

Reimagining Medical Meetings Guide for Discussion

Developed for the SACME Virtual Journal Club session presented on April 16, 2020

This guide serves as a starting point for discussions about the future of medical meetings, use of new technologies and approaches while adhering to the current standards for accreditation of educational activities to healthcare professionals and teams.

These questions help to frame the discussion and define parameters for educational planning that is thoughtful, deliberate and focused on the needs of learners.

What are the “Take home Messages” from your meeting-

1. What is the desired outcome from this medical meeting/live conference? What challenge, opportunity or issue needs to be addressed?
2. How will you decide/assess if the desired outcome(s) have been met (what you want the participants to know (competence) or be able to do as the result of engagement in this meeting/conference?)
3. Is the desired outcome enhanced by interprofessional collaboration? Does it require the participant to provide information to colleagues with a goal of organizational change?

What resources do you have accessible to you as you transform your content from live to a reimagined virtual or hybrid format?

1. What is the budget for the medical meeting/live conference?
2. What changes in revenue and expenses will occur with a change in format?
3. Are there ways to mitigate any negative financial impacts?
4. Are there creative solutions to address the positive features of this course when transitioning to a virtual or modified format?
5. How does this change the roles and responsibilities of your CME/CE team
6. Do you need to find vendors or partners who can help you execute a re-envisioned meeting/course?
7. What educational resources are available at your institution (maybe for other learner audiences- students, trainers, etc.) that can be utilized for a low cost and integrated into a CE program?
8. What technologies does your institution currently have that you can utilize/modify to meet the needs of your CME/CE programming?

What about the Educational Design for the medical meeting/live conference?

1. Based on the desired outcomes identified above, who is your target audience- what is the scope of the audience?

2. How can you best meet their learning needs? Are their combinations of approaches that can be compiled and built to accommodate the learning needs of these participants while still considering their workplace environments and expectations?
3. How can you foster engagement and interactivity? What formative feedback information do you want to provide to learners? What formative feedback do you need to receive from learners?
4. How can you support and guide faculty and presenters so that their expertise and knowledge/skills are shared optimally? For some presenters, a conversation/interview format is ideal, other presenters may present best through live case scenarios or panels may provide multiple perspectives on topics that are complex or have some controversy associated with the current standards of care/or emerging research.
5. What is the timeframe for execution? How much time do the presenters need to deliver your requested presentations/cases/discussions?
6. What are the technological capabilities of your learners—do they have high speed internet, Wi-Fi, mobile access?
7. Is there a way that you can monitor participation in the meeting/course? Do you have a contingency plan if there are breaks in service? Can you pre-record some presentations/discussions?
8. Do you need a pre-assessment as well as post activity assessment and longer term feedback? Do you have a mechanism to gather and retain that information for future planning?

Accreditation

1. What are the current accreditation standards for medical meetings/live conferences that may be affected by the changes in format, accessibility and engagement?
2. Are there creative ways that you, as the CME/CE provider, can re-envision industry support and exhibit arrangements?
3. How are you delivering syllabus materials? Are there new ways to share essential resources with your learner audiences?
4. Medical societies have been using a program book as part of their meetings for years—can you think of any options to utilize a program book format for your medical meeting/live conference?
5. How can you obtain the summative or ongoing formative feedback from the medical meeting/live conference that can inform future planning?
6. If you are providing Maintenance of Certification points for your medical meeting/live conference, are there new approaches that can also meet those expectations?