



#FuturistForum

October 18 & 19 2019
Budapest, Hungary

#FuturistForum

Presentation:

Global CPD Competency Framework

Jo Varney and Miriam Uhlmann

3:00 PM - 3:30 PM

Disclosures

- Jo Varney is an employee of Ogilvy Health, part of WPP Health Practice and the WPP Group
- Miriam Uhlmann is an employee of the AO Foundation (not-for-profit organization)

Objectives of this 30-minute session

By the end of this session, you should be able to:

1.

Recall why GAME is undertaking this competency framework initiative

2.

Describe the classic backward planning process used by GAME

What will this session cover?

1.

Why is GAME undertaking this exercise in developing a competency framework?

2.

What is our methodology? How did we approach creating a competency framework?

3.

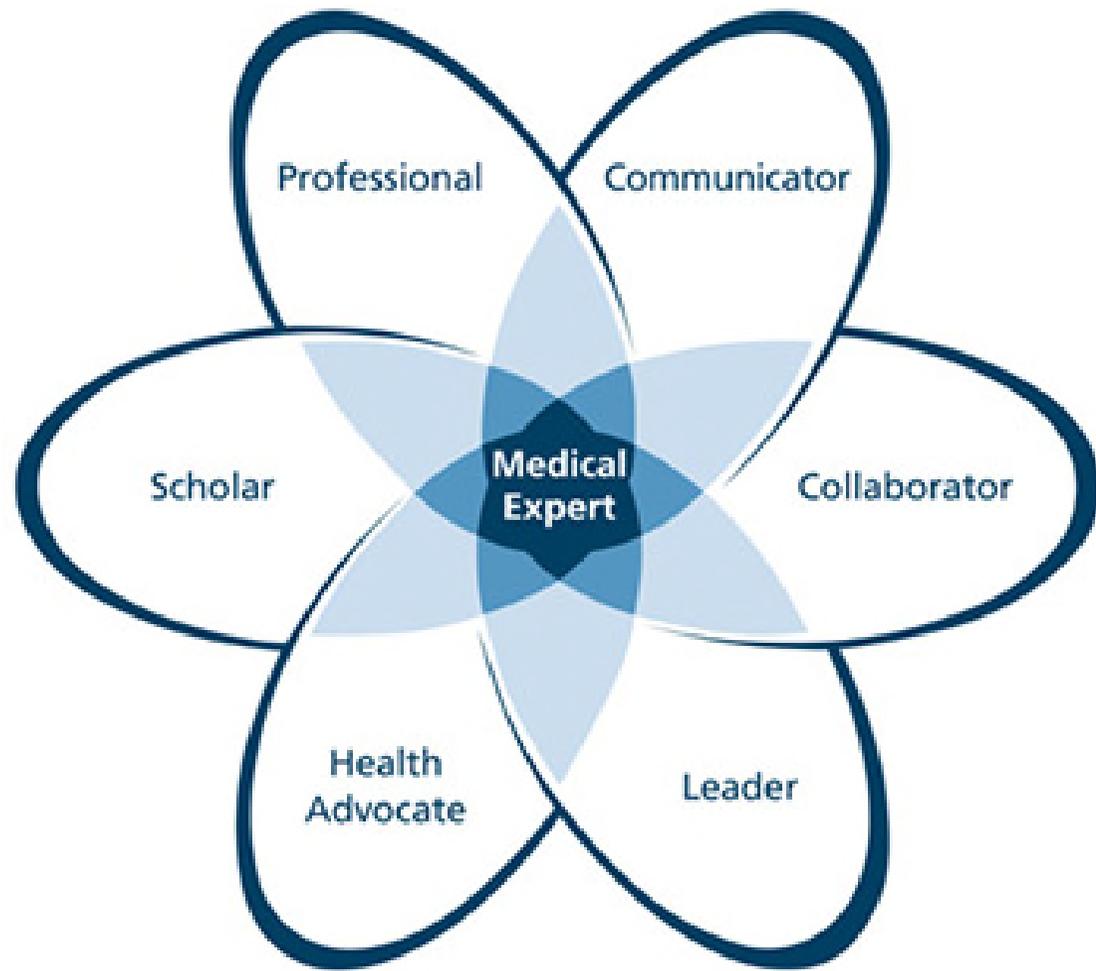
What are our outputs to date? And what are the next steps?

Why is GAME
undertaking this
exercise in developing
a competency
framework?

What is the primary purpose of creating a competency framework?

Before embarking on this initiative, we set out to answer a number of questions first

- What is the point, when other frameworks exist?
- How can we be sure we aren't creating something that exists already?
- Who exactly are we designing this competency framework for?
- What value can GAME provide?



CANMEDS

Academy of Medical Educators in the UK



ACEhp's 2013 National Learning Competencies

- 01 Using Adult & Organizational Learning Principles.
- 02 Designing Educational Interventions.
- 03 Measuring the Effectiveness of CEHP Activities and the Impact of Overall CEHP Program.
- 04 Collaborating and Partnering with Stakeholders
- 05 Managing and Administering the CEHP Program.
- 06 Leading the CEHP Program.
- 07 Engaging in self-assessment and lifelong learning.
- 08 Engaging in Systems Thinking in CEHP.

GAME Vision

GAME is the global leader in facilitating best practices and collaboration in lifelong learning translation into improved healthcare

GAME Mission

GAME achieves its vision by:

- Engaging global leaders of all stakeholder groups that benefit from lifelong learning in healthcare
- Providing opportunities and resources to share evidence-based best practice translation
- Addressing barriers and developing solutions for collaboration in lifelong learning
- Following our core values of inclusivity, credibility, integrity and transparency

Our strong belief is that GAME can offer a **global** perspective

- Lack of **global** perspective and desire for a global scope
- GAME is an organization that represents and connects with **leaders** worldwide—sharing best-practice, networking
- To create a roadmap / action plan as to how and why we create educational offerings based on relevance

What is our
methodology? How
did we approach
creating a competency
framework?

Old way

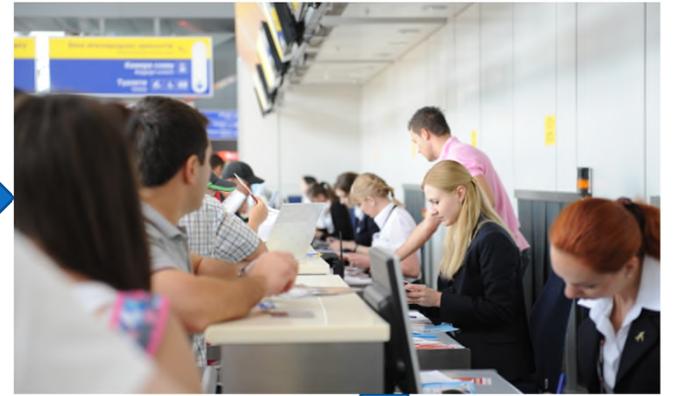


Modern way



...begin with the end in mind...

HOLIDAYS



Backwards planning: 3 key steps

Step 1

Define the challenges

Step 2

Describe abilities needed to address each challenge

Step 3

Define competencies, KSA

Who is this competency framework intended for?

- Our 'members' (1:5 organizations to individuals)
 - Leaders who are engaged in medical learning in a professional endeavor...
 - Our 'target audience' (new focus)
 - Individuals and **teams** that are in the role of influencing change in the medical learning environment
 - Academia, industry (medtech/pharma), government, professional medical education institutions/ organizations/ agencies, NGOs
 - Target audience levels: from staff → leaders
- to learn about each other, from each other and then with each other

Backwards planning: 3 key steps

Step 1

Define the challenges

We started by asking ourselves, “what challenges do educators/educator teams around the world face?”

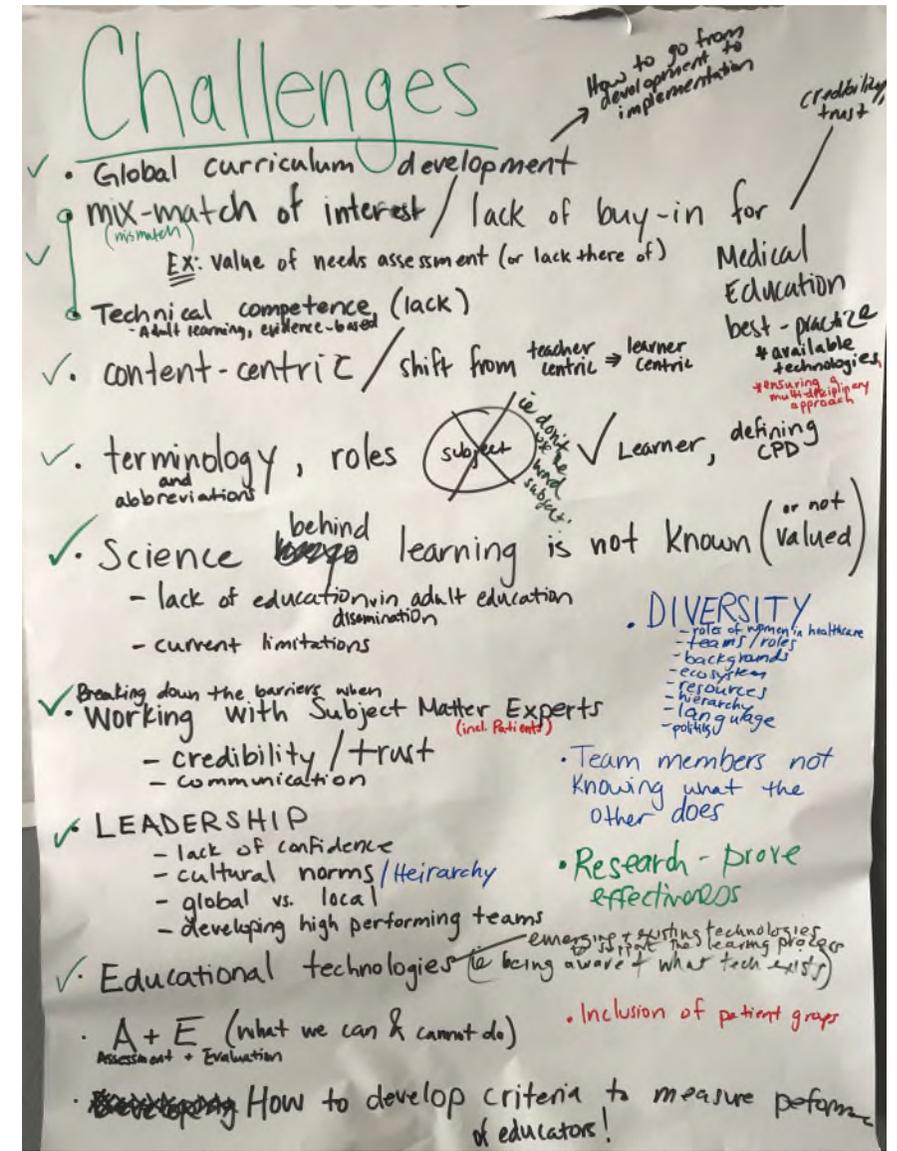
More specifically, what are the most common or most critical challenges that could be addressed via learning activities provided by GAME?

We created a long ‘laundry list’ of challenges.

Step 1. Define the challenges

“What challenges do educators/
educator teams around the world face?”

19 challenges defined



Backwards planning: 3 key steps

Step 2

Describe abilities
needed to address
each challenge

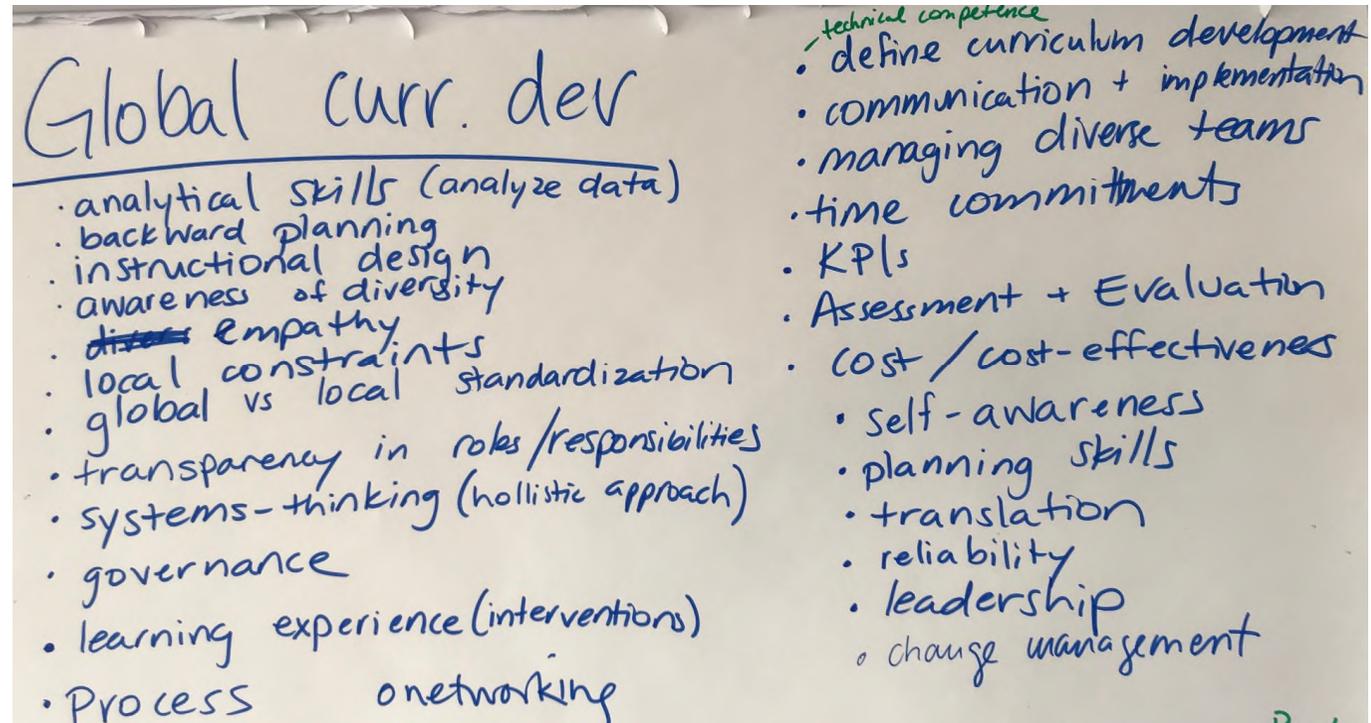
We then looked at each of the challenges and asked ourselves, “what abilities does an educator team need to address this challenge?”

Step 2.

Describe abilities needed to address each challenge

“What abilities does an educator team need to address each challenge?”

For each of the 19 challenges, a list of abilities were defined



Backwards planning: 3 key steps

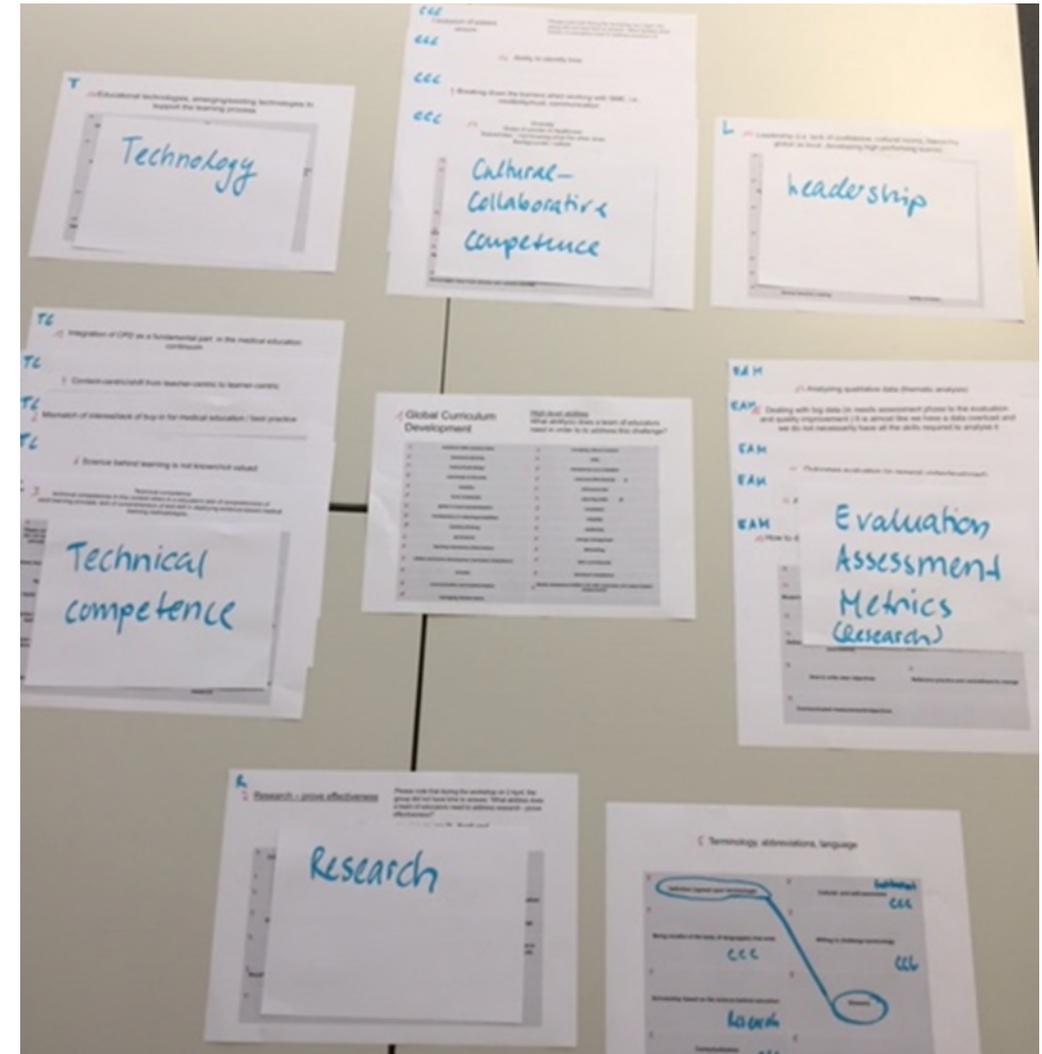
Step 3

Define
competencies,
KSA

We then deconstructed each ability defined for each challenge; removed redundancy and constructed a set of competencies, comprising a unique combination of knowledge, skills, and attitude components

Step 3. Define “competencies”, KSA

Critiqued each ability / challenge;
removed redundancy and
synthesized into a cluster of 6
competency themes. We then
constructed a set of competencies,
comprising a unique combination of
knowledge, skills, and attitude
components.



6 competency themes

Leadership

**Cultural,
collaborative
competence**

**Technical
competence***

Research

**Evaluation
Assessment Metrics
(research)**

Technology

*technical competence in this context refers to an educator's comprehension of and skill in applying adult learning principles and deploying evidence-based medical learning methodologies, etc



Knowledge

Attitudes

Skills

Left to right:
Jo Varney (GAME)
Amy Farr (GAME)
Kokeb Abebe (AOF)
Thomas Kellner (GAME)
Miriam Uhlmann (AOF/GAME)
Monica Ghidinelli (AOF)

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	A	B	C	D	E	F	G	H	I	J	K	L
1		DRAFT v0.1 Challenges	High-level abilities to address the challenges. (LEARNING OUTCOMES) (i.e. What ability(s) does an educator team need in order to address this challenge?) - ensure the purpose is clear for these abilities	revised		What is the explicit purpose of this ability? (i.e. Clarify what this	KNOWLEDGE	SKILL	ATTITUDE	Learning objective (i.e. everything in this column - if a person can satisfy / address all these objectives then they can fully address the challenge of global curriculum development) - CAN BE DONE OFF LINE -	Resources (e.g. toolkit, etc)	For this knowledge, attitude, skill, the learning format:
2												
3		3 Technical competence (i.e. technical competences in this context refers to a educator's lack of comprehension of adult learning principle; lack of comprehension of and skill in deploying evidence-based medical										
4												
5												
6			Recognise/recall adult learning principles	Recall adult learning principles (Blooms taxonomy, Kolbs experiential learning cycle, how			X			Recall adult learning principles (Blooms taxonomy, Kolbs experiential learning cycle, how people learn)		
7			Apply the adult learning to individual educational interventions	Debate the pros and cons of different competency models and recognize when to apply Apply adult learning principles to individual educational interventions (include interaction, etc...)			X			Debate the pros and cons of different instructional / learning models and recognize when to apply Apply adult learning principles to individual educational interventions (include interaction, etc...)		
8			Recognise different competency models including when to apply, and the pros and cons of each model	Recognize own expertise gaps in order to engage with experts Describe and critique learning design framework models eg: Kirk Patric; Moore, behaviour change wheel, Blooms taxonomy				X		Recognize own expertise gaps in order to engage with experts Describe and critique learning design framework models eg: Kirkpatrick; Moore, behaviour change wheel, Blooms taxonomy Critique educational interventions based on		

What are the next
steps?

Next steps

- Identify priorities (FuturistForum, member survey)
- Based on priorities identify appropriate teaching methods and design activities
- Collaborate with others, eg, ACEHP, AMEE CPD, SACME and others to close gaps in GAME educational offerings
- Communicate activities to members and non-members
- Assess outcomes of activities
- Publish framework and its impact on global education of HCPs

Questions?

Contact

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