Leadership Track – Organizational Leaders who are accompanying their CME staff as part of the special Leadership Day will be offered these sessions to choose from in the registration process.

1A. The Blueprints for Building an Educational Home
- What is an educational home, and why is it essential to address mission priorities such as quality/safety, efficiency, and clinician well-being?
- How can healthcare leaders use CME to create an educational home that harmonizes professional requirements for physicians?
- What strategies can leaders use to support a culture of learning for individuals and cross-functional teams?

2A. Fostering Interprofessional Collaborative Practice through Interprofessional Continuing Education
- Why should interprofessional learning and interprofessional collaborative practice (IPCP) be mission priorities for healthcare leaders?
- What role can interprofessional continuing education (IPCE) play to advance IPCP?
- In what ways are accredited providers reframing how teams learn and work together? What is the impact of these approaches?
- What strategies can leaders/educators use to pursue IPCP through IPCE?

3A. Bringing Quality Improvement and CME Together to Accelerate and Sustain Better Care
- What are the most-pressing quality and safety concerns and priorities for your institution?
- What are the opportunities and challenges in aligning and integrating quality and CME?
- What strategies can I implement to achieve greater alignment and collaboration between quality and CME?

4A. Enhancing and Simplifying Clinician Engagement with Maintenance of Certification (MOC)
- How is MOC evolving?
- How have Medical Specialty Boards and ACCME collaborated to simplify the process to allow physicians to receive MOC points/credit for CME that they are already participating in?
- How can physicians get MOC and CME for engaging in both performance and quality improvement work that meets other regulatory/institutional needs?
- How can I take advantage of evolving opportunities to provide CME for MOC to my clinicians?

5A. Learning Organizations: Lessons Learned from Other Industries
- How do other industries approach corporate learning and human resource development to improve performance and other outcomes in their sector?
- In service of creating an educational home, what strategies could I apply to enhance the effectiveness of our educational program?
6A. Welcoming Patients, Families, and the Public into Our Educational Home

- How does patient/public engagement improve care?
- What strategies and tools can I use to engage patients, families, and the public as educational partners for CME?

7A. Using Behavioral Economics to Improve Clinician Performance

- How does cognitive neuroscience inform the features of systems and processes that can help promote behavior change?
- How can I implement these approaches into my CME Program to facilitate performance change?

REGISTRANTS CHOOSE 2

1B. What is the Opportunity Cost of Healthcare Improvement without CME?

- What are the principles of improvement science?
- Are there limitations to improvement using the Plan-Do-Study-Act (PDSA) approach?
- In what ways is accredited CME aligned with improvement science, and where does it transcend it?
- What strategies can I use to leverage the unique value of educational engagement to support better practice and better care?

2B. Building the Academy: Faculty Development’s Foundational Role

- Why is faculty development a keystone in developing learning healthcare organizations?
- How can I assess the ‘health’ of faculty development at my institution?
- What strategies can I take to build greater capacity for faculty to fuel organizational transformation?

3B. Connecting GME and CME to Address Organizational Priorities Together

- How do we define the clinical learning environment inclusive of the educational continuum of undergraduate (UME), graduate (GME), and continuing medical education (CME)?
- How can UME, GME, and CME educators collaborate to address each other’s ‘gaps’ and challenges through collaboration?
- What organizational priorities could I address by bridging the continuum more effectively?

4B. Developing Better Communication Between the C-Suite and Educational Leaders

- What are common communication gaps between organizational leaders and educational leaders?
- What approaches can I use to facilitate effective communication and collaboration between CME and C-Suite leaders?

5B. Fostering CME Leadership

- What defines CME leadership?
- What strategies do CME leaders use to engage in continuous professional development (CPD) and how do they promote CPD for their staff and volunteers?
- What approaches can I use to foster CME leadership in my organization?

6B. Pursuing CME Research and Scholarship

- 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?
7B. Leading your Team: Providing Opportunities to Learn and Grow
• Who is part of my CME team?
• How can I identify the professional development needs of the team?
• What approaches can I take to map out a continuous professional development (CPD) plan for all members of the team?
• What strategies can I take to ensure that there are time and resources for the team to engage in the plan, including engagement beyond our organization?

8B. The Innovators Roundtable
• What strategies can I use to foster innovation in my CME program?
• What process can I use to identify novel approaches that would help us to meet our CME Mission?

9B. Getting Started: Offering 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?

10B. Expanding the Education Team to Include Patients
• Are the patient-centered medical home and your educational home found at the same address?
• What strategies can I pursue to engage patients and/or public representatives to transform the learning environment in my CME Program and activities?

11B. Planning for the Team, By the Team
• What is interprofessional continuing education (IPCE) and what is not IPCE?
• Where do I start if my organization has not done IPCE before?
• What are lessons learned and best-practices for pursuing IPCE and Joint Accreditation?

12B. Are We Meeting Our CME Mission?
• What can I learn from hearing how other accredited providers approach overall program evaluation?
• What strategies can I use to engage my organizational leadership in our CME Mission?

13B. Providing MOC to Internists for Engaging in Performance and Quality Improvement
• How can I register new and existing CME activities that address performance (PI) and/or quality improvement (QI) for American Board of Internal Medicine (ABIM) MOC Practice Assessment points?
• How can I maximize the value that these PI/QI activities provide to clinicians and my organization?

14B. MicroQI and Other Novel Educational Methods
• How can I evolve CME approaches in novel and creative ways that meet learners where they are and support learning and improvement?

15B. Leaders Roundtable (Only for those registered via the “Leadership Track”)
• Working collaboratively with other executives, how do I outline an education plan for my organization?
• Who can I engage to help me implement this plan to build an educational home?
• What are the key indicators of the value and impact (for my organization) that result from these efforts?
REGISTRANTS CHOOSE 2

1C. Better Efficiency
• Working collaboratively with colleagues, how can I identify ways to increase value while streamlining my CME work?
• If your processes exceed ACCME expectations, does that extra effort provide strategic value to your organization?
• Working collaboratively with your colleagues, identify ways to increase value while streamlining your work.

2C. Better Assessment
• What’s my assessment IQ?
• How can I improve the effectiveness of my CME activities through greater attention to assessment methods?
• What strategies can I use to improve assessment in practice?

3C. Better Methods
• How do I evolve the way I think about educational design?
• What are blended learning approaches, and how might I apply them to CME?
• How can I evaluate the effectiveness of blended and/or novel educational approaches?
• How can I share my experience with others?

4C. Better Change
• What approaches can I use to facilitate the adoption of new strategies and approaches by individuals and teams?
• What strategies can I use to reinforce and sustain change?
• How do I determine the effectiveness of these efforts?

5C. Better Communication
• What are examples of CME approaches to improve communication skills?
• What strategies and tools can be used to evaluate communication skills through observation?
• What are best-practice approaches for providing formative feedback to learners regarding communication skills?

6C. Better Data
• How is health/practice data produced, collected, analyzed and synthesized in my organization?
• What organizations might I collaborate with around health/practice data?
• In what ways can health/practice data inform educational needs, educational design, and assessment?
• Who can I collaborate with to teach about healthcare improvement by using health/practice data?
7C. Better Learning
• How can I translate innovations in learning science and educational technology to improve the effectiveness of my CME Program and its educational activities?
• What tools and resources might I need to advance the way that people learn in my CME Program?

DAY 2: Wednesday, April 18, 2018
Home Improvement Breakouts

REGISTRANTS CHOOSE 2

1D. MACRA and Accredited CME: Providing Clinical Practice Improvement Activities
• As an Accredited Provider, what should I understand about the CMS Quality Payment Program?
• What CME activities will count as Clinical Performance Improvement Activities (CPIAs) for the Merit-based Incentive Payment System (MIPS)?
• How will quality/performance improvement CME be reported to CMS for MIPS?

2D. EdTech Roundtable
• How can I use educational technology to support learning and performance improvement?

3D – 15D: Join accredited providers and other stakeholders in exploring application of concepts from ACCME’s Menu of Criteria for Accreditation with Commendation in CME practice. Each of the following breakouts will include a brief review of a case study, a collaborative discussion of how you could apply these approaches in your CME Program, and the opportunity to explore collaboration.

3D. Case Study: Using Practice Data for Peer Learning and Improvement
4D. Case Study: Trauma-informed Care
5D. Case Study: Human Trafficking
6D. Case Study: Behavioral Health and Primary Care
7D. Case Study: Learning From and With Students
8D. Case Study: Technical Skill Development
9D. Case Study: Developing Faculty Leaders
10D. Case Study: Improving Quality with Registries
11D. Case Study: Disaster Management
12D. Case Study: Supporting Behavior Change
13D. Case Study: Cancer and Chronic Disease Management
14D. Case Study: Antimicrobial Stewardship
15D. Case Study: Nutrition, Physical Activity and Obesity
### Breakout Session Descriptions

**DAY 3: Thursday, April 19, 2018**

**Our Community Small Groups**

9:45 am – 10:45 am

11:00 am – 12:00 pm

**Registants Choose 2**

1E. Performance Improvement Scrum
- What effective strategies can I use to improve the performance of learners in my CME activities?

2E. Quality Improvement Scrum
- What effective strategies can I use to improve healthcare quality via my CME Program and activities?

3E. 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?

4E. Population Health Scrum
- What are fundamental concepts and common metrics/measures/indicators of population health?
- What effective strategies can I use to improve population health outcomes via my CME Program and activities?

5E. Survey Development Scrum
- How can I improve the design and implementation of survey-based assessment tools?

6E. Faculty Development Scrum
- What strategies can I use to improve skills, performance, outcomes, and opportunity for educators?

7E. Using EdTech for Performance Improvement: Getting Started with an LMS
- What value can a learning management system (LMS) provide to my organization?
- How do I evaluate what functionality my organization needs from an LMS?
- How do I navigate the selection and implementation of an LMS?
8E. Quality Improvement Deep Dive
• What are fundamental concepts, strategies and tools of healthcare quality improvement (QI)?
• How can CME professionals help QI professionals?
• How are ACCME requirements aligned with QI?

9E. Equal Measure? How to Choose Qualitative vs Quantitative Outcomes Approaches
• What strategies can I use to determine when and where qualitative versus quantitative outcomes approaches will provide the greatest value for my CME activities and CME Program?

10E. Simulation Concepts, Strategies and Applications
• What type of simulation is best matched to my learners, educational needs, and resources?
• How can I improve the value of simulation as an educational tool?

11E. Assessing Skills and Behavioral Performance
• What strategies and tools can I use to assess skills and behavioral performance of my learners in different settings?
• How can I leverage research literature from education and other sectors to improve my assessment ability?

12E. Rapid Response CME: Fast-tracking your Planning Process to Address Urgent Community Health Needs
• How can I provide leadership to facilitate coordination and rapid-response education for urgent public health needs?
• What do rapid-responders do to evaluate and improve after a public health emergency subsides?

13E. Education for the Educators: Strategically Planning CPD for your Team
• What approaches are effective in developing the professional skills of a CME team?
• How could collaboration and scholarship/research advance the CPD of our CME team?

14E. Navigating Joint Accreditation: Doing Interprofessional Continuing Education
• What are the accreditation expectations for Joint Accreditation?
• How do I position my organization to become Jointly Accredited?

15E. Public Health Summit: Collaborating to Address the Opioid Crisis*
Join us on the last day of the conference for a focused, interprofessional summit to identify continuing education strategies for addressing the opioid crisis.

This intensive 2-hour session* will provide an opportunity for you to work collaboratively with your colleagues and experts from government, law enforcement, mental health services, public health, and other areas. We will come together in this working meeting to share successes, challenges, and opportunities to better address the complexity of the epidemic through education and interprofessional collaboration.

You will walk away from this CME Summit with strategies and tactical steps for your CME Program, as well as a network of colleagues and potential partners for your future efforts.

The CME Summit is open only to organizations accredited within the ACCME System (providers that are accredited by ACCME or an ACCME-Recognized State Accréditor, or Joint Accredited). To ensure dynamic engagement with colleagues and facilitators, only 2 representatives from each accredited provider may register for the Summit. Registrants will complete a pre-summit survey and must be willing to share information about their educational approaches with other colleagues.

*Registration for this session is included with your conference fee. The Public Health Summit will serve as your choice for both breakout sessions on Thursday morning from 9:45-10:45 am & 11:00 am -12:00 pm.