

CME APPLICATION

Please answer ALL questions. Boxes expand (click enter) to accommodate longer responses. When complete, please save the document in Word and email it as an attachment, *not* as pdf. Some sections require supporting documents. Please be sure to submit *all* requested documents to avoid delays in the certification process.

ACTIVITY INFORMATION

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| --- | --- |
| Title |  |
| Date | Start date:       End date: |
| Format | Live Course: learner participates in real time at a specific date/time  Regularly Scheduled Series: activity is series of multiple, ongoing sessions, primarily planned by and presented to the organization’s professional staff  Enduring Material: activity where content is available for the learner to complete at a time and place of the learner’s choosing |  | Cases  Journal Club  Other, specify: |
| Held | In-person only  Combination in-person and live-streamed  Live-streamed only  Other: |
| Providership | **Direct (SUNY only)  Joint (non-accredited provider collaborating with SUNY)** |
| Location |  |
| Day Held | Mon  Tues  Wed  Thu  Fri  Sat Sun |
| Frequency | Weekly  Monthly  Quarterly  Other, specify: |
| Estimated participants | <10  11-25  26-50  >50 (per session) |

PLANNERS & FACULTY

|  |  |  |
| --- | --- | --- |
|  | **Name** | Email |
| Program **Director** |  |  |
| **Co-Director**…**without** **financial relationships** ***must*** *be named only* ***IF*** *the Program Director has financial relationships* |  |  |
| **Planners**…*others who will have input into planning content, choice of speaker, delivery, and evaluation of activity* |  |  |
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| **Faculty**, speakers |  |  |
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|  |  |
| Administrative contact |  |  |

EDUCATIONAL DEVELOPMENT

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| --- | --- |
| Describe your program in  100-250 words |  |
| **Intended Audience** |  |

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| --- | --- | --- |
| **Format** | Lecture  Case-based  Work group/workshop | **Simulation**  **Panel discussion**  **Other, describe:** |
| **Rationale for why this method is most appropriate: (max 25 words)** | | |

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| **List the problems/issues in practice of the intended audience that this activity will address** |  |
| **What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish?**  ***Example: Eliminate stigmatizing language from communication with patients; improve management skills*** |  |
| **What is/are the need(s) that will be addressed by this activity** | ***Knowledge -learner needs new information*  Explain:**  ***Competence -learner needs new strategy* Explain:**  ***Performance -learner needs to adopt identified strategy* Explain:** |

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| --- | --- |
| **How was the problem discovered?** | |
| survey of target audience | quality assurance/audit data |
| relevant data from previous evaluations | core measures |
| new methods of diagnosis or treatment | consensus of experts |
| development of new technology | increased prevalence/epidemic |
| data from outside sources (gov. legislation, public health statistics) | database analyses |
| medical school/hospital requirements | other, describe: |

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| **LEARNING OBJECTIVES –**  ***Objectives are directly driven by the gaps listed above. They describe, in broad terms, what the learner should be able to do after completing the CME activity*** | | |
| **Complete this sentence: At the conclusion of this activity participants should be able to:**  ***Example: 1) increase the number of smoking cessation referrals for patients with PAD who smoke.*** | | |
| **1)** | | |
| **2)** | | |
| **3)** | | |
| CORE COMPETENCIES / PHYSICIAN DESIRABLE ATTRIBUTES | | |
| **ABMS/ACGME**  Patient Care and Procedural Skills  Medical Knowledge  Practice-based Learning and Improvement  Interpersonal and Communication Skills  Professionalism  Systems-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 and teamwork |

DESIRED OUTCOMES & EVALUATION

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| --- | --- | --- |
| Which of the following outcomes will be measured? Select all that apply and choose what type of measurement will be used and documented. | | |
| Learner Competence ***(minimum required)*** – “learner shows how to” …do learners now have strategy to apply what they learned | Measurement is  → | Objective (e.g. observed, tested, measured)  Subjective (e.g. self-reported, e.g. standard paper evaluation) |
| Learner performance -  “learner demonstrates in practice” …have learners implemented what they learned? | Measurement is  → | Objective (e.g. observed, tested, measures)  Subjective (e.g. self-reported e.g. survey) |
| Patient health – “effects of what learner has done for a few” …have patient outcomes improved because of the activity? | Measurement is  → | Objective (e.g. observed, tested, measured)  Subjective (e.g. self-reported) |
| Community/population health – “effects of what learner has done form many” … are there improvements in the community/region in health care as a result of this education? | Measurement is  → | Objective (e.g. observed, tested, measured)  Subjective (e.g. self-reported) |

BUDGET & FINANCIAL INFORMATION

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| --- | --- |
| **COMMERCIAL SUPPORT:**   * Commercial and in-kind support is allowed but cannot not influence education in any way * All financial support must be managed through the CME Office from the start | |
| **Will you seek commercial support for this activity?** | **Yes**  **No** |
| **Will you seek in-kinds support?** | **Yes  No** |
| **Will you have vendor exhibits?** | **Yes  No** |
| **If you answered yes to any of the above questions you must review the ACCME’s Standards for Integrity & Independence in Accredited Continuing Education:** <https://www.accme.org/accreditation-rules/standards-for-integrity-independence-accredited-ce> AND contact the CME office for further instructions | |

**COMMENDATION CRITERIA**

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| **PROMOTES TEAM-BASED EDUCATION** | |
| Engages  Teams | Includes planners from more than one profession, representative of the target audience  Includes faculty from more than one profession, representative of the target audience  Designed to change competence and/or performance of the healthcare team |
| Engages  Patient/  Public | Includes planners who are also patients and/or public representatives  Includes faculty who are patients and/or public representatives |
| Engages  Students | Include planners who are students of the health professions  Include faculty who are students of the health professions |
| **ADDRESSES PUBLIC HEALTH PRIORITIES** | |
| Advances  Data Use | Teaches about collection, analysis, or synthesis of health/practice data  Uses health/practice data to teach about healthcare improvement |
| Addresses  Population  Health | Teaches strategies that learners can use to achieve improvements in population health |
| Collaborates  Effectively | Creates or continues collaborations with one or more healthcare community organizations  Demonstrates that the collaborations augment the provider’s ability to address population  health issues |
| **ENHANCE SKILLS** | |
| Optimizes  Communication  Skills | Provides CME to improve communication  Includes an evaluation of observed (e.g. in-person or video) communication skills  Provides formative feedback to the learner about communication skills |
| Optimizes  Technical/  Procedural  Skills | Provides CME addressing psychomotor technical and/or procedural skills  Includes an evaluation of observed (e.g. in person or video) psychomotor technical and/or  procedural skills  Provides formative feedback to the learner about psychomotor technical and/or procedural skills |
|  |  |
| Creates  Individualized  Learning Plans | Tracks learner’s repeated engagement with a longitudinal curriculum over weeks or months  Provides individualized feedback to the learner to close practice gaps |
|  |  |
| Utilizes  Support  Strategies | Utilizes support strategies to enhance changes as an adjunct to CME activities  Conducts a periodic analysis to determine the effectiveness of the support strategies, and  plans improvements |
| **DEMONSTRATES EDUCATIONAL LEADERSHIP** | |
| Engages in CME research and  scholarship | Conducts scholarly pursuit relevant to CME  Submits, presents, or publishes a poster, abstract, or manuscript to or in a peer-reviewed forum |
| Supports CPD  For CME Team | Creates a CME-related continuous professional development plan for all members of its team  Learning plan is based on needs assessment of the team  Learning plan includes some activities external to the provider  Dedicates time and resources for the CME team to engage in the plan |
| Demonstrates  Creativity/  Innovation | Implement an innovation that is new for the CME program  The innovation contributes to the provider’s ability to meet its mission |
| **ACHIEVES OUTCOMES** | |
| Improves  Performance | Measures performance changes of learners  Demonstrates improvements in the performance of learners |
| Improves  Healthcare Quality | Collaborates in the process of healthcare quality improvements  Demonstrates improvement in healthcare quality |
| Improves  Patient/  Community  Health | Collaborates in the process of improving patient or community health  Demonstrates improvement in patient or community outcomes |