




Round Six Forum
Future direction in CPD and implications for rural practice

Mr Stewart Barnet
 Manager Educational Development
stewartb@ciphe.med.usyd.edu.au



Continuous Professional Development

- What are some of the current issues around CPD?
- What are the trends for its design and delivery ?
- How can it be evaluated?



CPD issues for the next 2-4 years

- A more regulated and accredited CPD course provision
- Emphasis on outcome or practice based assessment as part of ongoing registration
- Increasing demand for seamless progression in training – or vertical integration of CPD within training curricula
- Increasing importance of non-specialist competencies
- Learning with and from other health professionals
- A focus on supporting the “patient journey”

Centre for Innovation in Professional Health Education and Research

CPD issues for the next 2-4 years

- A more regulated and accredited CPD course provision
- Emphasis on outcome or practice based assessment as part of ongoing registration
- Increasing demand for seamless progression in training – vertical integration
- Increasing importance of non-specialist competencies
- Learning with and from other health professionals
- A focus on supporting the “patient journey”

Centre for Innovation in Professional Health Education and Research

Trends in design and delivery of CPD

TRADITIONAL CPD						EMERGING trends in CPD
Didactic/ information giving	1	2	3	4	5	Experiential/ problem solving
Centrally run	1	2	3	4	5	Workplace integrated
Individual attendance	1	2	3	4	5	Group or networked learning
Timetabled sessions	1	2	3	4	5	Asynchronous/on-demand
Profession centric	1	2	3	4	5	Inter-disciplinary
Self evaluated	1	2	3	4	5	Structured assessment

Centre for Innovation in Professional Health Education and Research

CPD delivery models

KNOWLEDGE

⇄

PROCESS

⇄

PRACTICE

A new knowledge base is sampled and reviewed through self assessment

↑
Assessment

The new knowledge is processed with the help of a cognitive or practice based framework

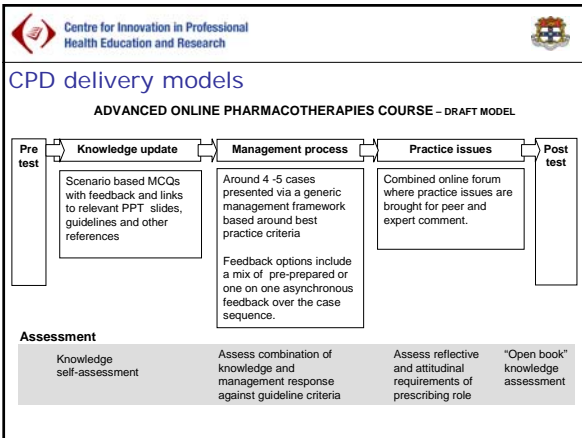
↑
Assessment

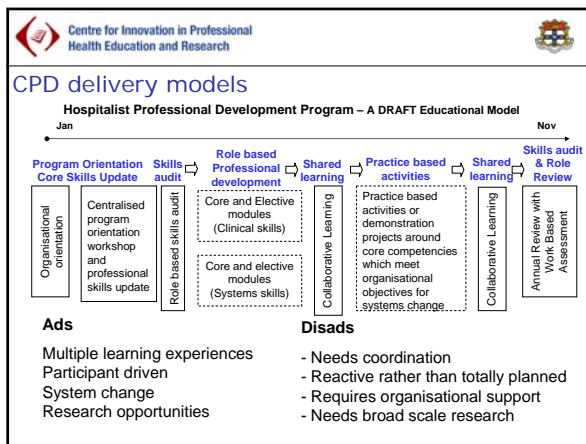
Practice based experiences are shared and critiqued to develop combined performance of knowledge, skills and behaviours

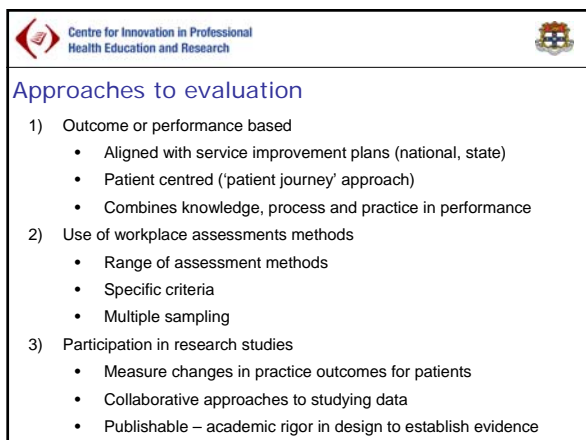
↑
Assessment

Program coordination, facilitation,

Use of technology should be specified to service the educational model







Centre for Innovation in Professional Health Education and Research

Outcome or performance based evaluation:

Cancer National Service Improvement Framework (NISIF)

Critical intervention points on the Patient Journey

REDUCING RISK FINDING CANCER EARLY MANAGEMENT & SUPPORT during ACTIVE TREATMENT MANAGEMENT & SUPPORT between and after ACTIVE TREATMENT CARE AT END OF LIFE

CANCER SERVICE NETWORKS

Eg People in the community will have information about and access to:

- High quality screening programs
- Diagnostic services with support through process of diagnosis
- Timely and appropriate provision of results
- Appropriate referral

- What CPD do I need to contribute to this service objective on behalf of my patients and my practice?

- To make an effective contribution, what new information, skills and practice opportunities will I need to support my patients and practice and how do I access them?

Centre for Innovation in Professional Health Education and Research

Use of workplace assessment methods – a toolkit approach:



	Domain	Assess type	Reliability	Feasibility
360 or Multi perspective	Non clinical skills	Formative	Good – depends on rater group/nos.	Feasible in clinical environment
DOPS – directly observed practice of skills	Procedural skills	Practice review	Assumed Insufficient evidence	Declines with no. of one on one sessions required
CBD – case based discussion	Analytical/clinical reasoning skills	Can be summative	Good inter-rater reliability	Needs structure and rater training

Centre for Innovation in Professional Health Education and Research

Participation in research studies:

- Measure changes in practice outcomes for patients
- Collaborate on qualitative and quantitative approaches to study data (pool medical education resources)
- Publishable – academic rigor in design to establish evidence – (BEME consortium)

<http://www.cipher.med.usyd.edu.au> <http://www.bemecollaboration.org>

 **Round Six Forum**

Future direction in CPD and implications for rural practice

Mr Stewart Barnet
Manager Educational Development

