**Hamad Medical Corporation**

**CPD ACTIVITY APPLICATION PROCESS**

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Are you interested in developing and or conducting a CPD activity ?

There is a great deal of information available here on the intranet but also on the QCHP website - <http://www.qchp.org.qa/en/Pages/accreditation.aspx>

You will need to:

* Download the QCHP-AD CPD Activity Accreditation standards and apply these standards in developing your activity
* Download the relevant application and notification forms
* Contact the relevant CPD committee member for further guidance. For help ‘closer to home’ they may well pass you to a ’local CPD officer’ in your area / department if there is one

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| --- | --- |
| If your activity is: | Initial Contact |
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| Ongoing activities (e.g. journal clubs) within Medical or Surgical Depts. | **Mona Allangawi** [Mallangawi@hamad.qa](mailto:Mallangawi@hamad.qa)**)** |
| Medical Education (conferences & courses) | **Maggie Allen** [Mallen@hamad.qa](mailto:Mallen@hamad.qa) |
| Nursing & Midwifery | **Annie Topping** [ATopping@hamad.qa](mailto:ATopping@hamad.qa)  **or Tawfiq Elaroush** [TELRAOUSH@hamad.qa](mailto:TELRAOUSH@hamad.qa) |
| Allied Health | **Omar Ighbirieh** [OIGHBIRIEH@hamad.qa](mailto:OIGHBIRIEH@hamad.qa) |
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| Dentistry | **Huda Alhashemi** [halhashemi@hamad.qa](mailto:halhashemi@hamad.qa) |
| Pharmacy | **Palli Abdulrouf** [PABDULROUF@hamad.qa](mailto:PABDULROUF@hamad.qa) |
| Ambulance Service | **Vernon Naidoo** [VNaidoo@hamad.qa](mailto:VNaidoo@hamad.qa) or  **Ameeta Patel** Ameeta Patel apatel3@hamad.qa |

Please don’t worry that you may ask the wrong person. We will guide you to somebody who can help.

**APPLICATION PROCESS GUIDELINES**

**Step 1. Determine the anticipated target audience**

Intended target audience refers to the wide range of specialties in medical field that you may be targeting to deliver the activity to, for example:

* Allied health professionals (Ambulance paramedic, CCP, Lab Technicians, etc.)
* Complementary medicine
* Dentists
* Nurses
* Pharmacists
* Physicians
* Etc.

**Step 2. Formation of Scientific Planning Committee**

All accredited activities must meet the QCHP administrative standards and must have a scientific planning committee.

The membership of the scientific planning committee (SPC) is responsible for the planning process and must be representative of the target audience. The target audience is defined as the group of healthcare practitioners whose needs the group learning activity is designed to address. Therefore the target audience must be identified before the planning process has been initiated to enable the membership of the SPC to be chosen accordingly.

There is no minimum or maximum number of members required to sit on the SPC. If the CPD activity is aimed at only one type of healthcare practitioner, demographic factors (for example urban versus rural practice) should be considered in selecting the appropriate mix of members for the SPC.

The scientific planning committee (SPC) is ultimately responsible for the following program elements:

* Identifying the educational (learning) needs of the target audience.
* Developing the educational objectives based on the identified learning needs.
* Selecting the educational methods best suited to address the learning needs.
* Selecting the individuals who will serve as facilitators/speakers/faculty/instructors.
* Developing the content or evidence.
* Evaluating the outcomes of the activity.

**Step 3. Perform Needs assessment**

In order to develop activities that facilitate learning, it is essential that the SPC implements a needs assessment strategy to enable the identification of the target audience's perceived and unperceived learning needs. By determining these needs, the SPC will be able to establish general and event specific learning objectives to ensure that selected topics are relevant to the target audience.

Perceived educational needs can be derived from the following sources:

* Surveys
* Questionnaires
* Focus groups
* Requests from the target audience
* Results of evaluations from previous meetings
* Strategic Developments/change in scope of service

Unperceived educational needs can be derived from the following sources:

* Self-assessment tests
* Chart audits
* Chart stimulated recall interviews
* Direct observation of practice performance
* Emerging trends or special circumstances (disaster planning)
* Topics less likely to be requested by practitioners themselves
* Quality assurance data from hospitals, regions, department heads, CMPA, and patient care advocates
* Standardized patients
* Provincial databases
* Incident reports
* Guidelines and other published literature (RCT, cohort studies)

**Step 4. Identify Gaps**

When the needs assessment is done you should be able to identify the ‘gaps’ on your intended activity.

What learning needs or gaps in knowledge, attitudes, skills, or performance of the intended target audience did the scientific planning committee identify for this activity?

**Step 5. Develop the Objectives**

Learning objectives come from the needs assessment data. They enable participants to decide whether a specific event or session meets their learning needs.

Strong learning objectives should:

* Clearly outline the focus of the content and the expected outcomes for all parties involved.
* Be linked to the identified needs.
* Learner-centered and describe through action verbs, the specific knowledge, behavior, skill, attitude, or learning outcomes that participants can anticipate from attending educational events.
* Be included in all activity associated materials.
* Avoid words such as “understand” as they are not easily measured and open to many interpretations. Other verbs that should be avoided when creating learning objectives are: appreciate; have faith in; know; learn; understand; believe.
* Be provided to faculty prior to the program, so that they are aware of the learning objective(s) educational needs that need to be addressed in their presentation.

**Step 6. Select Learning format/s**

The development of the educational format should be designed to best present the content developed. For example, for content based on inter-professional issues, small breakout groups may be appropriate. For skills development, simulation or performance assessment activities may be appropriate.

At least 25% of the total education time must be devoted to interactive learning strategies. Interactive learning needs to be a component of approved educational activities, whether they are face-to face activities that occur at the same time. As such, Web-based or online sessions must meet the same standards for interaction as live events.

Live event interactive strategies include:

* Discussion periods for questions
* Panel discussions
* Small breakout groups
* Think, Pair, Share: opportunities to reflect and discuss content with a nearby colleague
* Touch pad questions
* Debate etc.

Web-based interactive strategies can include:

* Discussion Forums
* Ask the Expert

**Step 7. Select speakers**

The SPC must choose the appropriate faculty for the success of the activity.

The following recommendations should be kept in mind when choosing faculty:

* They should have the expertise to present information based on the learning objectives provided.
* They should be good communicators who are aware of the target audiences practice setting.
* They should have minimal conflict of interest with the program content. If a conflict of interest is present, this should be managed and disclosed to participants.
* They should declare an unapproved use of products or services. The only exception being where there is only one treatment or management strategy.

**Step 8. Plan your Activity**

* Plan the date of the activity.
* Know the required documentation needed to be submitted, refer to activity check list.
* Plan the number of participants for each session.
* A suitable venue, conducive for teaching.
* Seating arrangements and requirements.
* Educational needs, white board, projector, laptop, etc
* Equipment you may need.

**Step 9. Develop educational content**

* Develop the educational content from your learning objectives. Refer to the QCHP Educational standards.
* If the intended outcome is to be attained, **what**will the learner need to know
* What knowledge, skills, attitudes, and behaviors will need to be acquired and practiced?

**Step 10. Create evaluation strategies**

The scientific planning committee must ensure that the individual sessions and the overall educational program are evaluated to determine their effectiveness in meeting the needs of the defined target audience. There should be a method to evaluate both individual sessions as well as the overall event program. The evaluation strategies should be focused on

* The degree to which the identified needs and learning objectives of individual events were achieved.
* The impact of the overall program on the learning outcomes identified by participants for their future performance.
* Whether there was any perception of commercial bias.

The following questions should be included within the evaluation form:

* Rate the relevance of the program’s content to the learner.
* Rate the educational effectiveness of the presenter(s).
* Rate the achievement of the stated learning objectives.
* Rate whether there were sufficient opportunities for interaction.
* Provide feedback on their perception of any commercial or other inappropriate bias.
* Document what they have learned, become aware of, and/or are planning to change.
* List any topics for future programming.
* Provide any other written comments.

**Step 11. Complete application form with supporting documents**

* **Refer to the Activity Checklist for guidance**
* Complete the relevant application form
* Conflict of interest forms
* Minutes of Scientific Planning Committee (SPC) meetings
* Summarized needs assessment
* Develop any content for your activity’s collateral (e.g. brochure/booklet, roll up, website, save the date emails)
* Sample of content (sample presentation, lesson plans, print-outs, materials distributed, etc)
* Activity evaluation form(s)
* Evaluation Forms
* Assessment
* Feedback methods
* Reflection reports

**Approval of Application**

* Application must be submitted to the relevant CPD area lead
* An activity checklist has been developed to assist in the application process and guidance with the necessary requirements, please ensure all the requirements are met prior to submitting.
* Complete the relevant activity application form and thereafter submit the application form with all supporting documents.

The CPD officer will accredit the activity according to QCHP Standards.

* In compliance with the minimum QCHP 30 days notification period prior to the start of the activity the CPD officer will assist in this process but the following documents are required in order to start the process :
* Urgent Documentation required for accreditation:

1. A completed QCHP-CPD Activity Application form

2. A Summarized needs assessment

3. The preliminary program /Brochure\* which must include the following:

1. Proposed date of the activity;
2. The list of Presenters,
3. The activity schedule or plan,
4. The learning objective for the overall activity and individual sessions,
5. Learning formats that was selected,
6. All assessments that was selected (if applicable)

For Conferences, this can be in a Word format; no design is required until just before the items are to be produced

These documents are required a minimum of 6 weeks prior to the proposed date of the activity. \* For major conferences CPD application should be made at the same time as seeking support/ approval from Medical Education. We suggest a minimum of 6 months for major Regional/International events and 3 months for local/ smaller scale activities; preferably earlier. The aim is to provide feedback (approved/ review and resubmit/ not approved) within a 2 week turnaround time which allows sufficient time for any marketing, collateral and logistics support from the Corporate Communications Department.

* If accredited, the CPD officer will thereafter assist in notifying the QCHP of the activity which is required at least **30 days prior** to the commencement of the activity.
* **All outstanding documentation will be required prior to the start of the activity**.

The CPD committee quality assures activities including audit of documentation to ensure that compliance with QCHP standards is maintained.

**Activity Checklist - essentials are in bold**

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| 1. Completed CPD Application form. |  |
| 1. Details of Scientific Planning Committee (SPC) meetings (and any other correspondence including emails). |  |
| 1. The summarized needs assessment results. |  |
| 1. The preliminary or final program/brochure (if applicable) including activity schedule, presenters and learning objectives for the overall activity and individual sessions. Text only required – no design/branding needed until ready for production |  |
| 1. Sample of content (sample presentation, print-outs, materials distributed, etc.). Text only required – no design/branding needed until ready for production |  |
| 1. Content for any other materials used to promote or advertise the activity (if applicable). Text only required – no design/branding needed until ready for production |  |
| 1. The completed conflict of interest form for each member of the SPC, speaker, moderator, facilitator, and author involved in the CPD activity. |  |
| 1. Any records related to SPC’s conflict of interest management process. |  |
| 1. The template of activity evaluation form(s) developed for the activity (examples can be provided by CPD officer). |  |
| 1. The (summarized) evaluation results will be required after the activity. |  |
| 1. The budget for the activity detailing receipt and expenditure of all sources of revenue for this activity, including an indication of whether funds were received in an educational grant or in-kind support. |  |
| 1. The sponsorship/exhibitor prospectus developed for the activity to solicit sponsorship/exhibitors (if applicable). |  |
| 1. Records of attendance for each participant (including the actual number of hours that each learner is eligible to record for credit) (total hours allocated to activity is provided by CPD officer). |  |
| 1. Tools or methods used to enable participants to demonstrate or to enable participants to record their answers to any assessment questions. |  |
| 1. Tools or methods used to give feedback to participants on their performance in assessment activities. |  |
| 1. Tools or methods used to guide participant reflection after participating in assessment activities (can be provided by CPD officers). |  |
| 1. Any multisource feedback instruments. |  |
| 1. Any direct observation assessment instruments |  |
| 1. Confirmed dates of activity with proposed venue – internal or external site |  |