

## CPD for Physicians...



## Do You Know What You Don't Know?

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NBCFP Provincial Tour 2014

## Conflict of Interest disclosure

I receive honorarium from the NBCFP for my role  
as chair of the ASA Planning Committee

# Management of Potential Bias

This presentation will cover continuing professional development for physicians in general.

Different learning ways will be presented

The last part of the presentation, though, will focus on the CCFP Mainpro system of education, credits registration and on initiatives of the College (both national and provincial) to provide quality education to its members.

This presentation was reviewed by a non-NBCFP board member

## Why Do We Insist So Much on Disclosure?

To guarantee balance, independence, objectivity and scientific validity of educational activities

# Learning Objectives

- ☐ Explore the trends in CPD for physicians
- ☐ Be aware of the current data on physicians education in the province according to the National Survey and the risk factors for decreased competency in medicine
- ☐ Be exposed to different ways to stay up-to-date in family medicine and to collect credits of education
- ☐ Learn the scientific evidence behind effective CPD and its impact on the practice
- ☐ Become familiar with the CanMEDS roles
- ☐ Understand the current CFPC Mainpro system and credit report for members and non-members and have a brief overview of the new Mainpro framework coming in January 2015
- ☐ Understand the value of certified programs vs non-certified
- ☐ Learn how to have a program certified and the role of a medical conference planning committee
- ☐ Understand the importance of conflict of interest disclosure

Let's do a little survey...

# How do we stay "up-to-date" in NB?

# hours of CPD per week

- NB Family physicians 2,39 (2,47 in 2010)
- Canadian Family physicians 3,34 (3,10 in 2010)
- NB Other specialists 3,23
- FP Female (Canada) 3,06 vs Male 3,56
- < 35 y.o. physicians spend less hours doing CPD than older physicians

National Physician Survey 2013

## Trends in CPD

Events

Workplace-based learning

Physician's Satisfaction (or  
update model)

Practice/Patients Outcomes  
(or performance model)

Individual



Team/Practice Focus

Tertiary/University Center  
Expert

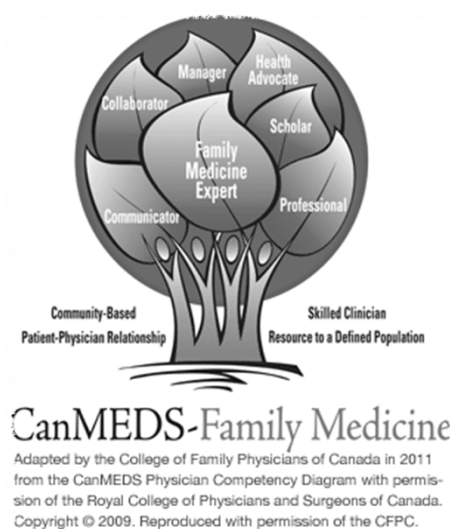


Local Expert, Colleague or  
team member

## Medical Expert

### Broad Conception of Competency and Practice

## Can-MEDS FM Roles



Industry/Pharma (Marketing)

Organization/Faculty  
(Education)

Being a spectator

Being engaged and  
responsible for our  
education



## Determining factors in the quality of practice

Age of physician

Degree of professional isolation (office practice only vs practice in health care institution)

CPD

The quality and quantity of CPD have a positive influence on the quality of medical practice.

Ref. Influence de la formation médicale continue sur la performance clinique, Can Fam Physician 2013;59:518-525

# Barriers to CPD

Abundance of information and unfamiliarity with levels of evidence

Difficulty transferring information into practice

Choice of ineffective learning activities

Difficulty integrating CPD in a busy practice

Challenge in autoevaluating learning needs

## Autoevaluation of learning needs

# Different Ways of Learning

## The Traditionnal (or old-fashion) Ways

Live Conferences

Journal reading

Medical Rounds



# The Techno (or Geek) Ways

Web-based programs (Ex.  
mdBriefCase®, Self-learning®)

Push-Technology (InfoPoems®,  
MiniPearls, etc)

Pull-Technology programs  
(UpToDate®, Dynamed®, etc)

Webinars



# The "Did you ever hear about those?" Ways



Pearls

Linking Learning to Practice

Linking Learning to Teaching

Examiner

Linking Learning to administration  
(Committee participation)

Linking Learning to Research

# The Very Effective (or Super) Ways

Structured, regular and interactive small group activities

Simulation

Workshops and practice of skills

Clinical/practice audit and feedback or self-assessment programs



## Certified (Accredited) vs Non-Certified

## Who Can Give Certification of Educational Activities?

Colleges (Royal College of Physicians and Surgeons, College of Family Physicians, American Academy of Family Physicians, etc)

Faculties/Universities

## Key Elements of Certification

Planning Committee involving physician

Learning needs assessment

Program development with precise learning objectives

Program review by a trained physician and ethical review

Evaluation form and feedback

# Determinants of Impact on Practice

Learning activity stimulated by a question and the management of a specific patient or a group of patients

Reflexion activity and impact assessment

Case-discussion and utilization of tools to facilitate integration of changes to practice (like algorithm or info to patients)

Motivation of the learner

## Commitment to change...



## the Current System

5-year cycle, 250 credits per cycle, 25 credits per year, 50% reviewed activities

M1, MC (reviewed) and M2 (non-reviewed)

1 credit per hour model

Impact only documented for select activities



## in 2015

5-year cycle, 250 credits per cycle, 25 credits per year, 50% reviewed (certified) activities

Group-learning, Self-learning and Assessment each divided in certified vs non-certified activities

Nb of credits based on quality of activity

Impact documentation for all activities

Linked to CanMEDS-FM roles

Industry or promotionnal events not eligible for credits



## Video presentation

[.youtube.com/watch?feature=youtu.be&v=HOLQnOoQ](https://www.youtube.com/watch?feature=youtu.be&v=HOLQnOoQ)

## Activities of the CCFP

FMF

Canadian Family Physician

Pearls, Linking Learning to Practice

Self-learning

# Activities of the NBCFP

ASA (soon FMC)

Provincial Tour

## References

McMaster Practice Based Learning Program March 2012  
Module "Apprentissage basé sur la pratique et fondé sur  
des données probantes"

"Influence de la formation médicale sur la performance  
clinique", Canadian Family Physician vol 59 mai 2013

"A Guide to Mainpro Accreditation", CFPC Website

Appendix 1 Linking Learning to  
practice submission

<http://surveys.cfpc.ca/s/linking-learning-to-practice>

Appendix 2 Pearl submission

<http://surveys.cfpc.ca/s/pearls-submission>

## Appendix 3 Example of Small group practice based learning program

<http://fmpe.org>



## Appendix 4 Non-Member Mainpro Participation

<http://www.cfpc.ca/Nonmembers/>