Designing “New Format”
CME Activities

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Workshop Overview

- Changes  Opportunities in CME
- Examples – Tufts and others
- Challenges for CME Providers
Objectives

- Orient CME providers to the growing association between quality improvement and continuing education.
- Describe new and emerging types of accredited activities.
- Discuss opportunities and barriers to implementing new format activities.
What’s Happening?

- Calls for reform in CME

- Inadequacy of traditional didactic CME to improve practice

- CME’s goal: improve patient care
  - A broader definition of education, from: *individual learning* to: *quality improvement*
Relationship Between Learner and CME Provider

**Similar to CQI Process**

“To meet the needs of the 21st century physician, CME will provide support for the physicians’ professional development that is based on continuous improvement in the knowledge, strategies, and performance-in-practice necessary to provide optimal care.”

– From the Final Report from the ACCME Task Force on Competency and the Continuum: April 2004
CQI Cycle
PDSA

Plan

Act

Study

Do
CQI Cycle (W.E.Deming)

1. **Plan** – analyze what you intend to improve; look for opportunities for improvement
2. **Do** – carry out the change, perhaps as a pilot, collecting data
3. **Study** (or Check) – analyze the data; monitor for level of improvement
4. **Act** – determine the value of continuing the change or intervention, and either adopt it, abandon it, or modify it, and reset the cycle at the “Plan” stage
Continuous Professional Development Cycle
2006 ACCME Updated Accreditation Criteria

Aligns Learner and Provider

Mission
- Competence
- Performance
- Patient Outcomes

Interventions

Program Impact
- Competence
- Performance
- Patient Outcomes

Planning

Program Improvement

Alignment of Learner and CME Provider
Similar to CQI Cycle

- Mission (Plan)
- Interventions (Do)
- Program Improvement (Act)
- Program Impact (Study)
CME Providers’ Mission: Shrink the Quality Gap

- Mission: Deliver programs that provide physicians with implementable knowledge and skills...
- so that measurable changes in competence (“knowledge-in-action”), performance, and/or patient outcomes can be demonstrated.
- To determine the content of the CME intervention, first identify the “Quality Gap.”
Quality Gap

Difference between:

**Actual**
Current practice performance, observed as processes and outcomes

**Ideal**
Potentially achievable practice performance, in view of the state-of-the-art professional knowledge

**NEED**
Key ACCME Element –
Relationship between CME Provider and Learner (Physician)

The CME provider -

- incorporates into CME activities the educational needs (knowledge, competence, performance) that underlie the professional practice gaps of its own learners; and

- generates activities and educational interventions around content that matches the learners’ (physicians’) current or potential scope of professional activities

- NOT “BUILD IT AND THEY WILL COME”
ACCME & AMA Approve “New Formats” of CME

Accredited CME providers can now designate credit for:

– internet searching and learning, or point of care learning,
– test-item writing,
– manuscript review, and
– performance improvement activities.

AMA: AMA Physician's Recognition Award Booklet. 2006 revision
ACCME: New Formats of Continuing Medical Education. May 2005
Implementation:
The Good News From ACCME

- The ACCME expects that the new formats of CME will be implemented, and compliance demonstrated, within the current framework of accreditation requirements and process.

- “ACCME wants to keep the integration of these formats into providers’ CME programs as simple and straight forward as possible.”
Overview of New CME Activities

- Performance Improvement
- Point of Care
- Mentoring Program
- Online Modules
Examples: Performance Improvement

The learner may –

1. Identify a question in practice;
2. “Measure” own performance-in-practice;
3. Participate in/initiate an educational experience to alter own knowledge, competence or performance;
4. Integrate learning into patient care; and
5. Evaluate the performance improvement effort as part of the performance improvement activity.
Examples: Performance Improvement

- **AAFP: METRIC** (Measuring, Evaluating and Translating Research Into Care)
  - Diabetes
  - CAD
  - Asthma

- **AAP: EQIPP** (Education in Quality Improvement for Pediatric Practice)
  - Managing Asthma in Children
  - Managing Your Patients with ADHD
  - Nutritional Assessment for the Healthy and Chronically Ill Child (pending)
Examples: Performance Improvement

- **ABIM: PIMs** (Practice Improvement Modules)
  - Asthma
  - Care of the Vulnerable Elderly
  - Clinical Preventive Services
  - Colonoscopy
  - Diabetes
  - Hepatitis C
  - HIV
  - Hypertension
  - Osteoporosis
  - Preventive Cardiology
Examples:
Internet point of care (POC) CME

The learner may –
- Identify a question in practice;
- Access new information from ‘trusted source(s);’
- Integrate learning into patient care; and
- Demonstrate what has been learned.

- Earn 0.5 credits per search
Examples:

Internet point of care (POC) CME

- Structured, self-directed, practice-based learning in support of specific patient care.
- MD uses a computer-based clinical decision-making support tool at the point of care.
- A reflective process in which physicians must document 1) their clinical question, 2) the sources consulted and 3) the application to practice.
- Even when the recommendation is not appropriate for the patient, the physician still learns something in the process.
Tufts POC CME

- Tufts is accrediting searches performed on two point-of-care online search tools.
- Implementation requirements:
  - Contract (specs, funding)
  - Technical (POC site; credit tracking)
  - Testing
  - Continuing Education accreditation
InfoRetriever® Search by text

STEP 1: Select type of search
Keyword-Assisted Search

STEP 2: Type in the medical term(s) to search for:
diabetes mellitus Type II

STEP 3: FIND MATCHING KEYWORDS
InfoRetriever® Search Results

[Results of Last Search]

Search by Text

Search by Autofill

Search ICD-9 Codes

Clinical Rules & Calculators

Practice Guidelines

Internet Resources

Browse All Resources

Collapsible List:

Collapsing "Overviews and practice guidelines"

Overviews and practice guidelines

Treatment

Diagnosis

Screening and Prevention

Prognosis

Epidemiology

Education

Back to Search
Earn CME Credit: Applicability

When you searched for "Diabetes mellitus Type 2", what were you attempting to determine? Check all that apply:

- [ ] Best way to diagnose "Diabetes mellitus Type 2"
- [X] Best treatment for "Diabetes mellitus Type 2"
- [ ] Best way to administer "Diabetes mellitus Type 2"
- [ ] Etiology of "Diabetes mellitus Type 2"
- [ ] Prognosis for "Diabetes mellitus Type 2"
- [ ] Best way to teach or learn about "Diabetes mellitus Type 2"
- [ ] None of the above

If you selected 'None of the above', please enter the question you were attempting to answer with this search:


CONTINUE
Earn CME Credit: Implication

Regarding your patient, searching "Immunization" resulted in (check all that apply):

- [ ] A change in diagnosis
- [x] A change in treatment
- [ ] A change in prognosis
- [ ] A confirmation of knowledge that did not change your decision
- [ ] None of the above

CONTINUE
Find: [Search Text]

Browse:
- E. coli infections
- E. coli O157 infection
- Ear infection
- Early revascularization for acute coronary syndrome
- Eastern equine encephalitis
- Eating disorders
- Eaton-Lambert myasthenia
- Ebola
- Ebstein's anomaly of the tricuspid valve
- Ebstein-Barr virus infection
- EBV infection
- Echinococcosis
- Ectopic ACTH syndrome
- Ectopic Cushing's syndrome
- Ectopic pregnancy
- Ectopia

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Anorexia nervosa

Updated 2007 Aug 16 06:39 AM: review article notation (BMJ 2007 Apr 28)
ADA evidence-based nutrition practice guideline on critical illness
MEDLINE search 2007 Mar 6

- see also Bulimia

- General Information (including ICD-9/-10 Codes)
- Causes and Risk Factors
- Complications and Associated Conditions
- History
- Physical
- Diagnosis

Making the diagnosis:
What You Found

**DynaMed content evaluated:** DynaMed content for *Anorexia nervosa* was found in the following sections:

- * Select topic sections reviewed
  - □ All Sections
    - □ General Information (including ICD-9/-10 Codes)
    - □ Causes and Risk Factors
    - □ Complications and Associated Conditions

Enter comments if needed to clarify:

What You Learned

**Success in meeting learning objective:**

- * Check one or more of the following
  - □ I fulfilled my educational need and learned something that will change how I manage patients.
  - □ I fulfilled my educational need and reinforced information that supports how I currently manage patients.
  - □ I partially fulfilled my educational need and provide constructive feedback for improving the educational resource.
  - □ I did not find information to meet my original educational need
Evaluation to claim POC CME

- The search(es) I completed help me make decisions about the care of one or more patients. (strongly agree….strongly disagree)
- Compared to other forms of acquiring CME, searching the literature with POC product and reflecting on the implications for practice is … (more/equally/less valuable)
- Overall I would rate this CME activity as … (excellent…poor)
- Please give one example of how a search did or did not affect your diagnosis, treatment, and/or patient outcomes. (free text)
VERIFICATION OF PARTICIPATION AND SUCCESSFUL COMPLETION

Tufts University School of Medicine certifies that:
RH TestInfo
Has completed the CE offering entitled:
InfoPOEMs Point-of-Care Learning (Testing)

Online
Date(s): 1/4/2007

Credit(s): Category 1 CE 1.50 Credits

This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of Tufts University School of Medicine (TUSM) and Tufts Health Care Institute (THCI). TUSM is accredited by the ACCME to provide continuing medical education for physicians.

TUSM designates this educational activity for category 1 credits toward the AMA Physician's Recognition Award (PRA). Physicians may claim a half (0.5) AMA PRA Category 1 Credit for conducting a single structured online search on a clinical topic. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Marc M. Edelstein MD PhD FAAP
Mentoring Program

- POSSE: Peer Observation, Support, and Self-Evaluation
- Pairs two family physicians in an office as a “learning team”
- Written objectives; feedback sessions; improvement plans; evaluations
- Credits for both MDs based on completion of structured assignments within context of observed clinical activities
Mentoring Program - POSSE

Goals:

■ Increase clinical skills

■ Introduce peer teaching as a recognized method of CME

■ Enhance the camaraderie and collegiality of family physicians in Massachusetts
Peer Observation Support and Self-Evaluation

Forms for Visiting Colleagues

Prior to your visit:

- **Pre-Posse Goals** - Complete and submit in advance of your meeting. Bring a copy to discuss with your colleague at the beginning of the day.
- **Plus Delta Form** - Print form and bring with you to facilitate feedback for your host.

To earn CME credits, you must submit the following online forms after your meeting with the Host Physician:

- **Intention to Change**
- **Program Evaluation**

These forms, when submitted, are automatically sent to the Tufts University School of Medicine Office of Continuing Education.
Plus Delta Form

Peer Observation, Support, and Self-Evaluation - POSSE

Visiting Colleague’s Feedback Worksheet

While observing your Host Physician, please record your observations using the +/Δ form below.

Areas to consider discussing include but are not limited to the following.

- Communication
- Practice Management
- Use of Technology
- Patient Care
- Organization
- Physical setup

Feel free to use the reverse side of this form to continue recording your “Plus/Delta” Feedback.
Post-POSSE Summary and Intention to Change for Visiting Colleagues

Name:

Email Address:

Learning Partner:

After completing POSSE, please list three specific changes you will make in your own practice as a result of today’s session. Discuss them briefly along with your timeframe for these changes. At least one should be measurable and verifiable. You will be contacted at intervals about your practice changes.
POSSE CME Program
Peer Observation Support and Self-Evaluation

Sponsored by Tufts University School of Medicine in collaboration with Tufts University School of Medicine Department of Public Health and Family Medicine and University of Massachusetts Medical School Department of Family Medicine and Community Health

Forms for Hosts

Prior to your visit:

- **Pre-Posse Goals** - Complete and submit in advance of your meeting. Bring a copy to discuss with your colleague at the beginning of the day.

To earn CME credits, you must submit the following online forms after your meeting with the visiting physician:

- **Intention to Change**
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Tufts’ Non-Traditional CME

- Online, self-paced, modules on competencies of Systems-based Practice, Practice-based Learning and Improvement, Professionalism, and Communication (http://campus.thci.org)

- Targeted online modules under contract with a health plan, to meet demonstrated needs in care of Medicare enrollees.
Challenges for CME Providers

What does it take to design, provide, and/or accredit new formats of CME?

– Planning
– Collaborators
– Infrastructure
– Marketing
Implementation Elements

- Planning and Review
  - Goals and objectives
  - Structured activities
  - Evidence-based interventions
  - Evaluation
  - Documentation
Implementation Elements

- Collaborators and Learners
  - Physician leaders, other managers
  - Advisors and reviewers for new activities
  - Collaborators, e.g., delivery system leaders, QI managers
  - Initiators, creative thinkers and educators
  - Learners, willing to be innovative
Implementation Elements

- Infrastructure: Online capabilities
  - Posting enduring materials
  - Registration
  - Credits
Implementation Elements

Marketing
- Promoting new activities to learners
- Engaging collaborators
- Securing funding
- Maintenance of Certification (MOC) connection can help
Contact Information

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Questions & Answers

Type your question into the “Questions” box located on the lower left side of your screen.
Upcoming Alliance Webinars


November 1, 2007
From Zero to Ninety: Increasing Effectiveness of Physician Surveys for CME Assessments
Presenters: Carol Havens, MD & Philip Bellman, MPH

December 4, 2007
Milestones to Accountability: Exploring Best Practices in CME Partnerships
Presenters: Dixie Blankenship, Kristin Rand, JD, George Mejicano, MD, and Mike Saxton, MBA