

# **DEFINING HIGH VALUE CONTINUING PROFESSIONAL DEVELOPMENT**

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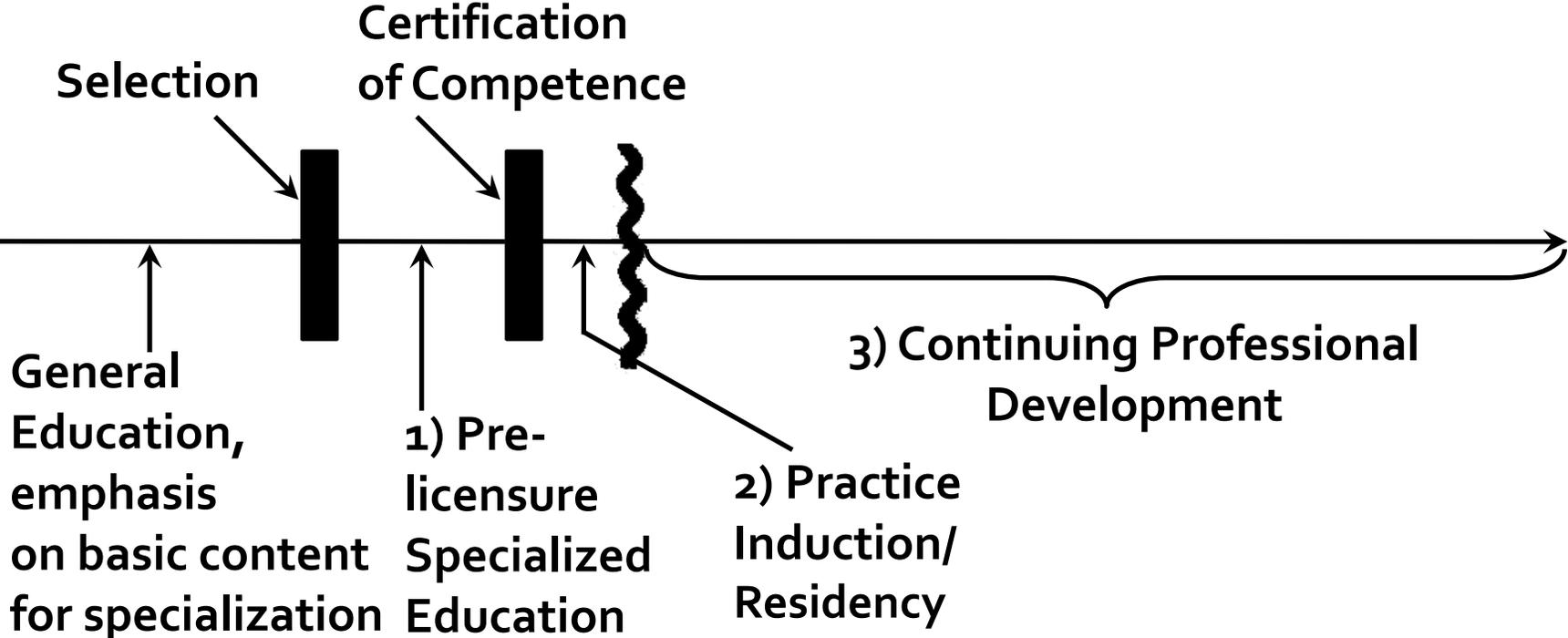
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**Exploring a Business Case for High-Value CPD**

**A Workshop of the Global Forum on Innovation in Health  
Professional Education (April 6, 2017)**

# The Three-Phase Continuum of Lifelong Professional Development



# 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**

# International Pharmaceutical Federation: CPD Global Report (2014)

- 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**