



## 2024 College of Chiropractors of Alberta Council application

### 1. Welcome to the Council Application

**Thank you for your interest in serving on Council. Just as serving on Council is a significant commitment, so is the application process. Please allow for approximately two hours to complete. This online application has six parts:**

- 1. Eligibility for Council Appointment and Declaration of Eligibility - If you determine that you are not eligible, you will answer no and you will exit the online application.**
- 2. Information to read so you can make an informed decision on applying for a Council vacancy**
- 3. Applicant's personal, professional and volunteer information and references**
- 4. Governance overview and questions to answer**
- 5. Applicant's completion of the Competency-based Skills Matrix (a self-assessment of your knowledge, skills and attributes)**
- 6. Applicant's Declarations**

**We recognize it will take some time to complete your online application. If you do not complete it in one sitting, using the link in your emailed invitation, you may return to complete it. All applications must be completed by April 15, 2024, 12:00 pm (noon). If you have any technical difficulties, please contact [communications@theccoa.ca](mailto:communications@theccoa.ca).**

**Please note, the application submission does not guarantee you an appointment to Council. All applications will be reviewed by the Governance Committee and successful applicants will be appointed by Council.**

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### 2. Eligibility & Declaration of Eligibility

Please read Bylaw 2.8 and answer the question that follows.

#### Bylaw 2.8 - Eligibility for Council Appointment

In order to be eligible for appointment, a regulated member must:

- a. be a regulated member on the general register; and*
- b. have been engaged for a minimum of five years in the active practice of chiropractic in Alberta at the time of appointment; and*
- c. be in good standing with the CCOA and any other colleges of regulated health professions that they are a member of; and*
- d. practice in full compliance with CCOA legislation including the Health Professions Act, Regulation, Bylaws, Standards of Practice, Code of Ethics, Administrative Policies, and Directives.*

A regulated member on the general register is not eligible for appointment to Council if that member:

- a. has not consistently maintained all professional obligations without interruption for the five-year period immediately prior to appointment; or*
- b. provides false information at any time during the application process; or*
- c. is currently subject to certain undertakings, conditions imposed under section 55 or 65, or directions under section 118 of the Act; or*
- d. has been formally charged with unprofessional conduct that has not yet been determined by a Hearing Tribunal; or*
- e. has been formally charged with criminal offences under the Criminal Code of Canada that have or have not yet been determined by legal proceedings; or*
- f. has been found to have committed unprofessional conduct pursuant to Part 4 of the Act for the five-year period immediately prior to the application; or*
- g. has been found guilty of unprofessional conduct related to sexual abuse, misconduct, or any sexual boundary violation at any time in any jurisdiction, including outside of Canada; or*
- h. is elected to federal or provincial public office; or*
- i. occupies a senior position (Assistant Deputy Minister or higher) with the Government of Alberta; or*
- j. is an officer, board member, or senior employee of a professional association or a labour union that represents members of a regulated health profession; or*
- k. has been employed by the College in the three years immediately prior to appointment.*

\* Do you meet the eligibility requirements in Bylaw 2.8?

- ☐ Yes. If yes, please proceed with your application.
- ☐ No. If you answer no, you will automatically exit the application. Should you become eligible in the future, please consider applying at that time.

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### 3. Required Reading & Viewing

#### Bylaws

Please read Bylaws 2.4 and 2.9 (found on [theccoa.ca](http://theccoa.ca) > Protecting the Public > Regulations and Standards > CCOA Standards > Bylaws) and then answer the questions below. The following bylaws relate to serving on Council and the Appointment process.

\* Have you read Bylaw 2.4 – Terms of Office?

☐ Yes

☐ No

\* Have you read Bylaw 2.9 – Appointment Procedure?

☐ Yes

☐ No

#### Governance reading

Please read the CCOA Strategic Plan (found on [theccoa.ca](http://theccoa.ca) > About > Council > Strategic Plan) and the Council Code of Conduct (found on [theccoa.ca](http://theccoa.ca) > About > Council > Appointments - under Resources and Documents at the bottom of the webpage) and then answer the questions below.

\* Have you read the Strategic Plan?

☐ Yes

☐ No

\* Have you read Council Code of Conduct?

☐ Yes

☐ No

#### Required viewing

Go to [afrhp.org](http://afrhp.org) > Understand health profession regulation to watch the Alberta Federation of Regulated Health Professions "Health Profession Colleges " video.

\* Have you watched the Health Profession Colleges video?

☐ Yes

☐ No

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### 4. Council commitments

#### Serving on Council

Council Members serve their terms by participating in extensive onboarding, attending four meetings annually, a three-day retreat in the fall, ongoing training, and, as needed, participating in any Special Meetings (virtually or in-person). Council members may also be called upon to participate in review panels, which can be time consuming. After the first year on Council, if assigned to a Committee, additional virtual meetings are required. All meetings require that Council Members read each agenda and all associated materials, provided one-week in advance, to prepare for the meetings. This preparation time could take up to 4 hours, depending on the meeting package size.

The overall time commitment for a Council member is approximately 130-150 hours a year, including travel time to/from meetings and the retreat; this does not include participation on panels.

For the upcoming term (first year), the meeting/retreat dates are as follows:

- Council Planning Retreat - September 12-14, 2024
- Council Meeting (virtual) - October 24, 2024 (6-9 pm) and October 25, 2024 (8 am-4 pm)
- Council Meeting (in person) - December 12, 2024 (6-9 pm) and December 13, 2024 (8 am-4 pm)
- Council Meeting (in person or virtual) - March 13, 2025 (6-9 pm) and March 14, 2025 (8 am-4 pm)
- Council Meeting (in person) - June 19, 2025 (6-9 pm) and June 20, 2025 (8 am-4 pm)

\* Based on the information presented so far, would you like to proceed with your application?

☐ Yes

☐ No. If you answer no, you will automatically exit the application. Thank you for your time.



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### 5. Personal information

\* Applicant name

\* Email

\* Phone number

\* Permit number

\* City/Town

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### 6. Professional References

**Please provide two professional references. The Governance Committee, at their discretion, may contact the references.**

**\* Professional Reference #1**

Reference #1 Name

Reference #1 Email

Reference #1 Phone  
Number

**\* Professional Reference #2**

Reference #2 Name

Reference #2 Email

Reference #2 Phone  
Number

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### 7. Biographical information

#### \* About You

Briefly, please tell us who you are, how this sets you apart from others, and what you will bring to Council.

#### \* Educational Background

Please include in reverse chronological order (starting with most recent), list each relevant credential awarded (e.g., diploma, degree, etc.), the educational institution name, and the year awarded.

#### \* CCOA Volunteer and Community Involvement

Have you ever served on CCOA (or ACAC) Council or a Regulatory Committee (e.g., Registration, Hearing Tribunal, Complaints Review Committee, Continuing Competence Committee, etc.)? If yes, please provide details.

#### \* Other Volunteer and Community Involvement

Please include, in reverse chronological order, your volunteer or community involvement including role title, organization, timeframes within the last ten years. Please emphasize any Board experience.

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### 8. Governance & Role of College

**Please read the background provided before responding to the questions as it will enhance your understanding of the regulatory mandate of the College and the governance of Council.**

#### **Background**

**As a health regulatory college, the College of Chiropractors of Alberta (COPA) is a regulatory body with its primary purpose being to serve and protect public interest. As such, the College receives its mandate from legislation. To provide clarity: the College does not receive its mandate from Regulated Members.**

#### **Role of College**

**Under section 3(1)(a-f) of the Health Professions Act, a college:**

- a. must carry out its activities and govern its Regulated Members in a manner that protects and serves the public interest,***
- b. must provide direction to and regulate the practice of the regulated profession by its Regulated Members,***
- c. must establish, maintain, and enforce standards for registration and of continuing competence and standards of practice of the regulated profession,***
- d. must establish, maintain, and enforce a code of ethics,***
- e. must carry on the activities of the college and perform other duties and functions by the exercise of the powers conferred by this Act, and***
- f. may approve programs of study and education courses for the purposes of registration requirements.***
- g. In short, to regulate and lead the profession in a manner that protects and serves the public through excellence in chiropractic care.***

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### 9. Role of Council

#### Role of Council

Under Section 6 of the *Health Professions Act*,

*“A council manages and conducts the activities of the college, exercises the rights, powers and privileges and carries out the duties of the college in the name of and on behalf of the college, and carries out the powers and duties of the council under this Act and the bylaws.”*

The CCOA Council is focused on governance, not operating the administrative organization. Some boards are hands-on with the daily workings of the organization (i.e., operational board). This is not part of being on the Council of a Health Regulatory College. The Council uses a governance system that delegates operational duties to the CEO. The CEO is then authorized to choose the most appropriate means to complete them, within a set of specific limitations set by Council. This process frees the Council to provide strategic leadership for future thinking, rather than to deal with the day-to-day operations.

Council has a critical job to do, specifically, upholding the mandate of serving and protecting public interest. To achieve this mandate, Council must provide leadership and effective governance, both of which take discipline and hard work. Council Members must have skills and attributes that enable them to govern, not manage. Working as a collective is an important part of governing, as well as establishing a professional, dynamic, honest, and respectful working relationship with fellow Council Members and the CEO.

The following are some expectations of Council Members:

- Providing collective leadership, with no individual authority
- Favouring consensus-based, decision-making in the context of Right-touch Regulation
- Speaking with a unified voice on all Council decisions, and committing to those decisions
- Participating in the deliberation of issues, while respecting the opinion of others

Additional competencies and expectations are noted in the Competency-based Skills Matrix self-assessment section.



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### 10. Governance baseline questions

\* Briefly describe your reasons for wanting to join Council and how these align with the mandate to protect and serve the public interest.

\* What areas might you need to develop further (or will be a challenge) in the role of Council Member?

\* What support might you need when transitioning into the role of Council Member?

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### 11. About the Competency-based Skills Matrix

**The competency-based skills matrix (knowledge, skills and attributes) determines the skills and competencies that Council possesses to protect and serve public interest and is also used by Council to assess what it requires of its Council Members in the following year. Each competency/expectation here is within the context of both the roles of the College and of Council.**

**In this section, you will assess yourself on over 60 competencies/expectations. This is not a test; it's an assessment. The Governance Committee will use your assessment to see how you fit within the current skills and competencies on Council and if you become a Council Member, how best to support you.**

**Council recognizes that an individual Council Member will not have all the competencies identified in the matrix; however, collectively, Council will ideally have strength across the competencies.**

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### 12. Key Definitions

**These definitions are used in the Competency-based Skills Matrix. To refer back to this list, click the PREV button at the bottom of a page.**

**Ability to - Possesses the aptitude, experience, and knowledge to undertake the competency/ expectation to a level of proficiency.**

**Active listening - Listens when others are speaking, refrains from sidebar conversations or disruptive behaviours, withholds judgment, reflects thoughtfully, and clarifies what was said.**

**Adjudicate - Listens with an open mind and understands. Able to uphold, modify, or send back for review as the case warrants on applications for registration or discipline hearing outcomes.**

**Aware of or familiar with - Recognizes the framework or key concepts referenced and the value that these bring to the situation.**

**Behavioural competencies - Behaviours as a Council Member - among Council Members and with the College CEO -- allow Council Members and the collective Council to be successful in fulfilling their mandate.**

**Bias or prejudice - Brings a perspective, belief, or feeling, consciously or unconsciously, that shows an inclination for or against something or someone. Council Members must act in a manner that is free from bias or prejudice. Council Members must be able to separate their perspective, belief, or feeling and contribute to discussions and decisions in a manner that is impartial, fair, objective, and in a manner that has the College's mandate in mind.**

**Competencies - Combined knowledge, skills, attitudes, and judgements required to protect and serve the public interest within our College.**

**CEO - Chief Executive Officer (CEO); the College's senior leader and the Council's sole employee.**

**Empowers - Provides the authority to accomplish something and/or takes steps to bring about a stronger, more confident, and capable individual, team, environment, or organization.**

**Experience - Has applied and practiced the competency.**

**Fiduciary responsibility - Acts honestly, prudently, and in the best interest of the College, and avoiding conflict of interest, on all matters as required by law.**

**Honours - Upholds and respects decisions made by Council and does not undermine the decision to or with others.**

**Industry-related competencies - Assesses the broader awareness and experience of Council Members to allow for balance and diversity.**

**Professional diversity - A core value and strength that threads throughout all other competencies, and includes experience, background, expertise, etc.**

**Social diversity - A core value and strength that threads throughout all other competencies, and includes respect for biological sex, gender identity, perspectives, race, ethnicity, age, religion, socioeconomic status, language, etc.**

**Technical competencies - Those gained through education and/or experience that address the aspects that Council Members will use when serving on Council.**

**Understands - Knows and appreciates the framework, key concepts, and the application of these in the situation.**

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### 13. Competency rating guide

**When reflecting on the competencies required of a Council Member, consider your proficiency level as follows:**

Developing	Intermediate	Advanced
<b>I am still developing the skills, abilities, experience, or knowledge identified in the competency and expectation. I have limited proven application of this competency and expectation.</b>	<b>I have developed and demonstrated the identified competency and expectation.</b>  <b>The College can rely on my proficiency in applying this competency and expectation.</b>	<b>I have acquired and expanded on the competency and expectation and demonstrate advanced skills/knowledge/experience in the capabilities required.</b>  <b>The College can rely on my competency as a role model of expected behaviour and skills.</b>





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### 14. Competency-based Skills Matrix self-assessment

**Respect for social diversity (biological sex, gender identity, perspectives, race, ethnicity, age, religion, socioeconomic status, language, etc.) and for professional diversity (experience, background, expertise, etc.) is the foundation of all Council competencies/expectations.**

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### 15. Behavioural Competencies and Expectations

**Note: Each behavioural competency and expectation applies to every interaction with Council Members and the CEO.**

**Effective Communication** - Expresses and conveys information with consistency and clarity, using active listening techniques to effectively understand points-of-view and summarize information with the end audience in mind.

	Developing	Intermediate	Advanced
1. Communicates effectively by using active listening techniques to understand the other's point-of-view or idea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Clearly and respectfully conveys ideas and counter-thoughts in discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Anticipates how others may feel and responds to various situations in a respectful, calm, and inclusive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Separates the issues from the person and communicates respectfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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### 16. Behavioural Competencies and Expectations

\* **Open-minded** – Receives input from all sources without bias or prejudice. Respectful of the opinions of others and honours decisions regardless of personal position on an issue.

	Developing	Intermediate	Advanced
5. Receives input from all sources without conscious bias or prejudice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Respectful of, and listens to, the opinions and concerns of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Honours Council's decisions regardless of personal position on an issue.	<input type="radio"/>		<input type="radio"/>

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### 17. Behavioural Competencies and Expectations

\* **Problem Solving** – Breaks a situation down into smaller components to identify the essential issues, challenges, and opportunities to come to a realistic solution.

	Developing	Intermediate	Advanced
8. Researches and adapts approaches or perspectives based on sound data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Envisions desired outcomes and finds effective ways to achieve them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Identifies multiple solutions to complex issues; visualizes challenges and opportunities from a variety of perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### 18. Behavioural Competencies and Expectations

\* **Decision Making** – Makes well-informed and thought-out decisions that support the long term “big picture” of the College (rather than day-to-day operational tasks) and understands and upholds the fiduciary responsibility required of Council Members.

	Developing	Intermediate	Advanced
11. Aligns decisions with the mission, vision, values, and future direction of the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Makes decisions consistent with the legislation, the College's mandate, and Council's role and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Identifies current and plans for future impacts and implications of decision making, seeking expert advice as necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Makes effective and timely decisions even when data and details are limited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Understands and upholds the requirement for fiduciary responsibility in making decisions and tries for consensus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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### 19. Behavioural Competencies and Expectations

\* **Critical Thinking** – Reflects on past experiences, anticipates trends, and identifies future opportunities and brings these together to assess situations and generate innovative solutions to challenges facing the Council.

	Developing	Intermediate	Advanced
16. Asks thoughtful questions when analyzing the broader environment to identify current and future opportunities, challenges, and risks in health care developments that impact the public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Evaluates information and potential outcomes impartially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### 20. Behavioural Competencies and Expectations

\* **Leadership** – Empowers people; creates positive, respectful, diverse, and inclusive environments which foster success; works together to inspire and influence others.

	Developing	Intermediate	Advanced
18. Inspires, motivates, and offers mentorship and guidance to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Engages others to create effective teams; understands how to bring out the best in individuals, groups, and teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Understands and values the contributions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Builds connections, rapport, and collaborative working relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Promotes an inclusive and diverse environment by working well with a variety of individuals; encourages participation and involvement of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You are invited to include additional information and/or elaborate on your behavioural competencies.



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### 21. Technical Competencies and Expectations

\* **Legal/Regulatory** – Understands the concepts involved in interpreting and applying legislation. Has experience with adjudicative or quasi-judicial hearings or tribunals.

	Developing	Intermediate	Advanced
24. Understands the concept of regulation and the College's legislated roles and responsibilities regulating health professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Able to adjudicate on reviews, applications for registration, or discipline hearing outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Understands the broader political system as well as the strategic priorities of government and the impact of these on the work of the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Understands the concept of Right Touch Regulation and the philosophy and tone the College has adopted with respect to regulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





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### 22. Technical Competencies and Expectations

**\* Governance (Board, Council, Committee)** – Understands Council (i.e., Board) governance and is attentive to the separation of governance and management functions. Governance experience could be acquired through condominium boards, community boards, committees, or reporting to/or working with a Board or Council as an employee.

Developing

Intermediate

Advanced

28. Understands the distinct roles of Council (providing oversight on strategic direction and policy) and management (day-to-day operations).

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29. Understands that Council collectively has the authority to make decisions, and that individual Council Members have no authority to make decisions.

☐☐☐

30. Understands and holds the broader welfare and interests of the College above any individual Regulated Member request.

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31. Oversees and tracks the implementation of Council resolutions, adherence to policy, and completion of Council's strategic goals.

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32. Demonstrates commitment to Council's and the Act's committee structure and participates in a variety of those.

☐☐☐



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### 23. Technical Competencies and Expectations

\* **Financial Literacy** – Understands or is aware of accounting or financial management. This may include analyzing and interpreting financial statements, understanding organizational budgets, and understanding financial reporting. Competency could be acquired through private sector or a non-profit.

	Developing	Intermediate	Advanced
33. Familiar with financial oversight in general, including income statements, balance sheets, cash flows, and other components of the financial statements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Understands the linkage between the strategic plan and the annual budgeting cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Understands the audit requirement and is familiar with auditing practices, organizational controls, and compliance measures, preferably within a non-profit environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Able to question and engage in financial stewardship of the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Able to consider economic factors in decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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### 24. Technical Competencies and Expectations

**\* Risk Management and Prevention** – Understands or is aware of the need to identify, analyze, plan, and respond to internal and external risk factors, ensuring the College is compliant with all laws, regulations, standards, and required practices. Includes identifying potential risks and recommending preventive measures that minimize the impact of risks, including approving contingency plans.

	Developing	Intermediate	Advanced
38. Aware of risk management practices, including identifying potential risks and recommending preventive measures, including approving contingency plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Aware of privacy and confidentiality requirements and legislation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Aware of information and digital technology security requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Aware of the benefits and limitations of insurances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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### 25. Technical Competencies and Expectations

\* **Human Resources** – Aware of and/or familiar with the human resources legislative landscape in which organizations operate, as well as organizational and human resources practices.

	Developing	Intermediate	Advanced
42. Aware of components of employment standards, human rights, and occupational health and safety legislation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Aware that the College has human resources policies and organizational practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Familiar with the requirements of employment contracts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Understands and upholds the need for performance assessment of, and succession planning for, the CEO (Council's sole employee) in a manner consistent with good governance practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Understands and is respectful of the unique perspectives, cultural contexts, power imbalances, and biases in deliberation and decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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### 26. Technical Competencies and Expectations

\* **Planning** – Experience with setting the longer-term direction and goals of an organization, prioritizing, and aligning the plans, resources, and budgets to achieve these.

	Developing	Intermediate	Advanced
47. Anticipates trends in the internal and external environment and develops longer-term plans (e.g., 3 to 5 years) to move the College forward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Ability to visualize more than one future and evaluate potential outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Helps create pathways to achieve the goals identified in the strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Understands and upholds the need for performance assessment of, and succession planning for, the CEO (Council's sole employee) in a manner consistent with good governance practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Understands the strategic plan, what success means in the context of the plan, and the importance of evaluating and monitoring outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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### 27. Technical Competencies and Expectations

\* **Volunteering** – Experience with and a commitment to volunteering in the broader community.

	Developing	Intermediate	Advanced
51. Experience with volunteering on broader community groups, organizations, or charities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Demonstrates the commitment required to be an effective volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. You are invited to include additional information and/or elaborate on your technical competencies.

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### 28. Industry-related Competencies and Expectations

**\* College Mandate, Trends, and Priorities** – Understands the broader environment, including the public policy context, political, social, and financial considerations impacting or involving the College. This may include trends in technology impacting the chiropractic profession, current standards of patient-centred care, best practices in the context of public safety, emerging areas of priority, practitioner expectations and needs, and trends in the workplace.

	Developing	Intermediate	Advanced
54. Understands the current standard of care and patient-centred care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Understands evolving best practices in the context of public safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Understands the impact of new technological systems on practices (i.e., record keeping, clinical information systems, NetCare, scope of services, confidentiality, privacy) and in rural and/or urban settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Understands policy requirements to address changes in healthcare delivery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Able to envision the practitioner of the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Able to anticipate the regulatory environment to support the practitioner of the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. Anticipates changes in the workforce environment or the practice environment (i.e., use of social media, promoting equity, diversity, and inclusion).

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61. Anticipates changing competencies to ensure chiropractors continue to provide safe, competent care in an evolving environment.

☐☐☐

Sample copy only. To apply, use your unique survey link.





COLLEGE OF  
CHIROPRACTORS  
— OF ALBERTA —

2024 College of Chiropractors of Alberta Council application

## 29. Industry-related Competencies and Expectations

Sample copy only. To apply, use your unique survey link.

**\* Diversity in Regulated Practice** – Demonstrates a diversity in practice that is relevant to the College and its mandate.

	Developing	Intermediate	Advanced
62 i. Demonstrates, understands and/or practices in a: Sole practitioner clinic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62 ii. Demonstrates, understands and/or practices in a: Multi-chiropractor clinic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62 iii. Demonstrates, understands and/or practices in a: Multidisciplinary clinic (chiropractic, physiotherapy, massage, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63 i. Demonstrates understanding of and/or practices in an/a: Urban setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63 ii. Demonstrates understanding of and/or practices in an/a: Rural setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64 i. Demonstrates a variety of experiences in: Clinical and technical aspects of practicing as a regulated professional (i.e., direct patient care, information management).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64 ii. Demonstrates a variety of experiences in: Promotion and protection of patient safety through policy development and implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

65. You are invited to include additional information and/or elaborate on your industry-related competencies.



## 2024 College of Chiropractors of Alberta Council application

### 30. Applicant Declarations

\* I declare that I have read and understood the information contained in this application and agree to abide by all information contained therein.

☐ Yes

☐ No

\* I declare that I am the person referred to in this application and that this application submission presents a true and accurate account of my qualifications.

☐ Yes

☐ No

I am aware of and understand the responsibilities of Council Member and, if appointed, will accept these responsibilities and related duties.

☐ Yes

☐ No

\* I will make myself available for Council orientation and onboarding activities and will attend scheduled Council meetings.

☐ Yes

☐ No

\* I have read and understand the documents related to my Council application (i.e., Bylaws 2.4, 2.8 and 2.9, Council Code of Conduct, and Strategic Plan).

☐ Yes

☐ No

\* By inputting your name and today's date below, you declare that all information in this application is true and correct to the best of your knowledge, and you consent to the Governance Committee contacting you and your references for further information.

Name

Date

Thank you for your interest in joining the College of Chiropractors of Alberta's Council. For more information about the steps ahead, please visit the Council Appointments webpage on [theccoa.ca](http://theccoa.ca) (About > Council > Appointments).

Sample copy only. To apply, use your unique survey link.