

Continuing professional development (CPD)

As you move through Component A, from reflecting on your self inventory and standards self reflection to creating two to three personalized professional goals, continuing professional development (CPD) becomes the pathway for achieving them. To help you choose CPD activities that meaningfully support your goals and align with your practice context, below is guidance on the types of activities that can form part of your learning plan and annual self report.

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Indigenous anti-racism, cultural safety & humility learning

Definitions

Indigenous anti-racism, cultural safety, and cultural humility learning activities support oral health professionals in developing the knowledge, self-awareness and skills needed to provide safe, respectful and equitable care for Indigenous patients and communities. These activities foster reflection on personal biases, understanding of colonial impacts and commitment to ongoing learning guided by Indigenous voices, perspectives and teachings.

Examples

- Participating in workshops or sessions led by Indigenous educators, Elders or knowledge keepers
- Completing training focused on Indigenous health, anti-racism, cultural safety or trauma informed care
- Engaging in learning experiences about the history and impacts of colonization on Indigenous Peoples in Canada
- Attending community based cultural learning events where teachings are shared by Indigenous leaders
- Completing reflective activities or modules on cultural humility and inclusive practice

Courses, lectures, presentations, sessions, seminars

Definitions

Courses, lectures, presentations, sessions, and seminars are structured learning experiences designed to enhance professional knowledge, skills contributing to maintenance of competence and support evidence based oral health practice. These activities typically involve organized instruction delivered in person or online and may include clinical skills training, academic lectures, interactive workshops or facilitated group learning. Content must be relevant to oral health practice and support ongoing professional development.

Examples

- Attending a live or recorded webinar on emerging clinical techniques or regulatory updates
- Participating in a conference session, keynote lecture or hands on clinical workshop
- Viewing an accredited or structured educational presentation on oral-systemic health
- Completing a seminar series on a specific topic e.g., infection prevention and control
- Engaging in formal coursework through higher education learning such as degree, diploma or advanced study programs relevant to professional practice
- Attending an accredited basic life support (BLS) or first aid course focused on emergency response and patient safety

Self study & directed study

Definitions

Self study includes individualized learning activities completed outside of formal presentations that support professional growth through independent inquiry. Self study involves self-selected learning such as reading, viewing or listening to educational materials relevant to professional practice.

Directed study involves learning activities recommended by a mentor, assessor or supervisor to address identified professional learning needs. Directed study and mentorship provide structured guidance for acquiring specific knowledge or skills that can be applied in practice.

Examples

- Reading a peer reviewed journal article or textbook chapter related to the oral health professional
- Completing self-paced online modules or professional learning resources
- Reviewing clinical guidelines, standards or best practice documents
- Working through a learning plan with a mentor that includes targeted readings or exercises
- Completing a guided set of case-based questions or reflection activities recommended by an assessor
- Practicing dental or medical emergency simulations together as an oral health team to help everyone feel more confident and understand their roles during an emergency

Independent research & publication authorship

Definitions

Independent research and publication authorship involve conducting, analyzing or sharing scholarly work that contributes to knowledge within the oral health profession. This may include primary research, secondary research or the development of written materials intended for professional or academic publication. Activities in this category support critical thinking, scientific inquiry and advancement of evidence informed practice.

Examples

- Conducting primary research such as a case study, survey or clinical inquiry to answer a practice related question
- Completing a literature review that synthesizes existing evidence on an oral health topic
- Preparing and submitting a manuscript, article, blog or research summary for publication
- Developing research posters or presentations for professional conferences
- Analyzing data related to a quality improvement or practice-based research project

Study clubs

Definitions

Study clubs are collaborative, peer driven learning groups where oral health professionals engage in ongoing discussion, case review and shared inquiry to enhance clinical knowledge, critical thinking and professional competence. These groups may meet in person or virtually and often combine informal dialogue with structured educational components such as presentations, literature reviews or guest speakers. Study clubs support continuous learning through reflection, peer mentorship and examination of evidence informed practice.

Examples

- Participating in a study club meeting that includes a facilitated discussion on a clinical topic or emerging research
- Reviewing and discussing case studies with peers to explore assessment, treatment planning or ethical decision making
- Engaging in a study club session that incorporates a structured presentation or learning module
- Attending a study club event with a guest speaker, educator or subject matter expert
- Contributing to group led literature reviews or sharing new evidence relevant to oral health professional practice

Professional knowledge exchange & learning conversations

Definitions

Professional knowledge exchange & learning conversations are self-directed learning experiences outside of formal continuing education that contribute to professional growth through dialogue, knowledge exchange and reflection. These activities may include discussions with colleagues, industry representatives, community members or Elders, as well as participation in informational sessions that broaden professional understanding.

Examples

- Participating in an informal informational or educational session provided by an industry or product representative, in a conference exhibit hall or in practice
- Engaging in professional discussions with colleagues or subject matter experts about clinical practice or emerging topics
- Attending a community or cultural learning session, including conversations with Elders or knowledge keepers
- Participating in informal lunch and learn or workplace education sessions
- Consulting with professionals from related disciplines to gain insight into practice-related topics

Other forms of CPD

Definitions

The “**other**” category includes professional learning activities that do not fit within the previous categories but are relevant and applicable to oral health professionals’ practice. These activities must demonstrate clear impact on professional development, safe and ethical care or regulatory understanding, and contribute meaningfully to competence in practice.

Examples

- Participating in leadership development or professional communication workshops
- Completing courses related to mental health, wellness or resilience that support safe professional practice
- Engaging in policy, ethics or regulatory training applicable to oral health professional practice