



## QI Boxset

### Webinar transcript: Appraising CPD

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#### RCVS Knowledge

Welcome to the Quality Improvement Boxset by RCVS Knowledge a series of webinars, podcasts, and video interviews for practices and practitioners.

#### Marnie Brennan

Hello, my name's Marnie Brennan, and I'm based at the center for Evidence-based veterinary Medicine at the University of Nottingham. And this podcast is focusing on appraising, continuing professional development or CPD courses and feeding the information back to your team.

So, the aim of this podcast is to outline how, you can be discerning about the information that you receive during CPD courses in relation to the course quality. So this is, whether the information you received is as unbiased as possible and whether the author of the material, or the person delivering the training, is transparent as to where their recommendations are originating from. So just like any other evidence source, like peer review papers, a CPD course can be critiqued for its objectiveness. And when I talk about CPD in this context, I'm talking about all sorts of CPD. I'm talking about online courses, in-person courses, self-directed courses, or attending conference presentations, etc. and what I'm not going to cover here is evaluation of how a CPD course has been delivered. So that might be about facilities. Equipment, or how it's being timed or coordinated. That's not the purpose for today. It's more around the content.

So there's some elements to think about when you're participating in your course, that might affect how you interpret what you're listening to or seeing, and the questions that you ask of the author or deliver during or after a course. And ultimately the take home messages that you might walk away with. The following points have been adapted by our team at center specifically for a CPD context and the basis for these points originated from the Joanna Briggs Institute appraisal checklist for texts and opinion, and also the trust and trash website, which I urge you to go and have a look at if you can.

The first point is who is the person who's authored the material or is running the course. So did they give any background information about themselves and their work? Do they have any training or

expertise in the topic that's being discussed? And you know, is there any potential for bias here, for example, are they promoting products or recommendations that they will personally or professionally gain from, for example, do they portray a well-rounded view of the subject incorporating information from multiple different sources? So are they attempting to provide you with all of the necessary information to allow you to make an informed decision? Or are they providing what you think feels like a one-sided argument? Do they provide references or sources for the statements or the claims that they're making, are these sources as unbiased as possible? So for example, are they using peer reviewed literature to back up what they're saying? Which is one of the most unbiased sources that we possibly can use. And I guess, is there any way for you to validate what they've suggested with other sources such as conference proceedings or textbooks or other journal articles, and are they really explicit about any recommendations they're making that aren't based on either research or published information that that really useful to, to think about, and if they are disagreeing with non-published literature or what you believe is to be the kind of usual current practice do, do they give you a logical explanation as to why that is the case? And ultimately, are there suggestions focused on patient outcomes? Ideally any recommendations that we get from courses should have as their main focus, improving patient outcomes for as many patients as possible. So there's just some five points to start with in terms of what you might be interested in looking at.

So obviously in terms of after the course, also, we are thinking about what you have learnt and it's an important part of your personal reflection, really. And the Royal College of Veterinary Surgeons defines reflection as involving a systematic and critical analysis of the learning and development. You've undertaken thinking about if and how you make changes to how you work as a result. So some of these important points to consider might be what the take home messages you learnt, how was what you learned on the course the same or different to how you manage cases at the moment. Is it possible for what you learnt on the course to be translated into your day-to-day practice?

So, thinking about the sort of caseload you see versus the caseload of the deliverer and also, you know, any equipment or facilities that have been recommended versus what you actually have in, in, in your practice, and once you're back in your, practice environment, airing what you've learned with your "team" is really key and I have put team in inverted commas here because team could be, you know, if you work a lot on your own, it might be, you know, colleagues that you have online. It might be colleagues from vet school, it could be anybody. So that's really who, I mean by team in this context. And it's important to do that. So, you know, your colleagues can potentially keep themselves up to date with any new recommendations. And also, so your colleagues have an opportunity to discuss with you, why they might be, why you might be starting to do things in a slightly different way and understand any changes you've decided to make as a result of the training that you've received. So ways of, disseminating information to your colleagues, could be one-on-one discussions. It might be presentations at Practice meetings. It could be sending an email around, it could be uploading information to a shared sites, such as Dropbox or Teams, obviously an internal site. I might be using WhatsApp, Facebook, or other social media platforms, or, you know, other methods of communication you regularly use, and that works for your practice. And I guess, because everybody's busy, you know, you or your team might carry a lot of ambulatory work and it might be difficult to kind of connect up or you might not have time for kind of lengthy discussions.

What I would say is it might be worth thinking about initiating, the one slide challenge to kind of share what you've learned with your colleagues in a really targeted way. So, each person records the following four points from each course, they attended on a PowerPoint slide or word document, or another format that works for you. So what the main topic of the course was, and the name of the deliverer, the three main take home messages you learnt or more, if you're happy to share more anything you discovered that was different to currently held beliefs or understanding by you or your practice team, and also any references that were highlighted. And I guess these could potentially be filed away together somewhere to create a bit of a repository of documents, which could be useful for, you know, as topics for discussion at practice meetings when new staff arrive or when you've got new graduates, starting at the practice could be topics for clinical audits or other quality improvement activities, I guess, particularly if you sought the training now as a result of a need was identified during QI activities or, you know, even as the basis for practice guidance obviously dependent on the information that was gathered and also how detailed it is and whether there's any published references that support the recommendations, for example.

So to summarize there's value in really thinking about the messages you take home from any training courses you attend and you know, sharing this new knowledge, that you might have gained from your course with your colleagues, makes more of the CPD that you engage with.

And I guess has the potential to improve the way that the cases are managed by everyone across the practice and ultimately benefits the care that you and your practice provides to patients. I've provided some references there that I've discussed in the, in the presentation. So you can go and have a look at those if you like. And I'd just like to say, thanks very much to the center team for their help with this presentation, specifically Lisa Maura and Louise Cora, Connie White, and my undergraduate project student Natasha Basham as ever the practices, the vets and nurses and owners that we work with that make our work possible and the past and current supporters of our work. If you want to know more about the center and what we do there's a range of different ways you can get in touch with us and also some resources that might be of interest to you to look at. So please have a look at those links there on the right hand side of the page. So thanks very much

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For further courses, examples and templates for quality improvement, please visit our quality improvement pages on our website at [rcvsknowledge.org](http://rcvsknowledge.org)

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