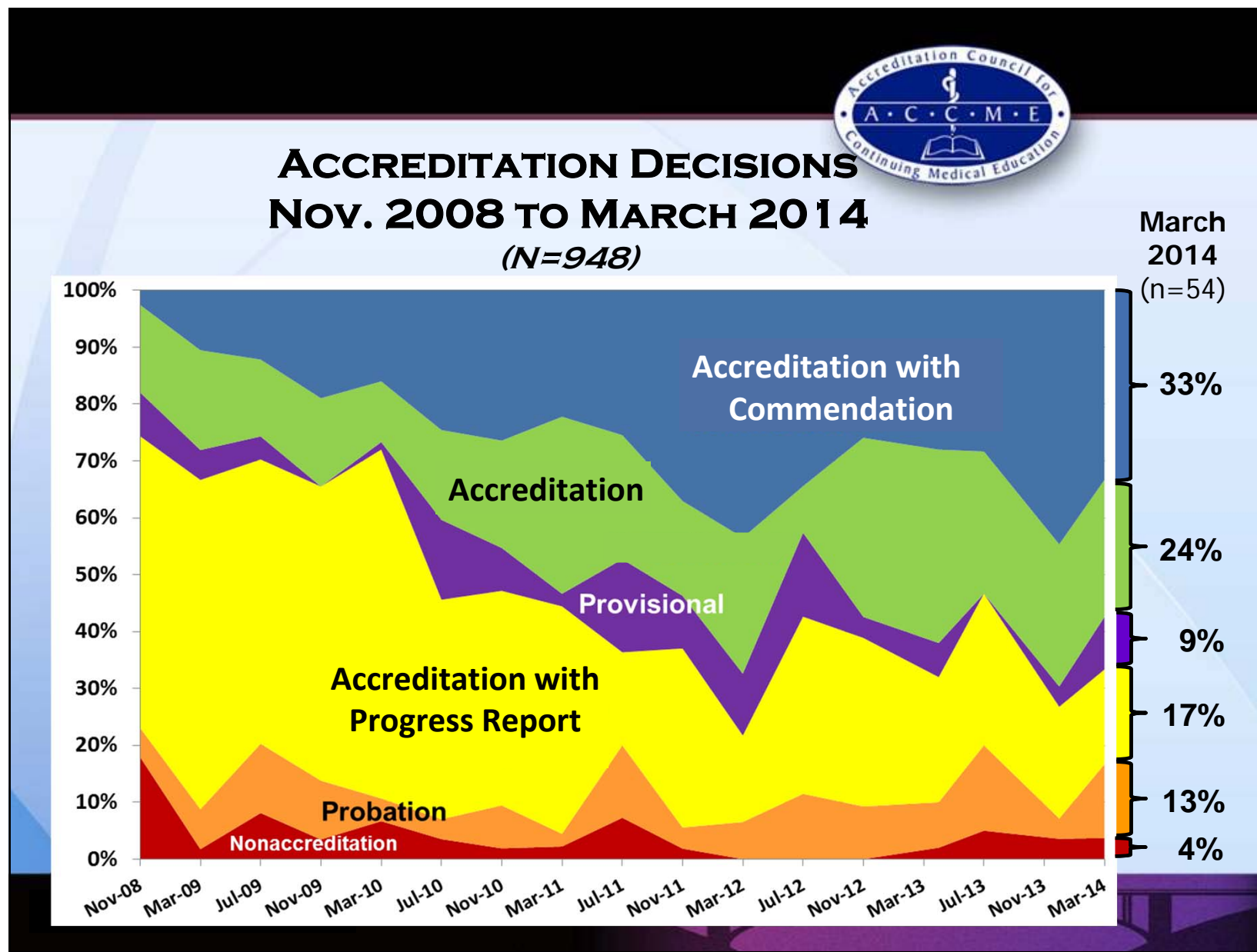




THE STRATEGIC VALUE OF ACCREDITED CME

Steve Singer, PhD

Director of Education and Outreach
ACCME





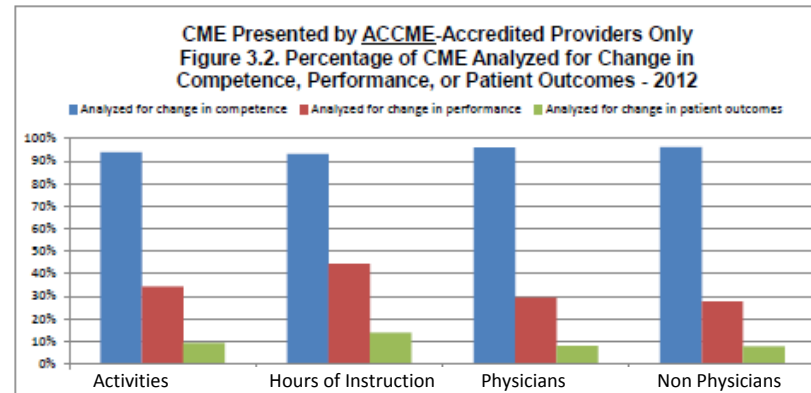
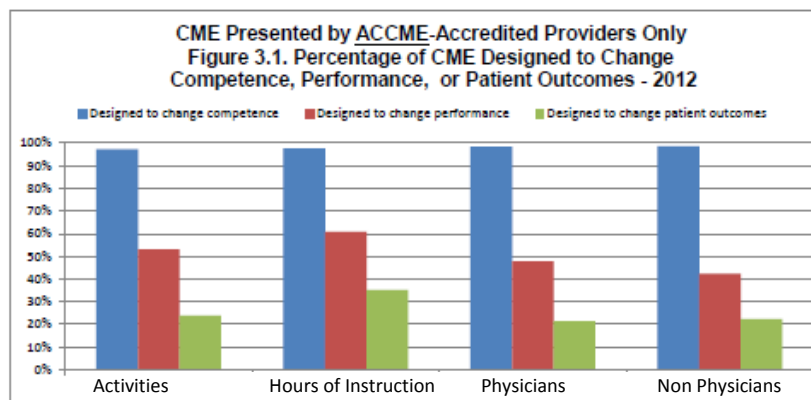
Designed to
Change What

Competence

Performance

Patient Outcomes

Analyzed for
What Change





**Never before
has there been
such a call for
physician
learning and
change**

**Accredited
Continuing
Medical
Education is
perfectly
positioned to
step up and
lead**



John Santa

Daniel Wolfson

ACCME

Private Sector
Voices From
Practice

Consumer Reports

ARIM
FOUNDATION

- Trust in Physicians
- Leadership
- Changing
- Interprofessional

Ana Pujols McKee

The Joint Commission

Peter Angood

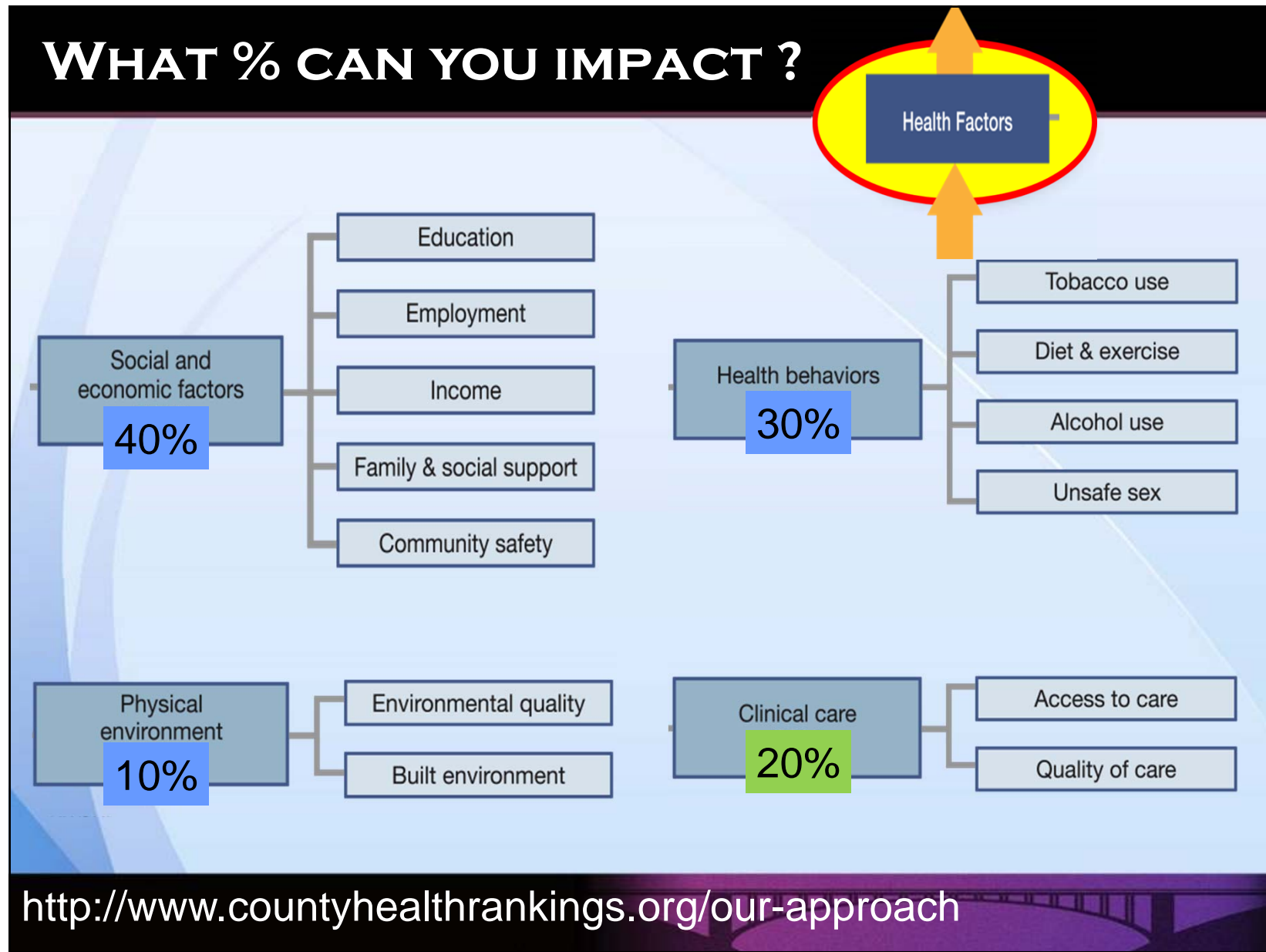
acpe
American College of Physician Executives
The Home for Physician Leaders

PUBLIC SECTOR VOICES FROM PRACTICE

The collage features the following individuals and organizations:

- Michael Botticelli**: Portrait of a man in a suit.
- Nora Volkow**: Portrait of a woman with curly hair.
- Mary Wakefield**: Portrait of a woman with blonde hair.
- Eric Green**: Portrait of a man with glasses.
- NIH**: National Institute on Drug Abuse logo with the tagline "The Science of Drug Abuse & Addiction".
- genome.gov**: National Human Genome Research Institute logo.
- FDA**: Food and Drug Administration logo.
- Health IT.gov**: Logo for the Department of Health and Human Services.
- AHRQ**: Agency for Healthcare Research and Quality logo.
- Margaret Hamburg**: Portrait of a woman with glasses.
- Karen DeSalvo**: Portrait of a woman.
- Richard Kronick**: Portrait of a man with glasses.

The ACCME logo is also present in the top right corner of the collage.



VALIDATED BY CDC'S LEADERSHIP



“The Centers for Disease Control and Prevention (CDC) commends the Accreditation Council for Continuing Medical Education for its efforts to focus national continuing medical education on public health imperatives.”



Thomas R. Frieden, M.D., M.P.H.
Director, CDC
March 8, 2013
via e mail

“CLER” IS A CME OPPORTUNITY



CME as a strategic asset Supporting ACGME's CLER Process

1. CLER → A CPD exercise
2. Adapting to it is a rapid process improvement/QI exercise
3. You have a CME unit as a strategic asset in this enterprise

ACCME's MESSAGE TO CEO's



Your CME unit is...

.... positioned to
provide a clinical
learning
environment for
those engaged in
improving their
practice

.... accredited to
provide you with
the expertise and
resources to support
your rapid process
improvement
initiatives

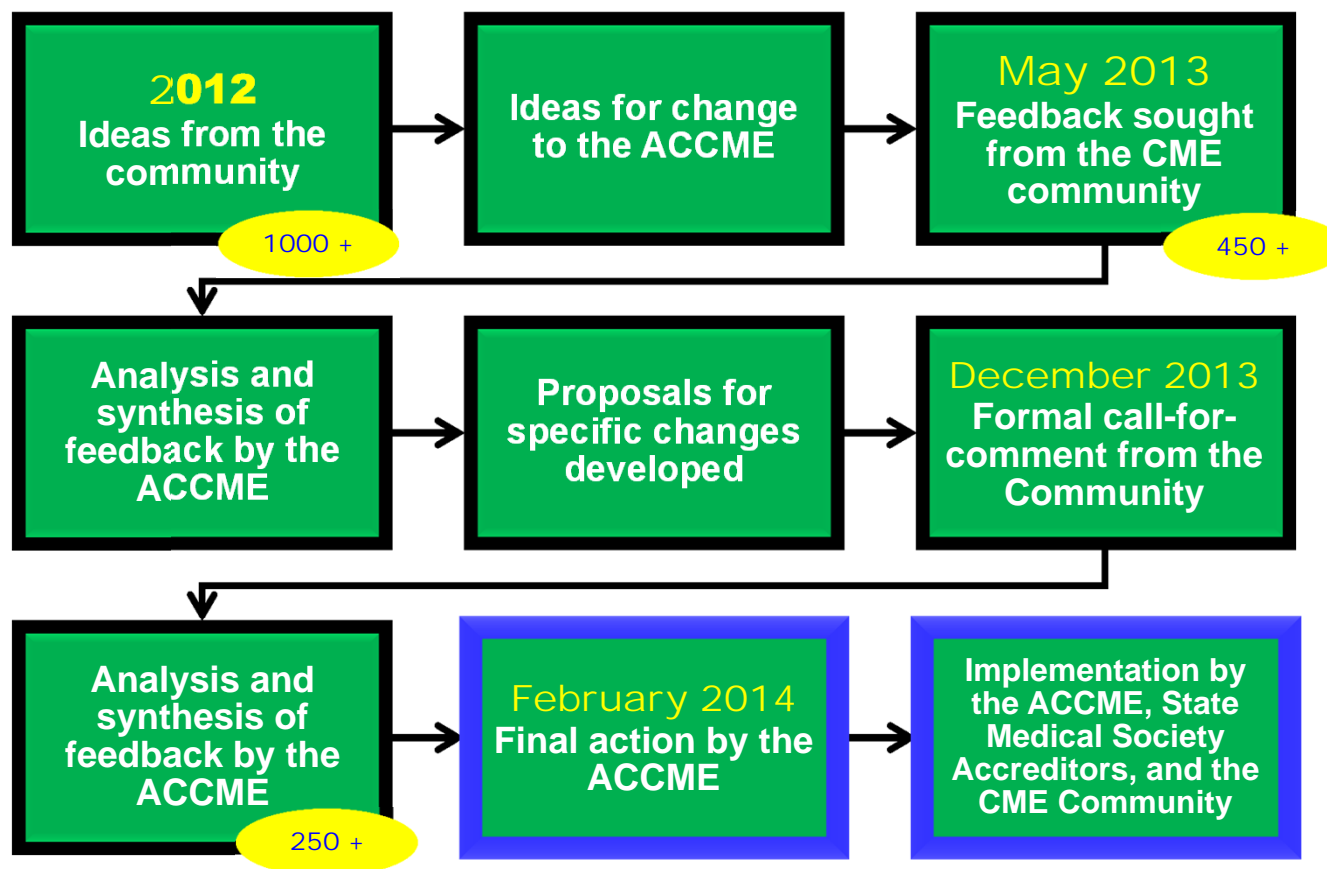


Simplification and Evolution of ACCME Requirements and Processes

Steve Singer, PhD

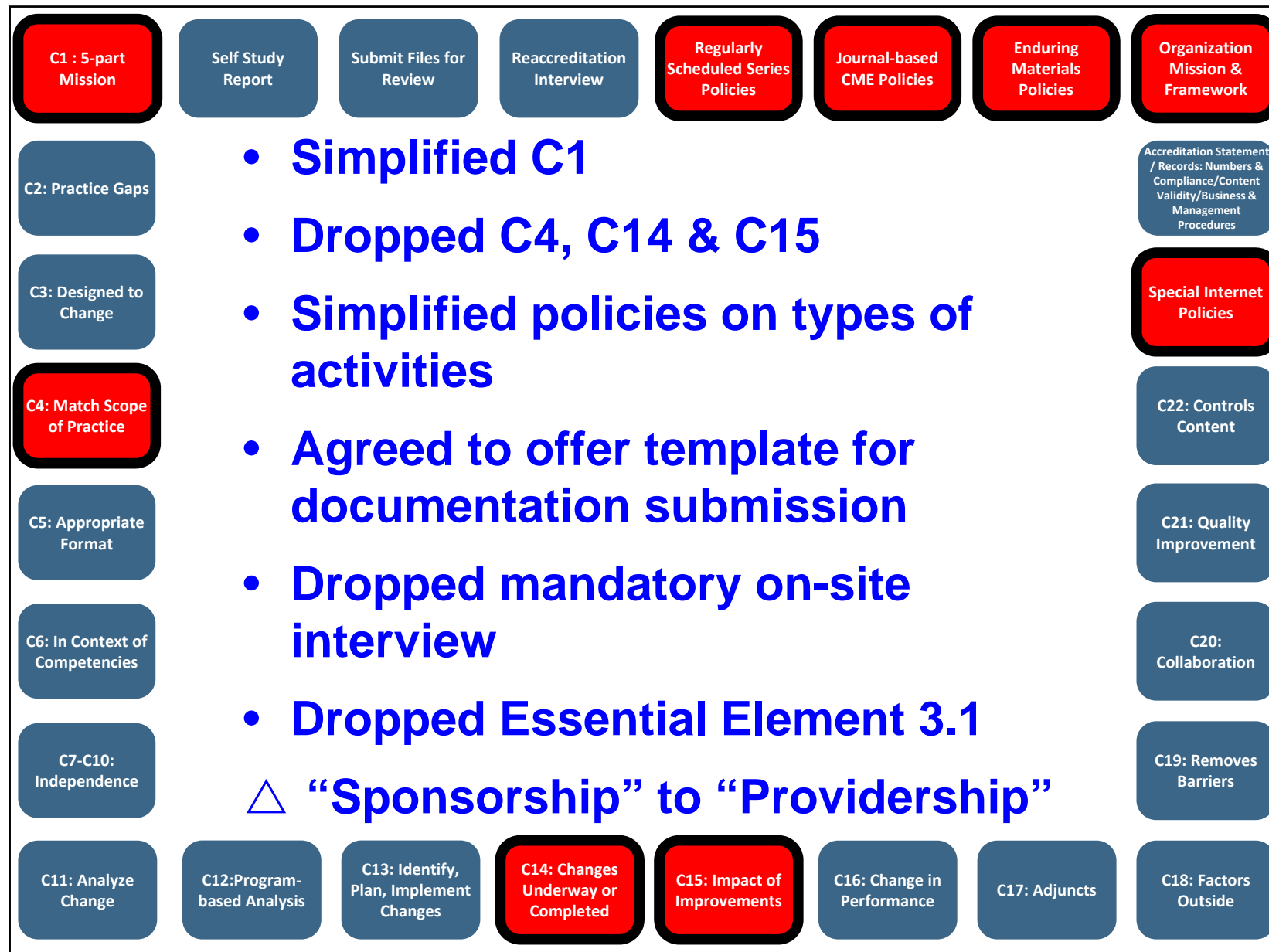
ACCME, Director of Education & Outreach

Simplification @ the ACCME

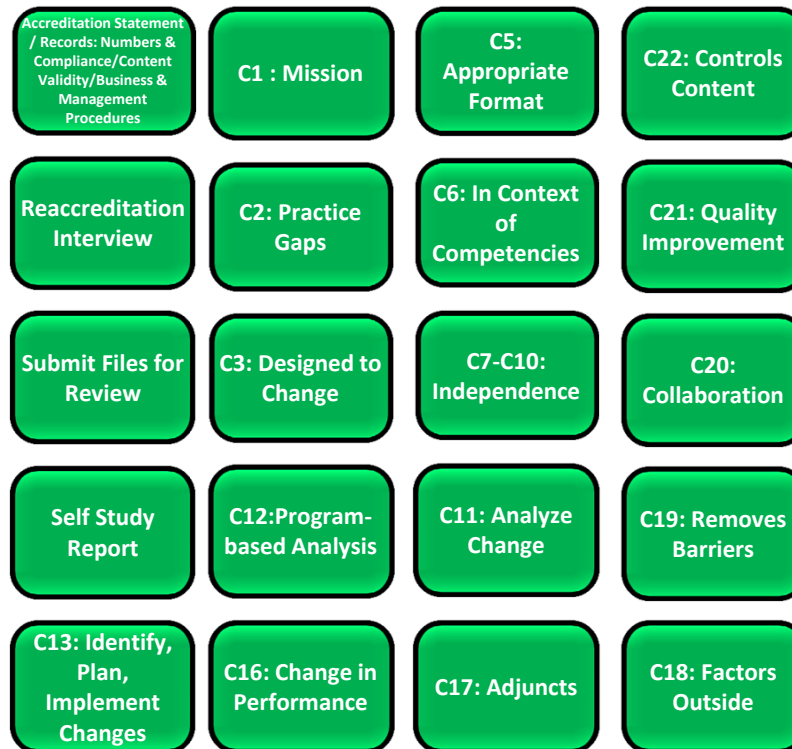


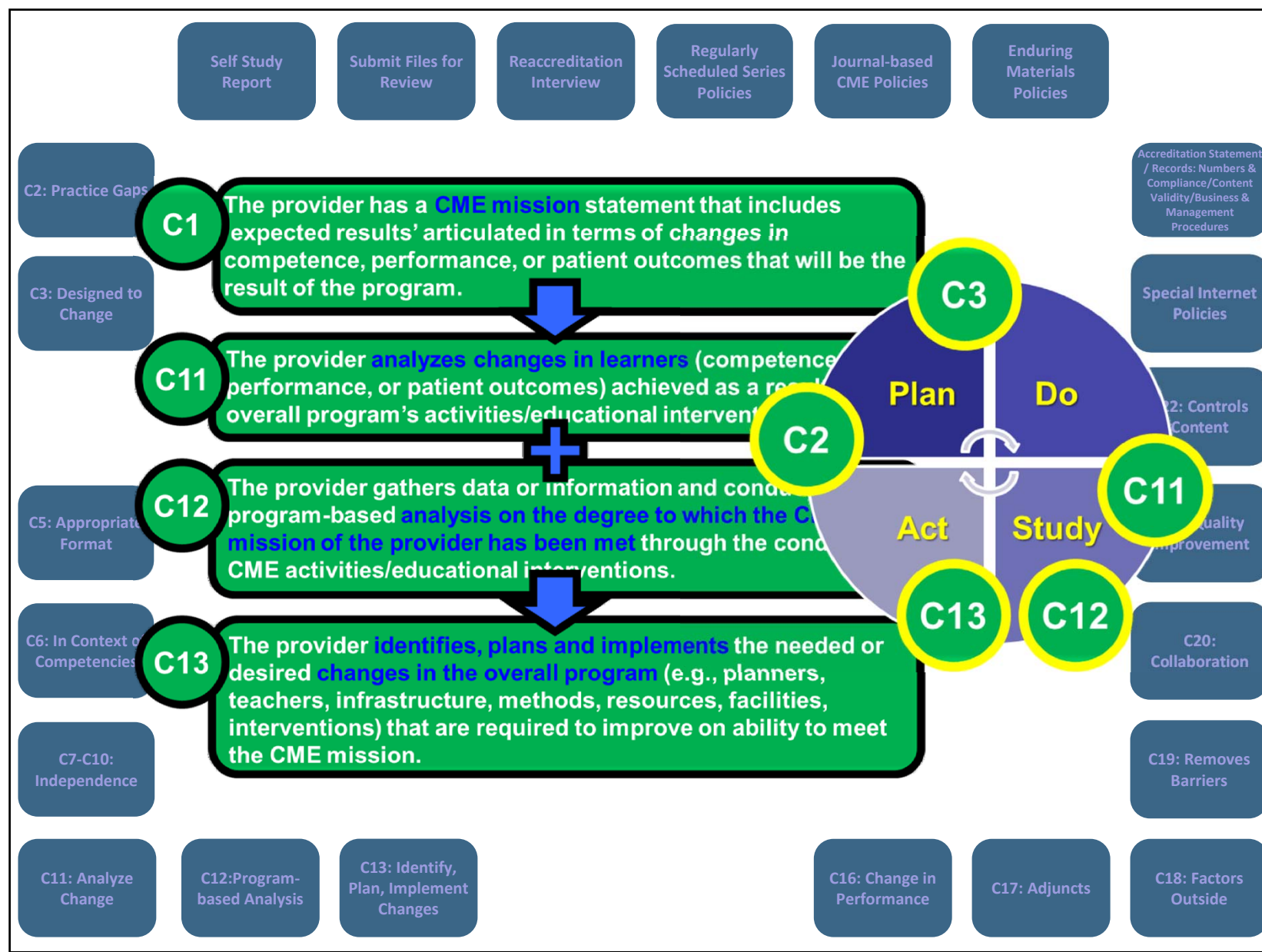
C1 : 5-part Mission	Self Study Report	Submit Files for Review	Reaccreditation Interview	Regularly Scheduled Series Policies	Journal-based CME Policies	Enduring Materials Policies	Organization Mission & Framework
C2: Practice Gaps	AdvaMed Code	Stark II	AMA CORE: Credit Statement	AMA CORE: Advance Cert.	AAD Primary Audience is a Member	AMA Activity Type: Live Activities	Accreditation Statement / Records: Numbers & Compliance/Content Validity/Business & Management Procedures
C3: Designed to Change	ACEP - Needs of ER Physicians	AMA CORE: Address Needs	AMA CORE: Objectives	AMA CORE: CEJA Opinions and ACCME SCS	ACOG Self-learning or Special Topics	AMA Activity Type: Enduring Materials	Special Internet Policies
C4: Match Scope of Practice	Disclosure of Off-label Use	AMA CORE: Credit Type	AMA CORE: Approved Formats	AMA CORE: Evaluate Effectiveness	AAFP Family Physician Planner	AMA Activity Type: Journal-based CME	C22: Controls Content
C5: Appropriate Format	Industry REMS	AMA CORE: Meet Definition	AMA CORE: Depth and Scope	AMA CORE: Document 6 Years	MOC Self-Assessment Must Have Pre/Post Test	AMA Activity Type: Test Item Writing	C21: Quality Improvement
C6: In Context of Competencies	PhRMA Code	Additional ABMS Board Requirements	AMA Activity Type: Teaching Students	AMA Activity Type: Point-of-Care	AMA Activity Type: PI-CME	AMA Activity Type: Manuscript Review	C20: Collaboration
C7-C10: Independence	MedBiquitous MEMS for REMS	HHS OIG	FDA Guidance	AMA Compliance to ACCME	Special Internet Policies	ABIM MOC CME Commercial Support Free	C19: Removes Barriers
C11: Analyze Change	C12: Program-based Analysis	C13: Identify, Plan, Implement Changes	C14: Changes Underway or Completed	C15: Impact of Improvements	C16: Change in Performance	C17: Adjuncts	C18: Factors Outside

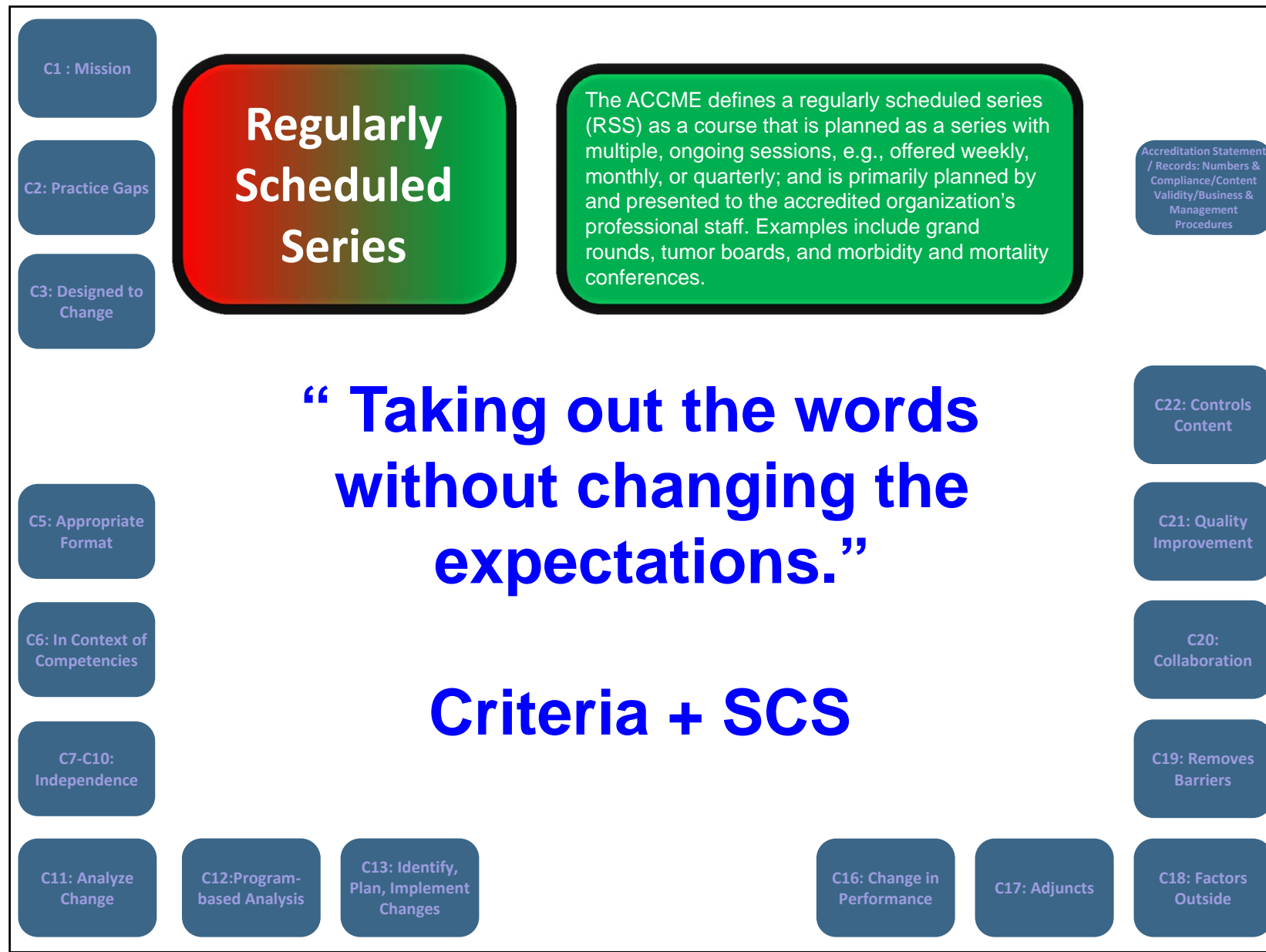


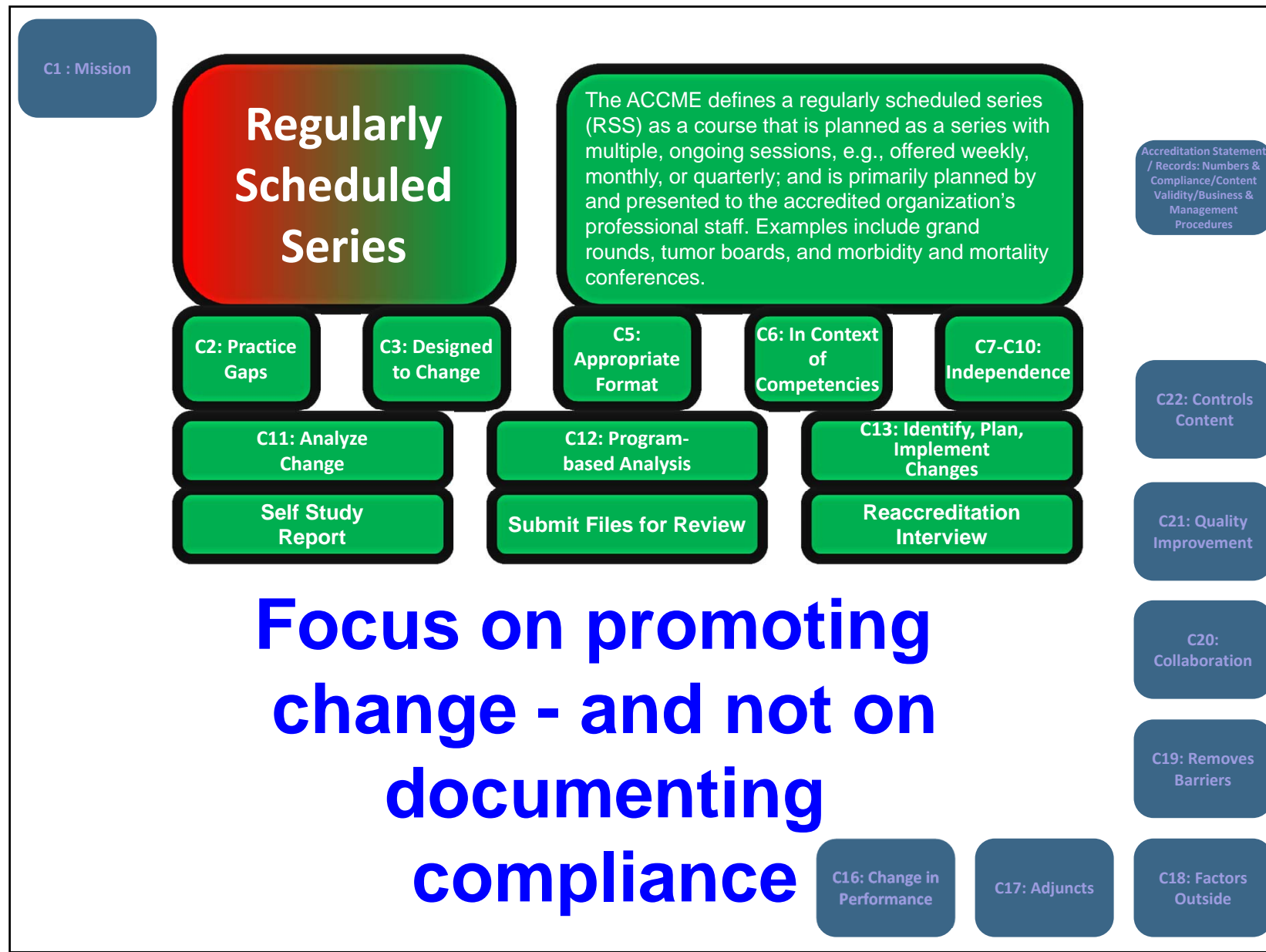



The result...












ATTACHMENTS


Attachment 1	The activity topics/content , e.g., agenda, brochure, program book, or announcement. (ACCME Definition of CME)
Attachment 2	The form, tool, or mechanism used to identify relevant financial relationships of all individuals in control of content. (C7 SCS 2.1)
Attachment 3	Evidence that you implemented your mechanism(s) to resolve conflicts of interest for all individuals in control of content prior to the start of the activity. (C7 SCS 2.3)
Attachment 4	The disclosure information as provided to learners about the relevant financial relationships (or absence of relevant financial relationships) that each individual in a position to control the content of CME disclosed to the provider. (C7 SCS 6.1-6.2, 6.5)





ACCME Performance-in-Practice Structured Abstract
A tool for preparing and demonstrating compliance through performance-in-practice


Instructions: Complete this form for each activity selected for the ACCME's performance-in-practice review. Complete all sections applicable for the activity, and assemble attachments, marking each attachment with the appropriate number. If submitting material electronically, assemble a single PDF file that includes this form and the required attachments with each attachment bookmarked. Submit the abstract/attachments to the ACCME as instructed.


ACCME Provider ID:	Provider Name:		
Activity Title:			
Activity Date (mm/dd/yyyy):	Activity Type:	(Select one)	

 State the professional practice gap(s) of your learners on which the activity was based (maximum 100 words). (C2)

 State the educational need(s) that you determined to be the cause of the professional practice gap(s) (maximum 50 words each). (C2)

 State what this CME activity was designed to change in terms of learners' competence or performance or patient outcomes (maximum 50 words). (C3)

 Explain why this educational format is appropriate for this activity (maximum 25 words). (C5)

 Indicate the desirable physician attribute(s) (i.e., competencies) this activity addresses. (C6)

Knowledge need *and/or*

Competence need *and/or*

Performance need *and/or*

For all INDIVIDUALS IN CONTROL OF CONTENT for the activity ...

Complete the table below. If you have this information already available electronically, then simply include it as part of Attachment 2. For each individual in control of content, list the name of the individual, the individual's role (e.g., planner, editor, content reviewer, faculty) in the activity, the name of the ACCME-defined commercial interest with which the individual has a relevant financial relationship (or if the individual has no relevant financial relationships), and the nature of that relationship.

(Note: please ensure that when you are collecting this information from individuals, that you are using the most current definitions of what constitutes a relevant financial relationship and ACCME-defined commercial interest.) (C7 SCS 2.1, 2.2, 2.3)

Name of individual	Individual's role in activity	Name of commercial interest	Nature of relationship
Example: Jane Smythe, MD	Course Director	None	---
Example: Thomas Jones	Faculty	Pharma Co. US	Research grant

ACGME/ABMS Competencies

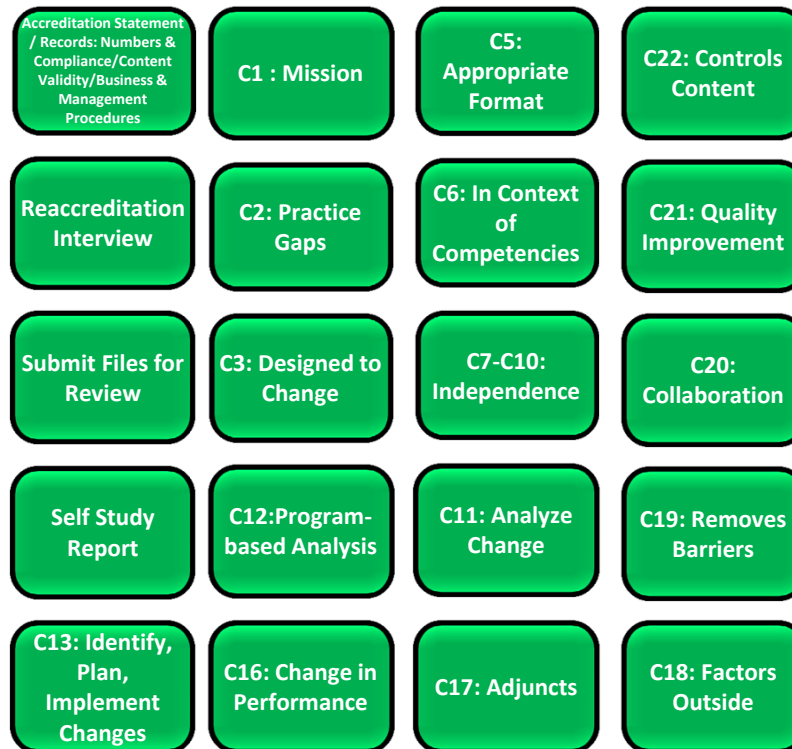
☐ Patient Care and Procedural Skills

Institute of Medicine Competencies

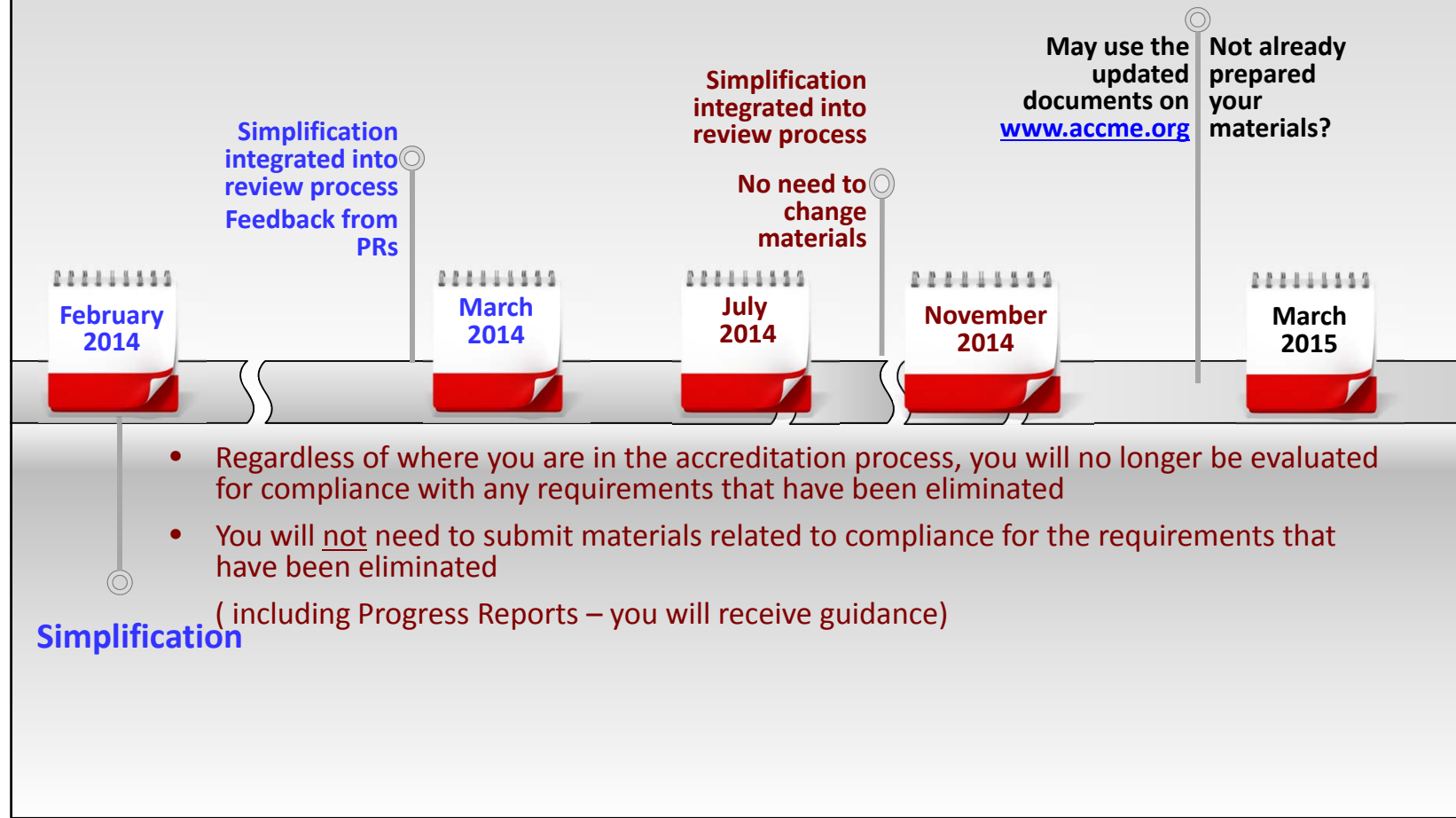
☐ Provide patient-centered care


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638_20140310

The result...

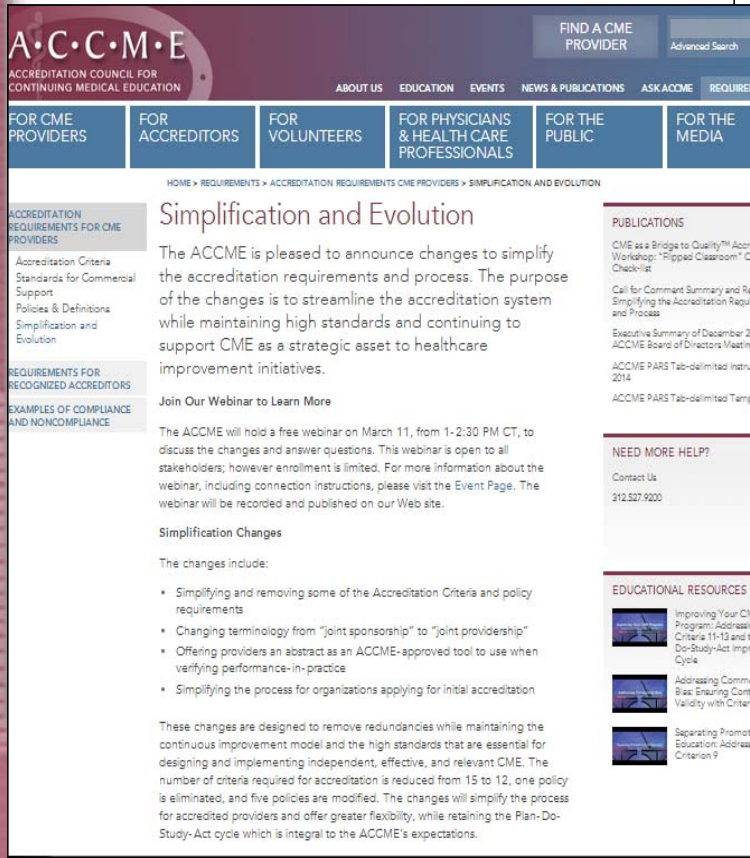



What this means for you....





Questions?





The Accreditation Requirements and Descriptions of the Accreditation Council for Continuing Medical Education (ACCME)

Updated February 2014

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The background of the slide features a large, faint watermark of the Accreditation Council for Continuing Medical Education (ACCME) logo. The logo is an oval shape with the text "Accreditation Council" at the top and "Continuing Medical Education" at the bottom. In the center of the oval is a stylized graphic of a person standing next to an open book.

Proposal for New Criteria for Accreditation with Commendation



A New Proposal...

- Take us beyond “Engagement”
- C16-22 will be replaced – eventually...
- Menu of options, subset for Commendation
- Recognizes a greater range of ‘commendable’ attributes.
- Designed to ‘reward’ valuable work CME providers may already be doing
- Each provider should be able to find a subset that matches their purpose and mission

Learn more at www.accme.org

ACCME
ACCREDITATION COUNCIL FOR CONTINUING MEDICAL EDUCATION

FIND A CME PROVIDER
Advanced Search

ABOUT US EDUCATION EVENTS NEWS & PUBLICATIONS ASK ACCME REQUIREMENTS

FOR CME PROVIDERS FOR ACCREDITORS FOR VOLUNTEERS FOR PHYSICIANS & HEALTH CARE PROFESSIONALS FOR THE PUBLIC

HOME > REQUIREMENTS > ACCREDITATION REQUIREMENTS CME PROVIDERS > PROPOSAL FOR NEW CRITERIA

Proposal for New Criteria for Accreditation with Commendation

We are pleased to present a [Proposal for a Menu of New Criteria for Accreditation with Commendation](#). We welcome your engagement in the feedback process. Please review the resources listed under "Join the Discussion" below and join our informational [webinar on May 13](#).

Responding to Stakeholder Feedback

The Proposal for a Menu of New Criteria for Accreditation with Commendation incorporates ideas gathered from the CME community and other stakeholders over the past few years, as well as feedback from the ACCME Board of Directors and member organizations.

Based on this feedback, the ACCME has identified a greater range of attributes as commendable practices. The new criteria are designed to reflect the valuable work CME providers may already be doing—in areas such as the integration of health data, interprofessional collaborative practice, and individualized learning activities. The proposal incorporates stakeholder requests for criteria that require higher levels of outcomes measurement and ensure organizational competence and leadership.

A Menu of Options

In response to stakeholder ideas, the ACCME has created a menu of options that would give accredited CME providers the opportunity to choose the specific criteria that are appropriate for their organization. The purpose of the menu structure is to reflect the strength of the diverse community of CME providers, offer more flexibility, and promote innovation and creativity. The proposal is designed to ensure that all CME provider types would have the ability to achieve Accreditation with Commendation.

Ongoing Engagement

Proposed Criteria	Annotations
The Creation of CME	
C23 The provider: Uses a multi-interventional approach to maximizing the impact of CME (e.g., more than one format within an activity combined in a series of activities; a series of sessions/formats to address one professional practice gap).	The education literature concludes that offering a series of educational opportunities, over time or in varying formats, increases the effectiveness of accredited CME in facilitating change in learners. Providers could apply this principle by using more than one format within an activity within a series of activities; by offering a series of activities to address one professional practice gap.
C24 Engages in interprofessional collaborative practice in the planning and delivery of interprofessional continuing education	Interprofessional collaborative practice is when multiple health workers from different professional backgrounds work together with patients, families, carers, and communities to deliver the highest quality of care. Interprofessional collaboration occurs when learners from two or more professions learn with, from, and about each other to improve practice.

C23 Sequential Education

"Uses a multi-interventional approach to maximizing the impact of CME."

- Evidence-based
- A series of educational opportunities, over time or in varying formats.

(e.g., more than one format within an activity combined in a series of activities; a series of sessions/formats to address one professional practice gap)

Learn more at www.accme.org



Join the Discussion...

- Submit your questions by COB today via www.accme.org
- Attend the informational webinar on **Tuesday, May 13 – 10:00 am-11:30 am CT** (Register at www.accme.org)



The process from here...

ACCME will collect feedback about the proposal in a similar way to the Simplification proposals

- Discussion Webinar on May 13
- Web-based written feedback to the ACCME
- Analysis of feedback and possible revisions
- ACCME's Rule-Making Process (i.e., Call for Comment).

Criteria not changing today

