



Using Effective Formats

Transcript of Video FAQ

June 4, 2009

<http://education.accme.org/video/accme-video-faq/using-effective-formats>

Description: What are the ACCME's expectations of choosing formats to match the expected results of the CME activity?

Criterion 5 asks accredited providers to reflect on what it is they are trying to accomplish and to match the form or type of educational intervention to the information they're trying to change, the performance they're trying to change, and to their expected outcome. That's the same as we've always asked providers to do. We've always wanted people to understand the educational literature and to accomplish, to use in their educational activity planning, to use their expected results in picking what it is they want to do.

We expect that people understand if you want to change knowledge, you'll use didactic or plenary kind of exchanges of information, where you'll use the Web, you'll use a lecture, you'll hand them out something, and say this is information and data that we think it's important to you developing a new strategy. If you're trying to develop a new strategy, you're trying to get people to change what it is that they do, they need to analyze and reflect and synthesize on this new information and turn it into new knowledge. So you need to have small group discussions, periods of reflection, so that people can express the fact that they now have put this knowledge into action and they have a new strategy. The application of wisdom and judgment to what it is that you've helped them with, they'll turn that into a new strategy. And then, when they take it and put it into practice that's the measure of performance.

Now some educational activities or some things that you're trying to accomplish will be psychomotor skills, will be hands-on, and you'll need to pause there for a moment and do performance-based or competency-based activities, like with standardized patients or mannequins, to ensure that the people have acquired the ability — they can demonstrate it to you.

And then, consider for some, the systems issues that are at play in the environment that they're operating, so that although you might have transferred to them this new knowledge, you might have imbued in them new competence and new strategies, they might be able to go out and do the performance that you're after — but they can't do it in their system because there's too many barriers. And all of that is the way that you will choose the educational format, and you will link what it is that you're trying to accomplish to what it is that they need. You'll use lectures where appropriate, you'll use pieces of paper and the Web where it's appropriate. You'll use



small-group discussions, you'll bring in experts for people to ask questions of. You'll have hands-on sessions where people can actually demonstrate that they can do what it is that they think they can do. And maybe you'll have practice-based measures of seeing whether or not they're actually doing it in practice.

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