



Demonstrates Educational Leadership

Achieving Commendation Series

Previous Sessions

- Preparing for Commendation
- Promotes Team-Based Education
- Addresses Public Health Priorities
- Enhances Skills

Available at

<https://www.mainemed.com/cme-downloads-accredited-providers>

Acknowledgement

ACCME for Accreditation Tips, Examples of Compliance and Noncompliance, and Quiz Questions

Menu of Criteria for Accreditation with Commendation

Demonstrate compliance with 8 of the 16 Commendation Criteria

Including at least 1 from the Achieves Outcomes Category



Demonstrates Educational Leadership



Engages in
Research/
Scholarship



Supports CPD
for CME Team



Demonstrates
Creativity/
Innovation

Evidence Submission

Criterion	Submission Requirement
Engages in Research/ Scholarship	Description of 2 projects completed during the accreditation term and the dissemination method used for each
Supports CPD for CME Team	Description showing that the plan has been implemented for the CME team during the accreditation term
Demonstrates Creativity/ Innovation	Descriptions of 4 examples during the accreditation term



Engages in Research/ Scholarship

Support the success of the CME enterprise by engaging in the scholarly pursuit of research related to the effectiveness of and best practices in CME.



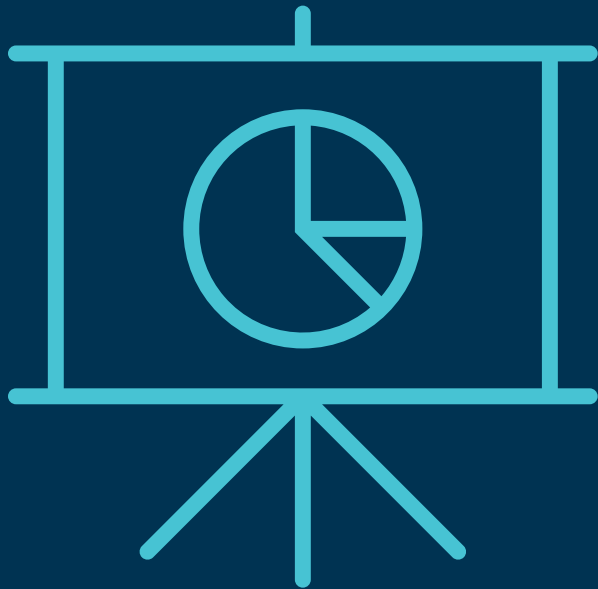
Engages in Research/Scholarship

Participation in Research Includes:

- Developing and Supporting Innovative Approaches
- Studying Innovative Approaches
- Disseminating Findings



Engages in Research/Scholarship



CRITICAL ELEMENTS

- Conducts scholarly pursuit relevant to CME
- Submits, presents, or publishes a poster, abstract, or manuscript to or in a peer-reviewed forum

Submission Requirement: 2 Projects
Description & Dissemination Method

Engages in Research/Scholarship

CRITICAL ELEMENTS

Common Noncompliance

Clinical research/scholarship that is NOT connected to the CME program, activities, and/or mission

- Conducts scholarly pursuit relevant to CME
- Submits, presents, or publishes a poster, abstract, or manuscript to or in a peer-reviewed forum





Engages in Research/Scholarship

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Common Noncompliance

Clinical research/scholarship that is NOT connected to the CME program, activities, and/or mission

EXAMPLE 1: **NONCOMPLIANT**

The provider presented two research projects, one on violence reduction that was presented as a poster at two conferences and published in a peer-reviewed medical journal; and the other on nicotine replacement therapy that was presented at a conference.

Neither example demonstrated how the research related to the effectiveness of or best practices in CME



Engages in Research/Scholarship

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Common Noncompliance

Clinical research/scholarship that is NOT connected to the CME program, activities, and/or mission

EXAMPLE 2: COMPLIANT

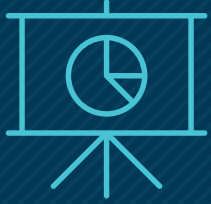
The provider described an article it had published on the impact of case-based CME on improved competence in COPD care, and another article on designing grand rounds lectures to improve performance in the treatment of patients with diabetes. Both articles were published in peer-reviewed journals.



Engages in Research/Scholarship

ACCREDITATION TIPS

- Make sure that your scholarship/research is connected to your CME activities and Mission
- Think about something you've learned from your CME program
- Think about how information about what you've learned can be disseminated to colleagues



Engages in Research/Scholarship

To be “related to CME,” the research should include educational or behavioral outcomes.

Answer in Chat

True

False



Engages in Research/Scholarship

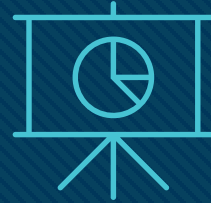
To be “related to CME,” the research should include educational or behavioral outcomes.

Answer:

False

The goal of this criterion is to encourage sharing of experiences among CME providers so we can learn from and with each other.

Providers can meet this ambition by sharing their experience with a new technical platform for CME, by describing the challenges in supporting longitudinal engagement in their CME program, by elaborating on committee education or processes among many other opportunities.



**Engages in
Research/Scholarship**

**Have you ever conducted
research?**

**What would be the benefits of
conducting research?**

**What do you see as the barriers
to conducting research?**



Supports CPD for CME Team

The participation of CME professionals in their own continuing professional development (CPD) supports improvements in their CME programs



Supports CPD for CME Team

Who is the CME Team?

- Individuals regularly involved in the planning and development of CME activities
- Determined by the provider
 - Course Directors
 - Committee Members
 - Staff
 - Volunteers





Supports CPD for CME Team

CRITICAL ELEMENTS

- Creates a CME-related continuous professional development plan for all members of its CME team
- Learning plan is based on needs assessment of team

Common Noncompliance: Not conducting a needs assessment for the team

Submission: Description showing that plan has been implemented



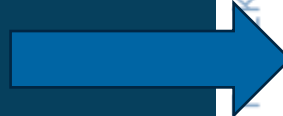
Supports CPD for CME Team

NEEDS ASSESSMENT: CE Educator's Toolkit

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EDUCATION TOOLKIT





Supports CPD for CME Team

NEEDS ASSESSMENT: CE Educator's Toolkit

Self-assessment for CE planning prep

Please continue to rate your level of confidence with each of the CE planning components, scale of 1 (not at all familiar) to 5 (extremely familiar).

CE Component	1	2	3	4	5
Case-based learning					
Developing a case for activities					
Presenting the use diverse methods and modalities					
Identifying strategies for examining and engaging learners in case analysis					
Defining the facilitator's role in case-based learning discussion					
Conducting activities to disseminate case analysis and debrief the case					
Reflective Learning					
Determining learning goals and when to integrate reflective learning					
Defining facilitator's role in reflective learning					
Applying and integrating the critical reflective inquiry model in activities					
Assessing and Evaluating CE Interventions					
Assessing knowledge comprehension of learners					
Providing and integrating feedback					
Evaluating outcomes of intervention using structured frameworks					
Selecting evaluation approaches to assess performance change or skill development					

Self-assessment for CE planning preparedness



If you are planning a CE session, use the following self-assessment tool to identify areas in the toolkit that will be beneficial to you. Focus your time on sections in the toolkit where you report low confidence to refine your skillset in CE planning and design. If you report confidence from levels 1 to 3, you may want to go through the content thoroughly and complete the activities. If you report a confidence level from 4 to 5, use the toolkit as a reference resource and use the worksheets to help with the design of your CE session.

Please rate your level of confidence with each of the CE planning components, learning formats, and evaluation activities on a scale of 1 (not at all familiar) to 5 (extremely familiar).

CE Component	Confidence level: 1 (Not at all) - 5 (Extremely)				
Initiating planning of CE session	1	2	3	4	5
Structuring a longitudinal and multimodal education intervention	1	2	3	4	5
Conducting a needs assessment	1	2	3	4	5
Developing learning objectives	1	2	3	4	5
Integrating principles of inclusion, diversity, equity, and accessibility into activities	1	2	3	4	5
Delivering CE sessions virtually	1	2	3	4	5
Facilitating small group learning	1	2	3	4	5
Planning and encouraging small group discussion	1	2	3	4	5
Creating an inclusive, safe, and supportive learning space	1	2	3	4	5
Maintaining group dynamics	1	2	3	4	5
Mitigating challenges and conflicts in groups	1	2	3	4	5



Supports CPD for CME Team

CRITICAL ELEMENTS

- Creates a CME-related continuous professional development plan for all members of its CME team
- Learning plan is based on needs assessment of team
- Learning plan includes some activities external to the provider
- Dedicates time and resources for the CME team to engage in the plan

Submission: Description showing that plan has been implemented



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Common Noncompliance

Not conducting a needs assessment for the team

EXAMPLE 1:

The provider's CME team is comprised of its director, curriculum data specialist and two part-time support staff, including a volunteer. Each individual on the team has a CME-related continuous professional development plan, which is based on their specific needs. Staff who are employees of the provider are supported in attending external CME-related activities each year. Team members are supported in participating in professional development internally in areas such as attaining fluency with the organization's electronic medical records to better identify professional practice gaps. The provider also mentors early career CME staff in areas such as developing grant proposals and evidence bibliographies.



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Common Noncompliance

- Not conducting a needs assessment for the team

EXAMPLE 2:

NONCOMPLIANT

The provider described that its CME team has attended multiple conferences, some of which were related to CME-related professional development of its team.

The provider did not demonstrate that it developed learning plans for the members of its CME team based on needs assessments of the team.



Supports CPD for CME Team

ACCREDITATION TIPS

- Take advantage of educational opportunities from ACCME and others to help meet this criterion
- Include all members of the CME team
- Conduct a needs assessment of the team and use it to create a learning plan
- Include some activities outside your organization





Supports CPD for CME Team

To fulfill the expectations of this criterion, the educational plan must relate to developing skills in continuing education.

Answer in Chat

True

False



Supports CPD for CME Team

To fulfill the expectations of this criterion, the educational plan must relate to developing skills in continuing education.

Answer:

True

The professional development plan must be related to competencies in continuing education.



**Supports CPD for
CME Team**

**Does your CME Team
engage in CME-related
CPD?**

**What additional things
would you need to do
to meet this criterion?**



Demonstrates Creativity/ Innovation

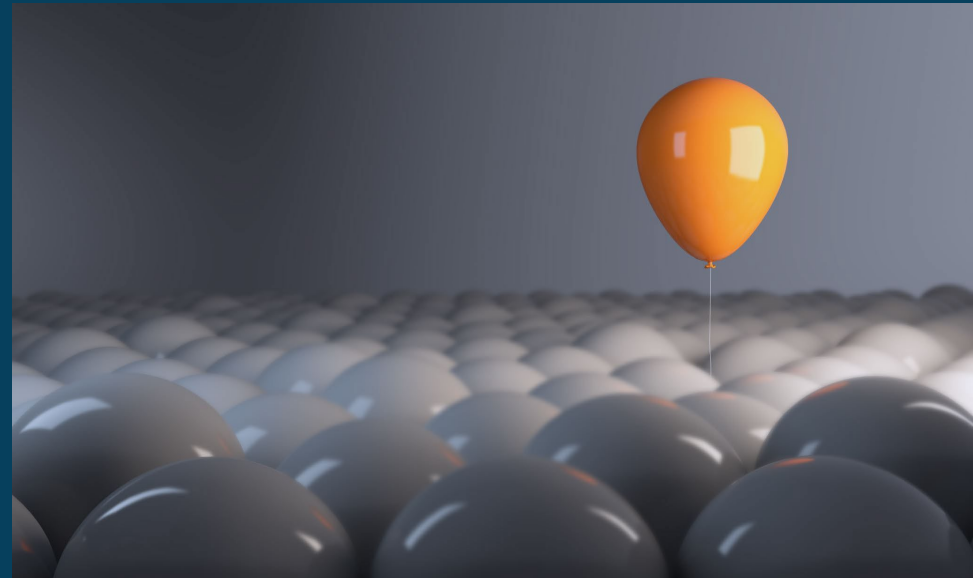
Meet the evolving needs of your learners by implementing innovations in your CME program



Demonstrates Creativity/ Innovation

Innovations could include:

- Educational Approaches
- Design
- Assessment
- Use of Technology





Demonstrates Creativity/ Innovation

CRITICAL ELEMENTS

- Implements an innovation that is new for the CME program
- The innovation contributes to the provider's ability to meet its mission

Submission Requirement: 4 Examples



Demonstrates Creativity/ Innovation

CRITICAL ELEMENTS

- Implements an innovation that is new for the CME program
- The innovation contributes to the provider's ability to meet its mission

COMMON NONCOMPLIANCE

- Changes that do not meet the needs of the learners
- Changes that are upcoming, not already implemented during the accreditation term



Demonstrates Creativity/ Innovation

CRITICAL ELEMENTS

- Implements an innovation that is new for the CME program
- The innovation contributes to the provider's ability to meet its mission

COMMON NONCOMPLIANCE

- Changes that do not meet the needs of the learners
- Changes that are upcoming, not already implemented during the accreditation term

EXAMPLE 1: **NONCOMPLIANT**

The provider described updates to an end-of-life care module series, such as changes to reflect contemporary terminology and best practices.

These changes did not demonstrate that the provider had implemented innovations in its CME program that meet the evolving needs of their learners.



Demonstrates Creativity/ Innovation

CRITICAL ELEMENTS

- Implements an innovation that is new for the CME program
- The innovation contributes to the provider's ability to meet its mission

COMMON NONCOMPLIANCE

- Changes that do not meet the needs of the learners
- Changes that are upcoming, not already implemented during the accreditation term

EXAMPLE 2: COMPLIANT

The provider enhanced regularly scheduled series (RSS), or "grand rounds", activities presented in collaboration with healthcare facilities through the identification of a "Program Champion" in each facility who is a local expert and resource to lead discussions with faculty and follow up on team plans of action to improve the activities. In another example, the provider added live-streaming simulcasts for select activities to expand the reach of its live CME activities to more learners.



Demonstrates Creativity/ Innovation

ACCREDITATION TIPS

- Changes can be something new for you – not necessarily for the country or region
 - E.g., First time conducting virtual learning; First QI activity; Collaborated across professions
- Use innovations that count for multiple commendation criteria (e.g., innovation and scholarship)
- Can be simple or complex





Demonstrates Creativity/ Innovation

Who determines what is considered
'creative' or 'innovative' for a CME program?

Answer in Poll

The Provider

MMA Staff

ACCME Staff

CCMEA
Committee



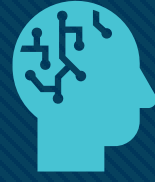
Demonstrates Creativity/ Innovation

Who determines what is considered
'creative' or 'innovative' for a CME program?

Answer:

The Provider

The provider describes why they consider what they've submitted to be creative or innovative for them and their program. ACCME Staff, MMA Staff, surveyors, or members of the CCMEA decision-making committee do not determine thresholds for what is considered innovative or creative.



**Demonstrates
Creativity/Innovation**

**Have you done
something new
during your
accreditation
term?**

For More Information

Visit the ACCME Website:

[Achieve Commendation](#)

[Compliance Library](#)

Moving Forward



Brainstorm or research something new to implement



Conduct a needs assessment with CME Team



Plan and implement a support strategy



Determine something you could research

Next Session:
Achieves Outcomes
Thursday, August 8th
9-10 am
Zoom

Thank You

If you have further questions or want to discuss how your activities might meet these criteria, contact me at eciccarelli@mainemed.com