

# Continuing Medical Education (CME) Planning Document for Regularly Scheduled Series (RSS)

All CME activities undertaken by the UTRGV School of Medicine Office of CME (SOM OCME) are planned and implemented in accordance with the Accreditation Council for Continuing Medical Education (ACCME) accreditation requirements and policies. Accordingly:

- UTRGV SOM OCME will be the final authority for all aspects of the planning process, including, but not limited to, the gap analysis, learning objectives, activity design, faculty selection, and evaluation metrics.
- All activities must comply with the ACCME *Standards for Integrity and Independence* and, if designed for physician learners, the AMA standards regarding the Physician's Recognition Award and *Gifts to Physicians from Industry*.
- All activities must be for scientific and educational purposes only; the educational content of activities must be accepted by the profession(s) constituting the target audience as being within the science/scope of practice of the intended audience(s), and applicable to the delivery of healthcare to the public
- Requests for RSS CMEs must be made at 1 month in advance, allowances will be made on a case-by-case basis, please contact the OCME to discuss.

**Primary Contact:** \_\_\_\_\_

Title: \_\_\_\_\_

ISU / Dept \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Providership Type:

- Direct ☐ Planned by only UTRGV School of Medicine Faculty  
 Joint ☐ Planned in partnership with a non-accredited provider(s)

**Proposed Title of Global RSS:** \_\_\_\_\_

**Activity Date(s):** \_\_\_\_\_

Venue & Location of Activity: \_\_\_\_\_  
 Venue, Street Address, City, State, Zip and Telephone Number

Anticipated frequency of Sessions:      Monthly      Bi-Weekly      Weekly

Type of Activity:      Live      Enduring /Asynchronous

Anticipated number of: Physician attendees: \_\_\_\_\_

Number of Faculty: \_\_\_\_\_

Do you anticipate any Commercial Supporter(s)? (additional forms will be required)



## OVERALL SERIES “GLOBAL” LEARNING OBJECTIVES

List 3-6 overall learning objectives for this series in terms of expected change in skills/strategy and/or performance and/or patient outcomes that are measurable and contribute to the potential impact on clinical practice and/or patient health.

For assistance in formulating specific, measurable, outcomes-based objectives, review the teaching tool entitled “Guidelines for Writing Learning Objectives” developed by the American Academy of Family Physicians © 2013

[https://www.aafp.org/content/dam/AAFP/documents/cme/faculty\\_development/assessments-writing.pdf](https://www.aafp.org/content/dam/AAFP/documents/cme/faculty_development/assessments-writing.pdf)

*At the conclusion of this series, learners should be better able to:*

1	
2	
3	
4	
5	
6	

## GLOBAL NEEDS ASSESSMENT

Describe the educational needs that underlie the professional practice/quality gaps of the learners of this series. A professional practice/quality gap is defined as the difference between ACTUAL (what is) and IDEAL (what should be) in regard to knowledge, skills/strategy and/or performance.

- Identify and describe the **quality and/or practice gaps** between current practice/outcomes and desirable or achievable practice/outcomes.
  - CURRENT PRACTICE is the existing level of knowledge and/or skills/strategy and/or performance of the learner for an identified disease state, patient safety issue, ethical/cultural issue, practice management issue, etc.
  - BEST PRACTICE is the best evidenced based data or highest standard of care.
- Indicate the **reason(s) of the practice gap**: Gap in knowledge and/or skills/strategy and/or performance? (Educational Needs)
- Describe the **expectations of the learner** in relation to his/her practice as a result of addressing the educational need. (Desired Results)
- Indicate the **expected change(s) of the learner’s behavior** in relation to his/her practice as a result of addressing the educational need. (Intended Outcomes)

**Conduct a needs assessment for up to FOUR (4) specific areas in critical need of education that will be addressed in this series for the upcoming year.**  
*(add additional pages as needed)*

## Needs Assessment for Global RSS

(Educational Planners need to identify the existing **professional practice gap** the series is designed to close. A practice gap is the difference between current practice\* and best practice based on the latest professional knowledge in the field)\*



<p><b>Current Practice</b></p> <p><b>ACCME Educational Needs, Designed to Change)</b></p>	<p><b>Indicate the issue/problem/practice gap do you want to address/resolve?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are not aware of new methods for diagnosis and treatment</li> <li><input type="checkbox"/> Learners do not know how to apply the new information into practice</li> <li><input type="checkbox"/> Learners are not applying evidence-based guidelines into practice</li> <li><input type="checkbox"/> Learners are having difficulty managing patient care scenarios</li> <li><input type="checkbox"/> Patient problems/challenges that have not been addressed appropriately/ adequately</li> <li><input type="checkbox"/> Areas of patient care within the department/institution need improvement</li> <li><input type="checkbox"/> Gap identified by PI/QI process</li> <li><input type="checkbox"/> Broad variations of patient care among colleagues</li> <li><input type="checkbox"/> Issues reported by patients that need more attention/follow-up</li> <li><input type="checkbox"/> Other (specify): _____</li> </ul> <p><b>Describe the specific issue/problem/practice gap indicated above.</b></p>
<p><b>Best Practice</b></p> <p><b>(ACCME Educational Needs</b></p>	<p><b>Describe the quality and/or performance and/or standards of care measures that highlight optimal expectations related to this practice gap?</b></p> <p><b>List the specific source(s) that supports this standard of care and provide documentation to support it.</b></p>
<p><b>Educational Need(s)</b></p> <p><b>(ACCME Educational Needs, Designed to Change)</b></p>	<p>Determine the educational need that will drive the development of the series objectives and ultimately the outcomes measurement. CME Activities must be designed for a potential outcome of changing competence, performance and/or patient health.</p> <div style="text-align: center;"> <p><b>Step 2: Determine Educational Needs</b></p> <pre> graph LR     A[Knowledge knowing something] --&gt; B[Competence the ability to do something in theory]     B --&gt; C[Performance the ability to do something in practice]   </pre> </div> <p><b>Indicate the reason the practice gap exists related to the gap analysis above.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge (<i>learners' lack of awareness/understanding</i>)</li> <li><input type="checkbox"/> Competence (<i>learners' difficulty/inability to apply strategy</i>)</li> <li><input type="checkbox"/> Performance (<i>practice lacking optimal expectations</i>)</li> </ul>

<p><b>Expected Result(s) &amp; Intended Outcome(s)</b></p> <p><b>ACCME Educational Needs, Designed to Change</b></p>	<p><b>State what this series is designed to change in terms of learners' competence or performance or patient outcomes AND how is going to be accomplished by this activity.</b></p> <div style="text-align: center; margin: 20px 0;"> <pre> graph LR     A[Competence the ability to do something in theory] --&gt; B[Performance the ability to do something in practice]     B --&gt; C[Patient Outcomes the effect of education on patient care]     subgraph Step3 [Step 3: Describe Expected Results]         B         C     end                     </pre> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <thead> <tr> <th style="width: 50%;">EXAMPLES: Type of Expected Result</th> <th style="width: 50%;">Description of Expected Result</th> </tr> </thead> <tbody> <tr> <td><b>Competence</b> - What a physician/healthcare team <i>will be able to do</i> (in theory).</td> <td>Example: Ophthalmologists <i>will to be able to</i> use new methods available in the diagnosis and treatment of uncommon eye conditions.</td> </tr> <tr> <td><b>Performance</b> - What a physician/healthcare team <i>will routinely do</i> in clinical practice.</td> <td>Example: Emergency room physicians <i>will routinely</i> follow the most up-to-date guidelines for antibiotic use in all patients suspected of having acute bacterial meningitis.</td> </tr> <tr> <td><b>Patient Outcomes</b> - How the patient <i>will benefit</i> as a result of physician education.</td> <td>Example: Patients <i>will have</i> a lower incidence of postoperative nausea and vomiting when anesthesiologists routinely follow best practice in antiemetic prophylaxis.</td> </tr> </tbody> </table>	EXAMPLES: Type of Expected Result	Description of Expected Result	<b>Competence</b> - What a physician/healthcare team <i>will be able to do</i> (in theory).	Example: Ophthalmologists <i>will to be able to</i> use new methods available in the diagnosis and treatment of uncommon eye conditions.	<b>Performance</b> - What a physician/healthcare team <i>will routinely do</i> in clinical practice.	Example: Emergency room physicians <i>will routinely</i> follow the most up-to-date guidelines for antibiotic use in all patients suspected of having acute bacterial meningitis.	<b>Patient Outcomes</b> - How the patient <i>will benefit</i> as a result of physician education.	Example: Patients <i>will have</i> a lower incidence of postoperative nausea and vomiting when anesthesiologists routinely follow best practice in antiemetic prophylaxis.
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	<p><b>Classify the <i>expected change(s)</i> of the learners' behavior as a result of their participation in this series that addresses the practice gap above in relation to the learners' practice.</b></p> <p><input type="checkbox"/> <b>Competence</b> (understanding + strategy about how to implement in practice) <b>** (Required)</b></p> <p style="margin-left: 40px;"><input type="checkbox"/> Are changes in Competence evaluated? (on the evaluation tool)</p> <p><input type="checkbox"/> <b>Performance</b> (understanding + strategy + what currently doing in practice)</p> <p style="margin-left: 40px;"><input type="checkbox"/> Are changes in Performance to be evaluated? <b>***</b> (will require follow-up survey by the Department, please contact OCME)</p> <p><input type="checkbox"/> <b>Patient Outcomes</b> (understanding + strategy + what currently doing in practice + impact on patient/healthcare) Activity must include Performance as a need to include patient outcomes as a need</p> <p style="margin-left: 40px;"><input type="checkbox"/> Are changes in Patient Outcomes to be evaluated? <b>****</b> (if interested in tracking this educational need, please contact OCME)</p>								

**\* Expected results of the activity can also be used to help generate learning objectives.** Use of terms that solely describe the accumulation of knowledge should be avoided, as the expected results describe the true aim(s) of the activity.

**\*\*To measure a change in competence,** you must provide evidence that the learner has knowledge that he or she did not have prior to the activity and plans to implement changes. (questions asked on evaluation)

**\*\*\*To measure a change in performance,** you must provide evidence that the learner made a change in her or her practice (As a result of the activity, how do you intend to change your practice? Evaluate learner's intent to change; 6-month follow up.)

**\*\*\*\*To measure a change in patient outcomes,** you must provide evidence that this education affected patients (chart reviews, changes in quality improvement numbers, etc.)

## **ABMS/ACGME, IOM and IPEC Core Competencies**

The Accreditation Council for Continuing Medical Education (ACCME) has determined that **CME providers must specify which of these competencies is being addressed.**

<b>Step #4</b>	Which of the <b>ABMS/ACGME</b> competencies is most relevant to the gap(s) that were identified?		<b>ACCME Competencies</b>
	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Patient care and Procedural Skills (ACGME)  <input type="checkbox"/> Practice-based Learning and Improvement (ACGME)  <input type="checkbox"/> Interpersonal and Communication Skills (ACGME)  <input type="checkbox"/> Provide Patient-centered Care (IOM)  <input type="checkbox"/> Employ Evidence-based Practice (IOM)  <input type="checkbox"/> Utilize Informatics (IOM)  <input type="checkbox"/> Values/Ethics for Interprofessional Practice (IP)  <input type="checkbox"/> Interprofessional Communication (IP)  <input type="checkbox"/> Other Competencies:  (Please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Medical Knowledge (ACGME)  <input type="checkbox"/> Professionalism (ACGME)  <input type="checkbox"/> Systems-based Practice (ACGME)  <input type="checkbox"/> Work in Interdisciplinary Teams (IOM)  <input type="checkbox"/> Apply Quality Improvement (IOM)  <input type="checkbox"/> Roles/Responsibilities (IP)  <input type="checkbox"/> Teams and Teamwork (IP) </div> </div>		

## **Global EVALUATION AND IMPROVEMENT**

Evaluations must assess objectives, content, and professional knowledge, skill, or attitude improvement.

<b>Step #4</b>	<p><b><u>To measure a change in competence</u></b>, you must provide evidence that the learner has knowledge that he or she did not have prior to the activity and plans to implement changes.</p> <p><b><u>To measure a change in performance</u></b>, you must provide evidence that the learner made a change in her or her practice (As a result of the activity, how do you intend to change your practice? Evaluate learner's intent to change; 6-month follow up.)</p> <p><b><u>To measure a change in patient outcomes</u></b>, you must provide evidence that this education affected patients (chart reviews, changes in quality improvement numbers, etc.)</p>		<b>ACCME Analyzes Change, Program Analysis &amp; Program Improvements</b>
	<p>What changes will you measure? (see Moore's levels outlined below)</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> <b>Physician Competence</b> (Moore's Level 4) (required)  <input type="checkbox"/> <b>Physician Performance</b> (Moore's Level 5) (will require followup survey by Dept., contact OCME)  <input type="checkbox"/> <b>Patient Outcomes</b> (Moore's Level 6) (please contact OCME to track this measure) </div> </div>		
	<p>How will the goal, purpose or expectation of the activity be measured?</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> <b>Physician Feedback</b>  <input type="checkbox"/> <b>Practice Patterns</b>  <input type="checkbox"/> <b>Patient Outcomes Evaluation</b> </div> <div style="width: 50%;"> <input type="checkbox"/> <b>Follow-up Survey of Physician</b>  <input type="checkbox"/> <b>Pre/Post Test</b>  <input type="checkbox"/> <b>Other</b> </div> </div>		

**Moore's levels 4 – 7 are as follows:**

- |                       |  |
|-----------------------|--|
| <b><u>Level 4</u></b> | Learning: <b><u>Competence</u></b> (denotes strategy to implement), i.e. self-reported learner behavior changes / what will be implemented or why not                          |
| <b><u>Level 5</u></b> | <b><u>Performance</u></b> (Does), i.e. follow-up data (e.g. 3 month later) to compare to initial to see if changes Remain implemented, measurement of learner behavior changes |
| <b><u>Level 6</u></b> | <b><u>Patient Health</u></b> , i.e. measurement of impact on patient   |
| Level 7               | Community Health, i.e. measurement of impact on populations  |

## Accreditation Announcement and Signature

### a) Accreditation Announcement

UTRGV SOM OCME **must approve all activity announcements**, including save the date type notifications, **PRIOR TO BEING RELEASED and/or PRINTED** to ensure proper accreditation statements have been included.

**Pending accreditation statements are NOT allowed.**

In advertising CME credits, excluding save the date type notifications, UTRGV SOM OCME ensures all promotional materials include the following elements:

- Statement of overall objectives for the activity
- Session descriptions (this area may include the objectives)
- List of faculty/presenters
- Agenda/schedule to include date and times
- Clear information concerning fees, and, if appropriate, what the fee covers
- Statement of commercial support (if applicable)
- ACCME accreditation and AMA designation statements that clearly identify the accrediting provider (UTRGV SOM OCME)

**Preliminary approval** of accreditation for most activities can be determined within four (2-4) business days contingent upon: completed and signed application, include all requested documentation, and the size of the activity.

### b) Signature

My signature attests I have the authority to enter into this agreement.

I have fully read and understand the completed application and will abide with the application requirements to maintain compliance with the ACCME accreditation requirements and policies, as well as the *Standards for Integrity and Independence*.

UTRGV SOM OCME reserves the right to withdraw from this activity, at any time, if the requirements have not been fulfilled.

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Name of Department Representative

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Date

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Title of Department Representative

**Please submit (email) the completed and signed application (an incomplete application will be returned), and supporting documentation to:**

Elysa Hausmann, MSHS, CHCP  
 CME Coordinator, UTRGV SOM Office of CME  
[elysa.hausmann@UTRGV.edu](mailto:elysa.hausmann@UTRGV.edu)