

## Learning from Teaching Guidelines

### Overview

Learning from Teaching is a learning activity developed by the American Medical Association (AMA) and the Accreditation Council for Continuing Medical Education (ACCME). It allows physicians to earn AMA PRA Category 1 Credit™ for learning that occurs during preparation to teach, supervise, precept, and/or evaluate medical students, residents, or fellows.

**Important:** This is not credit for teaching itself. Simply spending time with students, residents, or fellows without formally preparing and engaging in learning is not sufficient to receive credit.

### Participation Requirements

- Physicians must provide the **name of the educational activity** to verify participation.
- **One Learning from Teaching form** is required for each teaching event that resulted in learning.
- The **Learning from Teaching webform** must be completed for credit consideration.

### Credit Award and Calculation Rules

- Credit is awarded based on a **2-to-1 ratio to teaching time**.
- Physicians may be awarded **2 AMA PRA Category 1 Credits™ per hour spent teaching** what was learned in preparation.
- **Hours spent preparing** for teaching are **not included** in credit calculations.
- Credit is attached to the **number of hours of teaching**, using what was learned during preparation.
- Credit is awarded for learning associated with preparation and **must be paired with teaching activities**, such as:
  - Lectures
  - Developing case studies
  - Supervising clinical or simulated activities
  - Teaching clinical skills
  - Mentoring QI/PI projects
- Credit may be claimed **only once for the same content**, even if it is presented to a different audience.
- If teaching occurs as part of a series, **each session will be calculated separately only if new learning occurred for each session**.

## Educational Content Standards

Educational material used in the learning process must be **independent of companies classified as ineligible by ACCME**.

Learn more about ACCME-defined ineligible companies: <https://accme.org/resource/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 the 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, 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.

## How to calculate credit: Examples

### Example 1: Weekly Teaching Series

You are asked to present a 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 of **30 minutes of teaching**.

- Credit claimed: **12 credits**  
(2 × 12 sessions × 30 minutes teaching time)

*Because each session addresses a new aspect of palliative care that requires additional research, credit may be claimed for each session.*

### Example 2: Research Prompted by a Learner Question

A resident poses a question during a learning activity. You recall seeing new information on the subject and determine there is a need to research the question. You inform the resident that the topic will be revisited the following week.

You spend **three hours researching and preparing**, then devote **30 minutes to teaching the group**, using what you learned.

- Credit claimed: **1 credit**  
(2 × 30 minutes teaching = 1 credit)

If you spend **15 minutes teaching**, credit claimed would be:

- **0.5 credit**  
(2 × 15 minutes teaching = 0.5 credit)

*Only the teaching time using the new learning is used to calculate credit.*

### Example 3: Precepting Without Preparation

You are a physician who also serves as a preceptor to medical students but **did not engage in any new learning** to prepare for the precepting experience.

- Credit claimed: **No credit**

*Since there was no learning during preparation for teaching, this activity is not eligible for credit.*

## Submitting a Learning from Teaching Form

- Forms are located in the **Upstate CME Learning Portal** (<https://ghscme.ethosce.com>) under “**Learning Activities.**”
- Forms must be submitted **within 6 months** of the teaching event.
- Please allow **up to 60 days** for review before approved credit is issued.

## Resources for Further Information:

- ACCME Tips for Applying the Learning from Teaching Requirements:  
<https://www.accme.org/tips-for-applying-learning-teaching-requirements>
- American Medical Association - AMA PRA Credit FAQs for Teaching Medical Students and Residents  
<https://www.ama-assn.org/system/files/faq-pra-students-residents.pdf>