

# Determining Value of Continuing Education

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# Measuring Competence

## The Challenge

- Most continuing competence tools are proxies for actual competence
- The strength of their ability to discriminate between competence and incompetence is weak at best
- Often we are not looking at competence but professional development



# Giving Value to Competence Development Activities



- Assessments
- Portfolios
- Residency programs
- Self Study
- Continuing education

# Continuing Education

- One of the most indirect links to actual competence
- No correlation to actual competence or professional development
- Measured by attendance and time
- Used most frequently in the US
  - Easy to administer
  - Easy to measure

# Continuing Education

- Easy to measure but:
  - Is the measurement valid?



# CEU

- One Continuing Education Unit (CEU) is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.
- Developed by the International Association of Continuing Education and Training (IACET)

# The Problem With Attendance And Time



- No indication of quality
- No indication of gain in competence
- No correlation to application in the clinic

# Quality of the Education

- In the US, many states have approval mechanisms and standards
  - Do these standards assure quality?
- IACET developed standards and approves providers but not specific courses
  - Do these standards assure quality?



# Competence Gain

- Pre and post tests
- Should the value of the education be based on the quality, breadth and depth of the program versus time?
- What is it we want to measure?



# What We Want to Measure

- The appropriate application of the learned knowledge and skill in the actual clinic setting resulting in improved quality of care.



# The Goal: Improved Competence Applied in the Clinical Situation



- Variable by individual
- Has ***nothing*** to do with time
- ***No*** credit for ***no*** gain

Do you agree?

# The Impact

- On participants
  - Selection of courses
  - Engagement in courses
  - Review and follow through in the clinic
- On education program developers
  - Course design
  - Post course review with instructors
  - Post course tools to measure application

# How Could We Do This?

- Indirect methods
  - Post course surveys – 3 mo, 6 mo
  - Post course assessments
- Direct methods
  - Post course peer review
  - Pre and Post course case studies

# Valuing Education For Competence Education



- Should it even be used?
- How does it determine competence?
- If so, how should it be measured?
- Beyond time and attendance

# Discussion

