



### **Step 1: Education Proposal**

When an educator connects with the CHTA Education Committee re: a potential course, webinar, or educational opportunity, the first step is to fill out the [Education Proposal](#), offering details such as course objectives, educator qualifications, and how the course will relate to the CHTA Core Skills & Knowledge. The complete Education Proposal will be sent back to [education@chta.ca](mailto:education@chta.ca)

### **Step 2: Education Committee Feedback- Review Report**

After receiving an education proposal, the Education Committee Coordinator shares the Education Proposal, Course Outline, and related Core Skills & Knowledge checklist with the Education Committee for a feedback round. This feedback will contribute to a points categorization which will be laid out in an Education Review Report. Feedback may also include strengths of the course, further information required, or questions. This Review Report will be sent back to the Educator after this review process.

### **Step 3: Zoom Discussion**

The Education Committee Coordinator will set up an optional zoom meeting with themselves, the educator, and the CHTA Chair or Vice-Chair. This is an opportunity to discuss feedback and answer questions.

- A. An educator cannot guarantee a # of points to students, but can guarantee a # of hours, to which the student then attains points upon registration**
- Be very clear re: direct **contact hours** and indirect contact hours
  - When giving a certificate, state “this is how many contact hours the program is” versus stating points earned
  - Because guidelines are subject to edits after a review period, ensure the Educator and students recognize the value of the living document, rather than the exact placement or wording of the current document.
  - We will email educators when the guidelines are edited to ensure understanding of potential edits

- B. Share screen to show educator where their education course will be granted points:
  - Ensure **contact hours** are understood - ex. A video with follow-up questions can count as contact hours, while independent reading without follow-up may not
- C. There is a shifting in CHTA Education where an HT Certificate is not the be-all-end-all; a student can gain points through engaging, shorter programs rather than a certificate and it can still contribute to well-rounded HT education
- D. Promote an understanding of scope of practice & encouraging your students to seek additional learning in areas you cannot cover
  - a. Refer to the CHTA Core Documents
- E. Reciprocity:** how can we support educators? How will the CHTA promote this educational opportunity on the CHTA website? What can an educator offer us in reciprocity?
- F. Encourage educators to consider being a CHTA Business Member**
  - a. This allows us more promo opportunities due to an established system for Professional Members
- G. Clarify language of 'accreditation' (no longer happening within the CHTA) and **Education Points Confirmation Process**