



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Medicine

Division of Continuing Professional Development

Empowering continuous learning and practice improvement.

STRATEGIC PLAN

2017-2022

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2017-22 STRATEGIC PLAN

The Division of Continuing Professional Development (UBC CPD) is an academic unit within the Faculty of Medicine at the University of British Columbia. The Division, through the Associate Dean of CPD, reports to the Executive Associate Dean of Education along with the Undergraduate and Postgraduate Associate Deans. UBC CPD is an integral part of the continuum of health professionals' education in the Faculty of Medicine at UBC. UBC CPD's strategic plan reflects our organization's collective desire to challenge the status quo and move beyond the traditional paradigm of Continuing Professional Development. Health professionals are constantly adapting and evolving with changing patient populations, new technologies, and updated models of care, and so too must we adapt and evolve.



**Act like an
organization,
think like a
movement.**

- Al Etmanski

To provide the best support to health professionals, we are continuously looking ahead - anticipating and identifying needs, forging new partnerships, and facilitating the translation of new scientific discoveries to the front lines of practice and patient care. Our priority is to be responsive to the unique and varied learning needs of the health professional, to seek grassroots input, and to offer transformative education that addresses the complexities of providing care.

Our cause and our purpose, our "why" as an organization, drives and inspires our team at UBC CPD to empower health professionals to provide better health care and improve patient outcomes. In this way, CPD can be one of the most powerful influences in the health system.





**Empowering continuous
learning and practice
improvement.**

- Our Why Statement

2017-22 STRATEGIC PLAN, CONT'D

We will achieve our “why” through three strategic objectives:

- Lead the evolution of CPD into the practice improvement realm.
- Continuously learn and improve as an organization.
- Establish a Program of CPD Research.

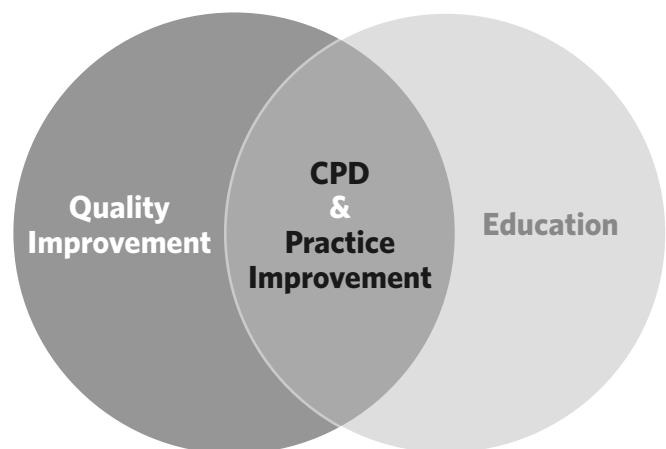
The formation of competent clinicians does not end after university. It requires a seamless and lifelong commitment to continuing education and training to foster optimal practice. Our strategic plan captures our belief in the potential for CPD to:

- Support competency among our distributed clinical faculty who are teaching the next generation of learners;
- Influence meaningful change within the health system;
- Improve the quality of care delivered;
- Reduce medical errors to improve patient safety and health outcomes;
- Facilitate the integration of academic, training and service components of medical care;

- Be a mechanism for facilitating clinical translational research and discovery directly to front line clinicians;
- Directly impact the health of British Columbia through optimized delivery of care.

The development of our strategic plan reflects many of our strengths as an organization: it was developed collaboratively, it is highly iterative, it is ambitious and determined, and it pushes CPD into areas it has never been before to drive improved outcomes.

It is our aim that in five years, health care in British Columbia will be better than it is today and that we played a part in facilitating that change with our highly motivated and passionate team of educators, instructional designers, clinicians, event planners, researchers, and evaluators.



OUR VISION & MISSION

VISION

Leaders in health improvement through innovative Continuing Professional Development (CPD).

MISSION

To research, develop, implement, and evaluate continuing professional development (CPD) initiatives for physicians and other health professionals to optimize clinical practice and the delivery of patient care in order to improve health outcomes. As an academic unit, UBC CPD follows and contributes to best practices in CPD, including quality and practice improvement in BC and at national and international levels.



The care in choosing relevant topics that address participant needs was really excellent. One of the best conferences I have been to.

- Participant, Geriatrics Intensive 2017

After taking this course I have learned how effective communication can dramatically influence the course of a patient-physician encounter, and diffuse a situation that might otherwise escalate, while improving overall satisfaction amongst all members of the office/patients.

- Participant, Optimizing Communication for Excellence

Starting to practice in a rural setting can be daunting and you can feel afraid and alone. Having someone who has been there with vast experience in medicine and life and who is well suited to be your mentor is such an amazing resource. It takes [away] some of the stress ... knowing I had someone I can call if I get stuck.

- Mentee, Rural Physician Mentoring Program


FURTHERING THE UBC FACULTY OF MEDICINE STRATEGIC PLAN

UBC CPD's strategic plan aligns with and propels forward the **UBC Faculty of Medicine's 2016-21 Strategic Plan "Building the Future"** which benefits the unit, faculty, and society. Here are just a few of many key intersections:


EDUCATION PILLAR

Teach, develop and mentor practitioners and scientists so that they can work together effectively in an evolving system.


The development and delivery of knowledge translation programs to upskill practitioners, including clinical faculty, where new innovations and/or skills will improve care delivery and meet the needs of the populations we serve (e.g. use of ultrasound and incorporation of personalized medicine at the point of care).

 *Objective 2: Exploit disruptive innovation to enrich the learning experience and increase access.*

Customized delivery of team-based education where learning with and from one another provides the platform for bringing all the members of the health care team together. This fosters the potential for collective competence to provide enhanced care and the opportunity for meaningful feedback loops and quality improvement.

 *Objective 4: Transform the clinical placement model and experience to support practical team-based and lifelong learning.*


Clinical Coaching and Mentoring programs foster strong relationships, faculty development, and the capacity for modelling and promoting continuous quality improvement in the workplace. These programs also support practitioner resilience, recruitment, and retention.

 *Objective 5: Develop a learning environment conducive to learner, trainee, staff and faculty development and mentorship.*


RESEARCH PILLAR

Facilitate knowledge creation, translation and exchange to gain insight and promote improved outcomes in patient and public health.

The opportunity to enhance our Faculty of Medicine leadership in research locally, nationally, and internationally by publishing the innovative scholarly work we are currently doing.

 *Objective 1: Create focused alignment with our partners to transform our leading research capabilities.*


The capacity to rapidly and effectively support the translation of new discoveries into clinical practice.

 *Objective 2: Build powerful core platforms to support research and translation.*


ORGANIZATION PILLAR

Create a working environment that inspires innovation, strengthens academic and operational affiliation, and fosters agility.

Mechanism of open communication and development of committees with diverse stakeholders. Comprehensive approach to listening and communicating, about not only the content but also its interactions in the society.

 *Objective 1: Develop a communication strategy to foster engagement and inclusivity across the Faculty and its stakeholders.*


Supporting individual and shared vision and reflection to inspire a growth mindset and new patterns of thinking.

 *Objective 5: Embed wellbeing and leadership development to improve personal and collective effectiveness.*

PARTNERSHIP PILLAR


Shape practices and policies for improved care of the population across the province through collective system leadership.

Collaboration with organizations to develop indigenous health and cultural competency courses in our eLearning and Integration to BC programs.


 *Objective 2: Engage with partners and populations to help reduce inequities in Indigenous health care and outcomes.*

The BC Practice Improvement Hub would provide a forum to formally facilitate an


opportunity for health care stakeholders to share best practices and support practice and quality improvement. The Hub would directly support clinical and non-clinical faculty with access to a concierge and repository of data and other supports.

 *Objective 3: Develop shared agendas and accountabilities with sector partners to address core systemic issues.*

The integration of trusted health data analytics whenever possible in educational programming to support accurate measurement, meaningful continuous quality improvement and research.

 *Objective 4: Reinforce provincial capacity and rigour in health data analytics and quality improvement.*

Creation of international relationships to develop and deliver education designed to meet the shared needs of specific populations.

 *Objective 5: Strengthen education and research through coordinated international focus and growth.*





ABOUT UBC CPD

At UBC CPD, we believe in lifelong learning and being nimble and responsive to new developments. UBC CPD is a tremendously productive because of its people. Currently, there are over 32 full-time staff and 8 clinicians working at our office, including leads for Physical Therapy and Midwifery CPD. We straddle two worlds - academia and practice.

As the largest provider of CPD in British Columbia, we play a major role in enhancing the skills of health professionals, including over 9,000 UBC clinical faculty members. These skills go beyond the CanMEDS 'Medical Expert' role and include communication, leadership, medical scholarship, collaborator, and professional roles. Each year, we develop, implement, and evaluate the impact of over 150 multi-modal education programs including small-group community workshops, follow-up sessions, multi-source feedback initiatives, traveling skills-based and simulation courses, physician mentorship and coaching, online webinars, conferences, online journal clubs, online self-paced modules, and other popular asynchronous and self-directed learning opportunities such as our This Changed My Practice (TCMP) blog.

UBC CPD adheres to the standards of the Committee on Accreditation of Canadian Medical Education (CACME) and is therefore able to provide CPD credits to physicians. We

certify over 300 of courses each year and now offer CPD for other health professions within the Faculty of Medicine and beyond.

UBC CPD's research and evaluation capacity has grown significantly over the past decade and we are engaged in a multitude of activities in this area. We have conducted large-scale needs assessments including a BC Rural Emergency Medicine Needs Assessment, a CPD Needs Assessment for Physical Therapy, a BC Cervical Cancer Screening Needs Assessment, and we are in the process of conducting a Rural Continuous Quality Improvement (CQI) Needs Assessment and a Primary Care Engagement Needs Assessment. All of these (and other) activities lead to the development of new educational programming, health education scholarship, evaluation, and knowledge translation activities.

UBC CPD is at the forefront of a major evolution where CPD is now much more seamlessly embedded in the workplace and aligned with quality improvement and competence by design. This means that we, as a CPD provider, must continue to adapt and form new strategic partnerships that support practice improvement, including workplace-based, team-based and interprofessional learning, with more focus on patient-mediated CPD and data-driven practice improvement.

Our strategic objectives underscore our drive to be a provincial, national, and international leader in CPD and practice improvement, and we have a strong reputation for innovative and transformative education. As one of the key existing drivers for practice change, we believe that CPD has the power to transform clinical care delivery models, support team-based practice, and close gaps in care through enhanced relationships and data-driven practice improvement.

Providing education for over

8,000

UBC clinical faculty members



OUR CORE VALUES

How we treat each other: We

- Show appreciation, respect, and care
- Offer support
- Ask for help
- Ensure the lines of communication are open and that we have the freedom to talk about change in a constructive way

How we work: We

- Have a respectful, fun, fair, and open-minded work environment where employees can effectively communicate their needs, and feel safe giving and receiving feedback
- Provide a space to explore, innovate, and initiate change
- Think about the whole system
- Let team aspirations grow

How we treat our stakeholders: We

- We anticipate and respond to their needs so they have a positive experience
- Approach feedback with curiosity
- Listen, be patient, and build trust

Problem solve for collective success: We

- Support our stakeholders with innovative CPD and PI activities
- Share knowledge transparently
- Measure, adapt, refine, evolve, and continuously learn
- Strive to be a nimble, effective, and responsive
- Run fiscally responsible and sustainable programs



I always go to courses with high anticipation that I'll learn new tools to implement in my practice and then often return home disappointed. This has honestly been the course with the most tools to implement.

- Participant, Hands-On Ultrasound Education (HOUSE)

I appreciated this module as I have found it challenging to address diet and exercise with clients in a way that affects their behaviour towards healthier eating. This module has given me a few tools to try.

- Online Learner, 5As of Healthy Pregnancy Weight Gain

I have noticed that nearly every time a challenging case is presented theoretically to me, I experience a nearly identical case in real life within six weeks of that session. This Journal Club has been worth the investment of time and money already.

- Participant, FPA Online Journal Club

PARTNERS & STAKEHOLDERS

The strength of UBC CPD lies in its people and the diversity of partnerships we have nurtured. We collaborate with a variety of local, provincial, and national health care organizations and academic institutions to design and deliver high-quality, evidence-based education that promotes practice improvement and improves patient care.

Partners and stakeholders consider UBC CPD to be a multifaceted and full-service resource for CPD in BC and value our ability to lead and support initiatives at any stage. From conception, curriculum design, development of research, evaluation, and knowledge translation strategies, to the execution or implementation of educational programming, UBC CPD can deliver.

The breadth of our programming and our ability to challenge the status quo with innovative CPD is due in large part to the strength of our partnerships and the diversity of our stakeholders. Nothing we achieve happens in isolation. We work with groups whose strengths and knowledge complement our own, and together we build exceptional learning experiences for BC health professionals.

LEARNERS

Health professionals seeking lifelong learning and practice improvement opportunities.

PATIENTS

Indirect beneficiaries of our work who experience better care and enhanced quality

of life as a result of their care providers partaking in CPD.

STAFF & CONTRACTORS

Those who bring unique talents and skills and invest their time and energy in developing high-quality CPD programming.

PI/QI ORGANIZATIONS

Organizations with complementary mandates for practice improvement and/or quality improvement (PI/QI).

PROJECT SPONSORS & FUNDERS

Those who provide resources to support the development of CPD and in turn further their own mandates to improve health care.

UBC FACULTY OF MEDICINE DEPARTMENTS, DIVISIONS, AND SCHOOLS

Other units within the Faculty of Medicine with whom we collaborate to offer CPD programming to learners or conduct research and evaluation activities.

NATIONAL COLLEGES

Those who are responsible for ensuring that all programs meet standards for high quality, unbiased education.

REGULATORY BODIES

Those who are accountable to the public to ensure that health professionals are providing safe and high-quality care.

OUR PRIORITIES

In addition to ensuring any new initiative we pursue aligns with our vision, mission, and values, our Division's approach for choosing the initiatives in which to invest energy and resources considers the following questions:

CLINICAL

Would this initiative benefit physicians and other health care professionals and support practice improvement? Does it address a gap or a need?

SOCIETAL

Would this initiative be beneficial to society in general, leading to positive outcomes for patients and health care providers? Does it align with Triple Aim framework?

ETHICAL

Does this initiative uphold our accreditation standards and our reputation for unbiased and balanced programming?

ACADEMIC

Would this initiative be beneficial in bringing new knowledge, lessons learned, best practices, and educational/translational research opportunities? Does this initiative support the mandate of the UBC Faculty of Medicine?

BUSINESS

Do we have sufficient resources to develop and deliver the educational program under consideration? Would this initiative be cost recovery or bring revenue or reward to our partners, and provide UBC CPD with the ability to reinvest funding in other education programs that meet the above priorities?

STRATEGIC OBJECTIVES

1

LEAD THE EVOLUTION OF CPD INTO THE PRACTICE IMPROVEMENT REALM

We will create innovative CPD programs that result in practice improvement and incorporate measurements for quality improvement.

Outcomes:

- More PI/QI focused CPD offerings for health care professionals.
- Improved team skills in PI/QI design and implementation.
- Increased PI/QI partnerships across organizations.
- Increased access to and use of meaningful data.
- Increased integration of PI/QI methodology into CPD programs.
- Increased use of PI/QI data for program planning and decision-making.

2

CONTINUOUSLY LEARN AND IMPROVE AS AN ORGANIZATION

We are committed to learning and creating frameworks for improvement so we can lead change and react effectively.

Outcomes:

- Improved collaboration and communication among staff to effectively share knowledge and support continuous improvement.
- Frequent staff participation in professional development, personal enrichment, and coaching opportunities.
- Agile internal workflow that adapts to new challenges proactively and efficiently.
- Increased number of internal experts in learning organizational theory and processes applicable to professional and personal growth.
- Improved organizational capacity to implement successful change initiatives.
- Continuously aligned with leading practices.

3

ESTABLISH A WORLD-CLASS PROGRAM OF CPD RESEARCH

We want to grow the field of CPD by conducting scholarly activities to contribute to the knowledge base of the CPD field.

Outcomes:

- Increased capacity to support/facilitate research in the field of CPD.
- Increased partnerships that foster research and scholarship.
- Increased staff curiosity and skills in the research process.
- Increased scholarship and publication activities in high impact journals and conferences.
- Increased number of CPD programs with a research component (i.e. beyond program evaluation).
- Increased number of research collaborators working with the UBC CPD team.

MEASURING OUR SUCCESS

Moving forward, we will monitor the status of our strategic objectives and measure the extent to which they are being met. To accompany the 2017-22 Strategic Plan, we have developed an Internal Work Plan containing a logic model and performance reporting for our three strategic objectives so that we can clearly see where we are going, why, how and when. The CPD Executive Group aligns priorities and decision-making with our strategic objectives and our internal work plan. UBC CPD staff use the plan to clearly establish goals and paths of their programs.

The logic model lists our stakeholders, what we invest, what we do and who we reach. In

order to advance UBC CPD, we have listed the activities we need to do for each of our strategic objectives and the results we plan to achieve by accomplishing those actions. We identified measures we will track and staff who will be responsible for evaluating progress on a continuous basis. Our strategic plan and our internal work plan are iterative documents that are shaped by all of our staff, as well as our clinical advisors and stakeholders. Our Strategic Plan Working Group continues to meet regularly to keep UBC CPD directions optimized and accountable to societal changes.



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