STRATEGIC PLAN 2016 - 2022

Continuing Professional Development
Schulich School of Medicine & Dentistry
Western University
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MESSAGE FROM
THE ASSOCIATE DEAN

A Message from Dr. Richard Cherry, Associate Dean, Continuing Professional Development,
Schulich Medicine & Dentistry, Western University

Profound changes in health care and health care education are occurring at an unprecedented pace. Amidst these changes, the obligation for professionals to remain skilled, competent and capable is unchanged. And here lies the challenge: Can you keep up?

Continuing Professional Development (CPD), Schulich School of Medicine & Dentistry has come a long way since it was established in 2003. Currently, we oversee and accredit more than 150 programs annually in continuing medical education and faculty development. Our learners include the full spectrum of health professionals, educators and scientists. We have established expertise in needs assessment processes and the assessment of bias. We have created and implemented a formal teaching certificate program.

While we have been successful, we also need to keep up to change and grow. CPD needs to be more agile, more innovative, and more responsive to your rapidly evolving needs and the emerging trends in our shared health care and education environments.

In this strategic plan, we set an organizational trajectory to keep pace with the change around us.

During the next six years, we will work toward our vision of being an innovative education hub that inspires life-long learning, promotes scholarship and engages health care professionals by focusing on five strategic priorities:

- Collaborative Relationships
- Needs-Based Programming
- Technology-Enhanced Systems
- Academic Enterprise
- Scholarship & Innovation

CPD is committed to supporting you with cutting-edge, evidence-informed programs, and employing educational methods that promote knowledge transfer. We are committed to the assessment and continuous improvement of programs and educational approaches. We are committed to seeing CPD positively impact education and health outcomes.

This strategic plan is grounded in the perspectives and experiences of many valued stakeholders: our CPD staff, members of the Schulich Medicine & Dentistry community, members of the broader Western University community, and our education and health partners. We are grateful you took time to share your thoughts about what we are doing well, what we can improve on, and the trends you see on the horizon that may affect continuing professional development in our field. Thank you for sharing your ideas so generously. Our strategic plan is stronger because of your contribution.

Together we can all keep up.

Dr. Richard Cherry
Associate Dean, Continuing Professional Development
Schulich School of Medicine & Dentistry,
Western University
MESSAGE FROM
THE DEAN

A Message from Dr. Michael Strong, Dean,
Schulich Medicine & Dentistry, Western University

Advances in technology, education, research, learner expectations, changes in the delivery of health care and the sheer volume of accessible information are changing how people learn. Continuing Professional Development (CPD) at the Schulich School of Medicine & Dentistry understands this and is innovating in response to the needs of learners by adopting new engagement approaches and strategies while using the most effective and latest modalities.

In early 2016, CPD initiated a strategic planning process to ensure they can respond to changes in education, technology and health care and provide professional development needs for physicians.

The six-year plan sets out a trajectory well-aligned with the School’s overall strategy in developing new learning experiences that foster academic leadership, promoting innovation in education, incorporating research into the fabric of our learning and creating programming that is learner-centred.

Through five strategic priorities: collaborative relationships, needs-based programming, technology-enhanced systems, the strengthening of the academic enterprise, and scholarship and innovation, the CPD strategic plan is setting the stage to support the changing world of medical education and continued growth of professional development for health care providers.

I commend Dr. Richard Cherry, Associate Dean, CPD, the CPD team, and all the individuals who participated in the strategic planning process. They have created a strong plan, which will take our School and learners into the next decade.

As has been their practice, CPD will maintain its long-standing commitment to quality, responsiveness to learners, and scholarship in professional development.

I have every expectation that they will be successful in their goals, and I look forward to hearing and sharing updates on the progress of this plan on a regular basis.

Dr. Michael J. Strong
Dean, Schulich School of Medicine & Dentistry, Western University
STRATEGIC PLAN
AT A GLANCE

MISSION
To impact health outcomes through partnerships that advance learning, develop leadership and stimulate innovation in health care professionals, educators and scientists.

VISION
To be an innovative education hub that inspires lifelong learning, promotes scholarship and engages health care professionals.

COLLABORATIVE RELATIONSHIPS
To build shared capacities by strengthening existing collaborations and seeking out new partnerships.

SCHOLARSHIP & INNOVATION
To employ an evidence-informed methodology and research approach to advance quality patient care and lead in the field of continuing professional development.

NEEDS-BASED PROGRAMMING
To offer programs that target emerging clinical, educational and societal needs-based priorities.

TECHNOLOGY-ENHANCED SYSTEMS
To incorporate innovative educational technologies to effectively deliver programs that are responsive to the needs of our learners.

ACADEMIC ENTERPRISE
To provide customer-centered programs and services to support CPD’s financial stability.

VALUES
Life-Long Learning  Health Promotion  Accountability  Sustainability  Quality
No professional comes to work with a burning desire to be mediocre.

We all want to be better at whatever we do. But daily, we must wade against an unrelenting current of patient care responsibilities, administrative duties, teaching commitments, research endeavors, and leadership roles.

Despite these challenges we believe continuing professional development (CPD) is necessary for both the individual and our health system.

The professional life of a physician is the last and longest phase of education, eclipsing the concentrated and rigorous years of undergraduate and postgraduate education. It is the period of greatest learning, change and responsibility, and when the greatest benefits—personal, professional, organizational, societal—can be realized.

The tangible benefits of effective CPD help keep everyone interested and interesting, reduce job stress and burnout, increase job satisfaction and retention, and are associated with fewer professional complaints and less malpractice litigation.¹

Effective CPD also puts patients first. Research suggests patients receive better quality clinical diagnosis, treatment and follow-up in direct association with the quality and number of hours of professional development that their primary caregiver undertakes.²

Additionally, health systems see benefits from CPD through its pivotal role in leading change. Successful change cannot occur without some education of the participating professionals, making professional development a powerful conduit for both micro and macro systems change.

CPD is often the effective link between individuals and the systems in which they work. That important connection will be strengthened as our programs align with the broader inter-professional mandate, are driven by objective data related to health care quality, and respond to the real needs of learners.

The benefits of professional growth and ongoing learning hinge on ensuring the delivery of effective CPD, yet this remains an elusive goal. Internationally-recognized Canadian CPD educator Dr. Dave Davis and colleagues suggest that academic CPD units must objectively determine and uphold current best practices in the field.³ University CPD offices must lead in innovation and develop scholarly approaches to solve the challenges that hinder effective CPD.

In North America, over USD$2 billion is spent annually on health care CPD.⁴ Is this level of investment sustainable? How can we maximize the return on this substantial investment? Can we be more educationally efficient and effective? These questions will shape the direction of systematic scholarship and knowledge translation within CPD.

At Schulich Medicine & Dentistry, we believe in the value that continuing professional development brings to health care—a value that should be responsibly and transparently managed and measured in real health outcomes—and we believe in helping health care providers to do what they do better.

While our product may change over time, the value we deliver must reside in enabling physicians and health care providers to create better health outcomes for people. Through effective education we can create an environment which promotes real change for providers, and in turn their patients, families, communities, and the broader health system.

Continuing professional development (CPD): Within this article, continuing professional development (CPD) refers to forms of learning and professional development related to activities of all health professionals, including faculty development and continuing medical education.
CONTEXT AND WORKING PRINCIPLES

CPD’s strategic plan reflects where we are going as an organization and the principles that ground our work.

WE ARE PART OF A LARGER SYSTEM THAT WORKS IN PARTNERSHIP.
CPD resides within Schulich Medicine & Dentistry and is part of the wider Western University community. We work in partnership with other Schulich Medicine & Dentistry departments and programs, Western University faculties, physicians and health providers, hospitals and health care entities, research institutions, networks, health governing bodies and other Canadian medical schools to advance health education.

WE ARE PROUD TO SERVE SOUTHWESTERN ONTARIO AND BEYOND.
We are driven to provide new knowledge and skill to the health care community throughout Southwestern Ontario, and aspire to be of service to health providers beyond our geographic area.

WE ARE AGILE AND RESPOND TO A CONTINUALLY EVOLVING HEALTH CARE ENVIRONMENT.
Changing technologies, shifting demographics, financial accountability, advances in adult education and innovations in health care are continually reshaping the environment in which we work. We strive to be agile to respond to the evolving needs of our learners.

WE USE EVIDENCE INFORMED PRACTICES TO OFFER CUTTING EDGE PROFESSIONAL DEVELOPMENT.
Our programs and services are designed with the best information available. We partner with passionate educators and health professionals to share their experiences, wisdom and expertise.
In the next six years, CPD will deliver its mandate and focus efforts and investments in five priority areas: Collaborative Relationships; Needs-Based Programming; Technology-Enhanced Systems; Academic Enterprise; Scholarship & Innovation.
COLLABORATIVE RELATIONSHIPS

To build shared capacities by strengthening existing collaborations and seeking out new partnerships.

Collaborative relationships fuel the educational engine of CPD. Collaborative relationships reveal new perspectives, uncover collective knowledge and share expertise. They drive valuable learning exchanges, expand capacity, and promote quality continuing professional development.

GOAL

We will build shared capacities by strengthening existing collaborations and seeking out new partnerships.

STRATEGIES

1. Establish a continuing professional development education hub connecting learners, educators, and researchers across Southwestern Ontario.
2. Engage stakeholders internal and external to Schulich Medicine & Dentistry.
3. Develop a cohort of collaborators to create and deliver robust programs.

IMPACT

More can be achieved through collaborative relationships than working in isolation. Through strong, diverse collaborations, we will forge effective partnerships that serve health care learners and be known as a forward-thinking voice in the national and international conversation on continuing professional development.
NEEDS-BASED PROGRAMMING

To offer programs that target emerging clinical, educational and societal needs-based priorities.

Identifying learner and stakeholder needs is foundational to creating effective learning programs. CPD will develop achievable needs-based educational initiatives and champion programs that address these needs.

GOAL

We will offer programs that target emerging clinical, educational and societal needs-based priorities.

STRATEGIES

1. Define priority topics through health informatics and monitor curriculum trends in medical and professional education.
2. Capture and analyze the health care, scholarly and other educational needs of our target audiences.
3. Design, accredit and deliver needs-based education programs.
4. Implement a robust, continuous improvement method to evaluate and advance our educational programs.

IMPACT

CPD programs will be focused, well-structured and purposeful to ensure learners acquire demonstrable competencies, and are clearly aligned with stated outcome objectives and meaningful learner assessment. We will design and deliver programs in scalable clusters or pathways that lead to progressive levels of recognition. Programs will undergo rigorous review and evaluation, with updates guided by health care and learner outcomes.
Moving beyond traditional learning methods and utilizing a variety of innovative learning techniques is necessary to best serve our learners. By embracing new technologies, active learning and collaborative education, we seek to be recognized as our learners’ preferred education provider by delivering world-class, learner-centered continuing education experiences.

**GOAL**

We will incorporate innovative educational technologies to effectively deliver programs that are responsive to the needs of our learners.

**STRATEGIES**

1. Create effective and accessible programs by leveraging emerging educational technologies.
2. Support health professionals to use innovative educational approaches.
3. Implement technological innovations to improve CPD departmental processes.

**IMPACT**

Investing in technology will provide a foundation for education innovations. This will better position CPD to provide programs tailored to learners’ needs in a variety of formats. Online educational opportunities will expand CPD’s target audience beyond and within our traditional geographic region and provide greater opportunities for individuals to learn anytime and anywhere. A focus on high-quality, relevant, flexible and easily accessible programming is possible by leveraging the use of new educational technologies. Supporting our faculty to develop their digital skills dedicated to state-of-the-art education approaches will empower and inspire them to become more effective educators.
Thoughtful academic enterprise must hold in tension the reality that learners are also customers and education is also a business. CPD is committed to a secure and financially sustainable future. Adopting an academic enterprise strategy driven by educational rigour, customer needs and awareness of market demands will strengthen CPD’s products and services, promote diversification of revenue streams, and encourage development of viable educational products.

**GOAL**

We will provide customer-centered programs and services to support CPD’s financial stability.

**STRATEGIES**

1. Create an entrepreneurial culture within CPD focused on developing educational innovation.
2. Adopt a business model that supports sustainable for-profit and not-for-profit generating continuing professional development that reinvests in health care education.
3. Develop a robust marketing and communication approach to enhance the CPD brand among regional, national and international customers.

**IMPACT**

A strong business model and sustainable finances are essential. These pillars will allow CPD to operate efficiently and provide the infrastructure and human resources to most effectively serve and engage our customers. Building on the financial support of Schulich Medicine & Dentistry, CPD will develop market-driven continuing professional development programs and services which support the identified learning needs of faculty and health care providers; ensuring appropriate balance between external demands and scientific validity, integrity and objectivity. CPD is committed to adhering to ethical standards and to the use of best practices in program development, implementation and governance ensuring continuing accountability to the institution and stakeholders it serves.
SCHOLARSHIP & INNOVATION

To employ an evidence-informed methodology and research approach to advance quality patient care and lead in the field of continuing professional development.

Scholarship and innovation positively impact health outcomes by transforming our understanding of health issues and generating new solutions. CPD will develop research capabilities, create and disseminate new knowledge, and take an evidence-informed approach in its research activities which will, in turn, support the advancement of medical knowledge, education, professional development and patient care.

GOAL

We will employ an evidence-informed methodology and research approach to advance quality patient care and lead in the field of continuing professional development.

STRATEGIES

1. Promote a research-based education framework that supports scholarly approaches to the delivery of academic programs in Schulich Medicine & Dentistry.
2. Support ongoing effective and achievable change within Schulich Medicine & Dentistry through teaching innovation and curriculum enhancement.
3. Engage in research and innovation that contributes to advancing the discipline of continuing professional development.
4. Disseminate and communicate the research and scholarship of CPD and its partners.
5. Support interdisciplinary research, entrepreneurship and innovation across Schulich Medicine & Dentistry.

IMPACT

We will build our reputation as a world-class facility for continuing medical education and the delivery of research-informed faculty development. We will support change through teaching innovation and curriculum enhancement within Schulich Medicine & Dentistry. We will use scholarly approaches to advance how education is delivered and examine the connections between research, education and health care outcomes.
Strategic planning is about building a roadmap for the future. Throughout CPD’s planning, we were mindful of these guiding questions:

- What do our stakeholders need now and in the future?
- What will we focus on in the next six years?
- How will we achieve these goals?
- How will we measure our progress and success?

CPD’s strategic planning process included four stages:

1. **Prepare and Research**
   - A process was developed to tap into the wisdom and perspective of CPD stakeholders. A diverse group of stakeholders participated in the consultation process, including CPD staff and members of Schulich Medicine & Dentistry and Western University communities, and CPD education and health partners.

2. **Plan for the Future**
   - Informed by its stakeholder consultation process, CPD staff and key partners participated in a planning retreat to identify CPD’s priorities, goals and strategies for the next six years.

3. **Write the Plan**
   - The discussions and decisions that coalesced at the planning retreat came together to form CPD’s new strategic plan. The strategic plan was prepared by CPD’s writing team, and reviewed and endorsed by CPD leadership and Schulich Medicine & Dentistry faculty.

4. **Implement and Evaluate**
   - CPD is eager to achieve our goals and celebrate our successes. We will move to action by:
     - Implementing our strategies and evaluating our progress
     - Ensuring day-to-day operations are focused on our mandate and goals
     - Communicating with stakeholders to report our achievements

We are confident this plan will help CPD achieve our vision of becoming an innovative education hub that inspires lifelong learning, promotes scholarship and engages health care professionals.

*Strategic Plan facilitated by Platinum Leadership Inc.*
APPENDIX I: Strategic Planning Steering Committee and Writing Team

STRATEGIC PLANNING STEERING COMMITTEE
Richard Cherry          Associate Dean, CPD
David Dixon             Senior Advisor, CPD
Jason Eadie             Manager, CPD
Larissa Husarewych      Project Coordinator, CPD

STRATEGIC PLANNING WRITING TEAM
Ellen Brown             Program Administrator, CPD
Richard Cherry          Associate Dean, CPD
Jason Eadie             Manager, CPD
Larissa Husarewych      Project Coordinator, CPD
Mark Weyers             Educational Developer, CPD

STRATEGIC PLANNING CONSULTANTS
Andrew Bartley          Principal, Platinum Leadership Inc.
Corinne Walsh           Principal, Platinum Leadership Inc.
APPENDIX II:

Strategic Planning Retreat Participants

JANUARY 14, 2016
Ellen Brown Program Administrator, CPD
Jim Calvin Chair/Chief, Medicine
Richard Cherry Associate Dean, CPD
Gerry Cooper Associate Dean, Windsor Campus
David Dixon Senior Advisor, CPD
Jason Eadie Manager, CPD
Meghan Edmiston Program Coordinator, CPD
Larissa Husarewych Project Coordinator, CPD
George Kim Assistant Dean, Rural & Regional Community Engagement
Lorelei Lingard Director, Centre for Education Research & Innovation
Gary Tithecott Associate Dean, Undergraduate Medical Education
Chris Watling Associate Dean, Postgraduate Medical Education
Mark Weyers Educational Developer, CPD

JANUARY 19, 2016
Michael Brock Medical Writer, CPD
Ellen Brown Program Administrator, CPD
Richard Cherry Associate Dean, CPD
Kathy Dantzer Program Administrator, CPD
David Dixon Senior Advisor, CPD
Jason Eadie Manager, CPD
Meghan Edmiston Program Coordinator, CPD
Larissa Husarewych Project Coordinator, CPD
Danny Kim Medical Writer, CPD
Marcia Lefebvre Administrative Assistant, CPD
Erika Janeth Meza Administrative Assistant, CPD
Michael Murray Medical Writer, CPD
Mark Weyers Educational Developer, CPD
APPENDIX III:

Stakeholder Consultation Process
Faculty and Staff from Schulich Medicine & Dentistry Invited to Participate

Michael Strong  Dean, Schulich School of Medicine & Dentistry

DECANAL GROUP
Gerry Cooper  Associate Dean, Windsor Campus
Denise Figlewicz  Vice Dean, Research & Innovation
Bertha Garcia  Vice Dean, Education
Robert Hammond  Associate Dean, Admissions
Douglas Jones  Vice Dean, Basic Medical Sciences
George Kim  Assistant Dean, Rural & Regional Community Engagement
Terri Paul  Associate Dean, Learner Equity & Wellness
Mithu Sen  Assistant Dean, Faculty Equity & Wellness
Margaret Steele  Vice Dean, Hospital & Interfaculty Relations
Gary Tithecott  Associate Dean, Undergraduate Medical Education
Chris Watling  Associate Dean, Postgraduate Medical Education

DEPARTMENT CHAIRS AND CHAIR/CHIEFS
Jim Calvin  Department of Medicine
John Denstedt  Surgery
David Litchfield  Biochemistry
Kathryn Myers  General Internal Medicine
Stephen Wetmore  Family Medicine

ADMINISTRATIVE LEADERS
Betty Holmes  Director, Organizational Effectiveness
Dwayne Martins  Chief Operating Officer, Schulich School of Medicine & Dentistry
Justin Quesnelle  Manager, Clinical Skills Learning Program
Sergio Rodriguez  Director, Information Services
John Ruicci  Director, Education
Nicole Sbrocca  Manager, Windsor Campus
Dale Shelley  Director, Project Management Office

CONTINUING PROFESSIONAL DEVELOPMENT
Michael Brock  Medical Writer
Ellen Brown  Program Administrator
Linda Bruce  Program Coordinator
Richard Cherry  Associate Dean
Kathy Dantzer  Program Administrator
David Dixon  Senior Advisor
CONTINUING PROFESSIONAL DEVELOPMENT - CONTINUED

Jason Eadie  
Manager

Meghan Edmiston  
Program Coordinator

Larissa Husarewych  
Project Coordinator

Danny Kim  
Medical Writer

Marcia Lefebvre  
Administrative Assistant

Erika Janeth Meza  
Administrative Assistant

Michael Murray  
Medical Writer

Mark Weyers  
Educational Developer

CONTINUING EDUCATION DIRECTORS AND CLINICAL FACULTY

Larry Allen  
Ophthalmology

Clark Baldwin  
Family Medicine

Sandrine de Ribaupierre  
Medical Biophysics

Varinder Dua  
Psychiatry

Roya Etemad-Rezai  
Medical Imaging

Alex Hammond  
Oncology

Stewart Harris  
Family Medicine

Diane Hawthorne  
Family Medicine

Ian Herrick  
Anesthesia and Perioperative Medicine

Irene Hramiak  
Endocrinology and Metabolism

John Jordan  
Otolaryngology - Head and Neck

Mariamma Joseph  
Pathology & Laboratory Medicine

Vranda Kamath  
Family Medicine

Ken Lee  
Family Medicine

David McCarty  
Cardiology

Bill McKeough  
Family Medicine

Jeff Nisker  
Obstetrics and Gynecology

Brooke Noftle  
Family Medicine

Kathryn Roth  
Otolaryngology - Head and Neck Surgery

Allan Skanes  
Cardiology

Joanna Walsh  
Pathology and Laboratory Medicine

Michele Weir  
Pathology and Laboratory Medicine

Stan van Uum  
Endocrinology and Metabolism

Gerald Wisenberg  
Medical Biophysics

OTHER KEY INDIVIDUALS

David Hill  
Scientific Director, Lawson Health Research Centre

Phil Hunt  
Director, Business Development & CSTAR

Graeme Hunter  
Assistant Director, Faculty Development, Dentistry

Arthur Kidd  
Assistant Director, Learner Equity & Wellness

Lorelei Lingard  
Director, Centre for Education Research & Innovation

Maureen MacPherson  
Professional Staff Relations Specialist, London Health Sciences Centre

Shanil Narayen  
Regional Academic Director, Distributed Education Network

Christopher Schlachta  
Medical Director, CSTAR

Shannon Venance  
Director CBME Implementation, Postgraduate Medical Education
APPENDIX IV:

Stakeholder Consultation Process
Persons External to Schulich Medicine & Dentistry Invited to Participate

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<td>Deborah Dawson  Director, Teaching Support Centre</td>
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<td>Deanna Grogan eLearning Technology Team Leader</td>
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<td>Jean Savage  Associate Director, Client Support, Information Technology Services</td>
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<td>Vicki Schwean Dean, Faculty of Education</td>
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<td>Gavan Watson  Associate Director eLearning, Teaching Support Centre</td>
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<td>Carolyn Young  Director, Continuing Studies</td>
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<td>Kelly Gillis Senior Director, System Design and Integration, South West</td>
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<td>Sandra Lariviere Health System Design Manager, Erie St. Clair</td>
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<td>Martin Lees Primary Care Lead, Erie St. Clair</td>
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<td>Gordon Wallace Managing Director, Safe Medical Care</td>
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<td>Bob Lester Physician Advisor</td>
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<tr>
<td>Barb LeBlanc Executive Director, Health Policy</td>
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<th>Ontario Ministry of Health and Long-Term Care (MOHLTC)</th>
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<tr>
<td>Jody Hendry Manager, Health Workforce Education Strategies Unit</td>
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<td>Lee Tregwin Provincial Planner</td>
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<td>Jamie Meuser Executive Director, CPD</td>
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<td>Amy Outschoorn Director, CPD</td>
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<th>The Ontario College of Family Physicians (OCFP)</th>
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<td>Jessica Hill Chief Executive Officer</td>
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<th>The College of Physicians and Surgeons of Ontario (CPSO)</th>
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<td>Daniel Faulkner Health Care Executive</td>
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<td>Jennifer Fillingham Education Liaison</td>
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<td>Bill McCauley Medical Advisor</td>
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The Royal College of Physicians and Surgeons of Canada (RCPSC)
Craig Campbell  Director, CPD
Jennifer Gordon  Associate Director, CPD
Tanya Horsley  Associate Director, Research and Principal Scientist

CPD DEANS AT CANADIAN MEDICAL SCHOOLS
Khalid Azzam  Assistant Dean, McMaster University
Bob Bluman  Acting Associate Dean, The University of British Columbia
Diane Clavet  Vice Dean, Université de Sherbrooke
Lara Cooke  Associate Dean, University of Calgary
Vernon Curran  Associate Dean, Memorial University
Paul Hendry  Vice Dean, University of Ottawa
Constance LeBlanc  Associate Dean, Dalhousie University
Andries Muller  Assistant Dean, University of Saskatchewan
Lucie Rochefort  Vice Dean, Université Laval
Ivan Rohan  Associate Dean, McGill University
Suzan Schneeweiss  Associate Dean, University of Toronto
Jeff Sisler  Vice Dean, University of Manitoba
Karen Smith  Associate Dean, Queen’s University
Janice Willett  Associate Dean, Northern Ontario School of Medicine
APPENDIX V:

Strategic Planning Retreat Agenda

Day 1 - Thursday, January 14, 2016
Day 2 - Tuesday, January 19, 2016
8:00 a.m. - 4:00 p.m.
Deerview Room, Windermere Manor

THURSDAY, JANUARY 14, 2016
Welcome and introductions
- Overview of strategic planning
- Guiding principles for decision-making, including discussion of consensus-building and risk tolerance

Break
- What is CPD’s big picture? - Exploring CPD’s vision, mission and values
- What have we heard? - Discussion of stakeholder consultation report themes, trends and outliers
- Where will CPD go? - Articulating CPD’s six year vision

Lunch
- What will CPD achieve? - Developing CPD’s strategic priorities and goal statements
- Is CPD aligned? - Preliminary discussion of alignment between the recommended priorities and goals with desired impact, funder requirements, stakeholder feedback and needs, and organizational mission and values

Between now and then, next steps and departure

TUESDAY, JANUARY 19, 2016
Welcome and review
- Reflection, Alignment and Buying In - Discussion of CPD’s recommended six-year priorities and goals
- What strategies will CPD use to get there? - Creating and prioritizing strategies to pursue goals

Break
- Strategy-setting continued

Lunch
- How will CPD know it is successful? - Creating KPIs for each goal
- What are the first steps? - Action planning for Year 1

Wrap up, next steps and departure
APPENDIX VI:

Glossary of Terms

CONTINUING MEDICAL EDUCATION:
Activities undertaken to enhance competence, increase learning, and provide better care for patients.⁵

CONTINUING PROFESSIONAL DEVELOPMENT (CPD):
All forms of learning and professional development related to activities of all health professionals, including faculty development and continuing medical education.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD):
Educational unit within the Schulich School of Medicine & Dentistry, Western University that is responsible for providing continuing medical education and faculty development programs and services.

FACULTY DEVELOPMENT:
A broad range of methods to support faculty members in their roles as educators, researchers and administrators.⁶

NEEDS ASSESSMENT:
A systematic process of collecting and analyzing information on what a target group needs to learn.⁷
APPENDIX VII:

References


