I am a full-time Director with the Royal College.

I have no financial relationships with members of pharmaceutical or medical supply companies.

I do not hold any research grants funded by industry.

I do not serve on an advisory board of any “for-profit” or “not-for-profit” industry.

I have bias about CPD and lifelong learning.
MOC Program

Enhancing learning, advancing care

“an evidence-informed educational initiative designed to support, enhance and promote continuing professional development activities that improve professional practice.”
Description of Values

Continuing Professional Development would enable learning...

1. Across each dimension of professional practice and every CanMEDS Role.
2. Relevant to multiple practice contexts
3. Responsive to the practice needs of the profession.
4. Focused on outcomes!
MOC Program Goals

Fellows would:
1. use accredited learning activities directed at maintaining the highest standards for specialty care.
2. continuously review and seek methods to improve their competence and performance
3. document the activities and outcomes of their learning in an ePortfolio to demonstrate their commitment to lifelong learning

Goal: Enhance Practice
## Guiding Educational Principles

<table>
<thead>
<tr>
<th>2003</th>
<th>2010 (added)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally planned</td>
<td>Competency-focused</td>
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<tr>
<td>Need-based</td>
<td>Evidence-informed</td>
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<tr>
<td>Practice reflection</td>
<td>Systems-based</td>
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<tr>
<td>Choice</td>
<td></td>
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<tr>
<td>Continuous improvement</td>
<td></td>
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<tr>
<td>Inter-professional</td>
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</table>
Revalidation in Canada

Policy: Federation of Medical Regulatory Authorities of Canada

Definition

“A quality assurance process in which members of a provincial/territorial medical regulatory authority are required to provide satisfactory evidence of their commitment to continued competence in their practice”.
Policy: Federation of Medical Regulatory Authorities of Canada

Purpose:

“To reaffirm, in a framework of professional accountability, that physicians’ competence and performance are maintained in accordance with professional standards”
Policy: Federation of Medical Regulatory Authorities of Canada

Formal implementation in Saskatchewan and Quebec in 2007

Role for the Royal College

- Member of the external working group
- Contributor and collaborator on the development of the policy statement
Position Statement

All licensed physicians in Canada must participate in a recognized revalidation process in which they demonstrate their commitment to continued competent performance in a framework that is fair, relevant, inclusive, transferable and formative.

**Key Decision:** participation in the MOC Program – was deemed to be an acceptable revalidation process……..with some caveats…..
Caveats (for future development)....

1. Evidence that learning is linked to a physician’s scope of practice

2. Learning results in maintaining acceptable standards of practice
Revalidation and CPD

1. These terms are not synonymous

2. Revalidation and CPD ....
   
   • Numerous areas of convergences
   • Few areas of divergence
1. A common set of values!

Continuous learning of doctors is a...

- Professional obligation
- Medical regulatory requirement
- Public expectation

Participation in CPD is mandatory requirement for:

- Royal College membership and Fellowship
- Requirement for licensure in ‘all’ Canadian provinces.
2. Common set of purposes!

Continuous learning of doctors must be..

- relevant to one’s professional practice
- planned to achieve meaningful outcomes
  - knowledge, skills, competence,
  - performance improvement
  - quality of care
  - health outcomes
3. Common set of expectations for learners

Role for doctors ...

- design and implement a personal, practice specific CPD plan.

- use educationally valid learning activities to build evidence-informed practices.

- Identify and document activities, questions, areas of practice they assessed, changes and improvements..
4. Model for collaboration

From separate silos...

- Continuing Professional Development
- Provincial Medical Regulation
Towards an integrated CPD System

Areas of Convergence

Royal College

NSS

Faculties

Medicine

Doctors & Teams

Hospitals

Patients

CMA

CMPA

Provincial Regulators

MCC

Among others....
Future intention...

FMRAC is working in collaboration with the Royal College and CFPC to

1. Development of tools and strategies that facilitates the integration of learning within daily practice.

2. Expand the expectations for performance enhancement and improvement within national education programs.
Royal College’s CPD system ... 

1. Not designed to establish ‘fitness to practice’ but to promote ‘continuous enhancement of practice.

2. Not designed to “protect the public”

3. More descriptive than prescriptive
   - Set annual and cycle expectations for learning
   - Mandatory expectations for engaging in group learning, self-learning and assessment.
A Key Premise
• Competence by Design will transform medical education and learning in practice in Canada

• Revisions to CanMEDS 2015 is an important project within CBD
CanMEDS 2015:
milestones across the continuum
Transition to a competency based model for CPD

• will focus less on the participation in learning activities ‘for credit’ and more on outcomes achieved for practice.

• will focus on continuous learning, assessment and improvement of individuals and teams:

  Key to achieving measurable improvements in quality of care and patient safety

**Key debate**: Will the learning be measured against a specialty or a practice?
Key Policy Decisions

Compliance

Practice

Specialty

Commitment
1. Clarity of use of terms
   - Use the same words to mean different things
   - Use different words to mean the same thing!

2. Clarity on definition of terms (my short list).
   - Scope of practice
   - Competence
   - Performance

3. Clarity of purpose
   - Roles and expectations of organizations and doctors
     Patients deserve no less!