
Office for Continuing Medical Education Jefferson Medical College of Thomas Jefferson University

Introduction

One of the first medical centers in the nation, Thomas Jefferson University today encompasses three academic divisions: Jefferson Medical College, the College of Graduate Studies and the College of Health Professions, and University Services. Founded in 1824, Jefferson Medical College has awarded more than 27,000 medical degrees and has more living graduates than any other medical school in the nation. It offers both traditional medical education programs and innovative joint degree programs to its enrollment of approximately 900 students each year. The Jefferson Medical School has been recognized as one of the top graduate schools in the US by the US NEWS and WORLD REPORT.

Mission

Purpose:

Jefferson Medical College CME considers the lifelong professional development of physicians to be a dynamic, organic process. The Jefferson Medical College Office of CME is dedicated to developing, delivering, and evaluating quality educational experiences/opportunities that stimulate, educate, and empower physicians to provide the highest standard of care throughout a lifetime of professional practice. Drawing upon its combined strengths in educational, research, and clinical expertise, Jefferson Medical College Office of CME endeavors to equip physicians with the knowledge, skills and attitudes necessary to remediate, maintain, and/or enhance their ability to deliver world class medical service across the continuum of care to patients, their families, the public, *and the profession*. Jefferson Medical College CME is an academic enterprise guided by the principles and goals of academic medicine. Jefferson Medical College CME is committed to drawing on its experiences as well as the body of CME theory and research to elevate the effectiveness of its CME Program and to advance the field of academic continuing education. *The CME Mission maintains congruence with the overall educational mission of Jefferson Medical College of Thomas Jefferson University, maintaining its place along the continuum of medical education.*

Content:

The subject matter appropriate to Jefferson Medical College's overall CME educational program reflects the broad scope of education, research and clinical practice at Jefferson, and therefore may encompass the entire breadth and depth of the art and science of medicine. *Activity content may be organized around medical knowledge and patient care (specific medical specialties or subspecialties, disease states and processes), practice or systems based processes, public health topics, research findings, professionalism, and/or interpersonal and communication skills. In addition, topics that improve the practice of medical education itself may be included.* The choice of content is dependent on the strategic interests of the institution, the availability of financial resources from either internal or external sources, and the consistency of the potential activities with Jefferson's mission.

Target Audience:

Jefferson's target audiences are representative of all customers of CME, including full-time and volunteer faculty, members of medical staffs in teaching and health system affiliates, regional health professionals, and national and international attendees. The intent of an activity is the determining factor in the appropriate selection of the target audience. Depending upon the intent, learners may be drawn from regional, national and/or international populations of physicians

across all specialties and at all levels of training. *Interdisciplinary audiences are sought when appropriate.*

Types of Activities Provided:

Jefferson Medical College CME uses a wide variety of educational formats, from traditional to experiential and innovative, to best meet learner needs and to give the learner opportunities to match their preferred learning style to a spectrum of educational delivery systems. Formats can include but are not limited to, live offerings including lecture-driven conferences, small group work, experiential learning opportunities and one-on-one educational experiences; *regularly scheduled conferences*; distance learning through telephone, television and internet technologies; and asynchronous enduring material formats including print, audio, video, computer based and journal-based instruction. Jefferson Medical College CME also has the ability and demonstrated success in partnering with other accredited and non-accredited institutions/organizations when appropriate and congruent with the overall mission of the College.

Expected results of both individual activities and the overall CME program:

Evaluation stands at the center of this process as the essential driving force necessary to maintain and/or improve educational quality. Each activity will be evaluated based on the identified intent of the educational offering. Information derived from the evaluation of individual activities is used as formative and summative feedback in the quality assessment of the individual activity and contributes to the quality improvement and enhancement of the overall Jefferson Medical College CME educational program.

It is expected that individual continuing medical education activities will be rated well by participants in meeting stated objectives, provide balanced and rigorous information, and stimulate positive responses from participants in terms of impact of the activity on knowledge, skills, attitudes, patient care and/or future actions. Quality improvement efforts in CME are based on reviewing these data through the Performance Monitoring System, which enables to analyze and benchmark both individual and overall results. This information is the foundation of our continuing improvement efforts and the basis of quality education research.

Administration

Jefferson Medical College of Thomas Jefferson University is accredited by the ACCME to provide continuing medical education for physicians. Jefferson Medical College, earned a six year accreditation, an achievement reached by only a few accredited CME sponsors (only 2% of the July decisions included a six-year accreditation period). In addition, the ACCME recognized Jefferson with *Commendations* in the following areas of the ACCME Essential Areas and Standards:

- Planning
- Needs Assessment
- Overall Program Evaluation
- Organizational Structure and Resources:
- Standards for Commercial Support:

The OCME works in conjunction with the Jefferson Medical College Committee on CME, a standing committee of the medical school, with its crucial role in the development and review of appropriate activities certified for Category 1 credit. Chaired by Dr. Geno J. Merli, Ludwig A. Kind Professor of Medicine and Vice Chairman of the Department of Medicine, the Committee on CME is responsible for the review and approval of all Jefferson-sponsored CME activities, and for setting policy and direction for the overall CME program at Jefferson.

Certified CME Activities

The OCME manages a large variety of CME activities certified for Category 1 credit, including typical medical school activities like Grand Rounds and local/regional symposia. Additionally, Jefferson maintains a national CME presence through the certification of enduring materials, national symposia, journal-based CME, and national lecture series as well as the newly emerging area of Internet CME (<http://jeffline.tju.edu/jeffcme/>).

American Medical Association (AMA) Category 1 credits are awarded through the Office of CME for sponsored and jointly sponsored activities, regularly scheduled series, and enduring materials.

Highlights

- The Alliance for CME recognized the Consortium for Academic Continuing Medical Education, of which Jefferson was a founding member, and the Accreditation Council for Continuing Medical Education with its *Annual Award for Best Collaboration* in January 2001.
- Our *journal-based CME* efforts in partnership with medical publishers provide the OCME with an opportunity to conduct CME research into the impact of journal reading on physicians. The OCME piloted a followup study to assess the effectiveness of CME delivered via these journals, and presented the results of these studies at the national Alliance for CME (ACME) meeting in San Francisco in January 2001. A workshop session and a poster session were given, and received significant attention. (American Medical News 44: 8, February 26, 2001).
- The OCME website at <http://jeffline.tju.edu/jeffcme> is recognized by its listing on Bernard Sklar's Online CME Sites, an Annotated List of Online CME. Since its launch in October 2000, the OCME website has grown in depth and scope, and now incorporates a calendar of events, online registration, online certificate retrieval, links to relevant CME sites, and postings of a variety of enduring materials and internet-specific CME activities.
- Technology advances are incorporated into the daily practice of the OCME. These include web-based testing and evaluation, scanning technology, implementation of audience response system (ARS).
- The OCME presented *Basics of the Audience Response System: Some Tips and Techniques for Using the ARS as an Effective Teaching Tool* at the annual Alliance for CME meeting in Dallas in January 2003. In addition to teaching an approach to incorporate this technology into CME practice, the OCME presented the results of a small research survey assessing the expectations of audience members vis a vis their experience of using the ARS as a learning tool. Information on other peer-reviewed presentations can be found on the website.

We look to the future with great optimism and a commitment to continue our history of excellence in program development, dedicated to designing, delivering, and evaluating quality educational experiences/opportunities that stimulate, educate and empower physicians.

The Office of CME can provide access to the expertise of the over 1000 faculty members of the Jefferson Medical College, and has collaboratively worked with Jefferson's Department of Health Policy and Outcomes, the Center for Research in Medical Education and Health Care, the Academic Information and Services office (instructional design and technology), and various other support organizations on campus and off.