**Continuing Medical Education Program**

**Learning from Teaching** Application for CME credit

**Purpose**

Learning from Teaching is a newly approved format authorized by the American Medical Association (AMA) for earning CME credit. Learning from Teaching describes and documents the formal learning activity associated with your own professional development as it relates to teaching medical students, residents, and fellows.

This is NOT credit for teaching. Rather, it is ***AMA PRA Category 1 Credit™*** earned for the learning that occurs as you **prepare** to teach. The AMA considers it to be a demonstration of continuous self-assessment and lifelong learning that improves your effectiveness and capacity as an educator.

**Some Ground Rules**

* The process applies only to teaching medical students, residents, and/or fellows in RWMC’s ACGME approved programs.
* Learning must be paired with teaching. You must engage in some new learning that is applied to teaching.
* You may claim credit only once, even if you teach the same content on more than one occasion.
* When you undertake new learning, even on a previous topic, that becomes a new learning-teaching combination eligible for credit.
* The CME Program may request documentation of teaching time such as a syllabus or rotation schedule.
* The CME Program may request verification from the Course Director, Program Director, etc…

**Learning sources**

As the active learner, the CME Program expects that the educational material you use will have been developed independent of any ACCME defined commercial interest. Two ways to ensure this are to utilize:

* Peer-reviewed materials in professional journals that follow the [Uniform Requirements for Manuscripts created by the International Committee of Medical Journal Editors](http://www.icmje.org/about-icmje/faqs/icmje-recommendations/) and/or
* Accredited continuing medical education developed and presented in compliance with the [ACCME® Standards for Commercial Support](http://www.accme.org/requirements/accreditation-requirements-cme-providers/standards-for-commercial-support)

**Eligibility and Credit**

All RWMC physician teaching faculty are eligible to participate.

Credit hours are awarded based on a 2-to-1 ratio to **teaching time**, i.e., the time spent in teaching the student or trainee, **not** preparation time. **Utilizing** what the faculty member learned is the metric for determining credit. Credit is NOT given for the teaching activity itself. Check with the CME Office for details.

In order to receive appropriate credit you must complete and submit the required application on the next two pages. Report only your teaching time; do not include your learning time. The CME Office will calculate the amount of credit you will be awarded by doubling the teaching time and rounding to the nearest quarter-hour. Incomplete applications will not be processed.

**NOTE**: *This is a unique format*. To be sure your application meets compliance criteria for approval; the CME Program recommends initial applicants review the entire process from the beginning with the CME Administrator.

**Learning from Teaching Application for CME Credit**

Last name:       First name:       Credentials:

1. Who were your learners?

 [ ]  Medical students [ ]  Residents [ ]  Fellows

2. Select the ACGME approved residency program

 [ ]  Internal Medicine

 [ ]  Dermatology

3. Select the ACGME approved fellowship

 [ ]  Dermatology - Procedural Dermatology

 [ ]  Dermatology - Skin Oncology Research

[ ]  Internal Medicine – Hematology/Oncology

[ ]  Internal Medicine – Infectious Disease

 [ ]  Internal Medicine – Pulmonary

 [ ]  Internal Medicine – Rheumatology

 [ ]  Surgical Oncology

4. What was the actual teaching date of your *Learning from Teaching* preparation?

5. What was the topic you taught?

6. What was the length of time you spent teaching the newly learned material?

7. What was the format of the teaching activity? Check all that apply.

 [ ]  Formal lecture presentation

 [ ]  Clinical problems

 [ ]  Supervising clinical activities

 [ ]  Instruction on clinical or other skills

 [ ]  Assessing learner performance

 [ ]  Other (must describe)

**Meeting the CME Criteria Requirements**

8. What was your Educational Gap?

[ ]  Knowledge gap: (Disparity in access to information.)

[ ]  Clinical gap: (Gap between knowledge and actual performance in a clinical environment.)

[ ]  Competence gap: (Difference between the current competency level and the required competence level.)

[ ]  Performance gap: (Gap between what the learner knows and whether he/she applies the knowledge.)

[ ]  Teaching gap: (A gap in teaching or pedagogical methods to meet learner’s needs.)

[ ]  Other:

9. Describe Gap (C2): Describe the clinical knowledge, competence or performance gap:

***Example****: My professional practice gap is that student feedback shows that my students rarely learn what I am teaching them about calcium metabolism.*

10. Describe Educational Need (C2): Describe the new knowledge, competence or performance you are seeking, the new strategy or practice to be developed.

***Example****: My educational need that underlies this gap is that I do not know very much about calcium metabolism. I need to improve my knowledge of the topic and my competence in delivery (the transfer of this knowledge).*

11. Describe how you developed or prepared your learning experience? Exactly how did you learn? (C3, C5)

12. What ACGME competency did this activity address? Access full definitions here: [http://www.gahec.org/CME/Liasions/0)ACGME%20Core%20Competencies%20Definitions.htm](http://www.gahec.org/CME/Liasions/0%29ACGME%20Core%20Competencies%20Definitions.htm)

[ ]  Patient care

[ ]  Medical knowledge

[ ]  Practice-based learning and improvement

[ ]  Interpersonal and communication skills

[ ]  Professionalism

[ ]  Systems-based practice

13. I confirm the educational material I used for this new learning from teaching activity was independent of the control of an ACCME defined commercial interest (SCS 1).

Please identify the educational material sources(s)

* Peer-reviewed materials in professional journals: List journal(s)
* Accredited continuing medical education activities: Provide activity name, date and provider:
* Other:

14. Reflection and Application: What will be the measure of your success? What will be the outcome of this learning for you or your practice or the system in which you work? (C11)

What barriers to implementation exist for you and how will you address these?

**Accreditation/Designation Statements**: The Roger Williams Medical Center is accredited by the Rhode Island Medical Society to provide continuing medical education for physicians. The Roger Williams Medical Center designates this live activity for a maximum of ***2 AMA PRA Category 1 Credit(s)™*** 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.

Approved by:       Date: