7:30 am - 1:00 pm	**SACME Board Meeting** (Closed meeting)
1:00 - 2:00 pm	**SACME Program Committee** (Open to SACME members only)
2:00 - 3:00 pm	**SACME Finance Committee** (Closed meeting)
3:00 - 5:00 pm	**SACME Research Endowment Council** (Closed meeting)
3:00 - 4:00 pm	**SACME Membership Committee** (Open to SACME members only)
5:00 - 6:00 pm	**SACME Research Committee** (Open to SACME members only)
6:00 - 7:00 pm	**SACME Communications Committee** (Open to SACME members only)
8:00 am - 6:00 pm	**Alliance for CME Board of Directors Meeting** (Closed meeting)
6:30 - 9:00 pm	**Registration Opens**
7:00 - 9:00 pm	**Poster and Exhibit Set-up**
7:30 pm	**CACHE Dinner**

The Canadian Association for Continuing Health Education is holding a dinner at The Fairmont Royal York in the Upper Canada Room. This is an opportunity for Canadian and other CME Congress participants interested in the Canadian CE scene, to gather and plan for CACHE 2005 in Calgary (September 2005). Please join your Canadian colleagues.
Tickets must be ordered on the Registration Form. No tickets may be purchased on-site.

Space is limited to 150.

Format Codes:
R - Research Paper or Demonstration Project
S - Symposium
W - Workshop

Theme Codes:
(edu) - Education
(env) - Environment
(inf) - Information
(imp) - Implementation
(reg) - Regulation

7:30 am	**Registration and Continental Breakfast** **Poster and Exhibit Set-up**

Plenary Session 1
Congress Introduction

8:00 am	**Welcome and Announcements** Dave Davis, MD, Chair, CME Congress 2004 David Naylor, MD, DPhil, FRCPC, Dean Faculty of Medicine, University of Toronto R. Van Harrison, PhD, Chair, Scientific Program Committee
8:15 am	**Information, Education and Implementation:** **An Overview of 'CME' and the Congress** R. Van Harrison, PhD

The CME Environment

8:30 am	**Session Introduction** Moderator: Murray Kopelow, MD, Accreditation Council for Continuing Medical Education
8:35 am	**How Forces Affecting Health Care are Likely to Affect CME** Mark Smith, MD, MBA, President & CEO, California Health Care Foundation, Oakland, CA
9:05 am	**Commentary: National and International Perspectives on the Forces for Change** Dennis K. Wentz, MD, Director Emeritus, Division of CPPD, AMA John T. Parboosingh, MB, Emeritus Professor, University of Calgary
9:20 am	**Discussion**
9:35 am	**Move to Concurrent Sessions**
9:45 am	## Concurrent Sessions 1

S01 (env) **Trends In Global CME And CPD: Innovation, Regulation, Practice Impact**

Dennis K. Wentz (American Medical Association, Chicago, IL), Lewis A. Miller (Intermedia Inc., Darien CT)

Societal forces and professional responsibility have caused many countries to examine their systems to validate the continued competence of doctors. In some countries, e.g., Mexico and Brazil, there are no requirements to re-register a medical license or to become re-certified in a medical specialty - and accredited continuing medical education (CME) is in the exploration stage. In others, e.g., the U.K., the focus is shifting away from CME to re-validation of license based on competence. This session will bring viewpoints from these and other countries on both issues of CME and continued competence.

S02 (edu) **Documenting the Impacts of Formal Instruction on Changing Clinician Behavior**

Dale A. Moore, (University of California, Davis, CA), H.B. Slotnick, (University of Wisconsin-Madison Medical School, Madison, WI), James C. Leist, (Alliance for CME Center for Learning and Change), Donald E. Moore, (Vanderbilt University, Nashville, TN)

This symposium examines a theory of physician learning as the underpinning for planned change for clinicians by (1) presenting and relating the theory to successful programs of physician change, (2) showing its use in three instructional interventions, and (3) critically reviewing (1) and (2).

W01 (inf)   **Integrating Continuing Medical Education with the Information Needs of Clinicians**

Allen F. Shaughnessy, (PinnacleHealth System, Harrisburg, PA), Mark H. Ebell, (Michigan State University, East Lansing, MI)

The workshop will present an overview of the type of information needed by physicians (POEMs - Patient-Oriented Evidence that Matters), a method for managing that information (Information Mastery), and tie these concepts into providing a new type of CME.

W02 (edu)   **Research Evidence or Myth: The Interface Between Research and Practice**

Jocelyn Lockyer, John Toews (University of Calgary, AB)

This workshop will examine and critique the contemporary practice relevance of CPD research findings and theories.

R01a (edu)   **Shifting Gears In CME/CPD: Where are Personal Learning Projects Fitting In?**

Denyse Richardson, Dave Davis (University of Toronto)

This presentation will report results of a Canadian wide study that attempted to shed light the reasons for the disparity between expected and actual use of Personal Learning Projects (PLP's), part of RCPSC Maintenance of Certification Program.

R01b (edu)   **The Role of Question Asking Skills in Promoting Practice Change**

Tunde Gondocz, Craig M. Campbell, Galina Babitskaya (The Royal College of Physicians and Surgeons of Canada, Ottawa, ON)

This paper will describe the impact of questions asking skills on the self-directed learning activities of specialist participating in the RCPSC's Maintenance of Certification Program.

R01c (edu)   **The Use and Abuse of Randomized Controlled Trials in Continuing Health Education (CHE)**

Dave Davis, Laure Perrier (University of Toronto)

This session is designed to review the literature, determine and characterize the incremental increase of RCT's in CHE, and identify the ways in which they have furthered our understanding of practice as well as the limitations they present.

R02a (imp)   **Identification of Colorectal Cancer Opinion Leaders for a Knowledge Transfer Program in Ontario**

Frances C. Wright, Calvin H.L. Law, Jason Dodge, Linda D. Last, David P Ryan, Andrew J. Smith (University of Toronto, Sunnybrook and Women's College Health Sciences Centre)

Opinion leaders for colorectal cancer in Ontario have been identified using the Hiss and Stross identification process. A large number of communities do not have an OL for CRC.

R02b (imp)   **A Commitment to Change Instrument Enhances Program Evaluation**

Marc White (Canadian Institute for the Relief of Pain and Disability), Stefan Grzybowski, Marc Broudo (University of British Columbia, Vancouver, BC)

Use of multi-purpose commitment-to-change instrument enhances formative and summative program evaluation and as an enabling and reinforcement aid to facilitate behaviour change.

R02c (imp)   **Implementation of Knowledge into Practice**

Heather Armson MD, CCFP (University of Calgary, Calgary, AB; Foundation for Medical Practice Education), Tom Elmslie MSc, MD, CCFP (University of Ottawa, ON; Foundation for Medical Practice Education), Jacqueline Wakefield MD, CCFP (McMaster University, Hamilton, ON; Foundation for Medical Practice Education)

Semi-structured interviews with Practice-Based Small Group Learning facilitators explored factors contributing to implementation of knowledge into practice. A number of factors were identified which may provide guidance for enhancing future continuing professional development.

10:45 am   Refreshment Break
Posters & Exhibits
Move to Concurrent Sessions

11:15 am   ## Concurrent Sessions 2

S03 (env)   **Health as a Platform for Effecting Global Social Change**

Arnold Noyek, Catherine Chalin, Harvey Skinner, Paul Williams, Dave Davis, Lawrence Spero, Michael Gordon, David Conn (University of Toronto) Abi Sriharan, Phil Aber (CISEPO, Mt Sinai Hospital, Toronto) Tim Patterson (Baycrest Centre for Geriatric Care, Toronto), Hani Abdeen (Al Quds University, Jerusalem), Hillel Bercovier (The Hebrew University, Jerusalem), Zead El-Nasser, Wajih Owais (Jordan University of Science and Technology)

A nine year experience developing and operating collaborative, capacity building continuing education programs demonstrates that health can be an effective platform in finding common ground and fostering cooperative educational and research initiatives among long-standing enemies.

S04 (edu)   **Performance Measurement and Improvement: The AMA Experience**

Steven E. Minnick, (St. John Hospital, Detroit, MI), Charles E. Willis, (American Medical Association, Chicago, IL)

Responding to physician learning needs and changes in the practice environment, the AMA Division of Continuing Physician Professional Development (CPPD) initiated a Performance Measurement Pilot project to assess how performance measurement/ performance improvement (PM/PI) activities can be accommodated with the AMA PRA category 1 credit system. Six pilot participants, under the direction of the project's steering committee, evaluated how AMA PRA credit could fairly and efficiently be awarded for PM/PI activities in diverse settings or applications.

W03 (edu)   **Using the Results-Based ROI Process to Link Learning to Performance**

Robert Cullen, Melissa Scherwinski, Stuart Gilman (Department of Veterans Affairs Employee Education System, Cleveland, OH), Ron Stone (FranklinCovey Jack Phillips Center for Research)

This interactive workshop will demonstrate the use of a results-based approach that is built on the ROI Process to link learning to performance and to measure its impact.

W04 (imp)   **The "Nuts & Bolts" of Conducting RCT's in CME**

Joan Sargeant (Dalhousie University, Halifax, NS), Dave Davis (University of Toronto, ON), Suzanne Ferrier (Dalhousie University, Halifax, NS), Michael Allen (Dalhousie University, Halifax, NS), Mary Bell (University of Toronto, ON)

An interactive, "hand-on" workshop to develop knowledge and skill in designing and implementing RCT's in CME and knowledge translation.

R03a (inf) **Curriculum-Based CME in Family Medicine**

Nancy L. Davis, (American Academy of Family Physicians, Leawood, KS)

The AAFP has developed a curriculum-based approach to assist in planning, development and evaluation of their overall CME program.

R03b (inf) **PediaLink: Staying on the Cutting Edge - Online CME**

Henry Bernstein, Mary Carol Badat, John Parboosingh (American Academy of Pediatrics, Elk Grove Village, IL)

PediaLink™ is an innovative online system that has been developed in response to the current and emerging professional development needs of physicians. This system is designed to help the learner record progression through the stages of learning and ultimately enhance the quality of care provided to patients. Our goal is to inform the audience and demonstrate this online tool developed to enable users to learn from critical incidents in practice.

R03c (inf) **A Study to Analyze the Utility of PLP Enabler: A Web-Based Service for Professionals to Transform Learning into Practice**

Craig M. Campbell, John T. Parboosingh, Tunde Gondocz, Galina Babitskaya (The Royal of Physicians and Surgeons of Canada, Ottawa, ON)

This project assesses the utility of e-learning tools to enhance personal learning from on-line sources.

R04a (edu) **The Disorienting Dilemma - Stimulating Interest To Learn**

Jill Donahue (Aventis Pharma, Toronto, ON), Steve Hotz (University of Ottawa, ON)

This research explores where change begins by testing a "Disorienting dilemma" tool that, when used prior to an educational intervention, helps stimulate the physician's interest in the intervention.

R04b (edu) **The Use of Reflection in Implementing Learning From CE into Practice**

Mandy Lowe, Susan Rappolt, Susan Jaglal (University of Toronto, ON)

Reflection has been suggested as necessary for promoting the integration of learning into practice yet few studies have examined how reflection actually occurs; preliminary results of a study that explored how reflection facilitates the integration of learning from a CE course into practice will be presented.

One of Toronto's numerous outdoor cafes.

R04c (edu) **A Randomized Trial Comparing Small Group PBL Versus A Didactic Lecture Approach**

Marc White (Canadian Institute for the Relief of Pain and Disability, Vancouver, BC), Gaëtane Michaud (University of Ottawa), George Pachev (University of British Columbia), David Lirenman (BC Children's Hospital, Vancouver, BC), Anna Kolenc (GlaxoSmithKline), J Mark Fitzgerald (Centre for Clinical Epidemiology and Evaluation, Vancouver, BC)

This RCT compared the effectiveness of and satisfaction with small group PBL versus a didactic lecture approach to guideline uptake in asthma management controlling for confounders common in comparative educational interventions.

12:15 pm Lunch
Learning Community Session 1
Posters & Exhibits

Plenary Session 2
Information and CME

1:30 pm **Announcements, Decker Prize for Best JCEHP Research Article, and Session Introduction**
Moderator: Paul E. Mazmanian, PhD, Journal for Continuing Education in the Health Professions

1:35 pm **Targeting and Structuring Information Resource Use - A Path Towards Informed Clinical Decisions**
Rajesh Mangrulkar, MD, Clinical Assistant Professor of Internal Medicine, University of Michigan Health System, Ann Arbor, MI

2:05 pm **Commentary: Perspectives on 'Evidence' and the Role of Technology**
Sharon Straus, MD, Knowledge Translation Program, Department of Medicine, University of Toronto

2:20 pm **Discussion**

2:35 pm **Manned Poster Session**
Presenters will be at their posters to answer questions.

3:45 pm Refreshment Break
Posters & Exhibits
Move to Concurrent Sessions

Concurrent Sessions 3

4:00 pm

S05 (reg) **Regulation: Benefits of Practice Improvements for Educational Providers**

Kathy Johnson, Murray Kopelow, Denny Lott, Mary Martin Lowe, Kate Regnier (ACCME, Chicago, IL)

By incorporating the ACCME's compliance criteria into the design, implementation, and evaluation of continuing education activities, a provider of CME can produce education designed to change a physician's practice.

S06 (edu) **Repositioning for Excellence in Continuing Medical Education**

Bruce E. Spivey (Council of Medical Specialty Societies, San Francisco, CA), Bruce J. Bellande, (Alliance for Continuing Medical Education, Birmingham, AL), Marcia J. Jackson (American College of Cardiology, Bethesda, MD)

The Conjoint Committee on CME, an ad hoc group comprising 15 medical/educational organizations, has defined a vision of CME, and with that vision as its guide has established a rationale and recommendations to reposition CME as we know it today. These recommendations suggest a road map for action (building from the existing system) and set the stage for implementing change.

W05 (edu) **Working and Learning Together: Creating and Evaluating Interprofessional Education Initiatives**

Lee Manchul, Gary Sibbald (University of Toronto)

Participants will explore strategies to create and evaluate the effect of interprofessional education interventions.

W06 (edu) **Best Practices in Continuing Education to Improve Quality of Care in the Hospital Environment**

Réjean Laprise (Aventis Canada, Laval, QC), Martyn O. Hotvedt (Lehigh Valley Hospital, Allentown, PA), Linda Snell (McGill University, Montreal, QC), R. Van Harrison (University of Michigan, Ann Arbor, MI), Dave Davis (University of Toronto, Toronto, ON)

At the end of the session, participants will be able to describe best practices in continuing education that improve quality of care in the hospital environment.

W07 (reg) **Simulated Oral Office: To Assess Clinical Performance of Physicians**

François Goulet (Collège des médecins du Québec, Montreal QC)

To offer individualized CME interventions, the Collège des médecins du Québec (CMQ) has developed an evaluation tool to assess clinical performance of physicians, the Simulated Oral Office (SOI). This tool includes OSCE situations and diagnosis script questionnaire. Participants in this workshop will take part in one case scenario to assess clinical performance of physicians.

R05a (edu) **Grand Rounds: Educational Value and Effects of Videoconferencing**

Michael Allen, Suzanne Ferrier, Karen Mann, Cathy Kells (Dalhousie University, Halifax, NS), Paul MacDonald (Cape Breton Healthcare Complex, Sydney, NS)

Videoconferencing grand rounds affects the ability of participants at regional sites to see slides, but does not appear to affect the educational value.

R05b (edu) **The Effect of Video-Based Instruction Versus Demonstration on Learning of Clinical Skills**

H. Karimi, A. Derakhshan (Mashad University of Medical Sciences, Iran) N. Valaee, F. Motazavi (Shaheed Beheshty University of Medical Sciences, Iran)

The current study has compared students learning in video based and demonstration methods.

R05c (edu) **High Resolution Videoconferencing CME: A Lens for Learning Community Development in Geographically Dispersed Medical Environments**

Stephanie Giberson (University of Manitoba & MBTelehealth, Winnipeg, MB), Cheryl Kristjanson, David M Kirby (University of Manitoba), Ray Postuma (University of Manitoba & MBTelehealth), Liz Loewen (MBTelehealth)

The qualitative assessment of a provincial videoconferencing pilot program served to focus and magnify the environmental forces that determine the rural and northern physicians' ability to value CME.

R06a (imp) **Getting Teams to Talk: Development and Pilot Implementation of a Team Checklist to Promote Safer Operating Room Communication**

Lorelei Lingard, Sarah Whyte, Sherry Espin, Barry Rubin, Richard Reznick, Ross Baker, Glenn Regehr, Beverley Orser, Diane Doran, Ethan Grober (University of Toronto, ON)

This paper describes the development and pilot implementation of a team checklist designed to promote the exchange of critical information among interdisciplinary OR team members prior to the commencement of a surgical procedure.

R06b (imp) **Inside Wisconsin Dementia Care: Toward a Construct of Holistic Practice**

Lorna Cochrane (AXDEV Global, Norfolk, VA), Curtis Olson (University of Wisconsin, CME, Madison, WI), Mark Sager (Wisconsin Alzheimer's Institute-Madison Medical School, Madison, WI), George Mejicano, Tricia Tooman (University of Wisconsin, CME, Madison, WI), Judy Sweetnam (AXDEV Global, Norfolk, VA)

A multi-participant, multidisciplinary and multi- modal study delineating critical factors that inform a holistic construct of practice.

R06c (imp) **Learning Steps on a Pathway to Change**

Gabrielle Kane (University of Toronto)

This qualitative study describes a four-step learning process from the perspective of practitioners who work in teams within an organization, and when new technology is introduced, learn how to use it to construct (and reconstruct) practice-based knowledge.

5:00 pm Adjourn

5:30 pm Welcome Reception: "The Streets of Toronto"

Come and enjoy Toronto's ethnic diversity through its cuisine: a Greek "Taste of the Danforth", a selection of Italian favourites from St. Clair Avenue, East Indian delicacies from Gerrard Street, and much, much, more!

Toronto's harbourfront skyline as seen from Toronto Island.

7:30 am Continental Breakfast
Learning Community Session 2
Posters & Exhibits

Plenary Session 3
Education and CME

8:30 am **Session Introduction**
Moderator: Robert D. Fox, EdD, University of Oklahoma

8:35 pm **The Role of Educational Theory in CME -
Has it Helped Us?**
Karen Mann, BN, MSc, PhD, Professor and Director, Division of Medical Education, Dalhousie University, Halifax, NS

9:05 am **Commentary: Applying Educational Theory in:**

- **the Academic Medical Center**
  Barbara E. Barnes, MD, MS, University of Pittsburgh

- **the Specialty Society**
  Nancy Davis, PhD, American Academy of Family Physicians

- **the Hospital**
  Martyn O. Hotvedt, PhD, Lehigh Valley Hospital

9:20 am **Discussion**

9:35 am **Move to Concurrent Sessions**

9:45 am ## Concurrent Sessions 4

S07 (edu)   **A Theory of Learning Applicable Across the Continuum of Medical Education**

H.B. Slotnick, M.B. Shershneva (University of Wisconsin, Madison, WI), Sean Hilton, (St George's Hospital Medical School, London, UK), Donald Moore, Jr (Vanderbilt University, Nashville, TN)

We present and critically review a theory explaining both how physicians-in-training and physicians address immediate learning needs and how learning changes with time and experience. The theory explains both how learning generally, CME particularly, 'fits' into physicians' practices and how it contributes to and is impacted by professionalism.

S08 (reg)   **The Role of CPD in the Regular Revalidation of Physicians in Ontario**

Daniel Klass, Dan Faulkner, Elizabeth Wenghofer (College of Physicians and Surgeons of Ontario, Toronto, ON), Craig Campbell (Royal College of Physicians and Surgeons of Canada, Ottawa, ON), Bernard Marlow (College of Family Physicians of Canada, Toronto, ON)

The role of CPD in physician revalidation will be presented and discussed by the provincial regulatory authority (College of Physicians and Surgeons of Ontario) and Canadian Certifying Colleges (Royal College of Physicians and Surgeons of Canada, and College of Family Physicians of Canada).

W08 (edu)   **Using Educationally Influential Clinicians to Enable Research Knowledge Transfer & Exchange**

Rhoda Reardon, Jane Gibson (Institute for Work & Health, Toronto, ON)

This interactive workshop, based on the Institute for Work & Health's experience with rehab professionals, will demonstrate how to develop a knowledge transfer strategy using opinion leaders .

Toronto City Hall and Nathan Phillips Square

W09 (imp)   **Can Traditional Care Delivery Teams Function as Multidisciplinary Communities of Practice and Create the Optimum Learning Environment for Continuous Practice Improvement?**

John Parboosingh (Royal College of Physicians and Surgeons of Canada, Ottawa, ON), Martyn O. Hotvedt (Lehigh Valley Hospital, Allentown, PA), John Toews (University of Calgary, Calgary, AB), Réjean Lemay (Aventis Canada, Laval, QC)

What are communities of practice and how can they optimize the learning environment to facilitate translation of learning into improvements in practice and health outcomes?

9:45 am **R07a** (inf)   **Open Source and Free Software can Add Value to Technology Enabled Knowledge Translation (TEKT)**

David Patrick Ryan, Ph.D. (University of Toronto/RGPToronto)

Open source software systems can add value to continuing health education.

R07b (inf)   **Medical Journals, Knowledge Transfer, and the Influence of the Internet**

Matthew B. Stanbrook, Donald A. Redelmeier, (University of Toronto, ON)

Early release of articles via the internet by medical journals is associated with significantly greater reading and academic use of articles, suggesting that editorial policies of medical journals alter the perceived priority and dissemination of new information to physicians.

R07c (inf)   **Closing the Loop. The Manitoba Anti-Inflammatory Appropirate Utilization Initiative (MAAUI) as an Example of Using Administrative Data to Encourage Practice Reflection**

Brent Kvern, Malcolm Doupe, Glenn Thomson, Alan Katz, Colleen Metge, Laura Morrison (University of Manitoba, Winnipeg, MB), Lori-Jean Manness (Merck Frosst Canada)

Triggering physicians to ponder their unperceived learning needs requires meaningful information that forces the physician to wonder if their management decisions are leaving or putting their patients at risk.

R08a (edu) **What Factors at the Annual Specialty Conference Promote Change in the Performance Behaviour of Physicians?**

Darlyne Rath, Dave Davis, Susan Rappolt, Gary Sibbald (University of Toronto)

This research study examines the CME strategies utilized at conferences that may influence change in practice behaviour of four specialties.

R08b (edu) **Innovations in Physician Learning**

Amy Guberman, Marcia Jackson (American College of Cardiology, Bethesda, MD), Robert Fox (University of Oklahoma, Norman OK), Maureen Doyle-Scharff (Johnson and Johnson)

Provide overview of an integrated (live and web-based) workshop that teaches faculty how and why physicians learn and change clinical practices, ultimately leading to improved patient-outcomes. (Includes web site demonstration)

R08c (edu) **A Comparison of Planned Practice Change For Participants of Two Models of the Ad Hoc Practice-Based Small Group Workshops: Stand-Alone vs Collaborative**

D'Arcy Little, Tom Elmslie, Janet McIntyre (The Foundation For Medical Practice Education, Hamilton, ON)

This research paper compares planned practice outcomes for two types of participants of Ad Hoc small group workshops.

10:45 am **Refreshment Break**
Posters & Exhibits
Move to Concurrent Sessions

11:15 am ## Concurrent Sessions 5

S09 (env) **National Controversies and Concerns About CME Funding: Dealing with an Uncertain Future**

R. Van Harrison (University of Michigan Medical School, Ann Arbor, MI), Michael Saxton (CME Best Practices, Glen Gardner, NJ)

This symposium will discuss forces that have affected recent funding for CME, forces that are likely to affect funding for CME in the near future, concerns about these forces, and actions to deal with them.

S10 (inf) **The Assessment of Need and Application of Information and Communication Technology to Support Information Exchange and Continuous Practice Improvement in Health Care Delivery Units**

Robert L. Thivierge (University of Montreal, Montreal, QC), Craig Campbell (Royal College of Physicians and Surgeons of Canada, Ottawa, ON)

The symposium will focus on the following questions: What should technology accomplish? How should technology modify behavior? What are the effects of pricing structures? What are the requirements of the technology?

S11 (edu) **The Evolution of Web-Based CME: Experiences from Design Through Evaluation**

Linda Casebeer, Robert Kristofco (University of Alabama at Birmingham, Birmingham, AL), Michael Fordis (Baylor University, Houston, TX), Nancy Bennett (Harvard University School of Medicine, Boston MA), Sheryl Strasser (University of Alabama at Birmingham, Birmingham, AL)

Evidence-based design, operation and management, as well as evaluation are issues of key importance to CME providers who are increasingly turning to web-based programming and applications.

W10 (edu) **Facilitating Knowledge Translation: A Diagnostic Approach to CME Program Development**

Curtis Olson (University of Wisconsin-Madison, Madison, WI), Lorna Cochrane (AXDEV Global, Norfolk, VA), George Mejicano (University of Wisconsin-Madison, Madison, WI)

This workshop will provide participants with a conceptual framework for diagnosing the underlying causes of discrepancies or "gaps" between desired and actual clinical practice.

W11 (edu) **Designing a Communication Skills Workshop to Enhance Care at the End of Life**

Daniel Keatinge, Denise Lenore (Kaiser Permanente, Southern California, Los Angeles, CA)

Developing and reinforcing skilled communication by professionals with patients and their families is a key strategy to help improve the quality and appropriateness of care at the end of life.

R09a (imp) **Moving Towards Evidence-Based Prescribing in Ontario**

James Meuser (University of Toronto, Toronto, ON), Laurie Dunn (PAACT, Toronto, ON), John Jordan (University of Western Ontario and Byron Medical Assoc.), Frank Martino (University of Toronto and Queens Square Clinic), John Pilla (PAACT, Toronto, ON), John Stewart (Port Perry Medical Associates)

Challenge Statement: What are the best strategies for changing the prescribing behaviours of family practitioners in ways that conform with evidence-based guidelines? How to best expand a successful community based pilot program?

R09b (imp) **The Impact of a Knowledge Transfer Program that Included a "Train-the-Trainer" Program Combined with Implementation Tools, on Management of Heart Failure in Canada**

Elizabeth Lindsay, Denis Drouin (University of Laval, Quebec, QC), John Jordan (University of Western Ontario, London, ON), Guy Tremblay (University of Laval, Quebec, QC), Ginette Bernier (Merck Frosst Canada Ltd.), Michel Rouleau (University of Laval, Quebec, QC)

A logic model evaluation of a combination of training and providing tools to impact on the assessment and management of heart failure by family physicians in Canada

R09c (imp) **Reflection on Action: New Models of CME Related to CQI Issues**

Barbara Barnes, Stephanie Lunsford, Ratna Jain (University of Pittsburgh, Pittsburgh, PA)

This presentation will describe how an innovative web-based educational activity was integrated with a CQI effort to improve physicians, compliance with hand washing guidelines.

12:15 pm **Adjourn**

Free Afternoon
Please see page 15 for the Optional Tours available to Congress participants and their guests.

12:30 pm **SACME Business Meeting** (until 1:45 pm)
(SACME Members only; please indicate your plan to attend on registration form)

12:30 pm **AMA Task Force Committee Meeting** (until 5:00 pm)

Plenary Session 4
Implementation and CME

8:30 am   **Session Introduction**
Moderator: Brian W. Little, MD, PhD, Association for Hospital Medical Education

8:35 pm   **Changing Physician Behaviour in the Real World: Lessons from Guideline Implementation**
Jeremy Grimshaw, MB, ChB, PhD, Director, Clinical Epidemiology Program, Ottawa Health Research Institute, Director, Centre for Best Practice, Institute of Population Health, University of Ottawa, Ottawa, ON

9:05 am   **Commentary: CME and Implications for Changing Physician Performance in:**

- **Hospitals**
  Steven Minnick, MD, St. John Hospital, Detroit, MI

- **Community Practices**
  Craig Campbell, MD, Royal College of Physicians and Surgeons of Canada, Ottawa, ON

9:20 am   **Discussion**

9:35 am   **Move to Concurrent Sessions**

9:45 am   ## Concurrent Sessions 6

S12 (reg)   **CACME at Eight: An Update on an Innovative Accreditation Model**

Jeanne Cole (Thomas Jefferson University, Philadelphia, PA), Tracy Allgier-Baker (Penn State University, Hershey, PA), Barbara Barnes (University of Pittsburgh, Pittsburgh, PA), Catherine Thomas-King (Temple University, Philadelphia, PA), Geno Merli (Thomas Jefferson University), Robert Smedley (Temple University), Luanne Thorndyke (Penn State University), Rebecca Zukowski (University of Pittsburgh)

CACME (Consortium for Academic CME), an ACCME Pilot Project begun in 1997, now holds a six year accreditation with commendations in five areas, including Organizational Structure. Members present administrative features of the CACME model, and highlight processes and achievements other providers may find of interest.

W12 (env)   **Is There Any Hope for an Alternative Funding Basis for CME?**

John Boothby (Virignia Commonwealth University, Richmond, VA), Jack Kues (University of Cincinnati), Melinda Steele (Texas Tech Health Sciences Center, Lubbock, TX)

Is there an acceptable level of commercial support that minimizes ethical concerns and perceptions of bias for CME activities and programs?

W13 (edu)   **Overcoming the Knowledge Translation Gap: Design Skills for Contextualizing Specialist to Generalist CME**

Thomas E. Ungar, (University of Toronto, North York General Hospital), Michael Evans, (University of Toronto, University Health Network)

Gain knowledge and awareness about the need to contextualize and translate knowledge and develop your skills in the design of specialist to generalist CME.

The Medical Sciences Building, University of Toronto

W14 (edu)   **Designing and Implementing Online Courses for Continuing Medical Education: A Collaboration of Ideas for Current and Best Practices In Instructional Design**

Fran Kirby, Cynthia Gardiner, Robert Glynn, Lisa Wells (Memorial University of Newfoundland, St. John's NL)

Participants will explore the instructional design process for developing and implementing online courses in continuing medical education (CME). An overview of the MDcme.ca approach to instructional design will be presented. The workshop will be interactive as both small and large-group discussions of current and best practices in instructional design, as well as the barriers to the process, will be discussed.

W15 (imp)   **Technology Enabled Knowledge Translation: Frameworks to Promote Research and Practice**

Robert L Thivierge (Universite de Montreal, Montreal, QC), Tunde Gondocz (Royal College Physicians and Surgeons of Canada, Toronto, ON), David Ryan (University of Toronto), Kendall Ho (University of British Columbia, Vancouver, BC), Ralph Bloch (University of Bern, Switzerland), Rejean Laprise (Aventis Pharma Canada, Quebec, QC), Laure Perrier (University of Toronto), Elizabeth Wenghofer (College of Physicians and Surgeons of Ontario)

At the end of this session, participants will be able to visualize frameworks to advance technology enabled knowledge translation (TEKT), situate their own TEKT works within these frameworks, and use the frameworks prescriptively to design research programs.

R10a (edu)   **The Administrative Colloquium: Developing Management and Leaderships Skills for Faculty**

Fredrick A. McCurdy, (Texas Tech University Health Sciences Center at Amarillo), Gary Beck, Anna Maroon, Heather Gomes, Pascale H. Lane, (University of Nebraska, Omaha, NE)

This preliminary study of a continuing education program for academic faculty demonstrates some of the methodology that is effective in teaching and evaluating leadership competency acquisition.

R10b (edu) **Faculty Development Self-Assessment Survey in a Large Medical School and Associated Community Hospital Medical Education Consortium**

David Pieper (Wayne State University, Detroit, MI), Joseph Brocato (OHEP Center for Medical Education), Brian Mavis (Michigan State University), Linda Roth, Stephen A. Lerner (Wayne State University), Peter Coggan (Henry Ford Hospital, Detroit, MI)

Results of a faculty development survey indicates that faculty were most interested in programs on Leadership, Personal Professional Development and Administrative skills.

R10c (edu) **Harnessing Technology to Assess Physician Educational Needs**

Sean M. Hayes, (AXDEV, Norfolk, VA), Colonel Kristen B. Raines (Office of the Surgeon General, Falls Church, VA), Vahe Simonian (AXDEV, Norfolk, VA), Steven M. Passin (Passin & Associates, Newton Square, PA)

This research revealed existing strengths of current educational strategies for physicians and provided direction for future CME development that is context specific to the physician type.

10:45 am **Refreshment Break**
Posters & Exhibits
Move to Concurrent Sessions

11:15 am ## Concurrent Sessions 7

S13 (edu) **Learner and Provider Responsibilities in Evidence-Based CME: Skills Necessary to Make it Effective**

Jack R. Kues (University of Cincinnati, Cincinnati, OH), Nancy Davis (American Academy of Family Physicians, Leawood, KS)

Two current issues being stressed within continuing medical education are the importance of integrating the principles of evidence-based medicine into educational activities and the need to have learner-driven and learner-centered education. What skill sets must the learners possess to take full advantage of the new evidence-based CME and how does evidence-based CME help build these skills?

W16 (edu) **Integrating Team Learning in Large Group CME Settings**

Kathryn McMahon (Texas Tech University, Lubbock, TX), Nancy Searle (Baylor College of Medicine, Houston, TX), Melinda Steele (Texas Tech University, Lubbock, TX)

The "Team Learning in CME" workshop will introduce the educational method of Team Based Learning by the participants using the method in a large-group learning setting.

W17 (imp) **Practical Application Of Change Theory In Quality Assurance Initiatives**

Tom McKeithen, Chris Larrison (Healthcare Performance Consulting, Green Cove Springs, FL)

This hands-on workshop will enable participants to apply theories of behavior change and adult learning in order to make quality assurance projects more effective.

R11a (env) **Medical Professionalism in the Context of the SARS Outbreak in Toronto**

Sharon Straus (University Health Network, Toronto, ON), Gloria Rambaldini, Darlyne Rath (University of Toronto), Kumanan Wilson, Moira Kapral, Wayne Gold (University Health Network, Toronto, ON)

Semi-structured interviews with physicians and residents who cared for SARS patients indicates a need for emphasis on professionalism in medical training.

R11b (env) **Developing Leadership Skills Through CME/CPD**

Catherine Chalin (University of Toronto), Arnold Noyek (Canada International Scientific Exchange Program, Toronto, ON), Abi Sriharan (Mount Sinai Hospital, Toronto, ON)

Understand why and how the CISEPO model of cross border continuing medical education is successful with students and young professionals

R11c (env) **What Determines Effectiveness of Specialist Opinion Leaders? How can we Enhance those Personal and Professional Attributes?**

Elizabeth Lindsay, Denis Drouin (University of Laval, Quebec, QC), John Jordan (University of Western Ontario, London, ON), Guy Tremblay (University of Laval), Ginette Bernier (Merck Frosst Canada Ltd), Michel Rouleau (University of Laval)

Discussion of similarities and differences of specialist and family physician opinion leaders and how to enhance their effectiveness

R12a (edu) **CME on the Internet: What do Doctors Think?**

Joan Sargeant, Suzanne Ferrier (Dalhousie University, Halifax, NS), Vernon Curran (Memorial University, Newfoundland, St. John's, NL), Sandra Jarvis-Selinger (University of British Columbia, Vancouver, BC), Michael Allen (Dalhousie University, Halifax, NS), Kendall Ho (University of British Columbia)

This qualitative study explored physicians' attitudes toward participating in accredited CME programs on the Internet with the use of focus groups and interviews.

R12b (edu) **Continuing Online Physician Education**

Linda Casebeer, Sheryl Strasser, Robert Kristofco (University of Alabama, Birmingham, AL), Michael Reilly (Merck & Company, Incorporated, Chicago, IL), Periyakaruppan Krishnamoorthy (University of Alabama, Birmingham, AL), Andrew Rabin (CECity.com, Incorporated, Pittsburgh, PA), Shimin Zheng (University of Alabama, Birmingham, AL), Simone Karp, Lloyd Myers (CECity.com, Incorporated, Pittsburgh, PA)

Application of standardized evaluation templates allows for comparative and longitudinal analyses across CME courses - regardless of content or format.

R12c (edu) **Pediatrics in Practice and the Reflective Exercise: Becoming a Reflective Practitioner Online**

Henry H. Bernstein, Kara M. Connors, John Parboosingh (Children's Hospital, Boston, MA)

Pediatrics in Practice, a paper-based and online health promotion curriculum for child health professionals, uses interactive technology to teach the Reflective Exercise. Reflective Exercise enables learners to continuously observe and evaluate themselves, as well as progress to deeper learning. Using an online resource to reflect on one's practice allows for a user-friendly, self-paced learning experience.

R13a (reg) **Specialist Multi Source Feedback: Lessons Learned from a Psychometric Analysis of Data From Medical, Pediatricians, and Psychiatrists**

Claudio Violato, Jocelyn Lockyer, John Toews, Herta Fidler (University of Calgary, Calgary, AB), Bryan Ward, John Swiniarski (College of Physicians and Surgeons of Alberta)

The psychometric analysis of a 360-degree type assessment of medical specialists, psychiatrists, and pediatricians will be described.

R13b (reg) **Defining and Assessing Competence of Health-Care Professionals in France: A Survey of 156 Representative Organizations**

Yves Matillon, Dominique LeBoeuf (Mission "Modalités et Conditions d'Evaluation des Compétences Professionnelles des Métiers de la Santé", Hôpital St Joseph, Paris, France), Hervé Maisonneuve (Public Health Department, Paris University, Paris, France)

A study, based on semi-directive interviews of representative organizations over a 6-month period, has provided the basis for the implementation of a system for assessing the competence of health-care professionals in France.

R13c (reg) **CPD as a Criterion for Physician Certification: The Exceptional Process of Royal College of Physicians and Surgeons of Canada**

Connie Côté, Craig Campbell, Nadia Mikhael (Royal College of Physicians and Surgeons of Canada, Ottawa, ON)

The Royal College of Physicians and Surgeons of Canada develops exceptional process for certification to include consideration of CPD activities.

12:15 pm Lunch
Learning Community Session 4
Posters & Exhibits

1:30 pm Posters & Exhibits Dismantled

Plenary Session 5
Regulation and CME

1:30 pm **Announcements and Session Introduction**
Moderator: Marica J. Jackson, PhD, American College of Cardiology

1:35 pm **Physician Performance Assessment in the Next Few Years and How it will Affect CME**
Donald E. Melnick, MD, Senior Vice President, National Board of Medical Examiners, Philadelphia, PA

2:05 pm **Commentary: Relationships among Recertification, Re-licensure and CME**
Dale Dauphinee, MD, Medical Council of Canada

Commentary: MEP - One model linking Licensing Bodies and CME Providers
Daniel Klass, MD, College of Physicians and Surgeons of Ontario

2:20 pm **Discussion**

2:35 pm **Move to Concurrent Sessions**

2:45 pm ## Concurrent Sessions 8

S14 (edu) **The Challenge of Continuing Medical Education in Developing Countries**

Massey Beveridge, Richard Lee, Arnold Noyek, Owens Wiwa, David Zakus (University of Toronto)

Symposium presenters will provide critical analysis of world health problems and the challenges of providing useful continuing medical education opportunities for practitioners in developing countries whose professional and academic environments are ravaged by epidemics, poverty and poor health care infrastructure.

S15 (reg) **Intellectual Property; Compliance with the Digital Millennium Copyright Act of 1998, and Jurisdiction over the Internet**

Richard J. Krakowski, Jason Head (Universal Delivery Systems, LLC, Virginia Beach, VA), Gary Amos, (Universal Delivery Systems, LLC; Information Technology Forensics Expert, Cyberlabs Inc.)

Legal experts in Intellectual Property Law, International Law, Computer and Internet Law will present their guidelines, and current court opinions for compliance with the Digital Millennium Copyright Act, International Copyright law, and Jurisdiction over the Internet as it pertains to legal liability for the CME provider.

W18 (edu) **Does Interactivity in CE Teaching Aid Learning?**

Ivan Silver, Denyse Richardson, Bruce Ballon (University of Toronto)

During this workshop, participants will have an opportunity to learn interactively, reflect on the evidence that interactivity promotes learning in a CE context and discuss new research ideas that can further our understanding of the impact of interactive teaching on health professional learning.

W19 (edu) **The Role of Continuing Professional Development (CPD) in Fostering Learning in Communities of Practice**

Linda Snell (McGill University, Montreal, QC), Vincent Sajous (Aventis Canada, Montreal, QU), Robert L. Thivierge (Université de Montreal, Montreal, QC), Gary Sibbald (University of Toronto, Toronto, ON)

This workshop will focus on the links between communities of practice or learning communities and continuing education / continuing professional development, and look at how the CPD professional can facilitate learning in communities of practice and enhance knowledge translation.

W20 (imp) **Expanding the Links Between Learning and Practice**

Jacqueline Wakefield (McMaster University and Foundation for Medical Practice Education, Hamilton, ON), Heather Armson (University of Calgary and Foundation for Medical Practice Education, Calgary, AB), Tom Elmslie (University of Ottawa and Foundation for Medical Practice Education, Ottawa, ON), John Premi (McMaster University and Foundation for Medical Practice Education, Hamilton, ON)

This workshop will provide first-hand opportunities to explore practical methods & tools to help physicians more effectively reflect on personal practice and integrate learning with practice.

University College, University of Toronto

R14a (edu) **The Physician as Lifelong Learner: A Preliminary Conceptual Model**

Marianne Xhignesse, René Hivon (Université de Sherbrooke, Sherbrooke, QC)

Despite the frequent use of the term "lifelong learner" in the medical literautre, it remains ill-defined with no underlying conceptual model. This paper attempts to present such a model, albeit preliminary, based on the literature and initial research findings.

R14b (edu) **Interprofessional Collaboration - Consequences for Individual Cognition**

Kirsti Lonka, Ester Mogensen, Sari Ponzer (Karolinska Institutet, Stockholm, Sweden), Kai Hakkarainen (University of Helsinki, Finland)

This theoretical paper demonstrates how interprofessional collaboration may have true consequences for individual cognition.

R14c (edu) **Degrees of Gap Between Knowledge and Behaviour: A Qualitative Study of Clinician Action Following an Educational Intervention**

Tara J. T. Kennedy (Bloorview MacMillan Children's Centre, University of Toronto, Toronto, ON), Glenn Regehr, Jay Rosenfield, Wendy Roberts, Lorelei Lingard (University of Toronto, Toronto, ON)

This study exposed the knowledge-behaviour gap in clinical medicine through standardized clinical interactions that followed an educational intervention, allowing an in-depth exploration of the gap's etiology in semi-structured interviews.

3:45 pm **Refreshment Break**

Plenary Session 6
The Future of CME

3:50 pm **Announcements, Fox Award for Best Research Presentation, and Session Introduction**

3:55 pm **Dr. Old-CME meets Dr. New-CME (with apologies to Donald Berwick)**
Dave Davis, MD, University of Toronto

4:05 pm **An Overview of CME: Looking to the Future**
R. Van Harrison, PhD, University of Michigan

4:20 pm **Discussion**

4:30 pm **Evaluation and Adjournment**

# Optional Tour Program
Monday, May 17, 2004

City Tour with Stop at Casa Loma
Time: 1:00 pm - 4:00 pm
Price: $45.00 CAD per person; $34.00 USD per person
Minimum 35 people per bus

The perfect activity to capture a glimpse of the many wonderful sites available in Toronto! This "get acquainted" tour will include such famous attractions as Queen's Park, the Parliament Buildings, Old and New City Halls, St. Lawrence Market & Hall, the CN Tower, SkyDome Stadium, Roy Thomson Hall, the four city block shopping complex Eaton Centre, the Bay-King financial district, Harbourfront, Chinatown, the elegant neighbourhood of Forest Hill and the trendy Yorkville.

Visit one of the most popular tourist attractions in Toronto - Casa Loma. Sir Henry Pellatt built the castle between 1911 and 1914, with every painstaking attempt to replicate the homes of European royalty. The 98-room creation includes gold plated bathroom fixtures, a pipe organ larger than those in many cathedrals, underground tunnels, and secret passageways. This attraction is not to be missed!
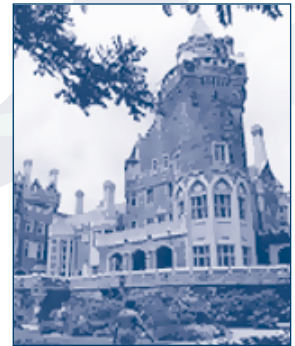
Niagara Falls/Maid of the Mist/Niagara-on-the-Lake
Time: 1:00 pm - 9:30 pm
Price: $105.00 CAD per person; $79.00 USD per person
Minimum 35 people per bus

A trip would not be complete without a visit to the most beautiful of the world's wonders! A licensed guide will provide commentary en route to Niagara Falls regarding the famous Queen Elizabeth Way, Ford Motor Company and, of course, the Niagara Region.

Once in the Niagara area, a detailed tour will begin, outlining the historical, cultural, and geographical highlights of the region. At Niagara Falls guests stand at the very edge of the spectacular Falls. On the Maid of the Mist boat guests will feel the spray and see the Falls from the whirlpool rapids below.

Dinner will be provided in a restaurant overlooking the Falls. It is a wonderful way to relax while witnessing the majesty of Niagara. Afterwards guests may browse through the gift shops or just simply enjoy the view.

The next stage of the tour is in Niagara-on-the-Lake, one of the oldest settlements in Ontario, famous for the War of 1812 between Canada and the United States. The town has been beautifully restored to depict its heritage. En route, the tour follows the Niagara River; passing by the Whirlpool Rapids, as well as the historic sites of the Brock Monument and Laura Secord House along the way.

Please see the Optional Tour Registration Form.