Basic Information

Specify the following for your activity

Activity Name: * ⓘ

[   ]

Select all that apply: * ⓘ

☐ ACCME (Physicians)   ☐ Non-Accredited

Activity Type: * ⓘ

[▼]

Activity Format: * ⓘ

☐ Live Activity   ☐ Enduring Material
☐ Journal-based CME activity   ☐ Test-item writing activity
☐ Manuscript review activity   ☐ PI CME activity
☐ Internet point-of-care activity   ☐ Learning from teaching
☐ Other

If other format, please specify:

[✎   ]

Department ⓘ

[☰   ▼]

Synopsis (short description shown on listing pages - 300 character max):

[   ]

Activity Description (shown on detailed course page and marketing materials): * ⓘ

[   ]

Type of Credit Requested: *

☐ AMA PRA Category 1 Credits™   ☐ Non-Physician Attendance
☐ Contact Hours (AANP CE)   ☐ ACPE Contact Hour(s)
☐ IPCE Credit(s)   ☐ COPE
☐ WA State Medical Quality Assurance   ☐ AAFP Prescribed Credits
☐ AOA Category 1-A

Enter the number of credit hours requested. CME credits are awarded by the quarter hour. * ⓘ

[☷   ]

Location and Dates/Times of Activity

Please complete the fields below based on where your meeting/activity will be held.

Activity Location *

[☰   ▼]

If other location, please specify: ⓘ

[✎   ]

Activity Start and End Dates

Start Date: * ⓘ

End Date: * ⓘ

Activity Start and End Times

Start Time: * ⓘ

🕐 06:30 AM

End Time: * ⓘ

🕐 06:30 PM

Time Zone: ⓘ

☰ (GMT -8:00) Pacific Time (US & Canada) ▼

Target Audience

Specialties Section	➕

Specialties * ⓘ

☰ ▼

List other specialties here:

➜ Save and Continue

Roles and Responsibilities

CME Application Roles & Responsibilities

The Faculty Member and/or Activity Director responsible for coordinating the educational offering under consideration for CME credit is responsible for:

1.   Prior to CME Activity

·   Complete the application including all supportive documents required on CloudCME.

·   Ensure that all disclosures of relevant financial relationships and conflicts of interest have been identified, reported on the correct form, and resolved completely if applicable.

·   Submit the completed application to the Office of CME a minimum of **TWO MONTHS** prior to the date of the scheduled CME learning activity.

·   Submit budget information if indicated.

2.   During CME Activity

·   Facilitate participant sign-in using the ACCME approved sign-in sheet provided by the Office of Continuing Medical Education.

·   Collect and retain post-course participant evaluations (cognitive and reactive).

·   Distribute ACCME approved certificates.

3.   Post CME Activity

·   Return sign-in sheets, list of individuals receiving certificates, evaluation summary, budget reconciliation, and effectiveness summary to the Office of CME.

·   Maintain records for a minimum of six years.

The Office of CME is responsible for:

·   Provide technical assistance to CME planning committee.

·   Verify that the CME application is complete.

·   Confirm that all criterion and standards of ACCME have been addressed accurately in the application.

·   Award the number of CME Category 1 credits for the CME learning activity.
Maintain records of the course offerings for a minimum of six years including credits awarded, learning objectives, disclosure and conflict of interest resolution forms, promotional material, sign-in sheet, evaluations, learning effectiveness documentation, and certificates awarded.

*

☐   Attestation for Roles and Responsibilities – I attest that I have reviewed the Roles and Responsibilities.

➜ Save Application   Cancel ✖

Planners and Faculty (C23, C24, C25)

Planning Committee and Faculty/Speakers

Complete the table below for each person on the planning committee and for each faculty/speaker. Include email, full name, degree, profession and their role on the planning committee.

💬 Application Role Definitions

Instructions: The fields in red are required. Enter a valid email address, if the user has a disclosure on file the name and degree will be automatically populated for you. If the user does not have a disclosure, the Disclosure form will automatically be emailed to them as long as a valid email address is provided for them below.

To add more planners or faculty, click the green plus (+) sign. To remove a planner or faculty, click the red minus (-) sign.

▼ Qualified Planner   ⊕

Email *   First and Last Name *

☑   ☑

Degree *   Profession *

☰   ▼   ☰   ▼

Title   Department or Affiliation

☑   ☑

Role in Planning Content *

☰   ▼

ℹ   The disclosure field below is for use by the system and is not editable, please do not attempt to
     enter information into the field.

Disclosure Information

[   ]

➮ Save and Continue

Gap and Needs (C2,C3)

Gap Analysis

> 💬 **Describe the educational needs that underlie the professional practice/quality gaps of the learners of this learning activity. A professional practice/quality gap is defined as the difference between ACTUAL (what is) and IDEAL (what should be) in regard to knowledge, competence, and/or performance.**
>
> - Identify and describe the quality and/or practice gaps between current practice/outcomes and desirable or achievable practice/outcomes.
>   - **CURRENT PRACTICE** is the existing level of knowledge, competence or performance of the physician learner for the identified disease state, patient safety issues, ethical/cultural issues, etc.
>   - **BEST PRACTICE** is the best evidenced based data or highest standard of care.
>   - **GAP ANALYSIS** describe the reason the gaps exist. (Gap Analysis)

Current Practice *

Best Practice *

Gap Analysis *

State the professional practice gap(s) of your learners on which the activity was based (100 words max) *

Word Count:

Identify the need that exists for this program, and indicate whether the need is based on knowledge, competence, or performance.

Professional practice gap is defined as the difference between actual and ideal practice with regard to professional and/or patient outcomes.

Competence is defined as the ability to apply knowledge, skills, and judgment into practice (knowing how to do something).

Performance is defined as what one actually does in practice.

State the educational need(s) that you determined to be the cause of the professional practice gap(s) *

- [ ] Knowledge Need - Understanding of new information
- [ ] Competence Need - the ability to apply knowledge, skills, and judgment into practice (knowing how to do something).
- [ ] Performance Need - Putting Competence/Strategy into practice (what one actually does in practice)

State what this CME activity was designed to change in terms of competence, performance or patient outcomes (maximum 50 words). *

[text input field]

Word Count:

Identify the educational format(s) used to achieve the program objectives. (Check as appropriate) *

- ☐ Didactic/Lectures
- ☐ Simulation
- ☐ Panel Discussion
- ☐ Live stream/Virtual conference
- ☐ Individual Study
- ☐ Small Group Discussion
- ☐ Workshop
- ☐ Group work
- ☐ Online learning modality
- ☐ Case-based Presentations
- ☐ Other (specify)

Explain why this educational format is appropriate for this activity (maximum 25 words). *

[text input field]

Word Count:

Will you be providing non-educational intervention(s) with this activity? *

○ Yes   ○ No

Needs Assessment

NEEDS ASSESSMENT SOURCES

Indicate the sources used to help identify the target audience's professional practice/quality gaps. You will need to attach SUPPORTIVE DOCUMENTATION (evidence) the CME Application for each source indicated below which supports the needs assessment analyses provied above. Highlight the specific citation within each document.

Type of needs assessment method used to plan this event; check all that apply: * ⓘ

- ☐ (Observed Needs) Adverse Drug Events
- ☐ (Observed Needs) Database Analysis (Utilization, Practice Management, Medication Rx, Diagnosis Trends, etc)
- ☐ (Observed Needs) Epidemiological Data
- ☐ (Observed Needs) Hospital/Clinic QA Analyses
- ☐ (Observed Needs) Insurance Data
- ☐ (Observed Needs) Morbidity/Mortality Data
- ☐ (Observed Needs) National Clinical Guidelines (NIH, NCI, AHRQ)
- ☐ (Observed Needs) Other Clinician Observances
- ☐ (Observed Needs) Quality/Practice Improvement Data/Guidelines
- ☐ (Observed Needs) Referal Diagnosis Data
- ☐ (Observed Needs) Speciality Society Guidelines
- ☐ (Participant Needs) Focus Group/Interviews
- ☐ (Participant Needs) Needs Assessment Survey of Target Audience
- ☐ (Participant Needs) Previous Evaluation Summary
- ☐ (Participant Needs) Requests by Affiliated Institutions or Physician Groups
- ☐ (Participant Needs) Requests from Other Physicians
- ☐ (Expert Needs) Clinical Expert Opinion
- ☐ (Expert Needs) Current Medical Literature
- ☐ (Expert Needs) Government Authority/Law/Regulation Requirement
- ☐ (Expert Needs) Peer Consultation
- ☐ (Expert Needs) Peer-Review Literature
- ☐ (Expert Needs) Research Findings
- ☐ (Expert Needs) University/Medical School/ Hospital Requirement
- ☐ (Environmental Scan) ABMS/ACGME Competencies

- ☐ (Environmental Scan) Healthy People 2010 Objectives
- ☐ (Environmental Scan) Institute of Medicine Competencies
- ☐ (Environmental Scan) Joint Commission Standards/Core Measures
- ☐ (Environmental Scan) Laws/Regulations
- ☐ (Environmental Scan) Lay Press
- ☐ (Environmental Scan) Other Societal Trends
- ☐ (Environmental Scan) Public Health Organizations

Upload Needs Assessment Documentation (Accepted file types: Word, Excel, PowerPoint, PDF)

⬆ **Add Files**

Barriers

By identifying potential barriers of your learners that participate in your CME learning activity, you can assess, characterize, and summarize barriers to implementing learning during CME activities. This information can provide valuable information to inform subsequent CME interventions, and provide feedback to organizational leaders to inform performance improvement efforts. Check those perceived barriers listed below that your learners may experience as they implement the new strategies to remove, overcome or address barriers to change.

- ☐ No Barriers

Provider Barriers

- ☐ Clinical Knowledge/Skill/Expertise
- ☐ Recall/Confidence/Clinical Inertia
- ☐ Peer Influence
- ☐ Motivation
- ☐ Cultural Competence
- ☐ Fear/Legal Concerns

Team Barriers

- ☐ Roles and Responsibilities
- ☐ Shared Values and Trust
- ☐ Communication
- ☐ Team Structure
- ☐ Competence
- ☐ Consensus

Patient Barriers

- ☐ Patient Characteristics
- ☐ Patient Adherence
- ☐ Communication/Language Barriers

System/Organization Barriers

- ☐ Work Overload
- ☐ Practice Process
- ☐ Referral Process
- ☐ Cost/Funding
- ☐ Insurance Reimbursement
- ☐ Culture of Safety

Other Barriers

- ☐ Lack of Opportunity
- ☐ Not Enough Time
- ☐ Lack of Consensus on Professional Guidelines

Please explain how the identified barriers will be addressed?

➡ Save and Continue

Objectives, Learning Outcomes and Competencies

Objectives/Learning Outcomes

Learning objectives outline what participants should know or be able to do at the end of an educational activity. Objectives need to be clearly linked to the educational need and should be **Attainable** and **Measurable**. To learn more about learning objectives, please refer to the *List of Verbs for Formulating Educational Objectives in Supplemental Materials*. There must be at least one learning objective for each CME credit hour.

Objectives are measurable behaviors that will guide the educational content and that the participant can reasonably expect to achieve at the end of the educational activity. Objectives form the basis of the cognitive evaluation.

All participants must be given an opportunity to evaluate the achievement of objectives and if the presenter was bias in his presentation.

💬 Supplemental List of Verbs for Writing Measurable Objectives

What do you expect your participants to be able to do as a result of participating in this activity?

To enter your objectives/learning outcomes, type an objective/learning outcome into the table below. At least one Objective/Learning Outcome is required. To add additional objectives/learning outcomes click the plus icon. To remove objectives click the minus icon.

At the conclusion of this activity, participants will be able to:

Objectives

	Number	Objective	
⊕	1		ℹ

*

NOTE: These objectives will be stated in the promotional brochure and activity's syllabus.

Outcomes (C5, C11, C12, C13)

How do you intend to measure if competence, performance and/or patient outcomes have occurred?

Knowledge/Competence: *

  Evaluation/Self-Assessment
  Audience Response System
  Customized pre/post test
  Embedded evaluation in online activity
  Physician or patient surveys and evaluations
  Other (please specify)

If Other, please specify

Performance in Practice: *

  Adherence to guidelines
  Case-based studies
  Chart audits
  Customized follow-up survey/interview/focus group about actual change in practice at specified intervals
  Physician or patient feedback, surveys and evaluations
  Reminders and feedback
  Other (please specify)

If Other, please specify

[   ]

Patient/Population Health *

☐ Change in health status measure
☐ Change in quality/cost of care
☐ Measure mortality and morbidity rates
☐ Patient feedback and surveys
☐ Other (please specify)

If Other, please specify

[   ]

Competencies (C6)

A CME activity must be developed in the context of desirable physician attributes. Indicate which of the
Accreditation Council for Graduate Medical Education (ACGME), and/or American Board of Medical
Specialties (ABMS), Institute of Medicine (IOM), and Interprofessional Education Collaborative (IEC) core
competencies will be addressed by this CME activity. Please only select the core competencies that most
closely reflect the educational agenda of your activity.

💬 <u>Supplemental Desirable Physician Attributes</u>

ACGME/ABMS *

☐ Patient Care or Procedural Skills
☐ Medical Knowledge
☐ Practice-Based Learning and Improvement
☐ Interpersonal & Communication Skills
☐ Professionalisms
☐ System-Based Practice

Institute of Medicine *

☐ Provide Patient-Centered Care
☐ Work in Interdisciplinary Teams
☐ Employ Evidence-Based Practice
☐ Apply Quality Improvement
☐ Utilize Informatics

Interprofessional Education Collaborative *

☐ Values / Ethics for Interprofessional Practice
☐ Roles / Responsibilities
☐ Interprofessional Communication
☐ Teams & Teamwork

Other Competencies *

[   ]

➡ Save and Continue

Commercial Support

*All commercial supporters must comply with the **ACCME Standards for Commercial Support of CME Activities.***

Is this activity receiving commercial support? *

○ Yes   ○ No

➜ Save and Continue

Commendation Criteria

ACCME Commendation Criteria

The Accreditation Council for Continuing Medical Education (ACCME) encourages and rewards accredited CME providers for implementing best practices in educational methods, engagement, evaluation, assessment of change, and generating meaningful outcomes.

With regard to your activity, please consider whether any of the following criteria may apply. If you are uncertain, please contact the OCME.

Promotes Team-Based Education

- ☐ C23 Members of interprofessional teams are engaged in the planning and delivery of Interprofessional continuing education (ICPE).
- ☐ C24 Patient/public representatives are engaged in the planning and delivery of CME.
- ☐ C25 Students of the health professions are engaged in the planning and delivery of CME.

Addresses Public Health Priorities

- ☐ C26 The provider advances the use of health and practice data for healthcare improvement.
- ☐ C27 The provider addresses factors beyond clinical care that affect the health populations.
- ☐ C28 The provider collaborates with other organizations to more effectively address population health issues.

Enhances Skills

- ☐ C29 The provider designs CME to optimize communication skills of learners.
- ☐ C30 The provider designs CME to optimize technical and procedural skills of learners.
- ☐ C31 The provider creates individualized learning plans for learners.
- ☐ C32 The provider utilizes support strategies to enhance change as an adjunct to its CME.

Demonstrates Educational Leadership

- ☐ C33 The provider engages in CME research and scholarship.
- ☐ C34 The provider supports the continuous professional development of its CME team.
- ☐ C35 The provider demonstrates creativity and innovation in the evolution of its CME program.

Achieves Outcomes

- ☐ C36 The provider demonstrates improvement in the performance of learners.
- ☐ C37 The provider demonstrates healthcare quality improvement.
- ☐ C38 The provider demonstrates the impact of the CME program on patients or their communities.

➡ Save and Continue

Signatures

Attestation:

As the Course Director, I attest to the accuracy and completeness of this application, and accept responsibility for the planning, implementation, and evaluation of this activity.

Signature of Course Director:

Date:

11-13-2020

↪ Save Application   Cancel ✕

Activity Announcement

Any announcement, if it references the maximum number of credits for which the provider has designated the activity, must clearly include the complete Accreditation and Certification statements (see below).

Publicity may not be printed or distributed until written confirmation is received from the Office of CME that the activity has been approved for credit. A *Save the Date* or preliminary announcement with no reference to CME may be released prior to formal activity approval. It is **not permissible** to state on any activity announcements that application has been made for Category 1 credit or that CME credit has been applied for or CME credit is pending. The final draft of all activity announcements **must** be reviewed and approved by the ESFCOM Office of CME **before printing**. A "save the date" announcement (such as a card mailer with limited space) may indicate that AMA PRA Category 1 credit will be provided without stating the exact amount, but only if the provider has already certified the activity. This announcement may read, "This activity has been approved for *AMA PRA Category 1 Credit*™."

ACCREDITATION

This activity has been planned and implemented in accordance with the accreditation requirements of the Washington State Medical Association through the joint providership of Providence Health Care and Elson S. Floyd College of Medicine. Providence Health Care is accredited by the WSMA to provide continuing medical education for physicians.

CERTIFICATION

Providence Health Care designates this live activity for a maximum of (*number of hours***) AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.**
This activity meets the criteria for up to (*number of hours***) of Category I CME credit to satisfy the re-licensure requirements of the Washington State Medical Quality Assurance Commission.**

➡ Save and Continue   Cancel ✖

CloudCME☁