**Learning Associated with Teaching Residents and Students Handbook**

**Aims and Goals:** The purpose of Learning Associated with Teaching Residents and Students is to describe and document the formal learning activity that occurs as a result of interacting with, teaching of, and assessing the competence of medical students and residents. Faculty credit for teaching medical students and residents is approved as a type of live activity that may be certified for AMA PRA Category 1 Credit™ if it meets the requirements outlined below.

*Note: A key concept is that the CME credit being discussed is for learning that is then employed in the teaching setting. It is not credit for teaching. CME credit is not a reward or payment, but rather is a recognition/acknowledgement/metric intended to note that the physician has engaged in an educational activity which serves to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a physician uses to provide services for patients, the public, or the profession.**

— “Preparation and teaching” means that the learning is taking place in the preparation stage for the purpose of teaching

— Neither preparation nor teaching alone are sufficient in and of themselves for the purpose of claiming this CME credit.

— Time spent with the student, utilizing what the faculty member learned, is the metric used for determining credit

**Accreditation**

“The American Medical Association (AMA) has approved the teaching of medical students and residents as a type of live activity that may be certified for AMA PRA Category 1 Credit™. From an accreditation perspective, this format fits within the ACCME’s 2010 description of a “learning associated with teaching” CME activity.”

**Allotment of Credit Hours**

The University of Illinois designates this live activity for a maximum of 2 AMA PRA Category 1 Credit™ per 1 hour of interaction with medical students and/or residents/fellows. Credit hours are awarded based on a 2-to-1 ratio to teaching time, i.e., the time spent in discussing/teaching the student or trainee—not preparation time. For example, faculty may be awarded 2 credit hours for 1 hour of teaching -or- 1.5 credit hours for 45 minutes spent teaching.

Again, credit is to recognize the learning that occurs as a physician prepares to teach. Credit is NOT given for the teaching activity itself. Credit is calculated based on the time spent using what they learned to teach.

*Case examples are included in the “Learning Associated with Teaching Sample Scenarios” document (page 4).*

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Planning Process

Documentation of learning associated with teaching planning should reflect the physician’s ‘gap’ in knowledge, competence, or understanding that required research, updating reflection or development of materials relative to the teaching assignment (Criterion 2). Relative to Criterion 3, the ACCME suggests that such outcomes could include:

- Improved teaching skills
- Improved patient management
- Better understanding of pathophysiology
- Other types of improvements in the teacher’s personal competence or performance as a teacher

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<tr>
<th>Criterion 2</th>
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<td>The provider incorporates into CME activities the educational needs (knowledge, competence, or performance) that underlie the professional gaps of their own learners.</td>
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<th>Criterion 3</th>
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<td>The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.</td>
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Likewise, for Criterion 3, learning associated with teaching activities are particularly germane to the ACGME competencies, such as:

- Medical knowledge
- Clinical practice / patient care and procedural skills
- Professionalism
- Systems-based practice
- Practice-based learning / improvement
- Communication skills

Reporting Outcomes

The ACCME suggests the following categories of potential outcomes from Learning Associated with Teaching activities:

- Preparing for a student / resident encounter or teaching session
- Literature searching: updating bibliographies; synthesizing literature
- Research case materials related to presentations
- Case discussion promoting questions and information seeking
- Researching clinical questions online or in journals and other text sources
- Reflection on teaching encounters and undertaking improvements; developing learning / teaching plans
- Developing educational materials related to case or clinical problems
- Formal presentations to medical students and/or residents
- Supervising clinical or simulated activities
- Instruction on clinical or other skills
- Assessing learner performance
- Mentoring QI or PI projects
Reporting Outcomes, continued

- Mentoring of scholarly activities
- Publishing articles, as the lead author
- Poster presentation, as the first author
- Medically related advanced degrees
- ABMS member board certification and Maintenance of Certification (MoC)
- ACGME-accredited education
- Enduring material (monographs, podcasts, CD-ROMs, DVDs and web-based activities)
- Test item writing
- Manuscript review
- Internet point of care learning

Documentation

Documentation for credit should be reported using the ‘Learning Associated with Teaching Medical Students and Residents Credit Documentation Form’.

Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Credits should be rounded to the nearest one-quarter credit.

According to the ACCME policies on Learning Associated with Teaching, there is no limit to the amount of credits that can potentially be earned. However, for accounting purposes, this CME office will limit the amount to 50 credits per physician per year.

Faculty may not receive credit more than once for the same time period; even if the audience involves residents and students from more than one program and even if being verified by two or more different LCME/ACGME programs.

AMA PRA Category 1 Credit™ may be extended to any physician — whether community-based or institution-based, or subset of undergraduate or graduate clinical faculty, full or part-time, voluntary, salaried, or unsalaried.

Clinical material and educational techniques are both included among the topics that a physician could study and learn about.

Obtaining credit is not restricted by the learner’s clinical practice. The ACCME definition states that Learning Associated with Teaching represents a range of activities in which an accredited provider can facilitate practice base learning and improvement- where the practice could be the person’s professional teaching practice or clinical practice or research practice.
**Reporting Procedures**

Physicians should report their hours on the ‘Learning Associated with Teaching Medical Students and Residents Credit Documentation Form’ then submit that to the CME office for verification. The CME office would then award the appropriate credit(s) and issue the credit certificate, as it would for all participants in any educational process.

**Note:** *Learning Associated with Teaching* activity files must contain evidence that the teacher is an approved member of the faculty and, if a GME based teaching assignment, that the residency program in which the teacher is teaching is ACGME-approved.

**Sample Scenarios:** Examples of learning associated with teaching activities are described below. These examples are from the ACCME\(^2\) and are here to provide you with a better understanding of this topic.

A faculty member is asked to give an interactive skills-based workshop on “Sinusitis” designed to address medical students’ inability to evaluate patients appropriately for this condition. The faculty member identifies, through self-assessment, that she does not know the anatomy of the sinuses, does not know the pathophysiology of these processes, and does not have a personal strategy in place for taking a history regarding sinusitis or for examining the patient. Therefore, she conducts her own personal learning project to address these needs—and can then describe what new strategies she develops as a result. Also during this process, she learns several new skills associated with including x-ray images and 3D-imaging videos in her educational presentations using software tools.

To prepare for teaching a skills workshop at a surgical specialty society meeting, physician faculty find that they need to learn how to operate a new laparoscopic device that will be used during the workshop. The specialty society, as an accredited CME provider, facilitates their training on the new device as a “Learning associated with teaching” CME activity for the faculty prior to their teaching engagement.

An accredited provider makes available a "Learning associated with teaching" CME activity for community physicians who have recently been recruited as new faculty for undergraduate and graduate medical school instruction in the form of "individualized learning projects" where new faculty assess what knowledge and skills they need to teach more effectively, and then makes available training and feedback to improve their teaching skills. It includes one-to-one mentorship and training with educational experts that is scheduled by the learners.

In the process of revising a series of educational seminars provided each year for the orientation of new staff members, a physician administrator in the risk-management department finds that she has to learn and incorporate new medical coding knowledge and strategies that have been published since the last orientation she taught. As an accredited CME provider, her institution makes it possible for her to receive CME credit for her “Learning associated with teaching” that involves modifications to her own coding practices while preparing for the seminars.

Resources for Activity Preparation

Learning Through Teaching Planning Tool

Linking a “Learning associated with teaching” CME Activity to the ACCME Accreditation Criteria”
http://www.accme.org/sites/default/files/Learning%20from%20Teaching%20planning%20tool_2013_06_revision_1.pdf

Integrating Accredited CME into Individualized, Self-Directed Learning Project Type Activities Like Learning associated with teaching, Teaching Medical Students and Residents, and Other AMA-Approved Formats