



Applying the ACCME Requirements to CME Activities Based on Teaching Medical Students and Residents

The ACCME has long supported the integration of self-directed learning and improvement projects into accredited CME. Learning from teaching is a descriptive label for a type of CME activity. This label was developed at the ACCME as a corollary to the AMA's recognition within the PRA of direct "Credit for Teaching." As well, the 2013 AMA PRA approved format for teaching of medical students and residents, from an accreditation perspective, fits within the ACCME's 2010 description of a learning from teaching CME activity. To benefit accredited providers and learners, we offer these simple approaches for applying the accreditation requirements to learning from teaching CME activities.

Meeting the Requirements

The ACCME does not have special requirements for this activity type. We expect accredited providers to comply with all applicable accreditation requirements. Specifically, the accredited CME provider needs to collect information from the learner that explains the following:

- The professional practice gap (C2)
- The need that underlies that gap (C2)
- The change that resulted from the learning project (C11)
- The learning was independent of the control of an ACCME-defined commercial interest (SCS 1).

At reaccreditation, the ACCME will look for information describing the professional practice gaps addressed by the activity as well as information describing the educational need underlying that gap. It is not a sufficient description of a professional practice gap, if, for example, a learner writes, "I did not know anything about calcium metabolism, so I read about it."

Examples of Alignment

Here is one example that clearly describes the fulfillment of Criteria 2, 3, 5, and 6 – as well as producing information that can be aggregated and analyzed, in fulfillment of Criterion 11.

My professional practice gap is that student feedback shows that my students rarely learn what I am teaching them about calcium metabolism. My educational need that underlies this gap is that I do not know very much about calcium metabolism. My learning project will include a reading program about the basic physiology of calcium metabolism, my attendance at the medical students' lectures on calcium metabolism, as well as a formative assessment conducted by a nephrologist and organized like a structured oral exam. The measure of the success of my learning project will be the outcome of my teaching, specifically the success of my students in learning about calcium metabolism as judged by my nephrology colleagues. This project will be a demonstration of practice-based learning and improvement.

Here is another approach providers can use to align the learning activity with the accreditation requirements.

- State the professional practice gap(s) of your learners on which the activity was based. (C2)
- State the educational need (knowledge need and/or competence need and/or performance need) that you determined to be the cause of the professional practice gap(s). (C2)
- State a justification for your choice of educational format for this activity. (C5)
- State the desirable physician attribute(s) this activity addresses. (C6)
- Provide the data or information generated from this activity about changes achieved in learners' competence or performance or patient outcomes (C 11).

Projects beyond Clinical Practice

The project does not need to be restricted to the learner's clinical practice. The ACCME definition states that "Learning from Teaching represents a range of activities in which an accredited provider can facilitate practice-based learning and improvement – where the practice could be the person's professional teaching practice or clinical practice or research practice."

Application of the Standards for Commercial Support

The [ACCME Standards for Commercial Support](#) must be applied to learning from teaching activities. It is the learner's responsibility to manage compliance within a framework defined by the accredited provider.

- The ACCME expects that usually the learner, and the learner alone, will control the content of this format.
- The ACCME expects that the learner will utilize sources or resources that are from accredited CME or that the accredited provider has specified are completely independent of an ACCME-defined commercial interest.
- The ACCME believes that activities delivered in this format will not involve teachers or planners who materially control the content of the CME, so that the identification or resolution of conflict of interest of teachers, authors, or planners would not normally be applicable. The learner's own financial relationships are not relevant.
- In the self-study report and in the documents submitted for the performance-in-practice review, CME providers will need to explain and show how they have fulfilled the expectations of the ACCME Standards for Commercial Support.

Reporting Learning from Teaching Activities in PARS

When [reporting learning from teaching activities](#) in the Program and Activity Reporting System (PARS), providers should aggregate data from all learners into one activity. Each learner's separate learning projects are comparable to individual sessions at a specialty society annual meeting or sessions within a regularly scheduled series (RSS) at an academic medical center.

More Resources

On [www.accme.org](#), you will find a dedicated Web page, [Integrating Accredited CME Into Individualized, Self-Directed Learning Project Type Activities Like Learning From Teaching, Teaching Medical Students And Residents, and Other AMA-Approved Formats](#). Here, you will find links to resources including the [ACCME's description](#) of learning from teaching, written and video FAQs, a planning tool, and a tutorial.

If you have further questions, please contact us at info@accme.org.