

UNMC College of Medicine
Continuing Medical Education (CME) Committee
January 25, 2019

Present:

Kelly J. Caverzagie, MD – Chair, Interim Associate Dean of the College of Medicine
Lisa Bally, Center for Continuing Education
Chris A. Cornett, MD
Amy L. Duhachek-Stapelman, MD
Jeffrey S. Cooper, MD
Patty Coleman, Center for Continuing Education (taking minutes)
Katherine C. Finney, MD
Andrew P. Gard, MD
Molly Hiatt, MD (Resident)
Shaun C. Horak, PA
Jason M. Johanning, MD
Kimberly S. Latacha, PhD
Lyudmila (Lucy) M. Muinov, MD
Frank L. Pietrantoni, MS
Brenda Ram, Center for Continuing Education
Justin C. Siebler, MD

Excused:

Micah W. Beachy, DO
Devin R. Nickol, MD
John E. Ridgway, PharmD
Morgan Walgren, PA (Medical Student)

Agenda

1. Welcome by Dr. Caverzagie.
2. July 2018 and October 2018 minutes, sent for pre-meeting review, were approved by the group.
3. CME Credit for Xapiapps assessment and learning – Update (Frank Pietrantoni)

What is Xapiapps? It is a platform tool especially effective with mobile devices. It is currently being utilized by Nebraska Medicine. It is very versatile and used to update for performance measurement, surveys, learning and assessments.

Xapiapps, continued

An EXAMPLE - Pain assessment modules

The pain assessment team used it to gauge knowledge retention from earlier event.

Works with E-learning modules and remedial education. Also works for micro learning, which is essentially short bursts of learning. This project is to implement the process to provide the additional incentive of obtaining CME credit.

Nebraska Medicine is one of Xapiapps key health care collaborators and they work closely together on new developments.

Xapiapps will deliver the content and the Watershed database will compile the increments of learning and perform the calculations to accumulate the minutes. When learners have obtained 15 minutes of learning (.25 hours of CME or more), data will be included in an import to the Center for Continuing Education's CME Tracker system. This will then populate as appropriate to the learner's records and transcript.

Educational providers can assess quality of learning and even redirect with corrections to reinforce knowledge. The data should also be a useful assessment tool to provide analytics.

After the process is fully functional, the next step will be to incorporate MOC credit in the process.

One suggestion is that it would be helpful to have the ability for instructors or content creators to gauge learning per question/individual in a dashboard-type view.

Do we foresee that this type of learning replaces grand-rounds type learning? Yes, as it should fit in with the general shift away from passive learning.

Other attributes:

- Hospital wide and time-sensitive learning tailored to institution's own needs and data would enhance engagement and quality.
- Qualifies scoring and collect 'texts' for richer assessment capability.
- 8000 licenses are available
- It is also tied to Nebraska Medicine's Human Resource learning system.
- It will hopefully have the eventual ability for instructors to participate in content development.
- Quality and Safety committee for Nebraska Medicine could benefit as the entire institution adapts its education – while looking for ways to improve and measure outcomes. (For example, a shift away from the mandatory trainings, such as 4 hours of sitting in classrooms or at keyboards).

As to the question of timelines for activity implementation, one significant and variable factor is turnaround time is the peer review process.

3. Oversight of CCE programming and review of outcomes – Discussion

What information about the Center for Continuing Education like to receive? What metrics would be useful for accountability?

The Center for Continuing Education is so much more than live events/ getting credit, and offering evaluations. It is an integral part of the support for the faculty of UNMC's College of Medicine.

Suggested requests for high level metrics and oversight criteria -

- Which grants are submitted but not successful, and why? (we don't usually get a why!)
- More financial data – what is the budget, main expenses and revenues?
- Overview of CCE and how it fits into the University system
- How does UNMC's CCE compare to Centers at other academic institutions?
- What national benchmarks are measured and how are they evaluated? (Example, the Annual Survey of accredited providers - The Harrison Survey)

Some activities are revenue generating, some are revenue neutral and services to our campus, with a very small pro bono segment.

4. CCE Grants Process Overview

- Identify, request and obtain support
- Example – for a regional conference, grants pursued from pharma industry to support the activity.
- Serve as ACCME provider, along with third party in collaboration with the funder .
- Serve as a check and balance entity to protection the faculty and the institution
- Accrediting body to provide CME credit
- Provide accreditation services for outside educational entities with large grants
Example: Practice Point

A 2017-18 list of grant that were submitted was provided for demonstration purposes (not 100% complete). A percentage of the grants are retained as revenue to CCE, which varies by grant.

Estimated revenue division - Center for Continuing Education:

- Approximately 50% comes from outside sources.
- Approximately 10% is state funded via UNMC's College of Medicine
- Approximately 40% is generated by fees from the work we produce, utilizing a tiered fee structure for most events.

Meeting adjourned.

The next meeting is scheduled for **7:00 AM, Friday April 26, 2019** in the Sorrell Center - Room 4024.

Committee Membership		
Kelly J. Caverzagie, MD – Chair	N/A	Micah W. Beachy, DO (ex-officio)
Jeffrey S. Cooper, MD	2021	Shaun C. Horak, PA (ex-officio)
Chris A. Cornett, MD	2019	Frank Pietrantoni, MS (ex-officio)
Amy Duhacek-Stapelman, MD	2019	John E. Ridgway, PharmD (ex-officio)
Katherine C. Finney, MD	2020	Lisa Bally (ex-officio)
Jason M. Johannning, MD	2019	Brenda Ram (ex-officio)
Kim Latacha, PhD	2021	
Devin R. Nickol, MD	2020	
Justin C. Siebler, MD	2021	
Molly Hiatt, MD	2019	
Morgan Walgren, PA (Medical student)	2019	
Andrew Gard, MD	2021	
Lucy Muinov, MD	2021	