Endeavor Health℠
Edward Hospital

Endeavor Health℠
Elmhurst Hospital

EDWARD-ELMHURST HOSPITALS ACCREDITED CME PROGRAM ACTIVITY PLANNING GUIDE

REVISED: JANUARY 25, 2024

Table of Contents

Introduction

The Illinois State Medical Society (ISMS), as the accrediting body, reviews the Endeavor Health: Edward-Elmhurst Accredited CME Program and the Program & Education Committee to ensure the highest quality education is planned to increase the knowledge, competence, and performance of physicians, and meet all the requirements and standards of continuing medical education and the Accreditation Council for Continuing Medical Education (ACCME). This document is designed to assist individuals interested in obtaining credit for an activity and understand the process and its related requirements. TAKE THE QUICK COURSE for an overview. The steps for obtaining continuing medical education (CME) credit for an activity are outlined below:

1. Identify a Practice Gap/Need for Educational Activity: Is there a gap in knowledge (*does not know*), performance (*does not know how*), competence (*does not do*), or patient outcomes? How do you know?

2. Ensure Commendation Criteria is Addressed: Is there an interprofessional team working on the planning, delivery, or content creation? Are any patient/public/student representatives engaged in the planning and delivery of an activity? Does it address factors beyond clinical care in health populations?

3. Fulfill Core Competencies: Which desirable physician attributes, such as the six ACGME Core Competencies, does this activity address?

4. Establish Educational Activity Format: In-person, live via video, recorded for use later, simulation/skill-based or hands-on, journal, or an ongoing series of the same topic (RSS)?

5. Write Three Objectives: What is the goal of this activity? What do you want the learners to walk away with knowing, acting on, or doing?

6. Identify Learner Engagement: What methods will be used during the activity to provide interactions with learners? Will there be a Q&A, panel discussion, or case studies? What can I do to ensure learners are engaged in educational activities?

7. Determine Learning Outcomes Measurement: Is there data supporting the need? If so, can data be collected after the education for comparison? Pre/Post Test? Discussion Board? Audience Response/Polling?

8. Identify Primary Planner(s): Is there someone involved at the department level that is close to the subject matter and knowledgeable? Review *Primary Planner Responsibilities Policy*.

9. Identify Appropriate Speaker(s): Who is qualified to speak on the subject? Do they have conflicts of interest? The ACME department advises that when considering speaker(s) all races, ethnicities, gender identities, generations, and backgrounds are considered. Review *ACME Speaker Policy* and *Standards for Integrity & Independence in ACME Activities Policy*

10. Determine Target Audience: Who will benefit from the information? Who needs to act on it? Are you going to offer MOC credit? Part of your audience must be physicians, but all providers are welcome to attend and interdisciplinary approaches to education are highly supported. Review *MOC Credit* on page 8 for details.

11. Submit Online Application and Provide Documentation: The ACME department can assist or train planners on how to access/complete an application and on CloudCME® software. Review *Documentation of Continuing Medical Education Activities Policy.*

12. Confirm Approval from Program & Education Committee: Provide the ACME department with any required documentation. Once approved, work with ACME department to publish and market the activity. Certain rules/regulations apply. Review *Advertising & Promotion of ACME Activities Policy.*

13. Present Educational Activity/Participants Receive Credit: Work with the ACME department to access appropriate information required for activity, ensure compliance of standards during activity, ensure post-activity evaluation minimum is met (25% response rate). Participants are expected to comply with the post-activity evaluation requirements. Credit is not applied until evaluations are completed.

Step Requirements

The following pages detail the requirements for each step outlined on the previous page. The regulations and standards that the Endeavor Health: Edward-Elmhurst Hospitals ACME program is required to follow for accredited CME activities must ensure the following: (1) there is no bias, (2) the content is clinically valid, (3) documentation requirements are met or exceeded, (4) effective adult learning principles are followed, (5) AMA and ACCME Standards for AMA PRA Category 1 Credit™ are complied with, and (6) standards established by the ACCME and the ISMS for accredited continuing medical education are met.

Identify a Practice Gap

Identifying a practice gap can be answered by asking the question, "Why is the program needed, wanted, or requested"? There are different types of practice gaps on a given subject:

- KNOWLEDGE (does not know)
- COMPETENCE (does not know how)
- PERFORMANCE (does not do)
- PATIENT OUTCOMES (changes that affect patient/community health outcomes)

The planner(s) should be prepared to have a paragraph ready on the practice gap and detail how the educational need is being fulfilled by holding the activity. An example is shown below:

> *The rapid technological development of the past decade and changes in echocardiographic practices brought about by these developments have resulted in the need for continual education. Edward-Elmhurst Health takes pride in delivering the best patient care possible and to provide the best service, Edward-Elmhurst Health Cardiovascular Services believes in the continuing education of physicians, sonographers, and hospital staff on cardiovascular pathology as it relates to 2D echocardiograms. Echo Education conferences allow EEH to stay current with cardiac advances as they arise thereby improving the care of patients and their outcomes using case presentations and discussion*

Topics and Titles of Programs

The specific title of the activity should be determined for the application. The ACME department may slightly alter wording to conform with titling guidelines below:

- YEAR, HOSPITAL (EDW, EMH, EEH, SYS), DEPT, TYPE OF ACTIVITY, TITLE OF ACTIVITY
  - Example 1: 2022 EMH PEDS Grand rounds: Hypertension in Young Adults
  - Example 2: 2022 EDW OB/GYN Grand Rounds: Bleeding Disorders
  - Example 3: 2022 SYS RSS Pharmacy & Therapeutics Conference

Ensure Commendation Criteria Is Addressed

To be eligible for Accreditation with Commendation, the Endeavor Health: Edward-Elmhurst Hospitals ACME Program is required to demonstrate that its activities comply with any seven criteria from the Commendation Categories below, plus one criterion from the "Achieves Outcomes" category - for a total of eight criteria from this menu. Compliance with the commendation criteria is required for activities because the Endeavor Health: Edward-Elmhurst Hospitals' ACME Program is an accredited provider that has achieved accreditation with commendation, a 6-year term.

When planner(s) are identifying the practice gap and the outcome measures, commendation criteria should be reviewed in conjunction to ensure it is addressed with the activity and prior to applying for credit. The activity should be relevant to at least one of the five primary categories of commendation criteria (shown on the following page). One of three sub-categories should then be chosen as the most appropriate criteria for the activity and specified in the application by choosing the appropriate corresponding number.

EXAMPLES OF COMMENDATION CRITERIA	CRITICAL ELEMENTS
Members of interprofessional teams are engaged in the planning and delivery of interprofessional continuing education (IPCE)	• Includes planners from more than one profession (representative of target audience) **AND** • Includes faculty from more than one profession (representative of target audience) **AND** • Activities are designed to change competence and/or performance of the healthcare team
The provider designs CME to optimize communication skills of learners	• Provides CME to improve communication skills **AND** • Includes an evaluation of observed (e.g., in person or video) communication skills **AND** • Provides formative feedback to the learner about communication skills

ACCME Menu of Criteria for Accreditation with Commendation

Design the Activity to Fulfill Core Competencies

The ACCME, AMA, and ISMS require that activities and educational interventions be developed in the context of desirable physician attributes. These include the six ACGME core competencies:

1. Patient Care
2. Medical Knowledge
3. Professionalism
4. Interpersonal and Communication Skills
5. Practice-Based Learning and Improvement
6. Systems-Based Practice

Establish Educational Activity Format

Ask the question, "What is the best way to deliver my educational activity"? There are several ways to deliver education to learners. The ACME program handles the following types of activity formats:

- Live activities (in-person, video, or combination)
- Online Learning (Enduring material)
- Journal-Based
- Regularly Scheduled Series (RSS) (content and objectives are the same for each meeting, though cases are different)

There are also sub-category formats: case-based discussion, lecture, panel, simulation, skill-based training, and small group discussion.

Write Three Objectives

Objective writing is critical in getting an application for credit approved. For each one-hour topic, planners must have **three objectives.** These objectives must outline what learners should know, know how to do, or should be able to do after an educational activity, as well as noting if the results of these will affect patient or community health outcomes. Stating your objectives in all communications is necessary and essential in planning, implementing, and evaluating desired outcomes of ACME activities. Objectives need to clearly link the gap to the desired outcomes and should be both **attainable and measurable.**

Use **action verbs** like "identify", "explain", "define", etc. These verbs are measurable and observable and follow Bloom's Taxonomy (lower → higher order of thinking skills). Always start with, **"At the conclusion of this [live or enduring] activity, participants will be able to [finish with written objectives, always starting with the action verb].** Here are a couple examples of poorly written objectives:

- To educate physicians about [blank] disease.
  - *This is not written from the learner's perspective and cannot be measured or observed.*
- The participant will understand the different therapies for the treatment of [blank].
  - *This is overly broad and not measurable or observable.*

Here are a couple examples of well-written objectives:

- **Identify** clinical, laboratory, and imaging studies that indicate the severity of [blank] disease
- **Describe** evidence-based therapies for the treatment of [blank].

For more detailed information on how to develop an ACME activity, review the ACME Activity Development Policy.

Identify Learner Engagement

PowerPoints are great, but we want to deliver educational activities that encourage engagement. This can be done through group discussions, games, movement around a conference room, response systems, trivia contests, or a variety of other active learning methods. Make learners feel like a participant with the following interactive formats:

- Case-Based Scenarios in which learners work to solve an actual or fabricated problem. Participants work in teams to develop diagnoses which can provoke debate.
- Audience Response/Interaction provides a simultaneous large audience response to speakers' questions, allowing speakers to interact with learners. This can also be used as an outcomes measure
- Debate or Panel Discussion provides an opportunity for experts to present differing viewpoints on a topic to the audience or other panelists
- Question and Answer sessions provide learners a chance to ask specific questions
- Small Group Discussion is a less formal setting for peer interaction, discussion, and problem solving
- Simulation is a standardized method for providers to assess their individual skills of diagnosis, treatment, and management of patients
- Technical Skills/Hands-on Workshops (or, role play) help learners through reflection and doing and a highly interactive engagement
- Games like Jeopardy-style formats help providers assess knowledge of what was learned before or after an activity. This can also be used as an outcomes measure.
- Movement which requires learners to change areas in the room, complete various challenges, and share results with the group
- Project-Based Learning provides a dynamic approach which helps learner acquire a deeper knowledge through active exploration of real-world challenges and problems
- Patient Perspectives shares the patient's experience live or via video relative to the topic and can impact the meaning and priorities.

Determine Learning Outcomes Measurement

Determining outcome measurements is the ongoing process of collecting, interpreting, and acting on the information relating to the goals developed for an educational activity. It answers questions like: What are we trying to accomplish? How well are we doing it? How can we improve? Learning outcomes describe what learners are expected to demonstrate in terms of knowledge, competence, or performance after an educational activity. Outcomes can also determine if the knowledge, competence, or performance, changes have effects on patient or community health.

Assessment methods for outcomes should match the stated objectives provided to learners. Methods may be qualitative, quantitative, direct, or indirect.

OBJECTIVE ASSESSMENT METHODS	SUBJECTIVE ASSESSMENT METHODS
Pre/Post Tests	Evaluation Survey (Self-reported Knowledge)
Polling/Audience Response (before/after)	Self-Report of Intent to Change Performance
Chart Audits (Health status measures recorded in charts)	Reflective Journaling (Self-reported gain in knowledge)
Interview/Group Discussion	Patient Self-report of Health Status
Observed Performance	Community Self-report

Identify Primary Planner(s)

Identification of planners should be based on an understanding of the practice gap, availability to follow the process of the ACME activity from development through post-evaluation outcomes measurement, and should be an individual who understands the clinical or non-clinical subject matter to complete the application and monitor the standards required. They also attend the activity to ensure compliance of standards, document attendance (if required), and ensure that activity design and delivery fulfills core competencies. They may also assist with the following tasks:

- Work closely with the ACME department and acts as a liaison between the speakers, exhibitors, and other involved persons to ensure that ACME standards and regulations are adhered to before, during, and after the activity
- Assists participants with attendance documentation to ensure accuracy of data. This may require handing out informational sheets, sending reminder emails, or assisting participants prior to, during, and/or after the event. The planners review attendance documentation to check for accuracy within three business days post-event
- Planners must not have any financial relationships with ineligible companies

Identify Appropriate Speaker(s)

When identifying speakers for ACME activities all parties involved, to the best of their ability, focus on creating a diverse, equitable, and inclusive panel. This includes representation from various races, ethnicities, gender identities, sexual orientations, diverse backgrounds, and generations as speakers. Speakers must not have a financial interest of any kind with ineligible companies as defined by the ACCME.

- Speakers who have a financial relationship with ineligible companies (even those not directly related to the activity) must disclose those relationships using the online disclosure form here. All speakers must complete this form prior to any activity, regardless of the presence of any financial relationships.
- Speakers must submit a CV/Bio, photo, and their presentation material prior to the activity date. All presentations are reviewed by the ACME department for content validity and biases as part of the conflict of interest (COI) mitigation method. All scientific research referred to, reported in, or used in ACME in support or justification of patient care recommendations must conform to the generally accepted standards of experimental design, data collection, and analysis. Planners should provide speakers with **Speaker Information & Instructions Document** prior to securing speakers' commitments.
- Content contribution **MUST NOT** come from an ineligible company to be used by the speakers or within any online content.

Determine Target Audience

The ACME program targets a diverse audience of learners from various professional backgrounds and practice environments. Due to the interdisciplinary nature of modern medical practice, the ACME program targets all health professionals including PsyD, dieticians, pharmacists, etc. Planners should look to their practice gap to determine the most appropriate target audience and any additional professionals who may benefit from the activity should be included. Planners are encouraged to ask these questions about their audience:

- What is the situation that led to the need for this activity?
- What will learners' initial reactions be to the message?
- Who should act on information provided in the activity?
- How much information does the learner need?
- How will learners use the information?
- What barriers must learners overcome?
- Who will want or need to learn the activity?
- What positive aspects can you emphasize?
- What expectations does the participant have about appropriate language, structure, and format?
- Who else may want or need to participate in the activity and how will it impact learning?

Submit Online Pre-Application and Provide Documentation

Application instructions can be found at https://edward-elmhurst.cloud-cme.com/default.aspx. At the bottom of the page, select "COMPLETE PRE-APPLICATION". If access is required, please contact the ACME department at EEH-ACME@eehealth.org. As a reminder, the following information should be accessible when filling out the application:

1. Activity title
2. Date, location, and time for each presentation.
3. Type of activity that works best for your topic
4. Length of time for each topic. This determines the amount of credit that should be received. 1.0 hour of education = 1.0 AMA PRA Category 1 Credit.
5. Name, email address, phone numbers of principal planners and any other activity members involved in the planning, content authoring, reviewing, etc.
6. Name, email address, phone number of all speakers. All speakers and planners must be identified at the time of application submission.
7. Three topic objectives for each of the topics identified.

The following documentation should be turned in by the planner to the ACME department prior to the activity start date:

1. Speaker CV/Bio
2. Speaker photo
3. Supporting documentation towards the practice gap (meeting minutes, articles about new technology, medications, QI reports, practice gaps, data reports, etc.)
4. Presentation materials for the activity a minimum of three days prior to the activity

After all materials have been collected and submitted to the ACME department, the Program & Education Committee reviews the application. Planners are notified of one of three endorsements made by the committee after review: (1) Approved as Submitted, (2) Approved with Changes, or (3) Denied. Any planners whose applications are *Denied* are notified in writing indicating the reasons why the activity did not meet ACME standards and what can be done to address them. Planners have the opportunity to redesign or edit the activity to meet required standards and resubmit for approval.

Present Educational Activity/Participants Receive Credit

Once the activity is approved, planners work with the ACME department to market the activity and publish the activity to the CloudCME® page here: https://edward-elmhurst.cloud-cme.com/default.aspx.

Participants register for the activity via CloudCME®. Planners and speakers deliver the educational event. Participants document their attendance upon arrival via QR Code, SMS Text, or "Claim Credit" using the CloudCME® app on their smartphone. Planners are provided with instructional materials that can be handed out before or at the educational activity. It is the responsibility of the planners to ensure that appropriate documentation of participants takes place.

Immediately following the activity, participants receive an evaluation email. Evaluations are required to receive credit. A minimum threshold of 25% response rate is required for an activity. Once evaluations are completed, certificates are immediately provided to the participant and credit is applied to the participants' transcripts.

The ACME department provides the planners with instructions and a QR Code template to use for activities. Planners provide participants with documentation instructions during the meeting. QR Code sheets must not be provided to participants prior to an activity and must only be provided to registered participants. After the activity and evaluations have been completed, planners have the option of printing a final attendance and evaluation summary for their records, with which the ACME department can assist.

Video conference instructions should only be provided to registered participants. Planners should not share video conference instructions with non-registered participants or others not involved. The ACME department must be able to track the number of participants to ensure that the maximum number of participants is not exceeded.

MOC Credit

The ACCME and several specialty boards have worked together to enhance the functionality of ACCME's reporting system to allow ACME programs to register activities that are relevant to those seeking MOC points. The collaboration was developed to expand the number and diversity of accredited ACME activities for the MOC program.

If you have five (5) or more physicians certified by a specialty board identified from the list below, you want to consider earning MOC.

Benefits & Value

The Specialty Board Maintenance of Certification programs require that physicians earn MOC points every two years to be reported as part of maintaining their specialty licensure. By offering MOC credit, it encourages physician attendance and gives them an opportunity to earn MOC points for activities offered by our program. When participant completion data is submitted by the department, specialty boards verify the participant's submission through **Specialty Board ID#, NPI#, and birth date**. If verified, the participant's specialty board MOC record is updated within 24-48 hours of submission. For specific requirements, contact us at eeh-acme@eehealth.org

Planners and MOC Credits

To ensure that participants get credit, physicians need to update their CloudCME® profile and include their specialty board ID #. This must be communicated to them during the marketing process by the planners and the ACME department, and again during the activity. The following boards have current collaborations with the ACCME for MOC:

- American Board of Anesthesiology (ABA)
- American Board of Internal Medicine (ABIM)
- American Board of Ophthalmology (ABO)
- American Board of Otolaryngology-Head and Neck Surgery (ABOHNS)
- American Board of Pathology (ABPath)
- American Board of Pediatrics (ABP)
- American Board of Surgery (ABS)

FAQ

Who can I contact for help?

You can email the ACME program at eeh-cme@eehealth.org with any questions!

What type of accredited continuing medical education (ACME) credit is offered?

Endeavor Health: Edward-Elmhurst Hospitals Accredited CME program is accredited, with commendation, by the Illinois State Medical Society to provide accredited continuing medical education credit (ACME) to physicians. This consists of **only** AMA PRA Category 1 Credit and MOC Credit (as part of an agreement between the ACCME and the respective medical boards lists). Only physicians are eligible to be awarded AMA PRA Category 1 Credit. The AMA defines physicians as those individuals who have obtained an MD, DO, or equivalent medical degree from another country. No other healthcare providers may be awarded AMA PRA Category 1 Credit. However, accredited CME providers, such as Endeavor Health: Edward-Elmhurst Hospitals, may issue documentation of participation to non-physician participants who state the activity was certified for AMA PRA Category 1 Credit, which translates to other credit types. It is the responsibility of the healthcare provider to obtain their certificate and track their own hours. All providers have access to CloudCME® to track their own credits, both internal and external. Accredited CME programs are only required to maintain information regarding physician AMA PRA Category 1 Credit.

How does the Program & Education Committee support the planning process?

The Program & Education Committee is comprised of approximately 25 members from Edward, Elmhurst, and Linden Oaks Hospitals which include physicians, PsyDs, APPs, RNs, and administrative staff from a variety of backgrounds and specialties to provide a well-rounded knowledge base for review and approval of the various applications submitted. It is the responsibility of the committee to ensure that the ACME activities meet the standards set forth by the ISMS and ACCME for ACME and to ensure that all compliance regulations and policies are followed. It is also the mission of the committee to ensure that the ACME program supports the hospitals' commitment to improving health and patient care through quality, evidence-based educational activities. This goal is accomplished by producing high quality education that increases the knowledge, competence, and performance of physicians and other healthcare professionals and improve patient/community health. It is expected that participants in ACME activities integrate what they learn into daily practice to improve competence and performance in areas of patient care, patient safety, and professional practice.

How does the ACME department support the planning process?

While we are your first point of contact, please note that the department and staff do not coordinate or organize the actual activity for planners. The primary responsibility of the ACME department is to assist in the planning of the educational content, and to ensure that all accreditation requirements, standards, and policies are maintained, as well as acting as a resource for adult learning principles, designing educational content for engagement, and other aspects of learning.

What is the ACME department process?

1. After approval from the Program & Education Committee, the ACME department activates the activity in the CloudCME® portal and enters any additional activity information required. This portal is where providers see all ACME activities.
2. Activation in the portal includes the following:
   a. Creating the **official notice** or brochure that includes the approved objectives and the amount of AMA PRA Category 1 Credit granted to the approved activity.
   b. Adding the overview of the activity on the portal
   c. Creating a registration link
   d. Granting permission to planners for registration/attendance reports access
   e. Developing a faculty page with photo, bio, and disclosure information, using info previously provided
   f. Developing a schedule/agenda page outlining sessions, timing, etc.
   g. Sending an email to all members that a new item has been added for registration
   h. Provides QR Code template to planners to use on the day of the event to document attend
   i. Provides instructions on how to use CloudCME®.
3. CloudCME® information and instructions for participants are provided to planners for dissemination. Planners often use this with preliminary "save the date" emails to ensure participants are prepared to document attendance.

What marketing is initiated by the ACME department?

1. The ACME department works with the medical staff office at Edward and Elmhurst hospitals to send information out via DocBox to physicians and providers credentialed through the MSO. This does not include nursing or APP who were not credentialed through the MSO. Please reach out to nursing administration for nursing/APPs
2. Brochures/flyers placed in physician lounges
3. Physician liaison staff are provided copies to disseminate when visiting off-site locations
4. If time allows, mailing to credentialed physician offices can be scheduled and completed
5. Emails through the eeh-acme@eehealth.org email address sent to target audiences

Who coordinates activity setup?

Planners of the activity coordinate A/V, speaker requests, WebEx, or any other special requests

- For A/V, room set up, WebEx/Video conference and recording requests: contact IT
- For catering requests, please contact food service directly

What if the activity is canceled?

In the event of a cancellation due to weather, low attendance, etc., it is the responsibility of the planners to notify the attendees. The ACME department will update the portal to reflect the cancellation.

Can vendors support an ACME activity?

NO! To avoid developing financial relationships between physicians and ineligible companies, we do not allow any vendors to support the program (this includes food). The ACME department is dedicated to keeping education completely free of bias. We do not accept commercial support of any kind; we are self-funded.

Can vendors exhibit at an ACME program?

Yes. Though planners are primary contacts for vendors, the ACME department is responsible for ensuring that exhibitors follow strict rules set forth by the ISMS and ACCME. If planners should include vendors to exhibit at an ACME activity, they are individually invited by the ACME department and required to register as exhibitors, complete an online agreement, and adhere to the ACME exhibitor policies and procedures.

Exhibitors are required to pay for tables and are provided with 6' tables at a cost depending on the event. Exhibitors are placed in a room separate from the educational event and required to remain in the area unless previous written consent is requested and approved. If exhibitors do not comply with any of the requirements set forth in the agreement, they are not included in the final exhibitor listing or layout, and monies are not refunded. If exhibitors are found to be out of compliance during the activity, they are asked to leave and monies are not refunded.

How do I use CloudCME®?

Anyone involved in the content creation, review, or other aspects of the activity are required to use CloudCME® to handle activity details. Planners are required to attend at least one training session assigned by the ACME department to ensure they are familiar with the requirements and standards of accredited CME and can manage the software required to process the documentation for ACME programs.

How do I check in for Grand Rounds, Case Conferences, or Live activities?

A: There are two methods: **(1) Via the mobile app:** Download the CloudCME mobile app to your Apple or Android device(s) to access the Check-In menu and scan the QR code. This app also features mobile access to your transcripts, the calendar of events, and many other exciting features. **(2) Via Text Message:** A distinct code will be provided for each individual Grand Rounds, Case Conference, and Live Activity

If this is the first time you are texting your attendance, you must first pair your mobile number to your account to opt-in to the text message attendance program. Text your email address to: (630) 835-0554. You will receive a text notification indicating your phone number has been updated. Once your account is paired to your mobile number and you have obtained the event code, send the code via text to: (630) 835-0554.

Please note: Attendance can only be recorded 20 minutes prior to the activity start time, during the activity, and up to 20 minutes after the activity closes