Commendation Cases
Case 1: C23 (engages interprofessional teams)

An educational activity was planned by and for the interprofessional Emergency Department to improve communication in the emergency room (ER). The planning group included representatives from each of the professions with roles in patients’ emergency care, from pre-admission to procedure, including: Emergency Medical Technicians, administrative staff, nursing, ER doctors, equipment monitoring personnel, surgeons, and pathologists. The training focused on the development of core competencies and the effective use of team-based communication tools and strategies. Emergency physicians served as faculty who taught the rest of the ER staff.
Does this example meet all of the critical elements?

- Includes planners from more than one profession (representative of the target audience) AND

- Includes faculty from more than one profession (representative of the target audience) AND

- Activities are designed to change competence and/or performance of the healthcare team
Noncompliance

✓ Critical element 1: planning team included individuals from more than one profession (administrative staff, nursing, ER doctors, equipment monitoring personnel, etc.)

✗ Critical element 2: the faculty was composed of ER physicians only. ER physicians only are not representative of an interprofessional team.

✓ Critical element 3: focused on the development of core competencies and the effective use of team-based communication tools and strategies
Case 2: C24 (engages patients/public)

In a CME activity titled, “Living with Heart Disease,” the faculty consisted of a cardiovascular surgeon who led the surgical treatment, a patient and her adult son, and the patient’s primary care physician (PCP). The patient and her son shared the story of the diagnosis, surgery, and treatment. The cardiovascular surgeon and PCP shared their perspectives on how the case was guided and how it continues to be informed by shared decision making among them all. The patient’s son provided the idea for the activity, to teach other PCPs, cardiovascular surgeons, patients, and families important strategies for communication and active involvement in each phase of the process.
Does this example meet all of the critical elements?

- Includes planners who are patients and/or public representatives

AND

- Includes faculty who are patients and/or public representatives
Compliance

• The patient and her son (public representative) participated in the planning [critical element 1] AND delivery [critical element 2] of the CME activity.
Would the patient and her adult son need to disclose (i.e., be required to identify any relevant financial relationships with a commercial interest)?
Yes

The patient and her son are in control of content and therefore must disclose.

C7, SCS2.1: Everyone who is in a position to control the content of an education activity has disclosed all relevant financial relationships with any commercial interest to the provider.
Case 3: C25 (Students of the health professions are engaged)

The provider developed a series of lectures for pediatricians to identify opportunities to use health clinics and community health workers to address a decrease in vaccination rates among children. The activity was planned by the clinicians who oversee area health clinics, including undergraduate nursing students who work in the clinic. The clinicians and fellows were the presenters, sharing information about the clinics’ locations, services, and hours of operations as well as strategies to increase vaccination rates in their patient populations. The fellows shared their “lessons learned” from their experiences working together with community health workers in the clinics to address issues that include crisis prevention and intervention, preventative health promotion, and developing a community vaccine program. After 6-months of implementation, an increase in vaccination rates in their community was observed.
Does this example meet all of the critical elements?

❑ Includes planners who are students of the health professions

AND

❑ Includes faculty who are students of the health professions
Compliance

• Undergraduate nursing students planned the activity [critical element 1] and fellows delivered parts of the CME activity [critical element 2].

• You can have different students involved in the planning and delivery
What other commendation criterion could this case meet?
Addresses Public Health Priorities

C27: provider addresses factors beyond clinical care that affect the health of populations

*Critical Element:* Teaches strategies that learners can use to achieve improvements in population health

C28: provider collaborates with other organizations to more effectively address population health issues

*Critical Elements:* Creates or continues collaborations with one or more healthcare or community organizations AND demonstrates that the collaborations augment the provider’s ability to address population health issues.
Achieves Outcomes

C38: Provider demonstrates the impact of the CME program on patients or their communities.

*Critical Elements:* Collaborates in the process of improving patient or community health AND demonstrates improvement in patient or community outcomes.
The provider developed a series of lectures for pediatricians to identify opportunities to use health clinics and community health workers to address a decrease in vaccination rates among children. The activity was planned by the clinicians who oversee area health clinics, including undergraduate nursing students who work in the clinic. The clinicians and fellows were the presenters, sharing information about the clinics’ locations, services, and hours of operations as well as strategies to increase vaccination rates. The fellows shared their “lessons learned” from their experiences working together with community health workers in the clinics to address issues that include crisis prevention and intervention, preventative health promotion, and developing a community vaccine program. After 6-months of implementation, an increase in vaccination rates in their community was observed.
Case 4: C30 (optimize technical and procedural skills)

ABC hospital provides a microsurgery skills workshop that offers CME credits. The workshop is designed for physicians, residents, and fellows in Plastics, General Surgery, Neurosurgery, Orthopedic, Ophthalmology and other specialties. The course is an intensive five-day (40 hour) course, led by the Director of Reconstructive Microsurgery, utilizing anesthetized rats and is held in a dedicated training lab. The teaching approach is to demonstrate key techniques and then foster students’ independent skills development with assistance and appraisal. Teaching is supplemented with a video lectures before each practical session. Each day has a specific objectives, goals and practical tasks. Student skills are observed throughout each day and specific feedback about their skills is provided through the attached feedback summary.
<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Comments</th>
<th>Patency Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/18 Intro to Basic Micro Surgery 9am -5pm</td>
<td>Watching video of Precondition of Microsurgical Skill Basic Micro suture Technique Getting familiarized with the Instruments and Microscope. Practice suturing and going over what we need to do in order to have a successful anastomosis. Started off practicing suturing on Practice Pak and the life like vessels Suturing was too tight, pulling and puckering. Focused on hand positioning along with forearm positioning. was improving as the day went on • Rat Femoral Artery Anastomosis (watching video) • Dr. Jones has had practice with the human vessels but is just a little nervous here in the lab.</td>
<td>(+++) - Suture practice on rubber board. Through three lines of suture; Dr. Jones sutures were too tight on the 4mm and 3mm vessels but he was slowly improving as the day went on</td>
</tr>
<tr>
<td>09/11/18 Video &amp; suture practice on 2mm and 1mm vessels 8am – 3:30</td>
<td>Practice suturing and watching video again of rat femoral artery. Practice suturing on a 2mm Vessel. Didn’t have any problems seeing the lumen at all. Was able to place 9 sutures in the vessel without any hesitation. We went down to a 1mm Lifelike vessel and here where it got nerve racking for him. Had difficulties dilating the vessels and seeing the lumen and media to stich. We worked on this for the remaining of the morning and</td>
<td>(+++) Bites were too big. Tying suture to tight also played a tremendous factor as well with his anastomosis.</td>
</tr>
</tbody>
</table>
Does this example meet all of the critical elements?

- Provides CME addressing technical and/or procedural skills

AND

- Includes an evaluation of observed (e.g., in person or video) technical or procedural skill

AND

- Provides formative feedback to the learner about technical or procedural skill
Compliance

✓ The provider created a training program to address microsurgery procedural skills (Critical Element 1);

✓ expert surgeons supervise the learners as they learn new procedural skills (Critical Element 2);

✓ the expert instructors provided feedback about the learner’s procedural skills (Critical Element 3).
Case 5: C33 (engages in CME research and scholarship)

- A provider partnered with a medical school to conduct a research study measuring whether and how faculty development affected the subsequent teaching practices and bedside manner of physicians. The results of the study were submitted as an abstract for presentation at an internal medical education conference. The poster committee did not select the abstract for presentation.
Does this example meet all of the critical elements?

- Conducts scholarly pursuit relevant to CME

AND

- Submits, presents, or publishes a poster, abstract, or manuscript to or in a peer-reviewed forum
Compliance

✓ The research study was connected to CME (Critical Element 1).

✓ An abstract was submitted to the poster committee for consideration for an internal medical education conference (Critical Element 2).
Case 6: C34 (continuous professional development of the CME team)

• The CME team (CME staff and CME committee) completed a self-assessment on the ACCME Accreditation Criteria and Standards. A learning plan was developed and resources budgeted to send one CME staff and one committee member to the MSMS annual conference to build the capacity and skills needed to help the organization reach its goal. Those that attended the conference trained the remaining CME staff and committee.
Does this example meet all of the critical elements?

❑ Creates a CME-related continuous professional development plan for all members of its CME team AND

❑ Learning plan is based on needs assessment of the team AND

❑ Learning plan includes some activities external to the provider AND

❑ Dedicates time and resources for the CME team to engage in the plan
Compliance

✓ The provider created a continuous professional development plan to help its team learn the Accreditation Criteria and Standards (Critical Element 1).
✓ Each team member completed a self-assessment, which informed the learning plan (Critical Element 2).
✓ One CME staff and one committee member attended an external conference (Critical Element 3).
✓ Resources were budgeted, one CME staff and one committee member attended an external workshop, and trained the remaining CME staff and committee (Critical Element 4).
Case 7: C36 (improvements in the performance of learners)

The provider describes that it has participants complete a self-directed performance inventory before each course begins and then again 3-months after the course has taken place. The inventory is comprised of a web-based survey that asks the learner to estimate how often they perform specific practice-based behaviors. For example, the inventory for a course addressing the diagnosis of Post-Traumatic Stress Disorder (PTSD) asks learners to report how many veterans they see in their practice each month and how often they screen for PTSD using a written inventory. The provider shares data that demonstrate that the regular use of the screening inventory increased from 20% to 40% among the learners who completed the course (n=100) and responded to the follow-up survey (n=20).
Does this example meet all of the critical elements?

- Measures performance changes of learners

AND

- Demonstrates improvements in the performance of the majority of learners
Noncompliance

✓ Critical element 1: participants complete a self-directed performance inventory before each course begins and then again 3-months after the course has taken place.

✗ Critical element 2: data demonstrates that the regular use of the screening inventory increased from 20% to 40% among the learners who completed the course (n=100) and responded to the follow-up survey (n=20) [20% is not the majority].