



TEXAS A&M UNIVERSITY

School of Medicine

## Definition of Activity Types

### Live Courses and Conferences

Live CME activities including courses, conferences, and workshops, take place at a specified date, time and location. Texas A&M University School of Medicine has commitment to offering quality continuing medical education for physicians and other healthcare professionals supports our mission to pursue lifelong learning activities. To this end, our programs are designed to engage learners in interactive learning sessions; provide the most up-to-date information and strategies; and develop or enhance skills that may be applied in clinical practice, research, or teaching.

### Regular Scheduled Series, including Grand Rounds

The Texas A&M University School of Medicine accredits a wide variety of Regularly Scheduled Series (RSS) CME offerings. These are Live CME activities that (1) have multiple sessions, (2) occur on an ongoing basis (offered weekly, monthly, or quarterly) and (3) are primarily planned by and presented to Texas A&M University School of Medicine faculty. Examples of activities that are planned and presented as a regularly scheduled series are Education Grand Rounds (EGRs), and CSTR Grand Rounds.

Generally speaking, RSS events are at a set time each week, month, or quarter. With that said, the subject matter and nature of RSS activities vary greatly from department to department and are subject to change at any time. As a result, the best way to learn about and be aware of RSS CME offerings and the changes thereto is by staying in touch with the respective departments.

### Online and Enduring Materials

Enduring Materials constitute a type of planned continuing medical education designed primarily as self-study activities that may be used over time. They are typically printed, recorded, or computer-assisted instructional materials such as audio and video files, monographs, CD-ROMs, DVDs, and web-based learning modules, which may be used either alone or in combination with written materials for independent learning by physicians. Each activity can be accredited for a maximum of three years from its start date.



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## Learning from Teaching

The American Medical Association has recently authorized academic CME providers to certify a new category of American Medical Association (AMA) Physician's Recognition Award (PRA) *Category 1 Credit(s)*<sup>TM</sup>. "Learning from Teaching" is a descriptive label for this type of CME activity used for reporting to Accreditation Council for Continuing Medical Education (ACCME). The purpose of this new activity type is to recognize activities which were historically reported as AMA PRA Category 2 Credit.

Learning from Teaching credit may be claimed for academic endeavors in both undergraduate medical education (UME) and graduate medical education (GME), or for learning gained in the experience of being a CME speaker.

The Texas A&M University School of Medicine Office of CME has established an online form for tracking self-directed and individualized Learning from Teaching activities. The form documents the associated ACCME Criteria for Accreditation and associated learning outcomes.

Physician faculty may be awarded credit at a 2-to-1 ratio to teaching/learning time. For example, faculty may be awarded 2.00 credits for 1 hour of learning. Credits should be rounded to the nearest one-quarter credit. Please note that there is a 20.00 credit annual maximum (for 10 hours of learning) for this activity per academic year.

## PI CME

Performance Improvement CME (PI CME) is a relatively new CME format that redesigns traditional CME from an outcomes orientation, drawn from quality improvement methodology.

PI CME is a certified CME activity in which an accredited CME provider structures a long-term three-stage process by which a physician or group of physicians learn about specific performance measures<sup>1</sup>, assess their practice using the selected performance measures, implement interventions to improve performance related to these measures over a useful interval of time, and then reassess their practice using the same performance measures. A PI CME activity may address any facet (structure, process or outcome) of a physician's practice with direct implications for patient care.

A complete PI CME activity integrates three stages:

1. Assess current practice using identified performance measures;
2. Conduct an intervention in practice based on the performance measures;
3. Re-evaluate and reflect on the performance in practice.

<sup>1</sup> A clinical performance measure is a mechanism that enables the user to quantify the quality of a selected aspect of care by comparing it to a criterion. (Institute of Medicine, 2000)