Modeling and Engaging Students in Continuing Professional Development

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Experiential Learning Program
Associate Professor,
Pharmacy Practice and Science
UMB School of Pharmacy
Purpose

- Prepare preceptors to
  - adopt and practice the principles of CPD
  - engage students in continuing professional development during their experiential rotations.

- This workshop on CPD involves learning the skills of reflection, creation of goals/objectives, action plans, evaluation and documentation.
Disclaimer

There are no relationships with commercial interests related to the content of this presentation.
“CPD starts from the position that people are currently at ... not the position that others think they should be at”

Dr. Peter Wilson, consultant to RPSGB, Aug 2002
CPD Cycle

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.

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.
Definition of CPD

Self-directed, ongoing, systematic and outcomes-focused approach to learning and professional development

Adopted by CPD Pilots May 2006
Using Reflection to Create a Plan
Learning Objectives

- Explain the importance and application of reflection in personal and professional development
- Identify personal strengths and opportunities for improvement through structured self-assessment tools
- Identify short and long-term learning and career goals
- Design learning objectives that address personal and professional goals identified through reflection
- Utilize the information provided in the reflection exercises to develop a learning plan for the students
Benefits to Preceptors

- Organized learning process for you
- Contribute to implementing CPD in the curriculum for schools of pharmacy
- Help contribute data for potential publication
- Faculty mentors to guide process
What you will need...

- A copy of Bloom’s Taxonomy action words
  - [http://edtech.clas.pdx.edu/presentations/frr99/blooms.htm](http://edtech.clas.pdx.edu/presentations/frr99/blooms.htm)
- The Sample Education Action Plan/portfolio provided
  - You can adapt for your use or create your own
### Wake AHEC Employee Education Plan

Add additional rows if needed. This form is adapted from North Carolina CPD Learning Portfolio, 6-2-2008

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<thead>
<tr>
<th>What do you want to learn? (Write your goals below. They should be specific, measurable, achievable, relevant &amp; with a time frame.)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Coaching preceptors students and organizations</td>
<td><strong>Goal:</strong> Develop ongoing skills to effectively and efficiently coach preceptors, students, and organizations we serve in the AHEC region as they pursue their goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attend weekend CE training on Organization and relationship systems coaching fundamentals</td>
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<td>ongoing</td>
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<td></td>
<td>09/10</td>
<td>Ongoing</td>
<td></td>
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</table>
Learning Retention Research*

- Learners remember...
  - 10% of what they read
  - 20% of what they hear
  - 30% of what they see
  - 50% of what they see and hear
  - 80% of what they say
  - 90% of what they do

*National Safety Council Results
## Effectiveness of Instruction

<table>
<thead>
<tr>
<th>Method of Instruction</th>
<th>Recall after 3 hours</th>
<th>Recall after 3 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling</td>
<td>70 %</td>
<td>10 %</td>
</tr>
<tr>
<td>Showing</td>
<td>72 %</td>
<td>20 %</td>
</tr>
<tr>
<td>Blended Approach</td>
<td>85 %</td>
<td>65%</td>
</tr>
</tbody>
</table>
Method of Instruction

- SHDS approach
  - See-Hear-Do-Say
    - See the slides
    - Hear the presenter
    - Do some exercises
    - Say or share with your cohort
Learning Objectives

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Continuing Professional Development Cycle

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.

EVALUATE

I implement my learning plan utilizing an appropriate range of learning activities and methods.

ACT

RECORD & REVIEW

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

PLAN

In my “CPD Portfolio” I document important aspects of my continuing professional development; it is a valuable reference that supports my reflection and learning.
Description of Reflection

“Reflection is the practice of periodically stepping back to ponder and express the meaning to self and to others in one’s immediate environment of what has, will, or is happening”

Joseph A. Raelin, Asa Knowles Chair, Northeastern University. Used with permission.
Reflection and Professional Development

- Self appraisal or assessment of workplace, career and personal ambitions
- Complex and deliberate process of assessing knowledge, skills, attitudes, and values
- Multi-faceted
Reflection

- It’s like looking in a mirror...
- Sometimes we like what we see
- Other times we don’t
Challenges in Reflection

- What point of view do you have?
  Remember the story of the blind men and the elephant

- Personal awareness
  see-The Johari Window

## The Johari Window

<table>
<thead>
<tr>
<th></th>
<th>Known to self</th>
<th>Unknown to self</th>
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</thead>
<tbody>
<tr>
<td>Known to others</td>
<td>Open (1)</td>
<td>Blind (2)</td>
</tr>
<tr>
<td>Unknown to others</td>
<td>Hidden (3)</td>
<td>Unknown (4)</td>
</tr>
</tbody>
</table>

Adapted from Johari Window. Available at http://www.noogenesis.com/game_theory/johari/johari_window.html

Accessed April 10, 2008
Stimulus for Self Awareness

- Discussion with peers or similar industry professionals
- Dealing with work related problems
- Completing self assessment tools
- Feedback
- Live or online training programs
- Literature and research
- Training others
- Preparing a presentation
- Serving as a mentor
Learning Objectives

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Reflection Tools

- Professional Profile
- Mission Statement
- Current Work Environment
- Self Assessment Survey
- Reflection of Current Career/Work Status
- Personal and Career/Professional Goals
REFLECT

- Reflect on
  - Yourself as a person
  - Yourself as a professional
  - Your professional experiences, behaviors, attitudes
  - Your knowledge and skills
  - Your learning preferences

- Identify learning needs and opportunities
  - Must address several competency areas

- Frame learning objectives
  - Broad / high-level
CPD Preceptor Portfolio

Name: ____________________________

REFLECT

EVALUATE

RECORD & REVIEW

PLAN

ACT

Adapted from the NC CPD portfolio

A tool for Preceptor Development and Life Long Learning
CPD Preceptor Portfolio

Prepared by

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Assistant Dean, Experiential Learning Program
Associate Professor, Pharmacy Practice and Science
University of Maryland School of Pharmacy, Baltimore

Marie Abate, BS, PharmD
Professor of Clinical Pharmacy
Director, WV Center for Drug and Health Information and Director for Programmatic Assessment
West Virginia University School of Pharmacy
Preceptor CPD Portfolio

Name: ___________________________ Date: ________________

REFLECT (Self-Appraisal – What Do I Need?)

1. Consider the following questions to help identify the area(s) to work on for this cycle.
   
   • What are some common issues/barriers you encounter related to teaching and student learning?

   • What changes do you or your superior expect related to your teaching in the coming academic cycle?

   • What teaching or student learning related situations from the past year (learning cycle) were a problem or that you need to feel more comfortable, or satisfied, with?
Preceptor CPD Portfolio Contd.

- What areas of improvement related to teaching and student learning does/did your superior recommend from your annual portfolio review?

- What skills, attitudes, values or knowledge do you need to work on or acquire for teaching/student learning success in the coming academic cycle?
  - Skills
  - Attitudes
  - Values
  - Knowledge

- What methods or measures could you use to systematically evaluate whether any changes made in your teaching resulted in improved student learning?
Next Step-Commit or Decide

2. What have you decided to do this year?

3. What led to your decision? Check all that apply.
   - Self-assessment of my strengths/weaknesses
   - Discussion with peers or other health care professionals
   - A specific education-related problem I had to deal with
   - Receiving feedback about my performance or my performance review
   - Student evaluations and feedback
   - Reading literature
   - Want to perform research in the area
   - Preparing for a presentation
   - Want to learn more about this
   - An area of special interest of mine
   - Have been asked to do this
   - Other (specify):
Learning Objectives

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Mission or Personal Statement

- Should be able to complete the following statements
  - I am in this field because...
  - I chose this career path because...
  - My overall mission is to...
What will your legacy be?

- Is it in 20 words or less?
- Are you on the right path towards that legacy?
- Is there anything you would do differently now?
Exercise #2

- Based on the identified opportunities for improvement, what broad goals do you have?
- List your short term goals and long term goals
- Use the goals section on Plan section of the portfolio provided as a guide
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**PLAN (What Will I Need to Learn/Do to Meet My Goal?)**

State your broad education-related goal:

List related SMART* learning objective(s):

- 
- 
- 

*Specific - Does the objective tell you precisely what you are going to do differently as a result of the activity?*

Measurable - Can you measure a change? Use Blooms Taxonomy to select measurable verbs *(important for scholarly applications)*

Achievable - Is the objective challenging, and yet not totally unachievable?

Relevant - Does the objective relate to the specific job you are currently undertaking (or perhaps to a future identified role)?

Timed – Can specific dates for completion and reflection be attached to the objective?

<table>
<thead>
<tr>
<th>Brief description of planned learning activities</th>
<th>Methods to be used to measure change or success</th>
<th>Resources/collaborators to be used</th>
<th>Start Date</th>
<th>Planned End Date</th>
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*Important for scholarly applications*
Learning Objectives

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A key point about your PLAN

“CPD starts from the position that people are currently at ... not the position that others think they should be at”

Dr. Peter Wilson, consultant to RPSGB, Aug 2002
Developing SMART Learning Objectives

- Specific
  - Be precise about desired outcomes
- Measurable
  - Quantify objectives
- Achievable
  - Ensure realistic expectations
- Relevant
  - Align with practice and/or organizational goals
- Timed
  - State when objective will be achieved
Plan

- Develop an action plan to accomplish your objectives during the reflection stage
  - What resources are available to accomplish learning objectives
  - What activities are available to accomplish learning objectives
- Develop a timeline
Writing Learning Objectives

- State to yourself...when I complete this learning activity, I want to be able to...
Non-SMART Objective

- Know more about people
SMART Objective

- Describe strategies used to effectively manage/communicate with people in a conflict situation by Dec 2014
Action Words-Blooms Taxonomy

- You can access a list of Bloom’s taxonomy verbs from the website below.
- Please choose one of these as you design your learning objectives
Blooms Taxonomy

Bloom’s Taxonomy for Thinking

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

Knowledge Retention
Foundations for higher order thinking

Using knowledge in new situations
Breaking things down
Creative thinking
Putting things together

Understanding
Recall
Judgement

http://www.uvm.edu/~cdisorda/Blooms%20Taxonomy.jpg accessed August 12, 2010
Revised Version
Anderson & Krathwohl 2001

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

## Bloom's Taxonomy of Cognitive Levels

<table>
<thead>
<tr>
<th>TABLE OF VERBS</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Knowledge</strong></td>
<td><strong>2 Comprehension</strong></td>
<td><strong>3 Application</strong></td>
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<tr>
<td>list</td>
<td>summarize</td>
<td>solve</td>
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</tr>
<tr>
<td>name</td>
<td>explain</td>
<td>illustrate</td>
<td></td>
</tr>
<tr>
<td>identify</td>
<td>put into your own words</td>
<td>calculate</td>
<td></td>
</tr>
<tr>
<td>show</td>
<td>interpret</td>
<td>use</td>
<td></td>
</tr>
<tr>
<td>define</td>
<td>describe</td>
<td>interpret</td>
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<td>recognize</td>
<td>compare</td>
<td>relate</td>
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<tr>
<td>recall</td>
<td>paraphrase</td>
<td>manipulate</td>
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<td>state</td>
<td>differentiate</td>
<td>apply</td>
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<td></td>
<td>demonstrate</td>
<td>classify</td>
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<td>visualize</td>
<td>modify</td>
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<tr>
<td></td>
<td>find more information about</td>
<td>put into practice</td>
<td></td>
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<td></td>
<td>restate</td>
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<td></td>
</tr>
<tr>
<td><strong>4 Analysis</strong></td>
<td><strong>5 Synthesis</strong></td>
<td><strong>6 Evaluation</strong></td>
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<tr>
<td>analyze</td>
<td>design</td>
<td>evaluate</td>
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<tr>
<td>organize</td>
<td>hypothesize</td>
<td>choose</td>
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<td>deduce</td>
<td>support</td>
<td>estimate</td>
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<tr>
<td>choose</td>
<td>schematize</td>
<td>judge</td>
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<tr>
<td>contrast</td>
<td>write</td>
<td>defend</td>
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<tr>
<td>compare</td>
<td>report</td>
<td>criticize</td>
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<tr>
<td>distinguish</td>
<td>discuss</td>
<td>justify</td>
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<td>plan</td>
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<td>devise</td>
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<td></td>
<td>compare</td>
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<td></td>
<td>create</td>
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<tr>
<td></td>
<td>construct</td>
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Sample Objectives Using Bloom’s Taxonomy

- Summarizes the treatment plan to the patients
- Design a monitoring plan for future visits
- Select the appropriate antihypertensive regimen for the patient
- Apply the JNC-VII guidelines to assess the reliability of the blood pressure measurements
- Explain the steps for taking a patient’s blood pressure
- Define Hypertension

# Action Words

<table>
<thead>
<tr>
<th>Competency</th>
<th>Action Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Identify, describe, list, recall, state, articulate</td>
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<tr>
<td>Comprehension</td>
<td>Compare, estimate, explain, interpret, define</td>
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<tr>
<td>Application</td>
<td>Apply, plan, choose, demonstrate, develop, prioritize</td>
</tr>
<tr>
<td>Analysis</td>
<td>Compare, distinguish, analyze, recognize</td>
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<tr>
<td>Synthesis</td>
<td>Create, formulate, make up, propose a plan, construct</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate, choose, decide, judge, assess</td>
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</table>
Exercise #3

- Take a few minutes to populate your plan with at least 3 SMART Learning objectives.
- Share with your group and listen to feedback from them.
- What adjustments are necessary to make it more SMART?
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ongoing  
10/10  
09/10 | Ongoing  
2011  
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Exercise #4

- Identify the activities that you will use to accomplish your predetermined objectives in your portfolio
- Exchange your plan with a peer and provide feedback
- How well will those activities accomplish the objective
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Personal Learning Plan

- Set **realistic** goals
- Just start!
  - Don’t let “perfect” get in the way ...
- Write measurable objectives
- Be flexible - add or modify learning objectives throughout the year
- Planning is a good thing but unplanned learning works, too
Personal Learning Plan

- May not address all learning objectives in one year
  - Perhaps keep to 3-5 goals per year
- Efficient use of time
- If it is written down, you will get it done
- Be creative when identifying learning activities, there are lots of learning opportunities
Share other examples from the group
ACT on your PLAN

Name: ___________________________  Date: ______________

**ACT (Implement & Complete Plan)**

<table>
<thead>
<tr>
<th>List learning activities undertaken</th>
<th>List methods used to measure change/success</th>
<th>List resources/collaborators used</th>
<th>Complete? Yes or No</th>
<th>Date Complete</th>
</tr>
</thead>
<tbody>
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Act (Contd.)

- Briefly explain the reasons that any learning activities, methods for measuring change, or resources/collaborators that were planned were not implemented or used:
Evaluate Your Learning

Name: ___________________________ Date: __________________

EVALUATE (What Did I Learn & Did It Meet My Needs?)

1. Were your learning objectives met? Circle: Fully Partially Not at all
   - If partially met, what learning objectives were not achieved?

   - If partially or not at all met, what challenges/obstacles did you encounter and how might they be overcome?
Evaluate Contd.

2. Whether you met all, some, or none of the identified learning objectives in your Plan, what did you learn from this experience and how will you apply this to your teaching? If available/applicable, attach any teaching/student learning materials that you developed as a result of this experience or findings obtained from measures of change/success.

3. What, if any, new learning needs were identified as a result of this experience?
## EVALUATE YOUR LEARNING

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Potential Portfolio Tabs
Potential Portfolio Tabs

- **Medication Therapy Management**
  1. Initiative on Medication Therapy Problems
  2. Medication Therapy Problems
  3. Specify Therapeutic Goals
  4. Design a Regimen
  5. Design a Monitoring Plan
  6. Assess the Patient’s Progress

1. **Communication**
   - Recommend a patient-centered, evidence-based therapeutic regimen and monitoring plan to interdisciplinary team and patients

2. **Documentation**
   Use effective communication practices when documenting a direct patient-care activity.

1. **Time Management**
   - Choose and manage daily activities to reflect a priority on patient-centered care delivery

2. **Professional Development**
   - Practice self-managed CPD to improve performance quality through self-assessment and personal change

Tips for Success

- Reflection is essential and gets better as we go
- People will need a lot of support early on
- Go through the process yourself at least once to help you coach others
- Use your peers as a learning support group
- It is a continuous learning process
Student Portfolio Tabs

PHAR 495 CPD
Instructional Strategies

During the first year, students will complete assignments as part of an electronic portfolio which is assessed by faculty three times per year. The assignments will involve the following activities which will be added to each student’s portfolio:

- Creation of goals and objectives for their professional development inclusive of multiple types of practice settings
- Development of an action plan for meeting goals through the achievement of each objective
- Documentation of interactions or conversations with others which help the student achieve their pre-selected objectives
- Completion of reflection essays which focus on self-assessment of progress towards goals
- Revision of goals and objectives as goals are met and practice interests change and/or take shape
- Preparation of a résumé and curriculum vitae
- Documentation of new professional experiences/activities (ex. extracurricular coursework, work experience, certifications, shadowing experiences, meetings attended, feedback sought)
I consider my current and future practice, and self-assess my professional development needs and goals.

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

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 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.
Engaging the Student on Rotation

SAMPLE STUDENT PORTFOLIO
Things to Consider

- What areas of improvement did your preceptor or advisor recommend during the last rotation evaluation or encounter?
- What skills, attitudes, knowledge or behaviors do you need to acquire in this rotation or upcoming academic cycle?
Student Learning Portfolio
Using Continuous Professional Development (CPD) Principles

Recommended for ongoing use:

- Self Assessment
  - Do this at the beginning of the course
  - Use some of the responses to help construct a plan
- Education Action Plan
  - Let this guide you as you go through the course
- Reflective Journal
  - Use this to record significant learning that you had pre-identified in the Education Action Plan.
## Initial Reflection

Complete this as part of a reflective self assessment or improvement process.

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional strengths and opportunities for development:</strong></td>
<td></td>
</tr>
<tr>
<td>1. <em>List School-related leadership situations from the past year in which you felt confident or competent:</em></td>
<td></td>
</tr>
<tr>
<td>2. <em>What skills contributed to the successes above? (You may want to create a learning objective to further develop this skill/strength)</em></td>
<td></td>
</tr>
<tr>
<td>3. <em>List school-related situations from the past year in which you felt that you were lacking confidence or competency:</em></td>
<td></td>
</tr>
<tr>
<td>4. <em>What skills would you want to develop or improve to better manage similar leadership situations in the future?</em></td>
<td></td>
</tr>
</tbody>
</table>
Initial Reflection Contd.

5. *What skills, attitudes, values or knowledge do you need to work on or acquire for the coming year?*
   - **Skills:**
   - **Attitudes:**
   - **Values:**
   - **Knowledge:**
# Education Action Plan

Use after identifying learning needs from the self assessment tool.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want to learn or what skill would you like to improve? (Learning Objective)</td>
<td>What resource will you use?</td>
</tr>
<tr>
<td>-------------</td>
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</tbody>
</table>
Post Action Reflective Journal

Reflective Journal
Date: 
Time spent engaged in learning:

Learning Objective(s)  What did you want to learn?

Evaluation & Reflection
Describe your learning experience. Consider the following:

- What did you learn?
- How will this new knowledge influence your leadership?

Reflection Notes:

A mandatory activity:
Complete this every week unless otherwise stated on Black board.

Stimulus
What helped you to become aware of this learning need?

- Discussion with peers or other healthcare professionals
- Managing a patient or practice problem
- Completing a self-assessment
- Receiving feedback about my practice (Professor or preceptor feedback)
- Completing an assignment or lecture
- Reading literature
- Performing research
- Preparing for a presentation
- Other ____________________
- Other ____________________
Sample Student Initial Reflection

4. What skills would you want to develop or improve to better manage similar leadership situations in the future?

   Granted that I am, for the most part, an introvert, I would like to develop my communication skills. By this, I mean like articulation, speeches, eloquence, and social demonstrations in general. While I am not particularly bad at them, I am not adept at them either. A leader should display charisma, and I would like to work on that so that my voice and opinions carry greater weight and respect. I would like people to pay attention to me so that I do not have to constantly repeat myself in an attempt to have people remember the key points of my presentations.

5. What skills, attitudes, values or knowledge do you need to work on or acquire for the coming year?
### Sample Student Learning Plan

<table>
<thead>
<tr>
<th>What do you want to learn or what skill would you like to improve? (Learning Objective)</th>
<th>What resource will you use?</th>
<th>When do you plan to start this Learning Activity?</th>
<th>When do you plan to finish?</th>
<th>When did you finish?</th>
<th>Learning Activity Worksheet Completed? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>More effective communication of goals and information</td>
<td>Leadership course</td>
<td>9/06/14</td>
<td>12/31/14</td>
<td>12/3/14</td>
<td>Yes</td>
</tr>
<tr>
<td>Dealing with lack of communication stemming beyond myself</td>
<td>Leadership course</td>
<td>9/06/14</td>
<td>12/31/14</td>
<td>12/3/14</td>
<td>Yes</td>
</tr>
<tr>
<td>Being a more engaging speaker</td>
<td>Leadership course, example from faculty and other student leaders</td>
<td>9/06/14</td>
<td>12/31/14</td>
<td>12/3/14</td>
<td>Yes</td>
</tr>
<tr>
<td>Development of a more personable public image and mannerisms</td>
<td>Leadership course, public opinion</td>
<td>9/06/14</td>
<td>12/31/14</td>
<td>12/3/14</td>
<td>Yes</td>
</tr>
<tr>
<td>Exercising greater empathy in decision making to make more accurate assessments based on legitimate circumstance</td>
<td>Leadership course</td>
<td>9/06/14</td>
<td>12/31/14</td>
<td>12/13/14</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Student Learning Opportunities

Date: 9/16/14
Time spent engaged in learning: 2 hours

Learning Objective(s) What did you want to learn?

Having your voice heard in a meeting and overcoming the fear of being judged in a professional setting.

Date: 9/23/14
Time spent engaged in learning: 2 hours

Learning Objective(s) What did you want to learn?

To apply the results of my Strengths Finders to my leadership style in order to maximize my leadership potential.
Date: 10/21/14  Time spent engaged in learning: 8 hours

Learning Objective(s)  What did you want to learn?

The qualities of a proper lecture/talk and what makes a presentation effective as opposed to unmemorable

Date: 11/4/14  Time spent engaged in learning: 2 hours

Learning Objective(s)  What did you want to learn?

Improve on my public speaking and interpersonal skills to be more presentable and persuasive.
Student Learning Opportunities

Date: 11/11/14

Time spent engaged in learning:

Learning Objective(s)

What did you want to learn?

Observe different kinds of presentation styles from the service learning presentations in order to incorporate aspects into my own style.
Sample Reflective Journal

Reflective Journal

Date: 11/18/14

Time spent engaged in learning: 2 hours

**Learning Objective(s) What did you want to learn?**

Qualities of a good presentation that is both engaging and informative to the audience while maintain attention and credibility.

**Evaluation & Reflection Describe your learning experience. Consider the following:**

- What did you learn?
- How will this new knowledge influence your leadership?

**Stimulus What helped you to become aware of this learning need?**

- Discussion with peers or other healthcare professionals
- Managing a patient or practice problem
- Completing a self-assessment
- Receiving feedback about my practice (Professor or preceptor feedback)
- **Completing an assignment or lecture**
Sample Student Journal

**Reflection Notes:**

My group presented on our service learning project involving jump roping today. I am actually quite satisfied with how the presentation turned out. Our general plan for the presentation was to keep things simple. It was an idea that we actually picked up from the mock advocacy. During the mock advocacy, it was emphasized that the leave-behind should be short to the point, and emphasize key elements immediately. For our powerpoint slides, we decided to structure it so that only the important parts were written up there. We did not want to put excess information on the slides because we thought people may not pay attention to the things being said. We also thought it would be more interesting to present most of the information verbally to engage the audience and maintain the interest by essentially telling a story from beginning to end. The little exercise bit I thought was enjoyable and really raised the mood or the atmosphere in the room. Overall, I think our simple and minimalist presentation style maintained the pace of the presentation and kept it concise, yet informative. I think for the future, I will try to implement this kind of presentation style again and see what kind of responses I get from the audience.

**Learning Resources**

- Reading literature
- Performing research
- Preparing for a presentation
- Other __________
- Other __________

*What resources did you use to achieve your learning objective?*

- Interaction with faculty
- Reading: articles, journals
- Colleagues (discussion)
- Rotation activities:
- **Required classes**
- Elective classes____________
- Other ___________________
How Schools Implement CPD

1. Introduce CPD Fall and Spring didactic sessions PY 1
2. Act on plan during PY 2 didactic year
3. Evaluate and Reflect on learning end of PY2 Fall and spring sessions
4. Reflect and conduct an education plan
5. Conduct plan for PY 2 Didactic year
6. Construct education plan for 2nd summer rotation
7. Act on plan during summer IPPE experience
8. Evaluate and reflect on summer experience
9. Act on plan during 2nd summer IPPE experience

Repeat above process for subsequent years
Residents can Benefit too!
Benefits to the Resident

- Organized learning process for you
- Easy fit into the RLS system
- Potential to accomplish more
- Develop a habit for life long learning
Proposed process for Residents

- Introduce CPD during first PGY-1 rotation experience/orientation
- Resident reflects and conducts an education plan before each experience
- Act on plan during each rotation experience
- Evaluate and reflect on each rotation experience
- Evaluate and reflect on whole year’s experience
- Construct education plan for PGY-2 experience or next phase in life
- Act on plan for PGY-2 experiences or next phase in life
- Evaluate and reflect on each rotation experience
- Continue CPD cycle for life!

Repeat above process for upcoming years
Engaging Students Activity

- What suggestions do you have about engaging the students in CPD?
Summary

- Reflection in personal and professional development
- Structured self-assessment tools
- Identify short and long-term learning and career goals
- Design learning objectives that address personal and professional goals identified through reflection
- Utilize the information provided in the reflection exercises to develop a learning plan
- Identify ways to engage students in CPD on rotation
CPD Process-E.g.

- **Summer**
  - Reflect
  - Create a plan
- **August**-October
  - Act on the plan
- November
  - Evaluate the plan
- December (6mo)
  - Document your learning and submit evaluation
  - Continue the cycle and reevaluate in another 6 mo
Reflect Sept-Oct

Plan October

Act November

Evaluate Jan-Feb

Document & submit evaluation Sept

Repeat cycle

Document & submit evaluation March

Repeat cycle
Thank you for your attention!

For more information please view the following webcasts:

1. CPD 101
   https://www.acpe-accredit.org/pdf/Presentations/CPD1/cont_pro_devel_new.html
2. Using reflection to create a plan
   https://www.acpe-accredit.org/pdf/Presentations/Using%20Reflection/reflection_create_plan_project.html
3. Act evaluate and record your CPD
   https://www.acpe-accredit.org/pdf/Presentations/Act%20Evaluate%20and%20Record%20Your%20CPD/act_evaluate_record_project.html

Thank you for your attention!
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