

Accreditation 101:

Laying the Foundation

September 2017

The best health for all. The best care for all.
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Conflict of Interest Disclosure

Mya Warken

- I am a full-time employee of the Royal College of Physicians and Surgeons of Canada
- I have no relationships with commercial interests to disclose

Jenn Thorgeirson

- I am a full-time employee of the Royal College of Physicians and Surgeons of Canada
- I have no relationships with commercial interests to disclose

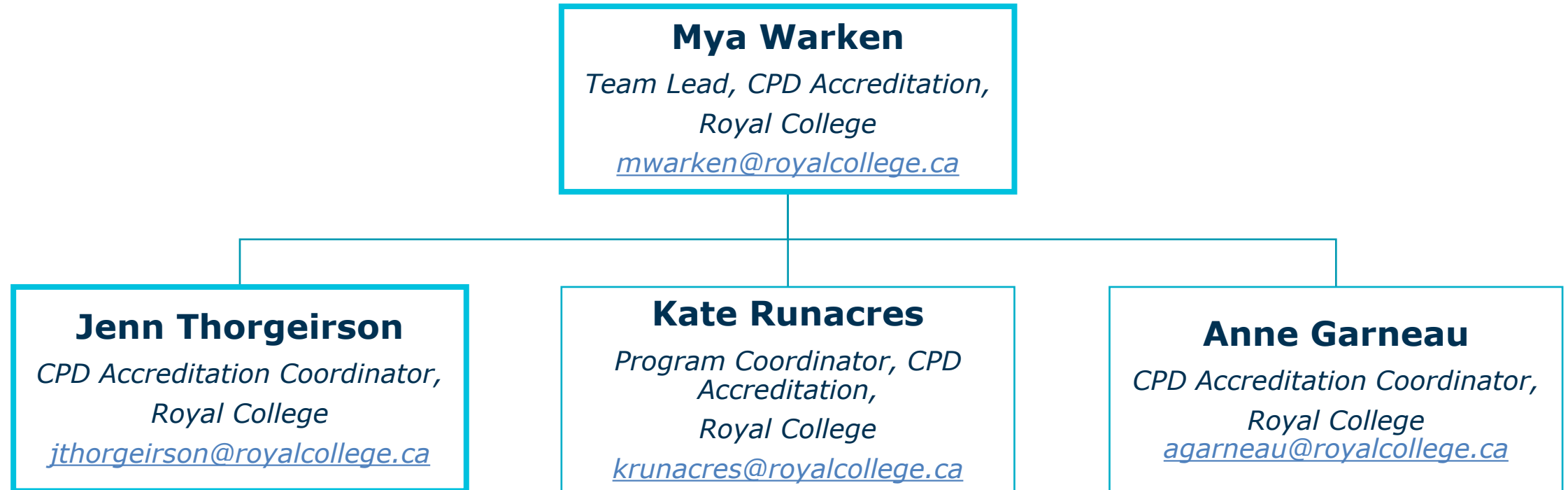
Disclosure of Commercial Support

The 9th National CPD Accreditation Conference has received NO COMMERCIAL financial support.

The 9th National CPD Accreditation Conference has received NO COMMERCIAL in-kind support.

Introductions:

Your CPD Accreditation Team



Introductions – *your turn!*



Raise your hand if you represent:

- A national specialty society
- A university office of CME
- A simulation program
- A regulatory authority
- Other

Take a minute to introduce yourself to others at your table.

Learning objectives

At the end of this session, participants will be able to:

1. Explain the criteria used to identify a physician organization
2. Discuss the minimum activity accreditation standards that must be met for accreditation
3. Identify at least one area for improvement in their current review process

The CPD accreditation environment

The best health for all. The best care for all.
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Royal College accredited CPD providers

Community of providers (*your colleagues*):

- 32 National Specialty Societies
- 16 Canadian University Offices of Continuing Medical Education (CME)
- 17 Accredited Simulation Programs
- Other national and provincial organisations (for example):
 - Fédération des médecins spécialistes du Québec
 - The Canadian Medical Protective Association



Roles and Responsibilities

The Royal College:

- Sets the standards for accredited CPD provider organizations (national specialty societies and simulation programs).
- Sets the standards for individual CPD activities.

Committee on Accreditation of Continuing Medical Education

- Sets the standards for accredited university offices of CME.

Collège des médecins du Québec

- Sets the standards for CPD providers in Quebec.

Accredited CPD providers:

- Become accredited voluntarily.
- Are responsible to review activities using Royal College guidelines.
- Are coaches!

CPD activity accreditation

In order for an activity to be accredited for the MOC program,

1. it must be developed (or co-developed) by a physician organization;
2. reviewed by an accredited CPD Provider; and
3. Meet the activity accreditation standards.

Accreditation of Section 1 (group learning) activities

Eligible activities for this accreditation include:

- conferences,
- courses, and
- workshops.

BUT this does not include rounds, journal clubs, or small group learning activities. These activities can be accredited by the Royal College CPD Unit under the “*self-approval process*”.

Accreditation of Section 3 (assessment) activities

Eligible activities for this accreditation include:

- accredited self-assessment programs, and
- accredited simulation-based activities.

Reminder: Accredited CPD providers must submit a **Notification of Review (NOR) form** to the Royal College CPD Unit anytime an activity is accredited for the MOC Program.

Role of physician organization

- The physician organization is responsible to ensure that the activity complies with all the applicable accreditation standards.
- Maintain attendance records for a 5 year period
- Provide a certificate of attendance/participation which includes:
 - The title of the activity.
 - The name of the physician organization.
 - The date(s) the activity took place.
 - The location of the activity (i.e. city, country, web-based).
 - The total number of hours the activity is accredited for.
 - The number of hours the registrant attended the activity (or a blank space for the registrant to complete themselves).
 - All applicable accreditation statements.
- The physician organization is also responsible to review the post-activity evaluations and circulate feedback to the faculty and/or authors.
- If required, the physician organization will adjust the program based on the evaluation results.



MOC Program Framework

Activities accredited by Royal College accredited CPD providers

Framework of Continuing Professional Development Activities

SECTIONS	CATEGORY	EXAMPLES	CREDIT RATING
Section 1: Group learning	Accredited group learning activities Conferences, rounds, journal clubs or small-group activities that adhere to Royal College standards. Accredited group learning activities can occur face-to-face or online.	<ul style="list-style-type: none"> Accredited rounds, journal clubs, small groups Accredited conferences 	1 credit per hour
	Unaccredited group learning activities Rounds, journal clubs, small-group activities or conferences that have not been submitted for accreditation and have no industry sponsorship.	<ul style="list-style-type: none"> Unaccredited rounds, journal clubs, small groups or conferences 	0.5 credits per hour (maximum of 50 credits per cycle)
Section 2: Self-learning	Planned learning Learning activities initiated by a physician (independently or in collaboration with peers or mentors) to address a need, problem, issue or goal relevant to their professional practice.	<ul style="list-style-type: none"> Fellowships Formal courses Personal learning projects Traineeships 	100 credits per year 25 credits per course 2 credits per hour 2 credits per hour
	Scanning Learning activities used by a physician to enhance their awareness of new evidence, perspectives or discoveries that are potentially relevant to their professional practice.	<ul style="list-style-type: none"> Reading a book Reading a book chapter Reading a journal volume Reading a journal article Bulk journal reading with transcript Bulk online reading/scanning with transcript Podcasts, audio, video Internet searching (Medscape, UpToDate, DynaMed) POEMs 	10 credits per book 2 credits per chapter 2 credits per volume 1 credit per article 1 credit per article 1 credit per hour 0.5 credits per activity 0.5 credits per activity 0.25 credits per activity
	Systems learning Learning stimulated by participation in activities such as setting practice standards, patient safety, continuous quality improvement; curriculum development; assessment tools and strategy development; examination board membership; or peer review.	<ul style="list-style-type: none"> Clinical practice guideline development Quality care/patient safety committee Curriculum development Examination development Peer review 	20 credits per year 15 credits per year 15 credits per year 15 credits per year
Section 3: Assessment	Knowledge assessment Programs approved by Royal College accredited CPD provider organizations that provide data with feedback to individual physicians regarding their current knowledge base, enabling the identification of needs and development of future learning opportunities relevant to their practice.	<ul style="list-style-type: none"> Accredited self-assessment programs 	All assessment activities are 3 credits per hour
	Performance assessment Activities that provide data with feedback to individual physicians, groups or interprofessional health teams related to their personal or collective performance across a broad range of professional practice domains. Performance assessment activities can occur in a simulated or actual practice environment.	<ul style="list-style-type: none"> Accredited simulation activities Chart audit and feedback Multi-source feedback Direct observation Feedback on teaching Annual performance review Practice assessments 	

This table summarizes the learning sections under the MOC Program framework. Activities submitted via MAINPORT ePortfolio are automatically converted into credits.


[Change Image](#)

Ms. Jennifer Thorgeirson

Current Cycle: Mar 28, 2013 - Dec 31, 2018

Program/Cycle Type: Voluntary


[ENTER A CPD ACTIVITY](#)

MOC Resources

[MOC Tip of the Month](#)
[FAQ](#)
[MOC Framework](#)
[eLearning Resources](#)
[MOC Guide](#)
[MAINPORT Quick Guide](#)
[Chart Audit Tool](#)

My Quick Links

[CMA](#)
[Click to add new link](#)
[Find the CPD Educator near you](#)


MOC Program News

MOC tip: Want to improve your consultation skills? Try video: Not only is video a great way to claim Section 3 credits, I promise you'll be inspired to change your practice and improve how you interact with patients (by Dr. Raheem Kherani).

MINIMUM OF 25 CREDIT PER SECTION PER CYCLE REQUIREMENT

Please note that the 25 credit per section minimum is a 5-year cycle requirement, not an annual requirement.

My CPD Plan

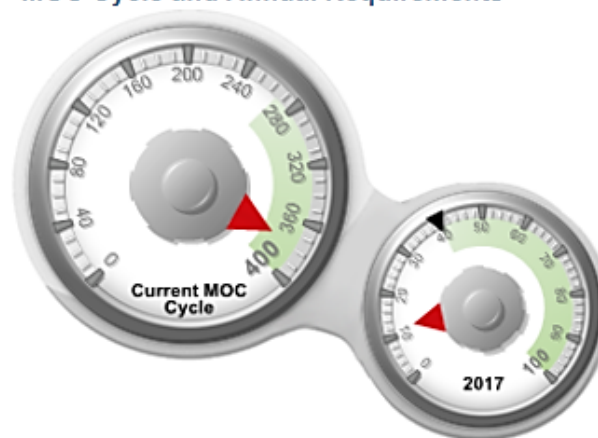
Goal	Due Date
No goals to display.	
Add a Goal	

My Holding Area (3)

Activity	Last Updated
sdfgdsfgsdgfsf Updated 3 months ago by an Administrator	6/8/2017

My MOC

MOC Cycle and Annual Requirements



Total Credits Submitted: 376.25

Total Credits Applied: 376.25

MOC Section Requirements

Section 1
Group Learning
94.75/25
Credits



Section 2
Self Learning
257.5/25
Credits



Section 3
Assessment
24/25
Credits

My Dashboard



Change Image

MOC Resources

MOC Tip of the

FAQ

MOC Framework

eLearning Resources

MOC Guide

MAINPORT Quick

Chart Audit Tool

My Quick Links

CMA

Click to add new

Find the CPD E



Royal College of Physicians and Surgeons of Canada

Activity Details

Enter a CPD Activity

* Indicates Required Field / Question

This page records Assessment Activities, and it will occasionally update. To save information on this page you send an activity to the Holding Area.

Section 3 - Assessment Activities: *

Select the relevant domain for this accredited SAP *

SAP Name *

- A fib and the ATHENA Trial - an Appraisal: June 2009 - July 2010
- ACCSAP 7 12/09-11/12
- ACCSAP 8 01/31/2014 - 01/31/2017
- ACCSAP 9 (Adult Clinical Cardiology Self-Assessment 02/05/217 - 03/07/2019
- Adult Clinical Cardiology (ACCSAP): Apr. 2008 - Mar. 2011
- Antiplatelet Therapy for ACS Patients in the Outpatient Setting 05/11-07/12
- Arrhythmia Update Annual Needs Assessment in Cardiology (ANAC) 04/02/2017 - 04/02/2018**
- Assess AF (22/12/2016-22/12/2018)
- Assessment of Central and Peripheral Vessels 01/10/2013 - 01/10/2014
- Assessment of Central and Peripheral Vessels 01/10/2016 - 01/10/2017
- Assessment of Pleural Space and Lung 01/10/2013 - 01/10/2014
- Assessment of Pleural Space and Lung 01/10/2016 - 01/10/2017
- Atelier interactif sur les valvulopathies 01/05/2016 - 01/05/2017
- CAE ICCU E-LEARNING CURRICULA CRITICAL CARE ULTRASOUND CURRICULUM PACKAGE 01/10/2014 - 01/10/2015
- CAE ICCU E-Learning Curricula critical Care Ultrasound Curriculum Package - 01/10/2015 - 01/10/2016
- CAE ICCU E-LEARNING CURRICULA FOCUSED TRANSESOPHAGEAL ECHO 01/10/2014 - 01/10/2015
- Cardiac Catheterization and Interventional Cardiology (CATHSAP): Apr. 2008 - Mar. 2011
- Cardiac Computed Tomography (CCTSAP): April 2008 - Mar. 2011
- Cardiac MRI: A Hands-On Workshop 02/28/2013 - 03/02/2013

Activity	Last Updated
sdfgdsfgsdgdsf Updated 3 months ago by an Administrator	6/8/2017

Section 1 Group Learning 94.75/25 Credits	Section 2 Self Learning 257.5/25 Credits	Section 3 Assessment 24/25 Credits
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View More

Total credits applied toward 25 creditation/level

CPD Activity Accreditation Standards

Part 1: Administrative Standards

Part 2: Educational Standards

Part 3: Ethical Standards

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There are 3 parts to any application:

Part 1: Administrative Standards (*same for Section 1 & 3*)

Part 2: Educational Standards (*difference between Section 1 & 3*)

Part 3: Ethical Standards (*same for Section 1 & 3*)

Reviewing an application

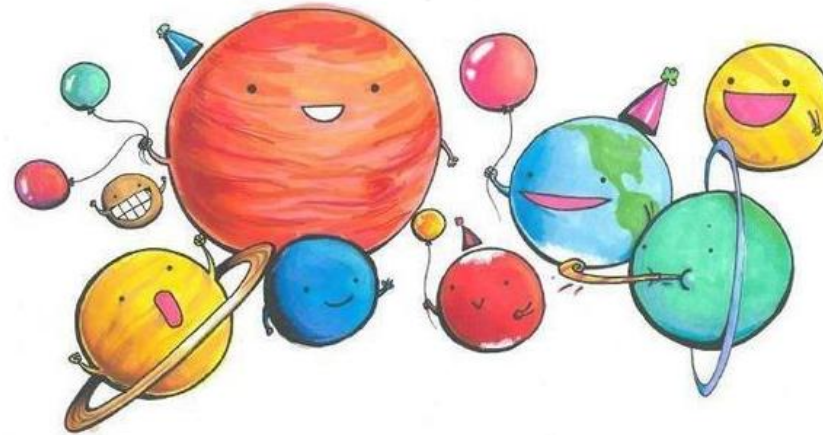
When reviewing an application for MOC credits...

- Was the application submitted by the physician organization?
- Was it signed by the Chair of the planning committee?
- Did it include the following attachments?
 - ✓ Conflict of interest disclosure template
 - ✓ Activity budget
 - ✓ Evaluation form
 - ✓ Program/agenda/promotional brochures
 - ✓ Needs assessment summary
 - ✓ ***Access to online modules (Section 3)***
 - ✓ ***Assessment sheet (Section 3)***
 - ✓ ***Feedback template (Section 3)***

PART 1:

Administrative Standards

HOW DO YOU ORGANIZE
A SPACE PARTY ?



YOU PLANET.

Learning objectives

At the end of this session, participants will be able to:

1. Explain the criteria used to identify a physician organization
2. Discuss the minimum activity accreditation standards that must be met for accreditation
3. Identify at least one area for improvement in their current review process

Administrative Standards

Physician organization

All accredited CPD activities must be developed or co-developed by a physician organization as defined by the Royal College.

- A physician organization is defined as a **not-for-profit** group of health professionals with a **formal governance structure, accountable to** and serving, among others, its **specialist physician members** through:
 - * Continuing professional development;
 - * Provision of health care; and/or
 - * Research
- Determining if an applicant organization meets the definition of a physician organization is an important accreditation standard, but it can also be a little tricky at times.

Please reach out to us if you need help determining if an organization meets the definition.

Administrative Standards *(cont.)*

Physician organization

Examples of a physician organization:

- Departments within **faculties of medicine**
- **Hospital** departments or divisions
- **Medical** societies/associations/academies
- Physician **research** organizations
- Health authorities **not linked to government agencies**
- Canadian **provincial medical regulatory authorities (MRAs)**

Examples of a non-physician organization:

- Disease-oriented **patient advocacy** organizations
- **Government** departments or agencies
- **Industry** (pharma, medical device companies)
- Medical education or **communications**
- '**For-profit**' on-line educators, publishing companies or simulation companies
- **Small number of physicians** working together to develop educational programming



Time for a Pop Quiz!

1. As a group, review the following examples of organizations applying for accreditation.
2. Use the definition of a physician organization to determine if they meet the Royal College definition of "physician organization".

Pop Quiz!

Example A:

CME Inc. develops CPD activities for pediatric surgeons in the Greater Toronto Area (GTA).

The activity planning committee includes pediatric surgeons who are experts in their specialty.

This is an incorporated business with shareholders seeking a profit.

Questions to ask:

Is the organization:

- Not for profit?
- Accountable to physicians?
- Governed by health professionals; transparent and appropriately accountable to physicians as a whole? i.e., are they managed by physicians (Board of Directors), is the majority of the revenue from physician members dues? Is membership open?
- A hospital department or medical institution?
- A national specialty society?
- Governed through a formal structure that establishes the decision-making and reporting structure?
- Focused as part of their mission or vision to serve the profession through:
 - Continuing professional development;
 - Provision of health care; and/or
 - Research.

Pop Quiz!

Example B:

University of Ottawa Skills & Simulation Centre is a department within University of Ottawa Faculty of Medicine and located at the Ottawa Hospital, Civic Campus.

Questions to ask:

Is the organization:

- Not for profit?
- Accountable to physicians?
- Governed by health professionals; transparent and appropriately accountable to physicians as a whole? i.e., are they managed by physicians (Board of Directors), is the majority of the revenue from physician members dues? Is membership open?
- A hospital department or medical institution?
- A national specialty society?
- Governed through a formal structure that establishes the decision-making and reporting structure?
- Focused as part of their mission or vision to serve the profession through:
 - Continuing professional development;
 - Provision of health care; and/or
 - Research.

Pop Quiz!

Example C:

Canadian Cancer Society is a not-for-profit organization dedicated to the care of cancer patients.

They provide funding for cancer research, facilitate support groups and develop patient educational materials.

The Board of Directors includes four medical specialists.

Questions to ask:

Is the organization:

- Not for profit?
- Accountable to physicians?
- Governed by health professionals; transparent and appropriately accountable to physicians as a whole? i.e., are they managed by physicians (Board of Directors), is the majority of the revenue from physician members dues? Is membership open?
- A hospital department or medical institution?
- A national specialty society?
- Governed through a formal structure that establishes the decision-making and reporting structure?
- Focused as part of their mission or vision to serve the profession through:
 - Continuing professional development;
 - Provision of health care; and/or
 - Research.

Pop Quiz!

Example D:

Dr. Johnson (Neurology Department, Vancouver General Hospital) and **Dr. Green** (Neurology Department, Calgary Health Sciences Centre) are developing an online program based on a documented need for aspirin treatment for patients at risk for stroke.

Questions to ask:

Is the organization:

- Not for profit?
- Accountable to physicians?
- Governed by health professionals; transparent and appropriately accountable to physicians as a whole? i.e., are they managed by physicians (Board of Directors), is the majority of the revenue from physician members dues? Is membership open?
- A hospital department or medical institution?
- A national specialty society?
- Governed through a formal structure that establishes the decision-making and reporting structure?
- Focused as part of their mission or vision to serve the profession through:
 - Continuing professional development;
 - Provision of health care; and/or
 - Research.



Learning objectives

At the end of this session, participants will be able to:

1. Explain the criteria used to identify a physician organization
2. Discuss the minimum activity accreditation standards that must be met for accreditation
3. Identify at least one area for improvement in their current review process

Administrative Standards

Scientific Planning Committee

All accredited CPD activities must have a scientific planning committee (SPC) that is representatives of the target audience.

When you are reviewing this standard, be sure to take into consideration:

- specialty/health profession, demographics, language, geographic location, practice type etc.
-

Common challenges with this standard:

- Not including representatives from all factions of the target audience on the SPC (e.g., residents)
- The physician organization is not represented on the SPC

(less) Common challenges with this standard:

- Industry is represented on the SPC

Administrative Standards

Certificate of participation

All accredited CPD activities must maintain attendance records and provide participants with a **certificate of participation** that includes the appropriate accreditation statement.

- The physician organization is responsible for **maintaining attendance records for a 5 year period**.
- A **certificate of participation or written confirmation** signed by the chair of the planning committee must be issued to participants for all accredited group learning activities. The certificate must specify the following elements:
 1. The **title** of the activity
 2. The name of the **physician organization** (and co-developer if applicable)
 3. The **date(s)** the activity took place
 4. The **location** of the activity (i.e. city, country, web-based)
 5. The total number of **hours for which the activity is accredited**
 6. The number of **hours the registrant attended** the activity (or a blank space for the registrant to complete themselves)
 7. All applicable **accreditation statements** (include co-development statement when necessary)

Administrative Standards *(cont.)*

Certificate of participation

All accredited CPD activities must maintain attendance records and provide participants with a certificate of participation that includes the **appropriate accreditation statement(s)**.

Common challenges with this standard:

- CPD activities with components accredited for Section 1 and others accredited for Section 3 credits, must include all relevant CPD accreditation statements on the certificate of participation

Remember!

- The accreditation statements should be placed on *all promotional materials* for the activity once accreditation approval has been received from an accredited CPD provider. These materials include conference programs, certificates of attendance, website advertisements, flyers, etc.
- Please note that statements indicating that an activity is “pending approval” are ***strictly prohibited***.

PART 2: Educational Standards

WHAT DID THE BUFFALO SAY TO
HIS SON WHEN HE LEFT FOR COLLEGE?



Comparison of Educational Standards

Under the Educational Standards there is a difference between the standards for group learning activities and assessment activities.

I.e.: Group learning activities have an *interactivity requirement* whereas the assessment activities have an *assessment/feedback requirement*.

Section 1	Section 3
Educational Standard: Addressing Needs	Educational Standard: Addressing Needs
Educational Standard: Learning Objectives	Educational Standard: Learning Objectives
Educational Standard: Educational Format	Educational Standard: Assessment
Educational Standard: Interactivity	Educational Standard: Process to record answers (<i>SAPs only</i>)
Educational Standard: Evaluation	Educational Standard: Feedback
	Educational Standard: Evaluation

Educational Standards

Needs assessment

The accredited CPD activity must be planned to address the identified needs of the target audience.

- For this standard, applicants will be asked to describe the primary target audience, to list the members of the planning committee, and describe the needs assessment approach with corresponding results.
- A needs assessment of the target audience is used to identify either perceived or unperceived needs that the CPD activity intends to improve in areas of knowledge, skills, and/or performance.

**Supporting documentation for this standard could include the activity program and the needs assessment summary*

When you are reviewing the application:

1. Look at the primary target audience – *does the planning committee represent the target audience?*
2. Review the needs assessment approach and summary of the results
 - *Was the needs assessment conducted for the identified target audience?*
 - *What gaps in knowledge or gaps in performance were identified? (see Educational Standard 2)*
 - *What does the needs assessment tell you about the best learning format? (see Educational Standard 3)*

Educational Standards *(cont.)*

Needs assessment

The needs assessment should inform:

- a. the development of **learning objectives**
- b. the identification of appropriate **learning format**
- c. the selection of relevant **educational content**
- d. the development of **evaluation strategies**

Example of a perceived needs assessment:

"An electronic needs assessment survey was circulated to the target audience in June 2012 (see attached).

The Planning Committee also considered the feedback provided by attendees on speaker evaluations from previous sessions that were held on this topic. (see attached)."

Example of unperceived needs assessment:

"Reviews of scientific literature in (topic area) and clinical practice guidelines (in particular the ... guideline) were done. An informal synopsis provided by the Director of the Ontario ... was also useful as it provided additional insight into the needs of professionals working in Ontario.

We also examined:

- CMPA data
- Implementation of clinical practice guidelines-data
- Performance and competency data."

Educational Standards

Learning objectives

Learning objectives must be created for the overall CPD activity and each individual session. The learning objectives must be printed on the program, brochure and/or handout materials.

- The identified learning needs of the target audience should be utilized in the creation/development of the learning objectives (for both the overall activity AND individual sessions).

Learning objectives must:

1. clearly describe the intent of the educational activity,
 2. be written from the perspective of the learner, and
 3. express the expected outcomes determined by the Scientific Planning Committee and faculty.
- Learning objectives must be made available to participants prior to the activity and must be incorporated into the evaluation strategy (*See Educational Standard 4*).

**Supporting documentation for this standard could include the activity program and the needs assessment summary*

When you are reviewing the application:

1. Have learning objectives been developed for both the **overall activity AND the individual sessions**?
2. Are they written from the **perspective of the learning** (i.e., "At the end of this session participants will...") and include action verbs describing what the participant will be able to do or the action they will be able to undertake? (i.e. verbs to avoid include: "understand appreciate, know, learn,...")
3. Have the objectives been **communicated to participants in advance**? (i.e., within the program or other circulated materials)

Educational Standards *(cont.)*

Learning objectives

Learning objectives must be created for the overall CPD activity and each individual session. The learning objectives must be printed on the program, brochure and/or handout materials.

Common challenges with this standard:

- Application is received which does not meet all the required elements for this standard (e.g., learning objectives not written the perspective of the learner, does not include action verbs, missing overall but not session-specific).

QUESTION: Should the application be rejected all together or should coaching be provided to help applicant reach compliance?

(Group Learning activities)

Educational Standards

Learning formats

A variety of learning formats should be used to support the identified learning objectives.

A variety of learning formats is encouraged to be selected that:

1. Are linked to and support the identified perceived and /or unperceived educational needs and established learning objectives; and
2. Address CanMEDS professional roles beyond the Medical Expert role.

**Supporting documentation for this standard could include the activity program and the needs assessment summary*

When you are reviewing the application:

1. What does the needs assessment tell you about the best learning format?
2. Is there traceability between the learning objectives and the chosen educational format?

(Group Learning activities)

Educational Standards

Interactivity

At least 25 per cent of the total education time must be allocated for interactive learning.

Interactive learning helps participants to understand, translate and apply content to their specific practice contexts and can be promoted through:

- Q&A periods
- Case discussions/debates
- Skills training/simulation
- Small group discussion/group work
- Think/pair/share

Web-based programs must also meet this standard

For group learning activities hosted online and/or remotely, there must be a system that allows participants to:

1. track their attendance,
2. interact with the group,
3. participate in discussions, and
4. provide evaluation feedback

**Supporting documentation for this standard could include the activity program and the needs assessment summary*

When you are reviewing the application:

1. Do the selected learning formats allow for interactive learning?
2. Are the opportunities for interaction communicated in the program?

(Self-assessment programs and Simulation activities)

Educational Standards

Assessment

Assessment activities must describe the methods that enable participants to demonstrate or apply knowledge, skills, clinical judgment or attitudes.

Self-assessment programs

- must provide participants with a **strategy to assess their knowledge, skills, clinical judgment and attitudes** in comparison to an established scientific evidence base (clinical practice guidelines, meta-analysis or systematic review, etc.).
- must use **methods that enable participants to demonstrate these abilities** across the key areas of the subject area, topic or problem(s).
- The **selected format** enables participants to review their current knowledge or skills in relation to current scientific evidence.

Simulation-based activities

- must provide participants with a **strategy to assess their knowledge, skills, clinical judgment and attitudes** in comparison to established evidence (scientific or tacit).
- must enable participants to **demonstrate and assess** their abilities/competencies across the key areas of the scenario(s), topic(s) or problem(s).
- Participants **must complete all required activities or components** of the activity.

(Self-assessment programs)

Educational Standards

Process to record answers

All accredited self-assessment programs must provide participants with a process to **record their answers to the assessment questions.**

Recording answers to each assessment question will enable the self-assessment program to provide participants with a summary of their responses to each question.

(Self-assessment programs and Simulation activities)

Educational Standards

Feedback

The assessment activity must provide detailed feedback to participants on their performance to enable the identification of any areas requiring improvement through the development of a future learning plan.

Self-assessment program

The feedback must:

- Identify which questions were answered correctly/incorrectly
 - *Learners **must** be provided with references for correct answers (to develop a learning plan to address identified gaps)*

Documentation: assessment tool (access to tool if web-based), a copy of the scoring/answer sheet

Simulation-based activities

The feedback must:

- identify **how learners performed** (simulation) in achieving the learning objectives and demonstrating the competencies embedded within the simulation scenario(s)
 - *Feedback can be provided immediately or after the activity is over, either verbally and/or in writing, and must be based on an assessment of performance measured against the learning objectives, competencies and practice standards as supported by published evidence.*

Documentation: description of the scenario, the assessment tool (access to tool if web-based), a copy of the feedback form (if written).

Educational Standards

Evaluation

Participants must be provided with an opportunity to evaluate individual sessions and overall CPD activity.

The evaluation system must:

1. Allow participants to identify whether the individual session and overall CPD activity learning objectives were met;
2. Provide opportunities for participants to identify the potential impact for their practice;
3. Ask participants to identify whether the content was balanced and free of commercial or other inappropriate bias (with an open text box where learners may offer further details);

In addition to the above requirements, a simulation activity evaluation system must:

1. Assess the appropriateness or relevance of the scenario and program design (whether there was sufficient instruction time, sufficient practice time, etc.);
2. Allow participants to identify CanMEDS professional competencies;
3. Allow participants to assess whether the feedback received was related to their performance in relation to the desired competencies, skills and/or attitudes.

**Supporting documentation for this standard could include the evaluation form/tool (hard copy or electronic)*

When you are reviewing the application:

1. Are participants provided with an opportunity to evaluate both session specific and overall learning objectives?
2. Are participants provided with an opportunity to provide details if they did detect an inappropriate bias?



Time to play *True or False!*

Discuss the following examples as a group and determine if the statement is True or False.

True or False:

Needs Assessment

The scientific planning committee's knowledge and expertise of the needs of a target audience is an acceptable form of needs assessment.

- a) True**
- b) False**
- c) Unsure**

True or False: Needs Assessment

The scientific planning committee's knowledge and expertise of the needs of a specific target audience is an acceptable form of needs assessment.

- a) **True**
- b) False
- c) Unsure

True. The scientific planning committee must be representative of the intended target audience so that the program is planned according to the needs of the target audience. The scientific planning committee members have extensive knowledge of the needs of a specific specialty and therefore, can provide insight into the needs of the specialty.

However, the expertise of the scientific planning committee is recommended to be accompanied by data-informed needs assessment strategies (such as a survey, performance data, evaluation reports etc.)

True or False:

Self-Assessment Programs

Participants in a self-assessment program complete a paper-based assessment tool with a series of multiple choice questions. At the end of the activity, participants are provided with an answer key for each question. 5 minutes is allotted for them to self-correct their answers using the answer key before the session wraps up.

This example meets the Educational Standards for self-assessment programs.

- a) True**
- b) False**
- c) Unsure**

True or False: Self-Assessment Programs

Participants in a self-assessment program complete a paper-based assessment tool with a series of multiple choice questions. At the end of the activity, participants are provided with an answer key for each question. 5 minutes is allotted for them to self-correct their answers using the answer key before the session wraps up.

This example meets the Educational Standards for self-assessment programs.

- a) True
- b) False**
- c) Unsure

No. The Educational Standards requires participants to receive detailed feedback on their performance. Participants self-correcting their answers **does not** meet this standard.



PART 3: Ethical Standards

WHAT DO YOU CALL AN
ALLIGATOR IN A VEST?



AN INVESTIGATOR.

Ethical Standards

The Royal College's ethical standards are based on the **CMA Guidelines for Physicians in Interactions with Industry**. Although the guidelines were written for individuals and not organizations, the interpretation of these guidelines is still applied today.

The **National Standard for Support of Accredited CPD Activities** was developed as a nationally recognized set of ethical standards for CPD activities. It will take effect January 1, 2018.

As a reminder, the **Conseil québécois de développement professionnel continu des médecins'** (CQDPCM) code of ethics has been removed from our accreditation standards and *no longer requires Royal College accredited CPD activities held in Quebec to comply with the code.*

Ethical Standards

Content selection

The physician organization(s) must have control over the topics, content and speakers selected for this activity.

The planning committee **cannot include** members from *pharmaceutical, medical supply, medical education, or other for-profit entities*.

Participants or sponsors can *suggest* faculty or topics; however, they cannot direct the selection process and the final decision must reside with the physician organization.

When you are reviewing the application:

1. Is the **composition of the planning committee** compliant with this standard? *i.e., does not include members from pharmaceutical, medical supply, medical education, or other for-profit entities.*
2. Is there **traceability** between the **needs assessment** and the selection of topics and/or speakers?

Ethical Standards

Content development

The physician organization(s) must assume responsibility for ensuring the scientific validity, objectivity and balance of the content of the activity.

The planning committee is responsible to ensure that the **content is scientifically valid and balanced** (and not promotional).

I.e., use of generic names or both generic and trade names, must be consistent; No peer selling is allowed.

When you are reviewing the application:

1. Is there traceability between the needs assessment and the selection of topics and/or speakers?

Ethical Standards

Conflict of interest

Conflict of Interest Declarations must be received from everyone who influenced content (*e.g., all faculty, speakers, planning committee, moderators, authors and/or co-authors*) irrespective of whether a direct conflict exists.

Disclosure Process:

- Conflict of interest (COI) declarations must be **submitted to the planning committee** prior to the start of the activity.
- The planning committee must have a **management process** in place to address identified conflicts
- All conflicts must be **disclosed to participants** either verbally, displayed in writing on a slide at the beginning of a presentation or included in the written activity materials.

Relationships that must be disclosed:

- For the previous 2 years
- Any **direct financial interest in a commercial entity** such as a pharmaceutical organization, medical devices company or communications firm (“ the Organization”)
- **Investments** held in the Organization
- Membership on the **Organization’s Advisory Board** or similar committee
- Current or **recent participation in a clinical trial** sponsored by the Organization
- Member of a Speakers Bureau
- Holding **a patent for a product** referred to in the CME/CPD activity or that is marketed by a commercial organization

Ethical Standards

Sponsorship

All funds received in support of the CPD activity must be provided in the form of an educational grant payable to the physician organization.

Sponsors may also provide “in-kind” support which can include **logistical support, goods or services** to support the educational activities, **learning resources** or **tools**.

Additional funds management responsibilities of the physician organization(s) include:

- The **distribution of funds** to all faculty and speakers, including the payment of honoraria, travel, accommodations or hospitality
- Ensuring that all **hospitality and other in-kind arrangements are modest** and paid for directly by the planning committee
- Ensuring that sponsors are recognized in a location **separate from the educational content**
- Ensuring that promotional displays must be **separate from the educational activity**
- Ensuring that there are **no product advertisements**
- Ensuring that Faculty may be offered **reasonable honoraria**

Ethical Standards *(addendum)*

The funding of learners' travel and accommodations to an accredited CPD activity is "ethically permissible" as long as:

- The funding organization of learners' travel and accommodations is the member-based organization responsible for the development of the program.
- The CPD activity is not industry-sponsored.

This standard was recently revised and pertains to the funding of learners' travel and accommodations to an accredited CPD activity. It was determined that this is "ethically permissible" as long as:

- i. It is the member-based organization responsible for the development of the program that is the funding organization of learners' travel and accommodations.
- ii. And that the activity is not industry-sponsored.

Ethical Standards

Sponsorship recognition

No drug or product advertisements may appear on, or with, any of the written or presented materials for the CPD activity.

Drug or product advertisements must not appear in any written materials, including but not limited to:

- preliminary or final programs,
- brochures,
- slides, and/or
- advanced notifications.

Ethical Standards

Use of generic names

Generic names must be used, or both generic and trade names, on all presentations and written materials.

It is the responsibility of the planning committee and faculty to ensure that **presentations and all related materials be consistent** in their use of just generic names, or both generic and trade names.

Therapeutic recommendations for medications that have not received regulatory approval ("off-label" use of medication) must be declared to the audience during the presentation and in all materials.

Ethical Standards

“**Satellite symposia**” (unaccredited group learning activities) must:

- Not conflict with or compete with accredited group learning activities.
- Not be listed or included within conference programs, brochures or schedules (preliminary or final).

“**Tagging**” is strictly prohibited (*effective July 1, 2012*)

- The Royal College defines “tagging” as the *linking or alignment of a sponsor’s name to a specific educational session within an accredited group learning activity.*



Time to play *True or False!*

Discuss the following examples as a group and determine if the statement is True or False.

True or False:

Conflict of Interest

When reviewing an application for Royal College CPD accreditation, the accredited CPD provider must receive and review all conflict of interest disclosure forms which have been signed by each speaker, scientific planning committee member, author, and/or facilitator.

- a) True**
- b) False**
- c) Unsure**

True or False: Conflict of Interest

When reviewing an application for Royal College CPD accreditation, the accredited CPD provider must receive and review all conflict of interest disclosure forms which have been signed by each speaker, scientific planning committee member, author, and/or facilitator.

- a) True
- b) False**
- c) Unsure

False. The Royal College requires accredited CPD providers to review the **template conflict of interest disclosure form** but not necessarily the completed forms for each individual.

The accredited CPD provider must assess whether the physician organization/CPD activity's scientific planning committee has a process in place to review, manage, and disclose any conflicts of interest to participants.

True or False:

Conflict of Interest

A CPD provider organization can accept a conflict of interest form that has been completed online using a fillable .pdf format.

The faculty member has inserted his/her electronic signature.

- a) True**
- b) False**
- c) Unsure**

True or False: Conflict of Interest

A CPD provider organization can accept a conflict of interest form that has been completed online using a fillable .pdf format.

The faculty member has inserted his/her electronic signature.

- a) **True**
- b) False
- c) Unsure

True. The Royal College CPD accreditation requirement does not require a physical signature; an electronic signature would be acceptable.

True or False:

Ethical Standards

While **satellite symposia** (unaccredited group learning activities) may not be advertised within the scientific program, printed flyers advertising these activities may be placed within the delegate bags provided to participants.

- a) True
- b) False
- c) Unsure

True or False: Ethical Standards

While **satellite symposia** (unaccredited group learning activities) may not be advertised within the scientific program, printed flyers advertising these activities may be placed within the delegate bags provided to participants.

- a) True
- b) False
- c) Unsure

True. Royal College CPD accreditation standards prohibit the inclusion of satellite symposia from being advertised in the scientific program.

However, CPD providers may inform participants of these activities by other means including advertisements in the delegate bags, handouts at the registration desk, email blasts to registrants, separate tabs within the Conference smart phone app and/or website etc.

True or False:

Ethical Standards: *Management of funds*

Revenue	
Registration fees (30 ppl @ \$100.00 ea.)	\$3,000.00
Industry sponsorship	\$90,000.00
TOTAL	\$93,000.00
Expenses	
Venue rental	\$2,000.00
Food and beverage (30 ppl @ \$700 ea.)	\$21,000.00
Honoraria (Dr. Smith)	\$25,000.00
Travel and accommodation (30 ppl @ \$1500 ea.)	\$45,000.00
TOTAL	\$93,000.00

This example of a budget for a 1-day meeting meets the ethical standards.

- a) True
- b) False
- c) Unsure

True or False:

Ethical Standards: *Management of funds*

Revenue	
Registration fees (30 ppl @ \$100.00 ea.)	\$3,000.00
★ Industry sponsorship	\$90,000.00
TOTAL	\$93,000.00
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TOTAL	\$93,000.00

This example of a budget for a 1-day meeting meets the ethical standards.

- a) True
- b) False**
- c) Unsure

True or False: Ethical Standards: *Sponsorship recognition*



Thank you to our sponsors!

Platinum

Cook Medical
Gore
LeMaitre

Gold

Boston Scientific
CHS
Covidien
Bard Canada
Sigvaris
Edwards
Medtronic

Bronze

Maquet Getinge Group
Koven
Juzo
Sorin Group
Ethicon/Cordis

These examples
meet the ethical
standards.

a) True

b) False

c) Unsure

True or False: Ethical Standards: *Sponsorship recognition*



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Maquet Getinge Group
Koven
Juzo
Sorin Group
Ethicon/Cordis

These examples meet the ethical standards.

a) True

b) False

c) Unsure

True or False: Ethical Standards: *Scientific Program*

Monday, September 29							
0800-0900	Opening Plenary Brought to you by Industry Company X					Learning objectives	
0900-1200	Workshop 1 Brought to you by the Royal College					Learning objectives	
1200-1300	Lunch						
1300-1400	Workshop 2 Unaccredited-Hosted by Industry Company Y					Learning objectives	
1400-1530	Workshop 3 Satellite Symposia- Not-for-profit A					Learning objectives	
1530-1630	Closing Plenary					Learning objectives	
LOGO	LOGO	LOGO	LOGO	LOGO	LOGO	LOGO	LOGO

This example of a scientific program meets the ethical standards.

- a) True**
- b) False**
- c) Unsure**

True or False: Ethical Standards: *Scientific Program*

Monday, September 29							
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0900-1200		Workshop 1 Brought to you by the Royal College				Learning objectives	
1200-1300	Lunch						
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1530-1630	Closing Plenary					Learning objectives	
LOGO	LOGO	LOGO	LOGO	LOGO	LOGO	LOGO	LOGO 

This example of a scientific program meets the ethical standards.

- a) True
- b) False**
- c) Unsure



The activity is accredited.

So now what?

Accredited CPD Provider Post-review Responsibilities

Inform the applicant of the status of their application (approved, not-approved, needs improvement).

- If approved:
 - Provide the appropriate accreditation statement(s) to the applicant.
 - Notify the Royal College (via email) of the approval using the “Notice of Review” form.
- If improvement is required, help counsel the applicant until their program meets the standards (if possible).

PART 4:

Additional Items & Resources

HOW DO YOU PUT
A BABY ALIEN TO SLEEP?



YOU ROCKET

Additional Items

- Section 1 Accreditation = 1 year period (*1 credit per hour*)
- Section 3 Accreditation = 3 year period (*3 credits per hour*)
- Accreditation statement includes **hours not credits**
 - MAINPORT automatically 3x hours to = credits
- Only those who receive feedback on knowledge or performance receive assessment credits
 - Observers of simulation activities in a group learning setting can record Section 1: group learning
- Re-accreditation required when the program changes
 - Small “tweaks” ok to respond to feedback
 - Accredited CPD providers should be informed when details change (timing, speakers etc.)

How we share with others

Community of practice



Royal College Accredited CPD Provider Innovation Awards

ROYAL COLLEGE
OF PHYSICIAN AND SURGEONS OF CANADA

CPD Accreditation Bulletin Volume 7, Issue 2 Fall, 2015

In this issue:

- 1 Recognizing Innovation in CPD
- 2 Simulation Career Simulation Evaluation Survey Results
- 3 Learning Reminder: Certificate of Attendance
- 4 HAIPOET (Hospital) & New

Please distribute this Bulletin to anyone in your organization who may be interested in continuing professional development. As always, we welcome your suggestions for future Bulletin topics! Email: cpd-accreditation@royalcollege.ca Web: www.royalcollege.ca/cpdaccreditation

Recognizing Innovation in CPD

We are pleased to recognize the recipients of the 2015 Royal College Accredited CPD Provider Innovation Award!

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 adjudicating committee was once again very impressed with the quality of the submissions. The 2015 Innovation Award recipients are:

- ✓ Association of Medical Microbiology & Infectious Disease Canada "AMMI Canada CPD Educational Needs Assessment - A Novel Approach to Determine Unperceived Educational Needs"
- ✓ University of Waterloo, Faculty of Health Sciences "e-Systemic Health Day"
- ✓ University of Toronto, Continuing Professional Development Continuing Education Leadership Program (CELP)

Awards were presented at the 7th National CPD Accreditation Conference (October 20) and each award recipient presented their innovation during their College Accredited CPD Provider Innovation Awards & CPD Provider Professional Development Award Workshop on September 25. Congratulations to all recipients!

Submission deadline for the 2016 Royal College accredited CPD provider innovation awards is February 1, 2016.

Mark your Calendar!

- 2015 Simulation Summit, November 25-26, 2015, Fairmont Banff Springs Hotel, Banff
- 8th National CPD Accreditation Conference, October 17 & 18, 2016, Sheraton Toronto Airport Hotel & Conference Centre, Toronto, ON

CPD Accreditation Bulletin

ROYAL COLLEGE
OF PHYSICIAN AND SURGEONS OF CANADA

LE COLLEGE DE
MÉDECINS DE FAMILLE
DU CANADA

9NAC

9TH NATIONAL CPD ACCREDITATION CONFERENCE

SEPTEMBER 25 & 26, 2017
Ottawa Marriott Hotel - 100 Kent Street - Ottawa, ON

PRELIMINARY PROGRAM

9th National CPD Accreditation Conference



Annual Conference Workshop:
"Learning from your peers: Building your accredited CPD provider toolbox"

Resources

- Your organization's policies and procedures
- Royal College website
(www.royalcollege.ca/cpdaccreditation)
- CPD Accreditation Bulletin *(are you on our list?)*
- CPD Accreditation Unit staff
(cpd-accreditation@royalcollege.ca)
 - Jennifer Thorgeirson (jthorgeirson@royalcollege.ca)
 - Mya Warken (mwarken@royalcollege.ca)
 - Kate Runacres (krunacres@royalcollege.ca)
- Your colleagues!



IF THERE IS ANY PROBLEM,
PLEASE **Lettuce** KNOW