

CME APPLICATION & PLANNING WORKSHEET

INSTRUCTIONS

This Application/Planning Worksheet is to be submitted a <u>minimum of 3 months prior</u> to the activity to ensure compliance with ACCME and ISMA requirements. This application is an essential step that will guide you through the planning process. Each section references a letter/number (i.e., C5) which refers to the relevant ACCME Criterion. For more information on the ACCME criteria, refer to the <u>ACCME Essential Areas and their Elements</u>.

If you require additional space for any section of this application, please attach a separate sheet, denoting the corresponding section. The application should be typed and legible, not handwritten.

TO SUBMIT

Email to Cheryl Stearley, ISMA CME Coordinator at cstearley@ismanet.org

LIIIa	ii to cheryi steai	ley, Isivia civic coordinator at <u>esteaney@isinanet.c</u>	<u>ng</u>		
REQ	UIRED SUPPORT	TING DOCUMENTS:			
	nitial Planning C	ommittee Meeting minutes			
	Needs Assessmei	nt supportive documentation			
	Preliminary Prog	ram Agenda			
	Activity Budget (i	ncluding projected revenue/expenses)			
_					
C	ontact and Activ	rity Information			
D	ate Submitted:	Primary Contact Name	Email	Phone #	
	lick here to nter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	
Н	ospital / Society	/ Organization:			
C	lick here to enter	r text.			
P	roposed Activity	Title:			
	lick here to enter				
			len i i e ni		
		of Instruction: (Agenda required for approval of	Estimated number of participants:		
ac	ctivities with multip	ole presentations): <u>Click here to enter text.</u> Hours	☐ 25 or less ☐ 26 – 50 ☐ 53	1 – 150 🔲 150+	
P	roposed Activity	Date(s):	Start/End Time (if live event):	Location (if live event):	
	lick here to enter		Click here to enter text.	Click here to enter text.	
		AMA Activity Type - The educational format chose		ing, objectives, and	C5
a	esirea results of	the activity (Select by placing an X in the appropriate box	()		
	Live Activity	y - Course, Symposium, Workshop, Conference, Live	e Webcast		
-		. , , , , , , , , , , , , , , , , , , ,			
	Enduring A	ctivity - An enduring material is a certified CME acti	wity that andures over a specified tim	ne. These include print and	io video
		t materials, such as monographs, podcasts, CD-RON			
	and interne	r materials, such as monographs, podeasts, eb non	vis, DVDs, archived Webiliars, as well	as other web basea activit	ics
	Porforman	ce Improvement Activity - PI CME is a certified CME	activity in which an accredited CME	provider structures a long	torm throo
		ss by which a physician or group of physicians learn			
		rformance measures, implement interventions to ir			
		nen reassess their practice using the same performa		e illeasures over a userurili	tervaror
	tille, alla ti	ter reassess their practice using the same performe	mee measures.		
		Team - Individuals with responsibility for the planning			
		e activity. Specify their role. These individuals are r	equired to complete a Disclosure of	Financial Relationships	C7
С	OI Form. (Insert	rows as needed)			
				<u> </u>	
N	ame (Activity Ch	nair): Click here to enter text.	Name: Click here to enter text		
Α	ffiliation: Click h	ere to enter text.	Affiliation: Click here to enter	text.	
Т	itle: <i>Click here to</i>	enter text.	Title: Click here to enter text.		
E	mail: <i>Click here t</i>	to enter text.	Email: Click here to enter text.		
Р	hone: <i>Click here</i>	to enter text. Fax: Click here to enter t	ext. Phone: Click here to enter text	t. Fax: Click here to	enter text.
R	ole (planner, pre	esenter): Click here to enter text.	Role (planner, presenter): Clic	k here to enter text.	

Name: Click here to enter text. Name: Click here to enter text. Affiliation: Click here to enter text. Affiliation: Click here to enter text. Title: Click here to enter text. Title: Click here to enter text. Email: Click here to enter text. Email: Click here to enter text. Phone: Click here to enter text. Fax: Click here to enter text. Phone: Click here to enter text. Fax: Click here to enter text. Role (planner, presenter): Click here to enter text. Role (planner, presenter): Click here to enter text. Step 3 - Target Audience - Activities are generated around content that matches the learners' current or potential scope of practice. (Select all that apply – at least one from each category) Audience: Location: Specialty: ☐ Primary Care Physicians □ Local/Regional Anesthesiology Pediatrics ■ Specialty Physicians National ☐ Emergency Medicine Psychiatry Pharmacists International ☐ Family Medicine □ Radiology Physician Assistants ☐ Internal Medicine Rheumatology ■ Neurology ☐ Surgical Specialties: Trauma, General, Orthopedic, Thoracic Nurse Practitioners □ Rehabilitation Therapists Oncology ☐ Other: Social Worker ☐ Pain Specialty Residents and Fellows ■ Medical Students ☐ Other: (specify) *Click here to enter text.* **Planning Process** The CME planning process is based on a foundation of needs assessment which serves to identify professional practice gaps of the intended audience, articulate the needs, and outline the objectives and expectations necessary to design learning activities that will change competence, performance, and/or patient outcomes. This process can be visually depicted as follows: Question in Current Expected Best Type of Gaps Needs Objectives Practice Practice Practice Gap Results Step 4 - What problem will be addressed with this activity? Describe the professional, practice or system-based problem(s) for your C2 learners that will be addressed through this educational intervention; i.e., the professional practice gap of your physicians on which the activity is based What is the problem? Why does this problem exist? Click here to enter text. Click here to enter text. Step 5 – What is the physicians' education need that will help solve the problem? State the educational need that you determined to be the cause of the professional practice gap. Consider: What should learners be doing? What should learners not be doing? What should learners C2 understand? Competence is the ability to apply knowledge, skills, and judgment in practice; knowing how to do something. Performance is competence put into practice; the degree to which participants do what the activity intended them to do. State physicians' knowledge need Click here to enter text. and/or, state physicians' competence need Click here to enter text. and/or, physicians' need for improved performance Click here to enter text.

Step 6 - Identify Sources - how was the problem discovered? (Select all that apply by placing an X in the appropriate box). Attach support data, a new regulation or best practice guideline, etc.	ing documenta	tion, e.g. education request form, meeting minutes, QA	C2	
 New methods of diagnosis or treatment □ Availability of new medication(s) or indications □ Development of new technology □ Peer-reviewed literature □ Data from outside sources (e.g., public health statistics, epidemiology da □ Survey of target audience □ Quality assurance/audit data □ Professional society guidelines □ Consensus of experts (provide summary) 	re Foc Pre ata Oth	elevant data from previous evaluations (attach evaluation summelevant data highlighted) cus groups/interviews (provide summary of results) e-program survey of target audience(attach summary of descripher physician requests (provide explanation or summary) her (specify): Click here to enter text.	,	
Step 7 – How will the educational intervention be designed to char outcomes? What are the objectives? Objectives are the take-home m able to do after completing the CME activity. They must be specific, measura outcome.	nessages followi	ring the activity and describe what the learner should be	СЗ	
Learning Objectives – Finish the statement: At the completion of this activity participants should be able to:	у	How will you know if your learner's competence, or perforn patient outcomes were impacted by these objectives?	nance, or	
1. Click here to enter text.		□ Subjective data - participants will self-report changes □ Objective data - chart pulls, QI data		
2. Click here to enter text.		☐ Subjective data - participants will self-report changes☐ Objective data - chart pulls, QI data		
3. Click here to enter text.		☐ Subjective data - participants will self-report changes☐ Objective data - chart pulls, QI data		
4. Click here to enter text.		☐ Subjective data - participants will self-report changes☐ Objective data - chart pulls, QI data		
5. Click here to enter text.		☐ Subjective data - participants will self-report changes ☐ Objective data - chart pulls, QI data		
Step 8 - Format - What educational approaches will produce change Choose educational formats that are appropriate for the setting, objudult learning principles (Select all that apply by placing an X in the	jectives and de	lesired results of the activity, and based on good	C5	
□ Lecture □ Small Gro □ Q&A Session(s) □ Problem-S □ Panel Discussion □ Laborator □ Case Presentation □ Simulation □ Case Discussion □ Demonstr □ Audience Response System □ Brainstorr □ Other (Demonstread)		atory Activity ation nstration		
State a justification for your format choice: Click here to enter text.				

this activity. (select min 1, max 6)	1011		40454406	
ACGME Competencies	IOM Competenci	es 	ABMS MOC	
☐ Patient centered care	☐ Provide patien	it centered care	☐ Professionalism	
☐ Medical knowledge	·			
☐ Practice-based learning & improvement	☐ Work in interd	lisciplinary teams	☐ Patient Care and Procedural Skill	S
☐ Evidence Based Medicine Activity				
Quality or Practice Improvement	☐ Employ evider	nce-based practice	☐ Medical Knowledge	
☐ System-based practice				
☐ Healthcare Systems & Resources	Apply quality i	mprovement	☐ Practice-based learning and imp	ovement
☐ Patient Safety & Advocacy	☐ Utilize informa	ntics	☐ Interpersonal & Communication	ckille
☐ Professionalism	- Othize informe	itics	Interpersonal & communication	SKIIIS
Professional Behavior Sthing Principals			☐ System-based Practice	
☐ Ethical Principals ☐ Cultural Sensitivity			_ 5,555 23552 1155352	
☐ Interpersonal & communication skills				
☐ Communication with Patient				
a communication with ration.				
				C7
Step 10 - Disclosure and Resolving Conflicts	of Interest			C,
I will ensure that all speakers, moderators and least <u>30 days</u> prior to the CME event date. I will ensure if there is a potential Conflict of In				ps . 6 at
CME Office to resolve any potential conflicts Resolution of Conflict of Interest (RCOI) Polic I will ensure that all relevant financial relations I will ensure that disclosure of all in-kind or cor CME office.	of interest identified. A Reso y will be followed. hips from planners or speake nmercial support is disclosed	olution of Conflict of Interers will be disclosed to all I to the audience and doc	learners <u>prior</u> to the start of the CME event umentation of such disclosure will be provid	MA and the
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	and Financial Support cial Support in the form of an unrestricted educational grant is allowed for Cl ed without the influence or support of any commercial entity. All financial su		C7, C8, C9, C10		
Are there expenses related to	o this activity?				
Will a registration fee be cha	rged?				
Will this activity receive "in-k	ind" support from a foundation or other charitable organization?	☐ Yes ☐ No			
Will this activity receive com	mercial support from a pharmaceutical or medical device manufacturer?	☐ Yes ☐ No			
	ad and agree to abide by the <u>ACCME Standards for Commercial Support</u> : <u>Attach</u> a properly executed commercial support agreement for each supporter (LOA)	☐ Yes ☐ No			
	inancial support will be disclosed to the audience prior to the start of the activity.	☐ Yes ☐ No			
	oitors to set up displays onsite?				
Please indicate <u>other</u> sources Internal department f	of funding being applied toward this activity (Check all that apply)				
☐ Professional society fe					
State or Federal Gran	t/Contract				
Other grants or funding sour	ces: Click here to enter text.				
Will presenters be paid an ho	onorarium?	vel reimbursement.)			
STFP 13 - Evaluation Met	hods and Outcomes Report – CME accredited interventions must measure what th	e activity has heen designed to			
	tools that will be used to measure impact in this activity:	e detivity has been designed to	C11		
, to	Post-activity questionnaire asking learners what strategy they will apply at the end of the activity				
Knowledge and Competence Do learners have a strategy to apply what was learned?	☐ Audience response system (ARS) when presented with case-based presentation				
e a str as lec	☐ Customized pre & post-test (must be case-based scenarios to test for strategy, not just a knowledge test)				
at w	□ Commitment to Change Statement – measures intent to change				
edge ners y wh	$\hfill\Box$ Focus Group Discussion immediately at the end of the CME event or post-time fra	me			
appl	☐ Delayed Physician Survey post-activity follow-up – optimal 4 – 6 weeks post activity	:y			
₹ %	☐ Other: Click here to enter text.				
60	□ QA/QI/PI reports post CME activity examining performance processes of care				
at was	 Customized Follow-Up Survey about actual change in practice (self-reported) at sp intervention) 	ecified intervals (4-6 weeks post	educational		
Performance (Optional) Have learners implemented what learned?	☐ Follow-Up Survey on Intent to Change Statement regarding an actual change (self-reported) in a 4–6 weeks post activity is optimal				
Performance (Optional) s implements learned?	□ Simulation				
erformand (Optional) implemen learned?	☐ Participant interview / focus group about actual change in practice				
Per ((☐ Chart Audits for physician behavioral change				
learr	☐ Track and identify new administrative/procedural changes				
Наve	☐ Track and identify new practices and policies / protocols.				
	☐ Other: Click here to enter text.				
#	☐ Observed changes in quality/cost of care/ QI data (hospital or office quality core n	neasures)			
tion nted ny th	☐ Public source health data of community / state / country				
pula:	☐ Chart audit / review data				
tient and/or Populati Outcomes (Optional) re learners implemen they learned in a way improves outcomes?	☐ Patient Safety Data				
and/or Po Outcomes (Optional) rners impl learned in	Improvement in patient care based on learner's self-report				
o (C	☐ Patient Satisfaction / Experience Survey's				
Patient and/or Population Outcomes (Optional) Have learners implemented what they learned in a way that improves outcomes?	☐ Measure morbidity and mortality rates				
σ Σήγ	Patient chart audits				

☐ Other: Click here to enter text.

•		
educ	• 14 - CME ACTIVITY OUTCOMES REPORT A/ACCME guidelines require that educational activities are assessed; data is collected, summarized and analyzed to ensure that the ational interventions are in line with the provider's CME Mission. The CME Office will require the CME activity planning team to provide a mary of the data. See CME office staff for specific guidelines.	C11
	will ensure that data collected for this educational intervention via the methods indicated above will be provided to the ISMA CME Office in the marized outcomes report.	form of a
ном	WILL THE EVALUATIONS BE USED? (Select all that apply by placing an X in the appropriate box)	
☐ Fe	ne Activity Director will review the evaluation(s) to determine whether objectives and desired changes were met. seedback will be provided to the presenters ne evaluations will be used in planning future CME activities (i.e., topics, presenters, format) arriers to change will be identified and addressed in future CME activities er: Click here to enter text.	
to ch	15 - How does this activity align with the mission of the <i>Enter Provider Name</i> CME Program? <i>CME activities should be designed lange competence, performance, or patient outcomes as described in the CME mission statement. Select all that apply by placing an X in the opriate box.</i>	C1
INSE	RT "Expected Results" Section of provider's CME Mission	
	Designed to produce changes in physicians resulting in improved knowledge and competence. (Ability to apply knowledge, skills, and judgme practice; knowing how to do something)	nt in
	Designed to produce changes in physicians resulting in improved performance. (The degree to which participants do what the activity intended or; performance is competence put into practice.)	ed them to
	Designed to improve patient- and systems-level outcomes. (The consequences of performance, and the ability of the participants to apply where the health status of their patients or those of a community)	at they have
Step	p 16 - Audience Generation and Handouts	C7, C10
Plea	se indicate the method of publicizing this activity to prospective participants. (Check all that apply)	
	se manage are memorally consistently to prospective participation (oriental and app.)	
□А	rochure / flyer	
□ A	rochure / flyer	
□ A □ V Will	rochure / flyer	
□ A □ V Will Will	rochure / flyer	
□ A □ V Will Will List t	rochure / flyer	
□ A □ V Will Will List t	rochure / flyer	
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