

**Islamic Medical Association OF NORTH AMERICA**  
**CME ACTIVITY PLANNING APPLICATION**

**General Information:**

**Date Submitted:**

**Region:**

**Chair CME:**

**Phone:**

**Office:**

**Cell:**

**Fax:**

**E-mail:**

**Will this activity seek to receive commercial support?**

Yes

No

**Activity Title:**

**Activity Date(s):**

**Activity Duration:**

Single Day

Multiple Day

**Location(s):**

**Number of Credits Requested:** AMA PRA Category 1 Credit(s)™

**Target Audience:**

For whom is the activity intended? Please check all that apply.

Primary Care Physicians

Allied Health Professionals

Nurses Directors

Other (Please specify) \_\_IM, Peds, other Specialists \_\_\_\_\_

**PROFESSIONAL PRACTICE GAPS AND EDUCATIONAL NEEDS:**

*A professional practice gap is the difference between current practices and/or outcomes and optimal, achievable (desired) practices and/or outcomes.*

*Consider data from one or more sources to identify the professional practice gap that indicated the need for an educational intervention, and complete the following chart.*

In Column A, briefly describe the current practices and/or outcomes related to this topic.

In Column B, briefly describe the desired practices and/or outcomes related to this topic.

In Column C, identify the gap (where learners are vs. where learners should be) by comparing the descriptions in Columns A and B.

In Column D, identify the underlying educational need(s) and type(s) of change needed to close the gap. Options include:

**Knowledge** – having information

**Competence** – knowing how to do something (e.g., skills, abilities, strategies), which has not yet been put into practice

**Performance** – the skills, abilities, and strategies one implements in practice

**Patient Outcomes** – the consequences of actual performance in practice

Note: At minimum, every CME activity must be designed to change learners’ competence, performance, or patient outcomes.

**What is the professional practice gap of your target audience that will be addressed by this activity?**

<b>Column A:</b> <b>Current Practices/Outcomes</b>	<b>Column B:</b> <b>Desired Practices/Outcomes</b>	<b>Column C:</b> <b>Existing Gap(s)</b>	<b>Column D:</b> <b>Underlying Educational Need(s)</b> <b>and</b> <b>Type(s) of Change Required</b>
<i>Example:</i>  <i>Physicians do not always recognize the range of atypical signs and symptoms that could indicate the presence of coronary artery disease in women.</i>	<i>Example:</i>  <i>Physicians recognize the range of atypical presentations that indicate the possibility of coronary artery disease in women.</i>	<i>Example:</i>  <i>Physicians either do not know about or are not acting upon the atypical signs and symptoms that indicate the possibility of coronary artery disease in women.</i>	<i>Example:</i>  <i>Knowledge – Physicians need to be informed about what are the atypical signs and symptoms of coronary artery disease in women.</i>  <i>Competence – Physicians need to be able to recognize the atypical signs and symptoms of coronary artery disease in women.</i>

What data source(s) did you use to identify the professional practice gap(s) and educational need(s) in your audience?

- Literature Review
- IM/ACGME/ABMS
- Expert Opinion
- Previous Activity Evaluations
- Other (Specify: \_\_\_\_\_)

Review the changes listed in Column D. What, if any, barriers might stand in the way of these changes being made? (Examples: formulary restrictions, time not allotted for implementation of new skills, insurance doesn't reimburse for treatments, lack of resources – time, money, staff, organizational policy, or lack of support)  
\_\_\_\_\_ Shortage of work force \_\_\_\_\_

**DESIRED RESULTS (LEARNING OBJECTIVES)**

List the learning objectives for this activity, as well as how each objective addresses the educational need(s) identified. Use action verbs and specific criteria (see below) in order to measure whether or not the objectives were achieved and the professional practice gap was closed. Also indicate the type of change (competence, performance, or patient outcomes) that is associated with each learning objective.

To describe changes in **Knowledge/Competence**, consider using:

Analyze, Assess, Classify, Compare, Define, Describe, Differentiate, Discuss, Distinguish, Estimate, Explain, Examine, Evaluate, Identify, Indicate, Label, List, Name, Outline, Predict, Recall, Recognize, Record, Relate, Review, State, Summarize

To describe changes in **Performance**, consider using:

Apply, Arrange, Assemble, Calculate, Categorize, Choose, Collect, Combine, Complete, Construct, Create, Demonstrate, Design, Develop, Devise, Employ, Formulate, Illustrate, Interpret, Model, Modify, Operate, Organize, Plan, Prepare, Produce, Select, Use, Utilize

To describe changes in **Patient Outcomes**, consider using:

Change, Detect, Discover, Enhance, Generate, Impact, Improve, Realize

**AVOID** the following vague or ambiguous verbs:

Appreciate, Believe, Comprehend, Conceptualize, Experience, Feel, Hear, Know, Listen, Memorize, Perceive, See, Think, Understand

Upon completion of this activity, the learner will be able to:

1. Educational need(s) addressed by this objective:  
Type of change:  Knowledge  Competence  Performance  Patient Outcomes
2. Educational need(s) addressed by this objective:  
Type of change:  Knowledge  Competence  Performance  Patient Outcomes
3. Educational need(s) addressed by this objective:  
Type of change:  Knowledge  Competence  Performance  Patient Outcomes

## CONTENT

What content will this educational activity include? List the major content areas, in sequence, and briefly describe the rationale for each.

Sequence	Content Area	Rationale for inclusion
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

### EDUCATIONAL FORMAT:

(Check all that apply)

- Lecture / Didactic Case Study
- Panel Discussion
- Hands- on Workshops
- Break-out Sessions
- Question/ Answer Sessions
- Performance Improvement CME
- Manuscript Review
- Other (Please specify) \_\_\_\_\_

Explain how this format supports your objectives and your desired result(s) (i.e. in changing competence, performance or patient outcomes)

We have past experience of providing CME format and post activity surveys prove that above criteria are being met. \_\_\_\_\_

**What ACGME/ABMS competency is addressed by this activity?**

Check all that apply.

CME committee considers IOM and ABMS competencies during the planning process. The planned activities are focused on clinical competencies (medical knowledge). Planned CME program is designed to increase physician competency in the area of patient care that is compassionate, appropriate and effective. We educate on the competency of professionalism for improved patient care.

- Patient Care
- Medical Knowledge
- Practice-based learning and improvement
- Interpersonal and Communication Skills
- Professionalism
- System-based practice

**How are presenters (lecturers, etc.) being informed of the educational objectives?** Please document this interaction.

(Attach additional pages as needed.)

**EVALUATION**

*How will the participant's achievement of the educational objectives be measured in terms of changes in competence, performance, or patient outcomes? Describe the evaluation process to be used and attach a copy of the evaluation instruments (See sample evaluation questionnaire attached).*

*Evaluations are tools used to determine if the result you intended for learners has actually been achieved. The choice of which evaluation tools to use depends on 1) the goal of the activity; 2) the mode of education; 3) applicability of the tool; and 4) available resources. Please indicate the evaluation tool(s) selected for this activity and the rationale for their selection. (Attach additional pages as needed).*

**Note: A summary of the evaluation results and a list of participants must be received in the CME Office within 30 days following the program date(s).**

**Methods used to determine the activity's effectiveness in meeting identified educational needs and objectives for which it was designed (check as many as apply):**

Methods of Evaluation	Knowledge	Competence	Performance	Patient Outcomes
Pre-/Post-Testing without clinical vignettes Show of hands				
Pre-/Post-Testing with questions containing clinical vignettes Show of hands or Other				
Post-activity Evaluation (required)				
Expert Observation of Procedure Skills				
6-8 week Follow-up Survey Online				
Other (specify)				

## **MANDATORY DISCLOSURE STATEMENT**

IMANA has implemented a process where everyone who is in a position to control the content of an education activity has disclosed to us all relevant financial relationships with any commercial interest. In addition, should it be determined that a conflict of interest exists as a result of a financial relationship a speaker, author, and/or planner may have, this will need to be resolved prior to the activity. In order to do this, disclosure statements must be completed and returned to the IMANA with this application. This information is necessary in order for the IMANA to be able to move to the next steps in planning this CME activity. If a speaker refuses to disclose relevant financial relationships, he/she will be disqualified from being a part of the planning and implementation of this CME activity.

**How will speaker, author, and planner disclosures be communicated to the audience?**

The following disclosure statement appears on the slide presentation in the beginning of the program.

**“IMANA is committed to providing CME activities that are fair, balanced, and free of bias. Full and specific disclosure information is provided in your handouts.”**

Handout materials contain the following Disclosure Statement:

“IMANA is committed to providing continuing medical education activities that are fair, balanced, and free of commercial bias. In order to assure appropriate content, we require that those who participate in the development of our CME activities provide us with information about their relationships with commercial interests. Any relationships with commercial interests that are identified are resolved before planners, presenters, or others in a position to influence content of our educational activities are allowed to become involved. If there is a conflict of interest that cannot be resolved, that individual will not play a role in our CME activities.”