**Section 1 Accreditation Reviewer Checklist**

COA Accreditation Subcommittee (ASC)

This checklist is a tool that may be used by Scientific Planning Committees (SPC) to ensure that educational events meet the accreditation standards outlined by the Royal College of Physicians and Surgeons of Canada (RCPSC). The COA accreditation committee will use this checklist to review events, and to make recommendations. Applicants are not required to submit this checklist as a completed document.

Please note that the committee can only consider materials submitted within an application.

COA reviewers will complete and return checklist to [cme@canorth.org](mailto:cme@canorth.org), and a copy will be provided to the SPC.

**Accredited CPD Provider:** Canadian Orthopaedic Association

Title of activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 1 Group Learning

Section 3 Self-Assessment Program

Section 3 Simulation Program

Physician Organization Program: Yes No

Co-Developed Program: Yes No

**Scientific Planning Committee (SPC)**

**Documentation Required:**

**Completed accreditation application form**

The accreditation application forms should describe the structure of the scientific planning committee.

**Documentation should reflect the following:**

Commercial interests and sponsors excluded from the SPC

There is representation from a defined target audience

The SPC has control over the selection of topics, content, and speakers

**Needs Assessment**

The planning committee should strive to plan educational activities based on the identified needs of the target audience. This will increase the relevance of the learning activity, and will be more likely to produce a change in participants’ practice. It is essential to determine the target audience, e.g. orthopaedic surgeons, as well to determine the target audience’s educational needs, through a needs assessment. Needs assessment consists of identifying perceived needs (learning needs of which target audience is aware), as well as unperceived needs (learning needs outside the awareness of the learner), by collecting data and other information from a number of sources. The methods used to gather information depend on the target audience and subject matter. Below are some suggested sources.

**Documentation Required:**

## **Needs assessment results**

## This document should indicate which perceived/unperceived educational needs were identified. The results will indicate if objectives are based on learning needs.

**The needs assessment should reflect the following:**

Identification of target audience

There are perceived needs identified

There are unperceived needs identified

The needs assessment is relevant to the target audience

**Perceived Needs** (COA recommends use of multiple elements in this section)

Survey: Questionnaire to determine what potential participants may want/need to know

Interview: Representative of target audience questioned re. current level of knowledge

Focus group interview: As above, with several members of the target audience

Informal meetings with colleagues

Evaluation summary from previous CPD activities, if they indicated further learning needs desired by the target audience

Direct requests from target audience

**Unperceived needs** (COA recommends use of multiple elements in this section)

Knowledge test: Learners respond to quiz, questions banks, cases that identify knowledge gap

Chart audit: Evaluate patterns of care and role for improvement

Critical incident: Review of clinical records after critical incident has occurred

Expert advisory group: Expert consensus of perceived needs based on referral patterns

Patient feedback

Observation of performance: Simulation or in practice

Published literature

Others – see RCPSC toolkit

**Learning Objectives**

See the COA Learning Objectives Guidelines for detailed guidelines and examples.

**Documentation Required:**

## **Activity programs, schedules or agendas** outlining the activity’s learning objectives

## **Speaker communications** outlining instructions for speakers on how to develop learning objectives

**The learning objectives should reflect the following:**

The learning objectives are written from the perspective of the learner

The learning objectives are derived from the needs assessment

There are learning objectives for the overall program

There are learning objectives for each session

Learning objectives are provided to the participants in advance

Objectives have a beginning statement followed by an action verb

The action verb in each objective matches the appropriate domain (cognitive vs. psychomotor)

Objectives are measurable (could you test the learner after the session to identify if the objective was achieved?; for example, you cannot measure a learner’s “understanding”, but you can measure their ability to “list” some need-to-know items)

Objectives are achievable (consider the time allotted and the audience)

**Educational Delivery Methods**

There are numerous appropriate educational delivery methods. The planning committee must consider the content being communicated to attendees and select appropriate methodologies. It is important to ensure that there is adequate participation of the learners. The RCPSC requires that a minimum of 25% of program time be dedicated to interactive activities (see section on interactivity).

The program **does not need to include all delivery methods below.** This checklist should be used to consider the most appropriate delivery methods, and to ensure objectives are a good match to delivery methods.

Lectures/plenary sessions

Case studies

Discussion groups/peer exchange/user groups

Demonstrations

Forums/panels/debate

Question and answer

Role playing/simulation

Seminars

Small group discussion

Workshops with hands-on demonstrations

Breakout sessions

Roundtables

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Interactivity**

The program should include at least 25% interactive time. Ensuring adequate participation can be quite different for each delivery method and the program committee will need to consider how to incorporate audience participation.

**Documentation Required:**

## **Activity programs, schedules or agendas,** or other documentation that displays the incorporation of at least 25% interactivity within the educational activity. Listing the minutes alloted for talks and discussion is helpful.

The COA recommends inclusion of **at least the first two** of the following items:

**Adequate discussion time**: It is important to keep speakers on time to ensure time set aside for discussion is not missed.

**Moderators/course facilitators:** For many sessions, having a moderator will facilitate interaction. Moderators can vary in skill and ability to engage the audience to participate in the discussion. More than one moderator or facilitator may be necessary for certain types of education delivery methods such as multiple break-out groups.

**Audience response systems**: This can be expensive but effective for large groups. It can be incorporated into presentations, and most systems allow for real-time presentation of results.

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity Budget**

**Documentation Required for RCPSC:**

**Copy of the accredited activity’s budget**

**The budget should reflect the following:**

There are no travel expenses for non-faculty or spouses.

The funds flow through the SPC, provider organization or physician organization.

All sources of revenue and expenditure for this event with a description of how the SPC assumes responsibility for the distribution of these funds (including honoraria to faculty).

**Evaluation Form Template and Results of Evaluation**

Evaluations provide feedback about whether the target audience’s needs were addressed, learning objectives were met, and participants were engaged. A strong evaluation strategy is required in order to plan for and improve future events or sessions. Evaluations also promote participant reflection.

**Documentation Required:**

## **Sample evaluation form for the accredited activity**

**The evaluation form sample should include questions related to the following** (COA recommends inclusion of all):

Stated learning objectives were met (mandatory) - note that objectives should be stated on evaluation forms in most cases. If the event consists of a large meeting with many sessions, the evaluation form may refer/link attendees to the program to review objectives.

Session was balanced and free from commercial or other inappropriate bias (mandatory)

Potential impact to practice (mandatory) / personal learning projects that the participant wishes to pursue based on content

Overall effectiveness of the session

Which CanMEDS Roles were addressed during the activity

Effective use of interaction to explore session/event content (25% of the time should be allocated to audience interaction)

Gaps in knowledge that were addressed

Future program topics (essential if evaluations are to be used for future needs assessment)

**Individual speaker/faculty evaluations** are not required but are recommended and should include the following assessments:

Presentation effectiveness

Content relevance

Effective teaching methods

## **Evaluation Summary Results (required within 90 days of the activity)**

## Once completed by participants, the evaluation results provide insight into the success of the educational activity and the level of bias perceived in the event

**Certificate of Attendance**

**Documentation Required:**

## **Certificate of attendance.** The certificate of attendance provides proof of attendance for the participant and confirmation of accreditation for the RCPSC.

## **The certificate of attendance should include the following:**

Title

Date

Location

Name of participant

Number of credits

Accreditation statement

Signature of Planning Committee Chair (or equivalent)

**Activity Program and Promotional Items**

**Documentation Required:**

## **Invitations, communications with participants**

## **Activity programs, schedules, or agendas.** These documents are required to ensure that sponsors are recognized properly, that learning objectives are provided, and enough interactivity is allocated.

## **The documentation should demonstrate the following:**

There is no tagging (linking or alignment of a sponsor’s name to a specific educational session within an accredited activity)

There are overall and session-specific learning objectives included

Sponsor or company advertising, if present, does not include product-specific material, and appears separate from educational content (e.g. on the final page(s) of the program, or in a separate tab/area of the conference website)

Education and promotion are clearly delineated

The [accreditation statement](https://www.royalcollege.ca/ca/en/cpd/royal-college-accredited-cpd-providers/sample-accreditation-statements.html) is on the materials

There are CanMEDS roles outside of the medical expert

Sponsors are properly acknowledged

**Conflict of Interest (COI) Management**

The [National Standard for Support of Accredited CPD Activities](https://royalcollege.ca/rcsite/cpd/providers/tools-resources-accredited-cpd-providers/national-standard-accredited-cpd-activities-e) applies to all accredited CPD activities included within the Canadian national/provincial CME/CPD accreditation systems for physicians. Group CPD events approved under Section 1 must meet the following guidelines for gathering, managing and disclosing COI to participants:

* All members of the scientific planning committee (SPC), speakers, moderators, facilitators and authors must provide to the CPD provider organization a written description of all relationships with for-profit and not-for-profit organizations over the previous 2 years including (but not limited to):
  + Any direct financial payments (including receipt of honoraria; royalties; stock options; consultant or employee fees; paid travel; equipment or services)
  + Membership on advisory boards or speakers’ bureaus;
  + Funded grants or clinical trials;
  + Patents on a drug, product or device; and
  + All other investments or relationships that could be seen by a reasonable, well-informed participant as having the potential to influence the content of the educational activity.
* The SPC is responsible for reviewing all disclosed financial relationships of speakers, moderators, facilitators and authors in advance of the CPD activity to determine whether action is required to manage potential or real COI. The SPC must also have procedures in place to be followed if a COI comes to its attention prior to or during the CPD activity.
* All members of the SPC, speakers, moderators, facilitators, and authors, must disclose to participants their relationships as described above.
* Any individual who fails to disclose their relationships as described in sections 1 and 3 cannot participate as a member of the SPC, speaker, moderator, facilitator or author of an accredited CPD activity.

**Documentation Required:**

## **Conflict of interest (COI) / disclosure form (sample)**

## The form is required to ensure various types of financial relationships are disclosed, along with declaration of off-label presentations and the proper use of generic and brand names for drugs.

## **Speaker communications** outlining instructions for speakers re: disclosure of conflicts of interest.

## **The documentation should reflect the following:**

The SPC reviewed and managed conflicts of interest

The organizers provided specific instructions to speakers regarding COI disclosure

**The COI form should include the following:**

For-profit relationships

Not-for-profit relationships

Relationships over the past two years regardless of content

Discussion of off-label drugs

Proper use of generic and brand names

All of the following ethical standards **must** be met for this event to be approved under Section 1:

All members of the SPC, speakers, moderators, facilitators and authors complete the COI disclosure form and submit to the SPC

The SPC must ensure that all moderators and speakers/faculty disclose to participants all financial conflicts verbally and in writing on a slide at the beginning of a presentation

The description of therapeutic options must utilize generic names (or both generic and trade names) and not reflect exclusivity and branding and no drug or product advertisements may appear on any written materials for this event.

**Written Agreement with Sponsors**

**Documentation Required:**

## **Written agreement with sponsors**. The applicant may submit a sample agreement signed by one sponsor and the physician organization

**The written agreement must include the following:**

SPC is in control of content development

Sponsors have no influence on content development

How the sponsors are acknowledged

Clear roles and responsibilities of both the sponsor and the physician organization

Dollar amount of financial support

Description of financial and in-kind support

How the educational grant will be utilized to support the event

Adherence to the National Standard

**Relationships with Speakers and Sponsors**

It is important to keep an arm’s length relationship with financial sponsors to ensure that bias is minimized during the educational event. All continuing professional development (CPD) activities accredited for Maintenance of Certification (MOC) Program credits must meet the Canadian Medical Association’s [Guidelines for Physicians in Interactions with Industry](https://www.cma.ca/guidelines-interacting-industry) and the [*National Standard of Support for Accredited CPD Activities*](https://royalcollege.ca/rcsite/cpd/providers/tools-resources-accredited-cpd-providers/national-standard-accredited-cpd-activities-e).

All of the following standards **must** be met for this event to be approved under Section 1:

All funds from commercial sources are in the form of an unrestricted educational grant payable to the institution or organization sponsoring the CME/CPD activity.

Industry does not have any role or influence over the CPD planning process.

Scientific Planning Committee (SPC) can delegate or assume payment of travel, lodging or legitimate out of pocket expenses and any honoraria to members of SPC, speakers, moderators, facilitators and/or authors.

Participants have not accepted payment or subsidies to attend the CPD event.

Social activities will not occur at a time or location that interferes with or takes precedence over accredited CPD activities.

All members of the SPC, speakers, moderators and facilitators have provided a written COI disclosure form.

Commercial or product promotion, if present on educational material, does not include product-specific advertising, and appears separate from educational content (e.g. on the final page(s) of a printed program, or in a separate tab/area of the conference website clearly indicating sponsor or unaccredited content)

Commercial or product promotion does not appear within locations where accredited CPD sessions are occurring.

Unaccredited CPD activities are not scheduled at times or locations that interfere or compete with accredited CPD activities.

Unaccredited CPD activities are not listed or included with activity agendas, programs or calendars of events (it is acceptable to mention “Break in the Exhibit Hall”, but no specific details about sponsors or unaccredited events)

The organizers have ensured that [interactions with sponsors have met professional and legal standards including the protection of privacy, confidentiality, copyright and contractual law regulations](http://www.royalcollege.ca/rcsite/cpd/providers/tools-resources-accredited-cpd-providers/national-standard-accredited-cpd-activities-e).

**[only if applicable] Online Group Learning Activities - Additional Requirements**

**Documentation Required:**

## **Evidence that there is an opportunity for participants to interact with faculty and/or facilitator**. This could include a discussion forum such as Ask the Expert, Twitter discussion, etc.

**The documentation should include the following:**

There is a mechanism for participants to interact with faculty and/or facilitators.

**General**

**Overall Reviewer Comments and Feedback** (please enter any optional text below)

**[For COA reviewers to complete]**

**Review Status (approved, approved with conditions, not approved)**

Approved

Approved with conditions

Not approved

**Date of Review: ­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### Reviewers will return this checklist by email to COA staff : [cme@canorth.org](mailto:cme@canorth.org)

**Additional requirements outside Section 1 credits**

**Additional Requirements for Section 3 Self-Assessment Programs (not currently offered by COA)**

*The criteria at the beginning of this document must include the following requirements.*

**Documentation Required:**

## **Answer key used to assess the participants and provide feedback**

## **The documentation should include the following:**

## Correct and incorrect answers are clearly indicated.

## References are provided for each question

**Additional Requirements for Section 3 Simulation Programs (not currently offered by COA)**

*The criteria at the beginning of this document must include the following requirements.*

**Documentation Required:**

**Template or tool used to provide feedback to the participants**

## **The documentation should include the following:**

There is a mechanism to provide direct and detailed feedback to participants.