



UNIVERSITY OF CENTRAL FLORIDA

Continuous Professional Development

LEARNING ASSOCIATED WITH TEACHING MEDICAL STUDENTS AND RESIDENTS

Frequently Asked Questions

1. **“This is great! I can claim 60 hours for the last six months since I had a student in my office once a week for 3 hours!”**
 - Unfortunately, no.
 - The CME credit available is not exactly “Learning from Teaching” but “Learning in Preparation for Teaching.” Important point #1: **The one doing the learning is you.** Important Point #2: **The learning you are doing must be to prepare you to teach trainees*.**
 - For example, if you have a medical student shadowing you in your clinic, this could be research on a clinical problem that you see on your afternoon schedule. Perhaps Patient A is seeing you for a recurring condition, with no improvement though you’ve tried a number of treatments. By researching other cases, you identify another potential diagnosis that is not familiar to you; the research you do on this diagnosis in preparation to discuss with your student, qualifies for preparation for teaching credit.
 - This could be a teaching skill that you feel you could improve. For example, if giving negative feedback has always been challenging to you, perhaps you’ll meet with a more experienced colleague who will give you pointers. This could also be considered learning in preparation for teaching.
 - Perhaps you’re watching your medical student perform a biopsy or suturing, but you’re not sure that the way you’ve always done it is exactly right. You know you will be demonstrating a procedure to a student and you may want to watch how a more experienced colleague performs these tasks.
 - The good news is that “learning in preparation for teaching” – the research, the face-to-face learning, the journal reading – counts at a rate of 2:1 based on your “teaching” time with the student or resident. If you spend 15 minutes demonstrating the procedure you studied, for example, you can claim 30 minutes of credit.
2. **“But I won’t necessarily know in advance ... what I don’t know.”**
 - Good point. This type of CME is more retrospective than other types. Because you may not do the research until the question presents itself you will “work backwards.” You identify your “gap” in knowledge or experience and then figure out what it was you didn’t know or needed help with. This refers primarily to clinical questions, not communication or practice-based learning and improvement – those you’ll probably know ahead of time.
3. **“So what do I have to do?”**
 - Complete all sections of the attached form and return it to the University of Central Florida College of Medicine CPD Office. Once submitted, CPD will verify with UME or GME (whichever is appropriate) that you were indeed teaching trainees during the time period listed on the form. Your credit memo will be issued within 2-3 weeks after receiving the completed form.

* “Trainees” refers to medical students or residents.



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Instructions: Complete and submit this form to the UCF College of Medicine CPD Office in order to claim credit for the time spent learning new clinical information or ways to improve your teaching, in preparation for teaching medical students or residents/fellows in an ACGME-accredited program.

You may receive 2 AMA PRA Category 1 Credits™ for each hour that you spend teaching what you have learned. However, if you give the same talk to both residents and students, you may only claim the activity once; after all, you only did the learning one time. Time is measured in quarter hour increments.

Once reviewed by the CPD Office, your participation in this teaching activity will be confirmed by either Undergraduate Medical Education or the Graduate Medical Education office. At the completion of that step you will receive your credit certificate.

Accreditation Statement – University of Central Florida College of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

Designation Statement: University of Central Florida College of Medicine designates this live activity for a maximum of 2 AMA PRA Category 1 Credits™ per 1 hour of interaction with medical students and/or residents/fellows. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Name: _____ Professional Degree: _____

E-mail Address: _____

Course Rotation: _____ Date(s) Taught: _____

Location: _____

1. Who will be/were your learners? (check all that apply)

☐ Students ☐ Residents ☐ Fellows

For residents/fellows: please list the ACGME-accredited program: _____

2. Please indicate the type of activity (check all that apply):

<input type="checkbox"/> Formal Presentation	<input type="checkbox"/> Clinical Supervision	<input type="checkbox"/> Simulation Supervision
<input type="checkbox"/> Assessing Performance	<input type="checkbox"/> Instructing how to teach	<input type="checkbox"/> Instruction Clinical
<input type="checkbox"/> Instruction Research	<input type="checkbox"/> Instruction skills building	<input type="checkbox"/> Case Development
<input type="checkbox"/> Mentoring		

3. Please identify the professional practice gap in clinical knowledge/skill, educational technique, or understanding relative to your teaching role:

4. Considering the gap, what were your learning needs (check all that apply):

☐ Increased Knowledge ☐ Increased Competence ☐ Increased Performance

5. Learning method(s) you engaged in?

☐ Review of current literature ☐ Chart Review/Analysis ☐ Other Reading ☐ Online Search

☐ Consultation ☐ Other (specify): _____

Specify source(s) within the above categories (only sources that are completely independent of commercial interests may be used, such as, peer reviewed journals, etc.):

6. What is the result of this experience for you? (Check all that apply)

☐ Improved teaching skills ☐ Better understanding of your field ☐ Improved patient management or outcomes

☐ Other (specify): _____

What specifically did you accomplish in each of the above areas checked?

7. Competencies addressed?

☐ Medical Knowledge

☐ Clinical practice/patientcare/procedural or technical skills

☐ Professionalism

☐ Communication Skills

☐ System-based practice

☐ Practice-Based learning/improvement

☐ Other: _____

8. What barriers did you encounter and what counter measures did you use?

9. Amount of time spent **preparing to teach**. (to the nearest quarter-hour) _____

VALIDATION AND CREDIT
(TO BE COMPLETED BY CPD OFFICE ONLY)

Validation of Approved Teacher Status

I certify that the applicant is an approved member for

☐ UME

☐ GME

Name: _____

Title: _____

Signature: _____

Date: _____

Validation that the teaching activity is an approved residency program (GME only)

☐ I certify that this teaching activity is for an ACGME-accredited program

AMA PRA Category 1 Credits™ awarded _____