

THE COLLEGE OF  
FAMILY PHYSICIANS  
OF CANADA



LE COLLÈGE DES  
MÉDECINS DE FAMILLE  
DU CANADA

# Mainpro+<sup>®</sup> Certification Standards for Faculty Development Activities

November 2022

## Defining Faculty Development Activities

The standards described in this document apply only to activities without the financial or in-kind support of for-profit organizations that meet the following definition of faculty development:

For Mainpro+ certification, faculty development is defined as a broad range of activities used to renew or assist faculty, supervisors, preceptors, field instructors, and clinical educators in their roles. These activities are designed to improve an individual's knowledge, skills, attitudes, and behaviours related to teaching, educational administration and leadership, and scholarship.\* Scholarship is defined as those activities described in the CanMEDS-FM Scholar Role.

Activities seeking Mainpro+ certification that do not meet the definition above should refer to [Understanding Mainpro+ Certification: Standards for Continuing Professional Development Providers](#) for more information.

## Introduction: Understanding Mainpro+ Certification Terminology

### Continuing professional development categories, formats, and providers

The College of Family Physicians of Canada™ (CFPC) has three recognized continuing professional development (CPD) credit categories: Group Learning, Self-Learning, and Assessment. Credits within these categories are classified as either certified or non-certified:

- Certified credits are awarded for those activities that have been reviewed and approved by the College, a CFPC Chapter, or a Canadian university's CPD office and judged to have met the standards for certified CPD
  - For these standards faculty development providers should seek certification directly from the Committee on Accreditation of Continuing Professional Development (CACME) accredited university CPD office to which they are closest in affiliation. If the provider does not have a relationship with a university CPD office, they should contact the CFPC National Office for more information at [certplust@cfpc.ca](mailto:certplust@cfpc.ca).
- Non-certified credits are awarded for those activities that have not been formally reviewed by the College or those listed above, but that comply with the College's definition of CPD (see Defining CPD: Eligible CPD provider)

See **Figure 1** for a graphic representation of the categories.

### Defining CPD: Credit categories

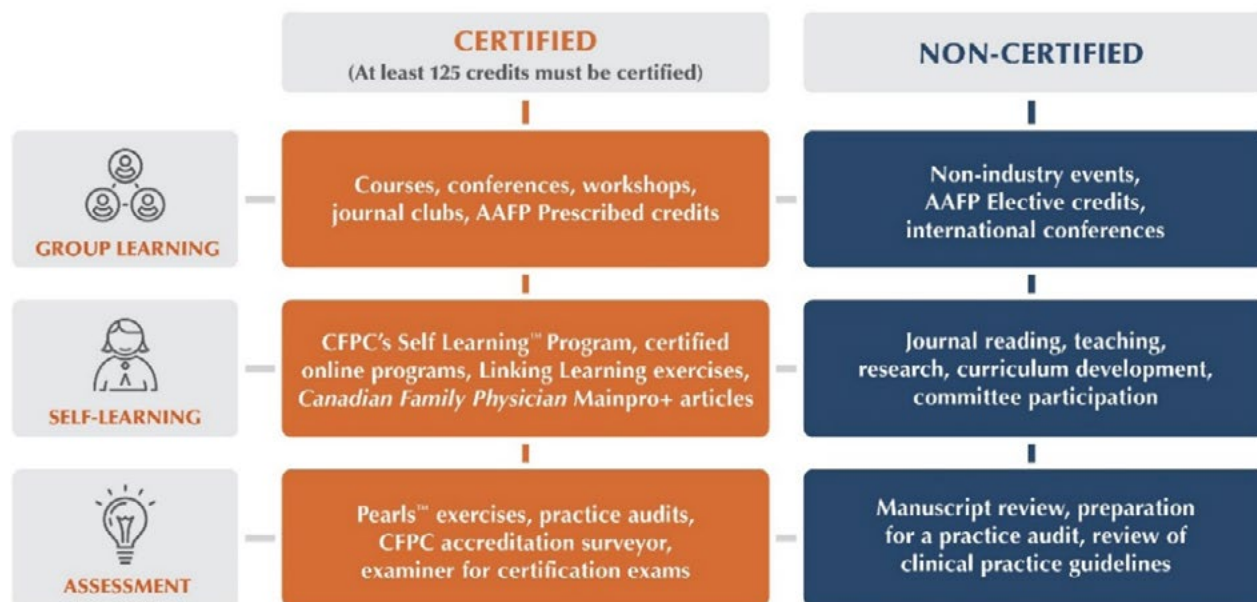
- Group Learning: Activities that provide opportunities to learn with others
- Self-Learning: Activities accessed and completed by the individual, outside the context of a group
- Assessment: Activities that stimulate learning and practice or performance improvement through the analysis of data and provision or receipt of feedback about an individual, group, or materials

Defining CPD: Credits, per-hour-certification

Depending on the development, format, and content of an activity it can be approved at one-, two-, or three-credits-per-hour certification.

\*Adapted with permission from: Silver I, Leslie K. Comparing and Contrasting: Faculty Development and Continuing Professional Development. In: Rayburn WF, Turco MG, Davis DA, eds. *Continuing Professional Development in Medicine and Health Care: Better Education, Better Patient Outcomes*. Philadelphia, PA: Wolters Kluwer; 2017.

**Figure 1. Categorization of CPD credits**



- One-credit-per-hour certification can be reviewed nationally or provincially (see details below) and must meet five of the six Quality Criteria
- Two-credit-per-hour certification is reviewed nationally. These activities must be developed in collaboration with a not-for-profit physician organization and must meet all six Quality Criteria.
- Three-credit-per-hour certification is reviewed nationally. These activities must be developed in collaboration with a not-for-profit physician organization and must meet all six Quality Criteria at the three-credit-per-hour level.

Defining Eligible CPD: Learning formats

CPD may be delivered in a wide variety of formats. These include but are not limited to the following examples:

**Live, in person:** This is CPD delivered in an in-person format (e.g., conferences, workshops, in-person courses, journal clubs, clinical rounds).

**Live online learning:** These activities are delivered via the Internet to live audiences (e.g., webcasts of live, in-person conferences; virtual conferences; virtual workshops; virtual rounds programs; live webinars).

**Online self-study:** This is also known as asynchronous or self-paced activities. This type of CPD is accessed by the learner independently via online platforms. Examples include online module-based learning, recorded webinars with interactive elements, online simulation activities, mobile app-based learning, and virtual reality-based learning activities.

**Hospital or clinical rounds:** These scheduled education sessions are developed by hospital or academic departments and delivered from or within a hospital, clinical, or academic setting. The scientific planning committee must be accountable to a clinical or academic department head.

**Journal clubs:** These involve groups of physicians and other health professionals who meet on a regular schedule to review and critically evaluate recent articles in the scientific and medical literature. Members of a journal club are also the scientific planning committee for the club.

**Small-group learning activities:** These activities are planned by an organized group of physicians and other health care professionals (approximately 12 or fewer) to review and discuss practice related issues. Members of the small group act as the scientific planning committee for the group.

**Regularly scheduled series:** These live (online or in person) activities are planned as series with regular schedules. They can be offered outside a clinical or hospital setting and there is no restriction on the number of participants. Regularly scheduled series may be organized by eligible CPD provider organizations (see below), including medical education companies.

## Defining Eligible CPD Provider Organizations for Faculty Development Activities

Organizations that meet the following criteria may use these standards and the faculty development application pathway to submit applications for the certification of faculty development activities. If you represent an organization type not listed here, you may not submit an application for a faculty development activity.

- Faculties of medicine (and departments therein)
- Teaching hospital department or division
- Other health professional faculties (e.g., nursing, physical therapy, pharmacy, occupational therapy, etc.)

Regardless of the certification activity category (Group Learning, Self-Learning, or Assessment), all

programs are subsequently categorized based on how the review will be conducted and where the program will be eligible for delivery. That is, the certification type will be either provincial or national.

### Provincial certification

A program categorized as provincially certified is eligible to award credits only in the province where certification is granted. These activities are marketed to and designed for family physicians in a single province. Its scientific planning committee must include at least one active CFPC member from the province of program delivery. Programs seeking provincial certification for self-study online activities must demonstrate that the target audience is provincial in scope and the marketing of the program is restricted to participants from a single province. However, if an out-of-province participant learns of the program and takes part, they are eligible to claim the credits earned for the activity.

### National certification

A program that is nationally certified is eligible to award credits in all provinces<sup>†</sup> (including two- and three-credit-per-hour programs). These are programs that are marketed toward a national audience. Its scientific planning committee must include at least three active CFPC members.

<sup>†</sup>Nationally certified programs that are delivered in Quebec have additional certification requirements.

## Mainpro+ Certification of Faculty Development Activities Process Overview

The information below applies to Group Learning, Self-Learning, and Assessment activities.

### Application review process

Faculty development activities undergo an administrative review conducted by a CACME-accredited university's CPD office administrative staff.

### Application fee (taxes extra)

CACME Accredited University CPD Offices establish their own fees.

### Certification period for all Mainpro+ certified activity types

- One-credit-per-hour programs: 12-month certification period
- Two-credit-per-hour programs: 18-month certification period
- Three-credit-per-hour programs: 24-month certification period

### Application process

All applications must be submitted via the preferred process of the CACME accredited CPD Office.

**Content review:** Content review is not required for activities that meet the definition of faculty development.

**Completion requirements:** Participants who wish to claim credits for attending two- and three-credit-per-hour programs are required to complete all components of the Mainpro+ certified activity to be eligible to receive the approved credits. Program providers should not supply participants with letters or certificates of participation until all program components have been completed, including the post-program requirements. Participants not completing all required program elements will be eligible to claim only non-certified credits.

### Certificate of participation

It is the responsibility of CPD providers to supply each participant with a letter or certificate of participation upon completion of a certified program. This document must include the following:

- Participant's full name
- Program name (exactly as it appears in CERT+)
- CERT+ session identification number (provided by the accrediting CPD Office)
- Session date and location
- Number of credits for which the session is certified
- Type of credits for which the session is certified (i.e., Group Learning, Self-Learning, Assessment)
- Signature of an official from the CPD provider organization **for activities delivered in Quebec**

Note that participants in three-credit-per-hour programs should not receive letters or certificates of participation until the required post-program requirements are met.

Mainpro+ participants are required to submit proof of participation only when requested to do so by the College. However, all Mainpro+ participants and program providers should retain records for a minimum period of six years in case they are selected to participate in credit validation or program auditing.

### Program audit

All Mainpro+ certified CPD programs may be audited by the CFPC National Committee on Continuing Professional Development, the CFPC Department of Continuing Professional Development, and/or a CFPC Chapter or its CPD committee. The CFPC is not required to provide advance notice to CPD providers of intent to audit.

Failure to comply with established certification policies and procedures could result in revocation of certification. If certification is revoked, it is the responsibility of CPD providers to inform physician participants that they are not eligible to claim Mainpro+ credits.

## Appeal process

CPD providers may appeal decisions to deny program approval or session certification (ethical approval). All appeals must:

- Be made in writing (email is acceptable) to the CFPC National Office and sent to the attention of the Mainpro+ Certification Coordinator at [certplus@cfpc.ca](mailto:certplus@cfpc.ca)
- Include a cover letter outlining the rationale for the appeal, as well as a copy of the certification or ethical review rejection notice and/or the CERT+ identification number

## Calendar of Mainpro+ certified events

The CFPC maintains a calendar of upcoming Mainpro+ certified events on the CFPC website. When CACME accredited CPD offices add a session to CERT+, they are required to indicate whether they wish to list a program on the calendar of upcoming events. Only certified programs will appear on the calendar of events.

**Important:** If providers do not wish to have programs appear on the calendar of upcoming events, they must indicate this when adding sessions to CERT+.

## Designing your program to meet the Certification Standards

All continuing professional development programs (CPD) seeking Mainpro+ certification must meet or

exceed the criteria established by the CFPC Board and Executive Committee, National Committee on Continuing Professional Development (NCCPD), and other relevant CFPC committees/groups. Standards established by bodies external to the CFPC—including the Canadian Medical Association (CMA)—are also considered when determining certification eligibility.

The College considers the criteria listed below to be the foundation upon which all high-quality CPD programs must begin; these are the basics of CPD programming. Individuals and groups involved in the design, development, and dissemination of CPD programming should review these documents—in their entirety—and understand the policies and standards contained within.

## Education Standards

### Mainpro+ Quality Criteria Framework – Faculty Development

The following criteria are applied to faculty development activities seeking Mainpro+ certification. A series of requirements pertaining to each criterion allows those with the task of reviewing programs to assess each application in an objective fashion and to assign credit values appropriately to programs meeting minimum certification requirements.

## Quality Criterion 1

### Needs Assessment and Practice Relevance

The minimum standards that must be met for each credit-per-hour level are outlined in the table below.

Credits per Hour	Certification Requirements	Examples
One-credit-per-hour	<ul style="list-style-type: none"> <li>• Learner needs are identified through gap analysis of learners' performance and curriculum, material, and modality of teaching</li> <li>• Learning objectives are tied to needs assessment results</li> <li>• The needs assessment addresses teaching, education, administration, leadership, and research competency through Fundamental Teaching Activities Framework and CanMEDS-FM Roles</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Literature reviews</li> <li>• Teaching assessments</li> <li>• Student feedback</li> <li>• Student assessment results</li> <li>• Accreditation reports</li> <li>• Evaluation of feedback from previous events</li> <li>• Medical education literature</li> <li>• Institutional/departmental white papers</li> <li>• Strategic plans</li> </ul>
Two-credits-per-hour	<p>Must meet the one-credit-per-hour requirements and:</p> <ul style="list-style-type: none"> <li>• Ensure the needs assessment is specific to faculty development domain identified at time of application (i.e., clinical coach, competency coach, teacher, education leader, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys representative of the intended target audience</li> <li>• Institutional based data</li> <li>• Teaching assessments</li> </ul>
Three-credits-per-hour	<p>Must meet the one- and two-credit-per-hour requirements and:</p> <ul style="list-style-type: none"> <li>• Seeks learning needs and gaps directly from activity participants</li> <li>• Includes measures of gaps in knowledge, competence, or performance based on data from practice/teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Personal learning plans</li> <li>• Interviews with stakeholder(s)</li> <li>• Departmental goals/plans</li> <li>• Surveys</li> <li>• Curriculum planning retreats</li> </ul>



## Quality Criterion 2

### Interactivity and Engagement

The minimum standards that must be met for each credit-per-hour level are outlined in the table below.

Credits per Hour	Certification Requirements	Examples
One-credit-per-hour	<ul style="list-style-type: none"> <li>• At least 25 per cent of the program is conducted in an interactive manner</li> <li>• For Assessment category activities, interactivity and engagement must include the review of and reflection on practice/performance data relative to previously established standards, protocols, norms</li> </ul>	<ul style="list-style-type: none"> <li>• Audience Q &amp; A period</li> <li>• Audience response systems</li> <li>• Case discussions</li> <li>• Quizzes and multiple choice questions built into online program content</li> <li>• Asynchronous online activities must include a way for participants to pose questions about program content</li> </ul>
Two-credits-per-hour	<p>Must meet the one-credit-per-hour requirements and:</p> <ul style="list-style-type: none"> <li>• Have learner engagement go beyond an audience Q &amp; A</li> <li>• Include opportunities for participants to engage with each other, with facilitators, and with the materials being taught (for <b>Self-Learning</b> activities, programs require engagement only with facilitators and the materials being taught)</li> <li>• For <b>Assessment</b> category activities, participants must receive at least one feedback interaction with peers, colleagues, patients, or coaches</li> <li>• Base a component of the activity on small groups* or workshops (for <b>Self-Learning</b> activities, the small-group requirement is replaced with a case-based learning component)</li> </ul>	<ul style="list-style-type: none"> <li>• Case discussions</li> <li>• Role playing</li> <li>• Simulation activities</li> <li>• Mentorship meetings/feedback</li> </ul>



Credits per Hour	Certification Requirements	Examples
Three-credits-per-hour	<p>Must meet the one- and two-credit-per-hour requirements and:</p> <ul style="list-style-type: none"> <li>• Be based on small-group learning (for Self-learning activities, programs must be based on case-based or immersive scenario learning)</li> <li>• For Assessment category activities, the program must include more than one feedback interaction with peers, colleagues, students, patients or coaches</li> <li>• Include activities that can be applied to participants' teaching practices</li> <li>• Include formal reflection on the application of learning to teaching over a realistic time period to assess practice change<sup>†</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Simulation with observation and feedback</li> <li>• Teaching-based scenarios</li> <li>• Teaching assessment review exercise</li> <li>• Peer observation of teaching with feedback</li> <li>• Consultation with peers/students/colleagues</li> <li>• Post-program reflective exercises</li> </ul>
<p>*A small group is defined as approximately 10 to 12 participants per facilitator.  <sup>†</sup>The practice can be defined as teaching, educational administration and leadership, scholarship practice, etc.</p>		

## Quality Criterion 3

### Incorporation of Evidence

The minimum standards that must be met for each credit-per-hour level are outlined in the table below.

Credits per Hour	Certification Requirements	Examples
One-credit-per-hour	<p>Evidence for program design (Assessment category)</p> <ul style="list-style-type: none"> <li>• An outline of the evidence/rationale and how it was used to determine assessment design must be provided and references must be included in materials</li> <li>• Practice, patient, or teaching assessment data may be used as evidence in Assessment activities</li> </ul> <p>Evidence for content discussed</p> <ul style="list-style-type: none"> <li>• Depending on the topic, evidence may also be sourced from the pedagogical, social sciences, humanities, or business literature</li> <li>• When designing faculty development activities for clinical teaching the best available clinical evidence must be used</li> </ul> <p>References must be included in participant materials.</p>	<p>Sources of no-clinical evidence discussed</p> <ul style="list-style-type: none"> <li>• Pedagogical literature</li> <li>• Social sciences literature</li> <li>• Humanities literature</li> <li>• Business literature</li> <li>• Educational theory</li> <li>• Qualitative studies</li> </ul>
Two-credits-per-hour	<p>Must meet the one-credit-per-hour requirements and:</p> <ul style="list-style-type: none"> <li>• Include Canadian evidence, where it exists</li> </ul>	
Three-credits-per-hour	<p>Must meet the one- and two-credit-per-hour requirements and:</p> <ul style="list-style-type: none"> <li>• Use evidence to develop strategies and resources for learning interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Literature review and critique</li> <li>• Mini journal club</li> <li>• Application and appraisal of pedagogical recommendations or teaching guidelines</li> </ul>

## Quality Criterion 4

### Addressing Barriers to Change

The minimum standards that must be met for each credit-per-hour level are outlined in the table below.

Credits per Hour	Certification Requirements	Examples
One-credit-per-hour	<ul style="list-style-type: none"><li>The educational design includes a discussion of commonly encountered barriers to change</li></ul>	Barrier examples: <ul style="list-style-type: none"><li>Administrative</li><li>Attitude (motivation to change)</li><li>Geographical (access to resources/facilities)</li><li>Knowledge</li><li>Organizational (process-related barriers/health systems barriers)</li></ul>
Two-credits-per-hour	Must meet the one-credit-per-hour requirements and: <ul style="list-style-type: none"><li>Include a discussion of approaches to overcoming these barriers in the educational design</li></ul>	Ways to overcome barriers: <ul style="list-style-type: none"><li>Teaching resources/strategies</li><li>Assessment strategies</li><li>Case studies</li></ul>
Three-credits-per-hour	Meet the one- and two-credit-per-hour requirements and: <ul style="list-style-type: none"><li>Ask participants to identify barriers to change</li><li>Discuss these barriers and approaches to overcoming them</li></ul>	Ways to solicit barriers <ul style="list-style-type: none"><li>Needs assessment to solicit barriers</li><li>Teaching assessments</li><li>Accreditation survey results</li></ul>

## Quality Criterion 5

### Evaluation and Outcome Assessment

The minimum standards that must be met for each credit-per-hour level are outlined in the table below.

Credits per Hour	Certification requirements	Examples
One-credit-per-hour	<ul style="list-style-type: none"> <li>Measures are included to assess self-reported learning or change in what participants know or know how to do as a result of the faculty development activity</li> </ul>	<ul style="list-style-type: none"> <li>Self-reported change in knowledge/skills/performance</li> <li>Commitment-to-change contract</li> </ul>
Two-credits-per-hour	<p>Must meet the one-credit-per-hour requirement and:</p> <ul style="list-style-type: none"> <li>Include an objective measurement of change in knowledge/skill/performance</li> <li>Include opportunities for participants to evaluate change in teaching, education, administration, leadership, and research competencies through Fundamental Teaching Activities Framework and/or CanMEDS-FM Roles (as identified in the learning objectives)</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment</li> <li>Ongoing feedback and reflective exercise</li> </ul>
Three-credits-per-hour	<p>Must meet the one- and two-credit-per-hour requirements and:</p> <ul style="list-style-type: none"> <li>Include the objective measurement of change in competence and/or teaching performance and/or student outcome for all learners</li> <li>Include opportunities for participants to evaluate change in teaching competencies through Fundamental Teaching Activities Framework and/or CanMEDS-FM Roles (as identified in the learning objectives)</li> </ul>	<ul style="list-style-type: none"> <li>Peer coaching</li> <li>Peer observation of teaching</li> <li>Teaching assessment</li> <li>Student assessment</li> <li>Commitment-to-change contract with follow-up</li> <li>Goal setting with follow-up/feedback</li> </ul>

## Quality Criterion 6

### Reinforcement of Learning

The minimum standards that must be met for each credit-per-hour level are outlined in the table below.

Credits per Hour	Certification Requirements	Examples
One-credit-per-hour	Not required for one-credit-per-hour programs	N/A
Two-credits-per-hour	<ul style="list-style-type: none"><li>Incorporates one or more validated strategies to reinforce and/or facilitate continued learning</li></ul>	<ul style="list-style-type: none"><li>Post-program teleconference</li><li>Open-ended questionnaire</li><li>Follow-up on commitment to change</li><li>Performance or knowledge test</li><li>Post-program reflective exercises</li><li>Meeting with coach or peer related to teaching, education, administration, leadership, or research improvement plan</li></ul>
Three-credits-per-hour	Must meet the two-credit-per-hour requirements and: <ul style="list-style-type: none"><li>Incorporate two or more validated strategies, ideally administered at staggered time intervals (e.g., at six and 12 weeks)</li></ul>	<ul style="list-style-type: none"><li>Post-program teleconference</li><li>Open-ended questionnaire</li><li>Follow-up on commitment to change</li><li>Performance or knowledge test</li><li>Post-program reflective exercises</li><li>Meeting with coach or peer related to teaching, education, administration, leadership, or research improvement plan</li></ul>

### Determining Credit Allocation

Based on the total Quality Criteria requirements met, programs will be approved for Mainpro+ certification at one credit per hour, two credits per hour, or three credits per hour. Credits are calculated as follows:

$$\text{(Total number of hours [not including introductions, breaks, meals, evaluation time])} \times \text{number of credits per hour approved} = \text{credit value for program}$$

For example: (1.5 hours)  $\times$  2 credits per hour = 3.0 credits.

Individual programs may be certified for one activity category only.

### Ethical standards

In brief, the planning, content, and conduct of CPD programs must follow Mainpro+ ethical standards to achieve and retain certified status. CPD providers, representatives, and selected faculty and presenters must understand and comply with:

- The requirements laid out in this document (Mainpro+ Certification Standards for Faculty Development Activities)
- The *National Standard for Support of Accredited CPD Activities* (the National Standard) (<https://www.cfpc.ca/national-standard>)

As well, programs held in the province of Quebec must adhere to the Conseil québécois de développement professionnel continu des médecins' *Code of Ethics* ([http://cqdpccm.ca/wp-content/uploads/2020/09/CODE-ETHIQUE\\_CQDPCM\\_EN\\_VF-rev2020.pdf](http://cqdpccm.ca/wp-content/uploads/2020/09/CODE-ETHIQUE_CQDPCM_EN_VF-rev2020.pdf)).

Wherever discrepancies exist among the above documents, this standard, *Mainpro+ Certification Standards for Faculty Development Activities*, shall prevail.

### Appropriate selection and conduct of scientific planning committee members



**Scientific planning committee:** A group of target audience representatives responsible for: identifying the educational needs of the intended target audience; developing educational objectives; selecting educational methods; selecting scientific planning committee members, speakers, moderators, facilitators and/or authors; developing and delivering content; and evaluating the outcomes of an accredited CPD activity.

The CFPC strongly encourages CPD providers to include diversity as a factor in the selection of scientific planning committee members and of speakers, moderators, facilitators, and/or authors to represent the target audience. This includes considering balanced representation for gender, race, ethnicity, and sexual orientation/identity. If the target audience for a CPD activity is interprofessional, having an interprofessional scientific planning committee is strongly encouraged. Planners of CPD activities are

also encouraged to include the patient voice in the design of CPD. A good way to accomplish this is to invite patients to join scientific planning committees.

Nationally certified Mainpro+ activities require at least three active CFPC members on the scientific planning committee. These members must have a membership class that requires CPD reporting. Non-member Mainpro+ participants cannot be considered as a CFPC member on a scientific planning committee.

Provincially certified Mainpro+ activities require at least one active CFPC member from the province of the target audience. The member must have a membership class that requires CPD reporting. Non-member Mainpro+ participants cannot be considered as a CFPC member on a scientific planning committee.

Substantial involvement is required by all scientific planning committee members and must be verified by the CFPC member(s) identified in the application. Substantial involvement is confirmed when the CFPC member verifies that:

- They have had substantial input into the program being submitted for certification (e.g., contributed to the consideration of learning needs, the determination of learning objectives, the development of program content, and the choice of speakers or presenters)
- The content of the program is relevant to family medicine
- The planning, content, and conduct of the program meet pertinent ethical standards
- They have been informed of any financial or non-financial incentives associated with the program
- They are also a member of the scientific committee

The CFPC member(s) on the scientific planning committee will be held accountable for how a program is presented and will be required to respond to any concerns regarding standard violations.

Representatives of a commercial interest (e.g., pharmaceutical company, medical cannabis producers/providers, medical device company, or marketing or communication firm) cannot participate as members of the scientific planning committee, nor may

they participate as observers, scribes, etc., for scientific planning committee activities or meetings.

## Declaring and disclosing conflicts of interest

The CFPC requires compliance with the National Standard, which describes the process and requirements for gathering, managing, and disclosing conflicts of interest (COI) to participants.

### Definitions

**Conflict of interest:** A COI is a set of conditions in which judgment or decisions concerning a primary interest (e.g., patient welfare, validity of research, quality of medical education) are unduly influenced by a secondary interest (such as personal or organizational benefit including financial gain, academic or career advancement, or other benefits to family, friends, or colleagues).

**Perceived conflict of interest:** A perceived COI is the appearance of a conflict as judged by outside observers, regardless of whether an actual conflict of interest exists.

**Real conflict of interest:** A real COI is when two or more interests are indisputably in conflict. An identified real COI always requires a bias mitigation strategy.

### Conflict of Interest

Element three of the National Standard describes the processes and requirements for gathering, managing, and disclosing conflicts of interest to participants.

3.1 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 two years including (but not necessarily limited to):

- a) Any direct financial payments including receipt of honoraria;
- b) Membership on advisory boards or speakers' bureaus;
- c) Funded grants or clinical trials;
- d) Patents on a drug, product or device; and

e) 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.

3.2 The SPC is responsible to review 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 conflicts of interest. The SPC must also have procedures in place to be followed if a conflict of interest comes to its attention prior to or during the CPD activity.

3.3 All members of the SPC, speakers, moderators, facilitators, and authors, must disclose to participants their relationships as described in 3.1.

3.4 Any individual who fails to disclose their relationships as described in 3.1 and 3.3 cannot participate as a member of the SPC, speaker, moderator, facilitator or author of an accredited CPD activity.

### COI disclosure process

1. All planning committee members, speakers, moderators, facilitators, and authors must complete the Declaration of Conflict of Interest form.

2. All completed original forms must be retained by the party submitting the program for Mainpro+ certification (referred to herein as the CPD provider or CPD organizer) for a period of one year following certification expiry, so that the forms are available in the event that the CFPC audits the program.

3. **Scientific planning committee, speaker, moderator, facilitator, and author forms:** These completed forms must be submitted to the scientific planning committee of the CPD provider organization. It is the role of the scientific planning committee to review all disclosed financial relationships of its members as well as speakers, moderators, facilitators, and authors in advance of the CPD activity to determine whether action is required to manage potential, perceived, or real COIs. The scientific planning committee must also have procedures in place to be followed if a COI comes to its attention prior to or during the CPD activity.



4. A disclosure must be made to the audience regarding whether you do or do not have a relationship to disclose. This includes the disclosure of any identified COIs (or lack thereof) of the scientific planning committee members and program development faculty as well as any financial support (or lack thereof) provided for the program's development. COIs must be disclosed to learners even if an activity does not include live presenters.
5. Speakers must disclose conflicts verbally and in writing using the CFPC COI slide template at the beginning of a presentation. If slides will not be used disclosures must be included in written program materials (e.g., conference program, course website, workbook, reading material) as applicable. In the case of live programs, the disclosure must be made verbally and in writing (i.e., via slides in the presentation). In the case of online or virtual CPD, these disclosures and any mitigation should be made to the learners before they access any educational content. This can be done in an onscreen format or in a video clip. The following three steps must be accounted for in the information provided to participants:
  - a) If conflicts are identified, the conflict mitigation strategy used by the scientific planning committee must also be made clear to the learners.
  - b) Speakers, moderators, facilitators, and authors are responsible for ensuring that their presentations and education materials—and any recommendations—are balanced and reflect the current scientific literature. The only caveat to this guideline is where there is only one treatment or management strategy. Unapproved uses of products or services must be declared in the presentation.
  - c) Any individual who fails to disclose their relationship(s) as required cannot participate as a member of the scientific planning committee, speaker, moderator, facilitator, or author of a Mainpro+ certified activity.

Please refer to Appendix 3: Conflict of Interest Disclosure Form to view a copy of the form and instructions for completing the form.

## The three-step/slide COI disclosure process

All Mainpro+ certified CPD programs must disclose to learners any relevant financial relationships and potential COIs related to the program's design and delivery. The process of how this disclosure must be made to the learners is as follows:

### Step 1/Slide 1: Faculty/presenter disclosure

- Provide the speaker's name and describe any relationships with for-profit and not-for-profit interests (grants/research support, consulting fees, honoraria, etc.)

### Step 2/Slide 2: Disclosure of financial support

- Provide a specific outline of connections/support for the development/presentation of the program from external entities (for-profit and not-for-profit) or organizations—including educational grants and in-kind services (e.g., logistics)—and specific aspects of the faculty/presenter connections that a reasonable program participant might consider relevant to the presentation (e.g., products made by companies named on slide 1 that could be germane to the presentation). This slide should be completed and (when possible) presented by the scientific planning committee chair or designate.

### Step 3/Slide 3: Mitigating potential bias (required only if a conflict is identified in steps 1 and 2)

- Describe the measures taken by the scientific planning committee to deal with and mitigate potential sources of bias in the presentation. This slide should be completed and (when possible) presented by the scientific planning committee chair or designate.

If faculty or speakers have not been identified at the time of application for certification, placeholder slides, handouts, or other written-format documents must be included with the application. The COI review and mitigation strategy that the scientific planning committee employed must be described and submitted on slide 3 (see **Figure 2** for slide samples). As soon as faculty or speakers have been selected, providers must ensure the placeholder documents are updated.

The CFPC has developed a sample PowerPoint template/reference for CPD providers. For more information on how to complete the COI slides, please review our Quick Tips guide on COI ([https://www.cfpc.ca/CFPC/media/Resources/Continuing-Professional-Development/QuickTips\\_COI\\_Final\\_ENGLISH.pdf](https://www.cfpc.ca/CFPC/media/Resources/Continuing-Professional-Development/QuickTips_COI_Final_ENGLISH.pdf)) and view the three-step COI declaration online.

**Figure 2. Examples of three-step disclosure slides**

**Slide 1: Faculty/Presenter Disclosure**

**Faculty/Speaker's name:**

**Relationships with financial sponsors:**

- **Any direct financial relationships including receipt of honoraria:** Pharma Corp ABC, Canadian Cancer Org.
- **Memberships on advisory boards or speakers' bureau:** XYZ Biopharmaceuticals Ltd.
- **Patents for drugs or devices:** Widget ABC
- **Other: financial relationships/investments** Employee of XXY Hospital Group, consultant for Company X

**Slide 2: Disclosure of Financial Support**

- **This program has received financial support from [organization name] in the form of** [describe support here – e.g. an educational grant].
- **This program has received in-kind support from [organization name] in the form of** [describe support here – e.g. logistical support].
- **Potential for conflict(s) of interest:**
  - [Speaker/Faculty name] has received [payment/funding, etc.] from [organization supporting this program **AND/OR** organization whose product(s) are being discussed in this program].
  - [Supporting organization name] [developed/licenses/distributes/benefits from the sale of, etc.] a product that will be discussed in this program

Figure 2 continued on page 17.

Figure 2 continued from page 16.

**Slide 3: Mitigating Potential Bias**

- [Explain how the potential sources of bias identified in slides 1 and 2 have been mitigated by the scientific planning committee, including any potential conflicts identified for committee members].
- Refer to “Quick Tips” document for information on how this can be done

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### Points of clarification

- When a speaker has no relationships that might pose a potential COI and the program has been developed without support from external entities, the slide regarding the management or mitigation of conflict may be omitted
- Scientific planning committees are expected to review and approve the content of the COI slides for each speaker associated with the program (steps 1 and 2). Where the potential for conflicts exists, the committee must discuss and approve the management plan.
- Scientific planning committees are expected to declare any relationships that exist with any commercial entities with respect to the development or dissemination of the program (step 2; see slide 2 for examples)
- Where potential for conflict exists, scientific planning committees must develop and declare a plan for managing such conflicts and details of that plan must be outlined (step 3)
- It is expected that the mitigation of bias slides approved by the planning committee will be

available for the ethical review whenever the program is presented

- It is not sufficient to indicate CFPC program review as the mitigation of bias plan
- For large events with multiple sessions and speakers, information for participants about financial support for the entire program needs to be presented once at the beginning of the program and in written program materials. Individual speakers in such programs need to present information about their own relationships only (or lack thereof).

If a program is delivered without the use of presentation software (e.g., PowerPoint, Prezzi, etc.) or other presentation aids, declaration information must be provided verbally and in print, if printed materials are distributed (e.g., in handout materials or inserted in the event syllabus).

### Program delivery: Faculty/presenter compliance

CPD providers must stipulate specific instructions to faculty and presenters regarding their involvement in the program and its delivery. Without this guidance many programs are faced with certification compliance challenges when faculty and presenters take liberties with the content and activities and modify them to meet their personal needs or beliefs.

Specifically, faculty and speakers must be provided with the following:

- The College-approved learning objectives for the program
- Details on the College-approved program format/teaching methodologies (e.g., small-group activities, lecture)
- Information about the target audience (e.g., experience level)

Additionally:

- CPD providers must retain copies of completed evaluation forms or response summaries for at least one year in the event that the CFPC audits the program
- The CFPC recommends that organizers provide a summary of the evaluations to all speakers and presenters for personal and professional development

- Feedback sought from participants must be used by CPD providers to improve future presentations of the program and evidence of this must be demonstrated in subsequent applications for certification
- The CFPC National Office and Chapter might require submission of evaluation results
- When programs are submitted for recertification, providers will be required to provide the evaluation results from the previously certified sessions when applying for recertification

Please see Quality Criterion 5: Evaluation and outcome assessment.



## Appendix 1: Marketing and Promoting Mainpro+ Certified Activities

### Marketing and Promoting Mainpro+ Certified Activities

For information on the detailed requirements for marketing and promoting Mainpro+ certified activities, including the appropriate acknowledgement of financial sponsors, please refer to *Understanding Mainpro+ Certification: Standards for Continuing Professional Development Providers* for more information.

### Standards for Mainpro+ program presentation and marketing materials

The Mainpro+ certification review and approval processes apply to every aspect of CPD programming, from development to delivery. The following section outlines some requirements and restrictions that apply to promotional and presentation materials.

#### Required information

Invitations or brochures (paper or digital) about the program must include the following:

- Program title (must be the exact title as approved at time of certification)
- Session learning objectives
- Speaker name(s) (if applicable)
- Moderator name(s) (if applicable)
- Start and end times of the certified presentation

- Times at which meals and breaks occur, including how this will be managed in a virtual format (if applicable)
- Location
- Mainpro+ certification statement and/or marketing statement
- Financial support acknowledgement statement (if applicable)

#### General use of logos and branding

Regardless of whether the certified CPD activity is live and in person, virtual, or asynchronous online, sponsor logos and other branding must not be included on materials (in print or digital)—invitations, brochures, slides, websites, online platforms, apps, and other media—used to facilitate a Mainpro+ certified CPD event. For example:

##### Participant certificates

Sponsor logos and other branding must not be included on certificates presented to participants upon completion of the program. A statement such as “This program has received an educational grant or in-kind support from [names of funding organizations]” may be included on certificates, with the proviso that the font size must not be larger than that used in the body of the certificate.

**Figure 3** is a College-approved sample of what an ideal certificate might include.

**Figure 3. Sample certificate of attendance for a CPD program**

**Certificate of Attendance<sup>‡</sup>**

Continuing Professional Development

This is to certify that

[insert participant name]

has completed the continuing professional development program titled

[insert program name]  
CERT+ Session ID# [insert session ID#]

On

[insert program delivery date]  
[location/venue, city, province]

Credits for family physicians:

This **[#-of credit- per- hour]** [Group Learning/Self-Learning/Assessment] activity has been certified by the College of Family Physicians of Canada and the **[insert chapter name]** Chapter for up to **[insert # of credits]** Mainpro+ certified credits.

This program has received an educational grant or in-kind support from  
[names of funding organizations]

Claiming your credits: Please submit your credits for this activity online at [www.cfpc.ca/login](http://www.cfpc.ca/login). Please retain proof of your participation for six years in case you are selected to participate in credit validation or auditing.

<sup>‡</sup>Activities delivered in Quebec require the inclusion of the signature of an official representative from the CPD provider organization and the certified duration of the activity.

## Use of the CFPC logo



The CFPC logo may not be used without explicit, written consent from the CFPC. Mainpro+ certification does not confer the right to use the CFPC logo.

Mainpro+ certification statements may be used only after program approval or final certification is granted. The use of Mainpro+ certification statements without certification may result in providers being prohibited from submitting programs for Mainpro+ certification for up to 12 months.



## Appendix 2: Mainpro+ Certification Statements

### Mainpro+ Certification Statements for Faculty Development Activities

**Please note:** Providers may make no reference to the CFPC or to Mainpro+ certification before their program has received approval or final certification. Providers must not state or indicate “application for CFPC credits pending” nor imply it through similar wording. Use of such a reference prior to review and Mainpro+ certification is a violation of Mainpro+ standards and could result in providers being banned from submitting programs for Mainpro+ certification for up to 12 months.

#### Mainpro+ program certified by a Canadian university faculty of medicine CPD office

Upon written confirmation from the university CPD office that a program has been certified, program providers may indicate the following on program materials; for example:

This [enter # of credits per hour]-credit-per-hour [Group Learning/Self-Learning/Assessment] program meets the certification criteria of the College of Family Physicians of Canada™ and has been certified by the [university CPD office name] for up to [insert total # of credits] Mainpro+® credits.

### Marketing statements for certified programs

We understand that the certification statement provided in this chapter is somewhat lengthy due to the required details. Once a program has been approved and certified, providers may use the following brief descriptions for marketing purposes in the circumstances outlined below. **No such statements may be used while a program is awaiting approval or final certification.**

For programs being offered nationally and provincially (including in Quebec) and for those certified through Canadian faculty of medicine CPD offices (scenarios 1 through 4 described earlier in this chapter), the following statements may be used for marketing purposes **as long as the full certification statements are provided as outlined above in the full program:**

- This [program/conference/activity/event] has been certified for up to [insert # of credits] Mainpro+® credits.
- Earn up to [insert # of credits] certified Mainpro+® credits!

**Participant certificates of attendance must use the full certification statements** provided in this chapter. The shorter marketing statements cannot be used for this purpose.

Similar informal marketing statements cannot be used for programs that refer to the reciprocal agreements between the CFPC and the American Academy of Family Physicians (AAFP). Only the full certification statements may be used to describe these programs.

## Appendix 3: Conflict of Interest Form

### Declaring and Disclosing Conflict of Interest

The CFPC requires compliance with the National Standard, which describes the process and requirements for gathering, managing, and disclosing conflicts of interest (COI) to participants.

#### Definitions

**Conflict of interest:** A COI is a set of conditions in which judgement or decisions concerning a primary interest (e.g., patient welfare, validity of research, quality of medical education) is unduly influenced by a secondary interest (such as personal or organizational benefit including financial gain, academic or career advancement, or other benefits to family, friends, or colleagues).

**Perceived conflict of interest:** A perceived COI is the appearance of a conflict as judged by outside observers regardless of whether an actual conflict of interest exists.

**Real conflict of interest:** A real COI is when two or more interests are indisputably in conflict. An identified real COI always requires a bias mitigation strategy.

#### National Standard Element 3: Conflict of Interest

This element describes the processes and requirements for gathering, managing and disclosing conflicts of interest to participants.

- 3.1 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 necessarily limited to):
  - a) Any direct financial payments including receipt of honoraria;
  - b) Membership on advisory boards or speakers' bureaus;
  - a) Funded grants or clinical trials;
  - b) Patents on a drug, product or device; and

- c) 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.

- 3.2 The SPC is responsible to review 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 conflicts of interest. The SPC must also have procedures in place to be followed if a conflict of interest comes to its attention prior to or during the CPD activity.
- 3.3 All members of the SPC, speakers, moderators, facilitators, and authors, must disclose to participants their relationships as described in 3.1
- 3.4 Any individual who fails to disclose their relationships as described in 3.1 and 3.3 cannot participate as a member of the SPC, speaker, moderator, facilitator or author of an accredited CPD activity.

#### COI disclosure process

1. All scientific planning committee (SPC) members, speakers, moderators, facilitators, and authors must complete the Declaration of Conflict of Interest form.
2. All completed original forms must be retained by the party submitting the program for Mainpro+® certification (referred to herein as the CPD provider or CPD organizer) for a period of one year following certification expiry, so that the forms are available in the event that the program is audited by the CFPC.
3. **Scientific planning committee forms:** Completed forms for each scientific planning committee member must be submitted at the time of application for certification (please scan and upload all forms to CERT+).
4. **Speaker, moderator, facilitator, and author forms:** These completed forms must be submitted to the SPC of the CPD provider organization. It is the role of the SPC to review 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 conflicts of interest. The SPC must also have procedures in place to be followed if a conflict of interest comes to its attention prior to or during the CPD activity.

5. Disclosure must be made to the audience whether you do or do not have a relationship to disclose
6. Speakers must disclose conflicts verbally and in writing using the CFPC conflict of interest slide template at the beginning of a presentation. If slides will not be used disclosures must be included in written program materials (e.g., conference program, course website, workbook, reading material, etc.) as applicable.
7. Speakers, moderators, facilitators, and authors are responsible for ensuring that their presentations, or education materials—and any recommendations—are balanced and reflect the current scientific literature. The only caveat to this guideline is where there is only one treatment or management strategy. Unapproved use of products or services must be declared within the presentation.

8. Any individual who fails to disclose their relationship(s) as required cannot participate as a member of the scientific planning committee, speaker, moderator, facilitator, or author of a Mainpro+ certified activity.

### How to complete the Mainpro+ Declaration of Conflict of Interest form

There are three parts to the form:

- **Parts 1 and 3 must be completed by all** scientific planning committee members, speakers, moderators, facilitators, and authors
- **Part 2 must be completed by all** speakers, moderators, facilitators, and authors

Completed forms must be returned to the CPD program provider or organizer, not directly to the CFPC. The CPD provider organization must retain completed forms for a period of one year following certification expiry.



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# The CFPC Mainpro+® Declaration of Conflict of Interest Form

## Part 1

All speakers, moderators, facilitators, authors, and scientific planning committee members must complete this form and submit it to the identified CPD program’s provider or organizer. Disclosure must be made to the audience whether you do or do not have a relationship with a for-profit or not-for-profit entity. If you require more space, please attach an addendum to this page.

I do not have an affiliation (financial or otherwise) with any for-profit or not-for-profit organizations

(Speakers, moderators, facilitators, and/or authors who have nothing to declare should inform the audience that they cannot identify any conflict of interest.)

I have/had an affiliation (financial or otherwise) with a for-profit or not-for-profit organization.

Complete the sections below that apply to you now or during the past two (2) calendar years up to and including the current year. Please indicate the for-profit and not-for-profit organizations with which you have/had affiliations, and briefly explain what connection you have/had with the organizations. You must disclose this information to your audience both verbally and in writing.

	Name of for-profit or not-for-profit organizations(s)	Description of relationship(s)
Any direct financial relationships including receipt of honoraria		
Membership on advisory boards or speakers’ bureaus		
Funded grants, research, or clinical trials		
Patents for a drug or device		
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		

## Part 2

Only presenters, moderators, facilitators, and authors must complete this section.

		Circle one		
I intend to make therapeutic recommendations for medications that have not received regulatory approval (i.e., off-label use of medications).	Yes <input type="radio"/>	No <input type="radio"/>	<i>You must declare all off-label use to the audience during your presentation.</i>	
I acknowledge that the <a href="#">National Standard</a> requires that any descriptions of therapeutic options use generic names (or both generic and trade names) and do not reflect exclusivity and branding. If no generic name exists, trade names must be used in a consistent manner.	Yes <input type="radio"/>	No <input type="radio"/>	<i>Failure to do this is a violation of the National Standard and the Mainpro+ Certification Standards.</i>	

## Part 3

Check all that apply I am a:	<input type="checkbox"/> Member of the scientific planning committee	<input type="checkbox"/> Moderator	<input type="checkbox"/> Speaker
		<input type="checkbox"/> Author	<input type="checkbox"/> Facilitator
	<input type="checkbox"/> Other (describe)		

<p>Name/title of program/event:</p> <p>_____</p> <p>Acknowledgement:</p> <p>I, _____, acknowledge that I have reviewed the declaration form's instructions and guidelines, and that the information above is accurate. I understand that this information will be publicly available.</p> <p>Signature: _____</p> <p>Date: _____</p>
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