



CCA Annual Report

2018



Continuous
improvement
is better than
delayed
perfection.

– Mark Twain



Mission

Working together to promote excellence in person-centered care for people in Nova Scotia by maintaining standardized education and support for Continuing Care Assistants.

Vision

CCAs contributing to Nova Scotians living well.

Values

Leadership, Integrity, Quality, Growth and Development

The CCA Program is owned by Department of Health and Wellness (DHW) and governed by the CCA Program Advisory Committee (CCAPAC). The CCAPAC acts in an advisory capacity and makes recommendations to the Department of Health and Wellness on policy matters relating to the CCA Program and its services, including but not limited to curriculum standards, certification, and CCA Registry. The Committee reports to the Executive Director, Risk Mitigation- Continuing Care, DHW.

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Executive Summary

Continuous Improvement is better than delayed perfection.

- Mark Twain

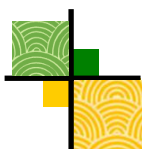
The Continuing Care Assistant (CCA) Program has reached its accomplishments by striving for perfection and improving at every step, embracing Twain's motto. "Bravo" to Nova Scotia for having the foresight to create and grow a standardized education program for this occupation.

The origin of the CCA Program in 2000 involved a collaborative approach with dedicated health care professionals from home support, long term care, and education with Department of Health and Wellness' (DHW) support and leadership. The goal was to establish and evolve a Nova Scotia standardized education program for the support worker occupation in Continuing Care. The CCA Program is strengthened by a recognized CCA Scope of Practice (SoP), consistent support from the health care industry, College of Registered Nurses Nova Scotia (CRNNS) and College of Licensed Practical Nurses Nova Scotia (CLPNNS), government and educators. The standardized education linked with governmental support has led to a nationally respected education program for the personal care provider¹ occupation of which other provinces and territories are now embracing.

The CCA Program is accountable to Department of Health and Wellness (DHW) and the CCA Program Advisory Committee (CCAPAC) both of which are tasked with setting and enforcing education standards for safe and effective CCA practice. The CCAPAC promotes excellence in person-centered care for people in NS by maintaining standardized CCA Program education and supporting CCAs to contribute to Nova Scotians' living well. The strategic goals and actions of the CCAPAC focus on ensuring newly Certified CCAs possess the competencies required to practice safely and effectively in the role, at entry-level.

The CCAPAC has spent the last three years implementing several operational goals (2016-2018 CCA Program Operational Goals) to strengthen the Program. Under the direction of the CCAPAC, over the last year, the CCA Program completed a data system analysis and developed a new CCA Certification Database. The database has already allowed us to create operational efficiencies, has powerful reporting capabilities, and being a dynamic system, will grow with the Program's needs. Last winter CCAPAC formed a Placement Standards Review Working Group. The group conducted several consultations and the information gathered is being processed

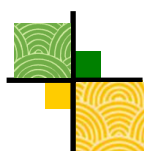
¹ Personal care provider is the generic term currently being used nationally for the CCA or equivalent occupation.





and incorporated into the Placement Standards as approved. One of the most exciting and dynamic projects we embarked on this year was a review of the CCA Entry Level Competencies (2004); the decision was made to develop a CCA Competency Framework. Establishing a formal industry level competency framework will increase the linkages between the industry's needs and the CCA Curriculum, and will provide guidance for the CCA workforce to better understand their own practice and professional development. The framework will be an industry tool that will evolve with the changing health care landscape in NS, based on direction from both the health care industry and DHW, thereby informing CCA Program revisions. The Program gathers and analyzes data to improve the Curriculum and other components of the Program regularly, however, the Entry Level Competencies were not being updated to reflect the CCA Curriculum Standard revisions. To bring these documents back into alignment, the CCAPAC set a goal to start the revision of the Curriculum Standards, in the spring of 2018. Related work including the Readiness Assessment, Placement Standards Review, and the CCA Competency Framework are nearing completion and will inform the development of the new Curriculum Standards.

There are many groups we would like to thank for the CCA Program's continued success, including the stakeholders who work to strengthen the CCA Program through continuous feedback, participation in committees, and support for student placements; the CCA Program Advisory Committee (CCAPAC) for its dedication and guidance; education providers who strive to instill in students a passion for the industry and the role of the CCA; and industry for the ongoing recognition of the role of the CCA as a vital part of the health care team.





CCA Competency Framework

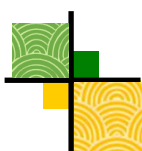
The role of the CCA has expanded significantly since the start of the CCA Program, becoming a vital role in the changing health care system. The CCA Program developed its first entry level competencies in collaboration with CRNNS, CLPNNS, and Human Resource Health Care Sector Council in 2004. In November 2017, the decision was made to review the 2004 CCA Entry Level Competencies to align them with the expectations of the health care system for this occupation, prior to completing the next CCA Curriculum Standards revision. The CCA Program engaged Bernadette Lake, PhD in Organizational Development, to advise on the best course of action for this work and lead us through the process.

The 2004 CCA Entry Level Competencies were included in the Scope of Practice of the Continuing Care Assistant (CCA) in Nova Scotia approved by Department of Health and Wellness in April 2009. The 2009 Curriculum Standards ensured the education preparation included the expectations of the CCA Scope of Practice. As the role of CCAs advanced, the CCAPAC continued the research and consultation process with stakeholders including conducting a job analysis.

A collaborative revision process ensured the 2013 CCA Program Curriculum Standards were reflective of the industry expectations for CCA Competencies. The 2013 Curriculum Standards incorporated the results of the job analysis and the Models of Care Initiative in Nova Scotia (MOCINS) which addressed the Health Authorities' growing need for Certified CCAs in the acute care setting.

In 2016-17, the CCAPAC conducted a CCA Readiness Assessment in preparation for the next curriculum revision. Based on the above data already compiled, it was determined that an accurate baseline industry CCA Competency Framework could be developed. The next steps for 2018-19 will be to engage industry and other stakeholders in a gap analysis to determine any changes in competency expectations.

A competency framework or model is a structure for defining the knowledge, skill, and ability requirements of a job. It is a collection of competencies that define successful job performance. Competency frameworks and models are used for defining and assessing competencies and represent a key component of recruitment, selection, education and performance management activities. Models can be created for specific jobs, job groups, occupations, industries and organizations (Catano, Weisner & Hackett 2016). Competency frameworks and models provide organizations and individuals with a map of the behaviours and actions valued, recognized, and required by organizations or educational programs (i.e. learning competencies) (CIPD, 2017).



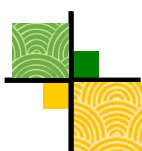


Within this context, the CCA Competency Framework being developed will systematically organize the necessary competencies required to work as a CCA within the province of Nova Scotia. The industry framework will outline the link between the learning competencies of the CCA Program and required competencies of the health care sectors as a whole, in which a CCA may be employed. Given specific requirements of a CCA vary depending on the sector in which they are designed to be employed (long term care, home care, acute care) a broad framework applicable across sectors is necessary. For this reason, there may be sector or job specific competencies not mentioned, however, this does not infer that the framework cannot be linked or connected to a sector or organizational level competency model. The overall aim of the framework is to describe a common structure (Scope of Practice) by which the general knowledge, skills and abilities required are systematically organized forming the foundation upon which the CCA's scope of employment can be developed and tailored as required by each sector or organization.

The CCA Program regularly reviews and updates the CCA Curriculum Standards to ensure they reflect new and emerging needs of the health care system for the role of the Certified CCA. The health care industry and other stakeholders are instrumental in the CCA Program's evolution by providing guidance during the numerous curriculum revisions as well as between revisions. The guidance is pivotal to clarify learning expectations and promote education consistency, thus enhancing the CCA Program's ability to meet industry's needs. Since the CCA Program's origin, the educational competencies (learning outcomes) have been linked to consultations and data gathered from key stakeholders who have direct knowledge of what is required for a Certified CCA to perform their role in a variety of health care settings as defined by the CCA Education Entry to Practice Policy in continuing care and the Care Team Aids (CTA) job profile in acute care.

The CCA Competency Framework will identify the competencies required for a newly Certified CCA to practice safely and effectively in the role, at entry level. For the CCA Program, the Competency Framework serves as a guide for curriculum development; and for industry, it provides public and employer awareness of practice expectations for Certified CCAs at entry-level. Therefore, the framework (Figure 1) can be used by:

- DHW and Industry to communicate required competencies and changing needs
- CCAPAC and CCA educators to support curriculum development/review
- Employers to support various HR functions such as:
 - Defining a sector/organization competency model
 - Defining scope of employment
 - Supporting performance standard development/review
- CCAs and potential CCAs to support career development choices



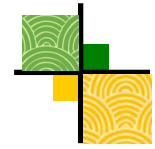
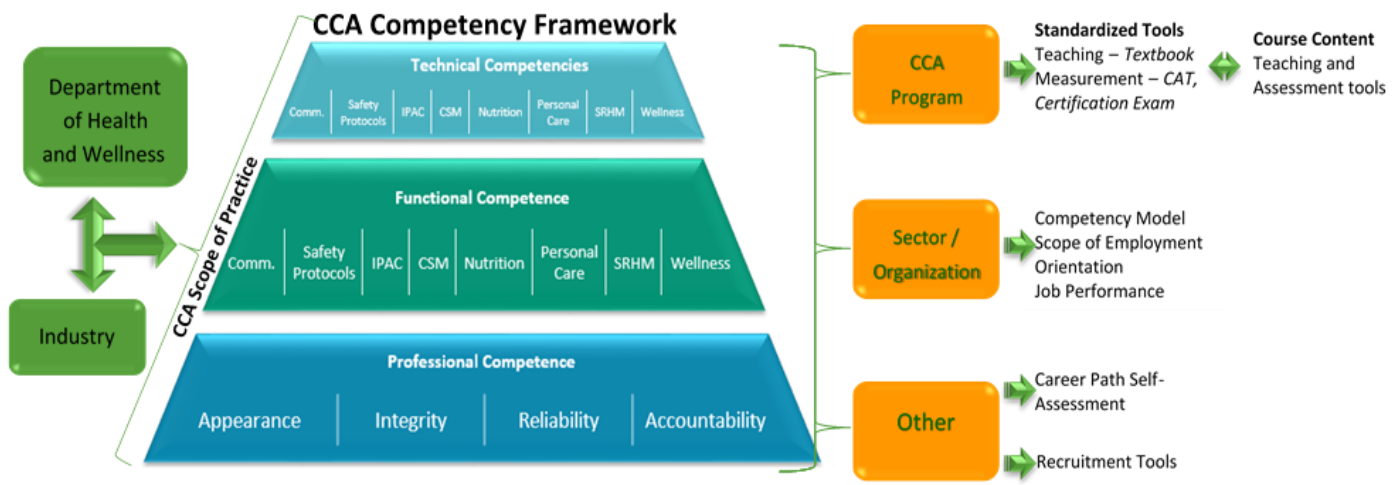


Figure 1: Competency Framework for Newly Certified CCAs



Industry Review

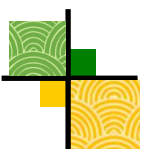
To be responsive to population health needs, industry and DHW use the Framework as a mechanism to evaluate competency needs and expectations for Certified CCAs. The health care industry can use the CCA Competency Framework to communicate any new knowledge, skills, and/or abilities required of CCAs and where it fits within the CCA Curriculum Standards.

Licensure and Certification

The required competency components of the newly Certified CCA as defined by health care industry are identified in the CCA Competency Framework. While CCAs are not licensed practitioners, the Framework is used to identify the required knowledge, skills and abilities to perform this occupation (Scope of Practice), specifying the entry-level competencies expected of a newly Certified CCA. The Framework is used to inform the development of CCA education and educational assessment and measurement tools, for example the Competency Assessment Tool (CAT) and the Certification Exam, that measure the student’s accomplishment of the required work-related knowledge, skills and abilities prior to achieving Certification.

Curriculum Development/Review

The Competency Framework is used as a resource for evaluating existing education to ensure that it addresses industry's needs. This is done by comparing the learning outcomes and objectives of the curriculum to the framework’s competencies to ensure the required





knowledge, skills, and abilities are adequately addressed. The CCA Program will use the Framework to establish and align the CCA Program Curriculum Standards which outline the required course content to be applied by each educator, thereby ensuring competency alignment with learning outcomes and education goals. The Framework allows for the development of competency based learning objectives and outcomes, curriculum customization according to industry needs, and allows for a systematic approach to measuring licensed educator's compliance to the Curriculum Standards.

Industry Human Resource

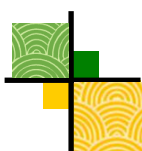
Organizations and sectors can use the Framework for establishing common criteria for the hiring, orientation/training, and measuring the CCA's performance. Having a competency based framework allows for a more effective recruitment process that aligns with the needs of the health care industry. Employers can use the Framework to develop an internal competency model, define the CCA's scope of employment, and communicate competency changes to DHW for CCA Curriculum Standards revision and, therefore, the CCA Scope of Practice.

CCA Career Path Selection & Development

Individuals considering entering the health care industry in the CCA occupation can use the framework to understand the role and what is required of a Certified CCA prior to entry. Certified CCAs can use the framework to understand their Scope of Practice and/or outline the best approach to exploring or furthering their vocation; they can use the Framework to understand what is needed to set career goals and map out a plan of study.

For the CCA Program, the overall outcome of the framework is to allow for a consistent and systematic approach ensuring that learning outcomes of the CCA Program are in alignment with performance requirements within the health care industry, while maintaining alignment with sector and organizational competency models. CCA educators can identify the areas where students may require further education and development, as well as establish the areas where students are performing successfully. The framework allows CCA students the opportunity to positively progress through the CCA education by way of performance monitoring.

The consultations required to complete this portion of the project will be completed this coming fiscal year starting with the CCA Stakeholders' Forum 2018.





CCA Competency Framework Working Group:

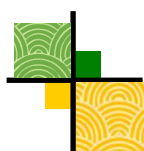
- Tonya Boudreau, Digby/Clare Home Support Agency: Home Support representative
- Debbie Burris, Nova Scotia Health Authority: Acute Care representative
- Gloria Connolly, Nova Scotia Health Authority: Acute Care representative
- Carol Anne Cowan, NSCC: Education Provider representative
- Stephen Gillis, Inverary Manor: CCAPAC representative
- Rhonda Jackson, NSCC: Education Provider representative
- Callie Kerr, Seaview Manor: Nursing Home representative
- Brandy McIntosh, Risk Mitigation - Continuing Care: Representative from DHW
- Mary MacNeil, Guysborough County Home Support Agency: Home Support representative
- Cailleagh Sharples, CCA Program Administration representative
- Pam Shipley, CCA Program Administration representative
- Florence Simmons, Oakwood Terrace: Nursing Home representative
- Ad hoc representative from CRNNS/CLPNNS

CCA Curriculum Standards

The CCA Curriculum Standards identify the delivery structure and standardized education competencies required to ensure Certified CCAs have the competency to deliver appropriate, timely, and respectful person-centered care in a variety of practice settings. It identifies such things as the program rationale, CCA philosophy, the program's outcomes, subject matter learning outcomes and objectives, delivery requirements, entrance requirements, teaching resources, and measurement tools.

The CCA Program regularly reviews and updates the Curriculum Standards to reflect new and emerging needs of the health care system for the role of the Certified CCAs. Since the CCA Program's origin, the educational competencies (learning outcomes) have reflected the consultations and data gathered from key stakeholders who have direct knowledge of what is required for a Certified CCA to successfully perform their role in a variety of health care settings.

A key goal of the curriculum standards is fostering greater consistency in education. Based on the evidence gathered to date, the revision will focus on aligning the CCA Competency Framework with the curriculum standards, creating and inserting new learning outcomes where required, identifying standardized teaching resources to meet the required learning outcomes, and identify and/or create standardized assessment tools where appropriate.





In preparation for the CCA Program revision, the following initiatives have been completed or are nearing completion:

- CCA Readiness Assessment (based on curriculum 2009 & 2013)
- CCA Competency Framework (work in progress)
- Evaluation of Placement Structure (work in progress)
- Evaluation of Certification Exam Results (work in progress)

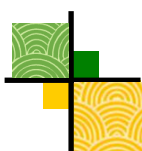
The revision will include the following Program deliverables:

- Ensure the learning outcomes and objectives align with the CCA Entry-Level Competency Framework
- Rewrite learning outcomes and objectives to be more specific and linked to the Competency Framework
- Identify and engage subject matter experts to review module content (e.g., LO, objectives, resources, teaching tools and assessment strategies) to ensure appropriate and complete learning for the topic
 - Focus on Readiness Survey and industry identified topics for closer examination
 - Body Mechanics, Documentation, Meal Preparation, Nutrition, Professionalism
 - Identify and incorporate (in the modules) appropriate, provincially accepted teaching resources, for example PACE tool
 - Identify and/or create additional standardized teaching assessment/measurement tools and incorporate into Curriculum Standards where appropriate
- Conduct a best practice review in curriculum revision and establish a set of protocols for ongoing review and revision maintaining the validity, reliability and defensibility of the CCA Certification process

The CCA Program RFP was released in the winter 2018 with the above noted deliverables; however, there was limited response. The RFP will be reissued with an extended timeline, during which we will continue to move forward with the Program review focusing next on the Standardized Teaching and Assessment Resources.

Given the importance of the current work with the CCA Competency Framework and the need to retain the appropriate project management team, we anticipate a delay in a new curriculum standards release. The key focus is to increase the provincial consistency of learning and key messages by:

- Matching specific teaching resources with learning outcomes/competencies
 - Determining required vs recommended resources
 - Narrowing and focusing specific content within the extensive website resources





Increased linkages with standardized teaching resources in turn will lead to increased reliability in the assessment/measurement tools (e.g., certification exam) and a stronger linkage between CCA competencies expectations and learning outcomes.

Placement Standards Review

CCAPAC initiated the CCA Program Placement Standards Review Working Group project as part of the Program review for the next curriculum standards revision. The working group's role was to conduct a review and make recommendations for revision to the Placement Standards set within the CCA Program. The Standards include but are not limited to the placement structure, approved placement sites, and assessment and evaluation tools. The overarching goal of this project was to increase placement capacity and/or work place learning opportunities. The results of this work will be incorporated into the revised CCA Curriculum Standards.

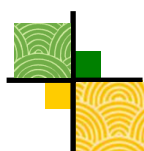
To meet the project's mandate the working group conducted several stakeholder consultations. The flowchart below outlines the key consultations conducted to gather feedback on how to improve capacity and quality of the placements. Each consultation was built on the previous consultation to stimulate discussion and create consensus. The consultations unearthed recommendations focused on improving the functionality of the Placement Standards and Guidelines, the Competency Assessment Tool (CAT), and the placement structure.

Figure 2: Placement Standards Consultation Process



According to the feedback, the Placement Standards and Guidelines provide appropriate directions for participating in placements; however, there were some suggestions to improve functionality and usability. The document was reorganized into sections for each audience; decision trees and flow charts were added; and additional resources for placements. The final step requires the incorporation of content from the CCA Competency Framework and Curriculum Standards revision.

The feedback indicated the Competency Assessment Tool identifies the appropriate learning and evaluation requirements as set by the CCA Program Curriculum Standards. Suggestions for improved usability were noted. Its format was adjusted to create a more visually defined section for mentor signatures and initials, directions were reworded for clarity, and the evaluation section was revamped. The CAT structure and skills are also in the process of being revised to accommodate the CCA Competency Framework and Curriculum Standards revision.





The recommendations regarding changes to the current Placement Standards have been submitted to the CCAPAC for consideration. As this project moves forward communications with stakeholders will be forthcoming.

CCA Program Placement Standards Review Working Group:

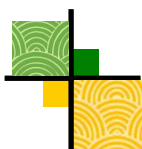
- Cheryl Dunphy, Northwoodcare Inc.: Nursing Home/Homes for Aged representative
- Karen Huntley-Comeau, Digby/Clare Home Support: Home Support representative
- Christel MacAloney, Futureworx: Education Provider representative
- Nancy MacConnell-Maxner: NSHA (Acute) representative
- Jody MacDonald (Chair), Harbourstone Enhanced Care: CCAPAC representative
- Shelley MacLaren, NSCC Waterfront: Education Provider representative
- Ann McInnis, NSCC: CCAPAC representative
- Cailleagh Sharples, CCA Program Administration representative
- Pam Shipley, CCA Program Administration representative
- Ad hoc representation (DHW, CRNNS, CLPNNS)

Educator Day

In keeping with past educator days, the fourth annual Educator Day, February 9, 2018, provided an opportunity for the primary instructors to discuss the teaching and assessment tools of the program. The day was also an opportunity for us to solicit feedback from primary instructors, actively teaching the program, to guide future development of the education delivery.

Twenty-seven primary instructors attended the day (in person and via webinar). Overall the evaluations (19 responses) indicate the day was a success, with 100% indicating the day was useful, a good use of time, opinions were valued and the topics were relevant. There were a significant number of documents to be reviewed, which made for an exhausting but productive day. Feedback indicated more time to review documents would have improved the experience for instructors.

The day started with an overview of the CCA Competency Framework project. Next, we moved into a discussion based on the results from the Readiness Assessment; brainstorming possible reasons and solutions for individual skills a newly Certified CCAs may not be prepared to perform and/or may not be performing frequently as identified in the Readiness Assessment project. We also examined the current teaching resources for each module identifying new, consistently used, and outdated resources.





During the day, instructors provided feedback on the revised Placement Standards and Guidelines and Competency Assessment Tool. The discussion focused on validating clarity and conciseness of the messaging as well as inclusion of all necessary content from the educator's perspective. Overall the feedback was positive; the documents were well received.

In addition to the rigorous discussions noted above, we provided program updates including exam results and informed instructors of pending process changes and newly gained efficiencies associated with the new CCA Certification database.

Standards Compliance Assessment (SCA)

A goal of the SCA process is to promote and enhance consistent delivery of the education across the province. The process promotes consistency in several ways including data collection, curriculum reviews, and campus visits.

As of April 2018, there are 34 licensed campuses of which 24% have already achieved the new 5-year license, 62% are pending license renewals, just over half are scheduled to participate over the next 6 months, and 15% are operating under a one course license (partnerships not occurring on campus). Currently 44 active courses are being delivered across the province at 27 campuses; seven courses are employer/educator partnerships (1 in Zone 1 and 6 in Zone 3).

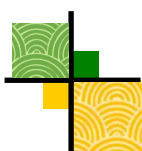
Recognizing Prior Learning (RPL) Program

The CCA RPL Program is a competency-based, structured assessment and education process. This process enables previously educated and/or experienced individuals an opportunity to receive credit for past knowledge, skills and abilities that remain current. The RPL Program meets all admission requirements for the CCA Program and complies with the Program standardized assessment tools including the Professional Behaviour Development Rubric (PBDR), Competency Assessment Tool (CAT), program learning outcomes and objectives, and the Certification Exam.

RPL experienced higher than expected enrollments again this year. Due to the high volume of participants, several projects planned for this year were placed on hold (e.g., quiz performance analysis and starting the revision of Phase I and Phase II based on gathered feedback).

RPL Enrollments

For 2017, there were 145 enrollments in the RPL Program. The number dipped compared to last year (199 enrollments); however, the number is still higher than anticipated based on the

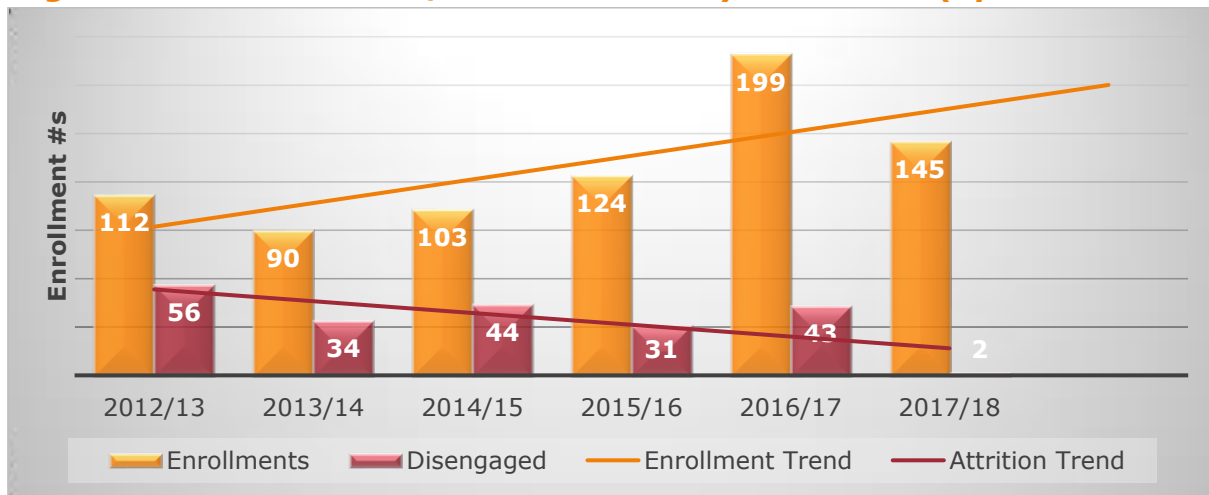




past 5 years. As demonstrated in Figure 3: 2012-2017 RPL Enrollment/Attrition Rates, the orange bars indicate enrollments dipped in 2013/14 and since then have been steadily increasing. The orange line shows the trend line for enrollments.

It is expected the RPL attrition rates will be higher than the traditional delivery due to the independent nature of the RPL Program. However, at 2013 Stakeholders’ Forum, RPL attrition rates were reported as considerably higher than expected (hovering around 50%). At that time, the program was revised to address the high attrition rates and to adopt the 2013 Curriculum. In Figure 3: 2012-2017 RPL Enrollment/Attrition Rates, the red bars indicate the attrition rates are decreasing; note, 2017/18 still have active participants and therefore the attrition rates are incomplete. Also noted in Figure 3, the attrition rates are trending downwards as indicated by the Attrition trend line (red line).

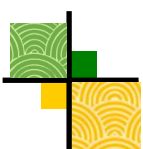
Figure 3: RPL Enrollment/Attrition Rates by Fiscal Year (Apr 1 to Mar 31)



RPL Symposium

Again this year, we participated in the RPL Symposium; a Nova Scotia Department of Labour and Advanced Education initiative hosted at Nova Scotia Community College. The purpose of the day was to deepen the understanding of what RPL is and how it can be used to address some of the labour market, human capital, and economic development challenges facing NS. Discussions centered on recognizing the skills of current workers and individuals with international qualifications thus helping employers attract and retain talent, and improve learner and labour mobility.

In partnership with CBI Home Health, the CCA Program’s workshop presented how the RPL Program can be adopted as a human resource tool to meet hiring requirements and assist individuals to achieve CCA Certification. During the workshop, we discussed how RPL was applied by CBI Home Health to conditionally hire diverse employees with a variety of





qualifications and backgrounds with the goal to gain CCA Certification. The assessment and the education process was explained briefly as well as the process to award credit based on international credentials (e.g., RN from India). Finally, we discussed lessons learned and brainstormed how RPL could be adopted in other sectors.

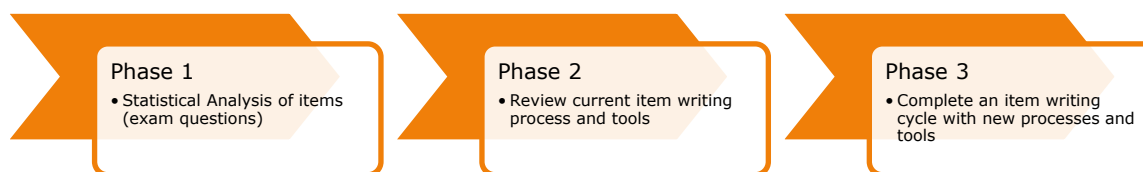
Certification Exam

The goal of the CCA Program is to ensure newly Certified CCAs possess the competencies required to practice safely and effectively in the role, at entry level. The role of the certification exam is to perform a final assessment of competencies to provide reasonable assurance to employers and the public an individual has met the required competencies to work in the role of Certified CCA.

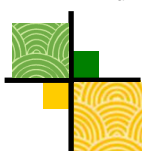
Producing a reliable, defensible, fair and valid exam involves a complex process with six key steps² for continuous improvement. The current exam process has strengthened the exam's ability to perform its role in the certification process, has increased the exam's validity and reliability, and has enhanced the CCA Program's ability to respond to factors which may impact the exam including evolving curriculums.

Last year we reported the initiation of a project focused on exam procedure enhancements, specifically the item writing procedures. The project was delayed; however, we are currently finalizing a contract to engage Yardsitck Testing and Training Experts (formerly Assessment Strategies Inc.) to complete the planned item analysis and procedure enhancements over the next 6 to 18 months. The project has a three-phase plan:

Figure 4: Exam Procedure Enhancements



² Standards Setting, Test Specifications, Item (Question) Writing, Scoring, Statistical Analysis, Exam Administration





Phase 1

The first phase will entail an extensive statistical analysis of the items (exam questions) with a key focus on identifying whether any selection or testing bias exists among four self identified protected groups: language, disability, minority, and aboriginal. The analysis will provide an indication as to the relative fairness of the items currently in the CCA item bank.

This phase will focus on an analysis of item results from multiple exam sittings to determine if any items are presenting barriers to the four identified protected groups. Based on results from the analysis, particularly if results indicate potential selection bias, specific recommendations will be made to revise the item writing tools and process to reduce any selection or testing bias in item writing.

Phase 2

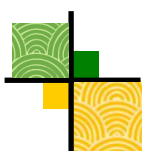
The next phase will review and revise the current item writing process and toolkit. The goal is to incorporate any necessary changes based on results of the first phase and to enhance the toolkit by focusing on application based questions.

Phase 3

The final phase will be to conduct an item writing cycle using the enhanced toolkit and processes. The goal of this phase is to increase the competencies of the subject matter experts engaged for item writing thus increasing the consistency between the educators' assessment tools and the Certification Exam.

As always, our key objective is to build on the tools and procedures currently in place to enhance the reliability, validity, fairness, and legal defensibility of the CCA Certification Exam, which functions as the final assessment tool measuring entry level competence for CCA Certification.

Although currently there is no statistical evidence to substantiate English as a second language negatively impacts individual exam results, it is important to be proactive in researching resources. To this end, the exam committee invited representatives from Immigration Services Association Nova Scotia (ISANS) to meet and discuss how we/they can support persons with English as a second language. ISANS and English as an Additional Language (EAL) offer many options to assist persons with English as a second language. To participate in most ISANS offerings people must be an ISANS client. To become an ISANS client one must be referred for a language assessment and once completed they can be connected to ISANS and able to access support and services offered by ISANS. Among other education, ISANS offers an interactive communication session for health care workers. The session is free and runs one night a week (options: Skype or face to face). Education providers can initiate the referral process by referring students directly to ISANS for a language assessment.





CCA Certification Exam Committee

- Carol Anne Cowan, Nova Scotia Community College
- Callie Kerr, formerly Island Career Academy representing education intuitions
- Jody MacDonald, Shannex Inc.
- Corey MacKenzie, formerly CBI Home Health representing home support
- Vanda Newton, CCA Program Administration
- Pam Shipley, CCA Program Administration

Currently both the education institutions and the home support representative positions are vacant. Thank you to Callie and Corey for your support and commitment; we wish you all the best in your future endeavours.

CCA Registry

The CCA Registry is a list of Certified CCAs/counterparts³ in Nova Scotia. To maintain current data, members are required to renew their membership annually. Although our active membership renewal period is between September 1 and October 31, we accept renewals and new members throughout the year.

As of March 31, 2018, the CCA Registry had 1047 active members.

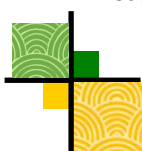
Each year the CCA Registry engages in a number of promotional activities, including promoting registration at the exam sittings, employer communications, renewal notifications, Facebook postings, email reminders, and distributing to members the “Caring Matters” newsletter.

This year, we held a contest to increase registration with a \$100 gift card as the prize. The contest was designed to promote the registration period (Sep 1/Oct 31); congratulations to Kathy Conrad!

Please encourage CCA/counterparts to become active members of the CCA Registry. There is no cost to register or renew membership; it is fully funded by Department of Health and Wellness (DHW). The stronger (larger) the membership, the more valuable the data will be in providing evidence to guide decisions for health human resource planning and the role of the CCA.

The CCA Registry is about building a stronger workforce for quality client care and CCA quality of work life. The Registry’s objectives include gathering input from members to influence

³ Counterparts include PCW, HSW, HHP and OTJ trained prior to 2006 direct care and support providers

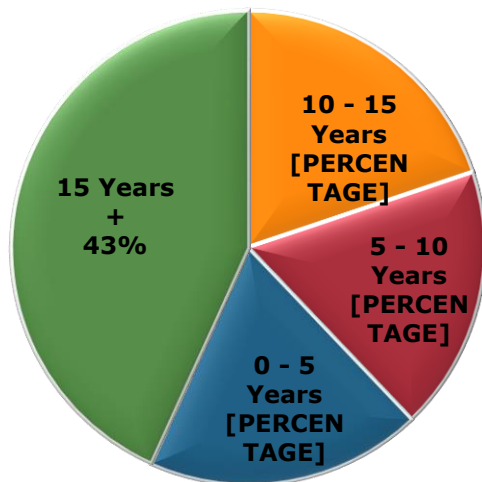




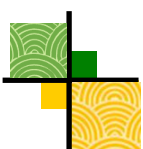
positive change in the role of the CCA and gathering data for human resource planning. For example, this year CCAs in the Registry were invited to participate in the CCA Readiness Assessment, to provide feedback during the Placement Standards Review project, and will be invited to attend Webinars to provide input into the CCA Competency Framework in the coming year. The Registry presents an opportunity for CCAs to participate in evolving the CCA Program.

The aggregate data collected from members can identify trends in the current workforce which can be used by employers and government for human resource planning. Over the past several years, we distributed Registry reports to employers when five or more of their employees were members of the Registry. These reports can be generated to meet the employer's needs and can include basic employee information, a breakdown of employee data with statistics on age, credentials (includes certificates and education), expected retirement date, and position type. Figure 5 demonstrates estimated retirements for the 2018 Registry membership. The Registry membership is approximately 12% of the estimated workforce.

Figure 5: Estimated Year of Retirement (Registry Members)



As noted in Figure 5, 63% of the Registry membership will continue to work at least 10 plus years with 43% reporting 15 plus years before retirement. 18% are planning to retire between 5 to 10 years and 19% will retire within the next 5 years. The CCA Registry can track the estimated rates of retirement provincially, and customize data reports for individual employers.





CCA Program Enrollment and Certification

Enrollments

As of March 31, 2018, the CCA Program has 44 course deliveries in progress across the province. The course deliveries are at different stages with the majority well underway and a few courses just starting. Currently there are 768 participants in the 44 active courses. Based on an estimated 18% attrition rate for total enrollments, 82% of the enrollments will become exam candidates. Of the 630 exam candidates, if we estimate 96% will become Certified CCAs, we can project at least 605 Certified CCAs will be ready to enter the workforce from the current course enrollments by June 30, 2019. The following table breaks down the enrollments by Zones. There are no consistent delivery dates for courses; therefore, the enrollment numbers fluctuate continuously and the table represents a snapshot in time at March 31, 2018.

Figure 6: CCA Current Enrollments by Zone

CCA Program Current Enrollments at March 31, 2018				
Zone	1	2	3	4
Enrollment	168	174	177	131
Estimated Certification from Enrollments				
Exam Candidates (82%)	138	143	145	107
Total Certified (96%)	148	137	139	103

Note: Majority certified by June 2019

Annual Enrollments

Classroom enrollments for the past 10 years are displayed in Figure 7. Over the past two years enrollments have been declining. However, RPL enrollments are increasing as demonstrated in Figure 3 – page 12. Currently, the RPL Program has 200 active participants. As of March 31, 2018, there were 37 people working through Phase I (assessment) and 163 people working through Phase II (education), 10 exam candidates, and 13 people in the registration and/or transitioning from Phase I to Phase II stage. Due to the independent nature of the RPL process, we cannot track group completion dates. As with the traditional enrollments, there are no course delivery dates for RPL registrations; therefore, the enrollment numbers fluctuate continuously and the numbers identified above represents a snapshot in time at March 31, 2018.

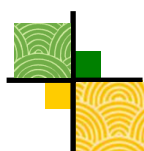
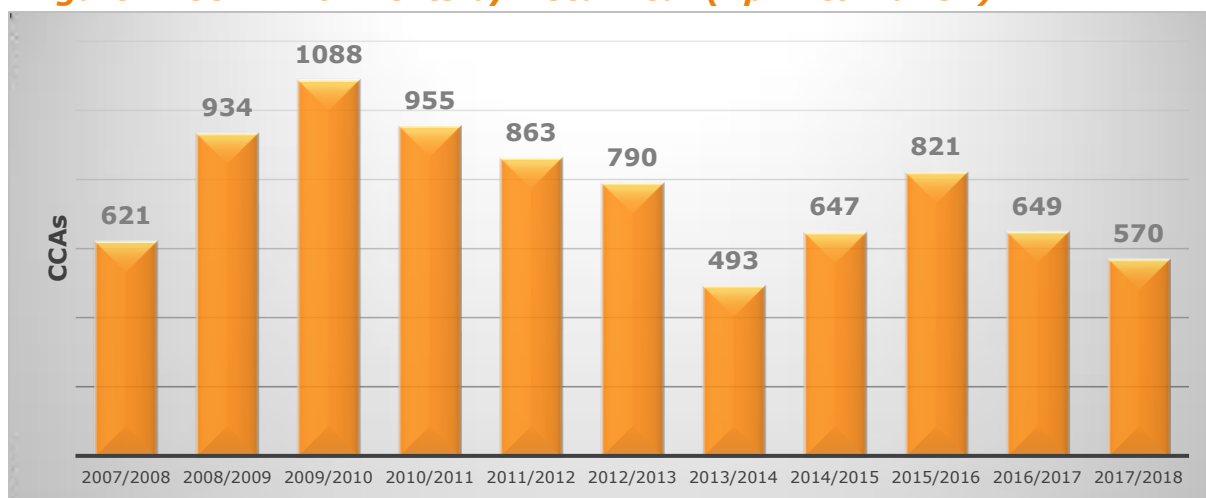




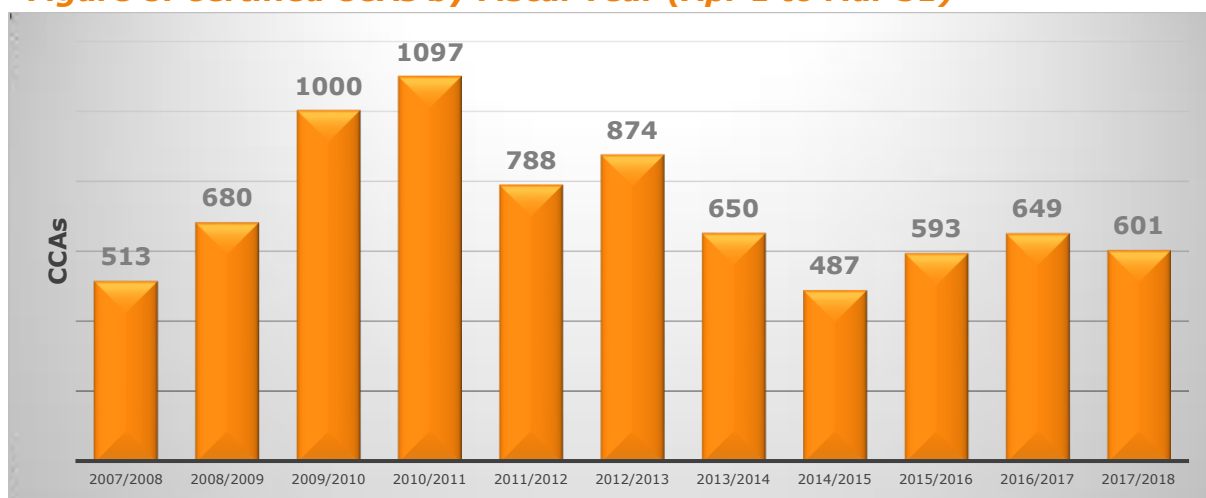
Figure 7: CCA Enrollments by Fiscal Year (Apr 1 to Mar 31)



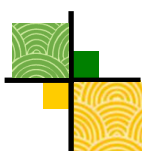
Certified CCAs

Given the time between enrollment and certification (approximately 9 to 24 months), this year we are experiencing a decrease in Certified CCAs; this is due to the lower enrollments between 2016/17 and 2017/18. The fiscal year 2017/18 produced 601 Certified CCAs across the province of Nova Scotia. As enrollments have declined this fiscal year (2017/18), we are estimating a decline in certifications in 2018/19 from traditional enrollments. As noted in the Recognizing Prior Learning (RPL) section, the RPL enrollments are high again this year. Although it is harder to predict certification numbers from the RPL Program, we are estimating an increase in certifications this coming fiscal year from RPL.

Figure 8: Certified CCAs by Fiscal Year (Apr 1 to Mar 31)



The image above displays the certification for the last 10 years. In total the CCA Program has produced just over 10,662 Certified CCAs since its origin in 2000.





CCA Program Advisory Committee

- Paula Langille, Department of Health and Wellness, Chair
- Eric Doucette, Seaview Manor
- Stephen Gillis, Inverary Manor
- Tammy Jeffers, RJF Healthcare
- Jody MacDonald, Harbourstone Enhanced Care
- Trent MacIsaac, College of Registered Nurses of Nova Scotia
- Jylene A. Simmons, College of Licensed Practical Nurses of Nova Scotia
- Ann McInnis, Nova Scotia Community College, School of Health and Human Services
- Sharon Preston, Windsor Elms
- Pam Shipley, Health Association Nova Scotia

Welcome to our new member

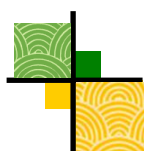
- Brandy McIntosh, Department of Health and Wellness
- Debbie Burris, Nova Scotia Health Authority
- Vanessa Quigley, Nova Scotia Health Authority
- Michele Higdon, Nova Scotia Health Authority
- Audrey Oliver, VON Annapolis Valley
- Christel MacAloney, Futureworx Society
- Angela MacEachern, Inverness County Home Support Society

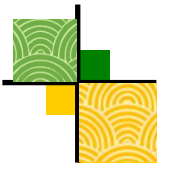
Thank you to our outgoing members

- Callie Kerr, Island Career Academy
- Corey MacKenzie, CBI Home Health
- Erin Smiley, Department of Health and Wellness
- Marcia Jeffers, Colchester East Hants Health Centre

CCA Program Administration

- Vanda Newton, Administrative Assistant
- Barb Salkin, Administrative Assistant
- Cailleagh Sharples, Certification Coordinator
- Pam Shipley, Manager





Notes:

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Notes:

Lined area for taking notes, consisting of multiple horizontal lines within a rectangular border.



Copies of the 2017-2018 Annual Report are available from:

CCA Program Administration
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Bedford, Nova Scotia
B4A 2K7
(902) 832-8500 | 1-866-265-9900

Or online at: www.novascotiacca.ca

