### Educational Activity Formats

Below are the educational formats used in the AAP CME program and descriptions about their selection and relation to the educational settings, learning objectives, and desired results.

<table>
<thead>
<tr>
<th>Activity Type/Educational Format</th>
<th>Rationale for Use</th>
<th>Criteria Used for Educational Setting</th>
<th>Related to Objectives</th>
<th>Desired Results</th>
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<tbody>
<tr>
<td><strong>Live activities</strong></td>
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<tr>
<td><strong>Face to face</strong></td>
<td>• Delivery of information and updates</td>
<td>• Efficient and effective for transmitting information</td>
<td>• Knowledge</td>
<td>• Update knowledge and skills</td>
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<tr>
<td>(courses)</td>
<td>• Hands-on and interactive role-play and practice</td>
<td>• Feedback is immediate</td>
<td>• Competence</td>
<td>• Obtain new knowledge and skills</td>
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<td></td>
<td>• Skills training</td>
<td>• Interaction to practice and apply knowledge</td>
<td>• Performance</td>
<td>• Improve competence</td>
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<td></td>
<td>• Immediate feedback</td>
<td></td>
<td>• Consideration of practice change</td>
<td>• Apply knowledge and skills to practice</td>
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<td></td>
<td>• Learner interaction with peers and experts</td>
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<td>• Networks for quality improvement</td>
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<tr>
<td></td>
<td>• Networking</td>
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<tr>
<td><strong>Faculty Learning from Teaching</strong></td>
<td>• Structured process</td>
<td>• Effective for engaging learners (faculty members) in content</td>
<td>• Knowledge</td>
<td>• Update knowledge</td>
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<tr>
<td>(learning from teaching)</td>
<td>• Learn by creating original presentations for live, accredited CME activities</td>
<td></td>
<td>• Competence</td>
<td>• Improve competence</td>
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<td></td>
<td>• Benefit of creativity</td>
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<td></td>
<td>• Develop new skills</td>
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<tr>
<td><strong>Online/Web-based activities</strong></td>
<td>• Wide reach of content</td>
<td>• Engages learners</td>
<td>• Knowledge</td>
<td>• Update knowledge or concepts</td>
</tr>
<tr>
<td>(Internet activity enduring material, Internet activity live)</td>
<td>• Delivery of information and updates</td>
<td>• Self-directed</td>
<td>• Competence</td>
<td>• Organize concepts with what is known</td>
</tr>
<tr>
<td></td>
<td>• Convenient 24/7 access</td>
<td>• Self-paced</td>
<td></td>
<td>• Obtain new knowledge or skills</td>
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<td></td>
<td>• Low cost to learners</td>
<td>• Efficient</td>
<td></td>
<td>• Improve competence</td>
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<tr>
<td></td>
<td>• Multimedia (audio and video)</td>
<td>• Accessible</td>
<td></td>
<td>• Apply knowledge and competence to practice</td>
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<tr>
<td></td>
<td>• Immediacy of education on emerging or critical topics (e.g., MRSA)</td>
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<td></td>
<td>• Point of care learning</td>
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</tbody>
</table>
| Print-based activities (enduring material, journal-based CME) | • Traditional format  
• Delivery of information  
• Convenient and portable  
• 24/7 access to content  
• Comprehensively addresses topics | • Efficiency in engaging learners  
• Self-directed  
• Self-paced | • Knowledge  
• Competence  
• Practice change | • Update knowledge or concepts  
• Obtain new knowledge  
• Apply knowledge and competence to practice |
|---|---|---|---|---|
| Audio-based activities (Internet activity enduring material, enduring material) | • Convenient for learning from content experts  
• Debate format, controversy  
• Critical assessment of topics and personal opinion  
• Appropriate for topics where there are differing opinions or controversy  
• Efficient: Immediacy of education on emerging or critical topics (e.g., respiratory syncytial virus—February 2010) | • Appropriate for discussion of controversial topics or areas with differences of opinion | • Knowledge  
• Competence  
• Opportunity to consider and evaluate differences of opinion and experiences  
• Metacognition | • Update knowledge or concepts  
• Influence change  
• Obtain new knowledge or skills  
• Develop and organize personal concepts for application in practice |
| Performance Improvement (performance improvement) | • Structured process  
• Experience performance measures  
• Assess current practices (e.g., medical record review)  
• Apply a performance improvement intervention  
• Reevaluate practices for improvement | • Effective for learning and introduction of performance measures  
• Promotion and application of QI in practice | • Knowledge  
• Competence  
• Performance | • Update knowledge  
• Improve competence  
• Apply performance improvement measures in practice  
• Improve patient outcomes  
• Learn about QI |
| **Test Item Writing**  
(test item writing) | • Structured process  
• Learn by developing board certification examination and self-assessment questions  
• Develop variable levels of evaluation  
• Learner interaction with peers and experts  
• Immediate feedback | • Efficient and effective for transmitting information  
• Feedback is immediate  
• Interaction  
• Metacognition is fostered | • Knowledge  
• Competence | • Update knowledge  
• Improve competence  
• Enhance specific performance in writing test items |
| **Internet Point of Care Search**  
(Internet searching and learning) | • Structured, Web-based process  
• Learn by answering clinical questions related to practice at the point of care  
• Gain experience in formulating questions and searching sources  
• Evaluate and critique sources | • Efficient for learner engagement  
• Self-directed  
• Self-paced  
• Learning at the point of care gives meaning to the outcome  
• Immediate application of the learning | • Knowledge  
• Competence | • Update knowledge or concepts  
• Obtain new knowledge  
• Improve competence  
• Immediately apply new knowledge and competence in practice |
| **Lecture (cognitive, didactic) Presentations**  
(courses) | • Delivery of basic, complex or new information  
• Update knowledge | • Efficient for disseminating information to large groups  
• Accessibility for those in attendance and when disseminated more widely | • Knowledge  
• Competence | • Update knowledge or concepts with new, evidence-based information  
• Gain a foundation of information on which to build  
• Improve competence in practice  
• Guide to sources |
| Cases  | Problem-solving  
|        | - Apply new knowledge to real-world, practical examples  
|        | - Organize and consider previous knowledge and experience and relate to concepts  
|        | - Clinical decision-making  
|        | Effective for learner engagement in safe, facilitated environment  
|        | - Learn collaboration  
|        | - Address real-world cases for practice  
|        | - Problem solve and discuss decisions and differences of opinion or experience  
|        | - Immediate feedback  
|        | - Gain experience from collaboration and the facilitator(s)  
|        | Knowledge  
|        | - Competence  
|        | - Health outcomes  
|        | Update knowledge and skills  
|        | - Improve competence  
|        | - Apply knowledge and competence to practice  
|        | - Learn from the experience of others  
| Interactive Group Discussions  | Learner interaction with peers and experts  
|        | - Experimentation with new ideas and skills (e.g., role-playing, problem solving, and demonstrations)  
|        | Effective in engaging learners  
|        | - Creation of new ideas  
|        | - Foster collaboration  
|        | Knowledge  
|        | - Competence  
|        | - Performance  
|        | Update knowledge and skills  
|        | - Improve competence  
|        | - Apply new ideas or skills in practice  
| Hands-on Workshops, Demonstrations  | Acquire, adjust, and practice new or updated skills  
|        | Demonstrate and observe skills in safe learning environment  
|        | - Interactive  
|        | - Immediate feedback from experts  
|        | - Faculty experience is important  
|        | Knowledge  
|        | - Competence  
|        | - Performance  
|        | Skill development in new or modified techniques  
|        | - Health outcomes  
|        | Update knowledge  
|        | - Improve competence  
|        | - Apply new or modified skills in practice  
|        | - Learn to monitor own performance  
| Questions and Answers  | Clarify key points  
|        | - Explore issues  
|        | - Address learners’ questions and concerns  
|        | - Interactive  
|        | - Immediate feedback  
|        | Relate content to learner experiences  
|        | - Question experts  
|        | - Ensure accurate understanding of material  
|        | Knowledge  
|        | - Competence  
|        | - Performance  
|        | Update knowledge  
|        | - Improve competence  
|        | - Apply new ideas or skills to practice  

- **Cases** (course, Internet activity enduring material, journal-based CME)
- **Interactive Group Discussions** (courses)
- **Hands-on Workshops, Demonstrations** (courses)
- **Questions and Answers** (courses)
| **Meet the Expert Discussions**  
(courses) | **Panel Discussions, Debates, Point/Counterpoints**  
(courses, Internet activity enduring material, enduring material) | **Roundtable Discussions**  
(courses) | **Role-Playing**  
(courses) | **Audience Response Case Discussions**  
(courses) |
|---|---|---|---|---|
| • Interactive, case-based discussion  
• Ask questions and share experiences | • Critical assessment of topics  
• Appropriate for topics where there are differing opinions or controversy  
• Learn to critique | • Interactive discussion  
• Ask questions and share experiences | • Application of knowledge in simulated situation  
• Effective for fostering and practicing new techniques in safe environment  
• Feedback is immediate | • Problem solve cases through use of audience response keypads  
• Apply new knowledge to real-world, practical examples  
• Effective for learner engagement in safe and facilitated environment  
• Immediate feedback on real-world cases  
• Anonymous comparison and discussion of answers |
| • Free discussion of questions and problems  
• Immediate feedback  
• Group interaction and problem-solving encouraged | • Effective in engaging learners and gaining experience in critiquing | • Effective for addressing learner questions  
• Immediate feedback  
• Group interaction and problem solving encouraged | • Knowledge  
• Competence  
• Skill development in critical assessment of differences of opinion or controversy | • Knowledge  
• Competence  
• Update knowledge  
• Improve competence and confidence |
| • Knowledge  
• Competence  
• Critical thinking and problem-solving skills | • Knowledge  
• Competence  
• Skill development in critical assessment of differences of opinion or controversy | • Knowledge  
• Competence | • Update knowledge  
• Improve competence  
• Develop concepts for application to practice | • Knowledge  
• Competence  
• Update knowledge  
• Improve competence  
• Apply ideas in practice |
| • Update knowledge  
• Improve competence and confidence | | | |
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<tr>
<th><strong>Visual Diagnosis (case-based)</strong> (courses)</th>
<th><strong>Games (courses)</strong></th>
<th><strong>Self-assessment Questions (Internet activity enduring material, enduring material)</strong></th>
<th><strong>CD-ROM, DVD (enduring material)</strong></th>
<th><strong>Abstract Presentations (course)</strong></th>
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<tr>
<td>• Skill development in visually diagnosing patients’ conditions • Opportunity to be exposed at least once to prototypes of specific diagnoses</td>
<td>• Interactive • Application of new knowledge • Practice • Recall is enhanced</td>
<td>• Self-assessment as a learning tool • Creates opportunity to view own learning and experience</td>
<td>• 24/7 access to content • Delivery of information</td>
<td>• Delivery of new research or methods • Promotes critical thinking</td>
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<tr>
<td>• Effective for engaging learners in visual assessment • Learn prototypes and also exemplars • Expand experience</td>
<td>• Effective for learner engagement in fun environment • Immediate feedback • Practical</td>
<td>• Efficient for learner self-assessment • Reflective • Self-directed • Feedback is immediate • Evidence-based • Develop habit of evaluating self</td>
<td>• Self-paced • Self-directed</td>
<td>• Efficient and effective for supplying information to learners • Learn critique</td>
</tr>
<tr>
<td>• Knowledge • Competence</td>
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<tr>
<td>• Update knowledge and skills • Improve competence • Add to personal experience</td>
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<td></td>
<td></td>
<td>• Update knowledge or concepts with new information • Apply knowledge and competence to practice</td>
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<td>• Update knowledge about new or emerging research areas • Improve competence</td>
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| **Blended Learning** | • Multiple modalities to assist with all learning styles  
  • Delivery of information on multiple occasions and over time  
  • Learner engagement  
  • Pre/postactivity work  
  • Opportunity to revisit information and to be introduced to new developments | • Effective for transmitting information  
  • Frequent revisiting  
  • Able to update information  
  • Appeals to different learning styles  
  • Interactive  
  • Self-directed  
  • Self-paced | • Knowledge  
  • Competence  
  • Performance | • Update knowledge and skills  
  • Obtain new knowledge and skills  
  • Improve competence  
  • Apply knowledge and skills to practice |
|---|---|---|---|---|
| **Simulation (courses)** | • Hands-on practice  
  • Develop familiarity with key values  
  • Cognitive task analysis  
  • Allows instructor to adapt clinical situation to meet individual learner’s needs | • Excellent method for practicing technique in a safe environment  
  • Provides information about needs and gaps  
  • Facilitates process of teamwork, leadership, and communication skills  
  • Creates a shared mental model to improve team performance  
  • Promotes a safety culture and reduces errors | • Knowledge  
  • Competence  
  • Performance | • Update knowledge, concepts, or skills  
  • Obtain new knowledge or skills  
  • Improve competence and performance  
  • Apply knowledge and competence to practice  
  • Assess human factors science and technology to improve industrial and architectural design to improve ergonomics, team performance, and patient outcomes  
  • Improve mental process for situational awareness, problem solving, and decision making |
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<thead>
<tr>
<th><strong>Pre/Posttest(s)</strong> (not for CME credit)</th>
<th><strong>Poster Presentations</strong> (not for CME credit)</th>
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</thead>
<tbody>
<tr>
<td>• Self-assessment tool before participating in an educational activity</td>
<td>• Delivery of new research or methods</td>
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<tr>
<td>• Orient learners to the topic</td>
<td>• Efficient and effective for supplying information to learners</td>
</tr>
<tr>
<td>• Enables content to be adjusted based on learner gaps and needs</td>
<td>• Efficient for orientating learners to content</td>
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<tr>
<td>• Establishes audience information</td>
<td>• Gauges knowledge level before education</td>
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<td></td>
<td>• Use for immediate and for future CME planning</td>
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<tr>
<td></td>
<td>• Knowledge</td>
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<td></td>
<td>• Competence</td>
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<td>• Self-assess knowledge and use information for additional learning opportunities</td>
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<td>• Update knowledge</td>
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<td>• Improve competence</td>
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<td>• Teaches self-assessment</td>
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<td>• Knowledge</td>
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