

Maintenance of Certification

RoyalCollege.ca Glossary of Terms

Term	Definition
Accredited learning activity	An educational event that meets the administrative, educational and ethical standards of the Royal College or College of Family Physicians of Canada. Accredited learning activities include group learning, self-learning and assessment, in a live or web-based format.
Accredited CPD Provider	A national physician organization aligned with Royal College recognized specialties, sub-specialties and the new Royal College areas of Focused Competencies; Diploma Programs which has successfully applied to the Royal College and has been deemed to have met established accreditation standards OR a university office of continuing medical education within one of the 17 Canadian medical schools which has successfully applied to the Committee on Accreditation of Continuing Medical Education (CACME) and has been deemed to have met established accreditation standards.
Adult Education	A form of teaching and learning dedicated/directed towards the mature learner.
CanMEDS	CanMEDS Physician Competency Framework describes the knowledge, skills and abilities that specialist physicians need for better patient outcomes. The framework is based on the seven roles that all physicians need to have, to be better doctors: Medical Expert, Communicator, Collaborator, Manager, Health Advocate, Scholar, and Professional.

CanMEDS-FM	<p>CanMEDS Family Medicine (CanMEDS FM) is an adaptation of CanMEDS 2005, the competency framework for medical education developed by the Royal College of Physicians and Surgeons of Canada. In keeping with CanMEDS 2005, CanMEDS Family Medicine's purpose is to guide curriculum and to form the basis for the design and accreditation of residency programs. Its ultimate goal is to improve patient care and to ensure that postgraduate training programs in family medicine are responsive to societal needs.</p>
CME (Continuing Medical Education)	<p>Teaching and learning that meets an identifiable need and designed to enhance medical/clinical knowledge, skills, attitudes, performance or health outcomes.</p>

CME/CPD Activity	<p>Individual educational activities that support an organization's CME/CPD program.</p>
CME/CPD Program	<p>The overall educational plan of an organization, including all educational initiatives, that addresses the needs of an organization's members or identified target audience(s).</p>
CME/CPD Session	<p>A component within a larger educational event. An example would be a workshop contained within an annual conference.</p>
Co-Development	<p>The process by which two or more organizations, at least one of whom must be a physician organization, prospectively collaborate to develop and implement an accredited educational activity, learning resource or tool.</p>
Conflict of interest	<p>A set of conditions in which judgement or decisions concerning a primary interest (example a patients' welfare, the validity of research and/or quality of medical education) is unduly influenced by a secondary interest (personal or organizational benefit including financial gain, academic or career advancement, or other benefits to family, friends, or colleagues).</p> <p>Real conflicts of interests are when two or more interests are indisputably in conflict.</p> <p>Perceived conflicts of interest is the appearance of a conflict of interest as judged by outside observers regardless of whether an actual conflict of interest exists</p>

CPD (Continuing Professional Development)	This extends beyond the scope of traditional CME (defined above), and includes learning activities that incorporate competencies other than the Medical Expert role.
Educational Grant	The mechanism by which a sponsor provides financial support to an organization for the development of a specific educational activity, learning resource or tool.
Educational Method and Delivery	The format in which educational activities are delivered/relayed to learners.
Evaluation	An assessment conducted to determine the effectiveness of the event in meeting the stated learning objectives.

Interactive Learning	A portion(s) of the educational method that incorporates and fosters opportunities for dialogue or communication among participants and faculty members to enhance knowledge transfer and acquisition.
Learning Objectives	Statements that are based on the identified needs of the target audience, and indicate what a participant will be able to know or do following an educational event.
Maintenance of Certification (MOC) program	The Maintenance of Certification (MOC) Program is the Royal College's continuing professional development program for Fellows and Health Care Professionals. Participation in the MOC Program is a requirement for admission and renewal of Fellowship in the Royal College — although health care professionals who are not Fellows may also participate in MOC. The MOC Program promotes excellence in all aspects of professional practice while putting participants at the centre of their professional development.
National Specialty Society (NSS)	Professional groups of physicians organized around a particular medical, surgical, or laboratory specialty or subspecialty. They provide a forum for the exchange of ideas, the promotion of education and research, and discussion of issues of interest to its members and others.
Needs Assessment	Method(s) used to identify the perceived and unperceived needs of an identified target audience.

<p>Non-Physician Organization</p>	<p>A group that does not meet the definition of a physician organization (see <i>Physician Organization</i>). These can include disease-oriented organizations, pharmaceutical companies or their advisory groups, medical supply and surgical supply companies, communication companies or other for profit organizations.</p>
<p>Off-Label Use of Drugs</p>	<p>The use of a drug to treat a condition for which it has not received approval by a regulatory agency (Health Canada, for example).</p> <p>Off-label is also called non-approved or unapproved use of a drug.</p>
<p>Perceived Needs</p>	<p>Gaps in knowledge or performance that individuals or groups have identified about themselves. Learners therefore —know what I need to know</p> <p>of planning committees, topics proposed on evaluation forms, areas identified from focus groups or structured interviews, surveys of learners etc.</p>

<p>Physician Organization</p>	<p>A not-for-profit group of health professionals with a formal governance structure, accountable to and serving, among others, its specialist physician members through:</p> <ul style="list-style-type: none"> • Continuing professional development • Provision of health care and/or • Research. <p>This definition includes (but is not limited to) the following groups:</p> <ul style="list-style-type: none"> • Faculties of medicine • Hospital departments or divisions • Medical societies • Medical associations • Medical academies • Physician research organizations • Health authorities not linked to government agencies <p>This definition excludes pharmaceutical companies or their advisory groups, medical supply and surgical supply companies, communication companies or other for-profit organizations and ventures/activities.</p> <p>Types of organizations that are not considered physician organizations:</p> <ul style="list-style-type: none"> • 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
<p>Royal College of Physicians and Surgeons of Canada</p>	<p>A national, private, non-profit organization established in 1929 by a special Act of Parliament to oversee the medical education of specialists in Canada.</p>
<p>Satellite Symposium</p>	<p>Satellite Symposia are unaccredited group learning events developed independently by non-physician organizations.</p>

Sponsors	<p>A sponsor is an individual, group, corporation or organization who contributes funds, goods or services to support accredited educational activities, learning resources, or tools.</p> <p>Examples include accredited group learning, self-assessment programs, simulation, and performance assessment tools among others.</p>
Sponsorship	<p>Sponsorship is the process by which individuals, groups, corporations or organizations provide support (financial or in-kind contributions) to a CPD organizer to support an accredited educational activity, learning resource, or tool.</p>
Tagging	<p>The linking or alignment of a sponsor's name to a specific educational session within an accredited group learning activity.</p>
Transparency	<p>To clearly disclose, divulge, or make known [antonym is ambiguity]</p>
Unperceived Needs	<p>Unperceived needs are gaps in knowledge or performance, identified by external measures and are often based on external (to the individual or group) data. Unperceived needs could be identified through: tests of knowledge, chart audit (paper or electronic), simulation (across the range of fidelity), multi-source feedback – including patient surveys, critical incident reports etc.</p>