



CME Provider Update *May 2010*

Activity Types

CMS Committee on Professional Education & Accreditation

Activity Types – A variety of educational formats have been approved for CME. They are categorized into three major groups – Live, Enduring, and Journal-Based. This CME Update will provide information about Journal-Based CME, and two live formats known as Journal Club and Learning from Teaching.

Q: What is Journal-based CME?

A: A Journal-based CME activity is a certified CME activity in which a peer-reviewed article, within a peer-reviewed, professional journal, is certified for *AMA PRA Category 1 Credit™* prior to publication of the journal. The accredited provider is typically the publisher of the journal, or a joint sponsor. Journal-based CME requires a post-test, which can serve as a form of evaluation and verification of learner participation. All journal-based CME articles are certified for one (1) *AMA PRA Category 1 Credit™*

Q: Is it acceptable for my CME department to award AMA credit to our physicians who participate in a journal-based CME article that we did not certify for credit?

A: No. An accredited provider may not award credit for a CME journal article or any CME activity that is certified for credit by another accredited provider. If your learners read a journal article/activity, they must complete the post-test and apply for credit directly with the accredited provider that sponsored the journal activity.

Q: What is the difference between Journal-based CME and Journal Club?

A: Unlike Journal-based CME, a journal club (JC) is a structured live activity where learners discuss the content of a medical journal article of their choosing. The journal article does not need to be CME credited, but may be. It is the structured live *“discussion”* about the article that constitutes the JC CME activity, rather than the article itself. Just like other CME activities the JC must comply with all CME activity planning criteria (2-11) and policies.

Q: Can a journal club be structured as a regularly scheduled series?

A: Yes. If the JC offers multiple sessions that occur on an ongoing basis, then it meets the definition of a RSS.

Q: How many AMA PRA Category 1 Credits can a CME provider designate to a journal club activity? And, may we include the time it takes the participants to read the article prior to coming to the activity?

A: Assigning credit is the same as for other live activities — sixty minutes in a certified live activity equals one credit. Credit may be awarded in 15 minute or .25 credit increments and may be rounded to the nearest quarter hour. So, if your JC meets for 1.5 hours, then you may designate that activity for 1.5 credits. You may not include the time it takes participants to read the article, however; the participant may self-claim *AMA PRA Category 2 Credit* for reading journal articles.

Q: What is a Learning from Teaching Activity?

A: Learning from Teaching (LFT) is when a CME provider develops a CME activity for a faculty presenter so he/she may earn *AMA PRA Category 1 Credit™* for the learning that occurs during the preparation (research, fact checking, evidence verification, etc.) of an original presentation to teach at the accredited provider's own live certified activity. Like all other CME activities, LFT must adhere to the accreditation planning criteria (2-11) and policies.

Q: How do we create an activity for Learning from Teaching?

A: Your instructors teaching experience transforms into a learning experience. The CME activity can be created and documented by first offering the opportunity to your faculty, (inviting them to participate in learning from teaching and receiving faculty credit). Include a brief application with some criteria-related questions,

which they may answer in advance of their presentation, or at the conclusion of their presentation. Sample questions may include “What in your practice will or did the learning from this teaching assignment improve? Was this improvement a gain in knowledge or a new strategy you will or did use in your practice? The ACCME offers a multi-media educational vignette that includes examples of compliance at: <http://education.accme.org/video/accme-tutorials/learning-teaching-activity-planning-tutorial>. This is highly recommended for those providers who are offering teaching credit as part of their CME program. As CME providers begin to better understand the expectations of LFT activities, we will begin to see an increase in best practices for this activity type.

Q: May I offer faculty credit to physicians who present at other accredited or non-accredited provider's educational activities?

A: No. The activity must always be certified for credit, and you must have certified the activity at which the teacher/learner presented in order to award the credit.

Q: Trauma doctors who want faculty credit for teaching the ACLS and ATLS classes have approached our CME department. May we award them credit for these?

A: No. The trauma physicians did not develop these classes. Additionally, you are not the accredited provider of these classes.

Q: May I award faculty credit to a physician if he/she prepared, but did not present? Or presented, but did not prepare?

A: No. The physician must do both, prepare and present the material in order to receive credit.

Q: Why can't we just award the credit to our faculty for teaching? Why is it necessary to develop an activity for this?

A: Learning from teaching, as with all new CME formats must be implemented within the framework of the accreditation criteria and policies. This framework embraces learning and change for participants of CME activities, including faculty who receive credit. If an accredited provider chooses not to award faculty credit, the physician faculty may claim the credit directly from the AMA by submitting the *AMA Direct Credit Application*. www.ama-assn.org/go/directcredit

Q: How do I award and record faculty credit for Learning from Teaching Activities?

A: Faculty credit is awarded in a 2:1 ratio. For example, if a faculty presented for one-hour, he/she could claim two (2) *AMA PRA Category 1 Credits™* as faculty credit. Faculty credit may only be awarded once for the preparation of a presentation. Faculty may claim credit as a participant as well, for participating in other sessions of a CME activity, which they did not present. Accredited providers should award/record faculty and participant credit separately to avoid confusion. All learning from teaching activities should be recorded as only one activity on the ACCME annual report (similar to RSS reporting).

References: AMA Physician's Recognition Award and credit system 2006 revision; ama-assn.org; www.accme.org

All Provider Updates can be found on the CMS CME webpage at: www.cms.org/cme/Home.html