

CACHE 2011

Annual Conference

APRIL 13-15, 2011
Wednesday to
Friday

In Partnership with the
National Continuing Competence Conference
(NCCC)

Evolving Competence for Health Professionals

The Fairmont
Banff Springs Hotel
Banff, Alberta



Collaboration • Leadership • Performance Assessment and Improvement • Education



CACHE
Canadian Association
of Continuing Health Education



UNIVERSITY OF
CALGARY
MEDICINE

*Office of Continuing
Medical Education and
Professional Development*
CREATING THE
FUTURE OF HEALTH

OBJECTIVES

- To develop collaboration and leadership skills in health educators and regulators
- To promote new models in education and interprofessional practice
- To contribute to best practices in performance assessment for continuing competence
- To encourage research in health education, interprofessional collaboration and continuing competence
- To identify the future needs of health educators, accreditors and regulators

Wednesday APRIL 13, 2011

PRE-CONFERENCE WORKSHOPS (0830-1630)

Foundations of CHE

Program Evaluation – The What, The Why, The How

Registration & Welcome Reception (1700-1900)

Thursday APRIL 14, 2011

Registration & Continental Breakfast (0700-0800)

Welcome & Opening Remarks (0800-0815)

KEYNOTE Presentation (0815-0915)

The Promise and the Perils of Collaboration

CONCURRENT WORKSHOPS / RESEARCH PRESENTATIONS & POSTER VIEWING

(0925-1025, 1055-1155 & 1205-1305)

Royal College of Physicians and Surgeons of Canada (1055-1305)
Strategies to promote lifelong learning within the Maintenance of Certification Program

Lunch & CACHE Annual General Meeting (1305-1400)

CONCURRENT WORKSHOPS & POSTER VIEWING
(1400-1500 & 1510-1610)

College of Family Physicians of Canada Accreditation Session
(1400-1610)

PLENARY Session (1620-1720)

Simulation – Education Across the Continuum

CACHE 2011 SOCIAL – “Denim and Diamonds” (1815-2230)

Friday APRIL 15, 2011

Continental Breakfast & Networking Tables (0700-0800)

PLENARY Session (0800-0900)

Performance Assessment and Improvement – Self Assessments

CONCURRENT WORKSHOPS & POSTER VIEWING
(0910-1010 & 1020-1120)

PLENARY – Panel Session (1130-1230)

Collaboration Best Practices

FACULTY

Lesley Bainbridge PhD

Director, Interprofessional Education, Faculty of Medicine
Associate Principal, College of Health Disciplines
University of British Columbia

Susan Brien MD Med CSPQ FRCSC CPE

Associate Director, Office of Professional Affairs
Royal College of Physicians and Surgeons of Canada

Craig Campbell MD FRCPC

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Della Croteau RPh BSP MCEd

Deputy Registrar
Ontario College of Pharmacists

Kevin Eva PhD

Director of Educational Research and Development
Department of Medicine
Associate Professor, Centre for Health Education Scholarship
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Director of Continuing Professional Development
College of Family Physicians of Canada

George Mejicano MD MS

Associate Dean, Continuing Professional Development
Director of the Office of Continuing Professional Development
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Marla Nayer PT PhD

Educational and Test Consultant
Assistant Professor, Department of Physical Therapy
University of Toronto

Dilip Patel BSc

Special Projects Manager, Continuing Professional Development
College of Family Physicians of Canada

Jane Tipping MAEd

Educational Consultant, Office of CEPD
Faculty of Medicine, University of Toronto

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

In keeping with accreditation guidelines, speakers participating in this event have been asked to disclose to the audience any involvement with industry or other organizations that may potentially influence the presentation of the educational material. Disclosure may be done verbally or using a slide prior to the speaker's presentation.

PLANNING COMMITTEE

Co-Chairs

Mary Bell MD FRCPC

Director, Continuing Education Knowledge Translation and Exchange, Department of Medicine
University of Toronto

Fran Kirby MEd

Director, Professional Development & Conferencing Services
Memorial University

Members

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Robin Kinch BA

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Jocelyn Lockyer PhD

Associate Dean, Continuing Medical Education &
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Audrey Lowe PT BScPT MScPT

Coordinator of Continuing Competence Program and Practice Advisor
Physiotherapy Alberta – College and Association

Gwen MacPherson BA HRPC MAEd (Spring 2011)

Program Manager
Clinician Assessment for Practice Program
College of Physicians and Surgeons of Nova Scotia

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Glenda Wong MHSA

Director, Continuing Medical Education & Professional Development, University of Calgary

Wednesday APRIL 13, 2011

0830 PRE-CONFERENCE WORKSHOPS (0830-1630)

PCW01 Foundations of CHE

Jane Tipping

In this session participants will explore how learning needs, educational interventions, learning goals and objectives, and evaluation are the foundations of effective continuing health education.

PCW02 Program Evaluation – The What, The Why, The How

Marla Nayer

In this session participants will explore evaluation theory and how to evaluate continuing competence or quality assurance programs.

1700 Registration & Welcome Reception

RCMP Red Serge Meet and Greet

The authentic Red Serge Mountie uniform is worn on ceremonial occasions and captures peoples' imagination as a hallmark of integrity, honesty and bravery known around the world. Meet a Canadian Mountie, hear exciting and colourful stories of their rich history and traditions and pose for a photo.

“The Harp Angel” – Deborah Nyack

With beginnings at Carnegie Hall to London's Royal Opera House to the National Arts Center to Philadelphia's Academy of Music to concerts in Jerusalem, Washington DC, Edinburgh, the Canterbury Cathedral, the Banff Centre and other worldwide venues, Deborah has received critical reviews for her mastery technique, her depth of expression and her extraordinary improvisational capabilities.

PROGRAM MAY CHANGE DUE TO CIRCUMSTANCES BEYOND OUR CONTROL



WORKSHOP LEVEL

B = **Beginner** I = **Intermediate** A = **Advanced**

Thursday APRIL 14, 2011

0700 Registration & Continental Breakfast

0800 Welcome & Opening Remarks
Mary Bell & Fran Kirby

0815 KEYNOTE
The Promise and the Perils of Collaboration
George Mejicano

0915 Move to Workshops

0925 CONCURRENT WORKSHOPS & POSTER VIEWING

W01 Panel on Collaboration (BIA)

George Mejicano (University of Wisconsin) Suzanne Murray (Axdev Group) Cynthia DiLullo (Pfizer) Arthur Whetstone (CCCEP)

This workshop will continue the discussion from the keynote presentation “The Promise and the Perils of Collaboration” in a panel format.

W02 Providing Effective Feedback to Canadian Medical Graduates (CMGs) and International Medical Graduates (IMGs): What Preceptors Need to Know (BIA)

Cheri Bethune (Faculty of Medicine, Memorial University) Lisa Fleet (Faculty of Medicine, Memorial University) Fran Kirby (Faculty of Medicine, Memorial University)

This online module and presentation will provide preceptors with some best practices in order to interact effectively with students and residents.

W03 Competency Assessment – So Many Registrants, So Little Time (and Money) (BI)

Elinor Larney (College of Occupational Therapists of Ontario) Marnie Lofsky (College of Occupational Therapists of Ontario)

This presentation will outline the Quality Assurance Program utilized by the College of Occupational Therapists of Ontario. Participants will have an opportunity to hear what has/has not worked.

W04 Competence Assessment for Pharmacists in Ontario – Performance Results and Remediation (I)

Sandra Winkelbauer (Ontario College of Pharmacists) Shirin Jetha (Ontario College of Pharmacists)

The performance results of pharmacists in Ontario on competence assessment will be shared. Differential performance based on variables such as age, practice type and place of graduation will be addressed, as well as remediation of unsuccessful practitioners.

W05 Podcasting: Med Talks Ideas Worth Sharing (B)

Marianna Hofmeister (University of Calgary) Diane Simpson (University of Calgary) Claire Mills (University of Calgary)

This workshop will use adult education theory principles to explain the rationale for podcasting as a viable educational delivery strategy. By the end of the workshop, participants will know how to set up their own podcasting system.

W06 Focus Groups In Continuing Health Professional Education: How to Design and Facilitate Focus Groups for Educational Development, Evaluation and Research (I)

Jane Tipping (University of Toronto) Lee Manchul (University of Toronto)

Through interactive discussion and small group tasks, this workshop aims to provide the tools necessary for conducting effective focus groups for educational program development, evaluation and research. Small groups will develop interview questions, plan and run a focus group and discover practical tips to enhance the focus group experience.

W07 Comprehensive Family Practice Review Curriculum Development (IA)

James Meuser (DFCM University of Toronto) Patrick Skalenda (DFCM University of Toronto) Bill McCauley (CPSO of Ontario) Kate Hodgson (CEPD University of Toronto)

The CFPR program supports physicians intending to re-enter or change their scope of practice to family medicine as well as physicians who are looking for a comprehensive update in family medicine. CANMEDS-FM framework was used to guide innovative curriculum development for the integrated program which includes 5 weekends of small group learning and preceptor opportunities.

W08 Defining and Implementing Quality Assurance Programs in Community-Based Health Care Settings (IA)

Wade Hillier (CPSO) Wendy Yen (CPSO)

This session will outline issues related to CQI and input will be sought from participants on developing and measuring the impact of quality assurance programs in community-based, health care settings.

POSTER VIEWING

1025 Break

1055 CONCURRENT WORKSHOPS /
RESEARCH PRESENTATIONS & POSTER VIEWING

W09 Strategies to Promote Lifelong Learning within the New Maintenance of Certification Program (CONT'D AT 1205)

Craig Campbell (Royal College of Physicians and Surgeons of Canada)

This workshop is for experienced CPD professionals with responsibilities for the design and development of group learning activities for practicing specialists. This workshop will enable participants to develop and implement strategies that can stimulate and promote the integration of self-learning and assessment within accredited group learning events to enhance the translation of learning into practice.

W10 Delivering and Receiving Constructive Criticism (B)

Jean Crowe (Thompson Rivers University)

95% of people fail miserably when giving criticism. Participants will analyze the components of criticism and learn how to turn critical comments into positive learning experiences for their staff.

W11 The Accreditation of eLearning Material: A Challenge for UEMS-EACCME (IA)

Bernard Maillet (European Union of Medical Specialists)

Sometimes it is very difficult to draw a line where e-learning starts or ends. Learn how the European Union of Medical Specialists are developing their accreditation standards for e-Learning.

W12 Use of Interactive Quizzes for Professional Development (B1A)

Russell Sawchuk (Steppingstones Partnership, Inc)

Interactive quizzes are a cost-effective solution to providing interesting and engaging learning opportunities for professional development and continuing education.

W13 Behaviour-Based Interviews: Future Directions for Competency Assessment of Health Practitioners (B1A)

Leanne Worsfold (iComp Consulting Inc) Lori Boyd (College of Medical Radiation Technologists of Ontario)

The College of Medical Radiation Technologists of Ontario (CMRTO) regulates over 6,500 MRTs. A variety of CMRTO web-based tools assess and promote continuing competence and continuing quality improvement among MRTs.

RESEARCH PRESENTATIONS • R01-R03

R01 The Evaluation of an Interprofessionally Planned and Implemented Continuing Education Conference

Stacey Lovo Grona (University of Saskatchewan) Penny Davis (University of Saskatchewan) Patricia Wall (University of Saskatchewan) Heather Stenerson (University of Saskatchewan)

This research project explored how Continuing Interprofessional Education (CIPE) can be planned and delivered to health care professionals who come from different backgrounds and professional approaches.

R02 Health Science Student Interprofessional Online Undergraduate Experience: Utilizing the PICO Model to Evaluate Delivery

Natasha Hubbard Murdoch (Saskatchewan Institute of Applied Science and Technology) Darlene Scott (Saskatchewan Institute of Applied Science and Technology)

Evaluation of an online interprofessional experience utilizing PICO reveals improvement in online delivery. Students and faculty appreciate an alternative method of content delivery and interprofessional team building.

R03 Interprofessional Collaborative Care: A Project Bridging Non-traditional Learning for Health Care Students

Darlene J Scott (Nursing Division, Saskatchewan Institute of Applied Science and Technology) Natasha Hubbard Murdoch (Nursing Division, Saskatchewan Institute of Applied Science and Technology)

The authors present the interprofessional collaborative experience for students who have not traditionally learned together. The experience provided teams of student-facilitated, case-based discussions using the problem-based learning format.

RESEARCH PRESENTATIONS • R04-R06

R04 A Web-Based Self-Assessment Program in Anesthesiology: Evaluation After Five Years

François Donati (Université de Montréal) Donald R Miller (University of Ottawa) François Bénard (Université de Montréal) Robert Thivierge (Université de Montréal) Pierre Drolet (Université de Montréal)

A web-based, self-assessment program in anesthesiology consisting of 14 modules launched between 2005 and 2010 has been completed successfully over 2000 times by more than 500 participants.

R05 Feedback Data Sources that Inform Physician Self Assessment

Jocelyn Lockyer (University of Calgary) Heather Armson (University of Calgary) Benjamin Chesluk (Amer Board of Internal Medicine) Timothy Dornan (Maastricht University) Eric Holmboe (Amer Board of Internal Med) Elaine Loney (Consultant) Karen Mann (Dalhousie University) Joan Sargeant (Dalhousie University)

Physicians use and interpret data and standards of varying quality to inform self-assessment. Physicians may benefit from regular and routine feedback and guidance on how to seek out data for self-assessment.

R06 Development of a Patient Care Reflection Tool for a Competency Portfolio

Audrey Lowe (Physiotherapy Alberta – College + Association)

A Patient Care Reflection portfolio Tool (PCRT) was piloted to assess physiotherapists' perceptions on usage in self or peer-administered formats. The unpublished results, finalized tool and usage recommendations are presented.

RESEARCH PRESENTATIONS • R07-R09

R07 Linking Patients' Understanding of Management to Shared Decision Making: A Challenge in Continuing Health Education (CHE)

Elizabeth Wooster (OISE/University of Toronto) Lee Manchul (University of Toronto) Andrew Dueck (University of Toronto) Elisa Greco (University of Toronto) Douglas Wooster (University of Toronto)

Participants will gain awareness of the discordance between patient and clinician expectations and understanding of management options. They will further explore the implications and considerations of these differing views in planning continuing health education activities.

R08 Atrial Fibrillation Care: Educational Needs Assessment Reveals Challenges in Competencies

Suzanne Murray (AXDEV Group) Patrice Lazure (AXDEV Group) Carolyn Pullen (Canadian Cardiovascular Society) Paule Maltais (Sanofi-Aventis Canada) Paul Dorian (University of Toronto / St-Michael's Hospital)

A national needs assessment, using a mixed-method approach, found gaps in the competencies of Canadian physicians caring for patients with atrial fibrillation, particularly in communication and collaboration.

R09 Shifting Paradigms for CPD Offices: From Profit Units to Value Creation Units

Céline Monette (Médecins francophones du Canada) Réjean Laprise (Fédération des médecins spécialistes du Canada) Robert L Thivierge (Université de Montréal)

CPD offices' performance has been measured using accreditation standards and ROIs. Soon, CPD offices' success will be assessed according to their specific contribution to value creation in the healthcare system.

POSTER VIEWING

1155 Move to Workshops

1205 CONCURRENT WORKSHOPS / RESEARCH PRESENTATIONS & POSTER VIEWING

W14 Embedding Interdisciplinary Education in the CME Culture of Medical Specialists: A Sustainable Model that Works (1A)

Réjean Laprise (Office de développement professionnel, Fédération des médecins spécialistes du Québec) Robert L Thivierge (Office de développement professionnel, Fédération des médecins spécialistes du Québec) Gilles Hudon (Office de développement professionnel, Fédération des médecins spécialistes du Québec) Pierre Assalian (Comité de développement professionnel, Association des médecins psychiatres du Québec)

A case-study will illustrate a successful approach to stimulate and facilitate continuing interdisciplinary/inter-professional education. Participants will share other initiatives and discuss barriers and strategies for implementation in different settings.

W15 The Manitoba Practice Assessment Program: Assessing the Performance of Physicians in Practice (1)

Jose Francois (University of Manitoba, Faculty of Medicine, Division of Cont Professional Development) Brenda Stutsky (University of Manitoba, Faculty of Medicine, Division of Cont Professional Development)

The Manitoba Practice Assessment Program has been designing a performance assessment program for physicians. Learn about the program, assessment components and engage in an interactive fishbowl session.

W16 Learning Theory as the Basis for Curriculum Design (B1)

Jocelyn Lockyer (University of Calgary)

This workshop will review the learning theories most applicable for teaching technical/procedural skills, large amounts of clinical information, skills required for formulating patient diagnoses, appropriate attitudes and ethical and professional issues.

W17 CPTBC Quality Assurance Program: Program Overview and Presentation of the First Component of the Program – The Online Annual Self Report (B)

Susan Paul (College of Physical Therapists of BC) Olga Nesic (College of Physical Therapists of BC)

CPTBC Quality Assurance Program will be reviewed, focusing on the Annual Self Report. Participants will complete the online Annual Self Report as a group and evaluation results will be presented.

RESEARCH PAPERS • R10-R12

R10 Lessons Learned for Distance Educators: Redesigning Continuing Education Courses for Different Delivery Modalities

Shirley Galenza (Grant MacEwan University) Lynn Feist (Grant MacEwan University) Kari Krell (Grant MacEwan University) Pauline Mitchell (Grant MacEwan University) Peter Ryan (Grant MacEwan University) David Thompson (Grant MacEwan University / Northern Ontario School of Medicine – Division of Clinical Sci)

Using participatory design principles, our redesign process effectively demonstrates that a key focus for distance education is ensuring that all in-class, face-to-face teaching moments translate to the on-line environment. This is best accomplished through integration of evidence with local-level feedback.

R11 Producing and Measuring Behaviour Change from a Distance Education Course

Jill Donahue (Excellerate) Nicole Simpson (Abbott)

Valuable lessons can be learned in both how to produce and measure behaviour change and outcomes from a distance education course.

R12 The Right App: Choosing the Right ICT for Learning

Julie Ridgewell (Ontario Telemedicine Network) Allan Zahara (Ontario Telemedicine Network)

The use of technology continues to grow rapidly. Choosing the appropriate technology for the learning opportunity will improve learning outcomes.

RESEARCH PRESENTATIONS • R13-R15

R13 Mentoring – Contemporary Challenges and Collaborative Solutions

Sandra Taylor (College of Physicians & Surgeons of Nova Scotia) Gwen MacPherson (College of Physicians & Surgeons of Nova Scotia) Fran Kirby (Memorial University of Newfoundland & Labrador) Scarlet Hann (Memorial University of Newfoundland & Labrador)

While mentoring may seem like a ‘natural’ process, survey results indicate the opposite. Physicians highlighted key challenges. In response, a mentoring program was developed and delivered through an inter-organizational collaboration.

R14 Evolving Competence and Nurturing Collaboration: The Role of Physicians in Nurses’ Workplace Learning

Darlaine Jantzen (University of Alberta)

This paper explores the physician/nurse teaching-learning relationship from a study which explored how nurses learn to nurse well in the current health care milieu.

R15 A Preliminary Map of the Conceptualized Boundaries and Intersections Amongst Continuing Education (CE), Knowledge Translation (KT), Patient Safety (PS) and Quality Improvement (QI)

Simon Kitto (University of Toronto) Mary Bell (University of Toronto) Jennifer Peller (University of Toronto) Joan Sargeant (Dalhousie University) Edward Etchells (University of Toronto) Scott Reeves (University of Toronto) Ivan Silver (University of Toronto)

CE, KT, PS and QI address complex issues in health care improvement science, however a coordinated and integrated effort is lacking. This paper compares and contrasts the domains’ missions, actors, methods and limitations.

RESEARCH PRESENTATIONS • R16-R18

R16 Developing Entry-to-Practice Skills Pre-Arrival: Design and Implementation of a Pre-Arrival, Bridge Program for Internationally Educated Pharmacists

Kathy Moscou (University of Toronto) Leslie Dan (Faculty of Pharmacy, IPG Program) Tim Mickleborough (University of Toronto, International Pharmacy Graduate (IPG) Program)

In this session, a pre-arrival, hybrid model of distance education that combines state-of-the-art learning platforms with traditional lectures and patient/pharmacist simulated role-plays for internationally educated pharmacists will be described.

R17 College of Alberta Psychologists Continuing Competence Program

Jana Hyer Davies (College of Alberta Psychologists) Paul Jerry (College of Alberta Psychologists)

The College of Alberta Psychologists will present the philosophy, development and implementation of their continuing competence program. The self-assessment guide, self-directed learning plan and declaration of completion will be presented.

R18 Evaluation of the Internationally Educated Health Professionals’ (IEHP) Initiative in Newfoundland and Labrador

Lisa Fleet (Faculty of Medicine, Memorial University)

Health Canada’s IEHP Initiative funded eight projects in Newfoundland and Labrador. Each project was evaluated utilizing a logic model approach. Significant outputs and outcomes resulted from all projects.

POSTER VIEWING

1305 Lunch & CACHE Annual General Meeting

1400 CONCURRENT WORKSHOPS & POSTER VIEWING

W18 CFPC Accreditation Session (CONT'D AT 1510)

Bernard Marlow (CFPC) Lori Hill (CFPC) Dilip Patel (CFPC)

Upon completion of this workshop, participants will be able to apply new and revised CFPC Mainpro-accreditation policies and guidelines in practice; compare the current and revised model for Mainpro participation by physicians (“My Mainpro”), as well as advantages and disadvantages of each; and identify the opportunities and challenges associated with the CFPC’s proposed CME/CPD co-development model.

W19 Developing and Evaluating Interprofessional, Interdisciplinary Quality and Performance Improvement Initiatives in the Workplace (IA)

Lee Manchul (University of Toronto)

This workshop will allow participants to develop strategies for health care teams to address their quality and performance needs and improve performance through innovative rounds and other workplace-based educational initiatives.

W20 Accidental Education: The Unintentional Dilemmas Posed on the Practitioner-Educator Model (BI)

Marcia Docherty (University of Calgary)

On-the-job training can benefit from the incorporation of learning theories. Learn the elements of delivering effective, individualized, workplace training.

W21 How to Use Planned Learning from the New Royal College Maintenance of Certification (MOC) Grid in an Asynchronous Online Course (I)

Diane Simpson (University of Calgary) Steve Simpson (University of Calgary)

Work and learning activities can trigger ideas for planned learning projects. This workshop illustrates how to move those ideas from inception to study to outcome to documentation on Mainport.

W22 Electronic Professional Development Portfolios (BIA)

Denise Gettle (SIAS – Psychiatric Nursing Program) Kim Harrison (SIAS – Psychiatric Nursing Program)

Utilizing an electronic portfolio in the nursing education profession is the wave of the future and is vital in providing professional competencies to both the education institution and the professional licensure associations.

W23 Mission Possible: Re-Strategizing Community-Based Education at STARS (BIA)

Jacqueline Lyndon (STARS)

Learn how change management and healthcare education principles can be woven together to re-invent continuing education programs. The need to be responsive and flexible is critical if healthcare programs are to grow and evolve – learn how one organization is adapting!

W24 The Role of Industry and Other CME Stakeholders in the Development and Implementation of Impactful CME Activities (I)

France St-Germain (Sanofi-Aventis) Martin Robert (HIT Global Consulting Services Inc)

Examine the role of industry and other CME stakeholders in driving CME formats that impact competence and patient care through the applications of CME models linked to specific outcome levels.

W25 From Sleepy to Sensational: Making Memorable Presentations (BIA)

Jill Donahue (Excellerate)

Are you ready to move your presentations from sleepy to sensational? Identify and prevent the biggest mistake we are making and incorporate proven strategies to influence your audience.

POSTER VIEWING

1500 Break – Move to Workshops

1510 CONCURRENT WORKSHOPS & POSTER VIEWING

W26 Taking Inter-professional Education on the Road: Engaging Physicians and Pharmacists in Collaborative Education at the Community Level (I)

Rhoda Reardon (College of Physicians and Surgeons of Ontario) Tina Perlman (Ontario College of Pharmacists)

This session will outline the Ontario inter-professional ‘road show’ workshop to introduce a guideline on safe opioid use and promote improved physician/pharmacist collaboration. Participants discuss lessons learned, sustaining gains and measuring impact.

W27 Developing Health Providers’ Leadership Skills to Teach, Supervise and Evaluate Interprofessional Competencies in Students (I)

Esther Suter (Alberta Health Services) Siegrid Deutschlander (Alberta Health Services)

The workshop will introduce a continuing education module on IP mentoring that increases health care providers’ leadership skills to teach, supervise and evaluate students’ ability to work effectively in interprofessional teams.

DAY 1 – THURSDAY APRIL 14

W28 Exploring the Dental Hygiene Knowledge Translation Black Box (I)

Joanna Asadoorian (University of Manitoba)

This presentation summarizes the findings of a multi-phase research project aimed at determining the structural influences on health care provider decision making capacity as part of the broader knowledge translation process.

W29 On-Line, Self-Assessment Readiness Tools for IEHPs (BIA)

Kelly McKnight (Nova Scotia Community College)

This workshop will discuss and share portions of on-line, self-assessment readiness tools that have been developed to help internationally educated health professionals (IEHPs) understand the Canadian context of their profession. These tools provide a transparent and effective way for interested persons to help determine if they want to immigrate to and practice in Canada. This model is particularly helpful for smaller health disciplines that may want to recruit IEHPs but do not have the capacity to develop a sophisticated web-based tool.

W30 Engaging Registrants in a Mandatory Continuing Competence Program (B)

Mary Clark (College of Occupational Therapists of British Columbia)
Kathy Corbett (College of Occupational Therapists of British Columbia)
Susan Mulholland (College of Occupational Therapists of British Columbia)

In this workshop participants will consider how change management theory can structure implementation of mandatory continuing competence programs and develop strategies to maximize registrant engagement in the process.

W31 Physician Learning Program: Using Electronic Medical Records to Link Practice Reflection to Customized Learning Interventions (BIA)

Doug Klein (University of Alberta) *Cheryl Stepanko (University of Alberta)* *Praveen Jain (University of Alberta)* *Irene Black (University of Alberta)* *Chris de Gara (University of Alberta)*

This project uses electronic medical records technology and data sets to link physician self-assessment and reflection to continuing education activities. It examines the feasibility of a performance improvement model for family physicians using practice data sets to drive targeted learning and improve patient outcomes.

POSTER VIEWING

1610 Move to Plenary

1620 PLENARY
Simulation – Education Across the Continuum
Susan Brien

1720 Adjournment

1815 SOCIAL – “Denim and Diamonds”
The Fairmont Banff Springs Hotel
A Wild West event ... show off your best chaps, boots and bling while learning to line dance. The band “Suds” will blow your doors off! They play everything from Mick Jagger to Johnny Cash and do it well! This will prove to be a memorable evening of true Western Hospitality.



PROGRAM MAY CHANGE DUE TO CIRCUMSTANCES BEYOND OUR CONTROL

Friday APRIL 15, 2011

0700 Continental Breakfast & Networking Tables

0800 **PLENARY**
Performance Assessment and Improvement – Self Assessments
 Kevin Eva

0900 Move to Workshops

0910 **CONCURRENT WORKSHOPS & POSTER VIEWING**

W32 Self Assessments

Kevin Eva (University of British Columbia)

This workshop will continue the discussion from the Plenary presentation “Performance Assessment and Improvement – Self Assessments”.

W33 Who Do I Think You Are? Conflict and Judgment in the Workplace (BIA)

Kerry Knickle (Standardized Patient Program, University of Toronto) Nancy McNaughton (Standardized Patient Program, University of Toronto)

Conflict can be a significant source of stress, consume considerable time and negatively impact the collegial environment. Conversely, conflict can also be an opportunity for change and fresh perspective. This workshop is a professional opportunity to enhance communication and conflict resolution skills and learn more about approaching and addressing conflict through shared perspective, experience and problem solving.

W34 Incorporating CANMEDS Roles into Guideline Implementation: A CE/PD Perspective (I)

Lee Manchul (University of Toronto) Elizabeth Wooster (OISE/University of Toronto) Andrew Dueck (University of Toronto) Douglas Wooster (University of Toronto)

Participants will gain insight into the practical implications of the CANMEDS roles as they apply to guideline implementation, thus linking guidelines to CE/PD and application to clinical care.

W35 Blueprint for Pharmacy CPD/CE Policy Summit (BIA)

Arthur Whetstone (CCCEP)

Following an overview of the results of the Blueprint for Pharmacy CPD/CE Policy Summit, participants will discuss how the Summit’s visions for CPD and CE fits with their visions for CPD and CE.

W36 Use of Avatars in Nursing Education Simulations (IA)

Russell Sawchuk (Steppingstones Partnership, Inc)

Avatars are an affordable tool for creating effective, engaging and safe nursing education simulations. This workshop shares our experiences and lessons learned from developing avatar-based learning simulations.

W37 Applying Process Evaluation Design to Continuing Education: A New Paradigm and Process (IA)

Jane Tipping (University of Toronto) Rahim Valani (University of Toronto) Kathryn Parker (Hospital for Sick Children)

This is a highly active workshop in which participants will be able to apply what is learned to their own work projects.

W38 Building Better Simulation Experiences for Interprofessional Practice and Education (I)

Cathie Belenky (Alberta Health Services) Traci Robinson (Alberta Health Services) Claire Mills (University of Calgary)

Facilitators and participants will share salient points from their lived experience of the challenges of designing simulation clinical scenarios which promote collaboration and team-based learning for physicians and nurses. The outcome of the discussion will enable participants to develop an approach to creating a simulated practice session suitable for their particular interprofessional community of learners.

POSTER VIEWING

1010 Move to Workshops

1020 **CONCURRENT WORKSHOPS & POSTER VIEWING**

W39 Building Capacity for Interprofessional Collaborative Practice Through an Innovative Continuing Health Education Program: The Interprofessional Collaborative Learning Series (I)

Christie Newton (College of Health Disciplines, UBC) Victoria Wood (College of Health Disciplines, UBC) Louise Nasmith (College of Health Disciplines, UBC)

This workshop will give participants the opportunity to explore ways to incorporate interprofessional learning into existing professional development (PD) strategies within their own context.

W40 Giving Physicians Personalized Feedback: Developing a Model for Implementation (BIA)

Ingrid Vicas (University of Calgary) Melanie Anderson (University of Calgary) Marianna Hofmeister (University of Calgary)

This workshop will explore and compare a variety of strategies for giving feedback to physicians.

W41 Applying Competencies Across the Continuum of a Health Care Profession (B)

*Karen Smythe (College of Veterinarians of Ontario)
Peter Conlon (Ontario Veterinary College) Kate Hodgson (CEPD University of Toronto)*

Foundational core competencies define the multiple, integrated domains of discrete, demonstrated behaviours or actions in practice. Core competencies create an outcome orientation to address the integrated relationships between undergraduate, graduate and continuing professional development programs across the continuum of a health care profession.

W42 Being Global in Public Health Practice and Research: Complementary Competencies are Needed (I)

Lori Hanson (University of Saskatchewan)

This workshop will discuss issues raised in a recent commentary suggesting that global health as engaged in by public health practitioners and researchers may involve complementary competencies beyond core competencies for PH.

W43 The Roles of Social Media and New Technologies in CHE/CME/CPD (BIA)

Lawrence Sherman (Prova Education)

This interactive and engaging session will address one of the key questions in CHE/CME/CPD: What are the appropriate roles of social media and new technologies within our educational activities? A mix of best practice case studies and interactive discussion with the audience will address all aspects of this complex question!

W44 Building Residents’ and Clinicians’ Research Capacity through Innovative Applied Research Education Programs (BIA)

Jill Hatchette (IWK Health Centre) Krista Ritchi (IWK Health Centre)

Clinicians and residents are increasingly expected to conduct research. However many residency programs do not adequately prepare residents for future research paths. This workshop will review a “research immersion” course and explore innovative methods for delivering research education clinicians and residents.

W45 Professional Development for Continuing Health Education Providers: What Does the Future Hold for the Professionalism of the Field? (IA)

Jane Tipping (University of Toronto)

What is the future of Canadian CHE professionalism?

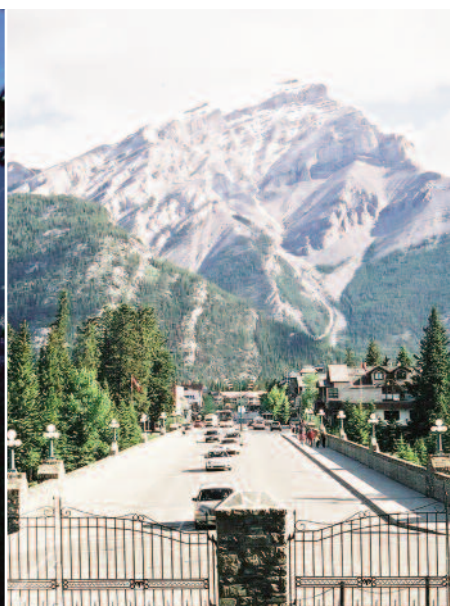
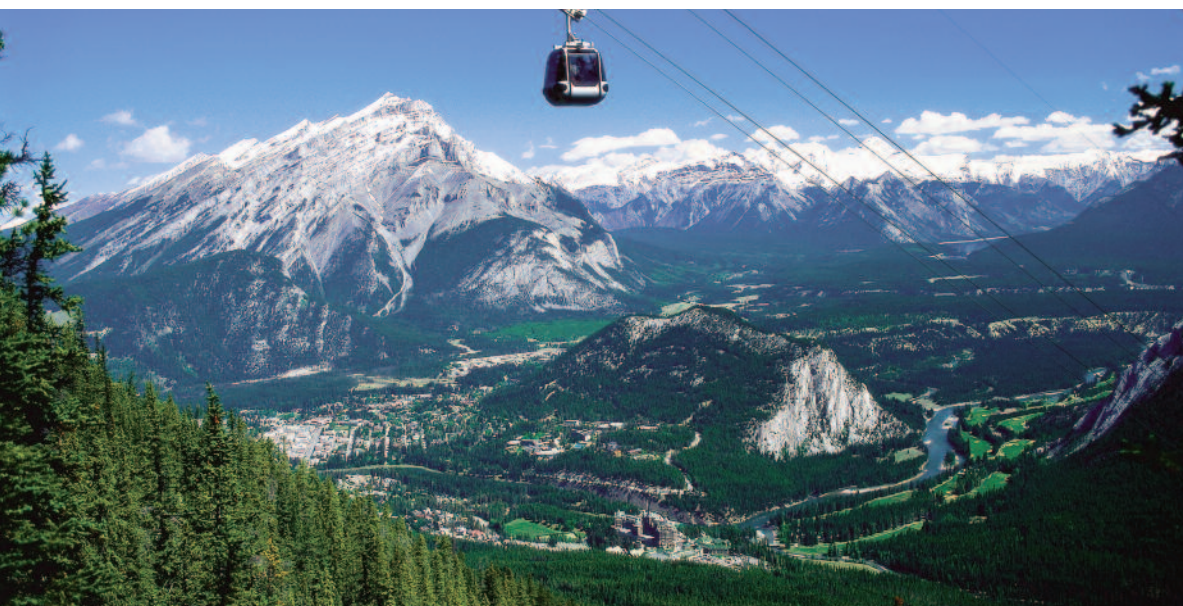
POSTER VIEWING

1120 Move to Plenary

1130 PLENARY – Panel Session
Collaboration Best Practices
Lesley Bainbridge – CHAIR, Della Croteau, Michèle Gagnon & Jocelyn Lockyer

1230 Adjournment

PROGRAM MAY CHANGE DUE TO CIRCUMSTANCES BEYOND OUR CONTROL



ACCOMMODATION

Registrants are responsible for booking their own accommodation. A block room booking has been reserved at The Fairmont Banff Springs Hotel – \$199/Single, \$209/Double (plus taxes – 2% Tourism Improvement Fee, 4% Alberta Tourism Levy, 5% GST). This rate includes a \$10/day/person “Housekeeping and Porterage” fee (note: tipping is not expected for these services).

BOOK EARLY – rooms will be held until March 13, 2011

Phone to Reserve

Reservations Department 403 762 6866
Global Reservations Centre 1 800 441 1414
Please remember to identify yourself as a delegate to the CACHE/NCCC Conference

Or Reserve On-line

<https://resweb.passkey.com/go/cache2011>

TRANSPORTATION

All major airlines fly into Calgary International Airport.

Banff Airporter Shuttle

We have negotiated a reduced rate with the Banff Airporter Shuttle.

Phone 1 888 449 2901 ext #1
1 403 762 3330 ext #1

<http://banffairporter.com/conferences/mededu.html>

Indicate you are with the CACHE/NCCC conference to receive 15% reduction to regular rates.

Calgary Airport Car Rentals

Car rental agents at the Calgary International Airport
www.calgaryairportcarrental.net/calgary

DRESS

Dress is business casual. Sweaters or items of clothing that can be layered is recommended since temperatures in the hotel may fluctuate between the various rooms.

ACCREDITATION

The University of Calgary – Office of Continuing Medical Education and Professional Development is fully accredited by the Committee on Accreditation of Canadian Medical Schools (CACMS).

STUDY CREDITS

This program meets the accreditation criteria of The College of Family Physicians of Canada and has been accredited for up to 17 MAINPRO-M1 credits.

Members of the Royal College of Physicians and Surgeons of Canada may report under Section 2 of the Maintenance of Certification program.

CONFIRMATION OF REGISTRATION

On-line registration confirmation is automatic after registering on-line. A tax receipt will be sent approximately 2 weeks after registering.

For all other methods of registration (mail, fax) confirmation will be in the form of a tax receipt. No other confirmation will be sent. Please allow 2 weeks for registration processing.

COURSE CANCELLATION POLICY

The Office of Continuing Medical Education and Professional Development reserves the right to cancel the course if there are insufficient registrations.

REFUND POLICY

A registration refund will be made upon written request prior to March 30, 2011. However \$40 will be retained for administrative costs. No refund will be made for cancellation after March 30, 2011. NOTE: Refunds are processed only on the return of original receipt. All receipts must be returned within 30 days after program date.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Registration information is collected under the authority of the *Freedom of Information and Protection of Privacy Act*. The contact information you provide is required by our Office to register you in the course, prepare material for your use and notify you of upcoming courses offered by our Office. Financial information is used to process applicable fees and is retained for future reference. If you have questions about the collection or use of this information, call the Research Associate at the Office of Continuing Medical Education and Professional Development 403 220 4268.

FOR FURTHER INFORMATION

Office of Continuing Medical Education and Professional Development, University of Calgary, Faculty of Medicine, TRW Building, 3280 Hospital Drive NW, Calgary, AB T2N 4Z6

Contacts

COURSE CONTENT

Carmen Kergan, Conference Coordinator
Phone 403 220 6493
Fax 403 270 2330
Email ckergan@ucalgary.ca

REGISTRATION

Phone 403 220 7032
Email cmereg@ucalgary.ca

CACHE WEBSITE

www.cachecanada.org

VISIT OUR WEBSITE

www.cme.ucalgary.ca

REGISTRATION FORM – PART 1

FIRST NAME

LAST NAME

ORGANIZATION

ADDRESS

CITY

PROV

POSTAL CODE

AREA CODE

PHONE
 -

AREA CODE

FAX
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EMAIL

PAYMENT BY
 CHEQ
 AMEX
 VISA
 MASTERCARD
 CARD NUMBER

EXPIRY
 M M / Y Y
 SIGNATURE

Check here if you would like the above email address used to receive our monthly CME newsletter with course updates

REGISTRATION FEE

Includes breakfasts (Thu, Fri), lunch (Thu), social event, course materials and GST (UCalgary GST Registration #108102864RT0001). Please Note – Lunch will include a vegetarian selection. We are unable to accommodate special dietary restrictions (for example, gluten free, peanut allergies).

Pre-Conference Workshop

- \$299.25 CACHE Member
- \$330.75 Non-Member

Conference

EARLY BIRD DATE – Prior to March 13, 2011

- \$546.00 CACHE Member Early Bird
- \$598.50 After Early Bird
- \$645.75 Onsite Registration
- \$645.75 Non-Member Early Bird
- \$703.50 After Early Bird
- \$750.75 Onsite Registration

Cache Membership Core Benefits of Joining

- Advancing Standards, CHE credentials, credibility and validation of CHE
- Mentoring and life long learning
- Communication between CHE stakeholders, networking and collaboration
- Professional Development and sharing of best practices in CHE

- \$200.00 CACHE Membership

Social Event “Denim and Diamonds”

Thursday Evening – included in Registration Fee

- YES, ATTENDING
- NO, NOT ATTENDING

Guest Tickets “Denim and Diamonds”

additional tickets _____ @ \$131.25/Person = \$ _____

Total Fees Enclosed \$ _____

REGISTRATION INFORMATION

Phone 403 220 7032, Email cmereg@ucalgary.ca

REGISTER ON-LINE

<https://cmeregistration.ucalgary.ca>

REGISTER BY FAX

Fax Registration Form with credit card information to 403 270 2330. Our fax machine is in a secure area.

REGISTER BY MAIL

Mail Registration Form with payment to Office of Continuing Medical Education and Professional Development, Faculty of Medicine, University of Calgary, TRW Building, 3280 Hospital Drive NW, Calgary, AB T2N 4Z6
 (Cheque payable to UNIVERSITY OF CALGARY)

REGISTRATION DEADLINE

April 1, 2011

See GENERAL INFORMATION for FOIP statement

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