

Physical Medicine and Rehabilitation: TTP EPA #2

Developing a strategy for continuing professional development

Key Features:

- This EPA focuses on reviewing personal performance data (i.e. feedback and observations) to facilitate self-reflection, identify areas of personal strength as well as areas for improvement, and develop the skills that are required for continuing professional development.
- This includes developing plans to address areas for improvement and/or gaps in knowledge. Plans must be clear, concrete and feasible, and must include the appropriate choice of clinical experiences and/or appropriate academic resources (journals, textbooks, conferences).
- The plans should be SMART (specific, measureable, assessable, realistic, and timely).
- The plans may also include additional areas of interest, a preparation plan for the Royal College examination, or a possible career plan with specific steps toward achievement.
- This EPA applies the MOC Framework and its 3 sections: Group Learning, Self-learning, and Assessment (progression from reviewing simple questions, to review of practice).
- This EPA includes registering for Mainport and initiating MOC documentation
- The observation of this EPA is divided into two parts: engaging in self-directed learning; and, participating in Mainport MOC

Assessment Plan:

Part A: Engaging in self-directed learning

Direct and/or indirect observation of learning process by coach over time (CoT), faculty/academic advisor or other as stipulated by the program director

Use form 1. Form collects information on:

- Learning Activity: MOC section 3 - knowledge (accredited self-assessment program); MOC section 3 – performance (accredited simulation, chart audit, MSF, practice assessment); personal learning project/critical appraisal; narrative on plans for improvement; narrative on areas of interest and plan to address; rotation specific teaching; grand rounds presentations; journal club presentations; other (write in)

Collect 8 observations of achievement

- At least one MOC section 3 activity

Part B: Participating in Mainport MOC

Review of resident's Mainport portfolio by coach over time (CoT), faculty/academic advisor or other as stipulated by the program director, with attestation that resident has fulfilled the minimum annual requirement

Use form 4.

Collect 1 observation of achievement

Relevant Milestones

Part A: Engaging in self-directed learning

- 1 P 2.1 Demonstrate a commitment to maintaining and enhancing competence**
- 2** ME 1.6 Recognize and respond to the complexity, uncertainty and ambiguity inherent in
Physiatry practice
- 3 S 1.2 Identify opportunities for learning and improvement by using performance
data as a basis for self-reflection**
- 4 S 3.1 Generate focused questions that address practice uncertainty and knowledge
gaps**
- 5 L 4.2 Adjust educational experiences to gain competencies necessary for future
practice**
- 6 S 1.1 Develop, implement, and monitor a personal learning plan**
- 7** S 2.5 Role-model regular self-assessment and feedback seeking behavior

Part B: Participating in Mainport MOC

- 1.** P 3.1 Fulfil professional standards of practice by participating in programs that record
continuing professional development (e.g. Royal College Maintenance of Certification Program)
- 2.** S 1.1 Identify learning needs to enhance competence across all CanMEDS roles

P 4.2 Develop a strategy to manage personal and professional demands for a sustainable independent
practice