

22 May 2020

JECME Special Collection: Outcomes in CME-CPD

I want to invite you to participate in a special collection on Outcomes in Continuing Medical Education (CME), Continuing Professional Development (CPD), Continuing Education in the Health Professions (CEHP), and Interprofessional Continuing Education (IPCE).

You can participate by submitting a manuscript that describes, from your own experience, an attempt to accomplish an outcome in health professions education (CME, CPD, CEHP, IPCE).

There are, of course, many ways to define outcomes.¹⁻¹⁵ In the context of health professions education, an outcome is the desired result of a learning experience. With that in mind, we propose **four** categories of outcomes for your consideration:

- Improved health of a community
- Improved health of a group of patients with a specific condition
- Improved performance of clinicians in any aspect of managing a group of patients with a specific condition
- Development of clinician competence

We are particularly interested in **one or more** of the following:

- the measures that were used
- how the measures were assessed
- the assessment method
- the research design
- the learning opportunities that could be experienced
- the instructional design strategies that created the learning experiences
- any non-educational activities that supported learning or the use of what was learned

Descriptions of successful and unsuccessful efforts are encouraged.

The goal of the special outcomes collection is to shine a light on the results of outcome studies to help practitioners in CME, CPD, CEHP, and IPCE design learning activities that lead to improved clinical performance and enhanced patient health.

We look forward to your contribution.

Kind regards,



Don Moore, PhD

JECME Special Collection Guest Editor

Professor of Medical Education and Administration, Vanderbilt University School of Medicine
Director, Continuing Professional Development, Vanderbilt University Medical Center

References

1. Dixon J. Evaluation criteria in studies of continuing education in the health professions: a critical review and a suggested strategy. *Eval Health Prof.* 1978;1(2):47-65.
2. Lloyd JS, Abrahamson S. Effectiveness of continuing medical education: a review of the evidence. *Eval Health Prof.* 1979;2(3):251-280.
3. Walsh PL. Evaluating educational activities. In: Adelson R, Watkins FS, R.M. C, eds. *Continuing Education for the Health Professional: Educational and Administrative Methods.* Rockville, MD: Aspen; 1985:71-100.
4. Cervero RM. *Effective continuing education for professionals.* San Francisco: Jossey-Bass; 1988.
5. Davis DA, Thomson MA, Oxman AD, Haynes RB. Changing physician performance. A systematic review of the effect of continuing medical education strategies. *JAMA.* 1995;274(9):700-705.
6. Kirkpatrick D. *Evaluating training programs: The four levels.* 2nd edition ed. San Francisco: Berrett-Koehler; 1998.
7. Moore DE, Jr. A framework for outcomes evaluation in the continuing professional development of physicians. In: Davis D, Barnes BE, Fox R, eds. *The continuing professional development of physicians: From research to practice.* Chicago, Illinois: American Medical Association Press; 2003:249-274.
8. Marinopoulos SS, Dorman T, Ratanawongsa N, et al. Effectiveness of Continuing Medical Education. Rockville MD: Agency for Healthcare Research and Quality; 2007. AHRQ Publication No. 07-E006.
9. Kirkpatrick DL, Kirkpatrick JD. *Implementing the Four Levels: A Practical Guide for Effective Evaluation of Training Programs.* In. San Francisco CA: Berrett-Koehler; 2009.
10. Moore DE, Jr., Green JS, Gallis HA. Achieving desired results and improved outcomes by integrating planning and assessment throughout a learning activity. *J Cont Educ Health Prof.* 2009;29(1):5-18.
11. Price DW, Wagner DP, Krane NK, et al. What are the implications of implementation science for medical education? *Med Educ Online.* 2015;20:27003.
12. Kirkpatrick JD, Kirkpatrick WK. *Kirkpatrick's Four Levels of Training Evaluation.* Alexandria VA: ATD Press; 2016.
13. Shen N, Yufe S, Saadatfard O, Sockalingam S, Wiljer D. Rebooting Kirkpatrick: Integrating Information System Theory Into the Evaluation of Web-based Continuing Professional Development Interventions for Interprofessional Education. *J Contin Educ Health Prof.* 2017;37(2):137-146.
14. Moore DE, Jr., Chappell K, Sherman L, Vinayaga-Pavan M. A conceptual framework for planning and assessing learning in continuing education activities designed for clinicians in one profession and/or clinical teams. *Medical Teacher.* 2018;40(9):904-913.
15. Fox RD, Mazmanian PE, Putnam RW. *Changing and learning in the lives of physicians.* In. New York: Praeger; 1989.