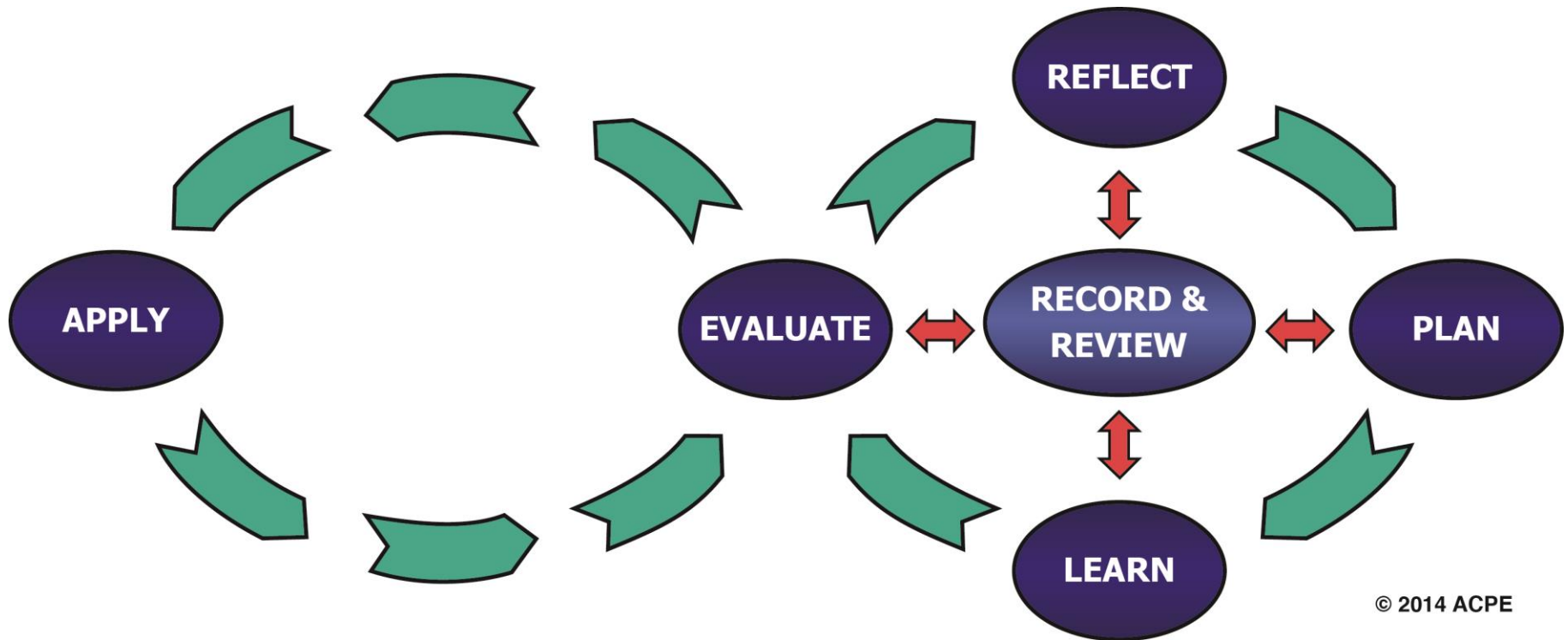


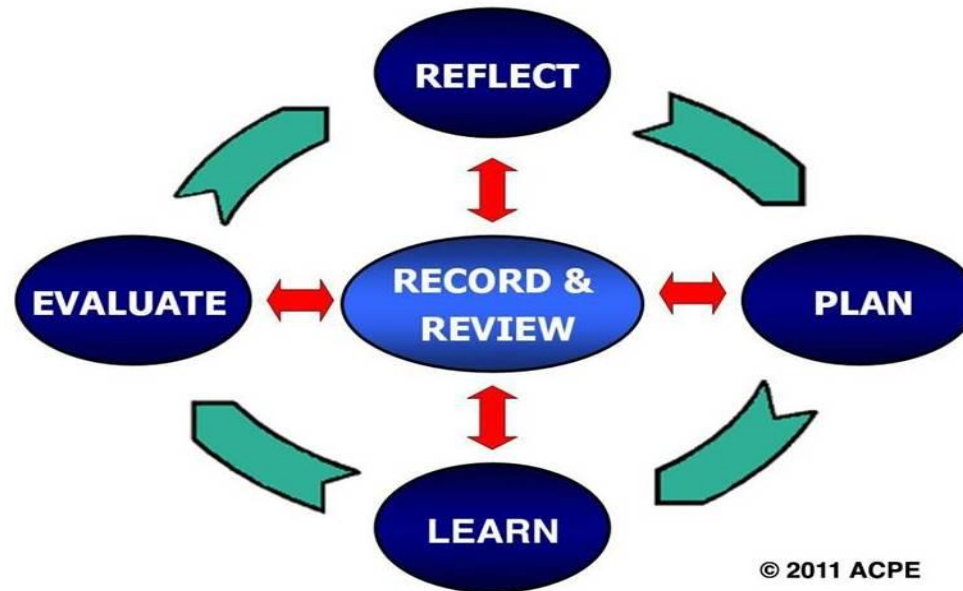
Continuing Professional Development



...a self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is applied into practice

The Elements of CPD

I consider my current and future practice, and self-assess my professional development needs and goals.



I consider the outcomes and effectiveness of each learning activity and my overall plan, and what (if anything) I want or need to do next.

I develop a “Personal Learning Plan” to achieve intended outcomes, based on what and how I want or need to learn.

I implement my learning plan utilizing an appropriate range of learning activities and methods.

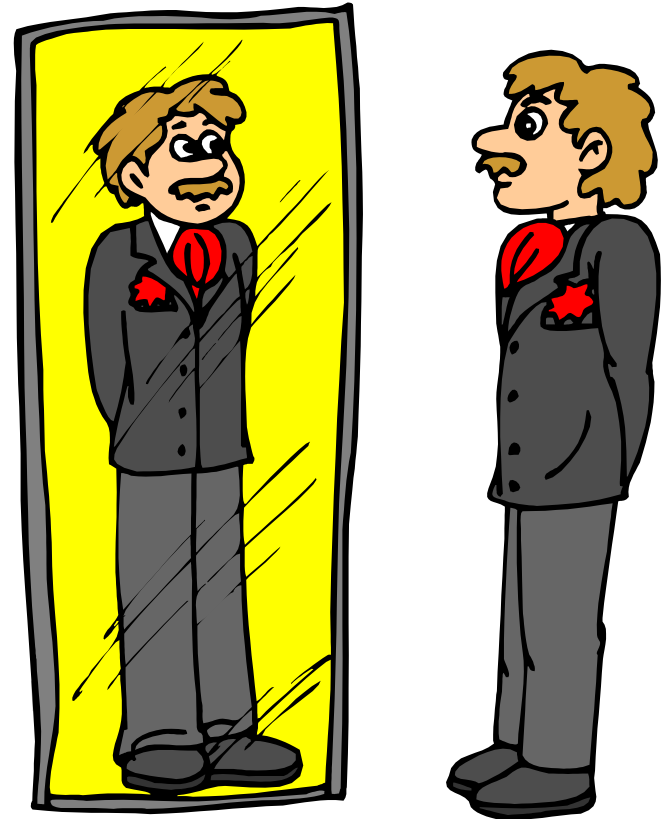
In my “CPD Portfolio” I document important aspects of my continuing professional development; it is a valuable reference that supports my reflection and learning.

REFLECT

- Reflection is the starting point for self-directed learning
- Learning styles/learning theory: Psycho-analytical approaches to learning stress making the *unconscious conscious* – that's what Reflection should achieve

REFLECT

- Reflect on
 - Yourself as a person
 - Yourself as a professional
 - Your professional practice
 - Your knowledge and skills
 - Your learning preferences
- Identify learning needs and opportunities
 - Must address several competency areas
- Frame learning objectives
 - Broad / high-level



PLAN

- Develop an action plan to accomplish your learning needs identified during the REFLECT stage
- Develop individual learning objectives
- Identify and set priorities
- Address *all* competency areas
- Develop a timeline with your action plan; be realistic

PLAN

- Long-term: three to five year plan
- Short-term: one year plan
- Identify activities to help you meet your learning objectives (structured/unstructured)
- Take into account your “learning style”
- Identify resources needed to accomplish your learning objectives
- Review at least annually

Developing **SMART** Objectives

- **Specific**
Be precise about desired achievement
- **Measurable**
Quantify objectives
- **Achievable**
Ensure realistic expectations/feasible
- **Relevant**
Align with practice and/or organizational goals
- **Timed**
State when objective will be achieved



LEARN

- Implementation of personal learning plan
- Activities chosen should be **outcomes-driven** to meet stated learning objectives
- Use a variety of learning methodologies and activities
 - Formal/structured/accredited activities
 - Informal/unstructured activities
 - Work-based learning

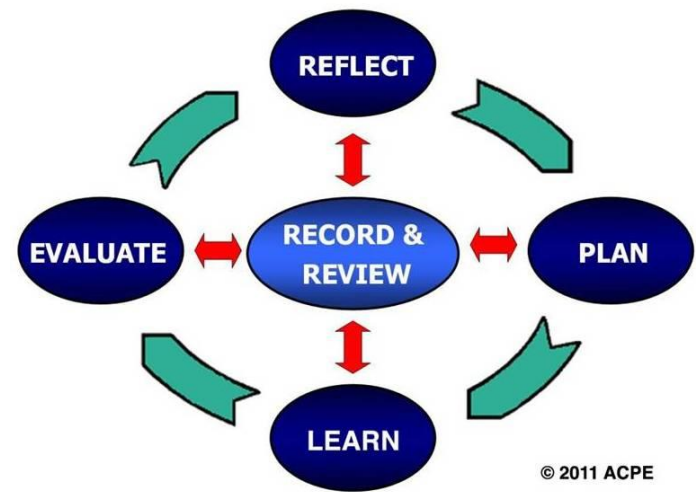
EVALUATE

- Reflection on your learning; **outcomes** and **impact** *versus* “satisfaction” with educational activities
- Review your personal learning plan at least annually
 - Evaluate your progress toward achieving your objectives
 - Evaluate the educational activities to ensure adequate content and learning
 - Ensure you are following action plan and timeline
 - Consider changes that have occurred professionally that may require adjustments in your objectives and plan



EVALUATE

- Leads to reflection, completing the continuum
- New plans are designed based on updated learning and development needs and goals

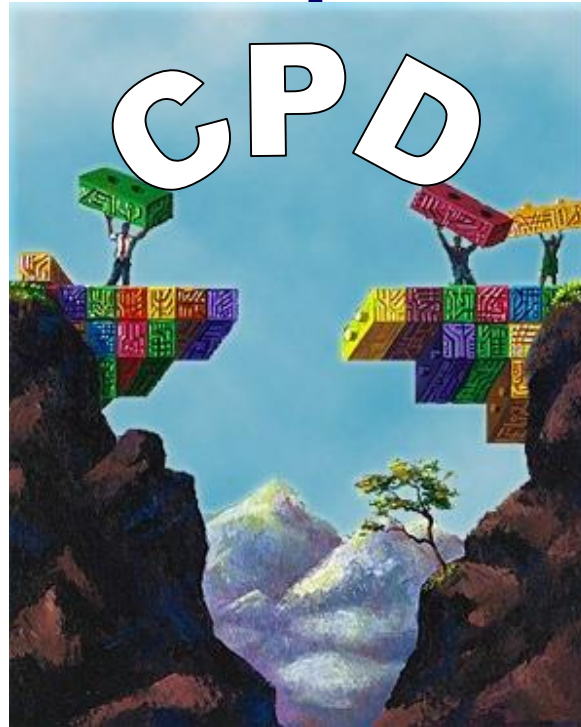


RECORD & REVIEW (Portfolio)

- Documentation is integral to each component of the learning cycle
- Dynamic, comprehensive tool to record and retrieve information, reflection, action plans, etc.
- Facilitates achievement of learning objectives and personal learning plan
- Needs to be readily accessible, simple to use
- Ideally standardized format (electronic/paper)



CPD: Bridging the Classroom and the Workplace



“The new vision for continuing education will be based on an approach called continuing professional development (CPD), in which learning takes place over a lifetime and stretches beyond the classroom to the point of care.” *IOM December 2009*

CPD: Bridging the Classroom and the Workplace



MUST BE ALIGNED

**Patient and Organizational
Outcomes**



**Learner's Educational
Outcomes**