

Guidelines to CME Organizers

A publication that CME/CPD organizers would find invaluable when planning and conducting CME/CPD activities is *Guidelines to CME/CPD Organizers*, which KIMS released at the beginning of 2003. It highlights the procedures that they need to adopt and the educational justifications behind many of the requirements.

Part I of *Guidelines*, entitled *CME and its role in professional practice*, discusses the importance of CME/CPD. It also cites references to studies that show that CME/CPD conducted following adequate planning would contribute to enhancing the competencies of practitioners. Details of the administration of the MPC Program in Kuwait, including the roles and functions of the CME/CPD Officers appointed by KIMS, complete the section.

Part II, the major component of the publication, emphasizes the administrative procedures that CME/CPD organizers are expected to observe for getting CME/CPD activities accredited under the MPC Program of KIMS. It clarifies the terms CME/CPD Provider and CME/CPD organizer, and describes the scheme that is used for classifying CME/CPD activities. The procedure for applying for registration of CME/CPD activities within the MPC Program is described at length. Additional information is provided on evaluation of CME/CPD activities and the requirements of documentation that CME/CPD organizers need to maintain. An important section is the role private commercial establishments could play within the MPC Program, and the professionally acceptable manner in which CME/CPD organizers may use the financial and other resources that may be offered by them.

In Part III, the educational principles that form the basis of many of the practices that

have been adopted and the rationale for some of the administrative requirements are discussed. The implications of the domains of learning, and instructional methods that may be selected are dealt with in considerable detail. It is emphasized that CME/CPD organized following appropriate needs analysis and activities undertaken based on subject areas identified as important by the practitioners themselves are likely to be more effective than the widely used seminars and lectures. The content here would be useful not only to CME/CPD organizers but also to teachers and planners of any adult education activity.

Part IV, under the title *Participation in CME*, is designed to complement the previous material, and outlines the procedure for registration for participation in CME/CPD activities and documentation of the CME/CPD status. Although the MPC Program has been formulated to take into account activities conducted within Kuwait, there is option for approved activities held outside the country to be considered under the local scheme as well as for credits gained locally to be submitted under selected programs abroad. This reciprocal recognition of CME/CPD credits and the procedure for making use of the facility are described in this section.

A significant feature of the *Guidelines* is that a set of learning objectives that the reader is expected to achieve precedes each section. The objectives have been worded in the form of outcomes expected from the reader's viewpoint. The authors believe that this approach highlights the importance of *learner-oriented* objectives when planning and conducting formal CME/CPD activities.

KIMS has distributed *Guidelines* among the institutions responsible for CME/CPD activities, and those who had organized CME/CPD activities on many occasions in the past, and it is expected, would do so in future. The complete publication may be downloaded at www.kims.org.kw, as an *Acrobat Reader* file.

