New Learning from Teaching Credits
Now Available for Academic CME Providers

by
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Based on the impetus from the Association of American Medical Colleges (AAMC), led by Dave Davis, MD, Barbara Barnes, MD, and Carol Goddard, and preceded by a period of pilot testing, the American Medical Association Council on Medical Education has now authorized academic CME providers to certify a new category of American Medical Association Physician's Recognition Award (AMA PRA) Category 1 credit: *Learning from Teaching for academic endeavors in both undergraduate medical education (UME) and graduate medical education (GME).*

These new credits are only to be certified by academic teaching centers (i.e., medical schools UME and GME and hospital centers that offer GME), and they are predicated on a collaborative process between the CME offices at those institutions and their UME/GME offices. Each teacher-learner must complete an application for credit and/or special planning notes that document typical Accreditation Council for Continuing Medical Education (ACCME) planning criteria and document the outcomes of the teacher's learning experience.

Background

According to the AAMC, purpose of *Learning from Teaching* initiatives is to "formally recognize and document the learning activity

> *Learning from Teaching* initiatives formally recognize and document the learning activity that occurs as a result of interacting with, teaching, and assessing the competence of students and residents.

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that occurs as a result of interacting with, teaching, and assessing the competence of students and residents." The AAMC further points out that due to expansion of traditional sites of teaching from the main campus to community-based venues, it has become necessary to rely on volunteer teachers as opposed to only full-time faculty.

Eligibility Requirements

Qualified CME providers that are eligible to certify new *Learning from Teaching* in UME and GME credits must meet the following requirements:

- They are an ACCME-accredited national organization or accredited by a state medical association recognized by the ACCME.

- The institution must be Liaison Committee for Medical Education (LCME)- and/or Accreditation Council for Graduate Medical Education (ACGME)- accredited.

- Applying faculty must express willingness to document their learning experience associated with teaching in UME and/or GME.

- There is adequate staff at the CME office to manage and document this new type of learning in accordance with ACCME *Criteria for Accreditation* and the AMA PRA rules.

The Planning Process

According to the ACCME, *Learning from Teaching* activities are essentially "personal learning projects designed and implemented by the learner with facilitation from the accredited provider."

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The ACCME reinforces that these activities are expected to be developed in compliance with all applicable ACCME *Criteria for Accreditation* and policies and facilitate practice-based learning and improvement. In the case of *Learning from Teaching* activities, 'practice-based' can mean the teacher's professional teaching practice.

Importantly, documentation of the teacher-learner's planning should reflect his or her 'gap' in knowledge, competence or understanding that required research, updating, reflection or development of materials relative to the teaching assignment (Criterion 2). Relative to Criterion 3 (the intended results of the activity), the ACCME suggests that such outcomes could include:

- Improved teaching skills

- Improved patient management

- Better understanding of pathophysiology

- Other types of improvements in the teacher's person competence or performance as a teacher

Likewise for Criterion 6 (universal competencies), *Learning from Teaching* activities are particularly germane to the ACGME Competencies, such as:

- Medical knowledge

- Clinical practice / patient care and procedural skills

- Professionalism

- Systems-based practice

- Practice-based learning / improvement

- Communication skills

See Figure 1 for an example of a planning document uniquely related to *Learning from Teaching* activities.

Documentation of Learning Associated with Teaching Medical Students and Residents

INSTRUCTIONS: To be eligible for AMA PRA Category 1 credits, the teacher applying for CME credit must do the following:

1. Provide certification from either the Undergraduate Medical Education Office or Graduate Medical Education Office at <name of academic provider> that verifies that you are an approved faculty member(see signature block at the end of this form for that purpose).

2. For GME teaching, ensure that the GME Office also verifies at the end of this form that the residency/fellowship program in which the proposed course is being taught is ACGME-accredited.

3. Types of teaching activities that are approved for credit include: formal presentations to medical students and residents; development of cases and clinical problems; supervising clinical or simulated activities; instruction on clinical or other skills; assessing learner performance in clinical or simulation settings; mentoring QI or PI projects; and, mentoring of scholarly activities.

4. Teaching faculty may receive two AMA PRA Category 1 credits for every one hour of activities undertaken representing learning associated with preparation of teraching medical students or residents as described above (rounded up or down to the nearest 1/4 hour).

Figure 1: Excerpt from a sample planning document for *Learning from Teaching* activities

Reporting Outcomes

The AAMC suggests these categories of potential outcomes from *Learning from Teaching* activities:

- Preparing for a student / resident encounter or teaching session

- Literature searching: updating bibliographies; synthesizing literature

- Researching case materials related to presentations

- Case discussion prompting questions and information seeking

- Researching clinical questions online or in journals and other text sources

- Reflection on teaching encounters and undertaking improvements; developing learning / teaching plans

- Developing educational materials related to case or clinical problems

The learner's reflection on these outcomes is not merely by checking off a box. Rather, each learner requesting this credit should describe under each applicable category the improvement they made in the process of preparing for teaching medical students and/or residents. Figure 2 shows an example of an outcomes form for *Learning from Teaching* activities.
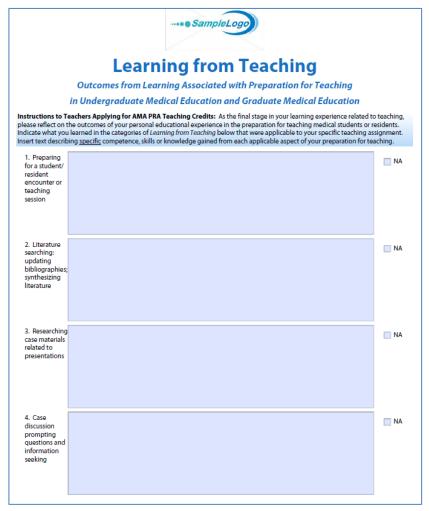

SampleLogo

Learning from Teaching

Outcomes from Learning Associated with Preparation for Teaching in Undergraduate Medical Education and Graduate Medical Education

Instructions to Teachers Applying for AMA PRA Teaching Credits: As the final stage in your learning experience related to teaching, please reflect on the outcomes of your personal educational experience in the preparation for teaching medical students or residents. Indicate what you learned in the categories of *Learning from Teaching* below that were applicable to your specific teaching assignment. Insert text describing <u>specific</u> competence, skills or knowledge gained from each applicable aspect of your preparation for teaching.

	NA
1. Preparing for a student/ resident encounter or teaching session	☐ NA
2. Literature searching: updating bibliographies; synthesizing literature	☐ NA
3. Researching case materials related to presentations	☐ NA
4. Case discussion prompting questions and information seeking	☐ NA

Figure 2: Excerpt from a sample outcomes assessment form for *Learning from Teaching* activities

Validation of Approved Teaching Status and/or Accredited Residency Program

Learning from Teaching activity files must contain evidence that the teacher is an approved member of the faculty or teacher and, if a GME-based teaching

assignment, that the residency program in which the teacher is teaching is ACGME-approved.

To facilitate this documentation, the sample planning document also includes two sections in which the learner obtains signatures from bona fide authorities from the institution that verifies these two points. Figure 3 shows a suggested format for this documentation form the planning document.

Documentation of Credit Claimed

The second page of the sample *Learning from Teaching* planning document demonstrates a method for the teacher-learner to document the time he or she spent in each potential applicable segment of a Learning from Teaching activity (as shown in Figure 4).

Validation of Approved Teacher Status
I certify that the applicant is an approved member of the faculty/teacher ☐ for UME ☐ for GME

Title: _____

_____
Signed By

Validation that the Teaching Activity is for an Approved Residency Program (for GME only)
I certify that this teaching activity is for an ACGME-accredited program

Title: _____

_____
Signed By

Figure 4: Excerpt from the *Learning from Teaching* planning document relative to verification of teaching status and accredited residency program

The credit worksheet shown in Figure 3 reiterates the seven potential categories of learning from this type of activity and asks the learner to indicate the number of minutes (rounded up or down to the nearest ¼ hour) spent in each category (or to check 'NA'). The CME Office, upon receipt of the planning form, adds the minutes together, which becomes the number of AMA PRA credits authorized for the learner.

Submission of Application for Teaching Credits by Teacher
Calculation of Time Spent Preparing for Teaching--Please complete the categories of potential areas of preparation for teaching that are applicable to your teaching assignment (enter total minutes rounded up or down to nearest quarter hour):

1. Preparing for a student/resident encounter or teaching session ____
2. Literature searching: updating bibliographies; synthesizing literature ____
3. Researching case materials related to presentations ____
4. Case discussion prompting questions and information seeking ____
5. Researching clinical questions online or in journals and other text sources ____
6. Reflection on teaching encounters and undertaking improvements: developing learning/teaching plans ____
7. Developing educational materials related to case or clinical problems ____

Figure 3: Excerpt from the *Learning from Teaching* planning document that captures credits claimed from the learner

Learning from Teaching and PARS

Learning from Teaching activities are reportable in the ACCME's Program and Activity Reporting System (PARS). While the ACCME permits grouping of *Learning from Teaching* Activities into one activity for reporting purposes, this is only applicable when all learners are claiming the same number of credits (i.e., their total claimed credits add up to 2, for example). In most cases, since this is an individual learning experience, the number of credits claimed by the learner will vary considerably, and therefore—practically speaking—each *Learning from Teaching* activity may be a separate reportable activity in PARS.

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To download either or both of the sample planning form or outcomes form for a Learning from Teaching activity, please click on this link: www.passinassociates.com/downloads_mmm.

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