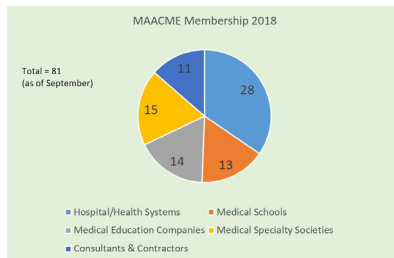


How to Simply but Effectively Show Outcomes to Stakeholders

A Panel Discussion
MAACME Annual Meeting
Atlantic City, New Jersey
November 15, 2018

Moderated by
Donald Harting, MA, MS, ELS, CHCP
Manager, CE Grant Writing and Outcomes
National Comprehensive Cancer Network
Plymouth Meeting, Pennsylvania

MAACME Membership Categories



Source: MAACME member website

Our Distinguished Panelists

Patricia (Trish) Levy, CHCP, MCHES

Manager, Continuing Medical Education
Main Line Health
Wynnewood, Pennsylvania

Elizabeth (Liz) Ward, MSJ

Executive Director
Center for Continuing and Outreach Education
New Jersey and Robert Wood Johnson Medical
Schools
Newark, New Jersey

Ted Singer

President
PVI, PeerView Institute for Medical Education, Inc.
New York City, New York

Robyn Snyder

Director of Educational Design
American College of Cardiology
Washington, D.C.

A Hot Topic

Discussions are also taking place this year...

- CME group on LinkedIn
- CMEPalooza
- Alliance Industry Summit in Baltimore, Maryland
- SQUIRE 2.0 conference in Dallas, Texas
- American Medical Writers Association conference in Washington, D.C.
- Alliance *Almanac*
- Alliance CE Provider/Supporter Interactions Special Interest Group

Our Agenda

- 11:00 AM Welcome, introductions, overview (Don)
- 11:05 AM Trish
- 11:10 AM Ted
- 11:15 AM Robyn
- 11:20 AM Liz
- 11:25 AM 4-way moderated discussion
- 11:45 AM Open to live questions from the floor
- 12:10 PM 5-minute warning (Bonnie), wrap up (Don)
- 12:15 PM Lunch!



How to Simply but Effectively Show Outcomes to Stakeholders

Patricia Levy, CHCP, MCHES, Manager, Continuing Medical Education

November 15, 2018

HOW TO SIMPLY BUT EFFECTIVELY SHOW OUTCOMES TO STAKEHOLDERS

Main Line Health System Overview Accreditation with Commendation in 2015

Size	Scope
<ul style="list-style-type: none"> • 4 acute care hospitals • 1 rehabilitation hospital • 1 drug/alcohol treatment center • Over 1,500 medical staff members 	<ul style="list-style-type: none"> • 85 Regularly scheduled series at the system and campus levels <ul style="list-style-type: none"> ▶ Grand Rounds ▶ Case Based, M&M, Journal clubs, Interdisciplinary Conf • 20 Courses <ul style="list-style-type: none"> ▶ 2 to 20 hours in length

HOW TO SIMPLY BUT EFFECTIVELY SHOW OUTCOMES TO STAKEHOLDERS

Main Line Health System, Continuing Medical Education Department

Stakeholders: Internal

- Learners-addressing gaps for the delivery of care.
- Faculty-target audience, gaps, desired results, methods/format.
- MLH System-how does CME fit into the strategic plan?
- CME Steering Committee-responsible for CME mission, reviews all applications for credit and activity outcomes, performs annual review of program.

Stakeholders: External

- Accreditation organizations: ACCME/PA Medical Society.
- Joint sponsors or partners in education.
- Medical Specialty Societies: ABIM, etc.
- Commercial supporters: vendors and grantors.

HOW TO SIMPLY BUT EFFECTIVELY SHOW OUTCOMES TO STAKEHOLDERS

Methods used to measure outcomes-Participant Data

Methods	Outcome Levels
• Pre and Post-Test	• Level 3B
• Commitment to Change	• Level 4
• Case Based Assessment	• Level 3B and 4
• Post Activity Surveys	• Level 5
• Skills Workshops	• Level 5

Method used to Measure Outcomes-Program Directors

Methods

- E-mail survey
- In-person interviews
- Telephone interviews

Results

- Poor to fair returns
- Very good feedback
- Good to very good feedback

Sample Outcome-Participant Data

SUMMARY EVALUATION				
Cardiac Arrhythmias: Emerging Concepts and Novel Approaches to Therapy				
May 3, 2018	Rate the Extent to Which Each of the Learning Objectives were Met	High	Moderate	Low
Discuss cardiac middle death syndromes and their management to optimize outcomes	108	4		
Rate the impact and understanding of inherited cardiac arrhythmia	108	4		
Learn, understand and appreciate the role of the cardiac ablation	108	4		
Recount the challenges with leads in pacemaker and ICD systems, and develop an approach for new technologies that have the potential to overcome many of these clinical challenges	108	4		
Compare medical management strategies for arrhythmia management	108	4		
Describe the role of pharmacologic and non-pharmacologic options for arrhythmia prevention	108	4		
Discuss the pathophysiology of AF and its suppression by atrial-selective sodium channel blockade	107	5		
Rate the Extent To Which	High	Moderate	Low	
You were satisfied with the overall quality of the activity	112	2		
Content was relevant to your practice	106	4		
This activity changed your skills	107	5		
You will make change in your practice as a result of participation in this activity	108	4		
How do you think these changes will affect patient outcomes? Improved, Decreased morbidity, Increased patient satisfaction, Less costly care, Higher patient satisfaction, Better compliance due to improved technology				
The activity presented scientifically rigorous, unbiased and balanced information	112			
Individual presentations were free of commercial bias	112			
Based on what you learned in this educational activity, please tell us one of two specific changes in your practice that you are committed to make:				
1) Better recognition and management of a wave syndrome, 2) I will frame better questions to my cardiac patients, 3) I will be better able to discuss treatment options with my patients, 4) Make sure I know all genetic causes of new drugs, 5) Review scientific studies related to EP, 6) I will open up new information to other physicians and staff in my practice, 7) Align my treatment with content of today's event, 8) Consult cardiology for pre-op patients on ICDs, 9) Use use of anticoagulants for prevention of strokes will be improved, 10) I will utilize correct drugs for cardiac arrhythmias, 11) Order newer technologies for patients requiring ablative devices.				

Sample Outcome-Participant Data, Page 2

Rate the Appropriateness of the topic/content level?	High	Moderate	Low
Effectiveness of Teaching Methods	112		
Quality of AV	110	2	
Effectiveness of the Learning Activity	112		
Quality of the Educational Facilities	112		
In the event that you believe a presenter exhibited commercial bias, please describe the specifics:			
Which ONE of the following Best describes the impact of this activity on your performance:	Will you take any of the following actions as a result of Participating in this educational activity? Check all that apply		
10 This program will not change my behavior because my current practice is consistent with what was taught	73	Discuss new information with other professionals	
42 This activity will improve my patient outcomes	61	Consult the literature	
79 I will immediately implement the information into my practice	2	Discuss with industry representative	
This activity will not change my behavior because I do not agree with the information presented	91	Participate in another educational activity	
What topics would you like to hear in the future? EKG interpretation, CAD and renal disease, liver advances in technology, WPW can it cause sudden cardiac arrest?, Cystic PV, the bundle pacing, A wave and LCT, cardiac arrhythmias, catheter ablation.			
Please rate the speaker's presentation skills and content value on the following scale:			
Speaker Name: Speaker #1	High	Moderate	Low
Presentation Skills	108	4	
Content Value	111	1	
Speaker Name: Speaker #2	High	Moderate	Low
Presentation Skills	107	5	
Content Value	115	2	

HOW TO SIMPLY BUT EFFECTIVELY SHOW OUTCOMES TO STAKEHOLDERS 18

Sample Outcomes from Program Directors

- Quality data shows continued reduction in skilled nursing facility utilization and costs, and higher use of home health.
- Claims data show increased adoption of CMS visit types.
- New equipment recommended and purchased as a result of our case conferences, allows more precise tumor location and decrease in-patient time for surgery since the marker is placed in advance. Increases seen in patient safety and satisfaction.
- Through case reviews we adopted a new process that avoids un-necessary tests being performed and hence a cost saving measure.
- We utilize real life case studies where the staging is discussed utilizing new guidelines. Participants engage in dialogue that fosters discussion and embedding of new concepts and ideas including the 2018 staging system.
- Data through 2018 show continued adoption and improved performance in reduced poly-pharmacy in the elderly.

HOW TO SIMPLY BUT EFFECTIVELY SHOW OUTCOMES TO STAKEHOLDERS 19

Thank you.

- Trish Levy, MHEd, MHA
 - Main Line Health
 - Levyp@mlhs.org
 - 484-476-2559

Rvi PeerView
INSTITUTE
FOR MEDICAL EDUCATION

Ted Singer
MAACME Outcomes Panel

Nov 15, 2018

PVI is a MEC collaborating with providers and other partners to develop activities across a variety of therapeutic areas.

16

A Year at PVI

50+ Satellite Symposia

150+ Regional/ Institution-based meetings

100+ On-demand Enduring Materials

Sample Outcomes Report

Addressing Unmet Needs in Rheumatoid Arthritis Through Novel Treatment Options and Enhanced Physician-Patient Collaboration

ACTIVITY SUMMARY & LEARNING OBJECTIVES

IMPACT - ENGAGEMENT

1,506 Learners Engaged

>28,000 Additional Activity Interactions*

2,154 Additional Activity Interactions*

IMPACT - BEHAVIOR

100% Consider new treatment options when managing patients with RA

97% Utilize a treat-to-target approach

63% Said this activity will help them engage patients and caregivers in shared decision-making

56% of treatment-related questions from the audience referred to therapy for T2T non-responders & patients with refractory disease, impact of biologics, emerging treatments, and biomarkers

This educational activity is supported by an educational grant from Janssen Biotech, Inc. and Janssen Pharmaceutica (Janssen Biotech, Inc. © 2017-2018).

Rv1

Outcomes Challenges

- Volume of Reports
- Customization for Audiences
 - Supporters
 - Providers
 - Partners
- Consistency
- Articulating clinical impact

Robyn Snyder
 Director of Educational Design
 American College of Cardiology
 Washington, D.C.

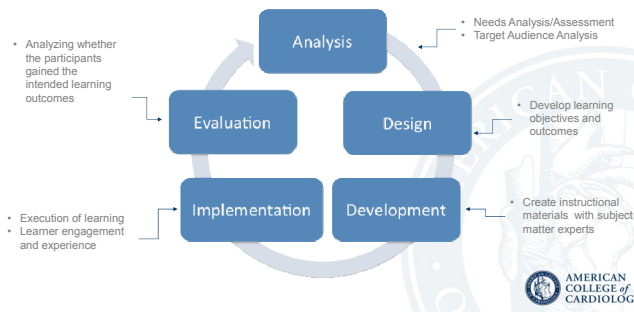


Purposeful Education

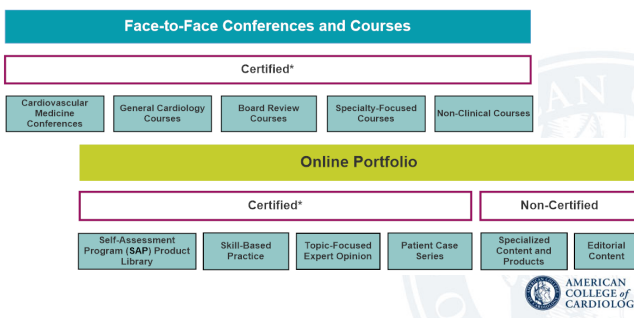
- Developing a personalized, competency-based educational experience
- Producing a curriculum that addresses clinical, administrative, and leadership skills
- Engaging and expanding the community of learners through the use of new delivery technology and evolving learning methods



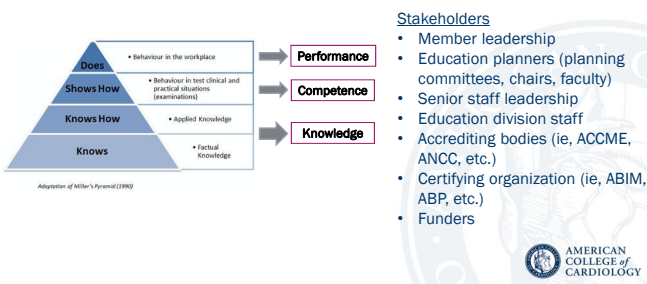
Instructional Design – A.D.D.I.E.



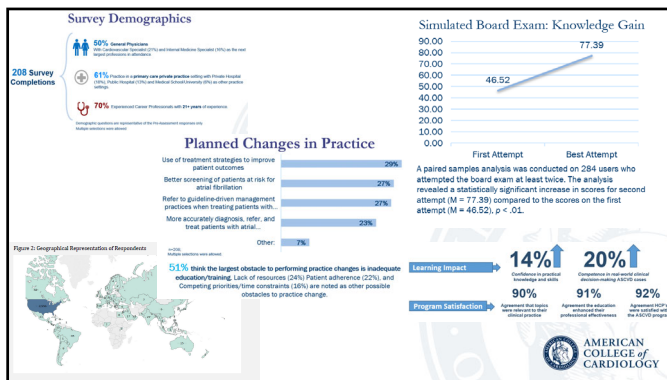
2018 ACC Education Curriculum



Evaluation Framework and Key Stakeholders



American College of Cardiology Post Course Evaluation Report	
<p>For face-to-face courses we develop pre, post, outcomes and speaker ratings reports.</p>	
Contents	
■ EXECUTIVE SUMMARY	2
■ INTRODUCTION	4
• Evaluation Methods	4
■ POST-COURSE EVALUATION RESULTS	
• Level 1: Participation	
– Survey Respondent Demographics	
• Level 2: Course Satisfaction	
– Course Satisfaction Ratings for 2015-2018	
– Speaker Ratings Summary	
– Commercial Bias	
• Levels 3 & 4: Knowledge & Competence	
– Learning Objectives: Self-Rated Ability (Subjective) – Paired Results	9
– Scores from Decision-Making Questions (Objective)	10
– Scores from Case-based Questions Session (Objective) – Aggregate Results	11
• Level 5: Performance	12
– Primary Practice Improvement – Intentions	12
– Primary Practice Improvement – Barriers	13
– Primary Practice Improvement – Strategies and Resources	13
■ SUMMARY OF GENERAL FEEDBACK AND TOPIC RECOMMENDATIONS	14
• Future Topics	14
• General Feedback	15
■ APPENDIX A: SCORES FROM DECISION-MAKING QUESTIONS - PAIRED AND AGGREGATE RESULTS	16
■ APPENDIX B: CASE-BASED QUESTIONS - ABS RESULTS	23
■ APPENDIX C: PRIMARY PRACTICE IMPROVEMENT - VERBATIM RESPONSES	39
■ APPENDIX D: PRIMARY PRACTICE IMPROVEMENT: STRATEGIES AND RESOURCES - VERBATIM RESPONSES	45
■ APPENDIX E: FUTURE TOPICS - VERBATIM RESPONSES	49
■ APPENDIX F: GENERAL FEEDBACK - VERBATIM RESPONSES	55



RUTGERS
BIOMEDICAL AND HEALTH SCIENCES

Learning Outcomes
A Medical School & Jointly Accredited Provider Perspective

Elizabeth Ward, MSJ
Executive Director
Center for Continuing and Outreach Education
New Jersey and Robert Wood Johnson Medical Schools



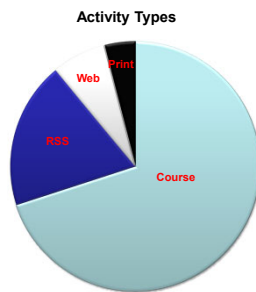
Who We Are

- Jointly Accredited Provider
 - Medical, Nursing and Pharmacy Schools
 - Behavioral Health Unit
- Partners
 - Hospitals
 - Smaller associations/societies
 - Health departments
 - Medical education companies



What We Do


- \approx 350 activities / year
 - <10% commercial support





How We Measure Learning Outcomes

- Changes in skill/strategy
 - Intent to change practice question
 - Observed changes in skill
- Changes in performance
 - Follow-up survey
 - Observed changes in performance
- Changes in the health care team
 - All of the above *plus*
 - Determining whether individuals participated with other members of their interprofessional health care team
 - Assessing impact on interprofessional collaborative practice

 **Standardized Questions - Examples**


Based on the content of the activity, what will you do differently in the care of your patients and/or regarding your professional responsibilities? (Check one)

☐ Implement a change in my practice/workplace
☐ Seek additional information on this topic
☐ Implement a change in my practice/workplace and seek additional information on this topic
☐ Do nothing differently; Current practice/job responsibilities reflect activity recommendations
☐ Do nothing differently; Content was not convincing
☐ Do nothing differently; System barriers prevent me from changing my practice/workplace

If you anticipate changing one or more aspects of your practice and/or professional responsibilities, please briefly describe how you plan to do so.

If you plan to change your practice and/or professional responsibilities, may we contact you in 2 months to see how you are progressing?

☐ Yes. Please provide your email address _____
☐ No
☐ I don't plan to make a change.

 **Standardized Questions - Examples**

Did you participate in this activity with other members of your interprofessional health care team?

☐ Yes ☐ No ☐ Not applicable


What was your **primary** motivation for participating in this activity? (Check one)

☐ Learn about advances in my field
☐ Acquire strategies to personally deal with patient problems or challenges
☐ Obtain information that I can bring back to my colleagues to address areas of patient care within my team, department or institution that are in need of improvement
☐ Meet continuing education requirements of my employer/specialty board/licensing board
☐ Other; specify _____


What impact will this activity have on your interprofessional collaborative practice? (Check all that apply)

Having completed this activity, you are better able to:

☐ Work with individuals of other professions to maintain a climate of mutual respect and shared values
☐ Use the knowledge of your own role and those of other professions to appropriately assess and address the health care needs of patients
☐ Communicate with patients, families, and other health professionals in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease
☐ Perform effectively on teams to plan, deliver, and evaluate patient/population-centered care
☐ Other; specify _____
☐ No impact; this activity did not address interprofessional collaborative practice

 **How We Report Learning Outcomes**

- Executive Summary Reports (non RSS)
 - Activity Directors
 - Committees
 - Commercial Supporters
 - Data for presentations, annual reports, self-studies, etc.

 **ACTIVITY TITLE**
Date
Location
Executive Summary

This activity was presented as a **CONFERENCE** on **08/08/2018** at **08/08/2018**. The activity address **the use of computer systems to deliver health care services and outcomes**.

In support of improving patient care, Rutgers Educational and Health Services is pleased to announce the following: **Continuing Education for Continuing Medical Education (CME)**. The accreditation Council for American Medical Education (CME), and the American Nurses Credentialing Center (ANCC) to provide continuing education for nurses.

How we will measure learning outcomes
How we will measure learning outcomes
How we will measure learning outcomes
How we will measure learning outcomes

Learning Objectives: After participating in this activity, participants should be better able to:

- Identify
- Identify
- Identify

Participant Breakdown: This table is optional. The data below reflects the audience's professional status.

Participant	Physician	Nurse	Other
Physician	1	1	1
Nurse	1	1	1
Other	1	1	1
Physician Assistant	1	1	1
Pharmacist	1	1	1
Other	1	1	1
