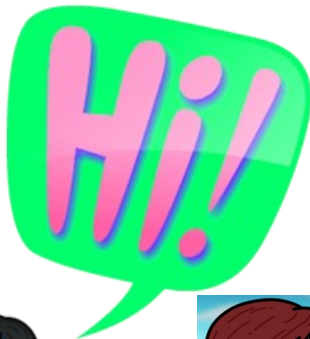


AAP Accreditation Update

American Academy of Pediatrics- Division of CME - Accreditation Team



Accreditation Unit: Virginia and Nikki

Hello everyone, summer is finally here!

A lot has occurred in the world of accreditation since the last edition of our newsletter and since our goal continues to be serving as the main resource for each of you who plan and implement CME activities, we are excited to share all of the updates.

In February our Department came together to celebrate our successes (see page 4) and The Accreditation Council for Continuing Medical Education (ACCME) held an open call for feedback to review the rules that protect the independence and integrity of accredited CME activities. We thank all of you who shared your thoughts, perspectives and provided feedback on the Standards for Commercial Support as they were helpful in the formulation of responses that we sent to them.

In March, we submitted our annual report data to the ACCME. In 2018 the AAP CME/CPD Program conducted 393 total CME activities, awarded 3,669.50 total CME credits, and educated a total of 519,746 learners. Each one of you contributed to this successful submission and your work in advancing the educational mission of the AAP is truly commendable.

We also participated in ALF's Chapter Services

Lab which provided us with a great opportunity to speak one-on-one with some of our Chapter partners.

In April, we conducted our biannual meetings with all activity managers and we appreciate the continued participation and feedback each of you provide in these meetings as it remains a key way that we are able to learn more about your activities and identify ways we can further assist you.

In May we started the month by participating in an All Staff Strategic Planning Meeting. Led by Dr. Haftel, this all day event allowed staff within the Dept. of Education to come together and think strategically about the educational needs of our members and the direction we want to head in as we look towards 2020 and beyond. We then ended the month by attending the IACME Annual Educational Meeting where we learned about micro and adaptive learning methodologies. You can read details of this event on page 7.

Finally we spent June working on the COCME Spring Meeting which focused heavily on the continued work of their webpage redesign, development of CME/CPD resources, and the COCME PDW that was conducted for staff (see page 6). This committee is dedicated to being a resource and assisting planners in the design and implementation of their CME activities so we continue to encourage you to let us know if there are specific educational needs that you or your planners have for which a committee member can help.

While all of these were great opportunities for us to connect with you and support the work that you do, we want to ensure that we share the educational tips that we pick up along the way so be sure to check out the educational updates in this issue which include new tools that you can incorporate into your activities.

Volume 7, Issue 2

Summer 2019

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Please know that the accreditation team remains committed in its outreach efforts to support our CME colleagues in understanding educational development and the AAP CME process so always feel free to share with us any feedback, challenges, ideas and/or opportunities that you have on how we can better support you.

We remain committed to assisting you with your CME activities and we thank you for reading this edition of our newsletter.

Nikki



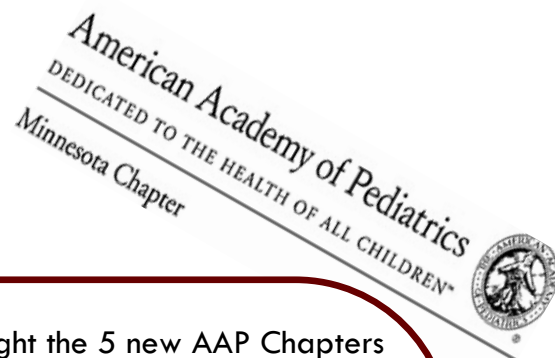
Accreditation is not something we do to you, but for you and with you
-AAP Accreditation Team

SPOTLIGHT

A huge WELCOME to the new joint providers who joined us in 2019: Massachusetts, Michigan, Minnesota, Montana, and Utah Chapters

Thank you for letting AAP National designate CME credits & MOC Part 2 points on your activities.

We look forward to continued collaborations with both our new and longstanding chapters.



In this issue, we would like to spotlight the 5 new AAP Chapters that have joined us in 2019.

We have been working with our colleagues at these chapters as a team to ensure compliant CME activities. Our Chapters worked with us in awarding credits for live activities, PI CME, and our first activities designated under the new format type "Other." These "other" activities consisted of live conferences that simultaneously incorporated virtual learners. In the pipeline we are working on designating Podcast and Webinar Series with our chapters so check out the last page of this newsletter to see upcoming CME activities which include those designed and implemented by our Chapter partners!

Additionally we were able to connect face-to-face at ALF with some of our Chapter colleagues this past March and we remain committed to being a resource to each of you so reach out if you need us and keep us in mind during your next visit to Itasca!

It has been our pleasure working with our new chapter colleagues and we look forward to a continued relationship with each of our new and longstanding Chapters.

**A Continued
THANK YOU to our
longstanding Chap-
ters—We Appreciate
Each One of You.**

- * Arizona Chapter
- * California Chp. 1
- * California District IX
- * California Dist. IX-Chp. 2
- * California Chp. 3
- * Louisiana Chapter
- * Nevada Chapter
- * North Carolina Chapter
- * Oregon Chapter

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™

The Massachusetts Chapter



Utah Chapter AAP

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™

Michigan Chapter



CME Toolbox

Giving you the tools you need to build a compliant CME Activity
Sharing Tips and Tricks Among Activity Managers



Each edition of our newsletter will include any tips and tricks we hear about from any of you that oversee planning and implementing CME activities. From unique and innovative features you incorporate into your activities, to new tools or features that you integrate into your workflow, to process tips that reduce the time it takes to complete CME tasks, we will share them with the over 60 activity managers that also work on CME activities in an effort to help. This feature will only be as good as you make it so please feel free to share any new ideas, processes or innovations you come across.

Self-Serve Video Editing

Did you know that AAP staff now have new resources to use to manage the editing, uploading and sharing of webinars – all at their own desktop! This will make it much easier for staff to post webinar links on their collaboration sites or share with their groups, no longer requiring staff to go through the Public Affairs Portal. *Please note, any videos that are appropriate for a large audience or that you think might be appropriate for either AAP.org or HealthyChildren.org need to be discussed with Public Affairs prior to production.*

There are easy to follow “how to” resources including step-by-step instructions to edit or trim webinars, using either YouTube or WebEx and a guide to posting webinars to the AAPTV YouTube channel, which is the interim solution for housing these types of videos pending an AAP-owned video streaming platform. All of these resources are housed on the intranet in the new Public Affairs area in Online Documents.

Webinar Update: A Long View Of Lifelong Learning: Implications For CPD/CME Practice

Accreditation staff recently attended this webinar where presenters focused on the lifelong learner and touched on several key trends shaping future directions in continuing professional development - content issues, delivery methods, and an expanding audience for CME/CPD, among other topics.

For your information we captured the future trends and incorporated them into this piece should you want to share with your planners. If you have any interest in the entire presentation please contact vrol-dan@aap.org.

Future trends in CME/CPD - 1) Content

- ⇒ Infectious Disease
- ⇒ Global warming sequelae
- ⇒ Geriatrics/chronic care
- ⇒ Competency-based assessment (professionalism, communication, teamwork, systems-based teaching, lifelong learning skills)
- ⇒ Quality improvement, big data-driven

Future trends in CME/CPD - 3) Target

- ⇒ Meaningful interprofessional education (transformative)
- ⇒ Teams
- ⇒ Patients
- ⇒ Public (continuing health and health professional education)
- ⇒ Others (policy makers, guideline implementers)

Future trends in CME/CPD - 2) Delivery

- ⇒ Technology
- ⇒ Interactivity (flipped classroom, blended learning)
- ⇒ Workplace learning; integration with healthcare (QI/PS+CPD)

Future trends in CME/CPD - 4) Individualization

- ⇒ Feedback
- ⇒ Mentoring
- ⇒ Coaching
- ⇒ Assessment
- ⇒ The lifelong learner...

A Salute to Planners of AAP CME Activities

Prep Rheumatology Planners—Right

National Conference and Exhibition Planners—Below



PREP Nephrology Planners—Right



Dept. of Education Team Builder

Pin the Tie on our very own...Mark Del Monte, JD
Interim CEO/Executive Vice President SVP, Advocacy and External Affairs



**Dr Haftel making
 her way to pin the tie on
 Mark**



AAP CME Activities

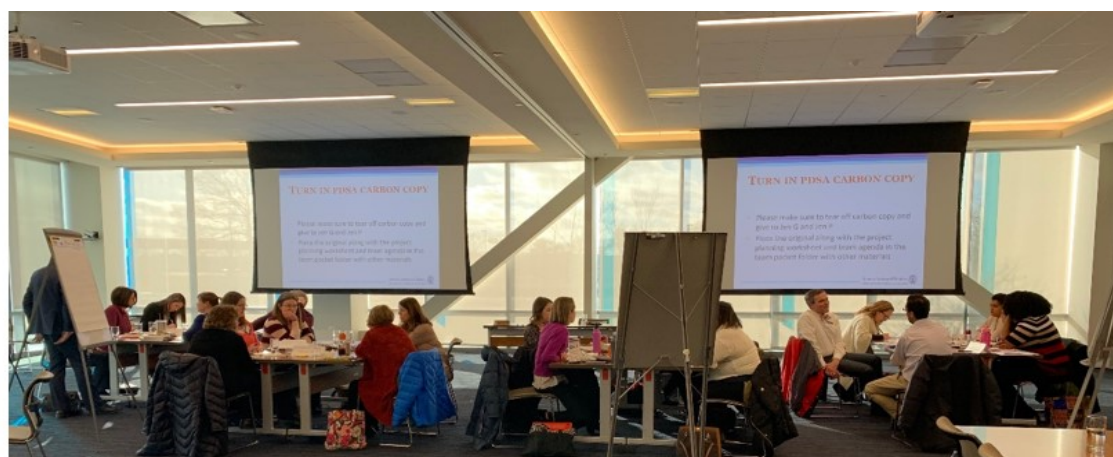
Rep. Kim Schrier, MD, FAAP (the first pediatrician in Congress!) speaks to the group on Capitol Hill



Group of Pediatricians on Capitol Hill before they met with their individual members of Congress



CQN – ADHD Learning Session – AAP Headquarters Itasca 2.8.2019



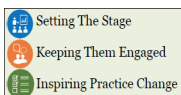
PDW Update - Spice It Up: Adding Flavor To Your CME

As part of their outreach efforts, members of the AAP Committee on Continuing Medical Education (COCME), the oversight committee of the AAP CME/CPD Program, hosted a PDW in June that focused on best practices, practical pearls, and interactive learning strategies that can be implemented in your educational activities and in various learning formats.

Leading by example, faculty skipped the ppt presentations and embarked on an interactive discussion with the audience on challenges they experience and ways to help staff “manage from the middle.”

They then facilitated learner engagement by incorporating group exercises focused around an interactive techniques tip guide (that can be incorporated in a variety of formats) and the best practices guide that they created and which focuses on 3 specific areas:

- Setting the Stage - Come up with a way to grab the audiences attention (i.e. cases, statistics, pictures)
- Keeping them Engaged - Faculty should not speak more than 15 -20 minutes without stopping to re-engage the audience (i.e. do a video that shows some symptoms rather than spoon feeding the facts)
- Inspiring Practice Change - Thinking with the end in mind, writing action plans, commitment to change, follow up (i.e. have learners write down changes on index cards at the end of the activity)



Interactive Techniques

Adapted in part from:
 Thomas A. Angelo/K. Patricia Cross, *Classroom Assessment Techniques*. 2nd Edition. Jossey-Bass: San Francisco, 1993.
 Alison Morrison-Shetlar/Mary Marwitz, *Teaching Creatively: Ideas in Action*. Outernet: Eden Prairie, 2001.
 Silberman, Mel. *Active Learning: 101 Strategies to Teach Any Subject*. Allyn and Bacon: Boston, 1996.
 VanGundy, Arthur. *101 Activities for Teaching Creativity and Problem Solving*. Pfeiffer: San Francisco, 2005.
 Watkins, Ryan. *75 e-Learning Activities: Making Online Learning Interactive*. San Francisco: Pfeiffer, 2005.

These techniques have multiple benefits: the instructor can easily and quickly assess if students have really mastered the material (and plan to dedicate more time to it, if necessary), and the process of measuring student understanding in many cases is also practice for the material—often students do not actually learn the material until asked to make use of it in assessments such as these. Finally, the very nature of these assessments drives interactivity and brings several benefits. Students are revived from their passivity of merely listening to a lecture and instead become attentive and engaged, two prerequisites for effective learning. These techniques are often perceived as “fun”, yet they are frequently more effective than lectures at enabling student learning.

Not all techniques listed here will have universal appeal, with factors such as your teaching style and personality influencing which choices may be right for you.

BEST PRACTICES GUIDE TO LEARNING: How to Make Your Educational Content “Rock” a Learner’s World
The Art and Science of Being an Educational Jedi Master
 “Teacher? I prefer the term, Educational JediMaster”

Awesome Teacher,

- Can you hold your learners’ attention so powerfully that they are interested in more?
 - Do your learners apply your teaching into clinical practice?
 - Do you long to be more riveting than social media?
 - Is your online module the end-all-be-all to behavior change?
 - Did you know that a few minor tweaks can “wow” your audience and impact patient care?
- No matter what the educational activity type, this guide can help you be an Educational JediMaster!



Beginning: Set the Stage

- Start with a case scenario, clinical vignette, video, or news story to grab their attention.
- Present a compelling reason on how the information they are about to learn will
- Let them know what’s new, what’s hot, how it fits into their job and benefits both them personally and their patients
- Tell them what they will be able to do with what they are learning
- Include objectives that will help the learner understand what will be covered in the content and how skills, knowledge, and attitudes (i.e. communication skills, systems-based practice, minimizing bias, etc.) may be improved.

Finally, to help with problems areas staff experience outside of the COCME areas of expertise, we opened up the discussion for questions that were posed to a panel of AAP staff (represented by meeting services, chapter services, IT, Planstone/WebEx, marketing, and NCE).

The PDW concluded with a challenge by the faculty, asking staff to think about one thing they are going to do differently with their planning groups or activities and invited them to attend their next COCME meeting to hear about what they have done. They closed with the message that COCME members are here for staff and planners (to consult, be on a conference call, etc.) so always feel free to reach out to us. Contact vroidan@aap.org for handout copies

Meet A COCME Member

We are pleased to introduce you to Dr. Jeanne Huang, who joined the Committee on CME in 2017.

Dr Jeannie Huang is Professor of Pediatrics at the University of California San Diego and is Director of Continuing Medical Education at Rady Children’s Hospital San Diego. She is also Director of the Inflammatory Bowel Disease Center at Rady Children’s Hospital. She serves as a Physician Informaticist at Rady Children’s Health Network. Dr Huang was Program Director of the Pediatric Gastroenterology and Hepatology fellowship at the University of California San Diego and Rady Children’s Hospital from 2003 to 2015.



Jeanne Huang, MD, MPH, FAAP

As Director of Continuing Medical Education, Dr Huang oversees the medical education offerings at Rady Children’s Hospital San Diego, a quaternary pediatric network serving about 1 million children in the Greater San Diego area. She also organizes the annual Advances in the Practice of Pediatrics conference that has been hosted by Rady Children’s Hospital for over 30 years and oversees the ABP MOC Portfolio Sponsor Program at Rady Children’s Hospital.

Dr Huang is a practicing pediatric gastroenterologist and she serves as Secretary-Treasurer of the North American Society for Pediatric Gastroenterology Hepatology and Nutrition. She has spearheaded efforts in pediatric gastroenterology related to improving patient transition from pediatric to adult healthcare system, medical education, and maintenance of certification. More recently, she has been helping lead efforts to improve and better standardize care using electronic health record systems.

In addition to serving on the COCME, Dr Huang serves nationally on the Maintenance of Certification Committee on the American Board of Pediatrics. She is active in pediatric research, particularly in the areas of pediatric obesity, transition, and health technologies. Dr Huang has over 80 publications in the fields of pediatrics, pediatric gastroenterology, medical education, disease self-management, and health and technology. She has long been a proponent of harnessing ubiquitous and emerging technologies to improve health.

EDUCATION RECAPS

Highlights from the May 2019 Illinois Alliance for CME (IACME) Annual Meeting



Innovative Educational Formats to Implement in Activities

Microlearning:

- In educational technology jargon, microlearning is any brief and targeted learning object that spans between 3 to 6 minutes.
- Microlearning is focused on specific learning outcomes and can be used as a part of formal training when quick references are appreciated by learners.
- Microlearning “nuggets” can be connected or stand alone, and they should be able to be referred to at any time and by anyone — ideally by being available in a repository for quick access.

- Bite Sized, Focused learning
- Specific learning outcome
- Formal or Informal
- Performance Improvement
- Learner-centric
- Device agnostic
- Quickly completed
- One Module or Series
- Used by itself or blended

WHAT IS MICROLEARNING?

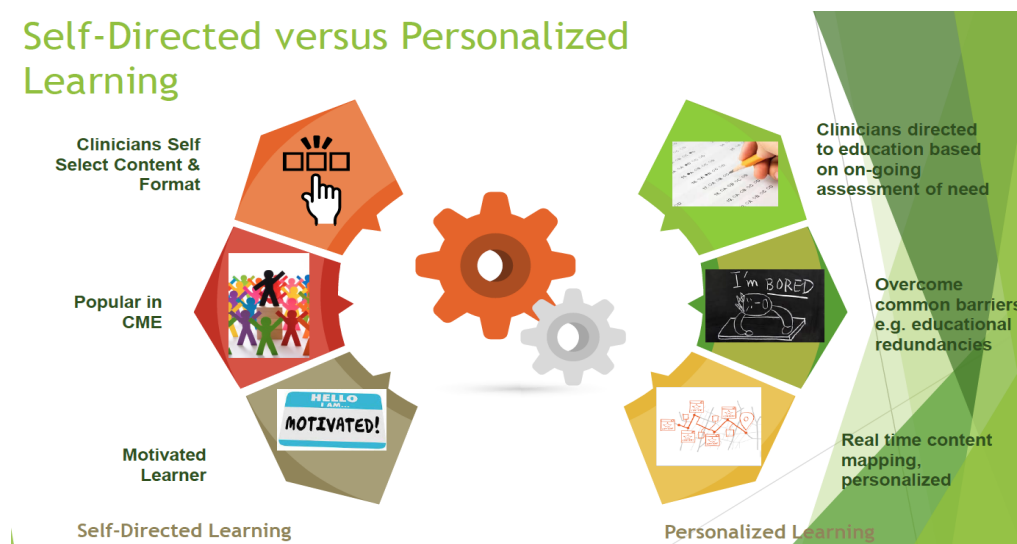
1. Chunk longer-form content into smaller training segments
2. Get To The Point
3. Make It Snappy
4. Include games, simulations, podcasts, videos, and infographics
5. Break your training down according to learning objectives
6. Your content should serve as performance support training 'aids'
7. Some learners might want to delve deeper into a topic or expand their learning; give the option
8. Content must have a conversational, approachable and actionable tone.

TIPS & TRICKS

Adaptive Learning:

- Adaptive learning is one technique for providing personalized learning, which aims to provide efficient, effective, and customized learning paths to engage each student.
- Adaptive learning systems use a data-driven approach to adjust the path and pace of learning, enabling the delivery of personalized learning at scale.
- Adaptive systems can support changes in the role of faculty, enable innovative teaching practices, and incorporate a variety of content formats to support students according to their learning needs.

Self-Directed versus Personalized Learning



If you are interested in a full copy of the Micro or Adaptive Learning slides contact vroidan@aap.org

If you are interested in learning how to integrate into your activities contact us and we can connect you/your planners with a COCME member

For more information about IACME visit: www.iacmeonline.org

EDUCATION RECAPS

Pearls from the Registry Summit and the Council of Medical Specialty Societies Spring Meeting, May 2019

Hospital-employed Physicians

- With the growth in the number of hospital-employed physicians, they will be looking to medical specialty societies to provide information/education on the following: Working with teams, developing leadership skills, reducing variation in care, navigating within systems, managing populations, enhancing communications, understanding data and analytics, improving quality, increasing emotional intelligence, and understanding compensation models.
- Societies should think beyond the individual employed physician to how membership and education may be “packaged” for them.
- There remains opportunities to enhance the community of physicians/professionals; networking and face-to-face conversations and learning remain important and cannot be replicated by a Zoom/WebEx conference.
- Societies need to communicate their value in multiple ways and multiple times to employed physicians.



AAP Staff: M. Del Monte and H. Haftel

Continuing Board Certification (updated vision for MOC)

An update on the ABMS Continuing Board Certification Vision for the Future Commission's implementation plan was provided. The Commission's charge was to make recommendations regarding principles, frameworks and program models for the continuing board certification system that are responsive to the needs of those who rely on the system; and relevant, meaningful and of value to those who hold the credential. Among the themes that were identified were the following:

- Need to bring value to physicians to support their learning and improvement needs
- Need to bring value to the profession (and other stakeholders) by offering a meaningful credential; the two value propositions are not mutually exclusive
- Meaningful self-regulation requires a system of engaged stakeholders – the solution is a collaborative one
- Advancing continuing certification must be accomplished within the profession

Sharing of Best Practices/Information Among Other Societies

- Based on a survey about educational formats among CPD directors, the following formats are generally not being developed: Internet point of care search, online virtual patients, committee learning (this may be one of the best forms of peer-to-peer engagement), podcasts, and structured PI CME activities.
- Data from one organization showed that it needed to reduce the number of concurrent session choices offered in its annual meeting – not increase session choices/topics.
- One organization is planning a meeting that incorporates technology in its topic area to advance the field. The meeting will not be designated for credit, as content will include branded devices/products.
- One organization is exploring adaptive learning that pushes personalized content to learners based on confidence levels.

ACCME and Disclosure Update

- The ACCME is still reviewing/seeking feedback from CME stakeholders about potential revisions in the Standards for Commercial Support. The ACCME plans to release a formal call for comment on possible changes to the SCS in 2020. A transition period for implementation would be offered. It was noted that it could be determined that no changes to the SCS will be needed.
- There is a CMSS task force on disclosure. One component of this may be to propose a standard disclosure form that medical specialty societies could adopt, though it was noted that some organizations ask questions beyond those required by the ACCME. Based on an anecdotal poll of the CPD directors, some organizations currently ask for relevant financial relationships, while some ask for all relationships and then determine relevance for the content area.
- If organizations move to a system that asks individuals to validate their disclosure information on file, it was suggested that you should be proactive in asking people to review/update those relationships vs. asking if those relationships are “the same,” as it may be rather easy to simply answer “yes.”

If you are interested in a copy of the ABMS slides or CPD director survey results contact voldan@aap.org

For more information about CMSS visit: www.cmss.org





Your next bi-annual touch base meetings with accreditation staff will occur the week of November 11th. Look out for your meeting invitations this month.

The Winter Meeting of the Committee on CME (COCME) will take place January 2020.

Next accreditation newsletter will be distributed in January/February 2020.

CME open lab occurs every Tuesday and Thursday (9:30-11:30am) in CR341 or via phone for assistance with your educational activities. No appointments are necessary so feel free to stop by, or call, with any CME/MOC 2 questions that you have.

UPCOMING EVENTS IN CME

Title	Provider-ship	Activity Type	Activity Start Date	Activity End Date	MOC Part 2
Pediatric Hospital Medicine 2019 - Seattle	Direct	Live Activity	7/25/2019	7/28/2019	Yes
Advancing Pediatric Educator Excellence (APEX) Teaching Program 100 Level Workshop -Seattle	Direct	Live Activity	7/25/2019	7/25/2019	No
Advancing Pediatric Educator Excellence (APEX) Teaching Program 200 Level Workshop - Settle	Direct	Live Activity	7/25/2019	7/25/2019	No
2019 PREP ID - Atlanta	Direct	Live Activity	8/1/2019	8/4/2019	Yes
NRP Road Show - Denver	Direct	Live Activity	8/3/2019	8/3/2019	No
NC Pediatric Society Annual Meeting 2019-Asheville	Joint	Live Activity	8/16/2019	8/18/2019	No
LA Chapter - Crescent City Potpourri-New Orleans	Joint	Live Activity	8/16/2019	8/18/2019	Yes
Practical Pediatrics CME Course: San Diego	Direct	Live Activity	8/30/2019	9/1/2019	Yes
12th Annual District VI Neonatology Meeting: Controversies in Neonatal Clinical Care-Chicago	Direct	Live Activity	9/6/2019	9/7/2019	No
Lead Free Utah: Improving blood lead testing and reporting in Utah children-Salt Lake City	Joint	Live Activity	9/11/2019	9/11/2019	Yes
2019 Pediatric Musculoskeletal Boot Camp for Primary Care Providers - New Jersey	Direct	Live Activity	9/21/2019	9/21/2019	No
2019 Pediatric Musculoskeletal Boot Camp for Primary Care Providers - San Francisco	Direct	Live Activity	9/21/2019	9/21/2019	No
2019 Pediatric Hospital Medicine PREP®-Austin	Direct	Live Activity	9/26/2019	9/29/2019	Yes
Montana AAP-Pediatric Roundup 2019 Annual Meeting and CME Conference-Helena	Joint	Live Activity	9/27/2019	9/29/2019	Yes
AAPCA1 Advocacy Training Day-Oakland	Joint	Live Activity	10/5/2019	10/5/2019	No
Aloha Update: Pediatrics® 2019-Kauai HI	Joint	Live Activity	10/12/2019	10/18/2019	Yes
2019 National Conference and Exhibition - New Orleans	Direct	Live Activity	10/25/2019	10/29/2019	Yes
NRP Road Show - Chicago, IL	Direct	Live Activity	11/7/2019	11/7/2019	No
Practical Pediatrics CME Course: Orlando (Universal)	Direct	Live Activity	11/15/2019	11/17/2019	Yes
41st Annual Las Vegas Seminars	Joint	Live Activity	11/21/2019	11/24/2019	No
Practical Pediatrics CME Course: Nashville	Direct	Live Activity	12/13/2019	12/15/2019	Yes
Pediatric Obesity Management: Evidence-based Strategies and Practical Approaches (SOOb)-Itasca	Direct	Live Activity	4/3/2020	4/4/2020	Yes

Contact the Accreditation Team

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Thank you for your time and attention to this message. We look forward to circulating another CME accreditation update winter newsletter!