

EDST 565: Continuing Professional Education and Learning
Winter II Monday 4:30 – 7:30pm (beginning January 9, 2017)
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Course Overview: Continuing professional education (CPE) has been defined as “the education of professional practitioners regardless of their practice setting, that follows their preparatory curriculum and extends their learning ... throughout their careers. Ideally this education enables practitioners to keep abreast of new knowledge, maintain and enhance their competence [and] progress from beginning to mature practitioners“ (McQueeney, 1996, p. 698)¹. This course considers CPE as a site of contestation with multiple stakeholders bringing different and at times competing interests and motivations. CPE is often taken for granted and in this course we dig deeper into its significance and consequences for educators, policy makers and administrators who devote significant resources, labour and time. How the notion of professional came into being will be explored as well as the politics of who is defined as a professional and what counts as professional knowledge. For many professionals, participation in CPE is mandatory if they want to maintain a license to practice and, for others, while not a mandatory requirement, engaging in continuous learning is a given if they want to remain relevant in an increasingly competitive labour market. While some workers are supported by their employers or other organizations to participate in CPE, others assume the associated costs involved with continuous learning. Who is responsible for CPE--workers, professional associations, employers—is part of the ongoing debate about CPE, a debate that crosses national and professional boundaries.

The purpose of this course is to *critically* explore various dimensions and perspectives of CPE, along a number of questions: What does it mean to identify as a professional? What various forms of learning do professionals access? What are the implications of greater pressures for “professional” accountability? How does the professional knowledge culture and organization of professions impact CPE? Which pedagogical approaches are the most effective and to what ends? For the final assignment, students will have an opportunity to work in partnership with those involved with the delivery of CPE in various professional fields to create resources that have practical relevance for the provision of CPE.

Learning Outcomes: At end of this course, students will have developed:

1. an awareness of CPE as a significant arena of lifelong learning, education and policy
2. appreciation for how histories, policies and regulations, and provision of CPE in any given profession varies and impacts the way CPE is provided
3. an understanding of the development of and power relations within professions and processes of professionalization
4. an awareness of the different philosophical and theoretical approaches to CPE
5. a broad sense of what must be considered in planning, organizing, delivering and evaluating CPE.

¹ Queeney, D.S. (1996). Continuing professional education. In R.L. Craig (Ed.) The ASTD Training and Development Handbok (4th Ed). New York: McGraw-Hill.