

CONTINUOUS PROFESSIONAL DEVELOPMENT

Declaration of Principles



Malta Association of
Physiotherapists

MALTA ASSOCIATION OF PHYSIOTHERAPISTS

Continuous Professional Development – A Guideline to CPD for Physiotherapists

Malta Association of Physiotherapists
P.O. Box 56, Msida MSD 1000, Malta.
www.physiomalta.com

Endorsed by the Council of the Malta Association of Physiotherapists on the 23rd November
2017 and adopted on the 1st May 2018.



Foreword

Continuous Professional Development (CPD) is expected of all physiotherapists to continue developing their practice and knowledge. The demand from patients, service providers and educators for highly skilled healthcare professionals who can respond to and influence the wide-ranging needs that present in all extents of clinical practice has occurred within a context of radical change in health care delivery across Europe.

As a profession, physiotherapy has always been at the forefront in continuous professional development. Physiotherapists are expected to be responsible for their own development and therefore they must be systematic and efficient in this regard. In order for the physiotherapist to be able to show evidence of professional learning, development and impact on practice, it is no longer a question of *whether* CPD should take place but on *how* the continuous professional development should take place.

The purpose of this policy document comes as a follow-up to the MAP Declaration of Principle on Continuous Professional Development adopted in 2009 and is aimed to support the members of the Malta Association of Physiotherapists, and the stakeholders in their endeavour to follow and access high quality CPD activities.

Victoria Massalha
President
Malta Association of Physiotherapists

Special thanks to the Working Group Sub-committee for the development of this document:
Karl Spiteri (Chairperson)
Stephen Lungaro-Mifsud
Karl Rizzo Naudi
Darren Sillato
Audrey Schembri

CONTENTS

Foreword	3
1.0 Background	5
2.0 CPD Guidelines	5
3.0 Recording and Evaluating CPD Activities	5
4.0 References	7
Appendices	
<i>Appendix 1</i>	8
<i>Appendix 2</i>	9

1.0 BACKGROUND

The MAP objective is to support members with their Continuous professional development (CPD). The Declaration of Principle on Continuous Professional Development adopted in 2009 is MAP's vision of how CPD should be when it becomes mandatory. Given the current local circumstances and since CPD is not yet mandatory, the executive board decided to develop a CPD policy document with the aim to empower members.

CPD is the systematic maintenance and improvement of knowledge, skills and competence throughout an individual's working life in collaboration with a peer or manager. CPD enables physiotherapists who have completed an entry level programme to maintain, develop and enhance their personal and professional skills, knowledge, behaviours, and ongoing competence to practise. This continuous process is about maintaining and improving standards of competence, skill enhancement and professionalism, with the physiotherapist accepting the responsibility for developing and directing their own career. CPD is the key to optimising a physiotherapist's career opportunities, both currently and in the future. All physiotherapists should participate in learning activities that maintain or increase their professional competence.

Physiotherapists performing services of a professional nature need to have a broad range of knowledge, skills and abilities. The aim of CPD is more than the attainment of any formal accreditation within the National Qualification Framework. The concept of professional competence has to be interpreted broadly. CPD should be reflective whilst addressing individual physiotherapist's current and future professional needs.

The intended audience of the CPD Policy Document are the members of the Malta Association of Physiotherapists. To facilitate implementation of this Policy Document, this will be promoted with other stakeholders such as:

- Employers
- Educators
- Regulatory bodies
- Policy makers

2.0 CPD GUIDELINES

The MAP shall align its guidelines with WCPT 2015 CPD recommendations for the approval of CPD activities as per Appendix I. This ensures that the MAP approval gives added value to any CPD activities that follow these guidelines.

3.0 RECORDING AND EVALUATING CPD ACTIVITIES

Members may wish to have their learning experiences accredited by the MAP. This may be useful as evidence of learning to employers, prospective employers, national and

international regulatory bodies as well as adding to the member's own satisfaction. The MAP will adopt a blend of input-based and outcome-based approaches to record and evaluate CPD. This favours the premise that the time spent in the process of learning is matched with the actual learning achieved.

The Continuous Education Unit (CEU) (IACET 2016) will be used and considered in terms of hours of participation in a recognised programme. One CEU is the equivalent to ten hours of a structured learning experience. This includes lectures, practical skills development, attendance at recognised seminars, structured learning events, Massive Open Online Courses, incidental-learning experiences and evidence based case reports. The MAP recommends a minimum of two CEU a year. It is recommended that CEUs are linked to the area of work and the professional development plan (CPD portfolio). Activities for which accreditation is not intended include full University degree programmes, Association membership, committee meetings, conventions and exhibitions.

Certificates of attendance should depict hours of instruction. Programmes organised by the MAP will be automatically accredited. Other programmes and sources of structured learning would be submitted to the MAP for accreditation through a process of self-declaration. The Education Subcommittee of the MAP (as per Appendix 2) would accredit programmes organised or sponsored by the MAP and evidence submitted by its members seeking accreditation. Voluntary submission of evidence concerning CPD activities is recommended as it assists in the development of competence and in the formulation of sensitive guidelines that will define the award of CEU points for each CPD activity.

The MAP recommends that physiotherapists monitor their personal CPD activities. Having an updated CPD portfolio may also facilitate the physiotherapist in job mobility at a National and International level. It is recommended that submissions are done yearly at dates published by the MAP at appropriate times.

4.0 REFERENCES

International Association of Continuing Education and Training Continuing Education Units. The IACET Standard: Continuing Education Units (CEUs). McLean, USA: IACET; 2016
<https://www.iacet.org/standards/continuing-education-unit-ceu/about-the-ceu/>
(accessed 2nd August 2017)

CONTINUOUS PROFESSIONAL DEVELOPMENT - Declaration of Principles. Malta Association of Physiotherapists, 2009.

Appendix I

Each CPD activity should:

- be planned in response to needs identified for a particular group of physiotherapists
- have specific written learning outcomes (objectives) based on identified needs
- be planned and conducted by appropriately qualified individuals
- qualified individuals may be physiotherapists, other health professionals, experts in fields associated with the practice of physiotherapy (such as lawyers, health administrators, philosophers) and individuals with specific relevant experience, for example expert patients; be based on referenced scientific evidence, reflect evidence in practice, and clearly label personal experience or hypotheses
- provide programme content and instructional methods based on the specified learning outcomes
- include methods to evaluate a participant's attainment of the specified learning outcomes

CPD activities should contain:

- handout materials which are updated with reference and bibliography
- instructor(s) who lead(s) the CPD activity
- programme evaluation tools based on feedback and self evaluation
- a safe environment which is congruent to learning
- an indication of the instructional level

When promoting the CPD, the provider should present material concerning:

- motivation for CPD
- target audience
- instructional level
- learning outcomes
- course title that adequately represents the programme content
- objectives, based on the length of the programme
- programme description or outline
- contents set on evidence based practice
- the maximum number of participants if applicable
- course instructor and qualifications
- learning methods that are appropriate to the content
- the fee
- instructors contact details
- statement about the instructors fees and cancellation policy
- certificates of completion where applicable

Appendix 2

The MAP Education Subcommittee shall consist of an:

- MAP executive board member
- A member from university staff and
- An independent MAP member (through EOI)

The Education Subcommittee will be nominated by the Executive Board at the beginning of the term for two years. The role of the MAP Education Subcommittee will be to evaluate CPD activities when requested by members. Each submission will be evaluated by the committee, with the MAP member having the possibility to meet with the Education Subcommittee during the review stage.