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.

REFLECT

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.

PLAN

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

EVALUATE

RECORD & REVIEW

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
• 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

Patient and Organizational Outcomes

MUST BE ALIGNED

Learner’s Educational Outcomes