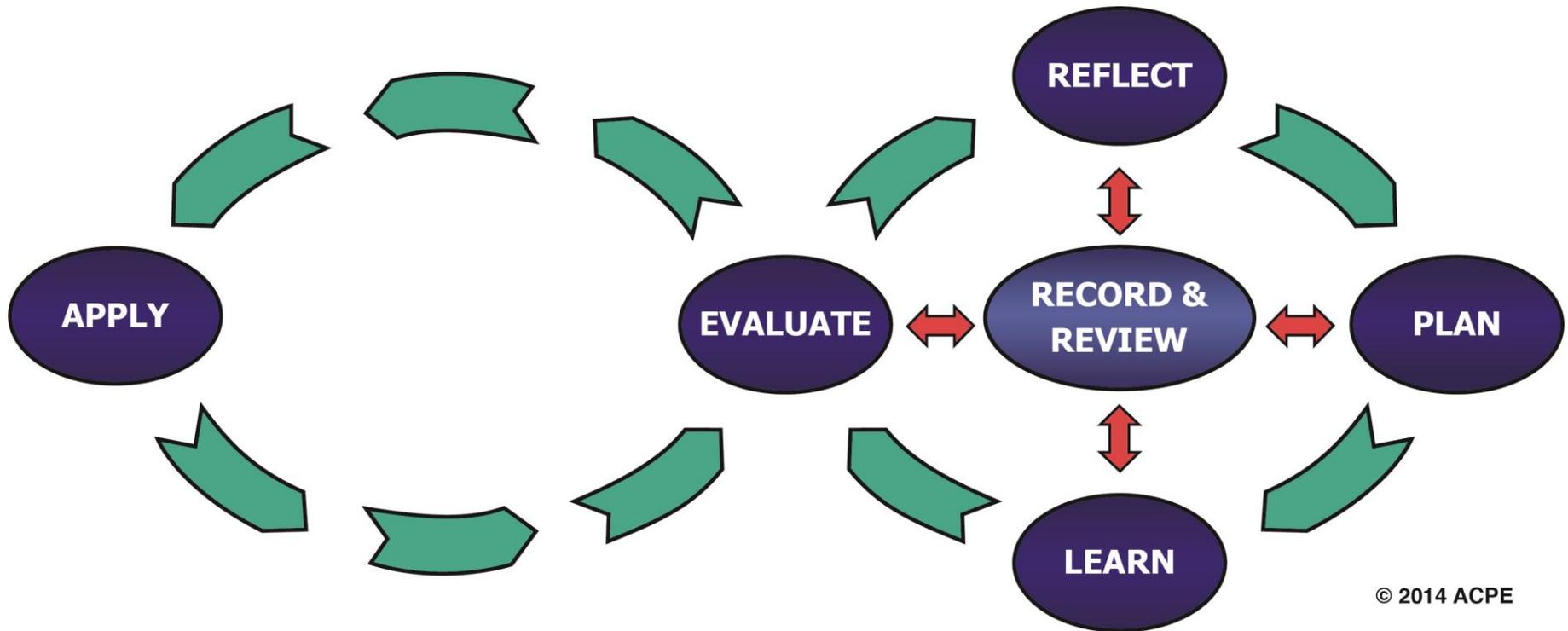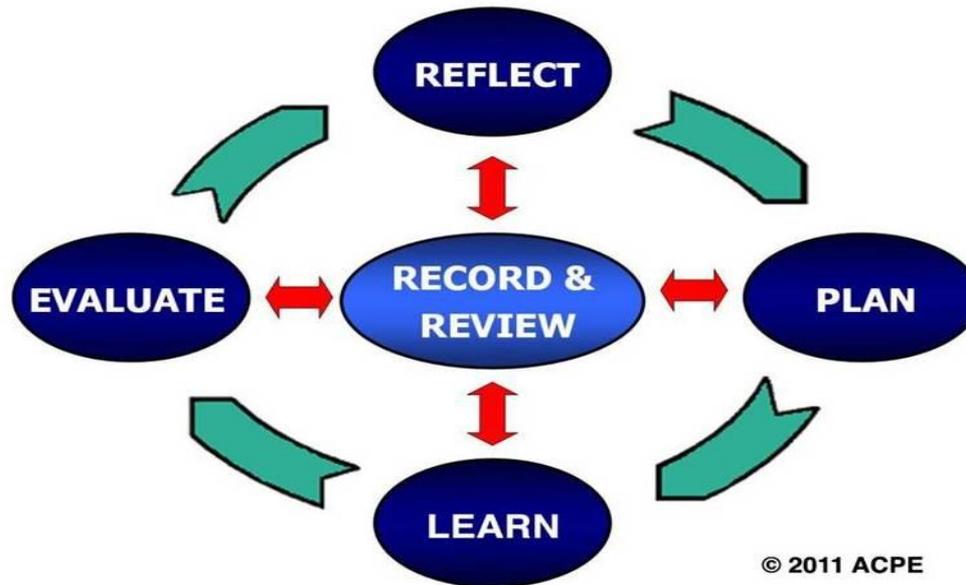# Continuing Professional Development

...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.

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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
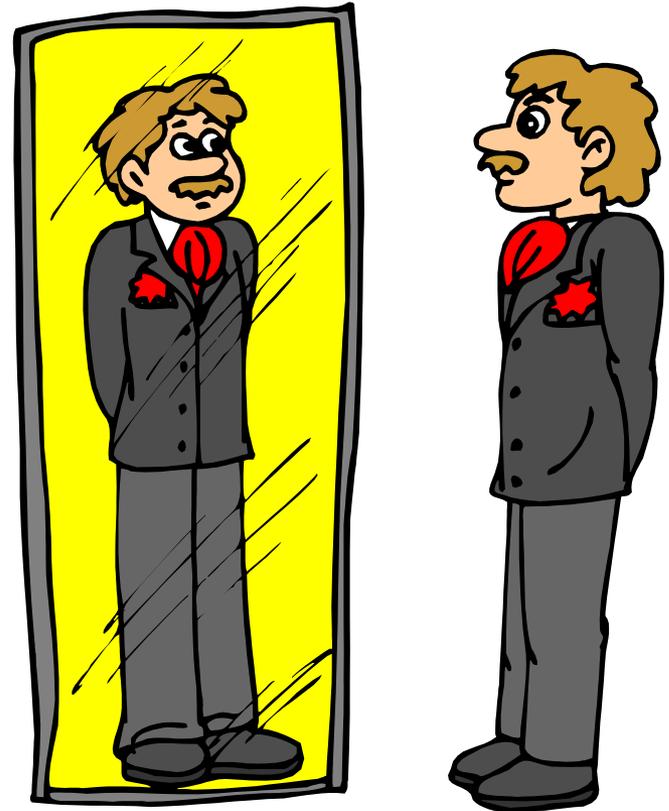
PLAN

- 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


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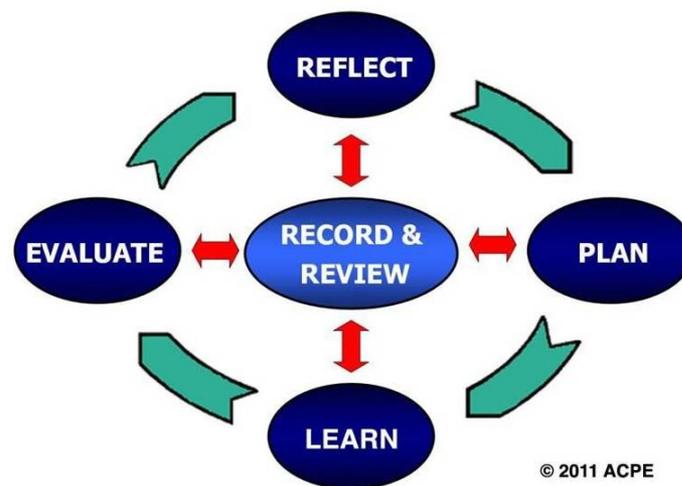
RECORD & REVIEW (Portfolio)

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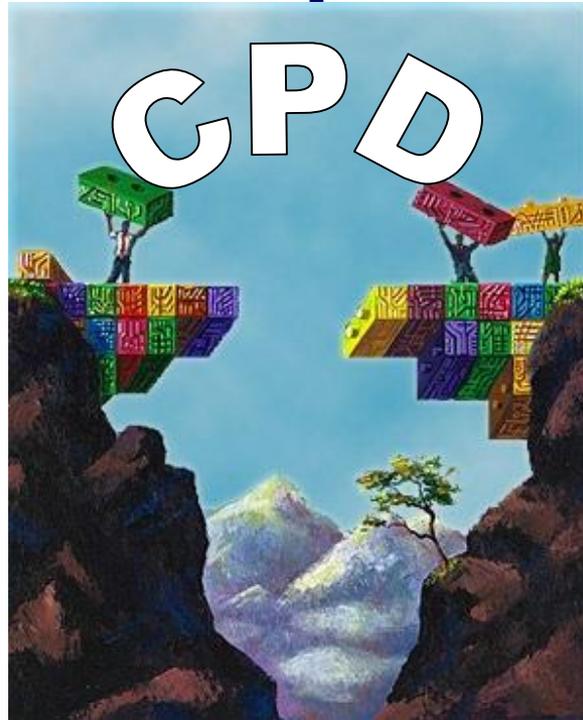
"The new vision for continuing education will be based on an approach called continuing professional development (CPD), in which learning takes place over a lifetime and stretches beyond the classroom to the point of care." *IOM December 2009*

CPD: Bridging the Classroom and the Workplace
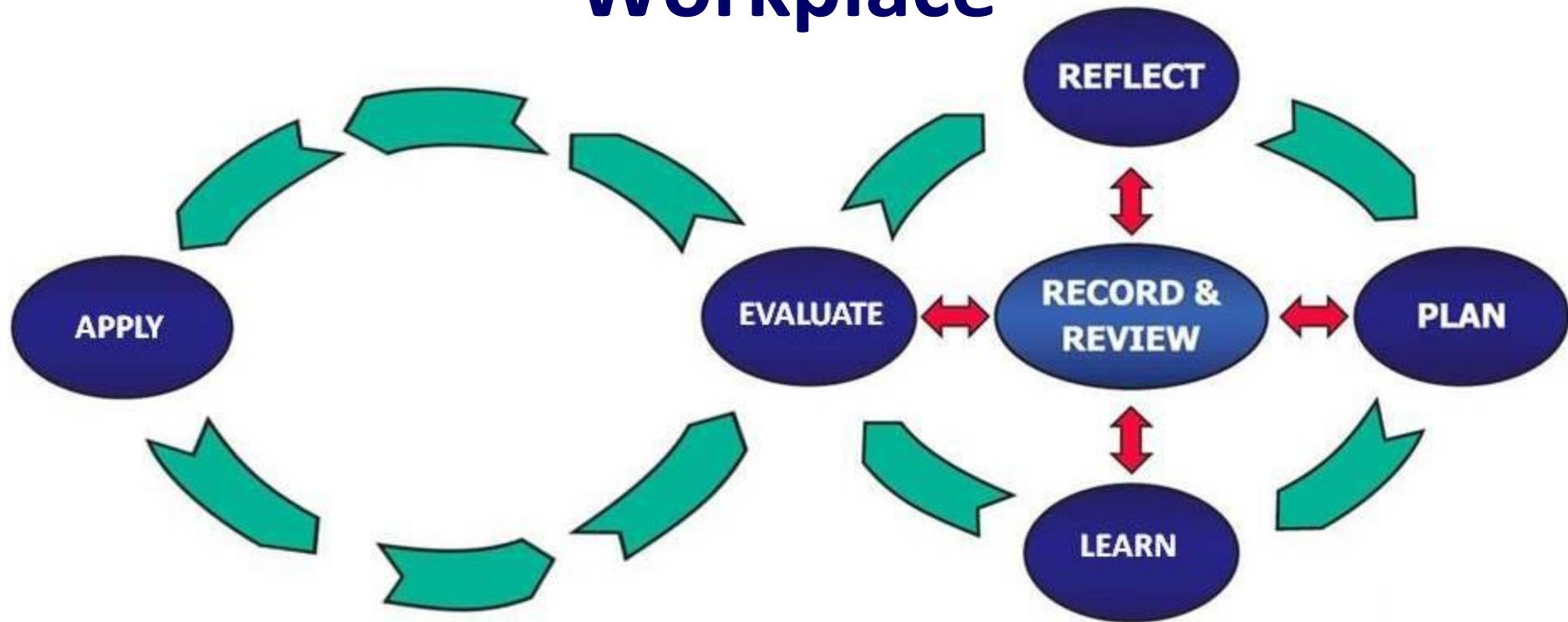
MUST BE ALIGNED

Patient and Organizational Outcomes ↔ **Learner's Educational Outcomes**