



CANADIAN ANESTHESIOLOGISTS' SOCIETY  
SOCIÉTÉ CANADIENNE DES ANESTHÉSIOLOGISTES  
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## Guidelines for Developing Section 3 events

**Definitions:** This brief document is meant as a guide to understanding what is required in developing programs or sections of programs for Royal College Section 3 credits. More detailed explanations are available on the Royal College web site: [www.royalcollege.ca/moc](http://www.royalcollege.ca/moc)

**MOC Section 1 credits:** For example Annual meetings/accredited conferences, seminars etc.

**MOC Section 2 credits:** For example “Scanning” e.g. journals, podcasts, webinars or” systems learning” e.g. setting standards, patient safety, continuous quality improvement (CQI)

**MOC Section 3 credit: knowledge assessment** e.g. small group or problem based workshops **performance assessment** such as simulation workshops • chart audit and feedback • multi-source feedback.

### The difference between knowledge assessment and performances assessment

**Knowledge Assessment Activities** provide data with feedback to individual physicians regarding their current knowledge base to enable them to identify gaps in knowledge and future learning opportunities relevant to their practice.

Example: small discussion or problem based learning groups (no more than 10 participants) that offer pre- and post-tests of knowledge. Post-test provides answer keys and explanations to the answers as well as additional references for further learning.

**Performance Assessment Activities** provide data with feedback to individual physicians, groups or inter-professional health teams related to their personal or collective performance across a broad range of professional practice (skill) domains and usually involve both skill and knowledge with an emphasis on actual performance. Performance assessment activities can occur in a simulated or actual practice environment.

## What is needed when applying to have an educational event accredited as Section 3?

The following is a list of the criteria that differ from Sections 1 and 2 and must be met to apply for Section 3.

### **Criteria 1: Activities must be planned to address the identified needs of the target audience with a specific subject area, topic or problem.**

- Questions to ask yourself as planner:
  - Who is my target audience?
  - What evidence do we have that this knowledge or skill are needed?  
*Objective evidence* e.g. Referral patterns, new research, chart audits  
*Subjective data:* requests, results from previous surveys
  - What are the specific outcomes (learning objectives) this activity intends to obtain?

### **Criteria 2: Knowledge or performance assessment activities must describe the methods that enable participants to demonstrate or apply knowledge, skills, clinical judgment or attitudes.**

Self-assessment activities must provide participants with a strategy to assess their knowledge, skills, clinical judgment and attitudes in comparison to established evidence (scientific or tacit). All activities must use methods that enable participants to demonstrate these abilities across the key areas of the subject area, topic or problem(s). Therefore you will be asked to:

- Describe key knowledge areas or themes of the activity, and explain the scientific evidence base (clinical practice guideline, meta-analysis or systematic review) selected to develop the event and,
- Describe the rationale for the selected format (for example, simulation, multiple-choice questions (MCQ), short answer questions (SAQ) or true/false statements) that enable participants to review their current knowledge or skills in relation to current scientific evidence.

### **Criteria 3: The knowledge or performance assessment activity must provide detailed feedback to participants on their performance to enable the identification of any areas requiring improvement through the development of a future learning plan.**

Activities must provide specific feedback on which answers were correct or incorrect and/or skills adequately performed to enable physicians to determine if there are important aspects of their knowledge, skills, clinical judgment or attitudes that need to

be addressed through engaging in further learning activities. References must be provided that will aid in developing future learning.

It is recommended that a reflective tool is included that provides participants with an opportunity to document:

- a) Knowledge or skills that are up-to-date or consistent with current evidence;
- b) Any deficiencies or opportunities they identified for further learning;
- c) What learning strategies will be pursued to address these deficiencies; and
- d) An action plan or commitment to change to address any anticipated barriers.

**Criteria 4: The content of knowledge or performance assessment activities must be developed independent of the influence of any commercial or other conflicts of interest.**

All accredited events must meet the ethical standards established for all learning activities included within the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada. For example: The developing organization must ensure the validity and scientific objectivity of the content.

Each of the following ethical standards must be met:

- The planning committee was in complete control over the selection of the subject or topic and authors recruited to develop this module.
- No representative from industry, either directly or indirectly participated on the development committee that selected the authors or content.
- The development committee and authors will disclose to participants all financial affiliations with any commercial organization(s) regardless of their connection to the subject or topic of the SAP.
- All funds received in support of the development of this module were provided in the form of an educational grant. Funding must be payable to the physician organization and they are responsible for distribution of these funds, including the payment of honoraria.
- No drug or product advertisements appear on any of the module written materials.
- Generic names should be used rather than trade names consistently and fairly throughout the module written materials.