

Title:

Cognitive, Behavioural, Attitudinal, and System Issues for Canadian Family/General Physicians in their Professional Development

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Objectives:

This research was designed to identify the cognitive, behavioural, attitudinal, and system issues for Canadian family/general physicians in their professional development. Of particular interest was the impact of physician values upon their willingness, commitment and readiness to engage in their own professional development.

Key Points:

The articulation of four value dimensions serves to inform health education professionals and policy makers about innovative interventions that will secure the engagement of physicians in their professional development. Without innovations that address these value dimensions, stakeholders will not achieve the full potential of educational opportunities and the subsequent patient outcomes.

Professional values are central to physician commitment, interest, and readiness to engage in and pursue educational programs. Educational CPD interventions must address these value dimensions in order to effectively provide impactful professional development for the intended audience.