Meeting ACCME Expectations in a “Teaching Medical Students & Residents” Activity
Marcia K. Martin, ACCME Manager of Provider Education & Outreach
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Evolution over the years…

Non-didactic forms of CME

• Journal-based CME
• Internet-based CME
• Item-writing
• Manuscript review
• Learning from teaching (original)
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Shared expectation that these activities be in compliance with the accreditation requirements…
A simple approach for all activities…

What is the practice-based problem we want to address?

Why does the problem exist?

What do we want to change?

Were we effective in producing change?
A simple approach for all activities…

What is the practice-based problem we want to address? [GAP]

Why does the problem exist? [NEED]

What do we want to change? [C3]

(and how will I help make this change?) [C4, C5, C6]

Were we effective in producing change? [C11]
Teaching Medical Students & Residents Example

My professional practice gap is that student feedback shows that my students rarely learn what I am teaching them about calcium metabolism. My educational need that underlies this gap is that I do not know very much about calcium metabolism. My learning project will include a reading program about the basic physiology of calcium metabolism, my attendance at the medical students’ lectures on calcium metabolism, as well as a formative assessment conducted by a nephrologist and organized like a structured oral exam. The measure of the success of my learning project will be the outcome of my teaching, specifically the success of my students in learning about calcium metabolism as judged by my nephrology colleagues. This project will be a demonstration of practice-based learning and improvement.
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