



Tomorrow's Doctors, Tomorrow's Cures®

Continuing Education and Improvement: Integrating an Effective CME Presence into the Academic Medical Center

*The 2014 Update of the Continuing Education and Improvement Section of the
Group on Educational Affairs and the Association of American Medical Colleges
Medical Education Cluster*

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Welcome and Introduction

We are pleased to present an update on the activities, programs, and tools of the Continuing Education and Improvement (CEI) section of the Group on Educational Affairs (GEA) and the Medical Education cluster. These are important components of the commitment of the Association of American Medical Colleges (AAMC) to the advancement of medical education, research, and clinical care in the early 21st century.

In particular, this review reflects the AAMC's growing interest in providing a strong and evidence-based platform for change in health care delivery and clinician learning. We welcome your feedback on and engagement in this work.

Sincerely,

The CEI team: Karyn Baum, Dave Davis, Nancy Davis (through July 2014),
Carol Goddard, Forest Plourde-Cole, Shayla Woodson (through November 2014),
and Adam Yefet

AAMC's Mission in Continuing Education and Improvement

Vision

It is 2020. The Continuing Education units and programs in U.S. and Canadian medical schools, teaching hospitals, and health systems are fully aligned with institutions' missions; are able to create and assess effective educational interventions; and are seen as a critical tool in the delivery of evidence-based, cost-effective, quality-driven health care. They are led by knowledgeable individuals with an awareness of quality improvement, patient safety, and educational methodologies.

Our goal

We define "Continuing Education and Improvement" as a set of activities and programs conceived and directed by the AAMC, enabling the achievement of an effective, quality-driven, integrated presence for continuing professional development in academic medical centers and health systems.

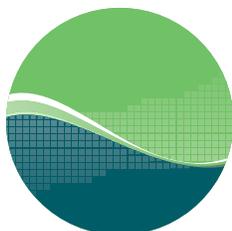
The purpose of CEI is to promote excellence in the education of health professionals throughout their careers, thereby contributing to the health of the public and meeting institutions' missions in clinical care, research, and education. Specifically, CEI works to foster:

1. Development of and advocacy for CEI programs to enhance physician and health professionals learning
2. Professional development of faculty educators and continuing education specialists/experts
3. Advancement of research in continuing education, implementation science, and related fields, and the dissemination of the results of that research
4. Development of policies that recognize the fundamental importance of continuing medical education (CME)
5. Integration of quality improvement and patient safety into educational activities and practice
6. Communication between the AAMC and CEI Section members, among the members of the CEI Section, and within the CME community at large on local, regional, and national levels

CEI: www.aamc.org/initiatives/cei

CEI Section: www.aamc.org/initiatives/cei/ceisection

The 2013 AAMC-SACME Harrison Survey

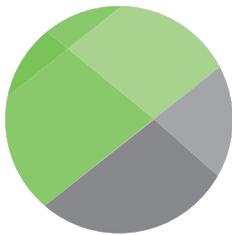


Now in its seventh year, the AAMC-SACME Harrison Survey asks questions of CME providers in medical schools and teaching hospitals across the United States and Canada. The survey is one of several joint efforts of the Society for Academic Continuing Medical Education (SACME) and the AAMC, representing an important strategic partnership in academic continuing education. The most recent Harrison survey demonstrates movement toward integration of CME divisions with other operational arms of the academic medical center (AMC), helping the AMC achieve its tripartite mission in education, research, and clinical care.

Major findings from 2013:

- A greater than 60 percent response rate, comprising 140 U.S. and Canadian medical school and U.S teaching hospital/health system continuing education/professional development units and programs
- Continuing and enhanced relationships with other health system stakeholders, notably quality improvement, allied health professional education, faculty development, and graduate medical education (GME)
- Attention to providing alternatives to the traditional didactic (and less-than-effective) lecture
- Increased self-reported levels of interactivity, sequenced sessions, and use of tools to enable change in practice, among other outreach and staff/faculty development activities
- Concentrated efforts to use quality metrics to build programs and to demonstrate their effect
- Substantial research activity, frequently linking continuing professional development activities to health system outcomes

Quality Initiatives in Education



The AAMC has launched two programs related to the integration and alignment of education and quality improvement, stimulated in part by the input of the Joint Working Group (page 10), discussions with the Integrating Quality Steering Committee, and through the AAMC's initiative (page 6).

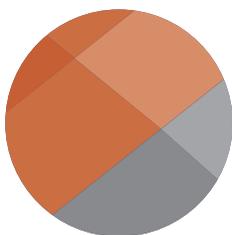
Aligning and Educating for Quality (ae4Q)

The Aligning and Educating for Quality (ae4Q) initiative supports AAMC member institutions by consulting on the integration and alignment of their CME/CPD activities with quality improvement and patient safety (QI/PS) program needs and priorities. AAMC institutions comprise American and Canadian AMCs, medical schools, and teaching hospitals. Through ae4Q, sites are offered a customized suite of services, including general advice, alignment of data sources (patient-centered research, quality, financial, and other data), access to website resources, onsite consultation and assessment, milestone metrics, and many other specialized services.

The AAMC has offered ae4Q as a consultative service since early 2011. Since then, 30 sites have been added. These sites have developed organizational and educational innovations, including:

- Undertaking organizational Maintenance of Certification programs under the aegis of the American Board of Medical Specialties (ABMS)
- Creating quality-based programming in grand rounds and Morbidity & Mortality (M&M) conferences
- Reorganizing CME so that it reports bilaterally to the academic and clinical/quality enterprises
- Considering how CME/CPD can build linkages with community-based clinicians and facilitate a high functioning Accountable Care Organization (ACO)

Website: www.aamc.org/ae4q



Teaching for Quality (Te4Q)

With the launch of the Teaching for Quality (Te4Q) faculty development program in 2014, the AAMC made a commitment to integrating QI/PS across the medical education continuum.

Multiple reports and the AAMC's Best Practices for Better Care campaign urged medical schools and teaching hospitals to teach QI/PS. However, few faculty members have been trained in quality and safety and even fewer have been trained how to teach quality and safety. Te4Q is working to close this gap. To date, 20 sites have joined the Te4Q faculty development program, with more than 600 individual participants learning and developing educational projects in quality and safety.

Te4Q also has collected and collated teaching resources in the AAMC's MedEdPORTAL® in an easily searchable database; created supplemental core content, materials, and resources for the program (including an extensive online workbook); and started an extensive evaluation plan.

Website: www.aamc.org/te4q



Integrating Quality (IQ)

Integrating Quality (IQ) is a joint initiative of the Medical Education and Health Care Affairs Clusters that explores the intersection of QI/PS expertise, clinical care, research, and education. Among its many “products” are the annual IQ Meeting, a website outlining resources to improve the understanding and uptake of QI, a collection of educational resources in MedEdPORTAL to help improve the teaching of quality across the continuum, a monthly newsletter (IQ Link), and support for faculty members in a career track devoted to improving quality. In addition, ae4Q and Te4Q are in many ways products of the work being done in IQ.

Now in its sixth year, the annual IQ Meeting has become a major national program for sharing best practices for integrating quality and patient safety across the continuum of medical education and clinical care in AMCs. Most recently, meeting planning has been done in partnership with colleagues from six other national health professions associations to include interprofessional and team-based approaches to clinical care and education.

Team members: Janis Orlowski and Meaghan Quinn, Health Care Affairs; Dave Davis, Forest Plourde-Cole, Karyn Baum, and (through July 2014) Nancy Davis of the CEI team.

Website: www.aamc.org/initiatives/quality

Communications



With a widely dispersed constituency, AAMC uses several communication vehicles to reach its “target audience” of academic CME providers and the faculty members and regional clinicians dependent on, and contributors to, continuing professional development activities.

- **CENews: linking improvement and education**

The AAMC’s efforts in CEI—and those of the larger CME and QI community—are captured in this electronic biweekly newsletter, currently reaching more than 4,600 subscribers. This brief, three-page format highlights news and innovations in continuing education and lifelong learning; resources and tools for quality improvement; meetings, webinars, requests for proposals, and other professional development opportunities; literature and recent research findings; and other items of interest to the large and growing continuing education community.

Website: www.aamc.org/initiatives/cei/newsletter

- **ae4Q Communique**

The ae4Q Communique is a semi-monthly electronic publication that provides ae4Q sites and members up-to-date information on the continuing education and performance improvement community. The ae4Q Communique delivers recently published research and articles on education and quality improvement, as well as upcoming conferences, funding opportunities, and general ae4Q community news, such as the addition of a new ae4Q site or upcoming webinars.

- **Te4Q Communique**

The Te4Q Communique closely resembles the framework of the Te4Q workshop and content. It explores new and emerging research in adult learning principles, curriculum development, learner assessment, and program evaluation. It also highlights some of the most important articles in quality and safety. The Te4Q Communique also includes funding opportunities, conference information, and Te4Q community news.

- **Webinars**

The CEI team hosted multiple webinars throughout 2014. The first was a hugely successful introduction to Te4Q with more than 500 individual registrants and more than 300 individual/site participants. Later in the year, the team worked with the Integrating Quality group to deliver a collaborative webinar series that explored the intersection of quality, education, clinical care, and research. Some of the most popular webinars focused on how to successfully implement MOC at an AMC, and how to utilize regularly scheduled series (RSS), such as grand rounds, to drive competency in quality and safety.

IQ webinar series:

www.aamc.org/initiatives/quality/meeting/372954/2014upcomingwebinars.html

CEI webinars: www.aamc.org/initiatives/cei/media/

Supporting Faculty



Learning from Teaching

Developed in partnership with the American Medical Association (AMA), Learning from Teaching allows *AMA PRA Category 1 Credit™* for learning activities related to teaching in undergraduate and graduate medical education—important especially to volunteer faculty. The AAMC hosted an initial webinar to introduce and describe the program and engagement process, the components regarding preceptor participation, and the documentation process, tools, and resources, to help implement the program across the United States.

Beyond the credit component, there is increasing interest and usage by institutions implementing the activity captured by Learning from Teaching for preceptor professional development and other value outcomes, including changing teaching and engagement processes, assessment tools for clerkship and program directors, and helping to highlight faculty as a visible institutional asset. A second webinar highlighting these advances is also available.

Website: www.aamc.org/initiatives/cei/learning

CE Directory Online Learning for Physician Credit and Maintenance of Certification

The CE Directory is a cross-indexed suite of services that aims to equip health care professionals with evidence-based, unbiased educational tools and resources. The CE Directory provides practicing professionals with the ability to quickly search, find, and access high-quality accredited courses developed by faculty from non-commercial health intuitions. The CE Directory, which is an integral component of the three-pronged set of resources of the AAMC's MedEdPORTAL, promotes the availability of CE credited activities in support of patient care, lifelong learning, re-licensure, and maintenance of certification.

Planning for 2015 was facilitated by a partnership with the American Board of Medical Specialties, enabling it to pilot and upload resources that meet Part II and Part IV Maintenance of Certification requirements. These resources will span the continuum of clinical practice, focusing particularly on issues of systems-based practice, professionalism, practice-based learning and improvement, and other topics of interest across clinical disciplines.

Team members: Robby Reynolds and John Nash, MedEdPORTAL; Nancy Davis (contractor) and CEI team, AAMC.

Website: www.mededportal.org/continuingeducation



Convey

Created as a result of the IOM report and discussion of 2012–13, Convey was developed by a team of AAMC colleagues to reduce the amount of time physicians, researchers, and scientists spend making required disclosures of financial interests. The state-of-the-art system will simplify the process of disclosing required information by providing a repository for individuals to enter and maintain records of their financial interests. Convey is expected to be available in 2015.

Convey: Benefits for Subscribing Organizations and Individuals

- Maintains individual user-controlled data sent to subscribing organizations when disclosure of financial interests is required
- Allows individual users to update their information and keep it with them throughout their careers
- Reduces the time and investment required to disclose to multiple organizations
- Draws from a single source of information, eliminating errors created by discrepancies in multiple disclosure forms
- Enables subscribing organizations to customize data fields and thresholds to receive only the information needed by their policies or requirements
- Incorporates national standards to maximize interoperability with existing systems for disclosure review and conflict of interest management

Team members: Heather Pierce, Scientific Affairs; Luke Diorio, Business Development.

Website: www.aamc.org/initiatives/research/coi

The Joint Working Group



The Joint Working Group (JWG) is an active agenda-setting group helping to drive the CEI team's programs and initiatives. Comprising SACME leadership, the GEA CEI section steering committee, and distinguished members-at-large, the JWG's deliberations have helped create, support, and maintain the CEI activities of the AAMC.

AAMC GEA CEI Section Representatives

Chair

David W. Price, MD
University of Colorado School of Medicine
Denver, CO

Past Chair

Morris (Moss) J. Blachman, PhD
University of South Carolina School of Medicine
Columbia, SC

Member-at-Large

Barbara E. Barnes, MD, MS
University of Pittsburgh School of Medicine
Pittsburgh, PA

Central Regional Representative

James L. Harper, MD
University of Nebraska Medical Center
Omaha, NE

Northeast Regional Representative

Janine R. Shapiro, MD
University of Rochester School of Medicine and Dentistry
Rochester, NY

Southern Regional Representative

Carolyn M. Minnock
Carolinas HealthCare System
Charlotte, NC

Western Regional Representative

Ron Ben-Ari, MD
Keck School of Medicine of the University of Southern California
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Ginny A. Jacobs, MEd, MLS
University of Minnesota Medical School
Minneapolis, MN

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Northeastern Regional Representative

Robert W. Morrow, MD
Albert Einstein College of Medicine at Yeshiva University
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Lexington, KY

Western Regional Representative

Brad Halvorsen
University of Utah School of Medicine
Salt Lake City, UT

Planning for the Future



The products, services, and relationships explored on the previous pages are necessary but not sufficient to maintain momentum toward the achievement of a goal of fully aligned and integrated continuing education in North America's academic CME divisions. With help from external partners, notably SACME, and internal partners in MedEdPORTAL, GEA, and other areas across the AAMC, we intend to build bridges and initiatives with:

- **Faculty Affairs:** Working with colleagues in the Group on Faculty Affairs (GFA) allows the potential to consider the situations in which the two domains—CEI and GFA—overlap. These areas include situations in which CME reports to faculty affairs leaders, engages in faculty development activities, or considers certain activities (teaching in UME, GME, and CME, for example) for promotion and tenure.
- **Regional Medical Campuses:** Representing a large portion of the expansion of the U.S. medical school capacity, the regional medical campuses—in collaboration with the AAMC and the Group on Regional Medical Campuses (GRMC)—have formed an important outreach effort over the last year in an endeavor to broaden their ability to offer faculty development and related activities.
- **Interprofessional Education:** Colleagues from several other health professions (nursing, pharmacy, dentistry, public health, osteopathic medicine, and physician assistants) have helped make IQ a success and continue to play a large role in the development of AAMC's quality initiatives.
- **Research in CE/Implementation Science:** An important initiative of Scientific Affairs and Medical Education has been the exploration of the interface between the scholarship of health care delivery and medical education.
- **Te4Q and ae4Q** will benefit from expanding experiences with sites, growing communities of practice, and evolving business and program models.
- **Convey:** AAMC's new online tool to facilitate conflict of interest disclosure and resolution will require marketing and educational measures.

AAMC CEI Team



Dave A. Davis, MD
Senior Director
Continuing Education and Improvement

Karyn Baum, MD, MEd
Senior Consultant
Educating for Quality Initiatives

Carol Goddard
Senior Program Specialist
Continuing Education and Improvement

Forest Plourde-Cole
Program Research & Development Specialist
Educating for Quality Initiatives

Adam Yefet
Administrative Senior Associate
Continuing Education and Improvement



**Association of
American Medical Colleges**

655 K Street, N.W., Suite 100, Washington, D.C. 20001-2399

T 202 828 0400

www.aamc.org