



Refreshed MOC framework

Section 1: Group learning	Knowledge, skills and abilities acquired through group or team learning activities, including collaborative interprofessional and patient partner activities. Activities must be interactive through opportunities for discussion and can be in-person or virtual.
Section 2: Individual learning	Knowledge, skills and abilities acquired through independent, self-directed learning activities.
Section 3: Feedback and improvement	Feedback received: Feedback received on your knowledge, skills or performance that enables you to identify opportunities for future learning or Quality Improvement (QI) activities or both.
	Feedback delivered: Feedback delivered to individuals, groups, teams or systems.
	Improvement initiatives: Activities carried out to improve patient care; physician well-being; professional practice; medical education; health systems; equity, diversity and inclusion; planetary health; and other

areas. Improvement initiatives include QI initiatives and

systems improvement initiatives.

Section 1: Group learning

- No minimum credit requirements
- Maximum of 50 credits for unaccredited activities in Section 1 per five-year cycle

Knowledge, skills, and abilities acquired through group or team learning activities, including collaborative interprofessional and patient partner activities. Activities must be interactive through opportunities for discussion and can be in-person or virtual.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Conferences	1 credit per hour	0.5 credits per hour	
Journal clubs	1 credit per hour	0.5 credits per hour	
Rounds* (e.g., grand, morbidity and mortality) * Does not include ward rounds.	1 credit per hour	0.5 credits per hour	
Other group learning † These include	1 credit per hour	0.5 credits per hour	Please include
Social media for knowledge translation Participation in online discussions with colleagues (including interprofessional peers) to exchange evidence-informed ideas about new research, data and guidelines. The source of information must be from credible journals, professional societies or trusted experts in accordance with the CMA's Code of Ethics and Professionalism and Guidelines for Interacting with Industry.	N/A	0.5 credits per hour to a max of 5 credits per year	

Section 1: Group learning

- No minimum credit requirements
- Maximum of 50 credits for unaccredited activities in Section 1 per five-year cycle

Knowledge, skills, and abilities acquired through group or team learning activities, including collaborative interprofessional and patient partner activities. Activities must be interactive through opportunities for discussion and can be in-person or virtual.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Case-based discussions to exchange evidence-informed ideas about new research, data and guidelines. These include collaborative discussions with interprofessional health care teams and patients; and informal discussions and structured team meetings. Does not include routine rounding on patients.	N/A	0.5 credits per hour	
Patient-partnered learning	1 credit per	0.5 credits per	
Learning about patient needs, lived	hour	hour	
experiences and social determinants of			
health to provide a holistic health care plan			
through patient-focused activities.			

Section 2: Individual learning

• No minimum credit requirements

Knowledge, skills and abilities acquired through independent, self-directed learning activities.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Educational content review † This includes • reading (e.g., digital clinical resources such as UpToDate, Medscape, books, journals); • listening (e.g., podcasts); and • watching (e.g., videos, recorded webinars). † With no opportunities for discussion.	N/A	0.5 credits per hour to a maximum of 30 credits per year	
Courses (asynchronous) Individual learning with little or no opportunity for discussion.	N/A	0.5 credits per hour	
Individual task training Training to develop or improve your technical skills.	N/A	0.5 credits per hour	Please include an activity title, one key
 Activity preparation (previously Personal Learning Project) This includes knowledge acquisition for activities, such as addressing a clinical or academic question; preparing to deliver a teaching session or presentation; preparing education for patients, families or communities; preparing a manuscript (book, chapter, article); preparing a grant application; addressing an administrative or systems-related question; and creating an oral or written exam question for submission. 	N/A	2 credits per hour	message learned, and your responses to reflection questions (optional).
Postgraduate Studies (Fellowships, Masters, PhD) • Postgraduate academic studies such as Masters, Doctorate, or	N/A	50 credits per year, per initiative	

Section 2: Individual learning

• No minimum credit requirements

Knowledge, skills and abilities acquired through independent, self-directed learning activities.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
 Formal subspecialty training obtained in an established, structured fellowship program. 			
Traineeships Structured learning activities designed to meet an identified professional need, conducted under direct supervision. Requirements: Creation of a learning objective, development of a learning plan in collaboration with a mentor or supervisor, receipt of feedback on the achievement of learning objectives, and verification of activity completion.	N/A	20 credits per year	

Section 3: Feedback and improvement

- Minimum of 25 credits, per five-year cycle
- Must include one Feedback received activity, per five-year cycle

Feedback received

Feedback received on your knowledge, skills or performance that enables you to identify opportunities for future learning or Quality Improvement (QI) activities or both.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
	Accredited	Unaccredited	requirements
 other performance assessments, such as multisource (e.g., 360) reviews; and reviews conducted on behalf of an MRA. * If you did not receive direct performance feedback during this activity, you should record the activity under Section 1. † This activity is eligible for credits for time spent reviewing and reflecting on feedback. 			

Section 3: Feedback and improvement

- Minimum of 25 credits, per five-year cycle
- Must include one Feedback received activity, per five-year cycle

Feedback received

Feedback received on your knowledge, skills or performance that enables you to identify opportunities for future learning or Quality Improvement (QI) activities or both.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Simulation activities Participation in a simulation activity in which you are part of the debriefing for individual and/or team improvement. Simulation activities take place in a simulated or actual practice environment (e.g., hospital mock codes, translational simulations, task or skill trainers or mannequins, tabletop exercises, virtual reality) after which participants are debriefed by observers.	3 credits per hour	1.5 credits per hour	
Coaching or mentoring (as a recipient) An opportunity to improve specific areas of professional practice and personal well-being through guided interactions with a peer or certified coach and, where needed, planned actions. Coaching activities include setting the agenda (intention and goals) with the coach, being observed when needed, engaging in a coaching conversation, listening, asking questions, seeking feedback, feedforwarding (focusing on the future instead of the past) and planning.	N/A	3 credits per hour	

Feedback delivered Feedback delivered to individuals, groups, teams or systems Unaccredited **Data reporting Eligible activities** Accredited activities activities requirements for credit entry N/A 3 credits per Review of feedback delivered † hour to a Feedback delivered which includes comments maximum of or information shared through 15 credits per annual performance reviews (annual year workplace assessments); chart audits; Please include direct observation; an activity reviews of journal article submissions and title, grant applications; one key teaching reviews; message reviews of clinical data; learned. practice-based assessments; • a brief oral exam practice sessions (for licensing description of or certification examinations); how this resuscitation courses (e.g., ATLS, ACLS, impacted BLS): your other performance assessments, such as approach to multisource (e.g., 360) reviews; and this activity, reviews conducted on behalf of an MRA. your † This activity is eligible for credits for time responses to reflection spent on preparing, delivering, and reflecting on the delivery of your feedback. questions Coaching or mentoring (as a provider) N/A (optional). 3 credits per An opportunity for peer or certified coaches hour to a to give feedback, reflect and improve their maximum of skills as needed. 15 credits per This activity may involve asking for feedback year (oral or written) on coaching or mentorship skills and reflecting or changing as needed for

further interactions.

Improvement initiatives

Activities carried out to improve patient care; physician well-being; professional practice; medical education; health systems; equity, diversity and inclusion; planetary health; and other areas.

Quality improvement[‡]

Quality improvement (QI) is an action-oriented, problem-solving framework that can help you enhance your practice and your personal or professional development. ‡ Includes MRA QI activities.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Individual improvement: Self-directed improvement activities † † Credits can be claimed each year that you are working on the QI initiative.	N/A	25 credits per QI initiative per year	 Please include an activity title, one key message learned, a brief description of the QI project and
interprofessional initiatives †	improvement activities: Includes departmental and rofessional initiatives † its can be claimed each year that you are working on the QI		
Group member of a QI activity † † Credits can be claimed each year that you are working on the QI initiative.	N/A	15 credits per QI initiative per year	 what was changed in your practice, a request to receive a reminder 12 months after the
Leading role for a group QI activity † † Credits can be claimed each year that you are working on the QI initiative.	N/A	35 credits per QI initiative per year	implementation of the QI project to help you reflect on the results of the change intervention (optional).

Improvement initiatives

Activities carried out to improve patient care; physician well-being; professional practice; medical education; health systems; equity, diversity and inclusion; planetary health; and other areas.

Systems improvement

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Committee participation§ Committee participation focuses on improvements in various areas, such as • patient care; • physician well-being; • professional practice; • medical education; • health systems; • interprofessional practice; • equity, diversity and inclusion; and • planetary health. § Requirements: A formal structure, appointment process, defined terms of reference and minimum of two meetings per year.	N/A	15 credits per year (chair), per committee or 10 credits per year (member), per committee	Please include • an activity title, • one key message
Curriculum development Developing or updating undergraduate, postgraduate or professional development curricula.	N/A	15 credits per year, per initiative	 learned, and your responses to reflection questions
Examination development Developing or updating examinations or assessment strategies.	N/A	15 credits per year, per initiative	(optional).
Clinical practice guideline development Setting care standards for your department, hospital, specialty or other area of focus.	N/A	15 credits per year, per initiative	
Adverse event investigation, reporting and analysis Investigating an adverse event and recommending improvements, this can include clinical care review.	N/A	5 credits per initiative	