

The Need for International Collaboration: A Common View for the Future – The AMA perspective

UEMS COFERENCE ON CME-CPD
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Disclosures

- I have no financial relationships to commercial interests to disclose related to this presentation and this presentation does not include any clinical topics
- I am a full time employee (twelve years) and a 30 year member of the AMA



Learning objectives

At the end of this presentation participants will be able to:

- Describe the basic structure of the AMA Physician Recognition Award CME credit system;
- List the current involvement of the AMA in the international educational space; and
- Discuss the AMA's framework used in developing credit conversion agreements.



A male doctor in a white coat and stethoscope is sitting at a desk with a computer, looking at the screen. An older woman with short grey hair, wearing a red top, is sitting next to him, also looking at the computer. They appear to be in a medical office setting. The doctor is on the left, and the woman is on the right. The computer monitor is in the center, and the desk has a keyboard and mouse. There are some papers and a box on the desk. The background shows a window with blinds and a desk with a telephone.

**The AMA Physician
Recognition Award
CME Credit System**

The AMA's Physician Recognition Award

The AMA established the PRA in 1968 as a way to encourage and recognize physicians that devoted 50 hours a year to CME. The credit system was developed to describe activities that would be accepted to meet the requirements. It has continued to evolve under the direction of the AMA Council on Medical Education

www.ama-assn.org/go/prabooklet



The AMA, the ACCME and the SMS

- Originally, the AMA accredited CME providers directly. In 1981, the AMA and six other national organizations formed the Accreditation Council for Continuing Education (ACCME) to accredit providers.
- The AMA grants organizations accredited by the ACCME or a recognized state medical society the privilege to certify activities for *AMA PRA Category 1 Credit*[™] and award that credit to physicians.
- The AMA reserves the right to withdraw that privilege if an organization violates AMA educational standards and requirements, regardless of accreditation status



AMA PRA Category I Credit™ approved Learning Formats for use by accredited providers

1. Live activity
2. Enduring material
3. Journal-based CME activity
4. Test-item writing activity
5. Manuscript review activity
6. PI CME activity
7. Internet Point of Care activity



AMA PRA Category 1 Credit™ awarded directly by the AMA as owner of the credit system

- Preparing and presenting an original presentation at a live activity certified for *AMA PRA Category 1 Credit™*
- Publishing (first author) a peer-reviewed article in a journal indexed in MEDLINE (10 credits)
- Preparing a poster presentation (first author) included in the abstracts of an activity certified for *AMA PRA Category 1 Credit™* (5 credits)
- Obtaining a medically related advance degree (25 credits)
- Completing an ABMS board certification or MOC© process (60 credits)
- Participation in an ACGME approved residency or fellowship (20 credits per year)





The AMA and the global educational community

AMA CME-CPD International activities

- Union of European Medical Specialists (conversion of credit agreement since 2000)
- Royal College of Physicians and Surgeons of Canada (conversion of credit agreement since 2010)
- Qatar Council for Healthcare Practitioners (QCHP) Accreditation Department (conversion of credit agreement since 2016)
- International Conference Recognition Program (certified for *AMA PRA Category 1 Credit*[™] by the AMA as owner of the credit system)



A photograph of two business women in an office setting. The woman on the left is a Black woman with curly hair, wearing a white blouse and a pearl necklace, smiling warmly. The woman on the right is an Asian woman with dark hair pulled back, wearing a dark blazer over a light blue shirt, holding a clipboard and smiling. A man's shoulder and back are visible in the foreground on the right. The background shows a bright window with a city view.

**AMA's framework
for credit
conversion
agreements**

Principles for International Agreements between the AMA and other CME credit systems

- Conform to a mutually acceptable definition of CME/CPD
- Describe the intended physician target audience for the CME activity
- Identify how the educational needs for specific CME activities were established
- Identify an educational purpose and/or learning objectives that address the identified needs
- Communicate the purpose and/or learning objectives to the target audience



Principles for International Agreements between the AMA and other CME credit systems

- Use learning methodologies and format(s) appropriate to the activity's educational purpose and/or objectives
- Assess or evaluate the quality of the activity and how well it met its purpose and/or objectives
- Provide the names and qualifications of the faculty to the participants
- Be evidence-based, factual, unbiased, and free of commercial influence
- Disclose all relevant commercial relationships to participants





For discussion

Questions

What are the advantages and disadvantages of credit conversion agreements?

Who are the most important “customers” of CME systems and do credit conversion agreements change who the “customers” are?

Will there come a time when credit conversion agreements won't be necessary because all CME credits will be accepted in all jurisdictions?





Resources

References

AMA CME credit system information including the PRA booklet

<http://www.ama-assn.org/ama/pub/education-careers/continuing-medical-education/physicians-recognition-award-credit-system.page>

AMA's Code of Medical Ethics. Available at:

<http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical-ethics/principles-medical-ethics.page>



