CPD

NORAH JOYCE 2013
WHAT IS CPD?

- Continuing professional development (CPD) is the on-going process of developing and updating the knowledge and skills necessary to ensure competent professional practice (IASLT, 2008).
WHAT IS INTER-PROFESSIONAL CPD?

• Reeves (2009) – ‘learning arising from interaction between members (or students) of two or more professions. This may be a product of interprofessional education or happen spontaneously in the workplace or in education settings (Reeves 2009;143).’

• The H&SAG promote interdisciplinary training e.g. ECG training from Clinical Measurement being available to Phlebotomy
WHY CPD?

“The purpose of CPD is to develop the abilities of the individual and, through this development, change and improve practise and service provision”. (O’Sullivan 2003)

- It ensures a high standard of professional practice.
- It ensures the profession are keeping up to date with evidenced based clinical approaches and current thinking on best practise.
- You can demonstrate that the CPD you have undertaken has contributed to the quality of your practice and demonstrate that it has benefited the service user- It facilitates accountability.
PHLEBOTOMIST SCOPE OF PRACTICE

- As a part of a phlebotomist's scope of practice
- The phlebotomist undertaking these skills should
- continually update his/her skills on a regular basis or when it is deemed necessary by the employer, especially when new equipment, products or procedures are introduced into the department.
WHERE HAS THE NEED FOR CPD COME FROM?

- No longer acceptable to ‘stand still’.
- Focus has changed from attaining competence at the start of one’s career to continually retaining competencies within the profession (DOHC 2000).
- Ever increasing demand for accountability, flexibility and a skilled competent workforce.
- Shift in public perceptions of professionalism.
- Increased rights, demands and expectations of patients and their families and tighter professional demands.
- Demand for evidence of learning increasing.
- Training files audited by JCI, HIQUA etc.
TYPES OF CPD

• CPD occurs on the job through day to day experiences, performance reviews, mentoring, personal reflection, critical reading and in-service training.
WHO IS RESPONSIBLE FOR CPD?

• Burton (2008) - “though support is required from the employer, responsibility for CPD rests with the individual who needs to lead the process for identifying their developmental/training needs; planning how these needs are best met; implementing action plans; applying learning to the job; evaluating the benefits of that application of learning; identifying and planning further needs”.
REQUIREMENTS FOR CPD.
PHLEBOTOMY NOT A REGISTERED PROFESSION

- CPD currently not mandatory as we are not a registered profession
- Requires on going commitment from members to participate in CPD.
- An ‘hour’ is the time spent engaged with an activity where a member is learning. A member must be able to show evidence that the activity has resulted in new learning and that reflection on the learning has taken place.
WORK BASED LEARNING:

- Learning by doing
- Clinical audit
- Coaching from others
- Discussion with colleagues
- Peer review
- Shadowing
- Ward rotation
- Mentoring
- Assessments
- In-service training
- Visits to other Hospital departments and reporting back
- Critical incident analysis
- Role expansion
- Completion of self-assessment questionnaires
- Project Work
- Management
SELF-DIRECTED LEARNING.

- Reading journals/articles
- Review of books / articles
- Updating knowledge via www / TV / Presentations/newsletter e.g. Phlebotomy Stat
- eLearning
- Courses – undertaking or running courses that may be unrelated to professional but provide valuable transferable skills.
<table>
<thead>
<tr>
<th>KEY Learning Activity Type</th>
<th>DATE</th>
<th>ACTIVITY/COURSE</th>
<th>PROFESSIONAL OBJECTIVES ACHIEVED</th>
<th>PRACTICAL APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal/Educational</td>
<td>02/03/2013</td>
<td>1 Day Phlebotomy Study day</td>
<td>Gained knowledge in CPD,TAVI,HIV</td>
<td>Better understanding of cardiac patients for TAVI</td>
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<td>Awareness of HIV status in Ireland</td>
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<td></td>
<td>Tips on recording my CPD</td>
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<tr>
<td>Self-directed learning</td>
<td>05/09/2012</td>
<td>I read an article on prevention of pre-analytical errors</td>
<td>I updated knowledge on the criteria and intervention strategies</td>
<td>I will use the knowledge to provide a better sample to the lab</td>
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<td></td>
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<td></td>
<td>Use correct procedures at all times even with patients I know.</td>
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<tr>
<td>In House Education</td>
<td>12/08/2012</td>
<td>Presentation from Haemovigilence officer on patient identification errors</td>
<td>Reminder of the dangers of not correctly identifying a patient</td>
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<tr>
<td>KEY Learning Activity Type</td>
<td>DATE</td>
<td>ACTIVITY/COURSE</td>
<td>PROFESSIONAL OBJECTIVES ACHIEVED</td>
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<tr>
<td>In House</td>
<td>March 12</td>
<td>Case Study with patient suffering from a blood clotting disorder</td>
<td>I gained knowledge of current best practice and how the therapeutic approach was considered best practice for the client Why I was repeating APTT’s so often</td>
<td>I gained a better understanding of why the Haematologist was requesting so many tests</td>
</tr>
</tbody>
</table>
CPD CYCLE

Evaluate personal and professional situation

Identify CPD needs

Prioritise needs

Set goals

Take action

Record and Evaluate

Review
FEATURES OF A CPD LOG

- The CPD log is a record of commitment to maintaining a high standard of practice.
- The log links to outcomes (reflection and behavioural change) rather than participation alone.
- Recognises the value of learning from a variety of experiences.
- Helps to complete the learning cycle and maximize learning from an event.
- Recognises that learning is an individual and personal process.
- Helps to plan future development.
- Reinforces individual responsibility in development.
- Provides a format for recording evidence of development.
- All CPD undertaken must involve reflection on the learning and evidence of how the learning has been integrated into practice. This must be clearly documented in the CPD Log.
WHAT DOES THE EVIDENCE TELL US?

- Adults learn best when they are actively addressing a personally identified learning need.
- The importance of goal setting and planning methods to manage learning needs.
- Does not necessarily ensue that when a nurse attends a course to update skills and knowledge, improvements in practice will automatically follow (Gallagher, 2007)
- Over emphasis on formal courses puts CPD in danger of becoming no more than a product to be acquired as opposed to phlebotomists being aware of themselves as an active agent.
CHALLENGES

• For individuals is to prioritise learning and integration of knowledge when the focus is on service delivery.
• Maintain quality of the service given so many internal and external pressures.
• Current economic climate - innovation and value for money.
• Ensure learning is relevant to the individual needs and needs of the organisation – CPD planning.
• To promote understanding of CPD and promote innovative approaches in accessing this.
CPD PLANNING

Keep it simple
Make the most of the free tools available to you
E.g. HSE land on line tools
Make your own Spread sheet
Use a Wall chart/Diary
Pen and Paper!
### What does my current job require?

- Consider the competencies at each clinical grade within your professional body. These are displayed on your professional body website.
- Consider the key tasks/areas of responsibility/competencies expected of you based on your job specification.

<table>
<thead>
<tr>
<th>Key Tasks / Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Skill</td>
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<tr>
<td>Personal Qualities</td>
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</tbody>
</table>
**Plus/Delta**

Plus/Delta is a continuous improvement tool which generates, concentrates and facilitates reflection in a simple and structured way. It captures reflection/feedback in two ways:

- **What went well**
- **What should we do differently**

On the plus side record the positives of how you are currently functioning. The idea of charting these is to reinforce the positives in the future.

Delta is the Greek symbol for change. The focus on the delta side is not on criticism or negatives but on what can be changed or done differently to improve things in the future. (Beginning “delta” statements with a verb helps to channel ideas in a positive, constructive manner). This will help to identify your development needs.

Once the + / ◆ is completed it should be used to facilitate the development of your CPD action plan to meet your development needs.

<table>
<thead>
<tr>
<th>+</th>
<th>◆</th>
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<tbody>
<tr>
<td><strong>What am I doing well?</strong>&lt;br&gt;What is working?</td>
<td><strong>What should I do differently?</strong>&lt;br&gt;What should I change?</td>
</tr>
<tr>
<td>Department / Organisation Oriented</td>
<td>Present (Is this something I need in my job)</td>
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<td>-----------------------------------</td>
<td>---------------------------------------------</td>
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<tr>
<td>Individual Oriented</td>
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<table>
<thead>
<tr>
<th>Am I developing this to benefit me/my department/organisation or because it is mandatory?</th>
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<tbody>
<tr>
<td>Mandatory Training need (e.g. manual handling)</td>
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<tr>
<td>IMPORTANCE</td>
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<td>------------</td>
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<tr>
<td>URGENCY</td>
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<tr>
<td>LOW</td>
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<tr>
<td>HIGH</td>
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**BY TIME**

1. Do these first
2. Do these second because they will quickly become more urgent
3. These get done last (they get done first usually if you mistake their importance)
4. These might not need to be done at all

**Insert your development goals in the appropriate square**
<table>
<thead>
<tr>
<th>CPD Activity</th>
<th>Resources and support available internal to my organisation</th>
<th>Resources and support available external to my organisation</th>
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<tbody>
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</table>
CPD Activity Evaluation Form

Activity:

Outline how your learning objectives were met:

☐

☐

☐

☐

Outline how your learning will be integrated into practice to benefit your current role

☐

☐

☐

☐

Feedback to department scheduled e.g. in-service given on course attended (if appropriate): ☐

Signed: ___________________________ Date: ____________________

Head of Department: ___________________________ Date: ____________________

Taken from Course Evaluation Form, Speech and Language Therapy Department, Adelaide, Meath & National Children’s Hospital, Tallaght
<table>
<thead>
<tr>
<th>What CPD goal was not achieved</th>
<th>What were the obstacles to achieving this goal</th>
<th>What actions could I take to overcome these obstacles</th>
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</tbody>
</table>
Meet with your manager to discuss & agree your plan.
Complete individual planning Form.
Submit individual planning forms to your manager.
Your line manager will use their own tool to consider your plans alongside plans of other staff members and the service plans.
Complete the actions committed in your CPD plan as agreed with your manager.
Record and evaluate the CPD you have undertaken.
Review and update your CPD goals in conjunction with your line manager – if goals were not reached the reasons why should be identified.
AS A MANAGER

THE BIGGER PICTURE
Where is our department now? (What services do we provide? What skills / staff numbers do we have? Is it sufficient to maintain this service level)

3. Where do we want to be? (Consider your service plan)
(How would we like to maintain/ develop our current services? What new services do we need to provide/ develop to meet future needs? What do we want to be able to do more of/ less of / differently?)
<table>
<thead>
<tr>
<th>How are we currently functioning as a department?</th>
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<tbody>
<tr>
<td>What are our strengths?</td>
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<tr>
<td>What are our development needs?</td>
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</tbody>
</table>
### Threats and Opportunities Matrix

<table>
<thead>
<tr>
<th>Development Need:</th>
<th>What are the threats for your staff, your department and service if you do not address this development need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Term*</td>
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<tr>
<td>Long Term*</td>
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<tr>
<td></td>
<td>What are the opportunities for your staff, your department and service if you do?</td>
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<tr>
<td>Short Term*</td>
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<tr>
<td>Long Term*</td>
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</table>
How can we prioritize our CPD needs?

<table>
<thead>
<tr>
<th>IMPORTANCE</th>
<th>URGENCY</th>
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<tbody>
<tr>
<td>HIGH</td>
<td>3</td>
</tr>
<tr>
<td>LOW</td>
<td>4</td>
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</table>

**PRIORITIZATION MATRIX**

Insert the development goals for your department in the appropriate square

- **1**: Do these first
- **2**: Do these second because they will quickly become more urgent
- **3**: These get done last (they get done first usually if you mistake their importance)
- **4**: These might not need to be done at all
<table>
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<tr>
<th>CPD Activity</th>
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</table>
## Addressing Unmet Goals

<table>
<thead>
<tr>
<th>What CPD goal was not achieved</th>
<th>Resources &amp; Support Needed</th>
<th>What actions could be taken to overcome these obstacles</th>
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GUIDE FOR MANAGERS:

- Complete the Departmental Planning form.
- Collect the individual planning forms completed by your staff.
- Compile the individual CPD planning forms and the Departmental Planning form using the compilation forms.
- Meet with staff to discuss and agree CPD plans.
- Staff complete CPD activities.
- Review and complete your CPD plans in conjunction with your staff. If goals were not reached the reasons why should be identified.
 WHY???

- Research tells us that being able to critically reflect is one of the most important skills that you can develop and it is the key to successful workbased learning.

- We do not learn from experience we learn from reflecting on experience!
SOME OPPORTUNITIES FOR REFLECTION.

- Staff meetings
- Reading an article.
- Sharing case studies or experiences.
- Supervision.
- Attending a conference or course.
- Discussion with colleagues.
- Reviewing critical incidents.
- Taking on a role or responsibilities.
- Interactions with clients.
- Exploring attitudes and beliefs and thinking about how these impact on practice.
BARRIERS TO REFLECTIVE PRACTICE

• Workload demands (Lowe et al. 2007).

• Clinicians are predominately ‘doers’ and may not see the value in recording reflections.

• Lack of knowledge or experience reflecting.

• Apprehension about documenting personal experience or emotions. (Chapman, 2008)
HOW CAN REFLECTION HELP ME?

• analyse complex and challenging situations
• consider the way you make decisions
• make it more likely that you will put what you have learned into practice
• Improve your problem solving skills.
• Identify future learning needs.
THINGS TO REMEMBER

Whichever technique you use to record your reflections, the key information to include is:

- What happened?
- How it affected you?
- How the situation could have been handled differently.
- Your learning from the situation.
- How this learning will impact on practice.
PROFESSIONAL DEVELOPMENT PLANS

‘A PDP sets out the actions that you propose to take to learn and to develop yourself’ (www.hseland.ie).

• Identify your areas for development
• Decide ways of meeting those learning needs.
• Discuss career aspirations.
• state how the development links in with your individual needs and patients/clients and organisation
• Indicate the evidence that will show achievement of the learning in your plan
• Keep a copy of your PDP as it provides evidence of your ability to plan and develop yourself for the future and can be viewed as a component of your CPD.
BENEFITS TO INDIVIDUAL

- Increased job satisfaction and reduced burn-out (Hyrkas, 2005).
- Enhanced personal and professional development (Sellars, 2004).
- Increased confidence in their own work and greater confidence in decision-making (Magnusson et al., 2002).
- Increased support provided by clinical supervision (Teasdale et al., 2001).
- Increased knowledge and competence that it brings (Townend, 2008).
- Benefits of supervision are maintained over time.
MENTORING

• ‘The process whereby an experienced, highly regarded, empathic person (the mentor), guides another individual (the mentee) in the development and re-examination of their own ideas, learning, and personal and professional development. The mentor, achieves this by listening and talking in confidence to the mentee.’ (Oxley J 1998)
CPD & MENTORING.

Mentoring is:

• a professional relationship
• support for professional development
• personal support
• a partnership lasting over a fixed time scale
• a significant process during an individual’s career
• an effective method of development, as learners learn more than 60% of skills from ‘direct association with peers and colleagues’
• Promotes self-reliance, self-confidence, self-awareness and learning for individuals.
• Facilitates the development of professional skills, knowledge and understanding;
• Mentoring allows mutual benefits and mentors may grow and develop by mentoring others.
• Mentors report gains in technical expertise, new information, managerial skills, and leadership capacity through mentoring others (Eby et al, 2006). Also a means of increasing job satisfaction.
• Improved competence in leadership or self-management.
Attributes of a mentor

- Ability and willingness to listen
- Be non-judgemental
- Be facilitative, not directive
- Be supportive
- Maintain confidentiality
- Be gently challenging
- Be forward looking

Houghton (2005)
What else is out there???
WWW.HSELAND.IE

• **HSELand** contains online learning programmes, resources, assessment and planning tools....

• You do **not** have to be a HSE employee to register to use HSELand.
• Irish Health Repository.
• Over 5,000 research items.
• Aims to make Irish research free online to all.
• Makes available material from former Irish Health Boards, the HSE, DOHC etc.
• Lenus has been accepted as part of the WorldWideScience Alliance,
• Platform for new original research.
• Healthcare professionals can submit research.
SUMMARY;
How can I make sure my CPD impacts my service delivery?

• Ensure you plan a CPD program based on the identification of your learning needs and the appropriate methods to meet those needs.

• Ensure your CPD is relevant to your learning needs and your scope of practice.

• Evaluate and reflect on your CPD and consider how it has improved the quality of your practice and benefitted the service user.
Contact details:

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E-mail: info@pairl.ie