APPLICATION FOR “LEARNING FROM TEACHING” CREDIT

“Learning from teaching” is a descriptive label for a type of CME activity that integrates self-directed learning and improvement projects with the teaching of medical students and residents. Examples of “learning from teaching” can be found on page three. There is also a list of “FAQ’s for the learning associated with teaching medical students and residents” available on the American Medical Association website.


Objective
The objective for initiating “learning from teaching” is to facilitate practice-based learning for the improvement of a physician’s professional teaching practice, clinical practice, or research practice.

Eligibility Criteria
Physicians that are engaged in the teaching of JABSOM medical students and/or residents are eligible to apply for credit. Physicians that are currently participating in a residency or fellowship program are not eligible.

Process
You as the physician are the learner. While you and you alone will be in control of the content of your project, there are certain parameters that must be followed in order for this to be submitted to the Hawai‘i Consortium for Continuing Medical Education for AMA PRA Category 1 Credit

• Describe how this activity will improve your professional practice of teaching; and where and when you will apply this learning.
• Describe the project and what will be done (i.e. type of self-learning format). The sources or resources that are used must be from accredited CME, and completely independent of any commercial interest.
• At the end of the project, describe what you learned; what impact this learning has had on you, your students/residents, or system; and if there were barriers to implementation.

Credit is based on a 2-to-1 ratio to teaching time. For example, faculty may be awarded 2 AMA PRA Category 1 Credits for one hour spent teaching or 1.5 AMA PRA Category 1 Credits for 45 minutes spent teaching.
Application Procedure

1. Complete the attached form, including contact information. You will be contacted if there are any questions or need for clarification in the description of your project.

2. Part 1 of the form is the learner’s self-assessment of educational need, and should be determined before you begin your project.

3. Part 2 of the form describes the impact that the project has had on you as an instructor, on the medical students or residents you teach, or on the system/environment that you teach in.

4. Sign the attestation (electronic signature is acceptable), and send the completed form and any attachments by email to hccme@hawaii.edu. Please remember to keep a copy of the form for your records.

5. HCCME will send you an acknowledgement with the number of credits that have been awarded.

For questions or additional information, please contact Brenda Wong at hccme@hawaii.edu, or by calling 536-7702 ext. 103, or 692-0900.

The Hawai‘i Consortium for Continuing Medical Education designates this live activity for a maximum of 2 AMA PRA Category 1 Credits™ per 1 hour of interaction with medical students and/or residents/fellows. Physicians should claim only the credit commensurate with the extent of their participation in the activity.
EXAMPLES OF LEARNING FROM TEACHING ACTIVITIES

1. A faculty member is asked to give an interactive skills-based workshop on “Sinusitis” designed to address medical students’ inability to evaluate patients appropriately for this condition. The faculty member identifies, through self-assessment, that she does not know the anatomy of the sinuses, does not know the pathophysiology of these processes, and does not have a personal strategy in place for taking a history regarding sinusitis or for examining the patient. Therefore, she conducts her own personal learning project to address these needs – and can then describe what new strategies she develops as a result. Also during this process, she learns several new skills associated with including x-ray images and 3D-imaging videos in her educational presentations using software tools.

2. To prepare for teaching a skills workshop at a surgical specialty society meeting, physician faculty find that they need to learn how to operate a new laparoscopic device that will be used during the workshop. The specialty society, as an accredited CME provider, facilitates their training on the new device as a “Learning from Teaching” CME activity for the faculty prior to their teaching engagement.

3. An accredited provider makes available a “Learning from Teaching” CME activity for community physicians who have recently been recruited as new faculty for undergraduate and graduate medical school instruction in the form of “individualized learning projects” where new faculty assess what knowledge and skills they need to teach more effectively, and then makes available training and feedback to improve their teaching skills. It includes one-to-one mentorship and training with educational experts that is scheduled by the learners.

4. In the process of revising a series of educational seminars provided each year for the orientation of new staff members, a physician administrator in the risk-management department finds that she has to learn and incorporate new medical coding knowledge and strategies that have been published since the last orientation she taught. As an accredited CME provider, her institution makes it possible for her to receive CME credit for her “Learning from Teaching” that involves modifications to her own coding practices while preparing for the seminars.
EXAMPLE OF COMPLETED “LEARNING FROM TEACHING” APPLICATION

Hawai‘i Consortium for Continuing Medical Education
Learning from Teaching Application Form

Name: Joseph Perklns, MD
JABSOM Department: Surgery
Email address: jperklns@example.email
Telephone: 808-123-4587
Date(s) of learning project: November-December 2013
Date(s) of teaching: January 1-February 28 2014
No. CME claimed: 5

TO RECEIVE CREDIT, ALL QUESTIONS MUST BE ANSWERED COMPLETELY.

PART 1

1. Describe how this learning project will inform or improve your professional practice of teaching. (What new knowledge will be sought or gained? What new strategy or practice will be developed for you?)

I am new to Hawaii, and unfamiliar with the various cultures that live here. I want to improve my ability to provide culturally appropriate service to the patients that I see. In improving my own ability to provide patient care, I want to be able to emphasize and communicate the importance of providing culturally appropriate health care to the residents that I supervise.

2. Describe where and when you can apply this learning. (What outcome for your practice will this have?)

The residents that I supervise will demonstrate a greater degree of cultural sensitivity.

3. Describe your learning project, and why you chose the educational format for this activity. (What will you do, and how will you do it?)


4. What desirable physician attribute(s) does this activity address? (Please check all that apply.)

- Patient Care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.
- Medical Knowledge about established and evolving biomedical, clinical and cognate (e.g. epidemiological and social behavior) sciences and the application of this knowledge to patient care.
- Practice-based Learning and Improvement that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvement in patient care.
- Interpersonal & Communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals.
- Professionalism as manifested through a commitment to carry out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
- Systems-based Practice as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system for health care and ability to effectively call on system resources to provide care that is of optimal value.

PART 2

5. Describe any data or information generated from this activity that demonstrates that there was a change in your competence or performance as an instructor, or a change of outcome for medical students/residents. (What did you learn? What impact did this have for you, your students, or the system in which you work?)

I have received feedback from the program director that he has observed that his residents demonstrate more patience with Micronesian patients because they understand the cultural dynamics. A copy of his email is attached.

ATTERTATION

I attest that the above information is an accurate description of my participation in this self-directed learning activity.

Signature: Joseph Perklns, MD
Date: March 3, 2014

The Hawai‘i Consortium for Continuing Medical Education, a joint venture between the Hawai‘i Medical Association and the John A. Burns School of Medicine, University of Hawai‘i, is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.