

Schwartz Center Rounds® Continuing Medical Education Toolkit **Overall planning document for the Schwartz Center Rounds as a** **“Regularly Scheduled Series”**

The Accreditation Council for Continuing Medical Education (ACCME) provides national oversight of Continuing Medical Education (CME) standards. In order to award CME credits to physicians, CME providers must be accredited by the ACCME or a state organization recognized by the ACCME (such as a state Medical Society). The institution or organization that awards CME credits to physicians is responsible for overseeing the planning, implementation and evaluation of all CME activities. CME credit can be awarded to physicians who attend the Schwartz Center Rounds. In Massachusetts, Schwartz Center Rounds qualify for the awarding of CME risk management credits. CME requirements for physician re-licensure differ from state to state.

The individuals who oversee CME activities in your institution are required to meet specific requirements with regard to the planning, implementation and evaluation of CME activities. They must also report how they identify and resolve any conflicts of interest with commercial entities that might influence any of these processes. This toolkit is designed to assist individuals who are responsible for institutional CME to meet planning and reporting requirements with regard to Schwartz Center Rounds as a “Regularly Scheduled Series” (RSS).

Organizations that accredit institutions to provide CME credits to physicians may request CME planning documents when they come around for a regularly scheduled CME accreditation site visit. The site visitors generally tell the designated institutional official and CME overseers in advance which activity files they wish to review. Please be aware that they may select a file for one Schwartz Center Rounds as an activity within a “Regularly Scheduled Series.” It will be helpful to those who oversee CME in your institution if you are able to supply a brief account of your planning meetings, including dates and meeting minutes. Each section in this document may be included in your institution’s planning documents for CME accreditation and site visits.

This document will discuss the following topics:

1. Brief description of Schwartz Center Rounds
2. Conflicts of interest
3. Practice gaps the Rounds might address and how these are identified
4. Description of educational learning needs
5. Risk management CME credits
6. General learning objectives for Schwartz Center Rounds as a “Regularly Scheduled Series”
7. Educational strategies and resources used during the Rounds
8. Evaluation of program effectiveness (with regard to changing physician knowledge, competence, performance and/or patient outcomes)
9. Recording the Rounds

10. Advertising and promoting the Rounds in your institution
11. Finances and budget

1. Brief description of the Schwartz Center Rounds

Schwartz Center Rounds are a multidisciplinary forum where caregivers discuss difficult emotional and social issues that arise in caring for patients. A case is presented by a panel of ~ 3 healthcare professionals representing multiple disciplines and points of view. A facilitator then engages the audience in an interactive discussion about the case and participants' shared experiences. Thousands of clinicians across the country participate in the Schwartz Center Rounds at 182 sites in 30 states (as of December 1, 2009).

2. Conflicts of interest

To comply with ACCME Standards for Commercial SupportSM, all CME planners, developers of content for an educational activity, and speakers must submit a Financial Disclosure and Attestation Form to the institutional director of CME activities in advance of the activity. Any financial conflicts of interest with a commercial entity must be resolved by your designated institutional officer before the activity.

2A. Financial Disclosure and Attestation Forms for Planners and Speakers

For the Schwartz Center Rounds, all members of your multidisciplinary Planning Committee (including the physician leader and facilitator), and all those identified in advance who have been asked to speak during the Rounds must complete these forms.

We suggest that you create, and update as appropriate, a list of all members of your Schwartz Center Planning Committee. Each member must complete a CME Planner Financial Disclosure and Attestation Form annually. Click on the link below to download this form.
<http://www.theschwartzcenter.org/programs/Rounds%20CME%20Planner%20Disclosure.pdf>

In addition, speakers and/or panelists who have been invited to speak in advance of a Schwartz Center Rounds must also complete a Speaker Financial Disclosure and Attestation Form. Your institution's CME coordinator will have these forms available and should keep signed forms on file. Click on the link below to download this form.
<http://www.theschwartzcenter.org/programs/Rounds%20CME%20Speaker%20Disclosure.pdf>

2B. Financial Disclosure Statement for Announcements and Flyers

The Schwartz Center is a non-profit organization that receives funding from a number of sources to support the Schwartz Center Rounds. In order to comply with ACCME standards, we request that you provide information about Schwartz Center funders to your Rounds attendees. The Schwartz Center suggests that you post a flyer or sheet of paper using the language below in a location visible to the attendees. You may choose another mode of disclosure, but the information should be in writing and provided to attendees **before** the session begins. The list of funders will change periodically. The Schwartz Center will send

Rounds administrators an updated list of funders every three months. We will also post an updated, current list of funders on our website.

Please include the following language in an announcement and/or flyers:

The Schwartz Center receives funding from a number of sources to support the Schwartz Center Rounds. The following organizations have generously provided funding to the Schwartz Center to support the Schwartz Center Rounds in 2009:

Analog Devices
AstraZeneca
Citizens Bank Foundation
Covidien
Lilly, USA
Millennium – The Takeda Oncology Company
Sanofi Aventis
TJX Foundation
UJA – Federation of New York

These organizations have no control or influence over the planning, content, or evaluation of the Schwartz Center Rounds.

This list is current as of: 10/30/09

3. Practice gaps and learning needs that the Rounds might address

3A. General description of practice gaps and learning needs

You may use the following language in your Schwartz Center Rounds CME planning documents if you wish:

Fostering effective communication and relationships among healthcare providers and with patients and families is a significant challenge in our complex healthcare system. A large body of evidence supports the impact of effective communication and relationships on patients, families, and healthcare providers. Some progress has been made in teaching and assessing communication and caring and compassionate attitudes in undergraduate and graduate medical education. However, the healthcare community has not systematically addressed the need to foster compassion, teamwork, support and relationship-centered care across the continuum of health professional education. The Rounds provide an opportunity to enhance relationships and communication between patients, family members and providers, and among providers across disciplines and professions.

3B. Data sources used to identify these professional practice gaps

Peer reviewed literature:

Please see the Schwartz Center website for a summary of published research that supports the statements included in the paragraph above:

<http://www.theschwartzcenter.org/about/casestatement.html>.

Institutional sources of information about practice gaps:

CME accrediting organizations may ask how your institution incorporates the educational needs that underlie professional practice gaps into CME activities. You can demonstrate compliance with this requirement by briefly documenting in your Schwartz Center Rounds Planning Committee meeting notes how the topics selected for the Rounds emerged from discussions with your Rounds participants and attendees. Planning Committee members often hear about challenging situations and cases from colleagues, peers, and house staff (when present). Some planners select topics from the list on the Schwartz Center website:

http://www.theschwartzcenter.org/programs/rounds_topics.html

4. Description of educational learning needs

Sections 4A – 4E below uses language and questions included in the self-study materials required by the Massachusetts Medical Society for institutional CME accreditation. These requirements may vary from state to state. You may share the language below with those responsible for overseeing CME in your institution if you wish.

4A. Is the identified educational need of the target audience related to:

(Check all that apply)

- Knowledge (facts and information acquired by a person through experience or education)
- Competence (having the ability to apply knowledge, skills, or judgment in practice if called upon to do so)
- Performance (what a physician actually does in practice)

4B. This activity is primarily designed to change:

- Competence** **Performance in Practice** **Patient Outcomes**

Although it's difficult to prove a causal relationship between Schwartz Center Rounds and patient outcomes, the Rounds were designed to foster relationship-centered communication and care which in turn have been associated with positive health outcomes (see research summary referred to above).

We have been told by CME accreditation representatives that we can assert that the Schwartz Center Rounds are designed to change “competence” if we use end-of-session evaluation forms (see section on evaluation below). We can assert that the Rounds are designed to change “performance in practice” if your institution is able to support this by surveying physicians three or more months after an individual Rounds session to ask about actual changes in practice resulting from that session.

4C. Of the ACGME/ABMS competencies listed below, please indicate the primary and secondary attribute related to this activity topic.

Primary: 1, 3

Secondary: 4, 6

- 1) Compassionate, Appropriate & Effective Patient Care
- 2) Medical Knowledge
- 3) Interpersonal & Communication Skills
- 4) Professionalism
- 5) Practice-Based Learning & Improvement
- 6) Systems-Based Practice

4D. The identification of *educational needs* was made free of the control of a commercial interest.

Yes No

5. Will the planned activities address risk management issues?

Yes No

Not all states require that physicians participate in CME activities that qualify for “risk management” credits. Your institutional CME overseers and coordinators will know this. In the state of Massachusetts, physicians are required to document participation in at least 10 hours of Continuing Medical Education in activities defined as risk management. Physicians who can document attendance at Schwartz Center Rounds can list these as “risk management” credit hours. The Massachusetts Board of Registration in Medicine defines risk management study as follows:

“It must include instruction in medical malpractice prevention, such as risk identification, patient safety and loss prevention, and may include instruction in any of the following areas:

- medical ethics • quality assurance • medical-legal issues • patient relations • participation on peer review committees • utilization review that directly relates to quality assurance, or • non-economic aspects of practice management.”

6. General learning objectives for Schwartz Center Rounds as a “Regularly Scheduled Series”

As a result of participating in this activity, learners will be able to:

- a. Describe the social, emotional, ethical, and personal issues that arise during the care of patients and their impact on caregivers.
- b. Demonstrate enhanced communication with patients, family members and colleagues.
- c. Value opportunities to explore and understand multiple perspectives across professions and disciplines.
- d. Value opportunities to provide and receive professional support.
- e. Model for learners behaviors of nonjudgmental listening and respect.

7. How will the educational strategies used during Schwartz Center Rounds address these educational needs?

The Schwartz Center Rounds are interactive, case-based, group discussions. Many sites use panels of people involved in the case. The cases and topics arise from and are embedded in local/institutional cultures and contexts. These educational strategies promote active learning. Cognitive psychology research shows that when learners grapple with problems to discern underlying principles and meaning, they are more likely to transfer this learning to new contexts.¹

8. Evaluation

8A. Given these objectives, what changes in patient care do you expect as an outcome of this activity?

Our Schwartz Center Rounds national evaluation study demonstrated the following self-reported healthcare provider outcomes:

- Improved understanding of the patient “as a whole person” within his/her unique context, and the impact of illness on the patient and family
- Increased insight into the psychosocial and emotional aspects of care
- Enhanced empathy
- Enhanced understanding of the perspectives of colleagues within and across disciplines and professions
- Improved teamwork
- Improved sense of support and decreased sense of work stress and isolation

¹ Norman G. Teaching basic science to optimize transfer. *Medical Teacher*. 2009 Sept; 31(9): 807-811.

8B. Evaluation forms

Your CME overseers may require the use of their standardized institutional evaluation forms. The Schwartz Center requests that you also use our evaluation form so we can track trends in the quality and impact of the Rounds. A copy of the current evaluation form is available on the Schwartz Center website and is pasted in at the end of the section: “Planning documents for **individual** Schwartz Center Rounds.” Please click on the link below to download the evaluation form.

<http://theschwartzcenter.org/programs/KBS%20Rounds%20Evaluation%20MASTER.pdf>

8C. Analysis of changes in learners’ competence, performance or patient outcomes achieved as a result of the Schwartz Center Rounds

CME accrediting organizations may require demonstration that your institution analyzes the above mentioned changes. You can supply a summary of responses to the evaluation form questions that ask attendees to rate the extent to which they learned new strategies to enhance patient and colleague interactions. You can also provide summaries of responses to the open evaluation form question asking attendees to list ways in which they will apply lessons learned to changes in how they relate to or communicate with patients and/or colleagues.

8D. Evaluation summaries

Please be sure to send your evaluation summaries to the Schwartz Center after each session as required in your contract.

9. Will you digitally record this presentation? Yes No

If so, how have you secured permission from the participants?

10. Advertising

10A. How is this activity to be promoted/announced?

(What means of communication/distribution?)

10B. To whom will this activity be promoted?

(What organizations/specialties/# of prospective learners?)

11. Finances and budget

11A. Funding source:

The Kenneth B. Schwartz Center reimburses my institution for ____ % of our direct costs.

11B. Budgeted expenses per calendar year:

Facilitator's fees

Food

The remaining fees (e.g. for handout materials if any, CME fees, AV equipment etc.) are paid by my institution.

**Planning documents for individual Schwartz Center Rounds:
Documentation of individual activities fulfilling requirements for
AMA PRA Category 1 Credit™**

A. Schwartz Center Rounds title: _____

B. Learning objectives:

Learning objectives refer to what CME and Rounds planners anticipate participants will be able to **describe** (knowledge learned), **value or appreciate** (attitudes learned) and/or **demonstrate** (skills learned)

In writing learning objectives, use the stem:

By the end of this activity participants will be able to...

Then fill in the specific learning objectives that you hope to achieve with each individual Rounds session you are planning.

Example: CME planners listed the following learning objectives for a Schwartz Center Rounds entitled, “When Worlds Collide,” a session about an immigrant family’s challenges in managing a complicated birth of a child in a country new to them.

Participants will be able to:

1. Describe how differences in cultural contexts affect patients’ beliefs about health and illness.
2. Describe the role of interpreters in bridging the diversity of languages and cultures among the patients we serve.
3. Demonstrate strategies for negotiating healthcare expectations with patients and families from different cultures.

C. Faculty information:

In addition to the Schwartz Center Rounds Physician Leader and Facilitator, the following people will be participating in this educational activity:

- 1.
- 2.
- 3.

D. Each panelist in the Rounds must complete a Speaker Disclosure Form and Attestation Statement. Click on the links below to download these forms.

<http://www.theschwartzcenter.org/programs/Rounds%20CME%20Speaker%20Disclosure.pdf>

E. Resources and handouts

Although not necessarily required for CME credits, Rounds leaders may provide articles related to the topic discussed at the Rounds. Many relevant articles are listed on the Schwartz Center website:

<http://www.theschwartzcenter.org/about/casestatement.html>.

F. Evaluation form

Please use the Schwartz Center Rounds evaluation form posted on our website:

<http://theschwartzcenter.org/programs/KBS%20Rounds%20Evaluation%20MASTER.pdf>