

BEHAVIOURAL COMPETENCIES

for Canada's Substance
Use Workforce v. 2

**CONTINUOUS
LEARNING**



Canadian Centre
on Substance Use
and Addiction

Evidence. Engagement. Impact.



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and Addiction

All behavioural indicators across proficiency levels are examples only and can be adapted or tailored to meet individual organizational needs and mandates.

For CCSA's competencies, substance use is inclusive of situations where professionals are working with individuals who use or have used substances, are diagnosed with a medically recognized substance use disorder or are experiencing harms as a result of using substances. For more information, please refer to the criteria for substance use disorders in the *Diagnostic and Statistical Manual of Mental Disorders*, 5th edition (DSM-5).

For more information on sex- and gender-based analysis (SGBA+), please visit www.ccsa.ca/sex-and-gender-based-analysis

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For additional copies, contact
CCSA, 75 Albert St., Suite 500
Ottawa, ON K1P 5E7
Tel.: 613-235-4048
Email: competencies@ccsa.ca

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CONTINUOUS LEARNING

Identify and pursue learning opportunities to enhance one's professional practice and development, and the delivery of high-quality programs and services.

	1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
EXAMPLES	<ol style="list-style-type: none"> 1. Assesses self against standards for current position and identifies learning needs; seeks support to identify and achieve learning goals 2. Assesses self for unintentional biases around substance use, approaches to managing substance use (e.g., harm reduction or abstinence-based approaches) and differences reflecting culture, sex, gender, race, sexual orientation, etc. 3. Participates actively in learning opportunities provided (e.g., courses, and feedback from supervisor or peers) to meet current job requirements 4. Reflects on own performance (what did you do, what worked well, what needs improving) to identify lessons learned 5. Applies new knowledge, skills and lessons learned to job in a timely manner and seeks feedback 6. Takes responsibility for own learning and professional development 7. Keeps up to date with current research, literature and other developments relevant to the field and applies learning to own practice 8. Recognizes opportunities to learn from people with lived and living experience of substance use and their families 	<ol style="list-style-type: none"> 1. Draws on the knowledge of others through networking, teamwork and partnering 2. Shares learning and professional knowledge with others 3. Monitors progress in meeting learning goals and adapts learning strategy, as needed 4. Seeks learning opportunities in rapidly evolving and emerging subject areas within and peripheral to own professional practice, including sex- and gender-based analysis (SGBA+) practice areas that are culturally safe, anti-oppressive and oriented toward well-being 	<ol style="list-style-type: none"> 1. Actively pursues information, and competency-based and other learning opportunities, beyond current job role or area of expertise, that add value in current position 2. Participates in research to advance knowledge in the field 3. Creates opportunities to share best practices with others inside the organization 4. Actively contributes to building a learning culture, encouraging learning and knowledge sharing, and advocating for professional development activities 5. Supports or supervises others in their learning and professional development by providing feedback, coaching, mentoring and resources, and by identifying learning goals and opportunities for professional development 6. Creates opportunities for learning about and implementing principles of cultural safety 7. Creates opportunities for applying sex- and gender-based analysis (SGBA+) skills and approaches 	<ol style="list-style-type: none"> 1. Strategically undertakes learning activities related to future operational needs or activities that expand professional networks 2. Considers the potential for new learning opportunities for self and others when assessing new projects or programs 3. Uses organizational change as an opportunity to develop new skills and increase knowledge in self and others 4. Creates opportunities to share best practices with others outside the organization, including practices oriented toward well-being and sex- and gender-based approaches 5. Conducts research to advance knowledge in the field 6. Promotes, creates and sustains a learning culture and knowledge sharing for the organization 7. Employs innovative and creative strategies to promote and maintain continuous learning opportunities in light of resource constraints