

**Planning Accredited Continuing Education**

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| **Session Title** |  |
| **Session Date/Time** |  |
| **Duration of Session** | Education duration: \_\_\_\_\_\_\_\_hours and \_\_\_\_\_\_\_\_ minutes**Please report time in 15-minute increments.** |
| **INDIVIDUALS IN CONTROL OF CONTENT** Please enter names of presenters and planners - including members of any relevant committees, add rows if necessary. All individuals listed below must submit a planner/presenter disclosure form. |
| **Name** | **Individual's Role(s) in Activity (Planner, Presenter, Discussant, etc.)** | **Name of Ineligible Company(s)** | **Nature of Relevant Financial Relationship(s)** | **Mechanism(s) Implemented to Mitigate Relevant Financial Relationships Appropriate to Role(s) in the Activity** |
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| Larry Mortazavi, MD | President |  |  |  |
| Shoshana Adler, PhD | President-Elect |  |  |  |
| Nancy Bell, LCSW | Board Member |  |  |  |
| Balin Anderson, LCSW | Board Member |  |  |  |
| Stacie Aden, LCSW | Board Member, Committee Member |  |  |  |
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| **For Lectures/Conferences:** |  |  |  |  |
| Lynne Gillick, PhD | Committee Chair |  |  |  |
|  |  |  |  |  |
| **For Films:** |  |  |  |  |
| Larry Mortazavi, MD | President, Committee CoChair |  |  |  |
| Tom Avery, LCSW | Committee-CoChair |  |  |  |
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| **For CE Classes:** |  |  |  |  |
| Stephanie Peterson, LPC | Committee Chair |  |  |  |
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| **For Diversity:** |  |  |  |  |
| Sangeeta Patel, MD | Committee-CoChair |  |  |  |
| Jennifer Perlman, PsyD | Committee-CoChair |  |  |  |
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| **For Salon** |  |  |  |  |
| Nancy Bell, LCSW | Board Member, Committee Chair |  |  |  |

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| **Description**Make your description stand out, keep it concise and engaging. Descriptions should not be written in the 1st person and should be about **100 words. Descriptions are how you communicate the content of continuing education activity.** |
| Descriptions should address the points below with a clear connection to the CE Criteria and educational objectives.* To whom the group is targeted
* The specific topic being addressed (refer to Criteria 2, part 1)
* The educational methods that will be employed to achieve the educational objectives (this is similar to Criterion 3)
* A clear connection between program content and the application of this content (learning objectives) within the learner’s professional context (refer to Criteria 2, part 2)
* Details about presenters, their area of expertise in the program content or their professional involvements
 | Please enter your description below: |

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| **Articulate two educational objectives.**Educational objectives, or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity. These goals should have a direct relationship to the practice gap you have addressed in the session description and Criterion 2, while utilizing the educational methods outlined in Criterion 3. |
| * **Learning objectives must be**: observable and measurable.
* **Learning objectives should** (1) focus on the learner, (2) contain action verbs that describe measurable behaviors, and (3) focus on skills that can be applied in psychological practice or other professional environments.
* **Educational objectives must start with an action verb from the following list of approved choices:** List, describe, recite, write, summarize, compute, discuss, explain, predict, apply, demonstrate, prepare, use, analyze, design, select, utilize, compile, create, plan, revise, assess, compare, rate, critique.

**The following verbs are not acceptable:** know, understand, learn, appreciate, become aware of, become familiar with, have faith in, better understand, believe. | **Some examples of well-written educational objectives:**After attending this session, participants should be able to:* Explain termination as a distinct phase and process
* Apply Lacanian concepts to diagnose psychosis
* Analyze several fMRI study designs in neuroscience and psychotherapy and identify major brain areas in depressed patients

It’s important to remember that participants will evaluate your session after the meeting. They will be asked specifically whether they were able to achieve the goals **you** set.Please enter your two educational objectives below:**After attending this session, participants should be able to:**1.2. |

**Accredited Continuing Education Criteria**

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| **The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement. (Formerly Criterion 3).** Show how your session will attempt to change professional competence, based on what was identified as needs (that underlie a professional practice gap). The expectation is that the education will be designed to change learners’ strategies (competence).Compliance Note: This criterion is the implementation of the previous criterion. In the planning of your session, you must attempt to change physicians' competence, based on what was identified as the need (that underlies a professional practice gap). The expectation is that the education will be designed to change learners' strategies (competence), or what learners actually do in practice (performance). 'Knowledge' is acceptable content for accredited CME. |
| **State what the CME activity was designed to change in terms of learners’ competence (maximum 50 words).** **What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish?** | Desired change(s) in strategy, performance, or patient care:  |

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| **Discuss with learners the changes they intend to make to their strategies, performance, or patient care that will result from this activity and list that information to the right.** | Changes learners intend to make to strategies, performance, or patient care: |

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| **Choose an educational format for your session that is appropriate for the setting, educational objectives, and desired results of the session. (Formerly Criterion 5)**Compliance Note: All activity formats (eg, didactic, small group, interactive) are perfectly acceptable and must be chosen based on what you hope to achieve with respect to change in competence. We are looking for information to demonstrate that the choice of educational format took into account the setting, objectives, and desired results of the activity. |
| **Explain why this educational format is appropriate for this activity (maximum 25 words).** | Educational Format:  |

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| **Develop your session in the context of desirable physician attributes [eg, Institute of Medicine (IOM) competencies, Accreditation Council for Graduate Medical Education (ACGME) Competencies]. (Formerly Criterion 6)**Develop your session based on knowledge practice, quality improvement, patient-centered care, interpersonal and communication skills giving specific examples of these areas.Compliance Note: We are looking for an active recognition of “desirable physician attributes” in the planning process (eg, “We have planned to do a set of activities that touch on professionalism and communications to address our patients’ concerns that they are not receiving complete discharge instructions – which is the identified professional practice gap.”). The simple labelling of an activity with a 'competency' is a start and provides the learner with information with which to choose an activity and potentially will be important for reporting purposes within Maintenance of Certification™. |
| **Part 1: Please highlight one or more of the competencies below to incorporate into your response.** | * ABMS/ACGME- Patient Care and Procedural Skills
* ABMS/ACGME- Medical Knowledge
* ABMS/ACGME- Practice-based Learning and Improvement
* ABMS/ACGME- Interpersonal and Communication Skills
* ABMS/ACGME- Professionalism
* ABMS/ACGME- Systems-based Practice
* Institute of Medicine - Provide patient-centered care
* Institute of Medicine - Work in interdisciplinary teams
* Institute of Medicine - Employ evidence-based practice
* Institute of Medicine- Utilize informatics
* Interprofessional Education Collaborative - Values/Ethics for Interprofessional Practice
* Interprofessional Education Collaborative - Roles/ Responsibilities
* Interprofessional Education Collaborative - Interprofessional Communication
* Interprofessional Education Collaborative - Teams and Teamwork
* Other Competencies - Competencies other than those listed were addressed
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| **Part 2: Indicate the desirable attribute(s) (i.e. competencies) this activity addresses (maximum 25 words.)** | Response:  |

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| **The provider analyzes changes in learners (competence, performance, or patient outcomes) achieved as a result of the overall program's activities/educational interventions. (Formerly Criterion 11)**ACCME NoteThe accredited provider is asked to collect data and information about the changes that result from its educational interventions, including changes it expects learners to make, changes that learners actually make, and/or the impact on patients. Using this data and information, the provider is asked to look across all its activities and analyze its impact in terms of those changes. |
| **Collect data about the change in learners’ competence using evaluation forms from CME Activities that can be used to draw conclusions about the CME program’s impact on changing learners’ competence.** **NEW Discuss with learners the changes they intend to make to their strategies, performance, or patient care that will result from this activity and list that information.** | Response:Evaluation forms will be distributed to all learners after the completion of the program. These evaluation forms must be completed prior to the learner obtaining a CME certificate. A tabulated summary of the evaluation will be provided to the instructor and committee chairs in charge of the program.Based on previous feedback, changes to offerings have been instituted, for example offering the film series via virtual platform has allowed for longer, deeper and richer discussions satisfying participant curiosity.Additional response by instructor is optional |

**References/Work Cited**

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| Provide three references, showing overall consistent and credible empirical support of the approach or technique being taught.  |
| **Please provide at least three relevant references, in APA-style citation.** |  |