

Alliance Competencies

1. Adult/Organizational Learning Principles

- 1.1 Maintain awareness of current evidence-based adult learning principles.
- 1.2 Maintain awareness of organizational development practices that improve individual and organizational learning and performance.
- 1.3 Conduct, support, and/or apply educational research on how physicians learn and change.
- 1.4 Remain current on the CME/CE/CPD literature.

2. Educational Interventions

- 2.1 Use evidence based adult learning principles to guide the practice of CME/CE/CPD.
- 2.2 Identify physician learning needs using data, especially clinical practice data.
- 2.3 Facilitate physician self-assessment, self-directed learning and evaluation using appropriate data.
- 2.4 Assist physician-learners to reflect upon present and desired levels of performance and plan the next step in their personal education.
- 2.5 Translate physician needs into measureable objectives.
- 2.6 Consider the learning environment, select and apply learning formats that are effective for physician learning and meeting the expected outcome.
- 2.7 Consider multi-disciplinary educational interventions when appropriate.
- 2.8 Provide longitudinal interventions when appropriate.
- 2.9 Provide interactive learning and opportunities to practice skills that lead to change in physician performance.
- 2.10 Emphasize problem-based/practice-based learning.
- 2.11 Assure content validation in any CME/CE/CPD educational intervention.
- 2.12 Offer consultation within physician organizations to identify goals for education that are specific to the practice and measureable.

3. Performance Measurement

- 3.1 Develop, use and support an effective data management system for educational and administrative purposes.
- 3.2 Use measurement data to assess outcomes/results of the learning intervention as a basis for determining future learning needs and for determining the application of the educational knowledge and skills.
- 3.3 Use data to assess the performance of the CME/CE/CPD office in meeting its mission and organizational goals.
- 3.4 Promote continuous improvement and performance measurement as skills for physicians during educational interventions.
- 3.5 Promote continuous improvement as an administrative skill for the staff of the CME/CE/CPD office.
- 3.6 Provide measurement tools and utilize reliable data to enable physician-learners to compare present levels of performance with optimum performance.



4. Systems Thinking

- 4.1 Recognize that, when offering learning interventions, CME/CE/CPD professionals and the individual physicians they serve are part of a team and the system in which they work.
- 4.2 Consider a multi-disciplinary focus for needs assessment, educational design, and evaluation, as appropriate.
- 4.3 Consider healthcare organizational needs and goals when offering CME/CE/CPD interventions.
- 4.4 Enable physicians, or teams, to apply in practice what is learned with limited fear of failure.
- 4.5 Design activities with a cumulative goal of helping physicians, or teams of learners, to adopt change incrementally, assuring there is compatibility with present systems and advantage over present behaviors.
- 4.6 Identify and help modify processes that are barriers to change and the implementation of new knowledge.

5. Partnering

- 5.1 Identify and collaborate with critical internal partners, including the quality improvement unit, performance improvement unit, the library, patients, and other related units, to accomplish the CME/CE/CPD mission.
- 5.2 Identify and collaborate with external partners that enhance effective CME/CE/CPD activities.
- 5.3 Collaborate and build relationships that support educational improvements for the patient, the physician, and the organization in which the physician works.
- 5.4 Apply effective communication and interpersonal skills to facilitate partnering with appropriate organizations.

6. Leadership

- 6.1 Provide a vision of present role and future direction for CME/CE/CPD and physician role and responsibilities in continued learning.
- 6.2 Develop a model learning organization.
- 6.3 Provide and support an environment of continuous improvement in educational practice and office operations.
- 6.4 Promote and support appropriate change as an essential component of an effective CME/CE/CPD program.
- 6.5 Maintain a high standard of professionalism and ethics for all CME/CE/CPD staff.
- 6.6 Be an advocate for the CME/CE/CPD program, its mission, and its activities.

7. Administrative/Management

- 7.1 Document the value of the CME/CE/CPD program to its own organization and to the physicians that it serves.
- 7.2 Manage finances of the CME/CE/CPD program to meet the organizational needs.
- 7.3 Provide appropriate logistics for educational activities to enhance the educational experience.
- 7.4 Facilitate the work of educational committees to achieve CME/CE/CPD program goals.
- 7.5 Develop a management culture of the office that will reflect a collaborative, service oriented, continuous improvement system that meets the needs of the physicians served, the organization of the CME/CE/CPD program, and the accreditation standards.



- 7.6 Assure that the CME/CE/CPD program is in compliance with the Accreditation Essentials, Elements, and Policies and other regulatory requirements.
- 7.7 Apply effective management skills including problem solving, communication and interpersonal skills, performance management, delegation and supervision, and organizational development.

8. Self-Assessment and Lifelong Learning

- 8.1 Engage in self-assessment, identify gaps in knowledge/practice and design an individual learning plan for ongoing improvement.
- 8.2 Continually improve educational performance of the CME/CE/CPD program through professional development.
- 8.3 Promote professional development for self and staff.

