




ACTIVITY CATEGORIES

ACTIVITY CATEGORIES	CERTIFIED ACTIVITIES MAINPRO+ PARTICIPANTS MUST EARN AT LEAST 125 CERTIFIED CREDITS DURING A REPORTING CYCLE.	NON-CERTIFIED ACTIVITIES
 <p>Group Learning</p>	<ul style="list-style-type: none"> • 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*) 	<ul style="list-style-type: none"> • 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 <p>PROMOTIONAL MEETINGS OR EVENTS ARE NOT ELIGIBLE FOR NON-CERTIFIED CREDITS.</p>
 <p>Self-Learning</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
 <p>Assessment</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Review of learning materials • Family medicine curriculum review • Manuscript review for medical journals • Review of clinical practice guidelines



CRITERION 1
Needs Assessment and Practice Relevance

1
CREDIT PER HOUR

- ✓ Indirect assessment of target audience's needs are used to guide program development and to obtain information on prior knowledge and practice experience
- ✓ Learning objectives tied to needs assessment results
- ✓ Needs assessment addresses physician competency through CanMEDs-FM roles



CRITERION 2
Interactivity and Engagement

- ✓ Minimum 25% of the program is conducted in an interactive manner



CRITERION 3
Incorporation of Evidence

- ✓ An outline of the evidence used to create the content must be provided and references must be included within materials
- ✓ Evidence should come from systematic reviews/meta-analyses of studies (RCTs, cohort, case control studies), or single, mid-sized, well-designed RCTs or well-designed, consistent, controlled but not randomized trials or large cohort studies
- ✓ Lack of evidence for assertions or recommendations must be acknowledged
- ✓ If a single study is the focus or select studies are omitted developers must provide rationale to support this decision
- ✓ Graphs and charts cannot be altered to highlight one treatment or product
- ✓ Both potential harms and benefits should be discussed. An efficient way to present this to clinicians is number needed to treat/ harm (NNT, NNH), or absolute and relative risk reductions



CRITERION 4
Addressing Barriers to Change

- ✓ Educational design includes discussion of commonly encountered barriers to practice change



CRITERION 5
Evaluation and Outcome Assessment

- ✓ Measures are included to assess self-reported learning or change in what participants know or know how to do as a result of the CPD program



CRITERION 6
Reinforcement of Learning

Not required for 1 CR/hr

Note: UBC CPD can only certify for 1 cr/hr

Must meet 1 credit per hour requirements and include the following:

2
CREDITS PER HOUR

- ✓ Needs assessment sample is representative of intended target audience, enhancing applicability of program content
- ✓ Needs assessment identifies gaps in physician competence in at least one CanMEDS-FM competency area

- ✓ Between 25 - 50% of the program is interactive
- ✓ Learner engagement goes beyond audience Q & A
- ✓ Includes opportunities for participants to engage with each other, facilitators, and material being taught (Self-Learning: engage with facilitators and material only)
- ✓ A component is based on small groups or workshops (Self-Learning: case-based component instead)

- ✓ Content must reflect patient-oriented outcomes and avoid surrogate outcomes
- ✓ Canadian-based evidence should be included where it exists

- ✓ Educational design includes discussion on approaches to overcoming these barriers

- ✓ Program includes an objective measurement of change in knowledge
- ✓ Program provides opportunity for participants to evaluate change across multiple CanMEDS-FM competencies (as identified in learning objectives)

- ✓ Incorporates one or more validated strategies to reinforce and/or facilitate continued learning

Must meet 1 and 2 credit per hour requirements and include the following:

*****PLEASE NOTE: ALL CRITERIA LISTED ARE MANDATORY REQUIREMENTS FOR 3 CR/HR**

3
CREDITS PER HOUR

- ✓ Needs assessment is performed on actual participants
- ✓ Includes measures of gaps in knowledge, competence or performance, based on data from practice
- ✓ Identifies gaps in physician competence in multiple CanMEDS-FM competency areas

- ✓ Program must be based on small-group learning (Self-Learning: case-based or immersive scenarios)
- ✓ Program includes activities that can be applied to participants' practice
- ✓ Program includes formal reflection on application of learning to practice over a realistic time period to assess practice change

- ✓ Program design must include the opportunity for participants to seek, appraise, and apply best-available evidence

- ✓ Solicits barriers to change from actual participants
- ✓ Discusses barriers and approaches to overcoming barriers

- ✓ Objective measurement of change in competence and/or clinical performance and/or patient outcomes for all learners
- ✓ Opportunity to evaluate change in all CanMEDs-FM competencies identified in the learning objectives

- ✓ Incorporates two or more validated strategies; ideally administered at staggered time intervals (eg. 6 and 12 weeks)