



**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

# 8NAC

**8TH NATIONAL CPD ACCREDITATION CONFERENCE**

OCTOBER 17 & 18, 2016

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



FINAL PROGRAM

# 8th National CPD Accreditation Conference

October 17 & 18, 2016  
Sheraton Toronto Airport  
Hotel & Conference Centre  
Toronto, ON



## GENERAL INFORMATION

### » 8NAC PROGRAM

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# WELCOME MESSAGE



On behalf of the Royal College of Physicians and Surgeons of Canada (Royal College) and the College of Family Physicians of Canada (CFPC), we would like to welcome you to the 8th National CPD Accreditation Conference. As in past years, this conference gives continuing professional development (CPD) professionals an opportunity to collaborate and promote innovation and excellence in accreditation.

The Planning Committee has put together a comprehensive program of plenary sessions and workshops that provide participants with the opportunity to interact and to engage in discussions about key topics in CPD accreditation and programming. Prominent themes this year include exploring the innovative and collaborative nature of accredited CPD and highlighting the importance of accredited CPD in the healthcare continuum. The program is designed to appeal to the interests and meet the needs of CPD professionals of all experience levels working within a variety of contexts.

The mentor-mentee program and the networking breakfast will be featured at this year's conference to give participants the opportunity to network with other CPD professionals. In an effort to further enhance collaboration and knowledge exchange, a facilitated poster session will be introduced this year. During this session, poster presenters will be able to share their work and learn from others who have demonstrated excellence in CPD. This session will allow participants to engage in conversation related to current issues within identified themes of research in accredited CPD.

Participants include representatives from university offices of continuing medical education (CME/CPD), provincial CFPC Chapters, all Royal College accredited CPD providers, the Royal College's CPD Accreditation Committee members, CFPC's National CPD Committee members, Mainpro+® reviewers, and provincial medical regulatory authorities. We encourage participation from those with responsibilities for development, implementation, and/or accreditation of CPD activities.

We look forward to welcoming you to the 8th National CPD Accreditation Conference!

Jennifer Gordon, MEd, CAE  
Associate Director, Continuing Professional Development  
Office of Specialty Education  
Royal College of Physicians and Surgeons of Canada

Amy Outschoorn, MEd, CTD  
Director, Continuing Professional Development  
College of Family Physicians of Canada

# PLANNING & LOGISTICS

## PLANNING COMMITTEE

### **Jessica Black, MEd**

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

### **John Chmelicek, MD, CCFP, FFAFP, FAWM**

President, Alberta College of Family Physicians, National Committee on Continuing Professional Development, College of Family Physicians of Canada

### **Michael Fleming, BSc, MD, CCFP, FCFP**

Director of Family Physician Programs in CPD, Continuing Professional Development, Dalhousie University, Faculty of Medicine

### **Riccarda Galioto**

Chief Operations & Meetings Officer, Association of Medical Microbiology and Infectious Disease Canada

### **Jennifer Gordon, MEd, CAE**

Associate Director, Continuing Professional Development, Office of Specialty Education, Royal College of Physicians and Surgeons of Canada

### **Janice Harvey, BSc, MD, CCFP (SEM), FRCP, Dip Sport Med**

Physician Advisor, Professional Development and Practice Support, College of Family Physicians of Canada

### **Leonora Lalla, MD, CCFP**

National Committee on Continuing Professional Development, Mainpro Standards Working Group, College of Family Physicians of Canada

### **Connie LeBlanc, MD, CCFP(EM), MAEd, CCPE**

Associate Dean, CPD & Professor, Department of Emergency Medicine, Dalhousie University

### **Karen Mazurek, MD, CCFP**

Deputy Registrar, College of Physicians and Surgeons of Alberta

### **Christie Newton, MD, CCFP, FCFP**

President, BC College of Family Physicians; Associate Professor, UBC Department of Family Practice; Director, Continuing Professional Development and Community Partnerships; Director, Interprofessional Education UBC Faculty of Medicine

### **Amy Outschoorn, MEd, CTDP**

Director, Continuing Professional Development, College of Family Physicians of Canada

### **Bob Parson, MEd**

Director, Education and Accreditation, Office of Continuing Professional Development, University of Ottawa

### **Cheryl Ripley**

Manager, Continuing Professional Development, Canadian Ophthalmological Society

### **Connie Switzer, MD, FRCPC, CAGF**

Clinical Professor of Medicine, University of Alberta Chair, CPD Accreditation Committee, Royal College of Physicians and Surgeons of Canada

### **Patricia Wade, MScInf, CPN(C)**

Direction du Développement Professionnel Continu, Fédération des Médecins Spécialistes du Québec

### **Mya Warken, B.A. Hons**

Team Lead, CPD Accreditation, Royal College of Physicians and Surgeons of Canada

### **Amanda Woodard**

Administrator, Manitoba College of Family Physicians

## LOGISTICS COMMITTEE

### **Jessica Black, MEd**

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

### **Carla Conroy**

Certification Applications Coordinator, Continuing Professional Development, College of Family Physicians of Canada

### **Courtney Jones**

Conference Administrator, Event Management and Hospitality Services, Royal College of Physicians and Surgeons of Canada

### **Jennifer Thorgeirson**

CPD Accreditation Coordinator, Royal College of Physicians and Surgeons of Canada

### **Mya Warken, B.A. Hons**

Team Lead, CPD Accreditation, Royal College of Physicians and Surgeons of Canada

# CONFERENCE OBJECTIVES | NETWORKING EVENTS | MENTORSHIP PROGRAM | GENERAL INQUIRIES

## CONFERENCE OBJECTIVES

After attending the 8th National CPD Accreditation Conference, participants will be able to:

1. Describe standards and processes for the accreditation of CPD programs and providers.
2. Apply accreditation standards, policies, and processes to their own CPD programs.
3. Promote innovations and trends in the field of CPD.

## CPD NETWORKING BREAKFAST AND RECEPTION

### Networking breakfast

Please join us for a networking breakfast on Monday, October 17 and Tuesday, October 18, 2016. These events are designed to offer participants of all levels of experience a unique opportunity for learning and professional exchange. Food and beverages will be served while participants have the opportunity to engage with other professionals in their field. On October 18, themed tables will be available for you to join colleagues to share and discuss information on topics of common interest.

### Networking reception

An informal networking reception will be held at 5:25 p.m. on Monday, October 17, 2016.

This is an opportunity for participants to mingle with identified “experts” in areas related to accreditation and CPD, and with representatives from both the Royal College and the CFPC. Participants will have the freedom to engage in one-on-one exchanges with the experts, network, or simply catch up with new and old colleagues. Light refreshments and snacks will be served.

This event is open to all conference participants and their guests. Registration is complimentary for conference participants; guests are subject to a \$50.00 registration fee.

The Royal College Innovation Awards and CFPC CPD Program Awards will be formally presented and celebrated during the networking reception.

## MENTORSHIP PROGRAM

To further enhance networking opportunities, the planning committee has again integrated the mentorship program into the conference program.

Please note that mentors and mentees have been paired based on CPD accreditation portfolios and experience level. Be sure to review the mentor-mentee handbook before, during and after the conference for ways to enhance your experience!

## GENERAL CONFERENCE INQUIRIES

If you have any questions about the conference, please contact:



### Carla Conroy

Email: [cconroy@cfpc.ca](mailto:cconroy@cfpc.ca)

Phone: 1-800-387-6197 or 905-629-0900 ext. 461

### Jennifer Thorgeirson

Email: [jthorgeirson@royalcollege.ca](mailto:jthorgeirson@royalcollege.ca)

Phone: 1-800-668-3740 or 613-730-8177 ext. 587

### Tweet #8NAC



Looking for more networking opportunities?

Participants can tweet before, during, and after the conference!

# ACCREDITATION STATEMENTS | INFORMATION

## COLLEGE OF FAMILY PHYSICIANS OF CANADA

This Group Learning program has been certified by the College of Family Physicians of Canada and the Ontario Chapter for up to 11.75 Mainpro+ credits

Direct credit entry of Mainpro+ certified credits:

- We are pleased to provide a direct credit entry (DCE) service for the reporting of Mainpro+ certified credits for CFPC members at the 8th National CPD Accreditation Conference. This program will help facilitate credit entry for family physicians. The following is key information for the DCE service:
- Physicians who wish to participate in DCE will need to provide their College of Family Physicians of Canada (CFPC) identification number at the time of registration on site, if you did not provide it during the registration process.
- If participants opt for DCE, their Mainpro+ credits will be automatically entered in their Mainpro+ record; they should not resubmit their credits or enter them online. Participants will receive an e-mail from the CFPC confirming that their Mainpro+ credits have been entered in their Mainpro+ record. Those not participating in DCE will be provided with a "Certificate of Attendance".

## ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA

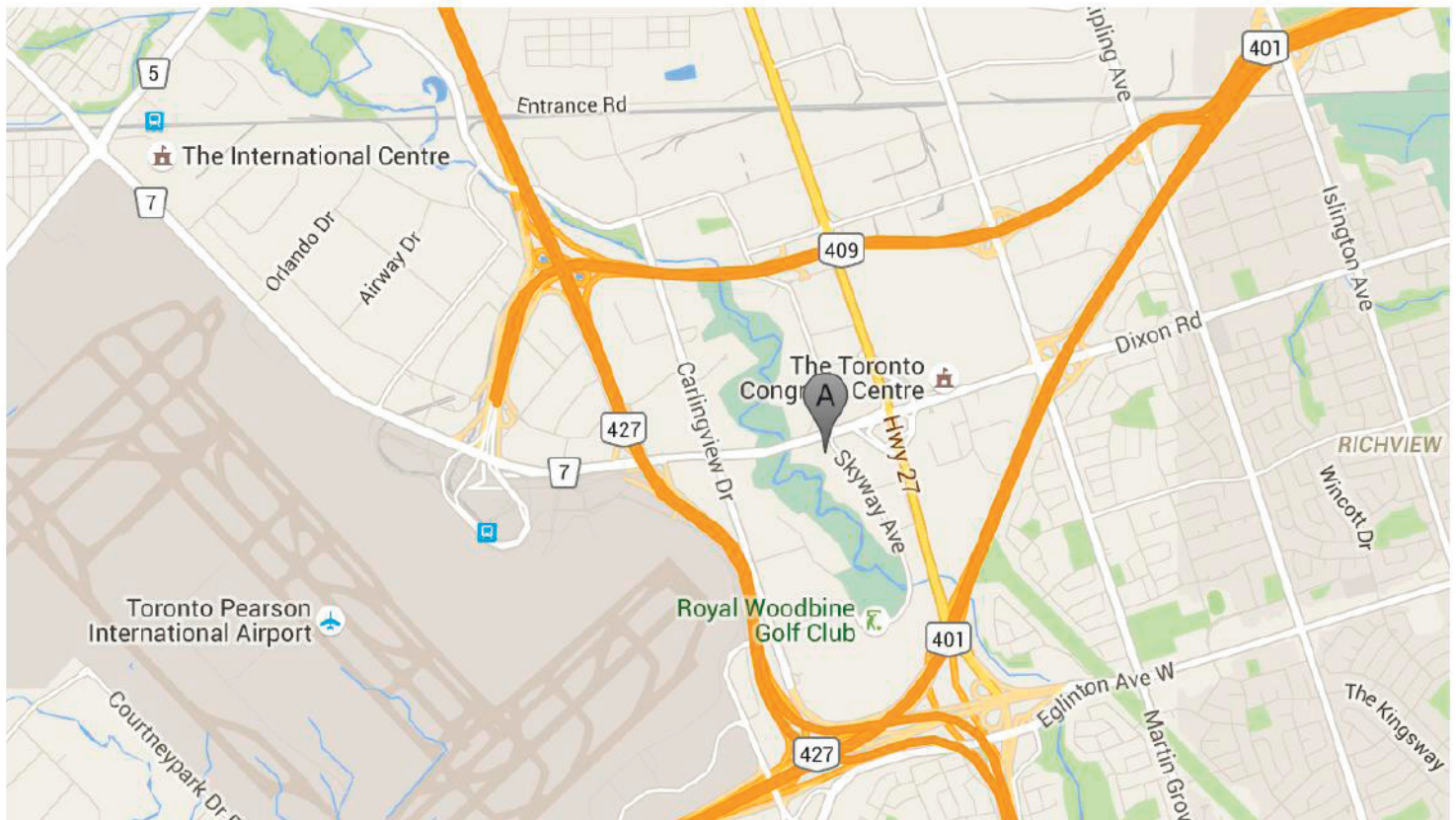
This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada for 11.75 credits. This program has been reviewed and approved by the University of Ottawa, Office of Continuing Medical Education.

Royal College Fellows and MOC Program participants who provided their identification number at the time of registration will have their MOC Section 1 credits automatically transferred to their MAINPORT holding area following the conference. To complete the entry participants will be required to record their learning outcomes.

# SHERATON TORONTO AIRPORT HOTEL & CONFERENCE CENTRE

## MAP | DIRECTIONS | FLOOR PLAN

### MAP



### DIRECTIONS

#### From the east

1. Take the 401 Highway westbound
2. Take the Dixon Road exit and follow the Dixon Road West ramp
3. At the second traffic light, turn left on Skyway Avenue
4. The hotel entrance is on your right hand side

#### From the west

1. Take the 401 Highway eastbound to the Dixon Road exit
2. Proceed on Dixon Road in the left lane
3. Turn left at Skyway Avenue
4. The hotel will be on the right

#### From the south

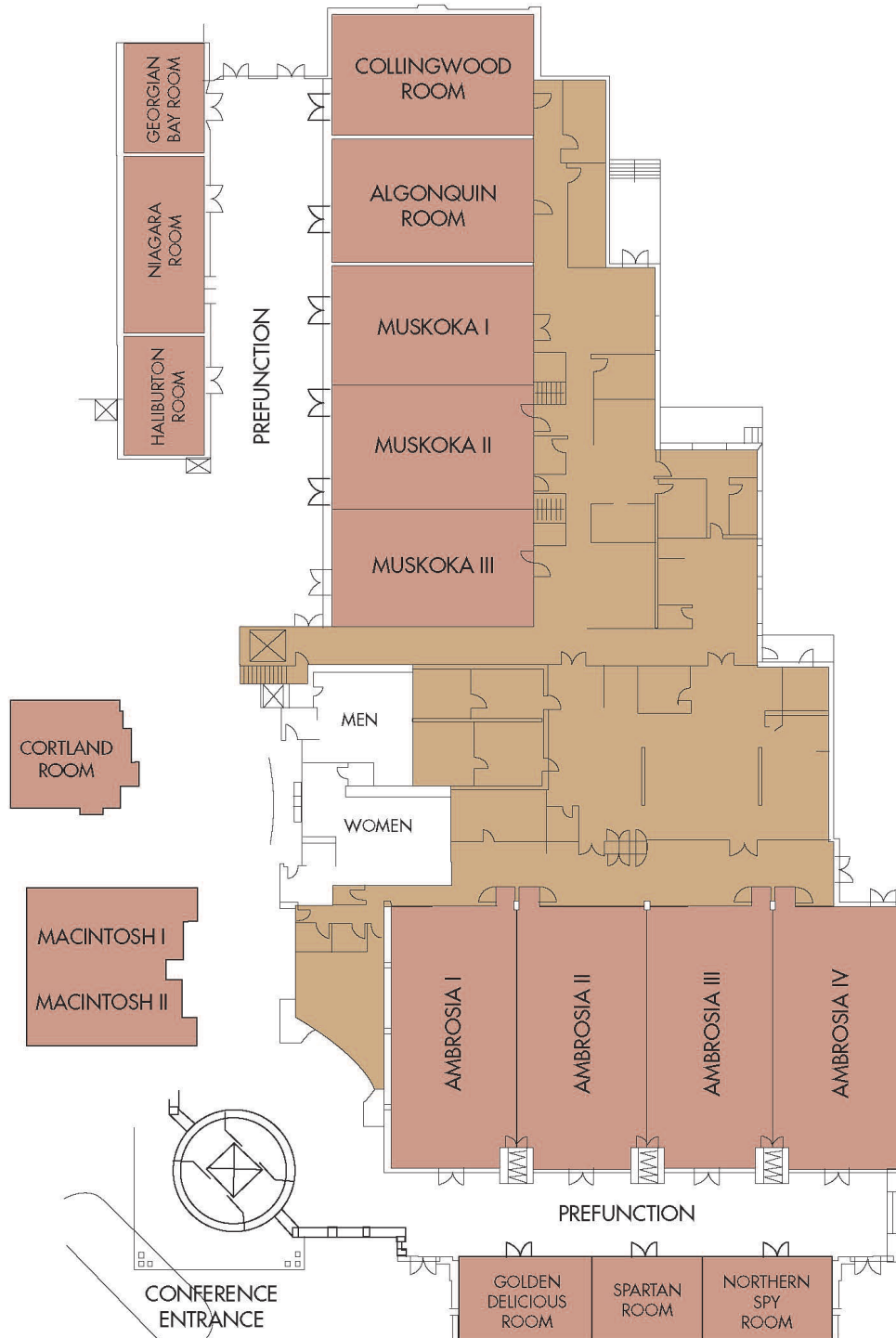
1. Take the Gardiner Expressway to Highway 427
2. Take Highway 427 North to the Dixon Road exit
3. Turn right onto Dixon Road
4. The hotel is located on the southwest corner of Dixon Road and Skyway Avenue

#### From Toronto Pearson International Airport

1. Take Dixon Road eastbound
2. The hotel is within 5 minutes of the airport, on the southwest corner of Dixon Road and Skyway Avenue

# SHERATON TORONTO AIRPORT HOTEL & CONFERENCE CENTRE MAP | DIRECTIONS | FLOOR PLAN

## FLOOR PLAN





# 8th National CPD Accreditation Conference

October 17 & 18, 2016  
Sheraton Toronto Airport  
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Toronto, ON



## FINAL PROGRAM

### » 8NAC PROGRAM

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- Final Program – Day 1 >>
- Final Program – Day 2 >>
- Session descriptions & learning objectives >>

## DAY 1

Monday, October 17, 2016

07:30 - 18:30

### TIME SESSION TITLE / DETAILS

**07:30-08:30** Registration and continental breakfast *(Registration Ambrosia Foyer; Breakfast Ambrosia III/V)*  
(Mentors and mentees meet at registration desk)

**08:30-08:40** Housekeeping *(Ambrosia I/II room)*

**08:40-08:50** Welcome *(Ambrosia I/II room)*  
Dr. Paul Dagg and Dr. Connie Switzer (Royal College) & Dr. Leonora Lalla (CFPC)

**08:50-09:50** **OPENING PLENARY** *(Ambrosia I/II room)*

**Integrating quality improvement (QI) assessment, and continuing professional development (CPD) to change practice**

Presenters: Drs. Sanjeev Sockalingam and Brian Wong

**09:50-10:00** Break and transition *(Ambrosia Foyer)*  
(Mentors and mentees meet)

#### CFPC WORKSHOPS

**10:00-12:00** **CFPC-1** *(Muskoka I/II room)*  
**CFPC Chapter Administrator session**

#### ROYAL COLLEGE WORKSHOPS

**10:00-12:00** **RC-1** *(Algonquin room)*  
**Accreditation 101: Laying the foundation**  
**RC-2** *(Ambrosia I/II room)*  
**CPD accreditation case clinic**

**12:00-13:00** Lunch *(Ambrosia III/V)*  
(Mentors and mentees meet)

**13:00-14:30** **AFTERNOON PLENARY** *(Ambrosia I/II room)*

**Royal College Accredited CPD Provider Innovation Award & CFPC Continuing Professional Development Award**

**14:30-14:40** Transition

**14:40-16:10** **CFPC-2** *(Muskoka I/II room)*  
**CFPC Mainpro+ reviewer session**

**14:40-15:40** **RC-3** *(Ambrosia I/II room)*  
**Royal College accredited CPD provider focus group**

**16:10-16:25** Break *(Ambrosia Foyer)*  
(Mentors and mentees meet)

**15:40-15:55** Break *(Ambrosia Foyer)*  
(Mentors and mentees meet)

**16:25-16:55** **CFPC-3** *(Muskoka I/II room)*  
**Mainpro+ certification 101**

**15:55-17:25** **RC-4** *(Ambrosia I/II room)*  
**Learning from your peers: Building your accredited CPD provider toolbox**

**16:55-17:25** **CFPC-4** *(Muskoka I/II room)*  
**Challenging cases in Mainpro+ certification**

**17:25-18:30** CPD networking reception and awards presentation *(Muskoka Foyer)*

Tuesday, October 18, 2016  
07:00 - 15:15

## DAY 2

TIME	SESSION TITLE / DETAILS
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07:00-07:50	<b>Registration and continental breakfast</b> ( <i>Registration Ambrosia Foyer; Breakfast Ambrosia III/V</i> ) (Mentors and mentees meet at registration desk)
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07:50-08:00	<b>Welcome and housekeeping</b> ( <i>Ambrosia I/II room</i> )
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08:00-08:45	<b>OPENING PLENARY</b> ( <i>Ambrosia I/II room</i> )
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**CME and CPD: Underdogs, misfits or the only answer to Canada's healthcare problems\*?**  
\**With apologies to Malcolm Gladwell*  
Presenter: Dr. Dave Davis

08:45-09:00	<b>Transition</b> ( <i>Ambrosia Foyer</i> )
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09:00-10:30	<b>CONCURRENT WORKSHOPS — MORNING</b>
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<b>A-1:</b>	<b>Facilitated poster session</b> ( <i>Muskoka III room</i> ) Facilitators: Drs. Sam Daniel and Jeff Sisler
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<b>A-2:</b>	<b>Integrating CanMEDS and CanMEDS-FM into CPD programs</b> ( <i>Muskoka I room</i> ) Presenters: Drs. Christie Newton and Mark Walton
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<b>A-3:</b>	<b>Comparison of CFPC Mainpro+ and Royal College MOC accreditation standards</b> ( <i>Muskoka II room</i> ) Presenters: Ms. Jessica Black and Ms. Mya Warken
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<b>A-4:</b>	<b>Point of care learning: Is there an app for that?</b> ( <i>Algonquin room</i> ) Presenters: Drs. Doug Archibald and Roland Grad
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<b>A-5:</b>	<b>FMEC CPD session 1</b> ( <i>MacIntosh room</i> ) Presenters: Ms. Susanne Lawrence and Dr. Jamie Meuser
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10:30-11:00	<b>Break and transition</b> ( <i>Ambrosia Foyer</i> ) (Mentors and mentees meet)
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11:00-12:00	<b>MORNING PLENARY</b> ( <i>Ambrosia I/II room</i> )
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**The importance of interprofessional continuing education to positively impact outcomes**  
Presenter: Dr. Kathy Chappell

# PRELIMINARY PROGRAM • DAY 2

## DAY 2

Tuesday, October 18, 2016

07:00 - 15:15

TIME	SESSION TITLE / DETAILS
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12:00-13:00	<b>Lunch</b> ( <i>Ambrosia III/IV room</i> ) (Mentors and mentees meet)
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13:00-14:30	<b>CONCURRENT WORKSHOPS — AFTERNOON</b>
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<b>B-1:</b>	<b>National standard for support of accredited CPD activities: Exploring implementation</b> ( <i>Muskoka I room</i> ) Presenters: Ms. Jennifer Gordon and Dr. Jamie Meuser
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<b>B-2:</b>	<b>Approaches to CPD: Working towards purposeful selection</b> ( <i>Muskoka II room</i> ) Presenters: Drs. Connie LeBlanc and Joan Sargeant
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<b>B-3:</b>	<b>Leveraging accreditation to foster a culture of safety: Why now?</b> ( <i>Algonquin room</i> ) Presenters: Drs. Susan Brien and Anne Matlow
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<b>B-4:</b>	<b>FMEC CPD session 2</b> ( <i>Macintosh room</i> ) Presenters: Dr. Craig Campbell and Ms. Susanne Lawrence
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<b>B-5:</b>	<b>Integrating self-directed learning in CPD activities</b> ( <i>Ambrosia I/II room</i> ) Presenter: Mr. Bob Parson
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14:30-14:45	<b>Break and transition</b> ( <i>Ambrosia Foyer</i> ) (Mentors and mentees meet)
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14:45-15:15	<b>Closing town hall</b> ( <i>Ambrosia I/II room</i> )
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# SESSION DESCRIPTIONS & LEARNING OBJECTIVES

Monday, October 17, 2016  
07:30 - 18:30

DAY 1

SESSION  
DESCRIPTIONS

## OPENING PLENARY

### Integrating quality improvement (QI) assessment, and continuing professional development (CPD) to change practice

**Plenary Presenters:** Drs. Sanjeev Sockalingam and Brian Wong

**Plenary Description:** Continuing education (CE) and continuing professional development (CPD) have traditionally been limited in changing clinicians' behaviours and patient outcomes. The expanding field of healthcare quality improvement (QI) offers a unique model for moving CE/CPD towards enduring practice changes. This interactive plenary session will discuss the overlaps between continuing professional development and continuous quality improvement. The inclusion of assessment activities is key to the ability to measure performance and define gaps in quality that serve as the basis for CPD and QI activities. Participants will be introduced to a framework that provides guidance to CPD educators on how best to integrate assessment and QI activities within CPD programs.

**Plenary Objectives:** At the end of this session, participants will be able to:

1. Reflect on the strengths and limitations of CPD and recognize the benefits of adapting current practices to integrate QI.
2. Identify barriers to integrating QI and assessment within CPD programs.
3. Implement practical strategies that incorporate QI and CPD in order to effect lasting change in CPD practices and improve patient outcomes.
4. Recognize how the practice of assessment is an important component to creating QI-based CPD.

## AFTERNOON PLENARY

### Royal College Accredited CPD Provider Innovation Award & CFPC Continuing Professional Development Award

**Plenary Presenters:** Royal College Accredited CPD Provider Innovation Award Recipients & College of Family Physicians of Canada Continuing Professional Development Award Recipients

**Royal College Accredited CPD Provider Innovation Award Recipients**

**Award Recipient:** Canadian Anesthesiologists' Society

**Presenter:** Dr. Susan O'Leary

**Innovation:** Improving Education Delivery and Optimizing Credit: The Framework for CBD for CPD

**Award Recipient:** Canadian Association of Gastroenterology

**Presenter:** Dr. Kevin Waschke

**Innovation:** The Colonoscopy Skills Improvement Course (CSI)

**Award Recipient:** CPD Collaborative of Ontario Faculties of Medicine (McMaster University, Northern Ontario School of Medicine, Queen's University, University of Ottawa, University of Toronto, University of Western Ontario)

**Presenter(s):** Dr. Karen Smith and Mr. Jason Eadie

**Innovation:** CPD Collaborative Model demonstrated through Improving and Driving Excellence Across Sectors (IDEAS): Introductory 2-Day Program

## AFTERNOON PLENARY

### Royal College Accredited CPD Provider Innovation Award & CFPC Continuing Professional Development Award

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#### College of Family Physicians of Canada Continuing Professional Development Program Award Recipients

**Name of Program:** Intensive Preceptorship Training Program in HIV/AIDS

**Program Provider:** BC Centre of Excellence in HIV/AIDS

**Presenter:** Dr. Silvia Guillemi

**Name of Program:** Learning Essential Approaches to Palliative and End of Life Care (LEAP)

**Program Provider:** Pallium Canada

**Presenter:** Dr. Jose Pereira

**Plenary Description:** This plenary features a series of presentations from the three recipients of the 2016 Royal College Accredited CPD Provider Innovation Award and the two recipients of the College of Family Physicians of Canada Continuing Professional Development Award.

**Plenary Objectives:** At the end of this session, participants will be able to:

1. Identify at least one area of potential enhancement for their CPD programs.

# SESSION DESCRIPTIONS & LEARNING OBJECTIVES

## SESSION DESCRIPTIONS

## DAY 1

Monday, October 17, 2016  
07:30 - 18:30

### COLLEGE OF FAMILY PHYSICIANS OF CANADA WORKSHOPS

#### CFPC-1: CFPC Chapter Administrator session

**Workshop Facilitator:** Ms. Jessica Black

**Workshop Description:** CFPC Chapter Administrators are responsible for ensuring programs submitted for certification meet the guidelines and standards for provincial Mainpro+ one-credit-per-hour certification, and for ensuring that the ethical review component of Mainpro+ certification is conducted in accordance to prescribed guidelines. During this interactive workshop, participants will review and discuss the standards for Mainpro+ certification, the program review process, and the ethical review processes.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Assess CPD program applications utilizing the Mainpro+ program requirements.
2. Implement the Mainpro+ ethical review guidelines.
3. Explain the Mainpro+ Quality Criteria to Mainpro+ program providers.

#### CFPC-2: CFPC Mainpro+ reviewer session

**Workshop Facilitators:** Drs. Janice Harvey and Christie Newton

**Workshop Description:** This interactive workshop will utilize case studies to review and discuss the Mainpro+ Quality Criteria and application requirements. Reviewers will be invited to discuss the challenges associated with interpreting the Quality Criteria requirements and share feedback on how to improve the review process (this session is also appropriate for university CPD offices).

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Evaluate Mainpro+ applications against the Mainpro+ Quality Criteria Framework.
2. Define the requirements for one-, two-, and three-credit-per-hour programs.
3. Deliver appropriate and constructive feedback to Mainpro+ program providers during the review process.

#### CFPC-3: Mainpro+ certification 101

**Workshop Facilitators:** Ms. Jessica Black and Ms. Amanda Woodard

**Workshop Description:** In this workshop, intended for all audiences (universities, chapters, reviewers), we will provide a high-level overview of the standards and processes for program certification in Mainpro+. This session will cover eligible topics, conflict of interest requirements, and submission requirements. We will review frequently asked questions related to Mainpro+ certification and program development.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Explain the basic requirements for Mainpro+ certification.
2. Define the minimum requirements for one-, two-, and three-credit-per-hour certification.
3. Provide examples of activities that meet the definition of Group Learning, Self-Learning, and Assessment credit categories.

# SESSION DESCRIPTIONS & LEARNING OBJECTIVES

Monday, October 17, 2016  
07:30 - 18:30

DAY 1

SESSION  
DESCRIPTIONS

## CFPC-4: Challenging cases in Mainpro+ certification

<b>Workshop Facilitators:</b>	Ms. Jessica Black and Dr. Janice Harvey
<b>Workshop Description:</b>	This interactive workshop will review and discuss recent Mainpro+ certification challenges in a case study format. Cases may take the form of a certification violation, a challenging program format, or an inconsistency in process. Participants will gain insight into the nuances of Mainpro+ certification through active discussion and participation.
<b>Workshop Objectives:</b>	At the end of this session, participants will be able to: <ol style="list-style-type: none"><li>1. Apply judgment and knowledge when faced with challenging Mainpro+ applications.</li><li>2. Discuss approaches to overcoming inconsistencies in the Mainpro+ certification process.</li><li>3. Provide advice to program developers when new and innovative program formats are submitted for Mainpro+ certification.</li></ol>

## ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA WORKSHOPS

### RC-1: Accreditation 101: Laying the foundation

<b>Workshop Facilitators:</b>	Ms. Jennifer Thorgeirson and Ms. Mya Warken
<b>Workshop Description:</b>	One of the primary roles and responsibilities of accredited CPD provider organizations is to review group learning and assessment CPD activities developed by other physician organizations. During this interactive workshop, participants will be provided with an opportunity to review administrative, educational, and ethical standards for accredited CPD activities and apply the standards to multiple case-based examples.
<b>Workshop Objectives:</b>	At the end of this session, participants will be able to: <ol style="list-style-type: none"><li>1. Explain the criteria established to determine if the developing organization meets the definition of a physician organization.</li><li>2. Discuss the minimum acceptable educational and ethical standards all programs must meet to be approved as accredited CPD activities.</li><li>3. Identify at least one area for improvement in the review process for their organizations.</li></ol>

### RC-2: CPD Accreditation case clinic

<b>Workshop Facilitators:</b>	Ms. Jennifer Gordon and Dr. Connie Switzer
<b>Workshop Description:</b>	One of the primary roles of a Royal College accredited CPD provider is to review programs against Royal College CPD accreditation standards. During this interactive workshop, participants will be presented with a series of complex CPD accreditation scenarios. Participants will work through each case to determine whether it meets Royal College CPD accreditation criteria and identify areas for improvement in their current application of the standards. Cases will include live and web-based group learning, self-assessment, and simulation activities.
<b>Workshop Objectives:</b>	At the end of this session, participants will be able to: <ol style="list-style-type: none"><li>1. Evaluate applications against current Royal College CPD accreditation standards.</li><li>2. Provide feedback to applicants on how to improve submissions to meet Royal College CPD accreditation criteria.</li><li>3. Identify at least one area for enhancement in their CPD programs.</li></ol>



# SESSION DESCRIPTIONS & LEARNING OBJECTIVES

## SESSION DESCRIPTIONS

## DAY 1

Monday, October 17, 2016

07:30 - 18:30

### RC-3: Royal College accredited CPD provider focus group

**Workshop Facilitators:** Dr. Karen Smith and Ms. Mya Warken

**Workshop Description:** The Royal College CPD accreditation standards are anchored in underlying principles that define the intent of any given standard. As part of the Royal College's commitment to continuously review accreditation standards, this session will provide an opportunity for accredited CPD providers to contribute to a focus group exploring select standards for group learning, knowledge assessment, and simulation-based CPD activities. The outcomes of the focus group will help inform the future direction and evolution of the accreditation standards.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Explain the underlying principles of Royal College accreditation standards for group learning, knowledge assessment, and simulation-based CPD activities.
2. Apply Royal College standards for CPD activities with consideration to variations in context.

### RC-4: Learning from your peers: Building your accredited CPD provider toolbox

**Workshop Facilitators:** Ms. Jennifer Gordon and Dr. Connie LeBlanc

**Workshop Presenters:**

- Ms. Kate Kittner and Ms. Laura McDiarmid, *Queen's University*: "Start at the End: How to Design a Strategic Plan"
- Ms. Tunde Gondocz, *Canadian Medical Protective Association*: "Planning Evaluation: Striving to Improve"
- Dr. Céline Huot, *Canadian Society of Endocrinology and Metabolism*: "Perils for accreditation: when David meets Goliath"
- Dr. Mark Awuku, *Canadian Paediatric Society*: "Perceiving Unperceived Needs"
- Dr. Khalid Azzam and Dr. Nishma Singhal, *McMaster University*: "McMaster's Approach to Learning Needs Assessment"
- Dr. Christine Polimeni, *University of Manitoba*: "CPD Planners have Needs Too! Highlights from the University of Manitoba PLANS Summit"
- Dr. Suzan Schneeweiss, *University of Toronto*: "A novel Royal College traineeship to facilitate performance assessment"
- Ms. Linda Crelinsten, *Royal College Simulation Accreditation Committee*: "Royal College Simulation Accreditation: The Value Added by Developing a Community of Practice"

**Workshop Description:** This workshop will feature a series of presentations from multiple accredited CPD provider organizations ("7 slides in 7 minutes") who will share a CPD tool, resource, or strategy that aligns with the requirements of the Royal College/CACME accreditation standards. Participants will develop a shared repertoire of experiences, resources, and tools for integration within their CPD program as part of a strategy to maintain their accredited status.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Consider different approaches to CPD and CPD accreditation that comply with the Accreditation Standards for CPD provider organizations.
2. Discuss challenges to achieving adherence to one or more of the presented Accreditation Standards for CPD provider organizations.

# SESSION DESCRIPTIONS & LEARNING OBJECTIVES

Tuesday, October 18, 2016  
07:00 - 15:15

DAY 2

SESSION  
DESCRIPTIONS

## OPENING PLENARY

### **CME and CPD: Underdogs, misfits or the only answer to Canada's healthcare problems\*?**

*\*With apologies to Malcolm Gladwell*

**Plenary Presenter:** Dr. Dave Davis

**Plenary Description:** On the one hand, it is generally, widely assumed that CME and CPD are important elements in maintaining competence in health professionals. On the other hand, it is also widely accepted that CPD is less than effective, often associated with third-party support (and bias) and other non-essential elements. What are we to do with these two somewhat opposing views of the field of lifelong learning and continuing education?

This interactive presentation will attempt to provide a way forward. It will focus on the burgeoning evidence for the effect of CPD — its impact on competence, performance and health care (or patient) outcomes. It will attempt to contextualize this effect in two ways. First, the presentation will describe the large care gaps facing the globe, Canadian citizens and —in local settings — our own patients. Second, it will encourage participants to develop their own strategies and plans to answer the question, 'Can CPD save lives?' in the affirmative.

**Plenary Objectives:** At the end of this session, participants will be able to:

1. List the sources and types of evidence that link health professional learning and health outcomes.
2. Generate a list of imperatives for change — globally, nationally, locally — on which to focus their CPD strategies and plans.
3. Begin to think about ways to implement those plans.

## CONCURRENT WORKSHOPS - MORNING SESSION

### **A-1: Facilitated poster session**

**Workshop Facilitators:** Drs. Sam Daniel and Jeff Sisler

**Workshop 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, or What works in CPD?

**Workshop 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.

# SESSION DESCRIPTIONS & LEARNING OBJECTIVES

## SESSION DESCRIPTIONS

## DAY 2

Tuesday, October 18, 2016  
07:00 - 15:15

### A-2: Integrating CanMEDS and CanMEDS-FM into CPD programs

**Workshop Facilitators:** Drs. Christie Newton and Mark Walton

**Workshop Description:** In consideration of both the CFPC Mainpro+ and the Royal College MOC accreditation requirements, this interactive workshop will utilize case-studies to review and discuss how different CanMEDS/CanMEDS-FM roles and competencies can be integrated into CPD programming. Participants will be given the opportunity to review examples of CPD programs to identify opportunities to introduce competencies beyond the medical expert role, and will be invited to provide examples from their own contexts to discuss. Challenges associated with integration and assessment of the different CanMEDS/CanMEDS-FM roles will be addressed.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Evaluate CPD programs to identify opportunities to integrate CanMEDS/CanMEDS-FM roles and competencies (beyond the Medical Expert Role).
2. Describe different strategies to integrate CanMEDS/CanMEDS-FM roles and competencies in CPD programming.

### A-3: Comparison of CFPC Mainpro+ and Royal College MOC accreditation standards

**Workshop Facilitators:** Ms. Jessica Black and Ms. Mya Warken

**Workshop Description:** Although the educational and ethical standards for the accreditation of learning activities within the Mainpro+ and MOC Programs are similar, there are differences between the standards and the processes by which approval is granted. During this case-based workshop, participants will discuss and compare the administrative, educational, and ethical standards of the two CPD accreditation systems.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Explain the administrative, educational, and ethical standards that are similar between the two national CPD accreditation systems.
2. Describe areas of difference in their standards and processes of accreditation.
3. Consistently apply the standards when reviewing applications for accreditation.

Tuesday, October 18, 2016  
07:00 - 15:15

DAY 2

SESSION  
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## A-4: Point of care learning: Is there an app for that?

**Workshop Facilitators:** Drs. Doug Archibald and Roland Grad

**Workshop Description:** The IAM app is available in the app store and Google Play. The app incorporates a tool called the Information Assessment Method (IAM) questionnaire. From the perspective of a health professional, the IAM questionnaire documents the value of clinical information, through four constructs:

1. The cognitive impact of this clinical information on the health professional.
2. The relevance of this clinical information for at least one patient.
3. If relevant, its use for a specific patient.
4. If used, any expected patient health benefits.

In this workshop, we will use clinical scenarios to illustrate how point of care learning can be documented by linking the IAM app to eConsult. An eConsult service is a technology enhanced system where a primary care provider can ask a patient specific question directly to a specialist. There is a transfer of information from one provider to another, with the expectation that the specialist will respond in a timely fashion directly to the primary care provider. In linking the IAM app to eConsult in the context of an accredited CME program, participants will discover how the IAM questionnaire can stimulate and document reflective learning arising from clinical decisions taken at the point of care. We will then show how IAM data can be leveraged to inform needs assessment and thereby improve the focus of accredited CPD programs.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Explain the major concepts of reflective learning and point of care learning.
2. Develop ideas for future CPD programs and their evaluation.

# SESSION DESCRIPTIONS & LEARNING OBJECTIVES

## SESSION DESCRIPTIONS

## DAY 2

Tuesday, October 18, 2016

07:00 - 15:15

### A-5: FMEC CPD session 1

**Workshop Facilitators:** Ms. Susanne Lawrence and Dr. Jamie Meuser

**Workshop Description:** The FMEC CPD initiative, the third of three phases focused on evaluation and rigorous improvement in Canadian medical education, was launched in May 2015 to address the policies, structures and mechanisms that will enable a future national CPD system that sustains innovation and ongoing quality improvement for the health of Canadians.

This workshop will provide a brief overview of the FMEC CPD project including its vision and strategy and key accomplishments to date. This workshop will also provide details about the following four of eight priority themes, including examples of projects endorsed under these priority themes that will inform decision making:

1. Amplify and operationalize the FMRAC Physician Practice Improvement principles and roles.
2. Demonstrate CPD as a contributor to addressing issues of importance to the health of Canadians.
3. Amplify the meaning and implications of scope of practice for physicians.
4. Contribute to understanding and rationalizing funding for the creation and dissemination of CPD activities.

Workshop participants will be invited to share their perspectives on key issues that should be addressed within these selected priority themes and participate in identifying approaches for how these priority themes can be addressed to realize the vision for this project. Workshop participants will be invited to identify projects or work they are designing or developing that could contribute to the four selected priority themes.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Describe the vision and development strategy for the FMEC CPD project.
2. Discuss the key issues relevant to four priority themes selected for the FMEC CPD project.
3. Identify at least one project that may contribute to a priority theme of the FMEC CPD project.

## MORNING PLENARY

### The importance of interprofessional continuing education to positively impact outcomes

**Plenary Presenter:** Dr. Kathy Chappell

**Plenary Description:** Continuing education in the health professions has historically been conducted in silos, yet it is critical that healthcare providers practice collaboratively in teams. Academic institutions are incorporating interprofessional education (IPE) within pre-licensure or pre-registration curriculum. Interprofessional continuing education (IPCE) for practicing clinicians needs to incorporate similar strategies to plan education that improves team performance and patient/system outcomes. IPCE is designed to address the professional practice gaps of the healthcare team using an educational planning process that reflects input from those healthcare professionals who make up the team. IPCE is designed to change skills/strategy or performance of the healthcare team, or patient outcomes. Examples of IPCE activities and outcomes achieved by organizations including universities, healthcare systems, governmental agencies and private education companies will be highlighted.

**Plenary Objectives:** At the end of this session, participants will be able to:

1. Identify strategies for planning IPCE that incorporate members of the healthcare team.
2. Describe outcomes that reflect change in skills/strategy or performance of the healthcare team or patient outcomes.

# SESSION DESCRIPTIONS & LEARNING OBJECTIVES

Tuesday, October 18, 2016  
07:00 - 15:15

DAY 2

SESSION  
DESCRIPTIONS

## CONCURRENT WORKSHOPS - AFTERNOON SESSION

### B-1 National standard for support of accredited CPD activities: Exploring implementation

**Workshop Facilitators:** Ms. Jennifer Gordon and Dr. Jamie Meuser

**Workshop Description:** The National Standard for Support of Accredited CPD Activities establishes a unified set of ethical standards and expectations that a CPD activity must meet in order to be accredited for inclusion within the Royal College's Maintenance of Certification (MOC) Program and the CFPC's Mainpro+ program.

This workshop will provide an overview of the key ethical standards and expectations of the National Standard. Workshop participants will be encouraged to explore a series of scenarios to identify impacts of the National Standard on their organization's operational policies and procedures.

**Workshop Objectives:** At the end of this workshop, participants will be able to:

1. Describe the scope of the National Standard for Support of Accredited CPD Activities.
2. Contribute to the Royal College and CFPC's toolkit for implementation of the National Standard.
3. Develop an approach to an organization-specific implementation strategy for the National Standard.

### B-2: Approaches to CPD: Working towards purposeful selection

**Workshop Facilitators:** Drs. Connie LeBlanc and Joan Sargeant

**Workshop Description:** In this session, we will briefly review the influences on physicians' choice of Continuing Professional Development (CPD) activities, how they remain up to date, avoid skill and knowledge decay over time, and decide on new learning initiatives. In small groups, we will explore attitudes and perspectives in CPD selection by "trying-on" a process for purposeful CPD selection using one's practice data to inform choices, work guided by the FMRAC Physician Performance Improvement framework. A group discussion will conclude this session to discuss barriers and enablers of implementing this process more broadly.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Consider the many factors which influence physicians' CPD selections.
2. Recognize the importance of practice data and reflection in purposeful CPD selection.
3. Describe how facilitated physician feedback on practice data can enhance learning and practice change.

# SESSION DESCRIPTIONS & LEARNING OBJECTIVES

## SESSION DESCRIPTIONS

## DAY 2

Tuesday, October 18, 2016  
07:00 - 15:15

### B-3: Leveraging accreditation to foster a culture of safety: Why now?

**Workshop Facilitators:** Drs. Susan Brien and Anne Matlow

**Workshop Description:** A culture of safety is integral to the delivery of safe healthcare, and is associated with improved outcomes and patient satisfaction. Royal College Fellows and CFPC members, committed as they are to providing safe health care in their roles as health care professionals, have rarely had the formal training needed to foster a culture of safety and further optimize safe medical care. This session will review the components of a culture of safety and illustrate their centrality to the safe operation of complex environments characterized by little margin for error, such as aviation and healthcare. Communication, varied and often, is key. In this interactive session, participants will explore opportunities to embed a 'commitment to communicate' in local CPD program objectives.

**Workshop Objectives:** At the end of this session, participants will be able to:

1. Differentiate between a safe and unsafe culture.
2. Summarize the importance of a culture of safety.
3. Discuss opportunities to embed a 'commitment to communicate' in local CPD program objectives.

### B-4: FMEC CPD session 2

**Workshop Facilitators:** Dr. Craig Campbell and Ms. Susanne Lawrence

**Workshop Description:** The FMEC CPD initiative, the third of three phases focused on evaluation and rigorous improvement in Canadian medical education, was launched in May 2015 to address the policies, structures and mechanisms that will enable a future national CPD system that sustains innovation and ongoing quality improvement for the health of Canadians.

This workshop will provide a brief overview of the FMEC CPD project including its vision and strategy and key accomplishments to date. This workshop will also provide details about the following four of eight priority themes, including examples of projects endorsed under these priority themes that will inform decision making:

1. Address CPD as an important part of the lifelong learning continuum for physicians.
2. Advance competency-based CPD tools, assessment strategies and data.
3. Address the required knowledge and skills needed by those participating in development and delivery of CPD (e.g. coaching skills, upskilling planning committees).
4. Address interprofessional teams as an important audience for CPD.

Workshop participants will be invited to share their perspectives on key issues that should be addressed within these selected priority themes and participate in identifying approaches for how these priority themes can be addressed to realize the vision for this project. Workshop participants will be invited to identify projects or work they are designing or developing that could contribute to the four selected priority themes.

**Workshop Objectives:** At the end of this workshop, participants will be able to:

1. Describe the vision and development strategy for the FMEC CPD project.
2. Discuss the key issues relevant to four priority themes selected for the FMEC CPD project.
3. Identify at least one project that may contribute to a priority theme of the FMEC CPD project.

Tuesday, October 18, 2016  
07:00 - 15:15

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## B-5: Integrating self-directed learning in CPD activities

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**Workshop  
Facilitator:** Mr. Bob Parson

**Workshop  
Description:** In this workshop, participants will practice and evaluate practical, hands-on ways of integrating self-assessment into CPD activities. This workshop has brought together examples from CPD colleagues from faculties across the country, who share their favourite ways of helping to make self-assessment happen.

**Workshop  
Objectives:** At the end of this session, participants will be able to:

1. Define and describe self-assessment approaches in CPD programs in general and in their own context.
2. Describe and assess methods and resources that can help CPD providers integrate SDL.
3. Assess their own skills and needs in integrating self-assessment into their local CPD programs.



# 8th National CPD Accreditation Conference

October 17 & 18, 2016  
Sheraton Toronto Airport  
Hotel & Conference Centre  
Toronto, ON



## FACULTY AND SPEAKERS

### » 8NAC PROGRAM

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Keynote speaker biographies



Conflict of interest disclosures



## KEYNOTE SPEAKER BIOGRAPHIES

### Dr. Kathy Chappell, PhD, RN, FAAN, FNAP

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**Interim Chief Officer  
Vice President, Accreditation Program and Institute  
for Credentialing Research  
American Nurses Credentialing Center**

Dr. Chappell has over 25 years of nursing experience, including clinical practice as a direct care nurse in critical care and emergency nursing; hospital administration; project management for programs such as the Magnet Recognition Program, NDNQI, quality improvement and shared governance; hospital-system strategic planning for support of professional nursing practice, including nursing clinical education, nursing student recruitment and research; and director of an international credentialing program. Dr. Chappell directs the Institute for Credentialing Research, analyzing individual and system outcomes related to credentialing. She is also responsible for credentialing organizations that provide continuing nursing education and interprofessional continuing education; accreditation of courses validating nursing skills; and accreditation of residency and fellowship programs. She has recently been promoted to Interim Chief Officer of ANCC with oversight of all ANCC credentialing programs. Dr. Chappell received her baccalaureate in nursing with distinction from the University of Virginia, her masters of science in advanced clinical nursing from George Mason University, and her doctorate in nursing from George Mason University. She is a Fellow in the American Academy of Nursing and a Distinguished Scholar & Fellow in the National Academies of Practice.

### Dr. Dave Davis, MD, FCFP

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Dave is currently Professor Emeritus, Family and Community Medicine, University of Toronto, and a senior consultant to the Mohammed Bin Rashid University of Medical and Health Sciences, Dubai. Most recently he has been the AAMC's lead for continuing healthcare education and improvement.

Prior to these appointments, Dave was a family physician in Ontario, Canada for nearly 40 years. For much of that time, he was active in CME and, as such, interested in the genesis and uptake of evidence-based clinical knowledge. He has been chairman of an all-staff inter-professional CE program at a community hospital; director of Continuing Medical Education and subsequently chair of continuing education at McMaster University's Faculty of Health Sciences; associate dean, continuing education, and founding director of the Knowledge Translation Program in the Faculty of Medicine, University of Toronto; and chairman of Ontario's Guidelines Advisory Committee.

Dave has developed a comprehensive competency assessment program for the provincial licensing body, and helped launch a center for faculty development and a Mini-Med School at the University of Toronto. Emphasizing a rigorous, outcomes-based focus on CME, he has acted as PI, Co-PI or investigator on grants totaling several million dollars. This emphasis has seen the publication of roughly 150 peer-reviewed papers, dozens of abstracts, book chapters, and two major books on CME practices, and presentations on four continents. A further book is in the works to be published in 2017. His (and colleagues') 1995 JAMA systematic review of the effect of CME interventions is widely cited as a seminal study in this field.

Finally, Dave has been chair or president of national or provincial Canadian organizations, two North American organizations (the Alliance for CME and the Society for Academic CME) and the Guidelines International Network, a global organization dedicated to the development and implementation of evidence-based clinical practice guidelines, and currently serves as the AAMC Member Liaison to the Accreditation Council for CME.

He makes his home in Dundas, Ontario, and Fort Myers Beach, Florida.

# KEYNOTE SPEAKER BIOGRAPHIES

## Dr. Sanjeev Sockalingam, MD, MHPE, FRCPC

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**Deputy Psychiatrist-in-Chief, University Health Network  
Associate Professor of Psychiatry, University of Toronto**

Dr. Sanjeev Sockalingam is an Associate Professor of Psychiatry at the University of Toronto and Deputy Psychiatrist-in-Chief at the University Health Network for the Toronto General and Princess Margaret Hospital sites. He is the Director of Continuing Practice and Professional Development for the Department of Psychiatry at the University of Toronto and the Director of Curriculum Renewal for the Medical Psychiatry Alliance.

Dr. Sockalingam is an active researcher with more than 100 peer-reviewed publications and is a lead investigator on several peer-reviewed grants. His clinical research interests include understanding morbidity and service delivery at the interface of physical and mental health care, quality improvement in mental health, and factors influencing lifelong learning in practice. Dr. Sockalingam has received several teaching and education awards locally and nationally, including the Association of Faculties of Medicine of Canada Young Educator Award and the Canadian Medical Association Young Leader Award.

## Dr. Brian Wong, MD, FRCPC

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**Staff Physician, Division of General Internal Medicine  
Associate Professor, Department of Medicine  
Director, Continuing Education & Quality Improvement  
Associate Director, Centre for Quality Improvement & Patient Safety (C-QulPS)  
Sunnybrook Health Sciences Centre  
University of Toronto**

Dr. Wong is Associate Professor and Director of Continuing Education and Quality Improvement in the Department of Medicine at the University of Toronto, and the Associate Director for the Centre for Quality Improvement and Patient Safety at the University of Toronto. He also serves as a Clinician Educator with the Royal College of Physicians and Surgeons of Canada and the Medical Education lead for Choosing Wisely Canada. Clinically, he is a staff general internist at Sunnybrook Health Sciences Centre. His scholarly activities lie at the intersection between medical education, quality improvement and patient safety, and he has been extensively involved in creating innovative curricula and faculty development programs to teach patient safety and quality improvement to health professionals across the learning continuum.

# CONFLICT OF INTEREST DISCLOSURES

## ◇ = Planning committee members

### DISCLOSURES

Speaker	Details
Chappell, Kathy	I am a member of an advisory board for Pfizer and Merck. I receive no honoraria. Travel costs are reimbursed to employer.
Gordon, Jennifer ◇	I am a member of a global educational advisory board for Pfizer and Merck-Serono.
Grad, Roland	I received honoraria from the International Centre for Evidence Based Medicine for two online modules.
Guillemi, Silvia	I am a member of an advisory board for Gilead Sciences, Inc and ViiV Healthcare. I have participated in Advisory Board Meetings and have received honoraria for attending.
Huot, Céline	I am currently participating in or have participated in a clinical trial within the past two years. Companies: Merck, Sanofi Aventis, Novo Nordisk, Boehringer-Ingelheim. Details: Site principal investigator for pediatric clinical trials for novel agents for patients with type 1 and type 2 diabetes.
Jobin, Vincent	I am the co-director of the Clinique du Sommeil which receives unrestricted funds from two companies (Medigas and Laboratories Biron) to pay the annual salary for a research assistant.
Lalla, Leonora ◇	I have received dividends as a minor shareholder in a medical clinic in Pierrefonds, Quebec.
Outschoorn, Amy ◇	I have received compensation from industry for travel expenses only, for sitting on a board of directors for Food Allergy Canada and the Canadian Premature Babies Foundation.
Singhal, Nishma	I have received an honorarium from Pendopharm for attending a regional consultancy meeting for a new antibiotic.
Smith, Karen	I have received or will be receiving a grant or honorarium from Shire Pharmaceuticals for contributing to an investigator initiated research grant. The Queen's CPD department has received payment from commercial organizations in support of programming. I do not receive personal support or gifts.
Sockalingam, Sanjeev	I have received or will be receiving a grant or honorarium from Shire Pharmaceuticals for contributing to an investigator initiated research grant.
Switzer, Connie ◇	I am a member of an advisory board for Abbvie and Merck.

### NOTHING TO DECLARE

Archibald, Doug	Crelinsten, Linda	Guimond, Claude	Luconi, Francesca	Pereira, Jose	Sommerfeld, Connor	Waschke, Kevin
Awuku, Mark	Curran, Vernon	Harvey, Janice ◇	Matlow, Anne	Polimeni, Christine	Thorgeirson, Jennifer	Wong, Brian
Azzam, Khalid	Daniel, Sam	Hodgson, Kate	Mazurek, Karen ◇	Ripley, Cheryl ◇	Toews, Jeff	Woodard, Amanda ◇
Black, Jessica ◇	Davis, Dave	Jahangir, Khurran	McDiarmid, Laura	Sargeant, Joan	Wade, Patricia	
Brien, Susan	Eadie, Jason	Johnson, Dianne E.	Meuser, Jamie	Schneeweiss, Suzan	Wade, Patricia ◇	
Campbell, Craig	Fleming, Michael ◇	Kittner, Kate	Newton, Christie ◇	Sisler, Jeff	Walton, Mark	
Cassie, JoAnna	Galioto, Riccarda ◇	Lawrence, Susanne	O'Leary, Susan	Smith, Deborah	Warken, Mya ◇	
Chmelicek, John ◇	Gondocz, Tunde	Leblanc, Connie ◇	Parson, Bob ◇			



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