



Medical College of Georgia ♦ Activity Planning Worksheet

This **Activity Planning Worksheet** is designed to capture all of the information needed to meet the ACCME Essential Areas and criteria for *AMA PRA Category 1 Credit(s)*[™]. For more information, refer to the **MCG CME Information Page**. (<http://www.mcg.edu/ce/CENews.htm>)

I. Organization Information

Organization:

Date of Application:

Course Director:

Phone #:

Contact if different than above:

Address:

City:

State:

Zip:

Phone #:

Fax #:

Pager:

Email Address:

II. Disclosure of Financial Relationships / Independence of Content

MCG CME requires all CME partners to comply with the **ACCME Standards for Commercial Support** (www.accme.org). The **Course Director** and all **planning committee members** and/or staff who are in a position to influence content must complete and submit a **CME Disclosure Form**. These disclosure forms will be reviewed by the CME Internal Review Committee.

No commercial interest or its representatives can be in a position to direct or influence educational content, including providing speaker or topic suggestions. All content must be scientifically sound and free of bias.

III. Logistical Information

Title of Activity:

Date(s) of Activity:

Location:

Type of Activity: Live Activity Web-based Activity Print Monograph Other:

Types of Credit Requested: AMA PRA Category 1 (Physicians) CEUs

For Live Activities (For live activities, please complete section IX: Meeting Planning Services)

One Time Activity Annual Activity Series [MCG CME Office: RSS]

If a series, indicate how often the series will meet? (Weekly, Monthly, Quarterly, etc.)

Estimate Length & Time of Session(s):

Preferred Location(s)/Facility:

Has a location been secured? No Yes (Location: _____)

For Web-based Activities/Print Monographs

Single Activity Multiple Activities (please estimate #: _____)

Has a publisher / web provider been secured? No Yes (please list: _____)

Please describe the practice gap identified in the needs assessment:

Current Practice	Gap in Competence, Performance or Patient Outcomes	Evidence Based Practice Guidelines

Please attach documentation from the sources marked above that demonstrate the stated practice gap. MCG CME prefers electronic versions if possible.

Please indicate the target audience identified by the needs assessment:

Specialty:

All Specialties

Anesthesiology

Cardiology

Dermatology

Emergency

Medicine

Family Medicine

General Medicine

Neurology

OB/GYN

Oncology

Orthopaedics

Pediatrics

Primary Care

Psychiatry/Psychology

Radiology

Radiation Oncology

Surgery

Other (specify):

Provider Type:

Primary Care Physicians

Specialty Physicians

Pharmacists

Pharmacist Technicians

Psychologists

Physician Assistants

Nurse Practitioners

Other (specify):

Geographic Location:

Internal MCG/
Local

North Carolina

Regional

National

International

VI. Educational Intervention

For most CME activities, a number of people will be involved in the development of the educational content, e.g. course directors, planning committee members, and presenters. To ensure that all content appropriately addresses the need and contributes to an effective educational intervention, the course director (in conjunction with MCG CME) must develop a plan for the educational intervention (which must be shared with all individuals involved in creating content) and must verify that all content is appropriate and valid. This section is designed to help the course director with content validity and educational design.

A. Please describe how this educational activity will address the practice gap stated above:

B. All CME activities must be based on information that is scientifically sound, evidence-based, and free of bias. Please indicate which sources were used to develop and verify the educational content to be provided at this activity:

- Peer-reviewed Literature
- Unpublished Research
- Joint Commission Standards/Core Measures
- Healthy People 2010 Objectives
- Other State/Federal Mandates
- Specialty Group Standards of Care (e.g. AHA Guidelines on Heart Disease)
- Other:

C. Please attach copies or excerpts of the sources used, preferably in electronic format. Citations are acceptable.

D. Please identify key strategies that learners should be able to implement after completing the educational content that will help them to address the educational need:

- 1.
- 2.
- 3.

VII. Outcomes Measurement

All CME activities must be evaluated to determine whether the educational intervention was successful. There are two broad questions: 1) have the participants implemented (or plan to implement) the key strategies, and 2) has the gap in practice narrowed or been eliminated. A number of evaluation tools exist to answer these questions. Please mark below all tools that will be used to measure the effectiveness of this activity:

- | | |
|--|---|
| <input type="checkbox"/> Evaluation form for participants (required) | <input type="checkbox"/> Audience Response System (ARS) |
| <input type="checkbox"/> Customized pre and post-test | <input type="checkbox"/> Physician and/or patient surveys and evaluation: |
| <input type="checkbox"/> Other: | |
| <input type="checkbox"/> Adherence to guidelines | <input type="checkbox"/> Case-based studies |
| <input type="checkbox"/> Chart audits | <input type="checkbox"/> Direct observations |
| <input type="checkbox"/> Customized follow-up survey/interview/focus group about actual change in practice at specified ir | |
| <input type="checkbox"/> Other: | |
| <input type="checkbox"/> Change in health status measure | <input type="checkbox"/> Change in quality/cost of care |
| <input type="checkbox"/> Measure mortality and morbidity rates | <input type="checkbox"/> Patient feedback and surveys |
| <input type="checkbox"/> Other: | |

Please describe how the tools selected will measure the effectiveness of the activity:

[MCG CME Office: Attach copy of evaluation tool once finalized.]

VIII. Miscellaneous

A. Do you foresee any non-educational issues that could prevent learners from implementing the strategies introduced at this activity?

- | | |
|---|---|
| <input type="checkbox"/> Lack of time to assess/counsel patients | <input type="checkbox"/> Lack of administrative support/resources |
| <input type="checkbox"/> Insurance/reimbursement issues | <input type="checkbox"/> Patient compliance issues |
| <input type="checkbox"/> Lack of consensus on professional guidelines | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Other: | |

Will you try to address the identified barriers in this CME activity? No Yes

Please explain:

B. Are there non-educational strategies that could be used to address the gap in practice? No
 Yes, please explain:

IV. Meeting Planning Services (Live Activities Only)

In addition to educational planning, MCG CME also provides a variety of meeting planning services. Please check all items that you are interested in:

Facility Management

- Selection of meeting venue/review, negotiate and sign contract
- Manage facility contract: food & beverage; sleeping rooms; meeting space
- Additional hotel room block negotiations
- Negotiate audio visual needs

Development & Management of Promotional Plan

Prior to printing, ALL promotional materials must be approved by MCG CME (even if MCG CME does not arrange for design and printing).

- | | |
|---|--|
| <input type="checkbox"/> Determine mailing strategy | <input type="checkbox"/> Order mailing lists |
| <input type="checkbox"/> Design of promotional piece(s) | <input type="checkbox"/> Arrange for printing |
| <input type="checkbox"/> Arrange for mailing | <input type="checkbox"/> Arrange for journal ads |

Leisure/Social Events

- Selection of venue/review, negotiate and sign contract
- Manage venue contract: food & beverage; sleeping rooms; meeting space
- Manage & organize: themed events, faculty dinner; any additional recreational or social activity

Course Director

Signature

Date

**Medical College of Georgia
Division of Continuing Education**

Gap Analysis Example

Current Practice	Gap in Competence, Performance or Patient Outcomes	Evidence Based Practice Guidelines
Difficulties associated with difficult behaviors and medication cessation in end stage dementia.	Treating physicians continue to prescribe cognitive meds for behavior management although guidelines from Alz. Association indicates that these medications are not needed	In end stage dementia, patient is successfully discontinued from cognitive medications with limited need for a behavior management regime (Consensus statement Alzh. 2004)
Difficulties associated with short-term memory deficits and medication compliance in early stage dementia	Physicians should begin to prescribe medication earlier in the treatment of Alz. patients	Alz. Association, 2006 strategies for primary care practice: Medication management in early stages
Difficulty associated with delivery of the diagnosis of dementia to the patient and the family	Sharpening communication skills in dealing with patients and care givers may increase understanding of the disease and the treatment options	ABMS Competency for MOC: Physicians may need instruction in communication with patients and caregivers

* After Passin and Associates Presentation: ACME 2008

Sources for Evidence Based Guidelines:

- Specialty Society guidelines
- Faculty as content experts
- Planning committee members
- Stakeholders
- Specialists
- Peer reviewed literature

Medical College of Georgia

Division of Continuing Education

Mission Statement

Tag Line: To serve Georgia's citizens by educating its healthcare professionals.

The mission of the Division of Continuing Education (MCG CE) is to provide quality professional educational activities that are scientifically rigorous, balanced, objective and unbiased to assist practicing health care professionals in the translation, diffusion and application of evidence -based knowledge to improve patient safety and enhance clinical outcomes.

Purpose: The purpose of the Division of Continuing Education is to provide educational activities that address the strategic healthcare needs of Georgia and the Southeast Region by offering comprehensive lifelong learning activities with the goal of continuously improving participant knowledge, strategies and performance in practice to enhance patient care and reduce the burden of illness on society. The unit's overall goal is to take great scientists and content experts and help them to become superior communicators and educators who provide opportunities through continuing education activities to make even greater physicians and providers of patient care.

Content Areas: The content areas covered by MCG CE include topics pertaining to a broad variety of subjects. MCG CE offers activities that are designed to bring the most recent peer- reviewed research and evidence based standards of care to healthcare professionals in Georgia, the Southeast, the nation and the world. The content areas include topics directly pertaining to the following:

- Critical healthcare needs identified by the Institute of Medicine
- critical healthcare needs within the state of Georgia and the Southeast Region
- MCG's Strategic Initiatives and Priorities
- MCG's Five Year Research Strategic Plan.

The Division of Continuing Education provides educational activities that address MCG's Education Initiative and priority "to continuously enhance the quality of the educational programs to address the changing health care environment."

Target Audience: In accordance with the mission statement of MCG, the target audience for the Division of Continuing Education's activities is defined as MCG faculty, AHEC physicians, Georgia's health care providers and citizens. MCG CE's target audience also includes healthcare professionals in the Southeast, the nation and the world.

Types of Activities: MCG's Division of CE offers a variety of educational activities including traditional live activities, jointly sponsored live activities, enduring materials, regularly scheduled series, journal clubs and podcasts.

Scope: MCG CE's scope includes the accreditation of regularly scheduled conferences, annual specialty updates, jointly sponsored events and regional community hospital events.

Expected Results: MCG CE expects the results of the educational opportunities provided to:

- Plan activities in conjunction with MCG faculty that address the learning needs of the MCG CE audience and the health status indicators of the citizens of Georgia
- Offer continuing medical education free of commercial bias and independent of commercial input
- Promote the practice of evidence-based medicine
- Assist in the dissemination of new medical knowledge
- Assist in the maintenance of professional certification and licensure
- Collaborate across the continuum of medical education
- Contribute to the CME profession through service, education and training of participants, activity faculty and course directors
- Showcase clinical excellence and educational excellence within the Medical College of Georgia Health System
- Include linkage to the physician competencies identified by the American Board of Medical Specialties (patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism and system based practice) into activities presented by the unit
- Include Joint Commission on Accreditation of Health Care Organization's (JCAHO) patient safety goals and core measurements in designing continuing education activities
- Engage in community outreach by providing CME in community hospitals across Georgia
- Work collaboratively with Area Health Education Centers across Georgia to reach Georgia's rural health care professionals
- Assist other institutions in the University System of Georgia in providing appropriate CME opportunities to address the rapidly expanding numbers of geriatric patients to be served in the state
- Increase asynchronous learning opportunities for busy healthcare providers in rural areas whose time away from the office is limited
- Provide discussion groups for physicians attending live conferences who wish to communicate with each other in private settings about diagnosis and treatment strategies for patients