

## Royal College of Physicians and Surgeons of Canada Application for Accreditation of **Group Learning CPD activities**

(Conferences, symposia and/or workshops)

### Section 1 of the Framework of Continuing Professional Development (CPD) Options of the Maintenance of Certification program (MOC)

**Group learning is an important development activity for physicians and provides an opportunity to confirm or expand areas of knowledge or practice management, to identify potential new therapies or approaches for practice, and to share practice issues or experiences with peers.**

#### Important information before you begin:

- Group Learning Activities approved under Section 1 must be developed or co-developed by a [physician organization](#), please visit the Royal College [website](#) or contact the Royal College to confirm before submitting an application.

*A physician organization is defined by the Royal College as a not-for-profit group of health professionals with a formal governance structure, accountable to and serving, among others, its specialist physician members through: continuing professional development, provision of health care, and/or research.*

#### Additional considerations:

- MOC Section 1 Accredited Group Learning activities (including conferences, symposia, seminars, and workshops) are approved for a maximum of one year from the start date of the activity.
- Accreditation will not be granted retroactively.
- The organization that developed the activity is responsible for maintaining all records (including attendance records) for a 5-year period.
- The standards contained within this application must be met and supporting documentation provided in order for an educational event to be approved under Section 1 of the MOC program. The Office of Continuing Medical Education and Professional Development, University of Calgary will determine if your event meets these standards.
- Refer to the [Royal College CPD Accredited Standards Group Learning Activities \(Section 1\)](#) as you complete this application and prepare the attachments.
- The Royal College has also created a [CPD activity toolkit](#) to help developers of educational activities;
  - [Needs assessment](#)
  - [Creating learning objectives](#)
  - [Educational delivery methods](#)
  - [Evaluations](#)
  - [Requirements for web-based CPD activities](#)
  - [Relationships with speakers and sponsors](#)
  - [Sample Conflict of Interest Declaration](#)
- The Continuing Medical Education & Professional Development Office (CME & PD Office) has created helpful resources: <https://cumming.ucalgary.ca/cme/accreditation>

**OFFICE OF CONTINUING MEDICAL EDUCATION &  
PROFESSIONAL DEVELOPMENT**
**Application steps:**

1. Keep a copy of the completed application form and supporting documents for your records.  
**Do not** send this application form to the Royal College of Physicians and Surgeons of Canada (RCPSC).
2. Email a copy of your completed application form and supporting documents to [cme@ucalgary.ca](mailto:cme@ucalgary.ca). Ensure you attach the checklist, application, and separate PDFs for each section of the supporting documents.
3. Fax the fee payment form to our confidential fax line at (403) 270-2330 or mail cheque to Office of CME & PD, TRW Building, 3280 Hospital Drive NW, Calgary AB T2M 4Z6. Applications submitted within six weeks (30 business days) of the learning event will be levied a \$250 late fee. MOC 1 applications submitted within three weeks and MOC 3 applications submitted within four weeks of the learning event will not be reviewed. Additional fee payments may apply for complex application reviews.
4. A summary of the application review will be emailed to the physician organization including the outcome of the assessment of the CPD activity.
5. If your event is approved for accreditation, the chair of the Scientific Planning Committee and the contact person will be emailed the number of accredited hours, and the CPD activity accreditation statement that must appear on all accredited CPD activity program materials and certificates of participation.
6. The Office of CME&PD will notify the RCPSC of your accredited event.

Date of application: (dd/mm/yyyy)		Event location (insert city and province):	
Activity start date: (dd/mm/yyyy)		Activity end date: (dd/mm/yyyy)	
Title of group learning activity (as it will appear on the certificate of attendance):			
Website Link to Registration (or insert 'not applicable')			
Delivery method of group learning activity:	<input type="checkbox"/> Live in-person <input type="checkbox"/> Live virtual <input type="checkbox"/> Both in-person and virtual <input type="checkbox"/> Asynchronous		
How many times will this activity be held in a year?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4+	Has this activity been previously accredited?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has this activity been submitted to another CPD Accreditor? i.e. RCPSC, CFPC, CNA, CCCEP	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please name CPD Accreditor:	
Has this activity been rejected by another CPD Accreditor?			<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please elaborate:			
Do you want this event posted on the Royal College (RCPSC) website?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Anticipated number of participants:	

Select the option that applies to your organization:

**Option 1**

We are a **physician organization** that is planning this educational event alone or in conjunction with another physician organization.

**Option 2**

We are a **physician organization that is co-developing this educational event with a non-physician organization**. We (the physician organization) have been prospectively involved in planning this event and accept accountability for its entire program.

**\*Physician Organization:**

A not-for-profit group of health professionals with a formal governance structure, accountable to and serving, among others, its physician members through:

- Continuing professional development, Provision of health care; and/or, Research

This definition includes (but is not limited to) the following groups:

- Faculties of medicine
- Hospital departments or divisions
- Medical (specialty) societies
- Medical associations
- Medical academies
- Physician research organizations
- Health authorities not linked to government agencies

Types of organizations that 'Are Not' considered Physician Organizations:

- Disease-oriented patient advocacy organizations (e.g. Canadian Diabetes Association)
- Government departments or agencies (e.g. Health Canada, Public health Agency of Canada)
- Industry (e.g. pharmaceutical companies, medical device companies, etc.)
- Medical education or communications (MEC) companies (e.g. CME Inc.)
- For-profit online educators, publishing companies or simulation companies (e.g. Medscape, CAE)
- Small number of physicians working together to develop educational programming

**PART A: Administrative Standards**

**Name(s) of physician organization(s) that developed the group learning activity:**

1. Name of <b>physician organization</b> requesting accreditation:	List physician organization in the following order (if applicable):	
	➤ group, section/division, institute/department, faculty, university or	
	➤ group, section/division, SCN/department, zone, health authority	
	Name of Physician Organization:	
	Website address:	
	<input type="checkbox"/> Check her if not applicable	
2. Name and contact information for Chair of the Scientific Planning Committee:	First Name:	Last Name:
	Address:	
	Email:	Telephone#:
3. Contact information for main point-of-contact for participants:	First Name:	Last Name:
	Address:	
	Email:	Telephone #:



## PART B: Educational Standards

### 1. Who is the intended primary target audience of the activity? *(check a maximum of six)*

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Acute Care Point of Care Ultrasonography (POCS)</li> <li><input type="checkbox"/> Addiction Medicine</li> <li><input type="checkbox"/> Adolescent and Young Adult Oncology</li> <li><input type="checkbox"/> Adolescent Medicine</li> <li><input type="checkbox"/> Adult Cardiac Electrophysiology</li> <li><input type="checkbox"/> Adult Echocardiography</li> <li><input type="checkbox"/> Adult Hepatology</li> <li><input type="checkbox"/> Adult Interventional Cardiology</li> <li><input type="checkbox"/> Adult Thrombosis Medicine</li> <li><input type="checkbox"/> Advanced Heart Failure &amp; Cardiac Transplantation</li> <li><input type="checkbox"/> Aerospace Medicine</li> <li><input type="checkbox"/> Anatomical Pathology (AP)</li> <li><input type="checkbox"/> Anesthesiology (ANES)</li> <li><input type="checkbox"/> Brachytherapy</li> <li><input type="checkbox"/> Cardiac Surgery</li> <li><input type="checkbox"/> Cardiology (adult or pediatrics)</li> <li><input type="checkbox"/> Child and Adolescent Psychiatry</li> <li><input type="checkbox"/> Child Maltreatment Pediatrics</li> <li><input type="checkbox"/> Clinical Immunology &amp; Allergy (adult or pediatrics)</li> <li><input type="checkbox"/> Clinical Pharmacology &amp; Toxicology</li> <li><input type="checkbox"/> Clinician Educator</li> <li><input type="checkbox"/> Clinician Investigator Program</li> <li><input type="checkbox"/> Colorectal Surgery</li> <li><input type="checkbox"/> Critical Care Medicine (adult or pediatrics)</li> <li><input type="checkbox"/> Cytopathology</li> <li><input type="checkbox"/> Dermatology</li> <li><input type="checkbox"/> Developmental Pediatrics</li> <li><input type="checkbox"/> Diagnostic Radiology</li> <li><input type="checkbox"/> Emergency Medical Services</li> <li><input type="checkbox"/> Endocrinology &amp; Metabolism (adult or pediatrics)</li> <li><input type="checkbox"/> Forensic Pathology</li> <li><input type="checkbox"/> Forensic Psychiatry</li> <li><input type="checkbox"/> Gastroenterology (adult or pediatrics)</li> <li><input type="checkbox"/> General Internal Medicine</li> <li><input type="checkbox"/> General Pathology</li> <li><input type="checkbox"/> General Surgery</li> <li><input type="checkbox"/> General Surgical Oncology</li> <li><input type="checkbox"/> Geriatric Medicine</li> <li><input type="checkbox"/> Geriatric Psychiatry</li> <li><input type="checkbox"/> Gynecologic Oncology</li> <li><input type="checkbox"/> Gynecologic Reproductive Endocrinology &amp; Infertility</li> <li><input type="checkbox"/> Hematological Pathology</li> <li><input type="checkbox"/> Hematology</li> <li><input type="checkbox"/> Hematopoietic Stem Cell Transplantation</li> <li><input type="checkbox"/> Hyperbaric Medicine</li> <li><input type="checkbox"/> Infectious Diseases (adult or pediatrics)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Internal Medicine</li> <li><input type="checkbox"/> Interventional Radiology</li> <li><input type="checkbox"/> Maternal Fetal Medicine</li> <li><input type="checkbox"/> Medical Biochemistry</li> <li><input type="checkbox"/> Medical Genetics and Genomics</li> <li><input type="checkbox"/> Medical Microbiology</li> <li><input type="checkbox"/> Medical Oncology</li> <li><input type="checkbox"/> Neonatal Perinatal Medicine</li> <li><input type="checkbox"/> Nephrology (adult or pediatrics)</li> <li><input type="checkbox"/> Neurology (adult or pediatrics)</li> <li><input type="checkbox"/> Neuropathology</li> <li><input type="checkbox"/> Neuroradiology</li> <li><input type="checkbox"/> Neurosurgery</li> <li><input type="checkbox"/> Nuclear Medicine</li> <li><input type="checkbox"/> Obstetrics &amp; Gynecology</li> <li><input type="checkbox"/> Occupational Medicine</li> <li><input type="checkbox"/> Ophthalmology</li> <li><input type="checkbox"/> Orthopedic Surgery</li> <li><input type="checkbox"/> Otolaryngology - Head and Neck Surgery</li> <li><input type="checkbox"/> Pain Medicine</li> <li><input type="checkbox"/> Palliative Medicine</li> <li><input type="checkbox"/> Patient Safety and Quality Improvement</li> <li><input type="checkbox"/> Pediatric Emergency Medicine</li> <li><input type="checkbox"/> Pediatric Hematology/Oncology</li> <li><input type="checkbox"/> Pediatric Radiology</li> <li><input type="checkbox"/> Pediatric Surgery</li> <li><input type="checkbox"/> Pediatric Urology</li> <li><input type="checkbox"/> Pediatrics</li> <li><input type="checkbox"/> Physical Medicine &amp; Rehabilitation</li> <li><input type="checkbox"/> Plastic Surgery</li> <li><input type="checkbox"/> Prehospital and Transplant Medicine</li> <li><input type="checkbox"/> Psychiatry</li> <li><input type="checkbox"/> Public Health and Preventive Medicine</li> <li><input type="checkbox"/> Radiation Oncology</li> <li><input type="checkbox"/> Respiriology (adult or pediatrics)</li> <li><input type="checkbox"/> Rheumatology (adult or pediatrics)</li> <li><input type="checkbox"/> Sleep Disorder Medicine</li> <li><input type="checkbox"/> Solid Organ Transplantation</li> <li><input type="checkbox"/> Sport and Exercise Medicine</li> <li><input type="checkbox"/> Surgical Foundations</li> <li><input type="checkbox"/> Thoracic Surgery</li> <li><input type="checkbox"/> Transfusion Medicine</li> <li><input type="checkbox"/> Trauma General Surgery</li> <li><input type="checkbox"/> Urology</li> <li><input type="checkbox"/> Vascular Surgery</li> <li><input type="checkbox"/> Other/General Practice/Health Care Professionals</li> </ul> |
|--|---|

2. Which assessment strategies were used to identify the learning needs of the target audience? Indicate all that apply: (documentation is required).		
a) Perceived Needs:		
<input type="checkbox"/> Consultation with Scientific Planning Committee members	<input type="checkbox"/> Surveys Summary results attached: <input type="checkbox"/>	<input type="checkbox"/> Questionnaires Summary results attached: <input type="checkbox"/>
<input type="checkbox"/> Focus Groups Summary results attached: <input type="checkbox"/>	<input type="checkbox"/> Direct request from target audience. Summary results attached: <input type="checkbox"/>	
Others (list):		
b) Unperceived Needs:		
<input type="checkbox"/> Self-assessment tests Summary results attached: <input type="checkbox"/>	<input type="checkbox"/> Direct observation of practice performance	<input type="checkbox"/> Provincial databases
<input type="checkbox"/> Chart audits	<input type="checkbox"/> Practice audits	<input type="checkbox"/> Incident reports
<input type="checkbox"/> Chart-stimulated recall Interviews	<input type="checkbox"/> Quality assurance data from clinics, PCNs, hospitals, regions	<input type="checkbox"/> Published literature (RCT, cohort studies). List of references attached: <input type="checkbox"/>
<input type="checkbox"/> Clinical Practice Guidelines list. List of references attached: <input type="checkbox"/>	<input type="checkbox"/> Performance-assessment with Standardized patients	<input type="checkbox"/> Electronic Medical Record data
<input type="checkbox"/> Others (list):		
3. Which learning needs or gap(s) in knowledge, attitudes, skills or performance of the intended target audience did the scientific planning committee identify for this activity?		
4. How were the identified needs of the target audience used to develop the overall and session-specific learning objectives? Indicate all that apply:		
a) The scientific planning committee shared the needs assessment results with the speakers who are responsible for developing the learning objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
b) The scientific planning committee used the needsassessment results to define the learning objectives for the speakers.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
If applicable, describe other methods:	<input type="checkbox"/> Not Applicable	

5. Course and session Learning Objectives requirements: See link <a href="#">How to write learning objectives</a>		
<p>a) Are overall course learning objectives learner-centered and measurable? If No, explain:</p> <p>b) Does the program contain individual sessions? If yes, are individual session learning objectives learner-centered and measurable? If No, explain:</p> <p>c) Are Learning objectives available to participants prior to activity start date? i. If No, explain:</p> <p>ii. If Yes, indicate where Learning Objectives are listed:  <input type="checkbox"/> Website      <input type="checkbox"/> Brochure/Flyer      <input type="checkbox"/> Email/Letter  <input type="checkbox"/> Other (list):</p>	<p><input type="checkbox"/>Yes <input type="checkbox"/>No</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No</p> <p>Sample Document attached <input type="checkbox"/></p>	
6. <a href="#">CanMEDS</a> Role(s) relevant to this activity? See link from the Royal College on CanMEDS roles <a href="http://www.royalcollege.ca/rcsite/canmeds/canmeds-framework-e">http://www.royalcollege.ca/rcsite/canmeds/canmeds-framework-e</a> . Check all that apply:		
<input type="checkbox"/> Medical Expert <input type="checkbox"/> Communicator <input type="checkbox"/> Collaborator	<input type="checkbox"/> Leader <input type="checkbox"/> Health Advocate	<input type="checkbox"/> Professional <input type="checkbox"/> Scholar
7. Which learning methods were selected to help the CPD activity meet the stated learning objectives? Examples might include online modules, selected readings, didactic lectures, small group discussion, online discussion board and practicing skills.		
8. Which learning methods were selected to incorporate a minimum of 25% interactivity? Examples might include questions and answers, panel discussions, small group case discussions, debates, role play, student response system, think-pair-share activity.		
9. How will the overall group learning activity and individual sessions be evaluated by participants?		
<input type="checkbox"/> Evaluation survey is attached <input type="checkbox"/> Other methods (e.g. participant focus group, individual participant interviews)		
Specify:		

10. If the evaluation strategy intends to measure changes in knowledge, skills or attitudes of learners, describe: [Examples might include, pre-post competency surveys or quizzes) or <input type="checkbox"/> Not Applicable
11. If the evaluation strategy intends to measure improved health care outcomes, describe: [Examples might include practice or chart audits, quality assurance data] <input type="checkbox"/> Not Applicable
12. If participants will receive feedback related to their learning, describe the tools or strategies used: <input type="checkbox"/> Not Applicable

<b>PART C: Ethical Standards</b>	
All activities accredited must comply with the <a href="#">National Standard for support of Accredited CPD Activities</a> . The National Standard applies to all situations where financial and in-kind support is accepted to contribute to the development, delivery and/or evaluation of accredited CPD activities <b>(This includes profit and not for profit support)</b> .	
1. Has the CPD activity been sponsored by one or more sponsors? <b>(profit and not for profit)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. If yes, have the terms, conditions and purposes by which sponsorship is provided been documented in a written agreement that is signed by the CPD provider organization and the sponsor?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> sponsorship agreements are attached <span style="margin-left: 100px;">or if no sponsors</span> <input type="checkbox"/> Not applicable	



<p>3. If sponsorship has been received, all details have been included in the CME Budget form and attached (for profit and non-profit):</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> Not Applicable</p>
<p>4. The SPC may consider data or advice from all sources but must ensure that decision-making related to the following CPD program elements is under its exclusive control.</p>	
<p>The following CPD elements are under exclusive control of the SPC:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the identification of the educational needs of the intended target audience</li> <li><input type="checkbox"/> development of learning objectives; providing information to speaker who will develop the learning objectives</li> <li><input type="checkbox"/> selection of educational methods</li> <li><input type="checkbox"/> selection of speakers, moderators, facilitators, and authors</li> <li><input type="checkbox"/> development and delivery of content</li> <li><input type="checkbox"/> evaluation of outcomes</li> </ul>	
<p>If any areas were not under exclusive control of the SPC, please explain:</p>	
<p>5. Describe the process used to ensure content for this activity is scientifically valid, objective, and balanced across relevant therapeutic options.</p>	
<p>The Planning Committee reviewed presentation materials to ensure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> addressing any potential conflicts of interest</li> <li><input type="checkbox"/> appropriateness of selected educational delivery methods</li> <li><input type="checkbox"/> incorporation of evidence</li> <li><input type="checkbox"/> copyright adherence</li> </ul>	
<p>If any areas of review were not covered, please explain:</p>	
<p>6. Description of therapeutic options must utilize generic names (or both generic and trade names) and not reflect exclusivity and branding.</p>	
<p>The Planning Committee ensured presentation standards were shared with each speaker by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> face to face meeting</li> <li><input type="checkbox"/> telephone</li> <li><input type="checkbox"/> email or letter</li> </ul>	
<p>Additional information to describe this process:</p>	
<p>7. All accredited CPD activities must comply with the <a href="#">National Standard</a> (See <a href="#">National Standard, Element 2 for details</a> for support of accredited CPD activities). If the scientific planning committee identifies that the content of the CPD activity does not comply with the ethical standards, which process would be followed? How would the issue be managed? [Examples might include changing the content of the session, removal of the session from the program] RCPSC Resource: <a href="#">CPD Activity Toolkit FAQs Scroll down "On conflict of interest"</a></p>	

<p>8. How are the scientific planning committee members', speakers, authors, moderators, facilitators' and or/authors' conflicts of interest declarations collected and disclosed to: <a href="#">[See National Standard, Element 3 for details]</a> a) the physician organization? and b) the learners attending the CPD activity?</p>	
<p>9. If a conflict of interest is identified, what are the scientific planning committee's methods to manage potential or real conflicts of interest? Please describe the plan. RCPSC Resource: <a href="#">CPD Activity Toolkit FAQs Scroll down "On conflict of interest"</a></p>	
<p>10. The CPD provider organization or SPC must retain overall accountability for payment of travel, lodging, out-of-pocket expenses, and honoraria made to members of the scientific planning committee, speakers, moderators, facilitators and/or authors. If the responsibility for these payments are delegated to a third party, describe how the CPD provider organization or SPC retains overall accountability for these payments. <a href="#">[See National Standard, Element 4.4 for details]</a> or <input type="checkbox"/> Not Applicable</p>	
<p>11. The Scientific Planning Committee must ensure that product specific advertising, promotional materials or other branding strategies have not been included on, appear within, or be adjacent to any educational materials, activity agendas, programs or calendars of events, and/or any webpages or electronic media containing educational material. <a href="#">[See National Standard, Elements 5 &amp; 6 for details]</a></p>	<p><input type="checkbox"/> Yes</p>
<p>12. If incentives were provided to participants associated with an accredited CPD activity, how were these incentives reviewed and approved by the physician organization? <a href="#">[See National Standard, Element 6 for details]</a> or <input type="checkbox"/> Not Applicable</p>	



<p>3. Participants must log on to the interactive component to claim credit under Section 1. <b>Describe how participants will log on to the interactive component</b></p>
<p>4. Certificates of participation should only be given to participants if they have logged on to the interactive component for the course. <b>Describe how certificates to participants will be provided after they have logged on</b></p>

**PART E: CPD Accreditation Agreements**

The Royal College has several international CPD accreditation agreements. These agreements allow physicians and/or other health professionals to claim or convert select Royal College MOC credits to other CPD system credits. Details about the specific agreements are available on the Royal College [website](#)

If you have arranged for this CPD activity to be eligible for credit within any of these systems, please check all that apply:

- [American Medical Association \(AMA\) PRA Category 1 Credit™](#)
- [European Union of Medical Specialists \(UEMS\)](#)
- [Qatar Council for Healthcare Practitioners \(QCHP\)](#)
- [European Board for Accreditation in Cardiology \(EBAC\)](#)
- If this activity was accredited for another system, which one:

**PART F: Have you completed and attached the following? All documents are required unless “not applicable” is provided as an option. Please read carefully.**

- Has a needs assessment been completed? Attach a summary of the completed needs assessment of all areas checked off on application in Part B, number 2.
- Have you attached the overall and session-specific learning objectives either separately or in the program or brochure? See link [How to write learning objectives](#)
- Does the preliminary and final program or brochure include:
  - The activity schedule, topics, and **start and end times** of individual sessions?
  - The activity learning objectives for the overall activity and individual sessions?
- Have you attached any other materials that will be used to promote or advertise the activity? (for example, invitations, email announcements, website link)
- Have you attached the sponsorship and/or exhibitor prospectus developed to solicit sponsors/exhibitors for the activity?  Not Applicable

<input type="checkbox"/>	If sponsorship has been received for this activity, have you attached the written agreement template that is signed by the CPD provider organization and the sponsor? <input type="checkbox"/> Not Applicable
<input type="checkbox"/>	Does the activity budget show receipt and expenditure of all sources of revenue for this activity including: <ul style="list-style-type: none"> <li>• A list of funding sources, including an indication of whether sponsorship was received in an educational grant or in-kind support?</li> <li>• A list of expenditures?</li> </ul>
<input type="checkbox"/>	Have you attached the template for the certificate of attendance that will be provided to the participants? Is the title of the program on the certificate the same as on the application? This is the title participants will use to search in Mainport to claim their credits. All physician organizations must maintain attendance records for five years. [See <a href="#">Sample Certificate of Attendance for details</a> ]
<input type="checkbox"/>	Do the evaluation and feedback forms include a question: <ul style="list-style-type: none"> <li>• if the <u>overall</u> learning objectives were met, and if the <u>session</u> specific learning objectives were met</li> <li>• for participants to identify the potential impact to their practice</li> <li>• for participants to identify if the <u>overall</u> program is balanced and free from commercial or other inappropriate bias</li> <li>• if enough time was allocated for interactive learning</li> </ul>
<input type="checkbox"/>	Have you attached a copy of the answer sheet for the assessment tool that allows participants to demonstrate knowledge, skills, clinical judgment or attitudes. <input type="checkbox"/> Not Applicable
<input type="checkbox"/>	Have you described how feedback will be provided to the participants for the assessment tool? <input type="checkbox"/> Not Applicable
<input type="checkbox"/>	Regardless of how the activity is funded, have you: <ul style="list-style-type: none"> <li>• Attached a sample conflict of interest (COI) form?</li> <li>• Described the process for the collection, management, and disclosure of conflicts of interest?</li> </ul>
<input type="checkbox"/>	If this is an online course, have you provided access to the online modules for review? <input type="checkbox"/> Not Applicable
<input type="checkbox"/>	Has the Chair of Scientific Planning Committee attested that he/she agrees with the content provided in the application package?

### PART F: Declaration

As the Chair of the Scientific Planning Committee (or equivalent), I accept responsibility for the accuracy of the information provided in response to the questions listed on this application, and to the best of my knowledge, I certify that the CMA’s guidelines, entitled, *CMA Policy: [Guidelines for Physicians in Interactions with Industry](#) (2007)*, and [National Standard for Support of Accredited CPD Activities](#) have been met in preparing for this event. If this event is held in Québec, we agree to comply to the Code of Ethics entitled, [Conseil québécois de développement professionnel/professionnel continu des médecins](#) ([www.cqdpccm.ca](http://www.cqdpccm.ca)).

**I Agree** By clicking “ I agree” you are agreeing to the declaration stated above

<b>Name of Chair:</b>	
<b>Signature of Chair:</b>	
<b>Date: (dd/mm/yyyy)</b>	