OMSB

المجلس العماني للاختصاصات الطبية
OMAN MEDICAL SPECIALITY BOARD

CONTINUING PROFESSIONAL DEVELOPMENT

Guidelines for Health Professionals in Sultanate of Oman

Oman Medical Specialty Board Continuing Professional Development

OMSB-CPD Committee

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What is CPD?

Continuing Professional Development (CPD) is a holistic multidimensional approach to lifelong learning. It consists of a broad spectrum of continued learning, which does not end upon graduation or training but continues throughout one's professional career. It is a process that encourages health care professionals (HCP) to pursue high standards of medical education and training tailored to their scope of practice based on their professional needs and competencies.

There are continuous advancements in medical sciences. As a result, there are continuous changes in clinical practice, changes in the needs of patients and services and changes in society's expectation of health care professional's work. CPD will enable HCP to anticipate and respond to these changing demands effectively. This will ultimately enable us to improve the quality and safety of health care services for individuals, families and communities in Oman.

CPD is therefore, an integral requirement for all health care professionals (HCP) to maintain and more importantly to enhance their knowledge, skills and competencies in all areas of clinical practice to improve performance and health care outcomes. CPD focuses not only on advancement in knowledge but also the acquisition and development of other essential competencies necessary to provide optimum quality of health care as a medical expert including the acquisition of skills in the domains of a communicator, collaborator, manager, health advocate, scholar and safety.

It is essential for all HCP's to improve the standards of professional competencies throughout their career in order to:
1. Enhance the quality and safety of health care delivered to patients and community.
2. Improve the standards of the teams and services in the health care system.

CPD enables health professionals to achieve individualized lifelong learning needs through planning, learning, documentation, and reflection process on all CPD activities.

Planning

CPD must be focused on needs. This is achieved by identifying your CPD needs in all competencies of being a medical expert including the acquisition of skills in the domains of a communicator, collaborator, manager, health advocate, scholar and safety. Planning your CPD must also support the needs of your patients, teams, organization in which you work as well the community. Therefore, identifying these needs must be performed through self-assessment of knowledge and performance. It is also achieved through seeking feedback from patients, colleagues, annual appraisals and community. Planning of CPD must focus on outcome and impact on clinical practice.

Learning

It is a lifelong process that must be relevant to professional practice. Learning strategies must then be planned to address needs identified. These learning strategies can take place at local, regional or international level. These learning strategies may be at formal or at informal settings. Opportunities for informal learning and reflection on performance will arise spontaneously from day to day practice and may not always be planned.

CPD is a means of updating, developing and enhancing health care professional's knowledge, skills and attitudes. It is a fundamental mechanism through which high quality health care is identified, maintained and developed by all health care professionals.

Documenting

CPD learning outcomes and impact on clinical practice enhances the learning process. It must include the documentation of all learning events including self-directed learning activities, not only restricted to formal CPD activities. OMSB CPD has created an electronic tool that helps manage your CPD credits and portfolio. Documentation is a vital tool to the validation process. It demonstrates your accountability to patients, peers and health care system. The documentation process necessitates all HCP to be honest and trustworthy.

Reflecting

It is an essential step in the learning process to reflect on documented learning outcomes of CPD activities and impact on clinical practice. Also, reflecting on one's clinical practice through research, audit and other quality measures can lead to improvements in performance. Reflection derives change in performance and is the key to effective CPD. It allows HCPs to develop a greater understanding of the new knowledge, skills and competencies acquired and how these can be effectively integrated into professional practice to achieve better health outcomes.

Oman Medical Specialty Board: CPD

Oman Medical Specialty Board (OMSB) is the regulatory body responsible for promoting, regulating and accrediting CPD activities for all health care professionals in the Sultanate of Oman. It has created a system designed to help health professional keep abreast of advances in their field, develop better practice systems and demonstrate a commitment to lifelong learning.

OMSB-CPD system is **self-regulated**: The CPD system allows health care professionals to be responsible for their own CPD plan, which must 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, skills and attitudes identified through either a reflective process or through assessment of practice.

OMSB-CPD system is **focused**: The CPD system focuses on performance and outcome, rather than the actual process. All participants are expected to reflect and document the outcome and impact of CPD activity on clinical practice. Also CPD system encourages HCP to engage in CPD activities that enhance their competencies in all domains as a medical expert.

OMSB-CPD system is **flexible**: The CPD system supports lifelong learning that is relevant to one's practice. This system is simplified to allow flexibility in choices and promotes professional development as there is greater emphasis on the use of multiple learning strategies. We strongly promote active learning, but don't encourage passive learning. The traditional face-face lectures may not be always useful, but the learner finds alternative methods of attaining their objective. This overcomes the obstacles of having only formal conferences as the sole mean of learning.

OMSB-CPD system is **supportive**: The CPD system has created supportive learning electronic tool to plan their CPD activities in their personal electronic portfolio. Participants are also required to document all CPD activities that they were engaged in, reflect and document the learning outcomes and impact on clinical practice. This promotes a greater incentive to participate in lifelong self-directed learning.

OMSB-CPD Vision

To promote health care professionals to deliver the highest quality of health care in Oman by pursuing lifelong learning.

OMSB-CPD Mission

Support health care professionals in Oman to deliver relevant and effective CPD activities to improve knowledge, skills and attitudes by implementing international CPD standards.

OMSB-CPD Objectives

- Promote excellence in the quality of health care delivery through the implementation of a standardized accreditation system.
- Promote CPD practice where all health care professionals receive equal opportunities for professional development.
- Ensure that health professionals participate in educational activities which are relevant and effective to their professional practice.
- Provide tools to evaluate the outcomes and impact of CPD on the health care professionals' performance and the quality of the services delivered.
- Demonstrate to patients, peers and the public that health professionals are committed to life-long learning.

OMSB-CPD Responsibilities

The purpose of CPD is to assist health professionals to maintain and acquire new and updated levels of knowledge, skills and ethical attitudes that will be of measurable benefit in professional practice and to enhance and promote professional integrity with an ultimate goal of improving overall health care outcome. In order to foster the CPD culture whereby health care professionals are in continuous process of learning, development and improvement, it is essential that the roles and responsibilities of all stakeholders involved in CPD is defined.

OMSB CPD organization

- Establish OMSB-CPD educational and ethical guidelines at international standards.
- Accredit CPD activities according to OMSB-CPD guidelines.
- Ensure fairness, validity, innovation, honesty and consistency in accreditation practices.
- Demonstrate accountability, responsiveness and leadership.
- Provide learning and monitoring tools and strategies to enhance the CPD system.
- Provide guidance and recommendations to all HCP, CPD Organizers and CPD managers.

Training and Staff Development Department (CPD Managers)

- Assist and facilitate CPD organizers in designing and developing CPD activities based on health care professional's needs.
- Ensure that OMSB administrative, educational and ethical standards are met.
- Assess and evaluate the learning outcome and impact of CPD program on health care delivery through CPD monitoring tools.
- Verification of CPD credit credentials for all HCP in their institute by verifying CPD documents.
- Ensure that CPD activities are free of conflict of interest and commercial bias as declared by speakers and organizers.

Training of Trainers' Workshop
14-17 March 2010 *** Wali Bousher Office, Muscat

CPD Providers/Organizers:

- Ensure that CPD activity is organized based on participants identified needs through a needs assessment tools.
- Ensure that the learning objectives and outcome measures are specifically defined in terms of knowledge, competence and performance, and are appropriate for the target audience.
- Ensure that the teaching methods used are appropriate to the stated learning objectives.
- Ensure optimum expertise and qualification of speakers.
- Ensure that any commercial sponsorship or funding by commercial health organizations must not influence the structure or content of the educational activity and must be made clear to the participants and the accrediting body.
- Verify participant attendance and accordingly issue CPD credits hours appropriate to regulatory requirements.
- Ensure that participants fill in CPD evaluation forms (speaker and event).
- Analyze CPD evaluation forms to evaluate the learning outcomes, impact of CPD activity and quality of speakers.
- Submit and CPD activity monitoring report at the end of activity to CPD managers, and CPD OMSB office.

Health Care Professionals:

- Select CPD activities that enhance HCP competency in all domains required to become a medical expert to improve performance.
- Select CPD activities based on needs assessment identified through either self-reflection on practice or from assessment.
- Document and reflect on all CPD activities in OMSB CPD portal.
- Evaluate the impact and outcome of CPD activities on clinical practice in the context of a change in knowledge.
- Evaluate the effectiveness of learning achieved through CPD.
- Verifying that mechanisms are in place to keep educational activities free of commercial bias.

Linking CPD to OMSB Professional Competencies

OMSB Professional Competencies describes the level of the competencies needed for optimal patient care. Many health professionals think that the role of a medical scholar is the most important competency in CPD; however, health professional must ensure that adequate time is devoted to each of the other competencies when they pursue CPD.

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

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

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 healthcare 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 with successful management of career. Demonstrate effective allocation of finite healthcare resources with effective utilization of available information.

Health Advocate
Identify, promote and respond to the health care needs of individual patients, communities and populations that they serve.

Scholar
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 be continually learning 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; and 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.

CPD Credit Point System

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

There are specific numbers of credit point requirements for each specialty:

- Participants must have a minimum credit points from Category I and II within each **year**.
- Participants must have a minimum credit points from Category I and II within each **cycle** (3 years).
- Participants must fulfill both of the above requirements in order to satisfy the OMSB-CPD guidelines.

OMSB-CPD Credit Point System is based on a 3-year cycle. Participants are required for a minimum of credit points from Category I and Category II.

OMSB-CPD Program

When health care professionals register into the OMSB-CPD program, they are automatically registered into a CPD cycle. Each program is based on a 3 year cycle starting from the year 2013.

At the end of cycle, participants will receive a certificate of completion from the OMSB-CPD program. At any time, a print of status report can be obtained from the CPD website.

Table 1: OMSB-CPD program credit point requirements for health care professionals in Oman

Health Care Professionals	Number of CPD per year	Length of each cycle	Number of CPD credits/cycle	Minimum number of total CPD credits/cycle
Physicians	25 Category I 15 Category II	3 years	75 Category I 45 Category II	120
Dentists	25 Category I 15 Category II	3 years	75 Category I 45 Category II	120
Pharmacists	20 Category I 10 Category II	3 years	60 Category I 30 Category II	90
Nurses	15 Category I 5 Category II	3 years	45 Category I 15 Category II	60
Allied health professionals	12 Category I 8 Category II	3 years	36 Category I 24 Category II	60
Technicians	6 Category I 4 Category II	3 years	18 Category I 12 Category II	30

Allied health care professionals include assistant pharmacist, radiographer, physiotherapist, occupational therapist.

Technicians include laboratory technicians, other technical staff, medical/ health assistants, paramedical staff and other support staff.

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

Structure of CPD Learning Activities

All learning activities are subdivided into two categories (I & II);
Health care professionals are required to have a minimum number of credits in each category in each year and cycle depending on their profession as outlined in Table 1.

Table 2: Structure of CPD Learning Activities

CATEGORY I	CATEGORY II
Section I: *Structured learning activities* a. Conferences b. Symposium c. Courses d. Workshops *Section 2:* *Academic development* a. Presentation at accredited events b. Research c. Standard setting activities *Section 3:* *Accredited self-assessment programs* a.Knowledge assessment programs b.Performance assessment programs	*Section 4:* *Other learning activities* a. Other learning activities b. Departmental activities c. Self-reported and E-learning *Section 5:* *Personal learning projects* Self-initiated learning events stimulated by practice where an outcome is identified and recorded *Section 6:* *Personal practice review* Activities that assist to review personal performance in relation to a defined standard

CATEGORY I

There is a *minimum* number of credits that can be claimed for Category I for each year and for each cycle as shown in Table 3.

Participants are encouraged to participate in as many activities as possible as there is no *maximum* number of credits that they can claim for Category I.

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

Table 3:   Minimum number of credit points for Category I according to profession

Health Care Professionals	Number of CPD credits/year	Number of CPD credits/cycle	Length of each cycle
Physicians	25	75	3 years
Dentists	25	75	3 years
Pharmacists	20	60	3 years
Nurses and Midwives	15	45	3 years
Allied health professionals	12	36	3 years
Technicians	6	18	3 years

CATEGORY 2

There is a *minimum* number of credits that can be claimed for Category II for each year and for each cycle as shown in Table 4.

Participants are encouraged to participate in as many activities as possible as there is no *maximum* number of credits that they can claim for Category II.

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

Table 4: Minimum number of credit points for Category II according to profession

Health Care Professionals	Number of CPD credits/year	Number of CPD credits/cycle	Length of each cycle
Physicians	15	45	3 years
Dentists	15	45	3 years
Pharmacists	10	30	3 years
Nurses and Midwives	5	15	3 years
Allied health professionals	8	24	3 years
Technicians	4	12	3 years

Framework of CPD activities – Descriptions, credits and documentation requirements

Category 1

Formal and highly structured learning activities provided by recognized educational or scientific institutions or professional bodies that are accredited by OMSB or other recognized accreditation bodies. The types of CPD activities are outlined in Table 2.

Section 1: Accredited Group Learning Activities

Group learning activities
1 CREDIT PER HOUR

1 Credit per hour

Definition: Group learning activities that are accredited by OMSB or other recognized CPD bodies including congress, conferences, symposium, courses and workshops.

If the event is held in Oman, the activity must be registered and accredited by the OMSB-CPD office. If the event is held outside Oman, it must be accredited by a recognized body such as a university, academy, professional society or organization.

Documentation required for validation: Copy of attendance certificate that includes the registration number, number of credits, name of organizing body and accrediting organization.

Section 2: Academic Educational Development

a. Presentations at accredited events:
DOUBLE THE POINTS ALLOCATED TO THEIR PRESENTATION

2x Credit points allocated to their own presentation

Definition: Activities include formal preparation and delivery of sessions and at accredited meetings. The activity focuses on how the participant's expertise as an educator was enhanced through evaluating the impact of teaching.

Please note that regular scheduled teaching sessions and presentations for students/trainees are not considered as accredited events and do not qualify for CPD credits hours.

Documentation for validation: Copy of certificate as a speaker in the accredited event that includes the title, registration number, number of credits, name of organizing body and accrediting organization

b. Research

Definition: These activities include publication in scientific peer reviewed journals, writing grant proposals or reviewing articles for peer reviewed journals. This focuses on how the participant's expertise as a researcher was enhanced through the process.

Documentation for validation: Description and proof of activity (publication or grant proposal or review) with description of the learning outcome identified and anticipated impact on clinical practice.

CREDIT POINTS	
Publications in scientific books	1st author – 10 credits Co-authors – 5 credits
Publication of chapter in scientific books	1st author – 5 credits 2nd author – 3 credits Co-authors – 2 credits
Publications in scientific peer reviewed journals:	1st or Corresponding author – 5 credits 2nd author – 3 credits 3rd author and beyond – 2 credits
Grant Proposal	One credit per paper or grant
Review of articles in scientific peer reviewed journals	One credit per paper

c. Standard Setting Activities
1 CREDIT PER HOUR

<div style="float:right">

1
Credit per hour
Maximum of 5
credits per
activity

</div>

Definition: These activities establish standards for:

1. Clinical and administrative practice: examples include clinical guidelines, hospital policies, quality improvement process and audits.
2. Educational practice: examples include curriculum development, review of educational programs, designing examination questions and developing examination standards.

It focuses on how the participant's expertise as a standard setter was enhanced through the process.

Documentation for validation: Description and proof of the standard setting activity with identified learning outcomes and anticipated impact on practice.

Section 3: Self-Assessment Program
1 CREDIT PER HOUR

<div style="float:right">

1
Credit
per hour

</div>

Definition: These programs are designed to assist participants to identify their educational needs or gaps in knowledge (written self-assessment programs) or performance (medical simulations).

The activity must be registered and accredited by the OMSB-CPD office.

Documentation of credit validation: Written confirmation of completion by the program sponsor as well as documentation of the learning outcome(s) identified and/or impact on practice from participant.

Category 2

Self-learning planned activities commonly conducted individually or in groups to address the needs identified locally by specific specialty or department. The types of CPD activities are outlined in Table 2.

Section 4: Other Learning Activities
1 CREDIT PER EDUCATIONAL CONTENT

1
Credit
per educational content

Definition: These activities include other learning activities that do not meet the OMSB standards for Category I activities.

Examples of such activities are:

- Group learning activities that have not completed the OMSB-CPD registration process or was granted CPD accreditation as category II

- Departmental activities: which are regularly scheduled (at least once a month) organized by a departmental planning committee such as journal clubs, grand rounds

- Self-reported activities & e-learning : Reading articles, books or clinical guidelines; Distance learning

- Accredited online CPD activities (i.e., Medscape, BMJ)

Documentation for validation: Certificate of completion of online activity (if applicable), with summary of activity and impact on outcome and practice.

Section 5: Structured Learning Projects
0.5 CREDIT/HOUR; MAXIMUM 2 CREDITS/ACTIVITY

Definition: Structured learning projects are learning activities planned and developed individually by a participant to address a question or issue relevant to professional practice.

The participant is then required to develop a learning strategy based on the project (e.g. literature search, discussion with colleagues, or attending group learning). The individual is responsible for identifying and recording the outcome or impact of conclusion for each project on practice.

These learning activities do not need to be registered in the OMSB.

Documentation required for validation: Written description of project addressing the reason that prompted its development. Documentation of references and resources used in learning strategy. Description of learning outcomes identified and anticipated impact on practice.

Section 6: Personal Practice Review
0.5 CREDIT/HOUR; MAXIMUM 2 CREDITS/ACTIVITY

Definition: Practice review activities focus on a particular aspect of a participant's professional practice – clinical, educational, administration, research or in any of the OMSB 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 improvements.

These activities do not need to be registered in OMSB.

Documentation for validation: Written description of participants practice review during a defined period. Written description of learning outcome identified and anticipated impact on practice.

Framework of CPD Activities

Category I

SECTIONS	DEFINITIONS	EXAMPLES	CREDIT POINTS
SECTION I: Structured Learning Activities	**Group learning** Scientifically structured large group learning activities	Conference, symposium, congress, workshop, course	1 Credit per hour
SECTION II: Personal Education Development	**Presentations** Formal preparation and delivery of teaching sessions and presentations at accredited meetings (section 1)	Presentations at accredited activities such as Conferences, symposium, congress, workshops	Double participant credits/presentation
	Research	Publication in scientific books	1st author-10 credits Co-authors-5 credits
		Publication of chapter in scientific books	1st author-5 credits 2nd author-3 credits Co-author-2 credits
		Publication in peer review journals	1st author-5 credits 2nd author-3 credits 3rd author-2 credits
		Grant proposals	2 credits per grant
		Reviewer of articles in peer review journal	1 credit per paper
	Standard setting activities Clinical, administrative and educational practice	Clinical guidelines, hospital policies, audits, curriculum development, review of educational programs, designing examination questions and developing examination standards.	1 credit per hour (maximum of 5 credits/activity)
SECTION III: Self-assessment Programs	**Self-assessment programs** These programs are designed to assist participants to identify their educational needs or gaps in knowledge or performance.	Written self-assessment programs, medical simulations courses	1 credit per hour

Framework of CPD Activities

Category II

SECTIONS	DEFINITIONS	EXAMPLES	CREDIT POINTS
SECTION IV: Other Learning Activities	Group learning activities that have not completed the OMSB-CPD registration process or was granted CPD accreditation as category II.	• Departmental activities: such as journal clubs, grand rounds • Self-reported activities & e-learning : Reading articles, viewing podcasts • Accredited online CPD activities such as Medscape, BMJ	0.5 Credit per hour
SECTION V: Structured Learning Process	Activities planned and developed individually to address a question or issue relevant to professional practice based on identified group in knowledge, skill and attitude.	Literature search, discussion with colleagues, or attending group learning	0.5 Credit per hour (Maximum of 2 credits/activity)
SECTION VI: Personal Practice Review	Learning activities planned and developed individually that focus on a particular aspect of a participant's professional practice.	Personal review (audit) in the following domains: • Clinical • Educational • Administrative	0.5 Credit per hour (Maximum of 2 credits/activity)
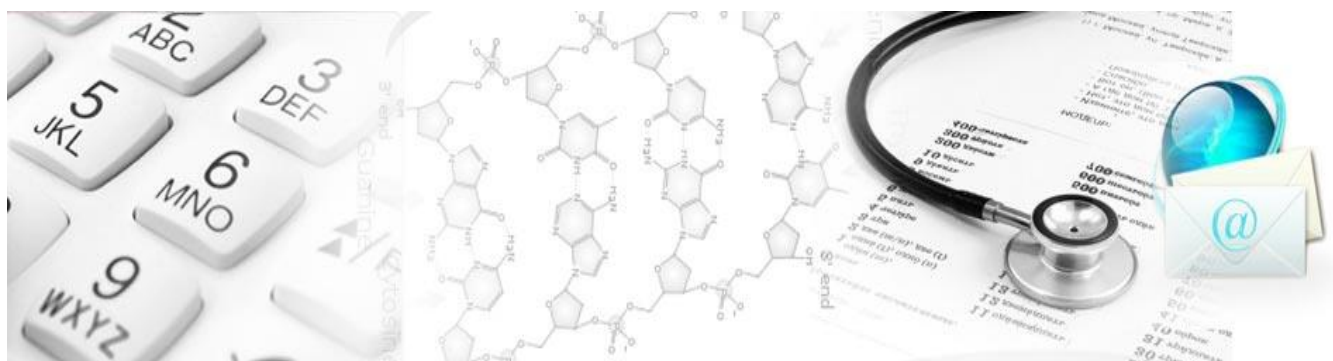
OMSB-CPD Credit Point System Program Regulations and Policies

Regulations

Participation in CPD program is a requirement for all health care providers including physicians, dentists, nurses and midwives, pharmacists, dieticians, nutritionists, laboratory technicians, physiotherapist, occupational therapists and all other allied health professionals working in Oman.

Health care professionals must document and reflect on their participation in CPD activities on a regular basis through OMSB CPD portal (www.cpdoman.com). Records related to continuing professional development activities will remain confidential.

Credit Points Requirement

Each participant is required to complete a minimum number of credits for each **year** and validate certificate by respective TSD from both categories I and II as specified for each health profession (Table 1).

Participants are responsible for reporting completed continuing professional development activities and documenting outcomes through the website (www.cpdoman.com).

Online documentation of continuing professional development activities must be self-reported no later than January 31 of the following year.

CPD participants can print a certificate upon completion of CPD at the end of each **year** and validate certificate by respective TSD. This certificate can be printed from the website (www.cpdoman.com).

CPD Program Cycle

Duration of each cycle is 3 years.

Each participant is required to complete a minimum number of credits for each **cycle** from both categories I and II as specified for each health profession (Table 1).

Each cycle begin January 1 and concludes December 31 of the cycles final year.

Online documentation of activities must be no later than January 31 of the following year.

CPD participants can print a certificate upon completion of CPD at the end of each **cycle**. This certificate can be printed from the website (www.cpdoman.com).

OMSB-CPD Credit Point System Program Regulations and Policies

CPD Credit Points Validation

Staff Development Department can request CPD participants to submit documents to prove their participation in CPD activities in each year and in each cycle. Such documents include attendance certificate of CPD activities or a letter from organizing body.

Once the Annual CPD and End of Cycle CPD certificates are validated, they can be stamped and certified by the respective Staff Development Department.

Staff Development Department will keep records of all CPD activities conducted including attendance sheet, summary of speaker evaluation forms and event evaluation form for a minimum of 5 years.

Non-Adherence Policies

Participants who fail to meet the CPD program requirements in number of credits points required each year will be notified by the Staff Development Department. 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 when requested will have the self-reported credits removed from the CPD program.

Exemption

Participants who elect to immediately continue their postgraduate education by registering in a recognized postgraduate education program (i.e., internship, residency, fellowship programs, Masters or PhD) are exempt from participating in the CPD program for the duration of their postgraduate education.

Participation in the OMSB-CPD program is an integral requirement for all health care providers in Oman.

Maintenance of CPD is considered for:
• Annual staff performance appraisals
• Applying for promotion
• Applying for any higher studies (Omanis)
• Transferring from one department to another
• Tenure of service (Omanis)
• Renewal of Contract (non-Omanis)
• Applying for sponsorship for International Conferences and Courses
• Renewal of license to practice (Health care professional Councils)

OMSB-CPD Web Portal

OMSB CPD has created an effective e-tool to document and reflect on all CPD activities the HCP has attended through www.cpdoman.com. It encourages, the HCP to reflect on impact of CPD and the competencies enhanced by the activity. Once a participant enters the details of CPD activity, credit points can be claimed through the system. The regional TSD department verifies the CPD credits once claimed by HCP as participant.

The web portal allows all participants to print a certificate of maintenance of OMSB CPD credit system. This certificate can be validated and certified by the regional/institutional TSD department.

The Web portal also assists participants in planning their CPD through electronic portfolio. This section allows participants to plan CPD activities to address the multiple domains of medical competencies according to identified gaps.

OMSB - CPD Standards:

When planning a CPD activity, it is important to focus on the following standards:

A. Administrative Standards
1. Organizers

B. Educational Standards
1. Needs assessment
2. Learning objectives
3. Target audience
4. Speakers
5. Educational content
6. Evaluations
7. Certificates

C. Ethical Standards
1. Disclosure of conflict of interest
2. Guidelines for commercial support

A.   Administrative Organizers

CPD activity needs to be developed by qualified organizers and subject matter experts. The activity needs to be well-structured and follow a logical format that promotes adult learning principles.

CPD organizers must be representative of the target audience. They must maintain attendance records and ensure that all participants fill in evaluation form for speakers and event at the end of activity.

Organizers who are entitled to provide CPD activities include:
- Ministry of Health and Related Health Institutions
- Government and Private Hospitals and Specialized Centers
- Directorate General and Health Affairs
- Medical Colleges in the Government and Private Universities
- Government and Private Health Institutes
- Specialized, Polyclinic and Health Centers
- Professional Health Scientific Associations
- Professional Health Scientific Clubs/societies

Organizers who are not entitled to provide CPD activities:
- Commercial Medical Companies and Enterprises
- Government and Private Sectors Not Specialized in Medical Field
- Educational or Health Sectors Not yet Licensed
- Charity Health Associations

B. Educational Standards

1. Needs Analysis Assessment

Before planning CPD activities, the CPD organizer must consider the educational needs of the prospective participants. Needs assessment consists of identifying perceived and unperceived needs, which can be discovered by collecting data from a number of sources. The methods used to gather data is often dependent on the target audience and subject matter. Below are suggested sources that can be used or developed to assess the target audience's perceived and unperceived needs.

Perceived
- Planning committee members
- Surveys
- Questionnaires
- Focus groups
- Requests from the target audience

Unperceived
- Self-assessment tests
- Chart audits
- Chart stimulated recall interviews
- Direct observation of practice performance
- Quality assurance data from hospitals, regions
- Standardized patients
- Provincial databases
- Incident reports
- Published literature (RCT, cohort studies)

2. Learning Objectives

The identified learning needs of the target audience must be utilized in the creation/development of the learning objectives.

A learning objective is a description of an observable change in the performance that results from a learning activity. Objectives can be *general,* at the level of the overall program, or *specific,* referring to the outcome expected from a narrower activity such as a lecture. Learning objectives need to state the abilities that the participants are expected to gain from the sessions and enable the prospective participants to assess beforehand whether a given CPD activity is likely to benefit them. They also help the resource person to select the most appropriate teaching method to be employed. The overall objective outcome must aim at maintaining, improving and developing knowledge, skills and attitudes of health care professionals.

Each learning objective is short, specific, measurable, and focused on a single outcome. A well- written learning objective has 3 characteristics:
- Behavior – This is specific and describes what the learner will be able to do.
- Condition – This is the condition in which the behavior will be achieved.
- Outcome – This is the criteria for evaluating the expected or desired behavior.

Example of *a general* learning objective for the overall program:
As a result of attending this program, the participant will be able to apply (Behaviour) current knowledge to treat (Outcome) a wide range of medical disorders (Condition).

Example of a learning objective for the *specific* session:
As a result of attending this presentation, the participant will be able to confidently prescribe (Behaviour) the best therapy (Outcome) for medical disorder (Condition).

Learning objectives must be made available to participants before they attend the sessions:
• Printed within conference handout materials/ syllabus
• On speaker slides at beginning of presentation
• On poster of the agenda
• Printed on the program brochure

Learning objectives must be incorporated into the evaluation to evaluate the effectiveness.

Examples of specific useful action words include:

Assess	Define	Examine	List/State	Prepare
Acquire	Demonstrate	Facilitate	Manage	Prescribe
Compare	Describe	Formulate	Operate	Recommend
Compose	Design	Identify	Palpate	Reflect
Consider	Determine	Implement	Perform	Revise
Contrast	Differentiate	Integrate	Plan	Solve
Critique	Distinguish	Interpret	Practice	Treat

3. Target Audience

The background of the participants who are to attend the CPD activity would have an overriding influence on the learning objectives that would be defined for a course or a session, and on the subject content that is to be dealt with. The CPD organizer who desires to ensure that those who attend the activity get the maximum benefit would clearly indicate the type of target audience selected for the program.

The target audience must be clearly identified as one or more of the following: Physicians, Nurses, Pharmacist, Allied health professionals.

4. Speakers

Presenters/facilitators possess the appropriate experience, expertise and level of academic and professional qualifications and/or relevant teaching and working experience. These qualification must be clearly outlined in the submitted CV.

All speakers are requested to declare that their presentations must be balanced, be up-to-date, evidence based and is capable to meet the specified learning objectives.

5. Educational Content

The scientific validity, objectivity and completeness of the content presented at a CPD activity are shared responsibilities between the CPD organizers and Speakers. The CPD organizers have the responsibility to ensure that educational and ethical standards have been met for all CPD activities. OMSB CPD reserves the right to conduct content reviews of presentations where the likelihood of commercial bias is assessed to be high.

6. Evaluation

It is essential that CPD is evaluated in relation to improvement in the performance of health care professionals in knowledge, skills and attitude. One of the most convenient and widely used ways of assessing effectiveness of CPD is using evaluation forms answered by the participants.

Opinions are surveyed on whether:
- They acquired new knowledge or skills;
- What they learned would be useful in practice;
- They will be able to apply the new knowledge and skills in their practice;
- What they learned would have an impact on their practices

7. Certificates

The CPD credit certificates must include attendee's name, name of the provider, title of the activity, date, time and location of the event, number of verifiable CPD credits provided by OMSB-CPD office and signature of course director and/or supervisor representing the scientific organizing committee of the program.

Approval for accreditation does not imply authorization to use OMSB and/or CPD logo or name in any association with the activity including activity materials

C. Ethical Standards

1. Disclosure of conflict of interest

OMSB CPD has a commitment to the highest ethical standards, therefore, it is of critical importance to avoid conflicts of interest – whether perceived or real. A conflict of interest is defined as a set of conditions in which one's judgment concerning a primary interest may be unduly influenced by a secondary interest.

Examples of relationships that must be disclosed include but are not limited to the following:
- Any direct financial interest in a commercial entity such as a pharmaceutical organization or medical devices or commercial company in the form a payment or grant.
- Investments held in the Organization
- Membership on the Organization's Advisory Board or similar committee
- Current or recent participation in a clinical trial sponsored a commercial organization.
- Holding a patent for a product referred to in the CPD activity or that is marketed by a commercial organization

CPD organizers and speakers must disclose all relevant financial relationships with any commercial interest, which is defined as any financial relationships in any amount occurring within the past 2 years. Disclosure must occur during the time of application of CPD accreditation, verbally, displayed in writing on a slide at the beginning of a presentation or included in the written conference materials.

An individual who fails to disclose or discloses false financial relationships will be disqualified from being an organizer or speaker and cannot have control of or responsibility for the development, management, presentation or evaluation of the CPD activity.

The organizers and speakers must have a mechanism to resolve all conflict of interest prior to the educational activity being delivered. Some of the ways to resolve conflict of interest include but not limited to the following:
- The content of the presentation will present different therapeutic options, will be well-balanced, evidence-based and unbiased and will not promote the commercial interest of the company in any way.
- Making recommendations regarding products or services (e.g., limit talk to pathophysiology, diagnosis, and/or research findings) will be refrained.
- The talk will be submitted in advance to allow for adequate peer review
- Financial relationship will be declined.

2. Guidelines for Commercial Support

- **CPD activity must not be influenced by commercial sponsors**

To ensure clinical scientific integrity, the selection of learning objectives, topics, speakers, course materials and content and use of enduring materials is entirely the responsibility of the organizer and independent of commercial bias.

Industry representatives must not be part of organizing committee and influence the CPD activity by either content or format. The distribution of promotional materials will not be permitted unless they are judged unbiased.

- **All CPD activities must be free of commercial bias towards a particular product.**

Topics may not be promotion-oriented and must give a balanced view of all relevant therapeutic options available. Generic names must be used rather than trade names in all presentations and written educational materials. When trade names are employed, it is preferable to use the trade name of several companies rather than that of a single commercial sponsor.

- **Acknowledgements must avoid bias towards particular sponsors or products**

Acknowledgement must simply mention the name(s) of the commercial sponsor(s). Advertising commercial products by name or indication is not permitted.

- **The presence of commercial displays must not influence CPD activities**

Declaration of support/sponsorship by the relevant commercial body may be presented on pre-event announcement and brochures. This may include using the logo of the commercial organization. However, no drug or product advertisement must appear on or with any of the written materials (preliminary or final programs, brochures, or advance notifications) for the event. Commercial exhibits must not (including banners) may not be placed in the same room as the educational event, and commercial sponsors may not influence exhibit placement as a condition of support for a CPD activity. Representatives of commercial interests must not engage in sales or promotional activities during the scientific activity.

- **Satellite symposium influenced by commercial interests must be clearly separated from any approved CPD activity**

"Satellite" symposia are frequently produced by commercial interests and are not in compliance with these commercial support guidelines. It has to be separated clearly from the scientific program and it will not be recognized for credits.

- **The evaluation of a CPD activity must allow participants to indicate if any commercial bias was perceived**

Following any CPD activity, an evaluation form to assess speakers and the overall program must include a question concerning the possibility of commercial bias.

General Guidelines for Calculating CPD Credits

For a CPD activity to be accredited, it must comply with administrative, educational and ethical standards.

The following general principals are used in calculating CPD credits for CPD activities.

- For an activity to be accredited, it must be a minimum of one hour.
- Lectures that are longer than 1 hour duration can receive maximum of 1 credit point.
- Question and Answer session must not exceed 25% duration of hour.
- Time allotted for discussion must be allotted in application document.
- If speakers repeat the program, credit point can be claimed only once annually irrespective of number of times the presentation is repeated.
- No program will be accredited retrospectively (i.e. back dated).

Participants:	1 Credit point per hour for Category I (Maximum 6 credits/day) 0.5 Credit point per hour for Category II (Maximum 3 credits/day)
Speakers:	Double the number of credit points allotted for their own presentation (i.e., 30 minutes presentation is equivalent to 1 credit point)
Poster presentations:	2 Credit points for oral poster presentation 1 Credit points for poster display

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

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

Renewal of CPD Activities

To renew ongoing educational activities that have already been registered under the CPD Program, the organizers need renew online application if they are to be repeated beyond the period of initial registration provided that there is no change in the program or speaker/s. Renewal application must be submitted at least 4 weeks prior to event.

The maximum time to renew a CPD activity using the renewal form is three times, if the activity is repeated after that then a new online application must be filled to ensure that the activity is up-to-date and evidence based.

The speakers in the course cannot re-claim CPD credits for presenting/teaching the same course material. Each speaker can claim CPD credits for each course once, even though the same course is repeated. The rationale behind this is that the speaker does not gain further CPD or enhance professional competencies by repeating the same information over and over.

Accreditation Process

Step 1: Online application

Online application for CPD activities must be filled by the organizer and submitted to the Staff Development Unit for approval at least 4 weeks prior to event. The online system has been programmed to reject Category I and II applications if submitted less 4 weeks in advance. The application must include the following information.

- Completed CPD Application form.
- Learning objectives
- Target audience
- Curriculum Vitae for each speaker Program/ schedule of the activity
- Organizer and Speaker declarations

Step 2: Staff Development Unit approval

Staff Development Unit reviews the CPD activities submitted. Category I and II activities are then submitted electronically online by Staff Development Unit to OMSB-CPD office for accreditation.

Step 3: OMSB-CPD office approval

Once the OMSB-CPD office received the online application by the Staff Development Unit, it then assigns a credit value to the program 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. Notification will be sent to the corresponding Staff Development Unit and organizers and will not be processed further until the OMSB-CPD office receives the missing information/clarification. Therefore, submission of incomplete applications may result in unnecessary delay in time.

Step 4: Announcement of activity by organizers

Once the event is accredited by OMSB-CPD Office, it sends the approval of accreditation status along with the number of credit hours to the Staff Development Unit and the organizer. The organizer can then announce the activity.

Note: All brochures and announcements must be e-mailed to OMSB-CPD office for approval prior to printing & distribution.
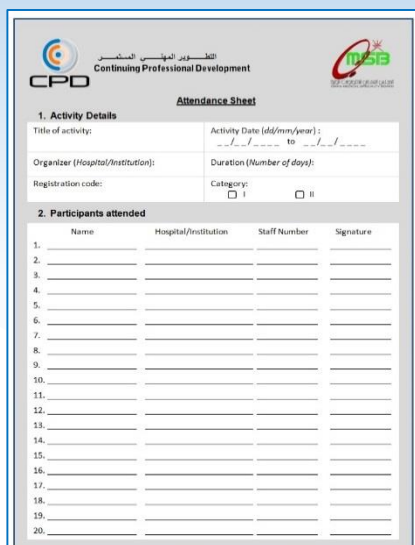 - Brochures must include:
  - Target Audience;
  - Learning Objectives;
  - An outline of topics;
  - Method of registration including fees;
  - Venue of event;
  - Contact address of Organizer for further information.
  - Organizing Department(s)/Hospital(s)/Institution(s);
  - Event Category type (I or II);
  - Number of CPD credits allocated by OMSB for event;

Step 5: Documentations required from an organizer during a CPD activity

The organizers of an activity need to ensure the following:
Keep a record of attendance of all participants. These records must be kept by organizers for a minimum of five years and made available upon request from OMSB-CPD office.
Participant fill in both evaluation forms (speaker and event). Evaluation forms are available on CPD website, however, they can be modified to suite the CPD activity to record the program's potential influence on the participant's performance, behavior and clinical practice.
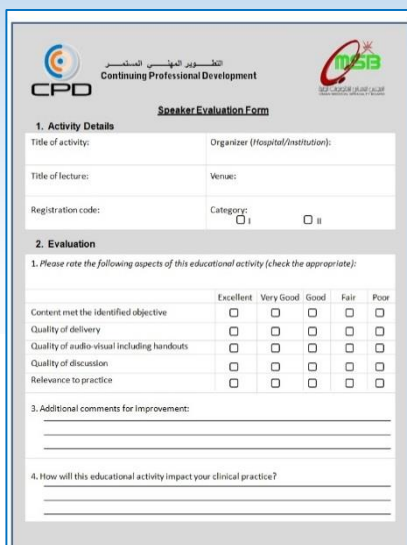
Step 6: CPD credit point allocation to participants by Organizers

The CPD organizer is responsible to verify participants' attendance and allocate number of credit hours for the event based on attendance.

Step 7: Certificate of attendance

The CPD organizer then issues a certificate of attendance to all participants as evidence of CPD activity, including the title of the activity, OMSB registration number, name of participant, number of CPD credits and organizing body.

Step 8: Documentation of CPD credit hours

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

Step 9: Event evaluation report by Organizer

The CPD organizer then collects and analyzes the speaker evaluation and event evaluation forms to formulate a report based on the summary of evaluation forms. The report must then be submitted to OMSB-CPD office within 30 days. If the CPD provider/organizer fails to submit the report to the OMSB-CPD office, future CPD accreditation will not be granted to the organizer until report have been submitted.

Step 10: Monitoring and Follow-up

The OMSB-CPD office monitors CPD activities that are accredited by OMSB across all regions of Oman. In addition, 10% of all healthcare providers registered for CPD program will be monitored each cycle randomly and are required to show documentation for verification for all CPD activities.

Limitations to CPD Accreditation

OMSB-CPD office retains the right to withdraw approval of accreditation of a CPD activity at any time for one or more of the following reasons:
- Late submission of the application.
- Failure to submit documentation to show qualification and expertise of the speaker on the subject to be presented.
- Significant changes to educational content after accreditation.
- Failure to disclose any conflict of interest on the part of the organizer, provider or speaker.
- A perception by attendees of conflict of interest or commercial bias on the part of the speakers/organizers during the event.
- Advertising the event as being CPD accredited before confirmation is received.
- Misrepresentation of the number of CPD credits approved.
- CPD activities that are addressed to general public (not health care professionals).

Monitoring Quality of CPD

- Promotion of CPD activities must clearly show the educational objectives of the program, the nature of the audience that may benefit from the program, the cost of the program to the participant, the items covered by the cost and the amount of CPD credits claimed in compliance with OMSB-CPD accreditation guideline.
- Random inspections
Representative of OMSB-CPD office and regional CPD- TSD have the right to randomly inspect/attend accredited CPD activities without any prior notification, for the purposes of ensuring quality and compliance with the guidelines.
- OMSB CPD monitoring subcommittee reviews the evaluation reports submitted at the end of each CPD activity and submits a feedback to the organizer . The issues and challenges for each respective hospital/institution/region are evaluated by the subcommittee at 4 monthly intervals and feedback is submitted to the regional institution.

Violations

- A provider who fails to disclose relevant information regarding any sponsorship may be barred from applying for accreditation in the future, and/or become subject to financial penalties and potentially legal action.
- OMSB-CPD office reserves the right to cancel/suspend privileges for current/future activities organized by any CPD provider involved in the planning of activities that do not comply with OMSB CPD guidelines .
- Advertisement violation: the CPD provider will be considered to have committed an advertisement violation if any of the above rules regarding advertising for CPD activities has been violated. Examples include, but are not limited to the unapproved use of the OMSB-CPD name or logo, or the provision of false information on the advertisement.
- Using OMSB-CPD and OMSB name and logo must be only after obtaining official permission.
- Program management violation: the CPD provider will be considered to have committed a program management violation if any of the above rules regarding program planning, design or implementation are violated. Examples include, but are not limited to changing the duration or content of the program, or any non-compliance with the Commercial Support and Sponsorship guidelines.
- Providing CPD certificates to someone who did not attend or partially attended the activity.
- Issuing CPD certificates which are not in compliance with OMSB-CPD accreditation rules about CPD certificates.

If a violation if perceived, the provider will be given the opportunity to present his views and explanations in writing, within 7 working days from receiving violation letter, prior to place occurred violation

Definition and Glossary of Terms

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

Attendance Record/Registration
A list of attendees at an event, which 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 OMSB CPD for the cycle. This certificate must be verified by the local TSD unit.

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 be held once a year per discipline, highlighting the achievements and notable results in a field of interest. These 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
The grouping of CPD activities into 2; either highly scientifically structured CPD activities organized by a planning committee (Category I) or personally structured learning activities based on personal needs (Category II).

CPD Credit
A measure to quantify CPD involvement of the 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.

GLOSSARY OF TERMS

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, 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 must occur in the CPD portal section in the website www.cpdoman.com

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: 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. This form helps 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 as regards to the tasks undertaken so that the subsequent performances could be improved.

General workshops

Workshops that enhance the other competencies of health care professional such as communicator, collaborator, health advocate, manager, professional and safety in their specialization.

Grand Rounds

A formal clinical meeting of a minimum 45 minutes, 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. There must be a minimum of 15 participants.
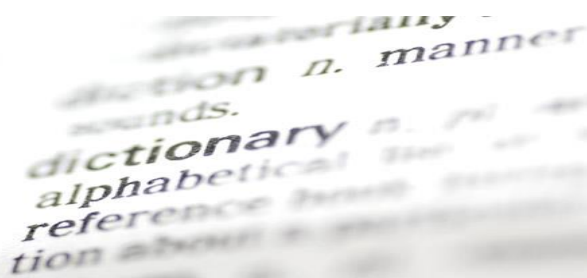
Health Care Professionals

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 undergraduate level.

Institutional CPD activities

CPD events that are organized by a planning committee accountable to a hospital/ institution or regional health authority that are regularly scheduled (at least once/month). Example of this activity include institutional grand rounds.

GLOSSARY OF TERMS

Journal Club
A form of CPD, in which a small group of healthcare professional convenes, discusses, analyzes and reviews a limited number of articles from major health professionals.

Large Group Learning
CPD activities that are accredited by OMSB 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 as a consequence of a participating in learning activity. Basically it is a description of what the learner will be able to know or do after the learning activity.

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

Lifelong Learning
A continuous process of learning / training over the course of a professional career to keep abreast of the rapid changes in Medical Sciences.

Needs Assessment
A process whereby the learning and practice needs of health professionals is determined. Most often accomplished 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. Examples may include self-reported activities such as reading journal, clinical guidelines, and online CPD activities.

Personal Learning Project (PLP)
A PLP is a self-initiated learning activity that is 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 your professional practice and are flexible and adaptable within any learning context.

Personal Practice Review
Practice review activities that focus on a particular aspect of a participant's professional practice – clinical, educational, administration, research or in any of the OMSB 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 improvements.

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

GLOSSARY OF TERMS

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 that is 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 which are planned by a member of a specialized scientific group that meet 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 healthcare professionals as a scholar in their specialization.

Subject Content
The list of topics and the related subject matter that is to be dealt with 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 for.

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

GLOSSARY OF TERMS

Frequently Asked Questions

How will I choose my CPD?
CPD activities must be relevant to the scope of your role as health care professional. They must 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 must be relevant to clinical practice, but also focus on other aspects including developing other competencies such as communicator, collaborator, health advocate, manager, professional 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 across a wide range of activities to meet their need.

Can I obtain my entire category I credit hour activity from only one section?
Category I credit hours can be claimed from sections 1-3. It is advisable that credit hours be claimed from the variety of different sections including group learning, educational academic development and self-assessment programs.

Can I obtain my entire category II credits from only one section?
Category II credits hours can be claimed from any of the sections 4-6. It is advisable to claim for credit hours from the variety of sections.

Can I apply for extra credits than required?
Yes, you are strongly encouraged to apply for more credits than the minimal credits required in each year. The extra credits hours will be considered for within the same cycle, however, it will not more forward to the next cycle.

Can I attend educational dinner activities hosted by pharmaceutical companies?
Yes, but you cannot claim for 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 content.

FAQ'S

How will I choose my CPD?
CPD activities must be relevant to the scope of your role as health care professional. They must be of significant educational and practical content and deal primarily with matters directly related to your practice.

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 OMSB-CPD system.

I participated in online educational course. How can I claim credit hours?
All web based continued medical education activities can be qualified for category II activities, section 4. You need to keep a copy of certificate of completion of online course 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?
You need to record you CPD activities online in the CPD portal (www.cpdoman.com).

I attended a lot of CPD activities, but I forgot to record them on time?
Each cycle begin January 1 and concludes December 31 of the cycles final year. However, online documentation of activities must 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.

FAQ'S

OMAN MEDICAL SPECIALTY BOARD

Continuing Professional Development

CONTACT DETAILS

OMAN MEDICAL SPECIALTY BOARD
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Website: www.omsb.org