THE UNIVERSITY OF BRITISH COLUMBIA
Continuing Professional Development
Faculty of Medicine

UBC CPD
The Division of Continuing Professional Development
Faculty of Medicine
City Square East Tower, 200-555 W 12ᵗʰ Ave
Vancouver BC Canada V5Z 3X7
ubccpd.ca

APPLICATION FOR ROYAL COLLEGE (RCPSC) MOC CREDITS & COLLEGE OF FAMILY PHYSICIANS OF CANADA (CFPC) MAINPRO+ CREDITS

Activity Details

Title of CPD Activity _____

Venue/Location _____

Date(s) _____

Frequency (if more than once) _____

 # participants expected _____

Educational hours exclude lunch, breaks, traditional welcome, social time, committee meetings, AGMs, networking, exhibits, and sponsor acknowledgment). See credits categories.

Credit Type	**# credit hours** (min 0.25 hr)
☐ MOC Section 1 Group Learning credits	_____
☐ MOC Section 3 Assessment credits (SAP or SIM)	_____
☐ Mainpro+ Group Learning credits	_____
☐ Mainpro+ Assessment credits	_____

Mini Synopsis

Please describe the CPD activity in 1-2 sentences.

_____

Previous Applications

Has this organization received accreditation or certification from UBC CPD before?   ☐ Yes ☐ No

If yes, please list date(s) and name(s) of recently accredited/certified CPD activities.

_____

Expedited

Is this application expedited (processing under 4 weeks)? See Fees   ☐ Yes ☐ No

ETHICAL STANDARDS

All accredited/certified CPD activities must comply with UBC CPD Ethical Standards, which reflect the National Standard. The UBC CPD Ethical Standards cover the structural, financial, and personal accountability requirements for CPD activities to be trustworthy, based on best practices and high-quality evidence, and designed to serve health professional and patient needs.

UBC CPD Ethical Standards

Have the UBC CPD Ethical Standards been adhered to in preparing for this CPD activity?

☐ Yes

☐ No

Non-Compliance Procedures

If the SPC identifies that their CPD activity does not comply with ethical standards, what process would be followed? How would the issue be managed? *See UBC CPD Ethical Standards Appendix C*

Physician Organization

The physician organization is accountable for the CPD activity in its entirety including finances, topics, content, and presenters, and ensures the scientific validity and objectivity of the program. Please confirm that this organization fits the stated definition of a physician organization:

☐ Yes, this organization fits the stated definition of 'Physician Organization'

☐ No, the organization does not fit the stated definition of 'Physician Organization'

Warning: If no, this activity will not comply with the accreditation/certification standards and this application cannot proceed.

Name and details of the physician organization accountable for the CPD activity:

Physician Organization _____

Address _____

Email _____

Website _____

UBC Faculty of Medicine (FoM)

Is the physician organization a Department or Division within the UBC Faculty of Medicine?

☐ Yes, the physician organization a UBC FoM Department or Division

☐ No, the physician organization is not a UBC FoM Department or Division

For Mainpro+: UBC FoM Affiliation

Is this a UBC-affiliated CPD activity, denoted by a UBC Faculty of Medicine member on the SPC?

☐ Yes, there is a UBC Faculty of Medicine member representing UBC CPD

☐ No, there is no UBC Faculty of Medicine member on the SPC

Warning: If no, this activity will not comply with the Mainpro+ certification standards and this application cannot proceed.

Co-Development

Is this CPD activity being co-developed?

☐ Yes, this CPD activity has been co-developed, and the physician organization is fully responsible

☐ No, this CPD activity has not been co-developed

If yes, enter the name of the **Co-Developing Organization**:

Scientific Planning Committee (SPC)

Accountable Physician

The accountable physician is the chair or member of the SPC **representing the physician organization**.

Physician Name

Organization

Address

Tel/Email

Contact Name

Contact Tel/Email

List ALL members of the SPC including medical specialty. An SPC is minimum 2 physicians and is representative of the target audience (excludes HPI employees and owners).

Names of SPC members	List specialist/family physician, or other health profession

Control of Content

Describe the process by which the SPC maintained control over the CPD activity elements including: needs assessment, development of learning objectives, selection of educational methods, speakers, moderators and facilitators, development and delivery of content, and evaluation of outcomes:

Validity and Objectivity

Describe the process used to ensure the content developed for this activity is scientifically valid, objective, and balanced across relevant therapeutic options?

Informing Faculty of Standards

What is the process to inform persons involved with developing and delivering CPD content (e.g. speakers, moderators, facilitators, instructors, authors) of the accreditation/certification standards for which they are responsible? *See sample Speaker Communications*

Disclosures

Disclosure review process for SPC members

Outline the SPC's process for the collection and management of each others' financial relationships, including consideration of how they might be relevant to the CPD activity. Describe how this information is collected and disclosed to the physician organization and to learners attending the CPD activity.

Disclosure review process for content contributors

Outline the SPC's process for the collection and management of the relevant financial relationships of content contributors (speakers, authors, moderators, and facilitators). Describe how this information is collected and disclosed to learners attending the CPD activity.

Conflict of Interest (COI) Management

How are actual conflicts of interests handled? *See UBC CPD Ethical Standards Appendix B*

Financial Accountability

The physician organization is accountable for the CPD activity in all aspects, including finances. The physician organization must make all decisions regarding the receipt and disbursement of all funds in line with the UBC CPD Ethical Standard. Accredited/certified CPD activities should aim to be financially self-sustaining, and should not be profit-generating. Any surplus funds should be earmarked for future CPD, or be returned to the physician organization.

Financial Accountability

Does the physician organization retain overall accountability for the finances of the activity?

☐ Yes, the physician organization retains overall accountability for the finances

☐ No, the physician organization does not retain overall accountability for the finances

Warning: If no, this activity will not comply with the accreditation/certification standards and this application cannot proceed.

Budget

Please submit the activity budget with the application. Detail all funding sources, including any departmental/internal coverage or in-kind support. See sample budget

Payment Process

Are payments of travel, lodging, and/or honoraria for SPC members, speakers, moderators, and/or facilitators made by the physician organization alone?

☐ Yes, the physician organization makes the payments

☐ No, the physician organization does not make the payments

If the responsibility for payments is delegated to a non-profit third party, please describe how the physician organization retains overall accountability for these payments:

Revenue

What is the intended purpose for any generated revenue?

Departmental/Internal Funding

Is this CPD activity internally funded or receive departmental support? (ie. costs are fully or partially covered by the physician organization)

☐ Yes

☐ No

Registration Fees

Enter the approximate range of fees expected. *Note: A registration fee must be charged when a CPD activity has commercial support.*

Sponsorship

Has any financial or in-kind support been solicited from any for-profit or not-for-profit sponsors for this CPD activity?

☐ Yes, and the physician organization has ensured that interactions with sponsors/supporters meet professional and legal standards, including the protection of privacy, confidentiality, copyright and contractual law regulations

☐ No financial support has been solicited for this CPD activity

If no, SKIP to Educational Standards

Sponsorship Type: Not-for-Profit

Has support for this CPD activity been solicited from one or more not-for-profit sponsors?

☐ Yes, one or more not-for-profit organizations have supported this CPD activity

☐ No not-for-profit organizations have sponsored this CPD activity

Not-for-profit support sources

Please check all sources of financial or in-kind support that apply:

☐ Government grant

☐ Health care facility

☐ Not-for-profit organization

☐ Other please specify_____

Not for Profit Support Amounts

List any not-for-profit support in the budget.

Sponsorship Type: FOR Profit

Has support for this CPD activity been solicited from one or more for-profit sponsors?
☐ Yes, one or more for-profit companies have supported this CPD activity
☐ No for-profit companies have sponsored this CPD activity
If no, SKIP to Educational Standards

Sponsorship Agreements

Have the terms, conditions and purposes by which sponsorship is provided been documented in a written agreement that is signed and countersigned by the physician organization and the sponsors?
☐ Yes
☐ No
Please submit a copy of the sponsorship agreement with the application. See Sponsorship Agreement

Sponsorship Sources

Please check all sources of sponsorship that apply:
☐ Pharmaceutical companies
☐ Medical Device company
☐ For-profit organization
☐ Other (please specify) _____

Sponsorship Amounts

List the sponsoring company names and amounts, or indicate in-kind support or use of loaned equipment, in the budget.

Sponsorship Opportunities and Prospectus

The sponsorship prospectus outlines the opportunities for support of the CPD activity and is included with the sponsor invite.
Please submit the sponsorship prospectus/invite with the application.

What opportunities are being offered to sponsors for supporting this CPD activity?
Select all that apply:
☐ Table in exhibit area
☐ Tiered support (eg. gold, silver, etc.)
☐ Acknowledged on a poster, away from education
☐ Acknowledged in syllabus, separated from education
☐ Acknowledged in loop slides during breaks and lunch

☐ Thanked in opening remarks (unaccredited time)
☐ Grant only
☐ A few representatives may attend, non-participating
☐ None of the above
☐ Other_____

Separation of Education from Promotion/Exhibits

The SPC is responsible ensure that there is clear separation of education from commercial promotion. Commercial exhibits or booths must be clearly separated from the CPD activity, whether in-person or online. The SPC must communicate the following requirements to the commercial sponsor representatives and ensure that they have no participation in the CPD activity.

In cases where there is no exhibit area, these elements must still be in place:
- the proportion of representatives must be minimal in terms of overall learners
- commercial sponsor representatives must be clearly identified so there is a visible difference
- between them and the physicians/other health professional learners
- representatives may go into the learning space but only as observers (i.e. non-participating)
- representatives cannot market products at any point during the CPD activity (exhibit area excepted)
- representatives cannot complete evaluation forms or be considered in needs assessments

What arrangements are used to ensure and communicate clear and complete separation of commercial exhibits from the accredited CPD activity? Or, if no exhibits, how is the education kept separate from promotional elements?

Unaccredited Activities

What strategies were used to prevent the scheduling of unaccredited CPD activities occurring at time and locations where accredited activities are scheduled?

EDUCATIONAL STANDARDS

Educational standards ensure that all accredited/certified CPD activities follow the main tenets of adult learning and in particular include key elements of CPD: a needs assessment to identify learning gaps (perceived and unperceived needs), educational strategies and learning objectives to best meet those gaps, followed by a formal evaluation process.

Needs Assessment

Needs Assessment Strategies (Quality Criterion 1)

What needs assessment strategies were used to identify the learning needs (perceived/unperceived) of the target audience? Check all that apply:

Perceived Needs
Self-recognized:
☐ Survey
☐ Interview
☐ Focus Group
☐ Key Informant
☐ Representative SPC
☐ Meetings with Colleagues
☐ Evaluation of previous CPD Activity
☐ Other _____

Unperceived Needs
Unknown to the learner:
☐ Knowledge test
☐ Chart Audit
☐ Critical Incident Reports
☐ Duplicate Prescription/ Health Care Diary
☐ Expert Advisory Group
☐ Patient Feedback
☐ Direct Observation of Practice Performance
☐ Data from Electronic Medical Records (EMR)
☐ Provincial and national datasets
☐ Other _____

Learning Gaps (perceived needs)
List the learning gap(s) in knowledge, attitude, skill or performance identified by the SPC as *perceived needs* of the target audience:

Learning Gaps (unperceived needs)
List the learning gap(s) in knowledge, attitude, skill or performance identified by the SPC as *unperceived needs* of the target audience:

Needs Assessment Tools
Please submit the summary of the needs assessment and results with the application.

Practice Relevance
Indicate how the CPD activity addresses practice relevance.

Target Audience

Target Audience

Please enter the specific target audience for this CPD activity. *See target audience*

If applicable, please indicate if this course is also intended to include other health professionals.

Learning Objectives

Development of Objectives

How were the identified needs of the target audience used to develop the overall and session-specific learning objectives?

For example:

Did the SPC use the needs assessment results to define the learning objectives for the speakers?

Did the SPC share the needs assessment results with the speakers for them to develop the learning objectives?

Learner-centered Objectives

List the learning objectives for the overall CPD activity and for individual sessions (or upload with CPD activity agenda/outline). *See sample learner-centred objectives*

CanMEDS/CanMEDS-FM Roles

Which CanMEDS/CanMEDS-FM competencies are addressed in the development of learning objectives?

Check all that apply:

☐ Medical/Family Medicine Expert   ☐ Health Advocate

☐ Communicator   ☐ Professional

☐ Collaborator   ☐ Scholar

☐ Leader

Educational Strategies

Learning Format

What learning methods were selected to help the CPD activity meet the stated learning objectives?

☐ Conference   ☐ Seminar Series

☐ E-learning   ☐ Self-Assessment Tool

☐ Simulation   ☐ Rounds (M+ only)

☐ Workshop

☐ Journal Club

If Mainpro+ rounds (hospital or clinical) selected above, is the SPC accountable to the head of the department, chief of staff, or equivalent?

Group Learning Activities

[For Assessment credits, skip this question]

Interactivity (Quality Criterion 2)

What learning methods were selected to incorporate a minimum of 25% interactive learning?

Assessment Activities

[For Group Learning credits, skip this section]

Assessment activities focus on individualized feedback and exclude the requirement for group interactivity. Additional educational strategies, addressed below, are needed to objectively assess a learner's knowledge or performance.

Choose an assessment type:

☐ **MOC SECTION 3: Performance Assessment – Simulation (SIM)**

(SIM) Describe the process that that allows participants to demonstrate or apply knowledge, skills, clinical judgment or attitudes (eg. skills lab, simulation, etc.)?

(SIM) How will objective, individualized feedback be provided to participants on their performance to enable the identification of any areas requiring improvement?

(SIM) Are learners provided with a reflective tool to develop of a future learning plan? Please attach a copy of the reflective tool. See sample *Reflective Tool*

☐ **MOC SECTION 3: Knowledge Assessment (SAP)**

(SAP) Describe the process that that allows participants to demonstrate or apply knowledge, skills, clinical judgment or attitudes (eg. objective knowledge assessment tools, etc.)?

(SAP) Does the CPD activity provide participants with references justifying the appropriate answer?

(SAP) Describe how the resources for further information are provided to participants.

☐ **MAINPRO+ Assessment:**

Describe how participants assess/reflect on their own practice relative to data they just learned in the CPD activity (use the MOC 3 Reflective Tool if needed).

Program Development

Incorporation of Evidence (Quality Criterion 3)

How are presenters instructed to provide references within presentations to evidence used to create the content?

Barriers to Change (Quality Criterion 4)

Which of the following commonly encountered barriers to practice/physician change does the educational design address?

☐ Knowledge   ☐ Behavioural

☐ Attitude   ☐ Organizational

Implementation

CPD Activity Agenda/Outline

Please submit the CPD activity agenda/outline, showing credit hours, with the application.

Evaluation

Evaluation Strategy (Quality Criterion 5)

How will the overall group learning activity and individual sessions be evaluated by participants?

Evaluation Form: Required questions:

1. *Did the program meet the stated learning objectives?   Yes   No*
2. *Did you perceive any degree of bias in any part of the program? Yes   No | If yes, please explain:*
3. *Reflecting on the program content, I am motivated to change my practice in the following ways:*
4. *Can you identify any barriers to incorporating what you learned into your practice?*
5. *[Required only if content covers treatments e.g. medications, etc.] Did the program content offer balanced views of therapeutic options?*
6. *[Required only for programs seeking MOC credits] Which CanMEDS Role(s) were relevant to this activity? Check all that apply: ☐ Medical Expert ☐ Communicator ☐ Collaborator ☐ Leader ☐ Health Advocate ☐ Professional ☐ Scholar*

Have these questions been included in the evaluation form?   ☐ Yes   ☐ No

Please submit the evaluation form with the application. See sample evaluation

Outcomes Assessment

What measures are in place for participants to assess self-reported learning, or change in what participants know or know how to do as a result of the CPD activity?

Healthcare Outcomes (Optional)

If the evaluation strategy intends to measure improved health care outcomes, please describe.

ADMINISTRATIVE STANDARDS

Administrative standards bracket the CPD activity with a registration process at the beginning and a certificate-granting process at the end.

Registration

All participants must be able to register and receive a receipt or record of registration.
Attendance records are kept by the physician organization for 6 years.

Certificates

Certificates include the accreditation/certification statement (issued upon approval) and are provided to all participants.
Please submit a sample certificate with the application. See sample certificate

SUBMIT DECLARATION FORMS

Signed declaration forms are required by select SPC members who qualify to take on a formal role for the credit type. A qualifying physician may have more than one SPC role (eg. one could serve as accountable physician and RCSPC member).

REQUIRED FOR ALL APPLICATIONS: Accountable physician declaration form

The accountable physician is the chair or one member of the SPC representing the physician organization, and as such agrees to assume ultimate responsibility for upholding the accreditation/certification standards and for following the UBC CPD Guidelines for Support in preparing and implementing the CPD activity.

REQUIRED FOR MOC CREDITS: MOC declaration form

One member of the Royal College of Physicians and Surgeons of Canada (RCPSC) is required to be on the SPC to represent the target audience of specialists. The declaration verifies the RCPSC member of having had substantial input into the program.

REQUIRED FOR MAINPRO+ CREDITS: Mainpro+ declaration form

One physician member of the UBC Faculty of Medicine (UBC FoM) is required to be on the SPC to represent UBC FoM. The declaration verifies the UBC FoM member of having had substantial input into the program.

AND

One member of the College of Family Physicians of Canada (CFPC), residing in the province of BC, is required to be on the SPC to represent the target audience of BC family physicians.