

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Continuous Professional Development

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Objectives

Students should be able to;

1. Understand what is **Competence** and differentiate its Levels?
2. To plan for their own **Continuous Prof: Devp:** (CPD)?
3. Appraise, What is **Reflective Learning** and how to utilize it in day to day learning ?

عن عائشة رضي الله عنها أن رسول الله صلى الله عليه وسلم قال:

” إن الله يحب إذا عمل أحدكم عملاً أن يتقنه“

“Allah loves when one of you to do it well”

رواه الطبراني

WHAT MEDICAL COLLEGES WANT?

- Proficiency
- Communication skills
- Interpersonal skills
- Confidence
- Critical thinking & problem solving skills
- Flexibility
- Self motivation
- Leadership
- Teamwork

Deanship of all Medical Colleges

In Saudi Arabia, a national call to define the competencies of medical graduates has been given a higher priority with the expansion of medical education in the Kingdom (BinAbdulrahman 2008, 2011).

Saudi-Med Documents

Core competencies

The national competence framework that has been developed by medical schools in the Kingdom of Saudi Arabia (SAUDI MEDS)

Saudi Meds: A competence specification for Saudi medical graduates

RANIA G. ZAINI, KHALID A. BIN ABDULRAHMAN, ABDULAZIZ A. AL-KHOTANI, ABDOL MONEM A. AL-HAYANI,

IBRAHIM A. AL-ALWAN & SADDIG D. JASTANIAH

Medical Teacher, 2011; 33: 582–584

Saudi Meds

Competency – based curriculum



Vision

To be a leading medical school and health care provider, that has a major impact on the health of the Saudi community and contributes significantly to the science and practice of medicine worldwide.

الرؤية

أن نحقق الريادة في التعليم الطبي والرعاية الصحية وأن يكون لنا أثر بارز في تعزيز صحة المجتمع السعودي والمساهمة الفعالة في العلوم والممارسة الطبية حول العالم.

Mission

- To educate and train future healthcare professionals in an innovative learning environment.
- To explore new areas of research and produce significant scientific contributions to the world.
- To provide high quality and compassionate healthcare to the Saudi community.
- To integrate education, research, and healthcare in an inclusive environment.

الرسالة

- تعليم وتدريب الكوادر الصحية من خلال بيئة تعليمية مبتكرة.
- اكتشاف مجالات بحث علمي جديدة وتقديم الإسهامات العلمية المهمة إلى العالم.
- تقديم الخدمات الطبية ذات الجودة العالية إلى المجتمع السعودي.
- دمج كل من التعليم والبحث والخدمات الطبية في بيئة شاملة.

Values

- Creativity and innovation
- Excellence
- Teamwork
- Honesty
- Accountability
- Lifelong learning

القيم

- الابتكار والابداع
- التفوق
- العمل الجماعي
- المصداقية
- المسؤولية
- التعلم المستمر

KSU Medical College Outcomes

- 1. Communication and consultation skills**
- 2. Clinical care**
- 3. Health promotion and disease prevention**
- 4. The family and community context of healthcare**
- 5. Personal professional development**
- 6. Use of technology and information gathering**
- 7. Attitudes, ethics and professionalism**
- 8. Research**

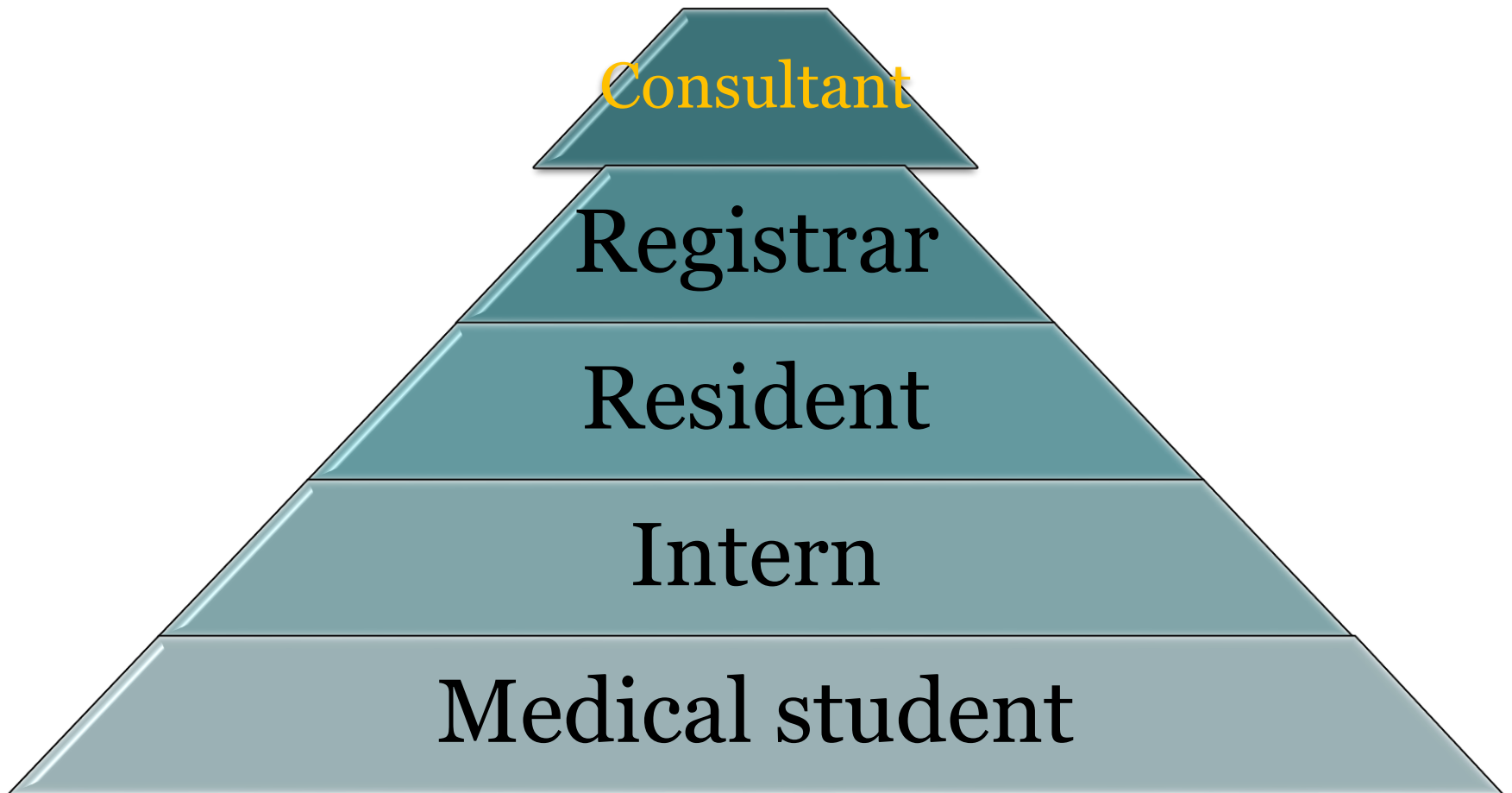
Think, Pair & Share

Every five of you.

Why We Are Here?

TO HELP

Levels of competence:



Levels of competence



Think, Pair & Share

Every five of you.

What is your
definition of

COMPETENCE ?

Definition of competence:

“The **ability** to **perform** a **specific task** in a manner that **yields desirable outcomes**”.

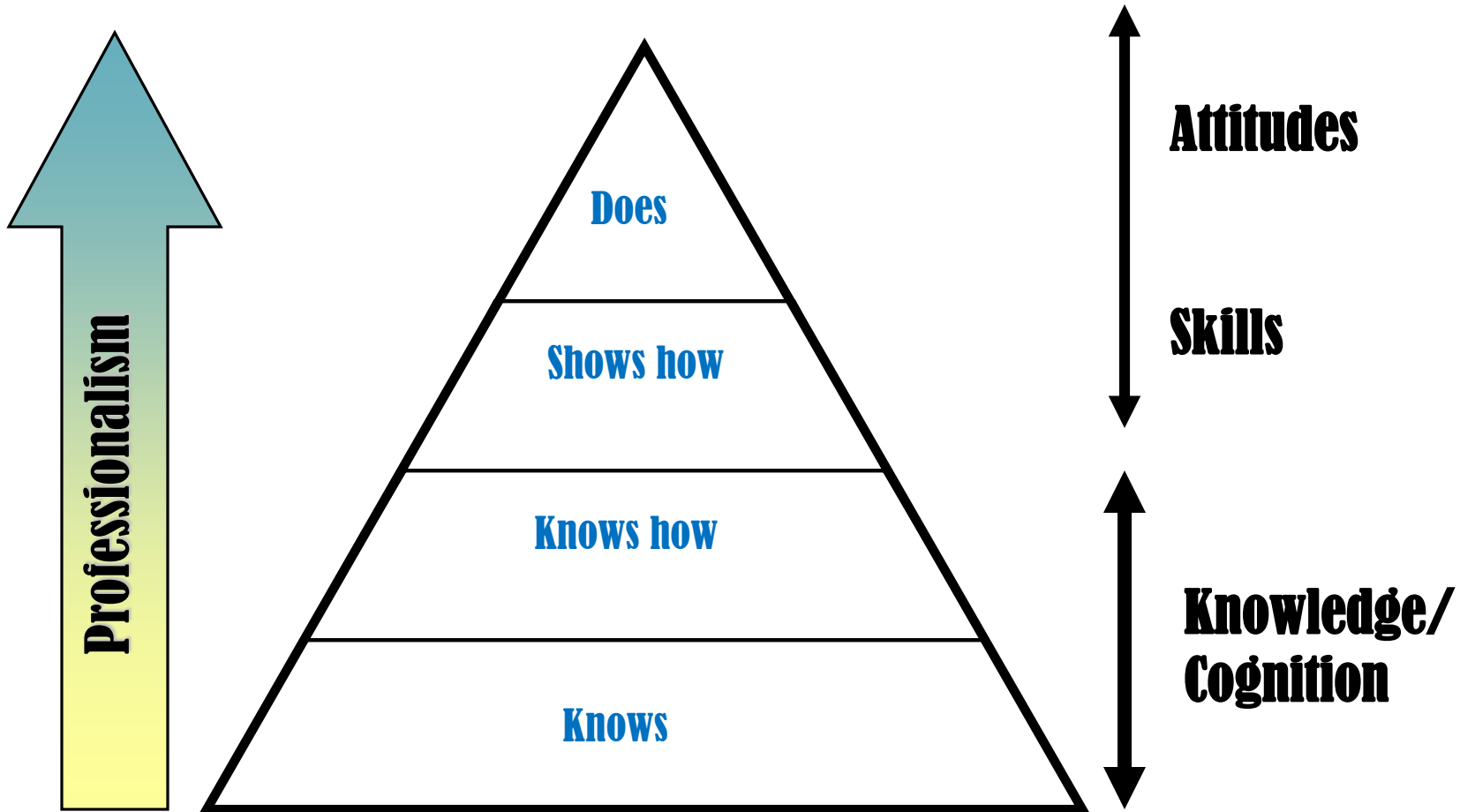
Different Aspects of Competence

Knowledge

Skills

Abilities

- Competence develops over time and is nurtured by reflection on experience



Miller's Pyramid

Bloom's Taxonomy

Evaluation

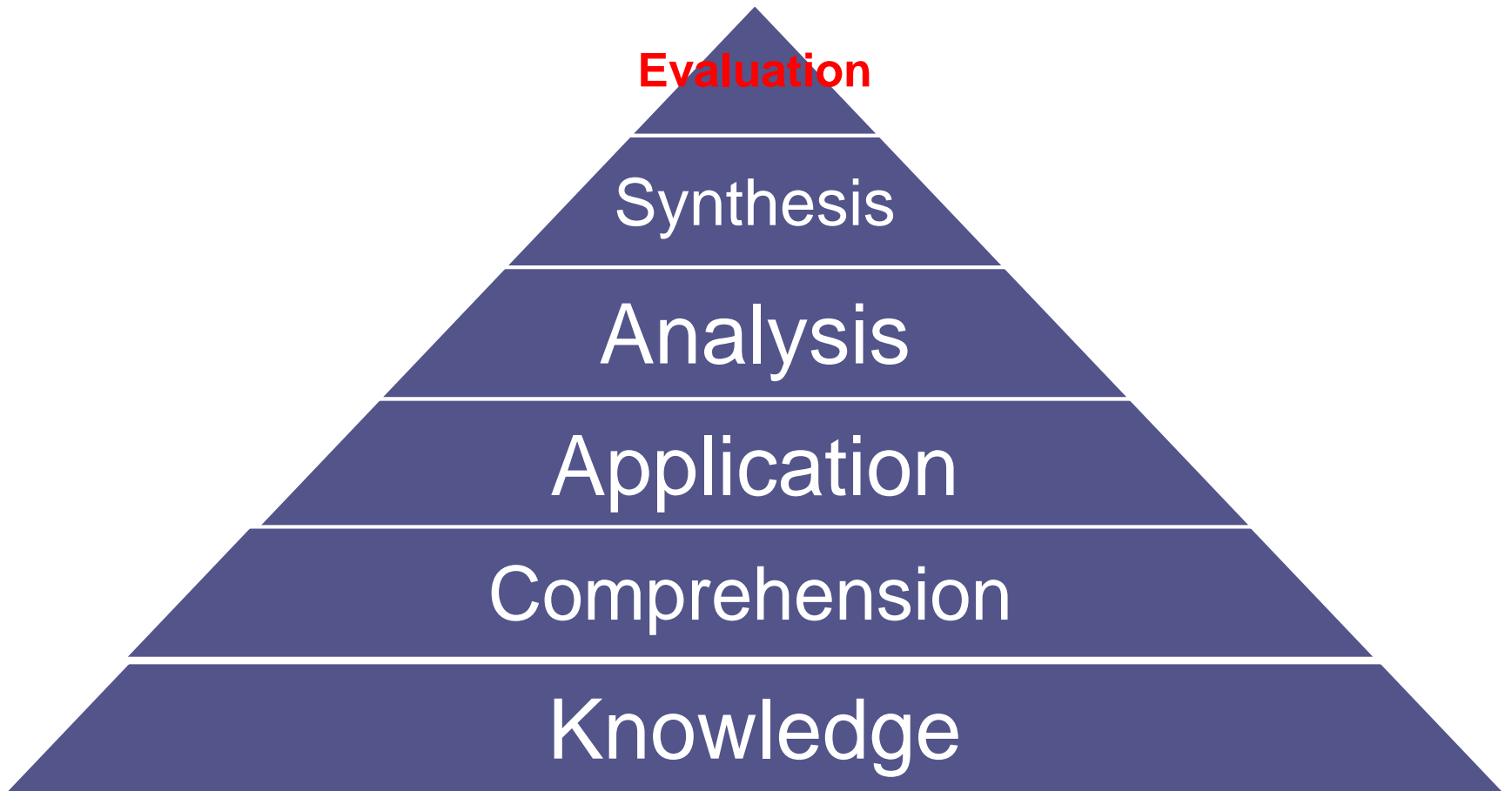
Synthesis

Analysis

Application

Comprehension

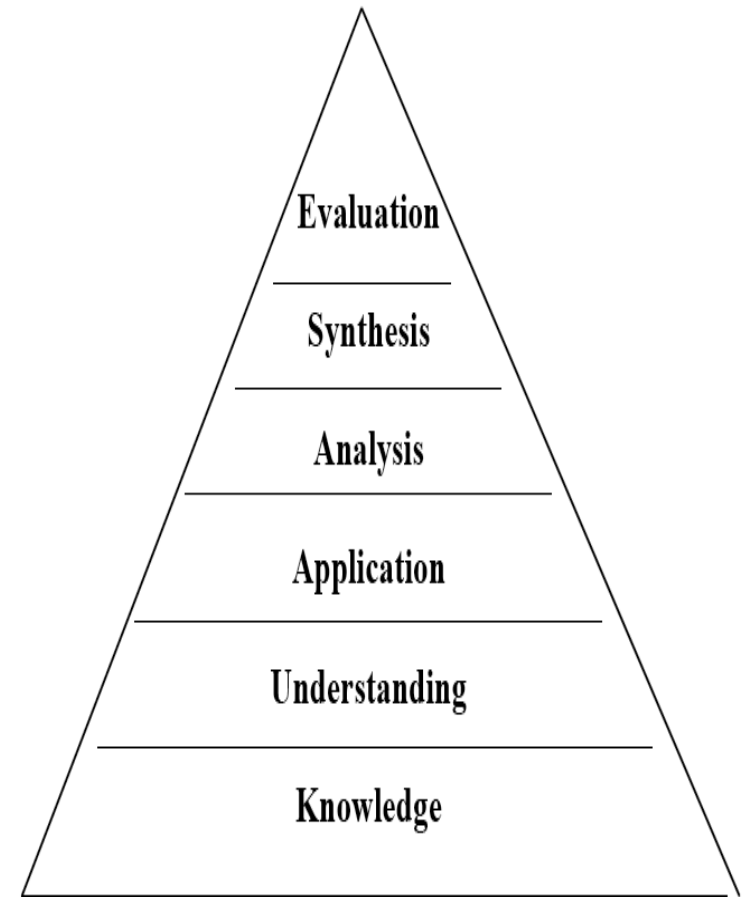
Knowledge



Hierarchy of Knowledge

Bloom's Taxonomy, 1956

- **Knowledge** - What is the most common cause of...?
- **Understand** - If you see this, what must you consider...?
- **Application** - In this patient, what is causing...?
- **Analysis, synthesis, evaluation**
- *critical thinking?*



Think, Pair & Share

Every five of you.

What is your
definition of

Skills ?

Skills

- **Skill** is the **capacity** to perform **specific actions**
- A person's skill is a function of **both** knowledge and the particular strategies used to apply knowledge.

Abilities

*The power or **capacity** to **do something** or act*

physically, mentally, legally, morally, etc.

Skill

is something that can be learned or acquired through training and can be cognitive, perceptual and motor

Ability

is the generic make up of an individual either perceptual or motor in nature that can be inherited from one's parents.

Skill

(Acquired)

can be taught and/or
learned

Ability

(Innate)

is performance, or what
you are able to do.

Skill + Ability

What you have learned to do

and

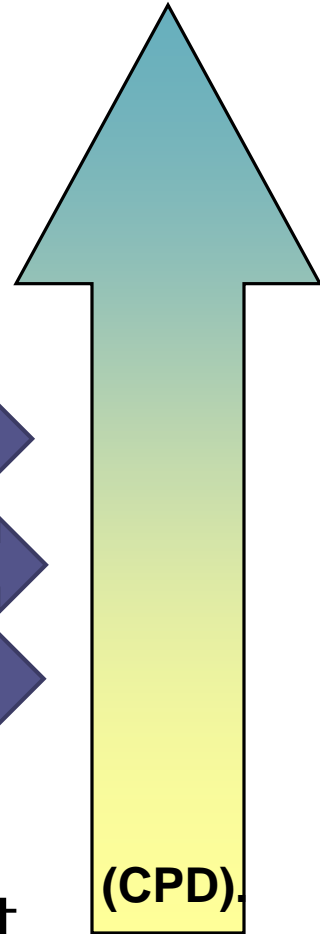
What you can actually do!

How is competence acquired:

- It is gained in the healthcare professions through:

- *pre-service education*
- *in-service training*
- *work experience*

**Continuous Professional Development
(CPD).**



Think Pair & Share

Every five of you

Are you involved in CPD ?

Continuing Professional Development (CPD)

What is CPD?

The conscious updating of professional knowledge and the improvement of professional competence throughout a person's working life.

What is CPD? Cont:

It is a commitment to being professional, keeping up to date and continuously seeking to improve.

It is the key to optimizing a person's career opportunities, both today and for the future.

Why CPD?

**Requirement by the
governing bodies of the
profession**

This is only a ostensible reason

Why CPD?

Cardinal reasons:

Half-life of what we learn is very short.

If we do not update, we will practice obsolete medicine.

There is a high chance that patients will not get optimal care.

Why CPD?

Cardinal reasons: cont:

Because as **PROFESSIONALS**

We as

Students, Teachers, Doctors & Leaders

**We all are helping others /dealing with
patients**

How is CPD different?

CPD is for professionals but not in a formal educational setting

There are no class rooms, prescribed curricula, prescribed learning events, etc.

Therefore, the learner needs to learn from whatever he/she does in the workplace

Also, there are no formal examinations

Motivation to learning comes from the necessity to improve practice.

How can we achieve CPD?

•

Lecture programs

Conferences

Workshops


CME courses

Others

How can we achieve CPD?

**Many methods have been tried in
the past**

**Currently, Reflective Practice/Learning
is the most favoured**



What is the Reflective Learning

Reflection

- Reflection relates to a complex and deliberate process of thinking about and interpreting experience, in order to learn from it.
- Reflection : stages e.g.
 - An awareness of uncomfortable feeling
 - Examination of situation
 - Exploration of alternative actions
 - Reflective thoughts results in action

What is Reflective Learning? Cont:

**Systematic revisiting of a learning
experience with a view to learning from it**

Why reflection?

**Key to become a lifelong learner – if not
most learning opportunities are lost**

Reflective log: a simplified version

- 1. What is the learning event?**
- 2. What did I learn?**
- 3. What more do I have to learn?**
- 4. How can I learn it?**
- 5. Evidence for further learning /
change of practice?**

A scenario (3) :

- A 55 year old man came to clinic with complaint of low back pain (LBP).
- You have examined his back which was ok. His height was 160 cm, and weight is 100 kg.
- You would like to manage this patient's LBP contributed due to his excess body weight.

Example (LBP)

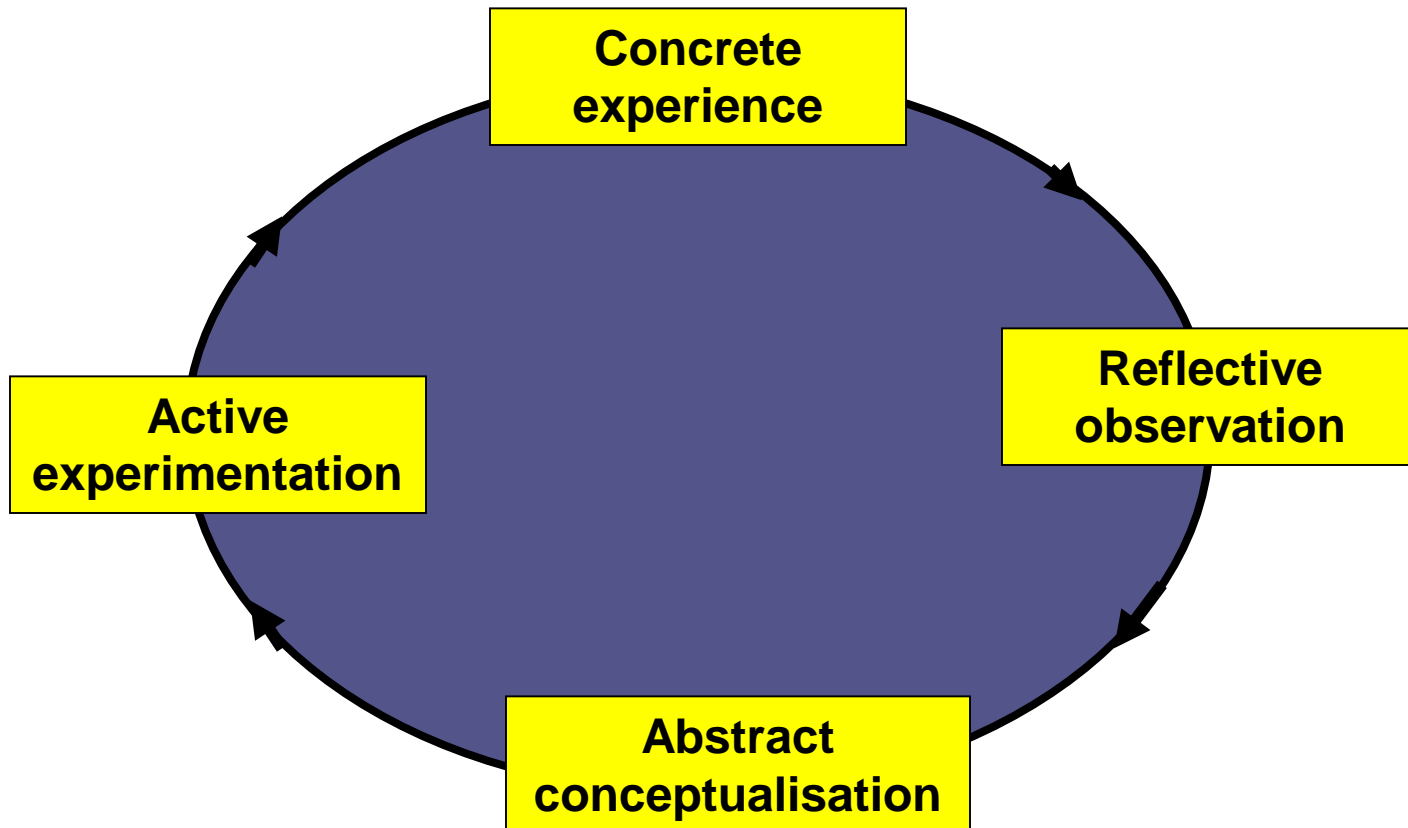
- 1. Learning experience** – This obese person who needed to reduce weight.
- 2. What did I learn?** Learned how the patient's activities have been affected by obesity.
- 3. What do I have to learn more?** Did not know the advice that should be given to the patient with a given BMI. Are there guidelines for interpreting BMI?
- 4. How do I learn it?** Refer a book/article. Talk to the dietician.
- 5. Evidence / change of practice** – BMI was accurately interpreted. Patient was advised about the dietary/lifestyle changes and referred to an obesity clinic. References of books referred.

Reflective practice

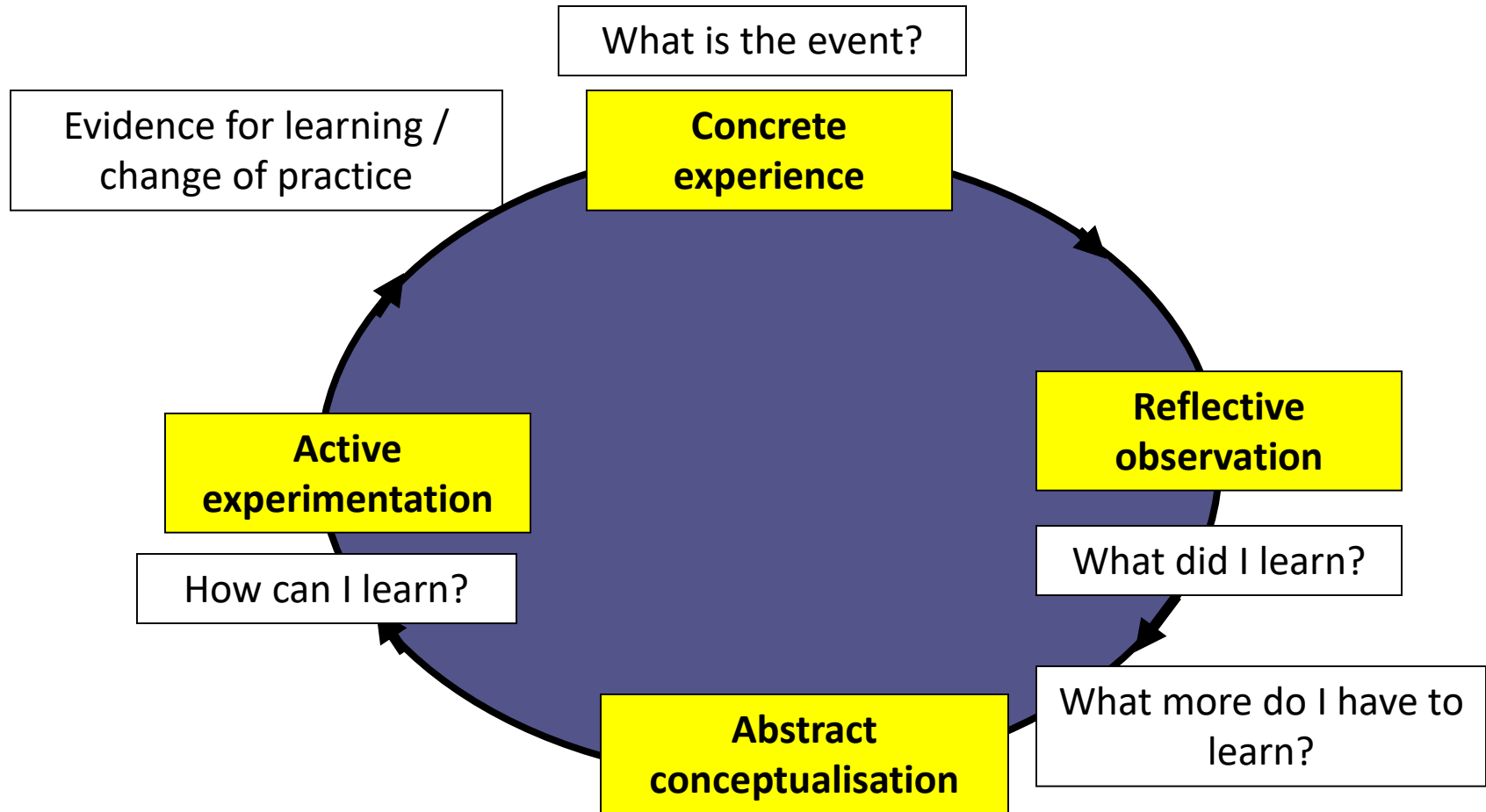
- 1. Reflection-in action**
- 2. Reflection-on action**

Reflection - cyclical process

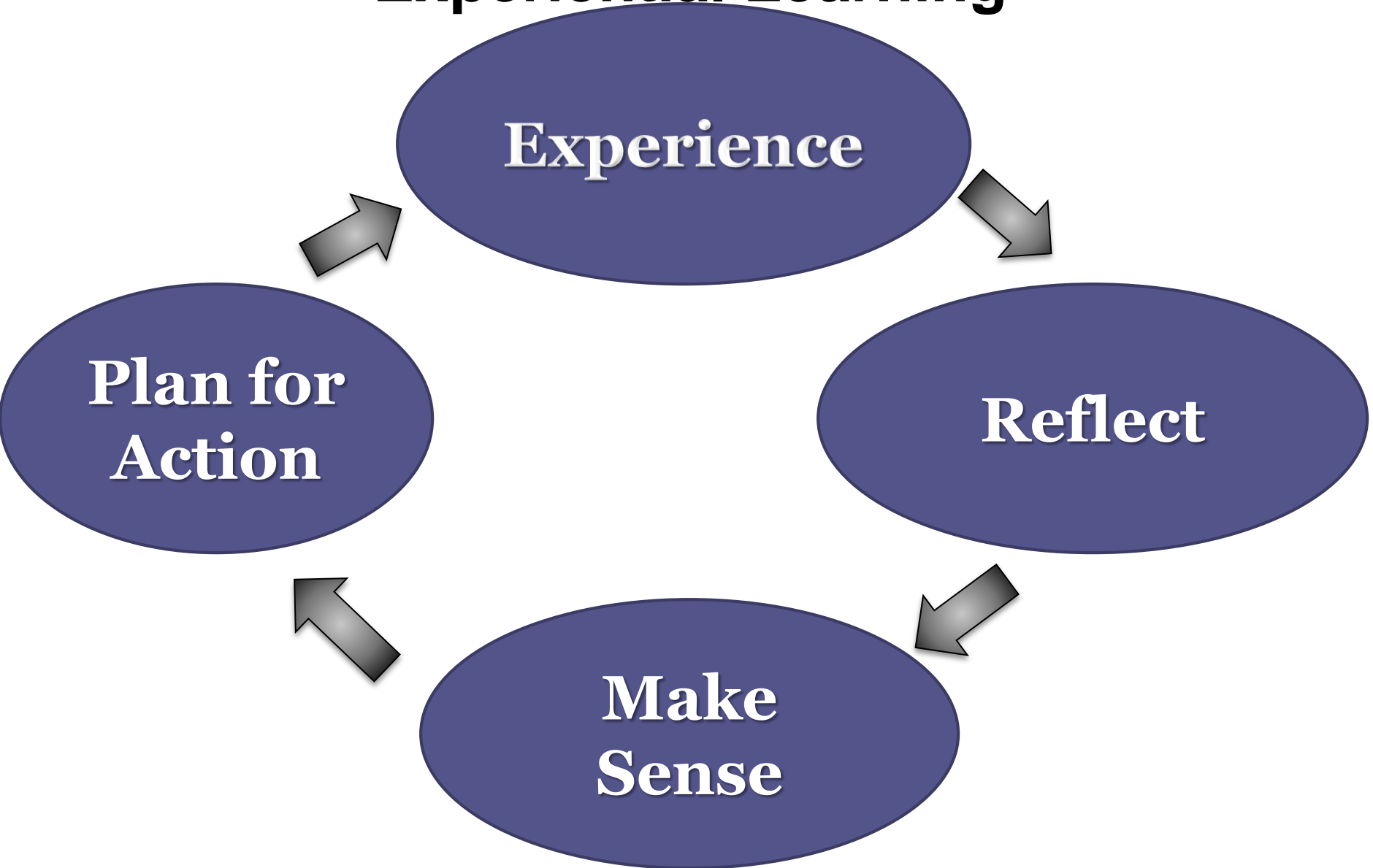
Kolb's cycle



Reflection



Experiential Learning



Constraints on Development

**Development is a continuous process
but sometimes
it happens to be a broken continuity**

- **Time**
- **Budgets**
- **Life Cycle Issues**
- **Motivation**
- **Lack of Trust and Real Leadership**

Summary:

Competence

Acquired through

Continuous Professional Development

Acquired through

Reflection & Reflective Practice

CPD FINAL THOUGHT

Because we all wish to *Help others*

But

for that we shall first
Help Ourselves

(Competence → CPD → Reflective Learning)

to make us able to help

References

- Bin Abdulrahman KA. 2011. Saudi Arabia does not need an Abraham Flexner. *Med Teach* 33:74–75.
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THANK YOU VERY MUCH



All
the Best

شكرا جزيلا

