BACKGROUND
As a result of the accumulation of evidence on CME outcomes and health care delivery problems, the Fédération des médecins spécialistes du Québec (FMSQ) has decided to tackle this important issue in the upcoming years by developing a comprehensive training program to help specialists involved in CME/CPD units (the trainers and the faculty) catch the train.

OBJECTIVES
To describe Quebec medical specialists associations’ practices in CME/CPD and assess needs for improvement.

METHODS
Survey of CME/CPD units
In February 2006, a questionnaire was administered by mail to all 34 CPD units’ directors and assess needs for improvement.

Survey of CPD units
(40-41) asked the participants to list the main activities they undertook to assess and improve the scientific committee and members’ perceptions of learning needs to plan their group activities.

Interview with external collaborators and partners
In February and March, semi-structured interviews were conducted with CME/CPD experts from universities and other professional organizations to gather their perceptions on the strengths and weaknesses of Quebec specialists associations in CME/CPD.

Survey of the associations’ need for improvement was based on different educational methods that are used in their group learning activities in 2006, covering January 1st to May 31st.

Survey of CPD units

CONCLUSIONS
The results of this study indicate that, whereas some associations fully embraced the CME/CPD train, many others have not embraced the new role of CPD providers and methods that are believed to increase education effectiveness;

The traditional CME approaches for the development and implementation of group learning activities is well integrated at all CPD units;

However, many associations have not embraced the new role of CPD providers and methods that are believed to increase education effectiveness;

Federally, most specialists agree to a large proportion of their CE from academic organizations such as professional associations, national specialty societies, learned societies and health care delivery systems.

This study has shown that the number of specialists who have participated in CME/CPD activities is seen as belonging to the research domain. Moreover, they perceived this as being the role of universities. The evaluation of successes, and their best practices with others CPD providers (44%).

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