



April 30 - May 2, 2019 | Chicago



DAY 1: TUESDAY, APRIL 30

Leading Learning Breakouts

9:45 am - 10:45 am

11:00 am - 12:00 pm

You will choose **two** of the following sessions during registration.

1A. Choosing Wisely Needs Your Educational Leadership

- What are best-practice strategies for aligning organizational and educational leadership around mission priorities?
- How can these strategic partnerships both inform educational strategy and accelerate outcomes that improve healthcare?

2A. Leadership Strategies to Measure and Address Clinician Burnout with Education

- What are the wide-ranging effects of clinician and healthcare workforce burnout?
- What evidence-based approaches can leaders and educators use to measure burnout?
- What strategies can leaders use to foster an educational home that mitigates burnout, and supports workforce wellness and resilience?

3A. Nudging Clinicians, Teams, and Patients Toward Better Healthcare

- How can behavioral economics be applied to facilitate change for both patients and clinicians?
- How are healthcare organizations designing nudges, incentives, and gamification to change behavior?
- How can educators collaborate with behavioral design teams to facilitate changes that improve practice and care?

4A. Harmonizing Professional Requirements for Greater Clinician Engagement

- What does the future of Continuous Board Certification look like?
- How are ACCME and State Medical Boards collaborating around the shared goal of reducing regulatory burdens on physician learners?
- How are efforts to harmonize and simplify physician participation in CME being received by physicians?
- How can CME providers take advantage of evolving opportunities to provide MOC for CME activities that clinicians are already participating in?

5A. Engaging Clinician Leaders in Quality Improvement and Value-based Care

- How can organizational and educational leaders collaborate to address gaps in knowledge and engagement related to payment reform?
- How can educators facilitate the simplification and harmonization of clinician participation in the Quality Payment Program?
- What strategies can educators use to identify existing quality improvement work as an opportunity to engage clinicians in MIPS Improvement Activities, Practice Assessment (i.e., Part IV) MOC, and other regulatory and professional requirements?

6A. Research to Practice: Implementing Patient-informed Evidence-based Care

- How are patients, families, and other public stakeholders informing healthcare research?
- How can educational leaders utilize CME to implement and sustain evidence-based patient-informed approaches for care transformation?

7A. Actualizing Best Practice with ACCME's Menu of Criteria for Accreditation with Commendation

- What perspectives can accredited CME providers, that have achieved Accreditation with Commendation under the ACCME Menu of Criteria for Accreditation with Commendation, share with colleagues?
- What strategies, tools, and tips can organizations pursuing Accreditation with Commendation apply to their own organizations?

8A. Team Learning and Improvement Begins at the Top

- What are effective organizational strategies for fostering interprofessional continuing education?
- What are the questions that C-Suite leaders should be asking to evolve team learning and interprofessional collaborative practice?



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ACCME 2019 Meeting



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Leading Learning Breakouts • Continued

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9A. What Works Best? Bringing CME Scholarship to Learning Healthcare Organizations

- What is the existing infrastructure for scholarship and research in your organization or practice community?
- What skills are needed for CME research and scholarship, and what can educators do to advance their research practice?
- How can we work collaboratively to foster CME research and scholarship at our organizations and in our community of CME educators?

10A. Leadership CME for C-Suite Physicians

- How can CME engage and recruit physicians for organizational leadership?
- What are effective strategies to support the professional development needs of newly-appointed physician leaders?

Inspire and Teach

2:45 - 3:45 pm

4:00 - 5:00 pm

During the afternoon on Day 1, you will have a chance to rotate through **two** sessions facilitated by your educator colleagues. Here is a preview of the practice-based perspectives that you will find at the meeting. You do not need to register for these sessions in advance of the meeting. Look for more detailed information about each session—including faculty information, content outlines, and pre-work materials—in the ACCME 2019 Meeting App prior to the meeting.

A Tale of Two Institutions, Incorporating Cultural Competence Curriculum into CME and MOC II

- Texas Tech University Health Sciences Center El Paso, Paul L. Foster School of Medicine
- Oregon Health & Science University School of Medicine

Developing a Scorecard to Maximize Learning Outcomes

- American College of Chest Physicians

Change is Good, You Go First

- Augusta University and Health System

Creating Additional Value in Your CPD Equation!

- Mayo Clinic College of Medicine and Science

Leading from the Middle—Driven by Strategic Priorities and Physicians' Joy

- Aurora Health Care

Using Data Analytics to Predict CME Course/Products to Offer

- American Orthopaedic Foot & Ankle Society

Stop Handing Planners an Application! Getting What You Need, Building Collaborative Partnerships, Adding Value to CME

- University of Utah School of Medicine

Cheap, Fast, Effective CME: Strategies from Three CME Providers

- St. Joseph Mercy Hospital Ann Arbor
- Henry Ford Health System

Implementing Cohort-based, Tele-education Activities: Successes & Learning from our First Year of Project ECHO

- Cincinnati Children's Hospital

Register online at www.accme2019.org



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Inspire and Teach • Continued

2:45 pm - 3:45 pm

4:00 pm - 5:00 pm

Shaking Things Up: Process for Provoking Change

- American Gastroenterological Association

CME to Improve Quality Healthcare for Your Organization

- Healthcare Partners Medical Group

Overcoming the Surveying and Testing Rut: Using Design Thinking to Broaden Your CME Outcomes and Assessment Toolkit

- American University
- City University of New York

Beyond Learner Satisfaction: Optimizing Learning and Outcomes Measures on an Assistant Professor's Budget

- University of Maryland School of Medicine

The Power of Collaboration in Developing Impactful eLearning

- American College of Chest Physicians
- Dashe and Thomson

Lights, Cameras, Action - Using Media in Faculty Development

- UNLV School of Medicine

Using the Arts & Humanities as a Tool for Interprofessional Education and Self-care

- Ascension St Vincent Indianapolis

Coaching for Success: Preparing Your Organization for Joint Accreditation

- American Academy of CME
- Creative Educational Concepts

CME Across Boundaries: Sharing the Value of CME in Accomplishing Your Organization's Mission

- American Gastroenterological Association

The Art and Science of Collaborating

- The France Foundation

Return on Investment: Demonstrating Continuing Professional Development's Value to Organizational Outcomes

- RN Innovations LLC
- Children's Mercy Hospital

Incorporating Innovative Education Across Practice Types: A Case Study in Immuno Oncology

- Med Learning Group

Utilizing CME Activity Evaluations to Enhance Education

- American College of Surgeons
- American Association of Medical Colleges

Better Together: Leveraging Relationships Through Collaboration and Joint Providerships

- American College of Chest Physicians

Promoting Continuing Interprofessional Education Through Transformation of Regularly Scheduled Series

- University of Wisconsin -Madison Interprofessional Continuing Education Partnership

Peer-to-Peer Learning: An Approach to Improving HCAHPS Physician Communication

- St. Joseph Mercy Hospital Ann Arbor



DAY 2: WEDNESDAY, MAY 1

Cultivating Excellence Breakouts

9:45 am - 10:45 am

11:00 am - 12:00 pm

Take a Deep Dive

Explore these topics through an in-depth, more comprehensive approach to learn core concepts and apply them through collaboration with your peers. Each of these sessions are offered concurrently from 9:45 am - 12:00 pm. Please note that choosing sessions 1C, 2C, or 3C will not allow you to choose another session in the "C" grouping.

1C. Learning Together: Engaging Patients in Professional Development of Physicians and Healthcare Teams

- What is the difference between patient-centeredness in the care environment and patient engagement in the learning environment?
- What are some of the milestones in the educational journey to build partnerships with patients and families?
- What strategies and resources can educators and patients use to overcome obstacles to effective educational collaboration?

2C. Introduction to Healthcare Quality Improvement

- What are the major process improvement methodologies used in healthcare, and what is the primary focus of each approach?
- What are the key tools employed to move from the current state to an improved future state in quality improvement?
- What strategies can be used to reduce waste, lead, and process time for improvement initiatives?
- What are challenges to sustaining improvement over time?
- How can CME support quality improvement objectives and drive improvements in my organization?

3C. Fundamentals of Assessment in CME Practice

- What's my assessment IQ?
- In what ways can I improve educational outcomes through various assessment methods
- How can assessment strategies support CME research and scholarship?
- What resources and tools are available to support better assessment practice?

If you do not register for one of the above Special Sessions, you may choose two of the following:

4C. Responsive Leadership in the Clinical Learning Environment

- How can educators foster collaboration in the clinical learning environment that benefits the continuum of medical education?
- What strategies can educators use to reach beyond silos to embrace interprofessional education—and interprofessional collaborative practice—for all members of the care team, including health professions students?
- What approaches can educators use to align the clinical learning environment and faculty development with organizational mission priorities?

5C. A Case Study for Evolving CME: Patients Teaching Empathy

- Continuing the discussion from the Cultivating Excellence keynote, how can educators anticipate the most urgent future gaps and needs for our learners as clinician practice and care evolve?
- What approaches can educators use to assess their own readiness to support these future learning needs?
- What new strategies and novel educational partners—including patients—can help CME to meet these future needs?

6C. Getting Started with CME Research

- How can I identify opportunities for innovation and inquiry in my CME Program?
- What tools and approaches can I use to formulate research questions, determine appropriate methods, and apply strategies for dissemination?

7C. Telling Stories: Using Narrative to Inform Practice

- What role does narrative play in health and illness?
- What skills can narrative approaches address in educational activities?
- How can educators best apply evidence-based research insights about using narrative approaches?
- How can educators partner with patients and families to teach narrative skills?



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DAY 2: WEDNESDAY, MAY 1

Cultivating Excellence Breakouts • Continued

9:45 am - 10:45 am

11:00 am - 12:00 pm

8C. Strategies for Facilitating Reflective Practice

- What strategies and tools can educators use to help learners better understand their professional practice gaps and educational needs?
- What approaches can educators use to foster engagement with learners that facilitate relationships based on trust and collaboration?

9C. Research Mentorship Feedback Sessions (Invitation Only)

- One on one meetings between attendees that submitted research projects and research-informed facilitators.

Inspire and Teach

2:45 pm-3:45 pm

During the afternoon on Day 2, you will have the opportunity to choose **one** session facilitated by your educator colleagues. Here is a preview of the practice-based perspectives that you will find at the meeting. You do not need to register for these sessions in advance of the meeting. Look for more detailed information about each session—including faculty information, content outlines, and pre-work materials—in the Meeting App prior to the meeting.

Perfect is a Dirty Word: Adventures in Disclosure and Conflict of Interest

- University of Utah School of Medicine

Finding the Joy in Medical Education by Making “Publication” a Four-letter Word

- Boston University Medical School

Overall Program Evaluation – Strategic, Simple and Shared

- Pennsylvania Medical Society

Using Social Learning Principles to Improve Engagement in CPD and Improve Care

- Penn Medicine
- University of Calgary

Bridging the Gap: Employing a Satellite Conference Model to Support CME Needs of Rural Practitioners

- Oregon Health & Science University School of Medicine

Digital Tools to Engage Our Lifelong Learners

- Weill Cornell Medicine - Qatar

Pursuing Bite-Sized Innovation to Enhance Impact for CME

- Sanford Health

Gamify Your CME Education to Maximize the Learning and the Fun

- American College of Chest Physicians

Formatting Content for Point-of-Need Education

- American Society of Clinical Oncology

Reducing Anxiety During Your Reaccreditation

- Northwestern University

Register online at www.accme2019.org

DAY 2: WEDNESDAY, MAY 1

Inspire and Teach • Continued

2:45 pm-3:45 pm

Promoting Practice Improvement through Faculty, Forums, Reflection, and Digital Technology

- American Society of Anesthesiologists

Who Is on My Team?? - The Role of Technology and Web-Design in Your CME Program's Process Improvement

- Nicklaus Children's Hospital

Beyond the Seat: Incorporating Psychomotor Skill Training in CME

- Henry Ford Health System

Assessments, Graded Pop Quizzes, and Polls: Using Internet-based Polling to Improve Learner Engagement

- NYU Winthrop Hospital

Research Exchange: Find Out What Works (or Doesn't Work!)

4:00 pm - 5:30 pm

During this afternoon session, learn how your CME colleagues are bringing scholarship to their educational activities. Watch for more information in the ACCME 2019 Meeting App. Please note: You will not need to register for this session during registration.



Day 3: Thursday, May 2 Community Change Breakouts

9:45 am - 10:45 am

11:00 am - 12:00 pm

Special Session – this session will be a 2-hour intensive session and will take place from 9:45 am -12:00 pm. If you register for the Public Health Summit, you will only select this one session for the “E” grouping.

1E. Public Health Summit: Collaborating to Address Mental Health and Suicide Prevention

This intensive 2-hour session will provide an opportunity for intimate small-group collaboration. Work with interprofessional mental health and suicide prevention leaders to inform and elevate your efforts to address this public health imperative through educational leadership. Attendees will gain perspectives from professionals addressing these issues in government agencies, criminal justice, incarceration, law enforcement, and mental health services. We will come together in this working meeting to share successes, challenges, and opportunities to better address mental health and suicide through education and interprofessional collaboration. Attendees will walk away from the summit with strategies and tactical next steps for their CME program and a network of colleagues and potential partners for future efforts.

Registrants will complete a pre-summit survey and must be willing to share information about their educational approaches with other colleagues.

Day 3: Thursday, May 2

Community Change Breakouts • Continued

9:45 am - 10:45 am

11:00 am - 12:00 pm

If you do not register for the Public Health Summit, you may choose two of the following sessions:

2E. Improving Performance SCRUM

- What effective strategies can I use to improve the performance of learners in my CME activities?

3E. Improving Quality SCRUM

- What effective strategies can I use to improve healthcare quality via my CME Program and activities?

4E. Creativity and Innovation SCRUM

- How do I identify opportunities for innovation in my CME program that can contribute to advancing our mission?

5E. Individualized Learning SCRUM

- How can I foster repeated learner engagement over weeks and months?
- What role can learner feedback play in individualized, longitudinal learning?

6E. Team Learning SCRUM

- What strategies can I use to engage other professions and stakeholders as members of the educational team?
- What are effective ways to design team learning to address team improvement?

7E. Patient Outcomes SCRUM

- What are fundamental concepts and common metrics/measures of patient outcomes?
- What effective strategies can I use to improve patient outcomes via my CME Program and activities?

8E. Survey Development SCRUM

- How can I improve the design and implementation of survey-based assessment tools?

9E. Team CPD SCRUM

- What approaches can I use to create CME-related continuous professional development for the members of my CME team?
- How can I assess the educational needs of my CME team?
- What opportunities exist outside of our organization for learning?

10E. Deep Dive: Simulation for Skill Assessment and Behavior Change

- How can I best use simulation approaches to assess and improve technical and non-technical skills?
- How can simulation be used to support behavioral change in both low and hi-tech ways?

11E. Deep Dive: Addressing Population Health

- What are fundamental concepts and common metrics, measures and indicators of population health?
- What effective strategies can I use to improve population health outcomes via my CME Program and activities?

12E. Deep Dive: Optimizing Communication Skills

- What methods can I use to develop CME that addresses communication skills?
- What are different approaches to both observe communications skills and provide formative feedback to learners?

13E. Deep Dive: CME for MOC

- How can I start to offer Maintenance of Certification (MOC) points/credit for CME activities we are already doing?
- Which medical specialty boards allow accredited providers to register CME activities for MOC in ACCME's Program and Activity Reporting System (PARS)?
- How can I ensure that CME planning and evaluation methods will meet medical specialty board requirements for MOC?
- What approaches can I use to provide MOC for CME activities that address healthcare quality improvement?

14E. EdTech Roundtable

- How can I use educational technology to support learning and performance improvement and foster engagement with my learners?

SCRUM is a project management framework within which people can address complex adaptive problems, while productively and creatively delivering products of the highest possible value. In these small groups, facilitators will use scrum as a method to lead each group in rapid, collaborative development of actionable strategies that participants can apply to their CME programs.