

Patient-Centric CME: A Paradigm Shift in Medical Education

Presented by: Meghan Coulehan



Rationale for Patient Involvement in CME/CPD



Patients

- Increased patient satisfaction
- Improved treatment adherence
- Individualized care management
- Improved health outcomes



CME Planners

- Improved awareness of healthcare gaps
- Increased attention on diverse community voices
- Reinforced focus on the “why” of medical education



Clinicians

- Increased empathy towards patients
- Improved understanding of patient priorities and concerns
- Enhanced communication and collaboration with patients
- Direct learning from patient real-world perspectives

Involving Patients in CME Activities

AICME's approach: Evidence-based microlearning presentation from a leading clinical expert with additional patient/patient advocate commentary

Learner Experience in Patient-Centered CME

- Step 1: Learner pre-assessment
- Step 2: Learner engages with program material, including patient-delivered content
- Step 3: Learner post-assessment

Content Design in Patient-Centered CME

Need for improved screening to identify FH

Review of diagnostic criteria for HoFH

Patient fears about her cardiac health

HoFH treatment guidelines, patient selection

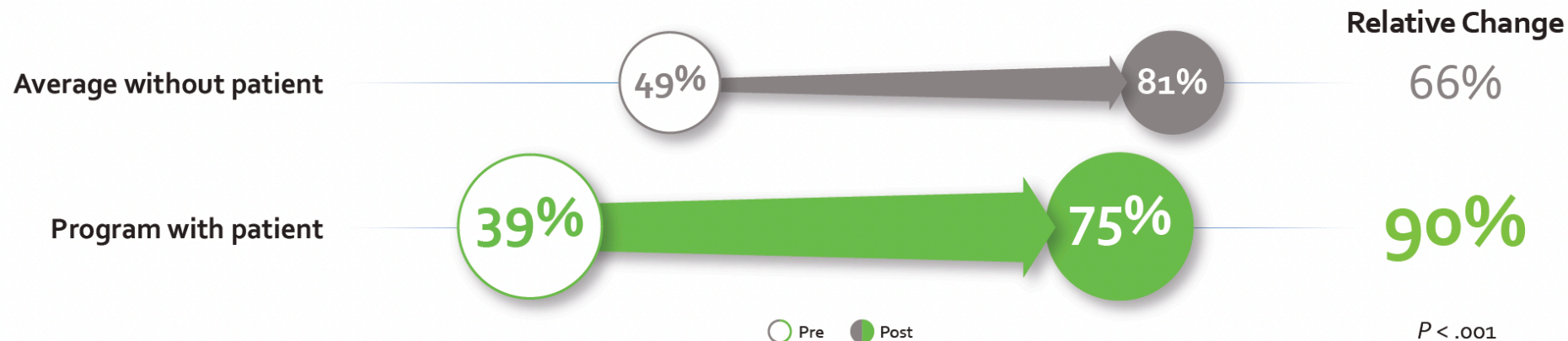
Patient thoughts about her son's diagnosis/future

Learner Impact: Moore's Level Outcomes

Aim: To compare the outcomes of a short-format digital medical education program that incorporated a patient perspective to programs that did not feature a patient presentation.

Results: Knowledge/Competence

Change in Knowledge and Competence: Pre- and Post-Learning



The program with direct patient involvement reported a significant increase in overall knowledge and competence compared to programs without patient perspectives.

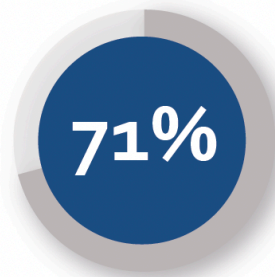
Learner Impact: Behavior Change

Aim: To compare the outcomes of a short-format digital medical education program that incorporated a patient perspective to programs that did not feature a patient presentation.

Results: Intended Behavior

Learners' self-reported intent to make changes in their clinical practice was improved with the inclusion of a patient as compared to the average program without a patient.

*Average
without
patient*



**I intend to make changes
in my clinical practice as a
result of this activity**



*Program
with
patient*

Learner Impact: Intangible Outcomes

“ Having eosinophilic esophagitis (EoE) is an ongoing challenge. You can imagine being at a business dinner or on a date and starting to choke, having to go to the bathroom to throw up. There’s so much [in our society] focused around eating and it was very stressful to manage these situations. This disease has been a part of my life for 25 years and somehow I managed to learn to live with it, but it hasn’t been easy. ”

Best Practices for Patient Involvement in CME

Consider learner needs (and what they don't need)

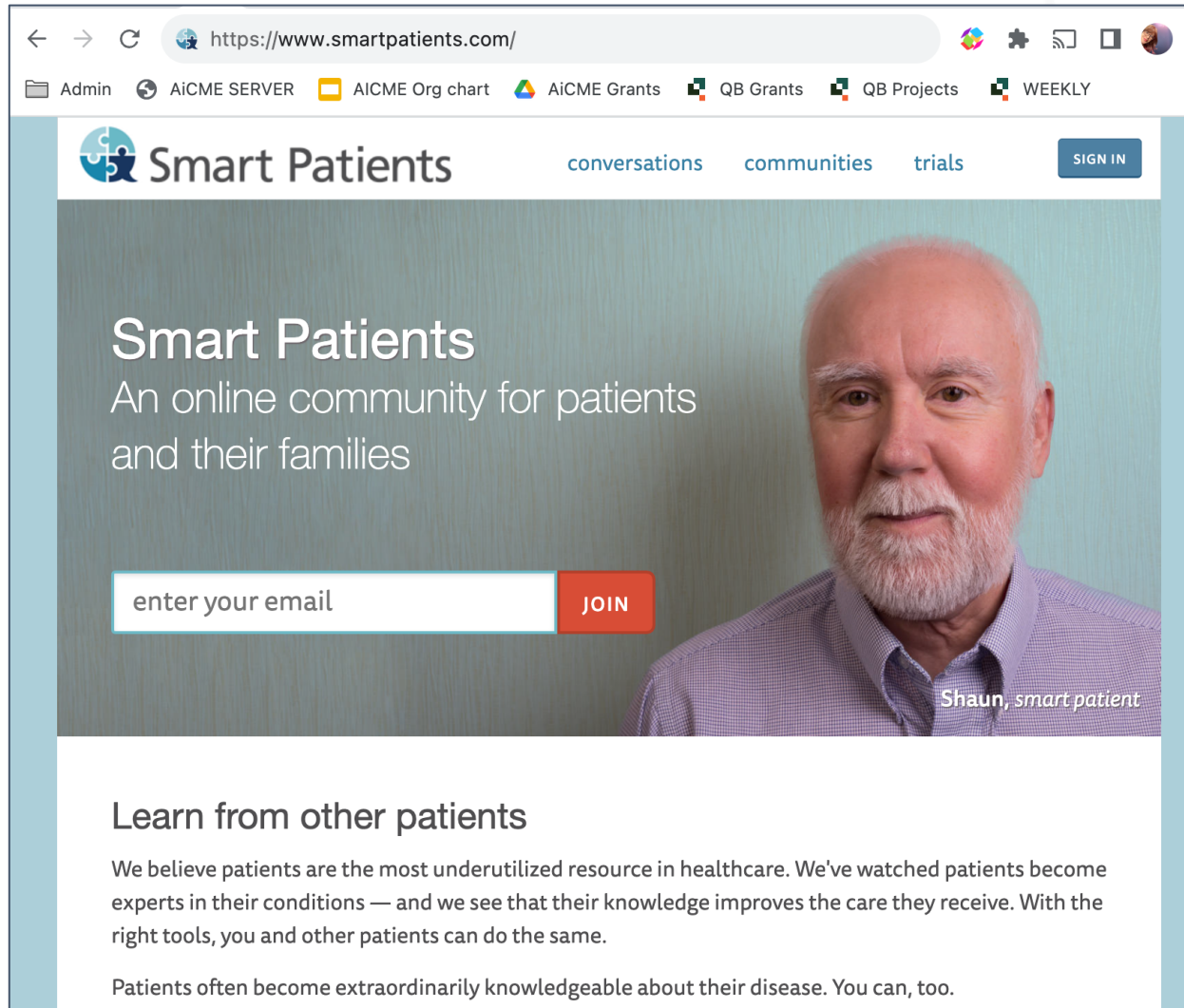
Define the purpose of the patient voice, per activity

Choose a patient-partner thoughtfully; define roles

Be sensitive to the patient's experiences and needs

Collaborate with local and national organizations

Partners in Patient Collaboration



The image shows a screenshot of the Smart Patients website. The browser address bar displays "https://www.smartpatients.com/". The top navigation bar includes links for "Admin", "AICME SERVER", "AICME Org chart", "AICME Grants", "QB Grants", "QB Projects", and "WEEKLY". The main header features the "Smart Patients" logo, navigation links for "conversations", "communities", and "trials", and a "SIGN IN" button. The main content area has a background image of an elderly man with a white beard, identified as "Shaun, smart patient". The text reads: "Smart Patients" and "An online community for patients and their families". Below this is a form with an input field labeled "enter your email" and a red "JOIN" button. At the bottom, a section titled "Learn from other patients" contains the text: "We believe patients are the most underutilized resource in healthcare. We've watched patients become experts in their conditions — and we see that their knowledge improves the care they receive. With the right tools, you and other patients can do the same." and "Patients often become extraordinarily knowledgeable about their disease. You can, too."

https://www.smartpatients.com/

Admin AICME SERVER AICME Org chart AICME Grants QB Grants QB Projects WEEKLY

Smart Patients conversations communities trials SIGN IN

Smart Patients
An online community for patients
and their families

enter your email JOIN

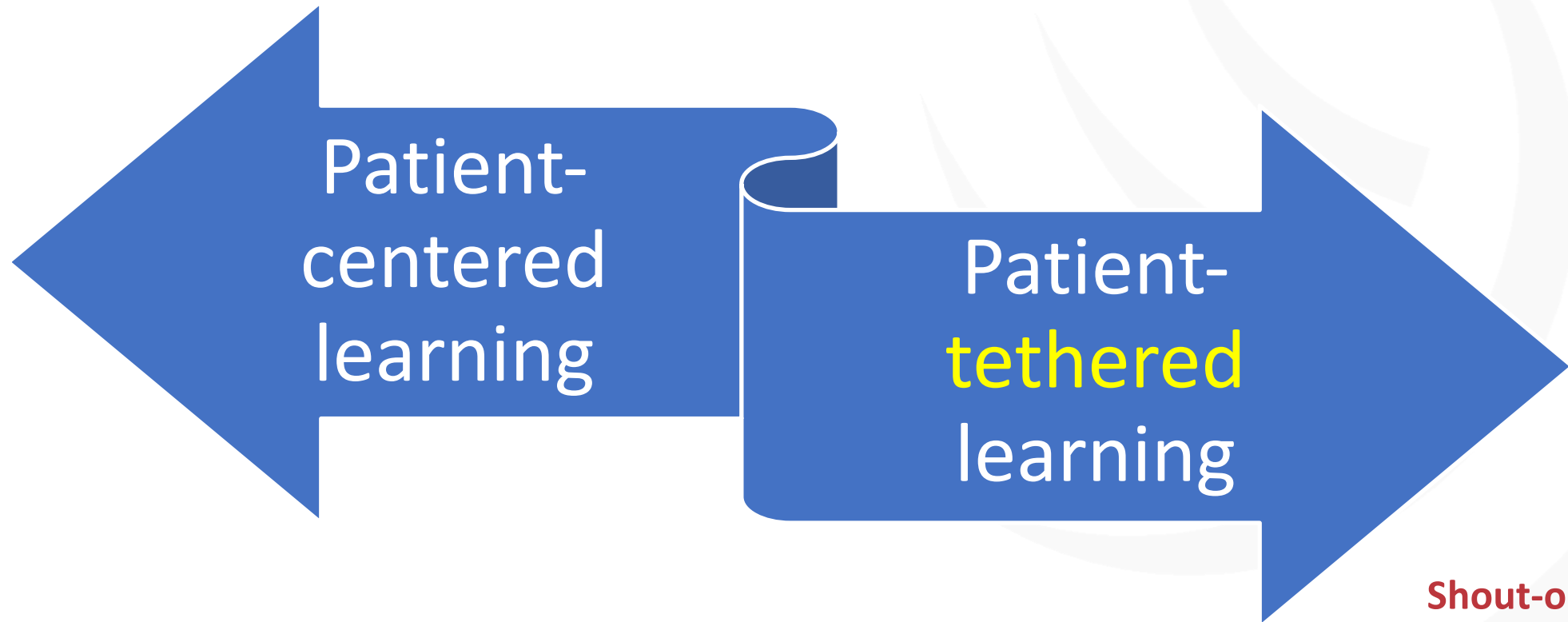
Shaun, smart patient

Learn from other patients

We believe patients are the most underutilized resource in healthcare. We've watched patients become experts in their conditions — and we see that their knowledge improves the care they receive. With the right tools, you and other patients can do the same.

Patients often become extraordinarily knowledgeable about their disease. You can, too.

Listening to Others...An Even Better Way?



**Shout-out to
PlatformQ Health!**

Tenants of Patient-Tethered Learning

Education not only involves patients,
but is also **provided** to patients

Development includes separate but aligned
educational activities for both patients and clinicians

Aim of the patient-tethered model is to close gaps between
perceived and actual patient needs and priorities in care

Benefits of Patient-Tethered Learning

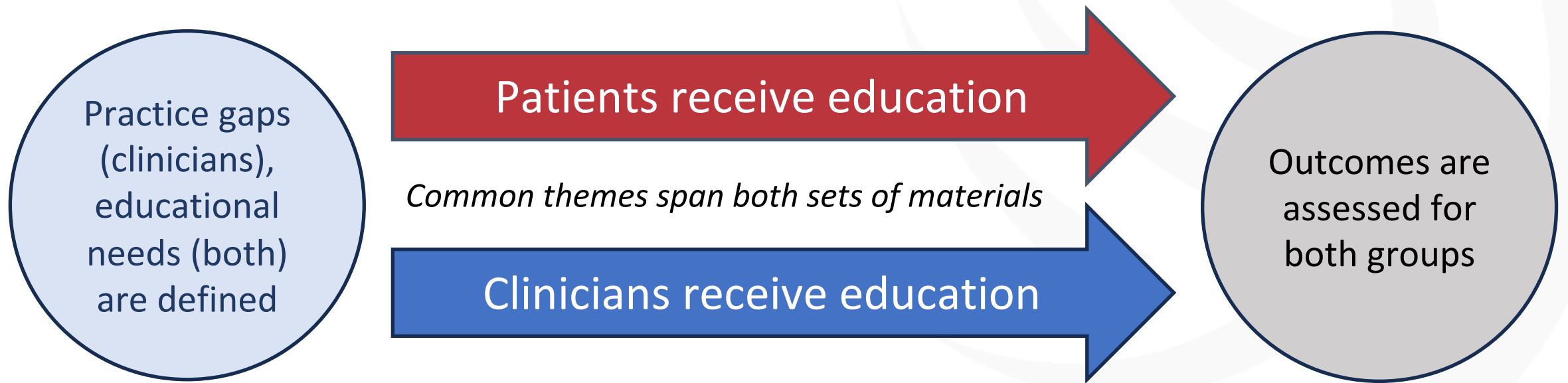
Patients and caregivers are empowered to identify their own preferences and needs and to advocate for themselves as care partners

Clinicians are nudged to think differently about patient care, including asking themselves, “What have I been missing?”

Two-way communication is improved!

Approaches to Patient-Tethered Learning

Model 1: Education is delivered simultaneously

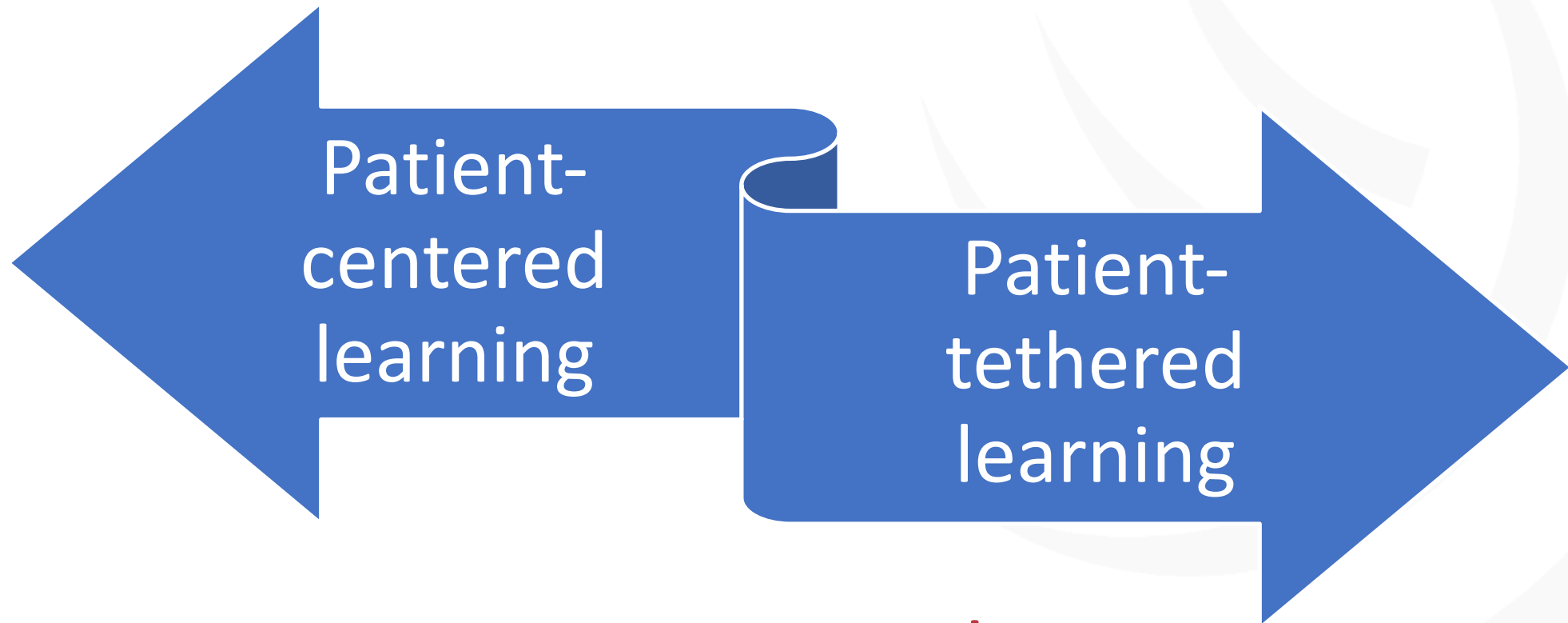


Approaches to Patient-Tethered Learning

Model 2: Education is delivered sequentially



Listening to Others...An Even Better Way?



More to come!

Let's continue the conversation
throughout the week.

Thanks for your interest
and attention!