

Marketing Proposal

Office of Continuing Professional Development
Wave One

Lindsay Gordon
Thomas Jefferson University
Office of Continuing Medical Education
Spring 2017



**Sidney Kimmel
Medical College**
at Thomas Jefferson University

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EXECUTIVE SUMMARY

As of July 2017, the seven continuing education offices within Thomas Jefferson University will join under one name and one joint accreditation. This is to follow the trend of healthcare education becoming an interprofessional activity, consisting of all professionals involved in the care of a patient. The new office will be called the “Office of Continuing Professional Development” (OCPD). A steering committee has been created to aid in the process of consolidating offices and applying for joint accreditation.

In its current state, each individual continuing education office is accredited to provide their own forms of continuing education. Under this system if a course applies to more than one learner type, one office must apply to the other, incurring a fee for use of their accreditation. Through joint accreditation, each office would be accredited to provide continuing medical education, continuing nursing education, and continuing pharmacy education.

A mission and vision has been created, and the continuing education offices are now working towards qualifying for joint accreditation. In order to qualify, 25% of the continuing education courses within the last eighteen months must be interprofessional, or offering more than one type of credit. As the steering committee strategizes how to best meet this requirement, little information has been provided entities outside of the steering committee regarding the change of office.

In order to ensure the success of the Office of Continuing Professional Development, marketing must be completed to inform the appropriate stakeholders of the changes occurring. This proposal outlines Wave 1 of CPD marketing efforts: introducing the office to course attendees, exhibitors, faculty, and office staff, while Wave 2 will consist of Thomas Jefferson University leadership and the institutions affiliates, One Jefferson.

PROJECT BACKGROUND

I. Office of Continuing Medical Education

As it currently stands, the Office of Continuing Medical Education operates specifically for the planning of courses that offer continuing education credits to physicians, in order to maintain their qualifications. The Office of Continuing Medical Education at Thomas Jefferson University (OCME), is an accredited CME provider through the Accreditation Council for Continuing Medical Education (ACCME). Similar offices exist throughout the institution to service varying specialties and learners.

II. Office of Continuing Professional Development

In the coming months, the separate continuing education offices will be consolidated into one major office, the “Office of Continuing Professional Development” (OCPD). The plan to shift the structure of the siloed offices to one centralized Office of Continuing Professional Development is already underway. The change is spearheaded by a Steering Committee consisting of representatives from each participating continuing education office. The committee meets regularly, and is in the current stage of applying for joint accreditation through “Joint Accreditation for Interprofessional Continuing Education” (JA - IPCE). Meaning, that each office will be an accredited provider of all relevant credits, and will no longer have to put in an application to a neighboring office to offer another form of credit for a course that they are executing. For example, as it currently operates, if the OCME wanted to provide nursing credit in addition to physician credit, they must apply to the Office of Continuing Nursing Education and pay a fee to utilize their credit. The new system eliminates that need, and allows all offices to be accredited bodies.

While this change has been in preparation for a while, it is not widely known throughout the university. There have been several barriers in the way of a speedy process towards the merger, including meeting the qualifications for the new type of joint accreditation and planning all of the details as to how the office will

operate. The steering committee is creating a new standard operating procedure to streamline the planning process of professional development, while also working towards the creation of a consistent message on behalf of OCPD.

III. Changing World of Healthcare

The change from individual to joint accreditation is occurring to follow the interprofessional and team-based path that healthcare is taking. Collaborative health care has been identified as a tactic of health care reform. From a patient standpoint, this strategy has shown to improve patient outcomes by reducing preventable adverse drug reactions, decreasing morbidity and mortality rates, and optimizing medication dosages. There are also proven benefits for the providers as well, including reducing excess workload and increasing job satisfaction (Bosch, 2015). Since professionals of varying specialties work together in practice to serve the patient, the education that healthcare professionals receive needs to be indicative of that interprofessional environment. By creating an environment where professionals are learning alongside their colleagues of different specialties and qualifications, it breeds an atmosphere for new conversations and the transfer of ideas, in addition to a flow of communication and care.

IV. Managing Stakeholders

There are four main stakeholders identified in Wave One of the OCPD marketing plan:

1. Attendees
2. Faculty
3. Exhibitors
4. Office Staff

Attendees are those who are taking part in the activities planned by the OCME. They can be further categorized in a variety of ways, including: paying vs. non-paying; physicians, nurses, pharmacists, scientists, social workers, students, residents, patients, and more; and those who claim credit vs. those who do not.

Faculty can be considered in two different ways. One is the faculty of Thomas Jefferson University/Hospital, who are employed by the institutions and bring forward and assist in the academic aspect of planning a continuing education course. The second is the faculty in regards to OCME, who again assist in the academic portions of the event, and either serve as a Course Director or a guest lecturer. In this capacity, the faculty may not be employed by Jefferson, but are faculty of the course.

Exhibitors support the course financially in return for varying levels of display, face-time, and overall access to the conferences faculty and attendees. OCME has a relationship with many exhibiting companies and their corresponding sales representatives. Many of these representatives support multiple CME courses at a time.

Office Staff consists of those who plan the courses from within the continuing education offices. For OCME, that consists of three course leads, four course planners, one administrative specialist, a financial administrator, and occasionally an intern. These are the individuals responsible for the financial, marketing, logistical, fundraising, education, and accreditation for each course. Additionally, they are the faces and point of contact between the office and attendees, faculty, and exhibitors.

V. Marketing the Office of Continuing Professional Development

The committee has already created its new mission and values, and is working towards joint accreditation. The next step for the committee is to market this change of brand. While there were tentative plans to do so, there has been little done to follow through. See Appendix A for OCPD marketing to date. The steering committee is currently working and focused on the logistics of how this new office will operate and the details related to getting it up and running. However, there have been no recent attempts to market, or ways of tracking its effectiveness. As of July 2017, the offices will be operating under the new name. It is essential to the success of each department that their branding, message, and identity are clear to those that they conduct business with.

SWOT ANALYSIS

Strengths

One strength of the Office of Continuing Professional Development is that they have clearly defined mission and vision. Within the steering committee, the identity of the new office is clear and understood. Having an agreed upon message makes it easier to move forward with marketing efforts, and define how that mission impacts each stakeholder group.

Another strength of this project is that Thomas Jefferson University is the second of its competitive set to make efforts towards interprofessional education. While the University of Pennsylvania's continuing education has already implemented this change, Drexel College of Medicine and Temple University School of Medicine are still siloed operations.

A third strength of this project is the amount of existing historical data and resources. Through the records kept by each planner, evaluation metrics can be determined and specific contact lists created for each target market created.

Weaknesses

Penn Medicine, located blocks away from Thomas Jefferson University, has already made the change towards interprofessional education with their office of "Continuing Medical and Interprofessional Education." This office plans continuing medical and nursing education courses (IPCE, 2017). This office is a competitor both in terms of products offered and location, allowing both groups to target the same market segments. Additionally, they have recently submitted an application for the same joint accreditation that OCPD will be applying for.

Another weakness of the steering committee is the functionality of the committee itself. The committee is made up of seven continuing education and medical professionals, all of whom are directors of their own sectors. Between lack of availability and what each committee member deems as "important," there are few major or definite decisions made in meetings. Rather than make decisions that

further the project along, meetings create more work that hinders the overall process. If the committee is going to meet their July start date, decisions need to be made that further the purpose and work towards reaching the ultimate goal.

A third weakness is lack of communication to stakeholders. Outside of the steering committee, there is little understanding of what the change is and how people will be affected. Because of this, there is a lot of information that must be filtered and shared in a short amount of time. An additional communication issue is that steering committee members do not have a consistent message to pass along to those who inquire about the change. Although all members understand the mission and vision, it is currently being communicated in different ways. Through this strategy, different people and departments within the institution will have varying ideas of the new Office of Continuing Professional Development.

Opportunities

An opportunity of this project is that it fills a specific existing need of the organization. Marketing of the OCPD must occur in the stages leading up to, during, and following the official change occurring. As there are currently no efforts in place to do so, this project will provide information and content that the committee and its corresponding offices can send out once they are ready to do so.

Threats

Threats to this project are the schedules of those who would need to implement it. The steering committee is working towards meeting the requirements for joint accreditation in addition to the tasks associated with managing their departments, and office staff is balancing an ever growing workload. There needs to be someone designated to implementing and tracking marketing efforts.

Additionally, each office has their own processes and formats of completing assignments. Adding information about the change of name to some of their materials (further explained in the Implementation portion), will take a conscious effort on their part. If materials go to print without the CPD information present, it is a missed marketing opportunity.

Another threat to the office is overall buy-in. Marketing for the Office of Continuing Professional Development cannot only be done on behalf of Continuing Medical Education, but must be done for the contacts of each department joining CPD. While the same marketing materials and plan can be utilized, there will need to be efforts made by each department to implement and track marketing dispersed by their current departments.

COMPETITOR ANALYSIS

Competitive Set

Thomas Jefferson University's competitive set in regards to continuing education programs consists of:

- Penn Medicine at the University of Pennsylvania
- Drexel University, College of Medicine
- Lewis Katz School of Medicine at Temple University

This competitive set has been determined based on location, with all the institutions located in the Philadelphia area. A large proportion of Jefferson's CME event attendees come from within the Philadelphia area, as an event can range anywhere between one half day to one week in duration. Considering Jefferson's attendees come from a commutable distance, they can access a local competitor's courses with the same ease. The following table breaks down the competitive set and their product offerings.

Provider Name	Location	Number of Activities	Number of Hours of Instruction	Number of Physician Participants	Number of Other Learners	Offered Enduring Materials	Offered Internet Enduring Materials	Offered Live Internet
Drexel University College of Medicine	Philadelphia	78	1,812	22,896	12,355	No	Yes	No
Perelman School of Medicine at the University of Pennsylvania	Philadelphia	1,328	6,321	171,361	30,674	Yes	Yes	No
Sidney Kimmel Medical College at Thomas Jefferson University	Philadelphia	123	2,372	21,687	4,459	Yes	No	Yes
Temple University School of Medicine	Philadelphia	81	22,34	28,714	6,433	Yes	Yes	No

(Find a CME Provider, 2017)

Penn Medicine at the University of Pennsylvania

Penn Medicine has a Continuing Education office called the “Office of Continuing Medical and Interprofessional Education” (IPCE). This office is an accredited provider of continuing medical education by the Accreditation Council for Continuing Medical Education (ACCME), and an approved provider of continuing nursing education by the Pennsylvania State Nurses Association. The mission of IPCE is to “address the professional practice gaps of the healthcare team using an educational planning process that reflects input from those healthcare professionals who make up the team and the content that should reflect the team approach to patient care. This IPCE education is designed to change the skills/strategy, performance, or patient outcomes of the healthcare team” (IPCE, 2017). Penn’s continuing education is interprofessional in nature, and already meets the JA - IPCE qualifications to apply for joint accreditation.

Drexel University, College of Medicine

Drexel University’s continuing education programs are broken into three different divisions:

- **Physician Refresher Program** is an education and assessment program for physicians re-entering practice, enhancing their focus, or preparing to enter a graduate medical education program. As opposed to a day long conference, this course can be up to six weeks in duration depending on the track chosen. This division is operated by the continuing medical education department, though defined as its own entity on the institutions website (Continuing Medical Education Program, 2017).
- **Behavior Healthcare Education** is a division of the Department of Psychiatry, offering both live and online opportunities. This sector offers eight forms of continuing education credits. (Behavioral Healthcare Education, 2017)
- **Continuing Medical Education** operates through Drexel University College of Medicine to provide physicians with CME credits. The Office of Continuing Medical Education defines their missions as: “to improve professional

knowledge and skills; foster a positive impact on patient outcomes; expose clinicians to new information, diagnosis, treatment and case management options; develop a team approach to treating patients; and provide access to the most current body of clinical and scientific knowledge” (Continuing Medical Education Program, 2017).

Lewis Katz School of Medicine at Temple University

Temple University’s continuing education department consists solely of continuing medical education, presented by The Albert J. Finestone, MD Office for Continuing Medical Education. The mission of the office is “achieving excellence in continuing medical education through state, national and international activities that are built on a platform of evidenced-based medicine and adult learning principles... provides continuing professional development for physicians both internal and external to Temple by developing high quality programs that are designed to enhance practice performance and have a positive impact upon patient care” (The Albert J. Finestone, MD Office, 2017).

Competitive Advantage

Both Penn Medicine and Drexel’s continuing education departments have an interprofessional aspect to their programming, while Temple’s focus is mainly providing physicians with continuing medical education. As Jefferson’s OCPD works towards receiving joint accreditation, the institution is ahead of its competitors at Drexel and Temple, who are still providing segregated continuing education programs. However, Penn Medicine is pursuing the same joint accreditation, making them a greater competitor for OCPD. An offering that OCPD has that all members of its competitive set are lacking is a live internet, or live streaming, attendee option. At the end of April 2017, the Office of CME will present their first course available to remote attendees.

PERFORMANCE GOALS

Project Goals

The ultimate goal of this project is to serve as a marketing plan for the Office of Continuing Professional Development. When the steering committee is ready to do so, they should be able to input their specific message into an already set marketing strategy.

Defining Success

The success of this project is defined by the ultimate reach of the message and how it is received. Ideally, without an overload of communication or information, the previously defined stakeholders should all understand that:

1. The separate offices are being consolidated under one name; and
2. The ways in which this change will impact them

Measuring Success

The success of this project will be measure by the level of interaction between each stakeholder group and their selected communication channel. The following chart breaks down the amount of people and organizations to be included in each segment, as well as the expectations of how they will interface with their marketing efforts.

Stakeholder	Communication Channel	Size of Population	Expected Interaction
Attendees	Constant Contact Email Blast	30,867	7,964
Faculty	Personalized Correspondence	1,093	119
Exhibitors	Constant Contact Email Blast	346	131
Office Staff	Staff Meeting	10	10

These measurements were determined by analyzing the open rates of all email blasts sent through Constant Contact to attendees, faculty, and exhibitors since the office began using the platform in June 2016. While some marketing strategies will have a specific and statistical outcome, others will not. It will be challenging to monitor the response to marketing tools that do not provide data output, however they are more so means of making impressions and connections.

Needs Assessment

At the completion of this project, the necessary communication channels will be created to disseminate information to each stakeholder group. For many of these groups, the email platform Constant Contact will be utilized. This is a service that the office already has and pays for, therefore no additional cost will be incurred. For communication not happening through Constant Contact, it will be done in person or through already existing channels and opportunities. By utilizing elements that already exist for each course, OCME is able to optimize the tools that they already have without having to implement new efforts, increasing workload, or growing expenses.

There will not need to be additional staff hired, however roles might be shifted to have one office member or steering committee member finish uploading the necessary information into each email blast, sending, and monitoring results. This is not a grueling task, but something that should be assigned to a specific point person to keep track of and provide updates on. Additionally, it will take the conscious effort of staff members creating course materials to add in the extra marketing section. While the message is already written for them, they must remember to utilize it.

By using already existing platforms and channels to reach each audience, marketing of the new Office of Continuing Professional Development is able to occur

and be seamlessly integrated into the organization, with little to no excess costs or disturbances.

Implementation

Each stakeholder group impacted by the change of name requires a different marketing strategy and message in order to understand how this change affects their relationship with the office. While some strategies are unique to each market segment, there are few that overlap and can be used to communicate to multiple groups.

Attendees

Constant Contact

Attendees typically first hear about an upcoming conference through a “Save the Date” Constant Contact email blast. Following the Save the Date, they receive emails ranging from monthly, biweekly, and weekly reminding them to register for the conference and providing them with information relating to speakers and agenda topics. Through this process a robust database of attendees has been created for the office to tap into. By sending the email blast displayed in Appendix B, attendees can be made aware of the change in name, and what it means for the education that they are provided.

Syllabus

Each course provides its attendees with a course syllabus. This document includes the courses agenda, conflict of interests with faculty, course overview, learning objectives, faculty, upcoming events, and how to claim their credits. Along with this information, a passage about the name change should be included with similar information from the email blast, stating that the change will be occurring and how attendees are impacted. This can be a forward looking statement for the

eighteen courses taking place up until July, and a general statement for the courses taking place after the change. This statement can be found in Appendix C.

Twitter

The existing twitter account monitored by the OCME already utilizes the Jefferson CPD name. It has grown to 235 followers since its creation in 2016. This account is followed typically by attendees, as it is used to share information about upcoming courses, messages from course directors, and occasionally live-tweeting conferences. By updating the accounts background image or sharing an infographic about the name change, the office has the ability to make 235 impressions as followers scroll through their feed. Additionally, by “pinning” the tweet, it makes the post the first thing viewers see when going to the Jefferson CPD account. By reaching out to the Jefferson marketing department, it can be arranged for the image to then be shared by the University’s main account. See Appendix D for an image that can be shared.

Webpage

The official webpage for OCME is: cme.jefferson.edu. As the launch date for the new office approaches, a text box can be placed on the main page informing viewers of the change. This can allow possible attendees who are not in the email database but come across the office website to be made aware and informed. See Appendix E for the existing website home page and the suggested changes that can be temporarily implemented.

Faculty

Personalized Correspondence

To existing course directors, marketing can be completed by the planners currently assigned to their courses. During monthly meetings that take place between course directors and the CME planning team, faculty can be informed of the upcoming changes, with respect to how it will impact their event. This would include why it is necessary to include various credit types, as opposed to solely medical education credits at their conference. If a planning meeting is not coming

up in the near future, planners can reach out to their faculty directly to share this information.

Email Signatures

Staff of participating continuing education departments can place a short description as their email signature stating that they are now part of the Office of Continuing Professional Development. The signature already consists of their name, job title, can contact information, however a banner can be added to the bottom of the email for those that they speak with to see.

Exhibitors

Constant Contact

The initial contact between OCME and potential exhibitors is through a Constant Contact email blast informing them of the existence of a course, as well as the agenda and exhibit opportunities and levels available. Similar to the attendee email blast, potential exhibitors then receive emails monthly, biweekly, and weekly leading up to the conference. OCME has developed a growing database of exhibit contacts from various organizations, departments, and specialties. In organizations broken up by specialty, there can be more than one contact in the database per organization. Through the ability to reach out to different people within one organization, the message can be passed more thoroughly. Providing potential exhibitors with a quick understanding of the new office created allows them to make the connection between CME and CPD in the future. This change can be communicated through the email blast displayed in Appendix F.

Exhibitor Day of Packets

One of the materials that exhibitors receive when checking in to a course is the “Exhibitor Day of Packet.” This consists of information regarding the shipment of their materials, an agenda, and information about attendees. A section about the impending changes can be placed in this document, as seen in Appendix C.

Exhibitor Webpage

Changes must also be made to the exhibitor webpage. This is a separate platform from the course webpage and serves as the registration site for exhibitors. Here they input their representative information, company biography, exhibit level, and payment information. While the name and logo on the webpage must be updated, this is also a platform that can be used to market and notify exhibitors of the change. See Appendix G for the proposed changes.

Office Staff

Staff Meeting

The OCME addresses most issues, comments, or concerns that arise during their weekly staff meetings. This would be an ideal time to inform everyone at once of any changes that the new OCPD may have on their day to day tasks, or their ability to complete their jobs. During this time staff members can ask questions and present insight from their own perspectives and experiences as to questions that attendees, faculty, and exhibitors may have, since they deal with each stakeholder firsthand the most.

Cheat Sheet

While staff members need to understand how this change impacts their own jobs, they also must be aware of how it impacts other stakeholders. Since they are the main point of contact with each stakeholder and the faces of the office, they must be prepared to answer questions that each group brings forward. By providing the staff members with a “cheat sheet” of how they can answer questions that they may be faced with, they can be better prepared and informed in order to clarify any misunderstandings or confusions. This aspect would be created by the steering committee, upon coming to a consensus about the manner in which to portray the new office.

Evaluation

Measurement Tools

Once implemented, the following statistics can be evaluated in order to measure the success of marketing efforts:

- The amount of people who opened the email blasts
- Replies received in response to the email blast
- Monitoring phone calls to the office mainline and directly to planners
 - Are they confused?
 - Are they seeking further information?
 - Are we prepared to answer the questions received?

Defining Statistical Success

Through Constant Contact's system, users are able to track analytics of their email blasts, including bounced emails, recipients who unsubscribed, recipients who did/did not open the email, click through rate, where people clicked, and the click through rate compared to past emails sent. By utilizing past data, goals can be set for each marketing email campaign. See Appendix H for historical data. Data collection should take place one, two, and three days following the email blast being sent. If it is not opened close to the send date, it is likely that it got lost within the recipient's inbox, or was skimmed past.

Change for the Future

Based off the responses received, it can be determined whether another email blast or new form of communication is needed. A concern with sending repeated email blasts is that it can lead recipients to unsubscribe, and the office would no longer be able to send them any emails through the platform. Considering this is the same database used to market to attendees and exhibitors about relevant conferences, risking people unsubscribing can hurt the overall numbers of future courses. Since the email blast to market the rebranding is not serving to attract

people to an event, but rather to inform and notify, the need to repeatedly chase each market segment does not exist.

After evaluating the results of Wave 1 of CPD marketing, decisions can then be made to move forward for Wave 2. By measuring the effectiveness of these marketing efforts, it can be determined how to best reach the Jefferson Affiliates outside of the Thomas Jefferson campus.

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Appendix

Appendix A: OCPD Marketing to Date



1020 Locust Street, Suite M5
Philadelphia, PA 19107
T 1-888-JEFF-CME (533-3263)
T 215-955-6992
F 215-923-3212

jeffersoncme@jefferson.edu
jefferson.edu/cme

To: All Faculty Members Involved in Planning CME, CNE, and/or ACPE Certified Continuing Education Activities

RE: Support Jefferson's Goal of Obtaining Joint Interprofessional Continuing Education (IPCE) Accreditation! A message from Dr. Tykocinski

Your help is needed. As individuals involved in planning continuing professional education at Jefferson, we need your support in Jefferson's pursuit of a new type of CE accreditation, **Joint Interprofessional Continuing Education (IPCE) Accreditation™**.

Advantages of this new accreditation model

This new accreditation will consolidate the separate accreditations Jefferson holds to certify continuing professional education programs for physicians (ACCME) and pharmacists (ACPE) under a single umbrella. It will expand our ability to offer CE credit for other disciplines within Jefferson's academic pillar, streamlining the process for obtaining multiple types of credit for your activities using a single application. Beyond economies of scale, we expect this accreditation to advance the CPD programming that Jefferson offers to a higher level, aligning continuing professional education with other areas of the healthcare professional education continuum.

Educating the Interprofessional Healthcare Team

The core philosophy behind Joint IPCE accreditation is that continuing professional development is **"for the team, by the team."** Since it takes a team of healthcare professionals to provide high-quality patient care, it is important to design education that takes into account the desired patient outcomes, in the context of the work done by the team of physicians, nurses, pharmacists, therapists, dieticians, and other healthcare professionals who work together to provide their care.

What we need from you

- Help us plan activities from an Interprofessional perspective, so we can qualify to submit an application next year.
- This means if you are in the early planning stages for a CE activity, and your planning group includes only physicians, or only nurses, or only pharmacists, we ask that you incorporate additional professionals in your planning and implementation process.
- If you anticipate that your program would attract an audience that is Interprofessional, meaningful input from those professions should be part of your program planning.
- If you have ideas for new programming like this, talk to us!

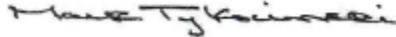
How this will work

The Provost's Office has recently created a Jefferson Office for Continuing Professional Development, with the dual short-term goals of obtaining Joint IPCE Accreditation and centralizing CPD related functions across our Center City campus. A Steering Committee* has been formed, with representation from SKMC, JCPH, JCON, JCOF, JCIPE and Jefferson Health.

A Steering Committee member will reach out to you to discuss how your particular activities can contribute toward our Joint IPCE Accreditation goals.

We appreciate your support of this important institutional goal. Should you have any questions, please contact Jeanne G Cole (Jeanne.cole@jefferson.edu) or Alexis Skoufalos (alexis.skoufalos@jefferson.edu).

Thank you for your support!



Mark L. Tykocinski, MD
Provost and Executive Vice President for Academic Affairs
Thomas Jefferson University
The Anthony F. and Gertrude M. DePalma Dean
Sidney Kimmel Medical College at Thomas Jefferson University

***Jefferson CPD Steering Committee:**

Co-chairs: Jeanne G Cole, EdD (SKMC) and Alexis Skoufalos, EdD (JCPH)

Members: Rebecca Finley, PharmD, MS (JCP)
MaryLou Manning, PhD, CRNP (JCN)
Rohit Moghe, PharmD, MSPH (TJUH/Pharmacy)
Karen Novielli, MD (SKMC/Provost's Office)
Rachel Sorokin, MD (Patient Safety)
Debra S Zelnick, OTD, OTR/L (JCHP)

Appendix B: Attendee Constant Contact Email Marketing Blast



WELCOME!

To Your New Learning Experience!

**Introducing:
The Office of Continuing Professional
Development**

**An interprofessional learning experience, providing
education for the changing world of healthcare**

As of July 2017, Thomas Jefferson University's continuing education offices will become the Office of Continuing Professional Development. Jefferson CPD will provide interprofessional healthcare education to professionals, supporting the healthcare team as they work together to transform and enhance healthcare delivery.

Jefferson CPD will integrate the once separate continuing medical, pharmacy, and nursing education into a single "Joint Accreditation for Interprofessional Continuing Education" (JA-IPCE).

How Does This Impact Your Healthcare Education?

Earn continuing education credits in a format the best represents how you work. Learn alongside the healthcare professionals you work with to provide the highest level of patient support and care.

**Thank you for letting Thomas Jefferson University be a
provider of your continuing education, expanding and
developing your healthcare skills**

For More Information: <https://cme.jefferson.edu/jurei-dvd/content/jefferson-continuing-professional-development>



Thomas Jefferson University | Office of Continuing Professional Development

Office of CME | 1020 Locust Street, Suite M5, Philadelphia, PA 19107

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Appendix C1: Preemptive Statement for Syllabus and Exhibitor Course Materials (Formatted according to course materials standard)

OFFICE OF CONTINUING PROFESSIONAL DEVELOPMENT

As of July 2017, Thomas Jefferson University's continuing education offices will become the Office of Continuing Professional Development. Jefferson's CPD will provide interprofessional healthcare education to professionals, supporting the healthcare team as they work together to transform and enhance healthcare delivery.

Jefferson CPD will integrate the once separate continuing medical, pharmacy, and nursing education into a single "Joint Accreditation for Interprofessional Continuing Education" (JA-IPCE).

Appendix C2: Retroactive Statement for Syllabus and Exhibitor Course Materials (Formatted according to course materials standard)

OFFICE OF CONTINUING PROFESSIONAL DEVELOPMENT

Jefferson University's continuing education offices are now the Office of Continuing Professional Development. Jefferson CPD provides interprofessional healthcare education to professionals and supporting the healthcare team as they work together to transform and enhance healthcare delivery.


Jefferson CPD consists of continuing medical, pharmacy, and nursing education under the singular "Joint Accreditation for Interprofessional Continuing Education" (JA-IPCE).

Appendix D: Image for Social Media Marketing



Appendix E: Course Webpage Alterations

“Introducing the Office of Continuing Professional Development” added.


Jefferson
Log in
Register
Q

Thomas Jefferson University | Sidney Kimmel Medical College

HOME
CME ACTIVITIES
RSS/GRAND ROUNDS
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Introducing the Office of Continuing Professional Development

As of July 2017, Thomas Jefferson University's continuing education offices will become the Office of Continuing Professional Development. Jefferson's CPD will provide interprofessional healthcare education to professionals, supporting the healthcare team as they work together to transform and enhance healthcare delivery.

LEADERSHIP FOR PHYSICIANS

SATURDAY, JUNE 10, 2017

Transform your approach as a leader in medicine! Join Jefferson's national leaders in medicine to explore and expand your skills as a leader in practice.

Register today!



Leadership for Physicians

- Practice Management
- Quality Metrics
- Principles of Leadership
- Academic Teaching
- Workforce
- Emotional Intelligence

A unique feature of this course... Develop your emotional intelligence using the Emotional Quotient Inventory (EQ-i 2.0), and learn how to use the results to transform your approach as a leader in medicine.

Sidney Kimmel Medical College
 Thomas Jefferson University | Jefferson Alumni Hall, 1020 Locust Street, Philadelphia, PA 19107
SATURDAY, JUNE 10, 2017

Appendix F: Exhibitor Constant Contact Email Marketing Blast

***Introducing the
Office of Continuing
Professional Development***

New Name, New Opportunities!

As of July 2017, Thomas Jefferson University's continuing education offices will become the Office of Continuing Professional Development. Jefferson CPD will provide interprofessional healthcare education to professionals, supporting the healthcare team as they work together to transform and enhance healthcare delivery.


Jefferson CPD will integrate the once separate continuing medical, pharmacy, and nursing education into a single "Joint Accreditation for Interprofessional Continuing Education" (JA-IPCE).

How Does This Affect You?

Exhibiting at an interprofessional conference means access to a wide variety of healthcare professionals! Network with the full group of individuals providing patient support and care.

Thank you for your continued support of Thomas Jefferson University's Continuing Education!

For More Information: <https://cme.jefferson.edu/jurei-dvd/content/jefferson-continuing-professional-development>



Thomas Jefferson University | Office of Continuing Professional Development

Office of CME | 1020 Locust Street, Suite M5, Philadelphia, PA 19107

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Constant Contact 

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Appendix G: Exhibitor Webpage

Textbox added. Addition not to scale.

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Jefferson.
SCHOOL OF MEDICINE

THOMAS JEFFERSON UNIVERSITY

MEDICAL COLLEGE | BIOMEDICAL SCIENCES | HEALTH PROFESSIONS | NURSING | PHARMACY | POPULATION HEALTH

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▶ For CME Activity Faculty
▶ For Activity Planners
▶ For RSS Planners
▶ About Jefferson CME
▶ CME Committee
▶ CME and Quality
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SKMC Office of Continuing Medical Education
Palliative Care Spring Symposium


Google

Upcoming Events

Exhibitor Registration 6th Annual Palliative Care Spring Symposium
For Interprofessional Healthcare Providers: Tackling Hot Topics in Palliative Care
June 2, 2017

Course Location:
Thomas Jefferson University Campus
Dorrance H Hamilton Building
1001 Locust Street
Philadelphia, PA 19107

Sidney Kimmel Medical College
Office of CME
Jefferson Alumni Hall
1020 Locust Street
Philadelphia, PA 19107
Phone: (215) 955-9992
Toll Free: 1-888-JEFF-CME
Fax: (215) 923-3212
jeffersoncme@jefferson.edu


Since 2000

Introducing the Office of Continuing Professional Development

As of July 2017, Thomas Jefferson University's continuing education offices will become the Office of Continuing Professional Development. Jefferson's CPD will provide interprofessional healthcare education to professionals, supporting the healthcare team as they work together to transform and enhance healthcare delivery.

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Appendix H: Constant Contact Historical Data

Market Segment	Number of Campaigns	Total Number of Emails Sent	Average Open Rate	Average Click Through Rate	Average Bounce Rate	Average Unsubscribe Rate
Attendees	140	309,778	25.80%	9.17%	5.18%	0.21%
Exhibitors	45	6,601	37.89%	11.72%	15.67%	0.20%
Faculty	10	207,407	10.89%	3.09%	4.60%	0.39%