

# CONTINUOUS LEARNING ACTIVITY CREDITS, CLACS:

## “WHAT COUNTS AS A CLAC AND HOW DO I DOCUMENT THEM?”

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The College continually reviews the Quality Assurance (QA) Program to ensure that it is current, relevant and effective for you and your learning needs. This article seeks to answer some of the questions we receive about Continuous Learning Activity Credits (CLACs), and how to document them on your Self-Assessment Tool (SAT).

### CONTINUOUS LEARNING PRINCIPLES

The CLAC section of the QA program is based on principles derived from the Adult Learning and Continuing Professional Development literature. Professional development is enhanced when it is:

- Self-directed: you decide what you need to learn
- Goal oriented: increases the likelihood of changing behaviour
- Occurs in different environments with a variety of activities
- Interactive: peer discussion is especially effective
- Evaluated: you determine if the learning has had an impact on your practice
- Evaluated externally: especially when identifying areas in need of development

The first two points illustrate the value of self-directed and goal oriented learning. This is why you are asked to obtain CLACs to help you meet Learning Goals that you have developed yourself.

We have included the constructs of learning occurring in different environments and interactive peer discussion by opening up CLAC opportunities, for example:

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#### Speech Language Pathology

**Goal:** To further my knowledge of child (adult) apraxia assessment to ensure

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#### Audiology

**Goal:** To further my knowledge of tinnitus assessment to ensure that the

that the resulting proposed treatment plan is effective and patient based.

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#### CLAC opportunities:

- Attending a conference/workshop on adult (child) apraxia including assessment
- Reading an article on the topic
- Preparing a case study regarding a patient recently assessed to share with colleagues at a 'Lunch and Learn'
- Contacting a leader in the field of apraxia to discuss a particular assessment and the results
- Watching a You Tube video on apraxia assessment
- Discussions with colleagues where you work regarding a specific patient or effectiveness of a new apraxia assessment protocol

#### CLAC opportunities:

- Attending a conference/workshop on tinnitus including assessment
- Reading an article on the topic
- Preparing a case study regarding a patient recently assessed to share with colleagues at a 'Lunch and Learn'
- Contacting a leader in the field of tinnitus to discuss a particular assessment and the results
- Watching a You Tube video on tinnitus assessment
- Discussions with colleagues where you work regarding a specific patient or effectiveness of a new tinnitus assessment protocol

Finally, every year when you are completing your Self-Assessment Tool (SAT), you can take a moment to evaluate your learning to determine whether or not the learning has had an impact on your practice and if you have met your Learning Goal.

## QUICK CLAC FACTS

- You must obtain at least **15 CLACs** for each calendar year
- CLACs must relate to one of your **Learning Goals**
- **One hour's** learning activity equals **one CLAC**
- You can claim in **.25** increments; if you read an article for 30 minutes, claim 0.5 CLACs
- CLACs must relate to one of your **Learning Goals**
- There are two CLAC categories, **Group Learning** and **Independent Learning**.
- There are **no limits** on the number of CLACs for either category
- You can acquire more than 15 CLACs in one year, but **cannot carryover** extra CLACs from one year to the next

## CLAC CATEGORIES

This is not an exhaustive list. Any type of goal-directed learning that involves group participation or independent study that helps you to meet your Learning Goal can count.

GROUP LEARNING ACTIVITIES	INDEPENDENT LEARNING ACTIVITIES
<ul style="list-style-type: none"><li>• Conferences</li><li>• Presentations</li><li>• Workshops</li><li>• Seminars</li><li>• Webinars</li><li>• Invited speakers</li><li>• Courses or Lectures</li><li>• 'Lunch and Learns'</li><li>• Educational rounds</li><li>• Peer/other professional clinical/educational/performance discussion/observation</li><li>• Special Interest Group meetings</li><li>• Vendor's presentations</li><li>• Professional/regulatory councils, committees etc.</li><li>• Professional/regulatory focus groups</li></ul>	<ul style="list-style-type: none"><li>• Professional Journal articles</li><li>• Text books</li><li>• CASLPO documents</li><li>• Educational Videos</li><li>• Clinical caseload research</li><li>• Presentations/courses given</li><li>• Courses taken</li><li>• Mentorship/supervision/clinical guidance</li><li>• Committee work for CASLPO or professional association (contributions to the profession)</li><li>• Communication technology</li><li>• Manufacturer/technology updates</li></ul>

## HOW TO DOCUMENT YOUR CLACS

1. On your SAT click on '**Learning Goals**' and click on the Learning Goal for which you have earned CLACs.
2. You will be sent to the **Goal Writing Page** for that goal.
3. Below your Goal you will see **CLAC Detail**, click on '**Add New Activity**' which is on the bottom left hand side of the page.
4. Write a summary of your learning activity in the **Learning Activity Summary** box. Be sure to include details about your learning activity such as the **title, presenter and date of the activity** you attended or the **name and author of the article** you read etc.
5. Add the number of CLAC hours. If you spent **90 minutes** on your learning activity, then document **1.5 CLACs**.
6. From the pull-down menu, select either '**Group Learning**' or '**Independent Learning**'.
7. If you wish, you can upload information about your CLACs, for example a conference brochure, course outline or an article. This is optional, unless you are selected for a peer assessment.

## EXAMPLES:

### 1. Not a good example!

Should be Independent Learning

Must include the title of the article, authors and journal

The date you read the article must be included

Include topic of discussion and date

CLAC Detail		
Learning Activity Summary <small>Please document the <u>title</u> of the course, topic of peer discussion, name of document read, etc. and the <u>date</u> you earned your CLAC.</small>	# of CLACS (1/hour)	Type of Learning Activity
Read apraxia article, spring	1	Group Learning ▼
Talked with colleagues about K.M.	0.5	Group Learning ▼
<input type="button" value="Add New Activity"/>		
Total CLACS Hours:		1.5
<input type="button" value="Save Changes"/> <input type="button" value="Go Back To Your Learning Goals"/>		

### 2. Good example

CLAC Detail		
Learning Activity Summary <small>Please document the <u>title</u> of the course, topic of peer discussion, name of document read, etc. and the <u>date</u> you earned your CLAC.</small>	# of CLACS (1/hour)	Type of Learning Activity
Read "From theory to practice: theory, assessment and treatment in <u>apraxia</u> of speech", <u>Alchert, I.</u> Clinical <u>Neuropsychology</u> Research Group (2012) May <u>8th</u>	1	Independent Learning ▼
Talked with colleagues about K.M.'s articulation assessment and inconsistent results. Suspecting <u>apraxia</u> of speech. Developed a plan. October <u>14th</u>	0.75	Group Learning ▼
<input type="button" value="Add New Activity"/>		
Total CLACS Hours:		1.75
<input type="button" value="Save Changes"/> <input type="button" value="Go Back To Your Learning Goals"/>		

## FURTHER LEARNING OPPORTUNITIES

If a learning opportunity arises that applies to your role, responsibility, area of research or practice, but does not relate to one of your current Learning Goals, develop another Learning Goal and document the CLACs.

## SUPERVISION OF STUDENTS AND CLACS

Some of you may be supervising speech-language pathology, audiology or support personnel students. You are able to collect CLACs as long as it entails **learning** on your part and is connected to one of your Learning Goals.

**Learning Goal:** To keep current with cochlear implant technology in order to support student learning in the clinic environment.

**Learning Goal:** To learn more about effective feedback methods to ensure a positive supervisory relationship to promote learning.

**CLACs:** 1.0 Read article 'Cochlear Implants' *American Academy of Otolaryngology* (2015) – Aug 14<sup>th</sup> Independent Learning.

3.5 Read initial 2 chapters from *How to Give Effective Feedback to Your Students* by Susan M. Brookhar (2008) – March 12<sup>th</sup> Independent Learning.

## LEAVE OF ABSENCE AND CLACS

If you are on a parental leave, or a leave for any other reason, and you chose to remain a General or Academic member, you are still required to develop your learning goals and collect 15 CLACs. While you are on leave develop a Learning Goal that applies to your role or responsibilities, but that you can meet, for example:

**Learning Goal:** To keep current with College regulations and standards to ensure that the information I provide staff upon my return is up to date, ethical and complies with legislation and regulations.

**CLACs:** 1.5 Read October edition of ex.press

0.5 Reviewed "What's New" section on CASLPO Website

1.0 Read CASLPO Forum power point slides

Don't forget to add the date!

## ACTIVITIES NOT CONSIDERED TO BE CLACS

- Learning about your agency's new data collection system
- Setting up an office
- Marketing or writing advertisements
- Teaching volunteers to help with record management and filing
- Administrative staff meetings that do not involve an education component
- Personal development activities (e.g. horseback riding, yoga)

Note: Members may NOT claim CLACs for activities which are part of a remediation order by the College, such as a Specified Continuing Education and Remediation Program (SCERP) required by the Inquiries Complaints and Reports Committee (ICRC) or the Quality Assurance Committee (QAC). SCERPs could include courses or other learning activities.

For further information or questions about CLACs please contact me at CASLPO:

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