



British Columbia College of Social Workers

Information Guide




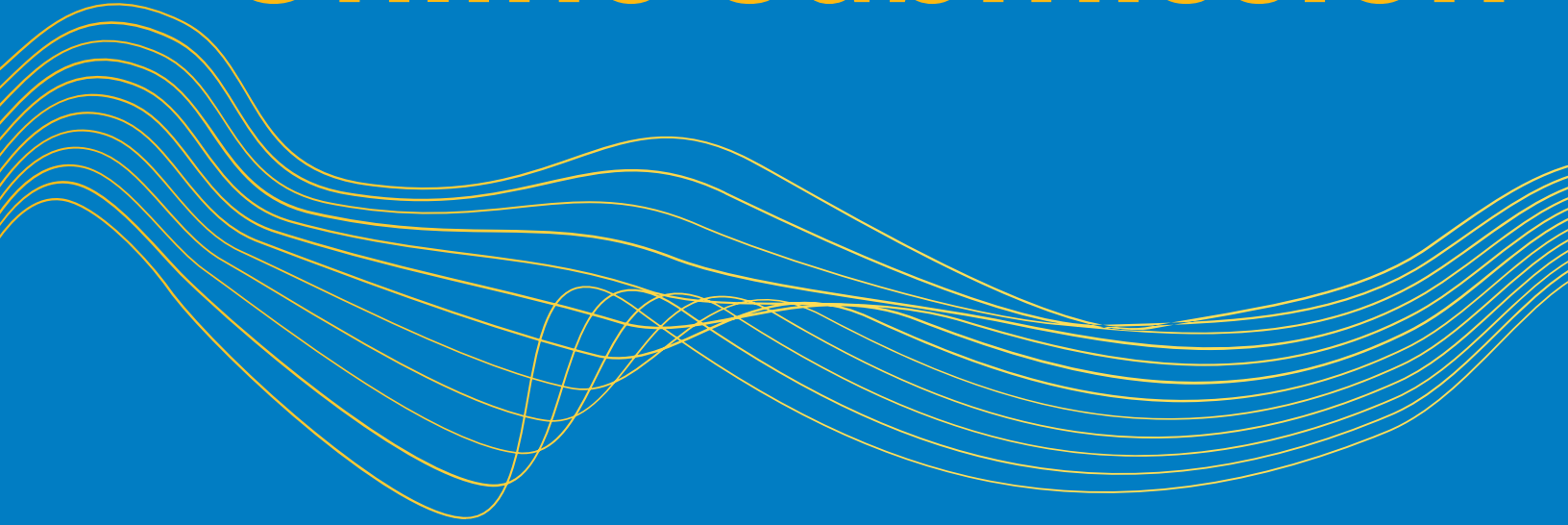


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Instructions for Online Submission



This instruction guide is intended to assist registrants in using the online tools necessary for completing the Continuing Professional Development (CPD) annual requirements. It provides step-by-step instructions, as well as tips to consider for an optimal experience.



British Columbia College of Social Workers

www.bccsw.ca



01

LOG IN to the Registrant Services Portal on BCCSW's website and click 'My Learning' on the left side of the screen.

02

Select the current registration year and click > to open the form.

03

Read the instructions and click Step 1 to proceed.

If you undertook and passed your licensure exam in the current CPD cycle, you will be credited with 40 hours of CPD learning and will be able to submit your CPD at this stage, after completing the declarations.

04

Outline your goals for each of the required practice learning sections. Using the 'Add Activity' button, add the specific activities you completed that relate to each set of goals and log the corresponding mandatory hours.



05

Continue to log your goals, activities and hours for additional learning. Choose your number of additional goals. *This can be left with a default selection of 0 if you have no additional goals.*

Note that there are six 'Categories of Learning' which your activities can belong to. All of them except for 'licensure exam' have a maximum of 15 allowable hours. This means that you will need activities from a minimum of three different categories to satisfy the program's requirements.

06

Once you have completed logging all your goals, completed activities and hours, click on the tab for Step 2, the Statement of Learning.

07

Complete the questions and declarations by following the instructions in the 'Statement of Learning'. Once you have verified all your information, click on the 'Submit' tab to complete your submission.

CPD Plan

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When planning to participate in activities as part of the CPD Program, it is important to consider how selected CPD activities will contribute to your broader professional development throughout the year and over continuous years.

Having a well thought out CPD plan can help you focus on your personal learning goals. Having a targeted CPD plan can make your professional development activities much more meaningful and purposeful.

Review and assess your practice

Start by reviewing and assessing your practice. The information gathered from peer feedback can be used to inform your CPD plan.

- How does my current practice reflect the standards and ethics required of RSWs/RCSWs?
- What are my areas of strength?
- What are the areas I may need to develop further?
- What changes would I like to make to my practice?

Set your practice learning goals

Ensure your goals are realistic, reasonable and attainable. Asking these questions of yourself may help you to seek CPD activities that target your learning goals. Keep in mind the Standards for CPD when setting these goals.

- What do I want to achieve with my professional development plan?
- By when?
- What areas of my practice would I like to focus on?
- How will I make change in my practice?

Refer to the guidance on 'Setting SMART Goals.'



Select activities that will meet these goals

After identifying your learning goals, select a range of CPD activities that directly relate to these identified goals. The types of activities you undertake should be suited to your needs, interest, mode of learning, scope of practice, accessibility to resources and time constraints. The implementation of your CPD plan can be done alone or with colleagues. This plan can also be integrated into your employment appraisal/evaluation or practice supervision. A wide variety of resources can be used.

How will I achieve my goals?

What will help me improve outcomes for my clients?

What will help me grow as a professional?





Evidence of goal achievement

Over time, the CPD activities that have been undertaken should demonstrate a progression in knowledge, skills and practice.

Keep in mind that the purpose of the CPD program is to enhance the quality of your social work practice and service delivery.

- **How will I demonstrate I have achieved my goals?**
- **How will I know my practice or service has been enhanced as a result of achieving these goals?**
- **How will I know the changes I have made in my practice have made a difference or enhanced my quality of practice or service delivery?**

Evaluate your CPD plan

Consider what circumstances might have impeded the implementation of your CPD plan. Assess the efficacy of your plan by asking yourself these questions.

- **Who benefited from my professional development?**
- **Was the outcome valuable to me?**
- **Have I been able to maintain and/or enhance my practice?**
- **What challenges did I encounter?**
- **What will I do differently next time?**
- **Did I meet my learning goals and objectives? Why/why not?**
- **If your learning goals have not been met, ask yourself why?**
 - **Was my CPD plan realistic and doable?**
 - **Are there alternative ways I could meet my learning goals?**

It may also be useful to document your reflections in order to prepare the Statement on Learning for submission at the end of the CPD year.

Future Learning Needs

What future professional development needs are identified from achieving these learning goals?

If learning goals are not fully met, what additional professional development needs are identified or what needs to be done differently in future?

Categories of Activities

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CPD Standard 3

Actively seek and participate in a range of continuing professional development activities that maintain and advance professional skills and knowledge with current or future scopes of practice.



In order to meet the Standards for continuing professional development (CPD) as established in Section 65 of the BCCSW Bylaws, registrants are required to report a minimum of 40 hours of professional development activities each year from a mixture of categories of CPD activities

To achieve this, the College expects to see a registrant's CPD declaration of completed hours consist of CPD activities that fall within at least three of the six categories of CPD activities listed in the table as follows. These categories are not exclusive, and some activities can be considered in more than one category. For example, learning completed through active enrolment in a University based program of study leading to a Degree or Diploma related to your social work practice, can be fulfilled under different categories such as self-directed and/or formal/educational.

There is a specified maximum of 15 hours that can be recorded under each category of CPD activities, towards meeting the annual 40 hours CPD requirement.

As part of your professional development, you may well exceed this hour's maximum in a particular category, but you will only be able to claim up to a maximum of 15 hours in that category. If 40 hours are exceeded in one year, they cannot be carried forward and claimed in subsequent CPD cycles.

Category of CPD activity	Maximum qualifying hours
Self-directed	15 hours
Work-based	15 hours
Professional activity	15 hours
Formal/educational	15 hours
Licensure Examination ¹	40 hours
Other	15 hours

¹A registrant must have recently completed a licensure examination, within the CPD cycle year to claim this and must still complete the declarations on the form and submit their CPD form.

Examples of CPD Activities

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The lists of activities grouped in the various categories in this section are not exhaustive. There are likely to be other forms of learning which are relevant for professional development. These examples are provided as a guide only. Learning related to the mandatory components can be fulfilled under any of the listed CPD categories.

Self-Directed

- Producing a professional development plan (six hours granted automatically)
- Reading books, journals and research papers
- Reviewing books, journals and research papers
- Tele-seminars
- Writing for journals
- Webinars

Formal or Educational

- Accredited provider courses
- Attendance at conferences, workshops or seminars
- Conducting research
- Distance/online learning courses
- Post-qualification courses (including short courses provided by both in-house and external providers)
- Presentation of research papers



Work-Based

- Case studies
- Clinical audits
- Clinical/professional supervision
- Critical incident analysis
- Discussion and networking groups
- In-service education programs
- Learning agreements
- Mentoring or teaching staff and/or students
- Peer consultations
- Receiving supervision
- Systematic reflection on practice
- Supervising practicum students in the workplace
- Secondment/work shadowing

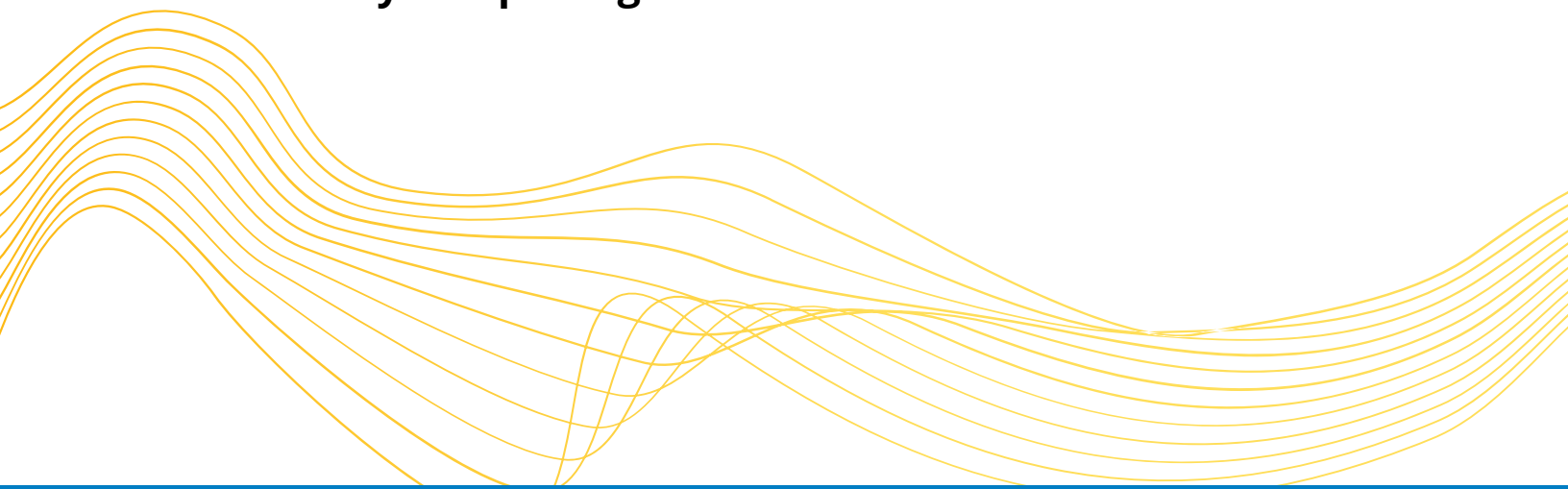


Professional Activity

- Course instructor
- Involvement in other professional bodies
- Item writer (for licensure exams)
- Participating in a 'community of practice'
- Professional group based CPD
- Preparing and delivering teaching
- Special interest group based CPD
- Supervising of research
- Volunteering with a professional organization

Licensure Exam

A registrant who has undertaken a licensure exam approved by the College may claim up to the maximum 40 hours towards the CPD requirement in that particular year **and submit their CPD form by completing the declarations in the form.**





Other (as proposed by registrants)

There are many forms and traditions of learning that can provide personal and professional development. The above lists of activities are not exhaustive and there are likely to be other forms of learning that exist which are relevant for professional development and for registrants to undertake.

The College is happy to discuss proposals for professional development activities put forward by registrants and consider whether these can constitute professional learning in the context of the College's CPD requirements. Please consult the College if it is not clearly evident what constitutes a relevant CPD activity where hours are intended to be claimed.

Please email any questions or suggestions related to CPD to:
info@bccsw.ca



Indigenous Specific Cultural Learning & Anti-Indigenous Racism and Discrimination

The examples provided in this section are not an exhaustive list of learning activities and are a guide for activities that may be used in advancing learning relating to Indigenous Peoples culture, teachings, and unique experiences of colonialism and anti-Indigenous racism and discrimination connected to the territories on which your work occurs.

Indigenous Peoples have unique rights and title, as well as ways of knowing, being, and doing; to move away from pan-Indigenous learning, a distinctions-based approach is important for learning specific to First Nations, Inuit, and Métis people and communities, and which is relevant to your location and area of practice.

All learning activities for this component must include Indigenous specific cultural teachings (that of First Nations, Inuit, and/or Métis) and/or anti-Indigenous racism and discrimination learning that is focused on the lived experiences and realities of First Nations, Inuit, and Métis people and communities.

For Indigenous Registrants, this learning component may include Indigenous specific cultural learning and/or anti-Indigenous racism and discrimination learning from/within your own community and culture, and/or could focus on learning within a community and context where you currently practice. In the following examples, Indigenous Peoples/ Indigenous refers to First Nations, Inuit, and Métis people, inclusively.

Self- Directed

- Listening/watching webinars and podcasts by Indigenous Peoples
- Reading books, journals, and research papers written by Indigenous Peoples
- Attending Indigenous-led events

**An example of this type of event could be a local Pow Wow, a celebration for a day of significance to a community/Nation, a community-based awareness event, among others*

- Accredited provider courses
- Visiting an Indigenous-owned and curated museum/archive/showcase
- Attending an Indigenous ceremony

**Different First Nations, Inuit, and Metis communities have varying protocols and teachings regarding ceremonial practices. Depending on where you are located and your connection to an Indigenous community, you may be invited to attend a ceremony. The decision to invite a member outside the community to an Indigenous ceremony is made by the community itself, not the Registrant.*

Work- Based

- In-service Indigenous-specific education programs

Professional Activity

- Participating in a 'community of practice' focused on Indigenous specific cultural learning and/or addressing anti-Indigenous racism and discrimination
- Volunteering with a professional Indigenous based/led organization
- For Indigenous registrants, participating in an Indigenous gathering such as an Indigenous community of practice or council

Formal or Educational

- Attendance at Indigenous-focused conferences, workshops or seminars
- Attendance at an Indigenous-specific land-based programming
- Participation in an Indigenous language program

**Depending on where you are located and your connection to Indigenous community, this may not be available for non-Indigenous registrants to participate in*

The College is happy to discuss proposals for professional development activities put forward by registrants and consider whether these can constitute professional learning in the context of the Indigenous-specific cultural learning and anti-Indigenous racism and discrimination learning CPD requirements.

Please consult with the Director, Indigenous Initiatives & Engagement (Indigenousengagement@bccsw.ca) if it is not clear what constitutes a relevant CPD activity where hours are intended to be claimed.

Setting CPD Goals





The Continuing Professional Development (CPD) plan helps you clarify learning goals to ensure your professional development activities are meaningful, measurable, and beneficial to your social work practice.

Setting SMART goals ensures your learning objectives are Specific, Measurable, Attainable, Relevant, and Timely — making it easier to track progress and demonstrate impact.

1

Reflect on your Practice

Start by assessing your current practice.

Ask:

- **What are my areas of strength?**
- **What are my areas for development?**
- **How does my practice reflect and align with the standards and ethics of the BCCSW?**
- **What would I like to change or improve?**
- **What are my broader professional development goals?**

Use peer feedback, supervision notes, or performance reviews to inform your reflection

Example: "Through supervision, I realized that I have limited familiarity with the new adult guardianship legislation in BC, which is relevant to my long-term care role."

2

Develop SMART Goals

Break broad goals into SMART objectives.

For example:

- **Broad Goal:** "Improve understanding of substance use impacts."
- **SMART Objective:** "By September 2025, complete a 12-hour Indigenous-led training on substance use and its impacts on youth in northern communities, and integrate key insights into my group facilitation work."

SMART Components Defined

- **Specific** – What exactly do I want to learn?
 - Example: “I want to gain practical strategies for engaging families in care planning in acute mental health.”
-
- **Measurable** – How will I know I’ve achieved it?
 - Example: “I will apply a new engagement tool with 10 clients and track outcomes.”
- **Achievable** – Is it realistic given time/resources?
 - Example: “I have protected time to attend a 6-hour webinar series offered monthly.”
- **Relevant** – Does this support my professional growth and service to clients?
 - Example: “This will strengthen family-centered care in my discharge planning work.”
- **Timely** – What is my timeline for completion?
 - Example: “Complete training and implement changes by October 2025.”

3

Choose Relevant CPD Activities

Based on your SMART objectives, select activities from at least three of the six CPD categories

1. Self-Directed

- **Example:** Read two peer-reviewed articles on elder abuse intervention and summarize findings for your team.

2. Work-Based

- **Example:** Receive monthly peer consultation on complex trauma cases and document key insights.

3. Professional Activity

- **Example:** Contribute to a community mental health awareness campaign and reflect on professional role.

4. Formal/Educational

- **Example:** Enroll in a UBC Continuing Studies course on Ethics in Social Work Practice.

5. Licensure Examination

- **Example:** Pass the ASWB Clinical Exam within the current CPD year (if applicable).

6. Other (with approval)

- **Example:** Participate in an interagency regional learning circle focused on social determinants of health.

Ensure your selected activities help you progress toward the learning outcomes set in your SMART goals.

4

Demonstrate and Evaluate Impact

Once activities are completed, reflect:

1. Did I meet my SMART objective?
2. What changed in my practice?
3. What difference did this make for my clients?
4. What would I do differently next time?

This reflection is essential for writing your Statement on Learning at the end of the CPD cycle.

Example: "After applying a motivational interviewing strategy with five clients, I noticed greater engagement in safety planning. I will continue to refine this approach and share outcomes in supervision."


5

Plan Future Learning

Whether your goals were fully achieved or not, ask:

- 1. What future learning needs have emerged?**
- 2. What new directions or interests have come up?**
- 3. How will I incorporate these into next year's CPD plan?**

Example: "While learning about adult guardianship, I identified a need to deepen my understanding of supported decision-making frameworks for clients with disabilities."



If you are fulfilling the Indigenous Specific Cultural Learning & Anti-Indigenous Racism and Discrimination CPD requirement, ensure:

- **Activities are led by Indigenous Peoples (First Nations, Inuit, Métis).**
- **Learning is distinctions-based and connected to your practice context.**
- **Participation is respectful and, where appropriate, community-invited.**

Example: “Attend a local First Nations-led ceremony with permission, and journal on the significance of land-based healing in social work practice.”



Final Tips

- Keep your goals flexible: change is constant.
- Regularly review and revise your SMART objectives.
- Celebrate progress—every step counts in advancing your practice.

For more information about CPD goals and requirements, visit bccsw.ca or contact info@bccsw.ca

Reflection and Reflexivity is at the heart of social work practice. Let your learning goals grow with your professional journey.

- Aisha Ismail RSW