

June 2016

# Are You and Your Team Really *Engaging* in Continuing Professional Development (CPD)?

## Defining Attribute 5

**Please note:** Deb Hearle and Sarah Lawson are both practicing Occupational Therapists with a passion for CPD. This work is undertaken in our free time and our TRAMmCPD resources which include the TRAMm Model, TRAMm Tracker and TRAMm Trail (TRAMmCPD) are downloadable *free of charge* from our [web-site](#) for use by anyone who needs to engage in CPD. Our work is protected by a [Creative Commons licence](#), therefore you are free to share the material, provided you attribute it to us; you may not use any material for commercial or financial gain.

Any proceeds from the sale of our book *Hearle, D; Lawson, S and Morris, R (2016) A Strategic Guide to Continuing Professional Development for Health and Care Professionals: The TRAMm Model* are used towards the further development of TRAMmCPD and [web-site](#).



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## Defining Attribute 5: Learning is evidenced to continue beyond the initial CPD activity

- What will you do with the information you have learnt after this conference?
- Will you follow up what you have learnt?
- Do you see CPD as a lifelong journey or a series of separate activities?
- Are you continuing to update your TRAMm Tracker and Trail (Hearle et al, 2016)?
- Will you revisit your reflections?



If you are on this page then you are halfway there!

As the TRAMmCPD team we believe that CPD is a personal journey, in order for it to be effective you need to **T**ell others, **R**ecord and *apply* your CPD **A**ctivities, **M**onitor your progress and **m**easure the impact. Attending conference as a part of your CPD could be considered as wasted time and money if you fail to apply your learning in some way.

Consider one piece of your learning from conference that you plan to apply in your practice. Then answer the following questions:

- How are you going to apply your learning from conference?
- Are you going to change anything you are doing or have you been able to validate what you are already doing?
- Think of how you can apply your learning from conference in terms of yourself, your service user/other stakeholder and your service.
- What do you need to do next? Do you need to contact someone for more information?
- How will you share your learning?
- How will you record your learning and document your learning trail?
- How will you reflect on your learning? (See defining attribute 4 above)
- Set yourself one realistic CPD goal to achieve following attendance at conference
- Document what you do, which sessions you attend and what you learn as you go along on your [TRAMm Trail](#).

Tip: Keep your Conference Abstract book, you never know when something you heard/learnt at conference will be useful and you may wish to contact a speaker for more information about their work/research.



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Here at TRAMmCPD our own CPD journey continues, we continue to develop TRAMmCPD and are working to submit the results of the CPD Engagement concept analysis for publication. We are interested to hear your thoughts and ideas about what we have written. If you have any comments or queries please [contact us](#):

Email: [enquiries@TRAMmCPD.com](mailto:enquiries@TRAMmCPD.com)

Via our website: <http://www.trammcpd.com/contact-about-us.html>

Twitter: [@TRAMmCPD](#) [@SLawsonOT](#) [@HearleD](#)

**To download the full additional 'Are you and Your Team Really Engaging in Continuing Professional Development' information please visit <http://www.trammcpd.com/cpd-engagement.html>**

#### REFERENCES:

Hearle D and Lawson S (2016) *Are You and Your Team Really Engaging in Continuing Professional Development (CPD)?* College of Occupational Therapists 40<sup>th</sup> Annual Conference & Exhibition 28 - 20 June 2016, Harrogate p 135

Hearle D, Lawson S, Morris R (2016) [\*A Strategic guide to continuing Professional Development for Health and Care Professionals; The TRAMm Model\*](#). Keswick. M & K Publishing.



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Example TRAMm Tracker and TRAMm Trail:

### **Susan's TRAMm Tracker**

This TRAMm Tracker has been written as an example of a Model Case which reflects all five of the defining attributes of CPD engagement.

Susan a Band 7 Occupational Therapist has completed her TRAMm Tracker to keep track of her CPD which meets HCPC Standard 1.

Please note: this TRAMm Tracker has been completed with the most recent entries at the top.

### **Susan's TRAMm Trail**

Susan has also completed a TRAMm Trail (see Appendix 2) which provides more details and demonstrates how she has meets all five of the defining attributes of CPD Engagement for this piece of CPD.



## Susan's TRAMm Tracker

<a href="#"><u>HCPC Standard 1</u></a>	<a href="#"><u>HCPC Standard 2</u></a>	<a href="#"><u>HCPC Standard 3</u></a>	<a href="#"><u>HCPC Standard 4</u></a>	
Maintain a <b>continuous, up to date</b> and <b>accurate</b> record of CPD activities	Demonstrate CPD activities are a <b>mixture of learning activities relevant</b> to current or future practice	Seek to ensure that CPD has contributed to the <b>quality</b> of their practice and service delivery	Seek to ensure that CPD <b>benefits the service user</b>	
<b><a href="#"><u>HCPC Standard 5</u></a> - Only applies when called for HCPC audit</b>				
Upon request, present a written profile of own work, supported by evidence, which explains how standards have been met				
<b>TRAMm STATIONS</b> – Suggestions only for more information see:				
<a href="#"><u>A Strategic Guide to Continuing Professional Development for Health and Care Professionals: The TRAMm Model</u></a>				
TELL (T)	RECORD (R)	ACTIVITIES (A)	MONITOR (M)	mEASURE (m)
Informal/Formal Discussions	Current EBP	Planned in Advance	Formal/Informal Mentorship	Specific Individualised Goals
Supervision	Publications	Beyond Mandatory and Specialist Training	Supervision staff/students	Informal Education Opportunities
Disseminating Information	Service Evaluation/Benchmarking	Learning from colleagues Tell	Establishing Development Plans	Performance Indicators
Facilitating Training Sessions	Audit	Research/Reading Journals	Peer reviews	Letters of Commendation
Presentations	Reflection – Verbal/Written	Attending Conferences/Courses	Lecturing/Teaching	Standards of Proficiency
Journal Club	CPD Record Sheet	Shadowing/Secondments/Rotation	Meetings	Skill Acquisition and Improvement
Peer Supervision	Annual Appraisals	Reflection	Managing	Applied Knowledge
Annual Appraisals/IPR/PDR	Portfolio	Further Education	Performance Indicators	Audit
Case Studies	Online digital curation	Active member of professional body	Formative Assessment	Outcome Measures



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Date	Subject	Description	Certificate	Reflection	TRAMm Trail	HCPC Standards					TRAMm					Index	Notes
						1	2	3	4	5	T	R	A	M	m		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
DD/MM/YY	Work based learning	Constraint Induced Movement therapy	<input type="checkbox"/>	R	T	1	2	3	4	<input type="checkbox"/>	T	R	A	M	m		Reflections, TRAMm Trail, copy of Report in CPD Portfolio. Other Records in case note management system at work or on CPD usb
DD/MM/YY	Self-Directed Learning	Reading journal article in British Journal of Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>	T	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A	<input type="checkbox"/>	<input type="checkbox"/>		Bloggs et al, 2016 Constraint Induced Movement Therapy. British Journal of Occupational Therapy. pp xx - xx



**Susan’s TRAMm Trail**

**TRAMm Trail Title: Constraint Induced Movement Therapy**

**Date: DD/MM/YY – ongoing**

*This TRAMm Trail has been written by Susan Band 7 Occupational Therapist, it demonstrates all five of the defining attributes of CPD Engagement:*

<b>Tell (T)</b>	<b>Record (R)</b>	<b>Activities (A)</b>
<ul style="list-style-type: none"> <li>• Discussed with supervisor how to develop this learning to fit with my career plans to work towards advanced practitioner status (DD/MM/YY)</li> <li>• In-service training to team about constraint induced movement therapy with results of small trial (DD/MM/YY)</li> </ul>	<ul style="list-style-type: none"> <li>• DD/MM/YY Email written and sent to authors of Constraint Induced Movement article</li> <li>• Supervision record (DD/MM/YY)</li> <li>• Reflection based on Fish and Twinn (1997) Strands of Reflection (DD/MM/YY – ongoing)</li> <li>• Notes written during shadowing (DD/MM/YY)</li> <li>• Intervention Evidence chart completed (DD/MM/YY)</li> <li>• Baseline assessment results (DD/MM/YY)</li> <li>• Report written and presented to clinical director (DD/MM/YY)</li> <li>• TRAMm Tracker (DD/MM/YY – ongoing)</li> <li>• TRAMm Trail (DD/MM/YY – ongoing)</li> <li>• CPD Portfolio updated (ongoing)</li> <li>• Case notes (DD/MM/YY)</li> </ul>	<ul style="list-style-type: none"> <li>• DD/MM/YY Self-directed learning. Read Bloggs et al, 2016 Constraint Induced Movement Therapy. British Journal of Occupational Therapy pp xx – xx using Critical Appraisal Skills Programme (CASP) Tool</li> <li>• DD/MM/YY Informal internet research - identified conference abstract book where the authors have presented their work which has their contact details</li> </ul>



Monitor (M)	Measure (m)	HCPC Standards met: 1,2,3,4
<ul style="list-style-type: none"> <li>• DD/MM/YY Supervision with manager, negotiated time from work to visit article authors for period of 2days</li> <li>• Ongoing self-monitoring and reflection</li> <li>• DD/MM/YY further supervision with manager to feedback results and agree next course of action</li> </ul>	<ul style="list-style-type: none"> <li>• Successful trial results (DD/MM/YY)</li> <li>• Positive feedback from service users and carers recorded in case notes (DD/MM/YY)</li> <li>• Positive feedback from Manager documented in Supervision record (DD/MM/YY)</li> <li>• Positive feedback from clinical director (DD/MM/YY)</li> </ul>	<p><b>PLAN of ACTION:</b></p> <ul style="list-style-type: none"> <li>• Further reflection in 3 months' time</li> <li>• Investigate options to disseminate (TELL) results to wider audience within the next 6 weeks</li> <li>• Map this to Advanced Practice Pillars, particularly clinical and educational and ensure I develop objectives for application of this in my next appraisal.</li> </ul>





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**REFERENCES:**

Hearle D, Lawson S, Morris R (2015) *When Does Routine Work Activity Become Continuing Professional Development?* College of Occupational Therapists 39<sup>th</sup> Annual Conference & Exhibition 30 June- 2 July 2015, Brighton p 112

Hearle D, Lawson S, Morris R (2016) [\*A Strategic guide to continuing Professional Development for Health and Care Professionals; The TRAMm Model.\*](#) Keswick. M & K Publishing.

