

Overview

AMA has authorized CME providers to certify and approve a new category of American Medical Association Physician's Recognition Award credit (*AMA PRA Category 1 credit™*): Learning from Teaching for academic endeavors in undergraduate medical education (UME) and graduate medical education (GME).

Hopkins physician faculty/teachers may be awarded credit based on a 2:1 ratio to teaching time. For example, a faculty member who teaches new material for one hour, will receive two hours of CME credit. "AMA PRA Category 1 Credit™" should only be awarded for teaching that is verified by the UME and/or GME office. (Faculty may not receive credit more than once for the same time period, even if the audience involves residents and students from more than one program, being verified by two or more different LCME/ACGME programs.)

In addition to the institution being ACGME accredited, the residency/fellowship program itself must also be ACGME accredited in order for faculty to be awarded "AMA PRA Category 1 Credit™" for teaching residents/fellows in that program. To be certified for "AMA PRA Category 1 Credit™", this live activity, teaching medical students and residents, must: be certified by an institution that, in addition to being an accredited CME provider (or working in joint sponsorship with an accredited CME provider), is accredited by the LCME (to certify teaching medical students), the ACGME (to certify teaching residents/fellows) or both.

Teachers cannot receive credit for a class they have already been teaching, unless new information or pedagogy is implemented. Credit can be awarded to only that portion of the teaching where the **new information** was presented and shared with the medical students and residents. For example, if the faculty's presentation of **new material** is one (1) hour in length, the faculty could earn two (2) hours of *AMA PRA Category 1 Credit™*.

Teachers cannot receive CME credit for Learning from Teaching activities with which they have a commercial relationship (conflict of interest). To access the American Medical Association's Frequently Asked Questions, click on: <http://www.ama-assn.org/resources/doc/cme/faq-teaching-medical-students-residents.pdf>.

Next Steps

1. To participate in this Learning from Teaching for Credit opportunity, please contact the Hopkins UME or GME offices to have your accredited teaching activity verified.
2. Once verification is complete, you will receive a link from the Hopkins UME/GME offices to an online application form.
3. Once you submit the online application, the OCME office will issue credit and provide a certificate to you. Please go to the Hopkins UME or GME websites.

UME: http://www.hopkinsmedicine.org/fac_development/educational/edindex.html and GME: <http://www.hopkinsmedicine.org/som/gme/>.

Please refer to the comparison chart on the next page for more details. For additional information, please contact: Accreditation and Compliance Specialist: Terry Zemanski; Office of Continuing Medical Education; The Johns Hopkins University School of Medicine; accreditationandcompliance@jhmi.edu; 410/614-6163; Fax: 866/480-2456

JHU Guidelines for Requesting Learning from Teaching for Credit

This new type of credit is distinct from the existing “Learning from Original Presentation Preparation” credit. The differences and similarities between the two types of credits that can be earned are identified below.

Existing: Learning from preparation and teaching of an original presentation at the accredited CME provider’s live activities that are certified for <i>AMA PRA Category 1 Credit™</i> .	New: Learning from Teaching of medical students and residents in a Hopkins UME/GME curriculum
1. Eligible activity: Preparation of new material for a live presentation that has been certified for <i>AMA PRA Category 1 Credit™</i> .	1. Eligible activity: Preparation of new material (includes new information, concepts, and implementation of new pedagogy-teaching style) for a live UME or GME-approved course.
2. Calculation of Credit Amount: Credit earned 2:1 ratio for the entire presentation	2. Calculation of Credit Amount: Credit earned 2:1 ratio for NEW COMPONENTS OF MATERIAL presented
3. Limitation of 10 credits earned per year may be applied to the Physician’s Recognition Award (limit is determined by the AMA).	3. The Johns Hopkins Office of CME will award a maximum of 20 credits per year as a pilot to collect data to assess needs and usage.
4. Method of obtaining credit: JHU CME Office emails credit request form (outcomes survey tool) to faculty after each activity. Faculty completes and returns form to CME Office.	4. Method of obtaining credit: UME/GME send link to faculty. Faculty complete and submit online application.
5. Verification and Approval: CME office	5. Verification and Approval: UME and GME offices.
6. Deadline to request credit: within 30 days after the live presentation	6. Deadline to request credit: within 30 days of your teaching activity.
7. Documentation Needed: ACCME planning criteria for each learning activity and outcomes from the learning-through-teaching experience. Faculty should document criteria and outcomes through: <ul style="list-style-type: none"> a. Outcomes Survey Tool b. Disclosure form c. peer review form 	7. Documentation Needed: ACCME planning criteria for each learning activity and outcomes from the learning-through-teaching experience. Faculty should document criteria and outcomes through the online application.

AAMC Scenarios and AMA FAQs

Here are some examples of how credit is calculated for the learning associated with teaching medical students and residents. A key concept is that the CME credit being discussed is for learning that is used to teach, not credit for teaching.

- A. A physician prepares a one hour lecture for a group of residents. This is the first time the physician will give this lecture, and he does some research and other learning in order to prepare the lecture. The physician may claim two (2) *AMA PRA Category 1 Credits™* because he/she spent an hour teaching residents based on the learning that took place.
- B. A physician has a one hour session with a resident to teach how to appropriately perform a physical exam, and will give feedback to the resident after observing the resident in action. The faculty member has taught how to perform the physical exam many times, and doesn't need to do an additional preparation for that part of the session, but seeks out information about effective methods for giving feedback. The physician spends 15 minutes of the one hour session giving feedback to the resident. The physician may claim 0.5 *AMA PRA Category 1 Credits™* because he/she spent .25 hours providing feedback to the resident using the tools and techniques learned in preparation for the activity.
- C. A physician teaches students how to perform a procedure, and has done so many times in the past. The faculty member does not need to do any additional preparation this time around, and is able to handle all of the student questions based on accumulated experience over the years. As there was no additional learning involved on the part of the faculty member, it would **not be** appropriate to claim *AMA PRA Category 1 Credits™* in this instance.

D. The Primary Preceptor

Primary care providers often set time aside for discussion of a topic related to a special interest on the part of the student or to a patient seen at a previous visit. In that example, if I had spent time preparing for that conversation by researching the topic and had learned in the process, then I would have been able to claim credit under this new guidance. I would not be able to claim credit for a student following me around for several hours and observing me or for providing the student with feedback on the way to conduct an interview or perform a part of the physical exam all based on my accumulated experience over the years.

Answer: That is correct.

E. Five hours of prep; one hour of teaching

You are asked to lecture third-year medical students on common infectious diseases in infants. You prepare for your presentation by reviewing six peer-reviewed publications focused on new infectious disorders in infants; culling your related saved publications and abstracts on the topic; reviewing your prior power point presentations, updating where necessary. This preparation takes a total of five hours. Your actual teaching, which provokes a standing ovation, takes one hour. Of the six hours devoted to preparation for and teaching of the topic, how many *AMA PRA Category 1 Credits™* would you claim for "learning from teaching"?

Answer: 2 credits (2 x 1 hour of teaching)

F. The Rusty Teacher

You discover that you are a bit rustier than you thought when a question related to the coagulation cascade was raised by a pediatric resident during morning report or other teaching rounds setting. You listened to the discussion, added the little you remembered, and informed the group that the topic should be pursued the following morning. You spend one hour researching the topic that evening, and the following morning, devote 15 minutes during rounds to teach what you felt the "students" should know about the cascade and hope they learned during your 15 minutes presentation. Of the 1.25 hours devoted to preparing for and the

actual conduct of the teaching about the coagulation cascade, how many *AMA PRA Category 1 Credits™* would you claim for the learning you experienced?

Answer: 0.5 credits (2 x 15 minutes of teaching)

G. A Community-based member of the voluntary faculty

A community-based member of the voluntary faculty participates as a preceptor for students rotating through his office practice. The assigned student spends two hours thrice weekly: 1) taking, recording, and presenting histories to the preceptor; 2) observing the preceptor perform a physical examination; 3) listening to the preceptor discuss the patient's illness, formulate a diagnosis, and develop a plan of therapy; and 4) writing up one of the cases seen. The preceptor taught by example, learned nothing new about the patients' illnesses, and may have learned something about the art of teaching (self-learned). Of the six hours/week spent in a preceptor role, how many *AMA PRA Category 1 Credits™* can the preceptor legitimately apply for or designate?

Answer: This vignette demonstrates the unlikely scenario of the faculty member truly learning *nothing* in preparation for, or as follow-up to, his teaching/precepting experience. If this were indeed the case, he receives **NO credit for learning.**

H. Here are examples of how to calculate credit for the learning associated with teaching medical students and residents:

There are two parts to calculating the appropriate number of *AMA PRA Category 1 Credits™* that physicians may claim for this activity. The first is that there must be learning involved in the preparation for teaching. However, the time spent preparing is not included when calculating the number of credits. The credit is calculated based on a 2:1 ratio of the time the physician spends teaching in the second phase, using what was learned in the preparation phase. Here are some examples:

- a. A physician prepares a one hour lecture for a group of residents. This is the first time the physician will give this lecture, and he does some research and other learning in order to prepare the lecture. The physician may claim two *AMA PRA Category 1 Credits™* because he/she spent an hour teaching residents based on the learning that took place.
- b. A physician has a one hour session with a resident to teach how to appropriately perform a physical exam, and will give feedback to the resident after observing the resident in action. The faculty member has taught how to perform the physical exam many times, and doesn't need to do any additional preparation for that part of the session, but seeks out information about effective methods for giving feedback. The physician then spends 15 minutes of the one hour session giving feedback to the resident. The physician may claim 0.5 *AMA PRA Category 1 Credits™* because he/she spent .25 hours providing feedback to the resident using the tools and techniques learned in preparation for the activity.
- c. A physician teaches students how to perform a procedure, and has done so many times in the past. The faculty member does not need to do any additional preparation this time around, and is able to handle all of the student questions based on accumulated experience over the years. As there was no additional learning involved on the part of the faculty member, it would not be appropriate to claim *AMA PRA Category 1 Credit™* in this instance.