



APPLICATION FOR CATEGORY 1 CONTINUING MEDICAL EDUCATION CREDIT (6/23)

This application should be completed with the assistance of the physician faculty member familiar with the activity. *Please feel free to ask for help from the CME staff as you complete your application. The CME office can be reached at (330) 543-8407 (x38407) (kwolford@akronchildrens.org). **Once your application is completed, please forward the application electronically in word format to kwolford@akronchildrens.org for approval of your activity.***

Please submit this application and its supporting materials to the Continuing Medical Education office at least eight (8) weeks prior to your activity.

VERY IMPORTANT: Activities requiring marketing (i.e. brochures/registration) should be planned a minimum of six to nine (6-9) months before the proposed activity date.section b

This Activity is a(n):	<input type="checkbox"/> Live activity	<input type="checkbox"/> Enduring material	<input type="checkbox"/> Live internet
This Activity will be held at:	<input type="checkbox"/> Akron Campus	<input type="checkbox"/> Mahoning Valley Campus	<input type="checkbox"/> Other

What is your name and email?	Name: Email:
When will the education take place?	Date:
Do you have a title or brief description for the education? If yes, please note it to the right; if no, leave blank. Examples: Emergency Department team huddle; Leadership in a time of crisis; Well-being check-In	Title/Brief Description:
What practice-based problem (gap) will this education address? Examples: Improve care coordination; Better communication with patients and families; Want to give better feedback to students	Practice-based problem (gap):
What is/are the reason(s) for the gap? How are your learners involved? Examples: We need strategies to discuss difficult topics with family members; Don't know best ways to improve team collaboration	Reason(s) for the gap:
Review the three statements to the right. -	The education will... (check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> only address a non-clinical topic (e.g., leadership or communication skills training). <input type="checkbox"/> be for a learner group that is in control of the content (e.g., spontaneous case conversation among peers). <input type="checkbox"/> be a self-directed educational activity where the learner will not set their educational goals and report on changes that resulted (e.g., learning from teaching, remediation, or a personal development plan).
What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish? Examples: Eliminate stigmatizing language from communications with patients; Improve my management skills	Desired change(s) in strategy, performance, or patient care:

In order to award CME/CE credit, please indicate the duration of the education.

Education duration: _____ hours and _____ minutes

Please report time in 15-minute increments.

Number of CME Hours Requested

Discuss with learners the changes they intend to make to their strategies, performance, or patient care that will result from this activity and list that information to the right.

Changes learners intend to make to strategies, performance, or patient care:

Example: I will use the evidence-based checklist we discussed to improve screening my patients for past military service.

After the activity, please collect attendance and learner change information for the activity and send it to the continuing education department for credit to be awarded.

Time of Activity:		Location:	
Presenter(s): (List all presenter for the activity)			
Course Director/Planning Committee: (List all planning committee members - <u>must</u> include a physician)			

(C7-10)

	Yes	No	
Does the activity include planners and presenters who are not physicians? <i>Please explain how in a few sentences</i>			23
Are there students of health professions engaged in the planning of this activity. This includes medical students, residents, fellows and others in training programs. <i>Please explain how in a few sentences</i>			25

(C23/C25)

The methods below can help support the gap you have chosen to address. Please list the methods used to identify the need for this educational activity (check all that apply and support this in the right-hand column with more specific information, i.e. references or short summary explanation). Sample methods include: www.cms.hhs.gov, www.cdc.gov, www.aap.org, www.jointcommision.org. (C2)

Expert Sources that may be used	
Peer-reviewed literature/research (please provide references)	
Required by institution/governmental authority/regulations/laws/Joint Commission	
National clinical guidelines (NIH, NCI, AHRQ, etc.)	
Specialty society guidelines (specify)	
Hospital/clinical QA analyses & QI data/guidelines	
Database analyses (e.g., Rx changes, diagnosis trends, referral diagnosis data, etc.)	
Epidemiological data	
Mortality/morbidity data	
Other clinical observances (specify)	
Adverse drug event(s)	
Joint Commission standards/core measures	
Healthy People Objectives	
Public health organizations (specify)	
Previous related evaluation summary (please provide summary)	
Lay press/societal trends	
ACH strategic plan	
Additional planning resources	

References must be provided (minimum of three):	
1	
2	
3	

A. What category of educational needs or type of professional practice gaps have you identified and will be addressing? (All activities include knowledge transfer. Please select an area beyond this.)

X	Knowledge (“I learned what to do.”)		Performance (“I do practice this.”)
	Competency/Strategies (“I have the ability to do this.”)		Patient Outcomes (“I can show improved outcomes in my patients.”)

B. CME may provide interprofessional education, but there should be an expected attending physician audience.

Is this activity planned for physicians as a portion of your primary audience?	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
Anticipated number of participants				
Anticipated number of physician participants:				

E. EDUCATIONAL DESIGN/METHODOLOGY.

(C3, 5)

How do you plan to deliver this content? Please check all that apply			
<input type="checkbox"/>	Lecture	<input type="checkbox"/>	Panel Discussion and/or Q & A
<input type="checkbox"/>	Case-Based Discussion	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Symposium	<input type="checkbox"/>	Live Patients
<input type="checkbox"/>	Skills-Based Training	<input type="checkbox"/>	Other
Is there something unique related to the delivery or in the creativity and innovation in the development and evolution of this program. Please explain how in a few sentences:		<input type="checkbox"/> YES	<input type="checkbox"/> NO
The provider collaborates with other organizations to more effectively address population health issues. <i>Do you plan to work with organizations outside of Akron Children’s Hospital on this activity?</i> Please explain how in a few sentences:		<input type="checkbox"/> YES	<input type="checkbox"/> NO

(C28, 36)

F. Learning Objectives:

(C3)

Learning objectives should utilize action statements and be written from the perspective of the learner. Some commonly used verbs that help accomplish this are:

As you write your objectives, please try to use this list of learner actions or other similar words.

Analyze	Assess	Classify	Compare	Demonstrate	Determine	Describe	Develop
Differentiate	Distinguish	Examine	Explain	Evaluate	Identify	Illustrate	Improve
Indicate	Implement	List	Recognize	Synthesize	Strategize	Summarize	Teach

What are the learning objectives for this activity?	
1.	
2.	
3.	

Is this activity driven by data related to our patient population? Please explain how in a few sentences:	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Is this activity a result of quality improvement initiatives and can you provide pre- and post- activity data related to improvement in care (for example quality data before and after activity or changes that were made in practice). Please explain how in a few sentences:	<input type="checkbox"/> YES	<input type="checkbox"/> NO

(C26 &37)

- G. INSTRUCTIONS:** Planners are required to address nationally-established goals for physician core competencies as developed by the Institute of Medicine (IOM), Accreditation Council on Graduate Medical Education (ACGME), and the American Board of Medical Specialties (ABMS) related to specialty maintenance of certification. **Please check all of the competencies that your activity will address.** (C6)

ABMS/ACGME	
	Patient Care and Procedural Skills – provide care/procedures in a manner that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.
	Medical Knowledge - established and evolving biomedical, clinical, and cognate sciences and the application of this knowledge to patient care.
	Practice-based Learning and Improvement - participating in the evaluation of one's personal practice utilizing scientific evidence, practice guidelines and standards as metrics, and self-assessment programs in order to optimize patient care through lifelong learning.
	Interpersonal and Communication Skills - that result in effective information exchange and teaming with patients, their families, and other health professionals.
	Professionalism - as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
	Systems-Based Practice - as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system for health care and the ability to effectively call on system resources to provide care that is of optimal value.
Institute of Medicine	
	Provide Patient-Centered Care - identify, respect, and care about patients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.
	Work in Interdisciplinary Teams - cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.
	Employ Evidence-Based Practice - integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.
	Apply Quality Improvement – identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes and systems of care, with the objective of improving quality.
	Utilize Informatics - communicate, manage knowledge, mitigate error, and support decision-making using information technology.

Do you plan to address communication skills of your learners?		YES		NO
<i>Please explain how in a few sentences</i>				

H. Evaluation/Outcomes:

(C11)

List the evaluation method(s) planned for this activity. *All activities should include level 1 & 2. Please strive to reach level 3 or 4. (Check all that apply.)*

X	Level 1 – Reactions (standard) - Measures if the learners were satisfied with the course. Example measurement tool: Akron Children’s evaluation form
X	Level 2 – Learning (standard) - Have they learned what they were supposed to learn, based upon the identified knowledge gap/course objectives? Example measurement tool: Akron Children’s evaluation form and ideally pre- and post- tests
	Level 3 – Behavior/Transfer of Learning - Has the transfer of knowledge/skills impacted patient care and/or clinical practice? Example measurement tools: Post-activity survey (three months follow-up), observation, review of individual provider patient care data.
	Level 4 - Results/Impact Example measurement tools: Organizational/population data review

Commercial Support: (C7-10)

Akron Children’s Hospital does not accept commercial support for CME activities in the form of educational grants, marketing/advertising or other involvement, except for exhibitors.			
Will there be exhibitors at this activity?		Yes	
Source:	<input type="checkbox"/> Single Company <input type="checkbox"/> Multiple Companies		
What amount will you be charging your exhibitors?			

A list of possible supporters must be provided.

J. Preliminary Budget:

Will there be a fee	Amount		
Purpose of fee			
Attach a separate sheet with PRELIMINARY budget data			
Budget Attached		Yes	
Other information supporting this application			

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Activities requiring marketing (i.e. brochures/registration) should be planned a minimum of six to nine (6-9) months before the proposed activity date – PLEASE REMEMBER, office practices often need close to six (6) months to rearrange patient schedules!

The goal of the CME Program at Akron Children’s Hospital is to provide quality activities for our learners that accomplish the goals you have set out to achieve when planning the activity.

Please ask us any questions you may have during the application process.