Highlights of the 10th Annual European CME Forum

Presented at a MedComms Networking Event
Oxford, 2 May 2018

Eugene Pozniak, European CME Forum
Eugene Pozniak
Manchester, UK

Eugene is Managing Director of Siyemi Learning, an ACCME-accredited CME Provider based in Manchester, UK www.siyemi.org

Has worked exclusively in CME since 2000

Also Programme Director and Guarantor of European CME Forum, a Not-For-Profit organisation, bringing together CME professionals, regulators and supporters active in European CME.

Annual meetings since 2007, An extensive archive of its activities can be found at — www.europeanCMEforum.eu

Journal of European CME (JECME) is a PubMed-indexed, Diamond Open Access online journal — www.jecme.eu.

Good CME Practice group — an initiative for European education providers — www.gCMEp.org
Agenda

- A personal view of the highlights from the 10th Annual European CME Forum (#10ECF)
- Meeting approach and structure
- Evaluations and lessons learned
- Developments by stakeholder group
- Next steps
10th Annual European CME Forum
8–10 November 2017
Dublin, Ireland

In collaboration with

ROYAL COLLEGE OF PHYSICIANS OF IRELAND
Meeting planning — I

- Pre-#10ECF needs assessment — learning objectives
  - Prof. Hilary Hoey (RCPI)
  - Past meeting evaluations/feedback
  - Developments in the CME environment, in Europe and ROW
  - Input from expert faculty
  - Formal needs assessment
  - Session Chairs
  - Workshop leaders
Rate these topics in order of importance to you

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the evidence showing CME is effective?</td>
<td>53.75%</td>
</tr>
<tr>
<td>How CME can change clinical practice in Europe?</td>
<td>48.75%</td>
</tr>
<tr>
<td>How can industry support CME in a positive and transparent way?</td>
<td>41.25%</td>
</tr>
<tr>
<td>How to carry out a needs assessment and identify relevant learning objectives?</td>
<td>37.50%</td>
</tr>
<tr>
<td>Developing and agreeing standards between accreditation bodies?</td>
<td>32.50%</td>
</tr>
<tr>
<td>The role of CME (in Europe) in revalidation/maintenance of certification?</td>
<td>32.50%</td>
</tr>
</tbody>
</table>
Briefly

- Moving away from
- CME as the process of accreditation and credit
- to...
- How to develop relevant and meaningful education that impacts on performance of the healthcare team that leads to improved patient outcomes
Meeting planning — 2

- Pre-#10ECF needs assessment — learning objectives
- Hands-on guidance, on the “how to” of CME
- Educational format:
  - Balance of presentations, panel discussions and workshops
- Certified for 15 CME credits
Structure

- Inward: Educational design
- Outward: Listening to others
- Onward: Collaborations and partnerships
  - Also “Lunch with the Learners”
  - And Panel discussions and Q&A
Structure

- Three overall themes
  - “Inward”
  - “Outward”
  - “Onward”

- Introduction
- Workshops
- Reflection
“Day 0” —> Pre-meeting “Specialty Seminars”

✦ Industry: *International Pharmaceutical Alliance for CME (iPACME)*

✦ Medical Societies: *European CME*

✦ Accreditors: *International Academy for CPD Accreditation*

✦ Providers: *gCMEp Good Practice*
# 10th Annual European CME Forum — Agenda Overview

<table>
<thead>
<tr>
<th>TIMES</th>
<th>Wednesday 8th — #10ECE Day 1</th>
<th>Thursday 9th — #10ECE Day 2</th>
<th>Friday 10th — #10ECE Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30—08:45</td>
<td>Registration/Coffee</td>
<td>Journal of European CME: current position and future plans</td>
<td>Registration/Coffee</td>
</tr>
<tr>
<td>08:45—09:45</td>
<td></td>
<td>INWARD reflection: Educational design</td>
<td>ONWARD reflection: Collaborations and partnerships</td>
</tr>
<tr>
<td>09:45—10:30</td>
<td></td>
<td>OUTWARD introduction: Listening to others (in the design and delivery of CME)</td>
<td>In conversation: perceptions, evidence and controversies</td>
</tr>
<tr>
<td>10:30—11:00</td>
<td></td>
<td>COFFEE BREAK (10.30-11.00)</td>
<td>COFFEE BREAK (10.30-11.00)</td>
</tr>
<tr>
<td>11:30—12:30</td>
<td></td>
<td>Workshop 1</td>
<td>Workshop 2</td>
</tr>
<tr>
<td>12:30—14:00</td>
<td></td>
<td>(Lunch)</td>
<td>Lunch with the Instructors</td>
</tr>
<tr>
<td>14:15—15:15</td>
<td></td>
<td>#10ECE Introduction</td>
<td>INWARD Introduction: Educational design (planning, evaluation, outcomes)</td>
</tr>
<tr>
<td>15:10—16:00</td>
<td></td>
<td>COFFEE BREAK (15.30-16.00)</td>
<td>COFFEE BREAK (15.45-16.00)</td>
</tr>
<tr>
<td>16:00—17:30</td>
<td></td>
<td>Workshop 1</td>
<td>Workshop 2</td>
</tr>
<tr>
<td>17:30—18:30</td>
<td>Networking drinks reception</td>
<td>Networking drinks reception</td>
<td></td>
</tr>
<tr>
<td>19:30</td>
<td>Faculty dinner</td>
<td>JCME Board meeting</td>
<td></td>
</tr>
</tbody>
</table>
Click on “Main Plenary Polling & Q&A” to access voting and messaging

When a live vote occurs, this is where it will display

To send a message, press the “Speech Bubbles” at the top of the screen
Meeting app

- A dedicated meeting app (iPhone/Android/Web)
  - Reduced amount of print materials
  - Added interactivity for questions and voting
  - Extended evaluations
  - Support information
  - Engagement tool...
Gamification!

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>(M)</th>
<th>Max Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluations – 16 at 10 points each</td>
<td>160</td>
<td>1</td>
<td>160</td>
</tr>
<tr>
<td>Gallery upload – 2 per photo (max 3/day)</td>
<td>6</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Twitter – 1 per tweet (max 5/day)</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>RCPI Treasure hunt - 5 at 3 points</td>
<td>15</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>RCPI MCQs – 13 at 2 points</td>
<td>26</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>QR codes of posters – 8 at 3 points</td>
<td>24</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>QR codes of authors – 8 at 3 points</td>
<td>24</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>QR codes at exhibition stands – 6 at 3 points</td>
<td>18</td>
<td>1</td>
<td>18</td>
</tr>
</tbody>
</table>

Maximum Overall Total: 300
Evaluations and lessons learned
Evaluations

🔹 Overall: most of the people happy most of the time, with content, format and timings

🔹 The consistently most popular sessions were the Inward section, which demonstrated the most practical guidance on how to develop CME — Also with a post-meeting “level 5 outcome”

🔹 Outward — engaging the interprofessional team, patients — dialogue, shared objectives

🔹 Onward — novel concepts: publishing in CME, leadership qualities, global collaborations

🔹 Lunch with the Learners — hearing from the end user — always very popular

🔹 Panel discussions delving deeper with the experts
Peri- and post-meeting evaluation

- Ongoing desire for continued guidance on **how to** develop high quality, effective education, with practical examples
- Request for an “introduction to…” session
- Call for more clarity — of rules, roles, purposes, etc. especially from the regulators and accreditors
Developments by stakeholder groups
Accreditors

- A new collaboration of European Specialty Accreditation Boards (ESABs) — CME-EA — presented their objectives of harmonisation through dialogue and consensus

- CME-EA identified that the lack of official government mandate in European CME means that there must be dialogue between national and pan-European systems

- The American Nurses Credentialing Center (ANCC) presented a new concept of CME that was competency-based rather than time-based
Medical societies and associations

- Several identified that they are concerned about the changes in funding from industry
- There is also a growing interest in developing dedicated CME for their membership
Industry

- Members of iPACME and EFPIA continuing to define how industry supports CME in Europe — grants vs. sponsorship
- Looking at purpose and objectives of education
- An increasing focus on the quality of medical education industry supports


[www.jecme.eu](http://www.jecme.eu)
Education providers

- Greater clarity in role and purpose of both academic and professional providers. Several sessions examined the role as CME educator:
  - How to develop higher quality education to achieve higher and more meaningful outcomes
  - The role of the provider as educator to guide the self-aware learner
  - Competencies of CME professionals
  - Involving the broader healthcare team, and how to include the voice of the patient
Q8: Do you feel that by attending European CME Forum you are a member of a CME “community of practice”?

- Absolutely yes, I feel a part of a community where we can discuss and debate important issues where decision-makers can be influenced by our discussion: 39%
- Yes, but it is still evolving while we find ourselves a role: 54%
- No, but I can see that there are groups of people who have shared objective: 7%
- Absolutely not. I felt like an outsider observing a series of unrelated discussions: 0%
Full meeting report


- https://doi.org/10.1080/21614083.2017.1421376
Reports and commentaries

- All European CME Forum activities are documented and published
- [www.europeanCMEforum.eu](http://www.europeanCMEforum.eu) for reports, outputs, print items, photos, etc.
- [www.jecme.eu](http://www.jecme.eu) for manuscripts and articles
Thank you!

- 11th Annual European CME Forum, London, 7-9 November 2018
- At the King’s Fund “the Think Tank of the NHS”

- [www.europeanCMEforum.eu](http://www.europeanCMEforum.eu) | [www.JECME.eu](http://www.JECME.eu) | [www.gCMEp.org](http://www.gCMEp.org)

- Eugene Pozniak, European CME Forum
- University of Manchester Innovation Centre
- Arch 29 North Campus Incubator
- Sackville Street, Manchester M60 1QD, UK

- [epozniak@CMEforum.org](mailto:epozniak@CMEforum.org)