



**THE UNIVERSITY OF ILLINOIS**  
**COLLEGE OF MEDICINE**  
CHICAGO PEORIA ROCKFORD URBANA

University of Illinois College of Medicine

# Learning Associated with Teaching Handbook

Office of Continuing Medical Education (CME)



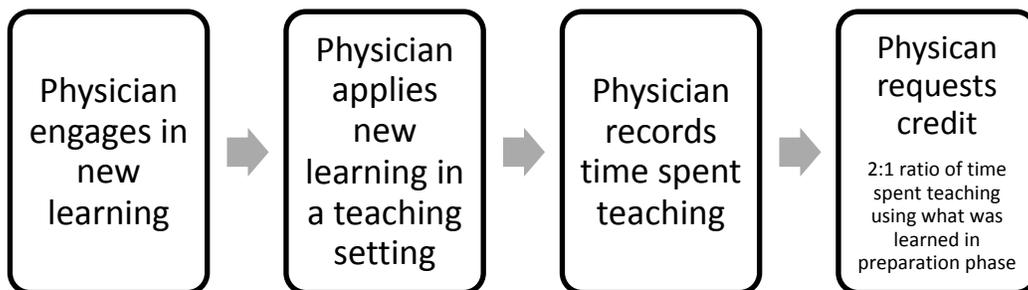
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**AIMS AND GOALS:** The purpose of Learning Associated with Teaching Residents and Students is to describe and document your learning as a result of interacting with, teaching of, and assessing the competence of medical students, residents, and fellows. Faculty credit for teaching medical students, residents, and fellows is approved as a type of live activity that may be certified for *AMA PRA Category 1 Credit™* if it meets the requirements outlined below.

*Note: A key concept is that the CME credit is for learning that had to be undertaken by the faculty member in preparation of teaching the residents/students. It is not credit for teaching. CME credit is not a reward or payment, but rather is a recognition intended to note that the physician has engaged in an educational activity which serves to maintain, develop, or increase their knowledge, skills, and professional performance and relationships that they use in providing services for patients, the public, or the profession.*

- ❖ *“Preparation of teaching” means that the faculty member is taking steps to learn about a new topic and/or updating their knowledge on a topic for the purpose of teaching*
- ❖ *Neither the act of preparing or teaching alone are sufficient for claiming this CME credit.*
- ❖ *Time spent with the student, utilizing what the faculty member learned, is the metric used for determining credit*



**SAMPLE SCENARIOS:** Examples of learning associated with teaching activities are described below. These examples are adapted from the ACCME<sup>1</sup> and are here to provide you with a better understanding of this topic.

*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, which include adding x-ray images and 3D-imaging videos in her preceptor presentations using software tools. The preceptor’s presentation included 30 minutes of preparation/learning. The faculty member may request 1 hour of AMA PRA Category 1 credit™ for the 30 minutes spent researching the topic to present to the medical student.*

*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 associated with teaching” CME activity for the faculty prior to their teaching engagement. The physician faculty member had 2 hours of instruction on the new device to prepare for the skills workshop, which means they can request 4 hours of AMA PRA Category 1 Credits™. No additional CME credit can be given for the physician faculty for teaching at this skills workshop.*

*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 associated with teaching” that involves modifications to her own coding practices while preparing for the seminars. The physician administrator spends 3 hours researching and learning about the new medical coding knowledge. Once the physician administrator finishes teaching the educational medical coding seminars, she may request 6 AMA PRA Category 1 Credits™. She may only request credit once. If the same seminar is repeated (with the same information given by the same physician administrator) she may **NOT** request additional credit hours.*

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<sup>1</sup> ACCME: <http://www.accme.org/ask-accme/how-does-accme-define-learning-teaching-activity>



**COMPLETING THE DOCUMENTATION FORM:** Documentation for credit should be reported using the 'Learning Associated with Teaching Medical Students, Residents, and Fellows Credit Documentation Form'.

### Who are your learners?

- Medical Students
- Residents
- Fellows

### What was your role as a teacher?

- Formal presentation on a topic
- Case discussion promotion questions and information seeking
- Supervising clinical or simulated activities
- Assessing learner performance
- Mentoring QI or PI projects
- Mentoring scholarly activities/research

### Explaining Your Knowledge Gap or "What did you learn?"

Documentation of learning associated with teaching planning should reflect the physician's 'gap' in knowledge, competence, or understanding that required research, updating reflection or development of materials relative to the teaching assignment (*Criterion 2*). Relative to *Criterion 3*, the ACCME suggests that such outcomes could include:

- Improved teaching skills
- Improved patient management
- Better understanding of pathophysiology
- Other types of improvements in the teacher's personal competence or performance as a teacher

### Examples of Resources Used

- Literature searching: updating bibliographies; synthesizing literature
- Research case materials related to presentations
- Researching clinical questions online or in journals and other text sources
- Reflection on teaching encounters and undertaking improvements; developing learning / teaching plans
- Developing educational materials related to case or clinical problems

## **DOCUMENTATION**

Documentation for credit should be reported using the ‘Learning Associated with Teaching Medical Students and Residents Credit Documentation Form’.

Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Credits should be rounded to the nearest one-quarter credit.

According to the AMA policies on Learning Associated with Teaching, there is no limit to the amount of credits that can potentially be earned. However, for accounting purposes, this CME office will limit the amount to 50 credits per physician per year.

Physicians cannot claim credit for the same presentation given multiple times; even if the audience involves residents and students from more than one program and even if being verified by two or more different LCME/ACGME programs.

*AMA PRA Category 1 Credit™* may be extended to any faculty physician —whether community-based, institution-based, or subset of undergraduate or graduate clinical faculty, full or part-time, voluntary, salaried, or unsalaried.

Clinical material and educational techniques are both included among the topics that a physician could study and learn about.

Obtaining credit is not restricted by the learner’s clinical practice. The ACCME definition states that Learning Associated with Teaching represents a range of activities in which an accredited provider can facilitate practice base learning and improvement- where the practice could be the person’s professional teaching practice or clinical practice or research practice.

## **ACCREDITATION**

“The American Medical Association (AMA) has approved the teaching of medical students and residents as a type of live activity that may be certified for *AMA PRA Category 1 Credit™*. From an accreditation perspective, this format fits within the ACCME’s 2010 description of a “learning associated with teaching” CME activity.”<sup>2</sup>

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<sup>2</sup> Integrating Accredited CME into Individualized, Self-Directed Learning Project Type Activities Like Learning associated with teaching, Teaching Medical Students and Residents, and Other AMA-Approved Formats." *Accreditation Council for Continuing Medical Education*. AAMC, n.d. Web. 21 Jan. 2014.  
<http://www.accme.org/education-and-support/video/tutorials/integrating-accredited-cme-individualized-self-directed>

### **ALLOTMENT OF CREDITS & REPORTING**

There are two parts to calculating the appropriate number of *AMA PRA Category 1 Credit*™ that physicians may claim for this activity. The first is that there must be learning involved in the preparation for teaching. However, the time spent preparing is not included when calculating the number of credits. The credit is based on a 2:1 ratio of the time the physician spends teaching in the second phase, using what was learned in the preparation phase<sup>3</sup>.

The University of Illinois designates a maximum of 2 *AMA PRA Category 1 Credit*™ per 1 hour of interaction with medical students and/or residents/fellows. For example, faculty may be awarded 2 credits for 1 hour of teaching -or- 1.5 credits for 45 minutes spent teaching.

Physicians should report their hours on the **Learning Associated with Teaching Medical Students, Residents and Fellows Credit Documentation Form** then submit that to the CME office for verification. The CME office would then award the appropriate credit(s) and issue the credit certificate, as it would for all participants in any educational process.

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<sup>3</sup> "FAQ's for the Learning Associated with Teaching Medical Students and Residents." *American Medical Association* 2013: 9. Print.