

# THERAPY PROJECT OFFICE

Departmental CPD Planning Tool

2008



Feidhmeannacht na Seirbhíse Sláinte  
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# Therapy Project Office

The Therapy Project Office was established in January 2007 to progress and initiate project activities on behalf of the National Implementation Group (NIG) for Clinical Placement Provision for Occupational Therapy, Physiotherapy and Speech & Language Therapy. The projects related to a number of key actions identified by the 'The Report of the National Planning Group on Clinical Placement Provision for Occupational Therapy, Physiotherapy and Speech and Language Therapy' (2004), under the three broad areas of:

- Practice Education
- Continuing Professional Development
- Quality Information for the Public

The Therapy Project Office was funded by the HSE and staffed by three project managers, representing the professional bodies of the Association of Occupational Therapists of Ireland (AOTI), the Irish Society of Chartered Physiotherapists (ISCP) and the Irish Association of Speech & Language Therapists (IASLT). A collaborative, project management model was applied throughout the process. The Project Managers also worked in partnership with the Higher Education Institutes, Therapy Services, the Department of Health & Children and the Health Service Executive to build on existing work and to drive the projects forward.

# Section 1: Planning CPD

## Introduction

### Background

This CPD planning tool was developed as part of the work of the Therapy Project Office. The aim of this project was to develop a tool to facilitate therapists and managers in service-focused CPD planning. To date little structure had been available to facilitate planning of CPD activities. This tool was developed on a multidisciplinary basis by a working group composed of a representative from the 'Professional Development' committee in each of the professional bodies of Occupational Therapy, Physiotherapy and Speech and Language Therapy.

### What is CPD?

Professional development refers to a process whereby individual members of a profession increase their level of knowledge and refine or learn new skills for application in relevant professional practice and the associated workplace. Continuing professional development (CPD) is the ongoing process of developing and updating the knowledge and skills necessary to ensure competent professional practice.

### What does the Professional Body require?

The Professional Bodies of Occupational Therapy, Speech and Language Therapy and Physiotherapy require ongoing commitment from all members to participate in CPD. All members are required to keep up to date with new evidence-based clinical approaches and methodology, current thinking on best practice and legislative requirements. CPD involves members taking responsibility for the content, relevance and quality of their own development.

It also involves them identifying their own development needs, planning a programme of education and learning to meet those needs, and recording and reflecting on

CPD activities they have undertaken.

The professional bodies of Occupational Therapy, Speech and Language Therapy and Physiotherapy currently provide a framework for members to record the CPD activities they have undertaken.

In IASLT, CPD activities are recorded in a log book through a system of credits and members must show evidence of having maintained a minimum of 25 credits per year. Evidence of both formal and informal activities is required, as is evidence of how learning is integrated into practice. CPD logs must be submitted at the time of renewal of membership and 10% of members are audited annually by the Professional Development and Ethics Committee.

In AOTI a log sheet is provided in the CPD folder which members are encouraged to complete. A method for monitoring CPD undertaken and a points system are currently being considered by the AOTI CPD committee.

In ISCP, CPD activities are recorded through a system of credit points, where 1 credit point is equivalent to 1 hour of CPD undertaken. A range of formal and informal activities are recognized. This is audited on a random basis over a three year cycle by the Education committee

### Who plans CPD?

All staff should plan their CPD. It is recommended that CPD planning should ideally be carried out by therapists with managers or peers in order to determine professional objectives relevant to the current work setting. While the afore mentioned systems are in place to record CPD activities that have already been undertaken, to date little structure has been available for planning CPD activities. This lack of structure makes it difficult for individual therapists to strategically plan CPD goals appropriate to their work setting and for managers to respond to requests for often limited resources for CPD within their departments.

## What is the CPD Cycle?

CPD is seen as a cyclical process beginning with the identification of CPD needs following through to an evaluation of activities undertaken which in turn informs future identification of need. This cycle is represented in the diagram below.



## Section 2: CPD Planning Tool: Overview

The CPD Planning Tool was designed to allow for service-focused CPD planning. It was developed in two parts:

- 1) The **Individual CPD Planning Tool** is for use by individual professionals in planning their own CPD activities to meet clearly defined development needs.
- 2) The **Departmental CPD Planning Tool** is for use by managers in:
  - Determining the CPD goals most appropriate to their service and staff;
  - Co-ordinating requests for CPD activities from staff members.

Both parts of the tool have been developed in a parallel manner so that both parts of the tool can be used together in a department by individual therapists and by the manager.

## Section 3:

# Departmental CPD Planning Tool

The **Departmental CPD Planning Tool** has been developed for use by managers in:

- Determining the CPD goals most appropriate to their service and staff;
- Co-ordinating requests for CPD activities from staff members.

It consists of three parts:

- a) Departmental CPD Planning form;
- b) Workbook;
- c) Departmental CPD Compilation forms.

### Departmental CPD Planning Form

There are 5 columns on the Departmental CPD Planning form to be completed. Completion of the Planning form will allow you as manager to plan strategically the CPD activities that you feel would be appropriate in meeting the development needs of your department. The Planning Form is also available in a downloadable version on your professional body website so that you may type into it.

A sample of a completed Departmental CPD Planning form is included on page 11.

### Workbook

The workbook provides a number of tools and matrices which may aid in focusing your thinking when completing the Departmental Planning form. The tools and matrices rated as most useful are provided in this booklet

A more comprehensive set of templates are provided on your professional body website. (See Appendix 1)

### Departmental CPD Compilation Forms

The compilation forms have been created to facilitate managers in co-ordinating, prioritizing and sanctioning of individual CPD requests from all members of their team. They should be completed **after** the Departmental Planning form has been filled in by the manager and the Individual Planning forms have been completed by individual therapists.

**Compilation form 1** allows for prioritization of development needs that **have** been identified by individual therapists.

**Compilation form 2** allows for prioritization of development needs that have been identified by the manager but **have not** been identified by individual therapists.



## Using the Departmental CPD Planning Tool: Managers Guide

- Read the introduction before completing any forms
- Complete the Departmental Planning form (hard copy or type and save). A sample CPD Planning Form is provided to aid you in completing the form
- Collect the Individual Planning forms completed by your staff. You can collect them in a hard copy or by email
- Compile the individual CPD planning forms and the Departmental Planning Form using the Compilation forms.
- Meet with your staff to discuss and agree their CPD plans
- Staff complete CPD activities
- Review and update the CPD plans in conjunction with your staff. If goals were not reached the reasons why should be identified.

# Departmental CPD Planning Forms

Date: \_\_\_\_\_

| Development Need                                | Desired Outcome<br>(By the end of this learning we will be able to ....) | Priority | Activities Required   | Resources & Support Needed   |
|---|--|----------|---|--|
| To upskill staff to provide a dysphagia service | Provide a dysphagia management service to clients in our catchment area  | 1        | Reading to improved knowledge related to dysphagia and associated conditions<br>Period of supervision from therapist/s in another area<br>Attendance at a dysphagia course  | Time allocated for literature search/ reading<br>Time allocated for supervised practice<br>Time allocated for course attendance<br>Funding for course attendance   |
| Research  | Carry out practice based research within our service                     | 2        | Reading to improved knowledge related to research methodology<br>Identification of research skills that need to be developed<br>Training in appropriate skills<br>Observation of and participation in research carried out by experienced researcher to gain experience | Time allocated for literature search/ reading<br>Time allocated for observation / participation in research<br>Time allocated for course attendance<br>Funding for course attendance (if required- may be provided in house) |
| Mentoring skills for Seniors                    | To be able to run a senior/basic grade mentoring system                  | 2        | Identification of strengths/ weaknesses in existing mentoring skills<br>Training in mentoring skills<br>Development of mentoring structure for staff<br>Pilot of mentoring system   | Self – identification of own strengths & needs<br>In house seminars on giving and receiving feedback<br>Time allocated for mentoring of staff<br>Funding for course attendance (if required)                                 |

Date: \_\_\_\_\_

| Development<br>Need | Desired<br><br>Outcome<br>(By the end of this<br>learning we will be<br>able to ....) | Priority | Activities<br>Required | Resources<br>& Support<br>Needed |
|---------------------|---|----------|------------------------|----------------------------------|
|                     |   |          |                        |                                  |
|                     |   |          |                        |                                  |
|                     |   |          |                        |                                  |

# Departmental CPD Compilation Forms

## Departmental CPD Planning Compilation Form 1

Date: From \_\_\_\_\_ To \_\_\_\_\_

| Development Need in order of department priority | Name(s) of therapist(s) who identified this need on own summary form | Priority each therapist gave this need | Name(s) of therapist(s) for whom CPD in this area has agreed | Time Frame (To be achieved by) |
|--|--|--|--|--------------------------------|
|  |  |  |  |                                |
|  |  |  |  |                                |
|  |  |  |  |                                |

Departmental CPD Planning Compilation Form 2

Date: From \_\_\_\_\_ To \_\_\_\_\_

| Development Need that was not identified by any therapist or their planning form | Priority given to this need | Appropriate activities to meet this development need | Name of therapist(s) for whom CPD in this area has agreed | Time Frame (To be achieved by) |
|--|-----------------------------|--|---|--------------------------------|
|  |                             |  |   |                                |
|  |                             |  |   |                                |
|  |                             |  |   |                                |

# Workbook

## Department Reflection

**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?)

How are we currently functioning as a department?

| How are we currently functioning as a department? |                                 |
|---|---------------------------------|
| What are our strengths?                           | What are our development needs? |
|   |                                 |

## Threats if we don't; Opportunities if we do?

| Threats and Opportunities Matrix  |   |
|---|---|
| Development Need: _____   |   |
| What are the threats for your staff, your department and service if you do not address this development need? | What are the opportunities for your staff, your department and service if you do? |
| Short Term*   | Short Term*   |
| Long Term*  | Long Term*  |



## How can we prioritize our CPD needs?

| PRIORITIZATION MATRIX  |      |  |   |
|--|------|--|---|
| Insert the development goals for your department in the appropriate square |      |  |   |
| URGENCY  | HIGH | <b>3</b> These get done last (they get done first usually if you mistake their importance) | <b>1</b> Do these first   |
|  | LOW  | <b>4</b> These might not need to be done at all  | <b>2</b> Do these second because they will quickly become more urgent |
|  |      | LOW  | HIGH  |
|  |      | IMPORTANCE   |   |

Resources and support needed?

| CPD Activity | Resources & Support Needed                                   |  |
|--------------|--|--|
|              | Resources and support available internal to our organisation | Resources and support available external to our organisation |
|              |  |  |
|              |  |  |
|              |  |  |
|              |  |  |
|              |  |  |

## CPD Activity Evaluation Form

| Resources & Support Needed  |  |
|---|--|
| 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

Addressing Unmet Goals

| Resources & Support Needed     |  |   |
|--------------------------------|--|---|
| What CPD goal was not achieved | What were the obstacles to achieving this goal | What actions could be taken to overcome these obstacles |
|                                |  |   |
|                                |  |   |
|                                |  |   |
|                                |  |   |
|                                |  |   |







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