Engaging Global Stakeholders in CME: A Model for Continuous Improvement in Healthcare Outcomes

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INTRODUCTION & BACKGROUND

- We performed a needs assessment in the field of immuno-oncology (IO) and discovered a set of complex educational needs.
- The lack of effective educational approaches that disseminate information in step with the developments in the field of IO had led to pronounced delays in clinical implementation across the globe.
- It is therefore imperative to provide an educational strategy that reflects the multifaceted environment, adapting to local-level practice and fostering interdisciplinary collaboration.
- Our educational solution is a collaborative, international quality improvement (QI) programme (see Figure 1).
- Collaboration between organisations is essential for this approach. This includes continuing medical education (CME) providers, hospitals, patient advocacy groups and other stakeholder organisations.

METHOD

- Stakeholder organisations were assessed for potential collaboration.
- Drivers for selection included: prior collaborative experience with demonstrated success, location, size, reputation in the therapy area and interest in participating in a QI programme.
- Once a list of high-impact organisations was identified, the value of potential collaboration and the objectives and expected outcomes of the education were clearly defined.

Initiation of collaboration

1. Identify decision-makers within stakeholder organisation and gauge level of access to those individuals
2. Create a rationale for engagement of decision-maker(s):
   - Demonstrate how proposed education aligns to organisation’s priorities and mission.
   - Define value of collaboration at the organisational and constituent level. Examples: Organisational level: ability to influence policy, ability to improve levels of care, ability to control healthcare delivery costs, revenue. Constituent level: enhanced education, improved patient outcomes, improved access to care. Over the expected outcomes and measures of success. Provide examples of how the collaborations can be successful.

RATIONAL

- Our objectives:
  - Broaden the impact of independent medical education (IME)/CME in healthcare delivery and patient health.
  - Improve the efficiency and effectiveness of education delivery.
  - Create educational platforms responsive to identified professional practice gaps.
  - Successfully integrate the patient perspective into educational design.
  - An international QI programme will achieve these objectives.
- To run such a programme successfully, relationships must be forged between stakeholders who are in a position to influence outcomes.
- Key successes in this context are both strategic and operational benefits, with the opportunity to foster public health interests.

RESULTS & EVALUATION

- We formed a coalition of six organisations to develop our educational solution:
  - Libere IME, an education provider.
  - The Academy for Continuing Healthcare Learning, an ACCME-accredited provider.
  - Guy’s and St Thomas’ NHS Foundation Trust, a UK-based health system.
  - The University of Chicago Medicine, a US-based health system.
  - PCPI, a clinician-led non-profit organisation specializing in performance improvement.
  - Project Patient Care, an independent non-profit organisation seeking to improve healthcare quality.
- We developed a proposed educational solution (Figure 1), and began applying for financial support.
- The initial application for financial support was unsuccessful.
- Relevant for potential rejection could be attributed to the total budget for the proposed QI project.
- Baseline data from the participating health systems were not included in the proposal.
- The QI model described in the proposal was intentionally vague.
- The aim was to allow each participating health system and their team to determine what their own goals would be and the necessary systems changes that they would have to make.
- Future applications will consider these factors and adapt accordingly.

CONCLUSIONS

- There is a need for interdisciplinary, international educational programmes, particularly in rapidly-changing therapy areas such as oncology.
- For CME to be effective, programmes must successfully engage stakeholders and adapt to regional considerations.
- International collaboration between stakeholders allows for the development of highly effective education that exceeds the reach of conventional programmes.
- The approach described here provides a system of quality improvement that both fosters collaboration in local practice and plans for global implementation.
- Future CME initiatives should explore international collaboration in order to produce novel, efficacious educational programmes.