

Continuing Medical Education (CME) Toolkit



The continuing medical education (CME) Toolkit was developed to provide others with information and lessons learned so that they can create similar CME courses and understand our CME development process. The following information is a recommended step-by-step process based on the development of a CME course that focused on best practices for providing equitable and quality medical care for individuals with disabilities.

PLANNING & PREPARATION

Establish a Core Project Team comprised of subject matter experts in disciplines who will help in different stages of the development process. For the Core Project Team, ensure you have the following roles:

- Lead
- Co-Lead
- Admin/Support
- Subject Matter Expert (Medical Professional)
- Subject Matter Expert (Communications)
- Subject Matter Expert (Self-Advocate)

PROJECT TIMELINE

Once Core Project Team members are identified, develop a Project Timeline that includes key tasks, the amount of time to complete the task (days, weeks, months), person/people responsible for completing each task, and the expected product after completing the task. Use a project management tool, like Trello, to keep project team on task. Below is an example of a Project Timeline.

Developing Online Learning Modules for primary care providers about shared decision-making with women with IDD

Implementation Plan

Key Tasks	Months												Person/People Responsible	Evidence of Task Completion	
	1	2	3	4	5	6	7	8	9	10	11	12			
Content Development															
Steering Committee Meeting #1 (<i>elicit ideas for inclusion in CME modules</i>)														Armin & Williamson	Meeting minutes and list of ideas for inclusion
Submit for CME approval (<i>60-day timeline for approval</i>)														Armin & Williamson	Submission documentation
Create draft storyboards for committee feedback														Armin, Williamson, Bassford, Archer, Urquidez, & Javier	Storyboards
Steering Committee Meeting #2 (<i>review storyboards, discuss videos, and evaluation components</i>)														Armin & Williamson	Meeting minutes, including list of revisions to storyboards
Revise storyboards and develop content/graphics for 4 learning modules														Archer, Urquidez, Javier, & CME office	Storyboards and content/graphics
Draft & revise scripts for videos using committee feedback														Armin, Williamson, and Bassford	Scripts for 4 videos
Steering Committee Meeting #3 (<i>review program content to date and finalize evaluation components</i>)														Armin & Williamson	Meeting Minutes, including a list of final program content and evaluation components
Video recording & editing														Archer, Urquidez, Javier, & Biocommunications	Four case-based videos
Steering Committee Meeting #4 (<i>generate ideas for marketing and dissemination</i>)														Armin & Williamson	Meeting minutes, including list of ideas for marketing and dissemination

PROJECT STEERING COMMITTEE

A Project Steering Committee ensures the CME in development includes all the information needed to deliver a thorough and meaningful learning experience for medical professionals to utilize in their daily practice.

The Steering Committee should comprise members of your audience of interest, e.g. medical professionals . Individuals with lived experience (self-advocates) should also be included to provide insight on the course development. The Project Steering Committee should have a maximum of 10 members.

Meetings with the Project Steering Committee should be held in accordance with the timeline of your project and only held in intervals necessary to meet your project goals. These meetings are intended to advise the Core Project Team as it hits milestones over the course of the project.

Steering committee meetings should be recorded and/or careful notes taken so that the team can make decisions based on the steering committee recommendations.

For example: Steering Committee agendas can include group previews of CME content, CME story boards, videos produced, and learning module mock-ups. During meetings, the Steering Committee can review current drafts of all materials and provide feedback before materials are finalized. Feedback should be gathered in a variety of methods to maximize participation of the Steering Committee.

For items which may need longer review time, materials can be shared as links or attachments for individual review, with a structure for committee members to provide feedback.

Below are images of materials the Steering Committee reviewed.

Figure 1. Shows the story boards used to discuss what would be included in the CME videos.

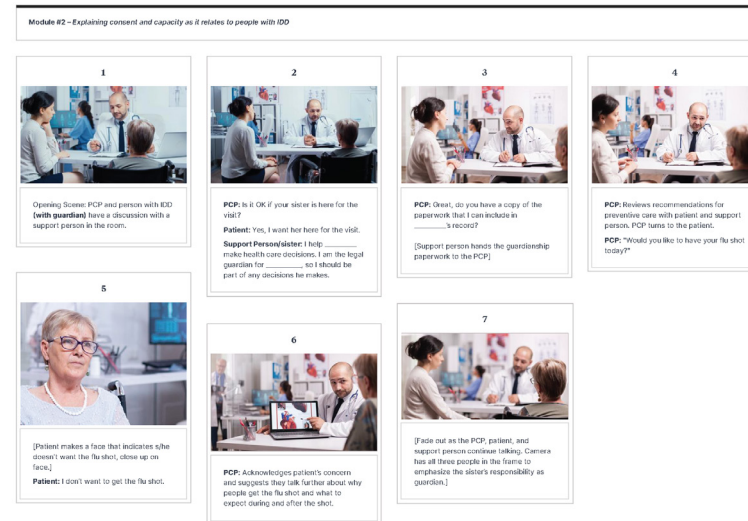


Figure 2. An image of the actual video content that resulted from the storyboard process.

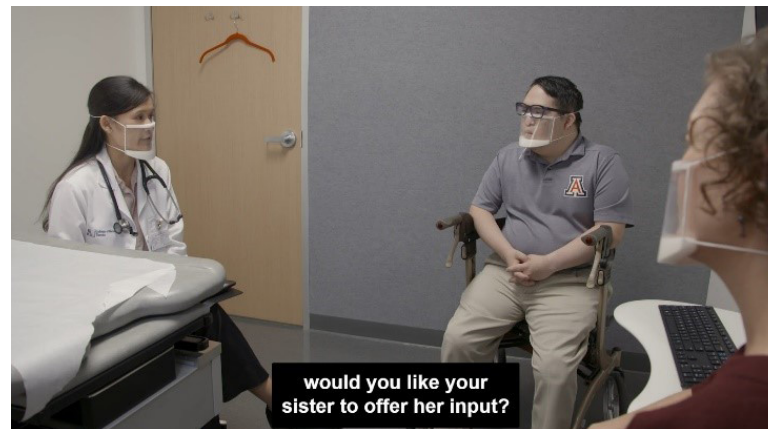
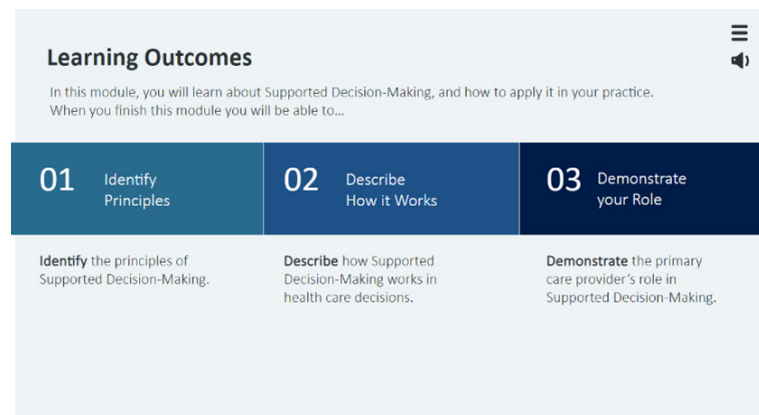


Figure 3. An image of the CME module mock up that was shared with the Steering Committee for feedback.



PROJECT KICKOFF MEETING

Schedule a Kickoff Meeting with the Core Project Team to discuss the goals of the project, establish roles and responsibilities, review the Project Timeline, and establish regular check-in meetings for the Core Project Team. Ensure the Kickoff Meeting is used to answer questions and clarify any uncertainties related to the timeline, tasks, responsibilities, and goals. Regular check-in meetings should be used to make sure Core Project Team members are on track to complete tasks, answer questions, respond to any team members concerns, and bring project related issues to the team for discussion.

KEY CONTENT DEVELOPMENT ACTIVITIES

Here are the core activities led by the Core Project Team with feedback from the Project Steering Committee.

Proposed Learning Objectives & Topical Content

- Reviewed the literature to determine educational needs of the population
- Drafted content into PowerPoints for sharing and review
- Used the initial Steering Committee meeting to refine objectives and content based on need for information/perspectives

Prepared for Video Creation

- Reviewed other CMEs for content ideas and delivery methods
- Developed scripts and storyboards
- Requested the Steering Committee to review of scripts and storyboards
- Partnered with media and communications experts to film and edit videos

Developed Interactive Components (e.g. quizzes with feedback)

- Reviewed other CMEs for content ideas and methods of delivery
- Drafted questions and scenarios to be used as engagement activities
- Partnered with experts in instructional design/digital learning, if possible (see below description in Partnerships)

Created A Resource Guide

- Our clinical subject matter expert guided the compilation of clinically useful resources which could be saved and used to apply the CME knowledge in practice

Outlined Evaluation Areas

- Provider demographics, including identity variables (e.g. race, disability), type of practice, location of practice, years in practice, and any previous training in the CME subject matter
- Pre-post knowledge test (see below for sample questions)
- Intention to use knowledge from CME in practice.
- Satisfaction with CME
- A follow up survey 30 days after the CME completion to learn if they have used the knowledge gained in the CME

Pre-Post Quiz

Module 1: Health Care Issues for People with IDD

1. What is the definition of a health disparity? (Multiple Choice)
2. The Americans with Disabilities Act acknowledges that people with disabilities have individual rights to accessible health care services. (True/False)
3. What strategies can a health provider use to provide healthcare that is universally designed (check all that apply).

(Figure 4 – Pre-Post Knowledge Test questions)

PARTNERSHIPS

Utilizing existing partnerships or creating new connections with other agencies or organizations can help improve the overall outcomes of your project. By collaborating with partners who have different skills and resources, the quality and efficiency of your end product is vastly improved. The following are examples of partnerships that were used on this project.

Accredited CME Provider

- **Description:** The University of Arizona College of Medicine Office of CME manages the administrative functions required for CME providers of *AMA PRA Category 1 Credit™*. As Arizona's only MD-degree granting university, they work with faculty and other medical educators in Arizona and elsewhere to provide a range of high-quality continuing medical education activities. They seek to enhance the professional development of practicing physicians and other health professionals, while providing opportunities for students and physicians in training to work more closely with the greater medical community.
- **Role on the Project:** Ensured CME developed would meet required standards for licensure renewal of health providers taking the CME.

Interactive & Engaged Learning Professionals

- **Description:** Digital Learning is the University of Arizona's hub for online education. Digital Learning provides online course development, continuous improvement and multimedia production services to the full university online teaching community.
- **Role on the Project:** The Digital Learning team collaborated closely with CME authors to design, develop, implement and support exemplary online experiences. This enables all learners to deeply engage with course content and have meaningful educational experiences.

Videographers

- **Description:** University of Arizona BioCommunications provides assistance with media planning, production, and support to the UArizona Health Sciences.
- **Role on the Project:** By enlisting their help, the team was connected with their knowledgeable and friendly professional designers, photographers, or media specialists who assisted with turning our idea into professional grade videos, photos, websites, and other multimedia products.

Sets/Clinic Spaces

- **Description:**
 - ▶ The University of Arizona Health Sciences Interprofessional Clinical and Professional Skills Center contains Standardized Patient rooms, which were created to get beginning medical students out of the lecture hall and labs to work with real people. The center consists of 30 exam rooms, 12 small group rooms and a dedicated monitoring room which allow students to gain crucial interpersonal and clinical skills in simulated but realistic encounters
 - ▶ The Banner - University Medicine Family Medicine Clinic is an actual health clinic provider.
- **Role on the Project:** The Interprofessional Clinical and Professional Skills Center was utilized to record videos of health interactions for the CME. This space allowed for ample time for the video production team to obtain content without interrupting actual clinic operations. The Banner University Family Medicine Clinic was utilized to capture photos of clinic space and accessible medical equipment.

If you are not affiliated with an organization that has such resources, then planning for obtaining such expertise and resources will be important to include in the budgeting of your CME project. The core assistance that was vital for this project included: management of CME credits, high quality videography, and curriculum development and knowledge of adult learning strategies.

MARKETING

While content is being developed and translated into engaging and interactive course materials, it is important to begin planning and preparation for the marketing and promotion of the CME. The following are important components to consider for developing a marketing campaign:

- **Audience**

Ensure your audience is clearly defined to achieve the best possible result from your marketing efforts and what channels exist to reach your audience. *Example: For our CME, we wanted to target nurse practitioners, family physicians, Area Health Education Centers, Federally Qualified Healthcare Centers, etc.*
- **Goals**

Understand what your goals are for dissemination. What is the ideal number of evaluations to appropriately assess your CME content? *Example: We set our goal to 100 evaluations.*
- **Messaging**

Request that the Steering Committee assist in developing your messaging about the CME. As this group has extensive experience with CMEs, they can help refine your messaging for the best outcome. *Example: We met with our steering committee and discussed what messages would catch their attention. Some examples of verbiage that grabbed their attention were "FREE" and the length of time to complete the CME.*
- **Content**

Review existing marketing for other CME programs for a better understanding of best practices. *Example: We reviewed an email announcement from Stanford University about a CME course.*
- **Methods of Dissemination**

Consider the tools you can use to disseminate your message. Listservs, social media platforms, websites, word of mouth. *Example: We discussed using LinkedIn as the primary social media platform because of its use as a professional networking and development tool.*

YOUR PATIENT WITH INTELLECTUAL AND/OR DEVELOPMENTAL DISABILITY:

ACCESSIBILITY, DECISION-MAKING, AND CONSENT



>> CLICK HERE TO REGISTER <<

The Primary Care Provider Continuing Medical Education (CME) is aimed at providing primary care providers, particularly family physicians and nurse practitioners in Arizona, with continuing medical education related to more equitable and inclusive health care for people with intellectual and developmental disabilities (I/DD).



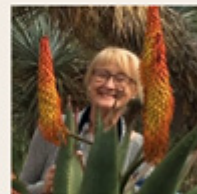
JULIE ARMIN, PhD
Affiliated Faculty
Sonoran Center for Excellence in Disabilities

Assistant Professor
Department of Family & Community Medicine
University of Arizona



HEATHER WILLIAMSON, DrPH

Associate Professor
Center for Health Equity Research & Department of Occupational Therapy
Northern Arizona University



TAMSEN BASSFORD, MD
Affiliated Faculty
Sonoran Center for Excellence in Disabilities

Associate Professor
Department of Family & Community Medicine
University of Arizona

(Figure 5 – CME Email Announcement)

Review your marketing plan with the Steering Committee for feedback and ideas for other channels for dissemination. The Steering Committee can help amplify your message and reach audiences you may not have access to through usual approaches.

LESSONS LEARNED

- Ensure that there are opportunities for partners to meet and troubleshoot during content development
- Include careful documentation of expectations in bids and agreements (e.g. listing deliverables)
- Meet early with partners, especially the digital learning/instructional design experts, to brainstorm possibilities and ask partners to share similar projects for consideration
- Use evidence-based existing resources from experts in the field
- Involve “end-users” of the CME in the project team and/or steering committee
- Include a self-advocate on the project team. Although they are not necessarily the “end-users” of these CME resources, they can help influence what “end-users” should know.

TOOLS USED

Project Management & Collaboration



Trello
trello.com



Zoom
zoom.us



Box
box.com

Content Presentation



Milanote
<https://milanote.com/templates/storyboards/video-storyboard>

Content Development, Brainstorming and Feedback



Google Docs



Google Slides

Google.com

Instructional Design



Articulate Storyline 360
articulate.com

Enabled the team to create a SCORM (shareable content object reference model) file for embedding in the learning management system.

Dissemination



Mailchimp
mailchimp.com

Content Design



Adobe Illustrator
adobe.com

Learning Management System



Virtual Lecture Hall
(proprietary UA system)

University of Arizona Sonoran Center for
Excellence in Disabilities
1521 E. Helen Street
Tucson, AZ 85721
520-626-0442
ucedd@arizona.edu



COLLEGE OF MEDICINE TUCSON
Sonoran Center for
Excellence in Disabilities

