ROYAL COLLEGE
OF PHYSICIANS AND SURGEONS OF CANADA
COLLÈGE ROYAL
DES MÉDECINS ET CHIRURGIENS DU CANADA

THE COLLEGE OF
FAMILY PHYSICIANS
OF CANADA

LE COLLÈGE DES
MÉDECINS DE FAMILLE
DU CANADA

14NAC

14TH NATIONAL CPD ACCREDITATION CONFERENCE
October 23 & 24, 2023

Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Rd., Toronto, ON M9W 1J5

Photo credit: Destination Toronto

PRELIMINARY PROGRAM

GENERAL INFORMATION

14NAC PROGRAM

On behalf of the Royal College of Physicians and Surgeons of Canada (Royal College) and College of Family Physicians of Canada (CFPC), we are delighted to present the preliminary program for the 14th National CPD Accreditation Conference, October 23 to 24 2023, at the Sheraton Toronto Airport Hotel & Conference Centre, located at 801 Dixon Road, Toronto, Ontario.

This two-day invitational conference draws participation from continuing professional development (CPD) professionals from university continuing medical education offices, the CFPC's National and Chapter offices, Mainpro+® reviewers, Royal College accredited CPD providers and simulation programs, provincial medical regulatory authorities, members of the CFPC's National Committee on CPD, the Royal College's CPD Accreditation Committee, Professional Learning and Development Committee, as well as other partner organizations. Attendance is encouraged for both physicians and non-physicians responsible for the development, implementation, accreditation and evaluation of CPD activities.

The theme of this year's conference is "Advancing healthcare through CPD". Building on the strengths of our current CPD frameworks, educational support services, and CPD accreditation systems, our focus this year is on innovation and imagination in CPD design which promotes inclusion and health equity leading to improved outcomes for patients.

The program includes many opportunities for participants to share their own expertise, learn from others, and recognize exceptional work that promotes innovation and excellence in CPD accreditation. We were thrilled with the number of exceptional abstract submissions for workshops, posters, and orals and pleased to provide an opportunity for our community to share and learn from each other. For further inspiration, the closing plenary will focus on the alignment of CPD and implementation science and how the integration of research and practice can improve outcomes and lead to quicker adaptation of new knowledge and discoveries.

To emphasize the value of networking and collaboration, a networking reception will be held at the end of day one which will also feature an opportunity to recognize the latest recipients of the Coalition for Physician Learning and Practice Improvement's Certified Professional in CPD (Healthcare), CPC(HC) designation. We hope that you will stay and celebrate with your colleagues.

We are delighted to welcome our community back to an in-person conference and we hope your participation in the 14th National CPD Accreditation Conference will be beneficial to your important work towards the ever-evolving national CPD systems and enhancing physician learning and practice improvement. We look forward to welcoming you in October!

Leonora Lalla, MDCM CCFP FCFP CPC(HC)
14NAC Co-chair
Director, Continuing Professional Development
The College of Family Physicians of Canada

Mark Awuku, MB ChB FRCP(C) FGCP LLD
(Hon. Causa Univ. of Windsor)
14NAC Co-chair
Chair, CPD Accreditation Committee,
Royal College of Physicians and Surgeons of Canada

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Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Road, Toronto, ON

3

Planning Committee Co-Chairs

Leonora Lalla, MDCM, CCFP, FCFP, CPC(HC)
Director, Continuing Professional Development
Co-interim Executive Director Professional
Development and Practice Support
The College of Family Physicians of Canada

Mark Awuku, MB, ChB, FRCP(C), FGCP, LLD
(Hon. Causa Univ. of Windsor)
Chair, CPD Accreditation Committee,
Royal College of Physicians and Surgeons of Canada

Planning Committee Members

Jessica Black, MEd, CPC(HC)
Continuing Professional Development Strategic
Initiatives Manager, College of Family Physicians
of Canada

Tyrone Czernon
Manager, Certification, Continuing Professional
Development
College of Family Physicians of Canada

Janice Harvey, BSc MD, CCFP (SEM), FCFP
Physician Advisor, Continuing Professional
Development
College of Family Physicians of Canada

Harold Dion, CCMF, FCMF
Mainpro+ Reviewer
Collège québécois des médecins de famille

Tim Johnson
Specialist, Mainpro+/Exhibition
CFPC ON Chapter

Marina Abdel Malak, MD, CCFP, BSc. N
NCCPD Committee – First 5 years of practice

Julia Niles
Program Manager
Canada Association of Radiologists

Sam Daniel, MD, M.Sc., CPC(HC)
CPD Director
Fédération des Médecins specialistes du Québec

Emily Louca, RRT, BSc, MA
Sr. Manager Learning Institute
SickKids, SimKids Simulation Program

Michel Smith
Manager, CPD Accreditation
Royal College of Physicians and Surgeons of Canada

Sofia Valanci Aroesty, MD, PhD.
Program Advisor, Learning Strategy, Office of
Learning and Connecting
Royal College of Physicians and Surgeons of Canada

Janice Cooney, B.A. (Econ)
Vice President, Physician Learning
CMA Joule

Eleftherios (Terry) Soleas, PhD, MEd, OCT
Director, Continuing Professional Development
Queen's Health Sciences

14th National CPD Accreditation Conference **l** October 23 & 24, 2023
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4

Jessica Black, MEd, CPC(HC)
Continuing Professional Development Strategic
Initiatives Manager, College of Family Physicians
of Canada

Tyrone Czernon
Manager, Certification, Continuing Professional
Development
College of Family Physicians of Canada

Michèle Desjardins
Mainpro+ Support Program & Certification,
Continuing Professional Development
College of Family Physicians of Canada

Chanelle Goulet
Program Coordinator, CPD Accreditation
Royal College of Physicians and Surgeons of Canada

Katherine Herbert
Event Coordinator, Event Management and
Hospitality Services
Royal College of Physicians and Surgeons of Canada

Courtney Jones, CMP, DES
Conference Specialist, Event Management and
Hospitality Services
Royal College of Physicians and Surgeons of Canada

Hélène Rock
CPD Accreditation Coordinator
Royal College of Physicians and Surgeons of Canada

Michel Smith
Manager, CPD Accreditation
Royal College of Physicians and Surgeons of Canada

14th National CPD Accreditation Conference **|** October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre **|** 801 Dixon Road, Toronto, ON

5

THE DEADLINE FOR REGISTRATION IS OCTOBER 9, 2023.

Registration is by invitation only

Early-bird registration fee (before September 11) - $375
Regular registration fee (after September 11) - $425

Please register at the following link.

ACCOMMODATIONS

A block of rooms has been reserved at the Sheraton Toronto Airport Hotel and Conference Centre, 801 Dixon Road, Toronto, ON. Registrants may book their guestrooms here. They can also call Sheraton Reservations to reserve, at 1-866-932-7058 and mention they are with the 14th National CPD Accreditation Conference to receive the group rate.

Room rate: $219 for a traditional room plus applicable taxes
(currently 13% HST and 4% Municipal Accommodation Tax) in effect at time of check-out.
Check-in: 3:00 PM
Check-out: 12:00 PM

The group rate is guaranteed for reservations made on or before the cutoff date of **5 PM (ET), Monday, October 2, 2023**. Any reservation made after the cutoff date shall be at the hotels then current available rate. In order to secure your room, please make reservations as early as possible.

CONFERENCE TRAVEL

Air Canada

Air Canada is offering a 10% discount to registrants travelling for the 14th National CPD Accreditation Conference. To receive a discount on eligible fares, access aircanada.com and enter the promotion code **JWX6F2F1** in the Promotion Code Box. The promo code is valid for bookings to and from Toronto, YYZ (ON). For North America, 5% applies on standard fares, 10% on flex fares and higher. The travel period begins Saturday, October 14, 2023 and ends Wednesday, November 1, 2023.

WestJet

WestJet is offering a 5% discount off Econo* and 10% off EconoFlex and Premium fares for travel within Canada and 2% off Econo*, 5% off EconoFlex and 10% off Premium base fares for guests travelling Trans-border into and out of Toronto. To take advantage of this offer, access the WestJet website and enter the coupon code **1C9X7VL**. Travel agents will need the promo code **YBD93** as well as the coupon code.

The travel period begins Saturday, October 14th, 2023 and ends Wednesday, November 1, 2023. If you have questions about how to complete a booking with your discount codes, please refer to the frequently asked questions section of the WestJet website.

14th National CPD Accreditation Conference | October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Road, Toronto, ON
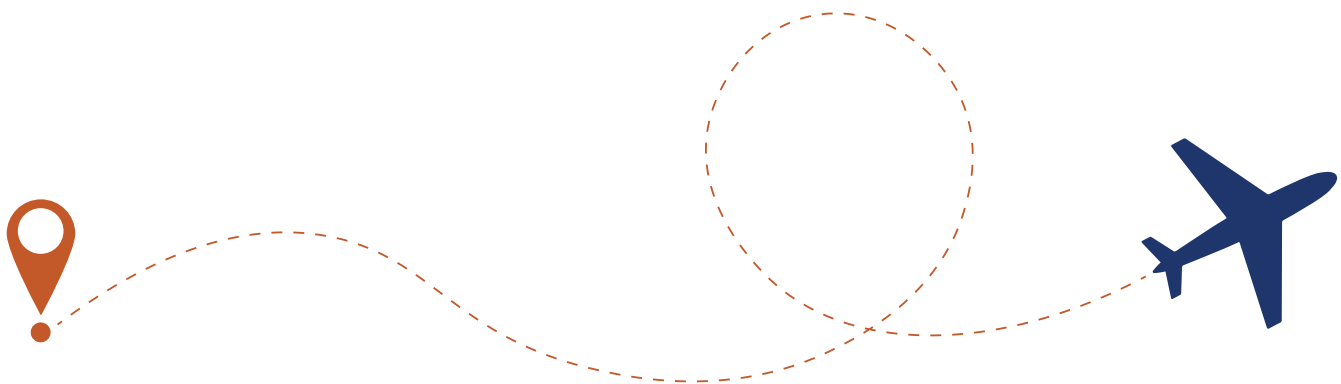
6

CONFERENCE TRAVEL

Traveling by air
Toronto Pearson Airport – YYZ
Airport Phone: (416) 247-7678
Hotel distance: 2.8 KM

The Sheraton Toronto Hotel & Conference Centre provides a complimentary airport shuttle to and from Toronto Pearson International Airport every 30 minutes. Meet the shuttle at post P41 for Terminal 3 and post S1 for Terminal 1. For arrivals between 1200 and 0530, please call 416-675-6100 for pickup.

- Hotel pick up time:
  - On the 00:25 and 00:55 of each hour starting at 0555 until 2325
- Airport terminal, post locations and pick up time:
  - T1: Post S1 pick up at 00:15-00:20 and 00:45-00:50 of each hour
  - T3: Post 41 (Canadian) and 41 (US & International) pick up at 00:10-00:15 and 00:40-00:45 of each hour

14th National CPD Accreditation Conference | October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Road, Toronto, ON

7

CONFERENCE OBJECTIVES

After attending the 14th National CPD Accreditation Conference, participants will be able to:

1. Discuss innovations that contribute to the evolution of our national CPD system including emerging technologies and education designs.
2. Identify the changing dynamics of CPD development and delivery to enhance continuous practice improvement.
3. Enable support systems and engage with a network of CPD professionals.

CPD NETWORKING RECEPTION

Networking reception

This is an opportunity for participants on Monday, October 23, 2023 to connect with other CPD professionals, reflect on the day and enjoy some refreshments. During the reception, The Coalition for Physician Learning and Practice Improvement will be celebrating the latest recipients of the Certified Professional in CPD (Healthcare) designation. Registration is complimentary for conference registrants; guests are subject to a $75.00 fee.

GENERAL CONFERENCE INQUIRIES

For questions about the conference, please e-mail **NAC@royalcollege.ca**.

14th National CPD Accreditation Conference | October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Road, Toronto, ON

8

PRELIMINARY PROGRAM

14NAC PROGRAM

MONDAY, OCTOBER 23, 2023

TIME	SESSION TITLE		SPEAKERS	
07:15-08:30	Registration and Breakfast			
08:30-08:45	Welcome and Housekeeping			
08:45-09:45	Opening plenary	*Integrating Equity, Diversity and Inclusion (EDI) into CPD Development and Delivery*	**Speaker:** Branka Agic	
09:45-10:15	Refreshment Break/Transition			
10:15-11:45	CFPC Workshops		Royal College Workshops	
10:15-11:45	CFPC-1	*Getting Ready for it: Mainpro+ Certification Standards Revisions* **Speakers:** Jessica Black, Tyrone Czernon, Leonora Lalla, Melissa Lujan	RC-1	*Accreditation 101* **Speakers:** Chanelle Goulet, Michel Smith
10:15-11:45			RC-2	*Blended and HyFlex CPD* **Speakers:** Heather Dow, James Kim
11:45-13:00	Lunch			
13:00-14:30	CFPC-2	*Challenging Cases – Mainpro+ Reviewer Session* **Speakers:** Tyrone Czernon, Janice Harvey	RC-3	*Development of a Hybrid Simulation-based Procedural Skill CPD Using the Learn, See, Practice, Prove, Do, Maintain Procedural Skills Training Framework* **Speakers:** Jennifer Allegro, Emily Louca
13:00-14:30	CFPC-3	*Practice assessment activities in Quebec province: toward a simplified framework* **Speakers:** Isabelle Noiseux, Frédéric St-Jacques	RC-4	*Integrating Communities of Practice into CPD Planning and Delivery: Why? What? How?* **Speakers:** Clare Cook, James Goertzen
14:30-15:00	Refreshment Break/Transition			
15:00-16:30	CFPC-4	*A Framework for Embedding Equity, Diversity and Inclusion into CPD Instructional Design* **Speakers:** Branka Agic, Howie Fruitman, Holly Harris, Asha Maharaj	RC-5	*Accreditation 102: A Closer Look at Challenging Royal College and CFPC Activity Standards* **Speakers:** Robin Kinch, Tyrone Czernon
16:30-17:45	CPD Networking Reception			

14th National CPD Accreditation Conference | October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Road, Toronto, ON

10

TUESDAY, OCTOBER 24, 2023

TIME	SESSION TITLE		SPEAKERS
07:00-08:00	Registration and Breakfast		
08:00-08:05	Welcome and Housekeeping		
08:05-09:05	Morning Plenary	*Pushing Back the Boundaries of CPD: Innovation Through Imagination*	**Speaker:** Martin Tremblay
09:05-09:15	Break		
09:15-10:15	Oral Presentations		
10:15-10:45	Transition and Refreshment Break		
10:45-12:15	Workshop A	*Diversifying and Advancing Justice Through the Content of CPD you are Creating and Accrediting*	**Speakers:** Allison Bright, Paula Muis, Eleftherios Soleas
	Workshop B	*Guiding the Needs Assessment Process from Application to Review – a Hands on Workshop with a Pilot Needs Assessment Guide*	**Speakers:** Trevor Cuddy, Kate Hodgson, Morag Paton, Suzan Schneeweiss
	Workshop C	*Transitioning from Didactic to Practice-Based Learning: Integration of a Commitment to Change Coaching Program to Improve Patient Care/Safety in Test Results*	**Speakers:** Katherine Larivière, Shirley Lee, Elisabeth Normand
	Workshop D	*Design High-impact Continuous Professional Development (CPD) Activities Using User Experience (UX) Methodologies*	**Speakers:** Johanna Blaak, Utkarsh Subnis
	Workshop E	*How to Embrace Change: Advancing Healthcare Through Innovation and Change*	**Speakers:** Dawn Peta, Xihan Sun
12:15-13:30	Lunch		
13:30-14:30	Poster Session		
14:30-14:45	Refreshment Break		
14:45-15:45	Closing Plenary	*Converging for Impact: Aligning CPD with Implementation Science*	**Speaker:** Melanie Barwick
15:45-16:00	Closing Remarks		

14th National CPD Accreditation Conference | October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Road, Toronto, ON

11

SESSION DESCRIPTIONS & LEARNING OBJECTIVES

OPENING PLENARY

INTEGRATING EQUITY, DIVERSITY AND INCLUSION (EDI) INTO CPD DEVELOPMENT AND DELIVERY	
Speaker	Branka Agic (Centre for Addiction and Mental Health)
Description	This interactive session will provide a framework for creating learning environments and experiences that respect learner diversity, accommodate different learning styles, foster inclusion, and are free of biases and stereotypes.
Learning objectives	At the end of this session, participants will be able to: 1 Explain the importance of integrating principles of EDI into CPD. 2 Describe the purpose and components of the HEI Framework for Education and Training. 3 Discuss how to use the HEI Framework when developing and implementing CPD activities.

TUESDAY MORNING PLENARY

PUSHING BACK THE BOUNDARIES OF CPD: INNOVATION THROUGH IMAGINATION	
Speaker	Martin Tremblay (Fédération des médecins spécialistes du Québec),
Description	During this session, we will explore how creative thinking and developing a scholarly mindset can promote innovation to help a continuing professional development (CPD) program thrive. By embracing emerging technologies and engineering innovative course designs, we can create engaging and interactive learning experiences to reinvigorate our CPD program. Lesser-used approaches, such as microlearning, storytelling, gamification, virtual simulations, and practice assessment tools, can enhance engagement, motivation, knowledge retention, and practice change transforming CPD into a dynamic and effective journey. To push the boundaries of CPD, it is important to develop an organizational culture that fosters collaboration, allows time for experimentation, challenges the status quo, and values lifelong learning. Developing a scholarly mindset encourages professionals not only to engage in research but also to conduct scholarly activities. This proactive approach entails committing to seeking out new information, research, and best practices in our field to enhance our expertise and conduct CPD activities of the highest quality, grounded in theory. This benefits not only the individual but also contributes to the collective growth and improvement of the organization as a whole. By promoting best practices, embracing creativity, thinking innovatively, and pushing the boundaries of traditional CPD activities, we can pave the way for transformative growth in our discipline. Let's embark on this journey together to explore the possibilities offered by imagination and (re)shape the future of CPD.
Learning Objectives	At the end of this session, participants will be able to: 1 Describe how imagination and technology can foster the development of outside-the-box educational strategies. 2 Explain why a scholarly mindset can enhance your CPD program. 3 Value the importance of creative thinking for the instructional design of CPD activities.

14th National CPD Accreditation Conference | October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Road, Toronto, ON

12

CLOSING PLENARY

CONVERGING FOR IMPACT: ALIGNING CPD WITH IMPLEMENTATION SCIENCE	
Speaker	**Melanie Barwick (SickKids Research Institute)**
Description:	The last 15-20 years have seen the birth of a new field called Implementation Science. Its' fundamental goal is to integrate research and practice experience to improve the outcomes of service recipients by developing and applying approaches that work best to translate research to the real world. Although the field shares the same goal as CPD, we've not yet achieved alignment of these two methodologies. This presentation will position CPD within implementation core elements and provide a converging model of how these methods can align toward achieving optimal outcomes for service recipients.
Learning Objectives:	At the end of this session, participants will be able to: 1 Recall and explain the five core implementation elements and where CPD fits within this process. 2 State how CPD can better align with implementation aims and be more sustainable. 3 Identify how the evaluation of competencies can facilitate practice change.

14th National CPD Accreditation Conference l October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre l 801 Dixon Road, Toronto, ON

13

COLLEGE OF FAMILY PHYSICIANS OF CANADA WORKSHOPS

CFPC-1: GETTING READY FOR IT: MAINPRO+ CERTIFICATION STANDARDS REVISIONS

Speakers	Jessica Black (CFPC), Tyrone Czernon (CFPC), Leonora Lalla (CFPC), Melissa Lujan (CFPC)
Description	In this interactive workshop the CFPC CPD team will present details of the changes coming to the Mainpro+ program in 2024. Presenters will review the revised Mainpro+ Quality Criteria, providing examples of how CPD activities can meet each criterion. The workshop will also discuss how existing activities will transition into the revised activity categories. A section of the workshop will be devoted to understanding the updated Mainpro+ framework and list of eligible activities. We will highlight how program developers can support participants in earning additional certified and non-certified credits by attending CPD activities. Participants will have the opportunity to provide feedback on tools and resources created to support the transition to the revised standards.
Learning Objectives	At the end of this session participants will be able to: 1. Recognize and apply the necessary changes to their CPD programs to be prepared for the launch of the new Mainpro+ certification standards in late 2024. 2. Support CFPC members in meeting their CPD reporting requirements by identifying how CPD activities fit in the revised Mainpro+ framework. 3. Identify and recommend tools and resources to support the transition to the revised Mainpro+ program.

CFPC-2: CHALLENGING CASES – MAINPRO+ REVIEWER SESSION

Speakers	Tyrone Czernon (CFPC), Janice Harvey (CFPC)
Description	This interactive workshop will challenge participants' knowledge of Mainpro+ certification. Through the use of case studies and small group discussions participants will use their knowledge of the Mainpro+ certification standards to examine complex certification applications, make review decisions, and evaluate that decision through group discussion. Cases will be derived from scenarios relevant to the perspective of CFPC National reviewers, CFPC Chapter reviewers, and University reviewers. The cases will address the challenges presented in certifying emerging and innovative CPD as well as address the ethical challenges presented by unique program designs and new CPD profit models. This session is suitable for those who are responsible for reviewing activities seeking Mainpro+ certification as well as developers of Mainpro+ certified activities.
Learning Objectives	At the end of this session participants will be able to: 1. Apply the Mainpro+ Certification Standards to review and evaluate emerging and innovative CPD. 2. Address the ethical challenges of unique CPD program designs and profit models brought forward through collaboration with CFPC administrators. 3. Identify tools, resources, and support available to both reviewers and program providers to help resolve challenges identified at the time of review.

14th National CPD Accreditation Conference | October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Road, Toronto, ON

14

COLLEGE OF FAMILY PHYSICIANS OF CANADA WORKSHOPS

CFPC-3: PRACTICE ASSESSMENT ACTIVITIES IN QUEBEC PROVINCE: TOWARD A SIMPLIFIED FRAMEWORK

Speakers	**Isabelle Noiseux (Fédération des médecins omnipraticiens du Québec), Frédéric St-Jacques (Université Laval)**
Description	The literature demonstrates that practice assessment activities are necessary to maintain the competence of physicians practicing in an environment of exponentially accelerating science and technology. Professional colleges and regulatory bodies are now making this a formal requirement. CPD organizers must be supported and accompanied in the development of these emerging activities. This workshop, supported by practical application, will enable organizers to be better equipped and confident in their role.
Learning Objectives	At the end of this session, participants will be able to: 1 Explain the characteristics of the St-Jacques et al Practice Assessment Activities Framework 2 Explore the impact of practice assessment activities through various examples implemented in Quebec 3 Discuss the challenges, facilitators and areas of uncertainty still present in the development and recognition of practice assessment activities.

CFPC-4: A FRAMEWORK FOR EMBEDDING EQUITY, DIVERSITY AND INCLUSION INTO CPD INSTRUCTIONAL DESIGN

Speakers	**Branka Agic (Centre for Addiction and Mental Health), Howie Fruitman (Centre for Addiction and Mental Health), Holly Harris (Centre for Addiction and Mental Health), Asha Maharaj (Centre for Addiction and Mental Health)**
Description	Health equity has been recognized as a core element of quality in health care. In order for continuing professional development (CPD) to address inequities in care, CPD programs must first address issues of social justice, equity and inclusion in their education development and delivery. A Health Equity and Inclusion (HEI) Framework for Education and Training is an evidence based practical tool developed to provide HEI considerations for CPD design, development and delivery using a five-step instructional design process. This workshop will address the training needs by walking learners through the framework and applying certain aspects through interactive activities.
Learning Objectives	At the end of this session participants will be able to: 1 Assess how to embed equity, diversity and inclusion principles into the planning, development and delivery of CPD at each stage of the ADDIE (Analyze, Design, Development, Implement and Evaluate) model. 2 Determine what factors contribute to the creation of an accessible and inclusive learning environment. 3 Infer how to address health inequities in training content and learning activities.

14th National CPD Accreditation Conference **l** October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre **l** 801 Dixon Road, Toronto, ON

15

ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA WORKSHOPS

RC-1: ACCREDITATION 101	
Speakers	**Michel Smith (Royal College of Physicians and Surgeons of Canada), Chanelle Goulet (Royal College of Physicians and Surgeons of Canada)**
Description	Accredited CPD providers are responsible for reviewing their own accredited activities along with those developed by external organizations. This interactive workshop centers on the standards used to accredit educational activities. Participants will discover the tools and resources necessary to accredit their own, as well as externally developed educational activities. This workshop will integrate case studies and questions to enhance a practical understanding of the application of these standards.
Learning Objectives	At the end of this session, participants will be able to: 1. Explain the criteria established to determine if the developing organization meets the definition of a physician organization. 2. Discuss the educational and ethical standards all programs must meet to be approved as accredited CPD activities. 3. Identify at least one area for improvement in the review process for their organizations.

RC-2: BLENDED AND HYFLEX CPD	
Speakers	**Heather Dow (Canadian Association of Pathologists), James Kim (University of Calgary)**
Description	As CPD moves beyond Covid-19 Emergency Response Teaching, providers may be considering whether to go back to face-to-face (F2F) or move towards newer models of multi-method CPD delivery such as HyFlex. However, several barriers prevent widespread adoption of Blended and HyFlex CPD delivery including conference configurations, faculty development and learner engagement. This workshop will help discuss some of these issues, potential solutions and why we should continue to push beyond purely F2F or online CPD towards multi-method delivery CPD.
Learning Objectives	At the end of this session, participants will be able to: 1. Define the difference between online, blended, hybrid and HyFlex learning, and state the evidence currently available for each. 2. Discuss practical tips, tools and learning frameworks for online (esp. blended and HyFlex) environments. 3. Analyze what features of online CPD provision we wish to retain, what we want to discard (or go back to F2F methods) and what we are willing to rethink altogether.

14th National CPD Accreditation Conference l October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre l 801 Dixon Road, Toronto, ON

16

SESSION DESCRIPTIONS & LEARNING OBJECTIVES

ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA WORKSHOPS

RC-3: DEVELOPMENT OF A HYBRID SIMULATION-BASED PROCEDURAL SKILL CPD USING THE LEARN, SEE, PRACTICE, PROVE, DO, MAINTAIN PROCEDURAL SKILLS TRAINING FRAMEWORK

Speakers	Jennifer Allegro (The Hospital for Sick Children), Emily Louca (The Hospital for Sick Children)
Description	Simulation-based education is an instructional technique that enables medical trainees to safely gain competency in procedural skills. An evidence-based pedagogical framework for procedural skills training using simulation will be described, consisting of 6 stages: Learn, See, Practice, Prove, Do, and Maintain. The procedural skills framework includes both cognitive and (psycho)motor components required to perform a manual task. A novel delivery method using a hybrid approach to simulation-based procedural skills training will be discussed. Participants will be provided with the opportunity to apply the framework to competency area(s) in their respective areas of practice during the workshop.
Learning Objectives	At the end of this session, participants will be able to: 1 Describe the use of the Learn, See, Practice, Prove, Do, Maintain Procedural Skills Training Framework in the development of procedural skills training session. 2 Identify procedural skills within their healthcare setting where the training framework could be applied and differentiate applicability to hybrid approach Identify questions the research literature can address in designing future CPD activities. 3 Apply the Procedural Training Framework to a skill in their healthcare setting.

RC-4: INTEGRATING COMMUNITIES OF PRACTICE INTO CPD PLANNING AND DELIVERY: WHY? WHAT? HOW?

Speakers	Clare Cook (Northern Ontario School of Medicine), James Goertzen (Northern Ontario School of Medicine)
Description	Our present and future complex healthcare systems require physicians and health professionals with competencies to effectively deliver team based care. A community of practice (CoP) approach to CPD supports team and group based learning and application of learning to day-to-day practice. Many CPD providers have limited knowledge and experience with CPD programing which incorporate CoP principles. This workshop will provide practical CPD examples, strategies, and anticipated challenges for attendees to incorporate CoP principles into their CPD context.
Learning Objectives	At the end of this session, participants will be able to: 1 Describe the characteristic features of a community of practice. 2 Employ a community of practice lens to key aspects of the program planning cycle (identify learning needs, develop learning objectives, design educational activities, and program evaluation). 3 Apply one or more strategies to support the development or strengthening of a community of practice within a CPD program in their context.

ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA WORKSHOPS

RC-5: ACCREDITATION 102: A CLOSER LOOK AT CHALLENGING STANDARDS	
Speakers	**Tyrone Czernon (CFPC), Robin Kinch (Royal College of Physicians and Surgeons of Canada)**
Description	This workshop goes beyond the basics of the activity accreditation standards. Through their work together, the CFPC and the Royal College have identified activity standards that accredited CPD providers have struggled with. This workshop will explore those standards and provide guidance on how to improve their implementation within your CPD program.
Learning Objectives	At the end of this session, participants will be able to: 1 Discover the role needs assessments play as the foundation of accredited CPD programs. 2 Manage the relationship with non-physician organizations through co-development 3 Facilitate the incorporation CFPC and Royal College review processes into your accreditation office processes.

14th National CPD Accreditation Conference | October 23 & 24, 2023
Sheraton Toronto Airport Hotel & Conference Centre | 801 Dixon Road, Toronto, ON

18

SESSION DESCRIPTIONS & LEARNING OBJECTIVES

CONCURRENT WORKSHOPS

A: DIVERSIFYING AND ADVANCING JUSTICE THROUGH THE CONTENT OF CPD YOU ARE CREATING AND ACCREDITING

Speakers	Allison Bright (Queen's University), Paula Muis (Queen's University), Eleftherios Soleas (Queen's University)
Description	Representation in CPD matters and it has always been a source of renewal and rejuvenation. This workshop offers hope and opportunity, but most importantly it offers justice in multiple dimensions: racial, cultural, professional, hierarchical, gender, and more. This program offers a low-cost, high-impact approach to increasing the representativeness and by extension the audience of CPD programming. It does so in a fashion that also gently disrupts entrenched systemic inequities and calls in speakers and planning committees with resources and supports. In short, we're not burning down the barn, we're adding seats and amenities.
Learning Objectives	At the end of this session, participants will be able to: 1 Discuss 'moments in the productions and accreditation of CPD' where there are opportunities to advance justice. 2 Integrate high-impact, low-cost changes to facilitate the social justice dimensions of programs. 3 Create resources for speakers, planning committee members, and professional development staff that advance social justice and broaden audiences for programming.

B: GUIDING THE NEEDS ASSESSMENT PROCESS FROM APPLICATION TO REVIEW – A HANDS ON WORKSHOP WITH A PILOT NEEDS ASSESSMENT GUIDE

Speakers	Trevor Cuddy (University of Toronto), Kate Hodgson (University of Toronto), Morag Paton (University of Toronto), Suzan Schneeweiss (University of Toronto)
Description	The needs assessment process is a resource-intensive part of CPD program development but can be overlooked by developers leading to programs requiring substantial revision or missing target audience needs. Furthermore, the CFPC and Royal College has identified unperceived needs as an area of weakness in CACME reviews. Attendees will gain insight into a QI process focused on the needs assessment process, be able to explore this data, reflect on their own context(s), and use a pilot Needs Assessment Guide. This workshop will enable participants to improve their own needs assessment process, learn from a QI project, and encourage process improvement.
Learning Objectives	At the end of this session, participants will be able to: 1 Describe the accreditation requirements related to the needs assessment process. 2 2Discriminate best practices in case examples of needs assessment submissions. 3 Demonstrate the use of the Needs Assessment Guide to a real or case example of an accreditation application. 4 Reflect on and consider how to adapt the guide to their own context(s).

14th National CPD Accreditation Conference | October 23 & 24, 2023
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19

SESSION DESCRIPTIONS & LEARNING OBJECTIVES

CONCURRENT WORKSHOPS

C: TRANSITIONING FROM DIDACTIC TO PRACTICE-BASED LEARNING: INTEGRATION OF A COMMITMENT TO CHANGE COACHING PROGRAM TO IMPROVE PATIENT CARE/SAFETY IN TEST RESULTS

Speakers	Katherine Larivière (Canadian Medical Protective Association), Shirley Lee (Canadian Medical Protective Association), Elisabeth Normand (Canadian Medical Protective Association)
Description	With the evolving landscape of medical education, there is a growing need for engaging and effective approaches to promote practice improvement and enhance patient safety. The CMPA's Test Results Follow-Up workshop has been a popular educational offering for physicians since 2017. Building on the success of the workshop, the CMPA launched the Commitment to Change in Test Results Follow-Up (CTC-TRFU) program in 2018, which received the 2019 Royal College Accredited CPD Provider Innovation Award. The program was subsequently scaled up and streamlined in 2021 to encourage sustainable practice changes that enhance patient safety. This workshop will provide an overview of the CTC-TRFU program and its impact on engaging physicians and promoting practice changes. We will share insights into the program's development, implementation, and evaluation, along with real-world examples of its success in enhancing test results follow-up systems.
Learning Objectives	At the end of this session, participants will be able to: 1. Gain insight into the development, implementation, and evaluation of the CTC-TRFU program. 2. Explore the impact of the CTC-TRFU program on physician engagement, practice changes, and patient safety outcomes. 3. Discuss strategies for integrating commitment to change coaching programs into medical education and CPD education programming.

D: DESIGN HIGH-IMPACT CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) ACTIVITIES USING USER EXPERIENCE (UX) METHODOLOGIES

Speakers	Johanna Blaak (Physician Learning Program), Utkarsh Subnis (University of Calgary)
Description	Over the last 3-years CPD has rapidly transitioned to offer more virtual and online activities. Traditionally, most of CPD learning methods have relied on in-person engagement, and CPD providers can benefit from exploring innovative methods of ensuring learning success. User Experience (UX) research puts the user at the centre of the educational development. UX is a multidisciplinary field that draws knowledge and techniques from design, psychology, human-computer interaction, among others. Understanding how to use UX methods effectively in our development of CPD, can help create seamless and valuable learning opportunities that align with what our learners need.
Learning Objectives	At the end of this session, participants will be able to: 1. Describe how the collaboration between user experience methodologies and the expertise of the planning committee can improve CPD offerings. 2. Summarize the importance of user centred approaches in the development of CPD. 3. Demonstrate set-up of a usability test and run a simple usability test for CPD materials.

SESSION DESCRIPTIONS & LEARNING OBJECTIVES

CONCURRENT WORKSHOPS

E: HOW TO EMBRACE CHANGE: ADVANCING HEALTHCARE THROUGH INNOVATION AND CHANGE	
Speakers	**Dawn Peta (Alberta Health Services), Xihan Sun (University of Calgary)**
Description	Since the pandemic, the landscape for learning has forced Continuing Professional Development for healthcare professionals to evolve. CPD providers and participants have all experienced many challenges. This session will include short case-based presentations to apply change management techniques. We will then have a discussion of how change management theories can be implemented to improve processes in their office.
Learning Objectives	At the end of this session, participants will be able to: 1. Discuss elements of the change management process. 2. Identify when change may be needed. 3. Apply change management theories in CPD activity development and implementation.

SESSION DESCRIPTIONS & LEARNING OBJECTIVES

FACILITATED POSTER & ORAL SESSIONS

FACILITATED POSTER SESSION	
Description	This session will give continuing professional development professionals an opportunity to collaborate and promote innovation and excellence in accreditation. Posters are a visual aid and communication tool which allows CPD professionals to share findings and display their work. An effective poster can engage colleagues, start conversations, help foster collaborations and help researchers' network. During this facilitated poster session, each presenter will give a short presentation and answer questions from participants. Each of the posters will address one of the following themes: Research in CPD, CPD/Accreditation Innovations, Technology Enhanced CPD or Dangerous Ideas/Challenge us to Change CPD.
Learning Objectives	At the end of this session, participants will be able to: 1. Explain the importance and implications of an innovative project as it pertains to the CPD community. 2. Outline a project that has been undertaken by another CPD provider organization. 3. Identify an area of their practice that could benefit from one of the projects presented during the session.

ORAL PRESENTATIONS	
Description	This session will give continuing professional development professionals an opportunity to collaborate and promote innovation and excellence in accreditation. Oral presentations allow CPD professionals to share findings and display their work. An effective presentation can engage colleagues, start conversations, help foster collaborations and help researchers' network. During this oral session, each presenter will give a short presentation and answer questions from participants. The orals will address one of the following themes: Research in CPD, Technology Enhanced CPD or Dangerous Ideas/Challenge us to Change CPD.
Learning Objectives	At the end of this session, participants will be able to: 1. Explain the importance and implications of an innovative project as it pertains to the CPD community. 2. Outline a project that has been undertaken by another CPD provider organization. 3. Identify an area of their practice that could benefit from one of the projects presented during the session.

PLENARY SPEAKERS

14NAC PROGRAM

Plenary Presenter Biographies   ❯

PLENARY PRESENTER BIOGRAPHIES

OPENING PLENARY
Branka Agic MD PhD

Dr. Branka Agic is a scientist with Education Research at the Centre for Addiction and Mental Health (CAMH). She is also an Assistant Professor at the Department of Psychiatry and Dalla Lana School of Public Health (DLSPH) and Associate Director of the Master of Science in Community Health (MScHS) in Addiction and Mental Health Program at DLSPH, University of Toronto.

Dr. Agic holds a PhD in Health and Behavioral Sciences with a Collaborative Specialization in Addiction Studies from the University of Toronto (U of T), along with a Medical Degree from the University of Sarajevo, Bosnia and Herzegovina.

Dr. Agic has over 20 years of experience in continuing professional development (CPD) and knowledge mobilization, a strong background in instructional design and technology-enhanced teaching and learning, and expertise in health equity and social determinants of health. Her research interest focuses on advancing equity in education and health care. Dr. Agic has led the development of the Health Equity and Inclusion Framework (HEI) for Education and Training that has been adopted by a number of organizations across North America including academic hospitals, CPD programs for healthcare professionals, accrediting bodies and other national and international organizations. She is currently co-leading a development of a framework for integrating structural competency into physician leadership programs. In recognition of her contributions to innovation and excellence in CPD, she and her teams have received the U of T Temerty Faculty of Medicine Fred Fallis Award in Online Learning (2014 and 2020) and the Ivan Silver Innovation Award (2019).

TUESDAY MORNING PLENARY
Martin Tremblay PhD

Martin obtained a PhD in medicinal chemistry in 2004 at the Université de Montréal. He then pursued a two-year fellowship at the Max-Planck-Institut fur Kohlenforschung in Germany. After working for 6 years in the field of drug discovery at Boehringer Ingelheim, he transitioned to the discipline of continuing professional development (CPD) by accepting a position as Director of Medical Communications at a medical communication agency in Montreal, Canada. In 2018, he joined the Federation of Medical Specialists of Quebec (FMSQ) as a Senior Research and Innovation Advisor. In his current role, Martin supports CPD initiatives through his role as the primary liaison point of contact for the 35 medical associations affiliated with the FMSQ. This includes: supporting affiliated medical associations and other stakeholders for the development, implementation, and evaluation of activities following best practices, leading research and development of CPD innovations, and overseeing the entire accreditation process of the FMSQ and its affiliated medical associations. Along with his current position, Martin plays an active role at the *Conseil québécois de développement professionnel continu des médecins*, at the Coalition for Physician Learning and Practice Improvement, and at the Society of Academic Continuing Medical Education. His research interests include assessment and simulation as a means of CPD.

CLOSING PLENARY
Melanie Barwick PhD C.Psych

Melanie Barwick, Ph.D., C.Psych, is a Senior Scientist in the Child Health Evaluative Sciences Program of the SickKids' Research Institute and the SickKids Centre for Global Child Health. She also leads professional and resource development in Dissemination and Implementation Research and Practice within the Knowledge Translation Program of the SickKids' Learning Institute.

At the University of Toronto, she is a Professor in the Department of Psychiatry, Temerty Faculty of Medicine, and the Dalla Lana School of Public Health (Social and Behavioural Health Sciences, and the Institute for Health Policy, Management, and Evaluation). In addition, she is a Collaborator Scientist at the Centre for Addiction and Mental Health in Toronto.

Her community work includes being the Chair of the Governing Board for Children's Mental Health Ontario, a member of the Editorial Board for the SIRC journal Implementation Research and Practice, and an Associate Editor for Frontiers in Health Services – Implementation Science.

An internationally recognized expert in dissemination and implementation research and practice, her health services research program spans many areas of health to improve the implementation of evidence into practice and broaden the reach of evidence to support decision-making, policy, knowledge, awareness, health, and well-being. She has considerable practical experience in implementation. Her current research, funded by CIHR, is developing a digital tool, The Implementation

Playbook©, to facilitate the implementation of innovations in service settings.

She developed and provides professional development in dissemination and implementation practice internationally through the Specialist Knowledge Translation Training™ (for researchers and KT practitioners), the Knowledge Translation Professional Certificate™ (for KT practitioners), and Planning

for Implementation Practice™ (PIP) (http://tinyurl.com/p2p5du6). The KTPC is recognized as a Leading Practice by Accreditation Canada and has over 500 graduates worldwide. Since 2004, SickKids has licensed SKTT training to the Research Impact Academy (AUS) and has over 3,500 learners internationally. In addition, she is the developer of tools to support dissemination and implementation.

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25

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