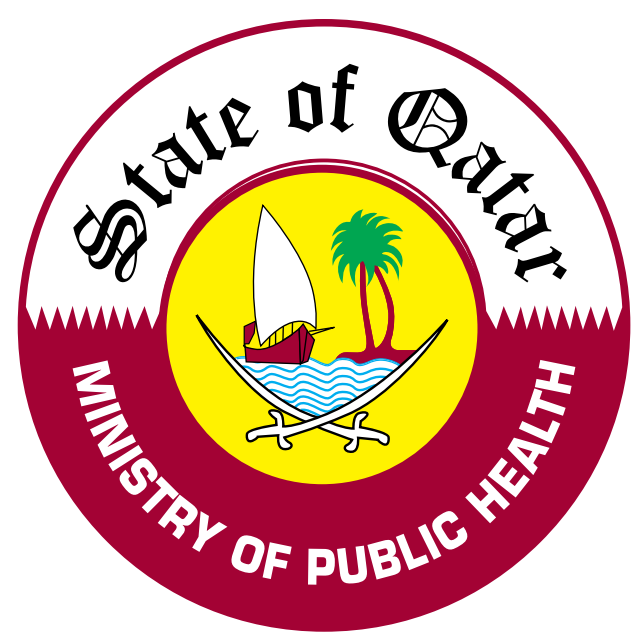


Can CPD accreditation systems promote inter-professional learning and assessment?



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CPD Accreditation systems are traditionally designed to guide and support the development of high-quality educational resources for specific health professions. The State of Qatar is committed to creating a national CPD Accreditation system that is applicable to all healthcare practitioners. Given the interest in and potential importance of inter-professional education and assessment to improving the quality of health care, we explored the frequency accredited CPD provider organizations designing group learning activities to enhance inter-professional learning

Background

Inter-professional collaborative practice occurs when multiple health professionals work together to provide comprehensive quality health care services to individual patients, their families, carers and communities across diverse settings.

The Qatar Council for Healthcare Practitioners (QCHP) is the regulatory body given the responsibility to develop and implement a mandatory CME/CPD system for in the State of Qatar by 2016. The accreditation department QCHP collaborated with the Royal College Canada International to develop a CME/CPD accreditation system for CPD Providers and activities which will be officially launched on March 7, 2016. Prior to the launch of the new accreditation system a set of provisional accreditation standards were developed and implemented by QCHP to assess group learning activities developed by 9 CPD provider organizations. The provisional CPD provider accreditation standards required providers to have a process for planning CPD Activities for multiple health professions. Qatar's national CPD system requires the same CPD requirements for renewal of license for all health professionals.

Purpose

The author's review focused on the frequency with which the QCHP accredited CPD activities were designed with an inter-professional target audience in mind.

Methods

The provisional CPD provider and CPD activities accreditation standards were launched in June 2013 and ended on December 2015. The period December 2013 to December 2015 was selected for the review. The authors reviewed all CPD activities developed by 9 accredited CPD provider organizations for Category 1: accredited group learning (workshops, seminars, and conferences).

Summary of Results

Out of the nine providers 5 were academic institutes. 3 of those were a single specialty institute (Nursing, Physicians and Pharmacists) the remaining 2 targeted multiple specialties within the Allied Health groups. Of the remaining 4 accredited CPD providers; three were healthcare facilities offering primary and secondary healthcare services and one is a regulatory body offering training and learning courses.

64 accredited CPD activities were conducted between the period January 2014 and December 2015. 15 CPD activities were conducted in 2014 and the remaining in 2015. 46 of those activities (10 in 2014 and 36 in 2015) targeted multiple specialties.

Single speciality institutions developed 34 CPD activities collectively, of which 25 (74%) targeted multiple disciplines. All activities conducted in the second half of the period (January 2015- December 2015) by these institutions targeted multiple disciplines.

In the year 2015 academic institutes provided offered 41 CPD activities of which 33 (80%) were planned for multiple professions. The healthcare facilities provided a total of 9 CPD activities of which 8(89%) targeted multiple professions

Table 1: Overall CPD Activities designed for 1 or more disciplines

| | Number of CPD Activities 2014 (N=15) | Number of CPD Activities 2015 (N=49) |
|-----------------------|--------------------------------------|--------------------------------------|
| 1 Discipline | 5 | 11 |
| 2 Disciplines | 4 | 3 |
| 3 Disciplines | - | 3 |
| 4 Disciplines | 3 | 7 |
| 5 or more Disciplines | 3 | 23 |

Table 2: Number of CPD activities targeted to at least 2 disciplines conducted by single specialty academic institutes

| | 2014 | 2015 |
|------------------|-------|-------|
| Pharmacy College | 9 /14 | 14/15 |
| Medical College | NA | 5/7 |
| Nursing College | NA | 2/3 |

Table 3: Number of CPD activities targeted to at least 2 disciplines conducted by academic institutes

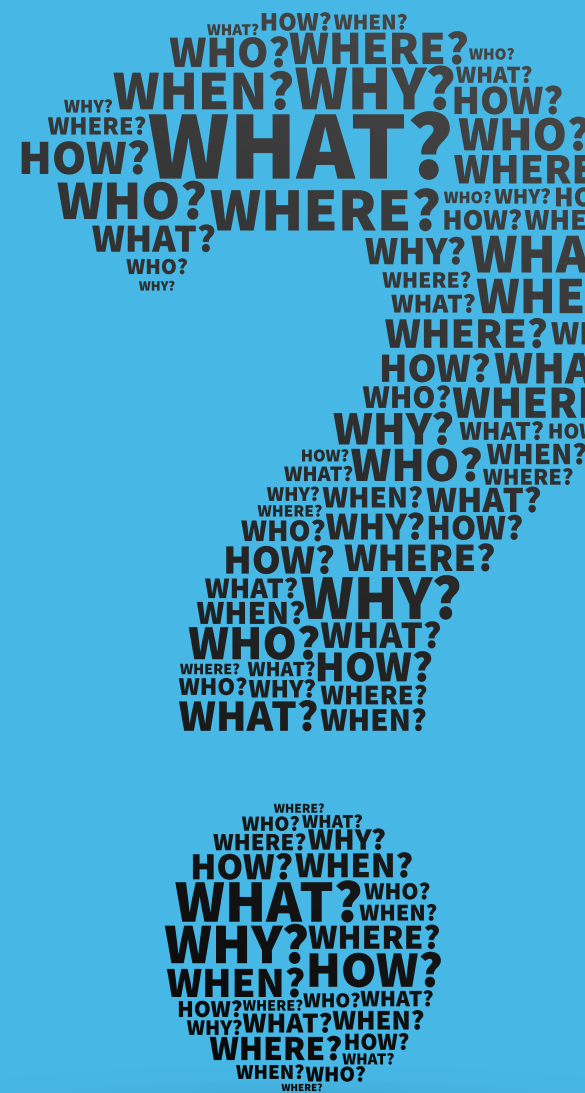
| | 2014 | 2015 |
|------------------|-------|-------|
| Pharmacy College | 9 /14 | 14/15 |
| Medical College | NA | 5/7 |
| Nursing College | NA | 2/3 |
| DHS | NA | 1/4 |
| CNAQ | NA | 11/12 |

Discussion

The accreditation standards encouraged providers to plan for CPD activities with multidisciplinary groups in mind while ensuring relevant, accessible and high quality content is provided for all to enhance overall competence and practice to improve patient care and healthcare quality.

During this review it was evident that the academic institutes showed more adherence in relation to the standard for planning CPD activities for multiple professions. The institutes offered a greater number of CPD and trended towards targeting more professions (Table3). In comparison despite having inter-professional working teams, healthcare facilities provided fewer CPD activities. While the scope of this poster is limited a contributory reason to this finding might be the academic institutes have a more structured methodology for preparing education content.

The development of a CPD accreditation standard is an effective means to encourage CPD providers to provide CPD activities that are developed to target the learning needs of multiple professions. Addressing the learning needs of multiple professions may contribute to promoting inter-professional collaborative practice.



Conclusion

Having a national framework that has a single set of CPD requirements encourages CPD Providers to plan and effective learning activities that address the needs of multiple disciplines.

