Global CPD accreditation requirements and evolving standards

8ECF – November 12, 2015
Session 4 (16:00–17:30)

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Disclosures

Jennifer Gordon –

- Full-time, paid employee of the Royal College of Physicians and Surgeons of Canada
- Member, JECME Board
- Member, International Academy for CPD Accreditation
- Member, Global educational advisory boards (no honoraria):
  - Merck Serono
  - Pfizer
8ECF Needs Assessment Data

What we heard from you:

- How to guarantee the quality of CME programmes
- Accreditation body requirements and how to get a programme accredited
- Transparency of relationships between industry and healthcare professionals / managing financial disclosures to minimize potential bias
- Evolution and harmonization of CME across Europe / recognition of CME credits across borders (onsite and online) / developing and agreeing on standards between accreditation bodies

- This workshop has been designed based on these identified needs!
Workshop Description

0 This interactive workshop is designed to facilitate a discussion about the **broad values and principles** that apply to CPD systems, regardless of geography.

    0 Are there common elements and standards which should be reflected in any system?
    0 What is important to stakeholders?
    0 Can shared global standards be created that relate to needs assessment, learning objectives, accreditation standards, commercial support, managing COI, and evaluation?

0 Examples of **evolving systems and standards** will be described to set the stage for a dialogue about how these facilitate global mobility of learners.

    0 Do these standards create the possibility of **substantive recognition** of CPD systems?

0 Finally, participants will be asked to brainstorm **actionable plans** for moving the global CPD accreditation agenda forward!
Workshop Objectives

At the end of this workshop, participants will be able to:

- Describe common global CPD accreditation requirements and evolving standards
- Consider different approaches to address opportunities and challenges in accreditation
  - Implications for varied contexts and jurisdictions
- Identify at least one area of improvement for their approach to CPD
- Others?
Agenda

A – Introduction
  o Intended Outcomes / Learning Objectives
  o Welcome – Who’s Here?
  o Workshop Flow; Quick Think

B – Discussion – Large & Small Groups
  o Part I - Values, Principles, and Metrics
  o Part II - Common Elements and Standards
    - Evolution / Trends
  o Part III - Global Mobility
    - Recognition of Credits / Substantive Equivalency

3 – Wrap-Up
  o Reflection and Action Plans

*Please use the 4x4 sheet to record ideas…*
Welcome

- “Who’s in the room?”
  - Where are people from?
    - Countries?
    - Roles in CPD? Accreditation?
  - Individual expectations for workshop?
Workshop Flow

- Three main parts to the workshop discussion
- Interactivity, participation!
- Small group/table exercises / large group discussions
- Individual reflection and action planning

- Goal: learn & create together!

- Quick large group exercise to start us thinking and working together:
  - When I say the term “accreditation”, what comes to mind?
What IS “Accreditation”?  

- How would you define it?  
- Are there different kinds?  
- What is accreditation ‘good for’?  
  - What is its value?  
  - Why does it exist in so many systems?
What IS Accreditation?

- “...Recognized for meeting minimum standards...”
- “...A process to facilitate quality improvement in educational programs...”
- “...An enterprise in which program characteristics are evaluated against standards set by a third-party organization...”
Part I:
Values, Principles, and Metrics
Values/Principles/Metrics?

At your tables, please discuss:

- What are common values, principles, and metrics you would want to see in any CPD accreditation system; i.e. what should be expressed by any regional or national CPD accreditation system?

- Why would these values, principles or metrics be important to learners, CPD provider organizations or CPD accreditation systems?
Sydney Consensus Statement 2010

A. Statement of Values
CPD Accreditation systems should:
1. Be based on a reasonable set of standards and criteria for organizations or programs
2. Demonstrate accountability and fairness by defining and monitoring adherence to established standards and criteria
3. Promote continuous quality improvement of accreditation standards and processes
4. Encourage and foster effective collaboration and partnership with provider organizations.
5. Value physician learning across a range of competencies relevant to professional practice
6. Promote strategies to improve physician performance and thereby improve the health of people

Individual CPD events should:
1. Be based on information that defines the professional educational needs of physicians.
2. Link assessment of needs to effective educational strategies
3. Evaluate the achievement of defined outcomes
4. Be developed without influence from commercial interests

Individual physicians should:
1. Participate in CPD as a personal and professional responsibility
2. Identify their own needs
3. Participate in learning activities linked to their professional roles and responsibilities

B. Statement of Principles
Physicians are responsible to:
1. Participate in CPD is a personal and professional responsibility
2. Engaging in learning activities based on an assessment of professional needs derived from self-evaluation and external sources
3. Evaluate the impact of learning for their professional practice

CPD organizations are responsible to:
1. Promote continuous learning in practice
2. Enhance self-directed learning as both a process and goal of professional education
3. Facilitate the translation of learning into practice
4. Enable or promote learning within communities or health teams.

C. Statement of Metrics
Individual CPD activities should be designed to enhance either the:
1. Knowledge of physicians
2. Skills and/or competencies of physicians
3. Performance of physicians
4. Performance of health teams
5. Health outcomes of patients
International Academy for CPD Accreditation
Background

- ... it was recognized that there were several international groups of experts in the field of Continuing Medical Education (CME)/Continuing Professional Development (CPD) who were bridging national boundaries and building common ground amongst accreditation systems around the world.

- In 2013, the International Academy for CPD Accreditation was created of a need and desire to bring these experts in CPD/CME together in one community.
International Academy for CPD Accreditation

The Academy is dedicated to promoting and enhancing the development, implementation and evolution of CME/CPD accreditation systems throughout the world, by providing an opportunity for individuals in leadership positions to:

- Learn about the values, principles and metrics of varying CME/CPD accreditation systems;
- Explore the accreditation standards for CME/CPD provider organizations and activities under differing systems; and
- Foster evaluations to measure the impact of CME/CPD accreditation systems on physician learning, competence, performance, and health care outcomes.
International Academy for CPD Accreditation

Current Areas of Discussion:

- Outcomes-based accreditation
- Development of an international CPD accreditation database
- Joint accreditation across health professions
- Accreditation across competency frameworks
- Developing a taxonomy of CME/CPD accreditation systems
- Continuous versus Episodic CPD Accreditation within Provider Accreditation systems
- Defining what constitutes evidence in CME/CPD
- Accreditation across the education continuum
- The role of audit within CPD Accreditation systems

- The development of strategies to validate learning from participating in accredited activities
- The development of strategies to determine the relevance of CME/CPD for practice
- Impact of appraisal (UK) on CPD Accreditation
- National standards for commercial support
- Evidence for the effectiveness of MOC / MOL (US)
- Defining the roles of learners, CPD organizations and the CPD accreditation system
- Harmonization of CME/CPD accreditation systems
- Physician performance enhancement and the role of remediation
International Academy for CPD Accreditation
Part II:
Common Elements and Standards
Common Elements/Standards

Context...8 Observed **Trends within Systems**: - JG

1. IPE/Interdisciplinary – exploration toward ‘joint’ accreditation

2. Some systems now providing **team-based credits**, some still only recognizing individual learning

3. Move to require individuals to demonstrate accountability and **improvement in performance**; beyond self-report

4. Value learning anchored in one’s current roles and **scope of practice**

5. CPD learning should include a **range of competencies** which embrace the variety of practice settings one might have throughout their career
Common Elements/Standards

Context...8 Observed Trends within Systems: - JG

6. Varying standards around elearning; web-based learning; online SAPs...challenge globally re: online

7. Systems are varied in terms of degree to which commercial industry can be involved – i.e. development, sponsorship, blended – commercial support standards not generally accepted

8. Conflict of Interest requirements –only financial declarations or financial and all other relevant relationships? Only prescribe a disclosure policy or require a full COI management strategy? Rating/weighting schemes?
Keeping current trends in CPD systems in mind...at your tables, please discuss:

- What **common elements or standards** should be reflected or expressed in any CPD accreditation system?

- Are there **similarities and differences** in “application” of these elements or standards?
Common Accreditation Elements / Standards

“Buckets”: 
1. Eligibility for accreditation 
2. Needs assessment / gaps 
3. Learning objectives / outcomes 
4. Commercial support 
5. COI 
6. Evaluation 
7. Interactivity 
8. Online vs. f2f / formats 
9. Assessment and feedback
Questions for Consideration

1. Do these **common elements/standards** apply in your context?
   - If so, what do these “look like” in your jurisdiction?

2. What might be ‘good practices’ for different contexts, and why?
   - Consider also process and language.

3. Are there any **trends** emerging across systems?
   - Similarities or differences to others?

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<th>Large Group</th>
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<tr>
<td>1. Eligibility for accreditation</td>
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Part III: Global Mobility
Substantive Equivalency

- Healthcare practitioners seek learning opportunities that are created and delivered globally.
  - Often want/need the activity to be accredited or certified, yet individual CPD system requirements and standards vary across the world.

SE purpose; examples in action:
- To support, enable and encourage international physician lifelong learning mobility, the AMA, UEMS, and Royal College have established substantive equivalency agreements to facilitate learning across borders.
  - Physicians who attend accredited or certified CPD activities can claim or convert credits for recognition within their home systems.
Substantive Equivalency

- Continuing objective through the process of substantive equivalency is to enable and foster collaboration between CPD systems.
- Consensus on key educational characteristics of CPD activities which has allowed us to arrive at formal agreements - despite differences in organizational and CPD system characteristics in our respective countries.
- Systems don’t have to be exactly the same to be deemed substantively equivalent.
- Value culture and context.
Substantive Equivalency

Questions for Consideration:

- How would you recommend exploration of evolution and harmonization of CME across Europe/world?
- How would you work to develop and agree on standards between accreditation bodies?
- How would you propose recognition of CME credits across borders (onsite and online)?
Wrap-Up
Wrap-Up

The Story of This Workshop...review of intended outcomes/learning objectives:

- Describe common global CPD accreditation requirements and evolving standards
- Consider different approaches to address opportunities and challenges in accreditation
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Agenda re-cap

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  • Reflection and Action Plans
**Individual Reflections, Action Plans – 5 minutes**

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<tr>
<th>Ideas to consider/ explore...</th>
<th>Questions to ask about...</th>
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<td>Actions to do...</td>
<td>Parking lot ideas...</td>
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**Individual Reflection**
Wrap-Up

- Takeaways?
- Final Thoughts, Comments?
- Next Steps?

- Session evaluations
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