

CGS Handbook for Faculty - an excerpt of the CGS Handbook for planning the ASM & other CPD events

Introduction and Context

Thank you for agreeing to participate as faculty at a CGS CPD event. Here is some information that may be helpful, particularly in understanding Royal College expectations for CPD.

Our **Annual Scientific Meeting (ASM)** has been held annually since 1980. It serves a number of **purposes:**

1. Scientific exchange and presentation of new research;
2. Forum for our trainees in Geriatric Medicine and Care of the Elderly to gather, learn together, present their research and win awards;
3. Continuing professional development for Physicians and other health providers caring for frail elders;
4. A focal point for the Student and Resident "Geriatric Interest Groups" to engage with the CGS and Physicians specializing in care of frail elders;
5. Funding the annual operations of the CGS
6. Networking and relationship building opportunities for CGS members.

It is important that all faculty conform to relevant CGS & RCPSC policies as part of providing high quality CPD for our members:

CGS Mission Statement: Dedicated to the health of older Canadians

CGS Objectives:

- a) To promote excellence in the medical care of older individuals in Canada.
- b) To promote a high standard of research and investigation and to advance knowledge in the field of the medical care of older individuals.
- c) To encourage physicians and surgeons to devote a portion of their research efforts to the effect of aging on the physiological or pathological processes which they may be studying.
- d) To provide comprehensive continuing professional development for our members through programs which we develop and those on which we collaborate with others
- e) To promote the dissemination of knowledge of the clinical care of older individuals by providing continuing medical education throughout Canada.
- f) To improve education in the medical care of older individuals in Canadian medical schools at both undergraduate and postgraduate levels.
- g) To cooperate with other organizations concerned with the health care of older individuals.

CGS CPD Committee Vision Statement:

To promote excellent care for seniors in Canada by increasing competencies in geriatric care in physicians & other professionals through high quality Continuing Professional Development

CGS CPD Committee Aims:

1. Explore perceived & unperceived CPD needs of CGS members
2. Ensure CPD offerings are consistent with CGS goals & objectives
3. Develop, accredit and promote excellent & relevant continuing professional development in Canada for members of the CGS.
4. Diversify continuing professional development in Canada for geriatrics by developing electronic and other innovative educational modalities.
5. Evaluate our progress in fostering excellent geriatric care.

CMA Policy re. Physicians Relationships with Industry 2007:

<http://policybase.cma.ca/dbtw-wpd/Policypdf/PD08-01.pdf>

U of T Faculty of Medicine Policy on Sponsorship from Commercial Sources of UofT Accredited CPD:

<http://www.cpd.utoronto.ca/brochures/Sponsorship-Policy-2012.pdf>

CGS Accreditation Manual

<http://www.canadiangeriatrics.ca/default/assets/File/CGS%202014%20Accreditation%20Manual.pdf>

Target Audience:

CGS CPD is primarily designed for Physicians (Family Physicians with and without care of the elderly training/experience, Geriatric Medicine and other related Specialist Physicians) recognizing content will be of interest to other health providers caring for older adults as well as trainees. Specific content for medical Students and Residents is planned separately and presented during ASM.

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Continuing Professional Development Standards

1. **Learner Needs:** The CGS CPD Committee is one resource of compiled perceived and unperceived needs.
2. **Learning Objectives:** Tie overall Conference objectives and the individual sessions to match the needs assessments to the best of your abilities. The learning objectives will be printed on the program brochure and/or handout materials but should also be included during individual sessions. Objectives as listed in the syllabus should have higher level 'action verbs' of what the participant should be able to do (other than "understand") after the session rather than just a list of topics covered. Examples of verbs include: discuss, manage, demonstrate, analyze, debate... The Royal College has resources to help develop learning objectives: <http://www.royalcollege.ca/rcsite/cpd/accrreditation/toolkit/cpd-activity-toolkit-creating-learning-objectives-e>
3. **Session type/ teaching format:** All sessions should document a minimum of 25% of the time devoted to interaction. This can include question/answer periods, panel discussions with audience questions, audience participation sessions (either electronic, cellphone or via show of hands/coloured cards). Didactic lectures are not highly effective at changing practice. Consider more effective learning formats including: role play, simulation. The session type should match the learning objectives (eg. If learner will demonstrate a skill learned at the end, consider role play or other type of simulation). The Royal College mandates a minimum of three different learning methods should be used for the delivery of the program and its individual events.
4. **Speaker and Organizing Committee Disclosures of Conflict of Interest: Mandatory**
Disclosures of commercial affiliations, sponsorships, honoraria, monetary support, contract research and other potential conflicts of interest must be made to participants in writing by speakers and planning Committee (eg. in the program). In addition, the CFPC now has 3 mandatory slides for this that every speaker must use.
<http://www.cfpc.ca/CPDProvidersandPlanners/>
5. **Unbiased Presentation of Content:** Presentations must give a balanced view of all relevant therapeutic options available and a fair assessment must be presented. The use of generic names is required; if using trade names then the use of multiple trade names per product is preferable to referencing a single trade name. Off-label use must be presented at beginning of presentation.
6. **Evaluation:** The program evaluation form will ask participants to document and reflect upon the following:
 - The relevance of the program's content to the learner
 - The educational effectiveness of the presenter(s)
 - The achievement of the stated learning objectives
 - The perception of any commercial or other inappropriate bias
 - What the participant has learned, become aware of and/or is planning to change
 - The opportunities for interaction
 - A space will also be provided for written comments.

The evaluation forms should prompt for any biases in the presentations and whether the objectives stated were met. Faculty will receive feedback based on participant evaluations.