

## **Appendix 1- Professional Portfolios for Physiotherapists**

All physiotherapists registered in New Brunswick must maintain a Professional Portfolio as part of the CPTNB Quality Practice Program. With initial application and at annual renewal, physiotherapists sign a declaration to maintain their Professional Portfolio.

The information provided in this document will help physiotherapists achieve this professional obligation.

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## I. Professional Portfolio Checklist

This version of the checklist is for your information only. The version that you must complete and submit as part of your Professional Portfolio will be sent to you via e-mail along with the request for submission.

Professional Portfolio Template Items with * have additional details and/or examples.	YES ✓	NO ✓	Optional Comments
<b>I. Evidence of minimum requirements such as:</b>			
1. An updated, résumé/curriculum vitae (CV)			
2. Job and/or Practice Setting descriptions *			
3. Performance Appraisals/Reference Letters			
4. Copies – <b>currently</b> dated (current year)			
i. CPTNB Licence			
ii. Professional Liability Policy			
5. Credentials/Evidence of:			
i. Physiotherapy degree(s)			
ii. Other formal education (e.g. PCE)			
6. Evidence of qualifications re <b>(pre-approved by CPTNB) sub-registers</b> if relevant: *			
i. Acupuncture/Dry Needling			
ii. Specialty Certifications			
<b>Only check YES if items in #7-10 are dated within the preceding five (5) years. If older, check NO *</b>			
7. A <b>record/log</b> * of other <u>relevant</u> professional development opportunities:			
i. Courses/Workshops			
ii. Presentations/Surveys Developed or Completed			
iii. Physiotherapy Reading/Research			
iv. In-Services/PT Health Committees/Projects			
v. Chart Audit Reviews *			
8. <b>Documentation</b> (e.g. <b>certificates</b> ) indicating participation/involvement in:			
i. Courses/Workshops			
ii. Presentations/Surveys			
iii. Supervision/Monitoring of Others			
iv. Regulatory or Association Roles			
<b>II. Evidence of more advanced components such as:</b>			
9. Learning Plan or Goals/Needs			
10. Self-reflection Components *			
i. Practice Self-Assessment			
ii. Patient Care Reflection			
iii. Critical Incident(s) Reflection			

## **II. Professional Portfolio Contents**

The following is a list of examples of documentation which may be included in your Professional Portfolio. This list is not exhaustive, and you may choose to include additional documentation related to your professional activities.

- Credentials - physiotherapy degree and other formal education degrees
- Copies of certifications, e.g. cardio-pulmonary resuscitation, hand therapy, etc.
- Professional registration certificates- CPTNB Licence and confirmation of registration
- Professional association membership card
- Professional liability insurance certificate
- Letters of reference
- Job description and/or practice setting description
- Résumé/curriculum vitae (CV)
- Physiotherapy professional skills development courses
- Complementary therapy skills development
- Conferences and/or workshops attended
- In-service educational rounds attended
- Visiting lectures/teleconference/telehealth sessions
- Committee work description (related to physiotherapy practice, College, or Association)
- Course certificates
- Student evaluation forms
- Performance reviews
- Chart audit scores
- Cards and letters of appreciation from patients and employers
- Journal articles reviewed
- Notes regarding new programs/projects recently launched

### **III. Definitions**

#### **Case Study/Case Scenario**

The presentation of a real-life client or patient scenario through which physiotherapists can demonstrate appropriate decision-making and the ability to integrate knowledge and skills into the standard of care they provide.

#### **Competence**

A cluster of related knowledge, attitudes, and skills that affects a major part of one's roles or responsibilities. Competence correlates with performance on the job and can be measured against accepted standards and improved via professional training and development.

#### **Continuing Competence**

A dynamic process of lifelong learning, incorporation of new skills and knowledge into professional practice and ongoing self-evaluation. Continuing competence promotes professional accountability and individual responsibility.

#### **Professional Portfolio**

A tool which facilitates the collection of tangible evidence of continuing competency.

#### **Reflection (or Reflective Practice)**

The process of professional learning and development by examining one's practice, including experiences, thoughts, feelings, actions, and knowledge.

#### **Self-assessment**

The process undertaken by the physiotherapist to compare one's own performance against relevant competency standards to identify gaps in knowledge and practice that lead to the development of individual learning goals.

#### **IV. Frequently Asked Questions (FAQs)**

##### **1. Do I have to participate in the Professional Portfolio process?**

Yes, if you wish to renew your licence the following year you must submit your Professional Portfolio when asked to do so. If you plan to resign or retire before the end of that calendar year you may be exempt from submitting a Professional Portfolio. If so, you must advise the Registrar in advance at [registrar@cptnb.ca](mailto:registrar@cptnb.ca).

##### **2. How often do I submit a Professional Portfolio to the CPTNB?**

You must submit a Professional Portfolio to the CPTNB every 5 years, or whenever asked to do so by the Registrar. There are circumstances under which registrants may be asked to submit a Professional Portfolio outside the usual 5-year cycle, but this does not happen often.

##### **3. How do I get started?**

Begin by identifying, collecting, and organizing relevant materials that provide evidence of your professional competency as a physiotherapist, using your own judgement as well as the suggestions provided in this document. You should choose a method of collection (binder, file, hard or electronic copies) and a secure, accessible location to store your Professional Portfolio, whether at home or at work.

Set a reminder to review and update your Professional Portfolio on a regular basis. Once you have made it a habit to collect the relevant documentation on a regular basis, the task of maintaining your Professional Portfolio becomes much easier.

##### **4. What should I do if I do not have a résumé or job description?**

You can find detailed information on these topics in this document: *Writing Your Résumé* on pages 11-13 and *Description of Practice Setting* on page 14.

##### **5. My physiotherapy title and practice relate to non-clinical roles. Do I still need to submit a Professional Portfolio if I do not currently see patients/clients?**

Yes, you must still submit a Professional Portfolio even if you are not seeing patients/clients in your current role. According to the *Physiotherapy Act*, the scope of practice of physiotherapy includes clinical, administration, planning, teaching, research, and other professional activities. If you wish to renew your licence to practice physiotherapy, you must submit your Professional Portfolio to the CPTNB upon request.

#### IV. Frequently Asked Questions (FAQs) (continued)

##### 6. Does the CPTNB have a preferred format for Professional Portfolios?

The CPTNB prefers to receive your Professional Portfolio in **electronic format** because it is easier for the peer reviewers to manage, and less expensive for you to send. However, you may choose whichever format you prefer if it is clearly legible and organized according to the provided Professional Portfolio Checklist. **Be sure to submit a COPY of your portfolio, and not the original version. Materials submitted- hard copies, binders, USB flash drives- will NOT be returned to you.**

##### 7. Can you provide some clarification on the following checklist items?

###### Checklist Item #3 - Performance Appraisals and Reference Letters

- Performance appraisals- for privacy/confidentiality purposes, identifiable details (such as names) should be removed or concealed. If you choose, you may instead provide a simple log of dates of completed performance evaluations.
- Reference letters- identifiable details should be removed or concealed.

###### Checklist Item #6 ii – Specialty Certifications

- Only members who are authorized to use the title “Specialist” can check this item, and this must be approved in advance by the CPTNB. Please direct any questions to the Registrar at [registrar@cptnb.ca](mailto:registrar@cptnb.ca).
- All other professional development items should be included under items #7(i) or #8(i). If in doubt, send any questions to the Assistant Registrar at [info@cptnb.ca](mailto:info@cptnb.ca).

###### Checklist Item #9 - Learning Plan or Goals/Needs and Item #10 – Self-Reflection Components

- These advanced components may be more time-consuming to capture, but they are necessary for professional practitioners as part of career development and growth.
- Until recently, these components were considered discretionary. This is no longer the case. **Peer reviewers will be looking for evidence of your professional learning plans and self-reflections.**
- Section 10(i)- Practice Self-Assessment- use the template on page 17 (Appendix 2).
- Section 10(ii)- Patient Care Reflection- use the Chart Stimulated Recall Worksheet on page 16.
- Section 10(iii)- Critical Incident(s)- use the template on page 19 (Appendix 3).

## **V. Professional Development Activities**

Formal continuing education courses are one way of learning, but there are others. When taking courses, remember to reflect on what you learned and how you will apply this to your practice. Other methods of demonstrating learning include:

**Achievements** – Certificates, qualifications

**Conferences** – Reflections on the sessions you attended; how are they applicable to your professional development goals?

**Critical incident analysis** – Sometimes also called an ‘Aha!’ experience; occasions where errors occurred or have been narrowly averted or where something went well, bringing a clearer understanding of some component of the experience.

**Formal education programs** – Programs offered by a recognized education institution; what was the program, what did you learn, and how has this affected your practice?

**In-service education/rounds** – Reflections on what you learned; how can you apply this in practice?

**Learning from patients** – What you have learned from patients with questions or conditions that you are not familiar with; how did you approach these situations, and what did you learn from them?

**Mentoring and supervising** – Opportunities for consolidating your learning, or finding out you do not have all the answers; how do you approach these situations, and what did you learn from them?

**Original published work** – Journal articles, posters, or abstracts

**Personal experiences** – Real experiences from which you have learned something; what happened, what did you learn, and how can you apply this in practice?

**Professional contacts** – Situations where you learned from your peers; from whom did you learn, what did you learn, and how has this affected your practice?

**Project work** – Projects that contributed to your knowledge; what was the project, what did you learn, and how has this affected your practice?

**Reading/journal club** – Critical appraisal of the literature and its relevance to your work.

**Research and development** – Current and ongoing projects; what are the objectives, what have you learned, and how will you use the information?

**Student supervision** – Students continually question what they see and mentoring students through these questions helps keep you on your toes!

**Information from the College** – [www.cptnb.ca](http://www.cptnb.ca) – communiqués and registrant resources, including practice advice, tools, and guidelines.

**Teaching** – What was the teaching experience (class, clinical situation), what did you learn, and how has this affected your practice?

**Teleconferences** – Educational teleconferences on specific topics, for example, those held by the Canadian Physiotherapy Association.

## VI. Record of Physiotherapy Professional Development

This form is designed to help you maintain a record of your professional development activities. Be sure to update on a regular basis and complete for each calendar/practice year as part of Item #7 on the Professional Portfolio Checklist.

**NEW:** From the end of 2022 onward, you will be required to provide your professional development hours for the previous year as part of your annual renewal.

Year: \_\_\_\_\_

Name: \_\_\_\_\_

CPTNB Reg #: \_\_\_\_\_

CONFERENCE / COURSE / SEMINAR / WORKSHOP			
Date		Topic	Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			



**VI. Record of Physiotherapy Professional Development (continued)**

Year: \_\_\_\_\_

Name: \_\_\_\_\_

CPTNB Reg #: \_\_\_\_\_

IN-SERVICE / PT HEALTH COMMITTEES, OTHER PROJECTS			
Date		Topic	Hours
1			
2			
3			
4			
5			
6			
7			

Year: \_\_\_\_\_

Name: \_\_\_\_\_

CPTNB Reg #: \_\_\_\_\_

PRESENTATIONS / SURVEYS			
Date		Topic	Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

VI. Record of Physiotherapy Professional Development (continued)

Year: \_\_\_\_\_

Name: \_\_\_\_\_

CPTNB Reg #: \_\_\_\_\_

RESEARCH / READING / CHART AUDIT REVIEWS			
Date		Topic	Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**You should keep copies of any documentation showing evidence of your professional development activities,** e.g. certificates from seminars, outlines of presentations/surveys, evidence of supervision of students, College/Association items which describe your roles. These items are required for Item #8 - Evidence/Documentation on the Professional Portfolio Checklist.

## VII. Writing Your Résumé

A résumé is a method of highlighting your skills, competencies and accomplishments and should be revised on a regular basis. Résumés may be created for different purposes depending on your career goals. You may already have a résumé, in which case you may simply place it in your Professional Portfolio. If not, some common types of résumés are described below, along with a sample format for creating your résumé. A quick online search will also uncover an immense variety of free résumé templates for your use.

In short, the three most common types of résumés are:

### 1. Chronological

The easiest to read and most user-friendly, this type records your education and work experiences in a chronological format, starting with the most recent and working backwards. It is an excellent choice if you are looking for a position similar to the one you currently hold. It is not recommended if you have gaps in your work history or you are changing careers.

### 2. Functional/Reverse Functional

This type of résumé is used to emphasize transferable skills rather than specific employment settings which may include gaps in employment. It is a good choice if you are looking for a career change or are a self-employed person and want to focus on competencies.

### 3. Combination

Similar in format to the chronological, this résumé places more emphasis on recent experience. It is also easier to organize if you have had several distinct types of jobs.

## 10 Tips for Developing an Effective Résumé:

1. Consider your **audience**. Make your résumé user-friendly and targeted.
2. Describe your **key strengths**. What do you do well? What makes you unique?
3. Highlight your **major accountabilities**. What aspects of your position do you want to emphasize?
4. Describe **accomplishments**, not responsibilities. Use action verbs and highlight your competencies.
5. **Quantify** your accomplishments wherever possible. Describe patient caseloads, treatment timeframes, number of projects, number of subordinates or team members, profits/revenues, cost savings, time savings, etc.
6. Limit the scope of your résumé to the **past 10 years**.
7. Keep all your **statements short and easily understood**. Use bullet points that the reader can easily absorb.
8. In designing your résumé, use a lot of **white space**. Minimize underlining, capitals, and italics as they tend to be distracting.
9. **Draft** your résumé first, then **revise** it several times. Have objective colleagues review it for you.
10. Your résumé is a **work in progress**. Revise as needed as you move forward in your career.

## VII. Writing Your Résumé (continued)

### Sample Résumé Format

#### Name

Full Address- street address, city/town, province, postal code

Telephone number(s)

E-mail address

Professional online links, e.g. LinkedIn

(Be sure to include your name and contact information as the header on each page of your résumé.)

### PROFILE (or **Summary of Qualifications**)

- A [insert a descriptive **title**, e.g. Professional Practice Leader/Clinician/Educator] with over [total number] years of experience in [type of work e.g. Physiotherapy] in the health care industry.
- **Strengths include** [insert a few strengths such as knowledge of standards, leadership, and facilitation]
- **Skilled in** [e.g. providing exceptional client-centered care or other]
- **Able to** [be creative and personalized in this sentence]
- **Works well** with [discuss interpersonal and people skills]
- **Recognized** by [awards, special recognition, specialized certifications, publications etc.]

This is a suggested outline only. You will need to personalize your Profile in a way that accurately reflects your skills and abilities. There are many samples, resources, and templates you can access online.

**WORK EXPERIENCE (or Professional History or Career Summary)**

Name of Employer

Date/Location

Job Title

- Start each bullet point with an **action verb** in the past tense
- **Organize** the duties and responsibilities into bullet points
- Wherever possible include the **results you achieved** to turn your accountabilities into **accomplishment statements**
- **Quantify** your statements using numbers, time periods, percentages, etc.
- Be **specific**, adding detail and description to your statements to help the reader better understand exactly what you have done during your career.
- Keep your sentences **short and concise**. Is your meaning clear?

(Provide one section per employer.)

**POST-SECONDARY EDUCATION**

- Program Taken
- Name of Educational Institution
- Date of graduation

**PROFESSIONAL DEVELOPMENT ACTIVITIES**

- Name of Course
- Course Provider
- Date completed

**ASSOCIATIONS/AFFILIATIONS (optional)**

- Include any associations/affiliations that are related to your career objectives

**COMMUNITY SERVICE (or Volunteer Work) (optional)**

- Include any volunteer work or fundraising activities

**ADDITIONAL HIGHLIGHTS (optional)**

- List in more detail any publications, presentations as summarized in the Profile.
- Include the statement: References available upon request

### **VIII. Description of Practice Settings**

This information may be included in your résumé and/or a written job description. If so, please include in your Professional Portfolio or simply complete this form.

Discuss the information below in depth with your supervisor. You may discover you have slightly different ideas about your key job responsibilities. Copy and repeat the information for each place of employment.

If planning a change of employment, complete the information for any anticipated areas of responsibility in the new position.

<b>Organization Name</b>	
<b>Date(s) of employment</b>	
<b>Title</b>	
<b>Primary area of practice</b>	
<b>Specific area of interest</b>	
<b>Client demographic</b>	
<b>Key areas of responsibility</b> <ul style="list-style-type: none"> <li>➤ General terms of formal job description</li> <li>➤ List informal general expectations regarding terms of employment</li> <li>➤ List other functions outside your role as a physiotherapist</li> </ul>	
<b>Special contributions/achievements</b> <ul style="list-style-type: none"> <li>➤ Consider the ways in which you have contributed to this employment setting.</li> <li>➤ Consider the ways in which this employment has benefited your professional growth and maturation.</li> <li>➤ List information, skills and/or professional attitudes that you have gained from the employment setting.</li> </ul>	

#### **IX. Learning and Self-Reflection Opportunities**

As a physiotherapist, you will have opportunities for continuous learning and self-reflection over the course of your career. Here are some examples:

Reflecting on feedback by keeping a practice journal

Acting as a preceptor/mentor/tutor

Participating on accreditation, audit, or quality improvement committees

Undertaking supervised practice for skills development

Participating in clinical audits, critical incident monitoring, case reviews and clinical meetings

Participating in a professional reading and discussion groups

Developing skills in IT, communications, improving own performance, problem solving and working with others

Writing or reviewing educational materials, journal articles, books

Active membership in professional groups and/or committees

Reading professional journals or books

Writing for publications

Developing policy, protocols, or guidelines

Collaborating with a mentor to improve practice

Presenting at or attending workplace education, in-service sessions, or skills workshops

Undertaking undergraduate or post-graduate studies relevant to the context of physiotherapy practice

Presenting at or attending conferences, lectures, seminars, or professional meetings

Conducting or contributing to research, surveys

Undertaking relevant online or distance education

\*See next page for a sample worksheet for Chart Stimulated Recall.

**IX. Learning and Self-Reflection Opportunities (continued)**

**Chart Stimulated Recall (CSR) Worksheet**

**Self-Reflection:** Reflecting on the care you provide to patients will help you identify your strengths, as well as any areas of ongoing learning or development. Please use the following questions to reflect on your approach to patient care. (The word 'client' may be substituted for 'patient' where applicable.)

Chart ID Number: \_\_\_\_\_

General

1. Describe the patient, their presenting condition, and the reason for any physiotherapy intervention.

Patient Assessment/Communication and Interdisciplinary Practice

2. Look at the history and background information. Also note if you gathered information from other team members. How did this information impact the care you provided?

Clinical Impression and Intervention Planning

3. Describe how you obtained informed consent from the patient. What was discussed with the patient?
4. Review the physical / objective assessments that were performed. Based on the results of the assessments, what was your overall clinical impression? What other information might have been relevant?
5. Describe how the clinical impression relates to the treatment plan. What other courses of action were considered, if any?
6. What measures did you use to monitor the patient's condition? Was the treatment effective, and why?
7. Did you assign any components of treatment to support staff? If so, how did you decide which components to assign? How did you monitor this assigned care?
8. How did you decide how often to see this patient and for what duration?
  - a. How did you communicate the plans for completion of the physiotherapy intervention?
  - b. What steps did you take to assist in community integration or communication with other care providers?
  - c. Did you communicate any recommendations for post discharge or self-management or education?

Reflection on Practice

9. Knowing what you know now, what would you have done better or differently, if anything?
10. When treating patients with this or a similar type of condition:
  - a. Can you describe any issues you have met in practice that have prompted you to consult with peers? Did you look up current information to provide a solution for the patient's presenting problem?



**Appendix 2- Sample Practice Self-Assessment (from NSCP)**

**PROFESSIONAL ACCOUNTABILITY - PATIENT**

GIVE EXAMPLES OF HOW YOU PERFORM EACH OF THE FOLLOWING ACTIONS IN THE COURSE OF YOUR DAILY PRACTICE.

1. Respect the autonomy of the patient.
2. Acknowledge the patient's needs and goals.
3. Maintain professional integrity in my service to patients.
4. Communicate with patients, and other professionals to achieve the desired outcomes.

**PATIENT ASSESSMENT AND TREATMENT INTERVENTION**

5. Determine the potential benefit of the service to the patient.
6. Obtain and document patient history.
7. Collect quantitative and qualitative data from my physical assessment.
8. Analyze the findings and make a physiotherapy diagnosis and appropriate treatment plan.

**IMPLEMENTATION AND EVALUATION**

9. Implement evidence-based physiotherapy interventions.
10. Evaluate the interventions and make adjustments as appropriate.

#### **PROFESSIONAL ACCOUNTABILITY – SOCIETY**

GIVE EXAMPLES OF HOW YOU PERFORM EACH OF THE FOLLOWING ACTIONS IN THE COURSE OF YOUR DAILY PRACTICE.

11. Practice in accordance with the *Physiotherapy Act* and the Regulations made under the *Act* as amended from time to time.
12. Provide only services that fall within the profession's scope of practice in New Brunswick and within my own personal competence.
13. Adhere to ethical business principles and practices.
14. Provide patients with a clear, accountable, and transparent fee structure.
15. Adhere to the CPTNB Standards of Practice and Practice Guidelines as amended from time to time.

#### **PROFESSIONAL ACCOUNTABILITY – PROFESSION**

16. Conduct myself in such a manner as to merit the respect of my peers and of society for the profession.
17. Act with integrity and dedication in my search for knowledge and my service to the public.
18. Engage in continuing education to facilitate and maintain my ongoing professional competence.
19. Willing and diligent preceptor in the education of physiotherapy students and peers.
20. Engage in research.

### **Appendix 3- Critical Incident Template**

Use the following template to describe a single critical incident or unexpected event you have experienced in your physiotherapy practice. Keep in mind that a critical incident is not always stressful or unpleasant. It may also be an event that has positively affected your practice.

Describe the event, issue or situation. What happened?	Optional prompts What led up to the incident? Who was involved? Why were you involved?
Describe your actions related to this event. What did you do?	How did the incident unfold? How did your PT knowledge and experience inform your decisions?
Why did you choose this course of action?	What were you thinking at the time? What skills, qualities and knowledge did you use?
What worked? What did not work?	What did you do well? What did not go so well? Did anything help or hinder you in what you were doing?
What, if anything, would you do differently next time?	Were there any gaps in your knowledge or skills? What new knowledge or skills would you need to develop to act differently?
Additional comments:	How do you feel now? What did you learn - about yourself, PT practice, your colleagues or place of work?