

What is the speaker's name and email?	Name: Email:
When will the education take place?	
What is the title of this presentation?	
Brief Description of the activity: Provide a couple sentences giving a brief description of the activity for marketing the presentation.	
What practice-based problem (gap) will this education address? (Needs Assessment) Be specific	
How do you know this problem exists? What is the reason(s) for the gap(s)? Be specific	
Identify the desired outcomes and the level at which the target audience will perform after the activity. Be specific	
Review the three statements to the right. If you can check any of these boxes, you do not need to identify, mitigate and disclose relevant financial relationships If you are unable to check any boxes, please contact your CME Coordinator to implement processes for ensuring the integrity and independence of this education.	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 control their education goals and report on changes that resulted e.g., learning from teaching, remediation, or a personal development plan)
What changes(s) in strategy, performance, or patient care would you like this education to help learners accomplish? Example: Eliminate stigmatizing language from communications with patients; Improve my management skills	Desired change(s) in strategy, performance or patient care: (Objectives – List a minimum of 3) “At the conclusion of this presentation, the learner will be able to: 1. 2. 3.
In order to award CME credit, please indicate the duration of the education	Education duration: ____ hours and/or ____ minutes <i>Please report time in 15-minute increments</i>

The learning activity will address the following ABMS Competency

See Next Page and Click all that are appropriate

Some Examples of Desirable Physician Attributes

(may be more than one – check all that apply)

ACGME/ABMS Competencies	Institute of Medicine Core Competencies	Inter-Professional Education Collaborative
<p><input type="checkbox"/> Patient Care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</p> <p><input type="checkbox"/> Medical Knowledge about establishing and evolving biomedical, clinical, and cognate e.g., epidemiological and social behavioral, sciences and the application of this knowledge to patient care.</p> <p><input type="checkbox"/> Practice-based learning and improvement that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care.</p> <p><input type="checkbox"/> Interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.</p> <p><input type="checkbox"/> Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p> <p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Work in interdisciplinary teams – cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Utilize informatics – communicate, manage knowledge, mitigate error, and support decision making using information technology.</p>	<p><input type="checkbox"/> Values/Ethics for Inter-Professional Practice – Work with individuals of other professions to maintain a climate of mutual respect and shared values.</p> <p><input type="checkbox"/> Roles and Responsibilities – Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.</p> <p><input type="checkbox"/> Inter-Professional Communication – Communicate with patients, families, communities and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.</p> <p><input type="checkbox"/> Teams and Teamwork – Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective and equitable.</p>

All activities must meet one of the ACCME Criterion under 1 of 5 categories (see attached Menu of Criteria for Accreditation with Commendation). Which Criterion will this activity meet? Must choose at least one and can choose all that apply. Double click in the box and mark off "checked"

<i>Promotes Team-Based Education</i>		<i>Demonstrates Educational Leadership</i>
<input type="checkbox"/> <i>Engages Teams</i>		<input type="checkbox"/> <i>Engages in Research/Scholarship</i>
<input type="checkbox"/> <i>Engages Patients/Public</i>		<input type="checkbox"/> <i>Supports CPD for CME Team</i>
<input type="checkbox"/> <i>Engages Students</i>		<input type="checkbox"/> <i>Demonstrates Creativity/Innovation</i>
<i>Addresses Public Health Priorities</i>		<i>Achieves Outcomes</i>
<input type="checkbox"/> <i>Advances Data Use</i>		<input type="checkbox"/> <i>Improve Performance</i>
<input type="checkbox"/> <i>Address Population Health</i>		<input type="checkbox"/> <i>Improves Healthcare Quality</i>
<input type="checkbox"/> <i>Collaborates Effectively</i>		<input type="checkbox"/> <i>Improve Patient/Community Health</i>
<i>Enhances Skills</i>		
<input type="checkbox"/> <i>Optimizes Communication Skills</i>		
<input type="checkbox"/> <i>Optimize Technical/Procedural Skills</i>		
<input type="checkbox"/> <i>Creates Individualized Learning Plans</i>		

Required: Please provide a paragraph on the rationale to include critical elements of how you will meet the criterion selected.

Required: Please list *two or more* peer reviewed Key References that are no older than 5 years old that you used for your presentation.

Required: Please Provide five multiple choice questions to assess the learners on the content of your presentation. When writing the answer selection please provide refrain from using distractors or blatantly obvious incorrect answers.

Question 1:

Answers:

- A.
- B.
- C.
- D.

Correct Answer:

Question 2:

Answers:

- A.
- B.
- C.
- D.

Correct Answer:

Question 3:

Answers:

- A.
- B.
- C.
- D.

Correct Answer:

Question 4:

Answers:

- A.
- B.
- C.
- D.

Correct Answer:

Question 5:

Answers:

- A.
- B.
- C.
- D.

Correct Answer: