European CME Forum is dedicated to bringing together all stakeholder groups with an interest in European Continuing Medical Education, promoting multi-channel discussion in an independent and neutral environment.

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This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of Siyemi Learning and European CME Forum. Siyemi Learning is accredited by the ACCME to provide continuing medical education for physicians. Siyemi Learning designates this live activity for a maximum of 15 AMA PRA Category 1 Credits™. Physicians should claim only credit commensurate with the extent of their participation in the activity.

As there will be no discussion of products or services of ACCME defined commercial interests during this live activity, neither the speakers nor the activity planners have any relevant financial relationships to disclose.

Please visit www.europeanCMEforum.eu for information about proceedings from this meeting, further information about future meetings, an extensive archive of our past activities and updates on other European CME activity.

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The European CME Forum is committed to making CME greener by helping to reduce the burden on the environment when carrying out its work.
Welcome to Amsterdam and the 9th Annual European CME Forum!

This Forum is the largest so far, slightly bigger than our first meeting in London in 2008. There we presented a near-improptu, one-off gathering as an opportunity for members of all stakeholder groups to meet in a neutral open forum, to discuss and debate the issues of the day in European CME. Now at our ninth annual meeting, CME in Europe seems to be pushing ahead with some major developments. This year we are excited to be co-located with the UEMS-EACCME 3rd Conference on CME-CPD which will take place here, on Saturday. Before then we will be the first to hear the updated accreditation criteria from UEMS, with the promise of significant changes, having been labelled “EACCME 2.0”. We will also have significant involvement from industry at the Forum, offering further clarity around the various definitions relating to independence and control with respect to independent education, sponsorship and grant support of CME.

It also feels like we have reached the stage in Europe where CME has developed into something beyond just the rules of accreditation. We can see evidence of the European CME enterprise putting into action the regularly quoted statement that there is “a move from CME to CPD”; we are starting to understand what competency-based CME could look like, data now exist that show CME actually works — although lamentably not coming from Europe. We are also gaining confidence in developing education that doesn’t just help healthcare professionals pass another MCQ, but actually helps them to change their practice. We are even tempted by the possibility of achieving the ultimate goal of making a positive change to patient outcomes.

This also means that there is significant pressure on providers. Academic providers and medical societies need to be able to demonstrate to their members the value of the education they provide, and not just repeat the old-style didactic lectures to huge capacity spaces. Professional providers also need to be able to demonstrate that they are effective educators, familiar with needs assessment process, audience recruitment, educational design and outcomes evaluation — perhaps we are even seeing the final removal of the traditional Medical Communications agencies from European CME?

Our role as European CME Forum is also needing to evolve to keep up with the needs of the ever-growing constituency, we do our best to listen to our delegates and the broader CME and related communities. In response to the feedback we have received we are continuing our move towards providing more educational sessions, but still allowing time for latest information, as well as discussion and debate with the leaders themselves. Please continue telling us your thoughts, especially during this meeting, as well as afterwards once you have had time to reflect.

The Journal of European CME (JECME) is undergoing some developments too. Shortly we will be moving to a new publisher; JECME will remain a diamond open access, online-only journal with thanks to our financial supporters. We are delighted that the past year’s “Project PubMed” has finally led to the journal crossing the required threshold just this month, for PubMed indexing. The first objective for this new period will be to run a special issue — we will be presenting more details on Friday morning.

I would like to thank everyone who has supported us in the run up to this meeting, not just the session chairs and presenters who have helped mould the agenda during our time in Amsterdam, but to many of you who have given time to respond to our surveys, emails and offering the many unprompted comments and thoughtful advice. We hope that European CME Forum continues to serve you, as an international community of practice, to play its part in helping to make CME in Europe better.

I wish you an energising and collaborative few days!

Eugene Pozniak
Programme Director
## Programme at a glance

### Wednesday 9 November

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00</td>
<td>Registration opens (Tea/coffee and snacks available 11:00–11:30)</td>
</tr>
<tr>
<td>11:30–12:30</td>
<td>Pre-#9ECF: CME - Where it all began</td>
</tr>
<tr>
<td>13:30–14:00</td>
<td>Conference lunch</td>
</tr>
<tr>
<td>14:00–15:30</td>
<td>Opening of the 9th Annual European CME Forum</td>
</tr>
<tr>
<td>16:00–17:30</td>
<td>Session 1: High quality learning in CME-CPD: lost in translation?</td>
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<tr>
<td></td>
<td>Tea/coffee break</td>
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<tr>
<td>17:30–18:30</td>
<td>Evening networking reception</td>
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### Thursday 10 November

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>08:00</td>
<td>Tea/coffee and snacks available</td>
</tr>
<tr>
<td>08:30–09:00</td>
<td>Introduction to Day 2: European CME Forum – Where next?</td>
</tr>
<tr>
<td>09:00–10:30</td>
<td>Session 3: Forum workshops</td>
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<tr>
<td></td>
<td>Tea/coffee break</td>
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<tr>
<td>11:00–12:30</td>
<td>Session 4: Forum workshops</td>
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<td></td>
<td>Lunch with the learners</td>
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<tr>
<td>14:00–15:30</td>
<td>Session 5: Our environment</td>
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<td></td>
<td>Tea/coffee break</td>
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<tr>
<td>16:00–17:30</td>
<td>Session 6: Forum workshops</td>
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<tr>
<td>08:00</td>
<td>Tea/coffee and snacks available</td>
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<tr>
<td>08:30–08:45</td>
<td>Introduction to Day 3: Publishing in CME</td>
</tr>
<tr>
<td>08:45–10:15</td>
<td>Session 7: Novel educational approaches</td>
</tr>
<tr>
<td></td>
<td>Tea/coffee break</td>
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<tr>
<td>10:45–12:15</td>
<td>Session 8: What the future holds</td>
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<tr>
<td>12:15–12:50</td>
<td>Session 9: The CME unsession</td>
</tr>
<tr>
<td>13:00</td>
<td>Meeting close (buffet lunch available)</td>
</tr>
<tr>
<td>14:00–17:30</td>
<td>Post-#9ECF: Specialty Seminars</td>
</tr>
</tbody>
</table>
# Forum workshops

## Session 3 (09:00–10:30)

<table>
<thead>
<tr>
<th>Development Track</th>
<th>The 4 pillars of quality and effective CME in Europe today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Design</td>
<td>Evaluating CME: how do we know if we’ve been effective?</td>
</tr>
<tr>
<td>CME Environment</td>
<td>CME-CPD: in the hands of the medical professionals!</td>
</tr>
</tbody>
</table>

## Session 4 (11:00–12:30)

<table>
<thead>
<tr>
<th>Development Track</th>
<th>Patient-centred outcomes based planning</th>
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<tbody>
<tr>
<td>Education Design</td>
<td>Framework for planning and assessing learning activities in CPD</td>
</tr>
<tr>
<td>CME Environment</td>
<td>Current medical engagement/educational activities supported by industry in Europe</td>
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## Session 6 (16:00–17:30)

<table>
<thead>
<tr>
<th>Development Track</th>
<th>Compliance: 50 shades of grey</th>
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<td>Education Design</td>
<td>Designing effective interprofessional continuing education for impact</td>
</tr>
<tr>
<td>CME Environment</td>
<td>The global CME community: what works globally, what does not?</td>
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</tbody>
</table>
Wednesday

Pre-#9ECF

CME - Where it all began
Led by Robin Stevenson (Journal of European CME)

Panellists:
Leonard Harvey (UEMS-EACCME)
Cees Leibbrandt (UEMS)
Lewis Miller (WentzMiller Global Services)
Dennis Wentz (WentzMiller Global Services)

The panellists in this session played pivotal roles in developing CME in Europe and the US. They set up reciprocal agreements across the Atlantic. They will briefly describe their individual contributions and will indicate how modern CME both in Europe and the US has been influenced by their activities. The members of the audience will be invited to comment on whether they feel that European CME has been well served by past events or what changes are needed in order to best serve the CME environment in Europe.

Meeting opening: Introduction and overview of the objectives of the meeting
Eugene Pozniak (European CME Forum)

Session 1

High quality in CME-CPD: lost in translation?
Jonas Nordquist (Karolinska Institutet)

After this session delegates will be able to:

- List three major changes in contemporary health professions education globally
- Identify basic principles for high quality adult learning
- Discuss practical strategies to enable implementation of high quality learning in any CME/CPD event independent of size.

Health professions education is undergoing a fundamental change around the world, both in terms of content and the delivery of education. Technology has a major role in this. We have gained significant knowledge over the last 40 years on how learning works and how to design high quality learning events, but as in medicine there is sometimes a big gap between data from controlled clinical trials and the real-life clinical data. What is the current status of CME-CPD in terms of implementing high quality learning? Are there any challenges or obstacles in implementing high quality learning in our events? If so what difficulties are we faced by?

This session will provide a global overview of current changes in health professions education and provide some thoughts on small-scale changes in the design of events that might facilitate high quality learning.

Session 2

CME: current status, present challenges
Moderated by Jacqui Thornton (Independent)

Panellists:
Frank Skopowski (Merck & Co/MSD)
Reinhard Griebenow (European Cardiology Section Foundation)
Sophie Wilson (International Medical Press)
Werner Bill (European Respiratory Society)

Jacqui Thornton guides the discussion in the first of our expert panels looking at the current situation and challenges that are being faced in the CME community today. This session will look a little deeper at some of the feedback received in the online needs assessment and put them into context.
Session 3: Forum workshops

☆ The 4 pillars of quality and effective CME in Europe today

Led by Diana van Brackel (Kenes Education) and Celeste Kolanko (PCM Scientific)

After attending this session, delegates will be able to:

• List the 4 pillars of quality and effective CME in Europe
• Identify gaps and areas of disparity between current practice and best practice in CME in Europe
• Make the link between effectiveness, appropriate education, transparency and balance in designing and implementing CME programmes.

In this interactive session, delegates will evaluate their knowledge and practices around CME in Europe. In an interactive format, delegates will be given a concise and pragmatic definition of good and effective CME based on the 4 pillars of the Good CME Practice Group:

• Effectiveness
• Appropriate education
• Transparency
• Balance.

By showcasing collaboration between different stakeholders, it will be outlined what effective and high-quality CME should include and how CME can elicit and reinforce best clinical practice in healthcare settings.

This interactive workshop will share some case-based scenarios and will explore further how the 4 pillars of the Good CME Practice group can be best applied in practice.

● Evaluating CME: how do we know if we’ve been effective?

Led by Kate Regnier (ACCME)

After attending this session, delegates will be able to:

• Identify barriers and opportunities within their current methods of evaluation – as it relates to determining the effectiveness of their education at promoting learning and change
• Connect different methods of evaluation to intended outcomes
• Implement new, innovative methods of evaluation for their CME interventions.

In this interactive workshop, we will examine different methods for evaluation that can be used to determine if learning and change has occurred as a result of your educational intervention, and we’ll connect evaluation of outcomes to the planning process to help select the method that works best depending on what you are trying to change, who your learners are, and what type of activity you have planned.

▲ CME-CPD: in the hands of the medical professionals!

Led by Vassilios Papalois (UEMS-EACCME), with João Grenho (UEMS-EACCME), Leonard Harvey (UEMS-EACCME), Nathalie Paulus (UEMS-EACCME)

This workshop will explore the following topics:

• The position and achievements of the UEMS in CME-CPD
• The CME-CPD expectations of the professionals in the modern world
• Valuable commercial support of CME-CPD vs unacceptable commercial influence
• How to make CME-CPD work in everyday professional life
• Our vision for the future.
CME-CPD is a professional and ethical obligation for medical professionals but also a major challenge due to increasing demands on behalf of regulatory authorities and healthcare providers, time restrictions related to overwhelming clinical and academic activities and, last but not least, financial challenges.

There is a clear risk that due to those challenges:

- The quality of CME-CPD will be downgraded
- Sterile state regulation and commercial influence will become dominant forces in the world of CME-CPD negatively influencing its main objective: education and professional development aiming to serve the best interests of patients.

Therefore, the view of the UEMS (as well as of all the other European Medical Organisations as expressed in their common statement in Luxemburg in December of 2015) is that it is paramount that CME-CPD should stay in the hands of the medical profession if it is to protect its purpose and enhance its quality.

Session 4: Forum workshops

★ Patient-centred outcomes based planning

Led by Thomas Kellner (UCB), with Audrey Noble (European Parkinson’s Disease Association) and Marc Noble (European Parkinson’s Disease Association)

After this session delegates will be able to:

- Determine and formulate learning outcomes based on a gap assessment
- Classify gaps into learning domains
- Associate learning outcomes with areas of professional competencies
- Choose educational formats dependent on the educational domain.

Based on a patient and carer’s perspective as well as a representative set of data, participants will work in small teams to:

- Conduct a gap analysis
- Group the identified gaps into learning domains
- Define educational outcomes
- Associate the intended outcomes with professional competencies
- Define appropriate learning formats for each domain.

The planning exercise will be directed by the patient’s perspective and values. The target audience of the educational intervention is healthcare professionals.

Framework for planning and assessing learning activities in CPD

Led by Don Moore (Vanderbilt University)

After attending this session, delegates will be able to:

- Identify professional practice gaps (PPG)
- Use an evidence-based approach to design learning activities that will address PPGs
- Assess learner progress to determine if the PPG has been reduced or eliminated.

The outcomes framework for planning and assessing CME has been updated and developed and has evolved in to a “backward planning” approach. It will be implemented and tested in this workshop to demonstrate how it works in practice.

In 2015, Cervero and Gaines published a summary of systematic reviews of the effectiveness of CME in which five characteristics were identified that contributed to the effectiveness of CPD learning activities. This workshop will describe a framework that combines these characteristics with an outcomes approach to needs assessment and learner assessment. Workshop participants will be given opportunities to hear about components of the framework and then engage in hands-on practice on authentic cases.
Thursday

▲ Current medical engagement/educational activities in Europe – Quality standards can be implemented for independent, collaborative and industry activities

Led by Frank Skopowski (Merck & Co/MSD), with Dale Kummerle (Bristol-Myers Squibb), Veronique Moy (Merck KGaA), Marie-Claire Pickaert (EFPIA) and Eva Thalmann (Janssen-Cilag)

In Europe there are four key types of medical education and the degree of industry involvement in each element varies:

1. Independent Medical Education (CME/CPD)
2. Company-driven, product-specific educational programmes
3. Company-initiated professional development/medical disease education
4. Collaborative partnerships.

The objectives of this session are that learners understand the differences in each category and that HCP continuing professional development can occur in each, if the educational activity includes:

• Ethical, transparent and responsible engagement
• Needs-based, up-to-date, balanced and objective content
• Robust and standardised processes to deliver the educational programmes.

Session 5

Our environment

Moderated by Jacqui Thornton (Independent)
Panellists:
- Craig Campbell (Royal College of Physicians and Surgeons of Canada)
- George Chakhava (Georgian Association of Medical Specialists)
- Helena Filipe (International Council of Ophthalmology)
- Eva Thalmann (Janssen)

Our panel of experts expand on some of the topics raised in the morning workshops; identifying areas of best practice and the key developments that are afoot in the European CME enterprise.

Session 6: Forum workshops

★ Compliance: 50 shades of grey

Led by Julie Simper (International CME-CPD Consulting) and Sophie Wilson (International Medical Press)

After attending this session, delegates will be able to:

• Discuss what “compliance” means for those offering CME/CPD
• Review the gCMEp guiding principles behind the changing medical education environment
• Differentiate compliance in regards to CME/CPD accreditation criteria and industry codes
• Navigate challenges related to the complexities, variability, and change encountered in international CME/CPD.

Lunch with the learners

Led by Lawrence Sherman (TOPEC Global)

A selected panel of learners join us over lunch to engage in Q&A with the audience.
Thursday

Designing effective interprofessional continuing education for impact

Led by Kathy Chappell (American Nurses Credentialing Centre), with Helena Filipe (International Council of Ophthalmology), Lawrence Sherman (TOPEC Global) and Mark Westwood (St Bartholomew’s Hospital)

After attending this session, delegates will be able to:

- Analyse a problem in practice using an outcomes model framework
- Develop interprofessional continuing education (IPCE) activities designed to improve interprofessional collaborative practice and patient/system outcomes
- Identify measures of team performance and patient/system.

In this session, healthcare educators will participate in a variety of active learning strategies including role play, case-based analysis and problem-based learning to analyse a problem in practice using an outcomes model framework, and design an IPCE activity or series of activities to address the problem. Using an innovative yet tested approach, participants will role play different healthcare professionals, family members and patients to plan the educational activity, exploring the relationships and dynamics that can support or impede collaboration. Group discussion and presentation will be used to facilitate shared learning and knowledge transfer.

As a result of participating in this interactive session, healthcare educators will develop skills that can be applied to developing IPCE activities specifically designed to improve interprofessional collaborative practice and patient/system outcomes. Participants will also explore methods to measure both team performance and the impact of team performance on patient outcomes.

The global CME community: what works globally, what does not?

Led by Lisa Sullivan (GAME), with Alvaro Margolis (Evimed) and Vaibhav Srivastava (Insignia)

After attending this session, delegates will be able to:

- Discuss challenges and trends for providers developing and deploying medical education, CME and CPD in regions outside US/Europe
- Understand the shared values between US/European “rules” and those in other regions
- Recognise lessons learned from each other when collaborating across regions.

This session will, through our first panellist, Alvaro Margolis, describe the experience of interactive online CME across Latin America, a region where one million physicians live and work; how this is possible across different healthcare systems, educational needs, accreditation standards, culture and languages. India, represented by Vaibhav Srivastava and Asia, by Lisa Sullivan, will showcase similar issues and challenges experienced with high healthcare professional populations, numerous languages, vastly different cultures and the rise of interactive online CME across the regions. We will discuss what elements from these experiences could be useful for Europe in implementing similar international programmes in the region and globally.
**Session 7**

**Novel educational approaches**

Led by Mark Westwood (St Bartholomew’s Hospital)

Presenters and panellists:
- Nele Caeyers (Lupus Europe)
- Clarisse Aillet (MedTech Europe)
- Cyndi Grimes (WebMD Global)
- Jennifer Gordon (Royal College of Physicians and Surgeons of Canada)

Responding to feedback from the needs assessment survey we spend a little time looking at some evolutions in CME, especially how to listen to the voice of the patient and the evolving role of e-learning, as well as reviewing the key messages from the previous afternoon’s workshops.

**The patient perspective in educational setting: what do patients think?**

After this presentation, delegates will be able to:
- Become aware of the value of patient input in the different phases of patient care
- Learn how they can involve patients to enhance quality of care.

What is there to learn from patients? Living with a chronic condition 24/7, patients develop a unique expertise which differs from the professional’s knowledge. Involving patients in care means also listening to them and learn from their day-to-day experiences. Using the insights of all parties involved leads to a higher quality of care in the end.

**New standards from MedTech Europe for industry-supported medical education**

MedTech Europe recently adopted a new Code of Ethical Business Practice to help enhance the reputation and success of the medical technology industry. Medical education is an important part of the interaction between the MedTech member companies and the healthcare community.

**The impact of e-learning on physicians’ knowledge and competence**

After attending this presentation, delegates will be able to:
- Recognise the value of offering different formats for CME activities and credit amounts
- Evaluate the impact of point of care e-learning for healthcare providers.

Evolving technology continues to shape and define the landscape of opportunities for physician learning. Educational initiatives are increasingly shorter, more engaging, and available on demand when and where they are needed. Importantly, these technologically enhanced CME-CPD initiatives can be more aligned with real clinical practice and have been shown to measurably impact clinical decision making.
Innovation and interactivity in CPD programming the shift from “traditional group learning” continues...

After attending this presentation, delegates will be able to:

• Describe innovative and collaborative educational delivery methods
• Consider how to include interactive educational approaches within more “traditional” group learning contexts
• Identify at least one area of potential innovation or improvement within their CPD programming.

Increasingly, there have been changes in how group learning is planned and delivered. Group learning is transforming to become more interactive and to include assessment of learners’ knowledge and skills. This presentation will share examples of educational approaches used by accredited CPD providers in Canada. The link between CPD accreditation standards and how collaboration can promote excellence in CPD programming will also be discussed.

Session 8
What the future holds
Led by Jacqui Thornton (Independent)

Panellists:
Graham McMahon (ACCME)
Vassilios Papalois (UEMS)
Marie-Claire Pickaert (EFPIA)

Jacqui Thornton hosts the final panel discussion reflecting on some of the themes that have come into play over the past two days, asking the experts to identify what they think will take CME beyond just the bureaucracy of accreditation, and asking the participants what they hope for the immediate and more distant future.

Session 9
The CME unsession
Led by Lawrence Sherman (TOPEC Global)

Lawrence Sherman will host the final discussion to ensure that no one, either in the room, or the followers in the Twittersphere, leaves the meeting with any questions left ringing in their heads.
## Post-#9ECF Specialty Seminars (from 14.00)

#9ECF will finish Friday lunchtime and with so many CME professionals and supporters gathering in Amsterdam we will also be presenting a series of Specialty Seminars during the afternoon (14.00–17.30) – one for each specialty group.

Pre-registered delegates from either #9ECF or the UEMS conference are able to attend their specific seminar. These sessions are invitation-only meetings and will not be reported, unless expressly agreed upon in the session.

<table>
<thead>
<tr>
<th>Post-#9ECF Specialty Seminars</th>
<th>A. Accreditors</th>
<th>B. Specialty Societies</th>
<th>C. Industry</th>
<th>D. Providers and Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Accreditors</strong></td>
<td>Led by the International Academy for CPD Accreditation – for volunteers and staff at national and international accreditation bodies</td>
<td>Led by Journal of European CME (JECME) – for volunteers and staff at national, regional and international medical societies and associations</td>
<td>Led by International Pharmaceutical Alliance for CME (iPACME) – for employees of pharmaceutical, biotech and medtech companies</td>
<td>Led by the Good CME Practice group (gCMEp) – for anyone creating and managing programmes from CME providers to PCOs, publishers and agencies interested in CME – including education advisors and consultants</td>
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</tbody>
</table>
Plan ahead!
See you next year

10th Annual European CME Forum
8–10 November 2017
Dublin

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www.europeanCMEforum.eu
Clarisse Aillet has been working in Brussels for more than 10 years both in private and public sectors, gathering an extensive experience in EU public affairs, corporate communications, crisis and event management, social media and stakeholder management. She holds a Master’s degree in International Relations (Sciences Po Paris, 2004), and specialised in healthcare and nutrition, medical devices and diagnostics, cosmetics and consumer goods.

As a consultant, she is supporting MedTech Europe’s Compliance Department. In the context of the new MedTech Europe’s code of Ethical Business Practices, Clarisse is leading the outreach towards key European healthcare organisations and professional congress organisers. She is steering the discussions on the future of medical education initiated by MedTech Europe, gathering senior representatives from the industry and from professional medical societies. On behalf of MedTech Europe, Clarisse was also in charge of designing the programme of a successful 2016 Global MedTech Compliance Conference in Dublin, Ireland (24–26 May 2016) in partnership with AdvaMed (US medtech association) and IMDA (Irish medtech association). Based on the latest and emerging trends in healthcare compliance, the Global MedTech Compliance Conference (GMTCC) is the most comprehensive meeting for the medical device and in vitro diagnosis industries globally, gathering over 300 industry executives, in-house lawyers, compliance professionals, international policymakers, and other industry stakeholders.

Victoria Babbit is a Publisher with Taylor & Francis based in their Stockholm office. As well as managing the development of a list of 100 journals, she runs workshops for young scholars in addition to engaging with funders and librarians to keep societies and editors updated regarding any changes in the publishing landscape. Prior to joining Taylor & Francis, Victoria pursued a PhD in Geography with a focus on migration, at the University of Washington in Seattle.

Werner Bill is the Executive Director of the European Respiratory Society (ERS), an association of medical professionals and scientists working in the area of respiratory medicine, headquartered in Lausanne, Switzerland and with offices in Brussels, Belgium and Sheffield, UK. He was previously the Deputy Executive Director and prior to that, Director of Finance and Administration, which included IT and Human Resources.

Prior to joining ERS, Werner worked in various senior international positions for a multinational pharmaceutical company before joining the Union for International Cancer Control as Head of Finance and Administration.

Werner is a university graduate in Economics from Bern, Switzerland.

Nele Caeyers was diagnosed with Lupus Nephritis and APS in 1997. She published a book on her life with lupus in 2003 and has since then been an advocate for patients on a regional, national and international level. Nele is active as a member of Lupus Europe and is the current Chair-elect of EULAR PARE, the patient pillar of the European League against Rheumatism (EULAR). She is the spokeswoman for ReumaNet vzw, the Flemish platform for RMD patient organisations.
Faculty

Dr Craig Campbell

Craig Campbell is a specialist in Internal Medicine, Associate Professor of Medicine at the University of Ottawa and Director of Continuing Professional Development in the Office of Specialty Education at the Royal College. He leads the national Maintenance of Certification (MOC) Program, serves as Registrar for the Royal College and has oversight of the development of a strategy to implement a competency-based CPD model for physician in practice within the Competency by Design strategic initiative, and the International Academy of CPD Accreditation.

Dr Campbell’s research and development interests focus on supporting lifelong learning, developing and implementing tools and strategies to promote "informed" self-assessment and workplace based assessments of competence and performance of individuals, groups or healthcare teams. Dr Campbell is the past President of The Society for Academic Continuing Medical Education (SACME) and chaired the Society’s Research Committee.

Dr Kathy Chappell

Kathy Chappell is Interim Chief Officer of the American Nurses Credentialing Center with oversight over all credentialing programmes including organisational, programmatic, and individual nurse credentialing. She is responsible for accreditation of residency and fellowship programmes. She also directs the Institute for Credentialing Research, analysing outcomes related to credentialing. She holds a Baccalaureate in Nursing with distinction from the University of Virginia, a Masters of Science in Advanced Clinical Nursing and a Doctorate in Nursing from George Mason University. She is a Fellow in the American Academy of Nursing and a Distinguished Scholar and Fellow in the National Academies of Practice.

Dr George Chakhava

George Chakhava is a Consultant Neurologist at Georgian American Family Medicine Centre “Medical House” and insurance company “ARDI" Clinic “Vake”. He is a Principal Investigator and Head of Neurologic Service of Clinic “Consilium Medulla”. He is President of the Georgian Association of Medical Specialties, an institutional member of European Medical Association and an observer member of UEMS.

George is a Board Member of Georgian Union of Neurologists and a delegate from Georgia for European Union of Medical Specialties UEMS Section/Board of Neurology and MJC of Pain Medicine. He is a Member of Cognitive Disorders Panel of European Academy of Neurology.

Dr Helena Filipe

Helena Filipe is a Consultant of Ophthalmology at the Hospital of Armed Forces, ALM – Surgical and Clinical Ophthalmology and Hospital of SAMS, Lisbon, Portugal. She graduated from the Faculty of Medicine, University of Lisbon in 1987 and gained a Masters in Medical Education from the Institute of Health Sciences at Portuguese Catholic University in 2008.

She is the Chair of the Committee for Continuing Professional Development at International Council of Ophthalmology and is a Board Member of Portuguese College of Ophthalmology.

Dr Karl Golnik

Karl Golnik is Professor and Chairman of Ophthalmology at the Department of Ophthalmology at the University of Cincinnati. Twenty years after obtaining his MD degree he obtained a Masters degree in Education and puts this to use as Director for Education for the International Council of Ophthalmology, Immediate-President of the Joint Commission an Allied Health Personnel in Ophthalmology (JCAHPO), and Chair of the Pan-American Association of Ophthalmology’s Resident Education Committee. He has given more than 600 invited lectures in more than 50 countries and has over 100 publications in the fields of neuro-ophthalmology and medical education. His current research interests include development of improved methods of resident assessment and promotion of international accreditation of post-graduate ophthalmology training programmes.
Faculty

Jennifer Gordon

Jennifer is Associate Director, Continuing Professional Development, at the Royal College of Physicians and Surgeons of Canada. She is responsible for overseeing the Maintenance of Certification (MOC) Program, the MAINPORT ePortfolio, and CPD Accreditation. Jennifer represents the Royal College on various committees to set educational and ethical standards, develop CPD policies, and facilitate international CPD substantive equivalency agreements. She is also a Board Member for the Journal for European CME (JECEM).

Most recently, Jennifer has collaborated with the Qatar Council for Healthcare Practitioners to support the development and implementation of a national CPD system in the State of Qatar.

Dr João Grenho

João Miguel Monteiro Grenho is the Head of the Portuguese delegation in UEMS, FEMS, AEMH, CEOM and ENMCA. In 2015 he was elected Vice-President of UEMS. He is a surgeon in a major hospital in Lisbon and graduated as a surgeon in 2011. He graduated from Medical School in 2002 and started his surgery residency in 2005. His main interests are colorectal surgery and obesity surgery with a special interest in minimally invasive techniques. He is currently working in his master thesis on Health Services Management, which is due to be presented in September 2017.

In 2012 he was elected as a member of the Portuguese Medical Association and nominated for the International Department.

João was born on 26 January 1976 in Lisbon, is married and the father of two boys aged 8 and 6.

Cyndi Grimes

Cyndi Grimes is the Director for Continuing Medical Education and Continuing Professional Development for Medscape/WebMD Global and is responsible for overseeing the development and implementation of activities and day-to-day operations of the Medscape CME/CPD programme. Cyndi works with the CME/CPD team and internal departments to ensure compliance with accrediting bodies including ACCME, ANCC, ACPE, EACCME guidelines and standards and adherence to policies and procedures of Medscape/WebMD Global.

Prior to joining Medscape, Cyndi was Managing Director of The Chatham Institute, an accredited provider of CME/CE activities for physicians, nurses and pharmacists. Cyndi has over 18 years experience working in medical education with expertise in CME/CPD planning, educational design, content development and programme delivery. She is a member of the Alliance for Continuing Medical Education and received her BA from Catholic University of America.

Prof. Reinhard Griebenow

Reinhard Griebenow is Chairman of European Cardiology Section Foundation and President of the UEMS Cardiology Section. He completed his medical studies at Göttingen University and served his residency at the Department of Internal Medicine II University Hospital Cologne (Merheim), where he is now Professor for Internal Medicine.

He is a member of the Board and Head of the Academy of medical training and education at the Chamber of Physicians Nordrhine, and serves on the Board of the German Senate for CME.
Dr Leonard Harvey

Leonard Harvey is a British gynaecologist, who has been active in European medical education for 30 years. He serves on the UEMS Executive and is Chairman of its EACCME Governance Board.

He has been Head of the UK delegation to the European Union of Medical Specialists (UEMS) from 1982 and President from 1993–1999. UEMS is the European representative organisation for >1.5 million specialists through 39 Specialist Sections, each with its own European Board. Amongst others, UEMS has produced Charters on Specialist Training and also Continuing Medical Education during his Presidency.

Granted the unique honour of Life President d’Honneur by UEMS Council for services to European Medicine in 2005. From 1993–1997, he was also President of the Advisory Committee on Medical Training of the European Commission when the 4th Report to update the European Doctors’ Directive was produced and ratified. Also a Vice-President of the Standing Committee of European Doctors (2000–2004).

In 2002, he was requested by the European Commission to head the Medical Team visiting Applicant Countries to the EU advising on their compliance with EU Directives.

In the UK, he has been an examiner of the Royal College of Obstetricians & Gynaecologists; Advisor to the Government’s Department of Health and the Medical Royal Colleges on European medical matters; Chairman of the West Midlands Regional Manpower Committee (1981–1996); member of the Regional Board for Post-graduate Medical Training and Higher Specialist Training; and Medical Director of his local NHS hospital Trust. In 1998, retired from NHS Clinical practice but has acted as management consultant to NHS Trusts with problems.

He is also qualified as a Master of Law and has served as an expert in patient litigation cases and enquiries.

Dr Thomas Kellner

Thomas Kellner is currently heading global medical learning at UCB and holds a medical degree from the University of Munich. After his internship at the University of Munich he has held various national and international positions at MSD including the management of a major portal for healthcare professionals, today known as univadis®, and leading the global medical education strategy. He served as general manager at an education consultancy, led the global medical education and training department at a smaller biopharma company and authored several publications in CME.

He serves as a Board Member of the Journal of European CME, Global Alliance for Medical Education and is an active member of the international Pharmaceutical Alliance for CME (iPACME) and the Innovative Medicines Initiative (IMI).

Celeste Kolanko

Celeste Kolanko is Managing Director of PCM Scientific, the dedicated CME division of PCM Healthcare, a Cogora company. Celeste joined the PCM Scientific team from the USA, where she had more than 20 years’ experience in business and education – over a decade of which she spent in CME and other healthcare communications. From her MA in education, and postgraduate educational technology studies, through to her extensive experience in team development, Celeste is passionate about effective and innovative medical education. She has held a senior management role at an ACCME-accredited provider that achieved accreditation with commendation. She played an integral role in the development of digital learning, performance improvement (PI) and point-of-care learning. Celeste led the team that won the 2010 Alliance for Continuing Education in the Health Professions (ACHP) award for Outstanding Industry Supported CME Activity. Celeste is an active member of the Good CME Practice group (gCMEp) where she currently serves as a member of the Steering Committee.
Dr Dale Kummerle

Dale Kummerle is a Pharmacist and has been involved in education his entire career, from his time as a NovaSoutheastern University clinical professor, to educating healthcare professionals and patients as a Bristol-Myers Squibb (BMS) Medical Science Liaison, to his current role as BMS Department Lead for Medical Education. He has four years of international business experience in Europe and the Middle East, building and managing a team of medical scientists across 14 countries. Dale’s lifelong passion for learning and teaching provided him with opportunities to lecture internationally, including North America, Europe, China, and Japan, and giving presentations at ACEHP and GAME conferences.

Dr Alvaro Margolis

Alvaro Margolis is an internist from Uruguay with a Master’s degree in Medical Informatics from the University of Utah (USA). He has held academic positions in Internal Medicine and in Continuing Medical Education at the School of Medicine and currently is Associate Professor at the School of Engineering, Universidad de la República, Uruguay. He is also the President and CEO of EviMed, a CME Corporation working the Americas.

Dr Cees Leibbrandt

Cees Leibbrandt is a Dutch otolaryngologist with training at the University Hospital in Utrecht. His practice focused on oncological surgery and otology. He introduced the cochlear implants in the Netherlands. He practiced otolaryngology in the University Hospital in Utrecht and in the regional Hospital “de Lichtenberg” in nearby Amersfoort. During his professional career he was member of the boards of several medical organisations in his country, both on local and on national level. In 1988 the Dutch Order of Medical Specialists delegated him to the UEMS, the European Union of Medical Specialists, the umbrella organisation of the associations of medical specialists in the European Union.

Under his guidance, the UEMS set up a programme to harmonise and improve the quality of training and practice in the countries of the European Union. As secretary of this programme Cees was instrumental in the codification of European requirements for postgraduate and continuing training of medical specialists. In the early nineties this resulted in the UEMS Charters for Postgraduate Training and Continuing Medical Education, still valid today.

In 1996 he retired from his private and university practice and became member of the Executive Committee of the UEMS, in which he served in several functions. From 1999 till 2002 he was Secretary-General of the UEMS. In this period he founded the EACCME, the European Accreditation Council for Continuing Medical Education, which became operational in 2000. In this function he negotiated the agreement with the American Medical Association concerning reciprocal recognition of AMA and EACCME continuing education awards. He is honorary member of the UEMS and bearer of the Hippocrates Award of the Global Alliance for Medical Education.
Dr Graham McMahon

Graham McMahon is the President and Chief Executive Officer of the Accreditation Council for Continuing Medical Education (ACCME®), which sets standards for high-quality continuing medical education (CME) that supports physicians’ commitment to lifelong learning, improves their competence and performance, and drives healthcare improvement for patients and their communities.

Graham directs the ACCME system for accrediting national and international CME providers, and the ACCME system for recognising state and territory medical societies as accreditors for intrastate CME providers. In collaboration with the ACCME’s colleague accreditors, the Accreditation Council for Pharmacy Education (ACPE) and the American Nurses Credentialing Center (ANCC), Graham oversees the programme of Joint Accreditation for Interprofessional Continuing Education™. He also administers the process for designating non-US accreditors as substantially equivalent to the ACCME.

A medical educator, researcher, and endocrinologist, Graham joined the ACCME in April 2015 from Harvard Medical School, where he served as Associate Dean for Continuing Education and Associate Professor of Medicine. He taught extensively at Harvard Medical School and at Brigham and Women’s Hospital in Boston, served as Editor for Medical Education at the New England Journal of Medicine, and as Executive Editor for the NEJM Knowledge+ programme. He served as an endocrinologist in practice in the division of Endocrinology, Diabetes and Hypertension at the Brigham and Women’s Hospital.

A native of Dublin, Ireland, Graham earned his medical degree from the Royal College of Surgeons in Ireland, where he also received a doctoral degree in medical education from the National University of Ireland. He is board certified in internal medicine, as well as endocrinology, diabetes, and metabolism. He earned a Master of Medical Science in Clinical Research from Harvard Medical School.

Graham is married to Joseph Guarino Jr, and they have two daughters.

Lewis Miller

Lewis Miller MS CHCP principal at WentzMiller Global Services, has had a distinguished career in the field of continuing medical education, as founder of both the Alliance for Continuing Medical Education in 1975, and the Global Alliance for Medical Education in 1995. He was a Founding Director of the National Commission for Certification of CME Professionals (2006), and was co-founder and Chairman of U Penn BestPractice CPD, a web-based educational resource for primary care physicians, their staff and patients. He co-founded two major medical publishing-medical education companies, Miller & Fink Corporation (1966) and Dowden Health Media (1988). He is also Co-Founder and past Chairman of Intermedica Inc. a medical education company that exported the best of US, CME to other countries. He has worked closely with many medical organisations, including the American College of Physicians, American Academy of Family Physicians and American College of Obstetricians and Gynecologists in the US, the European Society of Cardiology, the Mexican National Academy of Medicine, the Brazilian Medical Association, and CME division of the Chinese Ministry of Health. Lewis also helped develop the concept for Project Globe Consortium for CPD, a non-profit organisation designed to bring CME to front-line doctors in developing countries.

Lewis has received the Founders Award and the Distinguished Service Award from the Alliance for CME, the Hippocrates Award from the Global Alliance for Medical Education (GAME), and the Lifetime Award for Editorial Achievement from American Business Media. In 2007, he was inducted into the Medical Advertising Hall of Fame. He is a graduate of Princeton University and the Columbia University Graduate School of Business.
Faculty

Prof. Don Moore

Don Moore is currently Professor of Medical Education and Administration at Vanderbilt University School of Medicine where he teaches a course entitled Learning Theory and Teaching Applications. He also serves as Director of the office for continuing Professional Development. Education, Director of the Vanderbilt MOC Portfolio Program, Director of Evaluation, Medical Education Curriculum and teaches in a variety of faculty development workshops.

Don received his PhD in education from the University of Illinois at Urbana-Champaign in 1982. He has published over 50 articles and book chapters and made over 200 presentations at national and international conferences.

He received:
- The ACCME Raszkowski “Hero” Award in 2009
- The Alliance for CME Distinguished Service Award in 2010
- The Society for Academic CME Research in CME Award in 2011
- He was inducted into the Academy for Excellence in Teaching at Vanderbilt University School of Medicine in 2013.

Don continues to work on refining the Outcomes Framework (Moore, Gallis, Green, JCEHP 2009) as well as a project to define the skills of and measurement strategies for the “Master Adaptive Workplace Learner”.

Dr Jonas Nordquist

Jonas Nordquist PhD is the Director of the Medical Case Centre at Karolinska Institutet and he is the associate DIO, in charge of the strategic educational development for the residency programmes at the Karolinska University Hospital. He received his PhD in political science from Stockholm University in Sweden in 2001 and joined Karolinska Institutet in 2003. He is since 2015 a Visiting Scholar at the Medical College, Qatar University.

He has served as a WHO expert in medical education in the areas of curriculum design of international health professional education and sex and reproductive health. Dr Nordquist is a Harvard-Macy scholar in medical education at Harvard Medical School. He has been involved in projects in more than 40 countries around the world and is the author of three books and over 20 peer-reviewed papers. He is currently involved in a global project on designing learning spaces in higher education for the Royal Institute of British Architects (RIBA).

Dr Nordquist is an invited scholar at the Wilson Centre, University of Toronto. He is also visiting faculty at the International Medical University in Kuala Lumpur, Malaysia; Makerere School of Medicine, Kampala, Uganda; medical educational expert to the University of Addis Ababa, Ethiopia; Visiting Professor and External Assessor to the Guatemala Medical Academy.

He is the Co-Chair for the International Residency Education Leadership Prize at the Royal College of Physicians and Surgeons of Canada and on the Steering Committee for the International Medical Educational Leadership Forum where he also is lead for Europe.

Dr Nordquist’s research focuses on educational leadership and on how physical space impacts on learning.

Veronique Moy

Veronique Moy MD is currently the External Relations Director, Global Medical Education at Merck KGaA, Darmstadt, Germany.

During the last 16 years, she has worked in the pharmaceutical industry and held a number of positions in Marketing, Scientific and Medical Affairs and now in Medical Education with an emphasis on Continuing Medical Education and Continuing Professional Development. She is a member of GAME and the international Pharmaceutical Alliance for Medical Education (IPACME).

Veronique received her medical degree at the University of Rennes, France, and her specialisation in emergency medicine at University of Paris XII, she practised in emergency department for eight years before joining the pharmaceutical industry.
Prof. Vassilios Papalois

Vassilios Papalois is Professor of Transplantation Surgery and Consultant Transplant and General Surgeon at the Hammersmith Hospital, Imperial College, London, UK. He leads a Transplant Centre of Excellence focusing on high risk and extended criteria kidney and pancreas transplantation. He has been active in surgical research for more than 20 years and has published 170 papers in peer review journals, 15 book chapters and 4 books. He is the Secretary General of the European Union of Medical Specialists (UEMS), the Secretary General of the European Society of Organ Transplantation (ESOT), a member of Council of the British Transplantation Society (BTS), the Association of Surgeons of Great Britain and Ireland (ASGBI) and the European Society of Surgery (ESS). He is Clinical Lead for Medico-Legal issues of the Imperial College Healthcare NHS Trust (ICHT), chairs the Ethics Committee of the Avon and Somerset Constabulary and he is a member of the Research Ethics Committee of the UK Ministry of Defence. Professor Papalois organises annually a series of advanced international courses on transplant training, clinical ethics and health policy and has given more than 100 lectures in international forums as an invited speaker. He has been awarded a Bronze National Award for Clinical Excellence by the UK Department of the Health, a Senior Clinical Investigator Award by the European Society for Organ Transplantation and a Teaching Excellence Award by Imperial College.

Marie-Claire Pickaert

Marie-Claire Pickaert is the Deputy Director General of EFPIA, member of EFPIA’s General Management. Since 2008, Ms Pickaert is coordinating EFPIA’s ethics and compliance activities. Following the adoption of the 2010 Leadership Statement calling for greater transparency, accountability and ethical behaviour within and industry framework of self-regulation, she took the lead of activities including the creation of the EFPIA e4ethics platform and the development of the EFPIA Disclosure Code. She is acting as the Chief Ethics and Compliance Officer at EFPIA.

In 2015, she was asked to take the role of Ambassador to the Medical Communities, coordinating EFPIA’s relationships with medical and scientific societies, including learned societies, also through professional communities within the pharmaceutical companies that interact with medical communities.

Education


Continued education and specialisation – postgraduate/executive training

- Applied Psychology in Economics (2 years)
- Auditing and Valuation of Enterprises (2 years)
- Hospital Management (1 year)

Nathalie Paulus

Nathalie Paulus is the EACCME Coordinator at the European Union of Medical Specialists (UEMS). Nathalie joined the UEMS some 19 years ago in April 1997. Following a visit from representatives of the American Medical Association (AMA) in search of a European partner in the field of CME accreditation, she has been involved in every stage of the creation and development of the UEMS’ European accreditation system for medical specialists, resulting in the establishment of the European Accreditation Council for CME (EACCME) in January 2000. She is in charge of the EACCME department at the UEMS and is responsible for the overall management of EACCME activities. She is a member of the UEMS Governance Board on CME-CPD, previously known as the EACCME Taskforce, engaged in developing higher standards for the accreditation of educational activities in Europe.
Faculty

Eugene Pozniak

Eugene is Managing Director of Siyemi Learning, an independent European CME provider, and Programme Director of European CME Forum, a not-for-profit organisation bringing together all stakeholder groups with an interest in European CME.

Following his degree in Chemistry, Eugene spent 12 years working in a variety of positions in the pharmaceutical industry, advertising and medical communications agencies. He left the promotional sector for good in 2000, working since then exclusively in CME, initially devising and delivering e-learning for the European Society of Cardiology (“ESCed” being the first CME accredited e-learning platform in Europe) and the Federation of European Cancer Societies (FECS – now the European CanCer Organisation, ECCO).

He was Director of CME ex-US at Wolters Kluwer Health, before setting up Siyemi Learning in 2006 – an independent CME provider, and a year later European CME Forum, a not-for-profit organisation which brings together key stakeholders in CME-CPD. Eugene chairs the Good CME Practice Group, serves on the Editorial Board of the Journal of European CME (JECME) and is on the Board of the Global Alliance for Medical Education (GAME) and the advisory board of World Congress on Continuing Professional Development.

Kate Regnier

Kate Regnier MA MBA is Executive Vice President of the Accreditation Council for Continuing Medical Education (ACCME) and has been with the ACCME since 1995.

Kate oversees the processes of Accreditation and Reaccreditation for national and international providers of continuing medical education (CME), the Recognition of the US-based State/Territory Medical Societies as accreditors within their states according to the Markers of Equivalency, and the Joint Accreditation of Providers of Interprofessional Continuing Medical Education with colleague accreditors, the Accreditation Council for Pharmacy Accreditation and the American Nurses Credentialing Center. She is also responsible for the review of non-US accreditors for their Substantial Equivalency with the ACCME’s system.

Kate also oversees the education, communications, monitoring, and business functions of the ACCME. She provides day-to-day guidance to and oversight of the ACCME’s collaborations with the certifying boards around accredited CME that counts for Maintenance of Certification (MOCTM).

Kate received a Bachelor of Arts degree in English from the College of the Holy Cross (1986), a Master’s degree in English from Northwestern University (1990), and a Master’s degree in Business Administration from Loyola University of Chicago (1995).

Kate is married to John Regnier, a stay-at-home dad and cartoonist, and they are the proud, but often tired, parents of four children – Emma, Noah, Brennan, and Roan.
Lawrence Sherman

Lawrence Sherman, FACEHP, CHCP, Senior Vice President, Educational Strategy at TOPEC Global, a Swiss-based medical education provider, has been involved in continuing medical education for the last 22 years, and has been teaching pre-hospital medicine for over 30 years. His education and training in medicine and adult education have helped him to become a leader in this profession. His TED talk on involving patients in medical education has been viewed over 30,000 times. He has spent the majority of this time designing, developing, delivering and evaluating CME courses for physicians and other healthcare professionals around the world. He is a Fellow of the Alliance for Continuing Education in the Health Professions, a founding advisor to the NC-CME (the organisation that certifies CME professionals in the US), an instructor at the Emergency Medical Institute at the Center for Communicating Science at the State University of New York, Stony Brook. He was recently appointed to the Postgraduate Education Committee for AMEE (Association for Medical Education in Europe), and will be involved with forming Continuing Professional Development Committees for organisations in Europe and Asia. He was the original host and creator of Lifelong Learning, a radio show broadcast on ReachMD via internet radio in the US and via reachmd.com and a mobile app for smartphones worldwide.

Lastly, Lawrence frequently lectures around the world on topics including:

- Interprofessional and team-based continuing education (IPCE)
- Role of social networking in CME
- Regulations and guidelines in CME
- International/global CME and CPD
- Healthcare communications skills development and training
- Faculty development and training
- Outcomes measurements in CME
- The use of emerging technologies in medical education
- Strategic medical education. Having once been a stand-up comedian in New York, his lectures and presentations tend to combine humor, compelling content, and audience involvement. He recently performed comedy at Carnegie Hall in New York.

Julie Simper

Julie Simper is a Certified Healthcare CPD Professional (CHCP) and Certified Meeting Professional (CMP) with over 18 years international experience and a passion for offering innovative, well-designed, and financially-viable medical education activities that contribute toward improved patient care.

Julie was born and raised on the West Coast of the United States, but attended university and began her career in Belgium and the Netherlands. She went on to work for eight years in the CME department of one of California’s leading healthcare systems where she was responsible for the planning of hundreds of conferences, managing a team of 11 CME/event planning professionals, and leading the organisation to obtaining accreditation with commendation from the Accreditation Council for CME (ACCME); the highest standard for CME providers in the United States.

Returning to the Netherlands to join Kenes Education as Director of Continuing Education, she was responsible for overseeing the CME-CPD accreditation and pharmaceutical/device industry code compliance across the company’s global operations. She led this by educating colleagues and clients on the changes and creating a procedural framework for integrating the various requirements into event operations.

Since 2014, Julie established her consultancy company International CME-CPD Consulting; supporting international clients with accreditation, industry compliance, and meeting planning services. Julie has presented at several industry conferences and written articles and editorials about international CME-CPD and compliance. She is appreciated for bringing a strong pragmatic and collaborative approach to the challenging and ever-changing world of accredited medical education.

Frank Skopowski

Frank Skopowski is currently the Team Leader of Grant Operations and his former title was Senior Director of the Merck “MSD” Online CME/CE Grants Programme and has been responsible for the creation and management of the grant system since its inception on 1 July, 2002. He oversees all the US Advocacy and Professional Affairs (US APA) Grant Operations and the MSD HQ Global Grants programme, which supports numerous worldwide independent medical education initiatives. He is currently the Chair of the International Pharmaceutical Alliance for Continuing Medical Education (IPACME), an international collaboration of medical education experts representing the pharmaceutical, biotech, and medical device industries, with the intent to ensure global quality medical education.
Vaibhav Srivastava

Vaibhav Srivastava MPharm PGDBA is the Founder Director of Insignia Communications, based in Mumbai, India. For the past 6 years, he has been instrumental in creating a strong CME ecosystem in India and is involved in creating an Indian CME forum platform under GAME India Regional Conference.

Vaibhav currently serves as the Board of Directors for the Global Alliance for Medical Education (GAME) and Programme Director for GAME India Regional Conference. He is also a Board Member of Journal of European CME (JECME). As an active member of GAME, he has participated in last four GAME annual conferences as faculty and panelist to bring Indian CME challenges and update to global CME community. He has also been involved in publishing research articles as well as conference reports in JECME.

As a Founder Director of Insignia Communications, he is involved in various medical education projects in India and his company is a leader in the CME domain providing Independent and Continuing Medical Education in India with or without collaboration with Indian and international CME partners.

Vaibhav received his postgraduate degree in pharmacy as well as in management. He has served Indian Healthcare Industry for more than 21 years and lives in Mumbai with his wife (Professor in Pharmacy College) and daughter (13 year old studying in class VII), while his son is pursuing engineering in Biotechnology from MIT, India.

Lisa Sullivan

A veteran of the global pharmaceutical and medical communications industry, Lisa Sullivan is the founder and Group Managing Director of In Vivo Communications, an Australasian medical communications agency established in Sydney in 1996 and Singapore in 1999.

With more than 30 years of direct industry experience, Lisa has fostered and galvanised her reputation as a senior executive with proven leadership credentials and strategic insight. She is accredited by the Royal Australian College of General Practitioners as a provider of Quality Improvement and Continuing Professional Development (QI&CPD), where she has been instrumental in the development and delivery of numerous accredited programmes to Australian GPs, nurses and pharmacists both face-to-face and online. Lisa is also the President of the Global Alliance for Medical Education (GAME).

While continuing to work across an enormous geographical area, Lisa has returned to part time studies as a RHD student at the University of Queensland, Australia, to evaluate the effectiveness of online, face-to-face and blended learning in the delivery of CME/CPD to healthcare professionals.

Eva Thalmann

Eva Thalmann is Head of Medical Education External Scientific Relations at Janssen Medical Affairs Europe, Middle East and Africa for all disease areas. Throughout her career she has worked in Haematology/Oncology, Nephrology and Virology. As Head Medical Education External Scientific Relations, Eva and her six Medical Education Scientific Relation Leaders are focusing on close connections with major European Medical Societies as well as top experts and publishers. Additionally the group is responsible within the EMEA Janssen organisation for CME programmes and educational programs at European congresses.

Eva is member of several external strategic groups such as iPACME, Board Member of JECME and she is an ESMO Committee Member for Women 4 Oncology.

Eva Thalmann obtained a PhD in Biochemistry from the University of Vienna and joined Janssen-Cilag in 1990. She had various positions in Medical Affairs and Strategic Marketing for Janssen-Cilag and Johnson & Johnson within Europe and US.
Faculty

Jacqui Thornton

Jacqui Thornton is an award-winning UK health journalist and facilitator who chairs panels and roundtables on a range of medical, scientific and ethical issues.


She regularly chairs meetings and panels, including events at the European Parliament on healthy ageing and at the House of Lords on access to medicines. She has chaired at the European CME Forum since 2011. Jacqui was awarded Specialist Journalist of the Year 2016 by the UK Guild of Health Writers and Freelance Journalist of the Year in the specialist category 2015 by the UK Medical Journalists’ Association.

She is a Visiting Lecturer in the MA Magazine Journalism course at City University, London.

Diana van Brakel

Diana van Brakel is Manager Continuing Education of Kenes Education and she has worked for over four years at Kenes Group. Leading the Kenes Education team, Diana is responsible for CME/CPD accreditation and compliance, and online learning for medical activities managed by Kenes; project managing the creation of online learning portals for medical societies; and providing support regarding CME/CPD accreditation and industry code issues to the operational teams. Collaborating with medical societies, she develops and creates innovative and effective e-learning portals, modules and other learning initiatives. Throughout her time with Kenes, Diana has built a reputation for her outstanding expertise in blended learning and educational design.

Before joining Kenes Group, Diana worked with various organisations and stakeholders as a learning consultant, developing learning strategies to support their unique needs and establishing training courses and professional development programmes. Diana completed a Bachelor of Education and a Master in Educational Design and Consultancy at the University of Utrecht, specialising in educational and professional change interventions, adult education and workplace learning. Diana is currently based in Amsterdam, the Netherlands, and is an active member of the Good CME Practice Group (gCMEp), where she currently serves as a member of the Steering Committee.

Dr Dennis Wentz

Dennis Wentz MD CCMEP FAAPL is known internationally for his contributions in continuing medical education and continuing professional development. Following his retirement from the American Medical Association (AMA) as Director of its Division of Continuing Physician Professional Development, he has authored and edited a comprehensive history of CME and CPD, Continuing Medical Education: Looking Back, Planning Ahead (Dartmouth College Press/University Press of New England, July, 2011). During fifteen years of leadership at the AMA (1988–2004), he moved the credit system of the AMA’s Physician Recognition Award (AMA PRA) to recognise various forms of self-directed learning by individual physicians, such as learning related to performance improvement, that are now being implemented widely by the CME community.

While at the AMA, he focused on the international dimensions of CME and on the eventual development of a global system for CME by creation of mutually acceptable standards. This led to an agreement for reciprocity of CME credit between the AMA and the European Accreditation Council for CME (of the European Union of Medical Specialists, UEMS) that continues today. He participated in the development of the definitive statement of global standards for CPD by the World Federation for Medical Education, and worked closely with authorities developing CME programmes in Malaysia, Singapore, Mexico, and Spain. Because he believes that quality CME/CPD is based on participation by all involved players, in 1990 he created the National Task Force on CME Provider/Industry Collaboration, a group that he chaired until 2007. A national conference is convened annually by the Task Force to further such collaborative efforts.

Prior to joining the AMA, Dr Wentz was on the faculties of the Schools of Medicine of the University of Maryland, the University of Tennessee, and Vanderbilt University. He received his medical degree from the University of Chicago and then trained in internal medicine and gastroenterology. Dennis is a Fellow of the American College of Physician Executives (now the American Association for Physician Leadership) and served as the President of the National Commission for Certification of CME Professionals, which awards the certificate of certified CME Professional (CCMEP). His honours include the Distinguished Service Award from the University of Chicago Alumni Association, Distinguished Service Awards from both the Alliance for Continuing Medical Education and the Society for Academic CME, and the Hippocrates Award for Excellence in CME from the Global Alliance for CME.

He is currently committing his efforts toward consulting as a principal of WentzMiller Global Services, LLC, and serving as President of both the Montana Chamber Music Society and the Intermountain Opera Bozeman.
Faculty

**Dr Mark Westwood**

Mark Westwood is a Cardiologist at Barts Heart Centre. As the lead for CMR at the London Chest Hospital he set up and led the CMR department developing a world class CMR service. In the last full year of operation (2014) this was the UK’s second largest CMR service performing over 3,500 CMR scans and one of the largest European CMR perfusion services. Mark led on merging this department to form the CMR service at Barts Heart Centre, which is now the largest in Europe.

As Director of Medical Education at St Bartholomew’s Hospital, Mark manages the delivery of training and education for over 125 junior doctors. He delivers and coordinates one of the most highly-rated regional training programmes for over 60 cardiology trainees in the UK. To improve the delivery of core training in CMR in the UK, Mark wrote national guidance. As Chair of the SCMR Education he developed online learning modules in CMR to provide online CPD.

To emphasise the clinical utility of CMR within and outside the CMR community, Mark created London CMR. This has expanded to become the second largest UK CMR meeting.

Mark organised the 10th Annual British Society of CMR (BSMCR) Annual Conference at St Bartholomew’s Hospital, which was the largest ever meeting with over 200 delegates. At EuroCMR and SCMR he presented and chaired sessions regularly. Mark was instrumental in the development of case based sessions at the SCMR annual meeting and the “World Cup” at EuroCMR and SCMR. Mark is the Chief Examiner for the European CMR examination and he has seen this examination expand from 75 to nearly 200 candidates. Through Mark’s research in the use of myocardial T2* imaging for the assessment of cardiac iron loading, the mortality from this condition in thalassaemia has fallen by over 80%.

**Dr Sophie Wilson**

Sophie Wilson joined International Medical Press at the beginning of 2005 and is Director of CME Services. She has a PhD in Biochemistry from the University of Bristol (UK) where she undertook research and published on surface cell glycoproteins that determine blood Rhesus factor.

Since joining International Medical Press, Sophie has directed a broad range of projects involving a variety of communication formats – peer-review publications, live events, webcasts and online educational initiatives. Prior to joining International Medical Press she worked in medical communications with Meditech Media for over 13 years.
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**Appropriate education**  
Education designed with clear learning objectives to effect a sustained changing in daily clinical practice.

**Balance**  
Balanced content and faculty, independent of supporter and reflecting clinical picture within the framework of the learning objectives.

**Transparency**  
Full disclosure from faculty and providers involved in scientific content, as well as financial support.

**Effectiveness**  
Education that increases knowledge and skills, and measures intent to maintain or change behaviour in daily clinical practice.

For more information go to  
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