



CME Theory and Practice

Speaking a common language across
European CME

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Development of European CME

Thirty years ago:

- National meetings – different languages
- Journals
- Books

No quality assurance or accreditation

- Creation of national accreditation authorities (NAA)
 - Event accreditation
 - Often generic rather than specialist
 - Minimal quality assurance
 - Policemen against commercial bias



Development of European CME

Past decade:

- International meetings – English language
- CME journals
- elearning

• Who should accredit?

- Nobody
- NAA
- UEMS/EACCME (1999) – D 9908
 - Event accreditation
 - Live events only – no accreditation of elearning
 - Dual accreditation - NAA + UEMS section/ESAB



European Specialty Accreditation Boards (ESABs)

Joint boards composed of members from UEMS Sections and European Scientific Societies

Cardiology (ESC)	EBAC
Pneumology (ERS)	EBAP
Infectious Diseases (ESCMID)	EBAID
Urology (EAU)	EU-ACME
<i>Oncology (ECCO)</i>	<i>ACOE</i>
<i>Haematology (EHA)</i>	<i>ECAH</i>

Policemen with rubber stamps



Is it worth the effort?

Recent CME studies: Effects on outcomes

Changes in practice

Disappointing results

Analysis:

- Didactic rather than interactive
- No demands made on learners
- Single medium rather than multi-media
- No reinforcement or repetition
- Poor attendance – social pressures



CME workshop – Brussels, June 2006

European
Respiratory
Society invited
specialists
involved in CME
accreditation to
discuss all
aspects of
current practice.

13 specialities represented:-

Cardiology
Clinical microbiology
Diabetes
Haematology
Infectious diseases
Intensive care medicine
Nuclear medicine
Oncology
Paediatrics
Pneumology
Radiology
Rheumatology
Urology



Workshop Proposals

- To carry out an internet survey of opinions on European CME of all involved groups
- To prepare a comprehensive report of the history and current situation in European CME



Conclusions from Survey

- Quality criteria observed by fewer than 40% of UEMS sections
- Over 60% of respondents not satisfied with manual processing of applications
- Almost 80% in favour of a common internet platform
- Between 60 and 70% of respondents consider distance learning will be important in the future.



UEMS Task-Force

November 2006

- UEMS Executive
 - Edwin Borman – vice president
 - Bernard Maillet – secretary general
- NAAs
 - Ian Starke – UK
 - Christos Pissiotis – Greece
- UEMS Sections
 - Günter Abt – orthopaedics
 - Alain Delarque – physical medicine
- ESABs
 - Lino Goncalves – EBAC
 - Robin Stevenson – EBAP.



ERS Copenhagen Sept. 2007

- No activity from task-force over preceding 10 months
- ERS withdrew financial support from EBAP
- A “new” EBAP set up comprising delegates from Forum of European Respiratory Societies (FERS) and from ERS
- Management Council with 4 members from FERS and 3 from ERS.



EACCME Brussels Nov. 2007

- First meeting of the task-force
- Presentation of “Improving the EACCME”
- Demonstration of common electronic platform
- The “new” EBAP encouraged to remain associated with UEMS/EACCME
- Cardiology (EBAC) signed agreement with UEMS.



New EBAP Guidelines for Accreditation

- It should encourage and stimulate providers of CME to improve the quality of their products.
 - It should reassure learners that educational products are free from commercial bias.
 - It should promote learning by participants such that their clinical practice will be changed to produce better clinical outcomes
- **How do we measure that?**



New EBAP Guidelines for Accreditation

- Assessment of educational needs
- Eligibility of educational products and application for accreditation
- Requirements for different educational products
- Provider credentials
- Commercial interest
- Accreditation of educational products
- Awards of credits to learners



New EBAP Guidelines for Accreditation

- **Assessment of educational needs**
 - Learners should indicate needs when completing EBAP evaluation forms
 - Questionnaires to sample population of potential participants



New EBAP Guidelines for Accreditation

- Eligibility of educational products and application for accreditation
 - International rather than national
 - English language
 - Responsible doctor/scientist
 - Application to EACCME or EBAP



New EBAP Guidelines for Accreditation

- Requirements for different educational products
 - 15% audience participation
 - Interactive design
 - Question & answer, meet the professor, pro & con debates, multi-media rather than single medium
 - Test questions for elearning (?live events also)



New EBAP Guidelines for Accreditation

- **Commercial interest**
 - Single sponsors must establish an independent review panel
 - Satellite symposia without independent validation will not be accredited and must not compete with the accredited programme
 - All presenters must declare any commercial links
 - Unrestricted grants are preferred



New EBAP Guidelines for Accreditation

- Accreditation of educational products
 - Two reviewers assess the product – one credit per hour of education
 - elearning – one credit for 3500 – 4500 words
 - Weighted accreditation for quality of educational content
 - An EBAP assessor may visit the event while it is taking place



New EBAP Guidelines for Accreditation

- Awards of credits to learners
 - the learner must answer several general questions:
 - effect on clinical practice
 - the educational format
 - the quality of the presenters and presentations
 - logistic considerations in relation to venue and facilities
 - what was best
 - what was worst
 - suggestions for future improvements.