A national CPD system for all healthcare practitioners: The Qatar Plan

AMEE Short Communication – 4K1

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Disclosures

Jennifer Gordon

- Paid employee of the Royal College of Physicians and Surgeons of Canada

- Global Education Advisory Boards: No honoraria
  - Merck Serono
  - Pfizer

Agenda

- Background / Context
- Summary of Work
- Lessons Learned
- Take-home Messages
- Questions?

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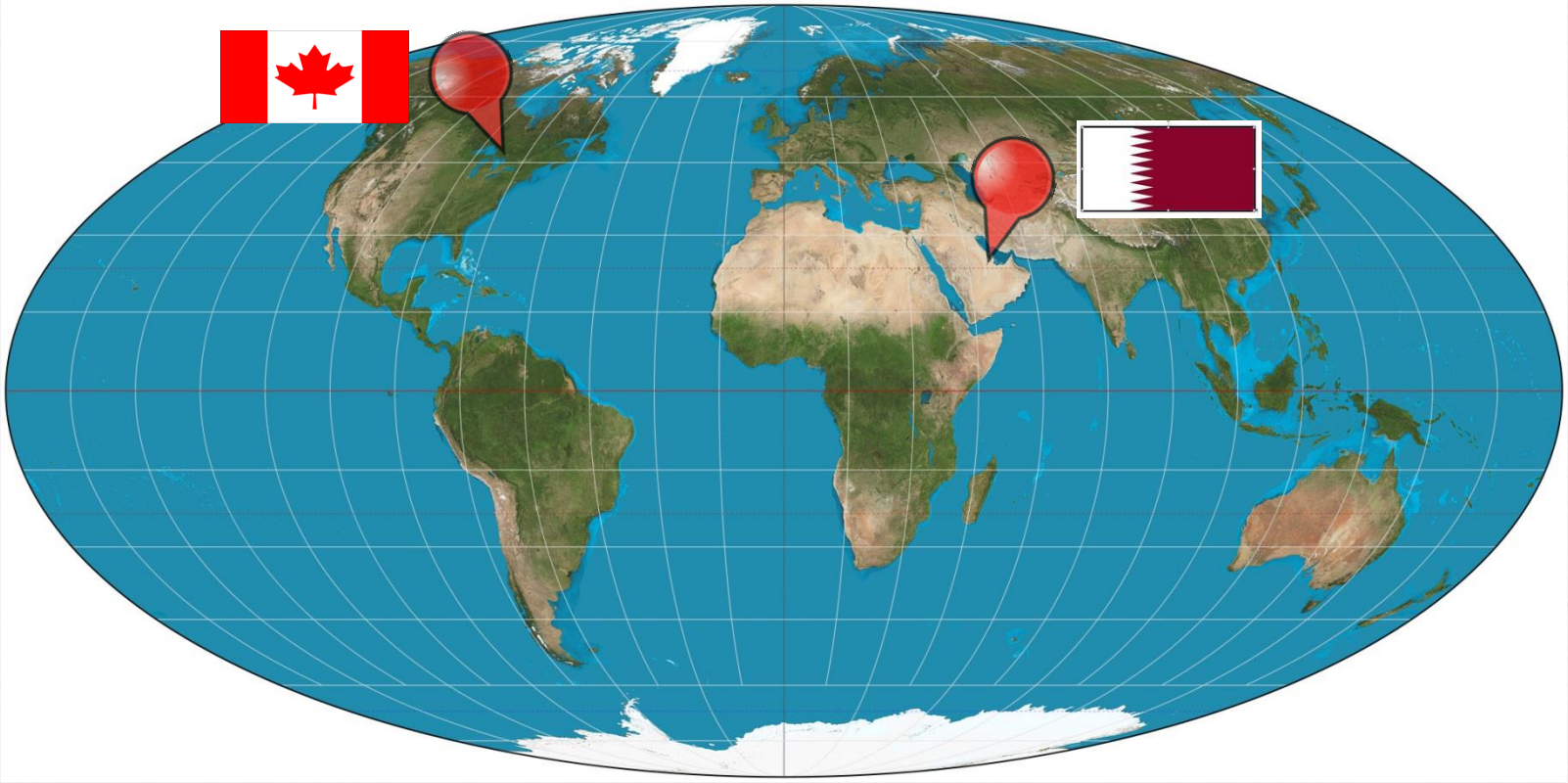

Background

- Royal College Canada International
  - Royal College of Physicians and Surgeons of Canada - established CPD system
  - MOC Program mandatory for Fellowship; CPD linked to licensure
  - hybrid CPD accreditation system – providers/activities
  - substantive equivalency with AMA, UEMS, ACCME

- Supreme Council of Health
  - Qatar Council for Healthcare Practitioners
  - Emiri decree
  - Qatar National Vision (QNV) 2030 – "Advancing healthcare"
  - National Health Strategy (NHS) 2011-2016
    - intended to propel Qatar toward health goals contained in QNV 2030

QCHP collaboration with RCCI started in 2014

The Qatar Plan

- QCHP-AD – Accreditation Department of the Qatar Council for Healthcare Practitioners
  - Responsible for the implementation of a CPD/CME framework for all HCPs (physicians, dentists, pharmacists, nurses, allied health)
- CPD Participation Mandatory for:
  - All licensed healthcare practitioners in the State of Qatar
  - Sustaining (renewal of) licensure
- Established Educational Principles:
  - Continuous Improvement
  - Professional Development
  - Relevance
  - Reflection
  - Self-assessment
- CPD System:
  - CPD framework, CPD credit system
  - CPD accreditation system

Mandatory CPD coming…2016!

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Desired Outcomes

- CPD Framework, credit system

Category 1: Accredited Group Learning

Category 2: Self-Directed Learning

Category 3: Accredited Assessment Activities

Description		CPD Activities	Credit Rating	Supporting Documentation Requirements
Category 1 - Accredited Group Learning Activities				
Activities that have been deemed to meet a set of administrative, educational and ethical standards established by the QCHP-AD		• Conferences, symposia, seminars and workshops • Educational rounds (including morning report in healthcare facilities, Grand rounds, Morbidity and Mortality rounds, tumor boards and case-based discussions). • Journal clubs • Online synchronous and blended learning activities	1 credit/hour	Certificate of attendance or letter describing the total hours / credits completion from the responsible organization
Category 2 - Self-Directed Learning Activities				
Clinical Practice	*Self-learning activities are planned and implemented by a health care practitioner to:* *address needs related to clinical practice*	• Answering self-identified clinical questions	0.5 credits/hour	Document these self-learning activities in the CPD portfolio or (where applicable) the provision of a transcript from a third party
		• Reading journals, books or monographs	1 credit/hour	
		• Viewing podcasts or webcasts	0.5 credits/hour	
Education and Training	*address needs related to engaging in education and training*	• Postgraduate degrees or diploma programs recognized by a relevant professional body	25 credits/ semester or course	Transcript of the course from the responsible organization
		• Preparation for formal teaching activities	2 credits/hour	Teaching schedule from the responsible organization or academic institution
		• Development of assessment tools or activities (including Objective Structured Clinical Examination (OSCE), MCQ or short answer questions)	2 credits/hour	Letter describing participation in the development of assessment tools or activities from the responsible organization
		• Educational sessions to enhance the skills of examiners	1 credit/hour	Certificate or letter of participation from the responsible organization
		• Mentoring students, trainees, or peers	1 credit/hour	Letter from the responsible organization
Research and Quality Improvement	*address needs related to engaging in research and quality improvement*	• Development of a research grant or peer-reviewed publication	1 credit/hour	Letter of acceptance of a grant or publication or letter of participation in peer review or participation in CQI from the organization, journal or healthcare facility
		• Peer review of a clinical practice	1 credit/hour	
		• Peer review for journals or research grants	1 credit/hour	
		• Participating in or leading quality improvement projects	10 credits/project	
Category 3 - Accredited Assessment Activities				
Activities provide individual, or groups of healthcare practitioners, or inter-professional health teams, with data and feedback on their knowledge, competence or performance. All accredited assessment programs, activities, or instruments must meet the standards established by the QCHP-AD.		**Accredited Assessment** • Knowledge assessment programs • Simulation • Clinical audits • Multi-source feedback • Direct observation of procedures or performance in practice	2 credits/hour	Certificate, letter or report of completion or participation from the responsible organization
		Other Assessment • Feedback from annual performance review • Feedback on teaching effectiveness	2 credits/hour	Summary of the feedback from the responsible organization or participants

80 credits/cycle

At least 40 credits from Category 1; 40 credits across Categories 2&3

Online or Face-to-Face

Desired Outcomes

- The **CPD Accreditation System** for the State of Qatar will be:
  - a hybrid system focused on both CPD provider organizations and individual CPD activities
- The CPD Accreditation system for the State of Qatar will:
  - Be based on a reasonable set of standards
  - Demonstrate accountability and fairness
  - Promote continuous improvement
  - Encourage effective collaboration
  - Value learning across a range of competencies
  - Measure achievement of outcomes
  - Promote mutual accountability – based on a national set of values and educational principles
  - Serve as a mark of 'educational quality'
  - Value continuous improvement
  - Facilitate HCPs' access to high-quality educational resources

Principles & Values; Standards; Quality; Continuous Improvement

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How to Achieve in 2 Years?

Coming together is a beginning; keeping together is progress; working together is success.

Henry Ford

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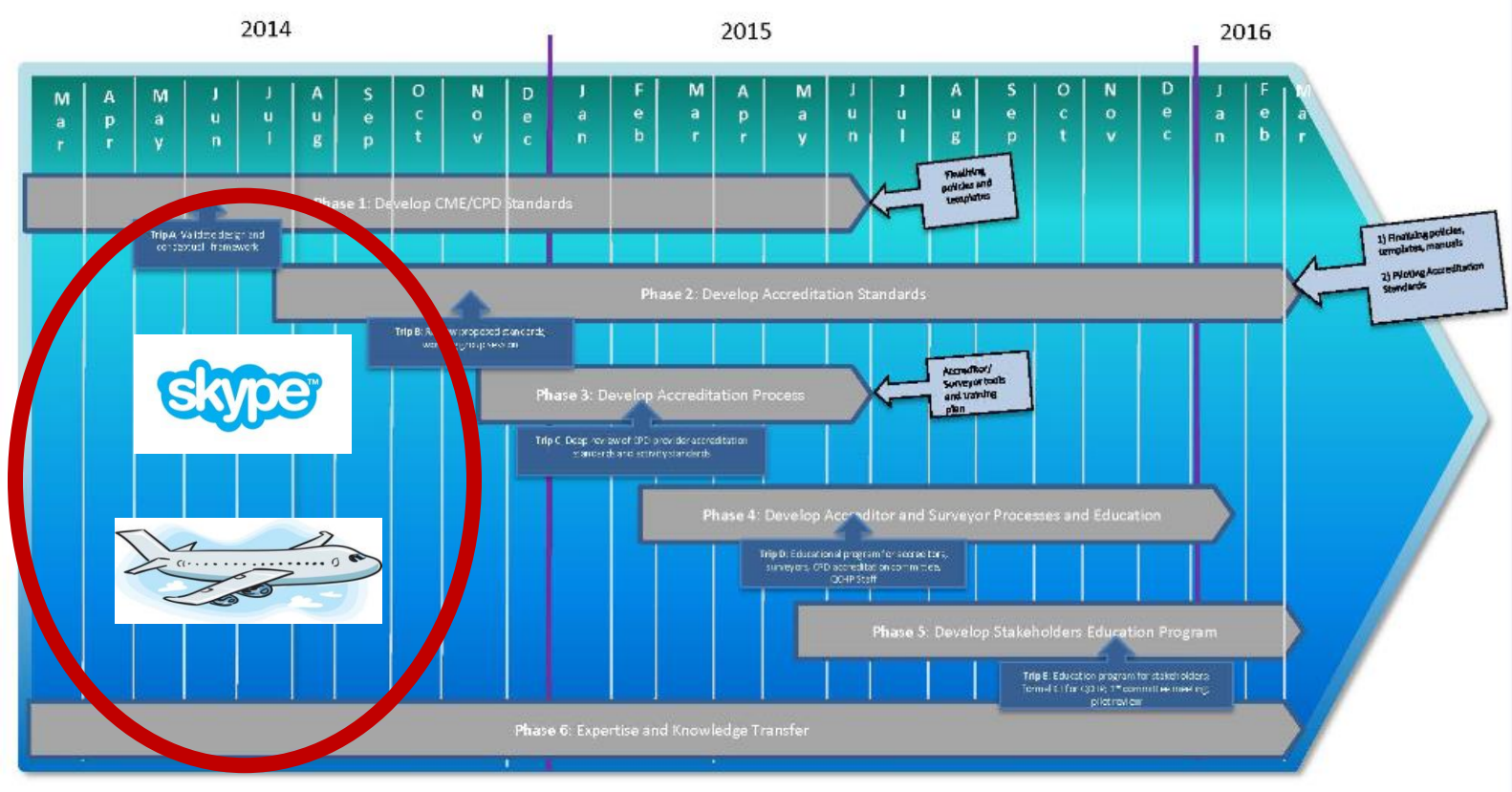
Collaboration Project Roadmap



Challenges / Lessons Learned

- Scope: One system across all health professions
  - All healthcare practitioners (physicians, nurses, pharmacists, dentists, allied health)
- Distance; geography; timezones
- Time constraints – 2016 mandatory
- External Policies – e.g. Link to registration
- Change management critical
  - Varied stakeholders
  - Communications (2-way); Training; Buy-in
  - Pilots

Involving Stakeholders in Process Key…Co-create!

Next Steps

- Launch CPD system – spring 2016
  - Mandatory reporting
  - Communications
  - Ongoing Support
- International recognition
- Program evaluation
  - Continuous evolution
  - “Success”?
- Share lessons with others!

Take-home Messages

- National CPD systems can be developed and enhanced through international consultation and collaboration.
- Geography doesn't have to be a barrier.
- Context is critical.
- Language is important.
- Share and learn from each other!

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