**Appendix 1: Categorization for Activities, Learning and Level of Change**

|  |  |
| --- | --- |
| Assessment Activity Categorization | Description |
| Annual review | Performance reviews that occur annually or biannually and involves meeting with supervisor/division/department head to review past performance re clinical and/or academic work and plan the year to come. These activities may include discussions based on a variety of assessment activities (e.g., feedback on teaching, multisource feedback). Examples: Annual performance appraisal with Department Head; Annual review of scholarship, clinical, teaching, research and administrative practice.  |
| Third party review | Summaries or reports on practice completed provided by an external group (e.g., national organizations, provincial medical regulatory or health system organizations). The summary or data reported may involve a comparator or benchmark with other members of the practice group or a broader physician group. Examples: Endoscopic quality data - compared with province; Review of feedback data on peer audit of 10% of surgical pathology cases signed out by me in the month of February 2017; College of Physicians and Surgeons of Alberta Snapshot of 2017 Practice Checkup report.  |
| Direct observation | Direct observation by a peer, colleague or other health professional of an aspect of the physician’s clinical work. Examples: Supervision of use of new Stereotaxis guiding system; Had a colleague review my cataract surgery (direct observation) for an entire OR day; Invited a senior arthroplasty surgeon to constructively critique my OR flow, surgical technique;  |
| Excluded | See below. NB: Note that if the physician repeated the name of the assessment activity or did not provide data pertaining to the activity, the data were excluded.  |
| Feedback Other | Feedback on a physician’s role as a department head, clinical lead or other professional practice roles. Recommendations from promotions committee: revisions to teaching dossier, CPA dossier and curriculum vitae for promotion application to associate professor.  |
| Feedback patients | Data provided by patients often in the form of surveys. Examples: assessing patient complaints; patients satisfaction after implantation of new generation of LIO [Laser Indirect Ophthalmoscope].  |
| Feedback on scholarship | Data provided through peer review processes related to feedback on manuscripts or grants. Examples: Review of comments from peer review of [journal article]; review the feedback on my publications, 2 hours each on 10 publications. |
| Feedback on teaching and assessment | Data provided about a physician’s teaching from students, residents, peers, or other professionals. Examples: Reviewing resident feedback on teaching and evaluation for small group session at national meeting; Reviewed medical students evaluation of my small group teaching assessments and my OSCE teaching assessments and my lecture about surgical treatment of arthritis. |
| Multisource feedback | Questionnaire based assessment that summarizes data and feedback from professional colleagues, co-workers, patients, and self. Examples: 360 Evaluation as Chief of Service for [specialty] at [location]; went over Pulse 360 survey; Manitoba Physician Achievement Review Program.  |
| Personal Practice Assessment | Physician initiates and completes a personal assessment of an aspect(s) of their practice drawing on practice data such as patient charts, patient diagnostic/procedure databases. Examples: I reviewed my performance of colonoscopy since my move to a new centre; I reviewed 100 referrals received in my Gastroenterology practice. I wanted to determine the number of referrals from referring physicians that were inappropriate, incomplete and time it took; Diagnostic accuracy of pulmonary cytology samples as determined by histologic correlation and clinical outcome.  |
| Self-assessment program | Accredited self-assessment programs developed by professional organizations, generally testing knowledge or its application to practice. Examples: Canadian Medical Protective Association-- Anatomy of a Lawsuit; Assessment of diagnosis accuracy on non-gynecological cytology slides using Canadian Association of Pathology slides; The American Academy of Orthopedic Surgeons (AAOS) Musculoskeletal Trauma Self-Assessment Examination.  |
| Simulation programs | Simulation activities reviewed and approved by an accredited CPD provider organization or an accredited simulation program. Examples: Point of Care Ultrasound in Critical Care Medicine; Hands on supervised training on intraocular lens implantation; Cadaver lab learning surgical hip dislocation.  |

**Exclusion Criteria Coding**

|  |  |
| --- | --- |
| Activity Categorization | <http://www.royalcollege.ca/rcsite/cpd/moc-program/moc-framework-e> |
| Section 1—accredited learningSection 1—unaccredited  | Group learning provided by an accredited continuing professional development provider. Group learning that is provided by a group where activity has not been developed by an accredited provider organization. This may include morbidity and mortality rounds, patient care rounds, clinical pathological conferences. |
| Section 2—planned learningSection 2—scanning activitiesSection 2—Systems learning | Planned learning includes fellowships, formal courses, personal learning projects, traineeships; and life support courses.Scanning includes reading books, journals, on-line reading, podcasts, and internet searchesSystems learning is learning from participating in the development of a clinical practice guideline, quality care initiative, patient safety committee, curriculum development, exam development/execution, peer reviewer, or serving as a mentor, or the evaluation of a residency program.  |
| Other TeachingOther Vague  | Teaching related activities designing assessments for learners, teaching, interviewing for residency programs. Information was vague or cryptic.  |

**Fox Criteria for changes**

|  |  |
| --- | --- |
| **Categorization** | **Description [From Fox, pages 22 and 23]** |
| Accommodation | Small changes; simple complexity; e.g., MD adopts new informed consent form; adoption is rapid and simple |
| Adjustment | Small to moderate changes; incremental; more complex adaptation and more time/effort to accomplish; involves active assessment of disparity/fit between what is and what ought to be considered and purposeful behavior toward that end. Generally a desire to increase competence or respond to clinical environment.  |
| Redirection | Large changes; structural major elements; requires adding, subtracting, or changing a major element of practice; e.g. abandon an aspect of work |
| No change | No change described. MD decided change not warranted. Needs to be explicit.  |

**Learning Y/N:**

|  |  |
| --- | --- |
| Categorization | Description |
| Yes  | Learning is described or inferred based on content or column in which the learning is described.  |
| No | No learning is described or apparent. Physician re-states title of the program.  |

**Discussion Y/N**

|  |  |
| --- | --- |
| Activities that include discussion | Annual reviews, direct observation and simulation |
| Activities that don’t include discussion  | Third party review, feedback other, feedback teaching, feedback patients, feedback on scholarship, feedback on teaching and assessment, multisource feedback, personal practice assessment, self-assessment program |

**Appendix 2: Type of activity by learning, type of change and discipline.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Activity** | **Learning** | **Type of Change** | **Discipline** |
| Anatomical Pathology | Cardiology | Gastroenterology | Ophthalmology | Orthopedic Surgery |
| Annual Review | No | No ChangeAcc.Adj./Red | 300 | 1100 | 2020 | 1120 | 1300 |
| Yes | No ChangeAcc.Adj./Red | 72436 | 1226439 | 29228 | 482611 | 75478 |
| Third party Review | No | No ChangeAcc.Adj./Red | 700 | 700 | 1200 | 500 | 100 |
| Yes | No ChangeAcc.Adj./Red | 149381 | 46425 | 41463 | 32289 | 115695 |
| Direct Observation | No | No ChangeAcc.Adj./Red | 000 | 000 | 000 | 300 | 200 |
| Yes | No ChangeAcc.Adj./Red | 950 | 19153 | 8177 | 8355 | 728720 |
| Feedback Other | No | No ChangeAcc.Adj./Red | 000 | 200 | 100 | 000 | 000 |
| Yes | No ChangeAcc.Adj./Red | 421 | 010 | 440 | 151 | 210 |
| Feedback Patients | No | No ChangeAcc.Adj./Red | 000 | 000 | 100 | 000 | 000 |
| Yes | No ChangeAcc.Adj./Red | 010 | 210 | 110 | 200 | 170 |
| Feedback Scholarship | No | No ChangeAcc.Adj./Red | 200 | 300 | 000 | 400 | 100 |
| Yes | No ChangeAcc.Adj./Red | 14191 | 40160 | 7191 | 8110 | 1580 |
| Feedback Teaching | No | No ChangeAcc.Adj./Red | 600 | 810 | 700 | 600 | 1200 |
| Yes | No ChangeAcc.Adj./Red | 95991 | 1911111 | 29650 | 104770 | 1651000 |
| Multi-source feedback | No | No ChangeAcc.Adj./Red | 200 | 000 | 100 | 200 | 300 |
| Yes | No ChangeAcc.Adj./Red | 12100 | 1181 | 661 | 1030 | 780 |
| Personal Practice Assessment | No | No ChangeAcc.Adj./Red | 200 | 200 | 500 | 940 | 900 |
| Yes | No ChangeAcc.Adj./Red | 105232 | 31745 | 31452 | 859311 | 132747 |
| Self-assessment program | No | No ChangeAcc.Adj./Red | 11820 | 710 | 2500 | 2000 | 2400 |
| Yes | No ChangeAcc.Adj./Red | 940820 | 213873 | 781024 | 137551 | 156652 |
| Simulation | No | No ChangeAcc.Adj./Red | 000 | 100 | 200 | 200 | 100 |
| Yes | No ChangeAcc.Adj./Red | 000 | 13131 | 1182 | 31322 | 15131 |