Lifelong Learning for Maintenance of Competence: What you need to know

Shahid Ahmed MD, FRCPC
Learning Objectives

At the end of this session you will be able to:

- Know about maintenance of certification (MOC) program
- Outline rationale for changes in the MOC program (incentive & limit)
- Review the new MOC program and documentation process
- Apply effective personalized life-long learning strategies
Outline

Maintenance of Certification (MOC)

- philosophy
- principles
- goals

Continuing Professional Development (CPD)

CPD cycle

New MOC/CPD framework

Future direction
What is Maintenance of Certification (MOC) Program?

MOC is a Royal College educational initiative designed to support, enhance, & promote the continuing professional development activities.
Why MOC?

- MOC program enables one to identify
  - gaps between actual and optimal performance
  - partake in educational activities
  - document the impact of learning on practice
MOC Educational Principles

- Need based
- Continuous improvement
- Scope of practice

Personal
Reflection
Choice

Learner-centered professional education
Personal

- Identify professional needs and competencies
- Design and implement individual CPD tailored to own scope of practice
Needs Based

Selection of learning activities

Non-perceived needs
Need only identifiable through assessment of professional practice

Perceived needs
Address the needs that an individual is aware of it
**Reflection**

Critically think about current practices to identify areas for future learning by reviewing:

<table>
<thead>
<tr>
<th>Current assumptions</th>
<th>Knowledge</th>
<th>Action</th>
</tr>
</thead>
</table>

Learning activities must be relevant to:

- Evolving knowledge & skill
- Area of expertise
- Professional role & responsibilities

Scope of Practice
Continuous Improvement

Continuously engage in learning activities

promote excellence in specialty care
Principle of Choice

- Life long learning
- Personal growth
- Promoting flexibility
Inter-Professional

promote inter-professional sharing of individual knowledge, experiences and expertise by integrating learning within

communities

health care teams

health care groups
MOC Goals

- To engage in a planned CPD program that is effective, efficient and integrated within one's practice context.

- To build evidence-based practices in order to enhance the quality of care

- To document learning outcomes and practice enhancements
Continuing Professional Development (CPD)

CPD is any learning activity that enhances the knowledge, skills and competencies required for professional practice.

CPD requires an investment of time and effort to ensure that expertise is sustained over a lifetime of practice.
CPD: Key Features

- CPD spans a wide range of areas including:
  - clinical education
  - practice management
  - ethical decision-making
  - evidence-based care
  - managed care principles
  - others
CPD by linking learning with practice, facilitates practice-based improvement & improvement in the quality of care.

Unlike traditional CME, continuing professional development focuses on the outcomes relevant and applicable to practice.
To establish the educational, ethical and documentation standards for all activities included within the program.

Responsible for their own continuing professional development plan linked to their professional practice.
CanMEDS provides a valuable framework that can be used to review own practices and identify gaps or areas for improvement.

CanMEDS Roles apply to all dimensions of professional practice.
CanMEDS provides a valuable framework that can be used to review one's practices and identify gaps or areas for improvement.

CanMEDS Roles apply to all dimensions of professional practice.

- Medical Expert
- Communicator
- Collaborator
- Manager
- Health Advocate
- Scholar
- Professional
Current MOC/CPD Framework

- Accredited group learning activities
- Structured learning projects
- Other learning activities
- Personal practice review
- Accredited self-assessment program
- Personal educational development
## Current MOC/CPD Framework

<table>
<thead>
<tr>
<th>Accredited group learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal club</td>
</tr>
<tr>
<td>Small group learning</td>
</tr>
<tr>
<td>Group learning activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading journals</td>
</tr>
<tr>
<td>Unaccredited group activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal practice review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal educational development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved self-assessment program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical simulation program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal learning project</td>
</tr>
<tr>
<td>Traineeship</td>
</tr>
<tr>
<td>Point of care learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
</tr>
<tr>
<td>Standard setting</td>
</tr>
<tr>
<td>Research</td>
</tr>
</tbody>
</table>
Why Documentation?

Learning process

- Review the learning process & outcomes

Outcomes

- Enhance the effectiveness & efficiency of future learning
MAINPORT

- report learning activities online
- check the number of credits they have earned
- document their learning activities and outcomes

MAINPORT is an online tool that offers to track CPD activities in a simple and convenient way.

MAINPORT is accessible at any time by visiting www.mainport.org.

A Royal College identification number and password is required.
CPD Cycle

• "Cycle" refers to the CPD Program cycle.
• Each cycle is five years, unless an extension is granted for extenuating circumstances.

• Each year – complete and submit a minimum of 40 credit per year
• Each cycle – complete and document 400 credits over 5 years
Non-adherence

- failure to complete a minimum of 40 credits per year in any 5 year cycle

Non-compliance

- failure to complete 400 credits over a 5 year cycle
Credit validation

- Each year a stratified, random sample of 3% of participants who reported CDP activities during the previous year are selected for credit validation.

Credit validation will be revised further to enhance its relevance to the learning process & to ensure appropriate levels of accountability.
Why Changes?
Program Evaluation: RCPSC and Maintenance of Certification

- Members Survey 2008
- Response rate 9.3 %

**Overall results**

- Remain “up-to-date” (4.43)
- CPD as a personal professional responsibility (4.40)
- Maintaining fellowship (4.19)
Learning Activities

Helpful Activities

- Attending conferences and courses (4.56),
- “Learning when caring for or treating patients” (4.55),
- “Teaching others” (4.37), and
- “Participating in rounds or journal clubs” (4.25)

Barriers

- Workload
- Lack of time
Documentation: MAINPORT

- Easy to use – “credit summary,” report activities and make revisions
- Did not want CanMEDS roles within profile
- Outcome boxes did not reflect what was learned
Recommendations
5 themes, 21 recommendations

- Clarify the philosophy and reduce the complexity of the MOC program
- Simplify the documentation of activities and outcomes in MAINPORT
- Create a regional continuing professional development network
- Complete a revision of the MOC credit system
- Expand assessment strategies within MOC
What new?
Revision of the MOC Program

GOALS:

- Reduce perception of complexity of MOC program
- Support integration of medical education research findings
- Shifts the MOC program from being ‘process oriented’ to ‘outcome oriented’
- Include learning activities fellows use to plan and manage their CPD
- Enhance the accreditation and development of self-assessment programs
- Develop strategies that enable fellows to assess their performance or practice
Maintenance of Certification

- New streamlined program – Spring 2011
- Simpler 3 sections

**Group learning, self-learning, practice assessment**

Three section framework was approved by Council in October 2010
Current proposal was approved in January 2011
Minor revisions still ongoing based on feedback from members and specialty societies
New MOC/CPD Framework

- Group learning activities
- Self-learning activities
- Practice assessment activities
New MOC/CPD Framework

Accredited group activities
Conferences, rounds, journal clubs, or small group activities that adhere to Royal College standards. Accredited group learning activities can occur face to face on web-based (on-line).

Unaccredited group activities
Small group activities that are in the process of meeting the educational and ethical standards & rural or local conferences that have no industry sponsorship.

Planned learning
Learning activities initiated by the identification of a need, problem, issue or goal, either at or separate from the point of care, leading to the creation of a learning plan developed independently or in collaboration with peers or mentors.

Scanning
Resources that physicians use to enhance their awareness of new evidence, perspectives or findings that may be potentially relevant to their professional practice.

Systems Learning
Activities that stimulate learning through contributions to practice standards, patient safety, quality of care; curriculum development; or assessment (examination boards, peer review).

Knowledge Assessment
Programs that provide data with feedback to individual physicians regarding their current knowledge base to enable the identification of needs and the development of future learning opportunities relevant to their practice.

Performance Assessment
Activities that provide data with feedback to individual physicians, groups or inter-professional health teams related to their personal or collective performance across a broad range of professional practice domains. Performance assessment activities can occur in a simulated or actual practice environment.
Summary of MOC Framework

- **Section 1: Group learning**
  - Accredited, unaccredited

- **Section 2: Self-Learning**
  - Planned learning activities
  - Scanning activities
  - System learning activities

- **Section 3: Assessment**
  - Knowledge assessment
  - Performance assessment
A maximum of 75% of credits can be applied to any one section for a given cycle.
## Section 1: Group Learning

<table>
<thead>
<tr>
<th>Examples</th>
<th>Allotted Credits</th>
<th>Credit Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accredited Group Learning</strong></td>
<td>1 credit per hour</td>
<td>75% of the total credits</td>
</tr>
<tr>
<td>• Rounds, journal clubs, small groups, conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unaccredited Group Learning</strong></td>
<td>0.5 credits per hour</td>
<td>Maximum 50 credits</td>
</tr>
</tbody>
</table>
Section 2: Self-Learning

Planned learning activities

- Address – question, problem, issue or goal
- Individual or in collaboration with mentor, supervisor or peer group

<table>
<thead>
<tr>
<th>Examples</th>
<th>Allotted Credits</th>
<th>Credit Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal learning projects</td>
<td>2 credits per hour of learning</td>
<td>75% of the total credits</td>
</tr>
<tr>
<td>Traineeships</td>
<td>2 credits per hour of learning</td>
<td></td>
</tr>
<tr>
<td>Formal Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Masters or PhD Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fellowship programs</td>
<td>25 credits per course</td>
<td></td>
</tr>
</tbody>
</table>
Section 2: Self-Learning

Scanning activities

- No requirement to identify question, problem or issue
- Document relevance of information or impact on practice

<table>
<thead>
<tr>
<th>Examples</th>
<th>Allotted Credits</th>
<th>Credit Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal reading</td>
<td>1 credit per activity</td>
<td>75% of the total credits</td>
</tr>
<tr>
<td>InfoPOEMS, cardioCLIPS</td>
<td>0.25 credits per activity</td>
<td></td>
</tr>
<tr>
<td>Podcasts, audio/videotapes</td>
<td>0.5 credits per activity</td>
<td></td>
</tr>
</tbody>
</table>
Section 2: Self-Learning

**Systems learning activities**

- Initiatives that enhance quality care or patient safety; educational development or evaluation/assessment strategies

<table>
<thead>
<tr>
<th>Examples</th>
<th>Allotted Credits</th>
<th>Credit Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality care/ patient safety committee</td>
<td>15 credits per year</td>
<td>75% of the total credits</td>
</tr>
<tr>
<td>Practice Guideline development</td>
<td>20 credits per year</td>
<td></td>
</tr>
<tr>
<td>Curriculum development</td>
<td>15 credits per year</td>
<td></td>
</tr>
<tr>
<td>Examination development</td>
<td>15 credits per year</td>
<td></td>
</tr>
<tr>
<td>Peer assessment</td>
<td>15 credits per year</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Assessment

- Engaging in formal process that provides data and feedback
- Enables identification of *unperceived* professional practice needs

<table>
<thead>
<tr>
<th>Examples</th>
<th>Allotted Credits</th>
<th>Credit Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Self assessment programs</td>
<td>3 credits per hour</td>
<td>75% of the total credits</td>
</tr>
<tr>
<td><strong>Performance Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Audit and feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Multisource feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Educational / administrative assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Physician Self-Assessment

- “Learners do not know what they don’t know.”

- Systematic Review:
  - Physicians overestimate own competency
  - Weak or no association with self-assessment rating and external assessment

  Davis D et al. JAMA 2006;296:9:1094-1102
Why 75% of credits restriction in new framework?

To promote intentional integration of multiple learning strategies
Mainport

- New website - coming soon
- Simplify documentation process
- Introduce strategies for partial credits.
- Support automatic transfer of activities directly into MAINPORT
- Integration with handheld technology (iphone, blackberry)
Regional Educator Support Program

- Goals – To assist Fellows to:
  - Understand the philosophy, framework and requirements of the MOC program.
  - Understand and apply lifelong learning skills, competencies or strategies in their practice.
  - Use the new MAINPORT for learning, managing and documenting activities and outcomes more completely.
  - Use self-learning and assessment strategies to enhance their knowledge, skills, performance or health outcomes in practice.
**CPD Educator’s Role**

- Working in collaboration with the regional advisory committees, and other CPD organization
  - Identify and develop educational strategies and tools that promote the goals of the MOC program and address the needs of Fellows & CPD participants
  - Facilitate workshops or other educational activities
  - Establish and execute needs assessments within their province or region
Next Steps

- Workshops
  - coordinated across the country in collaboration with Regional Advisory Committees, University CE offices and national specialty societies
- Promotion of CPD Educators
- Development of tools to support educational process
- FAQ documents
- Podcasts: web-casts; video-casts
- Develop tools to support lifelong learning curriculum
Summary

- New streamline MOC program beginning May 2011
  - Simplified
  - Promotes multiple methods of learning
- Integrate MOC as a tool to promote effective life-long personalized learning in everyday practice