

INSTITUTIONAL DRIVERS OF CHANGE: OPPORTUNITY AND EVOLUTION IN CE

PACCARB VIRTUAL PUBLIC MEETING



Graham McMahon, MD, MMSc
President and CEO, ACCME



ACCME

- Sets standards
- Audits
- Accountability
- Drives change
- Educates



Accredited Providers

- Identify needs
- Create activities
- Evaluate & improve the program
- Track and report completions



CME Activities

- Learning
- Training & skills
- Collaboration, communication, wellness
- Practice improvement & QI



Clinicians

- CE credits

How do you get a professional to learn?

Make them curious

vs.

Require completion

Difficult
Variable impact
Harder to prove effect

Generates high participation
Tempting
Easy

Leading the Learning Organization

VISION
Set a clear direction that engages hearts and minds

CULTURE
Model and reward beliefs that make it safe for learning

TEAMING
Institute and support team-based processes

- Team goals
- Team roles
- Team norms

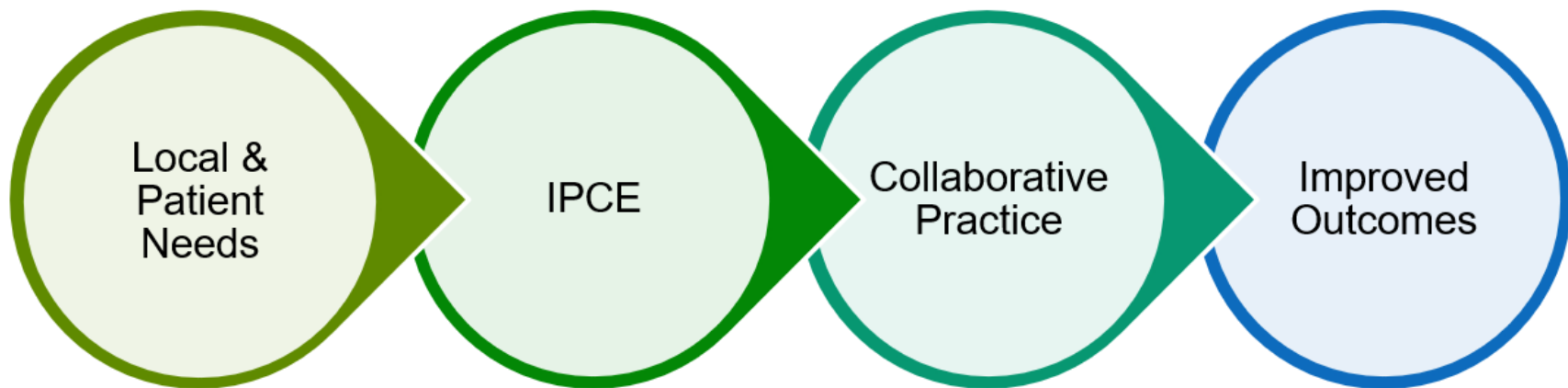
Psychological Needs, Safety and Accountability



Key approaches to deploy

- Maximize consistency of the team
- Create a communication vehicle and approach
- Rotate leadership
- Ensure the team knows what their colleagues are capable of
- Solicit input from team members, and listen
- Assign, delegate, ask for and share the load
- Set goals that are bigger than a single patient's outcome
- Set a learning agenda together and teach each other
- Resolve difficulties efficiently
- Check in periodically on function as a team
- Do other things together (learn together, socialize, eat)

IPCE



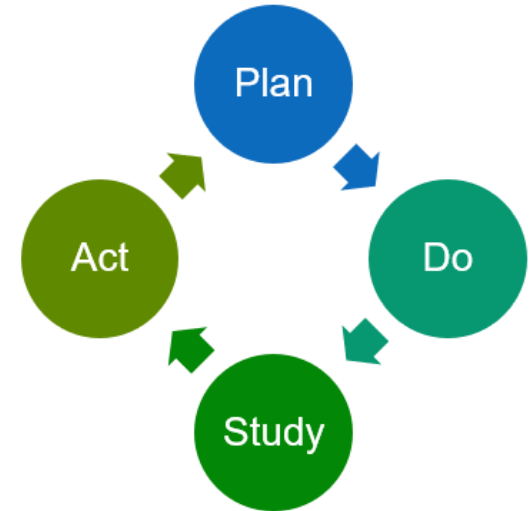
*When members from **two or more professions** learn with, from, and about each other to enable **effective collaboration** and **improve health outcomes**.*

www.jointaccreditation.org

(definition derived from the WHO definition of IPE)

Example of PDSA Team-Based CE Implementation

- Health system measures and identifies quality gap
- Identifies the evidence to support practice change
- Engages the appropriate clinics and their director
- Shares data with staff and solicits input for strategy
- Team teaches each other from set of materials over several weeks while managing the change with a PDSA cycle
- Cycle closed with f/u data from their clinic and patients



Joint Accreditation

What?

Single pathway for accreditation to provide interprofessional continuing education (IPCE) of the healthcare team through one, unified application process, fee structure, and set of accreditation standards.

- Offer interprofessional education (25% minimum)
- Offer single professional education
- Offer “credit” to physicians, pharmacists, nurses, PAs, optometrists, social workers, psychologists, dentists, dietitians, and soon athletic trainers
- Offer IPCE credit



Joint Accreditation

Why?

- ✓ Eliminate discrepant requirements between profession accrediting bodies
- ✓ Promote/incentivize organizations to develop interprofessional continuing education (IPCE) and team-based learning
- ✓ Decrease burden on organizations that were already multiply accredited
- ✓ Increase congruence between accreditation standards across the professions
- ✓ Practice what we preach as regulators: respecting colleagues, sacrificing autonomy and control for common good



Characteristics of IPCE Activities

- A planning process that includes **healthcare professionals from two or more professions, reflective of the target audience.**
- Activity is designed to address a **professional practice gap of the team.**
- An intent to change skills, strategy, or performance of the **healthcare team and/or patient outcomes.**
- **Interprofessional competencies** to include: values/ethics, roles/responsibilities, interprofessional communication, and/or teams/teamwork.
- Focus on learners learning **with, from, and about** each other.
- Activity is evaluated for:
 - changes in skills, strategy, performance as it relates to one's **contribution as a member of the healthcare team**; and/or
 - changes in **performance of the healthcare team**; and/or
 - impact on **patient outcomes.**
- **Independence from any commercial interests.**



Summary

- **Drive toward efficiency and effectiveness in training**
 - Mandates are tempting but aren't the answer
- **Teaming and collaborative practice**
 - Improve the wellbeing of the individuals
 - Improve the performance of the team
 - Improve health outcomes for our patients
- **Teaming can be successfully engineered**
 - Even in healthcare!
- **Teams that learn together perform together**
 - Accrediting bodies are practicing what we preach