







Quality Criteria Scoring Framework

	 CRITERION 1 Needs Assessment and Practice Relevance	 CRITERION 2 Interactivity and Engagement	 CRITERION 3 Incorporation of Evidence	 CRITERION 4 Addressing Barriers to Change	 CRITERION 5 Evaluation and Outcome Assessment	 CRITERION 6 Reinforcement of Learning
1 POINT PER CRITERION	<ul style="list-style-type: none"> Indirect assessment of target audience's needs are used to guide program development and to obtain information on prior knowledge and practice experience Learning objectives tied to needs assessment results Needs assessment addresses physician competency through CanMEDS-FM roles 	<ul style="list-style-type: none"> Minimum 25% of the program is conducted in an interactive manner 	<ul style="list-style-type: none"> An outline of the evidence and how it was used to create the content must be provided and references must be included within materials Evidence should come from systematic reviews/meta-analyses of studies (RCTs, cohort case control studies), or single, moderate-sized, well-designed RCTs or well-designed, consistent, controlled but not randomized trials or large cohort studies Lack of evidence for assertions or recommendations must be acknowledged If a single study is the focus or select studies are omitted program developers must provide rationale to support this decision Graphs and charts cannot be altered to highlight one treatment or product Both potential harms and benefits should be discussed and an efficient way to present this to clinicians is number needed to treat (NNT) and number needed to harm (NNH). As well as absolute and relative risk reductions. 	<ul style="list-style-type: none"> Educational design includes discussion of commonly encountered barriers to practice change 	<ul style="list-style-type: none"> Measures are included to assess self-reported learning or change in what participants know or know how to do as a result of the CPD program 	<i>Not required for 1 CR/hr</i>
2 POINTS PER CRITERION	MUST MEET 1-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:					
	<ul style="list-style-type: none"> Needs assessment sample is representative of intended target audience, enhancing applicability of program content Needs assessment identifies gaps in physician competence in at least one CanMEDS-FM competency area 	<ul style="list-style-type: none"> Between 25 and 50% of the program is conducted in an interactive manner Learner engagement goes beyond audience Q & A Includes opportunities for participants to engage with each other, with facilitators, and with material being taught. (For Self-Learning category, programs require engagement with facilitators and materials being taught only) Component of the activity is based on small groups or workshops (For Self-Learning category, small-group requirement is replaced with case-based learning component) 	<ul style="list-style-type: none"> Content must reflect patient-oriented outcomes and avoid surrogate outcomes Canadian-based evidence should be included where it exists 	<ul style="list-style-type: none"> Educational design includes discussion on approaches to overcoming these barriers 	<ul style="list-style-type: none"> Program includes an objective measurement of change in knowledge Program provides opportunity for participants to evaluate change in CanMEDS-FM competencies (as identified in learning objectives) 	<ul style="list-style-type: none"> Incorporates one or more validated strategies to reinforce and/or facilitate continued learning
3 POINTS PER CRITERION	MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:					
	<ul style="list-style-type: none"> Needs assessment is performed on actual participants Includes measures of gaps in knowledge, competence, or performance, based on data from practice Identifies gaps in physician competence in multiple CanMEDS-FM competency areas, extending beyond the Family Medicine Expert role 	<ul style="list-style-type: none"> Program must be based on small-group learning (For Self-Learning category, programs must be based on case-based or immersive scenario learning) Program includes activities that can be applied to participants' practice Program includes formal reflection on application of learning to practice over a realistic time period to assess practice change 	<ul style="list-style-type: none"> Program design must include the opportunity for participants to seek, appraise, and apply best-available evidence 	<ul style="list-style-type: none"> Solicits barriers to change from actual participants Discusses barriers and approaches to overcoming barriers 	<ul style="list-style-type: none"> Objective measurement of change in competence and/or clinical performance and/or patient outcome for all learners Opportunity to evaluate change in all CanMEDS-FM competencies identified in the learning objectives 	<ul style="list-style-type: none"> Incorporates two or more validated strategies; ideally administered at staggered time intervals (6 and 12 weeks for example)

***PLEASE NOTE: ALL CRITERIA LISTED ARE MANDATORY REQUIREMENTS FOR 3 CR/HR

CREDITS PER HOUR 5 TO 11 PTS = 1 CREDIT PER HOUR

12 TO 17 PTS = 2 CREDITS PER HOUR

18 PTS = 3 CREDITS PER HOUR

Quality Criteria Framework Tables



QUALITY CRITERION 1:

Needs Assessment and Practice Relevance

CREDITS PER HOUR	CERTIFICATION REQUIREMENTS
	<ul style="list-style-type: none"> ✓ Indirect assessment of target audience needs are used to guide program development and to obtain information on prior knowledge and practice experience ✓ Learning objectives are tied to needs assessment results ✓ Needs assessment addresses physician competency through CanMEDS-FM roles
2 CREDITS PER HOUR = 2 PTS	Must meet 1-credit-per-hour requirements and include the following: <ul style="list-style-type: none"> ✓ Needs assessment sample is representative of intended target audience enhancing applicability of program content ✓ Needs assessment identifies gaps in physician competence in at least one CanMEDS-FM competency area
3 CREDITS PER HOUR = 3 PTS	Must meet 1- and 2-credit-per-hour requirements and include the following: <ul style="list-style-type: none"> ✓ Needs assessment is performed on actual participants ✓ Includes measures of gaps in knowledge, competence, or performance, based on data from practice ✓ Identifies gaps in physician competence in multiple CanMEDS-FM competency areas, extending beyond the Family Medicine Expert role

CREDITS PER HOUR 5 TO 11 PTS = **1** CREDIT PER HOUR 12 TO 17 PTS = **2** CREDITS PER HOUR 18 PTS = **3** CREDITS PER HOUR



QUALITY CRITERION 2:

Interactivity and Engagement

CREDITS PER HOUR	CERTIFICATION REQUIREMENTS
	<ul style="list-style-type: none"> ✓ Minimum of 25% of the program is conducted in an interactive manner
2 CREDITS PER HOUR = 2 PTS	Must meet 1-credit-per-hour requirements and include the following: <ul style="list-style-type: none"> ✓ Between 25 and 50% of the program is conducted in an interactive manner ✓ Learner engagement goes beyond audience Q & A ✓ Includes opportunities for participants to engage with each other, with facilitators, and with material being taught (For Self-Learning category, programs require engagement with facilitators and materials being taught only) ✓ Component of the activity is based on small groups or workshops (For Self-Learning category, small-group requirement is replaced with case-based learning component)
3 CREDITS PER HOUR = 3 PTS	Must meet 1- and 2-credit-per-hour requirements and include the following: <ul style="list-style-type: none"> ✓ Program must be based on small-group learning (For Self-Learning category programs must be based on case-based or immersive scenario learning) ✓ Program includes activities that can be applied to participants' practice ✓ Program includes formal reflection on application of learning to practice over a realistic time period to assess practice change

CREDITS PER HOUR 5 TO 11 PTS = **1** CREDIT PER HOUR 12 TO 17 PTS = **2** CREDITS PER HOUR 18 PTS = **3** CREDITS PER HOUR



QUALITY CRITERION 3:

Incorporation of Evidence

CREDITS PER HOUR	CERTIFICATION REQUIREMENTS
	<ul style="list-style-type: none">✓ An outline of the evidence and how it was used to create the content must be provided and references must be included within materials✓ Evidence should come from systematic reviews/meta-analyses of studies (RCTs, cohort case control studies) or single, moderate-sized, well-designed RCTs or well-designed, consistent, controlled but not randomized trials or large cohort studies✓ Lack of evidence for assertions or recommendations must be acknowledged✓ If a single study is the focus or select studies are omitted program developers must provide rationale to support this decision✓ Graphs and charts cannot be altered to highlight one treatment or product✓ Both potential harms and benefits should be discussed and an efficient way to present this to clinicians is number needed to treat (NNT) and number needed to harm (NNH), as well as absolute and relative risk reductions
2 CREDITS PER HOUR = 2 PTS	Must meet 1-credit-per-hour requirements and include the following: <ul style="list-style-type: none">✓ Content must reflect patient-oriented outcomes and avoid surrogate outcomes✓ Canadian-based evidence should be included where it exists
	Must meet 1- and 2-credit-per-hour requirements and include the following: <ul style="list-style-type: none">✓ Program must include opportunity for participants to seek, appraise, and apply best available evidence

CREDITS PER HOUR 5 TO 11 PTS = **1** CREDIT PER HOUR 12 TO 17 PTS = **2** CREDITS PER HOUR 18 PTS = **3** CREDITS PER HOUR



QUALITY CRITERION 4:

Addressing Barriers to Change

CREDITS PER HOUR	CERTIFICATION REQUIREMENTS
2 CREDITS PER HOUR = 2 PTS	Must meet 1-credit-per-hour requirements and include the following: <ul style="list-style-type: none">✓ Educational design includes discussion on approaches to overcoming these barriers
	Must meet 1- and 2-credit-per-hour requirements and include the following: <ul style="list-style-type: none">✓ Solicits barriers to change from actual participants✓ Discusses barriers and approaches to overcoming barriers

CREDITS PER HOUR 5 TO 11 PTS = **1** CREDIT PER HOUR 12 TO 17 PTS = **2** CREDITS PER HOUR 18 PTS = **3** CREDITS PER HOUR



QUALITY CRITERION 5:

Evaluation and Outcome Assessment

CREDITS PER HOUR	CERTIFICATION REQUIREMENTS
	<ul style="list-style-type: none"> ✓ Measures are included to assess self-reported learning or change in what participants know or know how to do as a result of the CPD program
<p>2 CREDITS PER HOUR =</p> <p>2 PTS</p>	<p>Must meet 1-credit-per-hour requirements and include the following:</p> <ul style="list-style-type: none"> ✓ Program includes an objective measurement of change in knowledge ✓ Program provides opportunity for participants to evaluate change in CanMEDs-FM competencies (as identified in learning objectives)
<p>3 CREDITS PER HOUR =</p> <p>3 PTS</p>	<p>Must meet 1- and 2-credit-per-hour requirements and include the following:</p> <ul style="list-style-type: none"> ✓ Objective measurement of change in competence and/or clinical performance and/or patient outcome for all learners ✓ Opportunity to evaluate change in all CanMEDs-FM competencies identified in the learning objectives

CREDITS PER HOUR 5 TO 11 PTS = **1** CREDIT PER HOUR 12 TO 17 PTS = **2** CREDITS PER HOUR 18 PTS = **3** CREDITS PER HOUR



QUALITY CRITERION 6:

Reinforcement of Learning

CREDITS PER HOUR	CERTIFICATION REQUIREMENTS
2 CREDITS PER HOUR = 2 PTS	✓ Incorporates one or more validated strategies to reinforce and/or facilitate continued learning
	Must meet 1- and 2-credit-per-hour requirements and include the following: ✓ Incorporates two or more validated strategies; ideally administered at staggered time intervals (6 and 12 weeks for example)

CREDITS PER HOUR 5 TO 11 PTS = **1** CREDIT PER HOUR 12 TO 17 PTS = **2** CREDITS PER HOUR 18 PTS = **3** CREDITS PER HOUR