

THIS IS A FILLABLE DOCUMENT. NOTE THAT TEXT FIELDS ARE LIMITED TO THEIR VISIBLE SPACE.

CME PLANNING GUIDE

Today's Date Program Name:

Course Director E-mail Phone Number

Address/City/State/Zip

Course Planner E-mail Phone Number

Address/City/State/Zip

Planning Committee Members Who Influence Content

If this is a Joint Provider activity, include the name of the UT Health Science Center San Antonio faculty member involved in the planning committee.

Short Activity Description:
(Description will be used in marketing materials)

Providership Provider (if applicable)

Type of Activity c5:

- Live Activity
- Enduring materials
- Journal-based CME
- Test item writing
- Manuscript review (for journals)
- Performance Improvement CME (PI CME)
- Internet point-of-care learning (PoC)

Estimated # of CME credits you are applying for. (i.e., 15 min. = .25 credits, 60 min. = 1.0 credit)

Satellite locations (if applicable):

Learning Format c5: Indicate the methods for engaging learners in their education that will be utilized in this activity and the rationale for their selection (check all that apply):

- Case study/review
- Audience response system
- Demonstration
- Role modeling/mentoring
- Group discussion
- Panel discussion
- Debate
- Patient simulation
- Question/answer

Other Describe:

Target Audience Learners c4: (check all that apply):

- MD/DO
- NP
- RN
- LVN
- DPM
- PA
- Pharm D
- PhD
- SW
- LVN
- Academic physicians
- Community physicians
- Other

Estimated # of attendees:

Program Date Venue Name

Program City Program State

Frequency: Weekly Monthly Quarterly Yearly Other

Do you require additional services (meeting planning)? Yes No

Sources of Financial Support C8, SCS 34-36:

Commercial Support Source(s) & Amount(s):
(if 'none', enter 'none')

Registration Fees: Amount Per Learner: Other
(if 'none', enter 'none')

Assessing the Professional Practice Gaps that Indicate a Need for the Activity C2

The ACCME requires that all educational activities be based on an identified gap in practice. A gap represents the difference between a Best Practice and the Current Practice. This is the method by which the learning objectives will be defined and measured. Please follow the steps below to create the gap analyses for your activity.

1. **State the best practice** A best practice may be from a national guideline or consensus statement from a credible organization, from peer-reviewed medical literature where more than one source agree on the practice, or from the considered opinion of the expert-planner in the case when no published guideline exists. This becomes the end-goal for the activity.
2. **State the source used** that provided you with the best practice (i.e., article from peer reviewed journal, consensus statement or clinical guideline, etc.)
3. **State the current practice** of the cohort of learners to which your educational activity is targeted. You can determine this based on interviews (formal or informal) with members of the target audience, a questionnaire, or a published article that reports on findings from learners.
4. **State the source used** that provided you with current practice (i.e., from questionnaire of membership, interviews with 6 family physicians, etc.)
5. **State the gap** (what needs to be done to move your target audience from the current practice to the best practice) The gap should inform you of the **type of outcomes** that are appropriate for this activity.
6. **Prepare a learning objective** Learning objectives are important because they form the outline of the content you will develop and they link the learner gaps above to the content. In addition, they also inform learners of the results they can expect if they participate in this activity. Therefore, the objectives you prepare in the table below must be (1) specific, actionable, and measurable. (2) They should be stated in terms of changes the learner will make in practice or a competence they will develop.

Please do not state the objective in terms of what you will teach, but rather in terms of how the learner will apply what s/he has learned to patient care. Learning Objectives should be actionable and measurable. Please prepare one or more objectives for each identified gap from the table below.

Professional Practice Gap 1:

Best (or optimal) practice:	<input style="width: 100%; height: 40px;" type="text"/>
Source of best practice:	<input style="width: 100%; height: 40px;" type="text"/>
Current learner practice:	<input style="width: 100%; height: 40px;" type="text"/>
Source of learner practice:	<input style="width: 100%; height: 40px;" type="text"/>
Resulting gap:	<input style="width: 100%; height: 40px;" type="text"/>
Learning objective to address THIS gap:	<input style="width: 100%; height: 40px;" type="text"/>

Professional Practice Gap 2:

Best (or optimal) practice:

Source of best practice:

Current learner practice:

Source of learner practice:

Resulting gap:

Learning objective to address gap:

Professional Practice Gap 3:

Best (or optimal) practice:

Source of best practice:

Current learner practice:

Source of learner practice:

Resulting gap:

Learning objective to address gap:

Short Statement of Need for Course Materials C2:

The statement of need should answer the question: "What conditions, issues, or problems exist that make it necessary or advantageous for physicians to participate in this activity." Please write below a descriptive summary of 4-5 sentences stating the identified gaps to be addressed in this activity:

Need
Statement:

Evaluation of Educational Outcomes C11

You are required to collect and analyze data about learner change through an evaluation tool that happen immediately after the event (by asking what the learners will do differently in their practices) and 12 weeks after the event (by asking what the learners have done).

The evaluation tool will help analyze changes in learners (competence, performance, or patient outcomes) achieved as a result of the overall program's activities/educational interventions.

You are required to provide sample questions in your proposed evaluation tool.

Case study

Multiple choice
strategy
questions
(* indicates answer)

Alternative Multiple Choice Strategy Questions (in lieu of case):

Multiple choice
question #1:

Multiple choice
question #2:

Multiple choice
question #3:

Factors and Barriers That Could Impede Achievement of Intended Educational Results C18-19

Which Patient Barriers to results have you identified (check all that apply):

- Patient educational level
- Treatment related adverse effects
- Patient non-compliance
- Cultural
- Language
- Economic
- 3rd Party Reimbursement
- Lack of resources
- Other Please indicate:

What Physician Barriers to results have you identified (check all that apply):

- Technical skills
- Lack of consensus on professional guidelines
- Lack of time to assess/counsel patients
- Institution doesn't support educational efforts
- Inadequate reimbursement
- Technology not available or inadequate
- Lack of time for implementation of new skills or practices
- Policy issues within institutions
- Resistance to change
- Formulary restrictions
- Professional interpersonal communications
- Other Please indicate:

Indicate educational strategies to be used to address the above barriers:

Specialty Boards and Maintenance of Certification

Has the relevant specialty board(s) and/or national association developed standards that affect the content of this activity?

If so, indicate curriculum reflective of these standards:

Curriculum and Topic Agenda

You will need to provide an agenda. If agenda is not finalized please provide a list of topics/presentation titles.

--

Application of Desirable Physician Attributes and Core Competencies to CME Content **C6**

As the next step in refining content, planners are required to address nationally-established goals for physician core competencies as developed by the Institute of Medicine (IOM), Accreditation Council for Graduate Medical Education (ACGME), Association for American Medical Colleges (AAMC), and the American Board of Medical Specialties (ABMS). Review the chart below and indicate which if those attributes will be addressed in the content of this CME activity. Finally indicate content that will address the competencies you indicated.

Competencies that Will be Addressed in CME Content

(check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Provide patient-centered care | <input type="checkbox"/> Interpersonal and communication skills |
| <input type="checkbox"/> Work in interdisciplinary teams | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Employ evidence-based practice | <input type="checkbox"/> Systems-based practice |
| <input type="checkbox"/> Apply quality improvement | <input type="checkbox"/> Evidence of professional standing |
| <input type="checkbox"/> Utilize informatics | <input type="checkbox"/> Commitment to lifelong learning |
| <input type="checkbox"/> Compassionate patient care | <input type="checkbox"/> Cognitive expertise |
| <input type="checkbox"/> Medical knowledge | <input type="checkbox"/> Evidence of evaluation of performance-in-practice |
| <input type="checkbox"/> Practice-based learning and improvement | |

Use of Ancillary Tools to Reinforce Results C17

Provide one or more tools that will assist physician-learners in attaining intended results. These tools might include algorithms, patient compliance handouts, reference guides, office staff recall flow charts, examples of procedures, follow-up case vignettes, etc. Please provide the name of the tool, where the tool can be found and downloaded, or provide a new tool you design that can be used for supporting this activity.

Tool #1:	Name of tool	<input type="text"/>	Source of tool	<input type="text"/>
Tool #2:	Name of tool	<input type="text"/>	Source of tool	<input type="text"/>

By checking this box, I certify that the above planning document is accurate and true.

Type Your Name:

Date Signed

Before you submit, be sure to include the below attachments. (Check all that apply)

- Agenda
- Budget
- Speaker information (name, credentials, email address, telephone number)
- Sample marketing materials
- Sample evaluation tool

To submit this form, click the "Submit" button to the right and follow instructions after selecting the appropriate e-mail account.