

About Us

The UConn School of Medicine's Office of Community and Continuing Medical Education serves the educational needs of physicians and other clinicians both within UConn Health and throughout the state of Connecticut. The office supports educators who strive to plan, implement, and evaluate educational events whose goals are to enhance patient care and to improve clinical practice. The office accomplishes these goals by sponsoring, reviewing, and approving educational programs, as well as by providing knowledgeable faculty to present and discuss important health-related matters.

The UConn School of Medicine's target audience of UConn CME includes the broad range of the medical profession, from full-time practitioners to academic physicians with special interests in research and teaching, primary care providers, and other related health professionals. The ACCME credits through the office of Community and Continuing Medical Education is specifically associated with those licensed as M.D., D.O., and APRNs, however, all other related health professionals are welcome to attend any CME event and use the certificate of credit for their certificate attendance for their own professional development activities.

Office of Community & Continuing Medical Education

CME Faculty

Christine Thatcher, Ed.D.
Associate Dean for CME
Office: 860-679-1225
thatcher@uchc.edu

Melinda Sanders, M.D.
Medical Director for CME
Office: 860-679-3386
msanders@uchc.edu

Srimathi Manickaratnam, M.D.
Associate Director for CME Accreditation & Commendation
Office: 860-679-4130
manickaratnam@uchc.edu

CME Staff

Christine McNally, M.A.
Associate Director for CME
CME Office: 860-679-2602
cmcnally@uchc.edu

Kimberly Person
CME Program Administrator
CME Office: 860-679-4590
cme@uchc.edu

Darice Schroeder
RSS Administrator
CME Office: 860-679-3514
cme@uchc.edu

Contact Us

Phone: 860-679-4590
Email: cme@uchc.edu
Monday through Friday, 7:30AM to 4:00PM. Closed for State Holidays. For questions pertaining to CME applications or general CME related inquiries, comments, or questions. Please contact us at cme@uchc.edu.



The UConn School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) as a provider of continuing medical education. The school offers a variety of ACCME accredited continuing education programs by working in partnership with UConn Health Departments.

Gameful Pedagogies in CE & CME



One of the keynote sessions at the 2023 ACCME National Conference: Learn to Thrive, was centered on the concept of “the power of play in education”. This session was addressing the questions, how do we make education more meaningful for our learners and what can we learn from games to help us engage learners. Gamification is a pedagogy in education means that educators apply game design elements to an educational setting. The goal is usually to make learning more engaging. Example of gamification in education include, earning virtual points for completing tasks, playing educational games to learn an academic skill, competing with peers on a leaderboard towards a goal, to name a few. Here at UConn in the Clinical Simulation Center, they have used the concept of the Escape Room as a “playful” learning method to approach learning new skills in an active process. Escape rooms are becoming more popular in medical education and residency education.

MedEdPORTAL:

1. [An Escape Room to Orient Preclinical Medical Students to the Simulated Medical Environment](#)
2. [Billing Bonanza: Improving Resident Knowledge of the 2021 Revised American Medical Association Outpatient Billing Guidelines Through Gamification](#)

If you would like to learn more about this creative, innovative activity method, please reach out to the CME office at cme@uchc.edu to learn more.

ACCME Menu of Criteria for Accreditation with Commendation



What are the ACCME's Commendation Criteria for C23, C24, C25?

Next time when planning for your CME Activity, how would you promote team-based education in CME?

Promotes Team-based Education:

Engages Teams (C23): Members of interprofessional teams are engaged in the planning and delivery of interprofessional continuing education (IPCE). Rationale: Interprofessional continuing education (IPCE) occurs when members from two or more professions learn with, from, and about each other to enable effective interprofessional collaborative practice and improve health outcomes. This criterion recognizes accredited providers that work collaboratively with multiple health professions to develop IPCE. Critical Elements: Includes planners from more than one profession (representative of the target audience) AND Includes faculty from more than one profession (representative of the target audience) AND Activities are designed to change competence and/or performance of the healthcare team.

Engages Patients/Public (C24): Patient/public representatives are engaged in the planning and delivery of CME. Rationale: Accredited continuing medical education (CME) is enhanced when it incorporates the interests of the people who are served by the healthcare system. This can be achieved when patients and/or public representatives are engaged in the planning and delivery of CME. This criterion recognizes providers that incorporate patient and/or public representatives as planners and faculty in the accredited program. Critical Elements: Includes planners who are patients and/or public representatives AND Includes faculty who are patients and/or public representatives.

Engages Students (C25): Students of the health professions are engaged in the planning and delivery of CME. Rationale: This criterion recognizes providers for building bridges across the healthcare education continuum and for creating an environment that encourages students of the health professions and practicing healthcare professionals to work together to fulfill their commitment to lifelong learning. For this criterion, students refer to students of any of the health professions, across the continuum of healthcare education, including professional schools and graduate education. Critical Elements: Includes planners who are students of the health professions AND Includes faculty who are students of the health professions.



Accredited CME providers have the option to aim to achieve Accreditation with Commendation, a six-year term. CME providers must demonstrate compliance with core accreditation criteria, in addition to the Menu of Commendation Criteria. Choosing from the menu, providers need to demonstrate compliance with any seven criteria of their choice, from any category, plus one criterion from the Achieves Outcomes category, for a total of eight criteria.



Important Reminders for Applying!!

What We Require in a CME Activity:

- **PLAN AHEAD!!** CME application process requires at a **minimum 16-week submission deadline** of all application forms prior to the anticipated date of the educational activity. Ideally, the development/planning of the CME education and the application of the potential CME activity should be considered in the early or initial planning phases; many times, this could be 6 months or more prior to your anticipated activity date.
- Is designed to make change in competence, performance, or patient outcomes
- Addresses professional practice gaps of physicians. The practice gap is defined as the difference between current and best practice.
- Uses needs assessment data to plan the activity and documents the source of the needs assessment data.
- Has content that matches the intended learners' current or potential scope of practice developed in the context of desirable physician attributes.
- Uses educational formats appropriate for the setting, objectives, and desired results of the activity.
- Is following the ACCME's Standards of Integrity and Independence.
- Evaluates the effectiveness of the learning intervention in meeting the objectives.



CME Calendar of RSS Events

Click on the link to explore current offerings:

<https://events.uconn.edu/2022/month/08/581>



Newsletter CME FAQ

Q: What is a Financial Relationship?

A: Financial Relationships: Those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g., stock options or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting, speaking, and teaching, membership on advisory committees or review panels, board membership, and other activities from which remuneration is received, or expected in the last 24 months. With respect to personal financial relationships, contracted research includes research funding where the institution receives the grant and manages the funds, and the person is the principal or named investigator on the grant. The ACCME <https://www.accme.org/accreditation-rules/policies> considers relationships of the person involved in the CME activity to include financial relationships of a spouse or partner.



Planner FAQ – visit our website

<https://health.uconn.edu/continuing-medical-education/frequently-asked-questions/>

Come and check our newly redesigned CME website! It is a work in progress to make our site more user-friendly with helpful information right at the tips of your fingers! Your comments and suggestion for any tips or FAQs to be added, please let us know by sending us an email at cme@uchc.edu.

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