

# Where CRA Activities Fit in the Royal College's New MOC Program

The following information has been provided by the Royal College of Physicians and Surgeons of Canada to help you understand the features and benefits of its new Maintenance of Certification (MOC) Program and how Canadian Rheumatology Association (CRA) activities can earn you credits.

Canadian physicians with an interest in rheumatology can now document a wider variety of learning activities within the Royal College's new Maintenance of Certification (MOC) Program, which came into effect in January 2011.

## More Choice and Flexibility in Earning Credits

The new MOC Program is evidence-informed, streamlined and more flexible than its predecessor. For example, it is now organized under three learning sections — group learning, self-learning and assessment — and incorporates a wider range of learning activities than before, offering program participants greater opportunities to earn credit.

## Where Do My Activities Fit?

The following table summarizes the learning sections under the new MOC framework and the activities associated with each. More information about the new credit system is available on the Royal College website [royalcollege.ca/moc](http://royalcollege.ca/moc), where you can also access a more comprehensive framework online that explains each section in more detail.

## Incentives to Diversify Learning Activities

No minimums have been mandated; however, MOC Program participants may earn a maximum of 75% of their required credits from any one section over the five-year cycle. For example, this means that participants can claim a maximum of 300 credits per five-year cycle under Section 1.

To provide individuals with more control over planning and managing their continuing professional development, the new MOC Program does not require that learning

activities come from all three sections. However, the new credit system offers greater incentives to participate in Sections 2 and 3 where self-learning and assessment activities reside. Key findings from the medical education research literature suggest that these learning strategies contribute to improvements in knowledge, performance and health outcomes.

## Higher Credit Ratings

Some learning activities in Sections 2 and 3 now have higher credit ratings. For example, you can earn two credits per hour for traineeships and personal learning projects (PLPs) under Section 2. As well, knowledge and performance assessments under Section 3 are rated at three credits per hour. Participating in learning activities such as these is easier than one might think as everyday activities, such as journal reading and teaching evaluations, can seamlessly integrate within the new framework.

## A Learner-centred MAINPORT

To complement the MOC Program improvements, the web application MAINPORT, where activities are documented, has also been redesigned. In the new MAINPORT, MOC Program participants can now set practice goals, including plans and dates for completing them, and link their learning activities to CanMEDS Roles. They can also partially enter activities, returning later to complete them.

The Royal College has also built MAINPORT Mobile (available at [royalcollege.ca/apps](http://royalcollege.ca/apps)), which enables users to enter continuing professional development (CPD) activities from their BlackBerry, Android, iPhone or iPad.

### Find out more about the new MOC Program and MAINPORT

Read more about the new MOC Program and MAINPORT on the Royal College's website at [royalcollege.ca/moc](http://royalcollege.ca/moc)

Log in to the new MAINPORT at [mainport.royalcollege.ca](http://mainport.royalcollege.ca)

Download MAINPORT Mobile at [royalcollege.ca/apps](http://royalcollege.ca/apps)

## Regional and Centralized Support

To ease the transition from the former system, the Royal College is providing MOC Program participants with several training opportunities. These include a MAINPORT flash

tutorial, one-on-one sessions with our Membership Services Centre, and help from 13 regional CPD educators recruited from across the country. More information is available on the Royal College's website at [royalcollege.ca/moc](http://royalcollege.ca/moc).

MOC Program participants are encouraged to try the new MAINPORT at [mainport.royalcollege.ca](http://mainport.royalcollege.ca) before January 31, 2012, the deadline to submit 2011 activities. Please don't hesitate to email [cpd@royalcollege.ca](mailto:cpd@royalcollege.ca) with any comments or ideas for improvement. Your feedback will help the Royal College ensure it is able to meet your needs and expectations.



**ROYAL COLLEGE**  
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**MOC PROGRAM**  
enhancing learning, advancing care

## Framework of Continuing Professional Development Activities

SECTIONS	CATEGORY	EXAMPLES	CREDIT RATING
Section 1: Group learning	<b>Accredited activities</b> Conferences, rounds, journal clubs or small-group activities that adhere to Royal College standards. Accredited group learning activities can occur face-to-face or web-based (online).	<ul style="list-style-type: none"> <li>Accredited rounds, journal clubs, small groups</li> <li>Accredited conferences</li> </ul>	<b>1 credit per hour</b>
	<b>Unaccredited activities</b> Rounds, journal clubs or small-group activities in the process of meeting the educational and ethical standards; rural or local conferences that have no industry sponsorship.	<ul style="list-style-type: none"> <li>Unaccredited rounds, journal clubs, small groups</li> <li>Unaccredited conferences without industry support</li> </ul>	<b>0.5 credits per hour (maximum of 50 credits per cycle)</b>
Section 2: Self-learning	<b>Planned learning</b> 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.	<ul style="list-style-type: none"> <li>Fellowships</li> <li>Formal courses</li> <li>Personal learning projects</li> <li>Traineeships</li> </ul>	<b>100 credits per year</b> <b>25 credits per course</b> <b>2 credits per hour</b> <b>2 credits per hour</b>
	<b>Scanning</b> Resources that physicians use to enhance their awareness of new evidence, perspectives or findings that may be potentially relevant to their professional practice.	<ul style="list-style-type: none"> <li>Journal reading</li> <li>Podcasts, audiotapes, videotapes</li> <li>Internet searching (Medscape, UpToDate, DynaMed)</li> <li>InfoPOEMs, CardioCLIPs</li> </ul>	<b>1 credit per article</b> <b>0.5 credits per activity</b> <b>0.5 credits per activity</b> <b>0.25 credits per activity</b>
	<b>Systems learning</b> Activities that stimulate learning through contributions to practice standards, patient safety, quality of care; curriculum development; or assessment (examination boards, peer review).	<ul style="list-style-type: none"> <li>Practice guideline development</li> <li>Quality care/patient safety committee</li> <li>Curriculum development</li> <li>Examination development</li> <li>Peer assessment</li> </ul>	<b>20 credits per year</b> <b>15 credits per year</b> <b>15 credits per year</b> <b>15 credits per year</b> <b>15 credits per year</b>
Section 3: Assessment	<b>Knowledge assessment</b> Programs accredited by Royal College CPD providers 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.	<ul style="list-style-type: none"> <li>Accredited self-assessment programs</li> </ul>	<b>3 credits per hour</b>
	<b>Performance assessment</b> Activities that provide data with feedback to individual physicians, groups or interprofessional 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.	<ul style="list-style-type: none"> <li>Simulation</li> <li>Chart audit and feedback</li> <li>Multi-source feedback</li> <li>Educational/administrative assessments</li> </ul>	<b>3 credits per hour</b> <b>3 credits per hour</b> <b>3 credits per hour</b> <b>3 credits per hour</b>

This table summarizes the learning sections under the new MOC framework. A MOC Program participant may earn up to 75 per cent of their required credits from any one learning section. Activities submitted via MAINPORT are converted automatically into credits.