

SECTION 3 STANDARDS: Accreditation of Simulation-Based Activities

Standards for Simulation Activities that Fall under **Section 3** of the Maintenance of Certification program (MOC) Framework

A simulation activity is designed to reflect real life situations to enable participants to demonstrate and receive feedback on their clinical reasoning, communication, situational awareness, problem solving and/or their ability to collaborate and work effectively within a healthcare team. A simulation program can include methods such as role playing, the use of standardized patients, task trainers, virtual simulation, haptic simulation, theatre simulation.

In order for a simulation activity to be accredited in the Royal College Maintenance of Certification (MOC) Program, it must be planned to meet the following accreditation activity standards. These standards are sorted into administrative, educational, and ethical standards. The Accreditation Office at the Michener Institute of Education at UHN will review your application to assess whether your activity meets each standard listed below.

Resources to support you in meeting each of these standards are available on our [website](#).

Administrative Standard	Topic	Requirements
1	Developer	<p>The activity must be developed or co-developed by a physician organization. If one co-developer is not a physician organization, the application must be submitted by the physician organization.</p> <p>Please see 'Organization Types and Responsibilities' for more information on physician organizations.</p>
2	Scientific Planning Committee (SPC): Composition	<p>All activities must be developed by an SPC (also known as a "Program Planning Committee") that is <u>representative</u> of the target audience.</p> <p>Your target audience must be determined from the inception of the CPD activity so that the SPC can be chosen accordingly.</p>
	SPC: Responsibilities	<p>The SPC must:</p> <ul style="list-style-type: none"> • Identify the educational needs of the target audience • Develop the learning objectives for the CPD activity • Select the educational methods for the CPD activity • Select all individuals (planning committee members, faculty) or organizations in a position to control the development of content • Oversee the development and delivery of content • Develop an evaluation to assess how well the learning outcomes were met
3	Attendance Records	Maintain attendance records, including each participant's profession, for a period of 5 years.
	Certificate of Participation	<p>Issue a certificate of participation to all participants.</p> <p>Please see 'Certificate Template' for all elements that <u>must</u> be included on your Certificate.</p>

Educational Standard	Topic	Requirements
1	Needs Assessment	<p>A needs assessment must be performed to identify the needs of the target audience.</p> <p>It should identify areas of knowledge, skills, performance and/or health outcomes to address or improve across several of the CanMEDS roles.</p> <p>This can include perceived and/or unperceived needs.</p>
	Identified Needs: How to Use Them	<p>The identified needs should inform the:</p> <ul style="list-style-type: none"> • Development of learning objectives • Identification of learning format(s) to effectively address these learning objectives • Selection of content • Development of evaluation strategies that assess whether the learning objectives were met
2	Learning Objectives	<p>You must have learning objectives addressing the identified needs of the target audience.</p> <p>Learning objectives must be written from the learner’s perspective (e.g. “By the end of this activity, the learner will be able to...”) and convey the expected outcomes.</p>
	Learning Objectives: Availability	<p>These must be made available to participants prior to the activity.</p> <p>These must be printed on the program, brochure and/or handout materials.</p>
3	Learning Format: Assessment	<p>The format must allow participants to:</p> <ul style="list-style-type: none"> • Demonstrate their knowledge, skills, clinical judgment and/or attitude(s), and • Assess these against the learning objectives, competencies, and established scientific evidence (e.g. meta-analysis, systematic review, clinical practice guidelines) or tacit evidence (e.g. practice standards).
	Learning Format: Feedback	<p>The activity must provide feedback on performance (either as individuals or teams), so that participants can identify areas for improvement and develop a plan for future learning.</p> <p>Feedback must include references that justify the correct answer.</p> <p>There must be a clear process on how participants will receive this feedback.</p>
4	Learning Format: Reflection	<p>(Optional suggestion)</p> <p>Provide time and tools for participants to reflect on their performance.</p>
	Online Learning	<p>If the activity is online, there must be a system for participants to submit their responses (e.g. an online response sheet).</p>
	Learning Format: Feedback	<p>The activity must provide feedback on each response so that participants can identify areas for improvement and develop a plan for future learning.</p>
5	Evaluation	<p>Participants must be provided with an opportunity to evaluate the CPD activity.</p>
6	Evaluation	<p>The evaluation questions must ask participants to assess whether:</p>

These standards were adapted from the [Accredited Activity Standards for the Maintenance of Certification Program Simulation-Based Activities \(Section 3\)](#), with permission from

	Questions	<ul style="list-style-type: none"> • All stated learning objectives were met • All participants were evaluated and provided with feedback • The activity / its scenarios were relevant to their practice • They could identify the CanMEDS competencies addressed • Content was balanced and free of commercial / other bias <p>The questions should also ask them to evaluate the design of the program, e.g. was there enough instruction, enough opportunity to practice, etc.</p>
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Ethical Standard	Topic	Requirements
Any activity receiving financial and in-kind support must comply with the National Standard .		
1	Protection against Commercial Influence	The SPC must control the process for selecting the topics, content (scenarios) and developers. These cannot be influenced by commercial interest.
2	Content validity, objectivity, and balance	The SPC must ensure that the content is scientifically valid and balanced: It must be free of bias and it cannot be promotional in nature.
	SPC: Composition	The SPC cannot include members from industry or other for-profit companies.
3	Conflicts of Interest (COIs)	All faculty, developers, and planning committee members must complete a COI Declaration form.
		There must be policies and procedures in place to manage any COIs disclosed.
		Faculty, moderators, and SPC members who have had financial affiliations with a commercial organization in the past two years must disclose this to program participants.
4	Receiving Funding	Funds from any sponsors must be received in the form of an educational grant payable to the physician organization.
	Distributing Funding	The physician organization must oversee the distribution of these funds.
	Use of Funding	These funds (e.g. the educational grants) can be used to provide honoraria and to support the travel, lodging, and meal expenses of faculty, authors, or SPC members.
		All of the above must be modest / reasonable amounts (see ' Budget Guide ').
	Sponsor Recognition	Funds cannot be used to support the above for activity participants.
'Tagging' (linking or aligning a sponsor's name to a specific educational session within the activity) is strictly prohibited.		
	Unaccredited Activities	Sponsors must be recognized in a location that is separate from the educational content.
		Example: Ads are acceptable in the hallway, but not in the room where the activity is being held. Sponsors can be recognized on a separate sponsorship page of the program / brochure.
		'Satellite Symposia' (unaccredited group learning activities developed by non-physician organizations alone) may not: <ul style="list-style-type: none"> • Occur at the same time as accredited group learning activities

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		<ul style="list-style-type: none"> • Be included within brochures or schedules for accredited activities
5	Drugs / Product Advertisements	Drug or product ads cannot be included on or with any written or presented materials – including, but not limited to: programs, brochures, slides, or announcements.
6	Content: Drug Names	Slides and written materials can include generic names only or generic names with trade names. The use of trade names alone is prohibited.
	Content: Unapproved Therapies/ Treatments	Any therapeutic recommendations for medications that have not received regulatory approval must be declared to program participants.

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