DEFINING HIGH VALUE CONTINUING PROFESSIONAL DEVELOPMENT

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Exploring a Business Case for High-Value CPD
The Three-Phase Continuum of Lifelong Professional Development

1) Pre-licensure Specialized Education
2) Practice Induction/Residency
3) Continuing Professional Development

General Education, emphasis on basic content for specialization

Selection

Certification of Competence
Our Workshop in Historical Context

• To err is human: Building a safer health system (IOM, 1999)
• Crossing the quality chasm: A new health system for the 21st Century (IOM, 2001)
• Health professions education: A bridge to quality (IOM, 2003)
• Redesigning continuing education in the health professions (IOM, 2010)
• Health professionals for a new century: Transforming education to strengthen health systems in an interdependent world (Lancet Commission, 2010)
• Envisioning the future of health professional education: Workshop summary (Global Forum, 2016)
• A framework for educating health professionals to address social determinants of health (Global Forum, 2016)
REDESIGNING CONTINUING EDUCATION IN THE HEALTH PROFESSIONS

INSTITUTE OF MEDICINE
OF THE NATIONAL ACADEMIES
What is the Problem with the Current Continuing Education System?

• Continuing education is the process by which health professionals keep up to date with the latest knowledge and advances in health care.

• However, the CE “system” is so deeply flawed that it cannot properly support the development of health professionals.

• CE has become structured around health professional participation instead of performance improvement.
From Continuing Education to Continuing Professional Development

• A holistic view of health professionals’ learning

• Opportunities stretching from classroom to point of care

• Inclusive of continuing education modalities
Effective CPD Should Ensure that Health Professionals Can ...

• Provide patient-centered care
• Work in interprofessional teams
• Employ evidence-based practice
• Collaborate with quality improvement systems
• Use health informatics
Continuing Professional Development

• Is learner driven; tailored to individual needs

• Uses a broad variety of learning methods

• Includes organizational and systems factors

• Focuses on clinical as well as other practice-related content
CPD is the responsibility of individual pharmacists.

For systematic maintenance, development, and broadening of knowledge, skills, and attitudes.

To ensure continuing competence as a professional throughout their careers.
CPD in Medicine

“CME has evolved to become a multidisciplinary approach for engaging clinicians where they live, work, and learn.

It’s about creating teams, putting a mentor at a clinician’s elbow, giving clinicians feedback at the bedside or in the clinic, employing simulation and other technology to support learning, and building longitudinal relationships.”

(G.T. McMahon, President, ACCME, 2017)
From CPD to High Value CPD Learning activity ...

Enabling Outcomes...

Important to Stakeholders
What Outcomes Do Stakeholders Consider Important?

- Demonstrating the value or **business case** for CPD is largely unexplored at present;
- Its value will be in **improving health care quality** and **patient safety**.
- The value proposition for CE can be derived through its **profit generation** for academic centers, professional societies, industry, and the public.
- The value of CPD to the **patient** paying for the care and to the **health practitioner** must be considered, as well as the value to the **health care system** as a whole.
Outcomes: The Quadruple Aim

- Improving population health
- Enhancing patient experience of care
- Reducing per capita cost of health care
- Improving work life of health care providers (clinicians and staff)
Let the Discussion Begin

At your table...

Identify an example of a high value CPD activity