in the day
- No longer working in a social worker or social service worker position but wish to maintain membership
- Does not suit their learning style

3.2.2 Challenges with the CCP

The College aims for the CCP to be accessible to all. Members should be able to complete the CCP regardless of their location within the province, their work and/or personal circumstances, language or abilities. As such, the challenges incurred by the College members in the completion of the CCP provide valuable information to improve the accessibility of the CCP.

Overall, the members find the CCP fairly easy to complete. In most cases those who have had challenges with the CCP refer to challenges with the tool (Self-Assessment Tool and Professional Development Plan). The Members' Survey asked the respondents to rate how easy the CCP is to complete, the most common response was a 7 with 10 being very easy to complete, using a 10 point scale. The responses were fairly evenly split between easy to complete and not easy. The focus group participants shared similar observations on the ease of completion.

Table 8: How Easy the CCP is to Complete

	Total		
	#	%	Cumulative %
1- Not at all	222	8.4	8.4
2	164	6.2	14.6
3	264	10.0	24.6
4	251	9.5	34.1
5	359	13.6	47.6
6	335	12.7	60.3
7	392	14.8	75.1
8	339	12.8	87.9
9	170	6.4	94.3
10- Very easy	150	5.7	100.0
Total	2,646	100.0	
NA	168		

While 29.1 % of survey respondents reported that they have not experienced a challenge with the CCP, 46.9% of the respondents have experienced one or two challenges with the CCP in the past. A smaller percent of survey respondents have had five or more challenges with the CCP, as shown in Table 9.

Table 9: Respondents who have had Challenges with the CCP

Challenges	Total	
	#	%
No	768	29.0
1-2	1,239	46.9
3-4	414	15.7
5 or more	223	8.4
Total	2,644	100.0
Never completed the CCP	247	

Most of the respondents who indicated they had a challenge with the CCP specified that the Self-Assessment Tool and Professional Development Plan is too time consuming. The CCP tool requires too much time and social workers and social service workers already feel there is not enough time in the day to dedicate to their job. Many College members, even those who appreciate the process explained this challenge in the same manner as this survey respondent:

> "I find the process useful because it provides an opportunity 1) to review and refresh my knowledge of the standards of practice and the code of ethics, and 2) to reflect on my work in relation to the standards of practice. However it is a time consuming process and I generally take two days to complete it, which I find long and tedious."

Table 10: Types of Challenges Encountered by Respondents

Types of Challenges	Total	
	#	%
Technology related	357	12.0
Language related	235	7.9
Takes too long to complete	1,221	41.0
Does not relate	474	15.9
Other	688	23.1
Total	2,975	100.0

Another large proportion of respondents proposed that the CCP does not relate to them or to their profession, and 12% of respondents stated they had technology-related challenges with the tool. When asked to describe the issues related to technology in more detail, the most common response among the focus group participants related to the current format of the CCP Self-Assessment Tool and Professional Development Plan. They found that the format made it difficult to enter data or copy and paste responses into the tool. Many College members discussed that if the College were to develop a true web based version of the tool, the process

would be greatly improved and the task of inputting data/responses would be done with greater ease. This would also allow College members to maintain a record of previously completed CCPs, allowing the CCP to be more of a living document.

Other challenges that were mentioned in the survey and in the focus groups include:
- Difficult to develop goals when there are often limited learning experiences (i.e. trainings being offered), especially in rural areas of the province.
- With little to no feedback from the College, some members were unsure if they were completing it correctly.
- Lack of understanding from employer thus no time given to completing it at work.
- The layout of the tool is difficult for those with vision impairment. Each year these individuals have to reconfigure the layout in order to complete it. This layout is not applicable for persons who use screen readers. While the College does provide accessible formats upon request, this was unclear or unknown to some survey respondents and focus group participants.

It is important to note that there does not appear to be a language difference (English, French, chi-square = 8.7, not significant) in Member assessment of how easy it is to complete the Self-Assessment Tool and Professional Development Plan and there does not appear to be an age class difference (20-39, 40-59, 60 and over; chi-square=16.47, not significant) in Member assessment of how easy it is to complete the Self-Assessment Tool and Professional Development Plan. Please refer to Tables 32 and 33, in the Appendices, for reference.

Completing the CCP with a Disability

The survey and focus group sessions helped shed light on the perceived lack of accessibility when it comes to completing the CCP. It was expressed by College members that steps should be taken to accommodate those with disabilities as the CCP is currently not accessible to these individuals. Results from the survey and focus groups suggest that the layout of the form is difficult, especially for those with vision impairment and it is not appropriate for those using screen readers.

> "I find the layout of the form difficult as I am blind. Each year I have had to reconfigure the layout so that I would be able to do it. This layout is not applicable for persons who use screen readers. I know that I am in the minority, however this is my major complaint about the CCP" (A College member with vision impairment).

There was also discussion of the challenges experienced by members with different types of learning disabilities. These members do not feel as though the program accommodates their needs.

It must be noted, the College does in fact offer alternate formats of the Self-Assessment Tool and Professional Development Plan and sends these out to members upon request. It was noted by the evaluators that this is not known by all members.

A great majority of the survey respondents indicated that they have never contacted the College for assistance with the CCP in the last five years, as indicated in Table 11. Approximately 14% of survey respondents were in touch with the College for assistance once in the last five years. Less than 5% indicated they had contacted the College more than once. This could be a reflection of the high compliance rate. Of the few focus group participants who have called the College regarding the CCP they shared a positive perception of the College and the staff who administer the CCP.

Table 11: Number of Times in the Last Five Years Respondents have contacted the College for Assistance

	Total	
	#	%
Never	2,111	80.4
Once	362	13.8
Two-three	101	3.8
Four to five	11	0.4
More than five	4	0.2
N/A	37	1.4
Total	2,626	100.0
Never completed the CCP	174	

3.2.3 Challenges from the Perspective of the Staff

The staff who have developed and are working to manage the CCP have a different set of challenges, though it is likely that if these barriers are addressed the College members and the CCP overall will benefit. A key challenge is developing and promoting one professional development/quality assurance program that is meaningful to a very large and diverse group of individuals. The member base of the College is diverse in terms of education, place of work, roles in their field, age, and learning styles. The College staff noted that the CCP cannot be a "one size fits all" model. Given this diversity, the College has intentionally allowed for a great deal of flexibility within the CCP. It is recommended, but not required, that College members spend a minimum of 25 hours annually on the CCP and the program is designed so that members develop their own goals based on their self-assessment and needs, and using their professional judgment While this individualized approach to the CCP has been considered positive, the staff have noted that there is still some confusion among members about what is enough and many are unsure if they have completed the CCP properly.

This misunderstanding may in some instances create anxiety or confusion among some of the membership. There have been some members who have contacted the College to ensure that they have completed the CCP in full and are not at risk of suspension, occasionally sending records of completion of the CCP to the College, though this is not a requirement of the program. One staff indicated that a suspension of a member for non-compliance was recently publicized and may have created anxiety among the membership. The staff member worries that this fear may alienate members from the College. Focus group participants shared this sentiment. As one College member described:

> "It is problematic that the (flawed) CCP is the only interaction members have with the College. It tints their perception of the College."

The College staff is committed to promoting open lines of communication between themselves and the members. The College sends out newsletters and emails, has developed webinars related to the completion of the CCP, sends out letters related to noncompliance, presents at conferences (i.e. AMED) and facilitates workshops to assist members in completing the CCP. Much of the incoming communication relates to challenges or issues with completion of the CCP. There were some focus group participants that have contacted the College or have attended workshops or presentations related to the CCP. Many of these individuals commended the College staff for their open communication related to the CCP.

3.2.4 Summary

College members are obligated to complete the CCP in order to renew their registration annually. Although it is expected that College members complete the CCP, there is no method in place to ensure completion. Interviews with staff determined that the College has the right to request a member's CCP documents. To date, there has been no random audit, but some members have been asked to submit their documents in particular circumstances.

One of the most common reasons provided by the College members for non-compliance was related to being retired or on leave or an extenuating family and/or personal circumstances. While there is an alternative CCP that can be completed in these cases, this is not well known to members. Others indicated they did not complete the CCP because they believe the CCP is redundant and that they had already completed professional development plans for an employer. Some members reflected that the CCP does not relate to them and their career, this was especially true of social workers or social service workers who do not work directly with clients.

While 29.1 % of survey respondents have never had a challenge with the CCP, 46.9% of the respondents have experienced one or two issues with the CCP in the past. The most common complaints were: the amount of time required to complete the CCP or technology-related challenges (formatting, etc.). From the perspective of the staff, it can be challenging to develop a program that is applicable to such a varied group of individuals in such diverse professional roles and circumstances.

The CCP and Retired College Members

The College aims for the CCP to be feasible or achievable for all members regardless of their role at work, whether they are practising or not and where members are in their careers. As the CCP is currently administered, College members who are retired are required to complete a modified version of the CCP in order to sustain their membership. It was found that the opportunity to complete an alternative version of the CCP for inactive members is not well known and by all account misunderstood.

Some direct feedback from the College members:

> "As I approach retirement I do not understand why retired members who wish to continue to be members of the College have to do the CCP. I would suggest that they have a designation as retired on the College list and only do the CCP if they want to resume practice."

> "[The CCP] would appear irrelevant to a retiree or unemployed or on-leave practitioner."

> "I am self-employed and not doing any direct practice. I keep my membership in the organization in order to stay connected to the profession but I am left wondering if it is worth it. I think there should be a category for Social Workers NOT practising but not retired. It is hard for me to find relevance to doing the CCP in my work when I don't offer social work services. I think there should be a mechanism for those in my position."

It was found that the lack of understanding of the CCP lends to a need for improved communication between the College and the members of the College.

3.3 Impact of the CCP

3.3.1 The CCP and Professional Development

College members are expected to set learning goals based on their self-assessment completed as part of the CCP. The College has the expectation that the CCP will promote, encourage and be useful to the College members in setting and achieving professional development goals. While professional development is clearly important to the members of the College (as described in Section 3.1), a substantial proportion of the members do not find the CCP to be useful in relation to their professional development, as in the case of this member:

> "The tool itself does not greatly impact my desire to develop as a social worker. It is my own standards for competency and desire to be an effective person in practice that motivates me to develop professionally."

Table 12: How Useful the CCP is to the Respondents' Professional Development

	#	Total %	Cumulative %
1- Not at all	555	20.9	20.9
2	376	14.2	35.1
3	316	11.9	47.0
4	220	8.3	55.3
5	279	10.5	65.8
6	217	8.2	74.0
7	258	9.7	83.7
8	201	7.6	91.3
9	120	4.5	95.8
10- Very much	111	4.2	100.0
Total	2,653	100.0	
NA	147		

When the College staff were asked to provide their feedback on the benefit of the CCP for the membership it was acknowledged that the benefit may depend on the learning styles of the individual. Also, it is likely the case that those who have faced challenges or frustration with the CCP and Self-Assessment Tool and Professional Development Plan, often overlook the usefulness of the program as they are bogged down in the process or may not fully understand the program requirements.

While the College members that attended the focus groups believe that the CCP is a good idea in theory (in its promotion of professional development), it is not working effectively. There were several members who had difficulty fitting their career goals and desired professional development activities with the Principles as found in the Self-Assessment Tool and Professional Development Plan. As one member said:

> "Feels like it is necessary to make the goals fit with the College as opposed to my career."

When College members were given the opportunity to express their thoughts on the usefulness of the CCP in promoting professional development, the focus group participants shared that they appreciate and value that the CCP provides an opportunity for professional goal setting regularly, which they may not have had otherwise. The focus group participants went on to say that the CCP helps focus their professional development goals and activities and helps them reflect on the previous year in a structured manner. Having to complete the CCP annually allows for that regular check in and to re-evaluate their professional goals and professional development activities on an ongoing basis. This practice keeps social workers and social service workers current. This was one of the greatest strengths of the program, as indicated by the members of the College.

3.3.2 Increased Knowledge

Survey respondents were requested to rate how much the CCP has increased their knowledge of the standards of practice and best practices in the profession. Generally, it seems the CCP has done poorly in reference to increasing the knowledge of the College members. On a scale from 1 to 10 with 10 being 'has contributed very much' and 1 being 'has not at all contributed' approximately 56% of respondents ranked this question as a three or lower. At the very least, respondents acknowledge that the CCP forces members to review the Standards of Practice annually. As one survey respondent simply said,

> "The CCP makes us read "our rules" each year which increases knowledge, which is good."

Table 13: How much has the CCP Increased the Respondents' Knowledge?

	#	%	Cumulative %
		Total	
1- Not at all	719	27.5	27.5
2	414	15.8	43.3
3	341	13.0	56.3
4	178	6.8	63.1
5	222	8.5	71.6
6	205	7.8	79.4
7	232	8.9	88.2
8	153	5.8	94.1
9	86	3.3	97.4
10- Very much	69	2.6	100.0
Total	2,619	100.0	
NA	152		

Focus group participants offered a more favourable view, emphasizing the professional development planning and the self-reflection completed as part of the CCP process has increased knowledge of the standards of practice, best practices in the profession and increased self-awareness in their professional life.

> "I think that the CCP is a useful aspect of ensuring professionalism and increasing knowledge of best practices..."

There was some discussion that perhaps the CCP is more useful in increasing knowledge for those who are newer to the profession. This was in fact the case, as newer members of the College (those who have been registered with the College for three years or less) found the CCP was significantly more useful in increasing their knowledge compared to those who have been registered members for four years or more.

> "I recognize that many social workers, especially those new to the field, need encouragement to develop their theoretical and practical knowledge and skills, so it is likely quite helpful in that regard."

3.3.3 Impact on Practice

An ultimate goal of the CCP is to improve quality of care for the public more generally. College members have a difficult time connecting the quality of their practice to the CCP. Very few survey respondents find that the CCP directly impacts their practice. A considerable proportion of the survey respondents (70.0%) do not find that the CCP directly impacts their practice, responding with a five or lower (Table 13).

Social service workers reported the CCP had a greater impact on practice than social workers (chi-square=32.7, p=.00) and social service workers also found the CCP more useful to their professional development (chi-square= 41.5, p=.00). Those with higher educations experienced less impact than those with lower education (Spearman's correlation[6]= -.082, p=.00). Those who had started their 2014 CCP reported a more positive impact than those who had not (chi-square= 245.5, p=.00).

Interestingly, 27% of social workers and 36% of social service workers who had started to complete their 2014 CCP rated the impact of the CCP on their practice at seven (7/10) or higher compared to 11% and 21% of social workers and social service workers who had not started to complete their CCP, refer to Table 30 in the Appendices.

Members have expressed that the principles, while important and necessary to review, are very basic and do not fit or reflect their actual work. Others have stated that it is very difficult to relate to the principles embedded in the CCP if you are unemployed or working in a different industry, while trying to search for employment in the social work or social service work field.

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[6] Spearman's correlation is a nonparametric measure of statistical dependence between two variables. It assesses how well the relationship between two variables can be described.

Table 14: How much does the CCP Directly Impact the Respondents' Practice

	#	Total %	Cumulative %
1- Not at all	729	30.8	30.8
2	380	16.1	46.9
3	90	3.8	50.7
4	202	8.5	59.2
5	255	10.8	70.0
6	194	8.2	78.2
7	201	8.5	86.6
8	153	6.5	93.1
9	90	3.8	96.9
10- Very much	73	3.1	100.0
Total	2,367	100.0	
NA	167		

There are however, some members of the College who have found the CCP to be valuable instrument in increasing awareness and having an overall impact on their practice. As one survey respondent shared:

> "The CCP is an excellent tool for keeping me accountable. Every month, my coworkers and I will have meetings about the CCP, discussions, etc. We read the CCP together and have discussions... It has helped me as a worker and I believe it has increased my knowledge about my duties as a worker."

3.3.4 Linking Standards of Practice to Professional Development

From the perspective of the College, the success of the CCP depends on the ability of the members to link the Standard of Practice to their professional development. The CCP Self-Assessment Tool and Professional Development Plan is designed in such a way as to facilitate this link between the two.

The College staff has acknowledged it can be challenging for some College members to develop professional development goals based on the eight principles. The focus group participants agreed that it can feel unnatural or forced to develop goals based on all of the principles. Again, while members are not required to develop a goal for each of the eight principles, this is often misunderstood by College members. Both staff and members agreed that it is important for members to be familiar with the standards of practice. One focus group participant said:

> "Developing my professional development goals and finding activities that fit with the Standards of Practice feels like I'm trying to fit a square peg in a round hole."

This view was repeated by many. It was noted that many of the members only develop goals for the same two of the eight principles each year because many of the members do not relate to

some of the principles, particularly principles related to fees, advertising and sexual misconduct. As such, six of the eight principles are largely ignored by the members each year.

In multiple focus groups, members indicated that they find it insulting when they are required to develop a professional development goal related to sexual misconduct. There was confusion among the members as to why the College requires goal setting for a principle that if broken leads to immediate suspension. It is confusing and challenging to discuss strengths and areas of improvement related to sexual misconduct. It was unanimous that sexual misconduct is an important and non-negotiable standard to follow but as one survey respondent explained:

> "The principles regarding sexual misconduct is difficult as I am unsure how one sets a goal year after year about sexual misconduct; that principle is simply one that is not to be broken and perhaps should be discussed and outlined as an expectation rather than setting a goal each year to learn more about it."

Again, it was noted by the College that the members are not required to set a goal for each principle. Further, the staff went on to explain that it is possible for members of the College to set a goal related to any of the principles, including sexual misconduct, without the implication of guilt, by developing goals related to understanding the impact or boundary issues, for example.

When survey respondents were asked to rate the usefulness of the CCP in linking professional development to the standards of practice, the responses were dispersed.
Approximately 41% did not find the CCP useful (three or lower) while 21% found the CCP useful (eight or higher) in linking their professional development to the standards of practice. The remaining 40% fell in the middle ranges of the scale. The perception of the survey respondents indicated that the CCP is not effective in linking learning goals to the standards of practice. While the participants of the focus group all believe that the intentions of the CCP are important and valuable, they again highlighted that the CCP is not effective in linking learning goals to the standards of practice or to their practice.

Table 15: How Useful the CCP is in Linking Respondents' Professional Development to the Standards of Practice

	Total		
	#	%	Cumulative %
1- Not at all	433	16.6	16.6
2	331	12.7	29.3
3	316	12.1	41.4
4	210	8.0	49.4
5	259	9.9	59.4
6	241	9.2	68.6
7	260	10.0	78.6
8	275	10.5	89.1
9	149	5.7	94.8
10- Very much	135	5.2	100.0
Total	2,609	100.0	
NA	147		

However, upon further analysis 41% of social workers and 51% of social service workers who had started to complete their 2014 CCP rated the usefulness of the CCP in linking their professional development to the standards of practice at seven (7/10) or higher compared to 19% and 31% of social workers and social service workers who had not started to complete their CCP for this year The social service workers are significantly more likely to say the CCP is useful in this regard than the social worker (chi-square=23.6, p=.01).

Newer members of the College also rated the usefulness of the CCP higher in linking their professional development to the standards of practice as compared to members who have been registered with the College for four years or more.

3.3.5 Striving for Excellence

The CCP is not having its desired effect in terms of influencing or encouraging College members to strive for excellence in their practice. The survey respondents were asked to consider whether or not the CCP has encouraged them to strive for excellence in their practice. The majority of respondents (64.5%) have found that the CCP has had very little or any role in motivating members to strive for excellence (scoring a 5 or lower), as illustrated in Table 16.

Table 16: How Much the CCP Encourages Respondents to Strive for Excellence in their Practice?

	#	Total %	Cumulative %
1- Not at all	701	26.8	26.8
2	323	12.4	39.2
3	248	9.5	48.7
4	174	6.7	55.4
5	239	9.2	64.5
6	169	6.5	71.0
7	220	8.4	79.4
8	197	7.5	86.9
9	160	6.1	93.1
10- Very much	181	6.9	100.0
Total	2,612	100.0	
NA	155		

The focus group participants were less critical of the CCP than the survey respondents, they stated that the CCP allows them to realize their professional responsibilities, helps in identifying gaps in what they actually learned versus what they were hoping to learn makes them accountable (especially for those in private practice) and finally, allows members to maintain a record of professional activities that they have completed throughout the year.

Overall, it was evident from the survey results and focus group discussions that the CCP was seen as a burdensome task. Participants stated that it is not-user friendly and some have even experienced anxiety from the stress of being required to complete it. Most importantly, the lack of relatable principles led to members using the same goals year after year in order to complete the requirements of the CCP, leaving little room for them to improve their skills and strive for excellence. Please refer to Section 3.2.1.

Others have argued that the CCP is not an effective tool in encouraging members to strive for excellence because it does not encourage members to embrace professional development nor does the program provide creative opportunities for professional development. While the College members recognize this may be beyond the scope of the program, there was a desire to have the College more active in the promotion of professional development opportunities.

It could also be possible that the College members are continually striving for their best but are not using the CCP as a tool to succeed. One member stated:

> "I find it a rather formalistic instrument which doesn't adequately reflect my sense of professional development activities (which I do a great deal of as part of my normal work life). The tool doesn't correspond to the dynamic of what I'm doing or reflect the broad determinants of learning."

The survey respondents were asked to consider whether or not the CCP has improved the quality of their work. An overwhelming majority of respondents (75.1%) have found that the CCP has resulted in very little or any improvement in the quality of their work (scoring a 5 or lower), as illustrated in Table 17. Once again, the focus group sessions were less critical of this, some participants have stated that the CCP has encouraged them to continually assess their professional goals, allowing them to become to competent and qualified when working in teams at work, as one respondent explained:

> "It (CCP) helps me contribute to my team (on the same level of professionalism as those in other fields at the same place of work i.e. nurses, doctors, and psychologists)."

Statistical analysis of the members survey showed that social service workers were more likely social workers to agree that the CCP had positively impacted their quality of work (chi-square = 39.8, p=.00). Members with higher education were less likely to say that CCP had improved their quality of work (Spearman's correlation = -.131, p=.00) Members who have already started their 2014 CCP were more likely to believe CCP had positively impacted their work (chi-square=218.4, p=.00) Again, the members who have indicated they had started to complete the 2014 CCP at the time of the Members' Survey see greater value in the CCP, 24% of social workers and 30% of social service workers who had started to complete their CCP rated the improvement of the quality of their work at seven (7/10) or higher compared to 9% and 21% of social workers and social service workers who had not started to complete their CCP (refer to Table 32 in the Appendices).

Table 17: Respondents' Level of Agreement with the following statement:
"As a result of the CCP the quality of my work improved."

	#	Total %	Cumulative %
1- Completely Disagree	745	29.8	29.8
2	414	16.5	46.3
3	278	11.1	57.4
4	185	7.4	64.8
5	258	10.3	75.1
6	186	7.4	82.6
7	182	7.3	89.8
8	139	5.6	95.4
9	58	2.3	97.7
10- Completely Agree	57	2.3	100.0
Total	2,502	100.0	
NA	219		

Members who have been registered with the College for three years or less believed the quality of their work improved significantly more as a result of the CCP, as compared to members who have been registered with the College for more than three years.

3.3.6 Summary

While the College members believe that the CCP is a good idea in theory for encouraging professional development, quality assurance and improving public protection, it is felt the program is not working effectively.

The majority of survey respondents feel that the CCP has limited usefulness in their professional development. Many attribute this to the challenge of fitting the desired professional development activities into the goals they had development to fit the Principles in the Self-Assessment Tool and Professional Development Plan and the requirements of the College. However, some members shared a different view, citing the CCP is useful for many to focus their professional development goals and activities and to use the opportunity to reflect on the previous year.

Staff acknowledges the process and formatting of the Self-Assessment Tool and Professional Development Plan may be challenging for some members with different learning styles. However, the flexibility of the program allow for a great deal of diversity in professional development and learning activities.

From the perspective of the membership, the CCP has not successfully increased their knowledge related to best practices and the professions more generally. Members reported that while knowledge may not have increased, it was important to review the Standards of Practice and to assess their competencies annually.

College members have a difficult time connecting the quality of their practice to the CCP. Very few survey respondents found the CCP directly impacts their practice at all. However, the individuals who have started to complete the 2014 CCP are more likely to report that the CCP has directly impacted their practice.

From the perspective of the members, the CCP is not doing very well in terms of influencing or encouraging College members to strive for excellence in their practice. Overall, it was evident from the survey results and focus group discussions that the CCP was seen as a burdensome task. Participants stated that it is not user-friendly and some have even experienced anxiety from the stress of being required to complete the Self-Assessment Tool and Professional Development Plan each year. Members reported that the CCP does not encourage members to embrace professional development nor provide creative opportunities for professional development. This sentiment provided by the College members highlights the misunderstanding the members have regarding the program, as the way in which the CCP is expected to be implemented is very flexible and accommodating. From the perspective of the College, members can be as creative as they choose in setting professional goals and learning activities.

It could also be possible that the College members are continually striving for their best but are not using the CCP as a tool used to capture their learning activities and/or successes. Some members have expressed frustration that despite them taking an initiative to take part in professional development activities on their own, they believe that the CCP fails to recognize these efforts. It is obvious that the College must be clearer in communicating to the membership the flexibility of the types of professional development activities that are permitted as part of the CCP.

4.0 Quality Assurance Programs for Other Regulatory Bodies

Table 18 provides a brief overview of quality assurance and/or professional development programs for the Social Work regulatory bodies in Alberta, British Columbia and New York State. It is important, in an evaluation at this level that, when possible, comparisons to programs with similar mandates/objectives are made to assess program strengths and challenges and establish best practices.

In this case, Alberta, British Columbia and New York State were selected for comparison as all three were discussed in either the Evaluation Development Session with the CCP Evaluation Subcommittee, with staff, or in the survey and/or the focus group sessions. The different approaches used in these regions could act as a source of reference for the College.

Table 18: Comparison to Quality Assurance Programs in other Regions

Quality Assurance / Professional Development Programs in Other Regions			
	Alberta	**British Columbia**	**New York State**
Purpose	To provide a structure to document learning. Aims to ensure QA and provide opportunities for P.D. Social Workers are encouraged to adhere to the values embedded within the Code of Ethics and Standards of Practice while reflecting on their practice.	Promotes QA of the social work profession in order to protect the greater public. CPD is designed on the concept of reflective and self-directed learning.	To promote and advocate throughout New York State for: The strength, unity, identity and status of the social work profession, the enhancement of social work practice, and policies, services and programs that promote social justice.
Requirements for Completion	The program involves a 4 step process reflect, act, review and report. The process also involves a random selection of Social Workers, where they submit a portfolio that includes anywhere from 1 to 5 years of information, or just the Professional Development Credit Form. All Social Workers are expected to complete portfolios which include a self-assessment and learning plan from year to year.	Social Workers are required to submit a completed CPD learning plan, a record form which lists at least 40 hours of completed learning activities, of which at least three hours should be related to ethics and lastly, a statement reflecting on how the learning activities aided in the improvement of the member's knowledge and skills and how this will improve the delivery of outcomes. Every year, a number of registrants will be requested to provide documentation for an audit review by the Quality Assurance Committee.	Members are required to complete 36 hours of continuing education credits over a 3 year period.
Professional Development	Registered Social Workers must complete 40 P.D. credits. There are different requirements for part-time, inactive, and clinical Social Workers. There are different categories of activities and different levels of credits required of different categories. These credits could be obtained from workshops, conferences or courses. Social Workers must complete an average of 10 hours per year in education activities which grant a certificate, diploma or other formal recognition upon completion.	Registered Social Workers are expected to complete a mix of learning activities totalling 40 hours per year.	Provides P.D./continuing education programs and services. It allows members to scroll through a list of approved institutions from which members can choose their courses. These, along with other activities such as workshops and conferences allow members to obtain credits.

5.0 Conclusions

As presented in the evaluation plan, the review of the CCP focused on *rationale, effectiveness, efficiency, access/reach* and *impact.* This section of the report will summarize the results found in Section 3 and where applicable referencing the positive aspects of similar programs administered by other Social Work regulatory bodies found in Section 4.

Overall, it must be noted there are many aspects of the program that the members of the College do not know or do not understand, including the recommended number of hours expected as part of the CCP and the option to complete a modified version of the CCP if retired or on leave, for example. There have been challenges in effectively communicating the program to the members. There is sufficient evidence from the evaluation to say that this has significantly influenced the outcome of the program.

5.1 Rationale

Rationale refers to the extent to which the CCP contributes to the mandate of the College, and the Standards of Practice committee more specifically. For the purpose of this review, rationale also refers to the extent of which the goals and objectives of the CCP are valued by the members of the College.

The goals and objectives of the CCP, particularly the expectation that members of the College remain current with knowledge and practice relevant to the profession and the expectation that members demonstrate their commitment to ongoing professional development, are highly valued by the College and the members of the College. Approximately 95% of College members who responded to the Members' Survey rated the importance of professional development in their success as a social worker or a social service worker as high. On average, members of the College spend approximately 105 hours per year engaged in professional development. Overall, it was found that a higher percentage of social workers felt that their professional development needs were not met at all by the CCP as compared to social service workers. Many College members indicated that they desire and are in search of additional professional development opportunities, especially those who live in rural and remote areas of the province. It was suggested that perhaps the College, in addition to facilitating the professional development planning process, could offer, promote and advertise professional development activities.

As mandated by the Province, the College must ensure that the members of the College are able to display a sound knowledge base, well-developed skills and sound judgement in carrying out professional responsibilities. This is essential in order to protect the wellbeing of the clients with whom social workers and social service workers work on a daily basis. The College takes this task quite seriously.

The members of the College believe that public protection is an important and necessary component of their profession but are less certain whether the activities of the CCP assist them in meeting this goal. There are some College members who do not take the CCP seriously and are often non-compliant, as they are aware the College does not audit the Self-Assessment Tool

and Professional Development Plan. Several members asked questions of how the College can be confident about the CCP being successful in protecting the public if there is never confirmation on whether the members are compliant with the process or not.

In many cases, College members highlighted the strengths of professional development/quality assurance programs administered by Social Work regulatory bodies in other provinces. For instance, both Alberta and British Columbia adhere to a credit based system, where members complete a particular number of hours related to professional development activities each year in order to be eligible to renew their registration. Some members have also stated that the use of portfolios (a technique used in Alberta), where members keep all their documentation is very useful. In fact, the College does require members to maintain a folder as evidence of their learning activities, but it was found that this is largely misunderstood by the members of the College.

5.2 Efficiency
Efficiency refers to the extent to which the CCP was implemented as intended, particularly from the perspective of those who administer the program.

The staff of the College has conveyed that the administration of the CCP has remained very consistent since the launch of the program in 2009. The fundamentals of the program and the Self-Assessment Tool and Professional Development Plan have not changed since 2009. Since 2009 the staff has developed a library of resources (i.e. workshops, presentations and webinars) and have delivered several workshops and presentations to support the members of the College in the completion of the CCP. The staff members interviewed also discussed that the College had become more flexible in its administration of the program, and staff consider extenuating circumstances when members are not compliant. It was felt that this more flexible approach benefits the members of the College facing barriers in completing the program.

In the last five years, only 10.71% of survey respondents indicated they had been contacted by the College regarding non-compliance. While this is a small minority of College members, there is a significant effort required by the College staff to follow up with each non-compliant member. The College would benefit tremendously if staff time could be shifted to focus more on supporting members with completion of the CCP, rather than dealing with non-compliance.

5.3 Effectiveness
Effectiveness exhibits the degree to which the goals and objectives of the CCP have been accomplished and the members of the College have changed or improved as a result of the program. For the purpose of the evaluation, two areas were reviewed: the increase in the knowledge and awareness surrounding the importance of professional development in practice and secondly, the degree to which the members were encouraged to strive for excellence as a result of the completion of the CCP.

Professional development is highly valued among the professions. Many members of the College are very engaged in professional development activities. However, much of the interest and engagement in professional development was found to not be directly related to the CCP. Much of these professional development activities were undertaken by members on their own time and a few have stated that they would continue their professional development efforts regardless of whether the CCP is in place or not because they feel that continuous learning is essential to their career success. One member states:

> "Personally I do not think that completing my CPP it impacts my professional development. Only thing it does do it make me aware of all the professional development courses, etc. that I have taken. I think that as a professional I am already taking necessary steps to ensure I am competent and completing the CPP does not change this…"

It could also be likely that the College members are continually striving for their best but are not using the CCP as a tool to capture their learning activities and accomplishments. Some members have expressed frustration that despite them taking part in professional development activities in their own time, they believe the CCP fails to recognize these efforts- in fact, this is a significant misunderstanding by the members of the College.

For the members of the College who take the CCP more seriously, the CCP is more effective in meeting its objectives. For example, members who had already started to complete their CCP for 2014 at the time of the Members' Survey attached a greater value to the CCP than members who had yet to start their CCP for 2014, this finding was consistent for both social workers and social service workers. Further, these members rated the usefulness of the CCP to their professional development much higher than those who had not started their 2014 CCP. This is also true of the 41% of social workers and 51% of social service workers who had initiated the 2014 CCP, who rated the usefulness of the CCP in linking their professional development to the standards of practice much higher compared to the social workers and social service workers who had not started to complete their CCP at the time of the Members' Survey.

5.4 Access & Reach

Access and Reach are concerned with determining whether the program and its benefits are accessible and feasible for members of the College. The College expresses accessible as, regardless of wherever members are located in the province, or whatever their work/personal circumstances, members should be able to complete the CCP. Feasibility refers to the ease of completing the CCP, regardless of whether members work in clinical/non-clinical, direct/indirect practice, or whether or not they are practising; it should also be feasible no matter where members are in their careers.

Both the College staff and members have indicated that the CCP itself is very accessible. The College sends the CCP Self-Assessment Tool and Professional Development Plan documents and supporting material to each member every year. There was no indication from any member

about not receiving the documents required to complete the CCP. In general, our findings revealed that members who made the effort to initiate their CCP for 2014 realized the CCP's value as compared to members who had not started their CCP for 2014. This finding was consistent for both social workers and social service workers.

However, while the Self-Assessment Tool and Professional Development Plan is accessible to all members, some professional development opportunities (i.e. conferences, workshops, networking) are not equally accessible. Members who live and practice in the rural and remote regions of the province, particularly in the north, have specified that they feel most of the professional development activities take place in and around Toronto, which immediately excludes them from attending as the commute can be costly and time consuming. While these members are compliant in terms of completing the Self-Assessment Tool and Professional Development Plan, members are less successful at meeting their annual goals or targets as they are unable to partake in as many professional development activities. It should be noted, that while the College is very flexible by permitting all types of learning activities many members of the College want to participate in professional development opportunities that are not feasible for them (i.e. in the case of members who wish to attend conferences).

While the compliance rate is very high, there are several individuals who have had challenges or difficulties (i.e. technology-related issues, time required to complete the CCP) in completing the CCP. These challenges were similar regardless of age or language. There were members who indicated the CCP did not relate to their position; most often these individuals were working in positions where they did not work directly with clients/patients but rather in managerial positions.

Members who have retired from their career have indicated that the CCP is not applicable to them, as they feel it is no longer necessary or appropriate to develop career or client-focused goals. Staff has noted that some would rather retire and abandon their registration than have to go through the CCP. As such, it has been suggested that the College should consider an alternative approach for members who are no longer practising as a social worker or social service worker. In Alberta there is a two-tier approach to continuing competency. There are different requirements for part-time, inactive, and clinical social workers and there are different requirements (i.e. types of activities, number of credits) for members who are retired or on leave.

5.5 Impact

Impact denotes to the long-term and sustainable changes experienced as a result of the CCP, such as changes in the overall awareness of the link between professional development and practice and the improvement of quality of service and public protection.

It is beyond the scope of this evaluation to review the progress of public protection, as influenced by the CCP, from the perspective of the public. From the perspective of the staff, it is very challenging to assess this objective. If the CCP is administered and completed as designed

and College members are able to set and meet goals in relation to the Standards of Practice on an annual basis, it would be expected that public protection would be improved. However, as the CCP is based on a "high-trust model" which is a limited form of quality assurance, it is difficult to know if the CCP is effective in this regard.

An ultimate goal of the CCP is to promote quality assurance with respect to practice in order to protect the public. College members may find it challenging to connect the quality of their practice to the CCP, leading to the perception that the CCP has not influenced the quality of their practice. A significant proportion of the survey respondents do not find that the CCP directly affects their practice. There are however, some members of the College who have found the CCP to be valued tool in increasing knowledge and having an overall impact on their practice. Staff acknowledges that the CCP could benefit from a more direct link between goal setting and members' individual social work/social service work practice.

It is clear that the members of the College who place greater value and importance on process and outcomes of the CCP in turn see a greater benefit in terms of improved quality of practice. As 27% of social workers and 36% of social service workers who had started to complete their 2014 CCP rated the impact of the CCP on their practice at seven (7/10) or higher compared to 11% and 21% of social workers and social service workers who had not started to complete their CCP. A higher proportion of those who are started to complete the 2014 CCP also rate the improvement of the quality of their work higher compared to the members who had not started to complete their CCP.

6.0 Recommendations

The following recommendations were derived from the findings of the evaluation. The recommendations are not necessarily provided in order of priority.

1. *It is recommended that the College develop and adopt a strong Communication Strategy to effectively and efficiently communicate with the members of the College.*

Through the evaluation it became evident that the CCP is largely misunderstood or misinterpreted by the members of the College, particularly as it relates to four items:
-   A recommendation of the minimum number of hours expected to be spent completing the annual Self-Assessment Tool and Professional Development Plan and the learning activities as self-prescribed by the members of the College.
-   The option to complete a modified version of the CCP for those who are retired or on leave.
-   The College is very flexible in terms of the types of professional development activities accepted as part of completing learning goals related to the CCP.
-   The option to develop learning goals for selected standards as opposed to all standards every year.

The success of the CCP has been hindered by this lack of understanding. As such, it is imperative that the College develop a Communication Strategy to effectively communicate the program to the members of the College to accompany the roll out of the modified program.

It is expected that a Communication Strategy would include:
-   Purpose and objectives of the CCP and the Self-Assessment Tool and Professional Development Plan (or equivalent) and an explanation of what the members of the College can expect from the College and the CCP.
-   Clear list of requirements as part of completion of the CCP (i.e. number of professional development hours expected as part of the CCP, record keeping, Declaration of Participation).
-   Alternative options for those not currently practising, or for those who have extenuating circumstances.

It is important to maintain open lines of communication between the members of the College, especially while completing the annual Self-Assessment Tool and Professional Development Plan (or equivalent) in order to respond to challenges. This will be especially true as the College makes changes and improvements to the CCP.

2. *It is recommended that the College adopt a policy and means to audit/validate members' CCP as a means of confirming completion and assessing the quality of completion.*

To ensure that the members of the College are successfully completing their respective Self-Assessment Tool and Professional Development Plan (or equivalent), rather than relying on the high-trust model that is currently in place the College should adopt some form of auditing. An

audit process is required by several other Social Work regulatory bodies and from the perspective of the members, it gives the program creditability. It is expected that an audit process could improve compliance and promote quality assurance. It should be noted that an audit could require the addition of significant staff and other resources depending on how many members were audited each year and the type of audit undertaken.

3. *It is recommended that the College develop an online portal to administer the CCP.*

Once the CCP has been updated and approved for implementation it is highly recommended that the College develop an online portal to administer and deliver the program. It would be confidential and accessed only by members for summary reports and by members completing their annual plans. It is suggested that each member of the College be able to access and complete their annual CCP Self-Assessment Tool and Professional Development Plan (or equivalent), supporting documents, and previously completed CCP documents through a single log in.

4. *It is recommended that the members' annual review of the Standards of Practice and the self-assessment and professional development planning be divided into two separate and independent requirements.*

The importance of an annual review of the Standards of Practice is understood by the members of the College, and this practice should continue. However, it can be challenging for members to link their goals to the Standards of Practice. It is recommended that members of the College be required to make the link between their own practice and their learning, and upon completion of their goals, to reflect on how this learning will improve their practice as a social worker or social service worker.

It is suggested the College consider a process that follows or is similar to the following:
1. Members declare they have read and understand the Standards of Practice each year. This could include a short, multiple choice online test regarding the Standards of Practice as part of the annual declaration.
2. Members complete a self-assessment of their strengths and weaknesses, including a review of the Self-Assessment and Professional Development Plan developed the year prior.
3. Members develop professional development goals and corresponding learning activities to address the strengths and weaknesses identified, and carry out their learning activities
4. Upon completion of their goals, members reflect on how their learning will impact/apply to their practice.

5. *It is recommended that the College clearly state a recommended minimum number of hours in which College members should be engaged in professional development activities.*

The College should clearly recommend a minimum number of hours in which the members of the College are engaged in professional development activities. It would also be suggested that

the College provide clearer guidelines to the members of the College regarding the types of professional development activities permitted and the number of hours recommended for each.

6. *It is recommended that the College require members of the College to develop goals related to self-care.*

Practising as a social worker or social service worker can be very stressful. It is important that the social worker or social service worker maintain their own personal physical and emotional well-being to ensure they are able to meet the needs of their clients. It is recommended that the College promote self-care through the CCP.

7. *It is recommended that the College complete a review of the CCP for those who have retired from their career as a social worker or social service worker but wish to maintain their membership.*

Members of the College who are retired and no longer practising have difficulty developing and meeting professional development goals. There are varying levels of engagement which the College can require of their retired members going forward. While there is a modified version of the CCP available to retired members, this option is not well known. It is recommended the College develop a program (whether this remains as is or is changed) for retired members and communicate this option more effectively.

8. *It is recommended that the College complete a review of the program for those who are on leave of absence (i.e. parental, medical), temporarily not practising, but wish to maintain their membership.*

It was noted that members who are on leave of absence and not currently practising as a social worker or social service worker are less compliant with the CCP than practising members of the College during that time. The option to complete a modified CCP is not well known. It is recommended the College develop a program (whether this remains as is or is changed) for members on leave and communicate this option more effectively.

9. *It is recommended that the College consider actively promoting a range of professional development activities through its website.*

The members of the College repeatedly expressed their desire to have the College promote professional development opportunities available to better meet their learning goals developed in the Self-Assessment Tool and Professional Development Plan. It is recognized by the evaluators that this is beyond the scope of the College. As such, it is recommended that the College monitor and report to the membership on professional development opportunities that are available.

10. It is recommended that the College review the program from the perspective of the social workers and the social service workers as two separate bodies.

From the evaluation it was clear that the social service workers are benefiting from the program more than social workers. It would be recommended that the program be revised to better meet the needs of both professions.

Appendices
A.1 Program Logic Model
The following PLM presents a picture in words of the cause-effect relationships in the CCP. A PLM is a tool to help design and evaluate a program. It is a "picture" of the logical cause and effect relationships among four program components: inputs, activities, outputs, and outcomes.

- *Inputs* are all resources which contribute to program activities.
- *Activities* are descriptions of the day-to-day work of the program staff and stakeholders/program delivery agents described under inputs.
- *Outputs* are indications of activities completed.
- *Outcomes* indicate changes taking place in program delivery agents and beneficiary groups as a result of the program. In this case, Outcomes have been separated into *Short Term Outcomes* and *Long Term Outcomes* which represent 1 to 2 years and 3 to 5 years, respectively.
- *Confounders* occurs where certain factors, other than the program, produce changes. These include other programs influencing the client/member group outcomes as well as change in the community and society as a whole which may affect the program and College members. Confounders may produce changes in client behaviour, independent of the program being studied.

The logical relationships can be understood as follows. The inputs must be made available if the activities are to be done. Activities must be completed for the outputs to be produced. Outputs must be produced and used if the outcomes are to be realized. These relationships and the program design are based on the best ideas about how to impact clients. The approaches being used and the expected outcome are often described as program theory.

The PLM as developed for the CCP consists of two sections: the narrative summary and the performance indicators, which also includes the assumptions and risks as well as confounders related to the success of the program.

The narrative summary contains only words and does not attempt to indicate quantity or quality. This is matched by the indicators of performance or success, which is often the focus of monitoring and evaluation efforts. Indicators seek to measure results and to provide evidence that progress is being made toward the achievement of the goal. Indicators consider quantity, quality, and time. The last row of the PLM features assumptions and risks, and confounders.

Assumptions refer to the external conditions beyond the control of the program. These must exist for the cause and effect relationships expressed in the PLM to behave as expected. Risk refers to the probability that the assumptions will not hold true.

A.2 Evaluation Matrix

The PLM is supported by the Evaluation Matrix which is a tool for systematically identifying evaluation questions, indicators of success, appropriate data sources and data collection methods. Whereas the PLM gives a picture of the whole program, the matrix indicates the aspects of the program that will be the focus of the evaluation. Some of the more common issues addressed in evaluations are rationale, efficiency, effectiveness, access/reach and impact.

The following Evaluation Matrix is for the CCP. The matrix presents the key evaluation questions and the performance indicators which are often the focus of monitoring and evaluation efforts. *Indicators* seek to measure results and provide evidence that progress is being made toward the achievement of the goal. The *Data Required* column contains the information that is essential to determine the indicator. The *Sources of Data* column contains the individuals, organizations, documents, or reports from which the data will be obtained. The *Method of Collection* column lists the methods and techniques that will be used to gather the data that will measure the results. The *Analysis* column explains how the data will be analyzed. The last two columns of the matrix identify the individual(s) responsible for data collection, reporting, analysis, etc. and the time frame in which they are expected to do it.

The Ontario College of Social Workers and Social Service Workers
Continuing Competency Program– Narrative Summary

CCP Objectives	• To enhance members' practice in a meaningful way • To ensure that members demonstrate commitment to ongoing professional development • To promote quality assurance with respect to the practice of the professions of social work and social service work, and to encourage members to enhance their practice in an ongoing way • To encourage members to strive for excellence in their practice • To be meaningful for members • To be feasible for all members • To protect the public • To help members make the link between learning / professional development and their practice
Inputs	• Members of the OCSWSSW • Legislation • Webinars / webcasts • OCSWSSW staff • Tools / guides • Software • CCP budget • Standards of Practice • Newsletter • Office space • Website and IT support • CCP articles
Member Activities	1. Review Instruction Guide / website / newsletters on an ongoing basis 2. Complete membership renewal annually 3. Complete CCP Self-Assessment Tool and Professional Development Plan Documents annually 4. Maintain evidence of learning activities annually 5. Attend and participate in professional development opportunities
Staff Activities	6. Facilitate workshops and presentations (in the workplace, AMED, etc.) 7. Attend and present at professional development sessions/events/activities 8. Correspond with members who indicate on their annual renewal that they have not completed the CCP requirements 9. Hold individual consultation with members (on telephone and in person) 10. Update website / newsletters / CCP articles on an ongoing basis
Member Outputs	1. Instruction Guide / website / newsletters are reviewed by members 2. Membership renewal is completed annually 3. CCP Self-Assessment Tool and Professional Development Plan Documents are completed annually 4. Evidence of learning activities retained by members 5. Members attend and participate in professional development activities
Staff Outputs	6. Workshops and presentations (in the workplace, AMED, etc.) facilitated 7. Staff attend and present at professional development sessions/activities 8. Correspondence sent to members indicating that they have not completed the CCP requirements 9. Individual consultations with members (on telephone and in person) are completed 10. Website / newsletters / CCP articles are updated
Outcomes	• Increased participation in CCP activities (workshops, AMED, etc.) • Greater understanding of the CCP by members • Improved compliance in the completion of the CCP Self-Assessment Tool and Professional Development Plan Documents • Members have an increased understanding of the link between professional development and practice • Increase awareness and adherence to standards of practice • Increased support of the CCP by the profession
Impact	• Quality of service to public improves • Increased public protection

The Ontario College of Social Workers and Social Service Workers
Continuing Competency Program– Performance Indicators

Inputs	• Number of members of the OCSWSSW, annually • Number of FTE OCSWSSW staff positions (including IT support), annually • CCP budget, annually • Square footage of office space available for the CCP • Legislation guiding the CCP • Number of tools / guides developed and maintained for the CCP, annually • Standards of Practice guiding the CCP • Number of visitors to the CCP webpages • Number of webinars / webcasts developed and maintained, annually • Number of newsletters published, annually • Number of CCP articles published, annually
Members Activities & Outputs	1. Number of members who have reported they have reviewed the Instruction Guide / website / newsletters on an ongoing basis 2. Number of members registered with the OCSWSSW, annually 3. Number of members who have completed their Self-Assessment Tool and Professional Development Plan Document, annually 4. Number of members who have confirmed they have retaining evidence of learning activities annually 5. Number of members who have confirmed their involvement in professional development activities
Staff Activities & Outputs	6. Number of staff- facilitated workshops and presentations (in the workplace, AMED, etc.) held annually 7. Number of staff attending professional development sessions, activities, etc. 8. Number of letters to members regarding the incompletion of the annual self-assessment drafted and sent, annually 9. Number of individual consultation with members (on telephone and in person), annually 10. Number of hours spent updating webpages / newsletters / CCP articles, annually
Outcomes	• Number of members attending CCP activities, annually by activity type • Number of members that indicate improved understanding of the CCP • Number of members contacting the College for help regarding the CCP, annually • Number of letters sent to members regarding incompletion of the Self-Assessment Tool and Professional Development Plan Document , annually • Number of members that indicate experiencing greater understanding of the link between professional development and practice • Number of reports to the College regarding adherence to standards of practice • Number of employers/organizations who support the CCP to its employees/members
Impact	• Members report they enhance protection to clients after participation in CPP activities • Members report enhanced service to public as a result of CCP activities

Assumptions & Risks	• Funding for the CCP will be secured on an ongoing basis • College members are positively influenced by the CCP activities, including the completion of the CCP Self-Assessment Tool
Confounders	• Members' exposure to other professions and their QA programs • Financial support for CCP from employers and others • Employers support the CCP and CCP activities • Members recognize the value of professional development in their practice

A.2. Evaluation Matrix

	Continuing Competence Program Evaluation Matrix- Rationale						
Evaluation Questions	Indicator	Data required	Source of data	Method of collection	Analysis	Responsibility	Timing
1. To what extent are the goals and objectives of the CCP important to the College?	1. The program goals and objectives are supported by the College.	1. Program goals and objectives as indicated by the committee and staff.	1. Staff and committee.	1. Interviews with staff and committee members.	1. Assess staff and committee feedback.	1. HCA will facilitate and analyze interviews with staff and committee.	1. Conduct and analyze interviews from July to September 2014.
2. To what extent are the goals and objectives of the CCP important to members of the College?	2. The program goals and objectives are supported by the members of the College (with a minimum score of 7/10 on the members' survey).	2a. Program documents. 2b. Members' views / opinions on the ongoing importance of the program.	2a. Program documents. 2b. College members.	2a. File review. 2b. Focus groups and survey of College members.	2a. Review of background documents. 2b. Assess College members' feedback on the ongoing importance of the program.	2. HCA will collect and review relevant documents and will conduct focus groups.	2. Review files from July to September 2014. Conduct and analyze key informant interviews in September 2014.
3. To what extent do the members feel the CCP is meaningful (i.e. is there a direct impact on practice, new knowledge gained, worthwhile)?	3. The members reflect that completing the CCP each year is meaningful (with a minimum score of 7/10 on the members' survey).	3. Members' views / opinions on the meaningfulness of the CCP.	3. College members.	3. Focus group and survey of College members.	3. Assess the opinions and attitudes of members.	3. HCA will conduct focus groups and surveys with members.	3. Conduct and analyze the focus groups and surveys from July to September 2014.

Continuing Competence Program Evaluation Matrix- Efficiency							
Evaluation Questions	Indicator	Data required	Source of data	Method of collection	Analysis	Responsibility	Timing
1. Is the CCP being implemented as planned?	1. CCP staff activities are completed as planned.	1a. Staff program documents, activities, schedule, etc. 1b. Staff opinion on the appropriateness of activity timing / scheduling.	1a. Program records. 1b. Staff members.	1a. File review. 1b. Key informant interviews with staff members.	1a. Review program records and comparison of the projected timing of activity with the actual timing. 1b. Assess staff satisfaction with activity and event timing and scheduling.	1a. HCA will collect and review relevant documents. 1b. HCA will conduct and analyze the key informant interview data.	1a. Review files in June-September 2014. 1b. Conduct and analyze key informant interviews in September 2014.
2. Have adequate resources been allocated for timely and appropriate implementation of the CCP?	2a. Number of paid person days invested in the program on an annual basis and associated wage and benefit costs. 2b. Actual annual program expenditures correspond with projected expenditures.	2a. Record of paid person days and associated costs. 2b. Annual financial statements and records.	2. Program records from CCP.	2. File review in consultation with CCP staff.	2a. Review of program records, allocation of CCP staff time dedicated to the program. 2b. Compare actual program expenditures with projected/planned expenditures (e.g. salaries, operational expenses, capital expenses).	2a. HCA will consult with CCP staff and review annual human resource investment in the program annually. 2b. HCA will consult with CCP staff and review financial data to compare actual and projected program expenses annually.	2. Review files and consult with CCP staff from June to September 2014.
3. Has compliance in the completion of the CCP Self-Assessment improved?	3. Number of completed CCP self-assessments completed without a letter sent by the College staff.	3. Number of letters sent to members by the College staff annually.	3. Program records from CCP and members response to the survey.	3. File review in consultation with CCP staff and analysis of members' response to the survey.	3. Review of number of letters sent regarding completion of the CCP Self-Assessment Tool and Professional Development Plan, annually.	3. HCA will consult with CCP staff and review program records.	3. Review files and consult with CCP staff from June to September 2014.

	Continuing Competence Program Evaluation Matrix- Effectiveness						
Evaluation Questions	Indicator	Data required	Source of data	Method of collection	Analysis	Responsibility	Timing
1. Does the CCP increase awareness and knowledge of the importance of P.D. in members' practice?	1. Members are able to reflect on the importance of P.D. in their own practice (with a minimum score of 7/10).	1. Members' opinion on importance of P.D. in their own practice.	1. Members of the College.	1. Focus groups and surveys of members.	1. Assess the opinions and attitudes of members.	1. HCA will conduct focus groups and surveys with members.	1. Conduct and analyze focus groups and surveys from July - September 2014.
2. Does the CCP encourage members to strive for excellence in their practice?	2. Members are able to reflect on striving for excellence in their practice (with a minimum score of 7/10).	2. Members' opinion on striving for excellence in their practice.	2. Members of the College.	2. Focus groups and surveys of members.	2. Assess the opinions and attitudes of members.	2. HCA will conduct focus groups and surveys with members.	2. Conduct and analyze focus groups and surveys from July – September 2014.

Continuing Competence Program Evaluation Matrix- Access/Reach							
Evaluation Questions	Indicator	Data required	Source of data	Method of collection	Analysis	Responsibility	Timing
1. Do all members regardless of age, language, education, etc. have equal access[7] to the CCP?	1a. At least 50% of members complete the CCP Self-Assessment Tool and Professional Development Plan 1b. Number of members that contact the College with concerns / issues with the CCP. 1c. Key barriers reported by the College members.	1a. Number of members that complete the CCP Self-Assessment Tool and Professional Development Plan. 1b. Number of members that contact the College with concerns / issues with the CCP. 1c. Members' opinion on barriers from participating.	1a. Program reports and members survey. 1b. Program reports. 1c. College members.	1a. File review in consultation with CCP staff. 1b. File review in consultation with CCP staff. 1c. Focus groups and surveys of members.	1a. Number of members that complete the CCP Self-Assessment Tool and Professional Development Plan. 1b. Number of members that contact the College with concerns / issues with the CCP. 1c. Assess the opinions and attitudes of members related to key barriers.	1a & 1b. HCA will collect and review relevant documents. 1c. HCA will conduct and analyze the key informant interview data.	1. Document review, conduct and analyze focus groups and surveys from June to September 2014.
2. Is the CCP Self-Assessment Tool feasible[8] for all members regardless of age, language, education, etc. of the College?	2a. At least 50% of members complete the CCP Self-Assessment Tool and Professional Development Plan. 2b. Number of members that contact the College with concerns / issues with the CCP. 2c, Key challenges reported by the College members.	2a. Number of members that complete the CCP Self-Assessment Tool and Professional Development Plan. 2b. Number of members that contact the College with concerns / issues with the CCP. 2c. Members' opinion on challenges of participating.	2a. Program reports and survey of members. 2b. Program reports. 2c. College members.	2a. File review in consultation with CCP staff. 2b. File review in consultation with CCP staff. 2c. Focus groups and surveys of members.	2a. Number of members that complete the CCP Self-Assessment Tool and Professional Development Plan. 2b. Number of members that contact the College with concerns / issues with the CCP. 2c. Assess the opinions and attitudes of members related to key barriers.	2a & 2b. HCA will collect and review relevant documents. 2c. HCA will conduct and analyze the key informant interview data.	2. Document review, conduct and analyze focus groups and surveys from June to September 2014.

[7] Accessible (wherever members are located in the province, or whatever their work/personal circumstance, they should be able to complete the program)

[8] Feasible (achievable and do-able by all members regardless of whether they work in clinical/non-clinical, direct/indirect practice, or whether or not they are practising; it should also be feasible no matter where members are in their careers)

Continuing Competence Program Evaluation Matrix- Impact							
Evaluation Questions	Indicator	Data required	Source of data	Method of collection	Analysis	Responsibility	Timing
1. Has the CCP helped improve public protection related Social Workers and Social Service Workers?	1. Members report they have enhanced public protection in their own work to clients after participation in the CCP (at least 50% of those surveyed).	1. Members opinions of their own public protection related to their work.	1. College members.	1. Focus groups and surveys of members.	1. Assess the opinions and attitudes of members.	1. HCA will conduct focus groups and surveys with members.	1. Conduct and analyze focus groups and surveys from July to September 2014.
2. Has the CCP assisted in the improvement of the quality of service to the public related to social workers and social service workers?	2. Members report their quality of service has improved after participating in the CCP (at least 50% of those surveyed).	2. Members' opinions of their own quality of service related to their own work.	2. College members.	2. Focus groups and surveys of members.	2. Assess the opinions and attitudes of members.	2. HCA will conduct focus groups and surveys with members.	2. Conduct and analyze focus groups and surveys from July to September 2014.
NOTE: Impact evaluation issues are typically associated with changes that occur beyond the life of a program or beyond the active engagement of the program participants.							

A.3 Data Collection Tools

A.3.1 Ontario College of Social Workers and Social Service Workers Key Informant Interview

Harry Cummings and Associates have been engaged by the Ontario College of Social Workers and Social Service Workers to carry out an evaluation of the Continuing Competence Program. As part of the review, we are interviewing College staff who are particularly engaged delivery and administration of the CCP. Participation is completely voluntary but we hope you see the benefit in participating.

The following is a menu of questions, from which relevant questions will be selected for your interview. Those not relevant will be skipped.

All information provided will be kept confidential. Findings will be presented in aggregate form and attributed to program stakeholders as a group, not to any individual.

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1. To start, how long have you been employed by the College of Social Workers and Social Service Workers?

2. What is your role within the College, in relation to the CCP?

3. From your experience, how would describe the purpose and objective(s) of the CCP?

4. How does CCP fit with the College's overall mandate?

5. From your experience, what are most important key messages from the CCP to the college members?

6. How has the CCP evolved since first implemented (or since your time with the College)?

7. Please discuss any feedback you've received from College members related to the CCP.
   a. Compliance issues
   b. Challenges
   c. Positive feedback

8. In your opinion, is the CCP accessible (age, language, education, etc.) to all College members?

9. In your opinion, is the CCP feasible (achievable and do-able by all members regardless of whether they work in clinical/non-clinical, direct/indirect practice, or whether or not they

are practising; it should also be feasible no matter where members are in their careers) for all College members?

10. In your opinion, on a scale from 1 to 10, where 1 is not at all and 10 is very much, how useful is the CCP in linking professional development to the standards of practice?

11. In your opinion, on a scale from 1 to 10, where 1 is not at all and 10 is very much, does the CCP encourage college members to strive for excellence in your practice?

12. From your experience, what has been the most successful aspect of the CCP?

13. Have there been any additional successes to note?

14. What have been the major factors related to the successes you have noted here?

15. From your experience, what has been the greatest challenge for the CCP?

16. Are there any additional challenges to note?

17. What have been the major factors related to the challenges you have noted here?

18. What could be changed, modified, or improved to negate these challenges?

19. Has the College ever considered an alternative system to the CCP

20. On scale from 1 to 10, how successful do you believe the CCP has been at meeting the needs of the College members as Social Workers or Social Service Workers related to continuing professional development?

1	2	3	4	5	6	7	8	9	10	Don't know

21. On scale from 1 to 10, how successful do you believe the CCP has been improving the quality of College members work as Social Workers or Social Service Workers?

1	2	3	4	5	6	7	8	9	10	Don't know

22. On scale from 1 to 10, how successful do you believe the CCP has been overall?

1	2	3	4	5	6	7	8	9	10	Don't know

23. Do you have any additional comments regarding the CCP?

A.3.2 Focus Group Guide

Thank you for agreeing to participate in this session on the Continuing Competence Program. Your participation is confidential and all information gathered will be used without personal identifiers.

Your frank and honest opinion is most important to us as we seek to improve this program.

We will share notes from this meeting with you so you know what has been recorded. You have the right to refuse to answer any question and that will not affect your registration with the College in any way.

Harry Cummings and Associates (HCA) has developed the following focus group questions as part of the Review/Evaluation of the Continuing Competence Program (CCP) for the Ontario College of Social Workers and Social Service Workers (the College).

A. What is the greatest benefit in completing the Self-Assessment Tool and Professional Development Plan Documents?

B. What did you find to be the greatest challenge in completing the Self-Assessment Tool and Professional Development Plan Documents?

C. Do you find completing the annual Self-Assessment Tool and Professional Development Plan Documents meaningful? What does it mean to you?

D. How can the College improve the CCP to help members enhance their service to their clients?

E. Describe one time when a problem with a client caused you to undertake professional development.
   a. What professional development did you undertake?
   b. Did this help? Why or why not?

F. What changes/improvements or additions should the College make to the CCP?

A.3.3 Members' Survey

Harry Cummings and Associates (HCA) has been engaged by the Ontario College of Social Workers and Social Service Workers to carry out an evaluation of the Continuing Competence Program (CCP). The evaluation is focusing on the effectiveness, efficiency and impact the CCP has had on College members and the individuals the members serve.

As part of the evaluation, we would like to invite all members of the College to share their opinions of the CCP. Participation is completely voluntary but we hope you see the benefit of participating.

Please answer all questions. If you feel unable to answer a question, you may skip and move along to the next.

All information provided will be kept confidential by HCA. Findings will be presented to the College in aggregate form and attributed to all College members as a group, not to any individual.

If you have any questions, please contact Shannon McIntyre from HCA at shannon@hcaconsulting.ca or 5198231647. To validate the survey, please contact Karen Pinto from the College at kpinto@ocswssw.org.

Thank you.

1. Please indicate whether you are a Social Worker or a Social Service Worker.
   - Social Worker

   - Social Service Worker

2. How many years have you been registered with the Ontario College of Social Workers and Social Service Workers?

3. Are you currently…
   - Working full time (35 hours or more per week) in a job related to social work/social service work
   - Working part time (less than 35 hours per week) in a job related to social work/social service work
   - Unemployed or working in a job not related to social work/social service work
   - On leave from your job (e.g. parental leave, sick leave, compassionate care leave, or long-term disability)
   - Retired

4. On a scale from 1 to 10, where 1 is not at all important and 10 is very important, how important is professional development to you in your social work/social service work practice?

5. Based on your experience, on a scale from 1 to 10, where 1 is not at all important and 10 is very important, how important is professional development to your peers (in the profession) in their social work/social service work practice?

6. What types of activities do you engage in to keep up with the changes in social work and social service work practice?
   - Read journals and other text sources related to social work and social service work

- Subscribe to online resources related to social work and social service work
- Online networking related to social work and social service work
- Visit online websites/resources related to social work and social service work
- Attend lectures/seminars related to social work and social service work
- Attend conferences related to social work and social service work
- Communicate with colleagues related to social work and social service work
- Take courses related to social work and social service work
- Other, please specify

7. In a typical year, how many hours do you estimate you spend on professional development activities/events, like the examples listed above (conferences, courses, workshops, supervision, reading etc.)? We understand it may be difficult to remember, please use your best judgement.

8. Reflecting on the last 5 years, please indicate if you have completed the CCP Self - Assessment Tool and Professional Development Plan.

	Yes	No	N/A
2009			
2010			
2011			
2012			
2013			

9. If you answered no for any year above, please indicate why you did not complete the CCP Self-Assessment Tool and Professional Development Plan.

10. As of today, have you started to complete your CCP Self -Assessment Tool and Professional Development Plan for 2014?
- Yes
- No

11. Have you experienced any challenges or issues completing your annual CCP Self - Assessment Tool and Professional Development Plan?
- No, never
- Yes, one or two
- Yes, three or four
- Yes, five or more
- I have never completed the CCP

12. If you experience any challenges, please indicate the kinds of challenges you have experienced in completing your annual Self -Assessment Tool and Professional Development Plan.
- Technology related (i.e. no internet access, complications related to webpage)
- Language related (i.e. language is too technical, difficult to follow)

- Takes too long to complete
- The CCP Self-Assessment Tool and Professional Development Plan did not relate to me
- Other, please specify

13. On a scale from 1 to 10, where 1 is not at all and 10 is very, is the Self-Assessment Tool & Professional Development Plan reasonably easy to complete?

14. On a scale from 1 to 10, where 1 is not at all and 10 is very much, is the CCP useful to your professional development?

15. On a scale from 1 to 10, where 1 is not at all and 10 is very much, how much does the CCP directly impact your practice?

16. On a scale from 1 to 10, where 1 is not at all and 10 is very much, how worthwhile is the CCP to you?

17. On a scale from 1 to 10, where 1 is not at all and 10 is very much, how much has the CCP increased your knowledge?

18. On a scale from 1 to 10, where 1 is not at all and 10 is very much, how useful is the CCP in linking your professional development to the standards of practice?

19. On a scale from 1 to 10, where 1 is not at all and 10 is very much, does the CCP encourage you to strive for excellence in your practice?

20. Reflecting on the last 5 years, have you contacted (by email or telephone) the College seeking assistance in completing your Self -Assessment Tool and Professional Development Plan?
- No
- Yes, once
- Yes, two to three times in the last 5 years
- Yes, four to five times in the last 5 years
- Yes, more than 5 times in the last 5 years
- I'm not sure
- I've never completed the CCP Self-Assessment Tool and Professional Development Plan

21. Reflecting on the last 5 years, have you been contacted with a letter from the College related to your late completion or incompletion of your Self -Assessment Tool and Professional Development Plan?
- Never
- Yes, once
- Yes, two to three times in the last 5 years
- Yes, four to five times in the last 5 years
- Yes, more than 5 times in the last 5 years

- I'm not sure

22. On a scale from 1 to 10, where 1 is very negatively and 10 is very positively, how has your completion of the Self -Assessment Tool and Professional Development Plan influenced your professional development?

23. On a scale from 1 to 10, where 1 is not at all and 10 is very much, are your needs as a Social Worker or Social Service Worker related to continuing professional development being met through the CCP?

24. On a scale from 1 to 10, where 1 is completely disagree and 10 is completely agree, please rank your agreement with the following statement: As a result of the CCP the quality of my work improved.

25. Do you have any suggestions on ways to improve the CCP?

26. Do you have any additional comments or feedback, including potential improvements, regarding the CCP overall or the Self -Assessment Tool and the Professional Development Plan?

27. Please indicate the first three digits of the postal code of where you are primarily employed. If you are not employed (retired, student, or on leave) please indicate the first three digits of the postal code of where you currently reside. (Suggested format: X1X)

28. Please select the setting (Type of Organization) that best describes your primary employment. Only select one setting.
- Social service agency/organization
- Self-employed/partnership/group
- Hospital
- Government
- Community based health care
- Group home
- Court/criminal justice/corrections
- College/university
- Elementary/secondary/residential school
- Other, please specify

29. What is the highest level of education you have completed?
- College diploma
- University Bachelor's degree
- University Master's degree
- University, above a Master's degree
- Other, please specify

30. Which gender do you identify with?
   - Female
   - Male
   - Other

31. In which year were you born?

A.4 Additional Survey Results

Table 19: Number of Respondents by Occupation

Occupation	Total	
	#	%
Social Worker	2,710	88.19
Social Service Worker	363	11.81
Total	3,073	100.00

Table 20: Number of Years Respondents have been Members of the College

Number of Years	Total	
	#	%
Less than 5	952	32.10
5-9	657	22.15
10-14	843	28.42
15-19	233	7.86
20-24	142	4.79
25 years or more	139	4.69
Total	2,966	

Table 21: Respondents' Work Status

	Total	
	#	%
Full time in a job related to social work	2,045	66.46
Part time in a job related to social work	612	19.89
Unemployed or working in a job not related to social work/ social service work	244	7.93
On leave from job	105	3.41
Retired	71	2.31
Total	3,077	

Table 22: Gender of Respondents

Gender	Total	
	#	%
Female	2,259	85.21
Male	370	13.96
Other	22	0.83
Total	2,651	100.00

Table 23: Language in which Respondents Completed the Survey

Language	Total	
	#	%
English	3,039	96.78
French	101	3.22
Total	3,140	100.00

Table 24: Highest Level of Education Attained by the Respondents

Education	Total	
	#	%
College Diploma	203	7.58
University Bachelor's Degree	574	21.44
University Master's Degree	1,693	63.24
University, above a Master's degree	142	5.30
Other	65	2.43
Total	2,677	100.00

Table 25: How Worthwhile the CCP is to the Respondents

	Total		
	#	%	Cumulative %
1- Not at all	717	26.90	26.90
2	415	15.57	42.48
3	316	11.86	54.33
4	202	7.58	61.91
5	236	8.86	70.77
6	206	7.73	78.50
7	228	8.56	87.05
8	175	6.57	93.62
9	67	2.51	96.14
10- Very much	103	3.86	100.00
Total	2,665	100.00	
NA	123		

Table 26: How the Completion of the CCP Influenced Respondents' Professional Development

	#	Total %	Cumulative %
1- Negatively	71	3.12	3.12
2	151	6.64	9.77
3	190	8.36	18.13
4	165	7.26	25.38
5	710	31.24	56.62
6	326	14.34	70.96
7	267	11.75	82.71
8	190	8.36	91.07
9	115	5.06	96.13
10- Positively	88	3.87	100.00
Total	2,273	100.00	
NA	513		

Table 27: How important is professional development to you in your social work/social service work practice?

	Social Service Workers		Social Workers		Total	
	#	%	#	%	#	%
1- Not at all	4	1.1	15	0.6	19	0.6
2	0	0.0	11	0.4	11	0.4
3	3	0.8	17	0.6	20	0.7
4	1	0.3	20	0.8	21	0.7
5	12	3.4	54	2.0	66	2.2
6	10	2.8	73	2.7	83	2.8
7	32	9.0	131	4.9	163	5.4
8	49	13.8	405	15.2	454	15.1
9	50	14.0	449	16.9	499	16.6
10- Very	195	54.8	1,483	55.8	1,678	55.7
Total	356	100.0	2,658	100.0	3,014	100.0

Table 28: Are your needs as a social worker or social service worker related to continuing professional development being met through the CCP?

	Social Service Workers		Social Workers		Total	
	#	%	#	%	#	%
1- Not at all	56	21.1	716	32.4	772	31.2
2	26	9.8	303	13.7	329	13.3
3	25	9.4	249	11.3	274	11.1
4	17	6.4	178	8.0	195	7.9
5	37	14.0	199	9.0	236	9.5
6	25	9.4	163	7.4	188	7.6
7	23	8.7	182	8.2	205	8.3
8	29	10.9	118	5.3	147	5.9
9	15	5.7	51	2.3	66	2.7
10- Very much	12	4.5	54	2.4	66	2.7
Total	265	100.0	2,213	100.0	2,478	100.0
Don't know	52		161		213	

Table 29: Is the CCP useful to your professional development? (Comparison between those who have and have not started their 2014 CCP)

	No - have not started to complete the CCP Self -Assessment Tool and Professional Development Plan for 2014		Yes - have started to complete the CCP Self -Assessment Tool and Professional Development Plan for 2014		Total	
	Social Service Workers					
	#	%	#	%	#	%
1 not at all	18	15.3	18	10.8	36	12.6
2	18	15.3	14	8.4	32	11.2
3	10	8.5	15	9.0	25	8.8
4	11	9.3	12	7.2	23	8.1
5	16	13.6	22	13.2	38	13.3
6	14	11.9	13	7.8	27	9.5
7	11	9.3	18	10.8	29	10.2
8	10	8.5	20	12.0	30	10.5
9	5	4.2	19	11.4	24	8.4
10 very much	5	4.2	16	9.6	21	7.4
Total	118	100.0	167	100.0	285	100.0
NA	30		10		40	

	Social Workers					
	#	%	#	%	#	%
1 not at all	344	30.5	203	13.5	547	20.8
2	216	19.2	159	10.6	375	14.2
3	145	12.9	170	11.3	315	12.0
4	92	8.2	127	8.4	219	8.3
5	92	8.2	186	12.4	278	10.6
6	74	6.6	143	9.5	217	8.2
7	78	6.9	176	11.7	254	9.6
8	41	3.6	160	10.6	201	7.6
9	29	2.6	90	6.0	119	4.5
10 very much	16	1.4	92	6.1	108	4.1
Total	1,127	100.0	1,506	100.0	2,633	100.0
NA	117		28		145	

Table 30: How much does the CCP directly impact your practice? (Comparison between those who have and have not started their 2014 CCP)

	No - have not started to complete the CCP Self -Assessment Tool and Professional Development Plan for 2014		Yes - have started to complete the CCP Self -Assessment Tool and Professional Development Plan for 2014		Total	
Social Service Workers						
	#	%	#	%	#	%
1 not at all	33	28.7	26	15.8	59	21.1
2	17	14.8	10	6.1	27	9.6
3	13	11.3	22	13.3	35	12.5
4	7	6.1	13	7.9	20	7.1
5	15	13.0	17	10.3	32	11.4
6	6	5.2	18	10.9	24	8.6
7	8	7.0	21	12.7	29	10.4
8	5	4.3	16	9.7	21	7.5
9	6	5.2	14	8.5	20	7.1
10 very much	5	4.3	8	4.8	13	4.6
Total	115	100.0	165	100.0	280	100.0
NA	31		12		43	

	#	%	#	%	#	%
Social Workers						
	#	%	#	%	#	%
1 not at all	445	39.7	277	18.7	722	27.7
2	204	18.2	174	11.7	378	14.5
3	132	11.8	204	13.7	336	12.9
4	78	7.0	123	8.3	201	7.7
5	89	7.9	164	11.1	253	9.7
6	51	4.6	141	9.5	192	7.4
7	66	5.9	143	9.6	209	8.0
8	29	2.6	124	8.4	153	5.9
9	14	1.3	75	5.1	89	3.4
10 very much	12	1.1	59	4.0	71	2.7
Total	1,120	100.0	1,484	100.0	2,604	100.0
NA	121		42		163	

Table 31: How useful is the CCP in linking your professional development to the standards of practice? (Comparison between those who have and have not started their 2014 CCP)

	No - have not started to complete the CCP Self -Assessment Tool and Professional Development Plan for 2014		Yes - have started to complete the CCP Self -Assessment Tool and Professional Development Plan for 2014		Total	
Social Service Workers						
	#	%	#	%	#	%
1 not at all	19	16.7	21	12.8	40	14.4
2	11	9.6	8	4.9	19	6.8
3	14	12.3	8	4.9	22	7.9
4	8	7.0	12	7.3	20	7.2
5	16	14.0	15	9.1	31	11.2
6	11	9.6	17	10.4	28	10.1
7	11	9.6	25	15.2	36	12.9
8	11	9.6	19	11.6	30	10.8
9	7	6.1	20	12.2	27	9.7
10 very much	6	5.3	19	11.6	25	9.0
Total	114	100.0	164	100.0	278	100.0
NA	33		11		44	

	#	%	#	%	#	%
Social Workers						
	#	%	#	%	#	%
1 not at all	276	24.9	152	10.2	428	16.5
2	178	16.1	153	10.3	331	12.8
3	152	13.7	162	10.9	314	12.1
4	90	8.1	119	8.0	209	8.1
5	115	10.4	142	9.6	257	9.9
6	86	7.8	153	10.3	239	9.2
7	79	7.1	180	12.1	259	10.0
8	76	6.9	198	13.3	274	10.6
9	33	3.0	115	7.7	148	5.7
10 very much	22	2.0	111	7.5	133	5.1
Total	1,107	100.0	1,485	100.0	2,592	100.0
NA	119		32		151	

Table 32: As a result of the CCP the quality of my work improved. (Comparison between those who have and have not started their 2014 CCP)

	No - have not started to complete the CCP Self -Assessment Tool and Professional Development Plan for 2014		Yes - have started to complete the CCP Self -Assessment Tool and Professional Development Plan for 2014		Total	
Social Service Workers						
	#	%	#	%	#	%
1 completely disagree	25	23.8	30	19.4	55	21.2
2	15	14.3	14	9.0	29	11.2
3	13	12.4	9	5.8	22	8.5
4	9	8.6	13	8.4	22	8.5
5	11	10.5	22	14.2	33	12.7
6	10	9.5	21	13.5	31	11.9
7	8	7.6	17	11.0	25	9.6
8	6	5.7	16	10.3	22	8.5
9	5	4.8	6	3.9	11	4.2
10 completely agree	3	2.9	7	4.5	10	3.8
Total	105	100.0	155	100.0	260	100.0
Don't know	39		19		58	

	#	%	#	%	#	%
Social Workers						
	#	%	#	%	#	%
1 completely disagree	444	41.8	295	20.9	739	29.8
2	205	19.3	206	14.6	411	16.6
3	120	11.3	155	11.0	275	11.1
4	73	6.9	109	7.7	182	7.4
5	81	7.6	176	12.4	257	10.4
6	48	4.5	136	9.6	184	7.4
7	47	4.4	133	9.4	180	7.3
8	28	2.6	109	7.7	137	5.5
9	8	0.8	48	3.4	56	2.3
10 completely agree	8	0.8	47	3.3	55	2.2
Total	1,062	100.0	1,414	100.0	2,476	100.0
Don't know	138		77		215	

Table 33: Is the Self-Assessment Tool & Professional Development Plan reasonably easy to complete? (Comparison between English & French Language)

	English Speaking		French Speaking		Total	
	#	%	#	%	#	%
Social Service Workers						
	#	%	#	%	#	%
1 not at all	17	6.0	0	0.0	17	5.9
2	9	3.2	0	0.0	9	3.1
3	23	8.2	0	0.0	23	8.0
4	25	8.9	1	20.0	26	9.1
5	44	15.7	0	0.0	44	15.4
6	33	11.7	0	0.0	33	11.5
7	41	14.6	4	80.0	45	15.7
8	53	18.9	0	0.0	53	18.5
9	17	6.0	0	0.0	17	5.9
10 very	19	6.8	0	0.0	19	6.6
Total	281	100.0	5	100.0	286	100.0
NA	41	14.6	1	20.0	42	14.7
Social Workers						
	#	%	#	%	#	%
1 not at all	215	8.5	7	8.0	222	8.4
2	162	6.4	2	2.3	164	6.2
3	240	9.4	6	6.9	246	9.4
4	244	9.6	7	8.0	251	9.6
5	346	13.6	13	14.9	359	13.7
6	318	12.5	17	19.5	335	12.7
7	375	14.8	17	19.5	392	14.9
8	330	13.0	9	10.3	339	12.9
9	166	6.5	4	4.6	170	6.5
10 very	145	5.7	5	5.7	150	5.7
Total	2,541	100.0	87	100.0	2,628	100.0
NA	162		6		168	

Table 34: Is the Self-Assessment Tool & Professional Development Plan reasonably easy to complete? (Comparison between age cohorts).

	Age Groups							
	20 to 39		40 to 59		60 and over		Total	
Social Service Workers								
	#	%	#	%	#	%	#	%
1 not at all	4	5.4	8	5.8	0	0.0	12	5.2
2	2	2.7	4	2.9	1	5.3	7	3.0
3	5	6.8	12	8.6	2	10.5	19	8.2
4	10	13.5	10	7.2	2	10.5	22	9.5
5	11	14.9	21	15.1	1	5.3	33	14.2
6	5	6.8	13	9.4	4	21.1	22	9.5
7	15	20.3	22	15.8	2	10.5	39	16.8
8	14	18.9	29	20.9	2	10.5	45	19.4
9	3	4.1	9	6.5	4	21.1	16	6.9
10 very	5	6.8	11	7.9	1	5.3	17	7.3
Total	74	100.0	139	100.0	19	100.0	232	100.0
NA	18		22		0		40	

	Social Workers							
	#	%	#	%	#	%	#	%
1 not at all	53	7.7	80	7.4	21	6.4	154	7.4
2	42	6.1	61	5.7	22	6.7	125	6.0
3	63	9.1	101	9.4	19	5.8	183	8.8
4	65	9.4	94	8.7	33	10.1	192	9.2
5	96	13.9	146	13.6	47	14.4	289	13.8
6	91	13.2	128	11.9	35	10.7	254	12.1
7	115	16.7	169	15.7	50	15.3	334	16.0
8	92	13.4	151	14.0	45	13.8	288	13.8
9	39	5.7	76	7.1	34	10.4	149	7.1
10 very	33	4.8	70	6.5	20	6.1	123	5.9
Total	689	100.0	1,076	100.0	326	100.0	2,091	100.0
NA	81		56		8		145	

Table 35: CCP has Increased Members' Knowledge (Comparison between Newer (1-3 years registered) and Older (4 years or more) Members)

	New Members		Older Members	
	#	%	#	%
1- Not at All	114	19.8	579	29.9
2	69	12.0	326	16.8

3	66	11.5	266	13.7
4	38	6.6	134	6.9
5	67	11.6	149	7.7
6	48	8.3	145	7.5
7	76	13.2	145	7.5
8	51	8.9	94	4.9
9	29	5.0	53	2.7
10- Very Much	18	3.1	47	2.4
Total	576		1938	

Table 36: How Useful the CCP is in Linking Respondents' Professional Development to the Standards of Practice (Comparison between Newer & Older Members)

	New Members		Older Members	
	#	%	#	%
1- Not at All	69	11.9	350	18.2
2	53	9.1	267	13.8
3	60	10.3	246	12.8
4	43	7.4	153	7.9
5	62	10.7	191	9.9
6	60	10.3	169	8.8
7	69	11.9	186	9.6
8	79	13.6	180	9.3
9	44	7.6	100	5.2
10- Very Much	42	7.2	86	4.5
Total	581		1928	

Table 37: Respondents' Level of Agreement with the following statement (comparison between New & Older members):
"As a result of the CCP the quality of my work improved."

	New Members		Older Members	
	#	%	#	%
1- Not at All	115	21.9	606	32.3
2	81	15.5	316	16.9
3	50	9.5	215	11.5
4	40	7.6	137	7.3
5	67	12.8	182	9.7
6	52	9.9	127	6.8

7	49	9.4	124	6.6
8	41	7.8	89	4.7
9	16	3.1	41	2.2
10- Very Much	13	2.5	38	2.0
Total	524		1875	