

Supplemental Digital Appendix 1

Types of Continuing Medical Education (CME) Activities: Definitions and Examples*

Regularly Scheduled Series (RSSs)

- Courses planned as a series with multiple, ongoing sessions
- Examples: grand rounds, morbidity and mortality conferences, tumor boards, journal clubs

Courses

- A live CME event where the learner participates in person
- Examples: annual meeting, conference, seminar

Internet enduring material

- An “on demand activity” where there is no specific time for participation
- Examples: online interactive educational module, recorded audio presentation, podcast

Internet-live

- An online course via the Internet and only available at a specific time in real-time
- Example: webcast

Internet searching and learning

- A learner identifying a problem in practice, researching the answer online, and being facilitated by an accredited CME office
- Example: Working with an accredited CME office, a physician spends 30 minutes participating in problem-solving using Internet searching

Journal-based CME

- Reading an article or adapted format, reflecting, and completing a predetermined set of questions or tasks relating to the material content
- Example: An article designated as accredited CME in a peer-reviewed journal

Learning from teaching

- Personal learning projects designed from teaching and implemented by learners with facilitation from the accredited CME office
- Example: learning and implementing a new teaching method

Manuscript review

- Learner’s participation in a manuscript’s pre-publication review
- Example: provision of a written review of a manuscript that is submitted for possible publication

Committee learning

- Learner’s participation in a committee process addressing a subject that would meet the ACCME definition of CME if it were taught or learned in another format
- Example: quality improvement committee with workplace learning from case discussions to change practices

Performance improvement

- Learner’s participation in a project established or guided by a CME office to identify an educational need through a measure of his/her performance, engage in educational experiences to meet the need, integrate the education into patient care, and re-evaluate his/her performance
- Example: A physician establishes a performance improvement learning project.

Test-item writing

- Learner's participation in the pre-publication development and review of any type of test item
- Examples: multiple choice questions or questions with standardized patient cases for medical specialty board recertification examinations

*Adapted from www.accme.org/publications/accmeama-glossary-terms-and-definitions