Suggested Tools & Implementation Strategies Linked to ACCME Commendation Criteria

The information below serves as examples of/suggested tools for interactive learning with implementation ideas that would make them a useful tool to achieve both interactive learning and potentially meet one or more of the Commendation Criteria. **Please refer to the** ACCME Commendation Criteria **and the Critical Elements and Standards for each criterion for the specific requirements that would need to be followed to achieve compliance.**

SETTING THE STAGE

WHAT? (Setting the Stage Tools)	WHO? & HOW? (Suggestions for Implementation Strategies)	Link to Commendation Criteria
Everyday Ethical Dilemmas – Present an abbreviated case study with an ethical dilemma related to the discipline being studied.	• Share data about the case/topic presented (e.g. *Epidemiologic data related to the case topic*)	• Advances **data use (C26)** • Addresses **population health (C27)** • Utilizes **support strategies (C32)**
Picture Prompt Show image with no explanation. Ask students to list ideas around it **Provocative Picture** Begin event with picture/cartoon meant to provide discussion/emotion	• Share data about the case/topic presented in the picture (e.g. *picture about food insecurity/ poverty*)	• Advances **data use (C26)** • Addresses **population health (C27)** • Utilizes **support strategies (C32)**
Problem Recognition Tasks Offer case studies with different types of problems – Ask students to identify problem	• Problem listing from multiple case studies supported by data	• Advances **data use (C26)** • Addresses **population health (C27)** • Utilizes **support strategies (C32)**

KEEPING THEM ENGAGED

WHAT? (Keeping Them Engaged Tools)	WHO? & HOW? (Suggestions for Implementation Strategies)	Link to Commendation Criteria
Minute Question Shuffle ✓ Ask students to write relevant question about material on cards ✓ Collect & shuffle cards ✓ Ask each student to pick question card and answer	One idea is to involve questions addressed to individuals from various professions and / or patients to answer	• Engages **teams (C23)** • Engages **patients/public (C24)**
Gallery Walk – Stations or displays are spread across the room, and students go around to each station individually or in groups, completing a task or responding to a prompt at each station.	• May have different professions at each of the stations, each providing information and teaching about the same topic from their angle • May have stations with public members/patients • Involve these professionals in planning the set up and the questions	• Engages **teams (C23)** • Engages **patients/public (C24)** • Engages **students/trainees (C25)**
Lecture Reaction – Divide the class into four groups after a lecture: questioners (must ask two questions related to the material), example givers (provide applications), divergent thinkers (must disagree with some points of the lecture), and agreers (explain which points they agreed with or found helpful). After discussion, brief the whole class.	• May consider using students and /or residents both for planning and implementation • May consider splitting the groups based on their levels	• Engages **students/trainees (C25)**
Role-Playing – Assign roles for a concept, students research their parts at home, and they act it out in class. Observers critique and ask questions. **Role Reversal** – Teacher role-plays as the student, asking questions about the content. The students are collectively the teacher, and must answer the questions. Works well as test review/prep.	• These teach teamwork and communication skills. • Use various students/ learners or roles based on professions • You may compare the two ways of role play to role reversal on the same topic with different groups of learners and compare the effectiveness or the acceptability of each of the methods and present it as a posted or research work	• Optimize **communication** skills (C29) • Utilizes **support strategies (C32)** • Demonstrates **creativity/innovation (C33)** • Engages in **research/scholarship (C35)** • Improves **healthcare quality (C37)** • Improves **performance (C38)**

INSPIRING PRACTICE CHANGE

WHAT? (Inspiring Practice Change Tools)	WHO? & HOW? (Suggestions for Implementation Strategies)	Link to Commendation Criteria
Ticket out the Door At end of event, ask students to summarize lecture or provide one new personal significant learning outcome – Need post/share to leave event **"Real-World"** Have students openly discuss in class how topic/concepts relate to real-world practice **Bumper Sticker** Ask students to write and share a slogan-like bumper sticker to illustrate practice change	• Frame as an individualized learning plan/ goal	• Creates **individual learning plans (C31)** • Utilizes **support strategies (C32)**
Advice Ask students to provide advice to future students on how to be successful in practice change	• If the topic addresses different professions, have students of different professions provide role-specific/ Profession-specific advice on the practice change related to the issue discussed (e.g. Child abuse… role of physician vs social worker vs nurse,..) • You can also engage patient's perspectives/ parents	• Engages **teams (C23)** • Engages **patients/public (C24)** • Engages **students/trainees (C25)**
Harvesting Ask students after event to reflect on "what" they have learned "So what" – why important and implications "Now what" how to apply it/do things differently		• Creates **individual learning plans (C31)** • Utilizes **support strategies (C32)**
Town Hall format **(with Individual or Panel)**	• Use parents/ patients on the panel to receive questions • Use team members from the various professions on the panel to receive questions	• Engages **teams (C23)** • Engages **patients/public (C24)** • Engages **students/trainees (C25)**