



Accredited Activity Standards for the Maintenance of Certification (MOC) Program

Simulation-based activities (Section 3)

November 2016 (v.1)

In order for an activity to be accredited in the Royal College Maintenance of Certification (MOC) Program, it must be developed or co-developed with a physician organization, planned to meet the following accreditation activity standards, and reviewed by a [Royal College accredited CPD provider](#).

Part A: Administrative Standards

Administrative Standard 1: All accredited simulation-based activities must be developed or co-developed by a physician organization as defined by the Royal College.

A **physician organization** is a not-for-profit group of health professionals with a formal governance structure, accountable to and serving, among others, its specialist physician members through continuing professional development, provision of health care and/or research.

This definition includes (but is not limited to) the following groups:

- Faculties of medicine
- Hospital departments or divisions
- Medical societies
- Medical associations
- Medical academies
- Physician research organizations
- Health authorities not linked to government agencies
- Canadian provincial medical regulatory authorities (MRAs)

The physician organization(s) developing or co-developing a CPD activity is responsible to ensure that all accreditation standards are met and to submit the application to an accredited CPD provider.

Note: Accredited CPD providers are permitted to self-approve CPD activities they have developed or co-developed.

Types of organizations that **are not** considered physician organizations:

- Pharmaceutical companies or their advisory groups
- Medical/surgical supply companies
- Disease-oriented patient advocacy organizations (e.g. Canadian Diabetes Association)
- Government departments or agencies (e.g. Health Canada, Public Health Agency of Canada)
- Industry (e.g. pharmaceutical companies, medical device companies, etc.)
- Medical education or communications (MEC) companies (e.g. CME Inc.)
- 'For-profit' on-line educators, publishing companies or simulation companies (e.g. Medscape, CAE)
- Small number of physicians working together to develop educational programming
- Any other for-profit organizations/ventures

All activities must be developed by a planning committee that is representative of the target audience.

See Part C - Ethical Standards for additional requirements for the planning committee

Administrative Standard 2: All accredited simulation-based activities must have a scientific planning committee (SPC) that is representatives of the target audience.

All CPD activities must be developed by a scientific planning committee (SPC) that is representative of the target audience. The target audience is defined as the specific group of physicians, specialist or other healthcare professionals CPD activity will be aimed. Therefore, the target audience must be determined from the inception of the CPD activity so that the SPC can be chosen accordingly.

There is no minimum or maximum number of members required to sit on the SPC. Best practice would suggest that if the CPD activity is aimed at only one specialty, representatives with other demographic factors should be included on the SPC to allow for more comprehensive representation from within a singular target audience.

The SPC is ultimately responsible for the following program elements:

- Identification of the educational needs of the target audience
- Development of educational objectives
- Selection of educational methods
- Selection of all individuals (planning committee members, faculty) or organizations in a position to control the development of content
- Development and delivery of content
- Evaluation of outcomes

Administrative Standard 3: All accredited simulation-based activities must maintain attendance records and provide participants with a certificate of participation that includes the appropriate accreditation statement.

A certificate of participation or written confirmation signed by the chair of the planning committee must be issued to participants for all accredited group learning activities.

The certificate must specify the following elements:

- The title of the activity.
- The name of the physician organization (and co-developer if applicable) responsible for the activity.
- The date(s) the activity took place.
- The location of the activity (i.e. city, country, web-based).
- The total number of hours the activity is accredited for.
- The number of hours the registrant attended the activity (or a blank space for the registrant to complete themselves).
- All applicable accreditation statements (include co-development statement when necessary).

The physician organization is responsible for maintaining attendance records for a 5 year period.

Part B: Educational Standards

Educational Standard 1: Simulation-based activities must be planned to address the identified needs of the target audience within a specific subject area, topic or problem. This information will assist in identifying learning objectives, selecting appropriate educational content and format, and developing evaluation and assessment strategies.

Simulation-based activities must be based on an assessment of need including but not limited to changes to the scientific evidence base, established variation in the management or application of knowledge or skills by physicians or teams, variation in the quality of care or health care outcomes experienced by patients.

The needs should be determined by considering the identified needs of the target audience or other health professionals. This information will assist in identifying learning objectives, selecting appropriate educational content and format, and developing evaluation and assessment strategies.

Educational Standard 2: Learning objectives that address the identified needs of the target audience must be created for the simulation-based activity. Learning objectives must be printed on the program, brochure and/or handout materials.

Learning objectives allow learners to determine whether an activity meets their professional learning needs. The identified learning needs of the target audience must therefore be utilized in the creation/development of the learning objectives.

Learning objectives must clearly describe the intent of the simulation-based activity, be written from the perspective of the learner, and express the expected outcomes determined by the planners and faculty.

Educational Standard 3: Simulation-based activities must describe the methods that enable participants to demonstrate or apply their knowledge, skills, clinical judgment and/or attitudes.

Simulation-based activities must provide participants with a strategy to assess their knowledge, skills, clinical judgment and/or attitudes in comparison to established evidence (scientific or tacit).

All simulation-based activities must enable participants to demonstrate and assess their abilities/competencies across the key areas of the scenario(s), topic(s) or problem(s). Participants must complete all required activities or components of the activity.

Educational Standard 4: The simulation-based activity must provide detailed feedback to participants on their performance to enable the identification of any area(s) requiring improvement through the development of a future learning plan.

Providing specific feedback on the performance of the individual or team in achieving the learning objectives and demonstrating the competencies embedded within the

simulation scenario(s) enables participants to identify areas for improvement and the creation of a future learning plan.

Feedback must be provided based on an assessment of performance as measured against the learning objectives, competencies, and practice standards supported by published evidence. The feedback provided for participants can be completed at the end of the scenario or at a later time. The provision of tools to structure the reflection on performance and time for personal reflection is encouraged.

For online simulation–based activities:

1. There must be an established process for how participants will provide responses to online scenarios. E.g., online response sheet or other web-based assessment tools.
2. Participants must be able to receive feedback after the completion of the scenario. Feedback must include references justifying the appropriate answer.

For live simulation-based activities:

1. There must be an established process for how participants will receive feedback on their performance. E.g., verbally, through the evaluation sheet, etc.
2. Participants must be able to receive feedback after the completion of the scenario. Feedback must include references justifying the appropriate answer.

Educational Standard 5: The simulation-based activity must include an evaluation of the learning objectives and the learning outcomes identified by participants.

Accredited simulation-based activities must include a system that provides participants with the opportunity to evaluate the following:

- whether the stated learning objectives were achieved
- relevance of the simulation to the participant’s practice
- the appropriateness or relevance of the scenario
- ability to identify CanMEDS professional competencies
- identification of bias
- program design i.e. sufficient instruction time, sufficient practice time
- each participant is provided with individual feedback on their performance
- whether instructors evaluate competencies, skills and/or attitudes

The evaluation form should include an open text box where learners may offer further details if content was not balanced, free of commercial or other inappropriate bias.

Part C: Ethical standards

Note: All activities accredited after January 1, 2018 must comply with the National Standard for support of accredited CPD activities. The Standard applies to all situations where financial and in-kind support is accepted to contribute to the development, delivery and/or evaluation of accredited CPD activities.

The following ethical standards are derived from the CMA Guidelines for Physicians interactions with Industry and must be met for accredited simulation-based activities to be developed and approved for MOC Section 3.

Ethical Standard 1: The planning committee must be in complete control over the selection of the scenario(s), topic(s), and author(s) recruited to develop the simulation and cannot be influenced by commercial interests.

Ethical Standard 2: The planning committee must assume responsibility for ensuring the scientific validity, objectivity and balance of the content of the activity.

The scientific integrity and balance is a joint responsibility between the planning committee and faculty. The planning committee and faculty cannot be influenced by commercial interest(s). No representative from industry may, either directly or indirectly, participate on the planning committee that selects the scenario(s), topic(s), or author(s) for the activity. This includes, but is not limited to, members from pharmaceutical, medical supply, medical education, or other for-profit companies.

Ethical Standard 3: The planning committee must disclose to participants all financial affiliations of faculty, authors or members of the planning committee (within the past two years) with any commercial organization(s), regardless of its connection to the topic or themes of the simulation.

The Royal College defines a conflict of interest as a situation(s) that may occur where the personal and professional interests of individuals may have actual, potential or apparent influence over their judgment and actions. There must be policies and procedures place for the planning committee to manage identified conflicts of interest once they are disclosed.

All members of the planning committee, faculty, authors, etc. must:

1. Disclose, in writing, all financial or 'in kind' relationships, regardless of the relevance to the subject being discussed, for the previous two years.
2. It is the planning committee's responsibility to ensure that the program (and any recommendations) must be balanced and reflect the current scientific literature. Unapproved use of products or services must be declared within the program. The only caveat to this guideline is where there is only one treatment or management strategy.

3. All disclosures must be visible and/or displayed at the beginning of the program or included in the written or electronic activity materials.
4. Examples of relationships that must be disclosed include (but are not limited to):
 - Any direct financial interest in a commercial entity such as a pharmaceutical organization, medical devices company or communications firm (" the Organization")
 - Investments held in the Organization
 - Membership on the Organization's Advisory Board or similar committee
 - Current or recent participation in a clinical trial sponsored by the Organization
 - Member of a Speakers Bureau
 - Holding a patent for a product referred to in the CME/CPD activity or that is marketed by a commercial organization
5. Failure to disclose or false disclosure may require the planning committee modify the planned program.

Ethical Standard 4: All funds received in support of the development of this simulation-based activity must be provided in the form of an educational grant payable to the physician organization.

Sponsors may provide support for a simulation-based activity in the form of an educational grant payable to the physician organization or "in kind" support. In kind support can include (but not limited to) logistical support, goods or services to support the educational activities, learning resources or tools.

Additional funds management responsibilities of the physician organization(s) include:

- The physician organization(s) must assume responsibility for the distribution of funds to all faculty, authors, and moderators, including the payment of honoraria, travel, accommodations or hospitality.
- The expenses of participants (or their families) may never be paid by the activity host(s)/planner(s).
- The physician organizations is accountable to ensure that all hospitality and other in kind arrangements are modest.
- Sponsors must be recognized on a general sponsorship page of the program brochure which must be located separately from the educational content.
- Tagging (defined by the Royal College as the linking or alignment of a sponsor's name to a specific educational session within an accredited group learning activity) is strictly prohibited.

Ethical Standard 5: No drug or product advertisements may appear on, or with, any of the written materials (preliminary or final programs, brochures, slides, or advanced notifications) for the simulation-based activity.

Ethical Standard 6: Generic names must be used, or both generic and trade names, on all content related to the simulation-based activity.

It is the responsibility of the planning committee and faculty to ensure that all related content and materials be consistent in their use of just generic names, or both generic and trade name. Therapeutic recommendations for medications that have not received regulatory approval (“off-label” use of medication) must be declared to the participants during the activity and in all materials.

Additional Resources

ACCREDITATION PROCESS

1. Review the CPD accreditation standards.
2. Contact a Royal College accredited CPD provider to obtain the appropriate forms, policies and procedures or applicable fees for having the program reviewed and accredited. (*See Directory of Accredited CPD Providers below under Useful Web Links*).
3. Once the activity is accredited, certificates of participation and activity promotional materials can be updated to include the applicable accreditation statement.

USEFUL WEB LINKS

- [Accredited CPD Provider Tools and Resources](#)
- [CMA Guidelines](#)
- [Directory of Accredited CPD Providers](#)
- [Frequently Asked Questions \(FAQ\)](#)
- [Learning objectives](#)
- [Maintenance of Certification \(MOC\) Program](#)
- [Needs assessments](#)