



## Guidelines for Requesting Learning from Teaching Credit

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1. Baptist Memorial Health Care's Center for Education and Organizational Development ('Baptist CEOD') may award *AMA PRA Category 1 Credit(s)*<sup>™</sup> to physician faculty for engaging in the teaching of Baptist Memorial Medical Education (BMME) residents/fellows and medical students in a Baptist-affiliated undergraduate medical education program.
2. CME credit is awarded for the new learning that occurs as a result of preparing to teach medical students and/or residents/fellows and the time you spend using the new skills in your teaching practice. The actions that you complete in support of your learning are the "learning activity". Neither preparation nor teaching, by itself, is sufficient for the purpose of claiming CME credit.
3. Credit can only be claimed once for each learning activity. For example, if you teach the same content on more than one occasion you may only claim credit one time. However, if you engage in new learning, even on a topic that you previously taught, you may claim credit for the new learning.
4. As an active learner, we expect that the educational material you use has been developed independent of any ACCME-defined ineligible company. You cannot receive CME credit if you have a relationship with an ineligible company.

ACCME defines an ineligible company as those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Examples include advertising, marketing, or communication firms whose clients are ineligible companies; bio-medical startups that have begun a governmental regulatory approval process; compounding pharmacies, device manufacturers, or distributors; diagnostic labs that sell proprietary products; growers, distributors, manufacturers, or sellers of medical foods and dietary supplements; pharmaceutical companies or distributors; pharmacy benefit managers and reagent manufacturers or sellers.

Two ways to ensure this is to use peer-reviewed materials in professional journals that follow the Uniform Requirements for Manuscripts created by the International Committee of Medical Journal Editors (<http://www.icmje.org/>) and/or

Accredited CME developed and presented in compliance with the ACCME Standards for Integrity and Independence in Accredited Continuing Education. (<https://www.accme.org/accreditation-rules/standards-for-integrity-independence-accredited-ce>)

5. Physicians may claim credit for a variety of interactions. Types of teaching activities include but are not limited to: formal presentations to medical students, residents; development of cases, clinical problems; supervising clinical or simulated activities; instruction on clinical or other skills; assessing learner performance (clinical or simulation settings); mentoring QI or PI projects; and mentoring of scholarly activities. Please submit only one form per learning period.
6. *AMA PRA Category 1 Credit(s)*<sup>™</sup> should only be awarded for teaching that is verified by the GME office. (Faculty may not receive credit more than once for the same time period, even if the audience involves residents from more than one program, being verified by two or more different LCME/ACGME programs)



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- In addition to the institution being ACGME-accredited, the residency/fellowship program must be an ACGME-accredited program in order for faculty to be awarded *AMA PRA Category 1 Credit(s)*<sup>™</sup> for teaching residents/fellows in that program.

### 7. Calculating Credit

There are two steps to calculating the appropriate number of *AMA PRA Category 1 Credit(s)*<sup>™</sup> that a physician may claim for learning associated with teaching medical students and/or residents/fellows. First, there must be learning involved in the preparation for teaching (although preparation time is not included when calculating the number of credits). The second step is documenting the time spent teaching, using what was learned in the preparation phase.

The credit is calculated based on a 2:1 ratio of the time the physician spends teaching in the second phase, using what was learned in the preparation phase. Credit should be rounded to the nearest one-quarter credit. Below are some examples:

- **Eligible activity example:**

A physician has a one-hour session with a resident to teach how to appropriately perform a physical exam and will give feedback to the resident after observing the resident in action. The faculty member has taught how to perform the physical exam many times and doesn't need to do any additional preparation for that part of the session but seeks out information about effective methods for giving feedback. The physician then spends 15 minutes of the one-hour session giving feedback to the resident. The physician may claim 0.5 *AMA PRA Category 1 Credits*<sup>™</sup> because he/she spent .25 hours providing feedback to the resident using the tools and techniques learned in preparation for the activity.

- **Non-eligible activity example:**

A physician teaches students how to perform a procedure and has done so many times in the past. The faculty member does not need to do any additional preparation this time around and is able to handle all of the student questions based on accumulated experience over the years. As there was no additional learning involved on the part of the faculty member, it would not be appropriate to claim *AMA PRA Category 1 Credit(s)*<sup>™</sup> in this instance.

Source: American Medical Association, FAQs for the learning associated with teaching medical students and residents

8. BMME physician faculty members must complete a new form for each learning event, and it must be completed within 30 days of the learning activity. Baptist CEOD may request documentation of teaching time or verification from the Program Director, Course Director, or designee.

[Click here](#) to access the online Learning from Teaching CME Credit Claim Form.

Resource: [AMA PRA Credit System: FAQs related to learning associated with teaching medical students and residents](#)