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Guide to MSD CME Activity Application

The purpose of continuing medical education (CME) is to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a physician uses to provide services for patients, the public, or the profession. The content of CME is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, the discipline of clinical medicine, and the provision of health care to the public.

Please complete ALL sections of the **ELECTRONIC FILLABLE APPLICATION (note... Application must be submitted electronically - Incomplete or handwritten applications will be returned)** to your best ability prior to the activity approval for CME credit. Final approval of the application **REQUIRES** a complete activity application along with the additional required paperwork for the speakers. This includes their CV/Bio, Faculty and Planner Agreement Form, as well as the Financial Disclosure Form.

The Medical Society of Delaware (MSD) requires all decisions during the course of planning a CME activity to be free of commercial influence.

The decisions include:

- Determination of the learning objectives of the program
- Identification of the need or practice gaps
- Identification of the competencies that will be addressed
- Selection of speakers, planners/staff who would be in a position to control the program/event content
- Selection of educational design
- Evaluation of the activity

In order to send the application off for approval, MSD requires the following three documents:

1. Completed CME application with references supporting the practice gap(s)
2. Joint Sponsorship Agreement Form
3. Agenda (draft is initially acceptable) or Overview of activity (for Regularly Scheduled Series –RSS)

MSD will then send the above mentioned (3) documents to the Education Review Committee for review and approval. Please be aware that the review/approval process takes up to 2 weeks. Therefore, to allow enough time for marketing of your activity, please submit your application in a timely manner (at least 8 weeks prior to your event).

A Program/activity MUST be reviewed and approved before any advertising of CME continuing education credits can take place. Statements such as “credits are pending” or “approval has been applied for” may not be used.

While waiting on the application approval, please submit the following documents to MSD:

- Disclosure Forms – each planning committee member & Speaker needs to complete this
- Faculty and Planner Agreement - each Planning Committee member & Speaker needs to complete this
- Submit the Preliminary Budget and Income Expense Form
- Speaker Information Form (one for each speaker/presenter) and provide references as appropriate
- For a panel discussion during the event, only one Speaker Information Form is needed (one per panel)
- Provide PowerPoint Presentations
- Submit CV and/or Bio for each speaker

All documents listed above MUST be submitted to MSD NO LATER than 2 weeks prior to your event.

There will be a \$25 fee per 5-day period that post-meeting documentation is delinquent.

Once you have been notified of the approval of your activity, you may start to develop your promotional materials.

Regarding promotional materials, MSD has specific CME language that needs to be added to these. This will be provided to you after your CME Application is approved, and a draft of any promotional materials, such as save the dates/invitations/ads/flyers, will need to be reviewed and approved by MSD prior to printing and distribution.

Section 1 and 2

The Activity Director needs to be a physician and will be responsible for the objectivity and content of the activity. The activity director may or may not necessarily be a speaker/presenter.

The CME coordinator will coordinate all administrative aspects of the activity, including providing all required documentation to MSD in a timely matter. This person will also be responsible to make MSD aware of any changes in the agenda of the planned activity, including change of speakers and cancellations of lectures.

Activity Information

There are several types of CME activities. Please select the type that best fits your event:

1. Live Course (symposium, workshop, conference, etc.)
2. Regularly Scheduled Series (RSS) – this type of activity can occur daily, weekly, biweekly, monthly, and quarterly and are primarily planned by and presented to the organization’s professional staff. NOTE: One application is required per type of RSS
3. Internet, Live Webinar – an activity conducted over the internet
4. Internet Activity/Enduring Material – this is not a live meeting, no interactions between the speaker and attendees. Participants will be able to access this education on their own schedule.

Sponsorship

MSD is accredited by the ACCME to provide continuing medical education for physicians. There are three types of sponsorship:

- 1. Directly sponsored (MSD is the accredited provider and sponsor of the event)
- 2. Jointly sponsored (MSD is the accredited sponsor and works with a non-accredited organization)
- 3. Co-sponsored (MSD works with another ACCME-accredited provider)

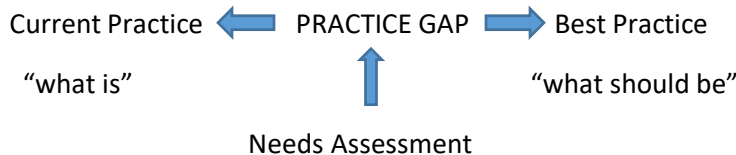
Section 3

Needs Assessment/ Practice Gap/Learning Objectives

The Activity Director/ CME Coordinator must explain the need for the CME activity. This is accomplished by identifying a gap in practice or behavior that need improvement. The gap can be explained through various types of evidence in the targeted participants knowledge, competence or performance.

What is a practice gap? "When there is a gap between what the professional is doing or accomplishing compared to what is "achievable on the basis of current professional knowledge," there is a professional practice gap." (ACCME)

A gap is when there is a discrepancy between "what is" and "what ought to be." You will have to explain how the educational needs were identified and document the resources/references used (i.e. physician/patient survey, chart audits, QI data, etc.)



You will need to indicate the data sources that brought the need for this activity to your attention. Feel free to use the worksheet below to help you with the completion of this section of the application.

A clear learning objective states what you want learners to be able to accomplish by participating in the activity. The learning objective should be stated in a specific measurable way.

Please use the following checklist to indicate **at least one source** that brought the **need for this activity** to your attention. You must **provide the supporting document** to MSD.

Check all that apply	Potential Sources – (related to your educational topic)
	Continuing review of changes in quality of care as revealed by medical audit or other patient care reviews. <i>Potential sources of documentation: audit reports, chart reviews</i>

Source:	
	Ongoing review of recurring diagnoses made by physicians on staff. <i>Potential sources of documentation: summary of notes, minutes of meetings</i>
Source:	
	Advice from authorities in the field or relevant medical societies. <i>Potential sources of documentation: list of expert names/affiliations/title, corresponding summary of recommendation(s); with evidence based support of recommendations such as peer reviewed literature, patient data, evaluation summary reports.</i>
Source:	
	Formal or informal requests or surveys of the target audience, faculty or staff. <i>Potential sources of documentation: summary of requests or surveys. Note, must show information related to areas of educational need/topics of interest (not logistical summaries - i.e., food, venue, etc.).</i>
Source:	
	Discussion in departmental meetings. <i>Potential sources of documentation: summary of meeting minutes showing information discussed was related to areas of educational need/topics of interest (not logistical summaries - i.e., food, venue, etc.).</i>
Source:	
	Data from peer-reviewed journals, government sources, consensus reports. <i>Potential sources of documentation: abstracts/full journal articles, government produced documents describing educational need and physician practice gaps (a bibliography of sources is adequate, you do not have to send entire journal articles).</i>
Source:	
	Review of board examinations and/or re-certification requirements. <i>Potential sources of documentation: board review/update requirements.</i>
Source:	
	New technology, methods of diagnosis/treatment. <i>Potential sources of documentation: description of new procedure, technology, treatment, etc.</i>
Source:	
	Legislative, regulatory or organizational changes affecting patient care. <i>Potential sources of documentation: copy of the measure/change.</i>
Source:	
	Joint Commission Patient Safety Goal/Competency. <i>Potential sources of documentation: copy of the safety goal and/or competency.</i>
Source:	

Please use the following questions to **identify your practice gap(s) and corresponding learning objective(s)** for your activity. Keep in mind that how much time you have to accomplish your learning objective(s).

HOW TO ARRIVE AT YOUR PRACTICE GAP and corresponding Learning Objective(s)

<p>What is the problem or issue that needs to be addressed based the source you identified on Page 1?</p> <p>This is a Practice Gap.</p>	
<p>Who is experiencing this problem? This is your target audience – your learners.</p>	
<p>Based on this gap, what is the educational need of the target audience?</p>	
<p>What topic(s) will be included to address the gap(s)? This is the educational content.</p>	
<p>Is it a need of knowledge (learners do not know something), competence (learners cannot apply the knowledge), or performance (learners cannot or do not do something)?</p>	<p><input type="checkbox"/> Knowledge</p> <p><input type="checkbox"/> Competence</p> <p><input type="checkbox"/> Performance</p>
<p>What is it you want to change for your learners as a result of participating in this activity? This is a learning objective.</p> <p>For each objective indicate what kind of change you want to make for learners:</p> <ol style="list-style-type: none"> BE ABLE TO APPLY NEW KNOWLEDGE? This is a change in competence. Use action words such as: identify, recognize, list, restate, define ACTUALLY DO SOMETHING IN PRACTICE? This is a change in performance. Use action words such as: apply, demonstrate, perform, practice, use IMPROVE PATIENT OUTCOMES? This is using what they have learned with a positive impact on patients. Use action words such as improve, increase, reduce, provide 	<p>After participating in this activity, learners will be able to:</p> <p>Objective:</p> <p>Change: <input type="checkbox"/> Competence <input type="checkbox"/> Performance <input type="checkbox"/> Patient Outcomes</p> <p>Objective:</p> <p>Change: <input type="checkbox"/> Competence <input type="checkbox"/> Performance <input type="checkbox"/> Patient Outcomes</p> <p>Objective:</p> <p>Change: <input type="checkbox"/> Competence <input type="checkbox"/> Performance <input type="checkbox"/> Patient Outcomes</p>
<p>Circle a Desired Physician Attribute Incorporated:</p> <p>Provide patient-centered care Systems-based practice</p> <p>Work in interdisciplinary teams Medical knowledge</p> <p>Apply quality improvement Utilize informatics</p>	<p>Educational Format:</p> <p>Didactic Lecture <input type="checkbox"/></p> <p>RoundTable Discuss <input type="checkbox"/></p> <p>Multi-media AV <input type="checkbox"/> Sim Skills Lab <input type="checkbox"/></p> <p>Panel Discuss <input type="checkbox"/> Q&A sessions <input type="checkbox"/></p>

Employ evidence-based practice Professionalism Compassionate patient care Cognitive expertise Practice-based learning & improvement Interpersonal & communication skills Evidence of evaluation/performance in practice Commitment to lifelong learning	Case Presentation <input type="checkbox"/>
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Outcomes measurement (page 9 of the application)

Outcomes measurement is essential to the educational process. How will you know if your activity makes a difference or help change clinician behavior or patient health outcomes? Every activity receiving Category 1 credit must be evaluated. Outcomes-based evaluation or measurement looks at impacts/benefits/changes to your attendees (as as result of your educational activity) during and/or after their participation in your activity.

The following items must be components of any evaluation process.

1. Participants must be requested to evaluate activity presentations and content in terms of stated practice gaps (need) and learning objectives. All feedback, written and verbal, should be assessed to determine if objectives were met.
2. Participants must be requested to evaluate commercial bias in the delivery of educational content. Sample questions are available upon request.
3. If the activity seeks to change physician competence: participants must be requested to describe their learning process and their intent to change their behavior or practice in terms of knowledge, skills, and/or attitude; or change in knowledge must be objectively measured.

If the activity seeks to change physician performance: participants must be requested to describe or objectively measure the changes they have made to their practice or list reasons (barriers) to implementing change.

If the activity seeks to change patient health outcomes: patient health data must be measured objectively before and after the educational intervention.

In order to measure change, status must be measured or described both before and after the educational intervention has been issued. This can be accomplished through the use of various tools and formats. Samples of outcomes-based evaluation tools and formats are available from the CME upon request.

A typed, substantive summary of the evaluation responses and outcomes measures must be provided to the CME office. The summary, in combination with the organizing committee and activity director(s) own feedback, should be used to make recommendations for future programming.

Page 8 of the Application – Quality Standards

We want to encourage to complete this section as it would generally not be difficult to identify such an organization or organizations. This also serves to support the academic quality of the presentation and commitment to evidence based medicine.

Target Audience

Activities/educational lectures are generated around content that matches the learners' current or potential scope of professional activities.

CME activities are designated for AMA PRA Category 1 Credit(s)™. The licensing board for nurses accepts Category 1 credit. Each Category 1 CME credit translates into one tenth of a nursing CEU or 1 Contact Hour.

Agenda

Please submit your agenda with your CME application. MSD will use the agenda to determine the amount of credit to be awarded.

Credits will not be awarded for registration, closing remarks, breaks or meals (so long as no educational activity is taking place during the meals).

Since credit statements must be included on marketing materials, it is essential that the agenda be completed early in your planning process to reflect the correct amount of credit to be awarded on all promotional material.

Section 4

Evaluations

Please select the manner in which you plan to evaluate your activity. All CME activities must be measured for changes in learner competence, performance or patient outcomes.

A Post- Assessment survey is the minimum required evaluation tool and will need to be completed after the event. Please consider other additional methods of measurements to enhance the effectiveness of your activity.

Based on what you want to change for your learners on page 4 of the application, choose at least one method to measure changes.

Section 5

Disclosures of Financial Relationships and Resolution of Conflict of Interest

In this section, please list all speakers and planning committee members.

Disclosure of financial relationships is required for compliance with ACCME Criteria C7 Standards 2 & 6: *activities/educational interventions are developed independent of commercial interests.*

It is the policy of MSD to ensure balance, independence, objectivity, and scientific rigor in all sponsored or jointly sponsored educational activities.

All individuals who are in a position to control the content of the educational activity (planning committee, staff, speakers, authors, content reviewers, and moderators of CME) must disclose all relevant financial relationships they have with any commercial interest(s) in any amount occurring within the past 12 months and the nature of the relationship. Employees of commercial interests cannot control the content of a CME activity and therefore cannot perform any of these roles.

The Disclosure of Relevant Financial Relationship Form is the mechanism used by the MSD to gather information about relevant relationships with commercial interests.

****Failure to return a disclosure form is equal to refusing to disclose and individuals will be disqualified from participating in the CME activity.***

Conflicts of interest MUST be resolved using the Resolution of Conflict of Interest on the reversed side of the Disclosure form BEFORE the activity occurs, preferably during the early planning stages.

It is the responsibility of the Activity Director to ensure that:

1. All the disclosure forms are collected,
2. Reviewed for relevant financial relationships with commercial interests,
3. All conflicts of interest resolved,
4. Disclosure forms sent to MSD, and
5. Disclosure information is provided for the participants prior to the content delivery

The text for the disclosure to participants must be approved by the MSD prior to the activity.

Exhibit Information

All exhibitors must remain in a separate space from the educational activity. This is an ACCME requirement. Arrangements for commercial exhibits must not influence planning or interfere with the presentation(s) and are not a condition of the provision of commercial support for CME activities.

All exhibitors must be provided with the MSD Exhibiting Rules, Regulations and Information and sign an Exhibitor Agreement Form.

Disclosures to Audience

All disclosures must be shared with the audience prior to the beginning of the activity. This may be done by announcement at the podium, distribution, ongoing opening slide or listed in the front of the syllabus for the event.

Section 6

Marketing

All promotional material must be reviewed and approved by MSD prior to distribution. This is to ensure compliance with ACCME Criteria C7: *activities/educational interventions are developed independent of commercial interests.*

There are required elements and statements that must be used in all promotional materials. MSD will provide you with these statements when your CME activity is approved. If you fail to get prior approval for the materials and elements are missing or are incorrect, you will be required to make necessary corrections and redistribute the materials to potential participants.

“Save the dates” may be sent at any time as long as there is no reference to AMA PRA Category 1™ Credit until the CME activity is approved by MSD. **DO NOT** use wording on any promotional materials, including “Save the Dates,” indicating that “CME credit has been applied for.” This **is strictly prohibited** by the ACCME. If such wording is included, MSD reserves the right to rescind any accreditation approval.

POST ACTIVITY

Following your CME activity, please provide your sign-in sheets to MSD within 48 hours. The sign-in sheets will be used to distribute the post-activity survey to your learners and award CME credit.

APPLICATION RENEWAL

All CME activities will be accredited for the time period you provide on the application. Please notify MSD in a timely manner if you wish to renew your educational activity, in order to allow appropriate time for review and approval of your new application submission for accreditation.