Aligning stakeholder expectations: Defining the role and skills of the modern CME provider

17th Annual European CME Forum

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Disclosures

Froukje Sosef, MD

- Medical Director & co-founder COR2ED, a provider of IME and accredited CME

- COR2ED receives funding from pharmaceutical companies and Societies for independent and certified medical education programmes

- COR2ED is a member of the Good CME Practice group (www.gcmep.org)

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- Employee of Kenes Group – a medical/scientific conference organizer and provider of medical educational programmes

- Kenes Group receives funding and support from pharmaceutical and medical device companies for medical education programmes

- Kenes Group is a member of the Good CME Practice group (www.gcmep.org)

Learning objectives

After this workshop, you will be able to:

1. List the key stakeholder groups that need to be considered when planning and delivering accredited education.
2. Identify the key obligations providers have to the accrediting body and how these can be met in the planning and delivery proces.
3. Discuss the main do's and don'ts when applying for funding and reporting back to pharma companies.
4. Identify the major opportunities and challenges between the interaction of the stakeholder groups.

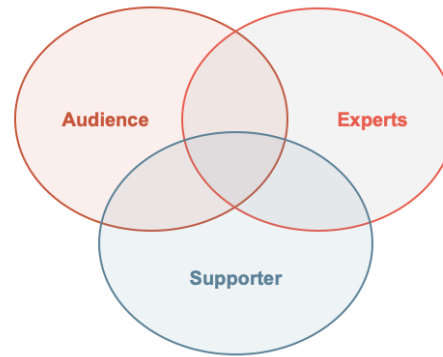On a scale of 1-5, how knowledgeable or comfortable you are about the topic of this session?

The **role** of the modern CME provider

What do you see as a role of the modern CME provider?

Do you think there is a missing stakeholder?

The role of the accreditor

The **skills** of the modern CME provider

What skills are essential for a CME provider?

- Educational expertise
  - Applying adult learning principles
  - Implementing instructional design expertise – backward design planning
  - Designing a flow for the programme
  - Selecting an educational format suitable for educational objectives & audience
  - Outcomes measurement
- Patient involvement
  - Implementing the patient voice
  - Measuring the outcomes

4 Pillars of Quality and Effective CME

According to the Good CME Practice group ...

1. **Appropriate Education**
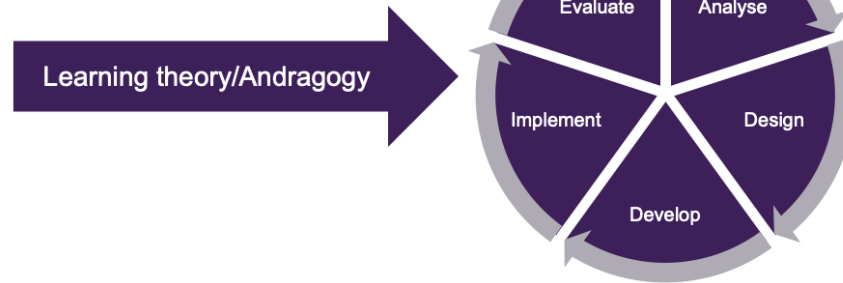
2. **Effectiveness**

3. **Balance**

4. **Transparency**
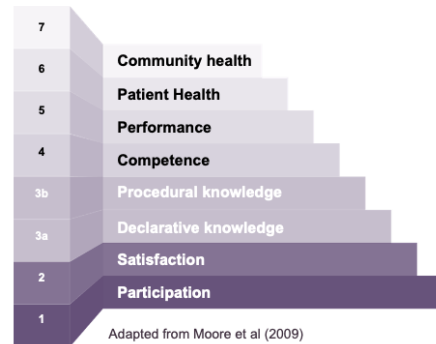
Appropriate Education

- Is there a gap in clinical knowledge, competence and performance, and need for instruction?
  - Gap analysis, Needs assessment
- For whom should the programme be developed?
  - Characteristics of learners, target audience
- What do you want the learners/ HCP's to learn or demonstrate?
  - Learning objectives
- How is the medical subject content or skill best learned?
  - Educational strategies
- How do you determine the extent to which learning is achieved?
  - Outcomes measurement, Evaluation procedures

Effectiveness

7	
6	Community health
5	Patient Health
	Performance
4	Competence
3b	Procedural knowledge
3a	Declarative knowledge
2	Satisfaction
	Participation
1	

Adapted from Moore et al (2009)

- Measurable outcomes for impact of CME/CPD activity
- Post-activity evaluation should measure satisfaction, knowledge uptake and intent to maintain or change behaviour in line with learning objectives
- Moore's levels of CME outcomes[1] can be used in understanding effectiveness

1. Moore DE, et al. J Contin Educ Health Prof. 2009; 29(1):1–15

What is a reasonable and realistic outcomes level that our stakeholders can expect from us?

Balance

- Content must demonstrate fair balance

  – Identify relationships and conflicts of interest

  – Resolution of conflicts of interest

  – Communicate all potential conflicts via disclosing to learners

- Content must be developed independently of the sponsor and reflect the full clinical picture within the framework of the learning objectives

Transparency

- Documentation of the independent planning process

- Disclosure in marketing, logistical, and educational materials of all financial support received for the programme
  - Company name, no company/marketing logos

- Disclosure in marketing, logistical, and educational materials of all relevant relationships of all those influencing content
  - Planning committee, faculty, organisers, etc.

Commitment to change ...

Following today's workshop, what is the one thing that you will change when you next plan an educational intervention?

Ask everyone to write down one think they plan to do differently when they go back to their day job … ask 4-5 people to offer up their thoughts

Thank you

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