



## **NOSM U CEPD Strategic Plan 2020-2025**

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## Introduction

NOSM University's Continuing Education and Professional Development (NOSM U CEPD) portfolio is in a current state of transition. It recently underwent a formal structural and operational separation from the Faculty Affairs portfolio with incorporation of new decanal and administrative leadership. These changes provide an opportunity to envision the future while developing and revising a CEPD Strategic Plan.

NOSM U CEPD requires a current Strategic Plan to comply with Committee on Accreditation of Continuing Medical Education (CACME) Accreditation standards. The CEPD strategic planning process has incorporated changes to the portfolio, the priority of a customer focus and the changing landscape to delivering continuing education and professional development to our faculty. The CEPD Strategic Plan 2020-2025 is timely in alignment with the School's overarching five-year institutional strategic plan (*The NOSM University Challenge 2025*) which is in the final stages of development.

This Strategic Plan builds from a CEPD Strategic Plan Bridging document created in 2018, ensuring continuity of the priorities identified within the document and recognizing further needs that have arisen since its creation. The beginnings of a change management approach were established in creating the Bridging document and the 2020-2025 Strategic plan aims to refresh and continue in this approach as the portfolio re-commits and advances its strategic priorities. This Strategic Plan is also informed by a portfolio SWOT and Competitive Analysis based on critical feedback obtained through meetings with CEPD leadership and staff, NOSM U leadership, and internal and external primary stakeholders.

It is also important to note that the CEPD Strategic Plan 2020-2025 aligns with NOSM U's strategic direction and the future vision for University Continuing Professional Development (CPD) providers across Canada. The Future of Medical Education in Canada – Continuing Professional Development document created in 2019: [https://www.fmec-cpd.ca/wp-content/uploads/2019/08/FMEC-CPD\\_Synthesized\\_EN\\_WEB.pdf](https://www.fmec-cpd.ca/wp-content/uploads/2019/08/FMEC-CPD_Synthesized_EN_WEB.pdf) "provides a new collective vision for the development of a pan-Canadian continuing professional development (CPD) system that sustains innovation and ongoing quality improvement for the health of Canadians." (FMEC, 2019). The summary report offers guidance on how Canadian medical schools can provide leadership to their clinical faculty and preceptors with the end goal of positively impacting medical education and measurable patient outcomes.

CEPD's Strategic Plan 2020-2025 endeavours to integrate CEPD portfolio priorities within the educational continuum: aligning with NOSM U's vision for the future, while incorporating the national CPD direction of supporting physician and healthcare providers within collaborative health care teams in their provision of clinical care, educational activities and leadership.

# NOSM U Continuing Education and Professional Development (CEPD) Strategic Priorities 2020

## **CEPD Strategic Priority #1: Strengthen portfolio culture and commitment to customer service within a framework of continuous quality improvement**

The first CEPD strategic priority builds on a critical need identified in the portfolio's previous bridging plan. It focuses on a culture change that embraces excellent faculty customer service with a commitment to meeting the needs of CEPD stakeholders, with the goal of continuously seeking improvement.

It aligns with The NOSM U Challenge 2025 Strategic Direction #1, to *Transform Health Human Resource Planning* as well as #3, to *Innovate Health Professions Education*, and focuses on its Strategic Enabler #1 of *Valuing Our People*. It also meets the FMEC CPD recommendation of ensuring initiatives are *Developed by those with expertise in planning and delivery*.

### **NOSM Challenge 2025 Outcomes:**

**G1.03** - Enhanced connectivity and communications for all NOSM U communities

**G1.04** - A system to support Clinical faculty in their academic work

**G2.01** - Integrated, customised, evidence-based, holistic health-service models for Northern Ontario

**G3.02** - Leading-Edge Curricula

**G4.01** - Collaborative Research Networks and Integrated Clusters

**G4.02** - Strong capacity in research and analytical process

**G4.04** - Formalized collaborations with key partners

### **NOSM U Challenge 2025 Enablers:**

#### **E1.03 – Build a culture of continuous learning and mentorship**

- a. Invest in our CEPD team via professional development activities (G3.01; E1.03)
  - i. Create formal professional development funding application process
  - ii. Include staff representation where appropriate in industry discussions, meetings and workshops
  - iii. Adopt CQI framework best practices in operational work
- b. Become experts in the delivery of virtual professional development (G2.01.4, E1.03)
  - i. Investigate emerging technologies for virtual gatherings and education module delivery
  - ii. Secure Instructional Designer position on CEPD team
- c. Utilize our expertise to create a more robust model of resources and support to stakeholders (G1.03.1; G1.04.2; G1.04.3)
  - i. Include other CEPD team members in the development of customer solutions and initiatives (Instructional Designer, Research Coordinator, Accreditation Coordinator, for example)

- d. Create clear service expectations for our key customers (G1.02; G3.01; G3.02)
  - i. Refine and standardize Scientific Planning Committee MOU process
  - ii. Formalize Scientific Planning Committee (SPC) orientation and meeting structure
  - iii. Include scholarly lens within decision-making rubric for CEPD initiatives
  - iv. Formally track free-standing papers, posters, oral presentations, other publications and medical education research

## **CEPD Strategic Priority #2: Create Socially-Accountable, Needs-based Continuing Professional Development Initiatives that integrate with NOSM U's continuum of education**

The second CEPD Strategic Priority supports the core of the NOSM U CEPD Office mandate and raison d'être of being responsible for identifying and delivering needs-based and value-driven continuing professional development resources and activities to its faculty including continuing medical education and faculty development offerings. It aligns with the NOSM U Challenge 2025 Strategic Direction #3: *Innovating Health Professions Education, and Strengthen Research capacity in Northern Ontario*, as well as its Strategic Enabler #4 of *Sustaining Our Resilience*.

It also ensures that NOSM U CEPD is integrated within the education continuum while looking to the future of CPD delivery, in parallel with the new model of health care delivery which supports an interdisciplinary lens as recommended by the FMEC-CPD publication and includes prioritized initiatives that facilitate collaborative learning within team environments and communities of practice.

### ***NOSM U Challenge Outcomes:***

***G1.02 - Integration of rural, remote and community needs into our education programs***

***G1.03 - Enhanced connectivity and communications for all NOSM U communities***

***G1.04 - A system to support Clinical faculty in their academic work***

***G2.01 - Integrated, customized, evidence-based, holistic health-service models for Northern Ontario***

***G2.02 - Social Accountability in everything we do***

***G2.03 - Recognition as change agents for social accountability***

***G3.01 - Excellence in Health Professions Education***

***G3.02 - Leading-edge Curricula***

***G3.03 - Program Expansion***

***G3.06 - A healthy and safe learning and working environment***

***G4.01 - Collaborative Research Networks***

***G4.02 - Strong capacity in research and analytical processes***

***G4.04 - Formalized collaborations with key partners***

***G4.05 - New research opportunities for graduate students, clinician-scientists, and faculty***

***NOSM U Challenge 2025 Enablers:***

***E1.03 – Build a culture of continuous learning and mentorship E4.01 – Build a culture of wellness, respect, and equity***

- a. Increase frequency and effectiveness of stakeholder communications (G1.02, G1.03.01, G1.04.2, G1.03.3, G3.06.1)
  - i. Strengthen relationship with LEG Leads as conduit for need identification
  - ii. Inclusion of CEPD representative in NOAMA Board meetings
  - iii. Inclusion of patient representation on Program Planning Working Group
  - iv. Redesign and delivery of CEPD Newsletter
- b. Support Pathways for NOSM U Faculty to develop as clinicians, preceptors/educators, scholars/researchers, and leaders which incorporate resiliency and wellness principles (G1.04, G2.01, G2.02, G2.03, G3.01, G3.02.1, G3.02.2, G3.03, E1.03, E4.01)
  - i. Develop greater Faculty Development (FD) and Continuing Medical Education (CME) activity
  - ii. Increase number of LEGs accrediting activities through CEPD by a third or 30% (from 15 to 20)
  - iii. Launching of two foundational modules (Virtual Teaching, Cultural Safety)
- c. Formalize approach to CQI with guidance from national directives and standards (continue to be based on scholarly best practice and approach) (G3.01.1, G3.02, G4.04)
  - i. Acquire continued highest level of CPD Accreditation status
  - ii. Adhere to the guidance of FMEC-CPD strategic principals
  - iii. Align with UME and PGME Accreditation needs
  - iv. Implement scoring rubric into CEPD initiative decisions
- d. Increase portfolio-driven scholarly activity (G4.01; G4.02.3, G4.04.3; G4.05)
  - i. Identify scholarly relevance in CPD initiatives
  - ii. Strengthen relationships with internal research partners (MERLiN, education portfolios, etc.)
  - iii. Further develop CEPD Research & CQI Working Group as a catalyst for scholarly activity
  - iv. Identify opportunities for CEPD Office-driven scholarly activity, partnerships and knowledge translation initiatives
- e. Incorporate wellness/resiliency-themed content within the CEPD activity cycle (G3.06.1)
  - i. Develop activities to support psychologically safe learning and working clinical and educational environments
- f. Be leaders in the development and delivery of socially accountable initiatives to NOSM U faculty and other NOSM U learners (G1.04, G2.02, G2.03, E4.01)

- i. Prioritize creation of cultural safety foundational modules that reflect the recommendations of the Truth and Reconciliation Commission of Canada: Calls to Action
- g. Integrate faculty focused CEPD activities with the needs of NOSM U's other educational portfolios, reflecting participation of undergraduate medical learners and residents where appropriate (G1.02, G2.01, E1.03)
  - i. Increase communication with education portfolio leadership to align priorities
  - ii. Actively seek opportunities to incorporate faculty and learner collaborative learning within formal and informal communities of practice in Northern Ontario

### **CEPD Strategic Priority #3: Implement education delivery and funding models that provide opportunities for cost recovery to ensure sustainability**

The third CEPD Strategic Priority follows the theme of enhancing the value proposition throughout all portfolio activities. It recognizes that as online and virtual educational offerings increase, the engagement of faculty requires enhancements that facilitate the online delivery of CPD content. These enhancements must reflect ease of access and completion; quality of program delivery; progress tracking, and evaluation while incorporating the tenets of adult learning to ensure success.

For reasons of sustainability and progression, the NOSM U CEPD Office requires a customer-focused, business approach to secure and advance resources with the aim of increasing capacity and activity. This final Strategic Priority meets each of the four NOSM U Challenge 2025 Strategic Directions, and specifically aligns with the School's Strategic Enabler #2 of *Managing Our Resources*, and #3, *Investing in Our Infrastructure*.

This strategic priority encompasses the FMEC-CPD recommendation of needing to “identify funding to ensure that learning activities are created that address emerging public health needs, support physicians as they fulfill mandatory system requirements, and create provincial or national pooled funds to enable the design of innovative or resource-intensive activities” (FMEC-CPD, 2019).

#### ***NOSM U Challenge Outcomes:***

**G1.02** - *Integration of rural, remote and community needs into our education programs*

**G1.03** - *Enhanced connectivity and communications for all NOSM U communities*

**G1.04** - *A system to support Clinical faculty in their academic work*

**G2.01** - *Integrated, customized, evidence-based, holistic health-service models for Northern Ontario*

**G2.03** - *Recognition as change agents for social accountability*

**G3.02** - *Leading Edge Curricula*

**G4.04** - *Formalized collaborations with key partners*

***NOSM U Challenge Enablers:***

***E2.01 – Diversify our sources of revenue***

***E3.01.2 – Invest in new cutting-edge technology to help us do our work – virtual reality, new web platforms, video interviewing, and advanced communication platforms***

- a. Invest in learning management system improvements to meet customer needs (G1.02, G1.03, G3.03, E2.01.1)
  - i. Enhance existing online delivery platform (Moodle) to reflect current advancements in online content delivery
  - ii. Ensure current barriers to registration and completion are mitigated
  - iii. Collaborate with education portfolios to see that education needs drive technological support
  
- b. Develop funding approaches meeting specific customer needs (G1.02, G1.03, G1.04, G2.01, G2.03, G3.03, E2.01.1, E2.01.2, E2.01.3)
  - i. Determine where needs meet costs
  - ii. Examine current service delivery model and fees
  - iii. Work with NOAMA and LEGs to increase value of FD/CPD activity through NOSM U
  
- c. Implement policies regarding management of project revenues and costs (E2.01)
  - i. Further develop Memorandum of Understanding (MOU) approach
  - ii. Standardize CEPD role with SPC budgets and revenues, finding cost recovery and revenue streams available
  
- d. Align with national CPD Offices approach to the fee structure for CME credit (G4.04)
  - i. Design a credit/hour baseline that is consistent with the national approach
  - ii. Collaborate with national best practices via CPD Deans and Management meetings
  
- e. Identify collaboration opportunities with the NOSM U Development Office for sponsorship of CEPD activities (E2.01.1, E2.01.3, E2.01.4)
  - i. Actively seek and identify areas of value for sponsors
  - ii. Assist in building relationships between NOSM U Advancement Office and potential CEPD sponsors



## In Summary

The three NOSM U CEPD Strategic Priorities build off each other, recognizing that each provides a critical foundation for the others to successfully occur. Creating and delivering needs-based, high-quality continuing medical education to NOSM U faculty that is considered valuable and necessary cannot exist without first developing a team who can identify these needs and provide ongoing support to faculty in pursuit of such initiatives. NOSM U faculty have indicated that they require strong, consistent expertise in meeting their changing professional development needs. The CEPD portfolio cannot deliver innovative online content, nor affix registration fees for cost recovery of educational offerings without the assurance that the level of support meets what is required by its stakeholders, and that the quality of the education delivered promotes professional development aspirations.

The three Strategic Priorities align with *The NOSM U Challenge 2025* strategic plan along with educational best practices and Canadian University CPD Provider recommendations. While doing this, they ensure a Northern Ontario focus that is socially accountable and based not only on the perceived needs of NOSM U faculty, but also on those unperceived health care needs that address the populations that NOSM U serves.