

# Mainpro+ Certification Application Questions

## Faculty Development Activities

The certification application questions listed below are for information purposes only. The College of Family Physicians of Canada (CFPC) and its provincial Chapters do not accept paper submissions. Applications submitted to the CFPC or Chapters for Mainpro+ certification must be made online via the CERT+ platform. The questions on this application form are only meant for activities which meet the CFPC's definition of faculty development as follows *“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.”*

## Program Details

1. Do you intend to deliver this program in Quebec?
  - Yes
  - No

If yes, please refer to the “Mainpro+ certification of programs delivered in the province of Quebec” section of the [Understanding Mainpro+ Certification](#) guide and read the specific requirements related to program delivery in Quebec before proceeding with this application. If your scientific planning committee and program structure do not meet the requirements, this program cannot be delivered as Mainpro+ certified in Quebec (and CFPC members may not claim certified credits for attending any sessions delivered in Quebec).

2. I have read the “Mainpro+ certification of programs delivered in the province of Quebec” section of the Understanding Mainpro+ Certification guide.
  - Yes
3. In what language(s) do you intend to deliver the program?
  - English
  - French
  - Both

4. Program Title:

5. Program Start Date:
6. What is the name of the physician organization accountable for this program? (required for activities delivered in Quebec):
7. Provider Organization:
8. Contact Name:
9. Email:
10. Telephone:
11. Select the type of program:
  - Faculty Development

## Financial

12. Will the program receive financial or in-kind sponsorship from an external organization?
  - Yes
  - No
13. What kind of sponsorship has this program received or will receive from a not-for-profit organization?
  - Financial
  - In-kind
  - None
14. Provide the not-for-profit sponsor name(s):
15. Describe the in-kind sponsorship from for-profit organization(s) you received or anticipate receiving:
16. Registration fee: CAD
17. Additional costs to participants (describe in detail):
18. Are there any social events or activities associated with this program?
  - Yes
  - No
19. Describe in detail the social activities related to this program including when these activities take place in relation to the certified learning:

## Location and Credits

20. Select the program format:

- Live
- Online self-study

21. Select all that apply:

- In person
- Webcast

22. Is this program being marketed to a single province/territory?

- Yes
- No

23. Select all the provinces and/or territories in which the program will be marketed:

- |  |   |
|--|---|
| <input type="checkbox"/> Alberta                   | <input type="checkbox"/> Nunavut              |
| <input type="checkbox"/> British Columbia          | <input type="checkbox"/> Ontario              |
| <input type="checkbox"/> Manitoba                  | <input type="checkbox"/> Prince Edward Island |
| <input type="checkbox"/> New Brunswick             | <input type="checkbox"/> Quebec               |
| <input type="checkbox"/> Newfoundland and Labrador | <input type="checkbox"/> Saskatchewan         |
| <input type="checkbox"/> Northwest Territories     | <input type="checkbox"/> Yukon                |
| <input type="checkbox"/> Nova Scotia               |   |

24. Identify the faculty development domain for which this program is designed:

- Clinical Preceptor
  - o Clinical coach (supervisor in day-to-day practice)
  - o Competency coach (an educational advisor along the course of learner training)
- Teacher outside the clinical setting (design and delivery of teaching sessions outside of clinical setting)
- Educational Leader
- Educational Scholar

25. Identify the appropriate credit category:

- Certified Activity
- Certified Assessment Activity

26. What type of assessment is taking place? (If Certified Assessment Activity is selected above)

- Group Practice
- Individual Practice
- Organization

27. Identify the objective measurement of change employed in this assessment activity (if Certified Assessment Activity is selected above)

- Fulfillment of a quality improvement cycle

- Commitment to change contract with follow-up
- Observation and feedback in a practice setting
- Summative assessment of change in knowledge/skill/performance
- Goal setting with follow-up/feedback
- Other please describe\_\_\_\_\_

28. Upload a copy of the objective measurement of change used for this assessment activity.

29. Will this activity include enhanced activities?

- Yes
- No

30. (If yes to above and Certified Activity is selected) Select the enhanced activities you will be providing:

- A needs assessment activity that can be completed by program participants that incorporates data from their teaching practice.
- Teaching tools and resources with follow-up about impact on practice to increase practice relevance and reinforce learning after the program.
- An exercise that includes formal reflection on application of learning to teaching over a realistic period to assess practice change.
- An objective measurement of change for participants such as:
  - Knowledge test
  - Commitment to change with follow-up
  - Student outcome measurement

31. (If yes to above and Certified Assessment Activity is selected) Select the enhanced activities you will be providing:

- Formal reflection on the application of changes to teaching/education/administration/leadership/research because of the assessment activity.
- Meeting with a coach or peer related to a teaching, education, administration, leadership or research improvement plan.
- Completion and implementation of a practice improvement plan with follow up after a realistic period.
- Completion of a knowledge test after a realistic period

32. Describe how the enhanced activities selected serve the program learning objectives:

33. Program duration requested:

## Planning

34. Is the scientific planning committee independent and responsible for content development?
- Yes
  - No
35. Target Audience
- Faculty/Teachers (default to selected)
36. Identify the CFPC program planning/scientific committee member(s) actively involved in the program planning committee (they must confirm their involvement before the submitted program can be reviewed):
37. List all other planning committee/scientific committee members and their affiliations and expertise brought to the planning committee:
38. Does this activity include speakers and/or presenters/facilitators/coaches/peer reviewers/assessors?
- Yes
  - No
39. We attest that the program/scientific planning committee was actively involved in:
- Determining learning needs
  - Selecting topics
  - Determining program content
  - Selecting and training speakers/presenters (if applicable)
  - Reviewing evaluation(s)
40. The scientific planning committee, speakers, moderators, facilitators, and authors identified conflicts of interest will be disclosed to participants.
- Yes
  - No
41. Has the scientific planning committee developed a process for managing disclosures of conflict of interest and mitigating bias for speakers and/or presenters/facilitators/coaches/peer/reviewers/assessors?
- Yes
  - No
42. We attest that there is a communication plan in place to make sure that presenters and facilitators are aware of:
- Mainpro+ Education Standards
  - Program learning objectives
  - CFPC Conflict of Interest disclosure slide presentation requirements

- All applicable ethical standards including the National Standard for Support of Accredited CPD Activities

43. We attest that:

- This activity will not include content created by health care pharmaceutical industry (HPI) organizations or agencies working on their behalf
- We will adhere to all ethical and administrative standards for promoting and marketing this activity

## Quality Criteria & Documentation

44. Program keywords:

- |  |   |
|--|---|
| <input type="checkbox"/> Assessment            | <input type="checkbox"/> Learning plan              |
| <input type="checkbox"/> Clinical reasoning    | <input type="checkbox"/> Patient safety             |
| <input type="checkbox"/> Clinical teaching     | <input type="checkbox"/> Reflection on own teaching |
| <input type="checkbox"/> Coaching              | <input type="checkbox"/> Selectivity                |
| <input type="checkbox"/> Evaluation            | <input type="checkbox"/> Time management            |
| <input type="checkbox"/> Feedback              | <input type="checkbox"/> Curriculum planning        |
| <input type="checkbox"/> Learner in difficulty | <input type="checkbox"/> Other – please describe    |
| <input type="checkbox"/> Learner safety        |   |

### Quality Criterion 1: Needs Assessment and Practice Relevance

45. Select the needs assessment methods used to identify the unperceived needs of the learners:

- Literature reviews
- Student feedback
- Student assessment results
- Accreditation reports
- Medical education literature
- Gap analysis
- Interviews with stakeholders
- Other – please describe

46. Outline the needs identified and how they are linked to the program learning objectives, and how the CanMEDS-FM competencies and/or Fundamental Teaching Activities Framework domains are relevant to the needs assessment results:

47. Describe how the planning committee was selected and how they represent the target audience:

48. Explain how the diversity of learning populations was considered in the needs assessment process and if it was not, how this could be included in future programs:

49. (If Certified Assessment Activity) Describe how you validated the chosen assessment method:

50. (If Certified Assessment Activity) Describe how assessors, if they are used, are trained:

51. Upload a summary of the needs assessment used.

## Quality Criterion 2: Active Learning, Engagement and Program Format

52. Select the method(s) used to meet the 25% interactivity requirement:

- Audience question and answer period
- Audience response systems
- Case discussions
- Quizzes and multiple-choice questions
- Discussion boards
- Small group breakouts
- Game-based learning/immersive scenarios
- Role playing
- Simulation
- Other – please specify

53. (If Certified Assessment Activity) Identify the data source(s) participants will use for review and reflection:

- Teaching assessments
- Student feedback
- Patient feedback on student performance
- Accreditation reports/standards
- Other -please describe

54. (If Certified Assessment Activity) Identify the forms of feedback that will be used in this assessment activity:

- Self-assessment of practice questionnaire with results compared to standards
- Teaching assessment review exercise
- Peer observation of teaching with feedback
- Debrief and feedback from simulation
- Feedback from coaches, peers, students, or mentors
- Other – please describe

55. (If Certified Activity) Upload a copy of the activity agenda or lesson plans that outline the time spent in each intervention as well as the interactive elements.

56. (If Certified Assessment Activity) Upload a copy of the assessment tool/format used

57. (If Certified Assessment Activity) Demonstrate how learning outcomes can be measured and achieved within the assessment activity timeframe:
58. Explain how participation is tracked, and how learners can receive answers to questions about the program content:
59. Explain how you have considered information and perspectives from various cultural, social, and demographic backgrounds to enrich the learning experience. If you have not considered these, please identify how you might do so for future activities:
60. Explain the specific strategies used to make sure the program content reflects the diverse perspectives relevant to the topic/content discussed. If you have not considered this, please identify how you might do so for future activities:
61. Describe your approach to designing instructional and learning activities that accommodate diverse learning preferences, abilities, challenges, interests, and knowledge. If you have not considered this, please identify how you might do so for future activities:
62. Provide examples of how you created an inclusive learning environment that considers accessibility needs of diverse participants. If you have not considered this, please identify how you might do so for future activities:

### Quality Criterion 3: Incorporation of Evidence

63. Select the evidence source(s) used to design this program:
  - Pedagogical literature
  - Social sciences literature
  - Humanities literature
  - Business literature
  - Educational theory
  - Other – please specify
64. Describe how evidence was identified and selected for this activity:

### Quality Criterion 4: Evaluation and Outcome Assessment

65. Describe the evaluation strategy selected and how it serves as a measure of learning objective effectiveness:
66. Describe how participants will be engaged in evaluating the proposed activity:
67. Describe how evaluation feedback is used, who reviews it, how often it is reviewed, and how it is used for quality improvement:



68. Upload a copy of the evaluation form/format that includes:

- ✓ Collection of data that can be disaggregate to guarantee feedback from equity-seeking learners
- ✓ Learner feedback about the facilitation and delivery of the activity and how well the instructors/facilitators created a safe, accessible, and productive learning environment
- ✓ (For Certified Assessment Activities) An objective measurement of change in competence or performance for learners
- ✓ Self-reported change in teaching, education, administration, leadership, and research competencies through the Fundamental Teaching Activities Framework and/or CanMEDS-FM Roles (as identified in the learning objectives)
- ✓ Evaluation of learning confidence in achieving/implementing program learning objectives
- ✓ Evaluation of potential biases within the program
- ✓ If delivered in Quebec – include the following question:
  - Did the activity respect the CQDPCM code of Ethics? Yes or No