



College of Physiotherapists
of Manitoba

Continuing Competence Program

Professional Portfolio and Learning Plan Guide

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Introduction

The ***Regulated Health Professions Act*** requires all regulated health professionals - like the College of Physiotherapists of Manitoba - to establish and maintain a Continuing Competence program to promote high practice standards amongst registrants.

Physiotherapists in Manitoba have always engaged in continuing professional development activities. In order to support their efforts the Continuing Competence Committee has designed a user-friendly program that is relevant to all, and has the flexibility to adapt to various workplace environments. This program is designed to provide the Physiotherapist with the tools to demonstrate the maintenance of competency and enhancement of practice. The Continuing Competence Program (CCP) consists of three components:

1. **Reflective Practice Assessment:** All physiotherapists will participate annually. This will include developing and maintaining a Professional portfolio, annual completion of *Learning Plan Goal 1 and 2* sheets and *Accomplishment Statement* sheets. Randomly selected Physiotherapists will be required to submit documents when requested by the College for review.
2. **Practice Audit:** Each year, randomly selected Physiotherapists will be required to participate in a Practice Audit when requested by the College.
3. **Practice Support:** Those physiotherapists that require specific needs for Support, as identified through the Practice Audit, will participate in this component.

The CPM's Continuing Competence Program requires that all physiotherapists develop a Professional Portfolio. This guidebook was developed by the committee to assist physiotherapists in the development of their Professional Portfolio and in setting their yearly Learning Goals.

Each year a random number of Manitoba physiotherapists will be chosen to participate in the Continuing Competence Program. They will be asked to submit a Learning Plan online along with their registration with the College. The submitted goals will be examined and feedback provided to those members selected. Once the program is implemented for the membership a final report will be provided to the Registrar and the results will be proudly reported to the Minister of Health, the Minister of Wellness, the Office of the Fairness Commissioner, the Winnipeg Regional Health Authority along with various licensing bodies and in our Annual General Report.

Continuing Competence

What is Competence?

*Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values and **reflection on daily practice** for the benefit of the individual and community being served. (emphasis added) Epstein and Hundert, 2002.*

This definition of competence looks at the key components of learning required for competence. In order for an individual to demonstrate competency, they must develop the knowledge, skills and attitudes relevant to their profession. Different jobs require different competencies and these competencies need to be identified in order for an individual to be able to compare their performance to those of others within their profession. With a standard in place, an individual can evaluate their own competencies, identifying areas of strength and weakness, and improve their practice.

In order to be a competent Physiotherapist, you must have the knowledge, skills and attitudes that are specific to that role, as measured to an appropriate standard. When areas are identified that are not meeting this standard, working on developmental activities will raise your competence level in the relevant component.

What is Continuing Competence?

Continuing competence requires you to actively participate in the evaluation of your practice and competencies, engage in lifelong learning and incorporate new knowledge skills into your practice. Continuing competence is a dynamic process that ensures that the individual takes responsibility for his or her practice. The professional portfolio was chosen as the professional development tool as it assumes a commitment to lifelong learning, facilitates self-reflection and identification of individual learning needs and provides flexibility in the way that it is used to maintain competency.

Continuing Competence requires the capacity to apply knowledge, skills and attitudes to your role or responsibility. Standards for demonstrating both competence and continuing competence may be the same.

The College of Physiotherapists of Manitoba reinforces the expectation of continuing competence in its Code of Ethics. In section 1.9, competence is defined as:

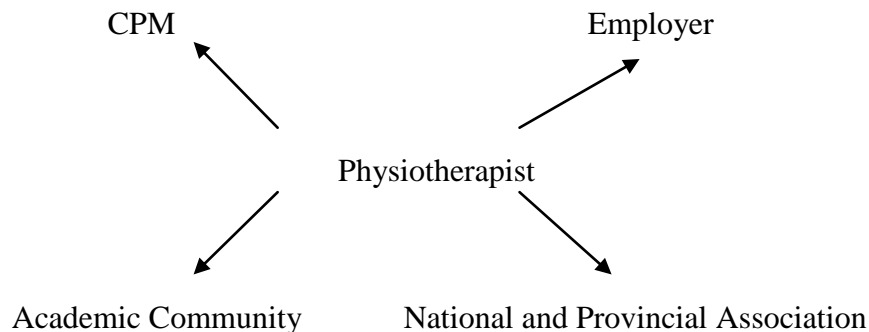
The physiotherapist has the necessary combination of knowledge, skills, attitudes and judgment required to provide service in accordance to the College's Standards of Practice and Guidelines. A physiotherapist has an obligation to keep his/her knowledge and skills current throughout his/her career.

The Code states explicitly that the Physiotherapist

- 1.9.1 Engages in ongoing learning to continually improve his/her knowledge and professional skills in order to maintain an optimum standard of practice.
- 1.9.4 Demonstrates commitment to the College's Continuing Competence Program.
- 1.9.5 Refrains from practicing outside his or her level of competence.

Who is Responsible for Continuing Competence?

The ultimate responsibility for Continuing Competence lies with you, the physiotherapist. The College, National and Provincial associations, academic institutions and employers are all partners in the development of continuing competency.



Summary

The half-life of medical knowledge is 5 years. That means that 5 years after graduation, half of the information you learned is obsolete. It is critical to remain up to date on current knowledge. An individual that never incorporates new skills or knowledge into their practice will become obsolete in their practice and not demonstrate competency within their practice.

All physiotherapists are obligated to remain up to date with the new developments within their area of practice. It is obviously impossible to be current with all new developments, but within one's area of practice, whatever that may be, one should be keeping up with the latest developments.

As mentioned previously, different jobs have different competencies. Within the scope of practice for physiotherapy, there are a wide variety of practice settings and duties. Changing jobs or moving to a new area of practice may require you to acquire and develop new knowledge, skills and attitudes relevant to that position.

Lifelong Learning/Continuing Professional Development (CPD)

What is Professional Development?

Lifelong learning, professional development or continuing professional development (CPD) are all terms that relate to the same concept – continuing learning throughout your career. Beginning with entry-level education, professional development enables individuals to maintain an attitude of inquiry, engage in reflection and continue to:

- maintain and update knowledge and skills
- assume new responsibilities
- recapture the mastery of concepts
- create, anticipate and actively respond to change
- contribute to the future of physiotherapy education and practice.

What are professional development activities that can be shown to contribute to your continuing learning?

Continuing professional development (CPD) takes many forms, physiotherapists may already be taking part in learning activities which develop their work, but they may not call these activities CPD. Many types of activity can contribute to professional development.

CPD activities could include the following:

- Work-based learning
 - For example- reflecting on experiences, considering feedback from service users, being a member of a committee etc.
- Professional Activity
 - For example- being a member of an interest group, mentoring or teaching of others, giving presentations at conferences etc.
- Formal Education
 - For example- going on courses, doing research, distance education, planning or running a course etc.
- Self –directed learning:
 - For example-reading articles, reviewing books and articles, updating your knowledge on the internet etc.
- Other
- Please see [Appendix 2: Examples of CPD activities on page 21](#) of this document for a more detailed list.

Reflection and the Learning Cycle

Reflection is a relatively common practice for most physiotherapists. It is the method of learning from experience. Thinking about your activities and experiences makes you contemplate your beliefs and your current standards of practice. New ideas or questions may arise that you choose to further explore through learning activities. These learning activities may result in changes to your practice.

Reflection allows you to think about what worked well and what did not. How many times have you said to yourself “Next time, I would do *this* instead”? This statement indicates you have reflected on the experience and identified a need for change. Perhaps your approach to a situation was not successful and a colleague mentioned a different approach that worked well. This is an indication that you are thinking about trying the new approach. With a goal of trying a new method, you will identify learning activities to help you pursue your goal. After you implement your learning, you evaluate your success or failures through reflection – What worked? What didn’t? Were the results what you expected? What might you do differently next time? Once again, you may be setting new goals and repeating the cycle. The reflection cycle takes you through a learning process that incorporates thinking about your learning.

Active reflection helps you continue to self-assess and ensure your learning is relevant to your practice. Regular reflection prevents you from becoming complacent and diminishes the fear of trying new approaches. This will ensure that your competence remains current and relevant to your practice. Reflection is something professionals carry out throughout their career.

One of the hallmarks of professionals is their ability to use their experiences. They do this by continually thinking about and reviewing their experience, and then by changing their actions and practice in the light of those reflections.
(James, 1993)

Reflection helps you to:

- > **Step** into a curious role
- > **Focus** on something that interests you that day
- > **Create** a new sense of uncertainty, and
- > **Learn** for a lifetime Experience

Reflective Cycle



Experience:

- What happened?
- What were the outcomes?

Evaluate and Reflect on Outcome:

- What did you learn that you planned to learn?
- What did you learn that you didn't plan?
- What is the impact of your learning?
- What can you do now that you could not before?
- What do you know now that you didn't before?
- What have you done with what you have learned?
- How can you validate this?
- Do you need to learn more?
- Is anything preventing you from putting your learning into practice?
- How can you overcome this?

Reflection:

- What worked? What didn't?
- Results as expected?
- Any patterns noticeable?
- What does this demonstrate that you know or can do?

Learning Activities:

- How do you plan to learn?
- How will you know that you have learned?

Goal Setting:

Develop goals that include the 3 requirements by the CCP:

- 1) Demonstrate that CPD activities are a mixture of learning activities relevant to your goal, and your current or future practice;
- 2) Demonstrate that your CPD has contributed to the quality of your practice and service delivery;
- 3) Demonstrate that your CPD benefits the service user.

Implement Learning:

- What are potential areas for change in your practices?

Going through a reflective learning cycle

- First, describe the experience, event or series of related tasks. Who was there? What happened? Where did it happen? When did it happen? What was the outcome?
- Next, reflect on the incident. What did you do and why? What worked? What didn't work? Were the results what you had expected? Are there patterns with previous experiences? What does this demonstrate that you know or can do? What knowledge, skill or ability did you lack, or what did you gain from this incident?
- Identify what you learned from this experience. Look for patterns or connections among various experiences. Are you satisfied with the way you dealt with the incident? Why or why not?
- Describe what you would do differently next time. Identify any learning opportunities. Perhaps this same type of situation has happened before.
- Record a learning goal related to this experience. Plan learning activities: How do you plan to learn? How will you know that you have learned? Follow through with your plan.

Implement what you learned. What are potential areas for change in your practice? Record your conclusions.

Self-Assessment

Conducting a self-assessment will identify both your strengths and weaknesses. This is the first step in developing your learning goals. Self-assessment may focus on different aspects of skills or knowledge related to your professional role.

A review of the *Essential Competency Profile for Physiotherapists in Canada* October 2009 (National Physiotherapy Advisory Group 2009) may be very helpful. It is a document that “describes the essential competencies, (i.e. the knowledge, skills and attitudes) required by physiotherapists in Canada at the beginning of and throughout their career. It also provides guidance for physiotherapists to build on their competencies over time.” The document can be found on the CPM website for physiotherapists to view.

Learning Styles

People take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. A discrepancy between your learning styles and the learning activities you undertake will leave you bored or frustrated.

Combining an understanding of your own personal learning style with knowledge of those skills that help you learn will facilitate the development of appropriate learning strategies.

Learning styles are the preferred processing activities that a clinician relies on during learning; including how information is used and received. Each individual adopts a preferred way to learn.

Knowing your own learning style does not mean you must always use only that style. It is important to branch out and utilize new methods of learning when a different method might be

more appropriate.

Learning is the process of creating knowledge and it frequently results from problem solving. Adult learning theory notes that people learn best by experience and through a cyclical problem-centered learning process. To be effective, learning must be an active experience, it must be meaningful and relevant. We can all relate to the underwhelming experience of a non-interactive lecture given without relevance or context that leaves you with only the vaguest idea of what was covered. Learning requires reflection and engagement.

Continuing Competence Program Requirements

The College of Physiotherapists of Manitoba Continuing Competence Program (CCP) consists of three components: Reflective Practice Assessment, Practice Audit, and Practice Support. Please see the information below:

CCP Outline:

1. **Reflective Practice Assessment:** will include the following mandatory items:

- **Professional Portfolio:** Members will be required to develop a Professional Portfolio
- **Learning Plan:** Members will be required to complete 2 Learning Plans (or Goals) on a yearly basis linked to registration.
- **Learning Activities Tracking sheet:** Members will be required to complete a Learning Activities Tracking Sheet related to each goal. Additionally members can use the sheets to record other continuing professional development activities.
- **Accomplishment Statement sheet:** Members will be required to complete 2 Accomplishment Statement sheets reflecting on the Goals set in the previous year.

2. **Practice Audit:** A peer led audit is currently being developed.

3. **Practice Support:** Under Development

Continuing Competence Program Audit Process:

This program has been designed by a committee of your peers to provide each physiotherapist the tools for documenting continuing education as a means of *demonstrating* to the College your continuing competency. Standardized forms are used to facilitate the audit process. Remember that our program is not designed to *prove* that a physiotherapist is competent to practice, but to have the physiotherapist *demonstrate* that they are continuing to improve their competence.

Participation in the Continuing Competence Program will become a requirement for registration with the College of Physiotherapists of Manitoba under the new legislation.

The program is audited as follows:

1) **Reflective Practice Assessment:**

- **Professional Portfolio:** Your portfolio will be audited during the random Practice Audit (see #3 below). The CCP requires that you keep a copy of your yearly goals, completed *Accomplishment Statement* sheets, completed *Learning Activities Tracking* sheets, and any other documents that illustrate your efforts to maintain your physiotherapy practice in your Portfolio for a minimum of 5 years.
- **The Learning Plan: Goal Sheets: Yearly Review Process:** A random number of members will be selected to have their goal sheets audited each year. After review, the Members chosen for audit will fall into one of two categories:
 - **Complete Submission or “meets requirements” forms** - a report is sent to the Registrar and the member is notified of same. No further action is required.
 - **Incomplete Submission or “Does not meet requirements” forms:** A report is sent to the Registrar with the names of members whose forms are incomplete. The member is notified that their forms require revision and must be resubmitted within 30 days.
 - At re-evaluation time, all members whose forms continue to be incomplete will be required to consult with a mentor assigned by the Continuing Competence Committee for assistance in completion of their forms.

2) **Practice Audit:** Information will be provided to the membership when this portion of the program is completed.

3) **Practice Support:** Information will be provided to the membership when this portion of the program is completed.

Professional Portfolio Guide

What is a Professional Portfolio?

A professional portfolio provides the opportunity to take time to reflect on your practice. A portfolio provides tangible evidence that learning has taken place by including documentation of learning activities and a description of learning outcomes. Examples of documentation are: a record of events or experiences, a list of critical reviews of articles read, or a description of projects carried out, patients seen, and teaching sessions attended. A professional portfolio is a tool for life. By establishing a portfolio and updating it throughout your professional life, your portfolio changes and grows with you. It assists you in maintaining and enhancing competence.

The Continuing Competence Committee recognizes that physiotherapists are:

- Competent practitioners
- Motivated adult learners
- Able to select and implement continuing education tools
- Self-directed in achieving a change in knowledge and/or skills that becomes reflected in their practice.

Why a Professional Portfolio?

Maintaining a portfolio will provide:

- an educational experience for the physiotherapist
- a method of setting learning goals
- a method of planning future growth
- a historical perspective of a physiotherapist's career
- evidence of reflection and integration of learning

Maintaining a portfolio will be:

- focused on outcomes
- relevant to the physiotherapist
- applicable to all areas of practice
- a tangible product
- feasible in cost and time

How does it help me?

What value is the professional portfolio? Benefits arise from the use of professional portfolios that may not occur through other activities. A professional portfolio requires reflection upon your own professional experiences and enables you to consolidate what you have learned into your own practice. This approach allows you to use your preferred learning styles. It assists you in documenting the knowledge, skills and expertise gained through your professional journey while assessing your progress. Using self-directed learning, you create a personal plan for continuing professional development. A professional portfolio encourages reflection while providing a framework for lifelong learning.

Specifically, the portfolio will assist in:

- developing reflection skills
- identifying your areas of strength
- identifying short and long-term learning
- prioritizing short and long-term goals
- identifying learning strategies to accomplish goals
- assessing the impact of this learning on your practice
- realizing the extent of your professional growth and development

You can use the portfolio to assist with:

- completing your employment performance review
- preparing for job applications
- preparing for funding applications
- preparing for applications to educational institutions
- planning your career path

Each physiotherapist will customize their portfolio to reflect their learning requirements, their area of practice and their educational and employment history. A number of items or information should be stored in your Professional Portfolio. The following is an example of what documents you would include:

- Performance Appraisals
- Student Evaluation of Clinical Placements
- Completed Learning Plan Goals 1+2
- Completed Learning Activities sheets
- Completed Accomplishment Statement sheets
- Course outlines or brochures

- List of speaking engagements/presentations or materials produced or developed by you

Please see appendix 1: *Examples of evidence to keep in your portfolio*

Supporting Documents

CONFIDENTIALITY

In all aspects of your work, you must maintain patient confidentiality. This is part of your responsibility under our Standards of Practice, and Code of Ethics. Remember that:

- Your Portfolio is for personal use. You do not have to share it with your employer or your co-workers. If called by your regulatory body, only the assessors will read your Portfolio.
- If your Portfolio includes personal or confidential information about clients or colleagues, you must obtain informed consent prior to using the material or remove any details that could allow us to identify the patients. For example, cover any personal details before making copies of the documents to place in your portfolio.

Learning Plan: Goal Setting Guide

Why Set Professional Development Goals?

Continuing Competence means that physiotherapists are maintaining and developing their skills and knowledge in order to practice safely and effectively. Goal setting will help with your professional development by identifying specific areas of practice in need of improvement and implementing an action plan to improve performance. Using standardized sheets for goal setting allows for an organized, prioritized method to demonstrate that you are delivering high quality services.

Writing Goals

In order for a goal to be effective, it must identify a specific outcome. A professional development goal should be thought of as achieving or accomplishing something that is measurable and relevant to your clinical practice. To complete the “*Learning Plan: Goal 1 and 2*” sheets for the CCP in Manitoba there are certain requirements for the documentation of your goals. These are explained in more detail below.

CCP Requirements for goal setting include:

1. Demonstrate that your continuing professional development (CPD) activities are a mixture of learning activities relevant to your goal, and your current or future practice.
2. Demonstrate that your CPD has contributed to the quality of your practice and service delivery;
3. Demonstrate that your CPD benefits the service user.

This means the following:

Requirement 1: Demonstrate that your CPD is a mixture of different types of learning activities – not just one kind of learning - and that it is relevant to your work. It could be relevant to your current role or to a planned future role. For example, just reading journal articles would not satisfy this requirement.

Requirement 2: Demonstrate that your CPD improves the quality of your work. Learning activities should lead you to make changes in how you work, which improves the service that you are providing. Alternately, it may confirm what you are already doing and make you more confident that you are working effectively.

You may intend for your activities to benefit your practice and the service users but this may not happen because of factors out of your control. You may have undertaken activities that you thought would improve your work but are not as effective as you expected. In situations like this, you need to consider and explain what further actions you could take on your *Accomplishment Statement* sheet at the next renewal time. By doing this you have reflected on your practice and activities. For example, you registered and completed a course that did not turn out to be a valuable experience. Simply document this on your *Accomplishment Statement* sheet and include what additional steps you took to complete your goal.

Requirement 3: Demonstrate that your CPD benefits service users. Who your service users are will depend on how and where you work. For many physiotherapists service users will be patients. However, if you work in education, your service users may be your students or the team of lecturers you manage. Similarly, if you work in management, your service users may be your team, or other teams you are a part of. If you work in research, your service users may be the people who use your research. In this requirement, ‘service user’ means anyone who is affected by your work.

Tips for Goal Setting:

- Write your goals down on paper and keep records of progress toward achievement of that goal.
- Review goals regularly to ensure timely progress.
- Share your goals with colleagues, family and friends as they can offer support and advice.
- Learn from past mistakes. Identify what would have been a better choice and what will prevent similar mistakes in the future.
- Identify and eliminate any potential barriers to achieving the goal successfully

Please see examples of completed *Learning Plan Goal 1 and 2* sheets are available on the CPM website at <http://www.manitobaphysio.com>

Learning Activities Tracking Sheet

This sheet is provided to you as a tool to track your efforts to maintain or enhance competence to practice. List the professional development activities, including both formal and informal activities that you have undertaken to achieve the two goals you set for yourself this year. Additionally track all learning activities that you take part in as the year evolves. These can be related or not to your specific Learning Goals.

Remember your proposed learning activities should include a “mixture of learning activities” – not just one kind of learning – and that it is relevant to your goal and your work or planned future work. (i.e. only reading journals would not satisfy the requirements for a “mixture” of learning activities.)

Keep a copy of the completed sheet in your portfolio for a minimum of 5 years. This sheet will be requested during the onsite Practice Audit. The assessor will be looking at, for example, are the goals and associated learning plans relevant to each other and physiotherapy practice? Are time lines realistic and is there evidence on the *Learning Activities Tracking* sheet that the Learning plan has been implemented?

Accomplishment Statement Sheet

This sheet is provided to you as a tool to encourage reflection on the goals you set as a professional to promote continuing competence to practice physiotherapy. Active reflection helps you continue to self-assess and ensure your learning is relevant to your practice.

Regular reflection prevents you from becoming complacent and diminishes the fear of trying new approaches. This will ensure that your competence remains current and relevant to your practice. Reflection is something professionals carry out throughout their career.

With a goal of trying a new method, you will identify learning activities to help you pursue your goal. After you implement your learning, you evaluate your success or failures through reflection – What worked? What didn't work? Were the results what you expected? What might you do differently next time? Once again, you may be setting new goals and repeating the cycle. The reflection cycle takes you through a learning process that incorporates thinking about your learning.

Consider the impact of what you learned on your practice:

- What did you learn that you planned to learn?
- What did you learn that you didn't plan?
- What is the impact of your learning?
- What can you do now that you could not before?
- What do you know now that you didn't before?

- What have you done with what you have learned?
- How can you validate this?
- Do you need to learn more?
- Is there anything that is preventing you from putting your learning into practice?
- How can you overcome this?

This step is crucial if you wish to improve your practice. It will lead you to other experiences and start the process again.

When you complete this page, concentrate on how you meet **Requirements 2 and 3 – how your activities improved the quality of your work and the benefits to service users.**

Main questions you might consider answering are:

- How has your learning affected how you work?
- How has your learning benefited your service users?
- How is your learning relevant to your work?
- What parts of your role are affected by the learning activities you undertook this year?
- How have you updated your knowledge and skills over the past year?
- What different types of leaning activities have you undertaken?

Your Writing Style

The audit process is not an assessment of how well you can write. When your sheets are reviewed, the assessor(s) will focus on your continuing professional development activities and whether or not you have met the requirements ([see page 16](#)). However, it will greatly help the assessor(s) if your writing is clear, or preferably, if you print a copy of the sheets to include in your portfolio when you have completed them online.

Remember:

The Continuing Competence Program (CCP) requires that a physiotherapist:

Maintains a continuous, up-to-date, and accurate record of continuing professional development in a Professional Portfolio for the last 5 years of practice. The following *mandatory* documents must be included:

- *Learning Goal Sheets* (2 per year)
- *Activities Tracking Sheets*
- *Accomplishment Statement Sheets* (2 per year)

Submits parts or all of their Professional Portfolio when it is requested by the College.

Participates in Practice Audits when requested by the College.

Participates in Practice Support when requested by the College.

Appendix 1

Examples of evidence to keep in your portfolio

Achievements

Certificates, qualifications.

Committee Work

A list of volunteer service on committees for CPM, MPA or CPA.

Chart Audits

How undergoing a chart audit or serving as a chart auditor at your place of employment impacted your practice?

Conferences

Reflections on the sessions you attended.

How are they applicable to your professional development goals?

Critical Incident Analysis

Sometimes also called an ‘Aha!’ experience, a ‘surprise’, or a thought-provoking incident. Occasions where errors occurred or have been narrowly averted or where something went well and ‘the penny dropped’, bringing a clearer understanding of some component of the experience.

Formal Continuing Education

When taking courses, reflect on what you learned and how you will apply this to your practice. Include course outlines or brochures.

Formal Education Programs

Programs offered by a recognized educational institution.

What was the program, what did you learn, how has this affected your practice?

A list of In-Service Education/Rounds including:

Reflections on what you learned.

How can you apply this in practice?

Information from the College you have reviewed:

College Web Site

Communiqué

Member Reference / Registrants’ Guide

Learning from Patients

What you have learned from patients with questions or conditions that you are not familiar with.

How did you approach these situations, what did you learn from them?

List of speaking engagements/presentations developed by you

Mentoring and Supervising

Opportunities for consolidating your learning, or finding out you don't have all the answers, by working with staff or students.

How do you approach these situations, what did you learn from them?

Original Published Work

Journal articles, posters or abstracts.

Personal Experiences

Real experiences from which you have learned something.

What happened, what did you learn, how can you apply this in practice?

Professional Contacts

Situations where you learned from your peers.

From whom did you learn, what did you learn, how has this affected your practice?

Project Work

Projects that contributed to your knowledge.

What was the project, what did you learn, how has this affected your practice?

Reading/Journal Club

Critical appraisal of the literature and its relevance to your work.

Bibliography of articles read.

Research and Development

A list of Current and ongoing projects

What are the objectives, what have you learned, how will you use the information?

Student Supervision

Students continually question what they see, and providing answers keeps you on your toes!

Keep copies of student evaluations of you and their clinical placements.

Teaching

Teaching activities (said to be one of the best ways of learning)

What was the teaching experience (class, clinical situation), what did you learn, how has this affected your practice?

Teleconferences

Educational teleconferences on specific topics, for example, those held by the Canadian Physiotherapy Association.

Performance Appraisals

Completed Learning Plan Goals 1+2 sheets

Completed Learning Activities sheet

Completed Accomplishment Statement sheet

Appendix 2

Examples of CPD activities

This list should give you an idea of the kinds of activity that might make up your CPD.

Work-based learning:

- Learning by doing
- Case studies
- Reflective practice
- Audit of patient charts
- Coaching from others
- Discussions with colleagues
- Peer review
- Involvement in the wider work of your employer (for example, being a representative on a committee)
- Journal club
- In-service training
- Supervising staff or students
- Significant analysis of events
- Filling in self-assessment questionnaires
- Project work

Professional activities:

- Involvement in the college
- Membership of a special interest group
- Lecturing or teaching
- Mentoring
- Being an examiner
- Being a tutor
- Organizing journal clubs of other interest groups
- Giving presentations at conferences
- Organizing of courses
- Supervising research

Formal/educational

- Courses
- Further education
- Research
- Attending conferences
- Writing articles or papers
- Going to seminars
- Distance learning
- Going on courses accredited by a professional body
- Planning or running a course

Self-directed learning

- Reading journals or articles (include a bibliography in your portfolio)
- Reviewing books or articles (include a bibliography in your portfolio)
- Updating your knowledge through the internet (include a bibliography in your portfolio)
- Keeping a file of your progress

Other

- Volunteer work

LEARNING PLAN: Goal X of X | 20XX

Professional Development: Goal for this Year (Reference: Professional Portfolio and Learning Plan Guide: [page 16](#); [page 28](#))

Please identify the intended service user for this goal: (Reference: Professional Portfolio and Learning Plan Guide: [page 17](#); [page 28](#))

List proposed learning activities and resources you need to achieve your goal. (Reference: Professional Portfolio and Learning Plan Guide: [page 17](#); [page 28](#))

Indicators of Success: Which objective measures will you monitor to ensure you have met your goal? (Reference: Professional Portfolio and Learning Plan Guide: [page 17](#); [page 28](#))

Target Date for Completion:

Date:

ID Number:

Please complete and attach to your Professional Portfolio. The completed sheet will be requested when your Portfolio is audited.

LEARNING ACTIVITIES TRACKING SHEET

20XX

Goal :

Educational Experience/Activity	Name of Provider <i>(facilitator, self-directed etc.)</i>	Date/Location
Impact on my practice:		
Comments/Evaluation:		

Educational Experience/Activity	Name of Provider <i>(facilitator, self-directed etc.)</i>	Date/Location
Impact on my practice:		
Comments/Evaluation:		

Educational Experience/Activity	Name of Provider <i>(facilitator, self-directed etc.)</i>	Date/Location
Impact on my practice:		
Comments/Evaluation:		

Please complete and attach to your Professional Portfolio. The completed sheet will be requested when your Portfolio is audited.

ACCOMPLISHMENT STATEMENT
SHEET

20XX

20XX Goal:

Service User on 20XX Learning Plan:

Status: Please check one.

- Completed
- Ongoing
- Other – (please explain):

Accomplishment Statement: [\(Reference: Professional Portfolio and Learning Plan Guide pg. 18\)](#)

Date:

ID Number:

Please complete and attach to your Professional Portfolio. The completed sheet will be requested when your portfolio is audited.

Professional Development: Goal for this Year ([Reference: Professional Portfolio and Learning Plan Guide page 16](#))

In this section try to identify:

What do I want to learn?

What knowledge or skills do I need to learn more about this year?

- **BE SPECIFIC!** A goal that is well-defined and clear to anyone with base knowledge of the profession of physiotherapy
- Indicate how you will know when the goal has been achieved, must incorporate **concrete** criteria for tracking progress of the goal
- Identify a specific action or actions that must take place in order to achieve the goal
- The identified goal is within the availability of professional resources, knowledge and time, a goal that you are capable of achieving and willing to work towards

The goal has a specific deadline and works within the limits of available resources

Please identify the intended service user for this goal: [see requirement #3, page 17](#)

List proposed learning activities and resources you need to achieve your goal:

How am I going to meet my goal?

What can I do to meet my learning needs this year?

How am I going to learn it? What is the plan...

Resources/Personnel to be used:

*What resources will I use **make a list** and provide the information here. Remember CCP Requirement #1 - Demonstrate that your continuing professional development (CPD) activities are a **mixture** of learning activities relevant to your goal, and your current or future practice. ([pg. 16 Professional Portfolio and Learning Plan Guide](#))*

Indicators of Success: Which objective measures will you monitor to ensure you have met your goal?

Indicators of Success: How will I demonstrate or what is the evidence that I have met my goal?

Remember to address CCP requirement #2 and #3 in this section.

(#2 Demonstrate how your CPD will contribute to the quality of your practice and service delivery. #3 Demonstrate how your CPD will benefit the service user). ([pg 16-17 Professional Portfolio and Learning Plan Guide](#))

What concrete criteria do you have for tracking progress of the goal?

Target Date for Completion:

Determined from your plan...not necessarily Dec 31 each year, you may accomplish your goal earlier therefore indicate that date on the form.

Date:

ID Number:

Please complete and attach to your Professional Portfolio. The completed sheet will be requested when your Portfolio is audited.

References/Resources:

Web Sites

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