Pre Session Self Assessment

<table>
<thead>
<tr>
<th>Objective</th>
<th>Yes/No</th>
<th>Score</th>
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</tbody>
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Total: 6

Learning Objectives

1. Review and discuss types and levels of knowledge as they apply to clinical practice.
2. Identify how knowledge translation strategies support professional development from novice to expert practice.
3. Recognize how the knowledge to action cycle can be used to promote practice change.
4. Understand and correctly use self assessment tools to objectively measure learning, application, and sharing.
5. Utilize discipline and setting specific competencies to formulate a plan for professional development.
6. Appreciate the importance of an ongoing evolving professional development plan based in foundations of knowledge translation.

Professional Development:
Current Practices & Importance

CAROL DALY, PT, DPT, PCS
Board Certified Pediatric Clinical Specialist

Current Practice & Importance

CPD* Model
*Continuing Professional Development

Formal CPD: Continuing Education
- Meetings
  - Local, state, regional, national, and international conferences
- Courses
  - Led by content expert
  - 1 - 5 days

Informal CPD
- Personal experience
- Study groups
- Reflection
- Portfolio development
Professional Development - Tradition

- Bias Toward Continuing Education
  - Core requirement for relicensure in many states
  - Easy to track and verify attendance
  - Attempts to verify acquisition of new knowledge [pre-test/post-test]

Continuing Education & Practice Change


Continuing Education & Patient Outcomes

- Objective, Johnson, Kang 2002

Professional Development

- WHAT’S ELSE IS NEEDED?
  - Critical appraisal of evidence
  - Clinical reasoning
  - Mentoring
  - Engagement
  - Patient/Client Voice
  - Collaboration

Professional Development - the Future

- Clinical Skills and Knowledge
  - PLUS
- Leadership Skills
- Understanding of strategies that support knowledge translation

What is Leadership?

- “…someone who leads successful and sustainable change, holds multiple lenses and perspectives, strengthens and builds relationships, inspires and engages others to grow, leads across complex systems, asks questions and reflection and senses what is needed most in a system
Who Are Leaders?

Current complex healthcare system requires multiple viewpoints and perspective

Leadership is not synonymous with management

“The scope of physical therapy practice is not limited to direct patient/client care, but also includes advocating for patients/clients and for health, supervising and delegating to others and leading.”

Knowledge Use & Its Relationship to CPD & Practice Change

MELANIE MCKINNEY, PT, DPT, PCS
Board Certified Pediatric Clinical Specialist

Knowledge Translation
Foundations & Strategies

CPD* Model

*Continuing Professional Development

Knowledge Use & Practice Change

Figure 1: Example of a CPD cycle
(Adapted from: GSPSDF, A Journey Around the CPD Cycle, 2004: 7)

Stages of knowledge use

Awareness
Interest
Intent
Use

KNOWLEDGE TRANSLATION
A TERM WITH AN IDENTITY CRISIS?
KNOWLEDGE MAY BE MISUSED, UNDERUSED, OVERUSED

KNOWLEDGE TRANSLATION DEFINED:

- Dynamic and iterative process including synthesis, dissemination, exchange, and ethically sound application of knowledge to improve health, provide effective health services and products, and strengthen the healthcare system. (CIHR 2010 p. 1)

Categories of knowledge use (Hall et al 1975)

1. Knowing
2. Acquiring
3. Sharing
4. Assessing
5. Planning
6. Status reporting
7. Performing

Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Internal</td>
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<td>2.</td>
<td>External</td>
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<tr>
<td>3.</td>
<td>Receiving</td>
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<td>4.</td>
<td>Understanding</td>
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<td>5.</td>
<td>Evaluating</td>
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<td>6.</td>
<td>Applying</td>
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<td>7.</td>
<td>Informing</td>
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<td>8.</td>
<td>Managing</td>
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<td>9.</td>
<td>Organizing</td>
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<td>10.</td>
<td>Mobilizing</td>
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Levels of knowledge use (Hall, 1975)

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<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
<td>Organizational</td>
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<td>4.</td>
<td>Institutional</td>
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<td>5.</td>
<td>External</td>
</tr>
</tbody>
</table>

Types of knowledge use Graham, 2006

- Conceptual
- Individual
- Organizational
- Institutional
- External

“...dynamic and iterative process including synthesis, dissemination, exchange, and ethically sound application of knowledge to improve health, provide effective health services and products, and strengthen the healthcare system.” (CIHR 2010 p. 1)
Levels of knowledge use (Hall, 1975)

**Levels of Knowledge Use**

- **Level I: Awareness**
  - Decision Point A: Takes action to learn more detailed information about the innovation
  - Decision Point B: Makes a decision to use the innovation, establishing a plan to begin

- **Level II: Interest**
  - Level III: Preparation
    - Decision Point C: Begins use of the innovation
  - Level IV: Integration
    - Decision Point D: 1: Routine pattern of use is established
    - Decision Point D: 2: Changes use of the innovation based on formal or informal evaluation, in order to increase client outcomes

- **Level III: Action**
  - Level IV: Mechanic use
    - Decision Point E: Begins exploring alternatives to the major modifications of the innovation, presently in use
  - Level V: Integration
    - Decision Point F: Begins exploring alternatives to major modifications of the innovation, presently in use


The Knowledge-to-Action Process Framework (KTA)

**Knowledge-to-Action (KTA) Process Framework**

- **Assessing PD Needs**
  - Danielle Bellows, PT, MHS, PCS
  - Carol Daly, PT, DPT, PCS
  - Melanie McKinney, PT, DPT, PCS
  - Deb Rose, PT, DPT, PCS

Assessing PD Needs

- ...thoroughly addresses barriers to knowledge use... Hudon, 2015
CPD Self-Assessment Tool Box

- Professional Core Values Self-Assessment
  - [Link to Professional Core Values Self-Assessment]
- Clinical Specialist Certification and PTA Advanced Proficiency
  - Academy of Pediatric Physical Therapy PSC Study Guide:
    - [Link to Academy of Pediatric Physical Therapy PSC Study Guide]
  - [Link to Clinical Specialist Certification and PTA Advanced Proficiency]
- School Based Practice
  - Updated Competencies for Physical Therapists Working in Schools:
    - [Link to Updated Competencies for Physical Therapists Working in Schools]
- NICU Physiotherapy in the NICU: Roles and Training
  - [Link to NICU Physiotherapy in the NICU: Roles and Training]
- Division of Early Childhood Recommended Practices
  - [Link to Division of Early Childhood Recommended Practices]
- Leadership
  - [Link to Leadership]
- Inter-professional Competency
  - [Link to Inter-professional Competency]

Planning for CPD:

Developing SMART goals, Establishing timelines & Identifying Resources

DEBORAH ROSE, PT, DPT, PCS
Board Certified Pediatric Clinical Specialist
CPD Model
Planning for Professional Development

Figure 1.1
Example of a CPD cycle
(Adapted from WISKER: A Journey Round the CPD Cycle, 2006: 7)

It’s a Journey…Not a Destination
Lifelong professional learning is constant:
Evolves overtime
Assimilates new knowledge, research your experiences and practice.

Plan the Journey: The PDP
Prioritize Learning Needs
What are my learning priorities?

Set Goals
SMART Goals & Learning Objectives
How Will I Do This?

Action Plan

Prioritize Learning Needs
What do I want to learn?
Prioritize learning needs from self assessment
What is my learning style?

Set Goals
What are short term learning objectives?
◦ Might support the longer term learning objective
What are long term learning objectives?
Develop specific measurable goals

Self Assessment Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Current Skill &amp; Knowledge Level</th>
<th>Make It Count</th>
<th>6</th>
<th>Measure</th>
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Bellows/Daly/McKinney/Rose  Please request permission to reprint or distribute
SMARTR Goals

**Specific:** very specific, not general or vague: is this a skill, knowledge or personal/professional aspect of practice. Consider using Bloom's Taxonomy for specific learning actions.

**Measurable:** How will you measure your learning? What component of your learning is measurable?

**Attainable:** ensure the goal is attainable- there are actions and steps you can take.

**Results-focused:** Relevant: How will this relate to practice?

**Time-bound:** What is the time frame for achieving?

---

Action Plan: How Will I Do This?

**How will you document and measure your learning?**

- Electronic tools
- Reflective Journal
- Schedule
- To Do List

---

**Action Plan:** How will I Do This?

**What are you planning to do?**

1. [Goal]
   - [Actions]
   - [Support/Resources]
   - [Timeline]

---

**Your Plan:**

- Review Regularly
- Update as Needed

Who can be your support to be accountable?
Do you have a mentor?
Measuring Outcomes:
Professional Development and Practice Change

DANIELLE M BELLOWS, PT, MHS, PCS
Board Certified Pediatric Clinical Specialist

You can’t manage what you don’t measure
~Peter Drucker

Level & Types of Outcomes

Therapist
- Knowledge
- Clinical Skills
- Adherence to guidelines

Patient
- Symptom management
- Self-management & QOL
- Satisfaction w/ care

Organization
- Efficiency & Effectiveness care
- HR costs
- Recruitment & Retention

Purpose

CPD
- Keeping up-to-date with current practice to maintain competency
- Improving & broadening knowledge/skills to support future professional development
- Developing the personal qualities needed to achieve the first two purposes

Task Completion vs Goal

If I keep no record of what I do, I can always assume I’ve succeeded.
~Stephen Colbert

Figure 5.1
Example of a CPD cycle
(adapted from WDA, A Journey Round the CPD Cycle, 2004).

You can’t manage what you don’t measure
~Peter Drucker
Key Evaluation Questions:
How much did we do?
How well did we do it?
Is anyone better off?

Measuring Outcomes: CPD Toolkit

How will you know you achieved your goal?

Commitment to Change Documents

CPD Questionnaire

Evaluate outcomes of CPD Courses

Theory of Planned Behavior

Tridanis' Theory of Intention

12 Likert Scale Items

Adapted from: Wakefield, 2004

Legare et al. 2014

Based on my vision of ideal practice development and what I have learned in my CPD Activities:

Measuring Learning Outcomes

Measuring Learning Outcomes

Measuring Learning Outcomes

Measuring Learning Outcomes
Post Session Self Assessment

1. I am familiar with the types and levels of knowledge use
   Yes/No 1/0

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References

References (cont.)