

FIMLS CPD Handbook

Fiji Institute of Medical Laboratory Science (FIMLS)

"Promoting Continuous Education, Research and Development"



Continuous Professional Development Document.

Introduction

The Fiji Institute of Medical Laboratory Scientist is the professional organization that represents those engaged in the profession and practice of Medical laboratory Science in Fiji. It has an ongoing commitment to promote professional excellence through communication, education and code of ethics to achieve the best laboratory Practice.

The healthcare industry is undergoing rapid change. We are expected to keep our knowledge and skills up to date to enable us to perform to the highest professional standard.

Continuing professional education programs are beneficial for a vibrant medical laboratory science Practice. CPD provides sustainability of highly skilled and specialized Scientist who have the skills to perform a range of tasks and give optimal care to their patients. Engaging in continuing education also means that Scientist can receive promotion at work, become more sought after in the job market and become a valuable member of the healthcare team.

Ultimately, the purpose of any CPD program is to-

- 1.) Develop knowledge and skills or competence
- 2.) Maintain knowledge and skills or competence
- 3.) Enhance professional practice

To be able to achieve all the three objectives of CPD, the 4-stage cycle is used to enshrine the learning process for adult learners, which include:

- i. Reflection.
- ii. Planning.
- iii. Action.
- iv. Evaluation.

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Medical Laboratory Scientists will reflect on their individual needs and plans accordingly to achieve their individual learning objectives. Participation in an appropriate CPD activity to achieve the planned outcomes. After implementing the plan, the learner then reflects if indeed the activity was useful to their practice. Central to the CPD cycle is documentation and development of a portfolio.

CPD credits can be attained by participating in three different CPD activity groups as described by the Allied Health Practitioner's guideline.

I. Level 1 - those encompassing non-measurable outcomes. Activities that do not have a clearly measurable outcome or no formal evaluation process after the activity.

II. Level 2 - those encompassing measurable outcomes. These are activities such as Courses, Workshops, Education and Training, Research and Publications.

III. Level 3 - those associated with formally structured learning programmes. Activities considered as structured learning, namely a formal programme Accredited by the Higher Education Unit as a registered-and FAHPC -approved training institution, with a measurable outcome.

ACTIVITIES THAT DO NOT QUALIFY FOR CEUs

The following activities shall not qualify for CEUs:

- a. Time spent in planning, organizing or facilitating any activity;
- b. Non-referenced letters to the editor of accredited journals;
- c. Written assignments;
- d. Compilation of student training manuals for internal use;
- e. Staff and/or administrative meetings;
- f. Tours and/or viewing of exhibits and technological demonstrations;
- g. Meetings arranged by pharmaceutical companies and manufacturers or importers of products and technical devices (including assistive device technology) or their Representatives purely for the purpose of marketing and/or promoting their products shall not be eligible for CPD.

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NON-COMPLIANCE

The relevant Standard Committee will investigate the reasons for non-compliance by any practitioner, after which such non-compliant Practitioner's record will be subject to review and for a decision as to appropriate action. The following actions may be taken:

- a. A letter shall be sent to the non-compliant practitioner requesting a reason for the non-compliance. A practitioner shall be required to furnish the Standard Committee with a letter of explanation within twenty-one (21) days of receipt of the letter;
- b. Should the explanation be acceptable, the practitioner will be given six (6) months to comply with CPD. Evidence of such compliance must be received by the Standard Committee within two weeks of the end of the six-month period;
- c. Should the practitioner not comply with the requirement, his/her name will be forwarded to the Chairperson of the Standard Committee. The Chairperson may decide on the basis of evidence to grant a final additional six-month period to comply with the CPD requirements.

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Should the practitioner still not comply with the CPD requirements within the second six month period, one of the following actions will be taken:

- a. Registration in a category that will provide for supervision as considered appropriate by the relevant Standard Committee;
- b. A remedial programme of continuing education and training as specified by the Standard Committee;
- c. An examination as determined by the Standard Committee;
- d. Suspension from practice for a period of time as determined by the CPD Committee; or
- e. Any other action as recommended to the FAHP Council by any inquiring body after a Disciplinary hearing.

DEFERMENT

A practitioner may apply for deferment of the requirements of the CPD programme and the Standard Committee will review such applications individually on an ad hoc basis. The application shall be accompanied by a substantive motivation from the practitioner with appropriate documentary evidence.

Deferment may be granted to a practitioner under the following circumstances:

- a. A practitioner, who is outside Fiji for a period of time exceeding twelve (12) months and is not practising his/her profession
- b. a practitioner, who is outside Fiji and practising in a country where formal continuing professional development does not take place; or

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c. A practitioner who is registered for an additional qualification, but is of the view that he/she will not meet the outcome within two years and thus will not be able to claim CEUs.

Deferment may be granted for a maximum period of three (3) years, but will not be granted for a period of less than twelve (12) months.

Any practitioner mentioned in the above paragraphs wishing to re-enter the system after deferment will be subject to the following conditions

:

a. If deferment was granted for more than twelve (12) months but less than two years, proof of full employment in the profession during that time shall be submitted and the practitioner shall, on review by the Standard Committee, be allowed to recommence the CPD year immediately;

b. deferment was granted for more than two (2) years, but less than three (3) years, the practitioner shall submit proof of his/her employment during that time and the practitioner shall, on the recommendation of the Standard Committee, be required to complete a period of supervised practice / competence assessment as determined by the Standard Committee in his/her area of practice, and will recommence the CPD year immediately;

c. If deferment was granted for longer than twelve (12) months and the practitioner did not practice his/her profession during the deferment period, he/she will be required to complete a period of supervised practice/competence assessment as determined by the Standard Committee in his/her area of practice

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CPD ACTIVITY AND POINTS ALLOCATION GUIDE.

		Activities	Per session	Max session	Points
1	Non-measurable outcomes. Do not have a clearly measurable outcome or no formal evaluation process after the activity.	<p>Small groups</p> <ul style="list-style-type: none"> • Department CME <ul style="list-style-type: none"> ➤ Attendance ➤ Presenter • Journal CLUBS • In-house training <ul style="list-style-type: none"> ➤ Facilitator ➤ Participants • Interest groups meeting <p>Large groups</p> <ul style="list-style-type: none"> • Local Conferences <ul style="list-style-type: none"> ➤ Presenters ➤ Poster presentation ➤ Participants ➤ Facilitators • Overseas Conferences <ul style="list-style-type: none"> ➤ Presenters ➤ Poster presentation ➤ Participants • Symposia <ul style="list-style-type: none"> ➤ Presenter ➤ Participant • Web - based seminars <p>Other</p> <ul style="list-style-type: none"> • Membership of an association • Serving on professional bodies; • APA 	2 10	10	20 10 5 10 5 5 30 15 10 5 50 40 30 50 30 5 20 20

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		<ul style="list-style-type: none"> ➤ Exceed expectations (>90%) ➤ Fully competent (80%) 			35 25
2	Encompassing measurable outcomes	Courses <ul style="list-style-type: none"> ➤ Short related specific courses Workshops Education and Training <ul style="list-style-type: none"> ➤ Qualification upgrade <ul style="list-style-type: none"> ▪ PHD ▪ Master ▪ Post graduate diploma ▪ Post graduate certificate ▪ Bachelor ▪ Diploma ▪ Certificate Research and Publications <ul style="list-style-type: none"> ➤ International ➤ Local 	5	4	5 20 70 60 50 40 30 20 15 80 60
3	Associated with formally structured learning programmes.	Formal programme Accredited by the Higher Education Unit, approved training institution Other <ul style="list-style-type: none"> • Lecture • Curriculum development • Research • Curriculum accreditation • International collaboration 			30 40 60 70 70

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Continuing Professional Development

1. Reflect on their individual needs.
2. Plans accordingly to achieve their individual learning objectives.
3. Participation in an appropriate CPD activity to achieve the planned outcomes.
4. Evaluate if indeed the activity was useful to their practice.

Personal Details

Name:

Address:

Phone Number:

Registration Number:

Year:

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Example

1. PLAN your learning needs

Date	What CPD activities to you need or want to undertake this year?	What prompted you to identify this need and how will it help your practice?
03/04/2019	Communication and being assertive	I need to get better at talking with the doctor so I can advocate for my patients better

2. RECORD the learning you do

Date	Description of and Level of CPD Activity (eg. education session, journal article, online or self-directed learning activity)	Hours (involved in activity)	Reflection (in what way has this activity maintain/enhanced your practice – knowledge, skills and attributes)
03/04/2019	Level 2 : Assertive Communication Program	8hrs	

3. REFLECT on how your learning helped you

Date	Description of and Level of CPD Activity (eg. education session, journal article, online or self-directed learning activity)	Hours (involved in activity)	Reflection/ Evaluation (in what way has this activity maintain/enhanced your practice – knowledge, skills and attributes)
03/04/2019	Level 2 : Assertive Communication Program	8hrs	This program helped me to develop skills to be more assertive and to understand where others are coming from. I have already started to use some of the skills I learnt in the day and it has helped with how I communicate when I am trying to get things happening for the patients

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Level 1 – those encompassing non-measurable outcomes.

Date	Description of CPD Activity (eg. education session, journal article, online or self-directed learning activity)	Hours (involved in activity)	Reflection (in what way has this activity maintain/enhanced your practice – knowledge, skills and attributes)	CPD POINTS	CPD Provider Signature

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Level 2 – those encompassing measurable outcomes.

Date	Description of CPD Activity (eg. education session, journal article, online or self-directed learning activity)	Hours (involved in activity)	Reflection (in what way has this activity maintain/enhanced your practice – knowledge, skills and attributes)	CPD POINTS	CPD Provider Signature

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Level 3 –those associated with formally structured learning programmes.

Date	Description of CPD Activity (eg. education session, journal article, online or self-directed learning activity)	Hours (involved in activity)	Reflection (in what way has this activity maintain/enhanced your practice – knowledge, skills and attributes)	CPD POINTS	CPD Provider Signature

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Notes