

# A CPD STRUCTURED SYSTEM

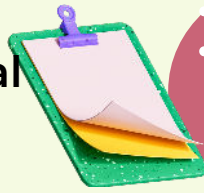
## CPD/CME Committee Tasks

- Create and sustain a supportive learning environment.
- Continually review and assess the quality of CPD programs.
- Provide workshops on the use of learning tools and strategies.
- Provide opportunities for learning outside of the medical practice, and thereby extending into other areas of learning.
- Support units to assist physicians in identifying resources and strategies.
- Facilitate skills development, best practices transfer and benchmarking.
- Provide funding and support for learning projects.
- Contribute to quality assurance standards and tools



## 1-Allocation of Resources

## 2-Situational Analysis



- Identify Gaps/Needs
- Highlight
  - Areas of Strength
  - Opportunities in the legal regulatory framework
  - Threats for acceptance/ involvement of all stakeholders

## Reflect- Plan- Learn-Assess

Common learning and development activities can take place through a variety of methods and structures including:

- Participating in
  - Clinical or surgical audits
  - Conferences/lectures
  - Morbidity/mortality meetings
  - Practice review/accreditation
  - Journal club
  - Hospital credentialing
  - Clinical governance
  - Medico -legal activities
- Reviewing a scientific paper for publication
- Publishing a scientific paper
- Completing a course/degree
- Authoring a book or book chapter
- Supervising or mentoring trainees
- Examining trainees
- Developing a personal learning plan
- Teaching and Examining

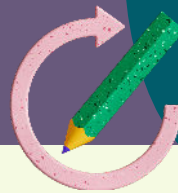


## 3-CPD/CME Program Content

### The system should

- allow participants to claim & record proof of participation in CPD activities, that can be credit based:
  - 1 credit: 1hour\*
- have defined the credit numbers required in a specific time-frame to award the participants

\*Activity type can vary credit value



## 4-Program Structure and CPD Cycle length

Participants should have a streamline, user-friendly paper or online log to journal & retrieve CPD activities, with minimal burden.

Online documentation facilitates recording and monitoring individual / program development

An online portfolio designed according to the CPD cycle framework

- will be an individual portable collection of professional reflections and achievements
- makes professionals aware of their own CPD cycles and personal learning plan progression
- becomes both an assessment and a learning tool



## 5-Documentation

## 6-Administration & Management



- Inform about guidelines for Learning experiences accreditation, following adult learning principles
- Unrestricted grants and unbiased learning documentation to scaffold relationships with sponsors

- Ensure
  - all stakeholders should comply with the program
  - Professional regulation: certification & revalidation and give certificates of program completion
- Build
  - Remediation plans for non compliant
  - Plans for special cases as license leaves
  - Appropriate forms/ documents

## 7-Accreditation of Educational Activities & Sponsorship



## 8-Program Implementation



Design and implementation must nurture the concept that

- eye care professional serve the community
- best professional care with better health outcomes are achieved if an effective CPD/CME program is embraced.

Professional competencies, program content, educational strategies, assessment modalities, program impact on patients'outcomes, working organization and health community should be continuously piloted, evaluated, and accordingly re-adapted

Ophthalmic education should be regarded as a continuum of lifelong learning and development.

- Follow the professional organization context while developing the CPD system
- Involve all CPD stakeholders, including patients and community
- Consider workplace-based learning
- Establish SMART outputs and outcomes

## 9-Program Pilot and Evaluation



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OF CPD-SC: Amelia Buque, Antony Vipin, Bernardo Soares, Brenton Finklea, Chingee Chulunkuu, Helena Prior Filipe (chair) Marie Rasmussen (co-Chair), Mildred Lopez, Muhammad Moin

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