



Professional Practice Gaps – Special Cases?

Transcript of Video FAQ

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<http://education.accme.org/video/accme-video-faq/professional-practice-gaps-%E2%80%93-special-cases>

Description: What is the professional practice gap for education on a new medical device, or for morbidity/mortality conference and tumor boards?

Inside the problem, inside the challenge, is your answer. In the professional practice gap for educational devices that no one knows how to use, is that no one knows how to use them. And that's that everyone needs instruction on them, who has a reason to use them in their practice. So, if the labeling for a device matches the scope of practice of your learners and none of those learners knows how to use it, it's self evident—nothing else you need to do. So, it's a very short and quick process.

The same is with morbidity and mortality rounds, but that's even a richer issue and more interesting in that in the presence of the death of someone or the presence of complications of a critical patient, the health care team gathers together to discuss what they might have done to prevent this unexpected or undesirable outcome. And that in itself is the determination of the professional practice gap. At those sessions, people sit and talk and reflect on what was it that happened that caused this unexpected outcome. That defines the professional practice gap. So, sort of planning as you go, it's just-in-time education, it's happening right there and the identification of that gap mostly often just informs the rest of the discussion. So, when they say, this is why we had a problem, this was the gap that led to the unexpected outcome, someone in the crowd would look at the rest and say, why was that? Why did we do that? And that's trying to understand the knowledge or competence or performance problem that underlies that professional practice gap. And maybe the rest of the session is the discussion of that or maybe what it says is, let's do another session on that, let's do grand rounds on the pathophysiology of this dealing with what our strategies are, so we can understand, we can have more knowledge and we can turn that knowledge into a better strategy to approach the patient.

So, two common problems, two common issues for education— different kinds of educational providers, academic medical centers and medical schools do different kinds of morbidity and mortality rounds; all kinds of providers do education on new devices. In both, providers are seeing a challenge to identify professional practice gaps, when in fact it's right there in front of us all.

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