



McTimoney Animal Association

Continued Professional Development

Table of Contents

Section 1: Introduction.....	3
1.1: CPD Requirements	3
1.2: CPD Audit.....	4
Section 2: CPD Categories.....	5
2.1: SHORT COURSES ON PROFESSIONAL ISSUES	5
2.2: SEMINARS/CONFERENCES/AGMs.....	5
2.3: STUDY FOR FURTHER QUALIFICATIONS	6
2.4: USING YOUR PROFESSIONAL STATUS TO ENCOURAGE DEVELOPMENT OF OTHERS	6
2.5: ACTIVE COMMITTEE WORK FOR A PROFESSIONAL BODY	7
2.6: PERSONAL/PROFESSIONAL DEVELOPMENT	7
2.7: JOURNALS AND IT.....	8
2.8: CASE STUDIES	8
Section 3: Recording CPD	9
3.1: CPD Summary of Hours Matrix Example 1	10
3.2: CPD Summary of Hours Matrix Example 2	11
Section 4: Reflective Learning.....	12
4.1: Introduction on Reflective Learning	12
4.2: Reflective Learning Example	13
Section 5: Case Studies	15
5.1: Details of Case Study feedback process	15
5.2: Case Study Example (Dog):.....	16
5.3: Case Study Example (Horse):.....	18
Section 6: Contact Details.....	19
Section 7: APPENDICES	20
CPD Summary of Hours Matrix	21
Reflective Learning Document	22

Section 1: Introduction

Continued Professional Development (CPD) has been designed to ensure that MAA members maintain a required standard, keeping MAA practitioners in line with other animal related professional bodies. This pack provides structured guidance on how to complete and record CPD correctly – it is an integral part of being an MAA member. CPD will help you to develop yourself as a capable and knowledgeable practitioner, as a practitioner you should never stop learning – gaining a qualification is just the beginning!

1.1: CPD Requirements

Members are required to carry out 25 hours per annum of CPD or 75 hours over a rolling three year period. This provides members with the flexibility for longer term courses or periods of absence from CPD.

- There are 8 categories of CPD to choose from. Members are encouraged to cover a broad spectrum of these, therefore a minimum of 2 categories are required per year and CPD must cover a minimum of 4 categories over the 3 year period. Members will be required to maintain a portfolio of evidence (see section 2).
- A matrix has been included in this pack to help keep track of the number of hours in each category completed (see section 3).
- A completed reflective learning document is required where there is no formal assessment of the CPD completed (see section 4).
- Graduate members will be required to carry out a minimum of 12 case study style CPD submissions as part of the CPD requirement within the first 3 years of MAA membership (see section 5).

It is the responsibility of the member to maintain his or her own CPD portfolio each year and to plan CPD. It may be useful to have a plan so you can have a rough idea of how much time you can set aside each year for CPD and also how you will ensure that you cover several categories.

The MAA provides a Diary of Events on the MAA Website (Member's Section) which lists potential CPD opportunities. CPD opportunities are also distributed via newsletters and MAA Members Facebook Page.

1.2: CPD Audit

- Members will not be required to submit CPD evidence unless selected for audit.
- Members are required to maintain their own portfolios. This can be a paper copy based folder or can be paperless word or jpeg documents.
- Members will be contacted when required to submit the CPD portfolio for audit. CPD portfolios can be submitted via email, website upload or post.
- Members will only be given 4 weeks notice to submit portfolios.

Section 2: CPD Categories

The following section outlines the different categories of CPD and examples of suitable evidence. Where there is no formal assessment to the CPD, a Reflective Learning document is required (see section 4).

2.1: SHORT COURSES ON PROFESSIONAL ISSUES

This could consist of an evening talk, a one day or weekend course. The subject of the course should be relevant to our profession – some examples of this may include:

- Animal Behaviour
- Anatomy and Physiology
- Veterinary Practices
- Another Animal Profession

Suitable Evidence:

- Certificate of Attendance
- Written Account of the Event
- Schedule of the Day/Evening
- Handout/Photographs
- Formal record of assessment i.e. Assessor feedback or Certificate of Achievement
- Reflective Learning document

2.2: SEMINARS/CONFERENCES/AGMs

Examples include:

- McTimoney Animal Association AGM
- ACPAT Seminar
- Horses Inside Out Conference
- BEVA

Suitable Evidence:

- Certificate of Attendance
- Written Account of the Event
- Schedule of the Day/Evening
- Handout/Photographs
- Reflective Learning document

2.3: STUDY FOR FURTHER QUALIFICATIONS

Where a formal training course exceeds 25 hours, a member may make use of the hours in the subsequent years CPD requirement using the 3 years rolling CPD schedule. However members will need to ensure that appropriate activities are undertaken to maintain compliance with other CPD requirements.

The requirements are:

- The total number of hours must exceed 25 hours per year OR 75 hours over 3 years
- Minimum of 2 categories are required per year
- Must cover a minimum of 4 categories over the 3 year period

Examples include:

- Equine/Canine Bodyworker
- Diploma in Hydrotherapy
- BSc (hon's) Chiropractic
- Pg Dip/MSc Physiotherapy

Suitable Evidence:

- Certificate of Qualification
- Examination Feedback
- Course Content and Objectives
- Coursework Mark Sheets
- Reflective Learning document

2.4: USING YOUR PROFESSIONAL STATUS TO ENCOURAGE DEVELOPMENT OF OTHERS

Examples include:

- Presenting at a conference
- Writing an article/newsletter for a publication
- Professional discussion with a fellow practitioner
- Running a workshop

Suitable Evidence:

- Copy of Article/Newsletter
- Written account of professional discussion including outcomes
- Conference Schedule/Copy of Presentation
- Workshop
- Reflective Learning document

2.5: ACTIVE COMMITTEE WORK FOR A PROFESSIONAL BODY

Examples include:

- MAA
- ACPAT
- BSAVA
- BVA

Suitable Evidence:

- Outline of work carried out
- Details of Committee and Structure
- Confirmation from a fellow committee member
- Copies of emails/paperwork
- Reflective learning document

2.6: PERSONAL/PROFESSIONAL DEVELOPMENT

Examples include:

- Personal/Professional Development
- Personal Reflection
- Doing a piece of study/reading
- Giving a talk to a local organisation/club

Suitable Evidence:

- Written accounts of CPD
- Photos
- Abstract of research done/read
- Notes from presentation given
- Reflective learning document

2.7: JOURNALS AND IT

Examples Include:

- Reading professional journals
- Designing/Building a website
- Watching an educational, professional film/video
- Developing learning using library facilities

Suitable Evidence:

- Journal references
- Written review of film/video
- Web address and detail
- Library visit summary
- Reflective Learning document

2.8: CASE STUDIES

Case Studies can include cases for PR purposes, review of interesting cases, or cases evaluated & discussed with a mentor.

Producing case studies for PR not only provides great CPD but can be an effective marketing tool for growing your business.

Reviewing case studies can be a useful exercise for all practitioners no matter how experienced, to reflect and review a client that has proven to have been an interesting case, or for reflecting on your management of a case. Each case study typed up and submitted counts as 1 hour towards your CPD.

Graduate members / new MAA members will be required to complete a minimum of 12 case studies as part of their CPD requirement within the first three year of full membership. MAA mentor support is available if required.

Please refer to the Case Study section (section 5) for further information and worked examples.

Suitable evidence:

- Case study report
- Mentor feedback
- Photographs
- PR
- Reflective Learning document

Section 3: Recording CPD

When planning and completing your CPD you must consider the following:

- The total number of hours must exceed 25 hours per year OR 75 hours over 3 years
- Minimum of 2 categories are required per year
- Must cover a minimum of 4 categories over the 3 year period

Members will need to keep a summary of CPD. If members opt to take advantage of the 75 hours over a rolling 3 year period, then a plan or outline of how the remaining CPD will be fulfilled in the subsequent years will be required if the portfolio is selected for audit.

Examples are provided below and blank templates can be found in the appendices.

When submitting the CPD Summary of Hours for audit, members will also need to submit supplementary evidence such as certification, reflective learning document, case studies etc (as per examples of evidence given in section 2).

3.1: CPD Summary of Hours Matrix Example 1

	Yr: 2012	Yr: 2013	Yr: 2014
CATEGORY 1: SHORT COURSES ON PROFESSIONAL ISSUES	<i>Website Development (4)</i>	<i>Additional Adjustment course (8)</i>	
CATEGORY 2: SEMINARS, CONFERENCES, AGMs	<i>MAA AGM (8)</i>	<i>MAA AGM (8) BEVA Congress (8)</i>	<i>MAA AGM (8)</i>
CATEGORY 3: STUDY FOR FURTHER QUALIFICATIONS			
CATEGORY 4: USING YOUR PROFESSIONAL STATUS TO ENCOURAGE DEVELOPMENT OF OTHERS		<i>Demo at local Agricultural College (2)</i>	
CATEGORY 5: ACTIVE COMMITTEE WORK FOR A PROFESSIONAL BODY			<i>MAA Committee, log of hours & reflective account (20)</i>
CATEGORY 6: PERSONAL/PROFESSIONAL DEVELOPMENT			
CATEGORY 7: JOURNALS AND IT	<i>Develop website (10)</i>	<i>Review Journal & reflective account (2)</i>	
CATEGORY 8: CASE STUDIES	<i>Complete 5 case studies (5)</i>		
TOTAL NUMBER OF HOURS:	<i>27</i>	<i>28</i>	<i>28</i>

CPD Checklist

• The total number of hours must exceed 25 hours per year OR 75 hours over 3 years	✓
• Minimum of 2 categories are required per year	✓
• Must cover a minimum of 4 categories over the 3 year period	✓

3.2: CPD Summary of Hours Matrix Example 2

	Yr: 2013	Yr: 2014	Yr: 2015
CATEGORY 1: SHORT COURSES ON PROFESSIONAL ISSUES			
CATEGORY 2: SEMINARS, CONFERENCES, AGMs	<i>MAA AGM (8) Horses Inside Out Conference (16)</i>	<i>MAA AGM (8)</i>	<i>MAA AGM (8)</i>
CATEGORY 3: STUDY FOR FURTHER QUALIFICATIONS		<i>Equine Body Worker Course (97)</i>	
CATEGORY 4: USING YOUR PROFESSIONAL STATUS TO ENCOURAGE DEVELOPMENT OF OTHERS			
CATEGORY 5: ACTIVE COMMITTEE WORK FOR A PROFESSIONAL BODY			
CATEGORY 6: PERSONAL/PROFESSIONAL DEVELOPMENT			
CATEGORY 7: JOURNALS AND IT	<i>Develop Website (10) (& reflective learning document)</i>		
CATEGORY 8: CASE STUDIES			
TOTAL NUMBER OF HOURS:	<i>34</i>	<i>115</i>	<i>8</i>

CPD Checklist

• The total number of hours must exceed 25 hours per year OR 75 hours over 3 years	<i>✓</i>
• Minimum of 2 categories are required per year	<i>✗</i>
• Must cover a minimum of 4 categories over the 3 year period	<i>✗</i>

Note: 2016 - 2nd category will be required/ 4th category over the 3 year period. I am planning on completing 5 case studies, alternatively I may attend a short course depending on what is available.

Section 4: Reflective Learning

A reflective learning document is required where there is no formal assessment to the CPD activity.

The following sections aim to explain how to use reflective practice to enhance and record the learning achieved through CPD. The introduction section outlines the benefits of reflective learning, followed by an example. Document templates can be found in the appendices.

4.1: Introduction on Reflective Learning

Reflective practice works by facilitating.....

- Acceptance of, and increased confidence with, the complexity and uncertainty of professional life.
- Critical awareness of values, ethics, assumptions, decision making processes and professional identity.
- Analysis of skill and knowledge gaps.
- Stress relief through facing problematic or painful episodes.
- Sharing best practice with colleagues and peers.
- Identification of learning needs.
- Increased confidence in professional practice.

Below is an example of a completed reflective log. This is designed to give members some ideas about how to reflect on professional practice and experiences.

Choose a critical incident as an area of focus. This could be a new situation you found yourself in, a journal article you may come across, a structured course or CPD event. All are valid learning experiences and reflection will help you to analyse and assimilate what you have learnt.

Remember..... It is vitally important to be honest, reflect on what happened and how you felt. There are no wrong answers and a situation which did not go to plan is often a much more valuable learning experience than one which goes well.

Please use the blank master copy (see appendices), to copy and complete to record your own reflective practice.

4.2: Reflective Learning Example

Name: *MAA Member*

Date: *1/10/2013*

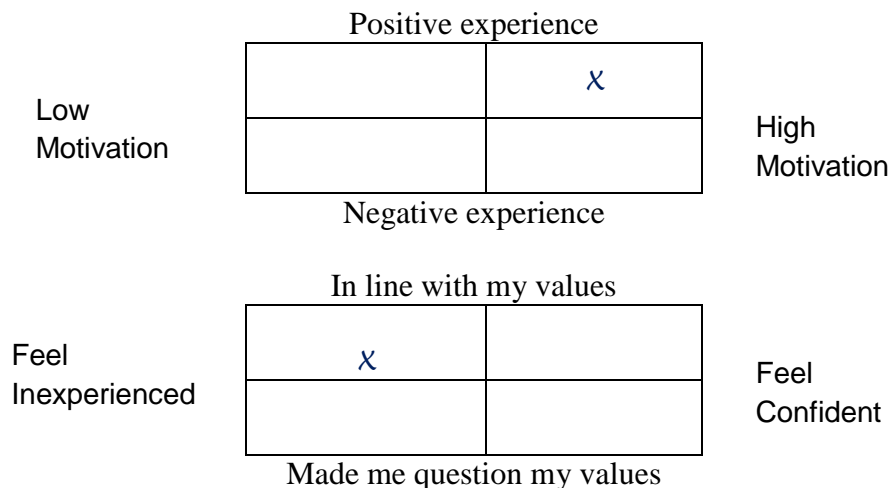
Title of learning Experience: *Managing professional conflict*

Experience:

<p>How the knowledge was acquired?</p> <p><i>During a routine appointment to treat a horse for a new client</i></p>	<p>What was the nature of the experience or event? Explain the subject.</p> <p><i>The client had asked me to come and treat a horse due to problems being experienced with a saddle.</i></p>
<p>A brief account of what happened without specifying what was learnt.</p> <p><i>The saddle had been professionally fitted, but would not stay square on the horse. The owner is potentially in conflict with the saddle fitter.</i></p>	<p>Select the part of the event that was significant and/ or important to you.</p> <p><i>Communication of my thoughts and findings to the client.</i></p>

Immediate response:

Plot your immediate response feelings to this experience in the grids below.



Analysis:

<p>What aspect of the event went well?</p> <p><i>The client was initially quite confrontational, but seemed to improve as the session went on.</i></p>	<p>What was not so good?</p> <p><i>The client had a good point, the saddle seemed to have a twist and sit to the right in the wither area and to the left at the back.</i></p>
<p>What were my feelings about what happened?</p> <p><i>I found this situation a little uncomfortable. The client clearly wanted a second opinion on the fit of her saddle and I am not a qualified saddle fitter.</i></p>	<p>What were the feelings of others?</p> <p><i>The client was unhappy and confused; she had taken advice from a saddle expert and felt that she had received a poor service.</i></p>

Learning:

<p>What was the area of learning?</p> <p><i>Managing potential professional conflicts.</i></p>	<p>Where does it link in or combine with my existing knowledge?</p> <p><i>I used skills during this experience which were transferrable from other areas of life, although this was a new situation for me I was able to handle it quite well.</i></p>
<p>What have I learnt from the experience?</p> <p><i>Although I started off feeling quite uncomfortable that the client was clearly unhappy with the service from another professional, I have grown in confidence having been put in that situation and managing to handle it well. I have managed to get out of the situation, leaving the client with a better understanding of potential effects of the saddle, rider, farrier, and conformation on each other rather than shifting the blame and potentially causing ill feeling. I have learnt how to manage potential difficult situations and improve my communication skills. I have also learnt that there is potential for other professionals to shift blame with clients and this could possibly affect me in the future.</i></p>	

Conclusions:

<p>What do I need to do next?</p> <p><i>Learn from this experience and be sure to communicate clearly, keeping clients informed and ensuring understanding of my explanations.</i></p>	<p>How can I put my learning into practice in another situation?</p> <p><i>What I have learnt here is transferrable to a huge array of situations; communication is the key to a successful practice. It is not enough just to be good at your job; I must also be able to communicate well to ensure clients understand the situation fully.</i></p>
--	---

Section 5: Case Studies

Case Studies can be a useful exercise for all practitioners no matter how experienced, to reflect and review a client that has proven to have been an interesting case. Each case study typed up and submitted counts as 1 hour towards your CPD.

We have incorporated a minimum of 12 case studies to be completed by new members of the MAA within the first three years of MAA membership. This means that 12 hours of the 75 hour CPD requirement within the first 3 years of MAA membership should be case studies. Members may choose to do all 12 case studies within the 1st year of membership or distribute the case studies throughout the three year period dependent on the member's individual leaning needs and CPD plan. Details on the feedback process for case studies can be found below.

Exemption from the case studies will only be given in exceptional circumstances by written permission from the MAA CPD Coordinator.

Examples of both a horse and dog case study can also be found below.

5.1: Details of Case Study Feedback Process

There is an option to receive feedback on your case studies from an experienced McTimoney Animal Practitioner. Sometimes it can be helpful to receive comments as to other methods of treatment/aftercare that could have been incorporated to make the treatment even more effective. The first few years in practice can be very daunting and this extra guidance may provide new graduates with access to the knowledge and expertise of a more experienced practitioner. If this is something you require, please contact the CPD co-ordinator on the maacommittee@gmail.com and you will be allocated a feedback mentor.

The mentor will be an experienced and reliable member of the MAA, there will be a small charge for their time completing a feedback report for you (Please contact the MAA for details on this). They will offer support and analyse cases that have been seen and dealt with by you as a practitioner and so therefore will in no way be liable for any part of the animal's treatment or its effects.

5.2: Case Study Example (Dog):

NAME & POST-NOMINALS
MCTIMONEY PRACTITIONER FOR ANIMALS
Address, Contact number, Email

Vet Practice Name & Address

Report on McTimoney Therapy for Fred Smith 29/01/13

Dog's details Name: Fred GSD

Age: 7 (in Oct '12) **Owned:** Since a puppy

Owned by: Mrs Smith, Mrs Smith's address

Medication: Previcox

Symptoms and Veterinary Diagnosis:

Digestive problems, hip dysplasia and a heart murmur.

Fred has recently had his medication changed from Rimadyl to Previcox (at the end of last week).

He tends to wear boots or use a wheelchair for walks. Usually walks about ¼ mile every day, but struggles up the hills unless he is on his wheelchair.

His owner has noticed he has stopped getting up onto the sofa, which he did daily up until Christmas. He also lies right up against the Rayburn or on the warm hearth when the fire is lit, and she wonders if he is using the warmth on stiff/sore muscles and joints for relief?

His owner feels he has gone downhill since being ill over Christmas (he had serious problems with his digestive issues, so was kept in at the vets and needed to be put on a drip)

Dynamic assessment:

Reduced strength in hind quarters, with limbs moving close together especially at the hock. Hind feet placed well in under body. Pelvis (visually) seems lower on the RHS, and occasionally he hikes the left hind up.

Occasionally drags his toes on the hind limbs. However, during the assessment, he is able and willing to trot to keep up and manages with the step both up and down into the house. Tail wag quite even, but occasionally wags more to the right.

Record of treatment: *Fred's first treatment* **Date:**29/01/13

On assessing Fred, he was found to have the following misalignments:

Atlas - dorsal on the left

C2 and C3 - dorsal on the left

C4 – dorsal on the right

In the region of T4 and T7– deviated to the left

In the region of T9 through to T13 – deviated to the right

Pelvis cranial on the left, caudal on the right, and tilted ventrally on the right.

Adjustments were made to the above, *with the exception of the pelvis*, with the aim of restoring symmetry and improving range of motion in the affected joints, and improving Fred's overall mobility.

Aftercare advice:

Allow Fred a quiet day today (Tues).

Keep exercise very light, start out on Wednesday by doing half the usual amount and build up gradually over the next few days. Otherwise carry on as normal.

Follow-up treatments:

Re-assess in 7-10 days to see how he has responded to the treatment and re-treat where necessary.

5.3: Case Study Example (Horse):

Name & Post-nominals

MCTIMONEY PRACTITIONER FOR ANIMALS

Address, Contact number, Email

Vet Practice Name & Address

Report on McTimoney Treatment for Dobbin Jones (28/06/13)

Breed: Irish Sports Horse
Age: 12
Owned: 4 years
Owned by: Mrs Jones, Mrs Jones' address

Previous medical history:

Dobbin has suffered from Louping-ill (approx two years ago), which made him very weak behind and he had difficulty standing, but he now appears to be completely recovered.

Symptoms:

In the past he was difficult to tack up and mount (he bucked and/or walked off), but he hasn't done this for a long time (over a year). His owner has noticed that he seems sensitive behind the saddle area when groomed. His saddle was checked earlier this year, but Mrs Jones is considering asking a different saddler to have a look at it. He is just coming back into work after two months (while his owner was on holiday, not due to any form injury/lameness).

Dynamic assessment:

Left hind crosses under further (medially) than right and he dishes a little in front. He doesn't pick his hind feet up well when walked and trotted up, and drags them when asked to back up. When turned in tight circles, he appears stiffer to the right, particularly through the neck.

Record of treatment: 28/06/13

On assessing Dobbin, he was found to have the following misalignments:

Atlas – dorsal and tilted caudally on the right.

C2 to C4 – dorsal on the right.

C5 – dorsal on the left.

T4, T8, T15, T17 and T18 – deviated to the right

T6 – deviated to the left.

L1 – deviated to the left.

L2 to L4 – deviated to the right.

Pelvis – tilted caudally on the right.

Tuber sacrale – cranial on the left.

McTimoney adjustments were made to the above.

Aftercare advice:

Give Dobbin two days' rest, following which keep exercise light, building up over the next week. Avoid hills wherever possible (although this will be difficult in the area he's kept in!) and avoid school work/tight circles for the next week. Alternate between diagonals when out hacking. Saddle checked recommended as he has had two months off since last check.

Other:

Immediately after treatment, as Dobbin walked off down the field, he was picking his feet up better.

Section 6: Contact Details

Please use this email address to contact the MAA committee with any enquiries:

maacommittee@gmail.com

Section 7: APPENDICES

- CPD Summary of Hours Matrix
- Reflective Learning Document

CPD Summary of Hours Matrix

Please use this section to record your CPD summary and include when portfolio is submitted.

	Yr:	Yr:	Yr:
CATEGORY 1: SHORT COURSES ON PROFESSIONAL ISSUES			
CATEGORY 2: SEMINARS, CONFERENCES, AGMs			
CATEGORY 3: STUDY FOR FURTHER QUALIFICATIONS			
CATEGORY 4: USING YOUR PROFESSIONAL STATUS TO ENCOURAGE DEVELOPMENT OF OTHERS			
CATEGORY 5: ACTIVE COMMITTEE WORK FOR A PROFESSIONAL BODY			
CATEGORY 6: PERSONAL/PROFESSIONAL DEVELOPMENT			
CATEGORY 7: JOURNALS AND IT			
CATEGORY 8: CASE STUDIES			
TOTAL NUMBER OF HOURS:			

CPD Checklist:

<ul style="list-style-type: none"> The total number of hours must exceed 25 hours per year OR 75 hours over 3 years 	
<ul style="list-style-type: none"> Minimum of 2 categories are required per year 	
<ul style="list-style-type: none"> Must cover a minimum of 4 categories over the 3 year period 	

Reflective Learning Document

Name:

Date:

Title of learning Experience:

Facts:

<p>How the knowledge was acquired?</p>	<p>What was the nature of the experience or event? Explain the subject.</p>
<p>A brief account of what happened without specifying what was learnt.</p>	<p>Select the part of the event that was significant and/ or important to you.</p>

Immediate Response:

Plot your immediate response feelings to this experience in the grids below.

	Positive experience		
Low Motivation			High Motivation
	Negative experience		
	In line with my values		
Feel Inexperienced			Feel Confident
	Made me question my values		

Analysis:

What aspect of the event went well?	What was not so good?
What were my feelings about what happened?	What were the feelings of others?

Learning:

What was the area of learning?	Where does it link in or combine with my existing knowledge?
What have I learnt from the experience?	

Conclusions:

What do I need to do next?	How can I put my learning into practice in another situation?
----------------------------	---