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Personal Commitment Statements in Evaluating Continuing Education: Evolutionary Practice

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Personal Commitment Statements in Evaluating Continuing Education: Evolutionary Practice

Personal Commitment Statements in Evaluating Continuing Education: Evolutionary Practice

*2018 ASHA Convention
Boston, MA*

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Disclosure

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- Juan Bornman is employed by the University of Pretoria, Pretoria, South Africa and Brenda Louw is employed by East Tennessee State University, Johnson City, TN .
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Overview of Content

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Introduction

Continuing education (CE)/Continuing Professional Development (CPD)

- essential to SLPs and health care professionals lifelong learning and development of professions
- enhances professional service delivery (Chong et al., 2014)
- improves health care outcomes for clients (Forsetlund et al., 2009)

Challenges posed to CE/CPD e.g.

- need for translating new research into changes in client care
- need to evolve in keeping with global changes in health care e.g. interprofessional collaboration and client centered practice
- need to adopt new content, recognize new knowledge and use new approaches to ensure transformative learning to promote collaborative practice (Sargeant, 2009).
- mandatory requirements to accrue and documenting CEU could lead to disengaged, uninterested attendees (Ross, Barr & Stevens, 2013).

Continued...

Evaluation of CE/CPD

- evolved over time to keep abreast of challenges
- moving from emphasis on satisfaction regarding objectives, content and delivery to reflection practices to ensure transformative learning (Mann, Gordon, McLeod, 2009)
- reflection on practice directly influenced identification of learning needs (Mamede, et al., 2013)
- reflection practices incorporated into evaluation of CE in HIC

Need for change

- need to employ more interactive methods to ensure change in professional practice
- need to include reflective practice crucial in adult learning in health care professions (Koshy et al., 2017)
- individual reflection can ensure transformative learning (Mamede et al., 2013)
- need to consider personal commitment to learning as it facilitates reconciliation between existing and newly acquired knowledge and practice (Mann, Gordon & McLeod, 2009)

Commitment to Change Statements

Reflection on CE and practice

- is an educational standard for accreditation of CE in the US and Canada

Practitioners

- are required to think about what was learned during the CE event, examine issues related to the implementation of EB changes into clinical practice and state their commitment to change (CTC)

CTC statements

- were significantly more likely to change physicians' actual practices and had successful practice implementation 3-6 months after the CE event (Armson, Elmslie, Roder & Wakefield, 2015)

Rationale and purpose

Rationale

- CTC statements as evaluation method of CE is new to health care professions such as SLP in low and middle income countries (LMICs)
- Traditional measures for evaluating the impact of CE do not always lead to changes in practice
- CTC statements could be effective in LMICs as an effective tool to elicit more meaningful educational outcomes data

Purpose

- To explore the use of Personal Commitment (to change) Statements as an evaluation tool of CE for health care professionals in LMICs , and its impact on the integration of new knowledge and skills with prior knowledge and clinical practice

Study Context : South Africa

- Rainbow nation:
 - multi-cultural, multi-lingual
 - 11 official languages spoken by 57 million South Africans
- Audiology and SLP professions established in 1950's
- HPCSA accrediting body
- Required 30 CEUs per 12-month period
- Current case: Level 1 organizational event (workshop) with four CEUs.



Method

- Case-based design (Kumar, 2011)
- 1-day interprofessional CE event entitled “*The International Classification of Functioning, Disability and Health –Children and Youth Version (ICF-CY): A New Global Common Language for Communication Disorders*” , in Pretoria, South Africa with 2 aims:

To introduce health care practitioners to the ICF-CY, to enable them to understand the framework and identify its application in clinical practice

To guide clinicians in the application of 3 clinical measures developed within the ICF framework:

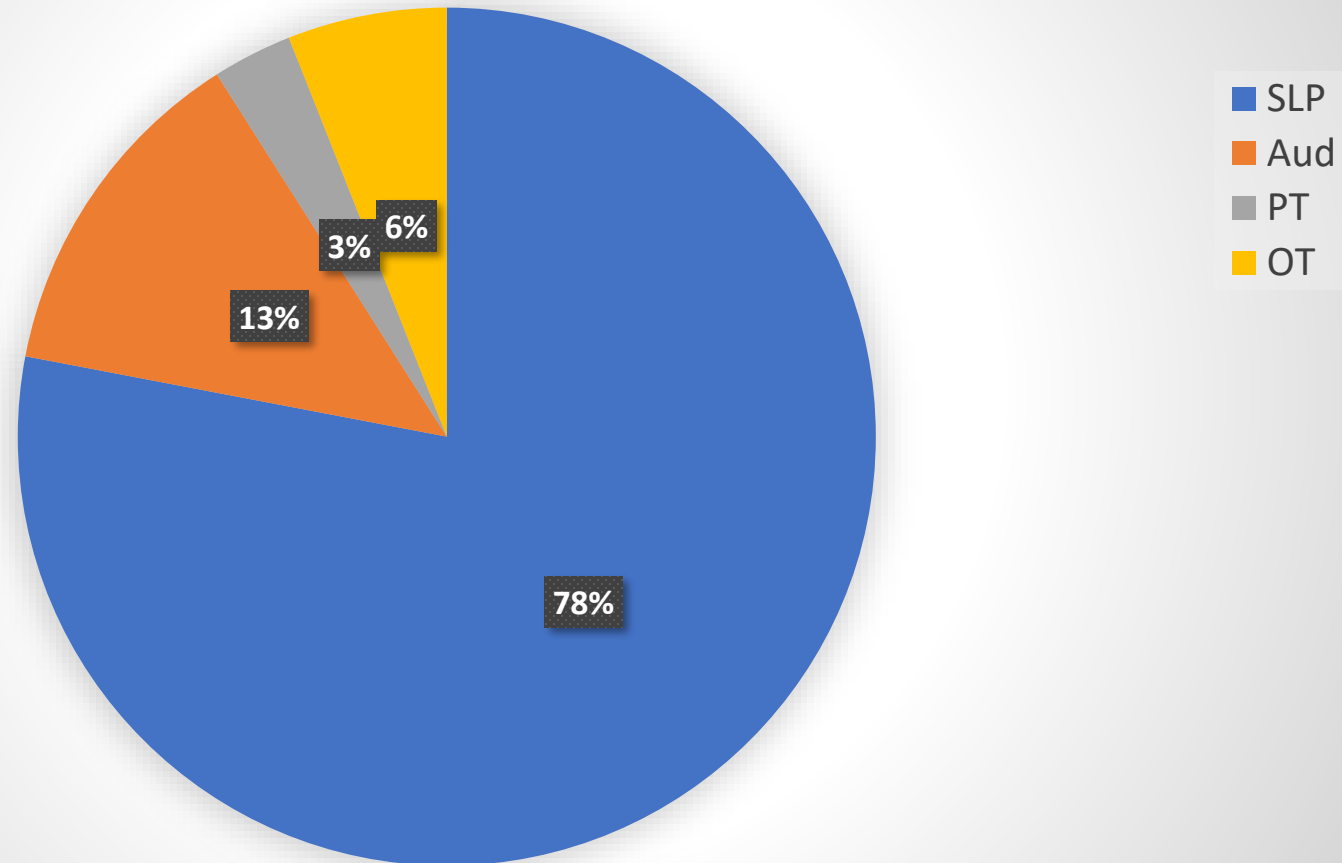
- **Focus on the Outcomes of Communication Under Six (FOCUS 34)** (Thomas-Stonell, Washington, Oddson, Robertson, & Rosenbaum, 2012)
- **Speech Participation & Activity Assessment - Children (SPAA-C)** (Barr, McLeod & Daniel, 2008)
- **Intelligibility in Context Scale (ICS)** (McLeod, Harrison & McCormack, 2015)

Interactive Interprofessional workshop attended by 38 professionals



Participants ($n = 32$)

Interprofessional Participants



Data collection Procedure

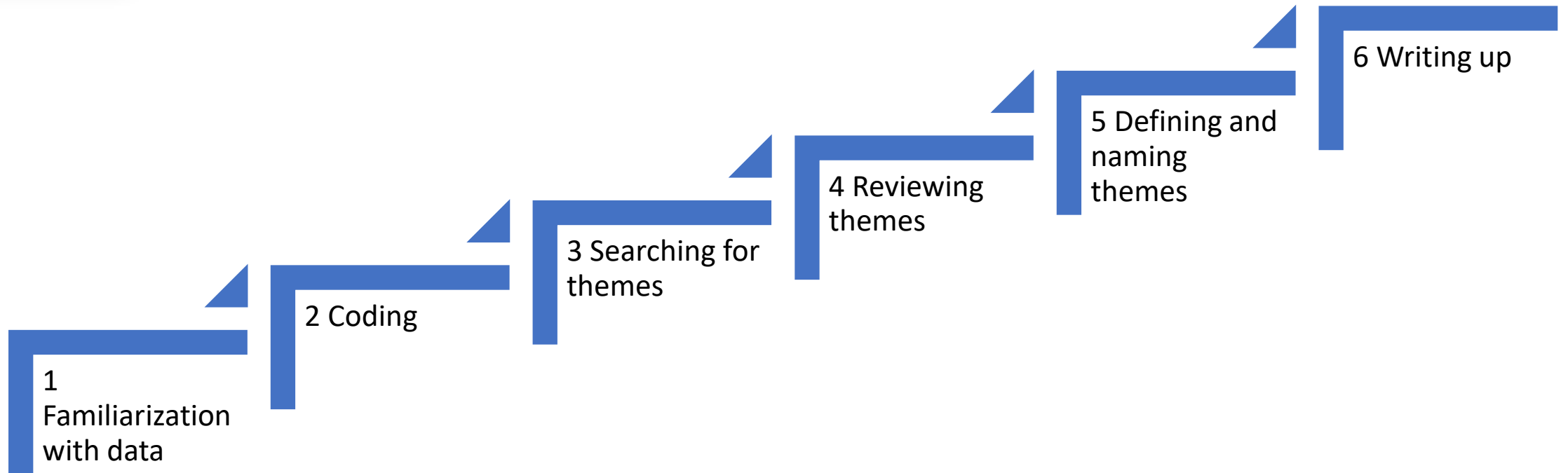
- Participants evaluated the IP CE event in a non-traditional manner and were requested to :
 - reflect on how they would apply their new knowledge and integrate it with their existing practice
 - complete a Personal Commitment (to change) Statement:

YOU CAN MAKE A DIFFERENCE

My Personal Commitment

After this workshop I CAN and WILL do the following ...

Data analysis :Thematic Analysis (Clarke & Braun, 2013)



Personal Commitment(to change) Statement

YOU CAN MAKE A DIFFERENCE

MY PERSONAL COMMITMENT

After this workshop, I CAN and WILL do the following:

Further explore and apply materials available into
practice, training and goal setting. Use similar approaches
re drawing more frequently so as to enhance intervention.
Be more sensitive to the child's goals.

Signature

21 March 2015
Date

SAAK.
Place

Results

Personal Commitment (to change) Statements

71 text statements provided
by 32 participants

Ranged 1-4 statements per
participant

3 main themes
identified:

Applying new knowledge in
practice

Increasing content knowledge
related to training

Sharing information, skills and
resources

Results: Thematic analysis

61.97%

- **THEME 1 : Applying new knowledge in practice**
- 44/71 comments

21.12%

- **THEME 2: Increasing content knowledge related to training**
- 15/71 comments

16.90%

- **THEME 3: Sharing information, skills and resources**
- 12/71 comments

Codes within Theme Categories

1: Applying new knowledge in practice

- Incorporate others' perspectives in assessment (15)
- Apply newly learned tools in assessments (12)
- Make assessment and intervention more holistic (10)
- Implement new ideas in setting therapy goals (4)
- Implement ICF-CY (3)



2: Increasing content knowledge related to training

- Expand knowledge of ICF-CY (15)



3: Sharing information, skills and resources

- Share new knowledge with others (12)

Participants' voices

Theme 1

“Collaborate with the child, parents and teachers to formulate appropriate intervention goals”
“I am going to use it(ICF) as a framework in my practice to get an better idea of the overall problem”
“ I will use the Talking Mat for goal setting-very valuable”

Theme 2

“ Study the ICF online”

“ Further expand my knowledge about ICF materials”

Theme 3

“ Expand it to others(multidisciplinary) working with the children in my work setting”
“...to incorporate my knowledge of this workshop into my teaching of students as well as sharing the concept of the ICF-CY with other practicing therapists”

In conclusion...

- CTC statements were proven to be an effective tool to clearly elicit health care practitioners specific knowledge sharing strategies with specific individuals which is important in LMICs due to limited resources.
- Awareness of ICF (WHO, 2007, 2011) created. Although this framework is endorsed by professional associations globally , limited clinical application persists.
- Promising first step in exploring this approach and developing explicit practice reflection forms in future.
- Need to determine how CTC statement can best be used to enhance service delivery and the application of knowledge gained in CE events to the benefit of the clients we serve.
- Suggested that CE providers in LMICs consider incorporating CTC statements as a reflection tool in evaluation of CE events.

Future suggestions

Structure the open ended reflection of the *Personal Commitment Statement* to include information on details of the change process to encourage deep reflection and change to practice.

Use CTC statements to evaluate CE events and follow-up at 3 and 6 months to determine if CTC Statements were applied and what changes were made in real practice.

Lessons for Practice

In LMICs CTC statements have the potential to be a more effective than traditional methods of evaluating CE events in LMICs which tend to focus on satisfaction judgements regarding presenters, logistics, etc.

CTC statements can guide health care practitioners to reflect on their learning, allow transformative learning, and improve their clinical practice.

CTC statements encourage self-awareness and self-monitoring in clinical practice.

Health care practitioners benefit from reflection on their practice and are motivated by their belief that their decisions to change can have positive clinical outcomes.

Discussion



Thank you!



Dankie!

Siyabonga!



Contact us

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