

1. Educational Activity: You are preparing a CME activity on *The Care of the Complex Patient/ Patient with Special Needs* aiming for tools to help you meet commendation

Specify your target audience:
Clinicians caring for complex pediatric patients

Think of your Gaps and Needs:
Complex Care is coordinated multi-disciplinary in partnership with parents. A gap exists when parents do not feel that their expectations are met or don't feel as partners.

Describe the educational activity that you are planning in terms of:
WHAT? – What tools you plan to use?
“Complex Care” track/day involving parents of complex care child as part of panel.

WHO? & HOW? – What format(s) you plan to use?
Members from the hospital Family Advisory Council (FAC) asked to be the planning committee. Parent rep gave input on what they would want clinicians to learn about in the care of the complex child. Their input was very valuable in refining the gaps and needs. The FAC assisted with identifying parents who will be great speakers to give “patient perspectives”, providing input and resources and answering questions as part of the panel. The feedback was great and the information was very powerful.

American Academy of Pediatrics, 2023

2. Choose an element of the AAP COCME Best Practices Guide to Teaching & Learning that relates to your educational idea, activity, or format:

Set the stage
Parent tells the story of their child's disease & journey. Physician faculty gives data on the condition. Powerful images shown



Keep them engaged
Speaker shows a video of communication between parent and provider. Attendees asked to comment on what went right and what went wrong.



Inspire practice change
Parent provides a call to action, highlights specific asks, and provides resources.



Need idea prompts? See our guide at:
<https://learn.aap.org/page/cocme-best-practices>

3. Choose ACCME Commendation Criteria from the menu that seem to match your idea the best.

Promotes team-based education

- Engages **teams**
- Engages **patients/public**
- Engages **students/trainees**

Addresses public health priorities

- Advances **data use**
- Addresses **population health**
- Collaborates** effectively

Enhances skills

- Optimize **communication** skills
- Optimize technical/**procedural** skills
- Creates **individual learning plans**
- Utilizes **support strategies**

Demonstrates educational leadership

- Demonstrates **creativity/innovation**
- Supports **CPD for CME team**
- Engages in **research/scholarship**

Achieves outcomes

- Improves patient/**community health**
- Improves **healthcare quality**
- Improves **performance**

4. Reflect on how your Best Practices meet the criteria. How will you measure or demonstrate compliance? Also refer to the Standards and Critical Elements of the criteria. <https://www.accme.org/accreditation-rules/accreditation-criteria> (scroll down)

This activity includes parents/public members. It may involve nutritionists, pharmacists, etc. as planners and speakers through a track. If the activity includes a role play/simulated communication skills workshop whereby attendees can practice and be provided feedback, then it will also meet the “Optimize communication skills” criterion. It improves performance if done as part of a QI project with data collected on performance of clinicians in communication skills. The session at the end is higher quality and more engaging than a lecture by one speaker/expert.

Homework

On the ACCME website, under each commendation criterion you chose, check the Examples of Compliance & Noncompliance (<https://www.accme.org/resources/compliance-library>). Then, refine your amazing idea

1. Educational Activity:

You are trying to add self-directed active learning for a weekly 1-hour lecture RSS: **Pediatric Grand Rounds (PGR)**. Currently, the only active learning is in Q&A at each event, time-permitting with questions from live audience, and from the live chat in the view-only broadcast (15 second tape delay).

Specify your target audience:

Broad range of academic and community pediatricians and pediatric subspecialists, nurses, advanced practice providers.

Think of your Gaps and Needs:

Learners have busy practices and struggle to keep up with advances in pediatrics across all specialties. The PGR lectures come and go without reinforcement, and with little active learning.

Describe your educational activity:

WHAT? – What tools you plan to use?

(1) Ask speakers to plan for 40-45 minutes, to leave time for questions, ensuring Q&A at every session.
(2) Quiz questions drawn from take-home points.

WHO? & HOW? – What format(s)?

Live virtual and in-person activity, supplemented by: quiz slides before the sessions, a summer bonus quiz-style PGR session based on those practice-changing questions for reinforcement, and online availability of the entire year's questions for self-assessment.

American Academy of Pediatrics, 2023

2. Choose an element of the AAP COCME Best Practices Guide to Teaching & Learning that relates to your educational idea, activity, or format:

X Set the stage



In the welcome and closing statements, along with claim credit instructions, moderator asks audience to pay attention to practice-changing take-home points that can be asked as quiz questions in the pre-show slides 4 weeks later.

X Keep them engaged



(1) One movie-theater-trivia question will be shown each week, in the pre-show slides based on a practice-changing take-home point from 4 weeks prior. (2) Create an online quiz for the whole year's material, for learners to test their own PGR learning.

X Inspire practice change



Host a fun summer bonus PGR session based on the quiz questions, and assess the effectiveness of the questions and the series itself by discussion about the practice changes or barriers. The end-of-year RSS evaluation will include a question about the effectiveness of the slides, quiz, and summer session for reinforcement of the practice changes.

Need idea prompts? See our guide at:

<https://learn.aap.org/page/cocme-best-practices>

3. Choose ACCME Commendation Criteria from the menu that seem to match your idea the best.

Promotes team-based education

- Engages **teams**
- Engages **patients/public**
- Engages **students/trainees**

Addresses public health priorities

- Advances **data use**
- Addresses **population health**
- Collaborates** effectively

Enhances skills

- Optimize **communication** skills
- Optimize technical/**procedural** skills
- Creates **individual learning plans**
- X Utilizes **support strategies**

Demonstrates educational leadership

- Demonstrates **creativity/innovation**
- Supports **CPD for CME team**
- Engages in **research/scholarship**

Achieves outcomes

- Improves patient/**community health**
- Improves **healthcare quality**
- Improves **performance**

4. Reflect on *how* your Best Practices meet the criteria. How will you measure or demonstrate compliance? Also refer to the Standards and Critical Elements of the criteria. <https://www.accme.org/accreditation-rules/accreditation-criteria> (scroll down)

Utilizes Support Strategies (C32) paraphrased from ACCME: Reminders and/or resources designed to reinforce or sustain change as an adjunct to CME activities, including periodic analysis to determine the effectiveness of the support strategy and planning improvements.

The support materials (quiz slides before event that are also available on the archived videos; online quiz) aim to remind and sustain practice changes for lectures that come and go. The feedback from learners at the annual summer bonus PGR event (during the discussion of barriers or practice changes adopted) and the annual RSS evaluation with reflection will be used for analysis to make changes to the support strategy.

Even more engagement: ask the learners to submit their own quiz questions after each event!

Homework

On the ACCME website, under each commendation criterion you chose, check the Examples of Compliance & Noncompliance (<https://www.accme.org/resources/compliance-library>). Then, refine your amazing idea!

Pediatric Grand Rounds

Advancing Pediatric Education for more than 50 Years

Ponder and Review for March 30, 2023

Q: For kids with Type 2 diabetes who in ketosis, which do you start first, metformin or insulin?

See archived presentations at primarychildrens.org/grandrounds, click on archive. This question is based on Dr. Sheela N. Magge (Johns Hopkins). Mar 2, 2023. Dr. Marv & Beth Rallison Honorary Lecture in Pediatric Endocrinology and Diabetes at Pediatric Grand Rounds, Type 2 Diabetes Presenting During Childhood



Pediatric Grand Rounds

Advancing Pediatric Education for more than 50 Years

Ponder and Review for March 30, 2023

A: For kids with Type 2 diabetes in ketosis, start **insulin first. When acidosis resolved can add metformin.**



- Depending on the ethnicity of the population, up to 1/3 of new diagnosed diabetes in children 18 years or younger is T2DM

See archived presentations at primarychildrens.org/grandrounds, click on archive. This question is based on Dr. Sheela N. Magge (Johns Hopkins). Mar 2, 2023. Dr. Marv & Beth Rallison Honorary Lecture in Pediatric Endocrinology and Diabetes at Pediatric Grand Rounds, Type 2 Diabetes Presenting During Childhood



1. Educational Activity: You are preparing **a CME activity to promote anxiety screening in early adolescents in school and referral to PCP office** aiming for tools to help you meet commendation criteria.

Specify your target audience:
Physicians, trainees, school nurses and other school-based health providers.

Think of your Gaps and Needs:
Despite the high prevalence of anxiety, practitioners are not screening in young teens.

Describe the educational activity that you are planning in terms of:

WHAT? – What tools you plan to use?
Initial data collection, small group facilitated discussion to identify barriers and solutions, case-based discussion regarding implementation, repeat data collection and review.

WHO? & HOW? – What format(s) you plan to use?
Web-based live small group discussions with facilitators

2. Choose an element of the AAP COCME Best Practices Guide to Teaching & Learning that relates to your educational idea, activity, or format:

X Set the stage



Present statistics about prevalence of anxiety in this patient population. Include info about missed diagnoses and negative outcomes

X Keep them engaged



Discuss barriers and brainstorm ways to improve communication between school and PCP. Discuss opportunities to engage and educate about the importance of recognizing adolescent anxiety.

X Inspire practice change



Measure communication over time and review data together, strategizing ways to further improve.

Need idea prompts? See our guide at:
<https://learn.aap.org/page/cocme-best-practices>

3. Choose ACCME Commendation Criteria from the menu that seem to match your idea the best.

Promotes team-based education

- Engages **teams**
- Engages **patients/public**
- Engages **students/trainees**

Addresses public health priorities

- X **Advances data use**
- Addresses population health**
- X **Collaborates effectively**

Enhances skills

- Optimize **communication** skills
- Optimize technical/**procedural** skills
- Creates **individual learning plans**
- Utilizes **support strategies**

Demonstrates educational leadership

- Demonstrates **creativity/innovation**
- Supports **CPD for CME team**
- Engages in **research/scholarship**

Achieves outcomes

- X Improves patient/**community health**
- X Improves **healthcare quality**
- Improves **performance**

4. Reflect on how your Best Practices meet the criteria. How will you measure or demonstrate compliance? Also refer to the Standards and Critical Elements of the criteria. <https://www.accme.org/accreditation-rules/accreditation-criteria> (scroll down)

X Advances data use through repeated measurement of communication between school and practice.

X Collaborates effectively between the groups as evidenced by the working interaction and improvement.

X Improves patient/community health through screening and recognition of anxiety in school and practice.

X Improves healthcare quality by facilitating a school/PCP working relationship and improved recognition of underlying medical condition.

Homework

On the ACCME website, under each commendation criterion you chose, check the Examples of Compliance & Noncompliance (<https://www.accme.org/resources/compliance-library>). Then, refine your amazing idea!

1. Educational Activity: Your organization conducted a survey of learners who participated in your educational activities held since January 2021. You learned that respondents enjoy participating in virtual/online activities and they are concerned about their pediatric patients' mental health. Based on this, you want to design **an interactive CME activity on pediatric mental health** and address the Commendation Criteria.

Specify your target audience:

Pediatricians, physician assistants, and pediatric nurse practitioners who work in primary care

Think of your Gaps and Needs:

Learners do not know how to appropriately diagnose, manage, and treat the scope of mental health concerns that present in pediatric patients.

Describe the educational activity that you are planning in terms of:

WHAT? – What tools you plan to use?

1) Recorded sessions as pre-work to provide introductory information on topics. 2) Chat, polling, and Q&A to foster interaction. 3) Small groups (breakouts) for learner interaction and problem-solving of cases. 4) Role playing (standardized patients) for learners to practice skills and receive feedback from faculty.

WHO? & HOW? – What format(s) you plan to use?

Live virtual activity supplemented by pre-recorded sessions/topics

2. Choose an element of the AAP COCME Best Practices Guide to Teaching & Learning that relates to your educational idea, activity, or format:

Set the stage



1) The moderator begins the activity with a story about a pediatric patient who was anxious and depressed (but does not explain how the patient improved after treatment until the end of the course). 2)

The moderator invites learners to post in the chat any pediatric mental health-related questions they have and would like addressed throughout the activity.

Keep them engaged



1) Faculty invite a few volunteers (learners) to engage with the standardized patients around the diagnosis, management, treatment, and follow-up related to cases on anxiety and depression. 2) As the case

progresses, the faculty pause periodically and ask learners to reflect on how they would approach this patient's concerns based on the responses. 3) Between sessions, the moderator reviews learners' questions identified earlier to ensure they are being addressed.

Inspire practice change



1) At the end of the activity, the moderator revisits the case from earlier and explains how the patient was treated and ultimately improved. 2) The moderator asks learners to

post in the chat one change they plan to make in practice. 3) A summary of practice changes that faculty identified related to the scheduled topics is provided to learners for future reference.

Need idea prompts? See our guide at:

<https://learn.aap.org/page/cocme-best-practices>

3. Choose ACCME Commendation Criteria from the menu that seem to match your idea the best.

Promotes team-based education

- Engages teams
- Engages patients/public
- Engages students/trainees

Addresses public health priorities

- Advances data use
- Addresses population health
- Collaborates effectively

Enhances skills

- Optimize communication skills
- Optimize technical/procedural skills
- Creates individual learning plans
- Utilizes support strategies

Demonstrates educational leadership

- Demonstrates creativity/innovation
- Supports CPD for CME team
- Engages in research/scholarship

Achieves outcomes

- Improves patient/community health
- Improves healthcare quality
- Improves performance

4. Reflect on how your Best Practices meet the criteria. How will you measure or demonstrate compliance? Also refer to the Standards and Critical Elements of the criteria. <https://www.accme.org/accreditation-rules/accreditation-criteria> (scroll down)

Demonstrates creativity/innovation – To demonstrate and reinforce the skills that the faculty teach learners, your organization decided to contract with a local university to include standardized patients in the course content. Learners are invited to engage with the standardized patients during the live activity. Because your organization has never utilized standardized patients in the design of your education, this is considered to be an innovation.

Engages in **research/scholarship** – Based on the learner survey that your organization conducted, you prepared and submitted an abstract to a professional CPD society meeting to discuss the key findings and their relevance to CPD.

Homework

On the ACCME website, under each commendation criterion you chose, check the Examples of Compliance & Noncompliance (<https://www.accme.org/resources/compliance-library>). Then, refine your amazing idea!