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PRACTICE SUPPORT PROGRAM Stage 2

Continuing Professional Development Plan

Overview and Template

October 2021

Thank you for Testing Stage 1

Much appreciation for completing your Self-Reflective Assessment Tool, **Stage 1** of the PSP. You can use various methods to help determine your level of performance relative to the Career-Span Competencies (CSCs) in your practice. The Self-Reflective Assessment Tool that you completed provides one systematic method.

In future there will be added tools to help you assess your practice even more thoroughly. In the meantime, you can seek additional informal feedback from your professional colleagues and clients in order to assess your practice from various angles.

Now that you have identified some strengths and weaknesses in your practice, you can select which CSCs to improve upon in your own Continuing Professional Development Plan. While practicing in a manner consistent with the CSCs is a career-long expectation, the level of performance relative to each CSC is expected to increase as registrant practices develop. There is always room for growth and improvement!

Introduction to Testing Stage 2

The purpose of drawing up a Continuing Professional Development Plan, **Stage 2** of the PSP, is to make sure that, during a Quality Assurance (QA) cycle, learning time is focussed on specific topics that can be targeted and have a positive impact on *your* practice. (During the testing phase, your QA cycle is your current CE cycle.)

There are various forms of learning including: attending in-person courses / workshops; undertaking structured, distance-based learning; self-study; and obtaining peer support, guidance, and mentorship.

Besides in-person or online workshops/webinars/presentations, some practitioners might find self-paced study, peer discussions or seeking guidance or mentorship to be useful approaches for their learning.

Others may find consistent, regular, scheduled learning on a particular topic more suitable than a one-time scheduled workshop. You develop your own learning plan that matches your own learning objectives and style. Your top priority will be learning outcomes that are focussed on improving the delivery of safe, qualified, and effective care and professional service to your clients.

Registrants will find this Learning Resource Guide, indexed to the Career-Span Competencies, helpful to identify learning opportunities: <https://ctcma.bc.ca/media/2006/ctcma-learning-resource-guide.pdf>

Please use the following template, or form, to develop your own learning plan. In the form, you set your learning objectives to be completed in the Quality Assurance (QA) cycle.



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Use the results from your Self-Reflective Assessment to guide you in setting goals that best help improve your practice, and then complete the form in its entirety.

The Continuing Professional Development Plan ('Development Plan') is best completed early in a QA cycle to make sure there is enough time to complete the learning tasks. You might find that you need to re-visit this form from time to time throughout the QA cycle to modify and update your learning plan.

Please keep this form with you. During the testing period, you are only required to complete this form and keep it in your own Registrant File as you take various learning activities. You are not required to send the Professional Development Plan to the College. If you are selected for audit, completion of the form showing that you have done your work to claim the correct number of CE credits may be required, but the College does NOT evaluate the content of your Development Plan.

The learning objectives that you propose in your Development Plan will be *your own customized plan*. Be realistic and thoughtful so that you can obtain maximum benefit from the learning.

Tips to Completing your Development Plan

By stating your learning needs and interests as **SMART** goals, you will find it easier to work on them during the Quality Assurance (QA) cycle. It is a good idea to have some short-term goals (<2 years) which can be achieved within the current QA cycle. There can also be long-term goals (>2 years to <5 years) which you work on as well. Cross-reference to indicator(s) in the Career-Span Competencies (CSCs) as you work through each objective.

S = Specific Learning goals should be specific, and you will find it best to develop a few specific goals, rather than having a 'one size fits all' learning goal. For example, a learning goal can be related to a single aspect of your performance in a particular CSC.

M = Measurable One measure you might consider relates to time, such as reducing time needed to reach a TCM diagnosis (e.g. for particular patient types or conditions), to set up a treatment plan, or to record information thoroughly in patient files, etc. Other measures might relate to the number of resources identified, number of webinars completed, instances of positive feedback from clients after implementing changes to clinic communication, accuracy of making diagnoses, number of peer-reviewed articles read, number of cases or practice topics discussed with peers, etc. This allows your evaluation and self-reflection to be supported by objective measurable data.

A = Audience-specific The learning goals should be set to improve your own practice so that *your* professional service and care to *your* particular clients can benefit the most.

R = Realistic Learning requires studying and practising as well as participating in a learning activity. Self-reflection and evaluation of your learning ensures that each learning activity helps you reach your learning



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objectives. It helps ensure and that your chosen learning activities are relevant and effective for your practice, as intended. Understanding that some subjects and learning methods might take longer than

others, set a reasonable amount of learning for a 2-year period. You want to allow sufficient time for your learning while not missing opportunities to improve your practice. Remember, it's the quality of the learning and the extent to which it can help with your practice that matters most.

T = Time-Bound Set up a schedule for your learning. For example, if you plan to work with your peers in discussing professional issues, a one-time discussion at the end of your CE cycle may not be as helpful as a series of scheduled discussions. Take time to evaluate how the learning outcome can help you plan ongoing discussions or obtain further training. You might start study on a particular topic at an introductory level and progress to more in-depth study later. Also, establish a timeframe in which you plan to reach each of your learning objectives.



Continuing Professional Development Plan Template

Name:

My Quality Assurance (QA) Cycle is from , 20 to March 31, 20

Step 1: Setting Up Learning Objectives

My learning goals / objectives for this QA cycle are

Learning Objective __1__:

Descriptions of proposed learning activities to meet this learning objective:

Relates to CSC indicator(s):

Proposed achievement Date:



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(Note: Make multiple copies of this page to fill in for additional learning objectives. If you have made the learning objective 'realistic', you will mostly likely have many realistic measurable learning objectives rather than one all-encompassing learning objective.)

Learning Objective :

Descriptions of proposed learning activities to meet this learning objective:

Relates to CSC indicator(s): Proposed achievement Date:



Step 2: Planning learning activities to achieve my learning objectives in Step 1

Identify and plan the details of your Development Plan by setting up the learning activities well in advance.

For example, register for specific courses/workshops early; organize and set up meetings / peer discussion group schedules; identify the self-reading materials and when to complete the reading. It can take some time to identify the most appropriate learning activities but with the right learning you are more likely to reach your learning outcomes.

I plan to meet my learning objectives through the following activities:

Learning Activity _1_:

Information about the activity:

Timeframe of the activity:

Learning objective(s) that this activity achieves:



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(Note: Make multiple copies of this page to fill in for your learning activities. While it might be difficult to fit many multiple-day workshops into your practice's schedule, take advantage of many short recurring learning activities to be completed within a QA cycle e.g., 1-hour weekly or monthly peer discussion sessions.)

Learning Activity

:

Information about the activity:

Timeframe of the activity:

Learning objective(s) that this activity achieves:



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Step 3: Learning Activity Evaluation

For each Learning Activity you completed, evaluate and self-reflect on the learning outcome. Use the examples of reflective questions below to guide your evaluation of the impact the learning activity has had on your practice.

Reflective Questions

- *How does this learning activity meet the learning objective(s) set in your Continuing Professional Development Plan?*
- *What impact did this learning have on your practice? What are specific outcomes you have noticed?*
- *What did you learn about yourself or your practice by completing this learning activity?*
- *Did you identify any new areas for further growth as a result of this learning activity?*

Learning Activity _1_:

Completion Date:

Evaluation / Self-Reflection of the learning activity in meeting your learning objective(s):



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(Note: Make multiple copies of this page to fill in an evaluation for each of your learning activities.)

Learning Activity

:

Completion Date:

Evaluation / Self-Reflection of the learning activity in meeting your learning objective(s):



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Step 4: End of QA Cycle Overall Evaluation

Please provide your final thoughts. The following questions may provide some assistance. This step helps you prepare for the next QA cycle and makes sure your learning is continuing from what you achieved and discovered about you and your practice in the current QA cycle.

- *Are your learning objective(s) in the Development Plan met at the end of the current QA cycle?*
- *Will some of the learning objectives be continued and/or met in the next QA cycle?*
- *How did the learning overall impact your practice? What are some outcomes on your practice?*
- *Did you find any particular learning resource / form of learning most impactful to you?*
- *Did you learn something about yourself or your practice from your learning?*
- *Any new areas of learning for further growth identified from this cycle?*
- *How is your progress with the long-term learning objectives in your Development Plan?*



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