

**CME APPLICATION (Rev. 3.2021)**

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**

|  |  |  |  |
| --- | --- | --- | --- |
| Title |  | | Code: |
| Date | Start date:       End date: | | |
| Type | Seminar, course, annual conference  Grand Rounds  M&M  Tumor Board | Journal Club  Cases  Other: specify | |  | Cases  Journal Club  Other, specify: |
| 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: | | |
| Est. participants | <10  11-25  26-50  >50 (per session) | | |
| ***Provide an overall, general description of the activity in 100-250 words:*** | | | |

**PLANNERS & FACULTY**

|  |  |
| --- | --- |
| **Primary Course Director** |  |
| Degree |  |
| Affiliation/Organization |  |
| Email Address |  |

|  |  |  |
| --- | --- | --- |
| **Contact Name** |  | |
| Affiliation |  | |
| Email Address |  | |
| Phone Number |  | |
| Is the contact involved with selecting speakers, topics, or content? | | Yes, a CME disclosure is required  No, assists with logistical/administrative duties only |

|  |  |  |  |
| --- | --- | --- | --- |
| **PLANNERS** | | | |
| **Last Name, First Name** | **Degree** | **Affiliation, if not SUNY** | **Email** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SPEAKERS** | | | |
| **Last Name, First Name** | **Degree** | **Affiliation, if not SUNY** | **Email** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**EDUCATIONAL DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **TARGET AUDIENCE** | | | |
| **Profession**  MDs and DO’s  PAs / NPs  Residents/Fellows  Medical Students  Social Workers  Nurses  All disciplines  Other (specify) | **Primary reach**  Internal  Local  Regional  National  International | **Specialty**  All specialties  Anesthesiology  Cardiology  Emergency Medicine  Endocrinology  GI  Hematology  Neurology  Oncology | Ophthalmology  Orthopedics  Pathology  Pediatrics  Psychiatry  Rheumatology  Surgery  Trauma  Urology  Other, specify |

|  |  |
| --- | --- |
| **EDUCATIONAL METHOD – *identify method(s) that will be used to achieve stated goals and objectives.*** | |
| **Lecture**  **Case-based discussion**  **Work group/workshop** | **Simulation**  **Panel discussion**  **Other, describe:** |
| ***Explain why this educational format is appropriate for this activity. (max 25 words)*** | |

|  |  |
| --- | --- |
| **PROFESSIONAL PRACTICE GAPS – *describe the professional practice or system-based problem(s) of your target audience upon which this educational intervention is based.*** | **EDUCATIONAL NEEDS – *state the need that is the cause of each gap. It can be a need in***  ***Knowledge -learner needs new information***  ***Competence -learner needs new strategy***  ***Performance -learner needs to adopt identified strategy into practice*** |
| **What is the problem? *(max 100 words each)***  ***Example:*** *A large number of PAD patients do not receive effective smoking cessation counseling despite evidence supporting this practice. The number of smokers among our patient population has not decreased in the last 5 years.* | **What is the educational need that is the corresponding cause of the problem? *(max 50 words each)***  ***Example: Physicians do not have a strategy for delivering education to their patients (e.g. finding the right time during patient encounters to quickly deliver a smoking cessation referral.)*** |
| **1)** | **1)** |
| **2)** | **2)** |
| **3)** | **3)** |

|  |  |
| --- | --- |
| **IDENTIFY SOURCES OF GAPS – *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: |
| ***Provide a brief summary of data gathered that validates the above choices:* *(max 150 words)*** | |

|  |
| --- |
| **LEARNING OBJECTIVES –**  ***State what this activity is designed to change in terms of learners’ competence, performance, or patient outcomes. Objectives are directly driven by the gaps listed above. They describe what the learner should be able to do after completing the CME activity*** |
| **Finish the statement to describe the learning objective: At the conclusion of this activity participants should be able to:**  ***Example: increase the number of smoking cessation referrals for patients with PAD who smoke.*** |
| **1)** |
| **2)** |
| **3)** |

|  |  |  |  |
| --- | --- | --- | --- |
| **PHYSICIAN COMPETENCIES / DESIRABLE ATTRIBUTES *– which competencies are relevant to the gaps/needs identified above?*** | | | |
| **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 |
| **COMMENDATION CRITERIA**  ***Check each box that applies to your activity in the areas listed below.*** | | | |
| **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** | | |

**DESIRED OUTCOMES & EVALUATIONS**

|  |  |  |
| --- | --- | --- |
| **How will you measure if competence, performance or patient outcome changes have occurred?** | | |
| **Competence *(required)* - Do learner’s now have a strategy to apply what they learned?** | **Measured by**  **→**  ***choose one*** | **CME standard evaluation**  **Audience Response System**  **Pre- & post-test** |
| **Performance - Have learners implemented what was learned?** | Measured by  →  *choose one* | **Chart audits with analysis of results**  **QA/PI data with adherence to guidelines**  **Direct observation with analysis of results**  **Will *not* measure change in performance** |
| **Patient outcomes – Have patient outcomes improved because of the intervention?** | Measured by  →  *choose one* | **Patient feedback/survey results**  **Measure morbidity and mortality rates**  **Observe changes in health status measures**  **Will *not* measure changes in patient outcomes** |

**BUDGET & FINANCIAL INFORMATION**

|  |  |
| --- | --- |
| **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 | |
| **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 please review the ACCME’s Standards for Integrity & Independence in Accredited Continuing Education:** <https://www.accme.org/accreditation-rules/standards-for-integrity-independence-accredited-ce> | |