Understanding Mainpro+® Certification

A Guide for
Continuing Professional Development (CPD)

PROGRAM PROVIDERS

The College of Family Physicians of Canada
Department of Continuing Professional Development

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Frequently Asked Questions

1. What are the requirements and costs associated with Mainpro+® certification?

Costs and requirements vary depending on the type of certification sought. Please see the Mainpro+ Certification Overview in the Introduction for more specifics.

2. How many CFPC members are required to sit on a national Mainpro+ certified program planning committee?

Three (3) active CFPC members are required to sit on a national Mainpro+ program planning committee. These members may come from any region of the country, or from the same region. Please see the Introduction: Understanding Mainpro+ Certification.

3. Can any physician be involved in program planning and development for CFPC Mainpro+ certification?

Yes. However, at least three (3) physicians for national Mainpro+ programs and one (1) physician for provincial Mainpro+ programs who are active CFPC members must have had substantial input in program planning and development. In support of interprofessional and interdisciplinary education, planning committee members can be representative of the intended target audience to ensure all participants’ needs are adequately addressed.

4. How can I confirm that a physician is an active CFPC member?

You can check physician status by searching the CFPC Member List, a tab located at the top of the CFPC website’s home page.

5. What constitutes “substantial input” in program planning and development?

As part of the application process, substantial input or involvement is confirmed when a CFPC member verifies that he or she has contributed to the consideration of learning needs, the determination of learning objectives and program content, and the choice of speakers or presenters. For more information, see Chapter 1: Eligibility for Certification: The basics.
6. What are the branding parameters for CPD providers?

CPD provider and sponsor logos or other branding must not be included within the content presented during a Mainpro+ certified CPD activity. For example:

- It is not permissible to include logos within the header or footer of PowerPoint slides, handouts, etc.

- It is not permissible to use colours and/or colour schemes commonly associated with a company or one or more of its products, etc. for PowerPoint slides, handouts, invitations, etc.

Please see “Elements addressed during ethical review” in Chapter 1: Eligibility for Certification: The basics for more on the restrictions surrounding marketing and advertising materials.

7. Does the College allow for industry representatives to assume an educator/presenter role at Mainpro+ certified events?

Representatives of commercial organizations—including, but not limited to, pharmaceutical, device, and biotechnology companies—may not act as educators or presenters unless they are providing a product or device demonstration, and only when such a demonstration cannot be provided by a physician or other health care provider with no affiliation to a commercial organization.

Please refer to Chapter 1: Eligibility for Certification: The basics for more about selecting and preparing faculty and presenters.

8. Can commercial organizations be involved in program development?

Representatives of commercial organizations (pharmaceutical industry, communication firms, etc.) are not permitted to participate in nor attend scientific and content planning committee meetings for programs seeking Mainpro+ certification. They may not have any role whatsoever in the program content development. Program committees primarily concerned with program logistics are considered different and would not exclude representatives of commercial interests.

Please refer to Chapter 1: Eligibility for Certification: The basics.
9. When do I submit conflict of interest (Col) information?

The CFPC three-step Col declarations (which may be presented on PowerPoint slides, as handouts, etc.) and related information (including planning committee Col forms) must be included with the application for certification. If the speaker name or names and other required details are not known at the time of application submission, a template should be submitted to identify how the information will be later presented. Final completed Col information, including completed three-step Col slides or handouts, must be submitted during the ethical review. Please see Chapter 1: Eligibility for Certification: The basics for more about disclosure.

10. Do online programs require ethical review?

An ethical review is required only for live events that have been funded with support from for-profit groups or organizations. Please refer to Chapter 1: Eligibility for Certification: The basics.

11. What does the CFPC consider to be an acceptable needs assessment?

There are many valid types of needs assessments, including chart audits, questionnaires, focus groups, interviews, standardized assessment exercises, morbidity/mortality data, provincial/national/organizational databases, and direct observation, to name a few.

12. How are large conferences, symposia, congresses, and scientific assemblies certified in Mainpro+?

Single-delivery one-credit-per-hour large conferences, symposia, congresses, and scientific assemblies are certified using a modified application process in CERT+ (the CFPC’s online certification application platform). Providers will be required to complete the appropriate online application and respond to a modified set of Quality Criteria questions (see Chapter 3: Determining Credit Allocation). Programs will still be required to adhere to the Quality Criteria requirements but the application process will require less content review. In place of content review there will be a review of the scientific planning committee’s process for program development and communication with speakers. Mainpro+ reviewers may still request content for review should any topics or aspect of the process outlined on the application require clarification or raise concerns.
13. Can a conference have some sessions certified for one credit per hour and some sessions certified for two or three credits per hour?

Yes, this is possible; however, a separate application must be completed and submitted for the two- or three-credits-per-hour aspects of the program. These aspects must be reviewed separately from the one-credit-per-hour sessions.

14. Is it possible to offer a program in more than one distance learning format (eg, online, webinar, webcast, teleconference, or videoconference)?

Yes. You must indicate that you intend to offer a program in more than one format within your initial application and provide details on how you will ensure that the learning experience remains consistent from one format to the next. If it is determined that there will be a significantly different learning experience based on the delivery format, a separate application will be required per format. Please refer to Chapter 4: Mainpro+ Certification Requirements by Program Type.

15. Will the CFPC certify online programs, satellite broadcasts, teleconferences, and/or webinars?

Yes. Please refer to Chapter 4: Mainpro+ Certification Requirements by Program Type.

16. Is it possible for regularly scheduled series (RSS; eg, hospital rounds and journal clubs) to have Mainpro+ certification?

Yes. Please see “Journal clubs or regularly scheduled series” in Chapter 4.

17. Is it possible to apply for certification for modular CPD programs?

Yes, providers can apply for credits for modular CPD programs (ie, credits granted on a per module basis versus credits for completion of entire program). A single application can be made for modular certification if the following criteria are met:

- The modules are targeted at a common audience
- All content has a demonstrated theme
- The modules are organized such that value can be derived from taking only one module in a series
- Certificates of completion and/or letters of participation clearly indicate the following:
  - The title of the CPD program
  - The title of the module(s) that an individual has completed (eg, “Module I: Introduction to Diabetic Foot Care”)
The number of credits based on the module(s) the participant has completed (e.g., “Module I: Introduction to Diabetic Foot Care – 1.0 Mainpro+ Certified Self-Learning credit”)

For existing Mainpro+ certified programs, if the provider wishes to offer the program in a modular format and assign credits for completing a module versus the entire program, a new application for certification must be submitted.

18. How long does it take for applications to be reviewed?

Applications submitted through CERT+ that meet all requirements and include confirmation of participation from planning committee members will undergo initial review within six (6) weeks. Please note that the review process does not begin until the confirmation of CFPC member planning committee involvement is received.

19. If a program is to be offered outside of Canada, is it eligible for Mainpro+ certification?

For programs held in the United States, please refer to Chapter 5: Mainpro+ Certification Agreements for information on the CFPC’s bilateral reciprocal agreement with the American Academy of Family Physicians (AAFP). CPD programs organized and offered by Canadian organizations and held outside North America must be submitted to the CFPC National Office for review via CERT+.

20. If program content has been altered after it was approved/certified, does it need to be resubmitted to the College?

Yes. If changes are minimal, the Continuing Professional Development (CPD) Director or Executive Director will review and either approve, indicate changes required, or reject the application. If content changes or additions are significant, a new application should be made for approval/certification.

21. Can an academic poster viewing session be awarded Mainpro+ credits?

This is permissible, provided there is structure and facilitation around the viewings; that is, there is a structured process for presenting each poster, allowing time for questions and feedback, etc. Members may claim Non-Certified Self-Learning credits for viewing posters outside of a facilitated Mainpro+ certified group session.

22. Do program providers need to distribute handouts to participants?

Yes. When appropriate, providers should ensure access to copies of handouts or program materials are available to participants. (This might not always be possible due to confidentiality or sensitive content.)
Contact Information

For inquiries related to national program review or Mainpro+ Certification policy, please contact the CFPC National Office at:

COLLEGE OF FAMILY PHYSICIANS OF CANADA
2630 Skymark Avenue
Mississauga, ON L4W 5A4

MAINPRO+ CERTIFICATION LINE:
(905) 361-8233 or 1-866-242-5885
certplus@cfpc.ca

If you have an inquiry regarding a provincial program review or ethical review, please contact the appropriate CFPC Chapter.

ALBERTA COLLEGE OF FAMILY PHYSICIANS
Suite 370, 10403 - 172 St, Centre 170
Edmonton, AB T5S 1K9
Tel.: (780) 488-2395
Fax: (780) 488-2396
info@acfp.ca

BRITISH COLUMBIA COLLEGE OF FAMILY PHYSICIANS
Suite 350 - 1665 West Broadway
Vancouver, BC V6J 1X1
Tel.: (604) 736-1877
Fax: (604) 736-4675
office@bccfp.bc.ca

MANITOBA COLLEGE OF FAMILY PHYSICIANS
240 - 1695 Henderson Highway
Winnipeg, MB R2G 1P1
Tel.: (204) 668-3667
Fax: (204) 668-3663
info@mcfp.mb.ca

NEW BRUNSWICK COLLEGE OF FAMILY PHYSICIANS
950 Picot Ave.
Bathurst, NB E2A 4Z9
Tel.: (506) 548-4707
Fax: (506) 548-4761
nbcfp@cfpc.ca

NEWFOUNDLAND AND LABRADOR COLLEGE OF FAMILY PHYSICIANS INC.
Family Medicine, Room 2713A
Health Sciences Centre
300 Prince Phillip Drive,
St. John’s, NL A1B 3V6
Tel.: (709) 834-8886
Fax: (709) 834-8887
debbierideout@cfpc.ca

NOVA SCOTIA COLLEGE OF FAMILY PHYSICIANS
Suite 207, Mill Cove Plaza
967 Bedford Highway
Bedford, NS B4A 1A9
Tel.: (902) 499-0303
Fax: (902) 832-1193
admin@nsfamdocs.com
### Introduction: Understanding Mainpro+ Certification

The College of Family Physicians of Canada (CFPC) has three recognized continuing professional development (CPD) credit categories: **Group Learning, Self-Learning, and Assessment.** Credits within these categories are classified as either **Certified** or **Non-Certified**:

- **Certified credits** are awarded for those activities that have been reviewed and approved by the College and judged to have met the standards for certified CPD.

- **Non-certified credits** are awarded for those activities that have not been formally reviewed by the College but that comply with the College's definition of CPD (see “Defining CPD – Eligible topics”), are non-promotional in nature, and provide valuable professional development opportunities.

#### Defining CPD – Eligible Topics

In addition to the clinical and therapeutic topics traditionally addressed in family physicians’ CPD sessions, the following are considered acceptable topics for Mainpro+ programs:

- Faculty development programs that aim to improve teaching in family medicine.
- Programs that aim to improve primary care research skills.
- Programs that aim to improve computer skills as applied to learning, access to information, or CPD (electronic medical record [EMR] program education, for example).
- Practice management topics that emphasize quality assurance, patient flow, patient satisfaction, and general patient well-being.
- Programs designed to increase physicians’ skills in administration in hospitals, medical organizations, or other health care systems.
- Programs on alternative health practices designed to increase physicians’ awareness of these techniques and how they might affect patients.
- Programs designed to increase physician knowledge of billing in a practice setting.
DEFINING CPD – INELIGIBLE TOPICS

Any topic outside the generally accepted scope of medical practice, or peripheral to it, is not acceptable for Mainpro+ certification. Such topics include, but are not limited to, the following:

- Clinical topics outside the usual scope of practice of family physicians (including programs related to the teaching of esthetic procedures)
- Business management topics that focus on physician benefits (e.g., personal financial planning)
- Programs on alternative health practices that are designed to teach associated techniques
- Programs that focus on personal well-being (e.g., yoga), self-growth, or personal development of physicians
- Programs aimed at preparing individuals to challenge the College’s certification examinations for CCFP and CCFP (EM) designations (though participants can self-claim these hours for Non-Certified credits)

Regardless of the certification activity category (Group Learning, Self-Learning, or Assessment), all programs are subcategorized based upon the region of program delivery. That is, the certification type will be either provincial certification or national certification.

PROVINCIAL CERTIFICATION

A program categorized as provincially certified is eligible to award credits only in the province where certification is granted. Its scientific planning committee must include at least one (1) active CFPC member from the province of program delivery.

NATIONAL CERTIFICATION

A program that is nationally certified is eligible to award credits in all provinces.* Its scientific planning committee must include at least three (3) active CFPC members.

*Nationally certified programs that are delivered in Quebec have additional certification requirements.
Mainpro+ Certification Overview

The following table provides a broad overview of the categories, costs, requirements, and processes of certification.

The information below is applicable to Group Learning, Self-Learning, and Assessment activities. The chapters that follow will give more detail on these many elements.

**APPLICATION FEE** *(taxes extra)*

Please note that providers will be charged the non-refundable application fee based on the number of credits per hour they have requested. In the event that a program is reviewed and approved for lower credit values than requested, the application fee will not be refunded in whole or in part.

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**CERTIFICATION PERIOD**

12-month certification period

**APPLICATION DEADLINE**

All application materials are to be received by the College at least six (6) weeks prior to the first anticipated activity delivery date.

- Please note that approval and certification are not retroactive for programs that do not meet the aforementioned timeline
- Providers who fail to submit their application and all supporting materials prior to the deadline might not receive approval in time for their first session
- Providers must inform participants that they may not claim Certified credits for the program if program certification is not completed before the session starts

**APPLICATION PROCESS**

All applications must be submitted online using CERT+ (https://certplus.cfpc.ca). All required documents are to be uploaded at the time of application, along with payment of application fee.
TWO- AND THREE-CREDITS-PER-HOUR PROGRAMS

Two- and three-credits-per-hour programs must be developed by or in collaboration with a not-for-profit physician organization, as defined by the CFPC.

Specifically, a physician organization is a not-for-profit group of health professionals with a formal governance structure, accountable to and serving, among others, family physicians through any of the following activities:

- Continuing professional development
- Provision of health care
- Research

This definition includes, but is not necessarily limited, to the following:

- CFPC National and Chapter Offices
- Universities/faculties of medicine (including university CPD offices)
- Hospital departments or divisions
- National medical societies
- Medical associations
- Medical academies
- Physician research organizations (eg, Canadian Heart Research Centre)
- Health branch of the Canadian Forces

This definition excludes pharmaceutical companies or their advisory groups, medical and surgical supply companies, communication companies, and other for-profit organizations and ventures/activities.

NATIONALLY CERTIFIED PROGRAMS DELIVERED IN THE PROVINCE OF QUEBEC

At the time of application for National Mainpro+ certification, providers must indicate if the submitted program will be delivered in Quebec.

The Mainpro+ certification application will include additional questions that must be answered. Programs will be assessed by a Quebec-based reviewer as well as by one other CFPC reviewer. If the content is intended to be delivered in French in Quebec, French content must be submitted simultaneously with the English for review.

Translation verification will take place after program review is complete, and final program approval is contingent on translation verification.

For information on additional requirements for programs delivered in Quebec see Mainpro+ certification of programs delivered in the Province of Quebec.
CONTENT REVIEW PROCESS

Nationally Certified Programs
Each application is reviewed independently by two (2) trained CFPC members to determine eligibility for certification and appropriate credit allocation.

Provincially Certified Programs
Each application is reviewed independently by one (1) trained CFPC member to determine eligibility for certification and appropriate credit allocation.

After being reviewed, a program will be deemed one of the following:
- Approved
- Changes required†
- Rejected

Confirmation of content approval is sent to CPD providers from the CFPC National/CFPC Chapter Office via CERT+.

† Programs listed as “changes required” must make the required changes within 30 days of the request from reviewers. If changes are not made or feedback is not provided to reviewers within this time frame, the application will be closed and a new application must be submitted, along with a new application fee.

ETHICAL REVIEW PROCESS

- All live programs funded by for-profit financial or in-kind support are subject to the ethical review process prior to final certification
- Each time a session of an approved program is delivered, session materials must first be submitted to the pertinent CFPC Chapter Office for review
- The fee for ethical review is $150 per session; for provincially certified programs, the first ethical review is included in the cost of the application fee

CERTIFICATE OF PARTICIPATION

It is the responsibility of CPD providers to supply participants with a letter or certificate of participation upon completion of a certified program. This document must include the following:

- Participant’s full name
- Program name (exactly as it appears on the application) and CERT+ session identification number
- Session date and location
- Number of credits for which the session is certified
- Type of credits for which the session is certified (ie, Group Learning, Self-Learning, Assessment)

Note that participants in three-credit-per-hour programs should not receive a letter or certificate of participation until the required post-program requirements are met.

Mainpro+ participants are required to submit proof of participation only when requested to do so by the College. However, all Mainpro+ participants should retain records for a minimum period of six (6) years in case they are selected to participate in credit validation or auditing.
PROGRAM AUDIT

All Mainpro+ certified CPD programs may be audited by the CFPC National Committee on Continuing Professional Development, the CFPC Department of Continuing Professional Development, and/or a CFPC Chapter or its CPD committee. The CFPC is not required to provide advance notice to CPD providers of intent to audit.

Failure to comply with established certification policies and procedures could result in revocation of certification. If certification is revoked, it is the responsibility of CPD providers to inform physician participants that they are not eligible to claim Mainpro+ credits.

APPEAL PROCESS

CPD providers may appeal the decision to deny program approval or session certification (ethical approval).

- All appeals must be made in writing (email is acceptable) to the CFPC National Office and sent to the attention of the Mainpro+ Certification Coordinator at certplus@cfpc.ca.
- Appeal requests must include a covering letter outlining the rationale for the appeal, as well as a copy of the certification or ethical review rejection notice and/or the CERT+ identification number.

Calendar of Mainpro+ certified events

The CFPC maintains a calendar of upcoming Mainpro+ certified events on the CFPC website. As part of the CERT+ application process, providers will be required to indicate whether or not they wish to list a program on the calendar of upcoming events. Only certified programs will appear on this calendar. After a program is approved there are a few steps, depending on the program type, to ensuring it will appear on the calendar of events.

Live programs requiring ethical review

A program with a completed and approved ethical review submission will automatically be entered on the calendar of events.

Live programs that do not require ethical review

Providers will be required to create a session in their CERT+ portal for each instance of the program they wish to list on the calendar of events.

Self-study online programs

Self-study online programs will automatically be added to the calendar of upcoming events upon program approval. These programs will appear as ongoing until the certification period for the program expires.

IMPORTANT: If providers do not wish programs to appear on the calendar of upcoming events, they must indicate this at the time of application for Mainpro+ certification.
Chapter 1: Eligibility for Certification: The basics

All continuing professional development programs submitted to the College for Mainpro+ certification must meet or exceed the criteria established by the CFPC Board and Executive Committee, National Committee on Continuing Professional Development (NCCPD), Mainpro+ Standards Working Group (MSWG), and other appropriate CFPC committees/groups. Standards established by bodies external to the CFPC—including the Canadian Medical Association—are also considered when determining certification eligibility.

The criteria listed below are considered by the College to be the foundation upon which all quality CPD programs must begin; these are the basics of CPD programming. Individuals and groups involved in the design, development, and dissemination of CPD programming should review these documents—in their entirety—and understand the policies and guidelines contained within.

Ethical standards

In brief, the planning, content, and conduct of CPD programs must follow Mainpro+ ethical standards in order for them to achieve and retain certified status. CPD providers, representatives, and selected faculty and presenters must understand and comply with:

- The requirements laid out in this document (Understanding Mainpro+ Certification: A Guide for Continuing Professional Development Program Providers)

- The Canadian Medical Association’s (CMA’s) policy guidelines on physicians’ interactions with industry

As well, all Innovative Medicines Canada member organizations must follow Innovative Medicine’s Canada’s 2016 Code of Ethical Practices, and programs held in the province of Quebec must adhere to the Code of Ethics for Parties involved in Continuing Medical Education.

Wherever discrepancies exist among the above documents, this guide, Understanding Mainpro+ Certification: A Guide for Continuing Professional Development Program Providers, shall prevail.
Role of a representative at a live certified activity

Representatives of a commercial interest (e.g., pharmaceutical company, medical device company, etc.) cannot assume the role of a facilitator, speaker, and/or instructor for any Mainpro+ certified program. The only exception is where a demonstration of a product or device is considered to be an essential component of the educational event, and no physician or other healthcare professional is qualified to perform this role. This type of participation must be rationalized by event planning committee members and outlined in the initial certification application and be in no way related to product or device promotion or sales.

- Industry (pharmaceutical/biotechnology company) representatives may attend live certified CPD programs as non-contributing members to the discussion to provide logistics support such as facilitating registration, audiovisual set-up, seating, and distribution of certificates of attendance.

- Industry representatives may attend a live certified program only with the consent of the planning committee Chair and only if seating remains, preferably at the back of the room, and must wear no commercial identifiers (e.g., corporate logos).

Appropriate selection and conduct of program planning committee members

Substantial involvement is required by all planning committee members, and must be verified by the CFPC member(s) identified within the application. Substantial involvement is confirmed when the CFPC member verifies that:

- S/he has had substantial input into the program being submitted for certification (e.g., has contributed to the consideration of learning needs, the determination of learning objectives, development of program content, and the choice of speakers or presenters).

- The content of the program is relevant to family medicine.

- The planning, content, and conduct of the program meets pertinent ethical standards.

- S/he has been informed of any financial or non-financial incentives associated with the program.

- S/he is also a member of the scientific committee, where such a committee exists.

The CFPC member(s) on the planning committee will be held accountable for how a program is presented and will be required to respond to any concerns regarding guideline violations.

Representatives of a commercial interest (pharmaceutical company, medical device company, marketing or communication firm, etc.) cannot participate as a member of the program planning/scientific committee, nor may they participate as observers, scribes, etc. for planning committee activities or meetings.
Disclosure

All members of planning committees and faculty/presenters are required to complete the Mainpro+ Declaration of Conflict of Interest form. Completed CoI forms for planning committee members must be submitted as part of the application process. If speakers or presenters are not yet known at the time of the application, their forms must be submitted at the stage of ethical review.

Presenters/speakers at Mainpro+ certified programs must disclose CoI information both in print (e.g., slides) and verbally through statements to participants.

Please refer to Appendix 2: Declaring and Disclosing Conflict of Interest for more about what constitutes a potential conflict of interest and the process of declaration and disclosure, and for the Mainpro+ Declaration of Conflict of Interest form.

Ethical review process

Continuing professional development is an essential component of maintaining proficiency for family physicians. The CFPC recognizes that there are many costs associated with the planning, development, and implementation of CPD events and programs. The CFPC and its Chapters believe that it is ethically acceptable for industry (pharmaceutical, biomedical, etc.) to contribute to CPD events provided all contributions are at arm’s length and that all parties adhere to the guidelines presented throughout this document.

To ensure that the focus of Mainpro+ certified CPD programs remains on addressing the educational needs of family physicians and not on ancillary benefits such as meals, entertainment, and monetary rewards, the CFPC has instituted a formal ethical review process for all live Mainpro+ certified programs that have received financial or in-kind support from a for-profit organization.

Each time a session of a live Mainpro+ certified program supported by a for-profit organization is to be offered, the CPD provider must seek ethical approval from the CFPC Chapter Office in the province where that session is being offered. The cost of each ethical review is $150 plus applicable taxes and is non-refundable. The ethical review is completed via online application within the provider portal in the CERT+ platform.
Here are the steps involved in the ethical review process for national and provincial certification applications.

**PROVINCIAL MAINPRO+ PROGRAMS**

1. Submit your program to the CFPC Chapter Office for review and approval (application form, administration fee, needs assessment, evaluation, PowerPoint slides, etc.).

2. Once your program has been approved by a Chapter Office, you are eligible to seek ethical approval and final certification from this Chapter Office only.

3. The first ethical review is provided at no cost for provincial Mainpro+ programs only. For all subsequent sessions, you should submit the ethical review application (through CERT+), along with the ethical review fee ($150.00 + applicable taxes) and required documents, to the pertinent Chapter Office at least ten (10) business days in advance of your session.

**NATIONAL MAINPRO+ PROGRAMS**

1. Submit your program to the National Office for review and approval (application form, administration fee, needs assessment, evaluation, PowerPoint slides, etc.).

2. Once your program has been approved by the National Office, you are eligible to seek ethical approval and final certification in any province where the program is delivered. (Programs delivered in Quebec must have undergone the Quebec review process.)

3. For all sessions of a program to be offered you should submit the ethical review application (through CERT+), along with the ethical review fee ($150.00 + applicable taxes) and required documents, to the pertinent Chapter Office at least ten (10) business days in advance of your session.
Elements addressed during ethical review

The certification process includes a thorough review of the following elements to ensure their compliance with Mainpro+ certification standards:

- The logistical components of sessions (e.g., meals, entertainment and social events, venue, cost to participants, speakers and presenters)

- Promotional materials, invitations, correspondence with potential attendees, participation certificates and all other published announcements in print or electronic media (including websites, blogs, and the like): this review includes verification that no sponsor branding is included within these materials

- Costs to be assumed by attendees (e.g., registration and social events): this review is to verify that attendee’s costs are not being subsidized in such a way as to introduce sponsor influence on the educational content

- Completed conflict-of-interest forms and CoI slides for speakers at the session being reviewed

The documents and information listed above must be submitted by CPD providers to the appropriate Chapter Office at least ten (10) business days before the session being offered. The following sections provide more detail on these elements of the application.

Program logistics: Limits on meal expenses related to Mainpro+ certified events

Logistics surrounding CPD programming are reviewed during the ethical review process. The National Committee on Continuing Professional Development (NCCPD) and the National Office support the ability of Chapters, based on knowledge of their geographic regions, to establish and reinforce limits on the cost of meals associated with Mainpro+ certified activities. The costs of running an event can vary greatly from one province to the next and from one city to another. While it is not necessary for Chapters to have the same maximum values, in the interest of transparency and fairness, there is an obligation for all Chapters to do the following:

1. Establish maximum values that they feel are acceptable within their province for meals associated with Mainpro+ certified CPD events

2. Make these values publicly available (i.e., published on both the National and Chapter websites) so that all providers understand the limits by which they must abide
Please note that the following costs are on a per-attendee basis and exclude taxes and gratuities.

### LIMITS ON MEAL EXPENSES RELATED TO MAINPRO+ CERTIFIED EVENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>BREAKFAST</th>
<th>LUNCH</th>
<th>DINNER</th>
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<tbody>
<tr>
<td>Alberta</td>
<td>$30</td>
<td>$40</td>
<td>$75</td>
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<tr>
<td>British Columbia</td>
<td>$25</td>
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<td>$55* / $70†</td>
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<td>Manitoba</td>
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<td>New Brunswick</td>
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<td>Newfoundland</td>
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<td>Nova Scotia</td>
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<td>Ontario</td>
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<td>Prince Edward Island</td>
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<td>Quebec</td>
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<tr>
<td>Saskatchewan</td>
<td>$30</td>
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<td>$75</td>
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* Downtown Vancouver  
† Elsewhere in province of BC

Established 2013; revised 2015.
Program presentation: Separating education from advertising

The separation of promotion from education is critical in Mainpro+ activities.* As such, CPD providers’ or sponsors’ logos and other branding may not be used on Mainpro+ certified educational content (ie, must not appear within the header or footer of PowerPoint slides, handouts, sign-in sheets, Web modules, etc.). For the same reason, it is not permissible to use colours and/or colour schemes commonly associated with a company or one or more of its products for PowerPoint slides, handouts, invitations, Web modules, and so on.

In order to ensure compliance with these guidelines, providers will be required to submit the following with their application for review:

- A list of all funders of the program
- A list of the funder’s products discussed within the program
- A sample of the funder’s product(s) packaging, company logos, and associated colours for comparison purposes

For more information on specific restrictions that apply to advertising and marketing material for Mainpro+ certified programs, please see Appendix 3: Guidelines for Mainpro+ Program Presentation Materials.

*Please note that CFPC members are not eligible to claim Mainpro+ Non-Certified credits for attending non-certified industry events. This includes any industry-sponsored dinner or other learning activities (OLAs) that have not been submitted to the CFPC for Mainpro+ certification.

Program delivery: Faculty/presenter compliance

CPD providers must stipulate specific instructions to faculty and presenters regarding their involvement in the program and its delivery. Without this guidance, many programs are faced with certification-compliance challenges when faculty and presenters take liberties with the content and activities and modify them to meet their personal needs or beliefs.

Once a program has been certified for Mainpro+, changes cannot be made to the program without explicit, written consent from the College. No modification is acceptable (beyond correction of spelling or grammatical errors)—including modifying or adding data points to a chart, changing the colour or theme of slides, inserting new studies, revising case studies, etc.

Failure to deliver a program in the exact manner in which the program was reviewed and certified might result in revocation of certification status or other such penalties. If changes or modifications to a certified program are required, the program provider must notify the College and seek permission accordingly.
The College suggests the following approach to working with faculty and presenters for Mainpro+ certified programs:

- For nationally certified programs, it is advised that a formal train-the-trainer (T3) program be provided to facilitate consistency and to ensure all persons involved in the delivery of the program are doing so in compliance with CFPC rules and regulations.

- For provincially certified programs, it is advised that all persons involved in the delivery of the program receive a briefing and/or supporting document to facilitate consistency and ensure compliance with CFPC rules and regulations.

Specifically, faculty and speakers must be provided with the following:

- The College-approved learning objectives for the program.
- A copy of all College-approved materials associated with the program (e.g., PowerPoint slides, handouts, evaluations).
- Details on the College-approved program format/teaching methodologies (e.g., small-group activities, lecture).
- Information about the target audience (e.g., experience level, etc.).
- Instruction on the requirement to deliver the program and associated content/materials only in the manner in which the program was approved (see below).

It is the responsibility of CPD providers to ensure that the content and materials presented are identical to those submitted and approved by the CFPC. If changes are to be made to the approved program or content, the CPD provider must first contact the CFPC Chapter Office (for provincially certified programs) or the National Office (for nationally certified programs) to discuss the intended changes. If changes are deemed by the Chapter Office or National Office to be substantial, the program must be resubmitted for review and certification (along with payment of the administrative fee plus applicable GST/HST).

**Program evaluation**

Evaluation is an essential component of Mainpro+ certified programs. Evaluation allows for the ongoing improvement of CPD programs and provides valuable feedback to program planners and faculty.

Participants must have an opportunity to evaluate the program in a meaningful and confidential manner. The College has devised mandatory program evaluation questions that must be incorporated into all evaluations of Mainpro+ certified programs. While providers might wish to incorporate additional questions as part of the program-evaluation process, the College-devised questions must be included and must not be modified (including the scoring tool/scale for these questions).
Elements addressed during ethical review

Chapter 1: Eligibility for Certification: The basics

Additionally,

- CPD providers must retain copies of completed evaluation forms or response summaries for at least one (1) year in the event that the program is audited by the CFPC.

- The CFPC recommends that organizers provide a summary of the evaluations to all speakers and presenters for personal and professional development.

- Feedback sought from participants must be used by CPD providers to improve future presentations of the program and evidence of this must be demonstrated in subsequent applications for certification.

- The CFPC National and Chapter Offices might require submission of evaluation results.

- When programs are submitted for recertification, providers will be required to provide the evaluation results from the previously accredited or certified sessions at time of application for recertification.

Please refer to Appendix 4: CPD Program Evaluation and Outcome Assessment for more information on evaluation and outcome measurement.

Exceptions to the ethical review process

- Programs developed and delivered by the CFPC National Office or CFPC Provincial Chapters are exempt from ethical review.

- Programs that have received no funding from for-profit entities are exempt from the ethical review process.

- Self-study online programs (programs that participants access independently on their own time without assistance from a sponsor representative)

Failure of Innovative Medicines Canada member organizations to comply with the Mainpro+ certification guidelines outlined in this document may result in the College reporting the violations to Innovative Medicines Canada.

For more about the process, see Appendix 5: Addressing Mainpro+ Certification Policy or Procedure Violations.
Chapter 2: Mainpro+ Quality Criteria Framework

The following criteria are applied to all CPD programs seeking Mainpro+ certification. A series of requirements pertaining to each criterion allows those with the task of reviewing programs to assess each application in an objective fashion, and to assign credit values appropriately to programs meeting minimum certification requirements.
# Quality Criteria Scoring Framework

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<td><strong>1 POINT PER CRITERION</strong></td>
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<td><strong>2 POINTS PER CRITERION</strong></td>
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<td></td>
<td><strong>Not required for 1 CR/hr</strong></td>
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<tr>
<td>• Indirect assessment of target audience's needs are used to guide program development and to obtain information on prior knowledge and practice experience</td>
<td>• Minimum 25% of the program is conducted in an interactive manner</td>
<td>• An outline of the evidence and how it was used to create the content must be provided and references must be included within materials</td>
<td>• Educational design includes discussion of commonly encountered barriers to practice change</td>
<td>• 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</td>
<td><strong>MUST MEET 1-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
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<tr>
<td>• Learning objectives tied to needs assessment results</td>
<td></td>
<td>• Evidence should come from systematic reviews/meta-analyses of studies (RCTs, cohort case control studies), or single, moderate-sized, well-designed RCTs or well-designed, consistent, controlled but not randomized trials or large cohort studies</td>
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<td><strong>MUST MEET 1-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
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<td>• Needs assessment addresses physician competency through CanMEDs-FM rubles</td>
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<td>• Lack of evidence for assertions or recommendations must be acknowledged</td>
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<td><strong>MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
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<td>• If a single study is the focus or select studies are omitted program developers must provide rationale to support this decision</td>
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<td>• Graphs and charts cannot be used to highlight one treatment or product</td>
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<td>• Both potential harms and benefits should be discussed and an efficient way to present this to clinicians is number needed to treat (NNT) and number needed to harm (NNH). As well as absolute and relative risk reductions.</td>
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<td><strong>MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
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<tr>
<td>• Needs assessment is representative of intended target audience, enhancing applicability of program content</td>
<td>• Between 25 and 50% of the program is conducted in an interactive manner</td>
<td>• Content must reflect patient-oriented outcomes and avoid surrogate outcomes</td>
<td>• Educational design includes discussion on approaches to overcoming these barriers</td>
<td>• Program includes an objective measurement of change in knowledge</td>
<td><strong>MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
</tr>
<tr>
<td>• Needs assessment identifies gaps in physician competence in at least one CanMEDs-FM competency area</td>
<td>• Learner engagement goes beyond audience Q &amp; A</td>
<td>• Canadian-based evidence should be included where it exists</td>
<td>• Program includes opportunity for participants to evaluate change in CanMEDs-FM competencies (as identified in learning objectives)</td>
<td>• Incorporates one or more validated strategies to reinforce and/or facilitate continued learning</td>
<td><strong>MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
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<tr>
<td>• Includes measures of gaps in knowledge, competence, or performance, based on data from practice</td>
<td>• Includes opportunities for participants to engage with each other, with facilitation, and with material being taught. (For Self-Learning category, programs require engagement with facilitators and materials being taught only)</td>
<td>• Component of the activity is based on small groups or workshops. (For Self-Learning category, small-group requirement is replaced with case-based learning component)</td>
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<td><strong>MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
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<td>• Identifies gaps in physician competence in multiple CanMEDs-FM competency areas</td>
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<td><strong>MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
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<tr>
<td>• Program design must include the opportunity for participants to seek, appraise, and apply best-available evidence</td>
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<td><strong>MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
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<td><strong>MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:</strong></td>
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**CRITERION 5: Evaluation and Outcome Assessment**
- **1 CR/HR**
  - 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**
- Incorporates one or more validated strategies to reinforce and/or facilitate continued learning

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**Understanding Mainpro® Certification**
A Guide for Continuing Professional Development (CPD) Program Providers

**Credits per Hour**
- **5 TO 11 PTS = 1 CR/HR**
- **12 TO 17 PTS = 2 CR/HR**
- **18 PTS = 3 CR/HR**
QUALITY CRITERION 1: Needs Assessment and Practice Relevance

<table>
<thead>
<tr>
<th>CREDITS PER HOUR</th>
<th>CERTIFICATION REQUIREMENTS</th>
</tr>
</thead>
</table>
| 1 CREDIT PER HOUR = 1 PT | ✓ Indirect assessment of target audience needs are used to guide program development and to obtain information on prior knowledge and practice experience  
✓ Learning objectives are tied to needs assessment results  
✓ Needs assessment addresses physician competency through CanMEDS-FM role(s) |
| 2 CREDITS PER HOUR = 2 PTS | Must meet 1-credit-per-hour requirements and include the following:  
✓ 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 |
| 3 CREDITS PER HOUR = 3 PTS | Must meet 1- and 2-credit-per-hour requirements and include the following:  
✓ 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 |
## QUALITY CRITERION 2:
### Interactivity and Engagement

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<tr>
<th>CREDITS PER HOUR</th>
<th>CERTIFICATION REQUIREMENTS</th>
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<tbody>
<tr>
<td>1 CREDIT PER HOUR = 1 PT</td>
<td>✓ Minimum of 25% of the program is conducted in an interactive manner</td>
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</tbody>
</table>
| 2 CREDITS PER HOUR = 2 PTS | Must meet 1-credit-per-hour requirements and include the following:  
  ✓ Between 25 and 50% of the program is conducted in an interactive manner  
  ✓ Learner engagement goes beyond audience Q & A  
  ✓ Includes opportunities for participants to engage with each other, with facilitators, and with material being taught (For Self-Learning category, programs require engagement with facilitators and materials being taught only)  
  ✓ Component of the activity is based on small groups or workshops (For Self-Learning category, small-group requirement is replaced with case-based learning component) |
| 3 CREDITS PER HOUR = 3 PTS | Must meet 1- and 2-credit-per-hour requirements and include the following:  
  ✓ Program must be based on small-group learning (For Self-Learning category programs must be based on case-based or immersive scenario learning)  
  ✓ 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 |
### QUALITY CRITERION 3:

**Incorporation of Evidence**

<table>
<thead>
<tr>
<th>CREDITS PER HOUR</th>
<th>CERTIFICATION REQUIREMENTS</th>
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</table>
| 1 CREDIT PER HOUR = 1 PT | ✓ An outline of the evidence and how it was 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, moderate-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 program 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 and an efficient way to present this to clinicians is number needed to treat (NNT) and number needed to harm (NNH), as well as absolute and relative risk reductions. |
| 2 CREDITS PER HOUR = 2 PTS | Must meet 1-credit-per-hour requirements and include the following:  
✓ Content must reflect patient-oriented outcomes and avoid surrogate outcomes.  
✓ Canadian-based evidence should be included where it exists. |
| 3 CREDITS PER HOUR = 3 PTS | Must meet 1- and 2-credit-per-hour requirements and include the following:  
✓ Program must include opportunity for participants to seek, appraise, and apply best available evidence. |
QUALITY CRITERION 4: Addressing Barriers to Change

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<th>CREDITS PER HOUR</th>
<th>CERTIFICATION REQUIREMENTS</th>
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<tr>
<td>1 CREDIT PER HOUR = 1 PT</td>
<td>✓ Educational design includes discussion of commonly encountered barriers to practice change</td>
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</table>
| 2 CREDITS PER HOUR = 2 PTS | Must meet 1-credit-per-hour requirements and include the following:  
   ✓ Educational design includes discussion on approaches to overcoming these barriers |
| 3 CREDITS PER HOUR = 3 PTS | Must meet 1- and 2-credit-per-hour requirements and include the following:  
   ✓ Solicits barriers to change from actual participants  
   ✓ Discusses barriers and approaches to overcoming barriers |

CREDITS PER HOUR  5 TO 11 PTS = 1 CREDIT PER HOUR  12 TO 17 PTS = 2 CREDITS PER HOUR  18 PTS = 3 CREDITS PER HOUR
QUALITY CRITERION 5:
Evaluation and Outcome Assessment

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<tr>
<td>1 CREDIT PER HOUR = 1 PT</td>
<td>✓ 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</td>
</tr>
</tbody>
</table>
| 2 CREDITS PER HOUR = 2 PTS | Must meet 1-credit-per-hour requirements and include the following:  
  ✓ Program includes an objective measurement of change in knowledge  
  ✓ Program provides opportunity for participants to evaluate change in CanMEDs-FM competencies (as identified in learning objectives) |
| 3 CREDITS PER HOUR = 3 PTS | Must meet 1- and 2-credit-per-hour requirements and include the following:  
  ✓ Objective measurement of change in competence and/or clinical performance and/or patient outcome for all learners  
  ✓ Opportunity to evaluate change in all CanMEDs-FM competencies identified in the learning objectives |

CREDITS PER HOUR 5 TO 11 PTS = 1 CREDIT PER HOUR 12 TO 17 PTS = 2 CREDITS PER HOUR 18 PTS = 3 CREDITS PER HOUR
QUALITY CRITERION 6:  
Reinforcement of Learning

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<th>CREDITS PER HOUR</th>
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<tr>
<td>1 CREDIT PER HOUR = 1 PT</td>
<td>Not required for one credit per hour</td>
</tr>
<tr>
<td>2 CREDITS PER HOUR = 2 PTS</td>
<td>✓ Incorporates one or more validated strategies to reinforce and/or facilitate continued learning</td>
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<td>3 CREDITS PER HOUR = 3 PTS</td>
<td>Must meet 1- and 2-credit-per-hour requirements and include the following: ✓ Incorporates two or more validated strategies; ideally administered at staggered time intervals (6 and 12 weeks for example)</td>
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</table>
Chapter 3: Determining Credit Allocation

Based on the total Quality Criteria score they achieve, programs will be approved for Mainpro+ certification at one credit per hour, two credits per hour, or three credits per hour. Credits are calculated as follows:

\[
\text{(Total number of education minutes [not including introductions, breaks, meals, evaluation time]/60)} \times \text{number of credits per hour approved} = \text{credit value for program}
\]

For example:

\[
(90 \text{ minutes of education time}/60) \times 2 \text{ credits per hour} = 3.0 \text{ credits}
\]

Individual programs may be certified for one activity category only. However, some programs could have elements of more than one Mainpro+ activity category. For example, Program ABC might be designed as a workshop (Group Learning) but also require participants to do some preparatory work (Self-Learning) and a 30-minute self-assessment activity (Assessment).

In such circumstances, providers should apply for Mainpro+ certification within the predominant category and include all content related to the other credit categories for review. Using the example of Program ABC, the provider selects “Group Learning,” as the category that best describes the program’s offerings, and submits the program for certification for 3.0 Group Learning credits. Once the application is approved, Program ABC will be formally designated and appear within the Mainpro+ credit-reporting system as certified Mainpro+ Group Learning activity.

Then, when claiming credits within the member portal, participants select that formally designated activity category, enter the session ID or name “Program ABC,” and claim their 3.0 certified Group Learning credits for the program.

Though Program ABC is formally certified as a Group Learning activity, participants can still claim credit for the preparatory and self-assessment elements. It is up to the provider to inform participants that they are able to claim Mainpro+ Certified credits for the additional activities. To claim additional activity credits, participants would enter them as “Other Mainpro+ certified activities” in the member portal and select the appropriate certified activity type.
To recap, using our example:

- Program ABC has been certified for 3.0 Mainpro+ Group Learning credits but also includes two hours of personal preparation work and a 30-minute self-assessment activity.

- Program ABC’s provider informs CPD activity participants that the program is eligible for more than the officially designated activity credits.

- Members claim 3.0 Certified Group Learning credits for participating in Program ABC, by selecting “Group Learning certified activities” in the online credit-reporting system and entering the program title.

- Members may also claim 2.0 Certified Self-Learning credits and 0.5 Certified Assessment credits for this CPD activity, by selecting “Other Mainpro+ certified activities” in the online credit-reporting system.

- Members must include the name or session ID of Program ABC in their online submission when claiming the additional credits.

Quality Criteria Described

Quality Criterion 1: Needs assessment and practice relevance

Programs must demonstrate evidence of being designed to address a professional practice gap (whereby the current state—with respect to physician knowledge, competence, or performance—is not aligned with the ideal or desired state) through content and activities that align with the participant’s educational needs (knowledge, competence, and/or performance).

Providers must demonstrate a valid professional practice gap from which the educational needs of physicians are then identified. Surveys indicating physicians are interested in “improving care” or “enhancing” knowledge and/or skills with respect to a given disease, course of treatment, or otherwise do not demonstrate a valid professional practice gap.

A needs assessment strategy should identify both the perceived and unperceived educational needs of the target audience.

Additionally, the needs assessment strategy should consider the CanMEDS–Family Medicine (CanMEDS-FM) competencies framework.* Traditionally, continuing professional development has focused on imparting or updating clinical knowledge—enhancing the role of physicians as medical experts. Over time, we have learned that while this type of professional development is essential to good medical practice, so too are a number of non-clinical domains—specifically those that recognize the diverse roles of physicians beyond clinical diagnosis and treatment of symptoms.
The CanMEDS-FM roles provide a framework whereby competence in family medicine can be evaluated across a variety of domains. The seven roles are as follows:

- Family Medicine Expert
- Communicator
- Collaborator
- Manager
- Health Advocate
- Scholar
- Professional

ABOUT CANMEDS-FM

CanMEDS-FM serves as a broad and comprehensive description of the roles and responsibilities carried out by family physicians in their work with patients, families, health professionals and communities. The terminology is intuitive and family physicians, learners in family medicine and others will gain an appreciation for the breadth of family medicine, the depth of the skills required for effective practice, and the crucial importance of family practice as the foundation of health care for most individuals and families.

CanMEDS-FM builds upon the root definition of the discipline of Family Medicine provided by the Four Principles and creates a bridge with other healthcare specialties and across the educational continuum by adopting common terminology and articulating, in a very similar way, the key competencies required for professional practice.

Additionally, there must be evidence that the identified performance gap has been used as the basis for establishing learning objectives, program content, and educational interventions and activities. This is first established through the development and articulation of learning objectives that clearly define how the program will improve physician competence, physician performance, and/or patient outcomes. Please refer to Appendix 6: Writing Learning Objectives for further information.

The next step is to use the objectives as the foundation for developing educational content and activities that enable learners to translate new knowledge, skills, and competence—in a meaningful way.

To be eligible for Mainpro+ certification, all programs must be relevant to the overall practice of family medicine. Relevance is determined by assessing whether the program:

- Fosters improved patient care by family physicians
- Addresses at least one of the four principles of family medicine
- Is within the scope of practice for family physicians
- Has content and concepts that are evidence-based and/or generally accepted by the Canadian medical community

For examples of acceptable and unacceptable topics, see “Defining CPD – Eligible topics.”

**Quality Criterion 2: Interactivity and engagement**

Activities, environment, and teaching techniques for Mainpro+ certified programs must be conducive to effective learning and support the learning objectives of the program.

Interactivity with program content may take a number of forms including, but not limited to:

- Audience-based data collection tools (iClickers, etc.)
- Case studies
- Quizzes
- Small-group discussions
- Simulation-based activities
- Immersive learning
- Activities that can be applied to participants’ practices
Quality Criterion 3: Incorporation of evidence

Program providers must ensure the following to demonstrate that the clinical content of their programs is valid and represents best available and most up-to-date evidence:

- Evidence used within CPD programs—and specifically with respect to assertions and clinical recommendations—is in keeping with that generally accepted within the medical profession.

- Research used as the basis of recommendations or guidelines, and/or reported within a program, meets generally accepted standards for scientific rigour (experimental design, analysis, reporting, etc.).

- No Mainpro+ certified program shall teach or promote medical-related procedures and/or practices that are known to be dangerous or ineffective or that otherwise fail to meet standards for quality patient care.

- Evidence—and the content derived from this evidence—is selected without influence by, nor consideration for, a business or commercial interest.

- Balanced presentation of information and any associated therapeutic options is vital to certification; therefore, avoiding the use of trade names is recommended. However, if a program does utilize trade names, it must do so in a consistent manner whereby all products are referred to in the same way.

- Any assertion or recommendation made in an educational activity must include references. If there is lack of evidence for an assertion or recommendation, it must be acknowledged within the program.

Best-quality evidence is defined as evidence from systematic reviews/meta-analyses of studies (randomized controlled trials [RCTs], cohort, and case control studies); or single, moderate-sized, well-designed RCTs; or well-designed, consistent, controlled, but not randomized trials or large cohort studies.

If a single study is the focus or select studies are omitted, program developers must provide the rationale to support this decision.

Graphs and charts or other evidence-related materials cannot be altered to highlight one treatment or product.

Both potential harms and potential benefits should be discussed. An efficient way to present these to clinicians is through number needed to treat (NNT) and number needed to harm (NNH), as well as by presenting absolute and relative risk reductions.

All-cause mortality is the optimal outcome in therapies purporting to increase survival.

Sensitivity and specificity are helpful criteria for judging clinical tests.
Quality Criterion 4: Addressing barriers to change

The value of a well-designed and well-delivered CPD program is greatly diminished—if not entirely negated—when barriers prevent learners from applying new approaches, techniques, skills, or other improvements in their practice. Bridging the gap between best practices and actual patient care requires an understanding of the barriers—real and perceived—encountered by physicians and other health care providers.

Barriers to change can be anything from negative personal and professional beliefs (aversion to change, lack of belief in the scientific evidence to support change, etc.), to financial disincentives or lack of institutional support (not valued by leaders, failure to invest in necessary resources, etc.). Certified programs should, where possible, recognize and address these and other barriers with learners.

The identification of barriers may take a number of forms, from capturing data of the actual participants, to focus groups, to observation of actual practices, to chart review, to research data analysis.

Details on identifying and addressing barriers to change are included as Appendix 7: Identifying barriers to physician change.

Quality Criterion 5: Evaluation and outcome assessment

In the past, assessment of CPD programs has focused on two domains: participation (the number of people who participate in the educational intervention) and satisfaction (whether or not the educational intervention meets the participants’ expectations). However, we now know that change that occurs as a result of an educational intervention—in particular, change within the domains of performance, patient health, and community health—is a more valuable measure of program success.

Change as a direct result of an educational intervention can be very difficult to assess as there might be confounding and/or uncontrolled variables at play. However, a great deal of work in the area of outcomes assessment has yielded a framework that allows for the assessment of change beyond declarative or procedural knowledge. For example:

- **Competence:** Observation of performance in the educational setting, commitment-to-change report
- **Performance:** Review of patient charts, observation in a simulated clinical setting, self-report of performance
- **Patient health:** Changes in health status of patients as recorded in charts or as self-reported by patients
- **Community health:** Data gleaned via epidemiology reports/studies or via self-reports by communities

Please refer to Appendix 4: CPD Program Evaluation and Outcome Assessment for further details and examples of methods for assessing change.
Quality Criterion 6: Reinforcement of learning

Educational interventions provide greater impact for learners when learning occurs over a continuum of time versus during a single, finite period or session. Mainpro has long recognized the value of educational strategies that reinforce and/or facilitate continued learning, because these strategies:

- Encourage participants to reflect upon what they have gained from completing the educational intervention and how it might affect, or has affected, their practice
- Provide opportunities for participants to continue a dialogue with colleagues and/or faculty after having had the opportunity to apply new knowledge, skills, or attitudes in practice
- Help with recall and retention—both of which can be challenging given the workload of the average family physician

Where inclusion of such strategies is required (programs seeking three credits per hour; see Chapter 3: Determining Credit Allocation), participants must not receive documentation of program completion, such as a certificate, until the reinforcement-type activity or activities have been completed and returned to the CPD provider. Failure on the part of the provider and/or participant to ensure completion of such activities may result in removal of the program's certification status and/or allocation of a lesser credit value to the work completed (eg, one credit per hour versus two or three).

Please note that Quality Criterion 6 is not mandatory for one-credit-per-hour programs.

See Appendix 8 for more about post-program and learning reinforcement activities.
Quality Criteria questions for one-credit-per-hour single events, rounds, journal clubs, regularly scheduled series and independent practice based small group learning*

This next section will cover the Quality Criteria questions which will appear on the CERT+ application for those providers seeking Mainpro+ certification for the following one-credit-per-hour programs:

- Small groups
- Regularly scheduled series (RSS)
- Journal clubs
- Independent practice-based small group learning (PBSGL)
- single delivery conferences, congresses, and scientific assemblies (excludes satellite symposia and ancillary sessions).

These programs will be expected to meet the full Quality Criteria requirements as outlined in the Mainpro+ Quality Criteria Framework; however, content review will not be expected. Mainpro+ program reviewers reserve the right to request content for review if questions arise from the application or clarification is required.

**QUALITY CRITERION 1 – NEEDS ASSESSMENT AND PRACTICE RELEVANCE**

- [ ] One credit per hour
  - Please provide information on how learning needs and practice relevance, with respect to this program, were identified.

Please describe the following:

- How the perceived and unperceived needs of the target audience have been considered in the development of the educational activities
- How CanMEDS-FM competencies have been considered in the needs assessment process
- Which of the CanMEDS-FM roles were addressed in the needs assessment process:
  - [ ] Family Medicine Expert
  - [ ] Communicator
  - [ ] Collaborator
  - [ ] Manager
  - [ ] Health Advocate
  - [ ] Scholar
  - [ ] Professional

- How the needs assessment informed the development of learning objectives
- The program’s learning objectives.

**ADDITIONAL REQUIREMENT:**

If this program was accredited for Mainpro or certified for Mainpro+ in the past, please include information on how data collected from previous program evaluations was considered during the needs assessment process.

* Providers seeking two and three-credits per hour for the above named program types must complete the “Quality Criteria for all other Mainpro+ certified activities” application.
**QUALITY CRITERION 2 – INTERACTIVITY AND ENGAGEMENT**

- One credit per hour
  - Please indicate the approximate degree of program interactivity, as a percentage of the total program time/duration. This includes interaction both with the program content (quizzes, cases studies, simulations, demonstrations, etc.) and with co-participants and faculty or instructors (question-and-answer periods, small-group activities, blogs or online chat groups, feedback, etc.).

Please describe the following:
  - The learning formats used to support the learning objectives
  - How the 25% interactivity requirement will be met

**QUALITY CRITERION 3 – INCORPORATION OF EVIDENCE**

- One credit per hour

Please describe the following:
  - How the planning committee ensures scientific validity and objectivity of the program content
  - How speakers will be advised of the Quality Criteria requirements for the incorporation of evidence

**QUALITY CRITERION 4 – ADDRESSING BARRIERS TO CHANGE**

- One credit per hour

Please describe the following:
  - How barriers to practice/physician change will be addressed within the program

**QUALITY CRITERION 5 – EVALUATION AND OUTCOME ASSESSMENT**

- One credit per hour

In the case of rounds, small groups, RSS, PBSGL, and journal clubs please describe how participants will evaluate both the series and the individual activities. For large conferences and events please describe how speakers and the event as a whole will be evaluated by participants.

**QUALITY CRITERION 6 – REINFORCEMENT OF LEARNING**

As this is not a mandatory requirement for one-credit-per-hour programs, there will be no question related to Quality Criterion 6 on the application for one-credit-per-hour rounds or other regularly scheduled series; small groups; or single-delivery programs at conferences, congresses, symposia, or scientific assemblies.
Quality Criteria questions for all other Mainpro+® certified activities

Program providers applying for Mainpro+® certification for all other activity types must respond to the following Quality Criteria questions and requirements.

QUALITY CRITERION 1 – NEEDS ASSESSMENT AND PRACTICE RELEVANCE

Please provide information on how learning needs and practice relevance, with respect to this program, were identified.

(Select the number of credits per hour—one box only).

☐ Meets requirements for one credit per hour (must meet all of the following requirements):
  ✓ Indirect assessment of the target audience’s needs was used to guide program development and to obtain generalized information on prior knowledge and practice experience (eg, generalized sources, national survey, small sample survey, published study results)
  ✓ Physician learning objectives are tied to needs assessment results
  ✓ Needs assessment addresses physician competency through CanMEDS-FM role(s)

☐ Two credits per hour (must meet one-credit-per-hour requirements and the following):
  ✓ Needs assessment sample is representative of intended target audience (eg, rural physicians), enhancing applicability of program content
  ✓ Needs assessment identifies gaps in physician competence in at least one CanMEDS-FM competency area

☐ Three credits per hour (must meet one- and two-credits-per-hour requirements and the following):
  ✓ Needs assessment is performed on actual program participants
  ✓ Information is collected from actual program participants about prior knowledge and practice experience
  ✓ Needs assessment identifies gaps in knowledge (eg, pre- and post-tests), competence (skills), or performance based on data from practice
  ✓ Gaps in physician competence in multiple CanMEDS-FM competency areas are identified
Chapter 3: Determining Credit Allocation

In the space provided, please provide a thorough description of the needs assessment phase of the program, including:

1. Parties involved, and roles performed, during the needs assessment process (eg, “Medical student performed a literature search on XYZ …”, “The program planning committee designed a tool for use by …”, “a communications firm distributed the survey …”)

2. Methods used to collect needs-assessment data, and rationale to support use of each method

3. How practice relevance is addressed

4. Which CanMEDS-FM competencies are identified

   - Family Medicine Expert
   - Communicator
   - Collaborator
   - Manager
   - Health Advocate
   - Scholar
   - Professional

QUALITY CRITERION 2 – INTERACTIVITY AND ENGAGEMENT

Please indicate the approximate degree of program interactivity, as a percentage of the total program time/duration. Interactivity includes both interaction with the program content (quizzes, case studies, simulations, demonstrations, etc.) and interaction with co-participants and faculty or instructors (question-and-answer periods, small-group activities, blogs or online chat groups, feedback, etc.).

(Select the number of credits per hour—one box only).

- One credit per hour (must meet the following requirement):
  - Minimum 25% of the program is conducted in an interactive manner (eg, question-and-answer period, audience response system, small-group discussions, case-based learning)

- Two credits per hour (must meet one-credit-per-hour requirements & the following):
  - Between 25% and 50% of the program is conducted in an interactive manner
  - Learner engagement goes beyond audience question-and-answer period
  - Program includes opportunities for participants to engage with each other, with facilitators, and with the material being taught (Self-Learning category programs require engagement with facilitators and materials being taught only)
  - A component of the interactivity is based on small groups or workshops (Self-Learning category small-group requirement is replaced with case-based learning component)

- Three credits per hour (must meet one- and two-credits-per-hour requirements and the following):
  - Program is based on small-group learning (Self-Learning category programs must be based on case-based or immersive scenario learning)
  - Program includes activities that can be applied to participants’ practice (eg, practice audit, patient tool kit)
  - Program includes formal reflection on application of learning to practice over a realistic time period to assess practice change
Chapter 3: Determining Credit Allocation

In the space provided, please describe each interactive component of the program by indicating:

1. The type of interactivity occurring
2. When/where the interactive component occurs
3. How long the interactive component is anticipated to last

Please attach a copy of the program schedule, with the interactive components highlighted.

QUALITY CRITERION 3 – INCORPORATION OF EVIDENCE

Select the most applicable statement below (choose one only) as it pertains to use of best evidence:

- One credit per hour (must meet the following requirement):
  - Provides an outline of the evidence used to create the content; must include references (authors, article title, journal, year, volume, and page numbers) within/on materials
  - Evidence comes from systematic reviews/meta-analyses of studies (random controlled trials [RCTs], cohort, case control studies); single, moderate-sized, well-designed RCTs; or well-designed, consistent, controlled but not randomized trials, or large cohort studies
  - Any lack of evidence for assertions or recommendations must be acknowledged
  - If a single study is the focus or select studies are omitted, the rationale to support this decision must be provided
  - Graphs and charts or other evidence-related materials cannot be altered to highlight one treatment or product
  - Both potential harms and potential benefits should be discussed; an efficient way to present these to clinicians is through number needed to treat (NNT) and number needed to harm (NNH), as well as through a presentation of absolute and relative risk reductions

- Two credits per hour (must meet one-credit-per-hour requirements and the following):
  - Content reflects patient-oriented outcomes (outcomes a patient can feel or perceive) and avoids surrogate outcomes
  - Canadian-based evidence is included where it exists

- Three credits per hour (must meet one- and two-credits-per-hour requirements and the following):
  - Provides opportunities for participants to seek, appraise, and apply best-available evidence (eg, research component for participants, assigned readings with discussion of evidence presented, and participant-driven literature reviews)
Briefly explain how each requirement has been addressed.

Additionally, if you indicated that your program met three-credits-per-hour requirements:

Describe how and where/when this program provides opportunities for learners to seek, appraise, and apply best-available evidence.

### QUALITY CRITERION 4 – ADDRESSING BARRIERS TO CHANGE

Select the statement below that applies to how this program recognizes and addresses potential barriers to physician change:

- **One credit per hour** *(must meet the following requirement):*
  - Educational design includes discussion of commonly encountered barriers to practice change

- **Two credits per hour** *(must meet one-credit-per-hour requirements and the following):*
  - Educational design includes discussion on approaches to overcoming these barriers

- **Three credits per hour** *(must meet one- and two-credits-per-hour requirements and the following):*
  - This program solicits information on barriers (real or perceived) from actual program participants
  - The educational design addresses strategies to attend to and overcome these barriers

Then you’ll be asked to qualify your selection:

**In the space provided, please briefly explain how each criterion has been addressed:**

1. How and where/when did this program address commonly encountered barriers to change relevant to the program content?
2. How and where/when did this program address approaches to overcome identified barriers?

Additionally, if you indicated that your program meets three-credits-per-hour eligibility:

3. How and where/when were barriers to change, related to the content of this program, solicited from actual participants?
QUALITY CRITERION 5 – EVALUATION AND OUTCOME ASSESSMENT

Please select the statement below (choose one only) that best describes the program as it pertains to assessment of changes in learner competence / clinical performance and/or clinical outcomes as a result of program participation.

☐ One credit per hour (must meet the following requirement):
   ✓ Measures to assess self-reported learning or change in what participants know or know how to do as a result of the CPD program

☐ Two credits per hour (must meet one-credit-per-hour requirements and the following):
   ✓ An objective measure of change in knowledge (eg, pre- and post-test)
   ✓ Opportunity for participants to evaluate change across multiple CanMEDS-FM competencies

☐ Three credits per hour (must meet one- and two-credits-per-hour requirements and the following):
   ✓ An objective measurement of change in performance of all participants using work-based strategies (direct observation, performance in a simulated practice context, review of charts/administrative database; or clinical outcomes such as epidemiological data, measurement of patient outcomes, etc.)
   ✓ Measurement of change in all CanMEDS-FM competencies that were identified in the needs assessment and educational objectives
   ✓ The educational design addresses strategies to attend to and overcome these barriers

Then you’ll be asked to qualify your selection:

1. Describe how and where/when this program incorporates measurement of change relevant to the program content

2. Please attach a copy of all materials used to support this process (assessment forms, instructions booklet, templates, etc.)
QUALITY CRITERION 6: REINFORCEMENT OF LEARNING

Please select the statement below that best describes the program as it pertains to use of strategies that reinforce and/or facilitate continued learning (select one only).

Note that this criterion is not mandatory for one-credit-per-hour programs.

☐ One credit per hour:
  ✓ This program does not or cannot utilize strategies that reinforce and/or facilitate continued learning

☐ Two credits per hour (must meet the following requirement):
  ✓ This program incorporates one or more validated strategies to reinforce and/or facilitate continued learning (ie, reflective activity, opportunity for participants to discuss responses or results with course coordinators or other participants, open-ended questionnaire, chart audit with feedback, performance/knowledge test, etc.)

☐ Three credits per hour (must meet the following requirement):
  ✓ This program incorporates two or more validated strategies to reinforce and/or facilitate continued learning, ideally administered at staggered time intervals (eg, 6- and 12-week intervals)

Then you’ll be asked to qualify your selection:

1. Describe how and where/when this program incorporates strategies to reinforce and/or facilitate continued learning

2. Please attach a copy of all materials used to support this process (assessment forms, instructions booklet, templates, etc.)

Chapter 4 will look at program types and the certification requirements for each.
Chapter 4: Mainpro+ Certification Requirements by Program Type

This section contains certification information on multiple types of CPD activities.

Advanced Life Support Programs

The Advanced Life Support programs listed here are pre-approved by the CFPC for Mainpro+ Certified credits. All other programs must be submitted to the CFPC for certification.

- Acute Critical Events Simulation (ACES) course
- Advanced Pediatric Life Support (APLS)
- Advanced Cardiac Life Support (ACLS)
- Advanced Trauma Life Support (ATLS)
- Acute-Care of at-Risk Newborns (ACoRN)
- Neonatal Resuscitation Program (NRP)
- Advances in Labour and Risk Management (ALARM)
- Pediatric Advanced Life Support (PALS)
- Advanced Life Support in Obstetrics (ALSO)
- Wilderness Advanced Life Support (WALS)

Advanced Life Support programs with a history of Mainpro-C compliance—eg, three (3) consecutive periods of Mainpro-C accreditation with no violations, warnings, or complaints from participants—are exempted from ongoing content review—with the provision that the College may revoke this status and/or request a review of content at any time. These programs are approved for two Mainpro+ Group Learning credits per hour of class time.

The CFPC tracks all approved courses and should be informed whenever such courses are being offered to family physicians in Canada. An application fee for these particular courses is not required.
Distance/online learning programs

Some distance learning programs meet the requirements for Mainpro+ online certification. Please carefully review the information below before you submit your program, to ensure you have selected the correct application type. If you have questions, please contact our office to ensure you select the correct application type.

Online programs

Select self-study online option in CERT+ when the following apply:

1. The program is being offered exclusively online
2. Participation is self-study only (for all synchronous online activities, please select instead the live Web broadcast option in CERT+)
3. Participants log in to the program as individuals at any time from any location
4. There is no specified venue for participation (i.e., there is not a group of physicians situated in a single location to log in to the program); participants log in from home, from work, etc.
5. There is no food or beverage provided to participants
6. There is no industry involvement with logistics at the time of the event

Online programs must meet all the requirements below in addition to those for Mainpro+ programs outlined earlier in this document:

- Participants must be able to register and receive a receipt or record of registration
- There must be a definitive period of time during which the program is available; this time frame should be mentioned before the start of the program
- There must be an opportunity for participants to interact with faculty and other participants (directly or asynchronously); as well, when a discussion is closed, a summary of the discussion points, conclusions, and recommended additional readings should be provided (please note that programs designed for the Self-Learning category require interactivity only with the learning materials and facilitator)
- The number of assigned credits should be based on a best estimate of the time required to complete the CPD program (including reading time, discussion board entries, and so on)
Other distance learning programs

For all other distance learning programs, you must select the live Web broadcast option in CERT+, according to the intended audience. These application routes are for programs being delivered in one of the following ways:

1. Presented solely to a live audience
2. Presented to a live audience and broadcast in a synchronous fashion to participants at a remote location
3. Presented solely to a remote audience in a synchronous fashion (e.g., webinar, video-conference, or teleconference)

If you intend to offer a program in more than one of the above formats, you must indicate this within your initial application and provide details on how you will ensure that the learning experience remains consistent from one format to the next. If it is determined that there will be significantly different learning experiences based on the delivery format, a separate application will be required per format.

Please note that if there is for-profit (in-kind or financial) support of the program, a separate ethical review is required for each venue (hotel, conference centre, physician’s office, etc.) where food or beverages are provided or where an industry representative is present to assist with logistics, such as audio-visual equipment setup, distribution of learning materials, etc.

DEFINITIONS*

Self-study online learning: Learning that is accessible when most convenient for the individual participant; interactivity may be fulfilled through email exchange with peers and faculty, posting comments to a forum, use of chat room, etc. (While a chat room might afford synchronous interaction, this alone is not sufficient to qualify the program as being synchronous learning.)

If the program is submitted in the Self-Learning category, interactivity with other program participants is not required.

Distance learning: Learning that is delivered to participants at remote locations, which includes programs offered via video-conference or teleconference, and all online programs, including webcasts and webinars

Synchronous learning: Learning facilitated by two or more people communicating in real-time (e.g., teleconferences and webinars)

Teleconference: A conference among people remote from one another by means of telecommunication devices (e.g., telephones or computer terminals)

Video-conference: A conference among people at remote locations by means of transmitted audio and video signals

Webcast: A transmission of sound and images (as of an event) via the World Wide Web

Webinar: A live online educational presentation during which participating viewers can submit questions and comments

*Definitions have been adapted from the Merriam-Webster online dictionary [merriam-webster.com]
Electronic medical record vendor training programs

Electronic medical record training is eligible for Mainpro+ certification. Training may be provided by an EMR vendor or supplier, whether or not this person is a physician. Vendors and suppliers are likely the people most knowledgeable about the various programs or equipment being used.

Journal clubs or regularly scheduled series

Well-organized, pre-planned journal clubs or regularly scheduled series involving groups of family physicians might be eligible for Mainpro+ credits. See Chapter 3 for the Quality Criteria questions for one-credit-per-hour single delivery events, journal clubs, independent PBSGL, or RSS.

Funding of events: Presentations arranged and/or paid for by external agencies (eg, pharmaceutical companies or biotechnology companies) may not be implemented or advertised as Mainpro+ certified journal club events or RSS. These presentations must be submitted independently for Mainpro+ certification (separate application and administrative fee) and are subject to CFPC ethical review.

Presentations funded either wholly or in part by monies obtained from pooled unrestricted educational grants are permissible if they satisfy all other certification criteria.

Ethical review: Journal clubs and RSS events are not subject to session-by-session ethical review. The only exception to this is when presentations are arranged or paid for by external agencies (see above paragraph). Instead, a single ethical review application should be completed and submitted to the pertinent CFPC Chapter Office each year outlining the venue, approximate costs, and other details. This ethical review is conducted at no additional cost; the first ethical review is included under the administrative fee for provincial Mainpro+ certified programs.

Organized clinical traineeships, fellowships, preceptorships

Organized clinical traineeship (individual or group-based), fellowship, and preceptor programs are eligible for Mainpro+ certification. A completed Mainpro+ certification application, including a description of the traineeship, is required, along with payment of the administration fee.
One-credit-per-hour independent practice-based small-group learning (PBSGL)*

*This section does not apply to the Foundation for Medical Practice Education’s member-based Practice Based Small Group Learning Programs. These programs have standing certification at two and three credits per hour. Members attending these programs should claim credits as defined by the Foundation.

INDEPENDENT PBSGL

The facilitator of each independent PBSGL group must submit an application for Mainpro+ certification using the application for one-credit-per-hour PBSGL. The application must also include the following:

- Name, address, and telephone number of the facilitator
- A list of group members
- The proposed schedule for group meetings, including frequency and duration
- A description of how the group intends to function, including how they will acquire or develop their evidence-based learning materials and how the discussions will be held
- A signed declaration that the function of the group will be consistent with all accepted ethical practices

For independent PBSGL groups, facilitators must provide participants with certificates or letters indicating their overall attendance at the end of the series of meetings (certificates or letters should also indicate the facilitator’s name). When applying for recertification, facilitators should provide a one-page report to the CFPC describing educational experiences, a list of topics covered, a statement that the group has completed its meetings, and a summary of evaluation of the programs.

Funding of events: If these events are sponsored or supported by industry and funds are from one company, each independent PBSGL meeting must be submitted as a separate application for Mainpro+ certification. Meetings sponsored wholly or in part by funds obtained from pooled unrestricted educational grants are permissible and do not require individual application for Mainpro+ certification.
Hospital or clinical rounds

Hospital or clinical rounds are eligible for Mainpro+ certification if they are developed and implemented in compliance with the requirements for provincial Mainpro+ certification (see the “Mainpro+ Certification Overview” in the Introduction) as well as with the specific guidelines listed here. Certification must be sought on an annual basis. Organizers of rounds must complete the Mainpro+ certification application for one-credit-per-hour rounds, which requires adherence to the following:

1. The department of family medicine or another relevant department of medicine will select topics based on a needs assessment informed by rounds evaluations, regional initiatives, physician-leader experiences, conversations with colleagues, and newly arising practice issues.

2. The needs assessment is to be used as the basis for establishing learning objectives and program design and content.

3. The department must select an appropriate speaker or presenter as determined by the topic:
   - The department should advise the speaker of Mainpro+ certification requirements.
   - Presentations must be generated by speakers, not by external agencies or individuals.

4. The department will select an appropriate venue and timing for presentations (should not be held external to the hospital or clinic unless the venue is appropriate for teaching and learning, eg, a university auditorium).

5. The department is responsible for advertising the rounds and providing registration, including attendance, monitoring, and providing a certificate of attendance bearing the Mainpro+ certification statement, on an annual or semi-annual basis (minimum).

6. All costs associated with the rounds, including speaker honoraria and food or refreshments for participants, will be paid by the department using pooled funds accumulated from unrestricted educational grants (may be from industry), provincial grants, and the like.

7. The department will gather evaluation data from presentations and will use this information to establish learning objectives for the following year.

Funding of events: Presentations arranged and/or paid for by agencies external to the pertinent department of medicine (eg, pharmaceutical companies or biotechnology companies) may not be implemented or advertised as Mainpro+ certified rounds. These presentations must be submitted independently for Mainpro+ certification (separate application and administrative fee) and are subject to CFPC ethical review.*
Presentations funded either wholly or in part by monies obtained from pooled unrestricted educational grants are permissible if they otherwise satisfy the above criteria.

*Ethical review: provincial Mainpro+ certified hospital or clinical rounds are not subject to session-by-session ethical review. Instead, a single ethical review form should be completed and submitted to the pertinent CFPC Chapter Office each year outlining the venue, approximate costs, and other details. This ethical review is conducted at no additional cost; the first ethical review is included under the administrative fee for provincially certified Mainpro+ programs. The only exception to this is when presentations are arranged and/or paid for by external agencies.

Mainpro+ certification of programs delivered in the province of Quebec

Any programs or activities intended for delivery in the province of Quebec must also adhere to guidelines from the Code of Ethics for parties involved in Continuing Medical Education. These guidelines apply to nationally certified programs, for which some sessions may be delivered in Quebec, and to provincially certified programs for which all sessions will be delivered in Quebec. There are additional questions on the application for certification for delivery in Quebec that relate to requirements regarding program financial procedures and program development, namely:

1. The scientific planning committee must be responsible to a not-for-profit physician organization.

2. The not-for-profit physician organization is responsible for receiving any financial or in-kind support for the development of the certified CPD activity.

3. A sponsor or any organization hired by a sponsor cannot pay the travel, lodging, out-of-pocket expenses, and any honoraria offered to members of the scientific planning committee, speakers, moderators, facilitators, or others. Payment of these expenses is the responsibility of the not-for-profit physician organization.

4. If the content is intended to be delivered in French in Quebec, French content must be submitted simultaneously with the English for review. Translation verification will take place after program review is complete and final program approval is contingent on translation verification.

5. Sponsor logos may not be included in any program advertising or education materials.

National program applications that indicate an intended delivery in the province of Quebec will be reviewed by one Quebec-based national reviewer as well as one other national CFPC reviewer. Programs or activities that are not reviewed using the Quebec application process cannot be delivered in the province of Quebec, and members who attend programs that have not been certified for delivery in Quebec will not be able to claim Mainpro+ credits for their participation.

Chapter 5 will describe the arrangements that the CFPC has in place with other medical organizations and university CPD departments regarding Mainpro+ certification.
Chapter 5: Mainpro+ Certification Agreements

This section contains information about organizations to which the CFPC has granted Mainpro+ certifying authority or Mainpro+ credit equivalency.

Canadian university CPD departments and offices

Canadian university CPD offices have the authority to assign Mainpro+ credits to activities and programs into which they or their faculty have had substantial input regarding planning, organization, development, and implementation (as long as the activity or program meets the criteria for Mainpro+ certification and the university CPD office can demonstrate its ability to review the Mainpro+ criteria appropriately).

• University CPD offices may confer certification for the following CPD programs:
  ○ Provincial live one-credit-per-hour programs (provided they meet all relevant established Mainpro+ criteria, including one active CFPC member on the program planning committee)
  AND
  ○ National online self-study one-credit-per-hour programs (provided they meet all relevant established Mainpro+ criteria, including a minimum of three [3] active CFPC members on the program planning committee)

• A university CPD office must be accredited by the Committee on Accreditation of CME (CACME) to exercise Mainpro+ certification authority. CACME is an independent, national accrediting body with representation from many national Canadian medical organizations; its sole mandate is to evaluate university CPD offices.

• University CPD offices may not confer national Mainpro+ certification for live CPD programs. National Mainpro+ certification of live CPD programs will be administered through the CFPC National Office as part of a shared process in which final certification will be granted by the CFPC Chapters.

• University CPD offices may not confer Mainpro+ certification for programs above one credit per hour.
The Royal College of Physicians and Surgeons of Canada

The Royal College of Physicians and Surgeons of Canada (RCPSC) offers the Maintenance of Certification (MOC) program for Canadian surgeons and physician specialists (excluding the specialty of family medicine). Canadian national specialty societies are accredited by the RCPSC to provide CPD activities that RCPSC members may claim for Section 1 RCPSC credits:

- CFPC Affiliate Members (members whose specialty is not family medicine) may count RCPSC credits toward their Mainpro+ credit requirements
- All other CFPC members may claim up to 50 Certified credits per cycle for participation in RCPSC MOC Section 1 accredited activities

Collège des médecins du Québec

The College of Family Physicians of Canada accepts Category 1 credits issued by all continuing professional development accrediting organizations recognized by the Collège des médecins du Québec (CMQ) for events held within the province of Quebec. However, only Quebec members or residents may claim Category 1 credits.

The American Academy of Family Physicians

The American Academy of Family Physicians (AAFP) is the accrediting body for family medicine CPD in the United States. The CFPC and the AAFP have a bilateral reciprocal accreditation agreement, which means that:

- AAFP members who complete any CME/CPD activity certified by the CFPC for Mainpro+ Certified credit can claim the equivalent number of AAFP Prescribed credits:
  - CPD providers promoting their program(s) to AAFP members may remind them of this reciprocal agreement
  - Upon written confirmation from the CFPC that a program has been certified, the following statement may be used in program materials but must be presented exactly as indicated:

  Members of the American Academy of Family Physicians are eligible to receive up to ___ Prescribed credit hours for attendance at this meeting/event due to a reciprocal agreement with the College of Family Physicians of Canada.
Chapter 5: Mainpro+ Certification Agreements

- CFPC members who complete any CME/CPD activity certified by the AAFP for Formal Prescribed credit can claim the equivalent number of Mainpro+ Certified credits

- CFPC members who complete any CME/CPD activity certified by the AAFP for Formal Elective credit can claim the equivalent number of Mainpro+ Non-Certified credits
  - CPD providers promoting their programs to CFPC members may remind them of this reciprocal agreement
  - Upon written confirmation from the AAFP that a program has been accredited, the following statement may be used in program materials but must be presented exactly as indicated:

  Members of the College of Family Physicians of Canada are eligible to receive up to ________ Mainpro+ [enter credit category Group Learning, Self-Learning, or Assessment] credits for participation in this activity due to a reciprocal agreement with the American Academy of Family Physicians.

- CPD activities held across the Canada-US border are accredited/certified according to the nationality of the primary target audience (regardless of where the providers are located). The programs will be reviewed according to the criteria of the accrediting organization:
  - The CFPC certifies the activity if the primary target audience is Canadian:
    - If the activity is to be held in Canada and delivered by an American provider, certification is done through the appropriate provincial CFPC Chapter Office
    - If the activity is to be held in the United States and delivered by a Canadian provider, certification is coordinated through the CFPC National Office
    - The CFPC will inform the AAFP of all such programs
    - Canadian university CPD offices may assign Mainpro+ credits to programs they organize and then offer the programs in the United States as long as the primary target audience is Canadian (they must inform the CFPC National Office of all such programs; the CFPC will then inform the AAFP)
  - The AAFP accredits the activity if the primary target audience is American:
    - This is true if the activity is to be held in the United States and delivered by a Canadian provider or if it is to be held in Canada and delivered by an American provider
    - The AAFP will inform the CFPC of all such programs held in Canada

Chapter 6 provides the details of the certification statements that CPD providers must present to participants to meet their requirements of certification.
Chapter 6: Mainpro+ Certification Statements

**Important:** Providers may make no reference to the CFPC or to Mainpro+ certification before their program has received approval or certification. Providers must not state or indicate “application for CFPC credits pending” nor imply it through similar wording. Use of such reference prior to review and Mainpro+ certification is a violation of Mainpro+ guidelines and could result in providers being banned from submitting programs for Mainpro+ certification for up to 12 months.

For more on CFPC’s policy and procedures with regards to violations of Mainpro+ certification requirements, please see Appendix 5.

National Mainpro+ programs—when ethical review is required

After a program has been approved by the CFPC National Office (a notice will be provided in writing by email) but before it has received notice of final certification by the provincial Chapter Office, program providers may indicate the following on correspondence, invitations, and promotional materials (this notice must be presented exactly as follows):

---

**BEFORE ETHICAL REVIEW**

**GROUP LEARNING**

This Group Learning program has been reviewed by the College of Family Physicians of Canada and is awaiting final certification by the College’s ____________ Chapter.

**SELF-LEARNING**

This Self-Learning program has been reviewed by the College of Family Physicians of Canada and is awaiting final certification by the College’s ____________ Chapter.

**ASSESSMENT**

This Assessment program has been reviewed by the College of Family Physicians of Canada and is awaiting final certification by the College’s ____________ Chapter.
Chapter 6: Mainpro+ Certification Statements

AFTER ETHICAL REVIEW

Upon confirmation of final certification from the pertinent CFPC Chapter Office(s), a provider may use one of the following statements on program materials (this notice must be presented exactly as follows):

GROUP LEARNING

This Group Learning program has been certified by the College of Family Physicians of Canada and the ____________ Chapter for up to ___ Mainpro+ credits.

SELF-LEARNING

This Self-Learning program has been certified by the College of Family Physicians of Canada and the ____________ Chapter for up to ___ Mainpro+ credits.

ASSESSMENT

This Assessment program has been certified by the College of Family Physicians of Canada and the ____________ Chapter for up to ___ Mainpro+ credits.

National Mainpro+ programs—when ethical review is not required

Once a program has been approved by the CFPC National Office (a notice will be provided in writing by email), program providers may indicate one of the following on correspondence, invitations, and promotional materials (this notice must be presented exactly as follows):

GROUP LEARNING

This Group Learning program has been certified by the College of Family Physicians of Canada for up to ___ Mainpro+ credits.

SELF-LEARNING

This Self-Learning program has been certified by the College of Family Physicians of Canada for up to ___ Mainpro+ credits.

ASSESSMENT

This Assessment program has been certified by the College of Family Physicians of Canada for up to ___ Mainpro+ credits.
Provincial Mainpro+ program—
when ethical review is required

After a program has been approved by a CFPC Chapter Office (a notice will be provided in writing by email) but before it has received notice of final certification (ethical review), program providers may indicate one of the following on correspondence, invitations, and promotional materials (this notice must be presented exactly as follows):

**BEFORE ETHICAL REVIEW**

**GROUP LEARNING**

This **Group Learning** program has been reviewed by the College of Family Physicians of Canada and is awaiting final certification by the College’s ____________ Chapter.

**SELF-LEARNING**

This **Self-Learning** program has been reviewed by the College of Family Physicians of Canada and is awaiting final certification by the College’s ____________ Chapter.

**ASSESSMENT**

This **Assessment** program has been reviewed by the College of Family Physicians of Canada and is awaiting final certification by the College’s ____________ Chapter.

**AFTER ETHICAL REVIEW**

Upon confirmation of final certification from the pertinent CFPC Chapter Office(s), a provider may use one of the following statements on program materials (this notice must be presented exactly as follows):

**GROUP LEARNING**

This **Group Learning** program has been certified by the College of Family Physicians of Canada and the ____________ Chapter for up to ___ Mainpro+ credits.

**SELF-LEARNING**

This **Self-Learning** program has been certified by the College of Family Physicians of Canada and the ____________ Chapter for up to ___ Mainpro+ credits.

**ASSESSMENT**

This **Assessment** program has been certified by the College of Family Physicians of Canada and the ____________ Chapter for up to ___ Mainpro+ credits.
Provincial Mainpro+ program—when ethical review is not required

Once a program has been approved by the CFPC Chapter Office (a notice will be provided in writing by email), program providers may indicate one of the following on correspondence, invitations, and promotional materials (this notice must be presented exactly as follows):

**GROUP LEARNING**
This **Group Learning** program has been certified by the College of Family Physicians of Canada and the ____________ Chapter for up to ____ Mainpro+ credits.

**SELF-LEARNING**
This **Self-Learning** program has been certified by the College of Family Physicians of Canada and the ____________ Chapter for up to ____ Mainpro+ credits.

**ASSESSMENT**
This **Assessment** program has been certified by the College of Family Physicians of Canada and the ____________ Chapter for up to ____ Mainpro+ credits.
National and provincial Mainpro+ programs held in Quebec

Once a program has been approved by the CFPC Quebec Chapter Office, but before notice of final certification (ethical review) has been received, program providers may indicate one of the following on correspondence, invitations, and promotional materials (this notice must be presented exactly as shown):

### BEFORE ETHICAL REVIEW

**PROVINCIA LLY CERTIFIED PROGRAMS**

**GROUP LEARNING**

This **Group Learning** program meets the certification criteria of the Québec College of Family Physicians, a continuing professional development–accrediting organization recognized by the Collège des médecins du Québec, and has been approved for ____ Mainpro+ credits (recognized as Category 1 for non-CFPC members) under the condition that the ethical standards are met.

**SELF-LEARNING**

This **Self-Learning** program meets the certification criteria of the Québec College of Family Physicians, a continuing professional development–accrediting organization recognized by the Collège des médecins du Québec, and has been approved for ____ Mainpro+ credits (recognized as Category 1 for non-CFPC members) under the condition that the ethical standards are met.

**ASSESSMENT**

This **Assessment** program meets the certification criteria of the Québec College of Family Physicians, a continuing professional development–accrediting organization recognized by the Collège des médecins du Québec, and has been approved for ____ Mainpro+ credits (recognized as Category 1 for non-CFPC members) under the condition that the ethical standards are met.

### NATIONALLY CERTIFIED PROGRAMS HELD IN QUEBEC

**GROUP LEARNING**

This **Group Learning** program has been reviewed by the College of Family Physicians of Canada and is awaiting final certification by the Québec College of Family Physicians.

**SELF-LEARNING**

This **Self-Learning** program has been reviewed by the College of Family Physicians of Canada and is awaiting final certification by the Québec College of Family Physicians.

**ASSESSMENT**

This **Assessment** program has been reviewed by the College of Family Physicians of Canada and is awaiting final certification by the Québec College of Family Physicians.
AFTER ETHICAL REVIEW

Upon confirmation of final certification from the Quebec Chapter Office, providers may use one of the following statements on program materials (this notice must be presented exactly as follows):

PROVINCIALY CERTIFIED PROGRAMS

GROUP LEARNING

This Group Learning program meets the certification criteria of the Québec College of Family Physicians, a continuing professional development–accrediting organization recognized by the Collège des médecins du Québec, and has been approved for ____ Mainpro+ credits (recognized as Category 1 for non-CFPC members) under the condition that the ethical standards are met.

SELF-LEARNING

This Self-Learning program meets the certification criteria of the Québec College of Family Physicians, a continuing professional development–accrediting organization recognized by the Collège des médecins du Québec, and has been approved for ____ Mainpro+ credits (recognized as Category 1 for non-CFPC members) under the condition that the ethical standards are met.

ASSESSMENT

This Assessment program meets the certification criteria of the Québec College of Family Physicians, a continuing professional development–accrediting organization recognized by the Collège des médecins du Québec, and has been approved for ____ Mainpro+ credits (recognized as Category 1 for non-CFPC members) under the condition that the ethical standards are met.

NATIONALLY CERTIFIED PROGRAMS HELD IN QUEBEC

GROUP LEARNING

This Group Learning program has been certified by the College of Family Physicians of Canada and the Québec College of Family Physicians for up to ____ Mainpro+ credits (Category 1 for non-CFPC members).

SELF-LEARNING

This Self-Learning program has been certified by the College of Family Physicians of Canada and the Québec College of Family Physicians for up to ____ Mainpro+ credits (Category 1 for non-CFPC members).

ASSESSMENT

This Assessment program has been certified by the College of Family Physicians of Canada and the Québec College of Family Physicians for up to ____ Mainpro+ credits (Category 1 for non-CFPC members).
### Chapter 6: Mainpro+ Certification Statements

**AFTER ETHICAL REVIEW** *(continued)*

#### SELF-STUDY ONLINE CERTIFIED PROGRAMS

One of the following statements must be used for all programs that have been certified for online, self-study use:

**GROUP LEARNING**

This online *Group Learning* program has been certified by the College of Family Physicians of Canada for up to ____ Mainpro+ credits.

**SELF-LEARNING**

This online *Self-Learning* program has been certified by the College of Family Physicians of Canada for up to ____ Mainpro+ credits.

**ASSESSMENT**

This online *Assessment* program has been certified by the College of Family Physicians of Canada for up to ____ Mainpro+ credits.

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### Canadian university faculty of medicine, CPD office certified Mainpro+ programs

Upon written confirmation from the university CPD office that a program has been certified, program providers may indicate one of the following on program materials *(this notice must be presented exactly as follows):*

**GROUP LEARNING**

This *Group Learning* program meets the certification criteria of the College of Family Physicians of Canada and has been certified by the [university CPD office name] for up to ____ Mainpro+ credits.

**SELF-LEARNING**

This *Self-Learning* program meets the certification criteria of the College of Family Physicians of Canada and has been certified by the [university CPD office name] for up to ____ Mainpro+ credits.

**ASSESSMENT**

This *Assessment* program meets the certification criteria of the College of Family Physicians of Canada and has been certified by the [university CPD office name] for up to ____ Mainpro+ credits.
AAFP Prescribed credits

Due to a reciprocal agreement, American Academy of Family Physicians (AAFP) members participating in live CPD activities and programs certified by the CFPC for Mainpro+ credits may claim AAFP Prescribed credits. The following statement may be used in program materials but must be presented exactly as indicated:

*Members of the American Academy of Family Physicians are eligible to receive up to ____ Prescribed credit hours for attendance at this meeting/event due to a reciprocal agreement with the College of Family Physicians of Canada.*

CFPC members participating in live continuing medical education activities or programs accredited by the AAFP for Prescribed credits may claim Mainpro+ credits. The following statement may be used in program materials but must be presented exactly as indicated:

*Members of the College of Family Physicians of Canada are eligible to receive up to ____ Mainpro+ [enter credit category Group Learning, Self-Learning, or Assessment] credits for participation in this activity due to a reciprocal agreement with the American Academy of Family Physicians.*

Guidelines for partial certification

Currently, CFPC guidelines allow Mainpro+ CPD providers to have both certified and non-certified sessions in one program (see Appendix 9: Guidelines for Partial Certification). However, non-certified sessions must be identified as being non-certified by the CFPC with the following statement: “This session is not certified by the College of Family Physicians of Canada.”

Programs without certification

CFPC member and Non-Member Mainpro+ Participants may claim Mainpro+ Non-Certified credits for certain activities not certified by the CFPC, provincial Chapters, and university CPD offices (and therefore ineligible for Mainpro+ Certified credits). These activities must be relevant to family medicine and cannot be promotional in nature. Providers cannot designate any activities as eligible for Mainpro+ Non-Certified credits. Mainpro+ participants may choose to claim Non-Certified credits for these events if they wish.
Appendices
Appendix 1: Needs Assessment

The goal of continuing professional development is to improve patient outcomes by changing the practice behaviours of physicians. Evidence has demonstrated that CPD programs that are based on well-conceived and well-conducted needs assessments are more effective in changing physician behaviour.¹

Needs assessment is the process of gathering information to identify the learning needs of the target audience. The needs assessment must identify the current state of the target group’s knowledge/competence/performance areas and identify gaps in those knowledge/competence/performance areas. The most useful needs assessments are those where multiple methods are utilized to identify educational needs linked to improvement in patient care.

There are different types of learning needs. They can be:

1. Self-recognized or perceived needs: *I know what I want and need to know.*

2. Unknown to the learner or unperceived needs: *I don’t know what I don’t know.*

3. Miscalculated or misperceived needs: *I think I know something I don’t.*

4. Emergent needs: *Now I have some new information, I realize I want or need to learn something else instead of or in addition to what I am learning now.*²

The more you are able to learn about your target audience and what their everyday problems in practice are in relation to the topic you wish to deliver, the more effective your program will be and the more likely a change in practice behaviour will occur.
Different methods are used to determine the different types of learning needs. Here are some possible strategies for defining learning needs:

### PERCEIVED NEEDS
- Survey
- Interview
- Focus group interview
- Key informant
- Representative planning committee
- Meetings with colleagues (formal or informal)
- Evaluation of previous CPD activity

### UNPERCEIVED NEEDS
- Knowledge test
- Chart audit
- Critical incident reports
- Duplicate prescription/health care diary
- Expert advisory group
- Patient feedback
- Direct observation of practice performance

Identification and analysis of CPD needs provide the basis for developing educational objectives. The planning committee should ask the following questions:

- How common is the need among the target audience?
- How many different assessment sources indicated this need?
- How significantly will the unfulfilled learning need hinder health care delivery?
- How directly is the need related to actual physician performance?
- How likely is it that a CPD activity will improve practice behaviour?
- Are sufficient resources available to effectively address this topic?
- How receptive will the target audience be to a session on this topic?

Your needs assessment submission for Mainpro+ certification should show how the educational needs were determined (identify resources and references used, ie, quality improvement data, chart audits, physician surveys, clinical guidelines, CanMEDS-FM competencies addressed, etc.) and desired outcomes (at what level you want your target audience to perform). Then you must define the learning objectives that will help close the learning gap you have identified via the needs assessment process. (See Appendix 6: Writing Learning Objectives.)
USEFUL LINKS AND NEEDS ASSESSMENT SAMPLES


REFERENCES


Appendix 2: Declaring and Disclosing Conflict of Interest

The College of Family Physicians of Canada requires all presenters and members of planning committees to complete the Declaration of Conflict of Interest form.

All completed original forms must be retained by the party submitting the program for Mainpro+ certification (referred to herein as the “CPD provider” or “CPD organizer”) for a period of one year following certification expiry, so that they are available in the event that the program is audited by the College of Family Physicians of Canada.

Planning committee’s forms: Completed forms for each planning committee member must be submitted at the time of application for certification (please scan and upload all forms to CERT+).

Presenters’ forms: These forms must be submitted if speakers are known at time of application for certification. If speakers/presenters are not yet known, the forms do not need to be submitted to the CFPC at the time of application for certification. Completed forms for each presenter or speaker must be submitted at ethical review and copies of all speaker/presenter CoI forms must be retained by the CPD provider.

A conflict of interest is a situation in which the personal and professional interests of individuals may have actual, potential, or apparent influence over their judgment and actions.

The basics

1. All planning committee members’ and presenters’ financial or in-kind relationships (not only those relevant to the subject being discussed) encompassing the previous two (2) years, up to and including the current presentation, must be declared and disclosed.

2. It is the presenters’ responsibility to ensure that their presentations (and any recommendations) are balanced and reflect the current scientific literature. The only caveat to this guideline is where there is only one treatment or management strategy. Unapproved use of products or services must be declared within the presentation.

3. Disclosure must be done verbally and displayed in writing at the beginning of a presentation or included in the written conference materials.
4. The conflict-of-interest declaration forms must be completed and submitted to the CPD program’s provider or organizer prior to the start date of the event or program.

How to complete the Mainpro+ Declaration of Conflict of Interest form

There are two parts to the form:

- **Part 1** must be completed by all presenters and planning committee members
- **Part 2** must be completed by all presenters

Examples of relationships that must be disclosed include, but are not limited to, the following:

- Any direct financial interest in a for-profit entity such as a pharmaceutical organization, medical device company, or communications firm, or other financial supporter of the program (“the Organization”)
- Investments held in the Organization
- Membership in the Organization’s advisory board or similar committee
- Current or recent participation in a clinical trial sponsored by the Organization
- Being a member of a speakers’ bureau
- Holding a patent for a product referred to in the CPD activity or marketed by a commercial organization
- Receiving honoraria to speak on behalf of a pharmaceutical organization or medical communications company, including talks for which the individual has been contracted but has not yet received payment for

False disclosure or failure to disclose conflict of interest as outlined in this document could require the planning committee to replace the presenter/speaker.

Individuals’ completed forms must be returned to the CPD program provider or organizer, not directly to the CFPC.
The CFPC Mainpro+ Declaration of Conflict of Interest form

THE CFPC MAINPRO+ DECLARATION OF CONFLICT OF INTEREST FORM

PART 1:

All presenters and planning committee members must complete this form and submit to the identified CPD program’s provider or organizer. Disclosure must be made to the audience whether you do or do not have a relationship with a for-profit entity such as a pharmaceutical organization, medical device company, communications firm, or other for-profit funder of the program. If you require more space, please attach an addendum to this page.

☐ I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device, or communications organization, or other for-profit funder of this program.

(Speakers who have no involvement with industry should inform the audience that they cannot identify any conflict of interest.)

☐ I have/had an affiliation (financial or otherwise) with a pharmaceutical, medical device, or communications organization, or other for-profit funder of this program.

Complete the sections below that apply to you now or during the past two (2) calendar years up to and including the current year. Please indicate the for-profit organization(s) with which you currently have/had affiliations, and briefly explain what connection you have/had with the organization(s). You must disclose this information to your audience both verbally and in writing.

<table>
<thead>
<tr>
<th>COMPANY/ORGANIZATION</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a member of an advisory board or equivalent with a commercial organization.</td>
<td></td>
</tr>
<tr>
<td>I am a member of a speakers’ bureau.</td>
<td></td>
</tr>
<tr>
<td>I have received payment from a commercial organization (including gifts or other consideration or in-kind compensation).</td>
<td></td>
</tr>
<tr>
<td>I have received or will be receiving a grant or an honorarium from a commercial organization.</td>
<td></td>
</tr>
<tr>
<td>I hold a patent for a product referred to in the CPD program or marketed by a commercial organization.</td>
<td></td>
</tr>
<tr>
<td>I hold investments in a pharmaceutical organization, medical device company, or communications firm.</td>
<td></td>
</tr>
<tr>
<td>I am currently participating in or have participated in a clinical trial within the past two years.</td>
<td></td>
</tr>
<tr>
<td>I have a relationship with one or more other for-profit organizations that are funders of this program.</td>
<td></td>
</tr>
</tbody>
</table>
PART 2: ONLY PRESENTERS MUST COMPLETE THIS SECTION.

| Circle one |
|------------|-----------|-----------|
| I intend to make therapeutic recommendations for medications that have not received regulatory approval (i.e., “off-label” use of medications). | Yes | No |

You must declare all off-label use to the audience during your presentation.

PART 3: CHECK ALL THAT APPLY:

- [ ] I am a presenter
- [ ] I am a planning committee member

Name/title of program/event: ______________________________________________________

Acknowledgement:

I, ________________________________, acknowledge that I have reviewed the declaration form’s instructions and guidelines and that the information above is accurate. I understand that this information will be publicly available.

Signature: ________________________________

Date: ________________________________
The three-step CoI disclosure policy

All Mainpro+ certified CPD programs must present—both verbally and in print (ie, slide presentation)—specific information to program participants regarding potential conflicts of interest related to the program design and delivery. This policy is referred to as the 3-step CoI disclosure policy. The information provided to participants must include the following:

Step 1. Faculty/presenter disclosure

- Speaker’s name and any relationships with commercial interests (grants/research support, consulting fees, etc.)

Step 2. Disclosure of commercial support

- Overview of financial and in-kind support received
- Potential for conflicts of interest

Step 3. Mitigating potential bias

- Explanation of how potential sources of bias identified in the previous two slides have been mitigated

If faculty or speakers have not been identified at the time of application for certification, placeholder slides, handouts, or other written-format documents must be included with the application. As soon as faculty or speakers have been selected, providers must ensure the placeholder documents are updated. As well, these details must be submitted with the ethical review.

The CFPC has developed a sample PowerPoint template/reference for CPD providers. For more information on how to complete the conflict-of-interest slides, review the Quick Tips Guide to Conflicts of Interest. View the three-step conflict-of-interest declaration online.
EXAMPLES OF THREE-STEP DISCLOSURE SLIDES

SLIDE 1: FACULTY/PRESENTER DISCLOSURE

» Faculty/Speaker’s name

» Relationships with commercial interests:
  - Grants/Research Support: PharmaCorp ABC
  - Speakers Bureau/Honoraria: XYZ Biopharmaceuticals Ltd.
  - Consulting Fees: MedX Group Inc.
  - Other: Employee of XXY Hospital Group

SLIDE 2: DISCLOSURE OF COMMERCIAL SUPPORT

» This program has received financial support from [organization name] in the form of [describe support here—eg, an educational grant].

» This program has received in-kind support from [organization name] in the form of [describe support here—eg, logistical support].

» Potential for conflict(s) of interest:
  - [Speaker/Faculty name] has received [payment/funding, etc.] from [organization supporting this program AND/OR organization whose product(s) are being discussed in this program].
  - [Supporting organization name] [developed/licenses/distributes/benefits from the sale of, etc.] a product that will be discussed in this program: [insert generic and brand name here].

SLIDE 3: MITIGATING POTENTIAL BIAS

» [Explain how potential sources of bias identified in slides 1 and 2 have been mitigated].

» Refer to “Quick Tips” document
POINTS OF CLARIFICATION

- When a speaker has no relationships that might pose a potential conflict of interest and the program has been developed without support from commercial entities, the slide regarding management or mitigation of conflict may be omitted.

- Program planning committees are expected to review and approve the content of the conflict-of-interest slides for each speaker associated with the program (steps 1 and 2). Where potential for conflicts exists, the committee must discuss and approve the management plan (step 3; see examples, slide 3).

- Program planning committees are expected to declare any relationships that exist with one or more commercial entities with respect to the development or dissemination of the program (step 2; see examples, slide 2).

- Where potential for conflict exists, program planning committees must develop and declare a plan for managing such conflict(s) and details of that plan must be outlined (step 3).

- It is anticipated that these conflict-of-interest slides, approved by the planning committee, will be available for the ethical review whenever the program is presented.

- Chapters undertaking ethical reviews need simply to ensure that these approved slides are part of the package they are reviewing. Since the slides are assumed to be approved by the planning committee, ethical review should not be declined based on their content. If Chapters have concerns about the content of these slides, these concerns should be raised with the CFPC’s CPD Department.

- For large events with multiple sessions and speakers, information for participants about commercial support for the entire program needs to be presented only once at the beginning of the program, as well as in written program materials. Individual speakers within such programs need only present information about their own relationships (or lack thereof).

- If a program is delivered without the use of presentation software (ie, PowerPoint, Prezzi, etc.) or other presentation aids, declaration information must be provided verbally and in print, if printed materials are distributed (eg, in handout materials or inserted within the event syllabus).
Appendix 3: Guidelines for Mainpro+ Program Presentation Materials

The Mainpro+ certification review and approval process applies to every aspect of CPD programming from development to delivery. The following section outlines some requirements and restrictions surrounding promotional and presentation materials.

REQUIRED INFORMATION

Invitations or brochures about the program must include the following:

- Title of the program (must be the exact title as approved at time of certification)
- Learning objectives of the session
- Name(s) of speaker(s)
- Name(s) of moderator(s)
- Start and end time of the certified presentation
- Time at which meals/food will be served
- Location
- Certification statement
- Financial support statement

GENERAL USE OF LOGOS AND BRANDING

CPD providers’ or sponsors’ logos and other branding must not be included on materials—invitations, brochures, slides, and other media—presented during a Mainpro+ certified CPD event. For example:

- It is not permissible to include logos within the headers or footers of PowerPoint slides, handouts, invitations, communications, etc.

- It is not permissible to use colours or colour schemes commonly associated with a company or one or more of its products on PowerPoint slides, handouts, invitations, communications, etc.

There are other specific restrictions that apply to positioning and prominence of sponsors’ names, logos, and product names, detailed in the following sections.
PARTICIPANT CERTIFICATES

Commercial/industry logos and other branding must not be included on certificates presented to participants upon completion of the program. A statement such as “This program was supported in part by an educational grant from [name of company]” may be included on certificates, with the proviso that the font size must not be larger than that used in the body of the certificate.

Below is a College-approved sample of what an ideal certificate might include.

CERTIFICATE OF ATTENDANCE
CONTINUING PROFESSIONAL DEVELOPMENT

This is to certify that

[insert participant name]

has completed the Continuing Professional Development program entitled

[insert program name]

CERT+ SESSION ID# ______________

on
January 11, 2016
Moderate Hotel, Winnipeg, Manitoba

Credits for Family Physicians:
This [Group Learning/Self-Learning/Assessment] activity has been certified by the College of Family Physicians of Canada and the ________ Chapter for up to ___ Mainpro+ Certified credits.

This program was supported in part by an educational grant from [insert organization name here].

Claiming your credits: Please submit your credits for this activity online at www.cfpc.ca/login. Please retain proof of your participation for six (6) years in case you are selected to participate in credit validation or auditing.
MULTI-PAGE BOOKLETS OR BROCHURES

Logos **must not** be included on the cover page or title page of a multi-page booklet or brochure.

The CFPC permits the use of logos only on the end or back page of the booklet or brochure. Where a commercial or industry logo is used, it **must not** incorporate or include the name or title of a specific product.

As well, the name of the company or logo **must not** appear on the same page as the program description (e.g., its agenda, speaker information, course outline).

When using logos as part of advertising/promotional materials for a Mainpro+ certified event, the size of the CPD provider and/or sponsor logo(s) must not exceed 100 per cent of the body text font size used within the advertisement or brochure (see Examples A–C).

SINGLE-PAGE BROCHURES, POSTERS, FLYERS

For single-page brochures, posters, or flyers, commercial sponsors may be acknowledged at the bottom of the document in an unobtrusive manner. The following statement should be used: “This program was supported in part by an educational grant from [name of organization].” Logos may **not** be used in this instance.

Example A is **not acceptable** because:

- Sponsor logos are included on cover page
- Product names are included
- Sponsors’ names appear in bigger, more prominent type than the rest of the copy
Example B is acceptable because:

- No sponsor logos appear on cover page
- No product names are included
- The sponsors’ names are displayed in type no larger or more prominent than the text copy’s type
Acknowledgements

The Planning Committee for the 22nd Annual Cardiac Care Emergencies Updates for Family Physicians wishes to acknowledge the following sponsors:

PLATINUM LEVEL SPONSORS

GlobeMed Inc.
MedX Inc.

GOLD LEVEL SPONSOR

MedSim.com

Example C is acceptable because:

- Sponsor logos are included only on the back cover or end page
- Product names are not included
- The type size of the sponsors’ names does not exceed the type size of the body text

ADVERTISEMENTS

Advertisements and propositional materials may only be included within printed programs or on CPD event handouts if:

- They are included at the end of the document (final pages only)
- They are not facing any page containing educational content (agenda, speaker information, course outline, etc.)
- They are clearly marked as advertising/promotion

Where advertisements are included within a program or brochure for a Mainpro+ certified event, the advertisement may not mention the name or indication of a specific product.
WEBSITES

Brochures, programs, and promotional websites for Mainpro+ certified events may not be housed within or advertised on an industry or commercial website, including online registration pages for Mainpro+ certified events. For example, “www.pharmaX.com/Mainpro+ events” is not acceptable.

Where an industry or commercial website has an active link to non-certified materials, content, products, or services, it must provide a pop-up warning to inform the user that the site and content are not part of the Mainpro+ certified program site and content.

In addition, the following apply:

- The destination page must appear in a new window or tab.
- Users must have the option to not click on an advertisement or link; the advertisement or link cannot be established in such a manner that requires the user to click on the advertisement or link to proceed.
- Commercial and/or product logos must not be included on the home page or front page of the website for a Mainpro+ certified event. The CFPC requires that when logos must be used, they are reserved for a separate supporter acknowledgement Web page/tab. The name of the company or logo should not be on the same Web page as the Mainpro+ certified program (e.g., agenda, speaker information, course outline, etc.).

USE OF THE CFPC LOGO

The CFPC logo may not be used without explicit, written consent from the College of Family Physicians of Canada; Mainpro+ certification does not confer the right to use the CFPC logo.

Mainpro+ certification statements may only be used once program approval and/or final certification is granted. Use of Mainpro+ certification statements without certification may result in providers being prohibited from submitting programs for Mainpro+ certification for up to 12 months. See Chapter 6: Mainpro+ Certification Statements and Appendix 5: Addressing Mainpro+ Certification Policy or Procedure Violations for more details.
Appendix 4: CPD Program Evaluation and Outcome Assessment

Evaluation is a mandatory component of Mainpro+ certified programs. Evaluation allows for the ongoing improvement of CPD programs and provides valuable feedback to program planners and faculty. In order to receive Mainpro+ certification, a program must allow participants to evaluate the program in a meaningful and confidential manner. Further, the College requires that certain evaluation questions be incorporated into the evaluation forms for all Mainpro+ certified programs.

The following are mandatory evaluation questions (must be stated exactly as shown):

### CPD PROGRAM EVALUATION AND OUTCOME ASSESSMENT

1. **This program content enhanced my knowledge:**
   
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Neutral</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

2. **Please indicate which CanMEDS-FM roles you felt were addressed during this educational activity.**
   - □ Family Medicine Expert
   - □ Communicator
   - □ Collaborator
   - □ Manager
   - □ Health Advocate
   - □ Scholar
   - □ Professional

3. **Did you perceive any degree of bias in any part of the program?**
   - □ Yes
   - □ No

### Mandatory questions for programs delivered in Quebec (must be stated exactly as shown)

1. **Did you perceive any degree of bias in any part of the presentation?**
   - □ Yes
   - □ No

2. **Did the activity respect the Ethical Code of CME Providers?**
   - □ Yes
   - □ No
Sample participant evaluation form

<table>
<thead>
<tr>
<th>SAMPLE PARTICIPANT EVALUATION FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> ______________________</td>
</tr>
<tr>
<td><strong>Date:</strong> _________________________</td>
</tr>
<tr>
<td><strong>Location</strong> _____________________</td>
</tr>
</tbody>
</table>

**EDUCATIONAL OBJECTIVES:** The program met the stated objectives.

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>STRONGLY AGREE</th>
<th>NEUTRAL</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (Objective 1)</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2. (Objective 2)</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3. (Objective 3)</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. (Objective 4)</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**PROGRAM CONTENT AND DELIVERY**

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE</th>
<th>NEUTRAL</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program content:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was relevant to family medicine</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Enhanced my knowledge*</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Met my expectations</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Was well organized</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Disclosure of potential conflicts of interest was clearly communicated.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Faculty members were effective in delivering and facilitating the program.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>There were adequate opportunities to interact with my peers.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>There were adequate opportunities to interact with program faculty.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>I will use the information I learned in my practice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
# SAMPLE PARTICIPANT EVALUATION FORM

**PROGRAM CONTENT AND DELIVERY**

Please indicate which CanMEDS-FM roles you felt were addressed during this educational activity.*

- Family Medicine Expert
- Communicator
- Collaborator
- Manager
- Health Advocate
- Scholar
- Professional

Did you perceive any degree of commercial bias in any part of the program?* If yes, please explain.

- Yes
- No

What was the **most effective** part of the program? Why?

Describe **two ways** in which you will change your practice as a result of attending this program:

1. 
2. 

What was the **least effective** part of this program? Why?

Please list any topics you would like to see addressed in future programs:

---

**For programs delivered in the province of Quebec:**

1. Did you perceive any degree of bias in any part of the presentation?*  
   - Yes
   - No

2. Did the activity respect the Ethical Code of CME Providers  
   - Yes
   - No

Thank you for completing the program evaluation. Please return form to the program organizer.

General comments:

*Mandatory question
Outcome assessment

Programs seeking to achieve two- and three-credits-per-hour status for Mainpro+ certification must also include strategies for measuring the outcomes of the educational activity. Programs must include the objective measurement of change in knowledge and, for three credits per hour, the objective measurement of change in performance of all participants. The chart below provides some examples of how these measures may be achieved.

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>DESCRIPTION</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>The degree to which participants can describe what the educational activity intended them to be able to do</td>
<td>Pre- and post-tests of knowledge</td>
</tr>
<tr>
<td>Competence</td>
<td>The degree to which participants show in an educational setting how to do what the educational activity intended them to be able to do</td>
<td>Observation by a facilitator in an educational setting of performance (OSCE, case study, standardized patients, role playing, etc.)</td>
</tr>
<tr>
<td>Performance</td>
<td>The degree to which participants do what the educational activity intended them to be able to do in their practice</td>
<td>Observation of performance in patient care setting (real or simulated); patient charts; administrative database reviews; etc.</td>
</tr>
<tr>
<td>Patient and/or community health</td>
<td>The degree to which the health status of patients and/or a community of patients changes due to the practice behaviour of CPD program participants</td>
<td>Evaluation of health status measures recorded in patient charts or administrative databases, epidemiological data and reports, etc.</td>
</tr>
</tbody>
</table>

Appendix 5: Addressing Mainpro+ Certification Policy or Procedure Violations

If a CPD provider* (individual and/or company) is found to be in violation of the CFPC guidelines for Mainpro+ certification—the standards and requirements outlined in this document, including the appropriate use of the Mainpro+ certification statement—the following may apply:

FIRST VIOLATION

A written warning will be issued by the CFPC National Office. The CPD provider must provide evidence of amendments to any erroneous information and respond to the warning with details of how the individual or company has taken or will take steps to ensure compliance with Mainpro+ guidelines within ten (10) business days following receipt of the warning.

Failure on the part of the CPD provider to provide evidence of amendments, institute corrective action, and/or respond to the warning within the time frame of ten (10) business days may result in “second violation” actions being employed.

In instances where the violation is deemed to be significant in nature, the CFPC reserves the right to handle the violation as a second violation—vide infra—irrespective of whether a first violation has occurred.

Also, if the violation is deemed to be significant in nature, the CFPC reserves the right to communicate the violation to Canada’s Research-Based Pharmaceutical Companies (Innovative Medicines Canada) at any stage of the process.

SECOND VIOLATION

A written warning will be issued by the CFPC National Office. A copy of this warning will be distributed to all CFPC provincial Chapter Offices and members of the National Committee on Continuing Professional Development (NCCPD). Within ten (10) business days following receipt of the warning, the CPD provider must provide evidence of amendments to any erroneous information and also respond to the warning with details of how the individual and/or company has or will put into place measures to ensure compliance with Mainpro+ guidelines.

Failure on the part of the CPD provider to provide evidence of amendments, institute corrective action, and/or respond to the warning within the ten- (10) business-day time frame may result in “subsequent violation” actions being employed.

*Often, the CPD provider is a communications or consulting company acting on behalf of another organization or company (eg, a pharmaceutical company or independent health care organization); in such instances, both the contracted party (ie, the communications company) and the contractor (ie, the company or organization that engaged the contracted party) are considered to be the CPD provider. As such, when a violation is noted, both parties will be issued warnings and subject to appropriate action(s).
SUBSEQUENT VIOLATIONS

A referral will be made to the NCCPD for appropriate action, which may include but not be limited to one or more of the following:

- Revoking certification of one or more programs (programs from the provider that are involved in “subsequent violations”) currently certified for Mainpro+ credits (CFPC members would not be permitted to claim Mainpro+ credits for their participation)

- A 6- to 12-month suspension, during which time no new programs may be submitted for Mainpro+ certification/recertification

- A written complaint submitted to Innovative Medicines Canada in instances where the CPD provider is a member organization and it is believed that they have violated the Innovative Medicines Canada 2016 Code of Ethical Practices

- A written complaint submitted to the Federal Medical Regulatory Authorities and/or provincial licensing bodies where the CPD provider is a CFPC member or Non-Member Mainpro+ Participant and it is believed that they have violated guidelines related to professional conduct

The rights of the CFPC pursuant to these guidelines and the actions set out herein are without prejudice to any other rights that the CFPC may have at law or otherwise.
Appendix 6: Writing Learning Objectives

A clear learning objective states what the learner will be able to do upon completion of a continuing professional development activity, in terms of behavioural change. A clear objective identifies the physician behaviour or desired outcome of the educational offering. These behaviours and/or outcomes have been identified through the needs assessment process.

**Step 1**
Learning objectives begin with the phrase, “At the conclusion of this activity, participants will be able to …”

**Step 2**
Describe the information, skills, behaviours, or perspectives participants in the session will acquire through attendance and participation. Use verbs that describe an action that can be observed and that is measurable within the time frame of the activity (see *Action verbs for learning objectives*).

**Step 3**
Conclude with the specifics of what the learner will be doing when demonstrating achievement or mastery of the objectives. Emphasize what the learner will be able to do as a result of participation in the activity.

---

**ACTION VERBS FOR LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>EMPHASIS</th>
<th>RELEVANT VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Recall, identify, recognize, acquire, distinguish, state, define, name, list, label, reproduce, order</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Translate, extrapolate, convert, interpret, abstract, transform, select, indicate, illustrate, represent, formulate, explain, classify, comprehend</td>
</tr>
</tbody>
</table>
### Action Verbs for Learning Objectives

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Relevant Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Apply, sequence, carry out, solve, prepare, operate, generalize, plan, repair, explain, predict, demonstrate, instruct, compute, use, perform, implement, employ, solve</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyze, estimate, compare, observe, detect, classify, discover, discriminate, explore, distinguish, catalogue, investigate, break down, order, determine, differentiate, dissect, contrast, examine, interpret</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Write, plan, integrate, formulate, propose, specify, produce, organize, theorize, design, build, systematize, combine, summarize, restate, argue, discuss, derive, relate, generalize, conclude, produce</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate, verify, assess, test, judge, rank, measure, appraise, select, check, judge, justify, evaluate, determine, support, defend, criticize, weigh, assess</td>
</tr>
<tr>
<td>Affective</td>
<td>Agree, avoid, support, participate, cooperate, praise, help, offer, join</td>
</tr>
<tr>
<td>Psychomotor</td>
<td>Adjust, repair, taste, bend, measure, perform, operate, use, move</td>
</tr>
</tbody>
</table>

Avoid using verbs that are difficult to measure objectively. The following verbs are difficult to assess, thus should be used with caution:

1. Know
2. Comprehend
3. Understand
4. Appreciate
5. Familiarize
6. Study
OBJECTIVES REVIEW CHECKLIST

1. Is the learning objective reflective of the needs assessment results?
2. Is the learning objective measurable?
3. Does the learning objective target one specific aspect of the expected performance?
4. Does the learning objective utilize an effective action verb that targets the desired level of performance?
5. Is the learning objective learner-centred?
6. Do the learning objectives measure a range of educational outcomes?
7. Does the learning objective match instructional activities and assessments?
8. Does the learning objective specify appropriate conditions for performance?
9. Is the learning objective written in terms of observable, behavioural outcomes?

SAMPLE LEARNING OBJECTIVES

1. At the conclusion of this activity, participants will be able to list three of the currently approved statin drugs.

2. At the conclusion of this activity, participants will be able to describe the physical attributes of a school-age child with undiagnosed diabetes.

3. At the conclusion of this activity, participants will be able to provide chronic disease management in a planned, proactive manner.

REFERENCES


Appendix 7: Identifying Barriers to Physician Change

The goal of continuing professional development is to improve patient outcomes by changing the practice behaviours of physicians. The needs assessment process is an important step in identifying the physician behaviours or competencies that need changing or improving; an equally important step is the identification of any barriers that might exist that would inhibit that change from occurring. Effecting change in health care is therefore a complex process with many potential barriers to effective adoption of new attitudes, beliefs, behaviours, and processes. CPD programs that address barriers to physician change are more likely to impact a change in practice.

The needs assessment process plays an important role in identifying potential barriers to physician change. This process should include an analysis of the gap between the recommended practice and the current practice of the target audience. Once the gap has been identified, the barriers to the recommendation’s implementation may become evident. Methods that can be used to identify barriers to change are as follows:

- Learn from key individuals with the knowledge, authority, and skills to speak to implementation of the innovation
- Observe individuals in practice, especially for routine behaviours
- Use a questionnaire to explore individuals’ knowledge, beliefs, attitudes, and behaviour
- Brainstorm informally in small groups to explore solutions to a problem
- Conduct a focus group to evaluate current practice and explore new ways of working
### SOME COMMON BARRIERS TO PHYSICIAN CHANGE

<table>
<thead>
<tr>
<th>TYPE OF BARRIER</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| Knowledge       | • Lack of awareness or lack of familiarity with the content of guidelines or recommendations  
• Lack of awareness of recent findings, evidence, techniques |
| Attitude        | • Disagreement with new recommendations or guidelines  
• Lack of outcome expectancy  
• Lack of motivation to change  
• Lack of belief in one’s ability to perform a behaviour |
| Behavioural     | • Difficulty in recalling proposed intervention when needed  
• No place established for learning in usual routine of care  
• Little to no opportunity to use new intervention, due to patient profile/caseload |
| Organizational  | • Process-related barriers within health care system  
• Financial constraints on implementing change  
• Lack of time or opportunity to implement recommendations |

Once barriers have been identified, the CPD activity should address and propose interventions for overcoming these barriers, which will help to ensure that the learning objectives of the CPD activity are not only met but also carried into practice. Below are some examples of interventions that may be used.
INTERVENTIONS TO OVERCOME BARRIERS TO PRACTICE CHANGE

- Educational outreach
- Academic detailing
- Reminder systems (chart reminder, follow-up communications, feedback requests)
- Audit and feedback
- Patient-mediated interventions
- Practice tools
- Timed follow-up
- Informal consultations

REFERENCES AND FURTHER READING


Appendix 8: Examples of Post-program and Learning Reinforcement Activities

A. Performance and/or knowledge test

A performance and/or knowledge test should use open-ended questions (as opposed to multiple-choice questions) to encourage active reflection. The test should be directly related to the learning objectives of the program, and the results should be used to provide specific feedback to participants.

B. Follow-up chart audit with feedback provided

An audit could be performed by an external agency or by the actual participants if they are provided with the necessary instructions and tools.

C. Open-ended questionnaire

Open-ended questionnaires should challenge participants to consider the effect of the program on their practice. This should reinforce the key themes or information presented during the program and also stimulate further inquiry.

---

EXAMPLE QUESTIONS

- What effect has [program title] had on your practice?
- Did you implement changes in your practice as a result of this program?
  - What specific change(s) did you implement?
  - What effect, if any, has the program had on your confidence in dealing with patients with [condition/disease]?
- If you have not changed your practice as a result of this program:
  - Did you find the program to be irrelevant to your practice? If yes, please explain.
  - Have you encountered specific barriers to implementing change? If yes, please explain.
  - How might the program have been modified to make it more useful?
- What further changes might you implement as a result of this program?
D. Post-program teleconference/Web conference

Hold a teleconference/Web conference 6 to 12 weeks after the course has concluded. Include program facilitators and participants. Focus on one or two key concepts from the program, and encourage the participants to share their experiences and best practices with one another.

E. Other activities

Post-course strategies that support and reinforce change also include reminders, checklists, guidelines and algorithms, feedback systems, protocols, patient education materials, etc. If a commitment-to-change contract is part of the designed curriculum, include a follow-up activity to review the contract at 6 and 12 weeks post course.
Appendix 9: Guidelines for Partial Certification

Currently, CFPC guidelines allow Mainpro+ CPD providers to have both certified and non-certified sessions in one program. The following are the guidelines for planning and implementing certified and non-certified sessions during a program:

- If during the certification application process the provider knows that both certified and non-certified sessions will be offered in the program, the provider must include this information with the application.

- When planning for different sessions, providers must group all of the certified sessions separately from all of the non-certified sessions. For example, all certified sessions can be held in the morning (or first in the series of sessions) and all non-certified sessions in the afternoon (or at the end of the series of sessions) or vice versa.

- When submitting sessions and/or programs for ethical review, the provider must inform the CFPC Chapter that there will be certified and non-certified sessions in the program. The entire program, including all invitations and promotional material (paper-based and online), needs to be presented for ethical review. Presenting this material for review will allow the Chapter to ensure that all advertising, promotional materials, and the published session format comply with Mainpro+ standards.

- In the invitations and marketing material (paper-based and online), the certified sessions must be clearly identified as being certified by the CFPC as per the current Mainpro+ certification standards. Likewise, the non-certified sessions must also be identified as being non-certified by the CFPC with the following statement: “This session is not certified by the College of Family Physicians of Canada.”

- At the beginning of each session the chairperson or speaker must advise the audience whether the session is certified by the CFPC or not.

- Failure to comply with any of the above guidelines will be considered to be a violation of Mainpro+ certification policies and procedures and the provider may be subject to disciplinary action as per violation policy.