

Senior Physiotherapists Engagement in Continuing Professional Development

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- The current physiotherapeutic literature reveals little about where we are as a profession in relation to continuing professional development or how individual therapists are meeting their CPD obligations



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Purpose of the study

To investigate the continuing professional development activity of a group of senior physiotherapists with particular reference to reflective practice and clinical supervision



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Background

- The profile of CPD
- Clinical Governance
- Chartered Society of Physiotherapy's strategy for CPD
- Health Professions Council



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Continuing Professional Development Activity and Experiential Learning

Reflective Practice

"The practitioners ability to access,
make sense of and learn through work
experience to achieve more
desirable, effective and satisfying
work"

(Johns, 1995)



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Clinical Supervision

"a formal process of professional support and
learning which enables individual practitioners to
develop knowledge and competence and assume
responsibility for their own practice

(DoH, 1993)

"An exchange between two practicing professionals
about a specific patient incident or intervention"

(CSP, 2003)



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Study Methodology

A reflective workshop on CPD was held for established clinical educators

-Views and experiences of the educators

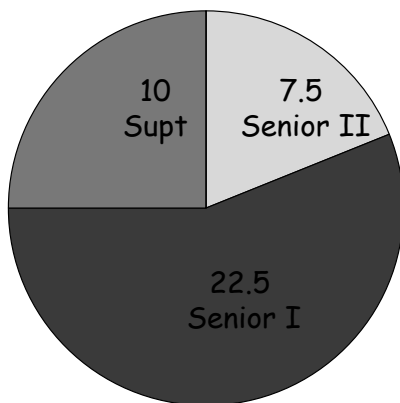
were collated following the workshop

-Self-administered questionnaire



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Participants



Primary Care Trust	- 17
Acute Trust	- 10
Community Trust	- 9
Private Hospital	- 2
Mental Health Trust	- 1
Charity	- 1

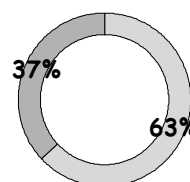


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Continuing Professional Development Activities

• Discussion with peers	30
• Reflective practice	22
• Reading	21
• In-service training	20
• Courses	12
• Clinical reasoning sessions	11
• Appraisal	6
• Clinical supervision	5
• Working with peers	5
• Special Interest Groups	5
• Students	3
• Educator days	1
• Journal club	

- 28 educators had no *formal* time set aside for reflection
- Of the 12 educators that did have formal time
 - 6 - clinical supervision
 - 4 - time with mentor
 - 1 - problem solving
 - 1 - peer group clinical reasoning
- Educators spent more time facilitating the learning of other staff than their own CPD



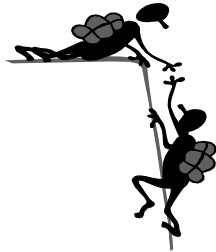
Time found to reflect	Responses
At home / Own time	18
Informally at work	14
In car / travelling	8
Reflect in practice	4
Writing notes	3
Between patients	2
On courses / training	2
Block time out at work	1
Private study	1
When I think about it	1

Barriers to reflection

- Time
- Other pressures / priorities
- Staff shortages
- Lack of management support
- Lack of confidence
- Busy home life
- Geography

*"If it isn't an established practice,
it doesn't happen"*

The way forward?



The expectation for every practitioner
should be that intellectual time for
reflection is the norm rather than the
exception



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