



### Activity Development Worksheet –

#### *An Example of a Planning Process to Incorporate ACCME's Updated Accreditation Criteria*

Choose one of the case studies provided. Using the information provided to you in the case, the steps outlined in the accompanying presentation, and your expertise, develop a CME activity related to the contents of the case.

Case Study: _____	ACCME Updated Criteria
<b>NOTE ABOUT ACCME'S SCS: PROVIDERS SHOULD REMEMBER TO INTEGRATE THE SCS INTO THEIR PLANNING PROCESSES AT EVERY STEP. WHEN INITIATING A PLANNING PROCESS, PROVIDERS SHOULD TAKE STEPS TO ENSURE THAT:</b> <ol style="list-style-type: none"> <li>1. ALL STEPS SHOULD BE TAKEN INDEPENDENT OF COMMERCIAL INTERESTS.</li> <li>2. EVERYONE WHO IS IN A POSITION TO CONTROL CONTENT MUST DISCLOSE ALL RELEVANT FINANCIAL RELATIONSHIPS WITH A COMMERCIAL INTEREST TO THE PROVIDER.</li> <li>3. THE PROVIDER MUST HAVE IMPLEMENTED MECHANISMS TO IDENTIFY AND RESOLVE ALL CONFLICTS OF INTEREST PRIOR THE EDUCATION ACTIVITY BEING DELIVERED TO LEARNERS.</li> </ol>	<b>C7</b>
a. What is the quality gap to be addressed? What is the professional practice gap?	<b>C2</b>
b. Is it a gap in physician knowledge, competence, or performance?	<b>C2, C3</b>
c. What is the physician target audience? What are the potential or real <u>barriers</u> facing these physicians if this need (gap) is to be addressed?	<b>C18, C19</b>

	<b>ACCME Updated Criteria</b>
d. Based on the need/gap the activity is addressing, what are the desired results of the activity? Said differently, "What is the activity designed to change?"	<b>C3</b>
e. Based on the desired results of the activity, what are the objectives of the activity? Note: Your objectives can support the attainment of the desired result.	<b>C3</b>
f. Are there IOM, ACGME or other competencies related to this topic/change? Refer to <i>List of Desirable Physician Attributes</i> .	<b>C6</b>
g. Are there other initiatives <u>within</u> my institution working on this issue? Are there <u>other</u> organizations we could partner with that are working on this issue?	<b>C18, C20</b>
h. In what ways could we include these internal or external groups in our CME activity to help us address or remove barriers as identified in question c?	<b>C19</b>
i. Are there non-educational strategies that are currently being used that address this issue? If no, what kinds of non-educational strategies could be used to address this issue?	<b>C17</b>

	<b>ACCME Updated Criteria</b>
j. What type(s) of evaluation method(s) will you use to know if the activity was effective at meeting the need and creating change in competence, performance, or patient outcomes?	<b>C11</b>
<b>NOTE ABOUT ACCME’S SCS: PROVIDERS SHOULD REMEMBER TO INTEGRATE THE SCS INTO THEIR PLANNING PROCESSES AT EVERY STEP. PROVIDERS SHOULD CONSIDER THE FOLLOWING SCS ELEMENTS AS THEY REVIEW QUESTIONS RELATED TO STEP C7:</b> <ol style="list-style-type: none"> <li>1. THE PROVIDER ACTIVITY PROMOTES IMPROVEMENTS OR QUALITY IN HEALTHCARE AND NOT PROPRIETARY INTERESTS OF A COMMERCIAL INTEREST.</li> <li>2. EVERYONE WHO IS IN A POSITION TO CONTROL CONTENT MUST DISCLOSE ALL RELEVANT FINANCIAL RELATIONSHIPS WITH A COMMERCIAL INTEREST TO THE PROVIDER.</li> <li>3. THE PROVIDER MUST HAVE IMPLEMENTED MECHANISMS TO IDENTIFY AND RESOLVE ALL CONFLICTS OF INTEREST PRIOR THE EDUCATION ACTIVITY BEING DELIVERED TO LEARNERS.</li> </ol>	<b>C7, C10</b>
k. Based on the physician target audience and the gap that is being addressed, what is the right content to cover? How does the content relate to the scope of practice of the physician target audience? Should the content also relate to specific patient groups? Should it contain content outside the clinical topic?	<b>C3, C4</b>
l. Who are the right faculty to cover this content?	<b>C3</b>

	<b>ACCME Updated Criteria</b>
<p><b>NOTE ABOUT ACCME’S SCS: PROVIDERS SHOULD REMEMBER TO INTEGRATE THE SCS INTO THEIR PLANNING PROCESSES AT EVERY STEP. PROVIDERS SHOULD CONSIDER THE FOLLOWING SCS ELEMENTS AS THEY REVIEW QUESTIONS RELATED TO STEP C8:</b></p> <ol style="list-style-type: none"> <li><b>1. THE PROVIDER APPROPRIATELY MANAGES COMMERCIAL SUPPORT (if applicable).</b></li> <li><b>2. THE PROVIDER MAINTAINS A SEPARATION OF PROMOTION FROM EDUCATION.</b></li> <li><b>3. DISCLOSURE TO THE LEARNERS OF RELEVANT FINANCIAL RELATIONSHIPS AND ANY COMMERCIAL SUPPORT FOR THE CME ACTIVITY</b></li> </ol>	<b>C7, C8, C9</b>
<b>Questions:</b>	
<p>m. Based on the previous steps, what is the right format to use for the activity? What type of activity will it be (Live, Enduring Material, Internet, Other?)? What will be the educational design of the activity (e.g. presentation, case studies, round table, and simulation)?</p> <p>(Remember to consider adult learning principles and the physician learning and change process.)</p>	<b>C3, C5</b>
<p>n. How do the format/methodology and design components support the activities objectives and desired results as outlined in questions d and e?</p>	<b>C5</b>

**Describe your CME Activity:**

	<b>ACCME Updated Criteria</b>
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