Getting from gaps/needs to changes in learners…

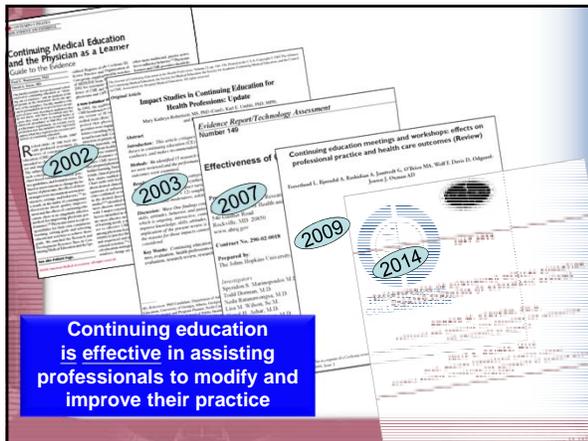8th European CME Forum - 2015
Kate Regnier, ACCME (US)

Disclosure

- Full-time employee of the ACCME
- No other relevant financial relationships to disclose
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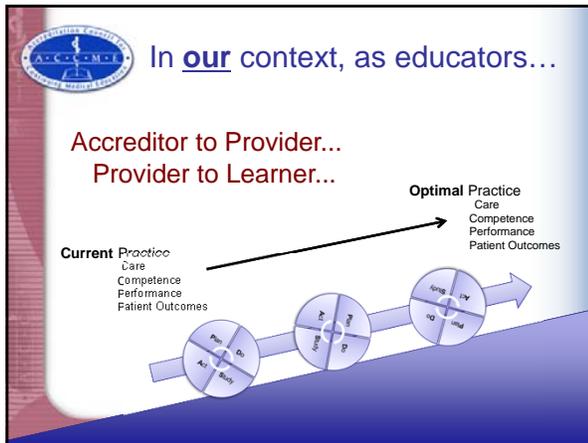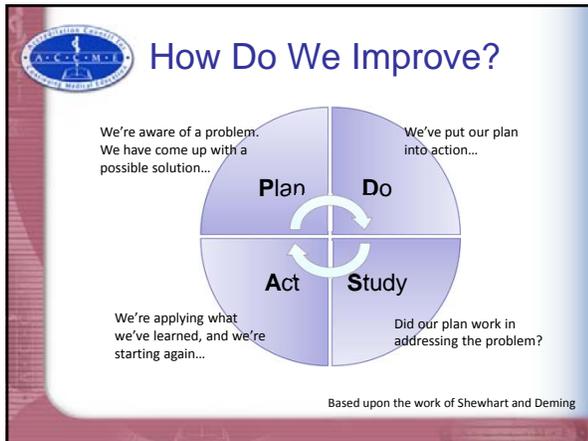
What's your perspective?

- European-based CME provider?
- US-based CME provider?
- Accreditor?
- Industry funder of CME?
         … perhaps most importantly…
- Learner?

Continuing education is effective in assisting professionals to modify and improve their practice

Ideal Performance

Performance

From Quality & Safety Came the Message....

Quality gap — MIND THE GAP

The difference between health care processes or outcomes observed in practice, and those potentially achievable on the basis of current professional knowledge.

Ideal Performance

Performance

CME as a Strategic Asset

Quality gap

The difference between health care processes or outcomes observed in practice, and those potentially achievable on the basis of current professional knowledge.

In **our** context, as educators…

Accreditor to Provider...
Provider to Learner...

Optimal Practice
Care
Competence
Performance
Patient Outcomes

Current Practice
Care
Competence
Performance
Patient Outcomes

How Do We Improve?

We're aware of a problem. We have come up with a possible solution…

We've put our plan into action…

Plan   **D**o

Act   **S**tudy

We're applying what we've learned, and we're starting again…

Did our plan work in addressing the problem?
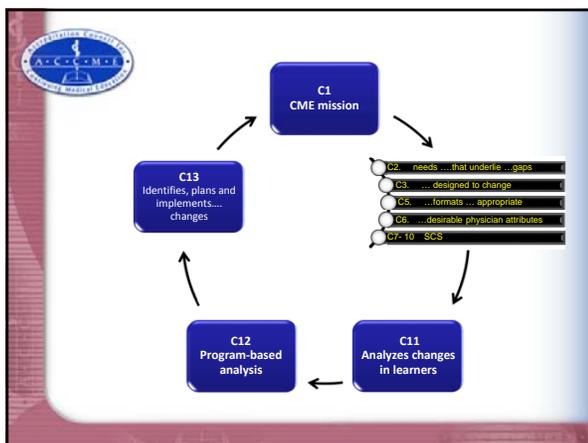
Based upon the work of Shewhart and Deming

C1
CME mission

C2.   needs .....that underlie ...gaps
C3.   ... designed to change
C5.   ...formats ... appropriate
C6.   ...desirable physician attributes
C7- 10   SCS

C13
Identifies, plans and implements….
changes

C12
Program-based analysis

C11
Analyzes changes in learners

PLANNING CRITERIA

C2.   needs ….that underlie …gaps

C3.   … designed to change

C5.   …formats … appropriate

C6.   …desirable physician attributes

C7- 10   SCS

A Simple Approach

**What is the practice-based problem
we want to address?**
(and how are my learners involved?)

Why does the problem exist?

What do we want to change?

Were we effective in producing change?

Is the problem solved? If not, start again.

What is the practice-based problem we want to address?
(and how are my learners involved?)

The provider incorporates into CME activities the educational needs (knowledge, competence, or performance) that underlie the **professional practice gaps of their own learners**.

Where can we find **problems** to address?

- Newspapers and local media
- Research literature
- National benchmarks/guidelines
- Local/regional/national healthcare data
- Institutional/organizational data
- Clinical data/measures
- Surveys/opinion of health professionals
- Patients

Why does the problem exist?

The provider incorporates into CME activities the
educational needs *(knowledge, competence, or
performance) that underlie the professional practice gaps
of their own learners.*

Why does this problem exist?

Don't know…

Don't know how…

Don't do…

Should <u>stop</u> doing…

"Professional Practice"
- delivery of care
- diagnosis
- decision making
- teaching
- research
- administration
- leadership
- communication
- other?...

What do we want to change?

The provider generates activities/educational interventions that are **designed to change competence, performance, or patient outcomes** *as described in its mission statement.*

What do we want to change?

Knowledge	*I don't know* → **I know**.
Competence	*I don't know how* → **I can**. (I have a strategy to…)
Performance	*I don't do* → **I do**. *(How often??)* *I am doing* → **I'll stop doing**.
Patient Outcomes	*Current* health/care… → **Better health/care**

What approaches will help us to be most effective?

Format appropriate to what I want to change	Does your educational approach match the setting, objectives (goals), and desired results you have for the activity? *"Can you get there from here?"*
Planned in the context of competencies	in support of… ✓ Certification and Licensure Requirements ✓ Institutional Accreditation Requirements ✓ Value-proposition to your Organization

Were we effective in producing change?

*The provider **analyzes changes in learners** (competence, performance, or patient outcomes) achieved as a result of the overall program's activities/educational interventions.*

Organizational Self-Assessment & Improvement

Do your CME activities produce change in your learners and/or have an impact on patient care?

Are you meeting your mission?

What can you do to improve your CME program to better meet your mission?

Plan | Do
Act | Study

What do you think?

"The field of transplant surgery is constantly evolving at a rapid pace and the healthcare team needs to keep pace. Annual updates on the latest surgical techniques, patient selection, and treatment for post-transplant care are needed."

Has this provider has identified a professional practice gap?

Yes!

"The field of transplant surgery is constantly evolving at a rapid pace and the healthcare team *needs to keep pace*. Annual updates on the *latest surgical techniques, patient selection, and treatment* for post transplant care are needed."

This provider has identified a professional practice gap.

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What do you think?

"Healthcare professionals rarely receive instruction on the skills needed to be an effective educator while in training. Our faculty have expressed a desire to learn how to effectively provide feedback to their learners."

Has this provider has identified a professional practice gap?

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Yes!

"Healthcare professionals rarely receive instruction on the skills needed *to be an effective educator* while in training. Our faculty have expressed a desire to learn *how to effectively provide feedback* to their learners."

CME can be about "being an effective educator." It does not need to be limited to clinical care problems.

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What do you think?

"After participating in this 'Train the Trainer' activity, our staff – who serve as faculty for all regularly scheduled series – will know how to implement effective strategies for giving feedback during educational events."

Has this provider designed this activity to close a gap in the skill, strategy, performance of its learners?

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Yes!

"After participating in this 'Train the Trainer' activity, our staff – who serve as faculty for all regularly scheduled series – will know *how to implement effective strategies* for giving feedback during educational events."

This provider has designed this activity to close a gap in the skill, strategy, performance of its learners.

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What do you think?

"The upcoming 'Train the Trainer' activity will use case scenarios and role playing to achieve the goal of teaching our faculty effective strategies for giving feedback during educational events."

Has this provider chosen a format for the activity that will help achieve the expected results?

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Yes!

"The upcoming 'Train the Trainer' activity will use *case scenarios and role playing* to achieve the goal of teaching our faculty *effective strategies for giving feedback* during educational events."

This provider chose a format for the activity that will help achieve the expected results.

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What do you think?

"The provider will distribute an evaluation survey at the conclusion of the activity to ask how well the learners liked the content, format, and trainer."

Will this evaluation mechanism help determine if the professional practice gaps have been closed?

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No…

"The provider will distribute an evaluation survey at the conclusion of the activity to ask how well the learners liked the content, format, and trainer."

This evaluation mechanism will NOT help determine if the professional practice gaps have been closed?

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What do you think?

"The provider will ask that the faculty trainer use a standardized score card to rate the learners on their feedback techniques during role play."

Will this evaluation mechanism help determine if the professional practice gaps have been closed?

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Yes!

"The provider will ask that the faculty trainer use a standardized score card to *rate the learners on their feedback techniques* during role play."

This evaluation mechanism will help determine if the professional practice gaps have been closed.

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Case Study

A 2011 US Government Accountability Office (US-GAO) report on education efforts related to prescription pain reliever abuse found that "most prescribers receive little training on the importance of appropriate prescribing and dispensing of prescription pain relievers, on how to recognize substance abuse in their patients, or on treating pain."

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Case Study

What if you were a…
- Hospital CME department?
- National Society of Pain Specialists?
- National Society of Anesthesiologists?
- Medical Education Company?
- Other?

How would you design an effective CME activity to address the professional practice gap(s) associated with this public health imperative?

Discussion/Questions