BUILDING THE CASE FOR SELF-AWARE LEARNERS AND EFFECTIVE EDUCATION

A MATCH MADE IN HEAVEN...OR AT LEAST IN ACCREDITED CME!

Accreditation Council for Continuing Medical Education

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What is ACCME?

• US-based accradiator for CME programs (called “providers”)
• Sets the standards for CME providers so they can plan/present accredited CME and issue a variety of credits that are used for licensure, credentialing, and certification by healthcare clinicians
• Ensures accredited CME is protected from commercial influence
• Works with healthcare leadership to address clinician education priorities
• Compiles and shares provider, activity and learner data with a variety of stakeholders
Why CME?

• Proliferation of new knowledge, skills, techniques
• Society’s increased expectations of the profession
• Evolving expectations of clinicians in a range of skills and competencies
• Known knowledge, skill, and system problems and opportunities
• Clinician burden, burnout and frustration are high
About you…

How many of you consider yourselves…
- Medical student educators?
- Resident and fellow educators?
- Peer and colleague educators?
- Other?
WHAT WORDS COME TO MIND WHEN YOU THINK OF A GREAT DAY IN YOUR PROFESSIONAL LIFE?
CALL TO MIND A MASTER CLINICIAN

HOW DID SHE OR HE ACHIEVE MASTERY?
What’s holding us (and/or our learners) back?

- Many people are complacent about and have difficulty identifying their own areas for growth.
- It is nearly impossible to surmise what you do not know.
- We are poor assessors of the extent of our own deficits — where it starts, where it ends, and all the space it fills in-between.
Relative Effect vs. Spectrum of Clinicians

- Actual ability
- Self-confidence
Making Errors

WHAT’S HOLDING US BACK?

- Unknown unknowns
  - Don’t even know to ask
- Misperceptions
  - Believing something that isn’t true
- Incorrect assumptions
  - Erroneous inferences
WHAT’S HOLDING US BACK?

Choosing the Correct Response

Evaluating the Correct Response

Each relies on the same information
HOW DO WE (AND OUR LEARNERS) BECOME MORE SELF-AWARE?

• Curiosity &
• Humility
WHAT’S HOLDING US BACK?

Some powerful questions

• Can I run this case by you?
• Can you come look at this with me?
• I don’t know this. Do you?
• What do you think?
SO IF WE (AND OUR LEARNERS) BECOME MORE SELF-AWARE, WHAT CAN WE DO ABOUT IT?
WHAT WORDS COME TO MIND WHEN YOU THINK OF CME?
CME IS AN OPPORTUNITY TO CREATE...
Learning can be Transformative

- Self-Awareness
- Improvement
- Change
- Relationships
- Engagement
- Better Health
WHAT WERE THE CIRCUMSTANCES OF A POWERFUL LEARNING EXPERIENCE YOU HAD?
Mastery Learning

- Carefully designed and managed curricula
- Engaged learners and teachers in effortful activities
- Assessments with actionable feedback and steps towards constant improvement

• Knowledge
• Skill
• Better patient care practices
• Improved patient outcomes
• Lower health care costs

McGaghie WC, Barsuk JH, Wayne DB. Adv Med Educ Pract 2017:8; 393-4
Inspiring Mastery

Concrete Experience

Testing Ideas in Practice

Observation and Reflection

Development of Ideas

Kolb, 1983
Facilitating more effective participation

Actively Participating
• Apply learning to active or past cases
• Suggest they focus on ‘what if’s?’
• Ask questions
• Complete evaluations

Ask Them To Reflect
• How am I doing?
• What key principles did I learn?
• What changes will I make?
• How will I ensure I retain what I learned?
Determining Your Learning Needs

• Ask them to ask themselves
  o What do I need to learn?
  o Why do I need to learn that?
  o How will I learn it?
  o How will I know I’ve learned it?

• Review professional expectations
  o Society
  o Board
  o Colleagues

• Introduce and support a personal professional development plan
WHAT ARE TWO PRIORITIES FOR YOU TO LEARN?
**Evolving CME together**

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<th>What educators need to do for learners</th>
<th>What learners need to do for themselves</th>
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<tbody>
<tr>
<td>• Create quality and active learning experiences</td>
<td>• Develop insights on your personal strengths and areas for growth</td>
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<td>• Link with “system” needs</td>
<td>• Make a personal learning plan</td>
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<td>• Ensure it’s a safe space</td>
<td>• Participate actively; avoid “assuming” you’re learning</td>
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<td>• Advise and support</td>
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**What learners need to do for themselves**

- Develop insights on your personal strengths and areas for growth
- Make a personal learning plan
- Participate actively; avoid “assuming” you’re learning
**Are any of these statements true?**

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<tr>
<th>Learners’ needs are changing fast.</th>
<th>It’s hard to engage clinicians in quality and safety initiatives.</th>
<th>Health professional burnout threatens our mission.</th>
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<tr>
<td>Although we’re practicing in teams, education is largely siloed.</td>
<td>Clinicians primarily attend to get the credit, rather than learn.</td>
<td>Educators are under-appreciated and continuing education is under-funded.</td>
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The Evolution of CME....

• Health systems recognize CME as ‘talent management’
• Resourced network of educators
• Intentional participation, enabled by search
• Flexible, responsive, effective and efficient pedagogy
• Embracing interprofessional and team learning
• Safe spaces for learning
• Integration of system and public health priorities with QI
• Activity and learner data flows seamlessly
Making Connections

Learner Community

CPD Educator

Educational Expertise
Quality & Safety Priorities
Public Health Priorities
Local Gaps & Needs

Licensure Certification Credentialing

Evidence-based Independent Meets a need Evaluated
OUR FOCUS IN THE US...

Building the Value of CME

Leadership values, accredited CME

- C-Suite
- Leaders in Quality and Safety
- Educational leaders

Providers have flexibility

- American Medical Association
- American Board of Medical Specialties boards
- Center for Medicare and Medicaid Services
- Food and Drug Administration
- State Licensing
- Credentialing authorities

The output is recognized
Summary

- CME is for life!
  - Be self-directed and intentional in your own professional development
    - Become more self aware
    - Develop your own learning plan
    - Choose deliberately
    - Participate actively; solicit feedback
    - Follow a curriculum
  - Know your local CME staff and educators, and seek their advice
- Traditional view of CME is changing quickly
  - New formats and approaches
  - Diverse array of relevant, practical programs
  - Increased focus on leadership, communication, QI, team building
What’s your take-away?

• As a learner?
• As an educator?
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THANK YOU!

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