

# Earning Educational Credits

# Linking Learning Exercise



Clinical/Non-Clinical Activity



## Linking Learning to Practice

- Volunteering in a resource-poor setting
- Attending a non-certified conference to stimulate reflection



## Linking Learning to Research

- Preparing a manuscript for publication
- Conducting research relevant to family medicine
- Preparing for and presenting at conferences
- Preparing a poster for presentation
- Researching a new treatment protocol



## Linking Learning to Administration

- Serving on a committee
- Participating as a planning committee member



## Linking Learning to Assessment

- Reviewing clinical practice guidelines
- Reviewing a manuscript for a medical journal
- Reviewing a family medicine curriculum
- Participating on an accreditation survey team



## Linking Learning to Teaching

- Teaching (clinical or academic)
- Developing the curriculum for a medical education event
- Lecturing
- Working as an educational leader, such as a programmer or administrator

**Linking Learning** exercises allow you to claim **five Certified Assessment credits** for any **formal or informal learning opportunity**.

There are five activities: Linking Learning to Practice, Teaching, Research, Administration, and Assessment.

<b>Certified Activities</b> <ul style="list-style-type: none"> <li>• CFPC certified courses, conferences, and workshops</li> <li>• CFPC's Self Learning™ Program</li> <li>• Formal studies such as university courses</li> <li>• CFPC certified online CPD (UpToDate, CFPCLearn)</li> </ul>	<b>Certified Assessment Activities</b> <ul style="list-style-type: none"> <li>• CFPC Certified Assessment Activities</li> <li>• Linking Learning exercises</li> <li>• MCC360</li> <li>• CFPC's Professional Learning Plan</li> </ul>	<b>Non-Certified Activities</b> <ul style="list-style-type: none"> <li>• Reading (books, journals)</li> <li>• Watching (videos, webcasts)</li> <li>• Listening (podcasts, lectures)</li> <li>• Teaching or presenting</li> </ul>
<b>Certified Activities + Certified Assessment Activities:</b> <ul style="list-style-type: none"> <li>• Examiner for medical exams</li> <li>• CFPC Accreditation surveyor</li> <li>• Advanced life support programs</li> </ul>		

<https://www.cfpc.ca/en/education-professional-development/mainpro/mainpro-program-requirements>

1. Describe the learning activity
2. Consider the information that was presented during the activity
3. Critically appraise the information provided by using additional resources
4. Make a decision about your practice based the new information
5. Evaluate the impact of your decision

## Activity Categories

✓	✓	⚠
<h3>Certified Activities</h3> <ul style="list-style-type: none"> <li>• CFPC Mainpro+ Certified Activities</li> <li>• AAFP Prescribed credits</li> <li>• AMA PRA Category 1*</li> <li>• CFP Mainpro+ articles</li> <li>• CFPC Self Learning™ Program</li> <li>• CFPC peer tutor</li> <li>• Formal traineeship/fellowship</li> <li>• Formal studies/university courses</li> <li>• Foundation for Medical Practice Education (FMPE)</li> <li>• International (Request for Individual Consideration)</li> <li>• Royal College Section 1*</li> <li>• Certified rounds and journal clubs</li> <li>• Quebec Category A</li> <li>• Certified online CPD* activities (e.g., CFPCLearn)</li> <li>• Other Certified Mainpro+ activities</li> <li>• UpToDate*</li> </ul>	<h3>Certified Assessment Activities</h3> <ul style="list-style-type: none"> <li>• CFPC Mainpro+ Certified Assessment activities</li> <li>• CFPC Professional Learning Plan (PLP)</li> <li>• Linking Learning exercises (Administration, Assessment, Research, Teaching, Practice)</li> <li>• Medical regulatory authority (MRA) quality/practice improvement programs</li> <li>• MCC360</li> <li>• Other Mainpro+ Certified Assessment Activities</li> <li>• Pearls.ce</li> <li>• Publication of an article</li> <li>• Quebec Category B</li> <li>• Royal College Section 3*</li> </ul>	<h3>Non-certified Activities</h3> <ul style="list-style-type: none"> <li>• Coaching/mentoring</li> <li>• Committee participation</li> <li>• Corridor or team-based consultations/ case-based discussions</li> <li>• Interprofessional educational events</li> <li>• Non-certified conferences</li> <li>• Reading, watching, listening (medical-related media, books, journals, articles)</li> <li>• Research and publication (writing or reviewing)</li> <li>• Social media discourse (participation in practice related online discussions)</li> <li>• Teaching, presenting, and preparing (includes curriculum planning, development, or review)</li> </ul>
<h3>Combined learning (Certified + Assessment)</h3> <p>Mainpro+ users can claim two credit types for the same activity</p> <ul style="list-style-type: none"> <li>• Advanced life support courses</li> <li>• Certified Mainpro+ activities</li> <li>• CFPC Accreditation Surveyor</li> <li>• CFPC Emergency Medicine or American Board of Emergency Medicine (ABEM) exam</li> <li>• Clinical supervisor (MRA)</li> <li>• Examiner for medical exams</li> </ul>		<p>*Certified credits that exceed the category maximums can be entered as non-certified activities</p> <p>*CPD: continuing professional development</p> <p><a href="http://www.cfpc.ca/MAINPRO">www.cfpc.ca/MAINPRO</a></p> <p>May 2024</p>



## Professional Learning Plan (PLP)

### Self-guided pathway:

This one credit-per-hour Assessment activity is certified by the CFPC for 12 Mainpro+ credits. You'll complete the steps at your own pace without peer/colleague review.

# Refreshed MOC framework

<b>Section 1: Group learning</b>	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.
<b>Section 2: Individual learning</b>	Knowledge, skills and abilities acquired through independent, self-directed learning activities.
<b>Section 3: Feedback and improvement</b>	<p><b>Feedback received:</b> Feedback received on your knowledge, skills or performance that enables you to identify opportunities for future learning or Quality Improvement (QI) activities or both.</p> <p><b>Feedback delivered:</b> Feedback delivered to individuals, groups, teams or systems.</p> <p><b>Improvement initiatives:</b> 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.</p>

<b>Section 1: Group learning</b>			
<ul style="list-style-type: none"> <li>No minimum credit requirements</li> <li>Maximum of 50 credits for unaccredited activities in Section 1 per five-year cycle</li> </ul>			
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.			
Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
<b>Conferences</b>	1 credit per hour	0.5 credits per hour	<ul style="list-style-type: none"> <li>Please include               <ul style="list-style-type: none"> <li>activity title,</li> <li>one key message learned, and</li> <li>your responses to reflection questions (optional).</li> </ul> </li> </ul>
<b>Journal clubs</b>	1 credit per hour	0.5 credits per hour	
<b>Rounds*</b> (e.g., grand, morbidity and mortality) * Does not include ward rounds.	1 credit per hour	0.5 credits per hour	
<b>Other group learning †</b> These include <ul style="list-style-type: none"> <li>courses;</li> <li>seminars;</li> <li>webinars (live);</li> <li>workshops;</li> <li>small group sessions;</li> <li>resuscitation courses (e.g., ATLS, ACLS, BLS).‡</li> </ul> † 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 time spent receiving, reviewing, and reflecting on the feedback under Section 3.	1 credit per hour	0.5 credits per hour	
<b>Social media for knowledge translation</b> Participation in online discussions with colleagues (including interprofessional peers) to exchange <b>evidence-informed</b> 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 <a href="#">Code of Ethics and Professionalism</a> and <a href="#">Guidelines for Interacting with Industry</a> .	N/A	0.5 credits per hour to a max of 5 credits per year	

<b>Section 3: Feedback and improvement</b>			
<ul style="list-style-type: none"> <li>• Minimum of 25 credits, per five-year cycle</li> <li>• Must include one Feedback received activity, per five-year cycle</li> </ul>			
<b>Feedback received</b>			
Feedback received on your knowledge, skills or performance that enables you to identify opportunities for future learning or Quality Improvement (QI) activities or both.			
<b>Eligible activities</b>	<b>Accredited activities</b>	<b>Unaccredited activities</b>	<b>Data reporting requirements for credit entry</b>
<b>Simulation activities</b> 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	
<b>Coaching or mentoring (as a recipient)</b> 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	

<b>Section 2: Individual learning</b>			
<ul style="list-style-type: none"> <li>• No minimum credit requirements</li> </ul> Knowledge, skills and abilities acquired through independent, self-directed learning activities.			
<b>Eligible activities</b>	<b>Accredited activities</b>	<b>Unaccredited activities</b>	<b>Data reporting requirements for credit entry</b>
<b>Educational content review<sup>†</sup></b> This includes <ul style="list-style-type: none"> <li>• reading (e.g., digital clinical resources such as UpToDate, Medscape, books, journals);</li> <li>• listening (e.g., podcasts); and</li> <li>• watching (e.g., videos, recorded webinars).</li> </ul> <sup>†</sup> With no opportunities for discussion.	N/A	0.5 credits per hour to a maximum of 30 credits per year	Please include <ul style="list-style-type: none"> <li>• an activity title,</li> <li>• one key message learned, and</li> <li>• your responses to reflection questions (optional).</li> </ul>
<b>Courses (asynchronous)</b> Individual learning with little or no opportunity for discussion.	N/A	0.5 credits per hour	
<b>Individual task training</b> Training to develop or improve your technical skills.	N/A	0.5 credits per hour	
<b>Activity preparation (previously Personal Learning Project)</b> This includes knowledge acquisition for activities, such as <ul style="list-style-type: none"> <li>• addressing a clinical or academic question;</li> <li>• preparing to deliver a teaching session or presentation;</li> <li>• preparing education for patients, families or communities;</li> <li>• preparing a manuscript (book, chapter, article);</li> <li>• preparing a grant application;</li> <li>• addressing an administrative or systems-related question; and</li> <li>• creating an oral or written exam question for submission.</li> </ul>	N/A	2 credits per hour	
<b>Postgraduate Studies (Fellowships, Masters, PhD)</b> <ul style="list-style-type: none"> <li>• Postgraduate academic studies such as Masters, Doctorate, or</li> </ul>	N/A	50 credits per year, per initiative	

- Section 3 can be claimed following our post-retreat follow-up call
- Section 2 can be earned via PLP or independent learning for creating of Personalized Energy Protocol