



CPD in Focus

WINTER 2020

HIGHLIGHTS FROM THE NATIONAL COMMITTEE ON CONTINUING PROFESSIONAL DEVELOPMENT MEETINGS

REVISED CERTIFICATION CRITERIA FOR ASSESSMENT ACTIVITIES

Since the launch of Mainpro+® in 2016 the CFPC CPD Department has been monitoring program provider response to the Mainpro+ certification criteria. Based on feedback from providers and the results of the Mainpro+ evaluation completed in 2018, the CFPC recognized a need for more specific certification criteria for activities developed for the Assessment category. A working group of knowledge experts was struck to revise and improve the criteria to ensure the continued and increased development of high-quality assessment activities for our members.

The National Committee on Continuing Professional Development (NCCPD) approved the Assessment Category Working Group's recommendations for revisions to the Mainpro+ Quality Criteria to include criteria specific to activities seeking certification in the Assessment credit category. The committee also approved changes to the Mainpro+ certification application to support the revised criteria. Along with the new criteria and application questions the committee approved a revised definition of Assessment activities, as follows:

Activities that stimulate learning and practice or performance improvement through analysis of data and provision or receipt of feedback about an individual, group or materials

This new definition is more detailed than the previous one (*Activities that stimulate learning through analysis of data and provision of feedback about an individual or group [e.g., practice audit]; assessment of learning materials may also qualify under this category*) and is designed to help CPD program providers and Mainpro+ participants more easily discern an Assessment activity from that of a Group Learning or Self-Learning activity.

The new Mainpro+ certification criteria will be launched late in 2020 to coincide with necessary updates to the CERT+ platform. The CFPC CPD team will provide training and webinars about the new criteria closer to the launch.

TWO- AND THREE-CREDIT-PER-HOUR CERTIFICATION PILOT EVALUATION

In January 2018 the CPD Department began working with six pilot sites to determine whether CFPC Chapters and university CPD offices accredited by the Committee on Accreditation of Continuing Medical Education (CACME)

have the capacity to certify two- and three-credit-per-hour CPD programs. Prior to the launch of the pilot only the CFPC National office could certify programs seeking two- or three-credit-per-hour certification. At the pilot's inception five university CPD sites and one CFPC Chapter were participating—now four university CPD sites are still involved. The Association of Faculties of Medicine of Canada (AFMC)'s CPD Research Subcommittee is overseeing the evaluation of the pilot project, which consists of:

- Submissions undergoing quality assurance by CFPC staff
- Pilot site interviews at six months and at the end of the pilot
- Pilot site surveys at six months and at the end of the pilot

The NCCPD has approved extending the pilot with existing sites for an additional six months pending the receipt of the final evaluation report. Preliminary findings were presented at the October 2019 meeting. The committee also requested that the original pilot implementation group be reconstituted to develop a recommendation for NCCPD approval at the spring meeting in April 2020. The CFPC extends its thanks to the remaining participating pilot sites for their interest and participation in this important work.

MAINPRO+ STRATEGIC FRAMEWORK REVIEW

Since Mainpro+ was launched there have been no significant changes to the Mainpro+ framework as it relates to credit reporting requirements for Mainpro+ participants. The CFPC engaged a third party to conduct a two-year evaluation of the launch and implementation of Mainpro+. The evaluation report has been instrumental in providing feedback to aid in the review and minor revisions of Standards and the Mainpro+ and CERT+ platforms. The NCCPD discussed the need for continued review of the Mainpro+ framework as part of ongoing strategic planning for the CPD Department. The committee identified opportunities to evaluate the current model, including similarities and differences between CPD credit systems of partner organizations to ensure that the Mainpro+ framework continues to support the development and pursuit of high quality and relevant CPD for Mainpro+ participants. The NCCPD recommended forming a working group to engage in the strategic review of the framework and formulate recommendations for NCCPD consideration. This working group is a significant step in our ongoing commitment to program evaluation, and the operational and strategic evolution of CPD to support members and their evolving needs.

WHAT'S NEW ON THE CERT+ PLATFORM

Several enhancements to the CERT+ application were launched in the last few months. You will see the following updates the next time you create a new application in the system.

Mainpro+ Certification News box on the CERT+ dashboard



This new feature notifies users of important updates, changes, and information about Mainpro+ Certification. The News box will also provide information about platform maintenance and shutdowns. Please review the News box before proceeding with an application to ensure you are up to date on the latest policies and requirements

Changes to the Conflict of Interest Form upload requirements

The CERT+ application no longer requests completed Conflict of Interest forms for speakers. These forms must still be filled out, collected, and retained by program providers, and reviewed by scientific planning committees, but the forms do not need to be uploaded as part of the CERT+ application.

New application question—conflict of interest review and mitigation process

The following open-ended question now appears on the CERT+ application:

Describe the scientific planning committee's plan for review of conflict of interest disclosures and mitigation of any potential for bias

Describe the scientific planning committee's plan for review of conflict of interest disclosures and mitigation of any potential for bias *	
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This is the opportunity for the scientific planning committees to describe how they review and respond to conflicts of interests identified by potential speakers, planning committee members, and any resource persons associated with a certified CPD activity. Please note that submitting an activity to the CFPC for review and certification is not considered a bias mitigation strategy.

Application question update for programs seeking certification for delivery in Quebec

Mainpro+ certified activities that are delivered in the province of Quebec must adhere to the [CQDPCM Code of Ethics](#), which includes the requirement that a physician organization be responsible for paying honoraria to scientific planning committee members and speakers. The application question related to this requirement has been updated to allow applicants to indicate "No honoraria or travel expenses will be reimbursed for this activity."

Is a physician organization responsible for paying speaker and scientific planning committee honoraria and travel? *	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	No honoraria or travel expenses will be reimbursed for this activity
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Option for one-credit-per-hour national regularly scheduled online series

The CERT+ application now allows applicants to submit applications for nationally-focused online one-credit-per-hour regularly scheduled series. These types of activities may be delivered in a live or asynchronous format, and the program submission does not regularly require full content review. Reviewers reserve the right to request content for review depending on the topics covered and the financial support of the program, should they have concerns.

Please select the type of program: *

- One credit per hour hospital or clinical rounds program
- One credit per hour Journal Club
- One credit per hour small group learning activities
- One credit per hour Faculty Development program
- One credit per hour Regularly Scheduled Series (RSS)
- A single-delivery conference, scientific assembly, congress or similar large event (excludes satellite symposia and ancillary sessions)
- Any other CPD program or activity

Adding sessions to online self-study Self-Learning activities

Previously a single session was automatically created when a program was approved as an online self-study (asynchronous learning) activity. The enhancement allows providers to create multiple sessions for these activities should they wish. This will benefit online learning activities made up of many modules that participants access in their own time. Providers are advised to create a session ID for each module, to make it easier for participants to claim credits.

PROGRAM DETAILS

Applications Search By Name or ID SEARCH

VIEW INVOICE HISTORY CHANGE MANAGER **ADD SESSION** PRINT COPY VIEW COMMENTS

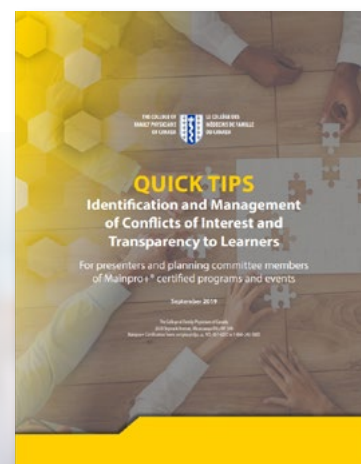
Program ID: 184940
Program Title: Test Program CFPC-1170
Status: Approved
Category: Self-Learning
Total Credits: 1.00
Program Approved Date: 02/28/2019
Program Start Date: 06/14/2019
Expiration Date: 02/28/2020

Details Sessions(1) Review



UPDATED QUICK TIPS: IDENTIFICATION AND MANAGEMENT OF CONFLICTS OF INTEREST AND TRANSPARENCY TO LEARNERS

The CPD team has revised this valuable resource to help providers navigate the requirements for conflict of interest disclosure and mitigate of bias. Please review and share the [resource](#).



PROGRAM DEVELOPMENT TIPS AND TRICKS

WHY ARE LEARNING OBJECTIVES IMPORTANT?

Well-defined and articulated learning objectives are important because they:

- Provide learners with a clear idea of how they will personally benefit from an educational activity and help to determine if the activity meets their learning needs
- Help presenters select and organize program content
- Guide assessment strategies for program developers

Good learning objectives describe what a learner will be able to do (perform, produce, describe) as a result of the CPD activity. They should be specific, measurable, and include elements that are observable or actionable. Here are some examples of poor versus exemplary learning objectives:

Unsatisfactory Learning Objective	Specific, Measurable, and Actionable Learning Objective
After attending this session participants will be able to understand the physical attributes of a school-aged child with undiagnosed diabetes.	At the end of this session participants will be able to describe and identify the physical attributes of a school-aged child with undiagnosed diabetes.
During this session participants will learn treatments for common skin lesions.	At the end of this session participants will be able to identify which common skin lesions can be treated with cryotherapy and recognize when to refer patients for treatment of more complex lesions.
After attending this session participants will be able to help patients understand pharmacological treatments for ADHD.	At the end of this session participants will be able to communicate the risks versus benefits of ADHD pharmacological treatments to patients and their families.

WHY DO BAD LEARNING OBJECTIVES HAPPEN TO GOOD PEOPLE?

Invited speakers and CPD program developers sometimes get caught up in the excitement of a new technique, theory, or therapy. They concentrate more on what they want to say about the new thing than how this information might be received by the learner. Programs with well-written, actionable objectives are more likely to attract learners than those with more vague or broad learning objectives. Concentrating on the intended outcomes and the benefit to potential learners not only helps

create better learning objectives and attract learners, it also leads to creating better learning experiences. When Mainpro+ reviewers conduct a certification review, poorly constructed learning objectives are a flag that the content submitted may not have been designed with the learner in mind. Reviewers will look more closely at the needs assessment and content, and will likely ask for changes in these situations. Spending time crafting needs assessment-based learner-centred learning objectives will lead to better content development and ultimately a smoother Mainpro+ certification and review process. For more information about learning objectives, please see [Quick Tips: Writing Learning Objectives](#).

GET CONNECTED

A new online CPD practice community in Canada

The Physician Learning and Practice Improvement Community of Interest is an online community for CPD providers, leaders, administrators, accreditors, and patient partners. This online community, led by the CFPC, is an initiative of the Coalition for Physician Learning and Practice Improvement (the Coalition) and was launched in October 2019.

The Coalition was established by seven national medical organizations with the goal of acting on the recommendations contained in the report, *Future of Medical Education in Canada (FMEC) CPD Project*. The Coalition is supported by the following collaborators: the CFPC, AFMC, Canadian Medical Association, Canadian Medical Protective Association, Federation of Medical Regulatory Authorities of Canada, Fédération des médecins spécialistes du Québec, Medical Council of Canada, and the Royal College of Physicians and Surgeons of Canada, along with representatives from universities and regulatory authorities, and patients. The Coalition seeks to expand the CPD community in Canada and encourage the evolution of CPD to activities that focus on social responsibility, are evidence-based on practice, and focus on changes in practice.

There are several reasons for you to join: to interact with and learn from others who have a passion for CPD; to get your questions answered and help others with theirs; to improve your and your colleagues' practices in CPD development and leadership; to help build the CPD community in Canada and beyond.

We invite those of you who are passionate about CPD and practice improvement to join at <https://community.cma.ca/en/communities-of-interest/physician-learning>. The community is hosted on the CMA website. You do not have to be a CMA member to participate but you will need to create an account on cma.ca to access the community.

Our shared vision is that this online space is a place where the Canadian CPD community can connect with each other and advance the quality and impact of CPD across the country. Our goal is to create conversations and champion initiatives that help build a CPD system in Canada that supports physician learning and practice improvement. It's a system that is increasingly responsive to patient and community needs, based on evidence and practice data, and is oriented toward meaningful improvements in physician practice and patient outcomes.

For more information please contact Fran Kirby, Community Manager, at fkirby@cfpc.ca.

WHAT WE ARE READING: A CPD BIBLIOGRAPHY

Below are scholarly literature titles and other CPD-related articles that have recently come to our attention. These publications have attracted our interest because they address recent trends in CPD, support the principles of Mainpro+ certification standards, or introduce unique concepts in adult learning. We hope you find this information helpful as you develop CPD activities.

Cullen MW, Geske JB, Anavekar NS, McAdams JA, Beliveau ME, Ommen SR, et al. Reinvigorating Continuing Medical Education: Meeting the challenges of the digital age. *Mayo Clin Proc.* 2019;94(12):2501-2509. doi: 10.1016/j.mayocp.2019.07.004.

Kitto S. Opening up the CPD Imagination. *J Contin Educ Health Prof.* 2019;39(3):159-160. doi: 10.1097/CEH.0000000000000265.

McFadden KL, Stock GN, Gowen CR 3rd. Leadership, Safety Climate, and Continuous Quality Improvement: Impact on process quality and patient safety. *Health Care Manage Review.* 2015;40(1):24-34. doi: 10.1097/HMR.0000000000000006.

Rodzinka M, Seebohm A, Pozniak E, Mosch L, De Luca L, McArdle J, et al. Regulating for Bias in Medical Education – Reaction to the Pharmaceutical Industry Updated EFPIA Code of Practice. *J Eur CME.* 2019;8(1):1685771. doi: 10.1080/21614083.2019.1685771. eCollection 2019.

Schwind A, Tornow A. From Caterpillar to Butterfly: What Pinterest taught me about failure, learning needs and effecting change in CE/CPD: Part 2. Almanac. <http://almanac.acehp.org/p/bl/et/blogid=2&blogaid=537>. Published 2019 Dec 18. Accessed January 16, 2020.



MEET THE CONTINUING PROFESSIONAL DEVELOPMENT TEAM

JEFF SISLER, MD, CCFP, FCFP
Executive Director
Professional Development and Practice Support

AMY OUTSCHOORN, MEd, CTDP
Director
Continuing Professional Development

JANICE HARVEY, MD, CCFP (SEM), FCFP
Physician Advisor
Continuing Professional Development

JESSICA BLACK, MEd
Certification Manager
Continuing Professional Development

MELISSA LUJAN, MSc
Mainpro+ Manager (maternity leave)
Continuing Professional Development

ZARREEN WARSI
Assistant Manager, Special Projects
Professional Development and Practice Support

TYRONE CZERNON
Bilingual Assistant Manager, Certification
Continuing Professional Development

JASMINA VICENTIJEVIC
Project Business Analyst
Continuing Professional Development

DEBORAH BLOIS
Certification Coordinator
Continuing Professional Development

MICHÈLE DESJARDINS
Bilingual Mainpro+ Support Program
and Certification Coordinator
Continuing Professional Development

SARA GAMBINO
Bilingual Mainpro+ Records Coordinator
Continuing Professional Development

ROUBY MOOTHOO
Bilingual Mainpro+ Records Coordinator
Continuing Professional Development

LIZA SANTOS
Administrative Assistant
Professional Development and Practice Support