ROYAL COLLEGE
OF PHYSICIANS AND SURGEONS OF CANADA
COLLÈGE ROYAL
DES MÉDECINS ET CHIRURGIENS DU CANADA

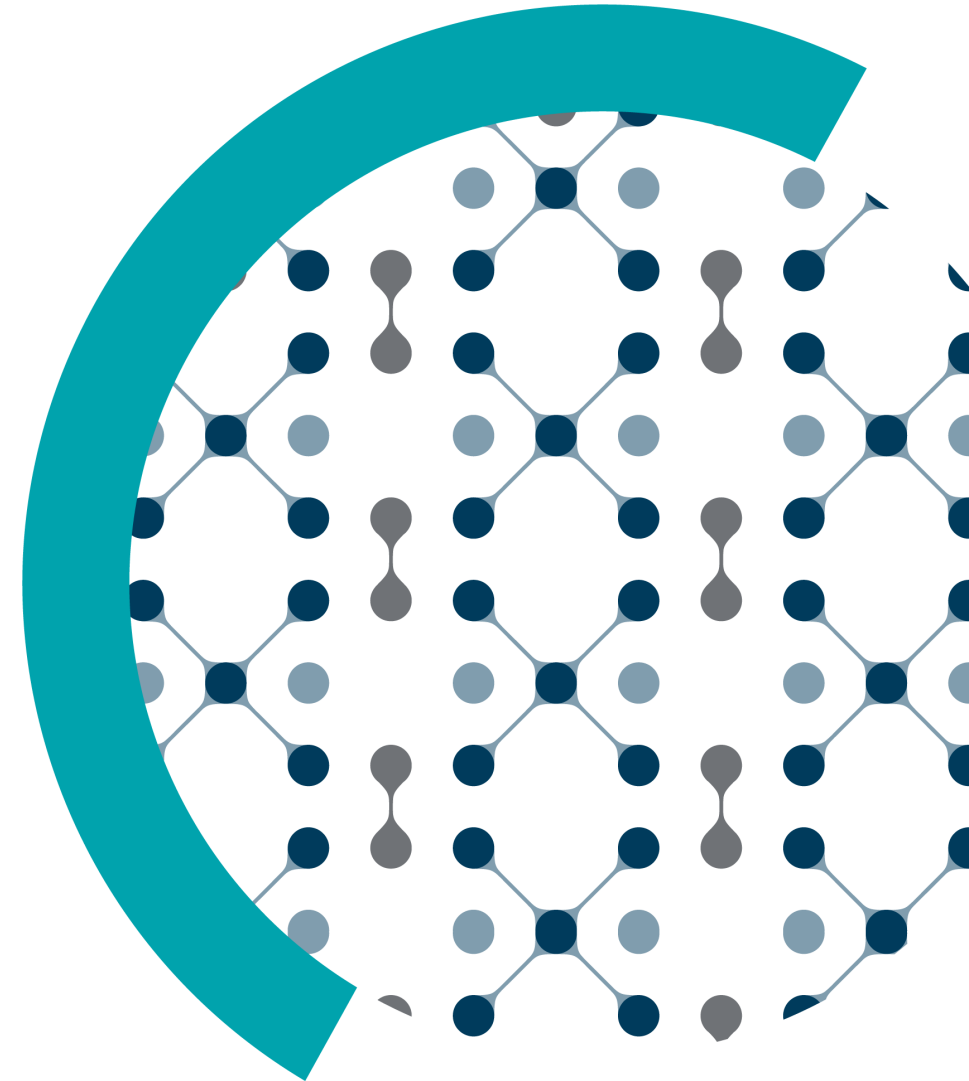# The refreshed Maintenance of Certification Program (MOC) framework:

What do I need to know?

MOC Learn and Connect Series

Maintenance of
Certification Program

Le programme de
Maintien du certificat

Presenter Disclosure – Royal College

Farah Wissanji

- Relationships with financial sponsors: **N/A**
- Any direct financial relationships, including receipt of honoraria: **NA**
- Membership on advisory boards or speakers' bureaus: **NA**
- Patents for drugs or devices: **NA**
- **Paid employee of the Royal College of Physicians and Surgeons of Canada**

Accreditation Statement

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada and approved by the Royal College Learning Practice Improvement Unit.

You may claim a maximum of 1 hour (credits are automatically calculated)

Session objectives

By the end of the session participants will be able to:

1. Describe the **motivation and rationale for updating** the MOC program.

2. Identify **key elements** of the updated MOC Program, including new learning activities, section descriptions, cycle requirements and other changes.

3. Explain each **section** of the refreshed MOC Program to promote meaningful learning.

The Maintenance of Certification (MOC) framework

Supports Fellows in their continuing professional development (CPD) extending beyond the traditional medical expert role.

Allows for documentation of Fellow learning and improvement work while complying with the requirements of the Medical Regulatory Authorities.

Why refresh the MOC framework?

| MODERNIZE MOC PROGRAM | FOCUS ON QUALITY IMPROVEMENT (QI) WORK | SUPPORT PHYSICIAN WELLNESS |

2024

Updated requirements: SAME
Beginning January 1, 2024

5 Year MOC Cycle

January 31- reporting deadline

3 Sections

- Group
- Individual Learning
- Feedback and Improvement*

Accredited/unaccredited

2024

Updated requirements: CHANGE
Beginning January 1, 2024

The total number of credits - **reduced from 400 to 250**

Annual credit requirements - **reduced from 40 to 25**

There will be no minimum credits for Section 1 and Section 2

Section 3 maintains a requirement of a **minimum of 25 credits** at the end of the five-year cycle and **includes one Feedback Received activity**

2024

MOC Framework – Summary

Descriptions of Each Section	
1 **GROUP LEARNING**	Knowledge, skills and abilities acquired through **group or team learning activities**, including collaborative **interprofessional and patient partner activities**. Activities must be **interactive** through opportunities for discussion and can be in-person or virtual.
2 **INDIVIDUAL LEARNING**	Knowledge, skills, and abilities acquired through **independent, self-directed learning activities**.
3 **FEEDBACK AND IMPROVEMENT**	**Feedback received:** Feedback received on your knowledge, skills or performance that enables you to **identify opportunities for future learning or Quality Improvement (QI)** activities or both. **Feedback delivered:** Feedback delivered to individuals, groups, teams or systems. **Improvement initiatives:** Activities carried out **to improve** patient care; physician well-being; professional practice; medical education; health systems; equity, diversity and inclusion; planetary health; and other areas. Improvement initiatives include QI initiatives and systems improvement initiatives.

SECTION 1: GROUP LEARNING

Knowledge and skills acquired through group or team learning activities, including collaborative interprofessional and patient partner activities. Activities must be interactive through opportunities for discussion and can be in-person or virtual.

Eligible activities	Accredited activities	Unaccredited activities
Conferences	1 credit per hour	0.5 credits per hour
Journal clubs	1 credit per hour	0.5 credits per hour
Rounds* (e.g., grand, morbidity and mortality) * Does not include ward rounds.	1 credit per hour	0.5 credits per hour
Other group learning experiences† These include • courses; • seminars; • webinars (live); • workshops; • small group sessions; and • resuscitation courses (e.g., ATLS, ACLS, BLS).‡ † Viewing a recorded session or sessions with no opportunity for discussion must be entered as an activity under Section 2: Individual learning. ‡ If you received direct performance feedback during this activity, you should record the activity under Section 3.	1 credit per hour	0.5 credits per hour
Social media for knowledge translation Participation in online discussions with colleagues (including interprofessional peers) to exchange **evidence-informed** ideas about new research, data and guidelines. The source of information must be from credible journals, professional societies or trusted experts in accordance with the CMA's *Code of Ethics and Professionalism* and *Guidelines for Interacting with Industry*.	N/A	0.5 credits per hour to a max of 5 credits per year
Case-based discussions to exchange **evidence-informed** ideas about new research, data and guidelines These include • collaborative discussions with interprofessional health care teams and patients; and • **informal** discussions and structured team meetings. • * Does not include routine rounding on patients	N/A	0.5 credits per hour
Patient-partnered learning Learning about patient needs, lived experiences and social determinants of health to provide a holistic health care plan through activities such as patient-focused conferences by patient partner associations.	1 credit per hour	0.5 credits per hour

SECTION 2: INDIVIDUAL LEARNING

Knowledge, skills and abilities acquired through independent, self-directed learning activities

Eligible activities	Accredited activities	Unaccredited activities
Educational content review with no opportunities for discussion This includes • reading (e.g., digital clinical resources such as UpToDate, Medscape, books, journals); • listening (e.g., podcasts); and • watching (e.g., videos, recorded webinars).	N/A	0.5 credits per hour to a maximum of 30 credits per year
Courses (asynchronous) Individual learning with little or no opportunity for discussion	N/A	0.5 credits per hour
Individual task training Training to develop or improve your technical skills	N/A	0.5 credits per hour
Activity preparation *(previously Personal Learning Project)* This includes knowledge acquisition for activities, such as • addressing a clinical or academic question; • preparing to deliver a teaching session or presentation; • preparing education for patients, families or communities; • preparing a manuscript (book, chapter, article); • preparing a grant application; • addressing an administrative or systems-related question; and • creating an oral or written exam question for submission.	N/A	2 credits per hour
Fellowships (postgraduate studies) Formal subspecialty training obtained in an established, structured fellowship program *Credits can be claimed at the end of your fellowship*	N/A	100 credits for entire fellowship
Traineeships Structured learning activities designed to meet an identified professional need, conducted under direct supervision. **Requirements**: Creation of a learning objective, development of a learning plan in collaboration with a mentor or supervisor, receipt of feedback on the achievement of learning objectives, verification of activity completion	N/A	20 credits per year

SECTION 3: FEEDBACK AND IMPROVEMENT
- Minimum of 25 credits, per five-year cycle
- Must include one Feedback received activity, per five-year cycle

Feedback received
Feedback received on your knowledge, skills or performance that enables you to identify opportunities for future learning or QI activities or both.

Eligible activities	Accredited activities	Unaccredited activities
Accredited self-assessment programs (SAPs) Assessments (e.g., multiple-choice or short-answer questions) that identify knowledge gaps.	3 credits per hour	N/A
Receiving, reviewing and reflecting on feedback † Feedback may be provided by • interprofessional team members, • patients and care partner, • colleagues and peers, or • multiple sources (e.g., 360 feedback). Feedback received includes comments or information obtained through • annual performance reviews (annual workplace assessments); • chart audits; • direct observation; • reviews of journal article submissions and grant applications; • teaching reviews; • reviews of clinical data; • practice-based assessments; • oral exam practice sessions (for licensing or certification examinations); • resuscitation courses (e.g., ATLS, ACLS, BLS);* • other performance assessments, such as multisource (e.g., 360) reviews; and • reviews conducted on behalf of an MRA. * If you did not receive direct performance feedback during this activity, you should record the activity under Section 1. † **This activity is eligible for credits** for time spent reviewing and reflecting on feedback.	N/A	3 credits per hour
Simulation activities Participation in a simulation activity in which you are part of the debriefing for individual and/or team improvement. Simulation activities take place in a simulated or actual practice environment (e.g., hospital mock codes, translational simulations, task or skill trainers or mannequins, tabletop exercises, virtual reality) after which participants are debriefed by observers.	3 credits per hour	1.5 credits per hour
Coaching or mentoring (as a recipient) An opportunity to improve specific areas of professional practice and personal well-being through guided interactions with a peer or certified coach and, where needed, planned actions. Coaching activities include setting the agenda (intention and goals) with the coach, being observed when needed, engaging in a coaching conversation, listening, asking questions, seeking feedback, feedforwarding (focusing on the future instead of the past) and planning.	N/A	3 credits per hour

Feedback delivered
Feedback delivered to individuals, groups, teams or systems

Eligible activities	Accredited activities	Unaccredited activities
Review of feedback delivered† Feedback delivered which includes comments or information shared through • annual performance reviews (annual workplace assessments); • chart audits; • direct observation; • reviews of journal article submissions and grant applications; • teaching reviews; • reviews of clinical data; • practice-based assessments; • oral exam practice sessions (for licensing or certification examinations); • resuscitation courses (e.g., ATLS, ACLS, BLS); • other performance assessments, such as multisource (e.g., 360) reviews; and • reviews conducted on behalf of an MRA. † This activity is eligible for credits for time spent on preparing, delivering, and reflecting on the delivery of your feedback.	N/A	3 credits per hour to a maximum of 15 credits per year
Coaching or mentoring (as a provider) An opportunity for peer or certified coaches to get feedback, reflect and improve their skills as needed. This activity may involve asking for feedback (oral or written) on coaching or mentorship skills and reflecting or changing as needed for further interactions.	N/A	3 credits per hour to a maximum of 15 credits per year

Improvement initiatives
Activities carried out to improve patient care; physician well-being; professional practice; medical education; health systems; equity, diversity and inclusion; planetary health; and other areas.

Quality improvement‡
Quality improvement (QI) is an action-oriented, problem-solving framework that can help you enhance your practice and your personal or professional development.
‡ Includes MRA QI activities.

Eligible activities	Accredited activities	Unaccredited activities
Individual improvement: Self-directed improvement activities † † Credits can be claimed each year that you are working on the QI initiative.	N/A	25 credits per QI initiative per year
Group improvement activities: Includes departmental and interprofessional initiatives † † Credits can be claimed each year that you are working on the QI initiative.		
Group member of a QI activity † † Credits can be claimed each year that you are working on the QI initiative.	N/A	15 credits per QI initiative per year
Leading role for a group QI activity † † Credits can be claimed each year that you are working on the QI initiative.	N/A	35 credits per QI initiative per year

Improvement initiatives
Activities carried out to improve patient care; physician well-being; professional practice; medical education; health systems; equity, diversity and inclusion; planetary health; and other areas.

Systems improvement

Eligible activities	Accredited activities	Unaccredited activities
Committee participation§ Committee participation focuses on improvements in various areas, such as • patient care; • physician well-being; • professional practice; • medical education; • health systems; • interprofessional practice; • equity, diversity and inclusion; and • planetary health. § Requirements: A formal structure, appointment process, defined terms of reference and minimum of two meetings per year.	N/A	15 credits per year (chair) per committee or 10 credits per year (member) per committee
Curriculum development Developing or updating undergraduate, postgraduate or professional development curricula.	N/A	15 credits per year, per initiative
Examination development Developing or updating examinations or assessment strategies.	N/A	15 credits per year, per initiative
Clinical practice guideline development Setting care standards for your department, hospital, specialty or other area of focus.	N/A	15 credits per year, per initiative
Adverse event investigation, reporting and analysis Investigating an adverse event and recommending improvements, this can include clinical care review.	N/A	5 credits per initiative

Thank You

Evaluation Link

Chat open for 15 minutes

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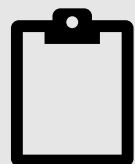
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