

Osteopathic Council of New Zealand, virtual conference 2020
Continuing Professional Development – session information

Introduction

During this session you will be introduced to the process of reflective practice and will work through the development of a Learning Needs Analysis (LNA). Following on from a short introduction you will be allocated to 'breakout' rooms within Zoom where you will have a number of tasks to complete in order to create your groups LNA, and discuss the question allocated to your group. After this all groups will be brought back to the single Zoom group and one member of the group will present the question and answer for your group. To conclude the session there will be a brief Q and A.

The aim of this session is to ensure all attendees have a practical understanding of how to create a LNA, and have more clarity around those CPD activities that can be documented to form part of your ongoing portfolio.

Previous consultation

A common theme that arose from the 2019 consultation regarding CPD that was undertaken by the council was that there was a lack of clarity around two key areas;

- How to document CPD activities
- What can be counted for CPD points

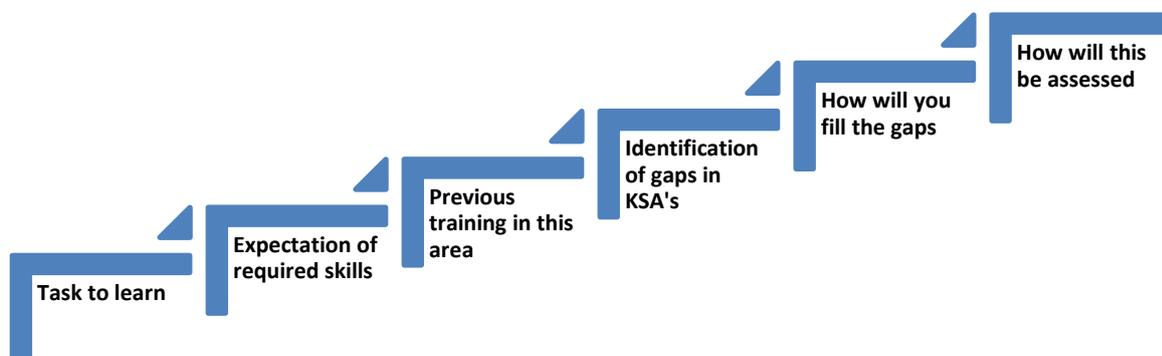
When the new CPD programme is finalised there will be a range of tools available to assist practitioners in transiting to the new scheme, this session is a brief introduction to one of the approaches for creating a LNA. More comprehensive information will be distributed to the profession in due course.

Knowledge, Skills and Attitudes

Knowledge, Skills and Attitudes (KSA's) – CPD is the process by which practitioners can ensure currency of their KSA's, research estimates that we forget around 50% of the content from our pre-professional training within five years of registration. Given this is it critical that we are engaging with CPD that is both relevant to our practice and responsive to gaps in our KSA's. One way to look at the period of post registration practice is that this is the longest period of learning you will undertake.

Six steps to develop a LNA

1. **Task to learn** - what is it that you are wanting to achieve? e.g. I want to improve my understanding of performing an orthopaedic assessment of the knee – I think this has become a little rusty over the years and there may have been developments since I qualified
2. **Expectation of required skills** – I want to have a smooth and effective routine for my orthopaedic assessment of the knee
3. **Previous training in this area** – I know I have been taught this but I have not been working in a practice where I saw this type of presentation so I feel my KSA's have slipped a little in this area. I am keen to get involved with supporting a sports team and really think this skill needs to improve
4. **Identification of gaps in knowledge and skills** – I think I would struggle to run through the orthopaedic assessment of the knee in an efficient and effective manner, I think I could probably do it but don't feel as confident as I would like to
5. **How will you fill the gaps** – I am going to watch some YouTube videos with a colleague and revise the testing using text books, I will then practice the routine with my colleague several times over the next week or so until I feel really comfortable with the routine
6. **How will this be assessed** – through self-assessment and peer assessment, my colleague and I have agreed that we will test each other and be clear with our feedback around the following points;
 - a. Ability to perform an effective routine
 - b. Discuss the clinical reasoning and justification for performing each of the tests.



Questions for the breakout groups, the breakout group that you are in corresponds to the number of the question i.e. if you are in breakout group 1 the question for your group is question 1.

1. Can I count CPD points when I have a lunchtime catch up with a colleague discussing a tricky case that I would like their input on? And as a result of this conversation I spend some time researching an unknown condition – does this time count as CPD or not? How would I document this activity?
2. I have purchased a new book discussing osteopathic principles – can I log time for CPD points in relation to reading this book? How would I document this activity?
3. I am involved in a DHB group creating referral pathways for primary healthcare practitioners, can this activity be counted as CPD? How would I document this activity?
4. I have completed a free online course focused on developing my business management skills – can I log this time as CPD? Please include your groups justification for your answer.
5. What does the CPD activity I complete need to relate to (specifically regarding council documents)? – clue can be found [here](#)
6. I want to complete a course in reflexology, can I log CPD points for this? Please include your groups justification for your answer.
7. I am booked into complete a course on animal osteopathy, can I log CPD hours for completion of this course? Please justify your answer.
8. I have recently presented to my local group of midwives (2 hour presentation and Q and A), can I log CPD points for this and if so how many? I think I spent a couple of hours preparing the PowerPoint and some handouts for the group, can I log any points for my preparation time?
9. I am not very good with computers and so I am really unsure about using word documents etc. for logging my CPD activities, will council accept paper copies instead of electronic?
10. I am still feeling very unclear as to reflective practice and creating LNA's, I feel like I need to spend time reading up about these activities before I can get into using them. Can I log any of the time that I spend doing this as CPD points?
11. I am planning on taking a course in small business accounting through the local Polytechnique, can I log these hours as CPD? Please justify your answer.
12. I want to attend a course to learn more about strapping for sports injuries, can I claim points for this? How would I go about documenting this activity?

Further resources

[What is Reflective Practice – Preceptor Education Programme](#)

Koshy, K., Limb, C., Gundogan, B., Whitehurst, K., & Jafree, D. J. (2017). [Reflective practice in health care and how to reflect effectively](#). *International journal of surgery. Oncology*, 2(6), e20. <https://doi.org/10.1097/IJ9.000000000000020>

[Gibbs reflective cycle example](#)

