
Guide to CME Activity Application

Our purpose for continuing medical education (CME) is to support providers and improve the care of patients. CRICO is responsible for ensuring that our CME activities are designed for that purpose and comply with ACCME requirements.

We are only able to review proposals if all sections are completely filled out. Final approval of the application requires a complete activity proposal along with planner and speaker CVs and all Conflict of Interest Disclosure Documents.

CRICO requires all CME activities be free of commercial influence and bias.

The application must be submitted at least 6 weeks in advance of the CME activity to ensure a timely review. We are not able to review activities that have been announced or advertised prior to approval.

Use this guide when filling out the proposal you will receive when your project is approved.

Activities must be approved before they can be advertised. Statements such as “approval has been applied for” and “credits are pending” may not be used.

CRICO/RMF ACTIVITY PROPOSAL

Title of activity:

Provide a name that describes the activity.

Date(s):

Include all dates the activity will be offered.

Site/Location:

Include the location of the activity.

e.g. *Johnson Conference Room, Smith Hospital, 123 Jones Street, Anytown, USA*

Sponsoring unit:

Name the source of your sponsorship.

CRICO does not use commercial support for any activities.

Course Director: One of the course directors *must be* a CRICO-insured physician

Address

Phone/Fax

Email

Course Co-Director:

Address

Phone/Fax

Email

Contact Person: Add the contact person responsible for the administrative needs of activity.

Address

Phone/Fax

Email

Planning Committee (Please list all planners for this activity and attach their disclosure forms.)

Name(s) and title(s)

EDUCATION DESIGN

Practice Gap.

Please describe the problem or challenge you will address with this activity and the process you used to identify that problem. A practice gap outlines current practice compared to optimal practice.

How to identify the practice gap:

Explain the problem or challenge this activity will address. Please be specific. What data or resources do you have to explain the challenge? This may include:

- Malpractice data
- QI data
- Chart audits
- Physician surveys
- Audience response system results
- Activity evaluations
- Clinical or practice guidelines
- Current literature

Example 1: Studies show that patient risk increases when teams have not trained for crises, when roles are not clear, and when they are not given permission to fully participate. Hesitancy to speak up can be an important contributing factor to communication errors.¹

Reference:

¹Okuyama et al.: Speaking up for patient safety by hospital-based health care professionals: a literature review. BMC Health Services Research 2014 14:61.

Example 2: Decisions about maternal health often rely on judgment and experience. Identifying and managing emergent issues may improve outcomes in these patients.

Reference:

CRICO Obstetrical Services Guidelines Advisory Committee, Clinical Guidelines for the Obstetrical Services of the CRICO-insured institutions (2014). Boston, MA

List specific clinical examples of the problems or challenges your activity is designed to address.

Please describe actual scenarios where this education will help. For example:

- **Example 1:** Hierarchical issues exist in healthcare resulting in a hesitancy to speaking up when a patient care issue is identified. For example, an operating room nurse identifies a tourniquet used to decrease blood flow during an orthopedic surgery has exceeded the recommended inflation time, however the nurse is concerned about speaking up because he/she is worried about angering the surgeon.
- **Example 2:** Office practice areas are challenged to manage patient care issues due to equipment and personnel resources. For example, a patient at 20 weeks gestation experiences nausea and diaphoresis and collapses during a blood draw in the obstetrician’s office. To maximize a positive patient outcome the team must mobilize resources to aid the patient.

Learning Needs: This section will address what participants need to improve the care they provide. What CRICO priority area will be addressed? Select all that apply

<input type="checkbox"/> Obstetrics	<input type="checkbox"/> Diagnosis	<input type="checkbox"/> System Risk
<input type="checkbox"/> Primary Care/ Ambulatory	<input type="checkbox"/> Surgery	<input type="checkbox"/> Other, please list:

Type of activity:

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

- Live Course (Conference, Symposium, Workshop)
 - One-Time Event
 - Multiple Event: same overall objectives to be repeated during the year
- Internet live (webinar): live activity conducted over the internet
- Internet Activity: Activity completed online with no live interaction between faculty and learner
- Enduring Material: This is not a live meeting. It may be a written material or article. These activities do not have live interaction between the speaker and attendees.

Activity Goals/Objectives

Activity Description: In 1–2 paragraphs, provide an overview of the activity including the environment where the activity will take place (i.e., conference room, simulation center, clinical floor, learning lab, etc.)

Please describe your main goal for the activity. Explain what the course is about and the mission it is trying to fulfill.

Example 1:

The focus of this activity will provide practice for team members in speaking up during high stakes patient situations. Recent literature about the risk of not speaking up and its effect on patient safety will be analyzed by participants. The team will then be part of a scenario to practice using critical language and speaking up skills.

Example 2:

This live interactive CME activity is designed to improve team function in a crisis. It will focus on learning how to identify an event leader, clarify roles for the team and utilize resources to improve patient outcomes. The activity will utilize OB case studies with a real-life scenarios and include debriefing after each scenario to discuss team performance, including issues around speaking up.

What points from this activity do you want participants to use in practice? What are take home messages?

Please give examples of behaviors or knowledge this activity is focused on changing or acquiring.

Example 1: Participants will practice use of critical language to effectively address concerns in the team setting.

Example 2 – Team members will appropriately list criteria, identify guidelines, and describe specific ways to activate emergency measures in a crisis in a timely manner.

What are the learning objectives you plan to address in this course? What will participants be able to do at the end of this course?

Learning objectives describe what the learner will be able to do upon completion of the activity in terms of behavioral change.

State the learning objective in a specific measurable way.

Please use measurable terms such as:

Explain	describe	report
translate	express	summarize
identify	classify	compare
restate	locate	
discuss	review	
reiterate	critique	
reference	interpret	

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

Example 1

Upon completion of this activity, the participant will:

- Define the effects of speaking on patient safety
- Discuss strategies to speak up in high risk patient situations
- List common effective critical language to alert the team of a concern

Example 2

Participants will:

- Describe the role of the event manager in a crisis
- Explain how to utilize team resources to maximize care
- Identify the importance of role clarity during critical events

Area of Change.

This activity is designed to change:

- Competence – The possession of required skill, knowledge, qualification, or capacity
- Performance – The learner puts what they have learned into practice – these activities must include some mechanism to observe the learner in the practice setting using results from the activity
- Patient Outcome – This may be a patient outcome, research outcome, executive outcome, or administrative outcome that is the consequence of the actions by your learners.

What competencies will this activity address? (Please select 2–3 key areas)

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

Activity Schedule

Provide a complete course schedule with times, titles of presentations, and names of planned faculty.

Please submit a timed agenda with your application. The agenda will be used to determine the amount of credit.

What kinds of CME credit are you requesting?

___ AMA PRA Category 1 Credit™

___ Risk Management study in Massachusetts

What is the anticipated audience?

List disciplines (physicians, nurses, physician assistants, nurse practitioners, certified nurse midwives, etc.) and types of practice (clinical, research, teaching, administration) you want to attend. Are residents and fellows invited? Are team members invited?

How many people do you anticipate will attend?

Low estimate _____

High estimate _____

Suggested tuition:

Fee: _____

Reduced Fee: _____ (for trainees or allied health professional if applicable).

EVALUATION

How will you evaluate the activity?

The goal of the evaluation is to demonstrate the desired outcome of the activity.

The following 2 examples correspond to the previous scenario examples in this document:

Example 1 – Do attendees feel they have the skills to speak up if they encounter a patient concern in the operating room?

Example 2 – Can the learner effectively articulate how to mobilize resources during a unexpected patient event?

All evaluations must be completed post-activity and **summarized** by the Course Director, administrator and/or planning committee.

Required core questions for all evaluations:

1. This activity met the stated objectives:

1- Strongly disagree 2- Disagree 3-Neutral 4-Agree 5-Strongly agree

2. This activity will have an impact on how I practice:

1- Strongly disagree 2- Disagree 3-Neutral 4-Agree 5-Strongly agree

3. Based on what you have learned from this activity, what 3 changes will you make to your practice?

Comments for this question are required.

MARKETING PLAN

CRICO requires the use of the accreditation statement and designation on all marketing materials.

How will you invite participants?

All promotional material must be reviewed and approved by CRICO prior to distribution (this includes save-the-date cards and full brochures).

The full accreditation statement regarding *AMA PRA Category 1 Credit™* must be included on ALL marketing materials. CRICO will provide for the proper wording of the accreditation statement.

The only exception is “save-the-date” information. Save the Date information does not require an accreditation statement. It cannot have any information about CME listed unless the course has been approved. Save the Date information **MUST** be reviewed by CRICO prior to dissemination.

No promotional materials may be sent out until after CRICO approval has been obtained.

CRICO will not review a proposal that has been previously announced, advertised or promoted.

CRICO reserves the right to rescind approval.

Budget

Please use template budget tool and submit separately.

Supplemental Information

DEFINITIONS:

- **Activity/Department Coordinator** - The person who will coordinate all administrative aspects of the activity, including providing required documentation to the CME sponsor (CRICO) in a timely manner.
- **Course Director** - The person(s) who will be responsible for the content, objectivity, and scientific rigor of the activity. The course director may or may not necessarily be a speaker.
- **Planners** - This includes all people who are in the position to control the content of the activity. They may or may not be speakers.
- **Speaker/Faculty** - The individuals responsible for teaching, authoring, or otherwise communicating the activity content to learners. If you have multiple speakers, please include all in proposal.