### Quality Criteria Scoring Framework

#### CRITERION 1: Needs Assessment and Practice Relevance

- Minimum 25% of the program is conducted in an interactive manner
- 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.

#### CRITERION 2: Interactivity and Engagement

- 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)

#### CRITERION 3: Incorporation of Evidence

- Content must reflect patient-oriented outcomes and avoid surrogate outcomes
- Canadian-based evidence should be included where it exists

#### CRITERION 4: Addressing Barriers to Change

- Educational design includes discussion of commonly encountered barriers to practice change

#### CRITERION 5: Evaluation and Outcome Assessment

- 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

#### CRITERION 6: Reinforcement of Learning

- Not required for 1 CME/hr

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**MUST MEET 1-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:**

- 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

**MUST MEET 1- AND 2-CREDIT-PER-HOUR REQUIREMENTS AND INCLUDE THE FOLLOWING:**

- Program design must include the opportunity for participants to seek, appraise, and apply best-available evidence
- 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

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**PLEASE NOTE: ALL CRITERIA LISTED ARE MANDATORY REQUIREMENTS FOR 3 CR/Hr**
## QUALITY CRITERION 1:
### Needs Assessment and Practice Relevance

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<thead>
<tr>
<th>CREDITS PER HOUR</th>
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| 1 CREDIT PER HOUR = 1 PT | ✓ 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:  
✓ 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:  
✓ 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 |
## QUALITY CRITERION 2:
**Interactivity and Engagement**

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| 2 CREDITS PER HOUR = 2 PTS | Must meet 1-credit-per-hour requirements and include the following:  
  ✓ 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:  
  ✓ 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 |
QUALITY CRITERION 3:
Incorporation of Evidence

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### QUALITY CRITERION 4:

**Addressing Barriers to Change**

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<td>1 CREDIT PER HOUR = 1 PT</td>
<td>✓ Educational design includes discussion of commonly encountered barriers to practice change</td>
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| 2 CREDITS PER HOUR = 2 PTS | Must meet 1-credit-per-hour requirements and include the following:  
  ✓ Educational design includes discussion on approaches to overcoming these barriers |
| 3 CREDITS PER HOUR = 3 PTS | Must meet 1- and 2-credit-per-hour requirements and include the following:  
  ✓ 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**

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| 2 CREDITS PER HOUR = 2 PTS | Must meet 1-credit-per-hour requirements and include the following:  
  ✓ 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) |
| 3 CREDITS PER HOUR = 3 PTS | Must meet 1- and 2-credit-per-hour requirements and include the following:  
  ✓ 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 |
**QUALITY CRITERION 6:**

**Reinforcement of Learning**

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<td>Not required for one credit per hour</td>
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<tr>
<td>2 CREDITS PER HOUR = 2 PTS</td>
<td>✓ Incorporates one or more validated strategies to reinforce and/or facilitate continued learning</td>
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<tr>
<td>3 CREDITS PER HOUR = 3 PTS</td>
<td>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)</td>
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