APPLICATION FOR “LEARNING FROM TEACHING” CREDIT

“Learning from Teaching” is a means to acknowledge what most academic medical centers have known for a long time — faculty members learn from their hours of preparation for encounters with learners in UME and GME.

“Learning from Teaching” is CME credit for learning that is then employed in the teaching setting. It is not credit for teaching or a reward or payment. It is recognition that a physician has engaged in educational activity which serves to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that are then used in the teaching, supervising, precepting, or evaluating of medical students and residents.

The credit applies to learning associated with teaching, not to the teaching activity itself. The phrase “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. In this interpretation, the time spent with the student, utilizing what the faculty member learned, is the metric used for determining credit. If the physician does not prepare to teach, and therefore does not learn anything, spending time with students or residents by itself is not sufficient to receive credit. Thus, if there is no learning that can be identified in the preparation stage, there is no credit for spending time with students or residents.1

This type of credit applies to learning clinical material as well as learning educational techniques. Clinical material and educational techniques are both included among the topics that a physician could study and learn about. For example, if the physician identifies a need—such as learning more about inflammatory bowel disease, or ethics, or the appropriate way to give feedback—in order to teach students, the physician’s learning could be claimed for CME credit.

Additional information and a list of “FAQ’s for the learning associated with teaching medical students and residents” is available on the American Medical Association website. http://www.ama-assn.org/ama/pub/education-careers/continuing-medical-education/physicians-recognition-award-credit-system/accredited-cme-provider-resources/teaching-medical-students-residents.page

Eligibility Criteria

Physicians that are engaged in the teaching of JABSOM medical students and/or residents are eligible to apply for credit. This includes community-based physicians who volunteer, clinical faculty and faculty.

Physicians that are currently participating in a residency or fellowship program are not eligible.

Credit is based on a 2-to-1 ratio to teaching time. For example, faculty may be awarded 2 AMA PRA Category 1 Credits™ for one hour spent teaching.

1 Association of American Medical Colleges
Application Procedure

1. Complete the application form, including contact information. You will be contacted if there are any questions or need for clarification in the description of your project.

2. Part 1 of the form is the learner’s self-assessment of educational need, and should be determined before you begin your project. Describe how this activity will improve your professional practice of teaching; and where and when you will apply this learning.

3. Part 2 of the form describes the impact that the project has had on you as an instructor, on the medical students or residents you teach, or on the system/environment that you teach in. At the end of the project, describe what you learned; what impact this learning has had on you, your students/residents, or system; and if there were barriers to implementation.

4. Sign the attestation (electronic signature is acceptable), and send the completed form and any attachments by email to brendaw@hawaii.edu. Please remember to keep a copy of the form for your records.

5. HCCME will send you an acknowledgement with the number of credits that have been awarded.

For questions or additional information, please contact Brenda Wong at brendaw@hawaii.edu, or by calling 692-0900.
The Hawaiʻi Consortium for Continuing Medical Education, a joint venture between the Hawaiʻi Medical Association and the John A. Burns School of Medicine, University of Hawaiʻi, is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The following has been excerpted from material available online from the Accreditation Council for Continuing Medical Education (http://www.accme.org).

### EXAMPLES OF LEARNING FROM TEACHING ACTIVITIES

1. 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.

2. 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 from Teaching” CME activity for the faculty prior to their teaching engagement.

3. An accredited provider makes available a “Learning from 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.

4. 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 from Teaching” that involves modifications to her own coding practices while preparing for the seminars.