



Palestinian Ministry of Health

Continuing Professional Development National Guidelines

2017

ENDORSEMENT OF THE CPD NATIONAL GUIDELINES

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| Palestinian Ministry of Health |  |
| Palestine Medical Council |  |
| Medical Association in Palestine |  |
| Palestinian Dental Association |  |
| Palestinian Medical Technology Association |  |
| Palestine Federation of Health Professions |  |
| Palestinian Nursing and Midwifery Association |  |
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ACRONYMS

| | |
|-------------|--|
| AQAC | Accreditation and Quality Assurance Commission |
| CE | Continuing Education |
| CPD | Continuing Professional Development |
| GDEH | General Directorate for Education in Health |
| HCP | Health Care Professionals |
| HRH | Human Resources for Health |
| PMOH | Palestinian Ministry of Health |

PREFACE

Continuing Professional Development (CPD) is a range of learning activities through which health professionals maintain and develop competencies and skills throughout their career to ensure they retain their capacity to practice safely, effectively, and legally within their evolving scope of practice.

Essential Elements for CPD

In order to set up a CPD system in the country that is standardized, accredited, and tied to re-licensure in the future, a number of essential CPD elements must be created. The following are recommended elements that reflect international and regional best practices in creating a CPD system:

- a. A CPD national strategy
- b. Bylaws/regulations to govern CPD implementation
- c. CPD guidelines and an implementation plan
- d. A leading and monitoring body for accreditation
- e. An electronic system with guidelines for CPD providers (institutions offering CPD) and recipients of CPD (health workers), as well as documentation of important CPD activities and tracking CPD scores and achievements of health workers
- f. Guidelines to accredit CPD providers and CPD-related activities

In Palestine, local efforts initiated by the PMOH in coordination with stakeholders have targeted the essential efforts mentioned above to pave the way for establishing a national system for CPD that can be linked to renewal of professional licensure for health professionals.

With the rapid expansion of knowledge and technology in health professions, it is essential for all health care professionals to update their knowledge in order to remain competent in their specialties and enhance the quality of healthcare that patients and communities receive.

CPD is often a requirement of medical and other health care professionals' practice and is an integral part of maintaining professional standards. It includes not only updating clinical skills but also the acquisition and development of essential skills in all aspects of communicating, teaching, and leadership management. In essence, it consists of a broad spectrum of learning that does not end upon graduation or training, but continues throughout one's professional career.

Although CPD is primarily about keeping up-to-date with developments in one's profession and the strongest motivation for health care professionals to participate in CPD is the need to maintain skills to safely perform their roles as practitioners, the provision of other incentives and opportunities is crucial to further promote CPD participation. In most countries, CPD is provided primarily by specialty colleges and professional bodies in which participation is mandatory, and in this respect is linked to re-accreditation and re-certification.

The national CPD task force in Palestine, led by the Palestinian Ministry of Health (PMOH), has developed the following guidelines, which include accreditation of CPD for health care practitioners. It provides a brief, easy-to-understand description of all major aspects of CPD requirements.

International standards and best practices were carefully reviewed in the development of these guidelines. All CPD providers must review their CPD schemes in light of the framework provided in the guidelines.

The main purpose of CPD is to help improve the safety and quality of care provided to patients and the public. The ultimate goal of the accreditation program is to reassure patients and the public that health care practitioners regularly upgrade and maintain professional competencies that ensure improved service outcomes and the highest degree of stakeholder satisfaction.

The PMOH has a legal responsibility to promote high standards of health education, including the CPD of all registered healthcare practitioners.

The purpose of this document is to explain the concepts and components for the effective management of CPD programs. This document is considered the backbone for CPD standards and guidelines, as well as CPD accreditation policies and procedures. It covers the fundamental principles of planning, delivering, and evaluating CPD activities. The primary aim of these principles is to have a consistent approach to CPD across the healthcare sector in Palestine.

Successful application of these principles requires consistent and ongoing commitment from all concerned parties to update and develop the knowledge, skills, and attitudes aspiring to standards of excellence in health care delivery.

The PMOH is the regulatory body responsible for promoting, regulating, and accrediting CPD activities for all health care professionals in Palestine. It has created a system designed to help health professionals stay abreast of advances in their field, develop better practice systems, and demonstrate a commitment to lifelong learning. Hence, CPD is primarily a means of updating, developing, and enhancing health care professionals' knowledge, skills, and attitudes. It is a fundamental mechanism through which high-quality patient care is identified, developed, and maintained by all health care professionals.

The CPD system allows health care professionals to be responsible for their own CPD plan, which should be linked to their professional practice. Learners are encouraged to take control of their learning by planning their CPD based on identified gaps in knowledge and skills identified either through a reflective process or an assessment of practice.

The CPD system is streamlined to be flexible to support lifelong learning relevant to one's practice. This flexibility in choice promotes professional development, as there is greater emphasis on the use of multiple learning strategies. We strongly promote active learning rather than passive learning. Traditional face-to-face lectures may not always be useful, so the learner must find alternative methods to meet their objectives. This helps overcome the obstacles of having formal conferences as the sole

method of learning. Our approach is based on reflection, focusing on performance and outcome, rather than the actual process. Participants are required to reflect on all activities and document the impact of the activity on the quality of their practice and service delivery. This gives a greater incentive to participate in lifelong self-directed learning.

BACKGROUND

CPD is a continuing commitment to lifelong learning. There are multiple definitions for continuing professional development (CPD), however a simple explanation of CPD that expresses its wide scope as it pertains to health workers is that it is a holistic, multidimensional approach to lifelong learning, which is an integral requirement for all health care professionals to not only develop, but more importantly to maintain their professional standards. With the rapid expansion of medical knowledge and technology, it is essential for all health care professionals (HCP) to update their knowledge in order to maintain their competencies in their specialties and enhance the quality of health care delivered to patients and the community. CPD focuses not only on advancement in knowledge but also the acquisition and development of essential competencies necessary to provide optimum quality of medical care. Other competencies that enhance professional development may include acquisition of skills in the domains of communication, collaboration, management, health advocacy, research, and safety.

CPD is defined as educational activities that serve to maintain, develop, or increase the knowledge, skills, professional performance, and relationships that a licensed health professional uses to provide services for patients, the public, or the profession. The content of CPD is the body of knowledge and skills generally recognized and accepted by the profession within the basic medical-health sciences, the discipline of clinical practice, and the provision of health care to the public. This body of knowledge and skills includes both clinical and non-clinical support areas and competencies (communication, collaboration, management, advocacy, and safety) to enhance the quality of health care delivered to patients and the community.

CPD should ideally be approached in the context of a comprehensive system that regulates health care professions and human resources based on clear standards and principles for entering professional practice, maintaining and developing practices based on up-to-date knowledge and best practices, and a linkage between CPD and a professional relicensing mechanism. A system for assessing initial and ongoing competency/quality of health care professionals in Palestine, updating knowledge and skills, and a system of remediation for those falling below the acceptable threshold to meet quality health care service provision are imperative parts of the health care quality improvement process that a CPD program supports.

It is in this spirit that the PMOH, in consultation with other stakeholders, is expending effort to develop the CPD system as one of the main pillars of the comprehensive HCP regulation system. Creating and strengthening a national CPD system is a national need and is in line with the PMOH's efforts to establish the system in consultation and coordination with various stakeholders including health syndicates and associations, the Palestinian Medical Council (PMC), NGOs, universities and others.

The General Directorate of Education in Health (GDEH) is one of the main general directorates at the PMOH which aims to train, educate and develop the abilities of the health workforce in Palestine by facilitating the systematization of trainings, as well as organization of education activities, continuous professional development activities, and research.

The GDEH at PMOH started addressing CPD in its strategic plan as early as 2010 to institute an accreditation system for health professionals. More concrete actions towards the implementation of systematized CPD followed. In 2014, the GDEH established CPD online portal for all health providers that can be accessed from PMOH web site to accelerate the systematization of CPD at national level. The portal has 35 online courses that are offered free for all health providers. In 2016, the GDEH succeeded in developing a national CPD strategic plan that addressed systematizing CPD for health providers, through the adoption of a national system for CPD. The following five priorities were addressed the national CPD strategic plan:

- The first priority is to adopt a national system for continuous professional development of health personnel
- The second priority is to increase access to ongoing professional development training and activities for health personnel according to needs assessment
- The third priority is institutionalized training for faculty members in health academic programs
- Fourth priority: Developing an electronic documentation system for training and professional development activities for health staff
- The fifth priority is to develop institutional climate to promote continuous professional development and lifelong learning in health-care institutions
- Sixth priority: Developing a system for accreditation of programs and training for continuous professional development of health staff

Process of Developing CPD Guidelines

The World Health Organization (WHO) guidelines for transforming and scaling health professionals' education and training in 2013 recommended that health professionals' education and training institutions should implement CPD and in-service training relevant to the evolving health care needs of communities. In response, CPD stakeholders were able to obtain political commitment from His Excellency the Minister of Health in Palestine to reform CPD for health professionals and establish CPD guidelines in an effort to systematize CPD activities to ensure the provision of safe and high-quality health services.

Formal collaboration to develop CPD guidelines was initiated by establishing a national task force for CPD for health care professionals at the national level. Furthermore, a national strategic plan for CPD was developed, focusing primarily on the development and implementation of the CPD guidelines. The guidelines were based on WHO and international CPD guidelines, in addition to regional CPD guidelines developed in Oman, Qatar, and the UAE.

The CPD taskforce agreed that the GDEH at PMOH will facilitate, coordinate, and lead CPD initiative following the CPD guidelines in its early stages in coordination with CPD national committee, the medical council, as well as representative professional associations/ syndicates of health professionals.

The national CPD guidelines will be supported with an electronic system of documentation for the CPD activities for all health providers that can be accessed by all types of health institutions.

SECTION 1: GUIDELINES FOR PALESTINIAN CPD SYSTEM FOR HRH

To support national momentum towards CPD implementation, CPD guidelines have been developed and endorsed by the CPD task force and approved by the PMOH. The outline of CPD guidelines is listed below, followed by a description of each component.

- 1. Linking CPD to Professional Competencies**
- 2. Vision of CPD National Guidelines**
- 3. Purpose of CPD Guidelines**
- 4. Objectives of CPD Guidelines**
- 5. Users of Guidelines**
- 6. Responsibilities of CPD Actors**
- 7. CPD Requirements**
- 8. Categories of CPD Activities**
- 9. Framework of CPD Activities**
- 10. CPD Credit Point System**
- 11. CPD Program Regulations and Policies**

Linking CPD to Professional Competencies

Professional competencies describe the level of competence needed for optimal patient care. Many health professionals think maintaining and updating clinical skills is the most important competency in CPD, however, health professionals must ensure that adequate time is devoted to each of the other competencies. Establishment of an effective CPD system helps ensure opportunities exist for mastering all competencies shown below.



The following requirements *must* be fulfilled for each of the competencies as outlined below:

Health Expert

- Establish and maintain clinical knowledge, skills, and professional attitudes appropriate to the practice of the health care professional to provide optimal patient-centered health care through integrating all health competencies

Communicator

- Develop rapport, trust, and ethical relationships with patients and families by accurately eliciting and conveying relevant information and respectfully considering the perspective of other health care professionals

Collaborator

- Work effectively with other health care professionals by understanding their roles and respecting others' views to prevent, negotiate, and resolve inter-professional conflicts

Manager

- Serve in administrative and leadership roles appropriate to the specialty

Health Advocate

- Identify, promote, and respond to the health care needs of the individual patients, communities, and populations they serve

Researcher

- Demonstrate a lifelong commitment to reflective learning, as well as the creation, dissemination, application, and translation of medical knowledge. Health care professionals, as learners, recognize the need to continually learn and model this for others. As teachers, they facilitate the education of their students, patients, colleagues, and others.

Professional

- Demonstrate appropriate professional conduct so that health care professionals are able to deliver the highest quality care with integrity, honesty, and compassion; exhibit appropriate professional and interpersonal behaviors; practice medicine in an ethically responsible manner

Safety

- Enhance safety across the health profession by optimizing patient safety in their high-quality daily practice, education, and lifelong learning in order to reduce medical errors and patient harm

Vision of CPD System

The vision for a Palestinian CPD system is to support health care professionals to deliver the highest quality health care in Palestine by pursuing lifelong learning following international CPD standards.

Purpose of CPD Guidelines

The CPD Guidelines set forth in this document are intended to enable health care professionals (HCP) to plan and follow a path of professional development according to national PMOH policies to ensure safety and quality of health services. The CPD guidelines will also guide institutions offering CPD activities to plan and deliver relevant and effective CPD activities according to international standards to improve the knowledge, skills, and attitudes of health professionals to provide safe, relevant, and quality health care services in line with the competencies presented earlier.

These national CPD guidelines include policies related to essential CPD requirements for all health professionals according to a defined credit system for CPD activities and trainings. They also include accreditation guidelines for CPD activities and CPD providers.

Objectives of CPD Guidelines

1. Promote excellence in the quality of health care delivery through the implementation of a standardized accreditation system
2. Promote CPD practices where all health care professionals receive equal opportunities for professional development
3. Ensure participation of health professionals in educational activities that are effective in their practice context
4. Demonstrate to patients, peers, and the public that health professionals are committed to life-long learning
5. Create a standardized point system for offered CPD activities that measures achievements for health professionals
6. Form the base for a national CPD policy that requires health professionals to abide by CPD requirements
7. Offer step-by-step guidelines for CPD providers to obtain accreditation for a CPD activity
8. Set standards for accrediting a CPD activity offered by CPD providers
9. Provide example formats to evaluate CPD training and its impact as part of ensuring the quality and effectiveness of CPD offerings

Users of CPD Guidelines

Users of CPD guidelines are all health professionals working in the health sector as listed below:

Table 1: Health Care Professionals Subject to CPD

| Health Care Professionals | |
|---------------------------|---|
| 1 | Physicians |
| 2 | Dentists |
| 3 | Pharmacists |
| 4 | Nurses and Midwives |
| 5 | Allied Health Professionals <i>Assistant pharmacists, radiographers/medical imaging personnel, physiotherapists, occupational therapists, medical laboratory technicians, dental hygienists/assistants, and dietitians/nutritionists</i> |
| 6 | Technicians <i>Optometrists, audiometrists, dietetic technicians, orthotic/prosthetics technicians, and podiatrists</i> |

Medical records personnel, IT technicians, engineers, medical orderlies, health administrators, and finance personnel are not included within the scope of the CPD program. However, the PMOH values the importance of maintaining their continuing professional development.

Responsibilities of CPD Actors

All health care professionals, CPD managers (Training and Staff Development Unit/Department) and organizations participating in CPD programs should adhere to the following principles and responsibilities:

a. Health Care Professionals (HCP):

- Participate in required CPD activities that enhance competency in all domains to become an **expert** and safe health practitioner to improve performance
- Document and reflect on all CPD activities
- Evaluate CPD activities and their impact on health services

b. CPD Providers (Organizers):

- Ensure that:
 - CPD activities are accredited
 - The expertise and qualifications of instructors are optimum
 - CPD activities are not promotional or biased
 - Participants fill in evaluation forms (speaker and event)
- Conduct CPD activities based on a documented training needs assessment of health professionals. A regular annual training needs assessment is done by the GDEH at PMOH level annually for all HRH professionals. A national and institutional training needs assessment will be also needed in the future.
- Verify participant attendance and issue CPD credit hours accordingly
- Analyze evaluation forms to evaluate the impact of CPD activities

- Evaluate CPD trainings and their impact as part of ensuring the quality and effectiveness of CPD offerings

c. Training and Staff Development Department (CPD Managers):

- Assist and facilitate in designing, developing, and preparing CPD activities based on health care professionals' needs
- Assess and evaluate of the outcome of CPD activities and their impact on health care professionals' learning
- Monitor and evaluate the impact of the CPD program on health care professionals' performance and quality of health care delivery

d. CPD Organization (GDEH at the PMOH in Coordination with the CPD task force):

- Ensure the implementation of CPD guidelines
- Encourage and enforce the use of CPD guidelines.
- Follow the implementation of standards for documentation and validation of CPD activities
- Accredite/validate/recognize CPD activities including online CPD courses according to nationally and internationally-set standards
- Provide learning and monitoring tools and strategies to enhance CPD quality
- Provide guidance and recommendations to all HCP and CPD managers

CPD Requirements

CPD enables health professionals to achieve individualized lifelong learning needs through the planning, learning, documentation, and reflection process. Effective lifelong learning should be relevant to one's scope of practice, professional needs, and responsibilities. Learning opportunities should be planned to address questions, issues, or problems identified in practice to sustain the competencies required for practicing exemplary health care. Learning can occur anytime during clinical practice to address issues and assess achieved outcomes. By linking learning to practice, professional practice will be improved as the quality of health care delivery improves.

Health professionals need to document learning activities and outcomes that enhance the quality of their professional practice. Documentation is vital to the validation process. It also gives health professionals an opportunity to review the learning process and the outcomes that enhance their practice. By reflecting on learning, professionals develop a greater understanding of new knowledge, skills, and competencies acquired and how these can be effectively integrated into professional practice to achieve better health outcomes.

PMOH has set forth the following requirements for CPD for all health professionals:

- Participation in CPD activities is mandatory for all health care providers in Palestine, and is linked to renewal of license to practice.

- Mandatory CPD courses are required to be taken every three years for each health care professional according to the requirements described in Annex 7.
- Mandatory CPD trainings for all health care professionals (online or in-person) with clear documentation need to be reported to syndicates and the PMOH.

CPD credit points could be one of the criteria considered for:

1. Annual staff performance appraisals
2. Applying for a promotion
3. Applying for any higher studies
4. Transferring from one department to another
5. Tenure of service
6. Renewal of contract
7. Applying for sponsorship for international conferences and courses

Categories of CPD Learning Activities

All learning activities are subdivided into two categories (I and II)

Health care professionals are required to have a minimum number of credits in each category in each cycle depending on their profession

Category I Activities

Formal and highly structured learning activities provided by recognized educational or scientific institutions, or professional bodies accredited by the PMOH and/or other recognized accreditation bodies, such as:

- Accredited group learning
- Personal educational development
- Self-assessment programs

Category II Activities

Self-learning planned activities commonly conducted individually or in groups to address the needs identified locally by specialty or department, such as:

- Other learning activities
- Structured learning projects
- Personal practice review

The types of CPD activities in Categories I and II are outlined below.

Table 2: Categories of CPD Learning Activities

| Category I | Category II |
|---|---|
| <p>Section 1: Structured Learning Activities</p> <ul style="list-style-type: none"> a. Large group learning b. Institutional activities c. Small group learning <p>Section 2: Personal Education Development</p> <ul style="list-style-type: none"> a. Teaching- Formal presentation at accredited events b. Research- Publications in scientific peer reviewed journals and grant proposals c. Standard-setting activities <p>Section 3: Accredited Self-Assessment Programs</p> <ul style="list-style-type: none"> a. Knowledge assessment programs b. Performance assessment programs | <p>Section 4: Other Learning Activities</p> <ul style="list-style-type: none"> a. Group Learning activities b. Departmental activities c. Self-reported and E-learning activities <p>Section 5: Personal Learning Projects</p> <p>Self-initiated learning events using simulated practice situations where an outcome is identified and recorded</p> <p>Section 6: Personal Practice Review</p> <p>Activities that help review personal performance in relation to a defined standard</p> |

Framework of CPD Activities

| Sections | Definitions | Examples | Credit Points |
|---|---|--|--|
| Section I Structured Learning Activities (Category I) | Large Group Learning Scientifically-structured large group learning activities (usually held outside the workplace) | Conference, symposium, congress, workshop, etc. | 1 credit per hour (No maximum/cycle) The CPD credit is given only to scientific sessions within workshops or conferences |
| | Institutional CPD Activities Scientifically-structured learning activities organized internally by institution | Internal lectures or courses <i>Morning reports and residency-assigned activities are not considered institutional CPD activities</i> | 1 credit per hour (Max. 20% Category I credits) |
| | Small Group Learning Scientifically-structured activity organized by a specialized group of more than 15 members | Neurology Society Pediatric Society | 1 credit per hour (Max. 50% Category I credits) |
| Section II Personal Education Development (Category I) | Presentations Formal preparation and delivery of teaching sessions and presentations at accredited meetings | Presentations at accredited activities such as: <ul style="list-style-type: none"> • Large group/international conferences • Small group/local conferences/workshops • Internally organized/institutional | (no maximum/cycle) |
| | | | 5 credits/presentation |
| | | | 2 credits/presentation |
| | | | 2 credits/presentation |
| | Research | Publication in scientific books | 1st Author- 10 credits Co-Author- 5 credits |
| | | Publication of chapter in scientific books | 1st Author- 5 credits 2nd Author- 3 credits Co-Author- 2 credits |
| | | Publication in peer reviewed journals | 1st Author- 5 credits 2nd Author- 3 credits 3rd Author- 2 credits |
| Receiving funds for written grant proposals | | 1-5 credit(s) per grant (according to committee) | |
| Reviewer of articles in indexed journals | | 1 credit per paper | |
| Standard-setting Activities Clinical, administrative, and educational practices | Clinical guidelines, hospital policies, audits, curriculum development, review of educational programs, designing | 1 credit per hour (Max. 5 credits/activity) | |

| | | | |
|---|---|--|--|
| | | examination questions, and developing examination standards | |
| Section III Self-Assessment Programs (Category I) | Self-assessment Programs These programs are designed to assess self, program, or institutional needs or gaps in knowledge or performance. | Written self-assessment program | 1 credit per self-assessment report (No maximum/cycle) |
| Section IV Structured Online Courses /Central Certification (Category I) | Structured online courses from websites recognized by the PMOH with a central certification exam | Structured online courses from websites recognized by the PMOH | 0.5 credit per module/case (not to exceed 4 hours of Category I per year) |
| Section V Structured Online Courses /Individual Certification (Category II) | Structured online courses from websites recognized by the PMOH with individual certification | Structured online courses from websites recognized by the PMOH | 0.5 Credit point per hour for Category II (Max. 3 credits/day) |
| Section VI Other Learning Activities (Category II) | Individual or group self-learning activities with validated documentation | Reading scientific articles, books, clinical guidelines, or attending broadcasts, educational videos in person or via the internet (Medscape, Up-to-date, Dyna-med) with validated documentation | 1 credit per stated activity (No maximum/cycle) |
| Section VII Practice Audit/Review (Category II) | Learning activities planned and developed that focus on a particular aspect of professional practice to assess clinical performance against standards/guidelines/protocols/evidence | Clinical audit/review | 1-3 credit(s) per clinical audit/review (Max. 3 credits/activity) |

CPD Credit Point System

The CPD Credit Point System is based on a three-year cycle. Participants are required to achieve a minimum of credit points from Category I and Category II.

Participation in CPD activities will be linked to a credit point system. Credit points will be accumulated from each activity the participant attended or was involved in as a speaker, moderator, or facilitator. Depending on the specialty, all health care providers have a minimum set of credit point requirements to maintain their CPD as outlined in Table 1 from Category I and II.

There are specific credit point requirements for each specialty:

- Participants should have a minimum of credit points from Category I and II within each **cycle** (three years).
- Participants must fulfill both of the above requirements in order to satisfy CPD guidelines.

The CPD Credit Point Requirements According to Profession is shown in Table 3.

Table 3: CPD program credit point requirements for health care professionals in Palestine

| Health Care Professional | Number of CPD Credits/Category/Year | Length of Cycle | Number of CPD Credits/Category/3 Year Cycle | Minimum Number of Total CPD Credits/Cycle |
|----------------------------|-------------------------------------|-----------------|---|---|
| Physician | 15 Category I 5 Category II | 3 years | 45 Category I 15 Category II | 60 |
| Dentist | 15 Category I 5 Category II | 3 years | 45 Category I 15 Category II | 60 |
| Pharmacist | 15 Category I 5 Category II | 3 years | 45 Category I 15 Category II | 60 |
| Nurse/Midwife | 15 Category I 5 Category II | 3 years | 45 Category I 15 Category II | 60 |
| Allied Health Professional | 15 Category I 5 Category II | 3 years | 45 Category I 15 Category II | 60 |
| Technician | 10 Category I 2 Category II | 3 years | 30 Category I 6 Category II | 36 |

Credit Points Required for Category I Activities

- There is a *minimum* number of credits that need to be claimed for Category I for each cycle, as shown in Table 3.
- Participants are encouraged to participate in as many activities as possible. There is no *maximum* number of credits that they can claim for Category I.

- If participants claim more credits than required in a year, the extra credits will only be included in the current cycle. They cannot be carried forward into the next cycle.

Credit Points Required for CATEGORY II Activities

- There is a *maximum* number of credits that can be claimed for Category II for each year and for each cycle, as shown in Table 3.
- Although participants are encouraged to do as many activities as needed, they can only claim the *maximum* number of credits for Category II activities as specified in Table 3.

CPD Program Regulations and Policies

A. Regulations

- Participation in CPD programs is mandatory for all health care providers including physicians, dentists, nurses and midwives, pharmacists, dieticians, nutritionists, laboratory technicians, physiotherapists, occupational therapists, and all other allied health professionals working in Palestine.
- Health care professionals should document their participation in CPD activities on a regular basis through the CPD portal once it is operational.*
- Records related to CPD activities will remain confidential.

B. Exemption

- Participants who elect to immediately continue their postgraduate education by registering in a recognized postgraduate education program (i.e. internship and residency programs) are exempt from participating in the CPD program for the duration of their postgraduate education.
- Participants are required to notify the respective Staff Development Department in writing of their continuation in postgraduate training and the date they anticipate entering active practice.

C. CPD Program Requirements

- Each participant is required to complete a minimum number of credits for each year of the cycle from both Category I and II as specified for each medical profession.
- Participants are responsible for reporting completed CPD activities and documenting outcomes through the CPD website * once it is operational.
- All CPD activities must be self-reported no later than January 31 of the following year.

D. CPD Program Cycle

- Duration of each cycle is 3 years
- Each cycle begins January 1 and concludes December 31 of the cycle's final year
- Online documentation of activities should be no later than January 31 of the following year
- CPD participants can print a certificate upon completion of each cycle from the website that can be certified and stamped by their local Staff Development Department.

E. Credit Validation

- The GDEH at the PMOH can randomly request participants to submit documents to prove their participation in CPD activities in each year and in each cycle. Such documents include an attendance certificate of CPD activities or a letter from CPD organizers.

- CPD organizers are required to keep records of all CPD activities conducted, including attendance sheets, a summary of speaker evaluation forms, and event evaluation forms for a minimum of 5 years.

F. Non-Adherence Policies

- Participants who fail to meet the required number of CPD program credit points each year will be notified by the GDEH. They will be provided with information on the CPD credit point system and how to select relevant CPD activities.
- Participants who fail to provide full documentation for credit validation upon request will have the self-reported credits removed from the CPD program.

**** GDEH is currently developing an online CPD system. In the meantime, paper-based documentation of CPD activities should be maintained.***

SECTION 2: ACCREDITATION OF CPD ACTIVITIES AND PROVIDERS GUIDELINES

Accreditation Process

A. CPD Organizers

CPD providers or organizers who are entitled to provide the CPD activities as defined on page 17 include:

- The Palestinian Ministry of Health and Related Health Departments
- Organizations with national and/or international accreditation to offer CPD courses
- Governmental, NGO, and private institutes
- Specialized centers
- Universities
- Professional associations, syndicates, committees, and societies with health specialties

B. Requirements for accrediting a CPD structured program (Category I, Section I)

CPD providers seeking accreditation of a structured CPD program must meet the following criteria:

1. The CPD program must be based on a training needs assessment.
2. The CPD program must define and state expected learning objectives for the proposed program. The objectives should be clearly stated in behavioral, measurable, and specific terms related to the proposed learning program. Objective statements should describe what the participants will be able to do at the end of the session. There should be a minimum of three learning objectives.
3. Presenters/facilitators must have expertise in educational methodologies and command of the necessary skills and knowledge to teach/present the subject matter.
4. The content must be based on up-to-date best practices and meet the specified learning objectives.
5. The target audience must be clearly identified in terms of professional role and specialty.
6. The venue for conducting the CPD program must be physically adequate to meet the CPD program's stated objectives.
7. If an application is rejected by GDEH at PMOH, re-submission can be considered, provided that changes have been made related to the specific reason for rejection, so that the review may be conducted in a timely and effective manner.

Step-by-Step CPD Accreditation Process by the GDEH at PMOH

Step 1: Online Application

Online applications for CPD programs must be filled by the organizer and submitted to the GDEH for approval at least four weeks prior to the event. The online system is programmed to reject CPD program applications submitted less than four weeks in advance. The application should include the following information:

- Completed online CPD application form
- Learning objectives
- Target audience
- Curriculum vitae for each speaker in the CPD program
- Schedule of the program
- Official receipt from PMOH with the required accreditation fees according to PMOH protocols.

Step 2: Approval of CPD Program Accreditation

The GDEH, in coordination with the related professional body, reviews the submitted CPD program and assigns a credit value considering the information available on objectives, content, educational contact hours, target audience, expertise of speakers, venue, and scheduling of sessions. However, if the information provided is incomplete, the online application ** will be rejected and a notification will be sent to the corresponding organizers. The application will not be processed further until the CPD GDEH receives the missing information/clarification. Submission of incomplete applications may result in unnecessary rejection due to a delay in time.

**** GDEH is currently developing an online CPD system. In the meantime, applications need to be submitted to GDEH.**

Step 3: Announcement of Program by Organizers

Once the GDEH office accredits a program, it will send its approval of accreditation status along with the number of credit hours to the organizer, who can then announce the program.

Note: All brochures and announcements must be e-mailed to the GDEH office for approval prior to printing and distribution.

Brochures must include:

1. Target audience
2. Learning objectives
3. Outline of topics
4. Method of registration (including fees)
5. Venue of event
6. Date of the CPD activity (as applicable)
7. Contact address of organizer for further information
8. Organizing department(s)/hospital(s)/institution(s)

9. Event category type (I or II)
10. Number of CPD credits allocated by the GDEH for the event

Step 4: Documentation Required from an Organizer during a CPD Program

Program organizers should ensure that:

- Attendance records of all participants are kept by organizers for a minimum of five years and made available upon request from the GDEH
- Participants fill in both evaluation forms (speaker and event) to record the program's potential influence on the participant's performance, behavior, and clinical practice

Step 5: Allocation of CPD Credits to Participants by Organizers

The CPD organizer is responsible for verifying participants' attendance and allocating the number of credit hours for the program based on attendance.

Step 6: Certificate of Attendance

The CPD organizer issues a certificate of attendance to all participants as evidence that the CPD program took place or that the person attended the program, including the title of the program, GDEH registration number, name of participant, number of CPD credits, and organizing body.

Step 7: Documentation of CPD Credits Hours

Participants should keep track of their CPD activities by maintaining online documentation on the CPD credit portal section in the website. In addition, all participants should keep their attendance certificate for future verification of documentation.

Step 8: Event Evaluation Summary by GDEH

The CPD organizer collects and analyzes the speaker and event evaluation forms to formulate a report on the program. The report must be submitted to the GDEH within 30 days. If the CPD provider/organizer fails to submit the report to the GDEH, future CPD accreditation will not be granted to the organizer until the report has been submitted.

Renewal of Registration of Ongoing CPD Activities

To renew the accreditation of a CPD program that will be repeated beyond the period of initial registration, organizers must renew the online application, provided there is no change in the program or speaker(s). The renewal application must be submitted at least four weeks prior to the event.

Speakers in the course cannot earn additional CPD credits for presenting/teaching the same course material. Each speaker can claim CPD credits for each course only once, even if the same course is repeated. The rationale behind this is that the speaker does not gain further CPD or enhance any professional concept by repeating the same information more than once.

General Guidelines for Allocating CPD Credits

Participants

- 1 credit point per hour for face-to-face learning activities in Category I (Max. 6 credits/day)
 - Credits for online courses depend on PMOH acknowledged credits
- 0.5 Credit point per hour for Category II (Max. 3 credits/day)

Speakers

- 5 credit points per program at accredited events

Poster Presentations

- 3 credit points for oral poster presentation
- 2 credit points for poster display

Facilitator/Moderator

- Twice the amount of the participant's credit points for the session facilitated/moderated

Organizers

- Same as credit points for the participants (No extra credits will be allocated for the organizers)

General Guidelines for Calculating CPD Credits

The GDEH can decide on the number of CPD credits allotted to a CPD activity based on the quality and experience of the speaker and nature of the program. General guidelines to be used when allocating CPD credit points are described below.

General Standards

- For an activity to be accredited, it should be a minimum of 60 minutes
- One educational hour is equal to one CPD credit for Category I and 0.5 CPD credit for Category II
- Maximum accredited hours for any lecture within the program is one CPD credit, even if the lecture period is more than one hour
- No CPD activity will be accredited retrospectively (i.e. back-dated)

The following times shall **not** be calculated as credit hours:

- Registration
- Reading the Holy Qur'an
- Prayers
- Opening and closing remarks
- Inauguration
- Introduction
- Poster viewing

- Summary and conclusion
- Public directed activities
- Coffee and lunch breaks
- Exams, MCQ's
- Any unspecified presentation

The following are calculated as equal to half CPD credits per hour:

- Live surgery
- Skill workshop
- Video
- Live transmission
- Hands-on training
- Panel discussion
- Case Presentation

For calculation of credits for other CPD activities, please refer the CPD framework shown earlier.

Limitations to CPD Accreditation

The GDEH office retains the right to withdraw approval of accreditation of a CPD activity at any time for one or more of the following reasons:

1. Late submission of the application
2. Failure to submit documentation showing the qualification and expertise of the speaker on the subject to be presented
3. Significant changes to educational content after accreditation
4. Misrepresentation of the number of CPD credits approved
5. CPD activities that are addressed to general public (not specifically to health care professionals)

SECTION 3: ACCREDITATION FORMS AND CHECKLISTS

Fundamental Accreditation Requirements for CPD Providers or Organizers

1. The provider must have a CPD program that specifies the (1) purpose, (2) content areas, (3) target audience, (4) types of activities, and (5) expected results of the program articulated in terms of changes in competence, performance, or patient outcomes.
2. The provider must have an organizational chart(s) or other schematic(s) that depicts the line of authority and organizational communication within the organization as a whole, as well as within the CPD unit.
3. The provider must have adequate resources and must ensure an appropriate educational environment conducive to learning.
4. The provider must appoint and involve faculty/trainers with appropriate qualifications and adequate expertise in the planning, design, delivery, and evaluation of educational activities.
5. The provider must appoint a CPD administrator who is responsible for coordinating the CPD program from the provider side, as well as contacting and communicating with the GDEH.
6. The provider must keep a manual of CPD policies and procedures that aligns with CPD guidelines.
7. The provider must incorporate into CPD activities the educational needs (knowledge, competence, or performance) that underline the professional practice gaps of their learners.
8. The provider must generate activities that are designed to change competence, performance, or patient outcomes as described in its CPD program statement.
9. The provider must identify, plan, and implement the needed or desired changes in the overall program (e.g. planners, teachers, methods, resources) that are required to improve the ability to meet the CPD learning objectives.
10. The provider must generate activities around content that match the learners' current or potential scope of professional activities.
11. The provider must choose educational formats for activities that are appropriate to the setting, objectives, and desired result of the activity.
12. The provider must develop activities that are independent of commercial interests.
13. The provider must develop activities that are independent of any conflicts of interest.

14. The provider must build relationships with other stakeholders through collaboration and cooperation.
15. The provider must operate within an institutional or system framework for quality improvement.

Fundamental Accreditation Requirements for a CPD Program

For any given CPD program that is submitted for accreditation, it needs to be hosted by a licensed and or accredited as health or education institution and preferable to be accredited as CPD center , and it must meet the following requirements:

1. The Provider must have a CPD program that highlights the (1) purpose, (2) content areas, (3) target audience, (4) types of activities, and (5) expected results of the program, and that is articulated in terms of changes in competence, performance, or patient outcomes.
2. The program must have an administrator who is responsible for contacting delegates, registration, and issuing CPD attendance certificates.
3. The presenters must meet appropriate qualifications and have adequate expertise in the planning, designing, and delivering of educational activities.
5. The venue must be adequate, have appropriate resources, and provide an environment that is conducive to learning.
6. The program must be planned based on a comprehensive needs assessment that is in line with the CPD guidelines policy.
7. The program learning objectives must be clearly identified and SMART.
8. The educational domain/competency must be relevant to the learners' current or potential scope of professional activities and the demands of the healthcare system.
9. The instructional methods used in the program must be appropriate for the setting, objectives, and desired outcome.
10. The educational formats of the program must be appropriate for the setting, objectives, and desired results of the activity.
11. The target audience must be clearly identified and of reasonable number.
12. The assessment tools of participants must be valid and reliable to identify the impact of the activity on the knowledge/skills/attitudes of the learners.
13. The evaluation tools must be valid and reliable to identify the desired changes in the overall program that are required for continuous improvement.
14. The program must have a statement of copyright ownership for the activity that includes details of any copyright requirements.

15. The program's educational content must be independent of any conflict of interest.
16. Marketing, promotion, and advertising for the CPD program must be in line with the guidelines policy.

ACCREDITATION OF CPD PROVIDERS/ORGANIZATION

The following form must be completed by CPD provider or organizer and submitted to the GDEH to be accredited as a CPD provider.

Accreditation of CPD Provider Form

| | |
|---|------------------------------|
| Name: | |
| Address: | |
| Person in Charge: | |
| Title or Position: | |
| Tel. Number: | |
| Fax Number: | |
| Email: | |
| Organization Type: | |
| Governmental | Non-Governmental |
| Academic Institution _____ | Academic Institution _____ |
| Health Care Facility _____ | Health Care Facility _____ |
| Other (please specify) _____ | Other (please specify) _____ |
| Current Number of Trainers: | |
| Proposed Number of Trainers: | |
| Current Annual Number of Trainers: | |
| Expected Annual Number of Trainers: | |
| Availability of Training of Trainers Program: Yes____ No____ | |
| Current and Previous Accreditation with Other Entity: Yes____ No____ | |
| If yes, please provide the name of the accrediting entity: _____ | |
| Accreditation Status: Active _____ Inactive _____ | |
| Validity: _____ | |

Accreditation Requirements Questions

I – Mission Statement

Do you have a CPD program description that highlights each of the following components:

1. Purpose
2. Content Areas
3. Target Audience
4. Types of Activities
5. Expected results of the program articulated in terms of changes in competence, performance, or patient outcomes?

Yes (Attach)

No (Explain why)

II – Administration of CPD & Organization

Please attach an organizational chart(s) or other schematic(s) that depicts the line of authority and organizational communication within the organization as a whole, as well as within the CPD unit

III – Resources and Educational Environment

In this section, please provide information that ensures that your resources and educational environment are adequate and conducive to learning e.g. educational venue, equipment, internet, library, etc.

IV-CPD Unit Team: The team involved in the planning, delivery, and evaluation of CPD activities

Provide information about the criteria for selecting staff involved in your CPD program, including of the size of your CPD team, qualifications/experience, and profession/specialty areas.

Do you provide your CPD team with compensation (financial/other)?

Yes No

3. Do you provide the CPD team with protected time to prepare for learning activities?

Yes No

V- CPD Coordinator (the person responsible for coordinating the CPD activity from the provider side as well as contacting and communicating with the GDEH)

1. Provide information about your CPD program coordinator:

Name:

Title or Position:

Tel. Number:

Fax Number:

Email:

2. Do you provide your CPD coordinator with compensation (financial / other)?

Yes No

3. Do you provide your CPD coordinator with protected time?

Yes No

VI- CPD Policies and Procedures

Do you have a CPD policies and procedures manual?

Yes (attach)

No (Explain why and whether or not there are any other frameworks or guidelines in place)

II- Educational Planning

1- Briefly describe all the steps you went through to plan for or create your CPD program. Describe how you incorporated into your CPD program the educational needs (knowledge, competence, or performance) that underlie the professional practice gaps of your own learners. In your description, please answer the following questions:

a) How did you identify the professional practice gaps?

b) How were the need(s) you identified based on those gaps?

c) How were the need(s) articulated in terms of knowledge, competence, or performance?

d) How did you incorporate these needs into activities or a set of activities?

e) How does the activity match the current or potential scope of professional practice (research, educational, administrative or clinical) of your learners?

f) How is the format of the activity appropriate for the setting, objectives, and desired results of the activity?

2 – Do you have a preliminary annual plan for your CPD program?

Yes (attach) No

3 – Do you have a preliminary plan for your CPD program in the coming 3 years?

Yes (attach) No

4 – Did you apply a competency based model?

Yes (attach) No

5 – What are the types of planned activities?

6 – What is the proposed number trainees/ learners of each activity?

7- What are the learning objectives of the training?

8 – What are the expected results and outcomes?

VIII – Assessment of Learners

1. Did you assess your learners in your CPD programs?

If yes, what assessment tool did you use? (e.g.: tests, workplace-based assessments) (attach)

Describe how you used the assessment results in the annual performance appraisal of your employees.

IX – Evaluation

Explain the process of your CPD program evaluation, include data about the evaluation tools used, collection and analysis of evaluation data, utilization of the results to plan for improvement of the CPD program, and if possible, describe the impact of implemented changes of your educational program.

X – Outcome Measurements

Briefly describe what process(es) you used to analyze the changes in your learners' competence, performance, or patient outcomes related to your CPD program? How do you determine the degree to which each component of your CPD program has been met as a result of your activities? This may include bio statistical data (e.g. morbidity and mortality), data from audits, complaints and compliments, results of workplace-based assessments, and feedback from patients and colleagues.

XI – Funding

1- Briefly describe the funding of your CPD programs. In your description, consider the following:

Who is funding the educational activities?

Is it outsourced (catering, security, safety, cleaning)?

Are your educational activities offered for fees?

What is the fees structure for internal and external participants?

2- Do you organize commercial exhibits in association with any of your CPD activities?

Yes No

If yes, describe how your organization ensures that arrangements for commercial exhibits:

(i) Do not influence planning or interfere with the presentation

(ii) Are not a condition of the provision of commercial support for CPD activities

3- Do you arrange for advertisements in association with any of your CPD activities?

Yes No

If yes, describe how your organization ensures that advertisements or other promotional materials are kept separate from the education.

4- Describe the practices that you have in place that demonstrate that your organization's CPD planning process is independent or free of the control of a commercial interest.

Describe the mechanism(s) your organization uses to identify, resolve, and ensure that educational activities are free of conflict of interest.

XIII – Documentation and Recording of Learners' Participation

Describe the mechanism your organization uses to record and verify learners' participation in your CPD program.

XIV – Engagement with Stakeholders

1- Describe collaborative or cooperative relationships/partnership with other stakeholders

2- Describe the mechanism your organization uses to disseminate and share reports and study findings of stakeholders.

XV – Past Experience in Organizing CPD Programs

Describe your experience in organizing CPD programs in the past 3 years. Include information about types of activities, presenters, number of participants, outcomes, and evaluation results.

XVI – Quality Improvement and Quality Assurance Mechanism for CPD Program

Describe how your organization ensures the quality of the CPD programs. In your description, include information about the quality management system used by the organization, average learner satisfaction score, average trainer satisfaction score, and involvement of the stakeholders in the organization.

About this Form

1. This form is your application for accreditation as a CPD provider
2. It is submitted to the GDEH
3. Applications will not be processed unless all fields are completed
4. Applications will not be processed unless all documents are attached

Instructions

Please submit your application to the GDEH with all required documents attached. (Please label all the attachments)

1. The department does not grant accreditation retrospectively. Sessions of a program offered before accreditation has been conferred are not eligible for accreditation credits.
2. The completed application should be completed with all necessary required documentation three months before the date of the first activity planned by the provider.
3. Application fees should be received before the application is reviewed. Fees are nonrefundable.
4. On average, applications for provider accreditation will be processed by the department within 8 weeks of receiving a completed submission.
5. An accreditation decision requires unanimous agreement among reviewers. CPD providers will be deemed one of the following statuses:
 - Accredited
 - Changes Required
 - Rejected
6. Provider applications listed as "changes required" may be granted full accreditation status if changes are provided within thirty days of notification of provisional decision.
7. Accreditation is valid for three years from the date of notice of approval.
8. The GDEH has the right to ask for any additional documents if necessary.
9. The GDEH reserves the right to withdraw accreditation in case of non-adherence or violation of the CPD accreditation policies and procedures.
10. Accreditation of a CPD provider is a prerequisite for accreditation of any individual CPD program/activity offered by that provider.

Document Checklist

| Checklist of Documents to Accompany This Application Request | |
|--|--|
| 1. Complete application form | |
| 2. CPD program description | |
| 3. Organizational structure showing the relationship within the CPD unit and within the organization | |
| 4. Organizational CPD policies and procedures (if available) | |
| 5. Activity planning forms including needs assessment | |
| 6. Preliminary CPD annual plan (if available) | |
| 7. Preliminary CPD plan for the next three years (if available) | |
| 8. CPD competency based model (if available) | |
| 9. Copy of assessment tool(s) (if available) | |
| 10. Copy of evaluation tool(s) | |
| 11. Disclosure and declaration of conflict of interest | |
| 12. Disclosure and declaration of independence from commercial interest and commercial bias | |
| 13. Signed written letter of agreement of commercial support (between sponsor and provider) | |
| 14. Statements of copyright ownership | |
| 15. Record and report of past experience in organizing CPD programs | |
| 16. Copy of participant certificates | |
| 17. Sample participant records | |
| 18. Application Fees | |

Verification/Confirmation

Before the GDEH will move forward with the accreditation process for your organization, your intentions, understanding, and commitment to abide by the GDEH's expectations must be confirmed. Please read carefully each of the following confirmation statements and mark with an X to confirm your agreement.

- We understand and confirm that our organization's activities adhere to the CPD guidelines definition of CPD
- We understand and confirm that by virtue of submitting an application for accreditation and paying the accreditation fee, our organization agrees to follow all relevant policies and procedures
- We understand and confirm that all the materials submitted in any format will not contain any untrue statements, will not be misleading, will fairly present the organization, and are the property of the organization applying for accreditation
- We understand and confirm that policies and procedures prohibit the provider from submitting to the GDEH, either with the completed self-study report or in any other material, any individually identifiable health information
- We understand and confirm that our organization will not be eligible for accreditation if it presents activities that promote treatment, or manners of medical practice that are:
 - Known to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients
 - Devoted to advocacy of unscientific modalities of diagnosis or therapy
- We acknowledge that we have read and understand the accreditation's policy on Public and Confidential Information about Accredited Providers
- We understand and confirm that our organization must ensure that every repetition of the activity is done in accordance with the program's description as outlined in the original application materials

Organization Name:

Name of CEO:

Signature of CEO:

Date:

Name of CPD Coordinator:

Signature of CPD Coordinator:

Date:

For Official Use Only

Date Received:

Prelim Report Due:

Final Report Due:

Reviewer:

Accreditation Decision:

Accepted

Rejected

If rejected- Reason(s) of rejection:

Accreditation Code:

Accreditation Validity:

Provider Notified:

Referred to the Appeals Committee:

Payment:

Receipt #:

ACCREDITATION OF CPD PROGRAM

Approved CPD providers or organizers must complete the following form for any continuing education activities to receive CPD accreditation.

CPD Program Accreditation Application Form

| Administrative Details |
|--|
| Provider's Name: |
| Type of Provider |
| _____Health Care Provider |
| _____Pharmaceutical Company |
| _____Industry Body |
| _____Other: |
| Other organization(s) involved in this application (if any): |
| CPD Program Director: The director of this event assumes responsibility for ensuring the scientific validity and objectivity of the educational content. |
| Name: |
| Hospital/Institute: |
| Title/Specialty: |
| Phone: |
| Email: |

CPD Program Administrator: The person responsible for contacting delegates, registration, and issuing of CPD attendance certificates following the event.

Name:

Hospital/Institute:

Title/Specialty:

Phone:

Email:

Presenter(s) Details:

| | | | |
|------------------|--|--|--|
| Name: | | | |
| Work/Institution | | | |
| Title/Specialty | | | |
| E-mail | | | |

If there are more than three presenters, please add their details on a separate sheet of paper.

Disclosure of presenter(s) financial and personal interests (provide a statement for each presenter)

Commercial Sponsorship

Is the activity sponsored by a commercial organization? (Tick One)

Event is not Sponsored

Single Sponsor

Multiple Sponsors

Unrestricted Educational Grant

Main Sponsor:

Activity Details

Activity Title:

Venue:

Date:

Time:

Proposed frequency of course/program delivery:

One-off or annual event Up to 4 per year

Up to 8 per year More than 8 per year

Academic Details

Needs Assessment (Tick all that apply)

- Summary of previous CPD evaluation data
- Results of self-assessment or practice audit
- Request from committee/council and other professional bodies
- Survey of potential participants
- Literature review
- New medical findings
- Health care data
- Reports and/or studies
- Other _____

Goal

Learning Objectives

1.

2.

3.

Educational Domains – Areas of competency for the participants the activity addresses

(Tick all that apply)

- Medical Knowledge
- Professional and Ethical Practice
- Communication Skills
- Leadership and Management Skills
- Health Care Quality Management
- Evidence-based Practice and Clinical Guidelines
- Health Care System Best Practices
- Clinical Reasoning and Problem Solving
- Other – Please Specify _____

Instructional Methods (Tick all that apply)

- Didactic
- Simulation
- Demonstrations
- OSCE (Objective Structured Clinical Examination)
- Role Play
- Problem-based Learning
- Groups Discussion
- Case Study

Other: (Please Specify) _____

| Activity Type | | |
|---|-------------|------------------------|
| Workshop | | |
| Symposium | | |
| Conference | | |
| Training course | | |
| Lecture | | |
| Online Learning | | |
| Blended | | |
| Target Audience | | |
| Estimated number of participants: | | |
| Profession/scope: | | |
| Physician | Dentist | AHP (specify) |
| Nurses | Pharmacist | Other (please specify) |
| Area of Practice | | |
| Hospital_____ | Clinic_____ | Industrial/Remote_____ |
| Other (Please Specify) | | |
| Assessment of Participants (if applicable) | | |
| Assignments | | |
| Multiple Choice Questions | | |
| Short Answer Questions | | |
| Competency based assessment such as OSCEs, clinical observations, return demonstrations, etc... | | |
| Other (please specify) _____ | | |

None

Course Evaluation (Briefly describe the method(s) used for the evaluation of your activity)

Accreditation Status Sought

New

Re-Accreditation

Intellectual Property and Copyright Arrangements

(Provide statement of the ownership of copyright of the activity and/or details of any copyright requirements)

Previous program accreditation with other entity

Yes

No

If Yes, please mention the name of the accrediting body

Promotion and Advertising

(Provide details and submit copies of marketing/advertising materials)

For Official Use Only

Date Received:

CPD Provider:

CPD Activity Title:

CPD Category:

CPD Credit Points:

Reviewer:

Prelim Report Due:

Final Report Due:

Provider Notified:

Accreditation Decision:

Accepted

Rejected

If Rejected, reason(s) for rejection:

Accreditation Validity:

Referred to the appeals committee:

Payment:

Receipt #:

Document Checklist

| Checklist of Items to Accompany This Application | |
|---|--|
| Complete application form | |
| Agenda of the program including start and end time of each part of the program, registration, breaks, Q&A times | |
| Presentation abstract/outlines, slides, handouts | |
| Biography of the speaker(s) | |
| A copy of any brochures/flyers/posters for the event | |
| Copies of the marketing/advertising materials | |
| Conflict of interest declaration form | |
| Commercial bias declaration form | |
| Statements of copyright ownership | |
| Copy of assessment tools (assessment of participants) (if available) | |
| Copy of evaluation forms (evaluation of program) | |
| Copy of participants' certificates | |
| Application fees | |

About this Form:

1. This form is your application for accreditation of the CPD program/activity
2. This form should be submitted to the **GDEH**
3. Application will not be processed unless all fields are completed
4. Applications will not be processed unless all documents are attached

Instructions:

Please submit your application to the GDEH, attached with all required documents (Please label all the attachments)

1. The GDEH does not grant accreditation retrospectively; sessions of a program offered before accreditation has been conferred are not eligible credits.
2. The application should be completed with necessary required documents 3 months before the activity commencement date.
3. Application fees should be received before the application is reviewed. Fees are non-refundable.
4. On average, applications for CPD activity accreditation that meet all the requirements will be processed by the department within 4 weeks of receiving a completed submission.
5. An accreditation decision requires unanimous agreement among Reviewers.. Programs will be given one of the following statuses:

| | | |
|-------------|--------------------|------------|
| -Accredited | - Changes Required | - Rejected |
|-------------|--------------------|------------|
6. Programs listed as "changes required" may be granted a full accreditation status if changes are provided within 30 days of notification of provisional decision.
7. Accreditation is valid for 12 months from the date of notice of approval.
8. The department has the right to ask for any additional documents if necessary.
9. The GDEH reserves the right to withdraw accreditation in case of non-adherence or violation of the CPD accreditation policies and requirements.
10. Accreditation of a CPD provider is a prerequisite for accreditation of any individual CPD program/activity offered by that provider.

Verification/Confirmation

Before the GDEH moves forward with the accreditation process for your organization, your intentions, understanding, and commitment to abide by the GDEH's expectations must be confirmed.

Please read carefully each of the following confirmation statements and mark with an X to confirm your agreement.

- We understand and attest that our organization's activities adhere to the definitions of CPD.
- We understand and attest that by virtue of submitting an application for accreditation and paying the accreditation fees, our organization agrees to follow all relevant policies and procedures.
- We understand and attest that all the materials submitted, in any format, will not contain any untrue statements, will not be misleading, will fairly present the organization, and are the property of the organization applying for accreditation.
- We understand and attest that policies and procedures prohibit the provider from submitting to the GDEH, either with the completed self-study report or in any other material, any individually identifiable health information.
- We understand and attest that our organization will not be eligible for accreditation if they present activities that promote recommendations, treatment or manners of practicing medicine that are:
 - A-known to have risks or dangers that outweigh the benefits or known to be ineffective in the treatment of patients
 - B-Devoted to advocacy of unscientific modalities of diagnosis or therapy
- We acknowledge that we have read and understand the accreditation's policy on Public and Confidential Information about Accredited Providers
- We understand and attest that our organization must ensure that every repetition of the activity is done in accordance with the program's description as outlined in the original application materials.

Organization Name:

Name of CEO:

Signature of CEO:

Date:

Name of CPD Coordinator:

Signature CPD Coordinator:

Date:

CPD Accreditation of Providers/ Checklist for Reviewers

| Requirements | Status | | Comments |
|--|-----------|---------------|----------|
| 1. The provider has a CPD program description that highlights the (1) purpose, (2) content areas, (3) target audience, (4) types of activities, and (5) expected results of the program articulated in terms of changes in competence, performance, or patient outcomes. | Fulfilled | Not Fulfilled | |
| 2. The provider has an organizational chart(s) or other schematic(s) depicting the line of authority and organizational communication within the organization as a whole, as well as within the CPD unit. | Fulfilled | Not Fulfilled | |
| 3. The provider has adequate resources and ensures an appropriate educational environment conducive to learning. | Fulfilled | Not Fulfilled | |
| 4. The provider appoints and involves faculty/trainers of appropriate qualifications and adequate expertise in the planning, designing, delivering, and evaluation of educational activities. | Fulfilled | Not Fulfilled | |
| 5. The provider appoints a CPD coordinator who is responsible for coordinating the CPD program from the provider side, as well as contacting and communicating with the GDEH. | Fulfilled | Not Fulfilled | |
| 6. The provider keeps a manual of CPD policies and procedures that aligns with the GDEH standards. | Fulfilled | Not Fulfilled | |
| 7. The provider incorporates educational needs (knowledge, competence, or performance) into CPD activities that underlie the professional practice gaps of their own learners. | Fulfilled | Not Fulfilled | |
| 8. The provider generates activities that are designed to improve competence, performance, or patient outcomes as described in its mission statement. | Fulfilled | Not Fulfilled | |
| 9. The provider identifies, plans and implements the needed or desired changes in the overall program (e.g., planners, teachers, methods, resources) that are required to improve ability to meet the CPD mission. | Fulfilled | Not Fulfilled | |

| Requirements | Status | | Comments |
|--|-----------|---------------|----------|
| 10. The provider generates activities around content that match the learners' current or potential scope of professional activities. | Fulfilled | Not Fulfilled | |
| 11. The provider chooses educational formats for activities that are appropriate for the setting, objectives, and desired results of the activity. | Fulfilled | Not Fulfilled | |
| 12. The provider develops activities that are independent of commercial interests. | Fulfilled | Not Fulfilled | |
| 13. The provider develops activities that are independent of conflicts of interest. | Fulfilled | Not Fulfilled | |
| 14. The provider builds bridges with other stakeholders through collaboration and cooperation. | Fulfilled | Not Fulfilled | |
| 15. The provider operates within an institutional or system framework for quality improvement. | Fulfilled | Not Fulfilled | |

Score:

Decision:

Comments:

Reviewer:

Date:

CPD Accreditation of Program/Checklist for Reviewers

| Requirements | Status | | Comments |
|--|-----------|---------------|----------|
| 1. The program has a director who assumes responsibility for ensuring the scientific validity and objectivity of the educational content. | Fulfilled | Not fulfilled | |
| 2. The program has an administrator who is responsible for contacting delegates, registration, and issuing of CPD attendance certificates. | Fulfilled | Not fulfilled | |
| 3. The presenters are of appropriate qualifications and adequate expertise in the planning, designing, and delivering of educational activities. | Fulfilled | Not fulfilled | |
| 4. The commercial sponsorship is in line with GDEH policy and doesn't influence the educational content of the CPD program. | Fulfilled | Not fulfilled | |
| 5. The venue is adequate, has appropriate resources, and provides an environment that is conducive of learning. | Fulfilled | Not fulfilled | |
| 6. The program is planned based on the comprehensive needs assessment that is in line with the CPD guidelines policy. | Fulfilled | Not fulfilled | |
| 7. The program learning objectives are clearly identified and are SMART. | Fulfilled | Not fulfilled | |
| 8. The educational domains/competency areas are relevant to the learners' current or potential scope of professional activities as well as health care system demands. | Fulfilled | Not fulfilled | |
| 9. The instructional methods used in the program are appropriate for the setting, objectives, and desired outcomes. | Fulfilled | Not fulfilled | |

| Requirements | Status | | Comments |
|--|-----------|---------------|----------|
| 10. The educational formats of the program are appropriate for the setting, objectives and desired results of the activity. | Fulfilled | Not fulfilled | |
| 11. The target audience is clearly identified, of reasonable number, and will benefit from the activity. | Fulfilled | Not fulfilled | |
| 12. The assessment tools of participants are valid and reliable to identify the impact of the activity on the knowledge/skills/attitudes of the learners. | Fulfilled | Not fulfilled | |
| 13. The assessment tools of participants are valid and reliable to identify the desired changes in the overall program that are required for continuous improvement. | Fulfilled | Not fulfilled | |
| 14. There is a statement of the ownership of copyright for the activity that includes details of any copyright requirements. | Fulfilled | Not fulfilled | |
| 15. The program's educational content is independent of any conflict of interest. | Fulfilled | Not fulfilled | |
| 16. The marketing, promotion, and advertising for the CPD program is in line with the CPD guidelines policy. | Fulfilled | Not fulfilled | |

Score:

Decision:

Comments:

Reviewer:

Date:

References

The guidelines and standards of the following bodies/organizations/councils were used as references for the development of this document:

1. Accreditation Council for Continuing Medical Education (ACCME)
2. Academy of Medical Royal Colleges
3. CME/CPD Accreditation Department Manual, Qatar, 2013.
4. CPD GUIDELINES for Health Professionals in Sultanate of Oman, 2014.
5. CPD Accreditation Policies and Procedures, Dubai Health Authority, Dubai, 2010
6. Federation of National Specialty Societies of Canada
7. General Medical Council, UK
8. Health Profession Council of South Africa
9. International Pharmaceutical Federation
10. The Royal Australasian College of Physicians Councils
11. The Uganda Health Professionals' Councils
12. WHO: Regional Guidelines for Continuing Medical Education (CME)/Continuing Professional Development (CPD) Activities
13. <http://moodle.moh.ps/>
14. <http://Learn.nps.org.au/>
15. <http://www.pharmalessons.com>
16. <http://www.futurelearn.com>
17. <https://bloodsafelearning.org.au>
18. <http://eacademy.ifcc.org>
19. <http://anhi.org/courses>
20. <http://www.physiotherapywebinars.com/free-webinars/>
21. <https://globalhealthtrainingcentre.tghn.org/>

ANNEX 1

Definitions and Glossary of Terms

Accreditation

A regulatory process set at international standards whose purpose is to ensure that CPD events meet the specified CPD requirements that are based on educational and ethical principles

Attendance Record/Registration

A list of attendees at an event that must be kept by event providers

Certificate of Attendance

A certificate that is distributed to the participants by the organizer, preferably at the end of the CPD event after verifying participant's attendance hours

Certificate of Completion of CPD

Participants who acquire the specified number of CPD credits at the end of the 3 year cycle can receive a certificate of completion of CPD for the cycle.

Clinical Audit

A quality improvement process that seeks to improve patient care and outcomes through systematic review of care against explicit criteria and the implementation of change

Conference

Large gathering of individuals or members of one or several organizations, to present and discuss and exchange views on matters of common interest. Conferences are usually composed of short, concise presentations followed by discussion. Usually, a conference will include key note speakers, often scholars of some standing. Conferences also feature panel discussions, round tables, and workshops.

Congress

A formal assembly of representatives of various nations, typically held once a year per discipline, highlighting the achievements and notable results in a field of interest. Congresses are typically attended by leaders in that field and feature a series of invited talks.

Continuing Professional Development (CPD)

A range of learning activities through which health professionals maintain and develop their competencies and skills throughout their career to ensure that they retain their capacity to practice safely, effectively, and legally within their evolving scope of practice.

CPD Activity

An educational event which is based upon identified needs, has objectives, and is evaluated to ensure it meets set standards with no bias or conflict of interest

CPD Categories

CPD has two categories: highly scientifically structured CPD activities organized by a planning committee (Category I) or structured learning activities based on personal needs (Category II).

CPD Credit

A measure to quantify CPD involvement of health professionals

CPD Organizer

An appropriate content specialist functions as the CPD organizer on behalf of the CPD provider, and takes immediate responsibility for the different aspects of the CPD activity

Departmental CPD Activities

CPD events that are regularly scheduled (at least once a month), organized by a departmental planning committee. These activities must use attendance and evaluation forms for documentation. Examples of these activities include journal club, mortality, and morbidity, and departmental grand rounds.

Distance Learning

A system of learning in which the tutor and the learner are not present in the same setting at the same time. Print, audio, photographic or video media, or computers are used for presenting the lesson materials to the learner.

Documentation

Maintenance of relevant records by CPD participants to support the CPD credits that they have claimed. The documentation should occur in the CPD portal section once it is operational.

E-Learning

The use of electronic media technologies to support CPD

Evaluation

A process of determining the effect of CPD or knowledge translation activities on a series of possible outcomes including the perception of the learner, participation rates, competency, health care outcome, and cost benefit issues

Evaluation Form

A form distributed by CPD organizers to the participants for feedback, helping to determine the relevance, quality, outcome, and effectiveness of the CPD activity

Feedback

Providing specific information to the learner or the instructor on the strengths and weaknesses regarding the tasks undertaken so subsequent performances can be improved

General Workshops

Workshops that enhance competencies of health care professionals such as communication, collaboration, health advocacy, management, professionalism, and safety in their specialization

Grand Rounds

A formal clinical meeting for a minimum 45 minutes with at least 15 participants in which all health care professionals in an institution or regional authority discuss one or more patients in a multidisciplinary approach, or inviting an expert to discuss one or more interesting topics

Health Care Professionals

Health personnel who have undergone a specified period of training in a university or college and are entrusted with the responsibility of providing an accepted level of health care. The concept is often widened to include other groups who have received training, but not necessarily at an undergraduate level.

Institutional CPD Activities

CPD events that are organized by a planning committee accountable to a hospital/institution or a regional health authority that are regularly scheduled (at least once/month), for example institutional grand rounds

Journal Club

A form of CPD in which a small group of health care professionals convenes, discusses, analyzes, and reviews a limited number of articles from major health professionals

Large Group Learning

CPD activities accredited by GDEH or other recognized CPD bodies including congress, conferences, symposium, courses and specialized workshops

Learning/Behavioral Objectives

A description of an observable change in competence or skill (what the learner will be able to know or do) as a result of participating in a learning activity

Lecture

A method of instruction where a subject matter expert presents information, usually to a large audience, with no opportunity available for interaction by the audience

Lifelong Learning

A continuous process of learning/training over the course of a person's professional career to stay abreast of the rapid changes in medical science

Needs Assessment

A process whereby the learning and practice needs of health professionals is determined by subjective survey methods, though the process may also include objective measures

Other Learning Activities

Learning activities that are not necessarily affiliated with an accredited provider such as self-reported activities including reading journal articles, clinical guidelines, and online CPD activities

Personal Learning Project (PLP)

A PLP is a self-initiated learning activity launched by a question, issue, or dilemma stimulated by one's professional practice. The question provides the learning focus and enables the development of a learning strategy that includes documentation of the stimulus for learning, the resources selected, and the outcomes or conclusions reached for practice. PLP's can be stimulated by any aspect of professional practice and are flexible and adaptable within any learning context.

Personal Practice Review

Practice review activities focus on a particular aspect of a participant's professional practice – clinical, educational, administrative, or research in any of Health/Medical Competencies. The purpose of these activities is to assess one's current performance in practice against an ideal practice to identify areas for potential improvement.

Portfolio

A written record of performances and achievements of a healthcare professional that could be used as the basis for self-reflection and self-assessment by identifying gaps in knowledge or skills

Practice Audits

A quality improvement process that seeks to improve patient care and outcomes through systematic review of care against explicit criteria and the implementation of change

Problem-Based Learning

Learning undertaken by exploring clinical problems and other health care problems as the means for defining the learning objectives and identifying subject content

Re-certification

A process by which a professional body testifies intermittently to the competence of each of its members, either with or without a period of formal re-training

Seminar

An educational event that features one or more subject matter experts delivering information primarily via lecture and discussion

Small Group Learning

CPD activities planned by a member of a specialized scientific group that meets regularly at least once every four months to discuss issues of common interest (i.e. scientific society meetings)

Specialized Workshops

Workshops that enhance the competency of health care professionals as scholars in their specialization

Subject Content

The list of topics and related subject matter to be addressed in a lesson or program

Symposium

An academic gathering or conference featuring multiple experts in different disciplines to discuss a certain topic

Target Group

Specific group of health professionals for which the CPD activity is organized

Workshop

An educational session generally focused on case management or the acquisition and application of skills. The session is intended to be interactive, allow participant involvement, and encourage their contribution to the discovery and acquisition of knowledge, skills, and attitudes

ANNEX 2

Frequently Asked Questions (FAQ's)

How will I choose my CPD?

CPD activities should be relevant to the scope of your role as a health care professional. They should be of significant educational and practical content and deal primarily with matters directly related to your practice.

How will I know if the CPD activity deals primarily with matters directly related to my practice?

CPD activities cover a range of topics including but not limited to clinical practice. Therefore, while choosing CPD activities it should be relevant to clinical practice, but also focus on other aspects including developing other competencies such as communication, collaboration, health advocacy, management, professionalism and safety.

This seems like a lot of CPD credit hours. How can we cope?

Opportunities for professional development are often identified in the workplace and much of the learning is undertaken as part of new situations that arise in everyday practice. Try to document every learning opportunity you have. The current CPD requirements are flexible enough to allow individuals to dictate their learning schedule and choose from a wide range of activities to meet their needs.

Can I obtain my entire Category I credit hours from only one section?

Category I credit hours can be claimed from Sections 1-3. It is advisable that credit hours be claimed from a variety of different sections. Please note that you can attend as many grand round activities as possible, however, you can only claim a maximum of 50% of Category I credit hours from that section. There are no other restrictions from other Category I activities.

Can I obtain all Category II credits from one section?

Category II credits hours can be claimed from Sections 4-6. It is advisable to claim credit hours from a variety of sections. It is advisable to participate in as many activities as needed to meet your learning objectives. You can only claim the number of credit hours per year and cycle as outlined in Table 1.

Can I apply for extra credits than required?

Yes, you are strongly encouraged to apply for more credits than the minimal credits required each year. However, extra credit hours will be counted in the same cycle and will not more forward to the next cycle.

Can I attend educational dinner activities hosted by pharmaceutical companies?

Yes, but you cannot claim credit hours for these activities as these activities are considered promotional.

Where can I apply for credit hours for review of manuscripts and grant proposals?

You can apply for these under personalized learning projects with a maximum of 2 credits per educational document.

What happens if I cannot provide supporting evidence for an educational activity?

If you cannot provide the required supporting documentation, then the activity cannot be validated and credits will have to be deleted from the CPD system.

I participated in an online educational course. How can I claim credit hours?

All web-based continued medical education activities qualify as Section 4, Category II activities. You must keep a copy of the certificate of completion for online courses as a document of verification.

I chair or participate in a lot of committees. How can I claim these hours?

Participating in or chairing committees is not directly included within the learning activities of the CPD program, and therefore, you cannot claim CPD credit hours.

I teach every day. Can I claim this as CPD credits?

Participants cannot claim the hours they spend teaching or supervising residents or students in a hospital or office. However, teaching activities can be a rich stimulus for learning. In the preparation or delivery of teaching a session, participants may learn something that contributed to their clinical expertise. This learning can be documented as a personal learning project where teaching was the stimulus for learning.

Can a professional claim credits for participating in the same educational activity more than once?

A health care professional cannot claim credit for attending the same activity more than once unless there has been a substantial change in the material that had been presented.

Can a professional claim credits for presenting the same session in more than one accredited CPD activity?

A health care professional cannot claim credit for presenting the same material/session more than once, even if the CPD activity is different.

Where do I record my CPD activities?

CPD activities must be recorded online in the CPD portal once it is operational.

I attended a lot of CPD activities, but I forgot to record them on time. What should I do?

Each cycle begins January 1 and concludes December 31 of the cycle's final year. Online documentation of activities should be no later than January 31 of the following year. If you fail to document your activities within the extra time allotted (one month), the system will not permit you to enter back-dated activities.

Course/Presentation Evaluation Form

Course Title _____ Course Date _____

Unit/Department _____

Organization _____

Please tick the appropriate response:

| Course Organization | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|--------------------------|-----------------|--------------|-----------------------|
| 1. Course registration procedure was clear to me | | | | |
| 2. The location was easily accessible | | | | |
| 3. The facilities and activity atmosphere were convenient | | | | |
| 4. The instructional materials used during the course were appropriate | | | | |

| Course Content | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|--------------------------|-----------------|--------------|-----------------------|
| 6. Learning objectives were clearly stated and met | | | | |
| 7. Content was informative and useful | | | | |
| 8. Content was relevant to my specialty area | | | | |
| 9. The course enhanced my ability to apply learning objectives to my practice | | | | |
| 10. Content was presented at an appropriate level of understanding | | | | |

| Instructors and Presentations | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|--------------------------|-----------------|--------------|-----------------------|
| 11. The presentations flowed in a logical sequence | | | | |
| 12. Reading materials were useful | | | | |
| 13. In general, the instructors were knowledgeable and organized | | | | |

| Instructors and Presentations | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|--------------------------|-----------------|--------------|-----------------------|
| 14. In general, instructors exhibited respect and concern | | | | |
| 15. The instructors applied recent research findings and evidence-based protocol into the course | | | | |
| 16. The amount of interaction and time were sufficient | | | | |

| Pre & Post Knowledge Assessment (if applicable) | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|--------------------------|-----------------|--------------|-----------------------|
| 17. The assessment criteria was clearly defined and appropriate | | | | |
| 18. The assessment methods were appropriate | | | | |
| 19. I received adequate feedback on my performance | | | | |

| 20. Overall Course Evaluation | | | |
|--------------------------------------|------|------|-----------|
| Poor | Fair | Good | Excellent |
| | | | |

21. Additional Comments and Suggestions:

Thank you for your participation in this survey.

Certificate of Attendance

Presented to

Participant Name

For attending the Event Name

*Organized by organizer Name on Date
at Venue*

This activity was awarded (.....) CPD Credit Points (Accreditation No.....)

ANNEX 4

Systematized CPD Offerings in Palestine

A. Online Courses on the PMOH Website

35 Online courses are available on the PMOH portal: <http://moodle.moh.ps/>

1. Infection Control
2. BLS
3. Professionalism and Communication
4. Patient Safety
5. Hospital Safety
6. Ethics for Health Providers
7. ACLS
8. Advanced Infection Control (Surveillance, Specialized Infection Control Measures)
9. Preceptorship
10. Palliative Care and Oncology Nursing
11. Post-operative Care for Open Heart Surgery
12. Operating Room Nursing
13. Neonatal Nursing
14. Gender Based Violence (GBV)
15. Managing Postpartum Hemorrhage
16. Managing Pre-Eclampsia and Eclampsia
17. Managing Post Abortion Care
18. Managing Puerperal Sepsis
19. Managing Prolonged and Obstructed Labor
20. Bleeding after Birth for Frontline Health Workers
21. Family Planning for Frontline Health Workers
22. Danger Signs in Pregnancy
23. Essential Newborn Care
24. Social and Behavior Change Communication for Postpartum Family Planning
25. Prevention of FGM for Midwives
26. Advanced Research and Evidence-based Practice
27. SPSS Program
28. Active Learning Teaching Methods
29. Simulation in Nursing Labs
30. Orientation for Clinical Training Sites
31. Objective Structured Clinical Examination (OSCE)
32. Episiotomy Cut and Repair
33. Reproductive Health Counselling
34. Sexually Transmitted Infections
35. Breast Cancer

B. BCPD offerings but other entities

Several organizations offer CPD in Palestine. The following is a synopsis of the more active ones covering the PMOH, local and international NGOs, and academic settings

1. Efforts by the PMOH

Contributions of the PMOH in the context of CPD include:

- A general needs assessment on CPD for health resources in various health care settings in which the training needs for health service providers from 2017 to 2019 are delineated
- Online resource centers (ORCs) in PMOH hospitals established in all PMOH hospitals with the support of IntraHealth International, funded by USAID, and IMET2000. These ORCs include access to a wealth of important information, including 33 evidence-based courses on the Moodle on the PMOH web site (<http://moodle.moh.ps>) (please see Annex 4)
- Conferences, workshops, and training for nurses and midwives, in cooperation with other CPD stakeholders (UNFPA, MAP-UK, IntraHealth/USAID)
- Several mandatory CPD programs instituted, such as primary trauma care for physicians, nurses, and midwives, as well as ALSO and other courses
- Work with MAP-UK, NORWAC, and IMET2000-Pal on further developments and instituting programs and supportive infrastructure for CPD
- Work with stakeholders, including the Medical Council, on exams
- Networking with local and international CPD-related groups for training of staff
- Working with the Employee's Council on the PMOH staff's training needs assessment
- Working with the WHO office on the national observatory on HRH

2. Efforts by NGOs:

There are few health-related NGOs such as Juzoor for Health and Social Development that provide internationally-accredited CPD authorities, such as courses accredited by the American Heart Association (AHA) and American Academy of Family Physicians including BLS, ACLS, ALSO, and others.

CPD offerings include emergency and non-emergency programs which directly relate to improving patient safety, promoting quality of care, and contributing to the foundation of a future CPD system in Palestine, including:

- Advanced Life Support in Obstetrics (ALSO) (accredited by American Academy of Family Physicians)
- Neonatal Resuscitation Program (NRP) (accredited by the American Heart Association (AHA))
- Pediatric Advanced Life Support (PALS) (accredited by the American Heart Association (AHA))
- Advanced Cardiac Life Support (ACLS) (accredited by the American Heart Association (AHA))
- Basic Life Support (BLS) (accredited by the American Heart Association (AHA))
- Infection Prevention and Control (IPC)
- Communication Skills
- Gender Based Violence

Juzoor for Health and Social Development introduces international standard skills-based trainings that fulfill basic licensing and CPD requirements according to quality standards. It also offers custom-designed relevant

programs according to national indicators and needs, evidence-based information and best practices, and international models employing interactive methods.

3. The Palestine Medical Council:

The PMC is the body that follows up on the residency program. It also certifies facilities as training/teaching sites and accredits hospital-based medical teaching programs, including the longer term courses rather than the shorter CPD activities.

4. Health-related Colleges and Universities

Most Palestinian colleges and universities offer one or more degree programs in health. They also provide other forms of CPD through seminars, workshops, conferences, research, etc.

5. Professional Councils and Syndicates

Some professional councils and syndicates have been working on developing and systematizing CPD for health providers within their professions. The activities are typically formed, arranged, or done for a particular purpose, are funding-driven, and depend on personal initiatives, but much less as a systematic initiative within a foreseen regulatory process.

Until the year 2017, the only two syndicates requiring CPD mandatory education points were the Palestinian Medical Technology Association and the Palestinian Dentists Association. The Palestinian Medical Technology Association has an electronic system for monitoring the compliance of the members in taking the required CPD credit points annually as a condition for license renewal, and has regularly scheduled CPD activities throughout the year. The Palestinian Dentists Association has a well-established CPD system for dentists in Palestine. The Syndicate of Dentists supervises continuing education programs for dentists in Palestine as one of its objectives within its internal system is to raise the scientific level of dentists through conferences, scientific forums, scientific days/evenings, practical courses, and a specialized scientific journal. Every dentist who participates in scientific conferences and forums, as well as practical courses, is awarded a participation certificate containing the number of teaching hours.

6. UNRWA

UNRWA provides training for its medical staff locally and abroad. The organization often collaborates with local universities and NGOs on specific offerings, and provides certain scholarships for advanced degrees.

7. The Palestine Red Crescent Society (PRCS)

PRCS runs its own Emergency Medical Service (EMS) Institute, which is unique in Palestine and is specialized in providing EMS training to prepare basic and general paramedics through its two branches in Al Bireh and Gaza. PRCS is currently working on providing paramedic training to prepare advanced paramedics.

Several scientific and specialized lectures and training courses were organized in more than one field for PRCS employees in order to upgrade the competencies of workers and improve their performance. Other courses are provided to volunteers and staff including first aid and other EMS courses. PRCS EMI is an affiliated chapter of International Trauma Life Support (ITLS) from the ITLS organization in the United States, and the Advanced Life Support Course (ALS) from the European Resuscitation Council (ERC).

8. Health Centers and Hospitals

Some health centers/hospitals conduct annual refresher training programs for staff and some staff seek training opportunities elsewhere including courses/activities available locally and abroad. Some hospitals may

also incentivize staff to enroll in or participate in CPD activities. Teaching hospitals such as Al-Makassed and An-Najah University Hospital are accredited as teaching hospitals by the Palestine Medical Council (PMC). Some hospitals, such as Al-Makassed, have also received international accreditation, which may be considered a CPD activity for the many hospital staff involved in the accreditation process.

9. Other International Efforts

- The initiatives of quality accreditation programs initiated by the World Health Organization (WHO) in the PMOH, such as the Safety Friendly Hospital Initiative (SFHI) and Joint Commission International Accreditation (JCIA) at East Jerusalem hospitals require staff development policies and career growth which contributes to, and is part of CPD.
- The PMOH and some local health-related NGOs have developed networks and partnerships related to CPD with international organizations. For example, Juzoor for Health and Social Development has ongoing agreements for cooperation and training with the Royal College of Child Health and Pediatrics (UK), the Royal College of Surgeons (Edinburgh), the Palestinian OB/GYN Board, and the Palestinian Pediatric Association
- Universities have exchange programs for their faculty and students in various parts of the world.
- The PRCS has extensive ties internationally and could benefit from their accredited programs.

10. The International Medical Education Trust 2000 (IMET2000)-Palestine

Since its establishment in 2000 as a UK registered charity, IMET 2000 has been working to address the immense need for upgrading health care in Palestine. It facilitates continuous, lifelong learning and professional development for doctors, nurses, dentists, paramedics, community health workers, and allied health professionals by providing a core matrix of e-learning and self-directed learning, which is both accessible and cost effective. IMETs work is particularly focused on mental and physical trauma in children resulting from conflict, severe economic deprivation, torture, and abuse.

Parts of IMETs main projects directly related to CPD are:

- Training workers dealing with physical trauma including military casualties, accidents, emergencies, and burns.
- Development of a center for health sciences education in Ramallah offering e-learning, telemedicine, and specialist training, and help with Palestinian initiatives such as community health worker training
- Upgrading the standards of anesthesia, intensive care, and management of acute and chronic pain
- Establishing a new ATLS center and program with the PMOH

IMET 2000 opened discussions with Palestinian colleagues in April 2008 to plan the Palestinian Health Sciences Education Centre with a mission to provide postgraduate training and CPD for all professionals working in the Palestinian health sector. An IMET 2000 office was officially opened in 2008. Much of its activity depends on a blended learning approach combining e-learning, websites, telemedicine, videoconferencing, Skype, Moodle, workshops, conferences and intensive face-to-face learning opportunities in the home country or overseas (UK, USA, Europe).

This office runs educational and specialist training courses and workshops, many linked to well-known international centers of excellence.

11. *Other Local Efforts*

The Medical Relief Society and the Union of Health Work Committees develop their own tailored courses for their staff and others, and may become providers of accredited courses in the future. The Union of Health Work Committees may develop a school health.

ANNEX 5

Identification of the Impact of Training on Trainees

This questionnaire is intended for participants and their supervisors to measure the effect of training from the courses offered, to determine the returns from the training on the reality of work in health institutions, and to improve the level of performance to draw a clear picture of the future of training and its impact.

Please take into account the objectivity and accuracy of your responses and express your opinion freely, as such data and information are strictly confidential.

Note: This form is completed by the participant and his/her direct supervisor.

Thank you for your cooperation.

استبانة قياس الأثر التدريبي للمتدربين

بهدف تحسين البرامج التدريبية ومتابعتها، تهدف هذه الاستبانة للمشاركين في التدريبات ورؤسائهم ضمن إجراءات قياس الأثر التدريبي للدورات المقدمة، بغرض تحديد العوائد من تلك التدريبات على واقع العمل في المؤسسات الصحية والارتقاء بمستوى الأداء، ورسم صورة واضحة عن مستقبل التدريب واثريه يرجى مراعاة الموضوعية والدقة في إجاباتكم، والتعبير عن رأيكم بحرية تامة، حيث إن هذه البيانات والمعلومات تحظى بسرية تامة

ملاحظة: تملأ هذه الاستبانة من قبل المشارك ومسؤوله المباشر .
شكرا لحسن تعاونكم.

Questionnaire for Impact of Training and Development on Employee Performance

Background of Staff

| | | Trainee/ Employee | Manager |
|----|---|----------------------|---------|
| 1 | Gender a) Female () b) Male () | | |
| 2 | Age a) 18 – 25 () b) 26 – 35 () c) 36 – 45 () d) 46 – 55 () e) 56 – 59 () | | |
| 3 | Marital Status a) Single () b) Married () c) Divorced () d) Widowed () e) Separated () | | |
| 4 | Department | | |
| 5 | Organization | | |
| 6 | Rank | | |
| 7 | Educational Background | | |
| 8 | Years of Experience in the Organization | | |
| 9 | Targeted Training | | |
| 10 | Date of Training | | |

Questionnaire on Workers Performance: Impact of Training on the Organization (cont.)

Assume objective: 1 = Very low 2 = Low 3 = Moderate 4 = High 5 = Very High *Put on the remark column "NA" if not applicable. "DN" if you do not know.*

| Question Item/ Descriptions | Employee's opinion/position | Manager's opinion/position | Remarks |
|--|-----------------------------|----------------------------|---------|
| | 1 2 3 4 5 | 1 2 3 4 5 | |
| 1. The training helped the employee to <u>increase productivity</u> | | | |
| 2. The training helped the employee to enhance the <u>quality of services</u> | | | |
| 3. The training helped to <u>reduce possible accidents</u> by the employee | | | |
| 4. The training helped to <u>reduce work/medical errors</u> by the employee | | | |
| 5. The training helped to improve the <u>relationship</u> between the employee and his/her supervisor | | | |
| 6. The training helped to <u>reduce lateness and absenteeism</u> by the employee | | | |
| 7. The training helped the employee to <u>reduce the need for frequent supervision</u> | | | |
| 8. The training helped to <u>reduce turnover</u> of employees | | | |
| 9. The training has improved the <u>sense of belonging and accountability</u> of the employee to the organization | | | |
| 10. The training has improved the employee's <u>sense of motivation to work</u> | | | |
| 11. The training helped the employee to <u>decrease material wastage</u> | | | |
| 12. The training helped the employee to <u>increase job satisfaction</u> | | | |
| 13. The training helped the employee to bring strong <u>team work</u> | | | |
| 14. The training helped the employee to assist the organization to improve <u>client satisfaction</u> | | | |
| 15. The training had positive impact on the <u>employee's performance</u> | | | |

| | | | |
|---|--|--|--|
| 16. How relevant was the training to the work setting | | | |
| 17. The training has enabled the employee to improve his/her skills, knowledge, and attitude to integrate new practices. | | | |
| 18. The training has helped to enhance the use of tools, machines, and operational safety | | | |
| 19. The training helped the employee to eliminate obsolete/outdated skills | | | |
| 20. Employee added new practices to his/her unit | | | |
| 21. The employee is supported to apply all new updated competencies gained from the training | | | |
| 22. The employee has provided his supervisor/manager with a report after the training | | | |
| 23. The employee took the initiative to train his/her colleagues | | | |

Thank you for your responses.

Questions for Trainees Only:

24- How confident are you in providing primary care for trauma victims in case of mass causality before the training and after the training **(from 1 to 10)**

Before PTC_____

After PTC_____

25- Where you able to apply any of the competencies you have learned during PTC training?

26- Would you recommend this training to your colleagues?

Yes_____ No_____

27- Would you like to take this training again?

Yes_____ No_____

ANNEX 6

Training Report

Report on _____ *Title of the Training* _____

| | | |
|---|-------------|-----------|
| <i>Name of the participant</i> | | |
| <i>Department</i> | | |
| <i>Position</i> | | |
| <i>Specialty</i> | | |
| <i>Mobile Number</i> | | |
| <i>E-mail</i> | | |
| <i>Date of Training</i> | <i>From</i> | <i>To</i> |
| On a scale 1-10 how much you benefited from the training | | |
| Name one thing that helped you to learn | | |
| Name one thing that prevented you from learning | | |
| Learning content day-by-day | | |
| How will this experience help you in the future | | |
| Name two things that you learned and you will apply in your work | | |
| How could you have gained more experience from the training | | |
| State your plan to train your colleagues on the things you have learned. Please specify: <ul style="list-style-type: none"> - The number of trainees - Provide a brief description for the training - Possible dates to conduct the training | | |
| Conclusion and Recommendations | | |

ANNEX 7

Mandatory CPD Trainings for Health Care Professionals

Mandatory CPD courses are required to be taken every **3 years** for each professional according to the following requirements:

1- Mandatory CPD trainings for all health care professionals (online or face-to-face), with clear documentation and reporting to the PMOH (e-mail):

| CPD Trainings | Type Online/Face-to-Face | CPD Credits per Course |
|-----------------------------------|---|---|
| Infection Control | http://moodle.moh.ps/ OR face-to-face and accredited | 0.5 CPD credit per module for online course (Category II) 1 credit per hour for face-to-face training |
| Communication and Professionalism | http://moodle.moh.ps/ OR face-to-face and accredited | 0.5 CPD credit per module for online course (Category I) 1 credit per hour for the face-to-face training |
| Ethics for Health Professionals | http://moodle.moh.ps/ http://eacademy.ifcc.org/topics/other-areas-of-laboratory-medicine/ethics-in-laboratory-medicine/?ctype=1154&cid=1793 OR face-to-face and accredited | 0.5 CPD credit per module for online course (Category I) 1 credit per hour for the face to face training |
| Patient Safety | http://moodle.moh.ps/ OR Face-to-face and accredited | 0.5 CPD credit per module for online course (Category I) 1 credit per hour for the face-to-face training |

2- Mandatory CPD trainings classified according to profession

| Health Care Professional | | CPD Trainings | Type: Online/Face-to-Face | CPD Credits per Course |
|--------------------------|--|---|--|---|
| Physicians | | BLS | Online http://moodle.moh.ps/ + face-to-face and accredited | 0.5 CPD credit per module for online course (Category I) 1 credit per hour for the face-to-face (total of 3.5 hours for a complete course) |
| | | PTC | Face-to-face and accredited | 1 credit per hour for the face-to-face and accredited training (total of 8 hours) |
| | | Introduction to Antimicrobial Prescribing 2017 | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Medication Safety 2017 | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Medical Tests Online Training Modules | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Pharmacovigilance in Palliative Care | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Reporting Adverse Events with Medicines and Vaccines | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| Dentists | | Dental - Bone Complication (Following Dental Extraction) 2017 | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Dental - Facial Pain 2017 | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Dental - Sore Mouth 2017 | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | First Aid | Face-to-face and accredited training at the Palestinian Dental Association | 1 credit per hour for the face-to-face training |

| | | | | |
|-------------|--|---|--|--|
| Pharmacists | | Medication Safety 2017 | http://Learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Quality Use of Medicines: Why, What, How & Who? | http://Learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Drug Misuse: Implications for Pharmacists | http://Learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Good Distribution Practice Training (GDP) | http://www.pharmalessons.com | 0.5 CPD credit per module/case study completed (Category II) |
| | | Antimicrobial Stewardship: Managing Antibiotic Resistance | http://www.futurelearn.com | 0.5 CPD credit per module/case study completed (Category II) |
| Nurses | | BLS | Online http://moodle.moh.ps/ + face-to-face and accredited | 0.5 CPD credit per module for online course (Category I) 1 credit per hour for the face-to-face training (total of 3.5 hours for a complete course) |
| | | PTC | Face-to-face and accredited | 1 credit per hour for the face to face training |
| | | Blood Pressure: Measure, Manage, Monitor | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Medication Safety 2017 | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Medical Tests Online Training Modules | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Pharmacovigilance in Palliative Care | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Reporting Adverse Events with Medicines and Vaccines | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |

| | | | | |
|-----------------------------|-----------------|--|---|--|
| Midwives | | BLS | Online http://moodle.moh.ps/ + face-to-face and accredited | 0.5 CPD credit per module for online course (Category I) 1 credit per hour for the face-to-face training (total of 3.5 hours for a complete course) |
| | | RH Counselling | http://moodle.moh.ps/ | 0.5 CPD credit per module for online course (Category I) |
| | | Obstetric Emergencies (Including Shoulder Dystocia, Postpartum Hemorrhage, Neonatal Resuscitation) i.e. ALSO, PROMPT | Face-to-face and accredited | 1 credit per hour for the face-to-face training ALSO (12 CPD credits for a complete course) PROMPT (6 CPD credits for a complete course) |
| | | Medication Safety 2017 | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Medical Tests Online Training Modules | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Post-partum Hemorrhage | https://bloodsafelearning.org.au/course/postpartum-haemorrhage-pph/ | 0.5 CPD credit per module/case study completed (Category II) |
| Allied Health Professionals | Lab technicians | Core/Stat Laboratory | http://eacademy.ifcc.org/topics/core-stat-laboratory/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Laboratory Quality Management and Accreditation | http://eacademy.ifcc.org/topics/quality-management-and-accreditation/ | 0.5 CPD credit per module/case study completed (Category II) |
| | | Medical Tests Online Training Modules | http://learn.nps.org.au/ | 0.5 CPD credit per module/case study completed (Category II) |

| | | | |
|--|---|---|--|
| Radiology technician/ Medical Imaging | <ul style="list-style-type: none"> - Radiography & Radiation Protection - Digital documentation of radiology images. | | |
| Nutritionist | <ul style="list-style-type: none"> - Diet for Cancer patients - Diet for Diabetic patients - Drugs diet interaction - Obesity management | http://anhi.org/courses | 0.5 CPD credit per module/case study completed (Category II) |
| Physiotherapist / Occupational Therapist | <ul style="list-style-type: none"> - Rehabilitating Knee Ligament Injuries In Sport - Back Pain and The STarT Back Approach to Treatment - Modern Concepts in Taping for Musculoskeletal Conditions - Kinesio Taping – Fashion Accessory or Must Have Skill? - Essential Burn Care (EBC) | http://www.physiotherapywebinars.com/free-webinars/ http://www.physiotherapywebinars.com/free-webinars/ http://www.physiotherapywebinars.com/free-webinars/ http://www.physiotherapywebinars.com/free-webinars/ face to face and accredited | 0.5 CPD credit per module/case study completed (Category II) |
| Blood bank technician | Clinical Transfusion Practice | https://bloodsafelearning.org.au/course/medical-and-specialties/ | 0.5 CPD credit per module/case study completed (Category II) |
| | Collecting Blood Specimens | https://bloodsafelearning.org.au/course/medical-and-specialties/ | 0.5 CPD credit per module/case study completed (Category II) |
| | Transporting Blood | https://bloodsafelearning.org.au/course/medical-and-specialties/ | 0.5 CPD credit per module/case study completed (Category II) |

Palestinian Health Capacity Project (PHCP)

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