#  Curriculum Vita

**DONALD E. MOORE, JR., PH.D.**

**(November 23, 2019)**

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| Office address | Office for Continuing Professional DevelopmentVanderbilt University Medical Center209 Light HallNashville TN 37232-0685 | C:\Users\Don\Dropbox\001 Personal\Current CV and pix\DM action photo.jpg |
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## EDUCATION

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| Ph.D. (1982) | Univ. of Illinois at Urbana-Champaign (Adult and Higher Education)Dissertation: **The Organization and Administration of Continuing Education in Academic Medical Centers** |
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| A.M. (1975) | Univ. of Illinois at Urbana-Champaign (Chinese History) |
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| B.A. (1972) | University of Connecticut (History) |

## FACULTY APPOINTMENTS

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| --- | --- |
| November 2004 to present | **Professor**Division of Medical Education and AdministrationVanderbilt University School of Medicine |
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| December 2000 to October 2004 | **Associate Professor**Division of Medical Education and AdministrationVanderbilt University School of Medicine |
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| April 1995 to June 1998 | **Clinical Associate Professor**Department of Obstetrics and GynecologyUniversity of North Carolina School of Medicine |
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| April 1987 - July 1989 | **Assistant Professor**Department of Internal MedicineEastern Virginia Medical School, Norfolk |
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| July 1977 - November 1979 | **Instructor**Department of Postgraduate MedicineUniversity of Michigan Medical School |

## EMPLOYMENT EXPERIENCE

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| 1. **Vanderbilt University Medical Center**
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| * Director, Office for Continuing Professional Development

*Division of Continuing Medical Education**MOC Portfolio Program* | April 1, 2016 to present |
| 1. **Vanderbilt University School of Medicine, Nashville, Tennessee**
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| * Director of Evaluation, Office of Undergraduate Medical Education
 | July 2013 to present |
| * Director, Office for Continuing Professional Development
 | July 2013 to March 31, 2016 |
| 1. **Vanderbilt University School of Medicine, Nashville, Tennessee, continued**
 |
| * Director, MOC Portfolio Program
 | July 2013 to March 31, 2016 |
| * Director, Program Evaluation

Office of Teaching and Learning in Medicine | November 2011 to June 2013 |
| * Director of Education and Evaluation

Office of Graduate Medical Education | July 2008 to October 2011 |
| * Faculty Associate

Office of Teaching and Learning in Medicine | July 2005 to October 2011 |
| * Director, Division of Continuing Medical Education
 | December 2000 to June 2013 |
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| 1. **The Queen’s Medical Center, Honolulu, Hawaii**
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| Manager, Continuing Medical Education | July 1998 to November 2000 |
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| 1. **University of North Carolina School of Medicine, Chapel Hill**
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| Director, Continuing Medical Education | April 1995 to June 1998 |
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| 1. **Saint Thomas Hospital, Nashville, Tennessee**
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| Director, Health Education Services | October 1991 to March 1995 |
| Director, Grossman Medical Learning Center | October 1991 to March 1995 |
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| 1. **Department of Veterans Affairs**
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| Deputy Director, VA Regional Medical Education CenterSalt Lake City, Utah  | July 1989 to October 1991 |
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| 1. **Eastern Virginia Medical School, Norfolk, Virginia**
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| * Director of Education

The Diabetes Institute of Eastern Virginia  | April 1986 to July 1989 |
| * Associate Center Director for Program Administration

The Diabetes Institute of Eastern Virginia | April 1986 to July 1989  |
| * Director, Instructional Development and Resources
 | October 1985 to July 1987 |
| * Director, Continuing Medical Education
 | July 1981 to December 1986 |
| * Executive Director, Eastern Virginia Inter-hospital Medical Education Committee
 | July 1981 to April 1986 |
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| 1. **Department of Veterans Affairs**
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| * Chief, Continuing Education Operations Division

Office of Academic Affairs, VA Central Office | November 1979 to July 1981 |
| * Coordinator of Education

VA Medical Center, Ann Arbor, Michigan  | July 1977 to November 1979 |
| 1. **University of Illinois, Urbana-Champaign**
 |
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| * Staff Associate for Continuing Education

Area Health Education System  | December 1975 to July 1977 |
| * Program Administrator

Office of Continuing Education and Public Service | July 1974 to February 1976 |

## ACADEMIC COMMITTEES

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| July 2004 to June 2008 | **Continuing Medical Education Advisory Committee**Vanderbilt University School of Medicine |
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| July 2008 to June 2011 | **Continuing Medical Education Committee**Vanderbilt University School of Medicine |
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| December 2000 to June 2007 | **Undergraduate Medical Education Committee**Vanderbilt University School of Medicine |
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| December 2000 to June 2011 | **Emphasis Program (Scholarly Concentration) Steering Committee**Vanderbilt University School of Medicine |
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| December 2000 to April 2008 | **Dean’s Executive Committee**Vanderbilt University School of Medicine |
| December 2000 to June 2009 | **Executive Faculty Committee (ex-officio)**Vanderbilt University School of Medicine |
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| July 2011 to Current | **Undergraduate Medical Education Committee (ex-officio)**Vanderbilt University School of Medicine |
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| July 2011 to Current | **Curriculum 2.0 Steering Committee**Vanderbilt University School of Medicine |
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| July 2011 to Current | **Standing Assessment Committee**Vanderbilt University School of Medicine |
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| July 2011 to March 2015 | **Learning Objectives Committee**Vanderbilt University School of Medicine |
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| July 2011 to June 2015 | **Curriculum Evaluation and Improvement Committee**Vanderbilt University School of Medicine |
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| July 2011 to Current | **Evaluation and Assessment Committee**Vanderbilt University School of Medicine |
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| July 2011 to Current | **Education Executive Committee**Vanderbilt University School of Medicine |
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| July 2014 to Current | **MOC Portfolio Program Committee**Vanderbilt University School of Medicine |
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| July 2011 to Current | **Learning Outcomes Committee** Vanderbilt University School of Medicine |
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| July 2011 to Current | **Immersion Phase Working Group**Vanderbilt University School of Medicine |
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| July 2011 to Current | **Fundamentals of Medical Knowledge Phase Committee**Vanderbilt University School of Medicine |
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| July 2011 to Current | **Foundations of Clinical Care Phase Committee**Vanderbilt University School of Medicine |
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| July 2011 to Current | **Continuing Professional Development Standing Committee**Vanderbilt University School of Medicine |
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| March 2014 to Current | **Nominating Committee****Academy for Excellence in Teaching**Vanderbilt University School of Medicine |

## PROFESSIONAL ASSOCIATIONS

Alliance for Continuing Medical Education/Alliance for Continuing Education in the Health Professions

American Education Research Association

American Evaluation Association

American Society of Law, Medicine, and Ethics

Association for Medical Education in Europe

Association for the Study of Medical Education

Group on Medical Education, Association of American Medical Colleges

Society for Academic Continuing Medical Education

## PROFESSIONAL ACTIVITIES

1. Co-chair, Advisory Committee, CME Congress 2016, San Diego, March 2016.
2. Board of Directors, Global Alliance for Medical Education, November 2015 to present.
3. Advisory Committee on Global Inter-professional Continuing Education, February 2014 to present.
4. Program Chair, Global Alliance for Medical Education Annual Meeting, Barcelona, June 9-11, 2013.
5. Senior Associate Editor, Journal of Continuing Education in the Health Professions, 2012 to present
6. Immediate Past President, Alliance for CME, 2003-2004
7. President, Alliance for CME, 2001-2003
8. President-elect, Alliance for CME, 2000-2001
9. Facilities Accreditation Committee for CME (ex-officio), Hawaii Medical Association
10. Board of Directors, Alliance for Continuing Medical Education (1997-2004)
11. Consulting Editor, Journal of Continuing Education in the Health Professions (2002-2012)
12. Associate Editor, Journal of Continuing Education in the Health Professions (1996-2002)
13. Education Committee (ex-officio), North Carolina Medical Society (1996-1998)
14. Chair, 21st Annual Conference, Alliance for CME, January 1996
15. Co-Chair, 20th Annual Conference, Alliance for CME, January 1995
16. Accreditation Council for CME, Surveyor, 1985 to 2010
17. Accreditation Council for CME, Accreditation Review Committee, 1993-1999.
18. Professional Education Committee, National Multiple Sclerosis Society (1992-1997)
19. Board of Directors, Health Sciences Consortium, Chapel Hill, NC (1984-87)
20. Region III Council, Association for Hospital Medical Education (1984-85)
21. Education Committee, Medical Society of Virginia (1981-1986)

Reviewer: Academic Medicine; Evidence-Based Medicine; Journal of General Internal Medicine; Journal of the American Medical Informatics Association.

**AWARDS**

1. Inducted into the International Adult and Continuing Education Hall of Fame, November 10, 2018.
2. Lillian B. Nanney Award of the Vanderbilt School of Medicine Academy for Excellence in Education for Outstanding Service to the Vanderbilt University School of Medicine/Vanderbilt University Medical Center Community of Educators, April 2018
3. Fellow, Society for Academic CME, May 2017
4. Frank Boehm Award for Excellence in Teaching, Contributions to Continuing Medical Education, Vanderbilt University School of Medicine, April 2017
5. Academy for Excellence in Teaching, Vanderbilt University School of Medicine, March 2013
6. Research in Continuing Medical Education Award, Society for Academic CME, April 2011
7. Distinguished Service Award, Alliance for CME, January 2010.
8. Razskowski Award for Distinguished Service, Accreditation Council for CME, June 2009

## COURSES TAUGHT OR DIRECTED

1. Becoming a CPD Clinical Educator, Vanderbilt University Medical Center, Fall 2018 and Spring 2019.
2. Learning Theory and Research for Teaching. Masters in Health Professions Education Program. Vanderbilt University School of Medicine, Fall 2011 and 2013.
3. Medical Education Grand Rounds, Office of Teaching and Learning in Medicine, Vanderbilt University School of Medicine. (Spring 2006 to Winter 2015)
4. Medical Education Journal Club, Office of Teaching and Learning in Medicine, Vanderbilt University School of Medicine. (Spring 2006 to September 2012)
5. Monthly Faculty Development Sessions, Master Clinical Teachers, Vanderbilt University School of Medicine (Fall 2003 to Spring 2005).
6. Emphasis Program: Medical Education Area: A four semester course including the intervening summer for first and second year medical students that will introduce them to theory, practice and research in medical education. (Fall 2004 to present)
7. EDAH 5101-7200 (Instructional Strategies in Adult and Higher Education) Graduate Course. Review of theory and practice for instructional design. Emphasized learning theory proposed by Gagne and instructional decision making based on educational objectives. (Winter 1996 for Oklahoma University at Ramstein Air Force Base, Germany)
8. Education 280 (Program Planning in Adult Education). Graduate course. Overview of program planning in adult education settings focusing on a systematic approach that includes needs assessment, instructional design and evaluation as well as adult learning and inter-organizational linkages. (Fall 1984; Hampton Roads Center, George Washington University).
9. Administration, Higher, and Continuing Education 483. Graduate course. Application of systems analysis to the operation of a continuing education office. (Fall 1976; University of Illinois at Urbana-Champaign).
10. Education Policy Studies 303 (Comparative Education) Graduate course. Review of educational policy and organization in modern China with emphasis on the role of education in economic, social, cultural, and political modernization. (Summer 1976; University of Illinois at Urbana-Champaign).
11. History 171-172: General survey course for undergraduates. Chinese and Japanese history from antiquity through modern times. (Fall 1972 - Spring 1973; University of Illinois at Urbana-Champaign).

## PUBLICATIONS

1. W.L. Scheving, J.M. Ebersole, **Moore DE Jr.**, et al., Implementation of a pilot electronic stroke outcome reporting system for emergency care providers, American Journal of Emergency Medicine, <https://doi.org/10.1016/j.ajem.2019.07.017>
2. Moore DE Jr., Fowler MJ. The Master Adaptive Learner: A Conceptual Model in William B. Cutrer, Martin V. Pusic, Larry D. Gruppen, et. al., editors, The Master Adaptive Learner. AMA MedEd Innovation Series. Philadelphia: Elsevier, 2020, pp 19-30.
3. Stevenson RD, **Moore DE** Jr. A culture of learning for the NHS. *Journal of European CME*. 2019;8:1, https://doi.org/10.1080/21614083.2019.1613862
4. El-Sourady M, **Moore DE Jr**., Karlekar M, Misra S, et. al. Effects of a primary care educational system for teaching learners at different levels of learning. *American Journal of Hospice and Palliative Care.* 2019, [36(8):675-681.
5. **Moore DE Jr**., Chappell K, Sherman L, Vinayaga-Pavan M. A conceptual framework for planning and assessing learning in continuing education activities designed for clinicians in one profession and/or clinical teams. *Medical Teacher* 2018; 40.9:904-913.
6. Chappell K, **Moore DE Jr.**, Kitto S, et. al., Conceptualization and operationalization of certification in the US and Canadian Nursing Literature. Journal of Nursing Administration 2018; 48.5:238-246.
7. **Moore DE Jr.** Assessment of learning and program evaluation in health professions education programs. In Barbara Daley and Ronald Cervero, editors, New Directions in Adult and Continuing Education; Volume 2018. Issue 157(Spring 2018): 51-64.
8. Dahlman KB, Weinger MB, Lomis KD, Nanney L, Osheroff N, **Moore, DE Jr**., Estrada L, Cutrer WB. *Integrating foundational sciences in a meaningful clinical context in the post-clerkship curriculum.* Medical Science Educator. (2018) https://doi.org/10.1007/s40670-017-0522-1.
9. Stevenson R, **Moore DE Jr**., Ascent to the Summit of the CME Pyramid. JAMA 2018; 319.6: 543-544.
10. Buckley R, Brink P, Kojima K, Taha W, **Moore DE Jr.,** Cunningham MJ, *International needs analysis in Orthopedic Trauma for practicing surgeons with a 3-year review of resulting actions*. Journal of European CME. 2017;6.1:1398555.
11. **Moore DE Jr.**, Continuing Professional Development, in Dent JA, Harden RM, Hunt D, editors. *A Practical Guide for Medical Teachers*, Fifth Edition, Edinburgh: Elsevier, 2017, pp 28-34.
12. **Moore DE Jr.**, Fleming G, Miller BM. Learning in the practice setting. In Rayburn WF, Turco M, Davis DA, editors, *Continuing Professional Development in Medicine and Healthcare: Better Education, Improved Outcomes, Best Health.* Philadelphia: Wolters Kluwer Health (Lippincott), 2017, pp. 83-100.
13. Cutrer WB, Miller BM, Pusic MV, Mejicano G, Mangrulkar RS, Gruppen LD, Hawkins RE, Skochelak SE, **Moore DE Jr**., Fostering the development of Master Adaptive Learners: A conceptual model to guide skill acquisition in medical education. Academic Medicine; 2017: 92.1:70-75.
14. Easdown LJ, **Moore DE Jr**., Maintaining professional excellence in contemporary anesthesia practice. International Anesthesiology Clinics. 2016; 54.3:170-187.
15. Van Hoof TJ, Kitto S, **Moore DE Jr**., et. al. Society for Academic CME Intervention Guideline Series: Guideline 1, Performance Measurement and Feedback. J Contin Educ Health Prof**.** 2015**;** 35(Supplement 2): S51-54.
16. Van Hoof TJ, Kitto S, **Moore DE Jr.**, et. al. Society for Academic CME Intervention Guideline Series: Guideline 2, Practice Facilitation. J Contin Educ Health Prof**.** 2015**;** 35(Supplement 2): S55-59.
17. Van Hoof TJ, Kitto S, **Moore DE Jr**., et. al. Society for Academic CME Intervention Guideline Series: Guideline 3, Educational Meetings. J Contin Educ Health Prof**.** 2015**;** 35(Supplement 2): S60-64.
18. Van Hoof TJ, Kitto S, **Moore DE Jr**., et. al. Society for Academic CME Intervention Guideline Series: Guideline 4, Interprofessional Education. J Contin Educ Health Prof**.** 2015**;** 35(Supplement 2): S65-69.
19. Dickerson PS, Chappell K, Decker S, **Moore DE Jr.**, Pilcher J, Scanlon N, Sherman L. Developing an interprofessional continuing education symposium for healthcare educators in Qatar. J Contin Educ Nurs. 2014; 45.12:545-551.
20. **Moore DE Jr.,** CME Congress 2012: Improving Today’s CME and Looking towards the Future of CEHP. J Contin Educ Health Prof**.** 2013**;** 33(1):4–10.
21. **Moore DE Jr**. Collaboration, best-practice CME, public health focus, and the Alliance for CME competencies: A formula for the new CME? J Contin Educ Health Prof**.** 2011;31:S1-S2.
22. Cervero RM and **Moore DE Jr**. The cease smoking today (CS2day) Initiative: A guide to pursue the 2010 IOM Report Vision for CPD. J Contin Educ Health Prof**.** 2011;31:S76-S82.
23. Miller BM, Eichbaum Q, Brady DW, **Moore DE Jr.** Aligning health sciences education with health needs in developing countries: A global challenge. Academic Medicine. 2011; 86.11:e10.
24. **Moore DE Jr.**, Mann KV, Bennett NL. The history of research in continuing medical education. In Wentz D, editor. The history of continuing education. University of Vermont Press, 2011, pp. 177-189.
25. **Moore DE Jr.** Workplace Learning in Davis DA, et. al. The Life Long Learning Initiative in Medicine and Nursing. Report of the Macy Foundation on Life Long Learning in the Health Professions, April 2010.
26. Miller BM, **Moore DE Jr**., Stead WW, Balser JR. Beyond Flexner: A new model for continuous learning in the health professions. Academic Medicine. 2010;85.2:266-272.
27. **Moore DE Jr.**, Green JS, Gallis HA. Achieving desired results and improved outcomes by integrating planning and assessment throughout a learning activity. J Contin Educ Health Prof**.** 2009; 29.1:5-18.
28. **Moore DE Jr**. How physicians learn and how to design learning experiences for them. In Hager M, Russell S, Fletcher SW, editors. Continuing Education in the Health Professions: Improving Healthcare Through Lifelong Learning, Proceedings of a Conference Sponsored by the Josiah Macy, Jr. Foundation; 2007 Nov 28-Dec 1; Bermuda. New York: Josiah Macy, Jr. Foundation, 2008, pages 30-62.
29. Gabbe SG, Webb LE, Harrell FE, **Moore DE Jr.**, Powell R, Spickard WA Jr. Burnout in Medical School Deans: An Uncommon Problem. Academic Medicine. 2008 May;83(5):476-482.
30. Gabbe SG, **Moore DE Jr**., Webb LE, Mandel LS, Melville JL, Spickard WA Jr. Can mentors prevent and reduce burnout in new chairs of departments of Obstetrics and Gynecology: Results from a prospective, randomized pilot study. Am J Obstet Gynecol. 2008 Jun;198(6):653.e1-653.e7.
31. **Moore DE Jr**., Cervero RM, Fox RD. A conceptual model of CME to address disparities in depression care. J Contin Educ Health Prof**.** 2007;27.1:S40-S54.
32. **Moore DE Jr.**, Niebler SE, Schlundt DG, Pichert JW. A conceptual model for using action inquiry techniques to address disparities in depression. J Contin Educ Health Prof**.** 2007;27.1:S55-S64.
33. Overstreet KM, **Moore DE Jr.,** Kristofco RE, Like RC. Addressing disparities in diagnosing and treating depression: A promising role for planned physician learning. J Contin Educ Health Prof**.** 2007;27.1: pp S5-S9.
34. **Moore DE Jr**., Kristofco RE, Overstreet KM, Like RC. Improving depression care for ethnic and racial minorities: An intervention concept that integrates CME planning with improvement strategies. J Contin Educ Health Prof**.** 2007;27.1: pp. S65-S74.
35. Margolis PA, Lannon CM, Stuart JM, Fried B, Keyes-Elstein, **Moore DE Jr**. Improving delivery systems for prevention in primary care practices: Results of a randomized trial. BMJ. doi:10.1136/bmj.38009.706319.47 (published 6 February 2004).
36. **Moore DE, Jr**., Pennington FC. Practice-based learning and improvement: Conclusions and questions. J Contin Educ Health Prof**.** 2003;23:pp.S73-S80.
37. **Moore DE Jr**. A framework for outcomes evaluation in the continuing professional development of physicians. In The continuing professional development of physicians. Davis DA, Fox RD, and Barnes BA, editors. Chicago; American Medical Association, 2003. pp. 249-274.
38. Davis DA, **Moore DE, Jr.**, Sinclair L, Tan KM, Tipping J, Vaisey AT Evaluating educational outcomes: An electronic workbook for CME providers. <http://www.acme-assn.org>. 2001
39. **Moore DE, Jr.** Combining discrepancy analysis and outcomes in needs assessment to produce more effective CME. J Contin Educ Health Prof**.** 1998;18.4: 133-141.
40. Pyatt RS, Caldwell SC, **Moore DE, Jr.** Improving outcomes through an innovative CME partnership. J Contin Educ Health Prof. 1997;17.4: 210-214.
41. **Moore DE, Jr.** The evolution of a new approach to continuing medical education. Current Practices (of the Department of Obstetrics and Gynecology UNC School of Medicine) 1997;17.1:2;6
42. **Moore DE, Jr.**, editor, Issues in continuing medical education and quality management. J Contin Educ Health Prof. 1995;15.3:132-191.
43. **Moore DE, Jr.,** Moving CME closer to the clinical encounter: The promise of quality management and CME. J Contin Educ Health Prof. 1995;15.3: 135-145, 191.
44. **Moore DE, Jr.**, Innovations and new practice in CEHP. J Contin Educ Health Prof. 1995;15.2: 126-127.
45. Lockyer J, Mazmanian P, **Moore DE, Jr.**, Harrison A, Knox AB. The adoption of innovation. In Fox RD, Davis DA, editors, The Physician Learner: Linking Research to Practice, Chicago: American Medical Association, 1994; pp 33-46.
46. **Moore DE, Jr.**, Knox AB, Bennett NL, Kristofco RE. Factors affecting physician decision making to participate in formal CME activities. In Fox RD, Davis DA, editors, The Physician Learner: Linking Research to Practice, Chicago: American Medical Association, 1994; pp 219-240.
47. **Moore DE, Jr.**, Green JS, Jay SJ, Leist JC, Maitland FM. Creating a new paradigm for CME: seizing opportunities with the health care revolution. J Contin Educ Health Prof. 1994;14.1:1-28.
48. **Moore DE, Jr.** Practice guidelines: Helping physicians cope with the information explosion, Tennessee Family Physician. 1992;4.1: 8.
49. **Moore DE, Jr.**, Cordes DL. Needs assessment. In Felch WR and Rosoff A, Editors, Continuing Medical Education: A Primer, NY: Praeger, 1992.
50. Williamson JW, **Moore DE, Jr.**, Sanazaro PJ. Moving from ‘small qa’ to ‘Large QA’: An outcomes framework for improving quality management. Eval Health Prof. 1991;14.2: 138-160.
51. **Moore DE, Jr.**, “Designing Instructional Strategies,” in Adelson R, et. al., editors, Continuing Health Professions Education for the Health Professional: Educational and Administrative Issues, Rockville, MD: Aspen, 1985, pp. 45-70.
52. Adelson R, Manolakas D, **Moore DE, Jr.** “Assessing Educational Needs,” in Richard Adelson, et. al., editors, Continuing Education for the Health Professional: Educational and Administrative Methods, Rockville, MD: Aspen, 1985, pp. 15-28.
53. Levine HG, Cordes DL, **Moore DE, Jr.**, and Pennington FC. Identifying and assessing needs to relate continuing education to patient care. In Green JS, et. al., editors, Continuing Education for the Health Professions, San Francisco: Jossey-Bass, 1984, pp. 152-173.
54. Levine HG, **Moore DE, Jr.**, and Pennington FC. Evaluating continuing education activities and outcomes. In Green JS, et. al., editors. Continuing Education for the Health Professions, San Francisco: Jossey-Bass, 1984 pp. 197-217.
55. **Moore DE, Jr.** Evolving approaches to continuing medical education: efforts to enhance the impact. In Green JS, et. al., editors. Continuing Education for the Health Professions, San Francisco: Jossey-Bass, 1984, pp 87-114.
56. **Moore DE, Jr.** Exploring needs assessment in CME. Mobius. 4.4: pp. 93-96 (October 1984).
57. **Moore DE, Jr.** Assessing the needs of adults for continuing education: a model. In Pennington FC, editor, New Directions for Continuing Education: Assessing the Educational Needs of Adults. 1980;4: 91-98.
58. Kozoll CE, **Moore DE, Jr.** Professional growth vs. fiscal constraint. Community College Frontiers 1979;7.4:18-22.
59. Mazmanian PE, **Moore DE, Jr.**, Mansfield RM, and Neal MP. Perspectives on mandatory continuing medical education. Southern Medical Journal. 1979;72.4:378-380.
60. Pennington FC, **Moore DE, Jr.** Before we go further with mandatory continuing education, we must consider these issues. Michigan Medicine 1977;76:306-309.
61. **Moore DE Jr.**, editor. Mandatory continuing education: prospects and dilemmas for professionals. Proceedings from the conference “Mandatory Continuing Education: Prospects and Dilemmas for Professionals,” held February 26-27, 1976, in Chicago. Champaign, IL: Office of Continuing Education and Public Service, University of Illinois, August 1976.
62. Pennington FC, **Moore DE Jr.** Issues related to mandatory continuing education for professionals. NUEA Spectator. 1976;40:5-8.

# PRESENTATIONS

**2019**

1. **The Master Adaptive Learner in clinical practice: Is there a role for CME/CPD?** Presentation at the 12th European Forum, London UK, November 6, 2019.
2. **Capacity development in immuno-oncology.** Presentation with Jann Balmer and Gretchen Keefer at the 12th European Forum, London UK, November 6, 2019.
3. **Essentials of CPD: Instructional Design and the Learning Sciences.** Presentation at the American College of Radiology Council on Publication and Lifelong Strategic Retreat, Nashville TN, September 25, 2019.

**2018**

1. **Ascent to the summit of the pyramid: A hands-on guide to implementing the outcomes framework.** Presentation at the 11th European Forum, London UK, November 7, 2018.
2. **Not Your Mother’s CPD: The Real World of CME As We Know It.**  Symposium with Lawrence Sherman, Helena Felipe, and Zalim Balkizov, Association for Medical Education in Europe Annual Meeting, Basel, Switzerland, August 27, 2018.
3. **Using a Conceptual Framework for Planning Effective Learning Activities in Continuing Professional Development**. Workshop with Kathy Chappell and Lawrence Sherman, Association for Medical Education in Europe Annual Meeting, Basel, Switzerland, August 26, 2018.
4. **22nd Annual Ralph C. Monroe, MD Memorial Lectureship: Planning learning activities and assessing learners in CPD.** Presentation**,** Massachusetts Medical Society, May 16, 2018
5. **Outcomes – Based CME/CPD.** Workshop, Massachusetts Medical Society, May 16, 2018
6. **A Conceptual Framework for Planning and Assessing Learning Activities for Physicians.** Presentation, Omnia-Prova Education Collaborative, Fort Washington, PA, April 4, 2018.
7. **It’s not your father’s (or mother’s) CME any more – Is there a role for CPD in practice transformation.** Presentation, Center for Clinical Quality and Implementation Research, Vanderbilt University Medical Center, March 23, 2018.
8. **Integrating formative assessment and learning progressions in learning activities for inter-professional clinical teams.** Workshop with Kathy Chappell and Lawrence Sherman, Ottawa – ICME 2018 Conference, Abu Dhabi, March 13, 2018.
9. **Strategies for Teaching in the Clinical Setting.** Presentation**,** Shade Tree Elective, Vanderbilt University School of Medicine, February 15, 2018
10. **Using a Conceptual Framework to Plan and Assess Learning Activities in CPD,** Workshop,Asia-Pacific Medical Education Conference, Singapore, January 10, 2018.

**2017**

1. “**What we should do: 14 evidence-based tips for approaching the challenges of performance-oriented CME.” Moore DE Jr., European Forum on CME Annual Meeting, Dublin, Ireland, November 8, 2017.**
2. **“Supervising Medical Student QI Activities at Vanderbilt: A New Option for MOC Credit.” Moore DE Jr.,** Bradham TS, Watkins S, Theobald CN, Green J, Ridinger H, Ehrenfeld J. AAMC Annual Meeting, Boston, Massachusetts, Saturday, November 4, 2017.
3. **“Supervising Medical Student QI Activities at Vanderbilt: A New Option for MOC Credit.” Moore DE Jr.,** Bradham TS, Watkins S, Theobald CN, Green J, Ridinger H, Ehrenfeld J.ABMSConference 2017, Chicago Illinois, September 26, 2017.
4. **“Bridging CME/CPD to National & International Health Education”,** panel presentation with Dave Davis, Todd Dorman and Mary Turco at Society for Academic CME 40th Annual Meeting, Scottsdale AZ, May 18, 2017.
5. **“Scholarly Practitioners in CME/CPD”,** presentation to Society for Academic CME 40th Annual Meeting, Scottsdale AZ, May 17, 2017.
6. **“How learning works, Part 3: Motivation to learn and the millennial learner**”, presentation to Vanderbilt Pathology Education and Research Group, April 14, 2017
7. **“Teaching in the clinical setting.”** Presentation. Shade Tree Elective. Vanderbilt University, Nashville, March 8, 2017.
8. **“Addressing Cardio-vascular Mortality in Indonesia: Capacity Development and Continuing Education”,** presentation to the Reducing the Burden of Cardiovascular Disease Burden in Indonesia Planning Group, Jakarta Indonesia, February 22, 2017.
9. **“A conceptual framework for planning and assessing continuing education for physicians.”** Presentation. Annual meeting of the Alliance for Continuing Education for Health Professionals. San Francisco CA, January 27, 2017.
10. **“Education as a translational science.”** Presentation. Office for Health Sciences Education and the Academy for Excellence in Teaching Grand Rounds. January 23, 2017.

**2016**

1. **“Sharing our Learning Community’s Work”**, presentation at the Consortium for Education and Research annual meeting in Chronic Pain, October 21, 2016. Chicago, IL.
2. **“Capacity development and Immuno-oncology”.**  Presentation. Immuno-oncology Alliance External Review Panel, Copenhagen, Denmark, October 11, 2016.
3. **“Strengthening CPD capacity in LMICs”**. Presentation. Merck-Pfizer Global Education Advisory Board. 2016 AMEE Meeting, Barcelona, August 25, 2016.
4. “**New perspectives on continuing medical education”.** Panel discussion with Cortes S, Rojas A, Pales J. 5th International Congress of Medical Education, Cancun, Quintana Roo, Mexico, June 16, 2016.
5. **“The future of continuing professional development: prospects and dilemmas.”** 5th International Congress of Medical Education, Cancun, Quintana Roo, Mexico, June 16, 2016.
6. **“Addressing Faculty Roles in AAFP CME/CPD Activities”,** American Academy of Family Physicians, Overland Park, Kansas, May 18, 2016.
7. “**How Learning Works 2: An Exploration of Perceptual Learning and Potential Implications for Education in Pathology”.** Vanderbilt Pathology Education Research Group, May13, 2016.
8. “**Preparation for Future Learning and CPD”,** SACME Virtual Journal Club, April 27, 2016.
9. **“Adaptive Leadership and Meeting the Needs and Expectations of AAFP Members”**, American Academy of Family Physicians, Overland Park, Kansas, April 20, 2016.
10. “**Use of a Standardized Exercise to Assess Medical Student Ability to Ask and Answer Clinical Questions in a Post-Clerkship Clinical Experience**.” with Cutrer WB, Estrada L, Walker P, Walden R, Hansen B, Miller, BM, Lomis, KD. Presented at the AAMC SGEA Regional Meeting, April, 2016.
11. “**The “Master Adaptive Learner’: Applying the Conceptual Model in Continuing Professional Development”.** CPD World Congress, March 17, 2016.
12. “**Strengthening the Capacity for Learning and Change in Continuing Education for Global Health: A Call for Action”** with Doyle-Scharff M. CPD World Congress, March 17, 2016.
13. “**Planning Educational Activities for Interprofessional Clinical Teams**”with Chappell K, Sherman L. Global Alliance for Medical Education North American Meeting, San Diego California, March 16, 2016.

**2015**

1. “**Using a Combined Model for Planning Educational Activities for Interprofessional Clinical Teams**” with Chappell K., Pavan M, Sherman L. The European CME Forum, Manchester UK, November 12, 2015.
2. “**How Learning Works 1: A Brief Review and Discussion of Current Learning Theory and Pathology Education”.** Vanderbilt Pathology Education Research Group, October 16, 2015.
3. **“QIE across UME, GME and CME Opportunities for Collaboration”*,*** Moderator***,*** Panel Discussion withWaechter DM (LCME), Patow C (ACGME), Regnier K (ACCME), The Alliance for CEhp Quality Symposium, Chicago IL, September 29, 2015.
4. “**The Dynamic Learning System: Enabling Individualization of student experiences while ensuring standardized core outcomes through a systems approach”.**  Poster 7FF13 with Lomis K, Russell R, Miller B. , Association for Medical Education in Europe Annual Meeting, Glasgow UK, September 8, 2015.
5. “**Faculty Interprofessional Education: Creating Alignment across the Learning and Clinical Environments”*,*** Symposium 7C with Balmer JT, Chappell K, Sherman L., Association for Medical Education in Europe Annual Meeting, Glasgow UK, September 8, 2015.
6. **“Short Communications: Continuing Professional Development”,** Discussant, Association for Medical Education in Europe Annual Meeting, Glasgow UK, September 7, 2015.
7. **“The Emerging Concept of the “Master Adaptive Learner” in Interprofessional Continuing Education (IPCE),”**Workshop with Chappell K, Balmer JT, Cutrer WB. Global Alliance for Medical Education, Glasgow UK, September 6, 2015.
8. **“The Learning Sciences: Where They Came from and What It Means for Instructional Design,”** Group Discussion Facilitator, Learning Sciences Special Interest Group, Global Alliance for Medical Education Annual Meeting, Glasgow UK, September 6, 2015.
9. **“Achieving Higher Level Outcomes Using the Emerging Concept of the ‘Master Adaptive Learner’”*,*** Pre-Conference Workshop 13 with Balmer JT, Kostic M, Cutrer WB. Association for Medical Education in Europe Annual Meeting, Glasgow UK, September 5, 2015.
10. **“Master Adaptive Workplace Learner”,** presentation with Cutrer WB, Health Sciences Education Grand Rounds, Vanderbilt University School of Medicine, August 8, 2015.
11. **“Interprofessional Continuing Education: Considerations for Funding,”** Annual Meeting Q1 Productions, June 26, 2015.
12. “**Fostering the development of Master Adaptive Learners using a coached process overlaid onto 4th year medical student clinical rotations**.” With Cutrer WB, Estrada L, Miller, BM, Nanney L, Osheroff N. Oral presentation at AAMC Southern Group on Educational Affairs Annual Meeting, April 2015.
13. **“The Effectiveness of CME: A Synthesis of Systematic Reviews by Cervero and Gaines”**, Society for Academic CME Virtual Journal Club, March 6, 2015.
14. **“Using the Outcomes Framework to Plan Educational Activities for Impact: A Role Play working with a Course Director”** with Chappell K, Pavan M, Sherman L. Alliance for Continuing Education in the health Professions Annual Meeting, Grapevine TX, January 16, 2015.
15. **“An International, Interprofessional, Transcultural Symposium for Healthcare Educators**”, with Chappell K, Dickerson P, Elraoush T, Sherman L. Alliance for Continuing Education in the Health Professions Annual Meeting, Grapevine TX, January 16, 2015.
16. **“Research Track Cluster #1: Competence Assessment; Knowledge Transfer at Point-of Care; Effect of CME on Self-reported Changes”**, Moderator, Alliance for Continuing Education in the health Professions Annual Meeting, Grapevine TX, January 15, 2015.

**2014**

1. **“In conversation with Experts in CME”**, Robin Stevenson, Editor, Journal of CME, interviews Don Moore at the 7th Annual Meeting of the European CME Forum, London, November 14, 2014.
2. **“The Measure of Outcomes: A Role Play between a Course Director and a CME Planner”**, presentation at the 7th Annual Meeting of the European CME Forum, London, November 14, 2014.
3. **“Interprofessional Education and the Clinical Learning Environment”**, presentation with Heather Davidson and Thomas Van Hoof, at Society for Academic CME meeting, Chicago, November 5, 2014.
4. **“Can Current Competency-based CPD Meet Evolving Healthcare System Needs?”**, workshop with Eric Holmboe and Tanya Horsley, Society for Academic CME meeting, Chicago, November 4, 2014.
5. "**Adaptive Expertise: Potential for Improving the Impact of CME on Healthcare”,** Global Alliance for Medical Educationwebinar, October 22, 2014.
6. **“Science of Learning and Change in CPD”** symposium presentation, Annual Meeting, Association for Medical Education in Europe, Milan, Italy, September 2, 2014,
7. “**Micro and Macro Systems Impact on the Science of Learning and Change”,** workshop with Maureen Doyle-Scharff, Jann Balmer, and Jonas Nordquist, Annual Meeting, Association for Medical Education in Europe, Milan, Italy, August 31, 2014,
8. **“Adaptive Expertise: New Perspective in Transfer and Practice with Feedback”**, keynote presentation, Annual Continuing Education Conference, American Nursing Credentialing Council, Orlando FL, July 16, 2014.
9. **“Leveraging Evidence into CPD and Improved Outcomes,”** with Melchor Sanchez Mediola, Frances Thorndike, Alvero Margolis, and Fernan Gonzalez Bernaldo de Quiros, at the 19th Annual Global Alliance for Medical Education, Coral Gables FL, May 20, 2014.
10. **“Linking Research and CME: How to Foster Improved Healthcare,”** moderator, panel discussion, with Melchor Sanchez Mediola, Frances Thorndike, and Fernan Gonzalez Bernaldo de Quiros, at the 19th Annual Global Alliance for Medical Education, Coral Gables FL, May 19, 2014.
11. **“Learning theory and assessment: Suggestions for healthcare educators,”** plenary presentation with Elaine Sigaletat the 1st Academic Health System (AHS) Continuing Education Symposium for Healthcare Educators in Qatar (CHEQ), Doha, Qatar, March 26, 2014.
12. **“Integrating instructional design and assessment strategies into planning competency‐based educational activities (CBE),”** workshop at the 1st Academic Health System (AHS) Continuing Education Symposium for Healthcare Educators in Qatar (CHEQ), Doha, Qatar, March 25, 2014.
13. **“Integrating instructional design and assessment strategies into planning competency‐based educational activities (CBE),”** workshop at the 1st Academic Health System (AHS) Continuing Education Symposium for Healthcare Educators in Qatar (CHEQ), Doha, Qatar, March 24, 2014.
14. **“Teaching on the Run: Engaging learners from different disciplines and levels of training,”** presentation with Maie El-Sourady, Jill Nelson, Sumathi Misra, Mohana Karlekar, at the American Association for Hospice and Palliative Care Annual Assembly, San Diego CA, March 13, 2014.
15. **“Exemplar Interview: Meet Evaluation Author Don Moore,”** interview by Barbara Huffman at the 39th Annual Conference of the Alliance for Continuing Education in the Health Professions, Orlando FL, January 18, 2014.
16. **“Research Abstracts Session 1”,** moderator, 39th Annual Conference of the Alliance for Continuing Education in the Health Professions, Orlando FL, January 16, 2014.

**2013**

1. **“Life-long (Self-directed) Learning and Maintenance of Certification: An Institutional Perspective,”** panel presentation in the AAMC-SACME Joint Session Promoting the new (and changing) culture of learning. AAMC Annual Meeting, Philadelphia, November 4, 2013.
2. **“Teaching on the Run, part 2,”** interactive presentation, Department of Neurology Grand Rounds, September 18, 2013.
3. **“Complex Learning and CPD: Linking Instructional Design to Outcomes,”** workshop with Jann Balmer and Maureen Doyle-Scharff at the Association for Medical Education in Europe Annual Meeting, Prague, Czech Republic, August 28, 2013.
4. **“Continuing Professional Development: Linking Education and Performance Improvement,”** workshop with Jann Balmer and Maureen Doyle-Scharff at the Association for Medical Education in Europe Annual Meeting, Prague, Czech Republic, August 24, 2013.
5. **“Teaching on the Run, part 1,”** interactive presentation, Department of Neurology Grand Rounds, August 8, 2013.
6. **“Performance in Practice: Meeting ABPN MOC Part IV Requirements”,** presentation and workshop at the Contemporary Clinical Neurology Conference, Hilton Head, SC, July 17, 2013.
7. **“The Next Level: The Necessary Interaction of Outcomes, Instructional Design, and Assessment,”** presentations and workshop with Jereon vonMerrienboerat the 18th Annual Meeting of the Global Alliance for Medical Education, Barcelona, Spain, June 10-11, 2013.
8. **“Teaching Palliative Care When There is no Time to Teach,”** Grand Rounds presentation to Section on Palliative Care, Division of General Internal Medicine, May 24, 2013.
9. **“Mandated Education and Our Opportunity: LA/ER Opioid REMS: Is it time for evidence-based policy,”** an interactive panel discussion with Robert Kristofco and Curtis Olson, at the Alliance for Continuing Education in the health Professions Annual Meeting, San Francisco, February 1, 2013.

**2012**

1. **“Palliative Care in Your Practice,”** Grand Rounds interactive presentation with Jill Nelson, Sumathi Misra, and Mohana Karlekar, Division of General Internal Medicine, November 7, 2012.
2. **“Education Retreat for Medicine Residency Program Core Faculty,”** presentation and workshopwith John McPherson, Department of Medicine, September 18, 2012.
3. **“Using Milestones and Scaffolding in your Palliative Care Teaching”,** Grand Rounds presentation to Section on Palliative Care, Division of General Internal Medicine, September 13, 2012.
4. **“Writing learning objectives for Curriculum 2.0 Year One”,** faculty development workshop for Curriculum 2.0, August 3, 2012.
5. **“Writing learning objectives for Curriculum 2.0 Year One”,** faculty development workshop for Curriculum 2.0, July 6, 2012.
6. **“Improving Today’s CME and Looking toward the Future of CEHP”**, Closing Plenary at CME Congress, Toronto, June 2012.
7. **“A Novel Program to Improve Patient Safety Culture and Alignment of Institutional Quality Goals”**,Poster presentation with Michael Cull, AAMC Conference on Quality Improvement, Rosemont, Illinois, June 10, 2012.
8. **“How Learning Works: A snapshot for the OB-GYN Education Retreat,”** presentation at the Department of OB-GYN education retreat, April 14, 2012.
9. **“Palliative Care in Congestive Heart Failure, part 3”,** with Mohana Karlakar, Sumi Misra, Maie el-Sourady**,** and Jill Nelson,Division of Cardiovascular Medicine, March 5, 2012.
10. **“Palliative Care in Congestive Heart Failure, part 2”,** with Mohana Karlakar, Sumi Misra, Maie el-Sourady and Jill Nelson,Division of Cardiovascular Medicine, February 20, 2012.
11. **“Palliative Care in Congestive Heart Failure, part 1”,** with Mohana Karlakar, Sumi Misra, Maie el-Sourady and Jill Nelson,Division of Cardiovascular Medicine, February 13, 2012.

**2011**

1. **“Learning Objectives and the Foundations of Medical Knowledge”, with Aidan Hoyal,** faculty development session for Curriculum 2.0, November 18, 2011.
2. **“Learning Theory: An Overview”**, presented at the National Board for Medical Examiners Center for Innovation Advisory Committee Annual Meeting, Philadelphia, November 28, 2011.
3. **“Program Evaluation Strategies”**, workshop at the 3rd National CPD Accreditation Conference of the Royal College of Physicians and Surgeons of Canada and The College of Family Physicians of Canada, Ottawa, Canada, September 27, 2011.
4. **“Aligning Planning and Assessment to Achieve Desired Results”**, plenary presentation to the 3rd National CPD Accreditation Conference of the Royal College of Physicians and Surgeons of Canada and The College of Family Physicians of Canada, Ottawa, Canada, September 27, 2011.
5. **“Strengthening the Foundation of Learning: Integrating Outcomes Assessment”**, plenary presentation at the Accreditation Council for Pharmacy Education 14th Conference on CPE, Boston, Massachusetts, September 25, 2011.
6. **“The Value Proposition for CME: The Importance of an Outcomes-based Approach,”** Presentation at the Global Alliance for CME Annual Meeting, Munich Germany, June 6, 2011.
7. “**Enhancing the Value of CME: An Outcomes-based Approach**,” Presentation at The CME Retreat, Meharry Medical College, Nashville TN, March 31, 2011.
8. **“Educating Physicians: Graduate Medical Education,”** Presentation as part of the plenary “Examining the “Continuum” of Medical Education: Is the tail wagging the dog?” with Bridget O’Brien and Jack Kues, San Francisco CA, Alliance for CME Annual Meeting, January 29, 2011.
9. **“Acquiring the Skill to Use Challenge Cycles in CME Activities,”** Workshop with Harry Gallis, San Francisco CA, Alliance for CME Annual Meeting, January 28, 2011.
10. **“Insights into Interprofessional Education: Barriers to and Strategies for Working Together,”** Plenary presentations with Greg Thomas, Jeanne Floyd, and Dimitra Travlos, San Francisco CA, Alliance for CME Annual Meeting, January 27, 2011.
11. **“Fundamentals of Organizational Development and Performance: An Informal Discussion of Key Concepts**,” with Marijke Kehrhahn and Barbara Huffman, San Francisco CA, Alliance for CME Annual Meeting, January 27, 2011.
12. **“Practitioner-based collaborative action inquiry”**, Panel Presentation in response to Opening Plenary Presentation, “Building a High Performance Workplace in Healthcare”, by Marijke Kehrhahn, PhD, San Francisco CA, Alliance for CME Annual Meeting, January 27, 2011.

**2010**

1. **“Achieving Desired Results and Improved Outcomes by Integrating Planning and Assessment”,** Alliance for CME Virtual Journal Club Series**,** November 9, 2010.
2. **“Getting research into practice: What the learning sciences can offer implementation science”,** panel presentation at the Association of American Medical Colleges Annual Meeting, Washington DC, November 8, 2010.
3. **“The “new” Carnegie/Flexner Report: Implications for CME”,** panel presentation at the Society for Academic CME Fall Meeting, Washington DC, November 6, 2010.
4. **“Planning CME Activities to Achieve Desired Outcomes; Designing the CME Activity”,** webinar presentedwith Harry A. Gallis, MD, for the Alliance for CME, October 14, 2010.
5. **“An Integrated Systems Model for Improving Learning Outcomes”,** presentation with Harry A. Gallis, MD, at the American College of Cardiology Medical Education Forum, October 12, 2020.
6. **“Planning CME Activities to Achieve Desired Outcomes; The Assessment Plan”,** webinar presentedwith Harry A. Gallis, MD, for the Alliance for CME, September 30, 2010.
7. “**Strategic Planning for the Educational Program of a Non-Profit Organization**”, planning session conducted with Robert E. Kristofco for Lighthouse International on September 24, 2010.
8. **“Planning CME Activities to Achieve Desired Outcomes: Collaborative Framework for Planning and Assessing CME”,** webinar presentedwith Harry A. Gallis, MD, for the Alliance for CME, September 20, 2010.
9. “**An Integrated Systems Model for Improving Learning Outcomes**”, workshop presented with George Mejicano, MD, at the National Institute for Quality Improvement and Education Annual Conference, Mastering Continuous Performance Improvement, September 13, 2010.
10. “**Evidence-based learning and assessment: articles that will change your educational practice**”, workshop presented with Sally Santen, MD, and Robin Hemphill, MD, at the Annual Meeting of the Association for Medical Education in Europe**,** Glasgow, UK, September 6, 2010.
11. “**Workplace Learning**”, panel presentation with David A. Davis and Melinda Steele, CE in Nursing and medicine: What does the future look like? Recommendations from a Macy Conference on Lifelong Learning sponsored by the AACN and the AAMC. Alliance for CME Annual Meeting, New Orleans LA, January 29, 2010.

**2009**

1. **“A Major Paradigm Shift: CME, Quality of Care, and Maintenance of Certification (MOC),”** presentation at St. Jude’s Hospital, Memphis TN, October 15, 2009
2. **“Integrating learning activities and the model for improvement,”** presentation at the annual meeting of the National Institute for Quality Improvement and Education, Chicago IL, September 10, 2009.
3. **“The Future of CME,”** presentation at the annual meeting of the Illinois Alliance for CME, Oak Brook IL, June 5, 2009.
4. “**How can I be the best educator given my limited time?**” workshop with Bonnie M. Miller, at the Thomas A. Hazinski Faculty Development Conference, Vanderbilt University, Nashville TN, February 20, 2009.
5. “**Planning and assessing CME to achieve desired outcomes**”, workshop with Harry A. Gallis and Joseph S. Green, Alliance for CME annual meeting, San Francisco California, January 28-31, 2009.

**2008**

1. “**Themes and direction for CME research: Summary and concluding remarks**”, presentation at the invitational CME Consensus Conference, September 24-26, 2008, Mayo Clinic, Rochester, MN
2. “**Planning and assessing CME to achieve desired outcomes**”, workshop, sanofi-aventis, Bridgewater NJ, May 18, 2008.
3. “**Planning and assessing CME to achieve desired outcomes**”, workshop, Kansas University, March 25, 2008.

**2007**

1. “**How physicians learn and how to design learning experiences for them**.” presentation at the Macy Foundation Conference, Continuing Education in the Health Professions: Improving Healthcare Through Lifelong Learning, Nov 28-Dec 1 2007; Bermuda.
2. “**Planning and assessing CME to achieve desired outcomes**”, workshop, Wyeth Pharmaceuticals, October 5, 2007.
3. **“Working the planning table: Managing the complexities of planning collaborative CME”**, workshop with Ronald Cervero and Barbara Barnes at the 32nd Annual Meeting of the Alliance for CME, Phoenix, Arizona, January 19, 2007.
4. **“Decreasing disparities in depression: Combining CME and action research”** presentation with Robert E. Kristofco and Karen Overstreet at the 32nd Annual Meeting of the Alliance for CME, Phoenix, Arizona, January 18, 2007.
5. **“Planning CME to improve physician performance and patient health: The case of disparities in depression care”**, workshop presented as a satellite symposium with Robert E. Kristofco and Karen Overstreet before the 32nd Annual Meeting of the Alliance for CME, Phoenix, Arizona, January 16, 2007.

**2006**

1. **“Combining CME with Other Approaches in an Intervention to Address Disparities in the Diagnosis and Treatment of Depression”**, presentation at the Rural Womens’ Health Conference, San Antonio, Texas, November 17, 2006.
2. **“Developing a novel CME intervention to address disparities in the diagnosis and treatment of depression**”, poster presentation at the 30th Annual Meeting of the Society for Academic CME, Key West FL, April 8, 2006.
3. **“Can mentors prevent and reduce burnout in new chairs of departments of OB-GYN: Results from a prospective, randomized pilot study.”** Presentation by Steven G. Gabbe; research conducted by Lynn E. Webb, Lynn Mandel, Donald E. Moore, Jr., Jennifer Mannville, W. Anderson Spickard, Jr., at the Annual Meeting of the Association of Professors of Gynecology and –Obstetrics, Orlando FL, March 3, 2006.
4. **“Maintaining Sexual Boundaries: A CME Course for Physicians in Trouble”**, presentation with W. Anderson Spickard, Jr. and William Swiggart at the 31st Annual Meeting of the Alliance for CME, San Francisco, California, January 23, 2006

**2005 - 1977**

1. **“Planning and Evaluating CME”**, presentation at the 30th Annual Meeting of the Alliance for CME, San Francisco, California, January 27, 2005.
2. **“Are Malcolm Knowles and ‘Adult Learning Principles’ Still Relevant for CME?”,** presentation at the 30th Annual Meeting of the Alliance for CME, San Francisco, California, January 27, 2005.
3. “**Professionalism in Medical Education: Curricular Change or Culture Change?**” with Bonnie Miller (Organizer) and Gerald S. Gotterer, GEA/GSA Mini-Workshop at AAMC Annual Meeting, Boston Massachusetts, November 10, 2004
4. “**Planning and Evaluating Continuing Medical Education**”, presentation at North Carolina AHEC Educators Annual Meeting, Asheville NC, August 18, 2004.
5. **“Bridging the gap in CME: Translating theory into practice”**, presentation with Angela Stone at 29th Annual Meeting of the Alliance for CME, Atlanta, Georgia, January 24, 2004.
6. **“Planning CME for Results”**, case-based workshop with Linda Familiglio and Carol Havens at the Physician’s Intensive session, 29th Annual Meeting, Alliance for CME, January 24, 2004.
7. **“Using outcomes to plan CME”,** presentation at the Physician Intensive Session, 28th Annual Meeting, Alliance for CME, Dallas, Texas, February 1, 2003.
8. **“CQI in the CME Office”,** panel presentation and discussion with Lance Hale, 28th Annual Meeting, Alliance for CME, Dallas, Texas, February 1, 2003.
9. **“Using outcomes to plan CME”,** Case presentation and discussion with K.M.Tan, Carol Havens, and Angela Stone, 28th Annual Meeting, Alliance for CME, Dallas, Texas, January 30, 2003.
10. **“Implementing Evidence-Based Medicine: Providing a step ladder to overcome the barriers: does it help?”** Presentation and discussion with Angela Stone, 28th Annual Conference, Alliance for CME, Dallas, Texas, January 30, 2003
11. **“The work of CME: Roles and responsibilities of CME Coordinators.”** Presentation and discussion, 28th Annual Conference, Alliance for CME, Dallas, Texas, January 30, 2003.
12. **“Practice-based learning and improvement”,** Presented at the Thought Leaders in CME Conference, Atlanta, Georgia, October 28, 2002.
13. **“Practice-based CME”.** Presented at the Leadership in CME Conference, Duke University, September 24, 2002.

# “Professional Development for Physicians in CME”, Physician Intensive Session, 27th Annual Meeting, Alliance for CME, Orlando, February 2, 2002.

1. **“CME Outcomes: Efforts in the Field, Mini-Plenary Session”** with K. M. Tan, Linda Casebeer, Carol Havens, and George Mejicano, 27th Annual Meeting, Alliance for CME, Orlando, February 1, 2002.
2. **“WWW: Examples Of What’s Happening and The Impact On CME Providers, Participants, Supporters, and Faculty”**, panel presentation and discussion with Jann Balmer, Henry Slotnick, and Harry Gallis, 26th Annual Meeting, Alliance for CME, San Francisco, January 24-27, 2001.
3. **“CME Congress 2000: The Future for the Profession, The Provider Venues, and the CME Professional”**, panel presentation and discussion with Joseph Green, Barbara Barnes, Robert Fox, James Leist, Jocelyn Lockyer, and John Parboosingh, 26th Annual Meeting, Alliance for CME, San Francisco, January 24-27, 2001.
4. **“Using Outcomes to Plan More Effective CME for Physicians”** presented at the Tenth Annual Tennessee Conference on Continuing Medical Education, Nashville, December 7, 2000.
5. **“Using Outcomes-based CME as Part of a Strategy to Improve Physician Performance”** presented at the Annual CME Meeting of the California Medical Association, Costa Mesa, May 5, 2000.
6. **“Workplace CME: Linking Action Problems with Knowledge Resources”** panel presentation and discussion with Joseph Green, David Davis, Marcia Jackson, Barbara Barnes, John Parboosingh, and James Leist at the Congress 2000: A CME Summit on the Practices, Opportunities, and Priorities for the New Millenium, Los Angeles, April 15, 2000.
7. “**Deciding the Success of Educational Interventions”,** with Robert Fox, Paul Mazmanian, and Penny Jennett at the Congress 2000: A CME Summit on the Practices, Opportunities, and Priorities for the New Millenium, Los Angeles, April 15, 2000.
8. **“The New Paradigm in the New Millenium: Are We Seizing the Opportunity to Change CME?”** with Robert E. Kristofco at the Congress 2000: A CME Summit on the Practices, Opportunities, and Priorities for the New Millenium, Los Angeles, April 12, 2000.
9. **“Using Outcomes to Plan More Effective CME”,** with Linda Casebeer, David Davis, Martha Moores, Lynne Sinclair, KM Tan, Anne Taylor-Vaisey, panel presentation and discussion at the Alliance for CME Annual Conference, New Orleans, January 21, 2000.
10. **“Best Practice CME”,** Presented at Duke University Office of CME Staff Conference, November 14, 1999.
11. **“Measuring the Effectiveness of CME”,** with Murray Kopelow, presented at the ACCME workshop, Chicago, Monday, August 30, 1999
12. **“Needs Assessment and Evaluation”,** with Marcella Hollinger, workshop offered at the Alliance for CME Fall Institute, CME: The Basics, Saturday, August 28, 1999.
13. **“Measuring the Effectiveness of CME”,** with Murray Kopelow, presented at the ACCME workshop, Chicago, Saturday, April 17, 1999
14. **“Using Performance Improvement Strategies to Plan More Effective CME”,** with Mark Cheren at the Alliance for CME Annual Meeting, Saturday, January 30, 1999.
15. **“Combining Needs Assessment and Evaluation in Planning CME Activities”,** with Linda Casebeer, at the Alliance for CME Annual Meeting, Atlanta, Saturday, January 30, 1999.
16. **“Changing Physician Behavior and Improving Health Outcomes Using Practice-Based CME Formats”,** with Peter Margolis and Carole Lannon at the Alliance for CME Annual Meeting, Atlanta, Saturday, January 30, 1999.
17. **“The Clinical Practice as a Learning Laboratory”,** panel discussion with Harry Gallis, Brent James, and Larry Staker at the Alliance for CME Annual Meeting, Atlanta, Thursday, January 28, 1999.
18. **“Best Practice in CME: Two Venues”,** presentation at the 1998 Annual Meeting of the Society of Medical College Directors of CME, Ottawa, April 25, 1998
19. **“Practice-based CME Using Office Systems”,** presentation at the 1998 Annual Meeting of the Society of Medical College Directors of CME, Ottawa, April 25, 1998
20. **“How Does Assessment Drive Learning in Medical Education”,** plenary panel presentation with Emil Petrusa, Gayle Gliva-McConvey, Robert Galbraith, Ruth-Marie Fincher, and Sheila Chauvin, at 1998 Annual Meeting of the Southern Group on Educational Affairs, March 13, 1998.
21. **“Continuing Education of the Future: Leadership and Successful Strategies”,** panel discussion with Robert Pyatt, Joseph Green, James Leist, and Robert Kristofco at the Alliance for CME Annual Meeting, Saturday, January 31, 1998.
22. **“Needs Assessment Basics”,** workshop at the Alliance for CME Annual Meeting, Friday, January 30, 1998.
23. **“Practice-based Needs Assessment: Integrating CME and Practice-based Quality Improvement”,** workshop at the Alliance for CME Annual Meeting, January 29, 1998.
24. **“Medical Schools, CME, and the Future”,** panel discussion with Barbara Barnes and Robert Kristofco at the Alliance for CME Annual Meeting, Thursday, January 29, 1998.
25. **“Needs Assessment”,** presentation to the Directors of Medical Education meeting of the Massachusetts Medical Society, December 3, 1997, Waltham Massachusetts.
26. **“An Exploratory Study of Needs Assessment Methods in Regional Education Settings”,** with Carol Tresolini, poster at the 108th Annual AAMC Meeting, Washington DC, November 3, 1997.
27. **“Positioning Academic CME in the New Healthcare Environment,”** presented at and moderated the plenary session of the Fall Meeting, Society for Academic CME, “CME in Medical Schools: The Perspective of the Dean”, Washington DC, November 1, 1997.
28. **“New Educational Design Modalities”** with Joseph S. Green, presented at the Alliance Institute, Developing New Skills in CME, Baltimore Maryland, October 11, 1997.
29. **“Continuing Medical Education: Do We Know How Well We Are Doing?”,** presented at Department of Medicine Grand Rounds, University of North Carolina Hospitals, October 2, 1997, Chapel Hill NC.
30. **“Improving Outcomes by Integrating Continuing Medical Education and Continuous Quality Improvement into Medical Practice”** presented at the Foundation for Medical Excellence Annual Meeting, “Managed Care at the Millenium: An Era of New Accountabilities”, September 19, 1997, Portland, Oregon.
31. **“Prospects and Dilemmas in Managed Care for CME in Academic Medical Centers”** presented at the Spring Meeting of the Society of Medical College Directors of CME, San Diego, April 4, 1997.
32. **“The Research and Evaluation Institute: From Concepts and Questions to Projects and Papers”,** presented at the Alliance for CME Annual Meeting, New Orleans, January 31, 1997. (with Philip G. Bashook, David A. Davis, Robert D. Fox, Jocelyn M. Lockyer)
33. **“Needs Assessment in the New Health Care Environment”**, presented at the Alliance for CME Annual Meeting, New Orleans, January 31, 1997.
34. **“An Introduction to the Field of CME”,** presented at the Newcomers’ Session, Alliance for CME Annual Meeting, New Orleans, January 29, 1997.
35. **“Translating Research Into Practice Innovations in CME: Office Systems Interventions in Preventive Care for Children”**, presented the Fall Meeting of the Society of Medical College Directors of CME, San Francisco, November 9, 1996.
36. **“Innovations in CME: Office Systems Interventions in Preventive care for Children”,** presented at the monthly meeting of the North Carolina Chapter of the American Adult and Continuing Education Association, Chapel Hill, November 1, 1996.
37. **“Using Survey Questionnaires to Assess Physicians’ CME Needs”,** presented the Alliance for CME Needs Assessment Institute, Chicago, Illinois, June 8, 1996.
38. **“Needs Assessment and Outcomes”,** presented the Alliance for CME Needs Assessment Institute, Chicago, Illinois, June 7, 1996.
39. **“Evaluating Quality CME”,** presented at the Conference on Continuing Medical Education of the European Academy for Medical Training, Berlin, Germany, May 18, 1996.
40. **“Needs Assessment for CME Providers in the Nineties”,** presented at the Annual Spring Meeting of the Carolinas Medical Center, Charlotte, North Carolina, May 15, 1996.
41. **“Needs Assessment for the Nineties”**, presented at the annual meeting of the Society of Medical College Directors of CME, St. Louis Missouri, April 8, 1995.
42. “**The New Triad: Managed Care, Quality Improvement, and CME”**, panel member at the 20th Annual Conference of the Alliance for CME, Phoenix, January 13, 1995 (with William Goodall, Joseph S. Green, and J. Brian O’Toole)
43. **“Self-evaluating Self-correcting Physicians”,** presented and moderated morning session at the 20th Annual Conference of the Alliance for CME, Phoenix, January 13, 1995.
44. **“Application of the New Learning Paradigm: Linkages to the Traditional Educational Process”,** panel member at the 20th Annual Conference of the Alliance for CME, Phoenix, January 11, 1995 (with Joseph S. Green, Stephen J. Jay, and James C. Leist)
45. **“Needs Assessment: Applying Techniques to Practice”,** presented at the Alliance for CME Summer Institute, Chicago, September 25, 1994.
46. **“Needs Assessment: Overview”,** presented at the Alliance for CME Summer Institute, Chicago, September 23, 1994.
47. **“Needs Assessment: Applying Techniques to Practice”,** presented at the Alliance for CME Summer Institute, Chicago, August 21, 1994.
48. **“Needs Assessment: Overview”,** presented at the Alliance for CME Summer Institute, Chicago, August 19, 1994.
49. **“Approaches to Evaluating the Impact of CME”,** presented at the 19th Annual Conference of the Alliance for CME, San Diego, February 4, 1994.
50. **“National Health Care Reform and its Impact on CME”** panel member at the 19th Annual Conference of the Alliance for CME, San Diego, February 4, 1994. (with Steven M. Passin, Edward O’Neal, PhD, Robert E. Kristofco, and K. M. Tan, MD)
51. **“Evolving Role of the Health Sciences Library in Continuing Education: The Need for Linkage in the New Health Care Economy”**, workshop participant at the 19th Annual Conference of the Alliance for CME, San Diego, February 4, 1994. (with Robert E. Kristofco)
52. **“Changing the CME Paradigm”** presented and moderated morning session at the 19th Annual Conference of the Alliance for CME, San Diego, February 4, 1994.
53. **“The Challenge of Providing CME in Smaller Hospitals”,** organized and moderated workshop at the 19th Annual Conference of the Alliance for CME, San Diego, February 2, 1994. (with Eileen Hanna and Joel E. Vickers, DrPH)
54. **“Preparing for the On-site Accreditation Survey”,** presented at the 2nd Annual Conference of the Tennessee Alliance for CME, December 10, 1993.
55. **“Writing Educational Objectives”,** presented at the 2nd Annual Conference of the Tennessee Alliance for CME, Nashville, December 9, 1993.
56. **“CME: Past, Present, and Future”,** presented at the Tri-Campus Retreat, University of Alabama School of Medicine, Birmingham, November 18, 1993.
57. **“Hospital Grand Rounds: Examples from Practice”,** presented at the Alliance for Continuing Medical Education Annual Meeting, Orlando, Florida, January 22, 1993. (with Linda Casebeer, Ph.D. and Joseph S. Green, Ph.D.)
58. **“Enhancing Learner Options”,** presented at the Alliance for Continuing Medical Education Annual Meeting, Orlando, Florida, January 22, 1993. (with Nancy L. Bennett, Ph.D. and Henry Slotnick, Ph.D., Ph.D.)
59. **“Adult Learning and CQI”,** presented at the Alliance for Continuing Medical Education Annual Meeting, Orlando, Florida, January 21, 1993. (with Carol J. Scott, M.D., M.Ed.)
60. **“Medical Schools and Hospitals: Cooperative or Competitive Relationships”,** presented at the Alliance for Continuing Medical Education Annual Meeting, Orlando, Florida, January 20, 1993. (with Robert O. Bollinger, Ph.D., Stephen J. Jay, M.D., and Jack Mason, Ph.D.)
61. **“CME Past, Present, and Future,”** presented at the Alliance for Continuing Medical Education Annual Meeting, Orlando, Florida, January 19, 1993.
62. **“Improving CME Program Quality through Needs Assessment Techniques”,** presented at the Second Annual Tennessee Conference on CME, Nashville, Tennessee, December 11, 1992.
63. **“Physician Decision-making to Participate in Formal CME Programs”**, presented at the Third World Congress of CME, Birmingham, Alabama, April 10, 1992.
64. **Needs Assessment,”** presented at the Alliance for Continuing Medical Education Annual Meeting, New Orleans, Louisiana, January 30, 1992.
65. **“Research in CME: How Do You Interpret What You Read?”** panel discussion at the Annual Meeting, Association of American Medical Colleges, Washington, DC, November 9, 1991.
66. **“Total Quality Management”** presented at the Veterans Affairs Medical Center, Amarillo, Texas, June 7, 1991.
67. **“Total Quality Management”,** presented at the Regional Patient Health Education Conference in Salt Lake City Utah, March 21, 1991.
68. **“Total Quality Management”,** presented at the Annual Management Retreat of the Sam Rayburn Memorial Veterans Affairs Medical Center in Durrant, Oklahoma, September 12-13, 1990.
69. **“Total Quality Management”,** presented to the Annual Meeting of VA Region 7 Chiefs of Information Resources in Dallas, Texas, August 28, 1990.
70. **“How Good is My Needs Assessment,”** presented at the Alliance for Continuing Medical Education Annual Meeting, Clearwater Beach, Florida, January 26, 1990.
71. **“Making Needs Assessment Work for You,”** presented at the Alliance for Continuing Medical Education Annual Meeting, Clearwater Beach, Florida, January 26, 1990.
72. **“Needs Assessment for Beginners,”** presented at the Alliance for Continuing Medical Education Annual Meeting, Clearwater Beach, Florida, January 25, 1990.
73. **“Hospital-based Needs Assessment”** panel member in workshop “Needs Assessment,” at the Alliance for Continuing Medical Education Annual Meeting, San Francisco, CA, January 27, 1989.
74. **“Information Processing, Decision-Making, and Learning Style,”** panel member in GME/SMCDCME discussion session, “Problem-Solving and Learning Styles,” AAMC Annual Meeting, Washington, DC, October 27, 1985.
75. **“Practical Tips on Budgeting Individual CME Activities,”** presented at the Society for Medical College Directors of CME Annual Spring Meeting, San Francisco, CA, April 27-28, 1984.
76. **“Needs Assessment,”** presented at the Research in Continuing Medical Education Meeting, San Francisco, CA, April 25-26, 1984.
77. **“Needs Assessment and Design at the Programmatic Level,”** presented at the conference “Patient Education and Substance Abuse” at Salt Lake City, UT, March 14-15, 1984.
78. **“Effective Discussion Techniques,”** presented at the Alliance for Continuing Medical Education Annual Meeting, San Francisco, CA, January 28, 1983.
79. **“Needs Assessment and Evaluation for Hospital-based Continuing Education,”** a two-day workshop, presented at Leigh Memorial Hospital, Norfolk, VA, December 6-7, 1982 (with Donald L. Cordes, Ph.D.).
80. **“A Developmental Model for Administration of CME in Medical Schools,”** presented at the Society of Medical College Directors of CME Annual Meeting, Hanover, NH, May 17, 1982.
81. **“A Decision-Making Approach to Needs Assessment,”** presented at Alliance for Continuing Medical Education Annual Meeting, New Orleans, LA, January 29, 1982 (with Paul E. Mazmanian, Ph.D.).
82. **“Organizing Medical Education for the Adult Learner,”** presented at the Association of American Colleges Annual Meeting, Washington, DC, November 3, 1981.
83. **“Facilitating Life Long Learning: The Role of the Adult Education Agency,”** presented at the National Conference of Adult and Continuing Education, St. Louis, MO, November 4, 1980.
84. **“A Comprehensive Approach to Evaluation in Continuing Education for Health Professionals: Measuring Impact Through Needs Assessment and Evaluation,”** presented to Coordinators of Education, Department of Medicine and Surgery, VA Central Office, Washington, DC, September 17, 1980.
85. **“Needs Assessment for Hospital-Based Continuing Education,”** presented at the Annual ACOS/E Meeting, Office of Academic Affairs, VA Central Office, Silver Spring, MD, September 19, 1979.
86. **“Adult Learning and Systematic Program Development,”** presented to Chiefs of Professional Services, Department of Medicine and Surgery, VA Central Office, Washington, DC, April 17, 1979.
87. **“Organization and Administration of CME in Academic Medical Centers,”** presented at the Adult Education Research Conference, Ann Arbor, MI, April 16, 1979.
88. **“Strategies for Implementing a Patient Education Program in Inpatient and Ambulatory Care Settings,”** presented at the National Conference on Arthritis Patient Education, The Towsley Center for CME, University of Michigan, Ann Arbor, MI, March 16-17, 1979.
89. **“Organization and Implementation of a Hospital-wide Patient Education Program,”** presented at the North Central Regional Medical Education Center, Minneapolis, MN, December 3-5, 1978.
90. **“Mandatory Continuing Education: Its Impact on University Extension Programs, Services, and Staff,”** presented at the Region IV Conference, National University Extension Association, Madison, WI, October 18, 1978.
91. **“The Impact of Mandatory Continuing Education on Continuing Education Program Planning,”** presented at the Fall Meeting of National University Extension Association, Madison, WI, October 1, 1978.
92. **“Adult Learning and Program Development Strategies,”** presented at the First Annual National RMEC Educational Symposium, Salt Lake City, UT, August 29-31, September 1, 1978.
93. **“Mandatory Continuing Education: Suggestions for Adult Educators,”** presented at the Annual Meeting, Michigan Adult Education Association, Kellogg Center, Michigan State University, East Lansing, MI, February 2, 1978.
94. **“Data for the Manila Files: An Approach to Research for Adult Education Practitioners,”** presented at the Annual Meeting, Michigan Adult Education Association, Kellogg Center, Michigan State University, East Lansing, MI, February 1, 1978.
95. **“Making Evaluation Work for You: Program Effectiveness and Performance,”** presented at the winter meeting, Michigan Society for Health Manpower Education and Training, Ann Arbor, MI, December 9, 1977.
96. **“Mandatory Continuing Education: The Role of the Continuing Education Specialist,”** presented at the National Conference of Adult and Continuing Education, Detroit, MI, October 30, 1977.
97. **Towards Continuing Competency in the Laboratory, Educational Planning Considerations for Staff Development,”** presented at the Midwest Health Congress, Kansas City, MO, March 23, 1977.

## MILITARY SERVICE

February 1966 - January 1970 U.S. Navy, Linguist (Chinese Mandarin)

## COMMUNITY ACTIVITIES

1. Utah Youth Soccer Association (Coach), 1989-1991

2. Lynnhaven Boys Baseball (Coach), 1983-1987

3. Southside Soccer League (Coach), 1985- 1988

4. Virginia Beach Select Soccer Association (Coach and Board Member), 1984-1987

5. Great Neck Athletic Association (Coach-baseball, basketball, soccer; and Board Member), 1982-1986

### 6. Cape Story by the Sea Civic Association, 1981-1988

**STATEMENT OF TEACHING PHILOSOPHY**

My approach to planning educational activities and teaching is based primarily on social constructivist learning theory. General constructivist learning theory argues that people produce knowledge and form meaning based upon their personal experiences, whether those personal experiences be in the classroom, workplace, or life in general.

Two of the key concepts within constructivist learning theory which lead to the construction of an individual's new knowledge are accommodation and assimilation. **Assimilation** causes an individual to incorporate new experiences into his or her old experiences. This allows an individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering his or her perceptions. **Accommodation**, on the other hand, is reframing the world and new experiences into the mental capacity already present. An individual perceives a particular pattern with in which the world operates. When observations do not operate within that pattern, a learner accommodates by reframing expectations with his or her observations.

In learning informed by social constructivist theory, the role of a teacher is very different and even more important. Instead of giving a lecture in the standard didactic format to disseminate information, a teacher functions as a facilitator whose role is to help a student develop his or her own understanding. The focus is less on the teacher and what he or she wants to transmit to the learner than on the learner and his or her learning. Instead of telling, a teacher must begin asking. Instead of answering questions that only align with his or her knowledge, a teacher as facilitator helps the learner come to a conclusion on his or her own. A teacher is in continual conversation with his or her learners, creating learning experiences that are open to new directions depending upon the needs of the learner as the learning progresses. A teacher who follows constructive learning theory challenges each learner by making him or her think critically about what is to be learned and not allowing him or her to merely be a receptacle for information.

At Vanderbilt, our current approach to planning a CME learning activity follows an approach that combines an outcomes framework and the instructional design principles described by Dave Merrill (presentation, example, practice, feedback). I meet with each course director early in the planning process to explain the approach and assist them to modify their proposed approach.

**Outcomes Framework**

An outcomes framework is an approach to facilitate “backwards planning”, or starting with the end in mind. I indicate to a course director that he or she should start planning his or her learning activity by thinking about the desired health status of his or her patients. Then I ask the course director to think about what the target audience would have to be able to do in practice to achieve the desired health status for patients. In many cases a specific guidelines exists. In other cases a guideline might not exist, so I encourage a discussion about recent research or local best practice which might be described in a clinical pathway. The next step is to deconstruct the guideline, research, and/or pathway into competencies, knowledge, skills and attitudes. Backwards planning starts with the desired results and ends with the specification of the knowledge, skills, and attitudes that are the foundation of what a clinician will have to do in his or her practice to help the patient achieve the desired health status.

**Instructional Design Strategy**

The instructional design strategy starts with the specified knowledge, skills, and attitudes and works through the development of competencies and performance that are necessary to help patients achieve the desired health status.

One component of the instructional design strategy is **presentation.**  Presentation methods are used to provide information about “what to do”, “how to do it” and “when to do it” to help the patient achieve his or her desired results. During a presentation session, techniques might include a single lecturer, a series of lecturers or short lectures from members of a panel. Opportunities for questions should be provides for clarification and presentation of alternative perspectives.

Another component is **example or demonstration**. This is where an application of the “what to do”, “how to do it” and “when to do it” that was presented is described or demonstrated in a worked example to help learners see how the “what to do”, “how to do it” and “when to do it” might work in practice. It is important to start with a simple example or demonstration, a simple task in a simple setting and gradually increase the complexity of the task and the setting. These should be case presentations that help learners access already stored knowledge relevant experiences and integrate new knowledge into existing cognitive structures or begin to create new ones.

**Practice** is another component of the instructional design strategy that is promoted at Vanderbilt. One of the major criticisms of traditional lecture-based continuing education is that learners are not provided with opportunities to practice new knowledge in a setting that resembles where they might use it. Because new knowledge is integrated into existing cognitive structures after listening to a lecture and hearing about an example, a learner should be able to describe what to do, how to do it, and when to do it, but he or she might lack the experience and therefore the confidence to actually do it. This is why it is important for a learner to have an opportunity to practice the developing skill under the watchful eye of an “expert’ faculty“. If time permits, it is useful to use an exercise in which a skill is performed repeatedly in the context of a case discussion until it is successfully performed. More realistically, the skill may be performed once or twice with expert supervision and feedback.

**Feedback** is the last component. Practice and feedback are closely connected. Sustainable learning is more likely to occur when practice is accompanied by feedback. Feedback provides information that highlights the difference between what learners are doing and what they are expected to do. Learners should be provided with performance criteria during the initial description of a skill; these criteria should be highlighted during the demonstration and coached during practice, contributing to developing competence in the skill, that is, learners can “show how to do it”.. In practice settings, the focus should be on what the learner did well, what the learner can improve, and what the learner forgot to do, all in a collegial conversation. Positive feedback contributes significantly to learner motivation and should be used when appropriate. The combination of practice and feedback will produce a cognitive imprint of the skill components that are being learned that should facilitate transfer into the practice setting.[2](#_ENREF_2),[3](#_ENREF_3)

I let course directors know that while the four components of the instructional design strategy are often presented in the order of presentation, example, practice, feedback, they do not always have to be presented in that order. Sometimes it may be useful to start with a worked example; other times it may be useful to start with a practice exercise and rearrange the other components as appropriate. For example, rearranging the order into an almost discovery learning format, a course director might start with asking learners to perform the skill that he or she plans to teach. This is equivalent to starting with “practice”. Moving on to “feedback” provides an opportunity to highlight the difference between what learners are doing and what they are expected to do in terms of what the learner did well, what the learner can improve, and what the learner forgot to do. This information can be used to guide the “presentation” and “example/demonstration” activities.

This is similar to the Star Legacy Cycle or the Challenge Cycle approach. [4](#_ENREF_4),[5](#_ENREF_5) The components of the Challenge Cycle include:

1. **The Challenge:**These are statements that pose a complex problem to the learners. A challenge should be interesting enough to engage learners in a process of inquiry that requires and enables them to apply the desired concepts.
2. **Generate Ideas through self-reflection:**An opportunity for learners to explore what they currently know about the challenge and begin thinking about how to address it.
3. **Generate Ideas in Small Group Work:**Groups of learners share and discuss the ideas that they developed during silent reflection and prepare to share with other groups.
4. **Generate Ideas by Sharing in the Large Group:** A spokesperson from each group shares his or her group’s ideas and the large group discusses all the ideas. All ideas are recorded on a white board.
5. **Perspectives:** Faculty assess what is written on the white board and identify :
	1. What was correct.
	2. What was partially correct and what needs to be added.
	3. What was not correct.
	4. What was left out.
6. **Discuss and Revise in Small Groups**: The small groups reconvene to discuss how the perspective of the faculty and the ideas of the other groups add to or reinforce the group’s ideas and what to present to the larger group as an emerging action plan.
7. **Go Public:** Each group shares its emerging action plan and the groups as a whole reaches consensus on an action plan.
8. **Faculty comment:** Faculty assess the consensus action plan and identify :
	1. What was correct.
	2. What was partially correct and what needs to be added.
	3. What was not correct.
	4. What was left out.
9. **Transfer:** Learners return to their work settings and make decisions about how to use or not use the consensus action plan and faculty comments.

In all my planning learning activities and teaching in them, I continue to be inspired by the book ***How People Learn.***[***6***](#_ENREF_6)

**References**

**1.** Merrill MD. *First Principles of Instruction* San Francisco: Wiley; 2013.

**2.** Hewson MG, Little ML. Giving feedback in medical education: verification of recommended techniques. *J Gen.Intern.Med.* 02 1998;13(2):111-116.

**3.** Hattie J, Timperly H. The power of feedback. *Review of Educational Research.* 2007;77(1):81-112.

**4.** Harris TR, Bransford JD, Brophy SP. Roles for learning sciences and learning technologies in biomedical engineering education: A review of recent advances. *Annu Rev Biomed Eng.* 2002;4:29-48.

**5.** Giorgio TD, Brophy SP. Challenge-based learning in biomedical engineering: A legacy cycle for biotechnology. Paper presented at: Proceedings of the 2001 American Society for Engineering Education Annual Conference; 2001.

**6.** Bransford JD, Brown AL, Cocking RR. *How people learn: Brain, mind, experience, and school*. Washington DC: National Academy Press; 2000.