Self Assessment & Physiotherapy: the Ontario Model

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Promoting Regulatory Excellence

Presentation Outline
- regulatory context
- program history
- current program
- learnings
- where to next

Regulatory Context
- Self regulatory model
- Quality assurance is mandated
- 7,000 registered physiotherapists
- 40/60 split public/private care models
Quality Management

Assure quality practice

Promote continuing competence

➔ not a science
➔ start somewhere

Time when continuing professional development (CPD) hours were primary example
Initial program
- Learning log
- College Review Program (5 components)
- Practice Review
  - Rheumatoid Arthritis
  - Lower Extremity Function
  - Disabilities of Arm, Shoulder & Hand

2001 Program Challenges
- not used
- fairness?
- subjectivity
- onerous
- research findings vs. influence on competence

2002 – 2004 extensive evaluation and program development
Current Quality Management Program
- evidence based
- confidential
- evolves under continuous evaluation
- shared accountability
Practice Reflection

Goal: To promote registrant self-assessment, professional accountability and practice reflection to continuously improve the quality of professional performance.

Two mandatory elements
- portfolio
- PISA (Professional Issues Self-Assessment)

Portfolio
- provides evidence of ongoing learning
- over fourteen (14) web based tools to customize
PISA (Professional Issues Self-Assessment)

- 20 questions
- change annually
- interactive, online
Practice Assessment

Goal: To allow registrants to demonstrate competency while providing a positive learning experience.

Practice Assessment Tool

Domains assessed:
- Practice Issues
- Billing
- Professional Portfolio Review
- Record Keeping
- Chart Stimulated Review

Key success factors
- tools reliable & valid
- assessor calibration
- procedural fairness
Committee Review

- blinded
- physiotherapist input
- all other relevant College data provided

Outcomes

1. Satisfactory no further action
2. Self directed Practice Enhancement
3. Committee Directed Practice Enhancement (two options)

Resources for support

- focus groups
- video webcasts
- teleconferences
- online tutorials
- interactive tools
- electronic links to resources
Practice Enhancement

- Goal: To assist registrants to meet competence standards
- PTs in clinical practice identified as having gaps in knowledge, judgment, skills and/or abilities.

Post Visit Questionnaire Data

- 78% response rate 2008/2009
- 66% response rate 2007/2008
- 71% response rate 2006/2007

How confident are you that on the whole the Practice Assessment reflects your practice?

![Graph showing response rates over years]
How relevant were the components of the assessment to your practice?

Ratings provided as a percentage of those who responded either 4 (relevant) or 5 (very relevant).

Did your participation in this process assist you in identifying any learning needs?

Self identified areas for ongoing learning
How well did the Assessment meet the intended goal?

"I don't need this process to demonstrate my competency or ongoing learning. But I imagine some PTs do, and the process has to be standardized for all. However, I doubt other registered health practitioners … jump through all these hoops!!!!"

"Definitely a positive learning experience. For those of us who actually care that we are doing a good job, it provides a time to reflect and critically evaluate all that we do."
Continuous Improvement of the Program currently under review against evidence in area of reflection, more specifically related to

- practice drift
- self assessment
- Feedback

Under Consideration

- language shift – continuous improvement; shared learning
- guided reflection structured in all 3 program components
- multisource data input – voluntary & mandatory
- registrant skill building on effective use of feedback
- building communities of practice
Questions....