UNIVERSITY OF
South Carolina

<u>Learning from Teaching Guidelines</u>

Learning from Teaching is a learning activity developed by the AMA and the ACCME to award physicians AMA PRA Category 1 Credit™ from the learning that occurs during their preparation for teaching, supervising, precepting, and/or evaluating medical students, residents, or fellows.

<u>This is not credit for teaching; simply spending time with students, residents, or fellows without formally preparing is not sufficient to receive credit.</u>

➢ Physicians must provide the name of the educational activity to verify participation.

➢ One Learning from Teaching form is needed for a teaching event that resulted in a learning. Complete the Learning from Teaching webform.

➢ Credit will be awarded based on a 2 to 1 ratio to teaching time. Physicians may be awarded 2 *AMA PRA Category 1 Credits*™ for time spent teaching what was learned in preparation for it. Hours spent preparing for the teaching is not part of credit calculation. The number of hours of credit assigned is attached to the number of hours of teaching, using what was learned.

➢ Credit is awarded for the learning associated in preparation for teaching and must be paired with teaching (e.g., lectures, developing case studies, supervising clinical or simulated activities, teaching clinical skills, mentoring QI/PI projects).

➢ Credit may be claimed only once for teaching the <u>same content</u>, even if being presented to a different audience. If you are teaching in a series and each session differs from the same subject you researched that each teaching session will be calculated.

➢ Education material that is used in the learning process should be independent of any ACCME- defined ineligible companies. Below is a link to ACCME defined ineligible company: https://www.accme.org/faq/what-accmes-definition-ineligible-company.

Examples of "Learning from Teaching

Example 1: A physician is asked to teach a group of medical students about sinusitis. Content will include anatomy of the sinuses, the criteria needed to be met for a correct diagnosis of sinusitis, and the treatment for sinusitis. The faculty member does not regularly diagnose or treat sinusitis in his/her regular practice and needs to review the topics above. The physician conducts a personal learning project to meet these needs, and may need to learn a new way to use software to present imaging or video during the lecture.

Example 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 provider, facilitates their training on the new device as a "Learning from Teaching" activity for the faculty prior to their teaching engagement.

Example 3: An accredited provider makes available a "Learning from Teaching" activity for community learners who have recently been recruited as new faculty for undergraduate and graduate 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.

Example 4: In the process of revising a series of educational seminars provided each year for the orientation of new staff members, an administrator in the risk-management department finds that she must learn and incorporate new medical coding knowledge and strategies that have been published since the last orientation she taught. As an accredited provider, her institution makes it possible for her to receive credit for her "Learning from Teaching" that involves modifications to her own coding practices while preparing for the seminars.

Resource:
https://www.accme.org/tips-for-applying-learning-teaching-requirements
https://www.ama-assn.org/system/files/2019-09/faq-teaching-medical-students-residents.pdf

How to calculate credit:

➢ Credit will be awarded based on a 2 to 1 ratio to teaching time. Physicians may be awarded 2 *AMA PRA Category 1 Credits* ™ (CME) per hour spent teaching. Regardless of how many hours are spent preparing for the teaching experience, the number of hours of credit assigned is attached to the number of hours of teaching using what was learned in preparation.

How to calculate credit examples:

➢ You are asked to present an hour long weekly session with students on palliative care for 12 weeks. You spend time researching and getting up to date on the topic. Each session consists 30 minutes teaching.

You are able to claim 12 credits (2 x 12 sessions x 30 minutes teaching time) for this activity. (Since each session is a new aspect of palliative care you researched you can claim each session).

➢ A resident posed a question during a learning activity and you remembered seeing new information on the subject and therefore, thought there a need to research the question posed. You informed the resident that the subject would be revisited the following week. You spend three hours doing research and prepare to address the question posed. You devote 30 minutes addressing with the group.

In this scenario, you can claim 1 credit for the learning associated from teaching
2x30 minutes teaching = 1 credit
If you spend 15 minutes teaching
2X15 minutes teaching = .50 credit
The amount of credit that can be claimed is 0.5 credits (2 x 15 minutes you spent teaching).

➢ You are a physician who also serves as a preceptor to medical students. You did not prepare for the precepting experience.

Since there wasn't any new learning in preparation for precepting, no credit can be earned.

Submitting a Learning from Teaching Form

➢ Learning from teaching forms can be found on the CME Learning Portal under the tab, "Learning Activities".
➢ Learning from Teaching forms must be submitted within 6 months of the teaching event in order for credit to be awarded.
➢ Please allow up to 60 days for review of submitted forms before approved credit will be issued.