Recognizing Innovation in CPD

We are pleased to recognize the recipients of the **2017 Royal College Accredited CPD Provider Innovation Awards**!

These Awards acknowledge accredited CPD providers for their innovative development and implementation of:
- educational policies or processes;
- administrative policies;
- educational processes, resources or tools.

The 2017 Innovation Award recipients are:

- **Dalhousie University, Continuing Professional Development**
  “Teaching is Where It’s AT” Program

- **Federation of Medical Specialists of Quebec**
  MEDUSE – Learning Management System

- **University of Toronto, Continuing Professional Development**
  Test-Enhanced Continuing Education

The Award winners will be invited to present their innovation at the 9th National CPD Accreditation Conference in Ottawa, September 25-26, 2017.

Congratulations to all recipients!

Announcing an 8-Year Accreditation Cycle

The Royal College CPD Accreditation Committee has approved an 8-year accreditation cycle for all organizations accredited by the Committee.

**Here’s what you can expect:**
- When accredited, CPD providers will **all** receive an 8-year cycle
- Action plans and periodic interim reports will still be required (to which the Royal College will continue to providing feedback in support of continuous quality improvement)
- In future... a web-based accreditation management system (AMS) will support the entire process. More to come!

The goal is to continue to promote continuous quality improvement through while reducing the administrative burden of accreditation.

**What’s next?**
Stay tuned for further details later this fall about the 8-year cycle!
Updated CPD Activity Accreditation Statements

The CPD activity accreditation statements have recently been revised and are now available on the Royal College website. Please review your policies, procedures, and accreditation documents to include the most up-to-date CPD accreditation statements.

When an accredited CPD provider has approved a CPD activity for MOC credits, the physician organization is asked to include a CPD accreditation statement on final programs/brochures and certificates of participation.

We’d also like to share 4 tips for using the accreditation statements:

1. The CPD accreditation statement cannot be altered or shortened; the wording must match the sample statements available on our website.

2. Where applicable, multiple CPD accreditation statements may be included on activity materials.
   - For instance, if a CPD activity has components which have been accredited for Section 1 and other component accredited for Section 3 credits, both CPD accreditation statements must be used.

3. Accreditation statements can only be used when an activity has been approved by a Royal College accredited CPD provider.
   - Statements indicating that an activity is "pending approval" are strictly prohibited.

4. If an accredited CPD activity has been co-developed, the co-development statement must also be included on activity materials (such as scientific programs, certificates of attendance etc.)

Thank you for your continued commitment to ensuring that physician organizations, Royal College Fellows, and MOC Program participants receive consistent communications from the accredited CPD provider community.

We look forward to seeing you at the 9th National CPD Accreditation Conference!
September 25-26, 2017 at the Ottawa Marriott Hotel (100 Kent St, Ottawa, ON)

Click HERE to see the preliminary program

Clinical audit tool and guideline

Chart audit and feedback is an assessment strategy that uses data recorded in a chart or electronic health record to assess the performance of an individual, group or team against one or more measures of performance.

TIP for providers: Accredited CPD providers interested in exploring the design and implementation of a membership-wide and/or faculty-wide chart audit are encouraged to use the following Clinical Audit Tool and Clinical Audit Guideline to facilitate the development of this strategy.
Clinical Audit Guidelines can assist CPD provider organizations that are exploring the design and implementation of a chart audit process to support specialists in assessing their performance across a broad range of professional practice domains.

**Share your knowledge:** Have you implemented or developed a tool for Section 3 (assessment) activities (i.e., Chart Audit and Feedback, Direct Observation, Practice Assessment)? If you’d like to share your tool with the Royal College, please email cpd-accreditation@royalcollege.ca

**Additional resources:**
- **Want to know what types of activities are eligible for each section? Review these examples to find out!**
- **MOC Program frequently asked questions**
- **MOC Tip of the Month: Clinic audit in practice**

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**Administrative considerations for incorporating assessment-based learning into group-learning activities**

We have noted a growing trend of accredited CPD providers incorporating knowledge-based and performance-based assessment into group learning activities. As a result, we’d like to offer some administrative guidance for accredited CPD providers.

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**Notification of Review form**

A **Notification of Review (NOR) form** must be submitted to the Royal College for each CPD activity that is accredited by a Royal College accredited CPD provider.

When a single accredited CPD activity offers more than one credit type, a NOR form must be submitted separately for each part of the activity offering different credit types – i.e., a separate NOR for the credits being offered under Section 1 (Group Learning), Section 3 (Self-Assessment Programs), and Section 3 (Simulation-Based activities).

The data provided on the NOR form is used to update the Royal College’s list of accredited CPD activities. In addition, all accredited self-assessment programs (SAPs) are listed in the MAINPORT ePortfolio which is populated from the information in the NOR form.

**TIP:** To help participants identify the accredited CPD activity on the Royal College website or MAINPORT ePortfolio, please ensure that the activity title submitted on the NOR form matches **exactly** with the title on the certificate of attendance.

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**Certificate of Attendance**

For CPD activities with more than one credit type, it is recommended that a single Certificate of Attendance (see online certificate template) be provided to each learner which includes:

- The accreditation statements for Section 1 (Group Learning), Section 3 (Self-Assessment Programs), and Section 3 (Simulation-Based activities) as applicable;

- The maximum eligible number of **hours** per MOC Section – the learner will be required to enter each component separately into the MAINPORT ePortfolio.
It is also recommended that learners receive a transcript (see online template) or detailed breakdown of how credits should be claimed under MOC Section 1 (group learning), MOC Section 3 (self-assessment program), and MOC Section 3 (simulation-based activities) (as applicable).

Are you curious about the CPD content areas being offered by other accredited CPD providers?  
So are we!

Click on this link to answer this brief, one-question survey!

Update: International CPD credit agreements

We are pleased to announce that the Royal College has renewed two international CPD credit agreements and established one new agreement:

Renewed agreements

American Medical Association (AMA) whereby:

- physicians who participate in select activities approved for Royal College MOC credit may convert that credit to AMA PRA Category 1 Credit™ by application to the AMA.

The renewed agreement is in place through December 31, 2020. Read more on the Royal College website.

Note:
- It remains Royal College policy that Fellows and MOC Program participants who attend live conferences or live courses held outside of Canada can report accredited group learning activities under Section 1 of the MOC Program if they are developed by a university, academy, college, academic institution or physician organization.
- This is only applicable to live group learning. All web-based group learning or assessment CPD activities must be reviewed by a Royal College accredited CPD provider to be reported in the MOC Program.

European Union of Medical Specialists - European Accreditation Council for CME (UEMS-EACCME) whereby:

- The Royal College will recognize live events accredited for ECMECs® by the UEMS-EACCME® as accredited MOC Section 1 (Group Learning) credit. This recognition is limited to live group learning activities held outside of Canada.

- The UEMS-EACCME® will convert the number of accredited MOC Section 1 (Group Learning) credit granted by a Royal College accredited CPD provider into ECMECs®, upon request by a physician.

This agreement is in place through December 31, 2020. Read more on the Royal College website.

Note: All web-based group learning or assessment CPD activities must be reviewed by a Royal College accredited CPD provider to be reported in the MOC Program; these are not eligible under this agreement.
New agreement

Qatar Council for Healthcare Practitioners whereby:

- Any MOC credits assigned to a CPD activity accredited by a Royal College accredited CPD provider will be recognized as equivalent to QCHP CPD credit.

- Any QCHP CPD credits assigned to a CPD activity accredited by a QCHP accredited CPD provider will be recognized as equivalent to Royal College MOC credit.

This agreement is in place through December 31, 2021. Read more on the Royal College website.

Simulation Corner

Royal College Simulation Program accreditation standards require that accredited institutions programs offer learning activities where Healthcare Professionals from different disciplines teach and learn together, similar to how they would function in clinical practice.

CASE STUDY: McGill University’s Office of Interprofessional Education (IPE) has developed both student and faculty programs to address this need.

Interprofessional education courses are a mandatory element of the curriculum for all students within the Faculty of Medicine at McGill University.

The student’s final course takes place at the simulation centre and requires approximately 50 small group facilitators. In order to prepare facilitators for the experience, a faculty development workshop was created in collaboration with the Steinberg Centre for Simulation and Interactive Learning.

The Workshop

During the workshop the participants assume their role as small group facilitator. However their students are standardized patients trained to assume the roles of students in nursing, medicine, speech-language pathology, physical therapy and occupational therapy.

The workshop required training 24 actors in the various student roles, as well as in social work, a patient, and family member. This training allowed for coaching the actors in their roles and refining the script to provide an authentic representation of what the small group facilitators would likely encounter when debriefing interprofessional student groups during the actual simulation activity.

Debriefing and Feedback

Faculty participants had opportunity to actively engage in one of three scenarios. The scenarios were live-streamed to an adjacent room where all participants and expert OPIE faculty observed the interaction and debriefing technique of the two volunteer participants. The volunteer participants then rejoined their small group where IPE faculty conducted a debriefing using a fishbowl technique (Fisher et al. 2007).

This provided an opportunity for peer-to peer feedback as well as expert feedback. Benefits included expanding faculty’s debriefing repertoire, increasing their comfort level, and offering peer coaching.

Evaluation results indicated an increase in participant’s knowledge of debriefing an interprofessional group of students as well as an increased confidence level to facilitate the activity with the actual students.
“Poster Viewing” has been added to the drop-down menu in the MAINPORT ePortfolio as a type of Scanning activity in Section 2 of the MOC Program for 0.5 credits/poster. (Applicable when activity has not been accredited for Section 1)

To claim these credits, learners must record each poster activity in their MAINPORT ePortfolio and complete at least one learning outcome per poster.

Link to MOC support tools and resources and MOC Program Framework

Reading Corner

Your quick-access guide to literature from the continuing medical education community

Online Journal Articles/Literature


Other Written Work


Additional Online Resources

MOC tip of Month by Royal College CPD Educators
The tips are written by the Royal College’s CPD Educators who are Fellows themselves participating in the MOC Program and offering peer-to-peer support. Check back every month for the latest tip!

Past issues of the CPD Accreditation Bulletin
Available under tools and resources for accredited CPD providers on the Royal College website

National Standard for Support of Accredited CPD Activities
If you haven’t already done so, you are encouraged to become familiar with the National Standard and prepare implementation plans leading to official adoption of the Standard on January 1, 2018. More resources are coming soon.

Additional resources available through the accredited CPD provider toolkit
✓ CPD activity accreditation standards
✓ Notification of review forms
✓ Templates and other resources

Please send us your ideas for future Bulletin topics!
Contact us at cpd-accreditation@royalcollege.ca