

## **Maintenance of Certification**

### **Canadian MOC Program Relationship to ABR-MOC**

#### **Policy:**

ABR diplomates who are participating in the Canadian Continuous Professional Development program (see description below under Canadian MOC Program to ABR Program equivalence section) may fulfill the four MOC components in the following ways:

1. Professional Standing: continuous possession of a current and unrestricted medical license in a Canadian province(s) (or U.S. state).
2. Lifelong Learning: documentation of satisfactory participation in the Canadian Continuing Professional Development program.
3. Cognitive Expertise: successful examination through the ABR MOC exam in the last three years of his/her MOC cycle.
4. Evaluation of Performance in Practice: documentation of satisfactory participation in the Canadian Continuing Professional Development program.

#### **Fees**

Diplomates maintaining an ABR certificate expiring  $\geq 2019$  and maintaining Canadian certification through the processes listed in this policy will be offered a reduced ABR MOC participation fee. Fees will include:

- A. MOC Exam fee of the year charged at the time of exam registration
- B. Administrative fee of \$200 due at the time of exam registration

### **Canadian MOC Program to ABR Program equivalence**

1. Canadian Program title: Continuing Professional Development (CPD)
2. Canadian Program Sponsor: Royal College of Physicians and Surgeons of Canada
3. Canadian Program activity categories:
  - a. Section 1: Accredited Group Learning Activities – national and international group CME activities (examples: workshops, meeting, courses, conferences and distance-education conferences approved by an RCPSC accredited provider; grand/M&M rounds, journal clubs, tumour boards self-accredited by chair of planning committee) -- approximates Category 1 CME
  - b. Section 2: Other learning activities – learning activities that are not affiliated with or approved by an accredited provider. (examples: non-accredited meetings, journal clubs, tumour boards, Internet CME, audio & videotapes; reading journals & texts, MEDLINE-type searches) -- approximates category 2 CME
  - c. Section 3: Self-assessment programs – programs designed to assist the specialist in identifying his/her educational needs. (examples: self-assessment programs developed or sponsored by national specialty societies, universities and medical colleges, training simulators – approved by RCPSC-accredited provider) -- approximates SAMs
  - d. Section 4: Structured Learning Projects - Personal learning projects (PLPs), courses or traineeships that are planned and the outcome is recorded and evaluated (examples: keeping a learning portfolio, activity generated out of participating in another CPD activity, masters & PhD studies) -- approximates Category 2 CME
  - e. Section 5: Practice Review & Appraisal – activities that assist specialists to review their personal practice for assessing and identifying areas of potential improvement in delivered care or practice delivery (examples: practice & institution audits, utilization studies, patient surveys, incident reports) – approximates Practice Performance
  - f. Section 6: Teaching, research, standard setting – activities that involve setting standards for practice and that expand the specialists' expertise or enhance their ability to practice. (definition: publications, preparing presentations or teaching sessions, developing examination questions, research, setting standards) – approximates Category 2 CME.