

**Title:**

**Attitudinal Issues in Physician Professional Development**

**Conferences:**

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**Objectives:**

Clearly identifying learner needs beyond knowledge plays a critical role in the development of innovative educational and continuing professional development (CPD) interventions

**Key points:**

This research was designed to identify the cognitive, behavioural, attitudinal, and system issues for Canadian family physicians in their CPD. Dynamic and emerging needs are best and most appropriately examined with mixed-model research that is primarily qualitative in design. This study employed intensive investigation with focus groups, causal analysis, clinical mapping, and gap analysis questionnaire methods.

This research illustrates the importance of physician values upon their willingness, commitment and readiness to engage in their own CPD. By paying attention to these values, health education professionals and policy makers can be more innovative in their approaches and are more likely to secure the engagement of physicians in the CPD activities that are designed.