

Personal CPD Plan

Introduction

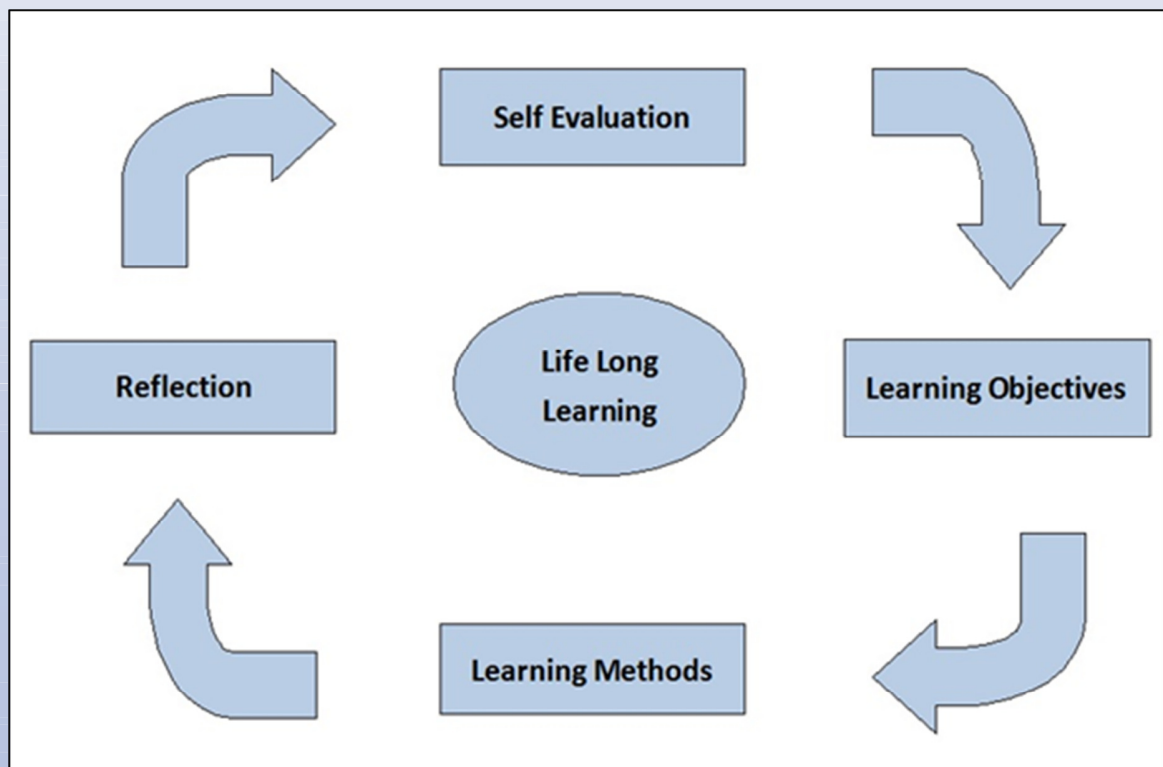
Your Personal CPD Plan should be formed to guide you to effectively use learning and educational activities to enhance your ability to meet the expectations of an intensive care specialist. The Personal CPD Plan should set out the learning activities that you are going to follow for the two-year cycle. A good Personal CPD Plan should contain the following elements:

- A self-evaluation of educational needs
- The setting of educational objectives
- A considered choice of learning activity methods
- A method for reflection and evaluation of completed activities
- Reflection and evaluation of the overall Personal CPD Plan at the end of the cycle

Although preparing and adhering to a Personal CPD Plan is mandatory, the contents of the Personal CPD Plan are for your private use only. The contents will not be audited or assessed by the College. When you record activities in the online diary you will be asked to answer two brief questions related to your Personal CPD Plan. This serves to validate the existence of your Plan and encourage reflection and evaluation.

Why is a Personal CPD Plan mandatory?

It has been suggested that adult lifelong learning is best achieved by following a defined learning process. Professional regulatory bodies have indicated that following such learning processes both enhances educational value and demonstrates commitment to ongoing professional development. One of the foundations of the adult lifelong learning process is the conceptual “adult learning cycle”. The structure of the Personal CPD Plan mirrors this adult lifelong learning process.



A representation of the lifelong learning cycle

Step by Step Guide to Writing your CPD Plan

Step 1. Self-evaluation of educational needs

Self-evaluation is the first step of the Personal CPD Planning process. It is the process of gathering information about yourself in order to make an informed decision about areas that require educational enhancement. Self-evaluation could include evaluation and appraisal of the following: professional values, skills, interests, and related personal goals.

In principle, your CPD Plan should reinforce the expected attributes of a specialist intensivist, for example:

- Medical and technical excellence in the clinical practice of intensive care
- Strong communication and collaboration skills
- High standards of medical professionalism
- Make a scholarly contribution to the specialty of intensive care
- Demonstrate good management skills
- Maintain high standards of personal integrity
- Be a strong health advocate
- Maintain a reasonable work-life balance

Possible approach:

- Ask a question such as: what skills and knowledge do I need to develop to meet my anticipated professional roles and responsibilities in the next two years (or beyond)?
- Identify strengths and weaknesses in your current capabilities. Anticipate how these may impact on your ability to perform your professional role in the next two years.
- You may also consider how you want to develop your practice, and to identify changes in health care in the next 1-2 years that might affect your practice, e.g. introduction of new technology.

Studies of doctors have shown that they generally perform poorly when attempting subjective self-evaluation. Fellows are therefore strongly encouraged to embark on objective measures of self-appraisal when possible. A Fellow can judge his or her expertise in a clinical area and compare it to external objective measures of performance.

Example:

- Self-assessment tests that test knowledge in clinical domains using multiple choice questions, e.g. online MCQs
- External assessments such as personal peer review by a colleague, personal morbidity and mortality reviews, or formal audit of own practice, etc.
- Structured assessments of skills such as performance assessment using simulators

Step 2. Setting educational objectives

Based on the above appraisal the Fellow should set educational objectives to be met by his/her CPD activities.

Your personal objectives should be specific to the results of self-appraisal. Objectives should be clear, specific, and realistically achievable in the two year time frame.

Example:

- Self-appraisal indicated that I lack the sufficient diagnostic skills to use echocardiography to diagnose simple cardiac abnormalities
- Educational objective - to meet the requirements for basic competencies outlined in the recent international consensus conference on echocardiography in intensive care

Step 3. Choose learning activity methods

The Fellow should choose learning activities that best suit their practice and learning style in order to meet educational objectives. Some Fellows may prefer to learn mainly by themselves, others in groups, or by active participation (such as in simulations or at the bedside).

Fellows should identify CPD activities that will cover their educational needs. The availability of educational activities that meet Fellows requirements can be explored and plans made to participate as appropriate.

A review and reminder system may help to keep the Personal CPD Plan on track.

Example:

- Educational objective - to meet the requirements for basic competencies outlined in the International Expert Statement on Training Standards for Critical Care Ultrasonography
- Learning activities: self- learning 10 hours, one day meeting on introduction to echo in ICU, four day introductory echo course (with skills workshops), and agreement of ICU echo specialist in my ICU to teach me on 40 bedside echo cases

Step 4. Reflection and assessment

Reflection and assessment require consciously thinking about and analysing what one has done. Reflective learning implies that we examine our educational experiences to help us understand our own learning processes. A better understanding of our own thinking is likely to promote independent learning.

This part of the process is important as it closes the “learning loop”. Following self-evaluation the Fellow will have set major educational objectives that should improve their professional practice. The Personal CPD Plan, consisting of individual components but planned to evolve over one to two years, is unlikely to have been perfect. Structured reflection on individual learning experiences and assessment of the degree of success achieved reinforces the educational value of activities. Reflection may also result in recognising the need for further learning activities, or even Personal CPD Plan changes. The outcome of this process is intended to promote the development of new attitudes, the enhancement of one’s skills and knowledge and ultimately to result in the furthering of one’s professional development.

Example:

- Identify and document the strengths and weaknesses of each activity
- Review how the chosen educational model corresponded with your preferred learning style
- Review and assess whether the activity met the educational objective set in your Personal CPD Plan
- Identify whether the knowledge or skill gained will have implications for your professional practice
- At the end of each cycle, review and establish whether the objectives of your Personal CPD Plan were adequately met

How does the Personal CPD Plan relate to the Online Diary and point accrual?

Points for developing the Plan and the reflective/evaluative component can be claimed as stated in the CPD framework. Points for preparation can be claimed under 1B (self-directed activity), or 3B (externally assessed quality assurance activity such as personal practice review).

The Personal CPD Plan is a compulsory activity. When activities are entered into the Online Diary, they will not be logged until three drop-down questions related to the CPD Plan have been answered. This ensures that some degree of assessment, reflection and evaluation occurs at the end of each activity. At the end of the cycle, a brief assessment of the whole CPD Plan is also required.