Guide to Completing the CME Activity Application

Continuing Medical Education (CME) consists of educational activities which serve to maintain, develop or increase the knowledge, skills, professional performance and relationships that a physician uses to provide services for patients, the public or the profession. It is the responsibility of Roper St. Francis (RSF) to assure that the CME activity is designed

All sections of the application should be filled out completely and to the best of the course director’s ability prior to the activity for approval for credit. Final approval of the application requires a complete activity application along with the additional required paperwork for speakers. This includes CVs and Financial Disclosure Documents.

The South Carolina Medical Association (SCMA) requires all decisions during the course of planning a CME activity to be free of commercial influence and include the CME provider (the RSF CME Coordinator must be included on your planning committee). The decisions include:

• Identification of the need or gap in today’s practice
• Determination of learning objectives the program will address in the gap
• Identification of the competencies that will be addressed in the program
• Selection of speakers, personnel and/or organizations that would be in a position to control the program content
• Selection of presenters
• Selection of educational methodology and design
• Evaluation of the activity

To ensure a timely review of your program and to allow enough time for marketing of your program, please submit the application 10 weeks in advance of the CME program.

*A program must be reviewed and approved before any advertising of CME credit can take place. Statements such as “approval has been applied for” and “credits are pending” may not be used.

Section A and B – Activity Information

Activity/Department Coordinator will coordinate all administrative aspects of the activity, including providing required documentation to the CME Department in a timely manner.

Course Director/Speaker will be responsible for the content, objectivity and scientific rigor of the activity. The course director may or may not necessarily be a speaker.

Other Planners may include anyone else that is in position to control the content of the meeting. They may or may not be speakers. If you have multiple speakers, please include all here.

Type of Activity:

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

1. Live Course (Conference, Symposium, Workshop)
a. One-Time Event
b. Multiple Event: Same overall objectives to be repeated during the year
c. Internet Live (Webinar): Live activity conducted over the internet

2. Internet Activity, Enduring Material: This is not a live meeting, and there is no interaction between the speaker and attendees. The provider must provide CME information prior to starting the educational activity

3. Other: Please describe

Course Sponsorship:
Roper St. Francis is accredited by the SCMA to provide continuing medical education for physicians. All activities will be directly sponsored by RSF. All non-RSF entities will be jointly sponsored. All entities that are independently accredited to provide CME will be co-sponsored.

Financial/Commercial Support:
Commercial support, including exhibit fees, must be acknowledged to the audience. This may be done in printed materials AND/OR at the podium by the speaker in the general/opening announcements.

Educational Grants:
a. A letter of agreement (LOA) for commercial support is required and MUST be signed by the commercial entities representative, RSF CME Coordinator and, if applicable, joint sponsor representative.
b. The original LOA or copies MUST be kept with RSF CME. All commercial support funds must flow through RSF CME to prevent any bias or misuse.

Target Audience:
CME consists of educational programs that are designed for practicing physicians. 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.

Credit Amount:
AMA PRA Category 1 Credit™ is awarded in 15 minute or .25 increments. If your meeting will be one hour, with no breaks, the application is for 1 AMA PRA Category 1 Credit™. Breaks and meals are not counted in the time at the educational activity for credit.

Section C – Activity Planning
Overview: The overview is a description of your main goal for the activity. It explains what the course is about and the mission it is trying to fulfill.

Example 1:
The focus of this symposium will be to update sleep practitioners in the latest diagnostic and treatment options for sleep disordered breathing including portable monitoring (home sleep studies), dental devices, surgical therapies and advanced airway pressure therapies. The content of the meeting will also highlight the association between sleep disorders and metabolic diseases. The symposium and associated topics are meant to enhance the field of sleep medicine as it is evolving.
Example 2:

This CME online activity is designed to address the topic of influenza in children. It discusses transmission, risk factors, complications and prevention, with a specific focus on prevention of infection by immunization. The activity is a case study with a real-life scenario with CME questions nested within the case presentation.

Needs Assessment / Gap Analysis:

Activity Coordinators / Physician Course Directors must explain the need for the CME activity. This is done by identifying a gap in practice, which can be explained through various types of evidence. A practice gap is when there is a discrepancy between “what is” and “what ought to be.” Explain how the educational needs were determined and document the resources and references used (i.e., QI data, chart audits, physician surveys, clinical guidelines, ABMSMOI, IOM competence guidelines, etc.).

<table>
<thead>
<tr>
<th>Current Practice</th>
<th>Practice Gap</th>
<th>Best Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What learners <strong>currently</strong> do”</td>
<td>Needs Assessment</td>
<td>“What learners <strong>should</strong> do”</td>
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</tbody>
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Identification and analysis of CME needs provide the basis for developing educational objectives and content.

Example 1:

**NEED:** Audits of 10 primary care practices revealed that only two qualified for NCQA certification in diabetes management. The purpose of this activity is to present the data and discuss our analysis of why this occurred and the processes of care to be modified. We will discuss mechanisms and provide materials to assist these practices in improving performance to meet the goal of NCQA certification. Participants will be provided with tool kits and flowcharts for effective implementation of process changes within their departments.

This example serves as an excellent source of needs assessment documentation through the following:

- Abstracts of the charts audited and the deficiency (gap) detected
- NCQA certification criteria for diabetes management
- Copies of existing and proposed tools and flowcharts

Example 2:

**Practice GAP:** The Department of General Surgery is not presently in compliance with two core measures as established by the health care system. A desired result of this activity includes reducing the mortality rate for nosocomial infection in patients receiving mechanically assisted ventilation.

In this example, the following serve as the source of the needs assessment:

- GAP: Recent baseline mortality rate and length of stay data vs. nation, regional, state or local rates
- NEED: Copies of screening tools to be developed in assisting the consistent identification of high risk patients

Medical literature and past program evaluations may be provided to supplement the needs assessment data, but are not sufficient, on their own, to identify knowledge gaps for an effective needs assessment. Please
submit the entire article or abstract, not just the source citation when submitting the needs assessment documentation.

**Learning Objectives:**

A clear learning objective states what the learner will be able to do upon completion of the activity, in terms of behavioral change. A clear objective identifies the terminal behavior or desired outcome of the education offering. The learning objective should be stated in a specific measurable way. In the example below, the participant will be able to define an actionable and measurable objective.

**Example:**

Upon completion of this activity, the participant should be better able to define the step-by-step principles of the surgical treatment of the hand.

Avoid words that are not measurable, such as: to know, to understand, to appreciate, to improve, to learn, and to know as these words are not measurable.

**Other Educational Strategies:**

Other educational strategies are any additional resources you plan to use as part of the activity. They are meant to enhance the learning experience.

**Program Evaluation:**

Please select the manner in which you plan to evaluate your program. The goal of the evaluation is to measure the participants' knowledge after the activity. For example: can they define the step-by-step principles of the surgical treatment of the hand?

The Post Program Survey is the minimum required evaluation tool and should be filled out immediately post-activity.

Please consider other ways in which you may enhance the effectiveness of the activity through post-activity evaluation.

RSF will work with you to create the post-program evaluation tool. Please check the appropriate box if you would like this assistance. If you will be creating the evaluation, RSF will provide some required questions to include.

**Faculty and Planning Committee / Financial Disclosure:**

In this section, please list all speakers and planning committee members. This includes all speakers, course coordinators, and planners who will have the opportunity to review, remark or prepare any content and/or assist in planning the activity.

As a continuing medical education provider, accredited by the South Carolina Medical Association, it is the policy of RSF to require all individuals in a position to influence educational content and development of a continuing medical education activity to disclose all relationships with commercial interests. All persons who may control the content of the activity must fill out a Faculty Disclosure Form. This include all members of the planning committee.

Each individual presenter must submit a CV and Faculty Disclosure Form. The course coordinator will be given the form and is ultimately responsible for obtaining all completed forms. If any speaker has a relationship with a commercial interest, including but not limited to: stocks, speakers bureau, employment, grants or research
support, this constitutes a conflict of interest. Once a conflict of interest has been identified, the CME Coordinator will work with that individual speaker to resolve the conflict of interest. This includes:

- Edit slides/content to remove any material that may be deemed inappropriate
- Peer review by a member of the CME Committee who holds no conflict of interest
- Limit the speakers presentation to include areas of the topic that do not create conflict
- Change focus of the topic so that products or services of the commercial interest, for which there is a conflict, are not the basis of the talk
- Limit the individual’s presentation to data and results or research allowing another speaker to address implications and recommendations for care. Individuals who refuse to complete a Faculty Disclosure Form will be disqualified from participating in the CME Activity.

**Disclosure to Audience:**

All disclosure information must be shared with the audience prior to the educational program. This may be done verbally at the podium, or in a written disclosure within the course materials, or included on an opening slide for each individual presentation.

**Agenda:**

Please submit an agenda with your application. RSF CME will use the agenda to determine the amount of credit to be awarded. Credit will not be awarded for registration, breaks or meals (so long as no educational activity is taking place during the meals).

Credit statements must be included on marketing materials; therefore it is essential that the agenda be completed early in the planning process so that the correct amount of credit to be awarded may be included in all promotional materials.

**Marketing:**

All promotional material must be reviewed and approved by RSF CME prior to distribution. This includes all save-the-dates and full brochures. Promotional materials that include more information than just “save-the-date” must include full accreditation statements with the amount of credit being awarded. Please contact RSF CME for the proper wording of the statements.

Promotional materials may not make reference to the Roper St. Francis CME or its accreditation system prior to the actual notification that the application for CME has been approved. Do NOT state "Roper St. Francis, CME credit applied for," or similar wording since this is contrary to ACCME/SCMA policy. If such wording is included, RSF CME reserves the right to rescind any accreditation approval. The sponsoring organization shall create all promotional material.