



Accreditation Council for Continuing Medical Education (ACCME®) 2015 Annual Report

ADDENDUM

This addendum provides information broken out by ACCME-accredited providers and by state-accredited providers, offering an overview of the CME system at both the national and state levels. ACCME-accredited providers offer CME primarily to national or international audiences of physicians and other healthcare professionals. State-accredited providers, which are accredited by a state/territory medical society that is recognized by the ACCME as an accreditor, offer CME primarily to learners from their state or contiguous states.

The main ACCME 2015 Annual Report presents combined data from all accredited providers in the ACCME System. It includes Tables 1-11 and Figures 1-11 and is [available here on the ACCME website](#).

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Table 12. Size of the CME Enterprise—2015

n= 690

| Directly provided | Activities | Hours of instruction | Physician interactions^{1, 2} | Other learner interactions^{1, 2} | |
|-------------------------------------|--------------------|-----------------------------|--|--|------------------|
| Courses | 30,432 | 230,564 | 1,129,646 | 849,923 | |
| Regularly scheduled series | 10,319 | 275,833 | 2,986,095 | 1,157,483 | |
| Internet (live) | 1,799 | 4,401 | 35,649 | 126,305 | |
| Test-item writing | 77 | 592 | 840 | 26 | |
| Committee learning | 242 | 882 | 3,000 | 759 | |
| Performance improvement | 288 | 5,768 | 37,293 | 3,179 | |
| Internet searching and learning | 53 | 814 | 235,642 | 11,796 | |
| Internet (enduring materials) | 25,594 | 57,753 | 3,963,814 | 5,570,453 | |
| Enduring materials (other) | 6,290 | 38,989 | 874,897 | 382,449 | |
| Learning from teaching | 32 | 952 | 4,485 | 474 | |
| Journal CME | 4,592 | 6,506 | 1,023,991 | 236,470 | |
| Manuscript review | 68 | 249 | 37,799 | 3,237 | |
| Total | 79,786 | 623,302 | 10,333,151 | 8,342,554 | |
| Jointly provided | | | | | |
| Courses | 18,253 | 102,083 | 404,161 | 372,842 | |
| Regularly scheduled series | 1,620 | 31,619 | 295,654 | 132,167 | |
| Internet (live) | 953 | 2,017 | 19,821 | 44,995 | |
| Test-item writing | 7 | 70 | 701 | - | |
| Committee learning | 92 | 131 | 380 | 220 | |
| Performance improvement | 70 | 1,610 | 12,291 | 292 | |
| Internet searching and learning | 8 | 64 | 6,308 | 1,561 | |
| Internet (enduring materials) | 9,372 | 12,390 | 794,400 | 854,579 | |
| Enduring materials (other) | 538 | 6,439 | 36,967 | 18,901 | |
| Learning from teaching | 7 | 50 | 747 | 109 | |
| Journal CME | 620 | 889 | 141,991 | 69,348 | |
| Manuscript review | 7 | 58 | 1,142 | 824 | |
| Total | 31,547 | 157,419 | 1,714,563 | 1,495,838 | |
| | # Providers | | | | |
| Grand total 2015 | 690 | 111,333 | 780,721 | 12,047,714 | 9,838,392 |
| Grand total 2014 | 683 | 106,421 | 764,567 | 11,471,969 | 9,764,749 |
| Grand total 2013 | 677 | 96,247 | 707,901 | 11,518,856 | 8,960,044 |
| Grand total 2012 | 681 | 92,092 | 688,617 | 11,952,246 | 8,521,479 |
| Grand total 2011 | 687 | 88,178 | 667,081 | 11,351,125 | 7,938,497 |
| Grand total 2010³ | 694 | 81,543 | 660,690 | 11,433,737 | 7,855,897 |
| Grand total 2009 | 707 | 95,062 | 689,768 | 10,780,093 | 6,782,681 |
| Grand total 2008 | 728 | 100,935 | 769,613 | 10,678,562 | 6,571,594 |
| Grand total 2007 | 736 | 113,003 | 741,261 | 8,698,299 | 5,177,299 |
| Grand total 2006 | 729 | 93,582 | 712,163 | 8,255,017 | 4,577,078 |
| Grand total 2005 | 716 | 79,820 | 678,528 | 7,650,207 | 3,683,749 |

¹Accredited providers report the number of participants at each activity. In this report, the participant numbers are referred to as interactions. The data represents aggregate numbers of interactions and not the number of unique participants. Participants attending multiple activities are counted multiple times.

²Beginning in 2015, residents are included under physician interactions, in addition to MDs and DOs. In previous reporting years residents had been included under other learners. Other learners includes nurses, pharmacists, and members of other health professions.

³The implementation of the Program and Activity Reporting System (PARS) in 2010 has enabled the ACCME to better ensure that providers submit data in accordance with the ACCME's definitions and terms. This resulted in significant changes in reporting for various activity formats.



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Table 13. Activities by Organization and Activity Type—2015

| Organization type | Government or military | Hospital/healthcare delivery system | Insurance company/managed-care company | Nonprofit (other) | Nonprofit (physician membership organization) | Other | Publishing/education company | School of medicine | Grand total |
|---------------------------------|-------------------------------|--|---|--------------------------|--|--------------|-------------------------------------|---------------------------|--------------------|
| # of Providers | 13 | 82 | 14 | 36 | 252 | 28 | 137 | 128 | 690 |
| Directly provided | | | | | | | | | |
| Courses | 6,930 | 6,639 | 1,326 | 586 | 5,023 | 946 | 2,525 | 6,457 | 30,432 |
| Regularly scheduled series | 173 | 3,002 | 0 | 80 | 15 | 47 | 44 | 6,958 | 10,319 |
| Internet (live) | 419 | 219 | 53 | 114 | 539 | 112 | 221 | 122 | 1,799 |
| Test-item writing | 0 | 0 | 0 | 0 | 77 | 0 | 0 | 0 | 77 |
| Committee learning | 9 | 35 | 185 | 0 | 6 | 1 | 0 | 6 | 242 |
| Performance improvement | 0 | 61 | 4 | 0 | 114 | 0 | 26 | 83 | 288 |
| Internet searching and learning | 0 | 6 | 0 | 3 | 3 | 0 | 39 | 2 | 53 |
| Internet (enduring materials) | 586 | 1,950 | 307 | 647 | 5,563 | 776 | 13,159 | 2,606 | 25,594 |
| Enduring materials (other) | 84 | 303 | 45 | 84 | 1,388 | 38 | 4,011 | 337 | 6,290 |
| Learning from teaching | 5 | 2 | 0 | 0 | 2 | 0 | 2 | 21 | 32 |
| Journal CME | 52 | 135 | 1 | 77 | 3,610 | 129 | 524 | 64 | 4,592 |
| Manuscript review | 0 | 2 | 0 | 0 | 65 | 0 | 0 | 1 | 68 |
| Total | 8,258 | 12,354 | 1,921 | 1,591 | 16,405 | 2,049 | 20,551 | 16,657 | 79,786 |
| Jointly provided | | | | | | | | | |
| Courses | 279 | 840 | 94 | 944 | 9,540 | 57 | 2,425 | 4,074 | 18,253 |
| Regularly scheduled series | 136 | 194 | 0 | 46 | 87 | 2 | 39 | 1,116 | 1,620 |
| Internet (live) | 33 | 87 | 43 | 87 | 174 | 0 | 334 | 195 | 953 |
| Test-item writing | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 4 | 7 |
| Committee learning | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 90 | 92 |
| Performance improvement | 0 | 7 | 0 | 0 | 28 | 0 | 4 | 31 | 70 |
| Internet searching and learning | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 6 | 8 |
| Internet (enduring materials) | 71 | 258 | 0 | 255 | 872 | 25 | 3,838 | 4,053 | 9,372 |
| Enduring materials (other) | 6 | 11 | 4 | 19 | 68 | 3 | 194 | 233 | 538 |
| Learning from teaching | 1 | 4 | 0 | 1 | 0 | 0 | 1 | 0 | 7 |
| Journal CME | 0 | 153 | 0 | 0 | 200 | 0 | 164 | 103 | 620 |
| Manuscript review | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 3 | 7 |
| Total | 527 | 1,556 | 141 | 1,352 | 10,977 | 87 | 6,999 | 9,908 | 31,547 |
| Grand total | 8,785 | 13,910 | 2,062 | 2,943 | 27,382 | 2,136 | 27,550 | 26,565 | 111,333 |



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Table 14. Hours of Instruction by Organization and Activity Type—2015

| Organization type | Government or military | Hospital/healthcare delivery system | Insurance company/managed-care company | Nonprofit (other) | Nonprofit (physician membership organization) | Other | Publishing/education company | School of medicine | Grand total |
|---------------------------------|-------------------------------|--|---|--------------------------|--|--------------|-------------------------------------|---------------------------|--------------------|
| # of Providers | 13 | 82 | 14 | 36 | 252 | 28 | 137 | 128 | 690 |
| Directly provided | | | | | | | | | |
| Courses | 43,774 | 35,037 | 3,103 | 7,296 | 58,536 | 5,513 | 17,770 | 59,534 | 230,564 |
| Regularly scheduled series | 3,231 | 71,361 | 0 | 1,054 | 328 | 1,903 | 823 | 197,135 | 275,833 |
| Internet (live) | 660 | 612 | 251 | 213 | 1,078 | 140 | 906 | 543 | 4,401 |
| Test-item writing | 0 | 0 | 0 | 0 | 592 | 0 | 0 | 0 | 592 |
| Committee learning | 108 | 303 | 417 | 0 | 47 | 1 | 0 | 6 | 882 |
| Performance improvement | 0 | 1,235 | 70 | 0 | 2,371 | 0 | 520 | 1,572 | 5,768 |
| Internet searching and learning | 0 | 12 | 0 | 2 | 2 | 0 | 542 | 258 | 814 |
| Internet (enduring materials) | 962 | 2,440 | 404 | 843 | 22,500 | 1,303 | 22,444 | 6,857 | 57,753 |
| Enduring materials (other) | 169 | 2,069 | 61 | 144 | 11,776 | 225 | 18,191 | 6,356 | 38,989 |
| Learning from teaching | 59 | 213 | 0 | 0 | 65 | 0 | 2 | 613 | 952 |
| Journal CME | 53 | 147 | 1 | 94 | 4,990 | 160 | 928 | 134 | 6,506 |
| Manuscript review | 0 | 6 | 0 | 0 | 241 | 0 | 0 | 3 | 249 |
| Total | 49,015 | 113,434 | 4,307 | 9,646 | 102,524 | 9,243 | 62,125 | 273,009 | 623,302 |
| Jointly provided | | | | | | | | | |
| Courses | 3,460 | 8,389 | 451 | 5,130 | 35,665 | 385 | 18,519 | 30,084 | 102,083 |
| Regularly scheduled series | 4,418 | 2,484 | 0 | 678 | 1,354 | 12 | 194 | 22,480 | 31,619 |
| Internet (live) | 40 | 373 | 49 | 79 | 296 | 0 | 760 | 421 | 2,017 |
| Test-item writing | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 40 | 70 |
| Committee learning | 0 | 0 | 0 | 0 | 18 | 0 | 0 | 113 | 131 |
| Performance improvement | 0 | 320 | 0 | 0 | 560 | 0 | 80 | 650 | 1,610 |
| Internet searching and learning | 0 | 1 | 0 | 0 | 60 | 0 | 0 | 3 | 64 |
| Internet (enduring materials) | 134 | 418 | 0 | 428 | 3,817 | 95 | 3,141 | 4,358 | 12,390 |
| Enduring materials (other) | 43 | 119 | 26 | 80 | 739 | 41 | 3,991 | 1,402 | 6,439 |
| Learning from teaching | 4 | 12 | 0 | 20 | 0 | 0 | 14 | 0 | 50 |
| Journal CME | 0 | 153 | 0 | 0 | 235 | 0 | 190 | 311 | 889 |
| Manuscript review | 3 | 3 | 0 | 0 | 6 | 0 | 0 | 46 | 58 |
| Total | 8,101 | 12,271 | 526 | 6,415 | 42,779 | 532 | 26,888 | 59,908 | 157,419 |
| Grand total | 57,115 | 125,705 | 4,833 | 16,060 | 145,303 | 9,775 | 89,014 | 332,917 | 780,721 |

Note: Totals may be off due to rounding.



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Table 15. Physician Participants by Organization and Activity Type—2015

| Organization type | Government or military | Hospital/healthcare delivery system | Insurance company/managed-care company | Nonprofit (other) | Nonprofit (physician membership organization) | Other | Publishing/education company | School of medicine | Grand total |
|---------------------------------|------------------------|-------------------------------------|--|-------------------|---|----------------|------------------------------|--------------------|-------------------|
| # of Providers | 13 | 82 | 14 | 36 | 252 | 28 | 137 | 128 | 690 |
| Directly provided | | | | | | | | | |
| Courses | 15,346 | 103,504 | 24,535 | 32,171 | 631,404 | 8,935 | 124,800 | 188,951 | 1,129,646 |
| Regularly scheduled series | 29,167 | 758,843 | 0 | 15,822 | 4,083 | 16,180 | 26,589 | 2,135,411 | 2,986,095 |
| Internet (live) | 3,133 | 3,560 | 516 | 2,328 | 17,703 | 208 | 5,617 | 2,584 | 35,649 |
| Test-item writing | 0 | 0 | 0 | 0 | 840 | 0 | 0 | 0 | 840 |
| Committee learning | 76 | 700 | 2,082 | 0 | 114 | 7 | 0 | 21 | 3,000 |
| Performance improvement | 0 | 1,018 | 186 | 0 | 33,925 | 0 | 821 | 1,343 | 37,293 |
| Internet searching and learning | 0 | 60,054 | 0 | 68 | 6,877 | 0 | 168,091 | 552 | 235,642 |
| Internet (enduring materials) | 46,518 | 89,864 | 49,090 | 94,824 | 965,854 | 101,701 | 2,480,929 | 135,034 | 3,963,814 |
| Enduring materials (other) | 2,049 | 7,391 | 5,969 | 4,561 | 223,565 | 1,752 | 616,454 | 13,156 | 874,897 |
| Learning from teaching | 150 | 82 | 0 | 0 | 144 | 0 | 198 | 3,911 | 4,485 |
| Journal CME | 1,132 | 58,042 | 14 | 3,094 | 896,812 | 835 | 62,996 | 1,066 | 1,023,991 |
| Manuscript review | 0 | 782 | 0 | 0 | 37,003 | 0 | 0 | 14 | 37,799 |
| Total | 97,571 | 1,083,840 | 82,392 | 152,868 | 2,818,324 | 129,618 | 3,486,495 | 2,482,043 | 10,333,151 |
| Jointly provided | | | | | | | | | |
| Courses | 3,000 | 25,801 | 1,732 | 15,736 | 160,064 | 1,370 | 76,248 | 120,210 | 404,161 |
| Regularly scheduled series | 44,808 | 26,785 | 0 | 6,434 | 9,014 | 45 | 9,760 | 198,808 | 295,654 |
| Internet (live) | 189 | 1,079 | 250 | 197 | 2,117 | 0 | 9,250 | 6,739 | 19,821 |
| Test-item writing | 0 | 0 | 0 | 0 | 244 | 0 | 0 | 457 | 701 |
| Committee learning | 0 | 0 | 0 | 0 | 38 | 0 | 0 | 342 | 380 |
| Performance improvement | 0 | 368 | 0 | 0 | 9,673 | 0 | 102 | 2,148 | 12,291 |
| Internet searching and learning | 0 | 6,051 | 0 | 0 | 48 | 0 | 0 | 209 | 6,308 |
| Internet (enduring materials) | 325 | 23,172 | 0 | 9,560 | 85,017 | 2,343 | 462,223 | 211,760 | 794,400 |
| Enduring materials (other) | 0 | 1,699 | 609 | 257 | 6,724 | 613 | 16,147 | 10,918 | 36,967 |
| Learning from teaching | 0 | 285 | 0 | 458 | 0 | 0 | 4 | 0 | 747 |
| Journal CME | 0 | 84 | 0 | 0 | 8,519 | 0 | 130,864 | 2,524 | 141,991 |
| Manuscript review | 49 | 552 | 0 | 0 | 162 | 0 | 0 | 379 | 1,142 |
| Total | 48,371 | 85,876 | 2,591 | 32,642 | 281,620 | 4,371 | 704,598 | 554,494 | 1,714,563 |
| Grand total | 145,942 | 1,169,716 | 84,983 | 185,510 | 3,099,944 | 133,989 | 4,191,093 | 3,036,537 | 12,047,714 |



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Table 16. Other Learners by Organization and Activity Type—2015

| Organization type | Government or military | Hospital/healthcare delivery system | Insurance company/managed-care company | Nonprofit (other) | Nonprofit (physician membership organization) | Other | Publishing/education company | School of medicine | Grand total |
|---------------------------------|------------------------|-------------------------------------|--|-------------------|---|----------------|------------------------------|--------------------|------------------|
| # of Providers | 13 | 82 | 14 | 36 | 252 | 28 | 137 | 128 | 690 |
| Directly provided | | | | | | | | | |
| Courses | 73,122 | 134,268 | 6,465 | 37,550 | 304,652 | 18,763 | 101,450 | 173,653 | 849,923 |
| Regularly scheduled series | 17,172 | 388,038 | 0 | 6,731 | 2,799 | 665 | 3,620 | 738,458 | 1,157,483 |
| Internet (live) | 36,656 | 2,909 | 658 | 29,314 | 28,386 | 3,228 | 19,488 | 5,666 | 126,305 |
| Test-item writing | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 0 | 26 |
| Committee learning | 0 | 555 | 178 | 0 | 22 | 0 | 0 | 4 | 759 |
| Performance improvement | 0 | 58 | 42 | 0 | 1,529 | 0 | 539 | 1,011 | 3,179 |
| Internet searching and learning | 0 | 1,119 | 0 | 68 | 0 | 0 | 10,581 | 28 | 11,796 |
| Internet (enduring materials) | 416,985 | 67,010 | 4,595 | 498,342 | 592,826 | 108,144 | 3,766,029 | 116,522 | 5,570,453 |
| Enduring materials (other) | 16,972 | 4,208 | 2,379 | 5,538 | 48,233 | 222 | 300,679 | 4,218 | 382,449 |
| Learning from teaching | 226 | 0 | 0 | 0 | 0 | 0 | 198 | 50 | 474 |
| Journal CME | 1,208 | 17,505 | 1 | 8,726 | 79,491 | 482 | 128,837 | 220 | 236,470 |
| Manuscript review | 0 | 245 | 0 | 0 | 2,963 | 0 | 0 | 29 | 3,237 |
| Total | 562,341 | 615,915 | 14,318 | 586,269 | 1,060,927 | 131,504 | 4,331,421 | 1,039,859 | 8,342,554 |
| Jointly provided | | | | | | | | | |
| Courses | 3,507 | 26,926 | 1,937 | 16,051 | 121,717 | 2,661 | 69,879 | 130,164 | 372,842 |
| Regularly scheduled series | 10,939 | 16,802 | 0 | 2,678 | 5,605 | 243 | 2,722 | 93,178 | 132,167 |
| Internet (live) | 1,085 | 5,832 | 3,277 | 890 | 10,315 | 0 | 16,919 | 6,677 | 44,995 |
| Test-item writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 220 | 220 |
| Performance improvement | 0 | 10 | 0 | 0 | 19 | 0 | 12 | 251 | 292 |
| Internet searching and learning | 0 | 1,451 | 0 | 0 | 0 | 0 | 0 | 110 | 1,561 |
| Internet (enduring materials) | 4,144 | 25,281 | 0 | 17,053 | 19,990 | 960 | 685,051 | 102,100 | 854,579 |
| Enduring materials (other) | 3 | 360 | 119 | 385 | 6,976 | 3,706 | 3,585 | 3,767 | 18,901 |
| Learning from teaching | 37 | 57 | 0 | 11 | 0 | 0 | 4 | 0 | 109 |
| Journal CME | 0 | 31 | 0 | 0 | 162 | 0 | 69,087 | 68 | 69,348 |
| Manuscript review | 1 | 780 | 0 | 0 | 0 | 0 | 0 | 43 | 824 |
| Total | 19,716 | 77,530 | 5,333 | 37,068 | 164,784 | 7,570 | 847,259 | 336,578 | 1,495,838 |
| Grand total | 582,057 | 693,445 | 19,651 | 623,337 | 1,225,711 | 139,074 | 5,178,680 | 1,376,437 | 9,838,392 |



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Table 17. Income¹—2015

Total providers = 690

| | Total income | Registration fees | Total monetary commercial support | Advertising and exhibits income | Private donations | Government grants |
|---------------------------------------|---------------------|--------------------------|--|--|--------------------------|--------------------------|
| Average | \$ 3,467,543 | \$ 1,858,664 | \$ 992,288 | \$ 540,780 | \$ 42,993 | \$ 32,818 |
| First Quartile ² | \$ 232,851 | \$ 29,606 | \$ - | \$ - | \$ - | \$ - |
| Second Quartile (Median) ² | \$ 930,780 | \$ 337,050 | \$ 64,257 | \$ 57,750 | \$ - | \$ - |
| Third Quartile ² | \$ 3,060,978 | \$ 1,318,087 | \$ 527,799 | \$ 361,227 | \$ 1,000 | \$ - |
| Total | \$ 2,392,605,010 | \$ 1,282,477,849 | \$ 684,678,701 | \$ 373,138,523 | \$ 29,665,302 | \$ 22,644,636 |
| Providers reporting data > \$0 | \$ 641 | \$ 564 | \$ 481 | \$ 473 | \$ 177 | \$ 104 |

¹Beginning in 2015, the category of Income from Other Sources was eliminated and replaced with three specific income categories: registration fees (includes registration, subscription, or publication fees received from CME activity participants), government grants, and private donations (including grants from foundations). Allocations from CME providers' parent organizations or other internal departments are no longer included in income reporting. Please see the glossary at the end of this report for more information about financial categories. Providers are no longer required to submit information about CME program expenses.

²The percentage of providers reporting data for some of the financial categories is less than needed to report some of the quartile values.



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Table 18. Income¹ by Organization Type—2015

| | # of Providers | Total income | Registration fees | Total commercial support | Advertising and exhibits income | Private donations | Government Grants |
|---|-------------------|-------------------------|-------------------------|--------------------------------|------------------------------------|----------------------|----------------------|
| Government or military | 13 | \$ 3,797,963 | \$ 202,717 | \$ 10,000 | \$ 125,000 | \$ 510,573 | \$ 2,949,673 |
| Hospital/healthcare delivery system | 82 | \$ 93,543,009 | \$ 36,670,507 | \$ 32,395,340 | \$ 18,106,828 | \$ 5,891,650 | \$ 478,684 |
| Insurance company/managed-care company | 14 | \$ 3,954,163 | \$ 3,339,838 | \$ 405,862 | \$ 208,463 | \$ - | \$ - |
| Nonprofit (other) | 36 | \$ 108,664,363 | \$ 47,650,332 | \$ 39,297,089 | \$ 8,480,534 | \$ 8,646,804 | \$ 4,589,604 |
| Nonprofit (physician membership organization) | 252 | \$ 991,380,413 | \$ 587,813,023 | \$ 117,174,757 | \$ 275,529,950 | \$ 6,303,285 | \$ 4,559,399 |
| Other | 28 | \$ 21,394,079 | \$ 15,044,415 | \$ 2,304,440 | \$ 2,832,335 | \$ 100,389 | \$ 1,112,500 |
| Publishing/education company | 137 | \$ 836,840,619 | \$ 445,768,367 | \$ 357,201,703 | \$ 27,268,364 | \$ 1,730,944 | \$ 4,871,241 |
| School of medicine | 128 | \$ 333,030,402 | \$ 145,988,650 | \$ 135,889,510 | \$ 40,587,050 | \$ 6,481,657 | \$ 4,083,535 |
| Grand totals | 690 | \$ 2,392,605,010 | \$ 1,282,477,849 | \$ 684,678,701 | \$ 373,138,523 | \$ 29,665,302 | \$ 22,644,636 |

Note: Grand totals may be off due to rounding.

¹Beginning in 2015, the category of Income from Other Sources was eliminated and replaced with three specific income categories: registration fees (includes registration, subscription, or publication fees received from CME activity participants), government grants, and private donations (including grants from foundations). Allocations from CME providers' parent organizations or other internal departments are no longer included in income reporting. Please see the glossary at the end of this report for more information about financial categories. Providers are no longer required to submit information about CME program expenses.



ACCME-Accredited Providers Only

Table 19. Providers by Organization Type—1998–2015

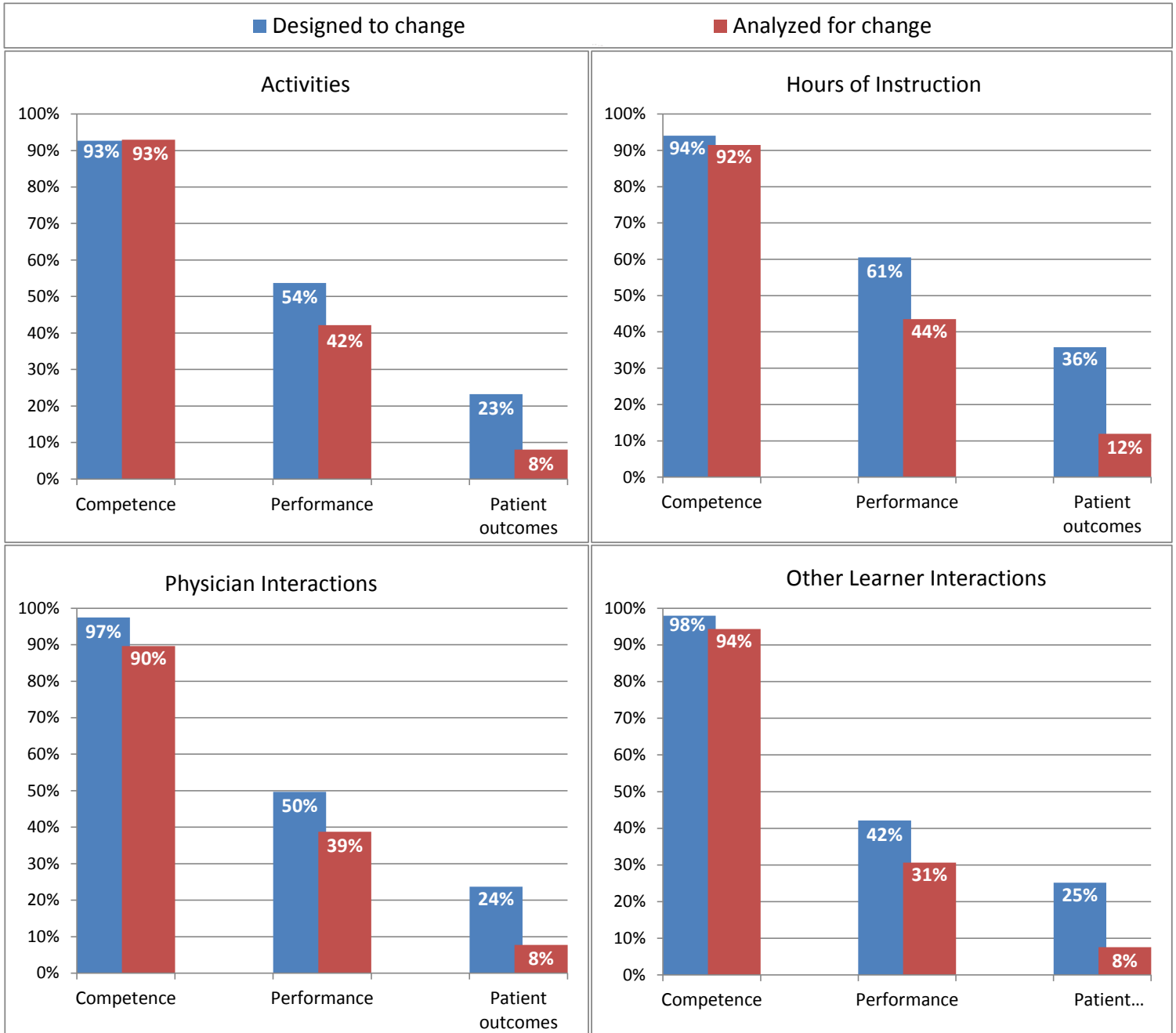
| Organization Type | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------|------------|------------|------------|
| Government or military | 12 | 15 | 15 | 15 | 16 | 15 | 16 | 16 | 16 | 15 | 14 | 14 | 14 | 15 | 15 | 13 | 13 | 13 |
| Hospital/healthcare delivery system | 72 | 77 | 76 | 77 | 77 | 77 | 90 | 91 | 93 | 93 | 90 | 88 | 85 | 83 | 82 | 84 | 83 | 82 |
| Insurance company/managed-care company | 1 | 9 | 11 | 11 | 7 | 9 | 13 | 11 | 14 | 14 | 15 | 15 | 14 | 14 | 13 | 13 | 14 | 14 |
| Nonprofit (other) | 56 | 67 | 69 | 63 | 60 | 60 | 30 | 31 | 34 | 38 | 38 | 35 | 35 | 33 | 36 | 35 | 35 | 36 |
| Nonprofit (physician membership organization) | 221 | 222 | 228 | 227 | 230 | 232 | 273 | 270 | 267 | 270 | 270 | 265 | 258 | 254 | 253 | 251 | 252 | 252 |
| Other | 114 | 58 | 61 | 61 | 61 | 60 | 26 | 25 | 29 | 33 | 32 | 31 | 35 | 37 | 18 ¹ | 23 | 24 | 28 |
| Publishing/education company | 41 | 90 | 102 | 104 | 118 | 126 | 146 | 148 | 154 | 150 | 144 | 135 | 130 | 127 | 138 | 132 | 134 | 137 |
| School of medicine | 115 | 117 | 118 | 116 | 117 | 118 | 122 | 124 | 122 | 123 | 125 | 124 | 123 | 124 | 126 | 126 | 128 | 128 |
| Total | 632 | 655 | 680 | 674 | 686 | 697 | 716 | 716 | 729 | 736 | 728 | 707 | 694 | 687 | 681 | 677 | 683 | 690 |

The number of ACCME-accredited providers grew steadily until 2007. The total number of ACCME-accredited providers has declined by 46 (6%) since 2007, but increased by 6 in 2014 and by 7 in 2015. Most of the decrease since 2007 has been in the following provider types: hospital/health care delivery systems, nonprofit physician membership organizations, and publishing/education companies. The numbers of government or military providers, insurance/managed-care companies, nonprofit other organizations, and schools of medicine have remained stable. When providers voluntarily withdraw their ACCME accreditation, the ACCME ascertains the reason whenever possible. The most common reason providers give is corporate changes, such as mergers and acquisitions. In addition, providers sometimes withdraw because they have decided to offer CME through partnerships (joint providerships) with other accredited providers. For that reason, the consolidation does not necessarily represent a reduction in access to CME. As illustrated in Table 12, the numbers of activities, hours of instruction, and interactions have generally increased since 2010.

¹ For the 2012 Annual Report, the ACCME changed the name of the organizational type "Not classified" to "Other." The ACCME reviewed ACCME-accredited providers that had previously been categorized as "Not classified" and, when appropriate, reclassified them according to their business model.



CME Presented by ACCME-Accredited Providers Only
Figure 12. Percentages Designed/ Analyzed for Change in
Competence, Performance, or Patient Outcomes—2015



The ACCME's Accreditation Criteria require providers to produce educational activities that are designed to change competence, performance, or patient outcomes. Providers are then required to analyze the changes that were achieved as a result of the activities.

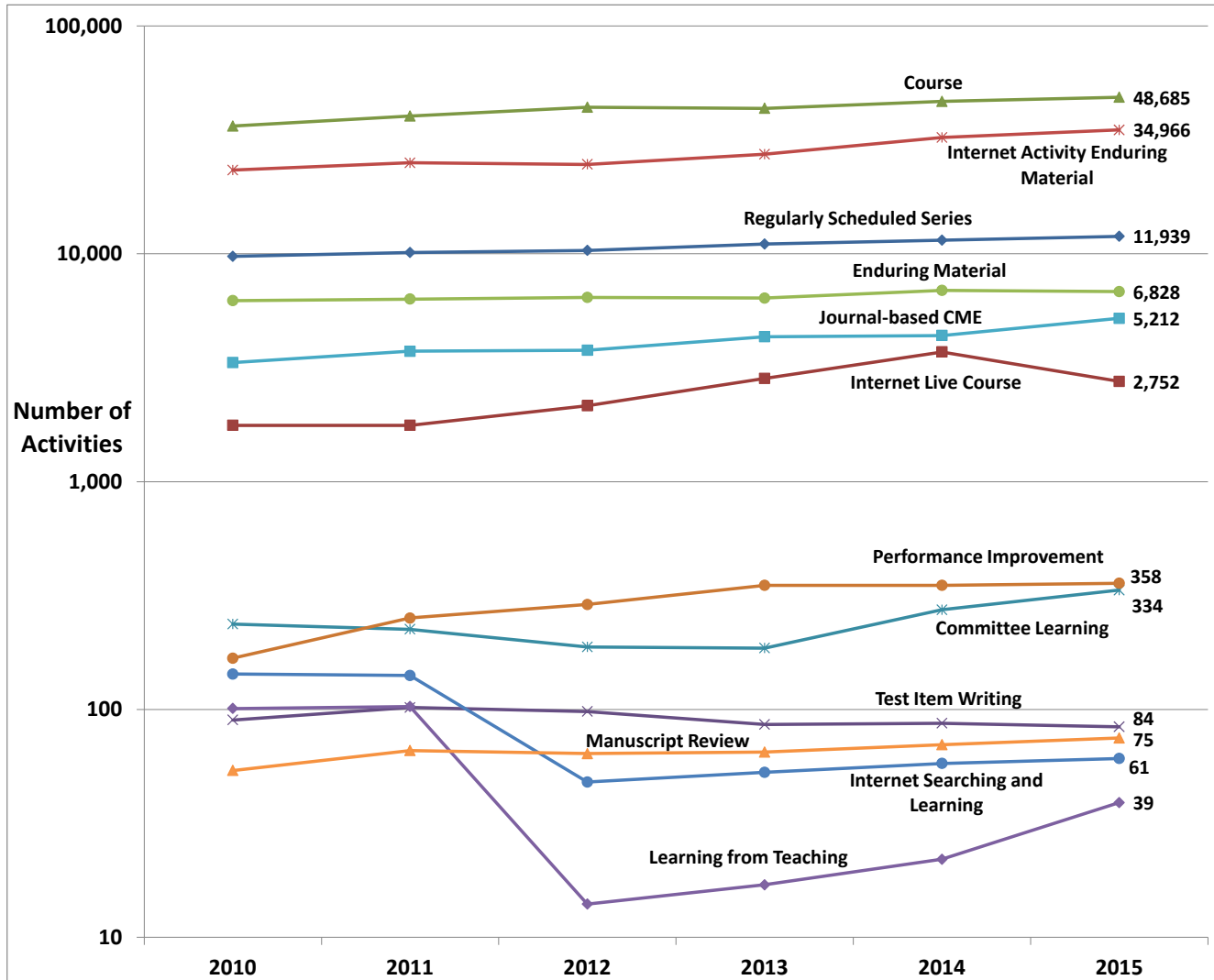
Figure 12 illustrates the percentage of CME provided in 2015 that was designed and/or analyzed for changes in competence, performance, and/or patient outcomes.



CME Presented by ACCME-Accredited Providers Only

Figure 13. Activities by Type—2005–2015

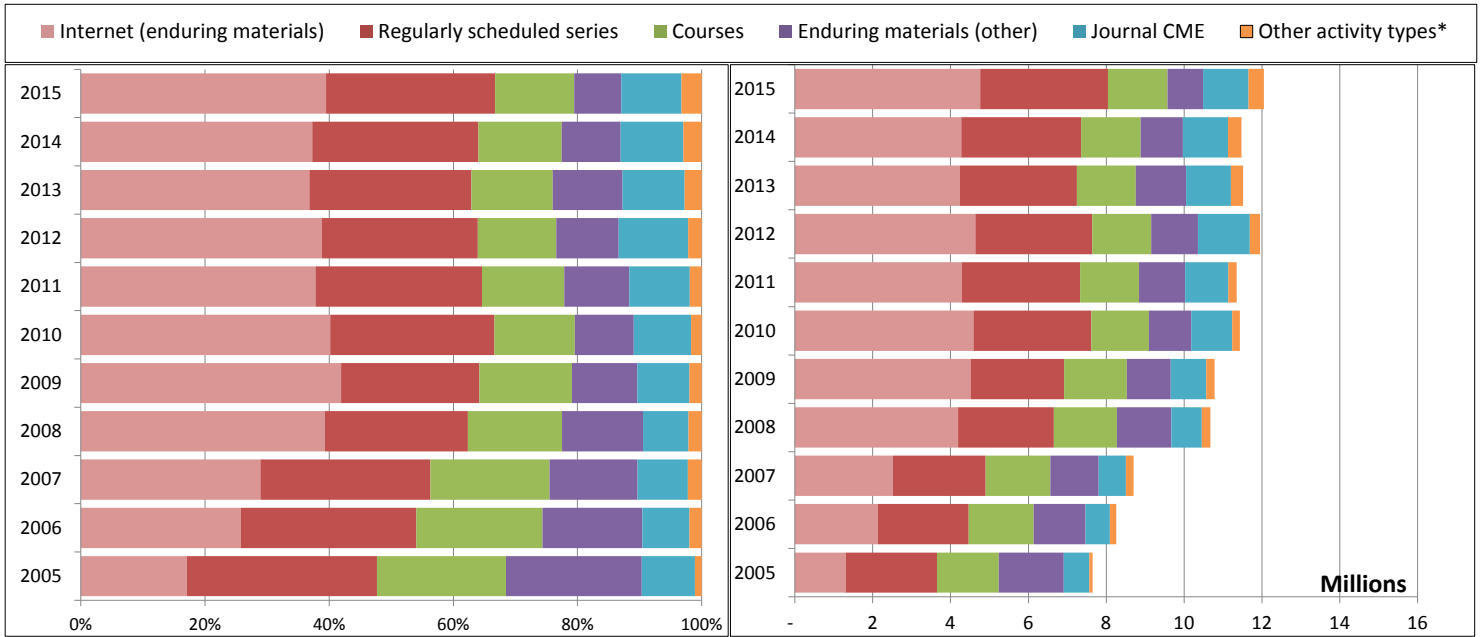
(note vertical axis uses logarithmic scale)



The total number of CME activities available to learners from ACCME-accredited providers has increased an average of 7% each year since 2010. The figure above shows the changes in the number of activities by type during that period. Some of the changes in the activity types with fewer than 1,000 activities per year are due to the transition to PARS, which helped to ensure that providers submitted data in accordance with the ACCME's definitions and terms.



CME Presented by ACCME-Accredited Providers Only
Figure 14. Physician Interactions by Activity Types—2005–2015



***Other activity types**

(shown as a group in the graphs above and in detail in the graphs below)

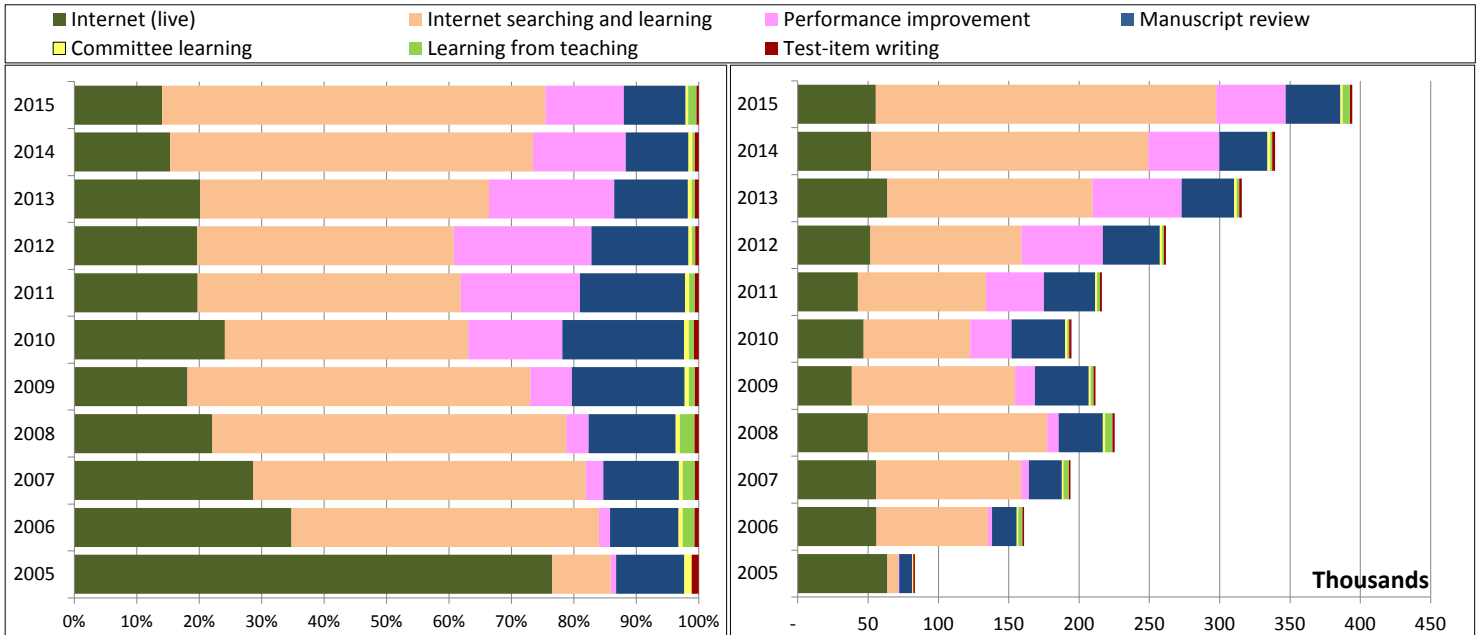
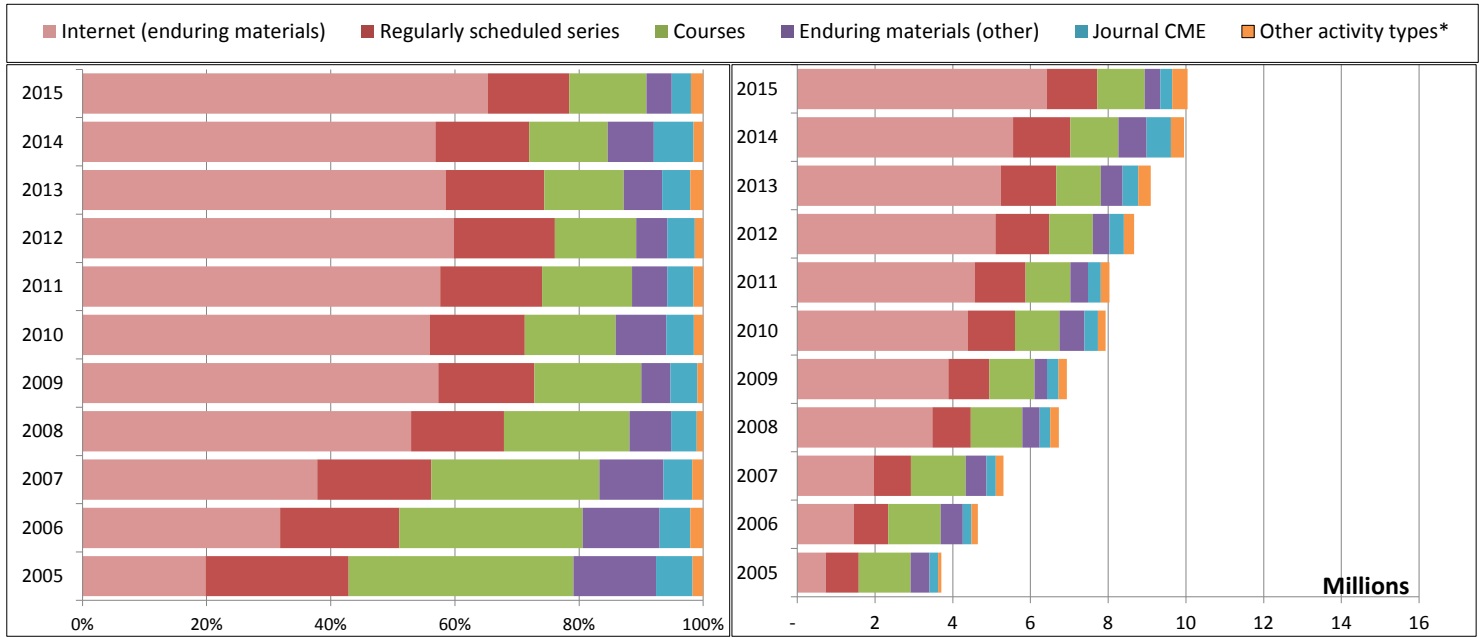


Figure 13 shows the trend in physician interactions by activity type for CME presented by ACCME-accredited providers. The activity types with the greatest number of interactions are shown in the top pair of graphs. The activity types with fewer interactions are shown collectively in the top graphs as "other activity types" and are displayed in detail in the bottom pair of graphs. Since 2005, the activity type that has shown the greatest increase in the numbers of physician interactions is Internet enduring materials, accounting for 39% of all physician interactions in 2015, followed by regularly scheduled series, which accounted for 27%. Among the activity types with fewer interactions (the bottom pair of graphs) there has been general growth, with Internet searching and learning, and performance improvement showing the largest increases. Collectively, the "other activity types" have increased from 1% of physician interactions in 2005 to 3% in 2015.



CME Presented by ACCME-Accredited Providers Only
Figure 15. Other Learner Interactions by Activity Types—2005–2015



***Other activity types**

(shown as a group in the graphs above and in detail in the graphs below)

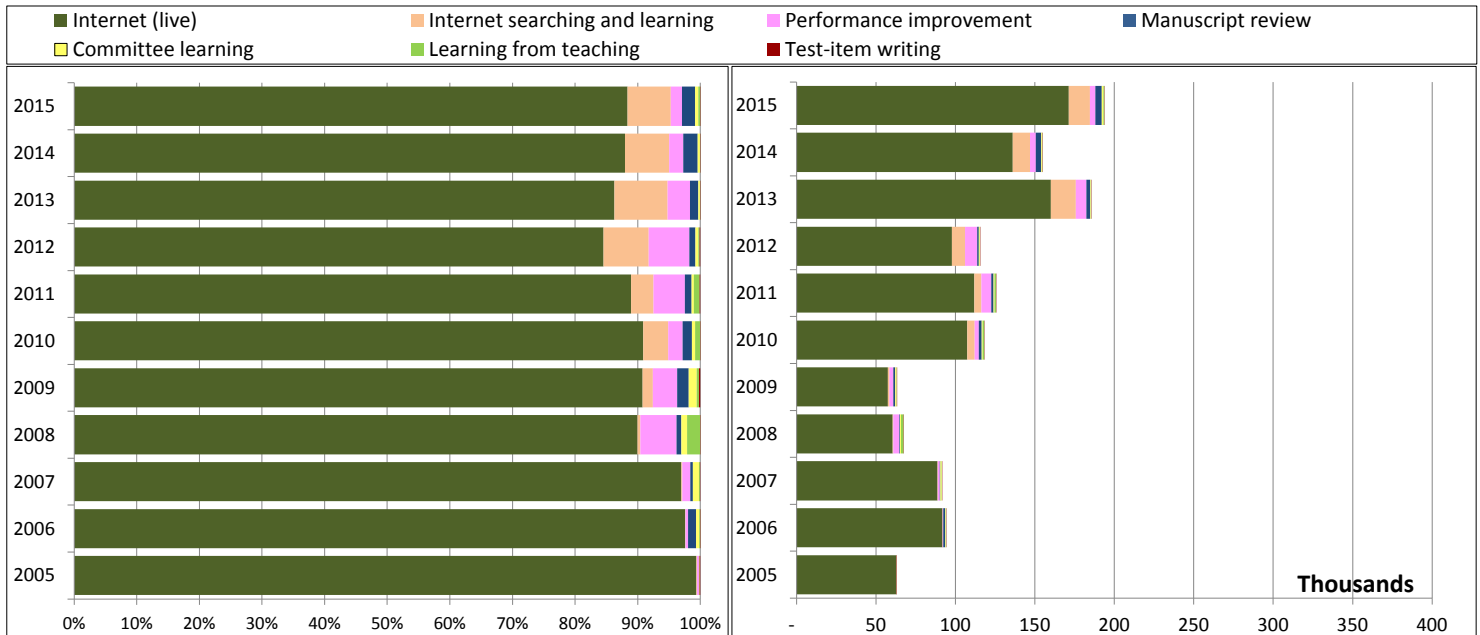


Figure 14 shows the trend in other learner interactions by activity type for CME presented by ACCME-accredited providers. The activity types with the greatest number of interactions are shown in the top pair of graphs. The activity types with fewer interactions are shown collectively in the top graphs as "other activity types" and are displayed in detail in the bottom pair of graphs. Since 2005, the activity type that has shown the greatest increase in the numbers of other learner interactions is Internet enduring materials, accounting for 65% of other learner interactions in 2015. Among the activity types with fewer interactions (the bottom pair of graphs), Internet live activities remains the dominant activity type for other learners.



CME Presented by ACCME-Accredited Providers Only
Table 20. Total Numbers of Activities, Hours, and Interactions—2015

| | Activities | Hours of instruction | Physician participants | Other learners |
|---------------------------------|-------------------|-----------------------------|-------------------------------|-----------------------|
| Courses | 48,685 | 332,646 | 1,533,807 | 1,222,765 |
| Regularly scheduled series | 11,939 | 307,452 | 3,281,749 | 1,289,650 |
| Internet (live) | 2,752 | 6,418 | 55,470 | 171,300 |
| Test-item writing | 84 | 662 | 1,541 | 26 |
| Committee learning | 334 | 1,013 | 3,380 | 979 |
| Performance improvement | 358 | 7,378 | 49,584 | 3,471 |
| Internet searching and learning | 61 | 878 | 241,950 | 13,357 |
| Internet (enduring materials) | 34,966 | 70,142 | 4,758,214 | 6,425,032 |
| Enduring materials (other) | 6,828 | 45,428 | 911,864 | 401,350 |
| Learning from teaching | 39 | 1,002 | 5,232 | 583 |
| Journal CME | 5,212 | 7,395 | 1,165,982 | 305,818 |
| Manuscript review | 75 | 307 | 38,941 | 4,061 |
| Total | 111,333 | 780,721 | 12,047,714 | 9,838,392 |

CME Presented by ACCME-Accredited Providers Only
Table 21. Numbers of Activities, Hours, and Interactions without Commercial Support—2015

| | Activities | Hours of instruction | Physician participants | Other learners |
|---------------------------------|-------------------|-----------------------------|-------------------------------|-----------------------|
| Courses | 40,685 | 268,542 | 776,295 | 737,515 |
| Regularly scheduled series | 11,761 | 303,344 | 3,202,213 | 1,250,055 |
| Internet (live) | 2,212 | 5,599 | 38,569 | 131,263 |
| Test-item writing | 84 | 662 | 1,541 | 26 |
| Committee learning | 334 | 1,013 | 3,380 | 979 |
| Performance improvement | 332 | 6,918 | 47,230 | 2,473 |
| Internet searching and learning | 53 | 870 | 241,582 | 13,190 |
| Internet (enduring materials) | 29,539 | 64,187 | 3,387,376 | 4,893,063 |
| Enduring materials (other) | 6,305 | 44,351 | 846,763 | 351,316 |
| Learning from teaching | 39 | 1,002 | 5,232 | 583 |
| Journal CME | 4,877 | 7,031 | 1,078,743 | 284,155 |
| Manuscript review | 75 | 307 | 38,941 | 4,061 |
| Total | 96,296 | 703,826 | 9,667,865 | 7,668,679 |

CME Presented by ACCME-Accredited Providers Only
Table 22. Numbers of Activities, Hours, and Interactions with Commercial Support—2015

| | Activities | Hours of instruction | Physician participants | Other learners |
|---------------------------------|-------------------|-----------------------------|-------------------------------|-----------------------|
| Courses | 8,000 | 64,104 | 757,512 | 485,250 |
| Regularly scheduled series | 178 | 4,108 | 79,536 | 39,595 |
| Internet (live) | 540 | 819 | 16,901 | 40,037 |
| Test-item writing | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 0 | 0 | 0 |
| Performance improvement | 26 | 460 | 2,354 | 998 |
| Internet searching and learning | 8 | 8 | 368 | 167 |
| Internet (enduring materials) | 5,427 | 5,955 | 1,370,838 | 1,531,969 |
| Enduring materials (other) | 523 | 1,077 | 65,101 | 50,034 |
| Learning from teaching | 0 | 0 | 0 | 0 |
| Journal CME | 335 | 365 | 87,239 | 21,663 |
| Manuscript review | 0 | 0 | 0 | 0 |
| Total | 15,037 | 76,895 | 2,379,849 | 2,169,713 |



CME Presented by State-Accredited Providers Only

Table 23. Size of the CME Enterprise—2015

n= 1,186

| | Activities | Hours of instruction | Physician interactions ^{1,2} | Other learner interactions ^{1,2} | |
|-------------------------------------|--------------------|----------------------|---------------------------------------|---|------------------|
| Directly provided | | | | | |
| Courses | 20,060 | 68,231 | 402,755 | 351,107 | |
| Regularly scheduled series | 9,009 | 152,829 | 1,454,973 | 847,522 | |
| Internet (live) | 314 | 590 | 7,635 | 14,715 | |
| Test-item writing | - | - | - | - | |
| Committee learning | 263 | 612 | 3,926 | 2,437 | |
| Performance improvement | 158 | 1,900 | 2,644 | 1,006 | |
| Internet searching and learning | 10 | 115 | 247 | 7,238 | |
| Internet (enduring materials) | 1,762 | 3,794 | 79,129 | 388,413 | |
| Enduring materials (other) | 1,420 | 2,221 | 58,260 | 29,353 | |
| Learning from teaching | 80 | 334 | 1,231 | 1,048 | |
| Journal CME | 159 | 400 | 3,177 | 1,577 | |
| Manuscript review | - | - | - | - | |
| Total | 33,235 | 231,025 | 2,013,977 | 1,644,416 | |
| Jointly provided | | | | | |
| Courses | 2,631 | 14,330 | 65,586 | 77,412 | |
| Regularly scheduled series | 707 | 12,363 | 97,626 | 70,297 | |
| Internet (live) | 61 | 115 | 748 | 3,378 | |
| Test-item writing | - | - | - | - | |
| Committee learning | - | - | - | - | |
| Performance improvement | 5 | 68 | 28 | 174 | |
| Internet searching and learning | - | - | - | - | |
| Internet (enduring materials) | 165 | 602 | 3,539 | 5,104 | |
| Enduring materials (other) | 66 | 160 | 2,015 | 909 | |
| Learning from teaching | 4 | 36 | 149 | 30 | |
| Journal CME | 20 | 61 | 481 | 143 | |
| Manuscript review | - | - | - | - | |
| Total | 3,659 | 27,733 | 170,172 | 157,447 | |
| | # Providers | | | | |
| Grand total 2015 | 1,186 | 36,894 | 258,758 | 2,184,149 | 1,801,863 |
| Grand total 2014³ | 1,225 | 40,603 | 269,049 | 2,127,718 | 1,822,769 |
| Grand total 2013³ | 1,273 | 41,949 | 302,400 | 2,246,040 | 1,969,173 |
| Grand total 2012³ | 1,319 | 41,528 | 299,591 | 2,367,442 | 1,685,758 |
| Grand total 2011 | 1,392 | 44,590 | 285,655 | 2,390,496 | 1,620,292 |
| Grand total 2010 | 1,450 | 46,337 | 293,514 | 2,380,631 | 1,608,998 |
| Grand total 2009 | 1,518 | 48,212 | 299,845 | 2,483,827 | 1,569,361 |
| Grand total 2008 | 1,601 | 49,435 | 322,238 | 2,551,540 | 1,601,348 |
| Grand total 2007⁴ | 1,663 | 49,866 | 344,306 | 2,679,753 | 1,627,279 |
| Grand total 2006 | 1,684 | 56,302 | 349,696 | 3,136,610 | 1,682,420 |
| Grand total 2005 | 1,606 | 54,901 | 358,402 | 2,704,253 | 1,637,699 |

¹Accredited providers report the number of participants at each activity. In this report, the participant numbers are referred to as interactions. The data represents aggregate numbers of interactions and not the number of unique participants. Participants attending multiple activities are counted multiple times.

²Beginning in 2015, residents are included under physician interactions, in addition to MDs and DOs. In previous reporting years residents had been included under other learners. Other learners includes nurses, pharmacists, and members of other health professions.

³In 2012, 21 of the 43 state medical societies recognized as accreditors by the ACCME chose to use the Program and Activity Reporting System (PARS) for collecting data from their accredited providers, representing 576 of the 1,319 state-accredited providers. In 2013, PARS use increased, with 29 of 43 accreditors using PARS, representing 764 of the 1,273 state-accredited providers. Beginning in 2014, all accreditors used PARS. The implementation of PARS enabled the accreditors to better ensure that providers submit data in accordance with the ACCME's definitions. This review resulted in significant changes in reporting for various activity formats.

⁴The grand total number of activities decreased significantly from 2006 to 2007 due to clarification of ACCME's definitions related to regularly scheduled series (RSS). Prior to 2007 providers reported each session within the series as an activity; since then they have reported each series (comprising multiple, ongoing sessions) as an activity. Please see the glossary at the end of this report for more information.



CME Presented by State-Accredited Providers Only

Table 24. Activities by Organization and Activity Type—2015

| Organization type | Government or military | Hospital/healthcare delivery system | Insurance company/managed-care company | Nonprofit (other) | Nonprofit (physician membership organization) | Other | Publishing/education company | School of medicine | Grand total |
|---------------------------------|-------------------------------|--|---|--------------------------|--|--------------|-------------------------------------|---------------------------|--------------------|
| # of Providers | | | | | | | | | |
| Directly provided | | | | | | | | | |
| Courses | 372 | 17,307 | 256 | 725 | 420 | 751 | 145 | 84 | 20,060 |
| Regularly scheduled series | 61 | 8,632 | 1 | 166 | 77 | 34 | 31 | 7 | 9,009 |
| Internet (live) | 17 | 183 | 4 | 64 | 22 | 20 | 4 | 0 | 314 |
| Test-item writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 263 | 0 | 0 | 0 | 0 | 0 | 0 | 263 |
| Performance improvement | 0 | 153 | 0 | 3 | 1 | 1 | 0 | 0 | 158 |
| Internet searching and learning | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Internet (enduring materials) | 89 | 1,209 | 56 | 267 | 75 | 59 | 7 | 0 | 1,762 |
| Enduring materials (other) | 12 | 1,164 | 33 | 11 | 11 | 167 | 0 | 22 | 1,420 |
| Learning from teaching | 0 | 69 | 0 | 0 | 1 | 10 | 0 | 0 | 80 |
| Journal CME | 0 | 150 | 0 | 7 | 0 | 0 | 2 | 0 | 159 |
| Manuscript review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 552 | 29,139 | 350 | 1,243 | 607 | 1,042 | 189 | 113 | 33,235 |
| Jointly provided | | | | | | | | | |
| Courses | 30 | 1,530 | 29 | 421 | 330 | 268 | 7 | 16 | 2,631 |
| Regularly scheduled series | 0 | 539 | 0 | 50 | 69 | 49 | 0 | 0 | 707 |
| Internet (live) | 0 | 30 | 0 | 14 | 13 | 4 | 0 | 0 | 61 |
| Test-item writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Performance improvement | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 5 |
| Internet searching and learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Internet (enduring materials) | 6 | 84 | 0 | 35 | 0 | 39 | 1 | 0 | 165 |
| Enduring materials (other) | 0 | 47 | 0 | 18 | 1 | 0 | 0 | 0 | 66 |
| Learning from teaching | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Journal CME | 0 | 16 | 0 | 0 | 0 | 4 | 0 | 0 | 20 |
| Manuscript review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 36 | 2,253 | 29 | 540 | 413 | 364 | 8 | 16 | 3,659 |
| Grand total | 588 | 31,392 | 379 | 1,783 | 1,020 | 1,406 | 197 | 129 | 36,894 |



CME Presented by State-Accredited Providers Only

Table 25. Hours of Instruction by Organization and Activity Type—2015

| Organization type | Government or military | Hospital/healthcare delivery system | Insurance company/managed-care company | Nonprofit (other) | Nonprofit (physician membership organization) | Other | Publishing/education company | School of medicine | Grand total |
|---------------------------------|------------------------|-------------------------------------|--|-------------------|---|--------------|------------------------------|--------------------|----------------|
| # of Providers | 22 | 960 | 13 | 60 | 92 | 32 | 5 | 2 | 1,186 |
| Directly provided | | | | | | | | | |
| Courses | 1,422 | 53,950 | 579 | 5,785 | 2,251 | 3,110 | 1,032 | 101 | 68,231 |
| Regularly scheduled series | 659 | 147,655 | 16 | 2,711 | 989 | 459 | 335 | 7 | 152,829 |
| Internet (live) | 37 | 366 | 8 | 116 | 29 | 30 | 4 | 0 | 590 |
| Test-item writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 612 | 0 | 0 | 0 | 0 | 0 | 0 | 612 |
| Performance improvement | 0 | 1,854 | 0 | 22 | 4 | 20 | 0 | 0 | 1,900 |
| Internet searching and learning | 1 | 114 | 0 | 0 | 0 | 0 | 0 | 0 | 115 |
| Internet (enduring materials) | 119 | 2,913 | 88 | 472 | 109 | 80 | 13 | 0 | 3,794 |
| Enduring materials (other) | 11 | 1,783 | 57 | 125 | 35 | 194 | 0 | 18 | 2,221 |
| Learning from teaching | 0 | 318 | 0 | 0 | 1 | 16 | 0 | 0 | 334 |
| Journal CME | 0 | 375 | 0 | 14 | 0 | 0 | 11 | 0 | 400 |
| Manuscript review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 2,248 | 209,939 | 748 | 9,244 | 3,417 | 3,909 | 1,395 | 126 | 231,025 |
| Jointly provided | | | | | | | | | |
| Courses | 195 | 8,298 | 179 | 2,610 | 2,000 | 873 | 53 | 122 | 14,330 |
| Regularly scheduled series | 0 | 9,200 | 0 | 1,040 | 1,433 | 691 | 0 | 0 | 12,363 |
| Internet (live) | 0 | 41 | 0 | 30 | 39 | 5 | 0 | 0 | 115 |
| Test-item writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Performance improvement | 0 | 43 | 0 | 25 | 0 | 0 | 0 | 0 | 68 |
| Internet searching and learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Internet (enduring materials) | 17 | 137 | 0 | 403 | 0 | 42 | 5 | 0 | 602 |
| Enduring materials (other) | 0 | 110 | 0 | 41 | 10 | 0 | 0 | 0 | 160 |
| Learning from teaching | 0 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Journal CME | 0 | 57 | 0 | 0 | 0 | 4 | 0 | 0 | 61 |
| Manuscript review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 212 | 17,920 | 179 | 4,148 | 3,481 | 1,614 | 58 | 122 | 27,733 |
| Grand total | 2,459 | 227,859 | 927 | 13,392 | 6,898 | 5,523 | 1,452 | 248 | 258,758 |

Note: Totals may be off due to rounding.



CME Presented by State-Accredited Providers Only

Table 26. Physician Participants by Organization and Activity Type—2015

| Organization type | Government or military | Hospital/healthcare delivery system | Insurance company/managed-care company | Nonprofit (other) | Nonprofit (physician membership organization) | Other | Publishing/education company | School of medicine | Grand total |
|---------------------------------|------------------------|-------------------------------------|--|-------------------|---|---------------|------------------------------|--------------------|------------------|
| # of Providers | 22 | 960 | 13 | 60 | 92 | 32 | 5 | 2 | 1,186 |
| Directly provided | | | | | | | | | |
| Courses | 3,795 | 336,409 | 7,122 | 14,097 | 31,199 | 9,378 | 503 | 252 | 402,755 |
| Regularly scheduled series | 5,542 | 1,411,076 | 14 | 30,285 | 4,097 | 1,833 | 2,081 | 45 | 1,454,973 |
| Internet (live) | 2,509 | 3,450 | 11 | 1,008 | 288 | 362 | 7 | 0 | 7,635 |
| Test-item writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 3,926 | 0 | 0 | 0 | 0 | 0 | 0 | 3,926 |
| Performance improvement | 0 | 2,560 | 0 | 68 | 5 | 11 | 0 | 0 | 2,644 |
| Internet searching and learning | 11 | 236 | 0 | 0 | 0 | 0 | 0 | 0 | 247 |
| Internet (enduring materials) | 4,680 | 35,710 | 13,548 | 9,362 | 632 | 14,019 | 1,178 | 0 | 79,129 |
| Enduring materials (other) | 623 | 46,248 | 6,640 | 643 | 28 | 4,040 | 0 | 38 | 58,260 |
| Learning from teaching | 0 | 1,200 | 0 | 0 | 5 | 26 | 0 | 0 | 1,231 |
| Journal CME | 0 | 2,958 | 0 | 152 | 0 | 0 | 67 | 0 | 3,177 |
| Manuscript review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 17,160 | 1,843,773 | 27,335 | 55,615 | 36,254 | 29,669 | 3,836 | 335 | 2,013,977 |
| Jointly provided | | | | | | | | | |
| Courses | 379 | 35,610 | 775 | 11,577 | 11,234 | 5,737 | 209 | 65 | 65,586 |
| Regularly scheduled series | 0 | 70,186 | 0 | 6,034 | 15,218 | 6,188 | 0 | 0 | 97,626 |
| Internet (live) | 0 | 251 | 0 | 152 | 344 | 1 | 0 | 0 | 748 |
| Test-item writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Performance improvement | 0 | 15 | 0 | 13 | 0 | 0 | 0 | 0 | 28 |
| Internet searching and learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Internet (enduring materials) | 67 | 1,516 | 0 | 169 | 0 | 1,500 | 287 | 0 | 3,539 |
| Enduring materials (other) | 0 | 1,182 | 0 | 813 | 20 | 0 | 0 | 0 | 2,015 |
| Learning from teaching | 0 | 149 | 0 | 0 | 0 | 0 | 0 | 0 | 149 |
| Journal CME | 0 | 374 | 0 | 0 | 0 | 107 | 0 | 0 | 481 |
| Manuscript review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 446 | 109,283 | 775 | 18,758 | 26,816 | 13,533 | 496 | 65 | 170,172 |
| Grand total | 17,606 | 1,953,056 | 28,110 | 74,373 | 63,070 | 43,202 | 4,332 | 400 | 2,184,149 |



CME Presented by State-Accredited Providers Only

Table 27. Other Learners by Organization and Activity Type—2015

| Organization type | Government or military | Hospital/healthcare delivery system | Insurance company/managed-care company | Nonprofit (other) | Nonprofit (physician membership organization) | Other | Publishing/education company | School of medicine | Grand total |
|---------------------------------|------------------------|-------------------------------------|--|-------------------|---|---------------|------------------------------|--------------------|------------------|
| # of Providers | 22 | 960 | 13 | 60 | 92 | 32 | 5 | 2 | 1,186 |
| Directly provided | | | | | | | | | |
| Courses | 13,556 | 281,477 | 2,647 | 26,208 | 10,714 | 11,300 | 3,439 | 1,766 | 351,107 |
| Regularly scheduled series | 7,634 | 817,022 | 119 | 13,186 | 3,582 | 2,301 | 2,009 | 1,669 | 847,522 |
| Internet (live) | 3,434 | 2,431 | 50 | 7,120 | 605 | 1,026 | 49 | 0 | 14,715 |
| Test-item writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 2,437 | 0 | 0 | 0 | 0 | 0 | 0 | 2,437 |
| Performance improvement | 0 | 933 | 0 | 33 | 29 | 11 | 0 | 0 | 1,006 |
| Internet searching and learning | 1 | 7,237 | 0 | 0 | 0 | 0 | 0 | 0 | 7,238 |
| Internet (enduring materials) | 56,356 | 21,397 | 762 | 303,058 | 565 | 6,117 | 158 | 0 | 388,413 |
| Enduring materials (other) | 724 | 26,251 | 84 | 356 | 5 | 1,929 | 0 | 4 | 29,353 |
| Learning from teaching | 0 | 1,031 | 0 | 0 | 0 | 17 | 0 | 0 | 1,048 |
| Journal CME | 0 | 1,525 | 0 | 49 | 0 | 0 | 3 | 0 | 1,577 |
| Manuscript review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 81,705 | 1,161,741 | 3,662 | 350,010 | 15,500 | 22,701 | 5,658 | 3,439 | 1,644,416 |
| Jointly provided | | | | | | | | | |
| Courses | 1,409 | 49,984 | 676 | 11,857 | 9,595 | 3,091 | 398 | 402 | 77,412 |
| Regularly scheduled series | 0 | 52,445 | 0 | 5,497 | 10,560 | 1,795 | 0 | 0 | 70,297 |
| Internet (live) | 0 | 1,438 | 0 | 1,051 | 827 | 62 | 0 | 0 | 3,378 |
| Test-item writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Performance improvement | 0 | 20 | 0 | 154 | 0 | 0 | 0 | 0 | 174 |
| Internet searching and learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Internet (enduring materials) | 301 | 519 | 0 | 3,564 | 0 | 433 | 287 | 0 | 5,104 |
| Enduring materials (other) | 0 | 614 | 0 | 275 | 20 | 0 | 0 | 0 | 909 |
| Learning from teaching | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Journal CME | 0 | 143 | 0 | 0 | 0 | 0 | 0 | 0 | 143 |
| Manuscript review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1,710 | 105,193 | 676 | 22,398 | 21,002 | 5,381 | 685 | 402 | 157,447 |
| Grand total | 83,415 | 1,266,934 | 4,338 | 372,408 | 36,502 | 28,082 | 6,343 | 3,841 | 1,801,863 |



CME Presented by SMS-Accredited Providers Only

Table 28. Income¹—2015

Total providers = 1186

| | Total income | Registration fees | Total monetary commercial support | Advertising and exhibits income | Private donations | Government grants |
|---------------------------------------|---------------|-------------------|---|------------------------------------|-------------------|-------------------|
| Average | \$ 60,473 | \$ 22,718 | \$ 7,679 | \$ 14,185 | \$ 5,654 | \$ 10,237 |
| First Quartile ² | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Second Quartile (Median) ² | \$ 2,500 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Third Quartile ² | \$ 38,337 | \$ 7,839 | \$ - | \$ 5,015 | \$ - | \$ - |
| Total | \$ 71,721,259 | \$ 26,943,383 | \$ 9,107,695 | \$ 16,823,230 | \$ 6,706,235 | \$ 12,140,716 |
| Providers reporting data > \$0 | \$ 659 | \$ 443 | \$ 269 | \$ 373 | \$ 216 | \$ 47 |

¹Beginning in 2015, the category of Income from Other Sources was eliminated and replaced with three specific income categories: registration fees (includes registration, subscription, or publication fees received from CME activity participants), government grants, and private donations (including grants from foundations). Allocations from CME providers' parent organizations or other internal departments are no longer included in income reporting. Please see the glossary at the end of this report for more information about financial categories. Providers are no longer required to submit information about CME program expenses.

²The percentage of providers reporting data for some of the financial categories is less than needed to report some of the quartile values.



CME Presented by State-Accredited Providers Only
Table 29. Income¹ by Organization Type—2015

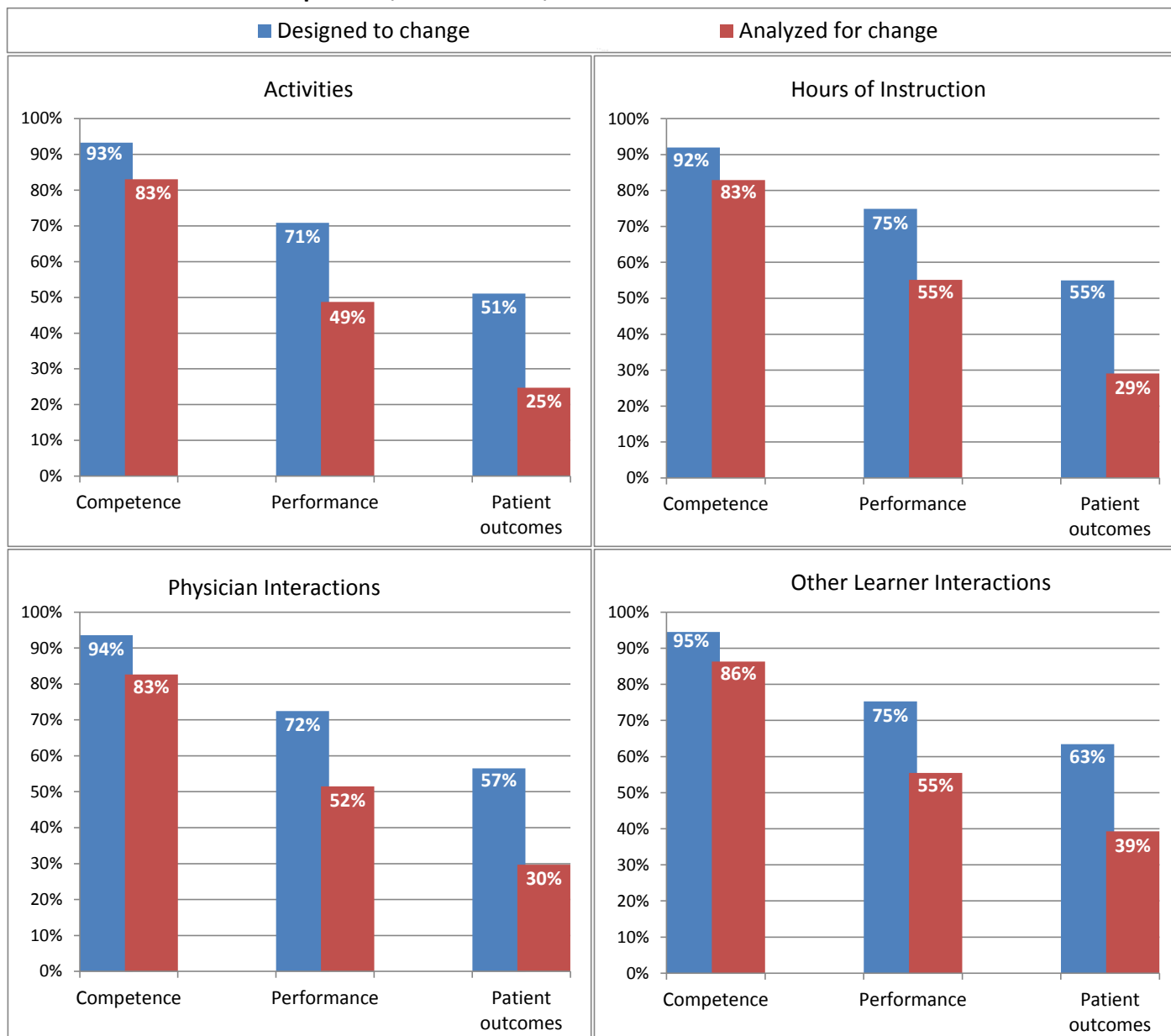
| | # of Providers | Total income | Registration fees | Total commercial support | Advertising and exhibits income | Private donations | Government Grants |
|---|----------------|----------------------|----------------------|--------------------------|---------------------------------|---------------------|----------------------|
| Government or military | 22 | \$ 2,606,074 | \$ 1,026,450 | \$ 9,000 | \$ 161,980 | \$ 3,000 | \$ 1,405,644 |
| Hospital/healthcare delivery system | 960 | \$ 34,215,729 | \$ 13,301,999 | \$ 5,098,616 | \$ 9,865,532 | \$ 5,488,109 | \$ 461,473 |
| Insurance company/managed-care company | 13 | \$ 142,013 | \$ 65,427 | \$ - | \$ - | \$ 76,586 | \$ - |
| Nonprofit (other) | 60 | \$ 19,348,358 | \$ 5,978,732 | \$ 1,714,719 | \$ 1,145,536 | \$ 581,079 | \$ 9,928,293 |
| Nonprofit (physician membership organization) | 92 | \$ 13,078,705 | \$ 5,348,095 | \$ 1,944,202 | \$ 5,246,672 | \$ 443,598 | \$ 96,137 |
| Other | 32 | \$ 1,441,905 | \$ 767,964 | \$ 107,650 | \$ 319,912 | \$ 55,362 | \$ 191,016 |
| Publishing/education company | 5 | \$ 804,933 | \$ 425,847 | \$ 233,508 | \$ 54,148 | \$ 58,500 | \$ 32,930 |
| School of medicine | 2 | \$ 83,542 | \$ 28,869 | \$ - | \$ 29,450 | \$ - | \$ 25,223 |
| Grand totals | 1,186 | \$ 71,721,259 | \$ 26,943,383 | \$ 9,107,695 | \$ 16,823,230 | \$ 6,706,235 | \$ 12,140,716 |

Note: Grand totals may be off due to rounding.

¹Beginning in 2015, the category of Income from Other Sources was eliminated and replaced with three specific income categories: registration fees (includes registration, subscription, or publication fees received from CME activity participants), government grants, and private donations (including grants from foundations). Allocations from CME providers' parent organizations or other internal departments are no longer included in income reporting. Please see the glossary at the end of this report for more information about financial categories. Providers are no longer required to submit information about CME program expenses.



CME Presented by State-Accredited Providers Only
Figure 16. Percentages Designed/ Analyzed for Change in
Competence, Performance, or Patient Outcomes—2015



The ACCME's Accreditation Criteria require providers to produce educational activities that are designed to change competence, performance, or patient outcomes. Providers are then required to analyze the changes that were achieved as a result of the activities.

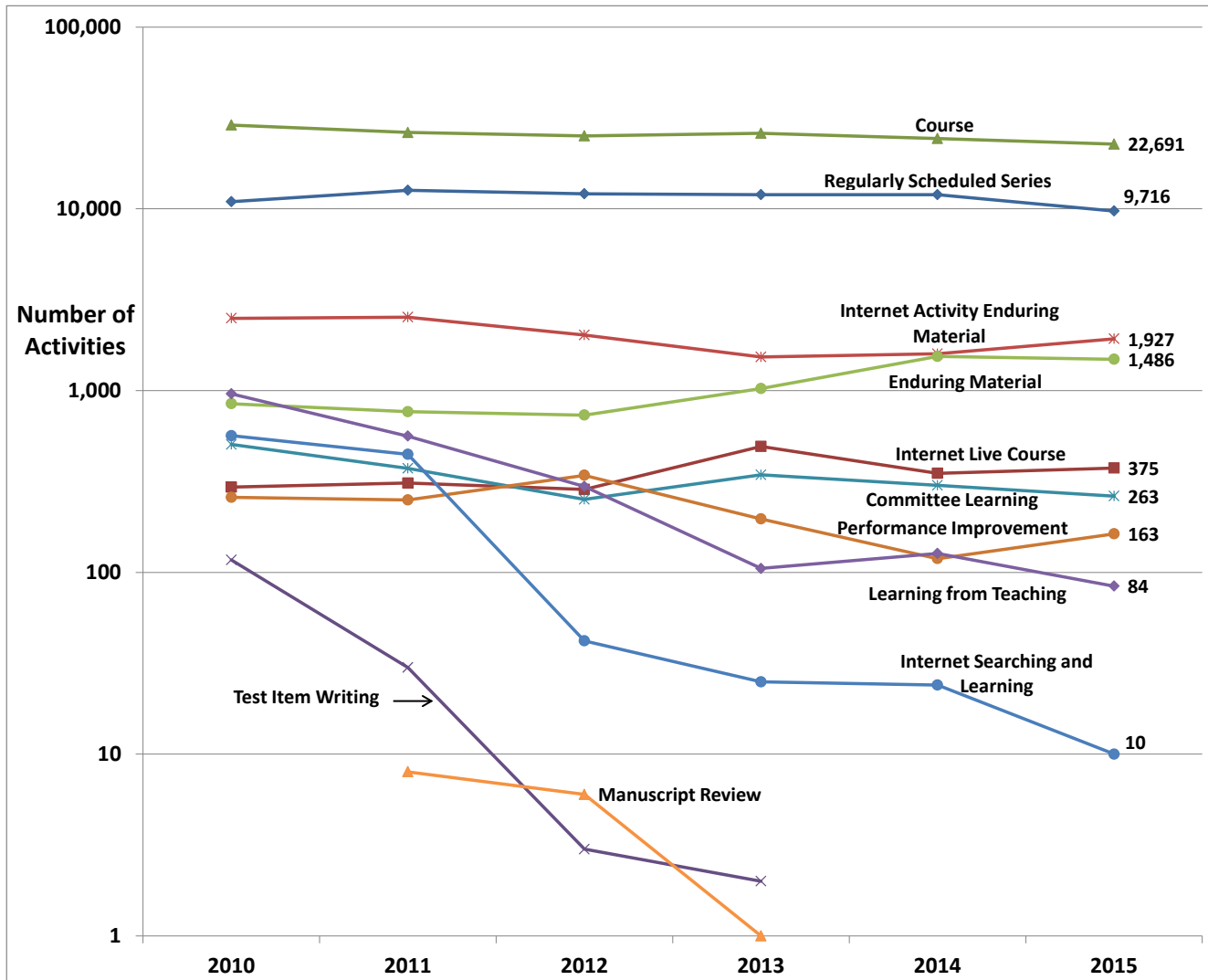
Figure 16 illustrates the percentage of CME provided in 2015 that was designed and/or analyzed for changes in competence, performance, and/or patient outcomes.



CME Presented by State-Accredited Providers Only

Figure 17. Activities by Type—2005–2015

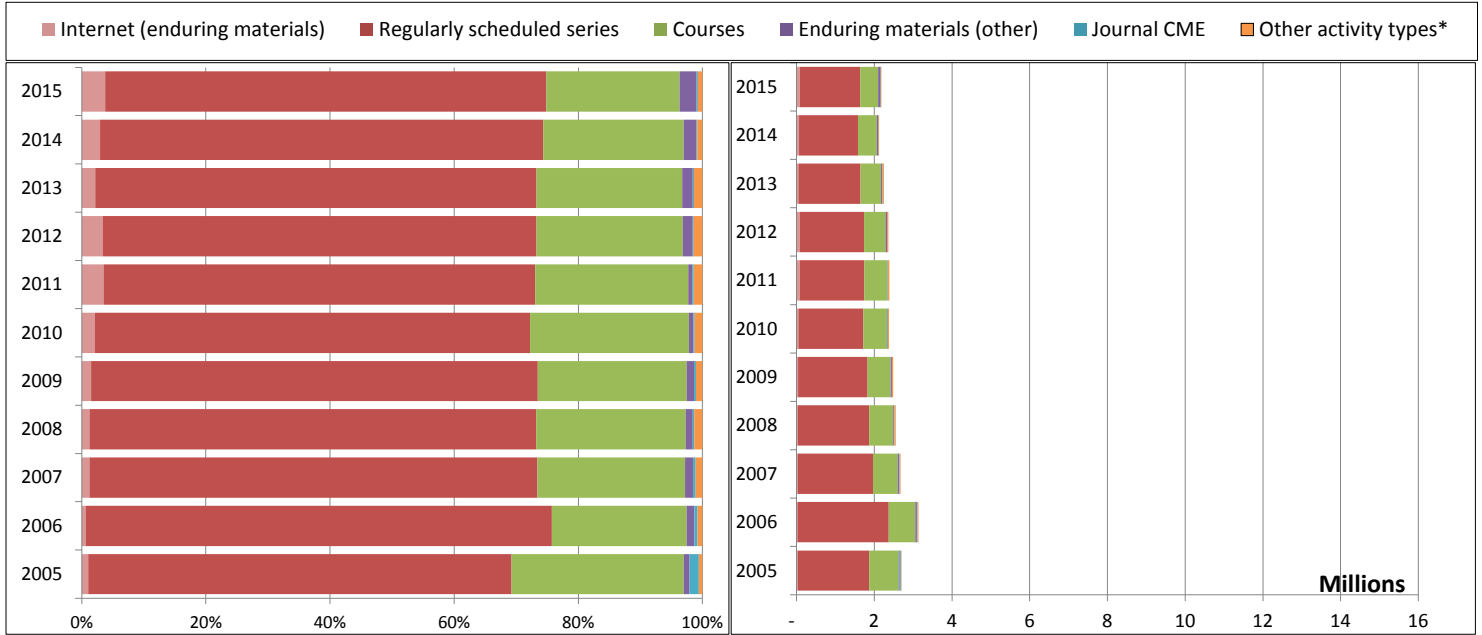
(note vertical axis uses logarithmic scale)



The total number of CME activities available to learners from state-accredited providers has decreased an average of 4.4% each year since 2010. The figure above shows the changes in the number of activities by type during that period. Some of the changes in the numbers of activity types with fewer than 1,000 activities per year are due to the transition to PARS, which helped to ensure that providers submitted data in accordance with the ACCME's definitions.



CME Presented by State-Accredited Providers Only
Figure 18. Physician Interactions by Activity Types—2005–2015



***Other activity types**

(shown as a group in the graphs above and in detail in the graphs below)

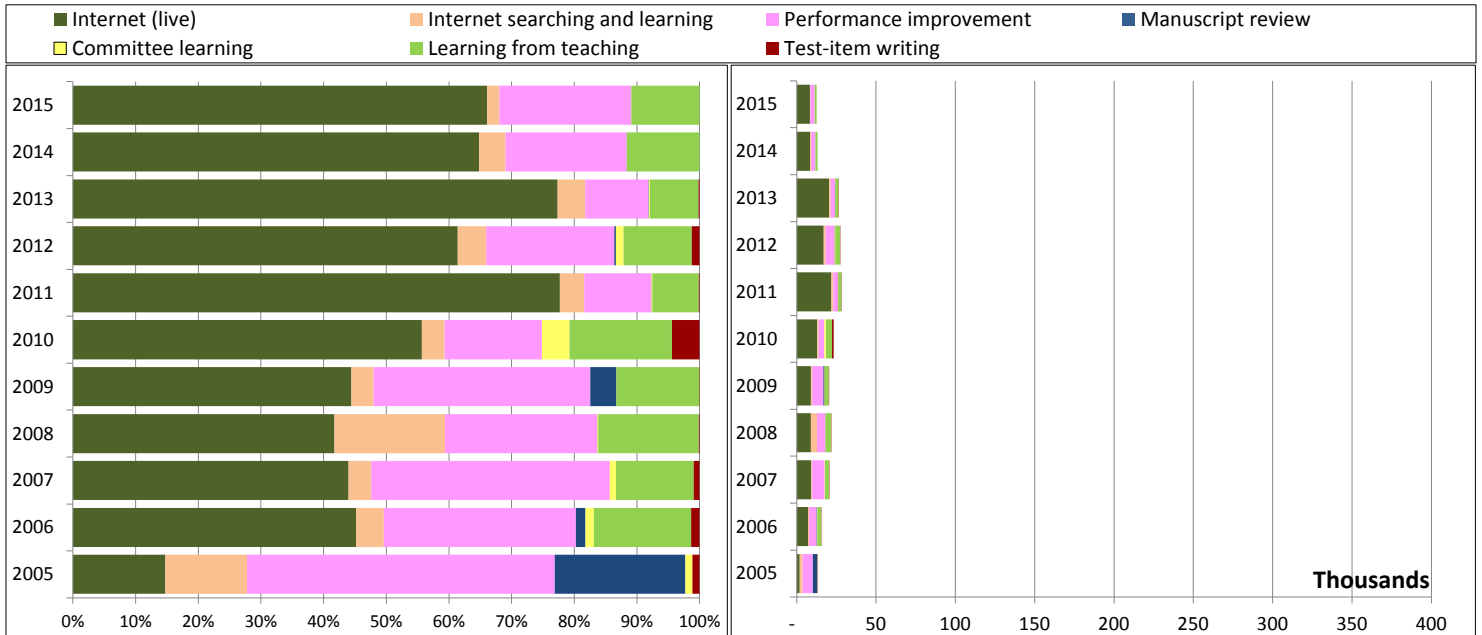
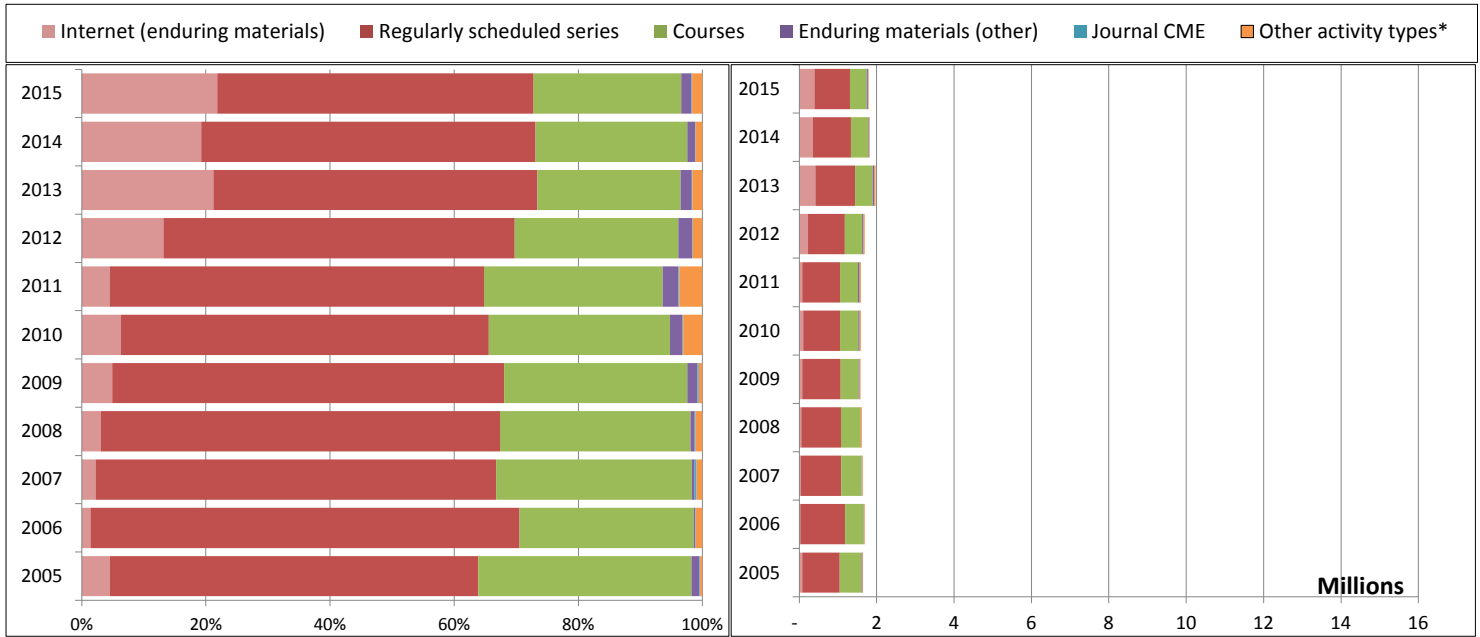


Figure 18 shows the trend in physician interactions by activity type for CME presented by state-accredited providers. The activity types with the greatest number of interactions are shown in the top pair of graphs. The activity types with fewer interactions are shown collectively in the top graphs as "other activity types" and are displayed in detail in the bottom pair of graphs. Since 2005, regularly scheduled series is the activity type that has consistently had the greatest number of physician interactions, accounting for more than 71% of all physician interactions in 2015, followed by courses, with nearly 21%. Among the activity types with fewer interactions (the bottom pair of graphs), Internet live activities is the activity type with the most physician interactions, followed by performance improvement.



CME Presented by State-Accredited Providers Only
Figure 19. Other Learner Interactions by Activity Types—2005–2015



***Other activity types**

(shown as a group in the graphs above and in detail in the graphs below)

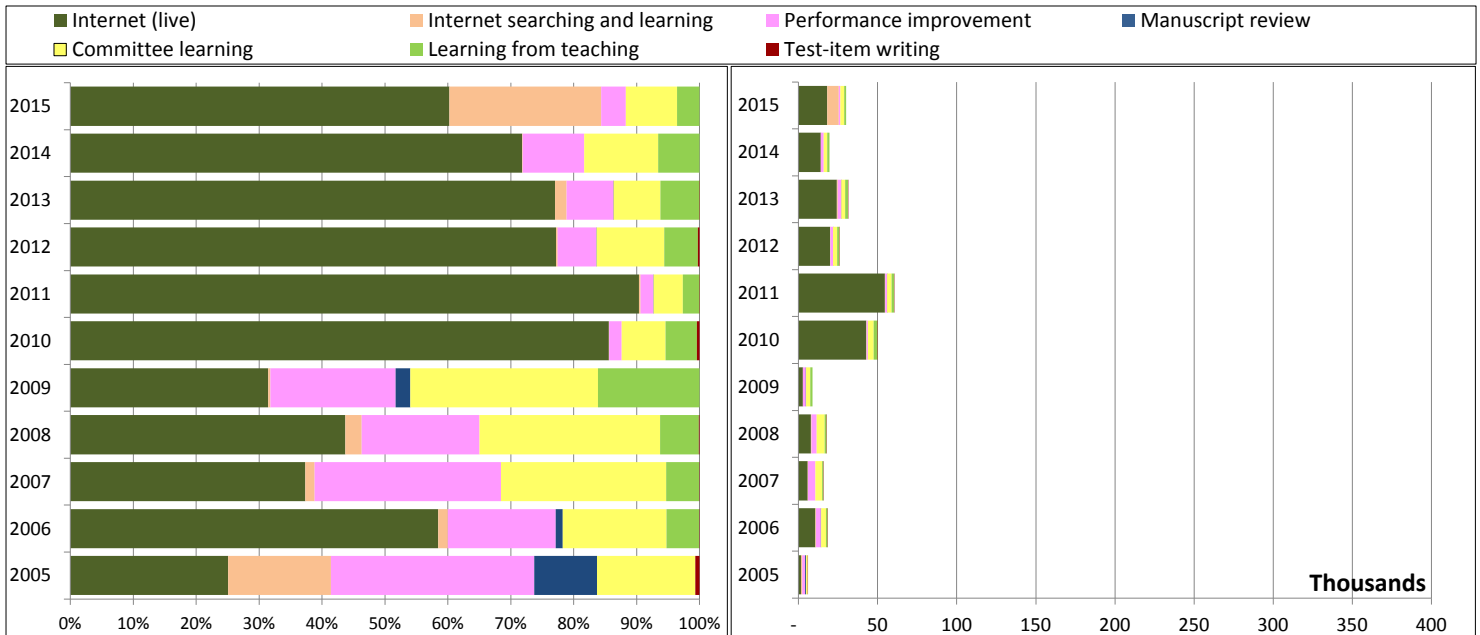


Figure 19 shows the trend in other learner interactions by activity type for CME presented by state-accredited providers. The activity types with the greatest number of interactions are shown in the top pair of graphs. The activity types with fewer interactions are shown collectively in the top graphs as "other activity types" and are displayed in detail in the bottom pair of graphs. Since 2005, the activity type that has consistently had the greatest number of other learner interactions is regularly scheduled series, accounting for about 51% of all other learner interactions. This is followed by courses with about 24%, and Internet enduring materials with about 22%. Among the activity types with fewer interactions (the bottom pair of graphs) Internet live activities is the activity type with the most other learner interactions.



CME Presented by State-Accredited Providers Only
Table 30. Total Numbers of Activities, Hours, and Interactions—2015

| | Activities | Hours of instruction | Physician participants | Other learners |
|---------------------------------|---------------|----------------------|------------------------|------------------|
| Courses | 22,691 | 82,560 | 468,341 | 428,519 |
| Regularly scheduled series | 9,716 | 165,192 | 1,552,599 | 917,819 |
| Internet (live) | 375 | 705 | 8,383 | 18,093 |
| Test-item writing | 0 | 0 | 0 | 0 |
| Committee learning | 263 | 612 | 3,926 | 2,437 |
| Performance improvement | 163 | 1,968 | 2,672 | 1,180 |
| Internet searching and learning | 10 | 115 | 247 | 7,238 |
| Internet (enduring materials) | 1,927 | 4,396 | 82,668 | 393,517 |
| Enduring materials (other) | 1,486 | 2,381 | 60,275 | 30,262 |
| Learning from teaching | 84 | 370 | 1,380 | 1,078 |
| Journal CME | 179 | 460 | 3,658 | 1,720 |
| Manuscript review | 0 | 0 | 0 | 0 |
| Total | 36,894 | 258,758 | 2,184,149 | 1,801,863 |

CME Presented by State-Accredited Providers Only
Table 31. Numbers of Activities, Hours, and Interactions without Commercial Support - 2015

| | Activities | Hours of instruction | Physician participants | Other learners |
|---------------------------------|---------------|----------------------|------------------------|------------------|
| Courses | 22,005 | 78,466 | 435,374 | 395,629 |
| Regularly scheduled series | 9,593 | 163,693 | 1,529,051 | 904,143 |
| Internet (live) | 369 | 689 | 8,338 | 17,585 |
| Test-item writing | 0 | 0 | 0 | 0 |
| Committee learning | 263 | 612 | 3,926 | 2,437 |
| Performance improvement | 163 | 1,968 | 2,672 | 1,180 |
| Internet searching and learning | 10 | 115 | 247 | 7,238 |
| Internet (enduring materials) | 1,919 | 4,368 | 80,376 | 392,947 |
| Enduring materials (other) | 1,485 | 2,380 | 60,089 | 30,154 |
| Learning from teaching | 82 | 339 | 1,282 | 1,028 |
| Journal CME | 179 | 460 | 3,658 | 1,720 |
| Manuscript review | 0 | 0 | 0 | 0 |
| Total | 36,068 | 253,090 | 2,125,013 | 1,754,061 |

CME Presented by State-Accredited Providers Only
Table 32. Numbers of Activities, Hours, and Interactions with Commercial Support - 2015

| | Activities | Hours of instruction | Physician participants | Other learners |
|---------------------------------|------------|----------------------|------------------------|----------------|
| Courses | 686 | 4,094 | 32,967 | 32,890 |
| Regularly scheduled series | 123 | 1,498 | 23,548 | 13,676 |
| Internet (live) | 6 | 16 | 45 | 508 |
| Test-item writing | 0 | 0 | 0 | 0 |
| Committee learning | 0 | 0 | 0 | 0 |
| Performance improvement | 0 | 0 | 0 | 0 |
| Internet searching and learning | 0 | 0 | 0 | 0 |
| Internet (enduring materials) | 8 | 28 | 2,292 | 570 |
| Enduring materials (other) | 1 | 1 | 186 | 108 |
| Learning from teaching | 2 | 32 | 98 | 50 |
| Journal CME | 0 | 0 | 0 | 0 |
| Manuscript review | 0 | 0 | 0 | 0 |
| Total | 826 | 5,669 | 59,136 | 47,802 |

ACCME[®] ANNUAL REPORT

GLOSSARY

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| <p>The terms and descriptions below only refer to organizations, programs, and activities within the ACCME Accreditation System. For more information, visit www.accme.org.</p> | |
| ACCME-accredited provider | An organization accredited by the ACCME as a provider of continuing medical education. ACCME-accredited providers represent a range of organizational types and offer CME primarily to national or international audiences of physicians and other health care professionals. See also <i>state-accredited providers</i> . |
| Advertising and exhibits income | Advertising and exhibits are promotional activities and not continuing medical education. Therefore, monies paid by commercial interests to providers for these promotional activities are not considered to be commercial support . |
| CME activity | A CME activity is an educational offering that is planned, implemented, and evaluated in accordance with the ACCME Accreditation Criteria, Standards for Commercial Support, and policies. |
| Commercial interest | A commercial interest , as defined by the ACCME, is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. The ACCME does not consider providers of clinical service directly to patients to be commercial interests. A commercial interest is not eligible for ACCME accreditation. |
| Commercial support | Commercial support for a CME activity is monetary or in-kind contributions given by a commercial interest that is used to pay all or part of the costs of a CME activity. The requirements for receiving and managing commercial support are explained in the ACCME Standards for Commercial Support SM . Advertising and exhibit income is not considered commercial support. |
| Committee learning | Committee learning is a CME activity that involves a learner's participation in a committee process addressing a subject that would meet the ACCME definition of CME if it were taught or learned in another format. |
| Course | <p>A course is a live CME activity where the learner participates in person. A course is planned as an individual event. Examples: annual meeting, conference, seminar.</p> <p>For events with multiple sessions, such as annual meetings, accredited providers report one activity and calculate the hours of instruction by totaling the hours of all educational sessions offered for CME credit. To calculate the numbers of learners, accredited providers report the number of learners registered for the overall event. Accredited providers are not required to calculate participant totals from the individual sessions.</p> <p>If a course is held multiple times for multiple audiences, then each instance is reported as a separate activity.</p> |
| Directly provided | A directly provided activity is one that is planned, implemented, and evaluated by the accredited provider. This definition includes co-provided activities (offered by 2 accredited providers) reported by the accredited provider that awards the credit. |

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| <p>Enduring material (other)</p> | <p>An enduring material is an activity that is printed or recorded and does not have a specific time or location designated for participation. Rather, the participant determines where and when to complete the activity.</p> <p>Sometimes providers will create an enduring material from a live CME activity. When this occurs, ACCME considers the provider to have created 2 separate activities—1 live activity and 1 enduring material activity. Both activities must comply with all ACCME requirements.</p> <p>Enduring materials can be available for less than a year, a year, or multiple years. Each enduring material is counted as 1 activity for each year it is available, whether it is active for the entire year or part of the year. The accredited provider reports the number of learners who participated during the year, as well as the required financial information related to the activity for that year. Accredited providers do not report cumulative data for an enduring material activity spanning multiple years. When reporting the number of participants for an enduring material activity, the accredited provider should count all learners who completed all or a portion of the activity and whose participation can be verified in some manner. ACCME would not consider individuals that only received the enduring material activity but did not actually complete all or a portion of it to be participants.</p> |
| <p>Expenses</p> | <p>Expenses are the total cost of goods, services, and facilities allocated to support the accredited provider's CME program. Examples: amounts spent for CME staff salaries, faculty honoraria, and meeting space.</p> <p>Effective with the 2015 reporting year, the ACCME no longer collects information about CME program expenses.</p> |
| <p>Government monetary grants</p> | <p>Government monetary grants are those received from federal, state, or local governmental agencies in support of the accredited provider's CME program.</p> |
| <p>Hours of instruction</p> | <p>Hours of instruction represents the total hours of educational instruction provided. For example, if a 1-day course lasts 8 hours (not including breaks or meals), then the total hours of instruction reported for that course is 8.</p> <p>Hours of instruction may or may not correspond to the number of credits designated for the American Medical Association Physician's Recognition Award. For activities taking place through the 2014 reporting year, accredited providers have the option to report the number of AMA PRA CATEGORY 1 CREDITS™ designated for activities. Effective with the 2015 reporting year, providers are required to report the number of credits, if AMA PRA Category 1 Credit is offered.</p> |
| <p>In-kind commercial support</p> | <p>In-kind contributions are nonmonetary resources provided by a commercial interest in support of a CME activity. Examples of in-kind support include equipment, supplies, and facilities.</p> |
| <p>Income from other sources</p> | <p>Income from other sources includes all income the accredited provider received for its CME activities and CME program that does not fall under commercial support or advertising and exhibit income. The most common examples of other income include activity registration fees, grants from government agencies or independent nonprofit foundations, and allocations from the accredited provider's parent organization or other internal departments to pay for the CME unit's expenses.</p> <p>Effective with the 2015 reporting year, the ACCME no longer collects information about income from other sources.</p> |

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| <p>Internet (enduring materials)</p> | <p>An Internet enduring material activity is an "on demand activity," meaning that there is no specific time designated for participation. Rather, the participant determines when to complete the activity. Examples: online interactive educational module, recorded presentation, podcast.</p> <p>Internet enduring materials can be available for less than a year, a year, or multiple years. Each Internet enduring material is counted as 1 activity for each year it is available, whether it is active for the entire year or part of the year. The accredited provider reports the number of learners who participated during the year, as well as the required financial information related to the activity for that year. Accredited providers do not report cumulative data for an Internet enduring material activity spanning multiple years. When reporting the number of participants for an Internet enduring material activity, the accredited provider should count all learners who completed all or a portion of the activity and whose participation can be verified in some manner. ACCME would not consider individuals that only downloaded or accessed the activity but did not actually complete all or a portion of it to be participants.</p> |
| <p>Internet (live)</p> | <p>An Internet live activity is an online course available via the Internet at a certain time on a certain date and is only available in real-time, just as if it were a course held in an auditorium. Once the event has taken place, learners may no longer participate in that activity unless it is again presented on a specific date and time and is only available in real-time. If an Internet live activity is presented on multiple occasions, each event is counted as one activity. Example: webcast.</p> |
| <p>Internet searching and learning</p> | <p>Internet searching and learning CME is based on a learner identifying a problem in practice and then researching the answer online using sources that are facilitated by an accredited provider. For the purposes of ACCME data collection, the ACCME includes Internet point-of-care learning, as defined by the American Medical Association, in the category Internet searching and learning.</p> <p>Providers that offer Internet searching and learning CME aggregate their data from all learners and report it as a single activity. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the Internet searching and learning CME activity. The number of participants equals the total number of persons who participated in Internet searching and learning as a CME activity. Each participant is counted once, regardless of how many times they participated or how many pages they viewed.</p> <p>For example, a provider offers Internet searching and learning CME and 50 physicians participate. Each physician spent 30 minutes participating in this activity. The accredited provider reports this as 1 Internet searching and learning CME activity with 50 physician participants and .5 hours of instruction.</p> |
| <p>Jointly accredited provider</p> | <p>A provider accredited under the auspices of Joint Accreditation for Interprofessional Continuing Education (see definition below.)</p> |
| <p>Jointly provided</p> | <p>A jointly-provided activity is planned, implemented, and evaluated by the accredited provider and a nonaccredited entity.</p> |
| <p>Joint Accreditation for Interprofessional Continuing Education™</p> | <p>Joint Accreditation offers organizations the opportunity to be simultaneously accredited to provide medicine, pharmacy, and nursing continuing education activities through a single, unified application process, fee structure, and set of accreditation standards. Joint Accreditation is a collaboration of the ACCME, the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC).</p> |

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| Journal-based CME | <p>A journal-based CME activity includes the reading of an article (or adapted formats for special needs), a provider stipulated/learner directed phase (that may include reflection, discussion, or debate about the material contained in the article(s), and a requirement for the completion by the learner of a pre-determined set of questions or tasks relating to the content of the material as part of the learning process.</p> <p>The ACCME does not consider a journal-based CME activity to have been completed until the learner documents participation in that activity to the provider.</p> <p>Each article is counted as one activity. To calculate hours of instruction, the accredited provider specifies the amount of time required to complete the activity. The number of participants reported by the accredited provider equals the total number of individuals who completed the activity. Each participant is counted once, regardless of how many times they worked on the activity.</p> <p>For example, an accredited provider produces a journal that contains an article that is designated as a journal-based CME activity. In total, 20 physicians read the article, reflect on the content, and complete questions related to the content of the article. The physicians spend 1 hour on this activity. The provider would report this as one journal-based CME activity with 20 physician participants and 1 hour of instruction.</p> |
| Learning from teaching | <p>Learning from teaching activities are personal learning projects designed and implemented by the learner with facilitation from the accredited provider. The ACCME does not have special requirements for this activity type. The ACCME developed the learning from teaching label as a corollary to the AMA PRA CATEGORY 1 CREDITS™ awarded directly to physicians for "Teaching at a live activity."</p> <p>To report learning from teaching CME, accredited providers aggregate the data from all learners and count it as a single activity. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the learning from teaching CME activity. The number of participants equals the number of individuals who participated in this CME activity. Each participant is counted once, regardless of how many times they worked on the activity.</p> <p>For example, an accredited provider created a learning from teaching activity for 10 physicians. Each physician completed the CME activity in 2 hours. The accredited provider reports this as 1 learning from teaching CME activity with 10 physician participants and 2 hours of instruction.</p> |
| Manuscript review | <p>Manuscript review CME is based on a learner's participation in a manuscript's pre-publication review process.</p> <p>When calculating the number of manuscript review CME activities, accredited providers report each journal for which the manuscript(s) is being reviewed as 1 activity regardless of the number of manuscripts or reviewers. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the manuscript review CME activity. The number of participants equals the total number of learners engaged in reviewing manuscripts as CME. Each participant is counted once regardless of how many manuscripts they reviewed.</p> <p>For example, an accredited provider publishes 1 journal. During the course of the year, 25 physicians reviewed manuscripts for this journal. Each physician spent 2 hours on the review. The accredited provider reports this as 1 manuscript review CME activity with 25 physician participants and 2 hours of instruction.</p> |
| Nonphysician participants | <p>Please see <i>other learners</i>.</p> |
| Other learners | <p>Beginning with the 2014 ACCME Annual Report, other learners replaces the term nonphysician participants. This category continues to include activity participants other than MDs and DOs. Beginning with the 2015 ACCME Annual Report, residents are no longer included in this category. Residents are now included as physician participants.</p> |

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| Performance improvement | <p>Performance improvement CME is based on a learner’s participation in a project established and/or guided by a CME provider. A physician identifies an educational need through a measure of his/her performance in practice, engages in educational experiences to meet the need, integrates the education into patient care, and then re-evaluates his/her performance.</p> <p>To report performance improvement CME, accredited providers count each learning project as 1 performance improvement CME activity, regardless of whether it is created for an individual physician or a group of physicians. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the performance improvement CME activity. The number of participants equals the total number of learners who participated in the learning project. Each participant is counted once, regardless of how many times they worked on the activity.</p> <p>For example, an accredited provider established a performance improvement learning project. Three physicians participated; each completed the learning project in 20 hours. The accredited provider reports this as 1 performance improvement CME activity with 3 physician participants and 20 hours of instruction.</p> |
| Physician participants | <p>Physician participants are activity participants who are MDs or DOs. Beginning with the 2015 ACCME Annual Report, residents are included in this category. Previously, they were included as other learners.</p> |
| Private monetary donations | <p>Private monetary donations are those received from the private sector, including foundations, in support of an accredited provider’s CME program.</p> |
| Registration fees | <p>Registration fees includes registration, subscription, or publication fees received from CME activity participants or paid on their behalf.</p> |
| Regularly scheduled series | <p>The ACCME defines a regularly scheduled series (RSS) as a course that is planned as a series with multiple, ongoing sessions, e.g., offered weekly, monthly, or quarterly; and is primarily planned by and presented to the accredited organization’s professional staff. Examples include grand rounds, tumor boards, and morbidity and mortality conferences.</p> <p>Accredited providers report each RSS as 1 activity. In addition, accredited providers follow the following guidelines:</p> <ul style="list-style-type: none"> The cumulative number of hours for all sessions within a series equals the number of hours for that activity, and Each learner is counted as a participant for each session he/she attends in the series. <p>For example: Internal Medicine Grand Rounds is planned for the entire year as 1 series. Participants meet weekly during the year for 1 hour each week. The accredited provider reports the series as 1 activity with 52 hours of instruction. If 20 physicians participated in each session, total physician participants would be 1,040 (20 physicians per session multiplied by 52 sessions) for that single activity.</p> |
| State-accredited provider | <p>State-accredited providers are accredited by a state/territory medical society that is recognized by the ACCME as an accreditor. State-accredited providers offer CME primarily to learners from their state or contiguous states as opposed to ACCME-accredited providers, which offer CME primarily to national or international audiences.</p> |

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| <p>Test-item writing</p> | <p>Test-item writing is a CME activity based on a learner’s participation in the pre-publication development and review of any type of test item. Examples: multiple choice questions, standardized patient cases.</p> <p>Test-item writing CME activities may consist of either of the following processes:</p> <p>When questions are written for an item pool and are later used to build a variety of tests, then building the questions for a single pool is counted as 1 activity. Examples: the Pediatric Item Writing Committee of the National Board of Medical Examiners, or the second-year clerkship exams at a medical school.</p> <p>When questions, items, or cases are created for 1 specific test, then each test is counted as a separate CME activity. Example: multiple choice questions for the 2012 clerkship exam in pediatrics.</p> <p>For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the test-item writing CME activity. The number of participants should equal the total number of persons who engaged in the test-item writing CME activity. Each participant is counted once regardless of how many test items they write.</p> <p>For example, an accredited provider planned a CME activity where 5 physicians wrote test items for an American Board of Medical Specialties (ABMS) member board certification examination question pool. Each physician completed the test-item writing CME activity in 10 hours. The accredited provider reports this as a test-item writing CME activity with 5 physician participants and 10 hours of instruction.</p> |
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