Continuing Medical Education: Current Status and Future Directions
Graham McMahon, MD, MMSc, ACCME President & CEO
June 9, 2015
Purpose...

During this meeting, we will discuss:

• opportunities the future holds for the national CME enterprise;

• strategies for utilizing accredited CME as a strategic asset;

• how to integrate national priorities into your professional practice as institutional leaders and members of the education community; and

• engagement and support of stakeholders such as licensure and certification.
186 Accredited Providers

<table>
<thead>
<tr>
<th>Activities</th>
<th>Hours of Instruction</th>
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<tbody>
<tr>
<td>46,753</td>
<td>468,653</td>
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Physician Interactions | Non-Physician Interactions
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<td>4,423,049</td>
<td>3,145,968</td>
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Accreditation that Contributes to Quality
CME is a Key Asset

- Lifelong
- Effective
- Quality focused
- Capacity building
- Team building
- Impactful
"Members reported the majority of topics (54%) were specialty-specific or clinical in nature with only 18 percent focused on professional or leadership development and 18 percent on quality improvement."

| Table 1 |
|-----------------|---|
| **Overall value of CME** | 4.22 |
| **Perceived effectiveness of CME in addressing the following:** | |
| Increasing medical knowledge | 4.44 |
| Improving quality of care | 4.09 |
| Improving patient care | 4.07 |
| Increasing physician understanding of the health care environment | 3.52 |
| Increasing physician communication | 3.50 |
| Increasing physician engagement in organization | 3.40 |
| Promoting team-based care delivery | 3.36 |
| Encouraging system-based care delivery and communication across the continuum | 3.28 |
| Improving efficiency of physician practice | 3.05 |
Fig. 1. Links between the work environment and quality of care

- Organizational functionality
- Individual satisfaction
- Work-family balance
- Continuous training/education
- Work culture/trust

- Burn-out
- Turnover
- Errors
- Experience

AHA RECOMMENDATIONS

- **Share** successful practices.
- Explore **partnership** opportunities.
- Advocate for **harmonization** of MOC, quality improvement and OPPE/FPPE* requirements with CME.
- **Use CME to advance strategic goals** and engage physicians as partners in strengthening organizational competencies.

- Consider the use of existing **non-traditional CME applications** to encourage improvement efforts and physician engagement in strategically oriented CME.
- Develop **physician champions**.
- Encourage stronger **links between CME and quality improvement**.
- **Use** community health assessment and other **available data** to inform CME.
- Encourage **inter-professional and team-based learning** opportunities.

Accreditation that Meets the Needs of the Community
…in support of public health imperatives

Opioid REMS

A Major Public Health Problem

Drug overdose death rates in the US have more than tripled since 1990.

“ In 2013, 226 organizations accredited by the ACCME created 520 CME events that mentioned ‘substance abuse’ or ‘narcotics’ or ‘REMS’ or ‘opioids’ or ‘addiction’ in the topic --- reaching 100,000+ learners.”

Accredited Continuing Medical Education and the Food and Drug Administration’s Risk Evaluation and Mitigation Strategies

A Fact Sheet for Accredited CME Providers

ACME Public Health Imperatives: Forum Collaboration with Government

The Accreditation Council for Continuing Medical Education (ACCME) brings together government representatives and continuing medical education (CME) providers to advance the CME sector's role in addressing public health priorities.

The Forum saw a specific opportunity to work closely with leadership of Opioid REMS and other leaders in highlighting important public health conversations and their addressed action.

“Public health imperatives are an integral part of our mission to address the opioid crisis. The EMA is committed to working with the ACCME to ensure that continuing medical education providers have the tools and resources they need to effectively address this critical public health issue.” —William C. Tapp, MD, MPH, National Director on Opioid

Accredited CME in Support of FDA ER/LA Opioid REMS

Under the leadership of the FDA, the REMS program has been a model for public health initiatives. The FDA has worked closely with the ACCME to ensure that continuing medical education providers are equipped to address the opioid crisis.

In 2013, the FDA and ACCME partnered to create a series of educational events focused on opioid education. These events were designed to provide healthcare professionals with the tools and resources they need to effectively address the opioid crisis.

By the end of 2014, the FDA and ACCME had partnered on over 50 events, reaching thousands of healthcare professionals across the country. These events covered a wide range of topics, from pain management to addiction treatment, and aimed to provide healthcare professionals with the knowledge and skills they need to address the opioid crisis.

Since then, the ACCME has continued to work closely with the FDA on opioid education initiatives. In 2015, the ACCME partnered with the FDA to develop new educational materials, including a series of webinars and online courses.

Today, the ACCME continues to work closely with the FDA and other government agencies to address the opioid crisis. The ACCME is committed to ensuring that healthcare professionals have the knowledge and skills they need to effectively address this critical public health issue.
...IN SUPPORT OF PUBLIC HEALTH IMPERATIVES

EBOLA PREPAREDNESS

American Hospital Association (AHA) and ACCME Distributing Ebola Education Package for CME Community

Print-friendly version  PDF version
October 14, 2014

Posted by: Tamar Hosansky

Ebola Education for Healthcare Providers and Institutions

In response to the Ebola public health emergency, the American Hospital Association (AHA) has provided an Ebola education package for CME providers. This package contains information that the American Hospital Association believes would be useful to healthcare providers and institutions right now. It includes:

- Informational PowerPoint: Ebola Facts (October 14, 2014; revised October 16, 2014)
- FAQ: Safe Management of Patients with Ebola Virus Disease (EVD) in US Hospitals (October 14, 2014)
Accreditation that Reflects the Changing Healthcare Environment
Interprofessional Continuing Education (IPCE)

Applying Interprofessional Competencies:
Interprofessional Collaborative Practice

Interprofessional Continuing Education (IPCE)

Joint Accreditation
Medicine, Pharmacy & Nursing
Advancing Healthcare Education by the Team for the Teams

Increase Visibility and Credibility
Software accreditation from the global leaders in healthcare accreditation: ACCME, ADPE, and ANCC.
Learn more

Enhance Interprofessional Education Opportunities for Healthcare Teams
The first and only innovation in the world offering 3 accreditations in 1 review process. Joint Accreditation promotes interprofessional education (IP) activities specifically designed to improve interprofessional collaborative practice (ICP) in health care delivery.

A leading model for IPCE now! Joint Accreditation establishes the standards for education providers to deliver continuing education planned by the healthcare team for the healthcare team. This distinction is awarded from 3 global leaders in the field of accreditation:

- Accreditation Council for Continuing Medical Education (ACCME)
- Accreditation Council for Pharmacy Education (ACPE)
- American Nurses Credentialing Center (ANCC)

Joint Accreditation offers organizations the opportunity to be simultaneously accredited to provide medicine, pharmacy, and nursing continuing education activities through a single, unified application process, fee structure, and set of accreditation standards.

Provider Community
Jointly accredited providers include education companies, universities, societies, and member agencies. View Providers

Expanded Eligibility
Your organization is eligible to apply even if it is not currently accredited by ACCME, ADPE, or ANCC. Read Eligibility.

Next Cycle
Submit your application by June 1, 2015, to be considered in the next accreditation cycle. View Application Timeline

www.jointaccreditation.org
Accredited Education that Meet the Needs of All Physicians
Physicians want a learning system that is...
Learning is optimized when education meets the learners’ needs...

- Self Directed
- Relevant
- Participatory
- Immediately applicable
Meeting Learners' Needs

Miller’s Prism of Clinical Competence
(aka Miller’s Pyramid)

- Performance Integrated Into Practice
  - eg through direct observation, workplace based assessment
- Demonstration of Learning
  - eg via simulations, OSCEs
- Interpretation/Application
  - eg through case presentation, essays, extended matching type MCQs
- Fact Gathering
  - eg traditional true/false MCQs

DOES
SHOWS
KNOWS HOW
KNOWS

KNOWLEDGE
SKILLS
ATTITUDES

it is only in the “does” triangle that the doctor truly performs

Expert
Novice

Professional authenticity

Performance Integrated Into Practice
Demonstration of Learning
Interpretation/Application
Fact Gathering
DOES
SHOWS
KNOWS HOW
KNOWS

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Designing Education to Meet Learners’ Needs

Extrinsic Motivation
- Rewards
- Punishments

Intrinsic Motivation
- Autonomy
- Mastery
- Purpose
Meeting Learners’ Needs

Accredited Providers

- Quality Activity
- Points and credits

Learners of all types

- Credentialing: Hospital Insurer Health system
- Licensing: State Medical Boards
- Certification: Medical societies and boards
A NEW APPROACH...

The Program

C30 Works with others (C20)
C31 Utilizes strategies (C17/C19)
C32 Research
C33 Leadership CPD

CME Activities

C27 Health informatics

C28 Population
C29 Individuals

Outcomes

C35 Readiness Competence
C36 Improved Performance
C37 Processes of health care

The Creation of CME

C23 Multi-interventional
C24 Inter profession
C25 Patient and public
C26 Health profession students

Revised Accreditation w/Commendation Criteria: A work in progress...
WHAT ACCME IS DOING WITH YOU...

✓ Promote and maintain quality in education
✓ Advocate for the inclusion of CME as key to quality and performance improvement
✓ Promote research to
  – demonstrate the value of CE
  – align activity design with effective outcomes
✓ Evolve to reflect the changing environment
Thank you

Comments?
Questions?

gmcmahon@accme.org