How to Claim Self-Learning Credits

FAMILY PHYSICIANS: Mainpro+ Linking Learning to Practice

Linking Learning to Practice is a self-administered, semi-structured reflection exercise, which provides you the opportunity to earn **5 Certified Mainpro+ credits**. Fill out the following form to reflect on issues or questions that arise in your practice. You may complete as many Linking Learning exercises as you like in a 5-year cycle.

You can save the information you have entered on this form at any time by scrolling to the bottom of the page and clicking on "SEND TO HOLDING AREA". The editable, saved form will be accessible from your Holding Area and will require further action. Once you have completed the form in its entirety, click "SUBMIT".

Instructions
1. Login to your **CFPC Member page on the CFPC site:** https://www.cfpc.ca/login/
2. Select **Access Your Mainpro+ Account and CPD Summary >**
3. Click **ENTER A CPD Activity** button and input the following information:
   Category: Assessment
   Certification Type: Certified
   Activity Type: Linking Learning to Practice
   Upon what kind of learning activity is this exercise based?   (Select from list)
   Program/Activity ID: (Not applicable)
   Professional activities that can stimulate thinking about your practice and/or work: (Select from list)

4. **Respond to the following questions in the online form.**
   Step 1: Formulate your practice question(s).
   What was your specific question and/or learning on which you based this exercise?
   Step 2: Describe your learning process.
   Describe the activity that stimulated this exercise (including where and when) and the kind of information obtained from it. What other source(s) of information or evidence did you seek to better understand the question and/or learning objective?**Step 3: Consider the information.**
   What is your assessment of the quality of the information you reviewed? Describe its validity (ie. is it based on appropriate scientific evidence?) and relevance (ie. is it applicable to your patients in your community?). What approach or tools did you use to come to this conclusion?
   Step 4: Make a decision about your practice.
   Based on what you learned, what decisions have you made about your practice and/or work? What must you do to integrate these decisions into your practice and/or work? What kinds of barriers/difficulties do you foresee?
   Complete Step 5 after sufficient time has elapsed to allow you to assess the impact of your decision…
   Step 5: Evaluate/reflect on the impact of your decision.
   Please describe your reflections on the impact this process has had on your practice and/or work. Consider questions such as:
   · What impact has this process had on your practice generally?
   · How do you feel now about the decision(s) you made?
   · How successful have you been in implementing them into your practice? What kinds of barriers have you confronted?
   · What are you doing now that you didn't do before? What has happened to your confidence in this area?
   · What kind of feedback have you received from your patients, staff, or colleagues?
   · What new information have you seen? How has this further modified your approach? What changes do you intend to make?
   · What further areas of practice change, reassessment, and/or intervention have you identified?
   · What plans do you have to address these?

CREDITS = 5 per exercise.

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SPECIALISTS: MOC Section 2 Personal Learning Project

Personal learning projects are self-planned learning activities, developed to answer a question, issue, or problem you have identified in your professional practice. The questions you identify will enable you to create a learning plan that involves selecting relevant sources of information to enable you to reach a conclusion regarding the learning outcomes for your practice. The final part of the PLP is reflecting on what you have learned, or the changes you anticipate implementing and recording the process and conclusions in MAINPORT.

To save information on the Self-Learning area of MAINPORT either submit or send an activity to the Holding Area.

Instructions
Login to your **MAINPORT account on the Royal College site** https://rclogin.royalcollege.ca/oamlogin/login.jsp
1. Click **ENTER A CPD ACTIVITY** and input the following information:
   Section 2 - Self-Learning Activities: PLP (Personal Learning Project)
2. **Respond to the following questions**
   Please select the type of project it was: (Select from list)
   How many hours did you spend participating in this activity: (Enter in 15 minute increments, credits will be auto-calculated)
   Describe the question, focus or title for this activity: (text response)
   What date did you complete this activity: (text or calendar popup)
3. Plus at least <u>one</u> of the following questions:
   What did you learn or confirm?
   What additional learning are you planning to complete?
   What changes are you planning to implement in your practice?
4. (Optional) Upload any relevant documentation for personal use rather than for credit validation purposes.

CREDITS = 2 credits per hour.

Some Practical Suggestions

Recording questions as you practice.
Although raising and answering questions is a natural learning strategy for physicians, the majority of questions in practice are not pursued. You can access MAINPORT using a mobile device to record the questions you have raised but do not have the time to pursue immediately in the 'Holding Area'.

Each clinical question or issue you develop is a reflection of a specific need you have defined.
In that regard it is helpful to consider the following ideas (where applicable) as you develop questions.
Question Content: Is your question intended to focus on: etiology, pathophysiology, clinical features, diagnosis, treatment or management options, prevention, prognosis?
Question Domains: Have you described the population, the intervention or exposure, the comparison that should be considered, or the outcome of interest?

The conclusions or outcomes you reach for your professional practice can include:
• Confirming your current knowledge or skills or practice
• Expanding your knowledge, skills, competencies or attitudes
• Changing some aspect of your practice
• Enhancing your performance or improving practice outcomes

ACTIVITY CATEGORIES

ACTIVITY CATEGORIES	CERTIFIED ACTIVITIES MAINPRO+ PARTICIPANTS MUST EARN AT LEAST 125 CERTIFIED CREDITS DURING A REPORTING CYCLE.	NON-CERTIFIED ACTIVITIES
Group Learning	• MAINPRO+™ Certified Group Learning activities bearing the CFPC Certification statement (conferences, medical rounds, interactive webinars, journal clubs) • Mainpro+ Certified small group activities (eg, Practice Based Small Group Learning) [PBSGL] • American Academy of Family Physicians (AAFP) Formal Prescribed credits • American Medical Association (AMA) PRA Category 1 Credits™ (maximum 50 credits per cycle*) • Advanced Life Support (ALS) programs (including ALARM) • MOREOb Plus program • Royal College of Physicians and Surgeons of Canada (RCPSC) Maintenance of Certification (MOC) Accredited Section 1 activity credits (maximum 50 credits per cycle*)	• Other (non-certified) educational conferences, medical rounds, webinars • Other (non-certified) small group activities • AAFP Elective credits • Royal College of Physicians and Surgeons of Canada section 2 credits **PROMOTIONAL MEETINGS OR EVENTS ARE NOT ELIGIBLE FOR NON-CERTIFIED CREDITS.**
Self-Learning	• MAINPRO®+ Certified Self Learning activities bearing the CFPC Certification statement • CFPC Self Learning® program • Canadian Family Physician (CFP) Mainpro+ articles • Online CPD (eg, InfoPOEMs, e-Therapeutics, UpToDate, DynaMed) • Formal clinical traineeship • Formal studies/university degree • AAFP self-learning activities • Linking Learning to Practice • Linking Learning to Teaching • Linking Learning to Research • Linking Learning to Administration	• Developing curriculum for a medical education event or activity • Educational planning • Committee participation • Self-study using enduring materials (podcasts, monographs, audio/videotapes, eLearning modules, etc.) • Journal reading • Teaching activities (clinical or academic) • Preparing for and presenting at conferences, speaking engagements, lectures • Preparing/submitting manuscripts for publication
Assessment	• MAINPRO®+ Certified Self-Assessment activities bearing the CFPC Certification statement • CFPC Examination of Special Competence in Emergency Medicine—CCFP (EM) • American Board of Family Practice (ABFP) Certification or Recertification Examination • American Board of Emergency Medicine (ABEM) Certification or Recertification Examination • Linking Learning to Assessment • Pearls™ • Pearls.ce/Alternative Route to Certification (ARC) Pearls • Examiner for major medical examinations such as the Certification Examination in Family Medicine, the CCFP (EM) examination, or the LMCC • Provincial practice review and enhancement programs • Practice Audits/Quality assurance programs	• Review of learning materials • Family medicine curriculum review • Manuscript review for medical journals • Review of clinical practice guidelines

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.	• *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.	• *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.	• *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.	• *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.	• *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* *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.	• *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.	• *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.