

Activity Planning Template

Providers of continuing education for the healthcare team build bridges through collaboration within an educational framework by planning, offering and evaluating education for teams comprised of at least 2 or more healthcare professionals. The goal of this education is to address the professional practice gaps of the healthcare team. The education should be designed to change the skills/strategy, performance, or patient outcomes of the healthcare team. Check this website for the benefits of MaineHealth being in compliance with all of the criterion for Joint Accreditation. <https://www.jointaccreditation.org/>

Please fill out as much of this form as possible during the planning phase for your activity:

Activity Title:

Activity Date: Activity Time: Reoccurrence (for RSS only):

Activity Credit Amount:

Activity Type:

- Regularly Scheduled Series (RSS)
- Directly Provided Course
- Enduring Materials
- Internet Live

Activity Description:

What medical professions will be in your audience?

- MD/DO
- RN/NP
- PA
- Other
- Social Workers
- Pharmacists
- Optometric Practitioner

Planning committee (must contain at least two different professions):

Anyone planning the activity including any faculty involved in the planning process; at least two different professions that reflect the expected audience of learners, when applicable. List all committee members.

Name: Degree: Email:

Name: Degree: Email:

Name: Degree: Email:

Name: Degree: Email:

Name: Degree: Email:

Name: Degree: Email:

Administrative support:

Identify who will be maintaining your records for this activity:

Name: Email:

Faculty:

This list can include those noted on your planning committee, if applicable. Add more faculty below as needed.

Name: Degree: Email:

Name: Degree: Email:

Name: Degree: Email:

Name: Degree: Email:

Name: Degree: Email:

Name: Degree: Email:

Gap Analysis [Joint Accreditation Criterion 4]

For every activity practice gaps of the healthcare team and/or the individual members of the healthcare team must be identified. Think about:

- *What about the current practice needs to change?*
- *What need or problem does this activity address?*
- *Is this new information the clinicians do not know?*
- *Is there disagreement in the science over this issue?*
- *How does the problem impact the healthcare team? How does the healthcare team work together to solve this problem?*

A learner and/or healthcare team gap exists because learners and/or the healthcare team currently:

Needs Assessment

Needs Assessment: A needs assessment provides the information necessary to support the educational need for the activity.

Which needs assessment method(s) were used to select the activity topic(s)?

Survey of target audiences

M & M Statistics

Faculty perception

Patient care audit

Consensus of experts

Prior activity feedback

Self-assessment

Literature review

National practice guidelines

Other, please specify

State the educational need(s) that you determined to be the cause of the professional practice gap(s):

Knowledge Need

Skill/Strategy Need

Performance Need

Please add more information on knowledge needs:

Please add more information on skills/ Strategy needs:

Please add more information on performance needs:

Educational intervention [Joint Accreditation Criterion 5]

The educational activity should be designed to change the skills/strategy and/or performance of the healthcare team, or the activity should change patient outcomes. How will you close the practice gap?

How does this activity change the skills/strategy and/or performance of the healthcare team? Or change patient outcomes?

List the learning objectives: *List what you expect the learner participants to gain in knowledge, skills/strategy, and/or attitudes.*

Valid content/scope of practice [Joint Accreditation Criterion 6]

How does this activity meet the healthcare team's potential or current scope of practice (i.e., what the health professional is deemed competent to perform or permitted to undertake). Define how the content being taught aligns with the scope of practice of the healthcare team:

What reference material supports that this is valid content? E.g., peer-reviewed material, clinical practice guidelines?

Educational formats [Joint Accreditation Criterion 7]

Which educational formats will be used?

- | | |
|---|---|
| <input type="checkbox"/> Question/Answer | <input type="checkbox"/> Lecture |
| <input type="checkbox"/> Chart Review/Recall | <input type="checkbox"/> Self-Assessment |
| <input type="checkbox"/> Small Group Discussion | <input type="checkbox"/> Video Recording |
| <input type="checkbox"/> Hands On Practice | <input type="checkbox"/> Case Presentations |
| <input type="checkbox"/> Other, please specify | |

Describe how your chosen educational formats promote active learning, so that the teams learn from, with, and about each other, consistent with the learning objectives, setting and/or desired results of the activity?

State what this CE activity was designed to change in terms of learners' skills/strategy or performance of the healthcare team or patient outcomes:

Competencies [Joint Accreditation Criterion 8]

Desirable Provider Competencies

We are required to document activities/educational interventions that develop competencies in the context of desirable attributes of the healthcare team. Please check all that apply, you must identify at least one competency for accreditation.

ACGME/ABMS Competencies

- | | |
|--|--|
| <input type="checkbox"/> Patient Care and Procedural Skills | <input type="checkbox"/> Inter-personal and Communication Skills |
| <input type="checkbox"/> Medical Knowledge | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Practice-Based Learning and Improvement | <input type="checkbox"/> Systems-Based Practice |

Institute Of Medicine Competencies

- | | |
|--|--|
| <input type="checkbox"/> Provide Patient-Centered Care | <input type="checkbox"/> Apply Quality Improvement |
| <input type="checkbox"/> Work In Interdisciplinary Teams | <input type="checkbox"/> Utilize Informatics |
| <input type="checkbox"/> Employ Evidence-Based Practice | |

Inter-professional Education Collaborative Competencies

Values Ethics for Interprofessional Practice

Inter-professional Communication

Roles / Responsibilities

Teams and Teamwork

Support Strategies [Joint Accreditation Criterion 9]

How will you utilize support strategies to enhance and sustain change in the provider or healthcare team in addition to the educational intervention?

Job aids/pocket guides

Patient reminders or educational material

Chart/EHR reminders

Stickers

Patient feedback

Information posted to a website

Clinician "report card" data

Reminders in clinical staff meetings, activities

Emails to learners

Policy changes

Posters and signs

other, please specify:

Barriers [Joint Accreditation Criterion 10]

Typically there are barriers to change in the skills/strategy, performance of the healthcare team, and may include but not limited to: cost, lack of time, lack of administrative support/resources, patient compliance issues, formulary restrictions, insurance/reimbursement problems, lack of consensus on professional/practice guidelines.

What barriers to change exist for the healthcare team:

What strategies will help remove, overcome, or address barriers to change for the healthcare team:

Evaluation [Joint Accreditation Criterion 11]

You must analyze and document changes in either the healthcare team (skills/strategy or performance) and/or patient outcomes.

Are you measuring changes in skills/strategy and if so how will you document it? In addition to the Cloud CME Portal Evaluation, will you be using other evaluation methods?

Please select all that apply.

Paper Evaluation

Focus group discussion

Electronic evaluation (e.g., Canvas)

Customized pre/post-test

Other, please specify:

Performance (must have a way to document results)

Are you measuring changes in healthcare team performance and if so how will you document it? Please select all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Adherence to guidelines | <input type="checkbox"/> Physician or patient feedback, surveys and evaluations |
| <input type="checkbox"/> Case-based studies | <input type="checkbox"/> Reminders and feedback |
| <input type="checkbox"/> Chart audits | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> Customized follow--up survey/interview/focus group about actual change in performance at specified intervals | |

Patient Outcomes (must have a way to document results)

Are you measuring changes in patient outcomes and if so how will you document it? Please select all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Health status measure | <input type="checkbox"/> Patient feedback and surveys |
| <input type="checkbox"/> Change in quality/cost of care | <input type="checkbox"/> Other, please specify |
| <input type="checkbox"/> Measure mortality and morbidity rates | |

Independence in Accredited Continuing Interprofessional Development [Joint Accreditation Criterion 12]

All individuals in control of educational content must disclose all of their financial relationships with ineligible entities. Please contact us if you are unsure. If relevant financial relationships exist, you must document the steps taken to mitigate the financial relationship. You must disclose to learners all such financial relationships and how they were mitigated before the learners engage in the activity. The absence of any financial relationships must also be disclosed. Written disclosure is required by the Joint Accreditation COI Policy approved by the MMC CIPD Committee.

A) Have all individuals who control the content of the activity (e.g., planning committee, faculty) completed a Conflict of Interest (COI) Disclosure, disclosing all relevant financial relationships?

- Yes, the JA COI Disclosure Forms are uploaded to CloudCME
- No, we acknowledge an activity cannot occur until all JA COI Forms are completed, and we will ensure all JA COI Disclosure Forms are uploaded to CloudCME before the start of the activity.

B) If there are relevant financial relationships, have you documented the steps taken to mitigate these financial relationships?

- Yes, this documentation is uploaded to CloudCME

C) How is the written disclosure of financial relationships provided to learners before they engage in an activity? *You must upload this written disclosure documentation in CloudCME.*

- Slide Website

Paper handout or brochure

other written form, please specify:

ACCME Commendation Criteria

Promotes Team-based Education:

- C23 Members of interprofessional teams are engaged in the planning and delivery of Interprofessional continuing education (IPCE).
- C24 Patient/public representatives are engaged in the planning and delivery of CME.
- C25 Students of the health professions are engaged in the planning and delivery of CME.

Addresses Public Health Priorities:

- C26 The provider advances the use of health and practice data for healthcare improvement.
- C27 The provider addresses factors beyond clinical care that affect the health populations.
- C28 The provider collaborates with other organizations to more effectively address population health issues.

Enhances Skills:

- C29 The provider designs CME to optimize communication skills of learners.
- C30 The provider designs CME to optimize technical and procedural skills of learners.
- C31 The provider creates individualized learning plans for learners.
- C32 The provider utilizes support strategies to enhance change as an adjunct to its CME.

Demonstrates Educational Leadership:

- C33 The provider engages in CME research and scholarship.
- C34 The provider supports the continuous professional development of its CME team.
- C35 The provider demonstrates creativity and innovation in the evolution of its CME program.

Achieves Outcomes:

- C36 The provider demonstrates improvement in the performance of learners
- C37 The provider demonstrates healthcare quality improvement.
- C38 The provider demonstrates the impact of the CME program on patients or their communities.

We recommend using one of the 2 slide versions included below. Please upload your choice into CloudCME.

Integrity & Independence in Continuing Interprofessional Development

All planners, faculty, and others in control of the content of this educational activity have no relevant financial relationships with ineligible entities (i.e., commercial organizations).

Integrity & Independence in Continuing Interprofessional Development

All planners, faculty, and others in control of the content of this educational activity have no relevant financial relationships with ineligible entities (i.e., commercial organizations), except as noted below:

All relevant financial relationships have been mitigated.