



STAFFORDSHIRE
UNIVERSITY

Faculty of Health and Sciences

Participant handbook:

Supporting self care

Certification of participation in CPD activity

Certification of approved CPD activity

2006 / 2007

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1. Recognise your Continuous Professional Development

Continuous Professional Development (CPD) is the systematic maintenance, improvement and broadening of knowledge and skill, and the development of personal qualities necessary for the execution of professional and technical duties throughout your working life. The definition was created by the Construction Industry Council in 1986 and has been adopted as a base definition of CPD by 55% of professional associations. It is just as relevant to the NHS as other sectors.

The Staffordshire University Continuous Professional Development programme has been designed to provide a flexible framework that will enable participants to receive accreditation for developing professional knowledge and skills in order to meet the growing imperative placed upon all practitioners to maintain professional competence. The process is overseen by the Academic Development Institute (ADI) which is represented by members of the four Faculties and relevant academic service departments.

Initially, the CPD programme in supporting self care has been launched with a series of targeted core workshops for primary care teams in general medical practices led by a University approved facilitator (see Section 2 and facilitator handbook).

Most participants of this framework will want to receive recognition of their participation in continuous professional development. A minority will want to register for an accredited University award at undergraduate level 3 or postgraduate level (M) that earns them transferable credits for a Staffordshire University or other University degree. If that is you-please refer to the Staffordshire University Certificate of Credit in: Supporting self care student handbook. This participant handbook describes the options to:

- (a) Receive Staffordshire University certification of participation in CPD activity.
- (b) Group a series of Byte size events to form up to 30 hours of learning (minimum 3 hours). Each 30 hour segment of learning will be formally approved and successful participants will receive Staffordshire University certification of approved continuous professional development (CPD) activity. An individual participant in the approved CPD programme must complete the training programme delivered by the NHS facilitator; then submit their completed workshop templates and draft PDP (their own PDP template or one adapted from University template) to the University for feedback and approval (see Appendices 1 and 2 in participant handbook).

2. Learning outcomes of your CPD activity

The learning outcomes for your Continuous Professional Development (CPD) activity in Supporting self care are:

1. Understand the importance of personal and professional development in the context of the planning and delivery of self care support and promotion to patients and the public
2. Critically reflect on your learning, performance and behaviour in relation to self care interventions

3. Demonstrate an understanding of how to manage your role better in order to improve the quality of patient self care
4. Articulate the potential for development and transferability of personal and professional skills between various contexts such as key clinical fields and delivery mechanisms for self care support

3. Structure and content of your approved CPD

This programme is an opportunity to engage in the Staffordshire University portfolio of approved CPD activities. The Supporting self care programme is an integral part of the CPD activity and attendance at any of the accredited workshops in your own practice workplace led by an 'approved' facilitator which can form part of or all of your CPD approval. The objectives of CPD are related to improving performance and the quality of patient care, enhancing career prospects, increasing the capacity for learning, encouraging participation and commitment to lifelong learning and being adaptable to, and prepared for, change in the NHS.

The Structure has been designed to provide flexibility and allows your CPD programme to be tailored to both your practice organisation and your individual development needs as in Diagram 1.

Diagram 1 CPD Framework

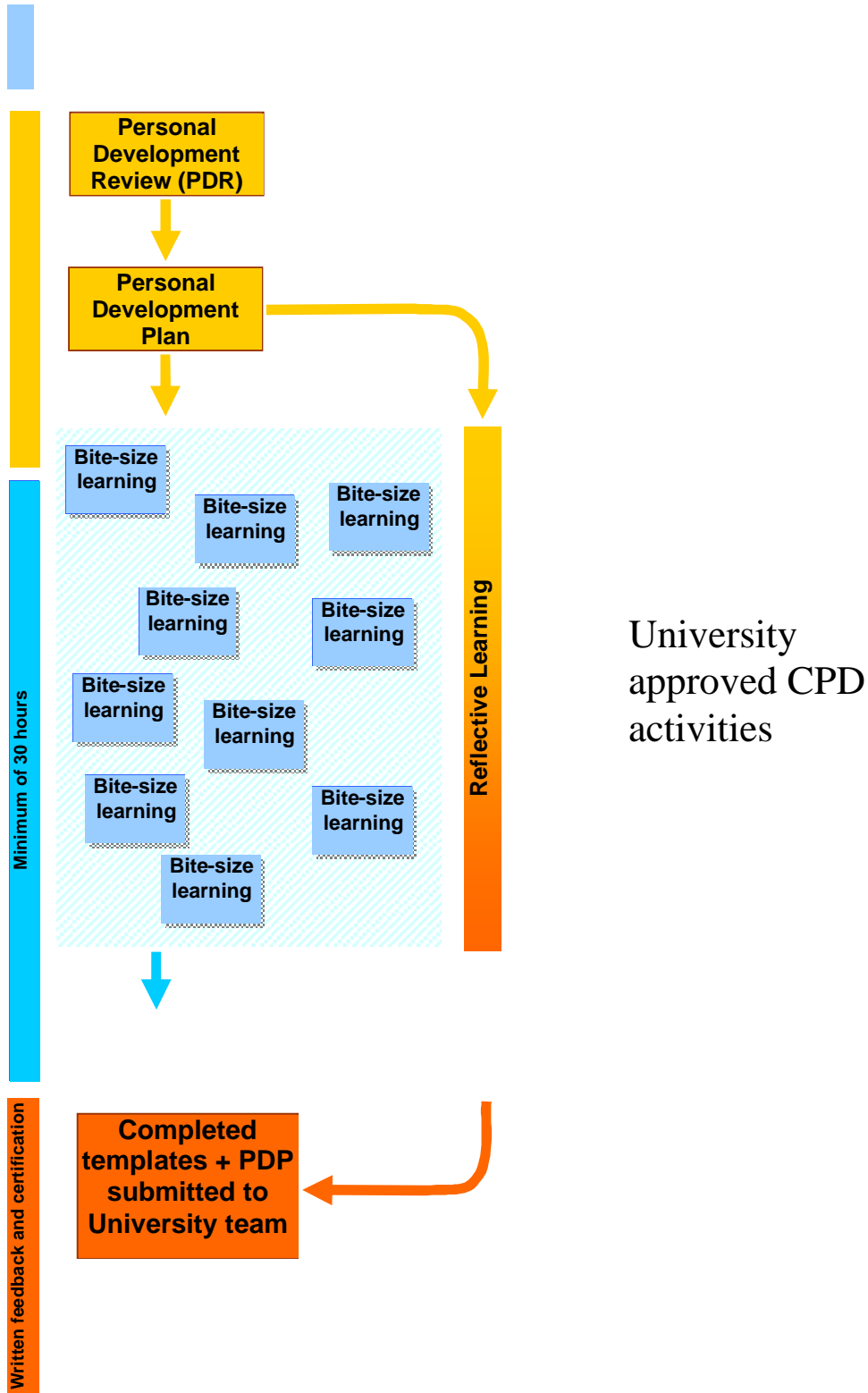


Diagram 1

4. Personal Development Review (PDR)

The PDR as part of your annual appraisal organised and undertaken in the NHS should be the basis of your CPD plan and whilst that process will not be formally assessed here but is part of your workplace systems, it is an underpinning feature of the CPD programme. This is a specific opportunity to undertake a self- assessment to identify your development goals. These are not set in stone, but rather a basis on which to look for and take up relevant CPD activities from the approved University portfolio of modules or other resources. Whilst the CPD programme has been launched with a series of training workshops in your practice, you can extend the CPD activities to include a range of modes and materials available for development activity in your own practice so long as you have a facilitator who has been approved by the University to deliver the programme (see section 6 and facilitator handbook for details). Whilst your CPD plan can be tailored to your own personal training and development needs it is also designed through the approved University portfolio to focus on the identified training and development needs for your practice organisation.

5. Effective learning

Problem-based learning workshops and subsequent learning and action, is a more creative and innovative approach to learning and CPD that acknowledges the broad base of acknowledged CPD activities within the NHS workplace and beyond.

The best and most cost-effective outcomes for patients in health care are achieved when everyone involved works together, learns together, engages in clinical audit of outcomes together, and generates innovation to ensure progress in practice and service. Primary care team working leads to better detection, treatment, follow-up and outcomes for patients.

Work with your primary care team to solve problems and improve patient care. Look at problem issues around the management of patient self care that have occurred in your own practice.

5.1 Problem based learning (PBL)

PBL encourages a move away from traditional didactic instruction to a more learner-centred approach to learning. It challenges you to develop the ability to think critically, analyse problems, and find the most appropriate learning resources yourselves. As well as helping to address important learning relating to your work, PBL helps you to learn *how to learn*. PBL conforms to many of the principles that characterise effective adult learning, in that it is:

- linked to day to day practice
- a group-based activity
- flexible, and 'personalized' to your own situation
- reinforces learning, through review

5.2 Range of formal and informal learning activities

These activities will include informal as well as formal types of learning:

- In-house learning programmes in practice workplaces focused on primary care topic areas
- The use of problem-orientated approaches to learning, including action team learning and self-managed learning
- Short topic based workshops
- Seminars
- Distance learning
- Problem based team learning
- Reflective learning
- Structured reading
- Shadowing relevant colleagues
- Observing colleagues
- Drawing up clinical protocols
- Undertaking clinical audits

Please see the associated topic workbooks for more information about 'how to do it' in relation to these forms of learning (especially If you feel that you have insufficient knowledge to guide you about the particular clinical fields, use the information in the patient pathways chapters and follow up the references if you need to learn more.)You will have to discuss what type of informal approaches to learning such as shadowing and observing colleagues are feasible for your own situation with your workplace facilitator and personal University tutor.

Comprehensive learning support material is available at the website www.wipp.nhs.uk.

5.3 Practice Team Learning Set

Work as a team to agree a self care topic that you can complete that enables you to implement the skills/policies that have been discussed at the problem based learning workshop in your practice and allow time for reflection on current practice, and encourage action.

It will enable you to write an action plan of at least 3 action points for specific tasks for you to put into practice after or as part of, the CPD programme workshop.

How your Team Learning Set will be organised in your practice workplace:

- Facilitator will agree specific ground rules with the team
- Participants will be organised into small groups if >8 members
- Three sessions will be facilitated by an NHS facilitator. Then participants either as individuals or within team(s) can use the training resources to continue to work through self care problems and issues.
- Individuals will develop a Team Action Plan to assist in the improvement of patient care – then complete the records of action (see Appendices 2 and 3)

6. Workshops

Integral to the CPD activity is the Supporting self care Programme. Each of the 12 Topic based workshops has been approved as a CPD activity by the Faculty of Health and Sciences.

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The 3 hour Topic based workshops for this programme are:

Core Workshop 1: Development of an action plan for supporting self care by patients

Core Workshop 2: Implementing interventions to support self care as a practice team

Core Workshop 3: Establishing a self care culture as a practice team

Workshop 4: Pathway to self care : sore throat

Workshop 5: Pathway to self care : back pain

Workshop 6: Pathway to self care : cough and colds

Workshop 7: Pathway to self care : asthma

Workshop 8: Pathway to self care : otitis media

Workshop 9: Pathway to self care : rash

Workshop 10: Pathway to self care : raised blood pressure

Workshop 11: Pathway to self care : mild depression

Workshop 12: Communicating self care to patients effectively

You are required to identify in your CPD plan up to 30 hours of appropriate CPD activity that meet your individual and organisational development needs. You must complete the first 3 core workshops and then you will have a choice of seven of the twelve modules given above. Then submit your completed workshop templates and draft PDP (your own template or one adapted from Appendix 1) to the University for feedback and approval (see Appendices 2 and 3).

7. Your practice facilitator

An approved NHS facilitator (approval by attendance at University training event or submission of evidence of competence) will facilitate the face to face aspects of the core training programme, equivalent to 9 hours of CPD activity. Your facilitator will have been reviewed by peers and the workshop tutor when facilitating a group during one of these workshops and will appear to be able to facilitate a primary care team.

8. University approval: work- based certification

To earn the recognition of the University for your participation in CPD activities in relation to Supporting self care you will be required to:

- a. Attend and participate in the core workshops in your practice
- b. Reflect on your role and responsibility and how that interacts with colleagues in your practice team, and then complete the template in the relevant workbook for each main task to address the practice problem issues (see Appendix 2).
- c. Develop your practice based action plan in respect of your role and responsibilities in relation to each topic of supporting self care you include in your draft PDP.
- d. Record your planned action on the appropriate template in the relevant workbook (see Appendix 3) and any preliminary action taken –within the three hours allotted to the byte sized learning event
- e. Ask your facilitator to sign their approval that you attended the practice based workshop on a designated Supporting self care topic. They should also certify that the draft PDP and completed action plan has been prepared by you, relates to your role in the practice team and represents a total of at least three hours work on that topic, including time in attendance at problem-based workshop.
- f. Submit the updated PDP and completed template forms (as in Appendices 2 and 3) to the award leader at Staffordshire University for brief feedback and approval that you have successfully completed the exercise for each Topic.
- g. Submit feedback about the capability of the facilitator in your practice team and the quality of the problem based discussions at intervals in the process.

Reference

1. General Practitioners Committee / The NHS Confederation. The New GMS Contract. British Medical Association, London, 2003.

Appendix 1

Example personal development plan

Participants are free to substitute their own template for a personal development plan (PDP) that is preferred in their own workplace or discipline, so long as it contains the minimum content and scope specified here.

Personal development plan Time span it relates to: Date last updated:
Prioritised topics in PDP previous year:
Justify why current topics in PDP are a priority: A personal or professional priority? A practice or team priority? A national priority?
Who else will be included in your personal development plan?
What baseline information will you collect and how? How will you identify learning needs? (See Topic workbook 2 for more guidance on this)
What are the learning needs for the practice or team and how do they match your needs?

Any patient or public input to your personal development plan?

Aims of your personal development plan arising from the preliminary data gathering exercise

Action plan (give tasks, timetable, endpoints etc.)

How does your personal development plan tie in with your other strategic plans (for example the practice's business or development plan)?

What additional resources will you require to execute your plan and from where do you hope to obtain them? (will you have to pay any course fees; will you be able to organise any protected time for learning in working hours?)

How will you evaluate your personal development plan?

How will you know when you have achieved your objectives? (how will you measure success?)

How will you disseminate the learning from your plan to the rest of the practice team and patients? How will you sustain your new found knowledge or skills?

How will you handle new learning requirements as they crop up?

What you do next includes

What extra resources might this require?

The outcomes might include:

How would you demonstrate that you have achieved your outcomes?

At subsequent date record your actions completed and outcomes achieved

Actions:

1.

2.

3.

Other:

Outcomes achieved (please list)

Appendix 3

Role and responsibilities checklist:

- List the tasks needed to be done to solve your problem issue in the left hand column
- Write the name /post of each member of the team participating in the top row
- For each task, tick the box for each team member who has a role or responsibility – and note their/your role and responsibilities for each task.

Completed by:

Task	Primary care team members							What is your role and responsibilities?
Task 1:								
Task 2:								
Task 3:								
Task 4:								
Task 5:								
Task 6:								

Date: