

STUDY CREDIT GUIDE

McMaster University, Continuing Health Sciences Education



GENERAL INFORMATION

We can assess your CE programs for study credits for the Royal College of Physicians and Surgeons of Canada, the College of Family Physicians of Canada and the Physician Recognition Award Category 1 of the American Medical Association.

The most basic educational programs generally earn one credit per hour of activity. More sophisticated activities, such as those eligible for CFPC MainPro C or RCPSC Sections 3 or 5 can earn more.

Let us help you to maximize the credit value of your programs!

GET ACCREDITED

Continuing Education, Faculty of Health Sciences, is accredited by the Committee on Accreditation of Canadian Medical Schools and, by reciprocal agreement, the Accreditation Council for CME (ACCME) in the United States. Our CE Office must operate under the guidelines of those bodies. The accreditation guidelines require that the CE Office be involved in the planning of all accredited programs.

Our goal is to provide you with the support you need, so your program can be accredited with the least hassle.

Simply download the application form, complete and return it to the CE Office by fax or mail **at least one month prior** to your program. The address is on the form. Using Adobe's Acrobat Reader, you can complete out our form on your computer, then print it!

CHSE OFFICE

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GET ACCREDITED

Keep in Mind:

- The CE Office will provide you with a consultation on how to maximize the CE credit value of your program.
- Both the CFPC and the RSPSC require that at least one member of the target audience, who is also a member of the relevant college, be on the program planning committee.
- You must list how you arrived at the topics to be covered. What type of needs assessment was done?
- You must list the objectives for the program, as they will appear on the brochure.
- The accreditation guidelines allow for partial industry underwriting for your program. The attendees' registration fees however must represent a meaningful proportion of the cost of the program. Attendees must not be paid to attend nor can their travel costs be paid for by industry. A honorarium for the presenters is allowed. Acknowledgement of industry support must appear on the program brochure.
- The application must include a budget statement, showing the overall budget, including any sponsorships.

ABOUT MAINCERT

Participation in the RCPSC Maintenance of Certification (MainCert) Program is mandatory for Royal College members. The six types (sections) of credits are summarized below.

For details about the requirements, see the [RCPSC MainCert website](#).

The CE Office staff will be pleased to help you with questions or completion of the application process.

ABOUT MAINCERT

Section 1 - Accredited Group Learning Activities

- Rounds, journal clubs
- Workshops, courses, conferences
- Distance education programs

Section 2 - Other Learning Activities

- Non-accredited rounds & meetings
- Reading journals and texts
- Information (MEDLINE) searches
- Audiotapes/videotapes
- Computer/Internet CME

Section 3 - Accredited Self-Assessment Program

- Self-assessment program developed or sponsored by a national speciality society, faculties and colleges
- Training or virtual reality simulators used for the purpose of self-assessment

Section 4 - Structured Learning Projects

- Personal learning projects generated from participating in a CPD activity in another section
- Keeping a learning portfolio
- Traineeships, preceptored courses
- Master's & PhD studies

Section 5 - Practice Review and Appraisal

- Practice audits and patient surveys
- Institution audits, incident reports, utilization studies
- Other care appraisal studies (based on the practices of peers)

Section 6 - Educational Development, Teaching and Research

- Publications (e.g., manuscript reviews)
- Preparation of presentations, teaching, examinations (question writing)
- Research (e.g., grant proposals & trials)
- Setting standards (CPG development)

ABOUT MAINPRO

Participation in the CFPC Maintenance of Proficiency (MainPro) program is a requirement for ongoing certification with the College.

Three types of credits are identified: MainPro M1, MainPro M2 and MainPro C. See the [CFPC website](#) for details on CME requirements.

MainPro-M1

- Group learning activities
- Conferences, courses and workshops
- Practice-based small group learning
- Advanced life support programs
- Hospital and clinical rounds
- Journal clubs
- CME on the Internet
- Academic activities
- Faculty development
- Research
- Publications
- Participation in CFPC activities
- Selected activities on CFPC committees
- Examiner for family medicine certification and licensing examinations
- Peer reviewer for Canadian Family Physician
- Facilitator for Pearls™
- Self-learning activities
- Self Learning®
- Pearls
- Self-study modules (FMOQ)
- Home Study Self-Assessment Program (AAFP)
- Core Content Review (AAFP)
- Practice audits

ABOUT MAINPRO

MainPro-C

Many types of activities may be eligible for MainPro C credit but the requirements are fairly demanding. You can get the details from the CFPC MainPro C webpage.

In 2002 the College simplified the process for building MainPro C credits from a basic MainPro M1 activity. Full details can be found at the CFPC MainPro web site.

MainPro-M2

Any CME program or activity not approved for MAINPRO-M1 or MAINPRO-C credits can be claimed by members for MAINPRO-M2 credits. This is a list of the kinds of CME activities that can be claimed:

- Group learning activities
- Conferences, courses and workshops not accredited for MAINPRO-M1
- Academic activities
- Teaching in family medicine (undergraduate, postgraduate, or CME)
- Presentations and speaking
- Research
- Preparation of papers for publication
- Self-directed activities
- Reading (books, journals, monographs)
- Audio and video tapes
- CD-ROM and other computer-based programs
- Preparation for examinations
- Any other non-accredited activity

ACCREDITATION PRIMER

Accreditation provides a way to ensure that continuing education offerings conform to our understanding of educational effectiveness. The Royal College of Physicians and Surgeons of Canada and the College of Family Practice of Canada each have their own accreditation standards but, because both are based on the same research derived principles, they are quite similar. Here are some key elements of a good CE program, based on research on effective learning. They are extracted from the Canadian Family Practice College accreditation guidelines:

Educational Principle	Accreditation Implications
Learning is both emotional and intellectual. It is also personal and subjective.	Activities in which a physician evaluates his/her practices, reflects on new information and shows how it changes practice are awarded higher CME credits.
The learning process (hence the CE program or course) should be directed by physicians actively involved at all stages, from conceptualization to evaluation.	A criterion for accreditation is that a member(s) of the target audience be on the planning committee.
Learning emanates from a sense of a need arising from a physician. It is linked to critical questioning of one's practice.	Physicians learn better when they can see the relevance of new information to their practices. A needs assessment, which looks not only at the broad topics of interest but also at specific practice issues) is an essential component of program accreditation.
Information is only one part of learning. More important is the process employed to identify it, to reflect on it, and to change behaviour accordingly.	<p>Studies suggest that didactic presentations alone increase awareness of issues but don't have an important impact on how physicians practice. Good handouts, practice aids and ongoing contact with consultants would be useful enhancements to your course. Reflecting on new knowledge and how it impacts on one's practice is a key element of the CFPC MainPro C accreditation.</p> <p>Allow time (at least 25% of the program time) for interaction between course participants, including the presenters, is essential.</p>
Self-evaluation is built into the process. Physicians assess how their current knowledge and skills meet the changing needs of their patients.	The needs assessment should include more than just a list of desired topics. What aspects of those topics are of interest? What are the specific practice issues?