

AMA PRA Category 1 Credit™ Application Requirements

Please complete all sections of the application. The application can be saved and edited as needed until all required information is entered. Once completed, email to eeh-acme@eehealth.org for review prior to submission to the Program & Education Committee for approval. Applications are not considered for review until all material and information has been submitted.

Review times vary based on committee meeting dates and turnaround times of required documentation. A notification email is sent to the planner(s) and speaker(s) once the application has been approved or denied. For questions, please email the address above and we will respond within 48 hours.

STEP 1: ACTIVITY NAME AND FORMAT			
<i>Example: 2023 EEH Pediatric Grand Rounds: Ventricular Septal Defect</i>			
YEAR		ACTIVITY FORMAT	<input type="checkbox"/> Live Course <input type="checkbox"/> Online (Enduring) <input type="checkbox"/> Regularly Scheduled Series (RSS) <input type="checkbox"/> Blended (Online/Live) <input type="checkbox"/> Journal
LOCATION			
SPECIALTY			
TITLE			

STEP 1 Note: Please use the appropriate naming conventions provided by the ACME Department when naming your educational activity. Activity names must contain the year, followed by location, specialty, then title.

STEP 2: ACTIVITY LOCATION					
ROOM NAME/#		START DATE		END DATE	
		START TIME		END TIME	
Webex Link					
Webex Meeting ID					
Webex Password					

STEP 2 Note: It is the responsibility of the planner to secure rooms, food, and any video conference information to provide to the ACME Department. This information should only be provided to registered participants in the confirmation registration email. **Planners should not disseminate video conference information to anyone other than the CME department.**

STEP 3: PLANNER(S) AND SPEAKER(S) INFORMATION			
PLANNER NAMES		PLANNER EMAILS	
SPEAKER NAMES		SPEAKER EMAILS	

STEP 3 Note: Speakers/Planners who do not have a disclosure on file are required to complete one prior to applying.

PLANNING PROCESS

The CME planning process is based on a needs-based assessment which serves professional practice gaps of the intended audience and outlines the objectives and expectations necessary to design learning activities that change knowledge, competence, performance, and/or patient outcomes. This process is visually depicted in the following graphic with required answers.

STEP 4: GAP ANALYSIS TEMPLATE				
Once the gap analysis has sufficient data to show the difference between the “current state” and the desired state, it is easier to see where the greatest needs are and the options for moving forward to begin creating objectives and design activities				
	CURRENT STATE	FUTURE STATE	GAP	ACTION PLAN
DESCRIBE	Describe the status of the current state or issue:	Describe the desired state or best practice:	Why does the problem exist? There is a gap in: <input type="checkbox"/> Knowledge (knows) <input type="checkbox"/> Competence (knows how) <input type="checkbox"/> Performance (shows how) <input type="checkbox"/> Pt. Outcomes (community health)	Describe how you plan to address the identified gap in knowledge, competence, performance, or patient outcomes:
WHAT	What is the current area of focus (topic)?	Are there any other focus areas related to this topic that should be addressed? <input type="checkbox"/> Yes* <input type="checkbox"/> No *If yes, what are they?	What does the learner need to do differently to bridge the gap?	What are the types of measurements that will be used to ensure the gap is bridged? <input type="checkbox"/> Objective (observed, tested) <input type="checkbox"/> Subjective (self-reported)
WHO	Who are the individuals currently involved/facing the state or issue?	Who are the stakeholders that will be impacted by the issue?	Who will be participating in the gap actions?	Who will confirm that the outcomes have been achieved and how?
HOW	How did you find out this was an issue? <input type="checkbox"/> Medical literature search and review <input type="checkbox"/> Population health data (i.e. admissions, length of stay) <input type="checkbox"/> Clinical Care Guidelines <input type="checkbox"/> Chart Review <input type="checkbox"/> Other (specify)		What will be done to help learners achieve the desired outcomes? <input type="checkbox"/> Didactic presentation (lecture) <input type="checkbox"/> Panel discussion <input type="checkbox"/> Case-based work <input type="checkbox"/> Simulation <input type="checkbox"/> Demonstration of techniques/skills <input type="checkbox"/> Online modules <input type="checkbox"/> Other (specify)	

Objectives should fulfill the **S.M.A.R.T. Framework** (Specific, Measurable, Achievable, Relevant, and Timebound). Use the following information to develop a minimum of three (3) objectives for each 1.0 hour of education.

SPECIFIC	MEASURABLE	ATTAINABLE	REALISTIC	TIMEBOUND
<i>Use real numbers, data, deadlines, and details to create goals</i>	<i>Make goals measurable by being qualitative or quantitative so outcomes can be tracked</i>	<i>Make the target challenging but possible to reach to get to the desired state</i>	<i>Make sure the goals align with the overall organizational goals and long-term success</i>	<i>Be sure that there is a specific deadline to achieve success</i>
Think about the following questions for each S.M.A.R.T. category:				
<ul style="list-style-type: none"> • Who is involved? • What do I want to achieve? • When do I need to achieve this? • Why is the goal important? 	<ul style="list-style-type: none"> • How will progress be measured? • How will you know if the goals are achieved? 	<ul style="list-style-type: none"> • Will it be clear when the goal is achieved? • Is it reasonable to complete the goal in the allotted time? 	<ul style="list-style-type: none"> • Is this goal related to the overall success of the organization? 	<ul style="list-style-type: none"> • How long should it take to accomplish this goal? • At what point should it be determined the goal has been completed?
Using Blooms Taxonomy Verbs and the highest order of thinking possible for your learners, develop three (3) objectives using any of the following verbs at the start of each sentence and follow those up with the S.M.A.R.T. information from the previous section				
REMEMBER Recall facts and basic concepts	UNDERSTAND Explain ideas or concepts	APPLY Use information in a new situation	ANALYZE Draw connections among ideas	EVALUATE Justify a stand or decision
LOWER ORDER → → → → → → → → → → → → → → → HIGHER ORDER				
Define Duplicate List Memorize Repeat State Reflect	Classify Describe Discuss Explain Identify Locate Recognize Report Select Translate	Execute Implement Solve Use Demonstrate Interpret Operate Schedule Employ	Differentiate Organize Relate Compare Contrast Distinguish Examine Experiment Question Test	Appraise Argue Judge Select Support Critique Weigh Design Develop

STEP 5: CONCLUSION	
At the conclusion of this activity, participants will be able to:	
Provide any additional objectives below using the same format	
Provide any additional information regarding the educational intervention you believe to be helpful in determining if the activity is eligible, or should be eligible, for AMA PRA Category 1 Credit™	

 Planner Signature

 Date

Be sure to review the Program Activity Planning Guide prior to applying for credit

OPTIONAL MAINTENANCE OF CERTIFICATION (MOC) CREDITS

If you are interested in earning MOC credits for your activity, please contact the ACME department at eeh-acme@eehealth.org. There are specific requirements for each specialty board that will need to be reviewed with the activity in question. Participating certifying boards, as of February 2024, include the following: ABA, ABIM, ABOS, ABOHNS, ABPath, ABP, ABS, ABTS. The ACME department to submit learner completion data for each activity registered as MOC through the ACCME. When participant completion data is submitted, specialty boards verify the participant's submission through **Specialty Board ID #, NPI #, and birthdate**. If verified, the participant's specialty board MOC record is updated within 24-48 hours of submission. Submissions to the ACCME within 30 days of the learner engaging in the activity and completing MOC requirements.

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 (via the website) and again by the planners during the activity. It is the responsibility of the planners to communicate this to participants the day of the event for accurate documentation. Any participants who do not provide their Specialty Board ID#, NPI #, and birth date in their profiles are not granted MOC credit.

Please refer to the ACCME's [MOC Assessment Recognition Program Guide](#) for specific details.

Additional Comments/Information