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Simplifying Requirements through ACCME and AMA Alignment

Alliance for Continuing Education in the Health Professions Webinar

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Objectives

After participating in this webinar, you should be able to:

- Describe the core requirements for certifying activities, now aligned with ACCME Accreditation Criteria.

- Discuss the simplified learning formats, including the new "other activity" format.

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Shared Values

"Recognizing the need to better align the AMA and ACCME's requirements for CME accreditation and reaccreditation, we believe that our newly adopted proposal will support the evolution of CME to better meet the needs of educators, physicians, and the patients they serve. We look forward to continuing our work with ACCME on a more streamlined system that benefits providers and patients alike."

Susan Skochelak, MD, MPH, AMA Group Vice President for Medical Education

"The simplification and alignment will encourage innovation and experimentation in CME, so that educators are free to respond nimbly to their learners' changing needs while staying true to core principles for educational excellence and independence. We celebrate this collaborative effort with our AMA colleagues and thank our community of accredited CME providers for their high level of engagement in this process. We look forward to our continued work together to drive quality in clinicians' lifelong learning and improve care for the patients we all serve."

Graham McMahon, MD, MMSc, President and CEO, ACCME.

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Background

- ACCME senior staff and AMA Medical Education Group senior staff started meeting regularly a few years ago to find ways to better align the credit system and the accreditation system.

- AMA Medical Education Group senior staff embarked on a study of the gaps in alignment using a focus group of 12 CME experts identified by both organizations.

- The ACCME and the AMA also received feedback from the CME community in a variety of ways, including listening sessions in late 2015 and in January 2016.

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ACCME/AMA Bridge Committee

- The two organizations decided that in order to better align the accreditation and credit systems, a Bridge Committee would be formed to work towards that goal and establish a process to maintain better alignment moving forward.

- The Bridge Committee first met on April 5, 2016, and has continued to meet by conference call. The Committee made a series of recommendations to both the ACCME and the AMA and the work products completed so far follow this slide.

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Shared Glossary

- The ACCME Board of Directors and AMA Council on Medical Education have approved a shared glossary of terms and definitions to help clarify terminology for accredited CME providers and learners.

- The CME Community was given the opportunity to provide comments

- It is available on both the ACCME and AMA websites
    - www.accme.org/news-publications/publications/tools/accme-glossary
    - www.ama-assn.org/education/cme-provider-resources

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Changes to AMA PRA Standards

After reviewing input from the CME community, the AMA Council on Medical Education has approved the following changes:

- The Core and the Learning Format requirements have been simplified.

- Learning Format requirements that were common to all formats have been subsumed in the Core requirements.

- The Standards will be organized into three sections, Core requirements, Learning Format requirements, and Credit designation requirements.

- The CME community was given the opportunity to provide feedback.

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Key Points

- The AMA core requirements are aligned with ACCME accreditation requirements—and do not represent any new rules for accredited providers.

- The AMA has simplified and reduced its learning format requirements to provide more flexibility for CME providers.

- CME providers may design and deliver activities that use new approaches to drive meaningful learning and change, as long as the provider abides by the core requirements.

- CME providers may designate an activity format as "other" if it does not fall into one of the established format categories.

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Core Requirements

- The three core requirements related to credit (8 - credit documents kept for six years, 9 - activity certified for credit in advanced of the activity and 10 - use of the Credit Designation Statement) move to the credit designation section.

- Two core requirements remain essentially unchanged (1 - Conform to the AMA's definition of CME and 5 - Present content appropriate in depth and scope for the intended physician audience)

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Core Requirements (cont.)

The other five core requirements have been modified as follows:

2. Address a demonstrated educational need (knowledge, competence or performance) that underlies the professional practice gaps of that activity's learners.

3. When appropriate to the activity and the learners, the accredited provider should Ccommunicate to prospective participants a clearly identified educational purpose and/or objectives for the activity, and provide clear instructions on how to successfully complete the activity. in advance of participation in the activity.

Core Requirements (cont.)

The other five core requirements have been modified as follows (cont.):

4. ~~Be designed using AMA approved learning formats and~~ Utilize one or more learning methodologies appropriate to the activity's educational purpose and/or objectives.

6. Be planned and implemented in accordance with ~~the relevant CEJA opinions and~~ the ACCME Standards for Commercial Support: Standards to Ensure Independence in CME Activities^{SM}~~, and be nonpromotional in nature~~.

7. ~~Evaluate the effectiveness in achieving its~~ Provide an assessment of the learner that measures achievement of the educational purpose and/or objective~~s~~ of the activity.

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Format Requirements: Live Activities

- There are no changes for live activities because the only requirements are those that relate to credit calculation and designation. Those requirements have been moved to the credit designation section.

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Format Requirements: Enduring Materials

<u>This format specific requirement remain the same:</u>

- Provide access to appropriate bibliographic sources to allow for   further study.

<u>These format specific requirements were deleted:</u>

- Provide clear instructions to the learner on how to successfully complete the activity.

- Provide an assessment of the learner that measures achievement of the educational purpose and/or objective(s) of the activity with an established minimum performance level; examples include, but are not limited to, patient-management case studies, a post-test, and/ or application of new concepts in response to simulated problems.

- Communicate to the participants the minimum performance level that must be demonstrated in the assessment in order to successfully complete the activity for *AMA PRA Category 1 Credit*™.

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Format Requirements: Journal-based CME

This format specific requirement remains the same:

- Be a peer-reviewed article.

These format specific requirements were deleted:

- Provide an assessment of the learner that measures achievement of the educational purpose and/or objective(s) of the activity with an established minimum performance level; this may include, but is not limited to, patient-management case studies, a post-test and/ or application of new concepts in response to simulated problems.

- Communicate to the participants the minimum performance level that must be demonstrated in the assessment in order to successfully complete the activity for *AMA PRA Category 1 Credit™*.

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Format Requirements: Test Item Writing

All format specific requirements were deleted:

- Be developed only for:

    -The National Board of Medical Examiners examinations.

    -American Board of Medical Specialties (ABMS) member board certification examinations

    -National medical specialty society peer-reviewed, published, self-assessment activities.

- Document that guidance was given to the physician question writers on how to use evidence for writing quality questions.

- Be at a depth and scope that require a review of the literature and a knowledge of the evidence base for the questions. Include a group peer review of the questions in which the physician question writers personally participate.

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Format Requirements: Manuscript Review

All format specific requirements were deleted:

- Involve a review of an article that has been submitted for publication in a journal that is included in the MEDLINE bibliographic database.

- Involve a review of a manuscript that is an original contribution to the medical literature that requires multiple reviewers.

- Provide clear instructions to the physician on how to successfully complete the activity.

- Be at a depth and scope that require a review of the literature and a knowledge of the evidence base for the manuscript reviewed. (This requirement will be subsumed into core requirement 5 so will not be listed separately as a format specific requirement.)

- Have an oversight mechanism to evaluate the quality of reviews submitted.

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Format Requirements: Performance Improvement CME

This format specific requirement related to Stage A was deleted:

- Participating physicians must be actively involved in the analysis of the collected data to determine the causes of variations from any desired performance and identify appropriate intervention(s) to address these.

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Format Requirements: Performance Improvement CME (cont.)

These format specific requirements remain the same:

- Have an oversight mechanism that assures content integrity of the selected performance measures. These measures must be evidence based2 and well designed (e.g., clearly specify required data elements, ensure that data collection is feasible).

- Provide clear instructions to the physicians that define the educational process of the PI CME activity (documentation, timelines, etc.).

- Provide adequate background information so that physicians can identify and understand the performance measures that will guide their PI CME activity, and the evidence base behind those measures.

- Validate the depth of physician participation by a review of submitted PI CME activity documentation.

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Format Requirements: Performance Improvement CME (cont.)

<u>These format specific requirements remain the same (cont.):</u>

Stage A: Learning from current practice performance assessment

- Assess current practice using the identified performance measures, either through chart reviews or some other appropriate mechanism.

Stage B: Learning from the application of PI to patient care

- Implement the intervention(s) based on the results of the analysis, using suitable tracking tools. Participating physicians should receive guidance on appropriate parameters for applying the intervention(s).

Stage C: Learning from the evaluation of the PI CME effort

- Re-assess and reflect on performance in practice measured after the implementation of the intervention(s), by comparing to the assessment and using the same performance measures. Summarize any practice, process and/or outcome changes that resulted from conducting the PI CME activity.

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Format Requirements: Internet Point of Care

<u>All format specific requirements were deleted:</u>

- Have an established process for the accredited CME provider to oversee content integrity, with responsibilities that include, but are not limited to, the appropriate selection and use of professional, peer-reviewed literature, and ensuring that search algorithms are unbiased.

- Provide clear instructions to the physician on how to access the portal/database, which databases have been vetted for use, how participation will be tracked and how the accredited CME provider will award credit.

- Verify physician participation by tracking the topics and sources searched. Implement reasonable safeguards to assure appropriate use of this information.

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Format Requirements: Internet Point of Care (cont.)

All format specific requirements were deleted (cont.):

- Provide access to some mechanism by which physicians can give feedback on overall system effectiveness.

- Establish a mechanism by which physicians may claim *AMA PRA Category 1 Credit™* for this learning activity, by completing and documenting the required three-step cycle:

  1. Review original clinical question(s).

  2. Identify the relevant sources from among those consulted.

  3. Describe the application of their findings to practice and whether it resulted in a change in knowledge, competence or performance as measured by physician practice application or patient health status improvement.

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New activities not currently defined by the Learning Formats

- Additionally, accredited CME providers can introduce new instructional practices, as well as blend new and/or established learning formats appropriate to their learners and setting, as long as the activity meets all core and credit requirements. CME providers may designate an activity format as "Other" if it does _not_ fall into one of the established format categories. Credit is to be awarded using a time metric.

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"Other" Activities

- Credit designation statement for other activities

  The «name of accredited CME provider» designates this other activity («provide short description») for a maximum of «number of credits» *AMA PRA Category 1 Credit(s)™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

- Accredited CME providers designate *AMA PRA Category 1 Credit™* on a one credit-per-hour basis, using their best reasonable estimate of the time required to complete the activity.

- Physicians are awarded the number of credits for which the activity is designated.

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Blended Format

- What is it?

  - Two or more learning formats combined into one activity

  - Formats can be previously existing formats and/or something that would fall under "Other" activity.

- Is this new?

  - No, but it has been simplified and includes "Other" activities

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Designating an Activity That Has Multiple Formats

Your choice

- Other activity
  - One AMA credit designation statement
  - Credit designated based on time

- As before
  - Two or more AMA credit designation statements
  - Credit designated and awarded based on formats

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Credit Requirements

- Have not changed

- Can be found in the "Designating and Awarding *AMA PRA Category 1 Credit™*" section of the updated AMA PRA booklet

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Resources

- Frequently asked questions (available on both the AMA and ACCME websites)

- Updated AMA PRA booklet section, "Certification of activities for *AMA PRA Category 1 Credit™* by accredited CME providers"

- Available at

  - www.accme.org

  - www.ama-assn.org/education/cme-provider-resources

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