

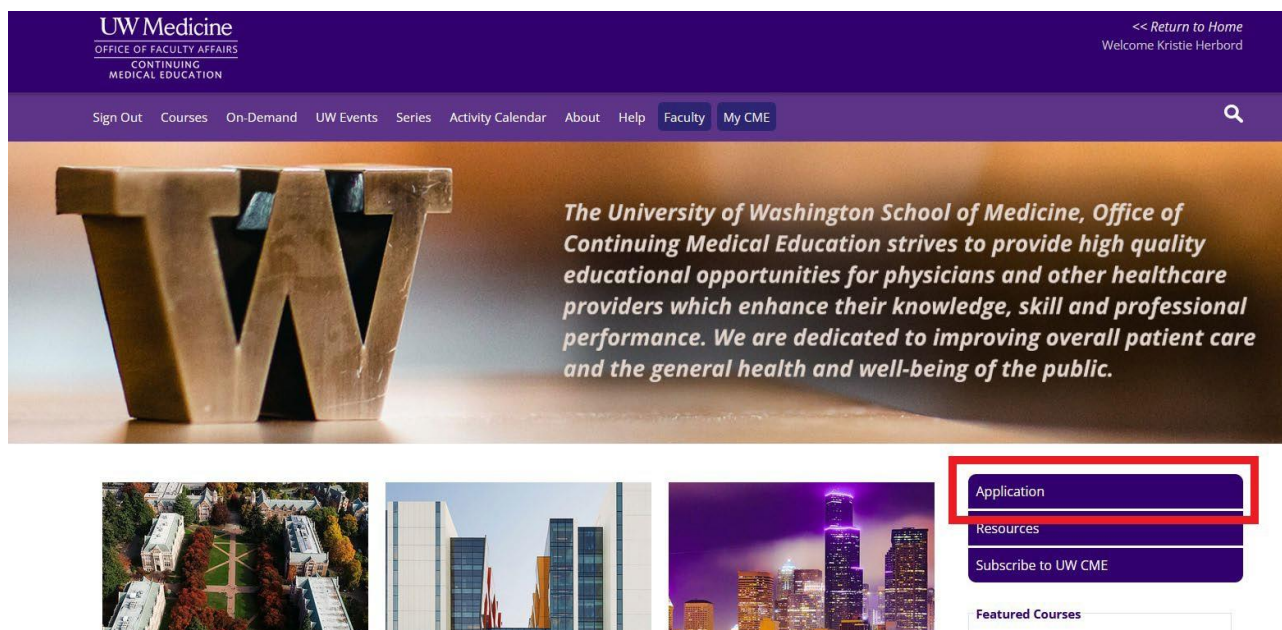
Applications

Create an application

Each new program or program renewal requires a new application. If your program is new you will follow these detailed steps in completing the application. If you scroll through this section to the end, you will find how to copy an application for program renewal. This feature is only available if you submitted your previous application through the online UW CloudCME portal. CME activity applications must be submitted through the portal to be reviewed. No other submission option is available at this time. To submit an application you must first have a UW CloudCME profile.

Instructions to complete and submit an activity application.

Step 1: Go to <https://uw.cloud-cme.com/application.aspx>



Step 2: Click the Create New Application button.



Step 3: Enter the activity information into the application. Click Save and Continue at the bottom of each screen, and you will advance to the next application page. To create a draft you must first complete the basic information page for the remaining pages to become visible.

Basic Activity Information
Planners and Faculty
Gap and Needs
Objectives and Learning Outcomes
Commercial Support
Commendation Criteria
Signatures
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Comments
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Basic Information

Specify the following for your activity

Activity Name: * ⓘ

Select all that apply: * ⓘ

☐ ACCME (Physicians)
☐ Other
☐ Non-Accredited

Activity Type: * ⓘ

AMA Activity Format: * ⓘ

☐ Live Activity
☐ Journal-based CME activity
☐ Manuscript review activity
☐ Internet point-of-care activity
☐ Other
☐ Enduring Material
☐ Test-item writing activity
☐ PI CME activity
☐ Learning from Teaching

Activity Type

Directly Provided	A directly provided activity is one that is planned, implemented and evaluated by the accredited provider. Include co-provided activities (provided by two accredited providers) in this category if you are the accredited provider awarding the credit.
Jointly Provided	The ACCME defines joint providership as the providership of a CME activity by one or more accredited and one or more nonaccredited organizations. Therefore, ACCME accredited providers that plan and present one or more activities with non-ACCME accredited providers are engaging in “joint providership.”
Non-Accredited	Category 1 credit is not offered to participants.

AMA Activity Format

Committee Learning	Committee learning is a live activity that involves a learner’s participation in a committee process addressing a subject which, if taught/learned in another format, would be considered within the definition of continuing education.
Enduring Material	An enduring material is an on-demand activity that does not have a specific time or location designated for participation; rather, the participant determines whether and when to complete the activity. The content can be accessed at any point during the lifespan of the activity and there is no specific time designated for participation. Examples include online interactive educational modules, recorded presentations, printed materials, and podcasts.
Internet Searching and Learning	An internet searching and learning activity is an activity in which a physician engages in self-directed, online learning on topics relevant to their clinical practice from a database whose content has been vetted by an accredited CME provider. This type of activity is based on a learner identifying a problem in practice and then accessing content in search of an answer from sources on the Internet that are facilitated by a provider. For the purpose of

	data collection, the ACCME includes AMA-defined point of care CME as a form of internet searching and learning.
<u>Journal CME/CE</u>	A journal CME/CE activity is an activity that is planned and presented by an accredited provider and in which the learner reads one or more articles (or adapted formats for special needs) from a peer-reviewed professional journal.
<u>Learning from Teaching</u>	Learning from teaching activities are personal learning projects designed and implemented by the learner with facilitation from the accredited provider. This type of activity recognizes the learning that occurs as physicians prepare to teach. Learning from teaching represents a range of activities in which an accredited provider can facilitate practice-based learning and improvement – where the ‘practice’ could be the person’s professional “teaching practice” or “clinical practice” or “research practice.”
<u>Live Course</u>	A live course is a live activity where the learner participates in real-time. A live course is planned as an individual event. A live course can either be classified as an in-person event or live-streamed via an online platform. Examples of a live course could be an annual meeting, one-off conference, or seminar.
<u>Manuscript Review</u>	Manuscript review is an activity in which a learner participates in the critical review of an assigned journal manuscript during the pre-publication review process of a journal.
<u>Other/Blended Learning</u>	The other/blended learning activity format is used for hybrid, new, or unique approaches that do not fall into one of the established activity types. Providers must identify these activities as other/blended learning in the AMA credit designation statement, in the credit designation statement, and in documentation given to learners (certificates, transcripts, etc.). The inclusion of this activity format allows educators to deploy new technologies such as simulation, adaptive e-learning, virtual reality, gamification, and social media into their medical education approaches.
<u>Performance/Quality Improvement</u>	A performance/quality improvement activity is structured as a three-stage process by which a physician or group of physicians learn about specific performance measures, assess their practice using the selected performance measures, implement interventions to improve performance related to these measures over a useful interval of time, and then reassess their practice using the same performance measures.
<u>Regularly Scheduled Series</u>	Regularly scheduled series (RSS) is a live activity planned as a series with multiple, ongoing sessions, e.g., offered weekly, monthly, or quarterly. A RSS is primarily planned by and presented to the accredited organization's professional staff and generally targets the same audience over the whole series. Examples include grand rounds, tumor boards, and morbidity and mortality conferences. Live activities where the same content is offered multiple times for different audiences should be reported as separate live courses and not RSS
<u>Test-Item Writing</u>	Test-item writing is an activity wherein physicians learn through their contribution to the development (and review) of examinations, or certain

	peer-reviewed self-assessment activities, by researching, drafting, and defending potential test-items.
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Add Planners and Faculty

Step 4: Add Planners to the activity. Enter the course coordinator(s), chair, planning members, and any known faculty. This section also collects disclosures for planning committee members.

To add more planners or faculty, click the green plus (+) sign. To remove a planner or faculty, click the red minus (-) sign.

Qualified Planner

+

Email

abkauf@uw.edu

First and Last Name

Amelia Buehler-Kaufman

Degree

None

Profession

Non-Physician

Title

CME Coordinator

Department or Affiliation

CME

Role in Planning Content *

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Activity Administrator

Activity/Series Coordinator

Activity/Course Director

Co-Director

Faculty/Speaker

Nurse Planner

Other Planning Committee Member

ed to a non-clinical (i.e., communication, leadership,

system and is not editable, please do not attempt to

Use the green plus sign to add more planners/faculty, or the red minus sign to remove. Note that when you add planners or committee members, they will receive an email to complete a disclosure and they have been associated with an activity application.

Qualified Planner

-

+

Faculty and/or planners will receive an email requesting a disclosure and informing them that they have been associated with an activity application.

Step 5: Add the Gaps and Needs for the program:

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Gap and Needs

Gap Analysis

State the professional practice gap(s) of your learners on which the activity was based:

Activity coordinators and chairs are currently submitting CME applications via paper format, beginning in 2024 the process changes to an online form submission for 2024.

State the educational need(s) that you determined to be the cause of the professional practice gap(s)

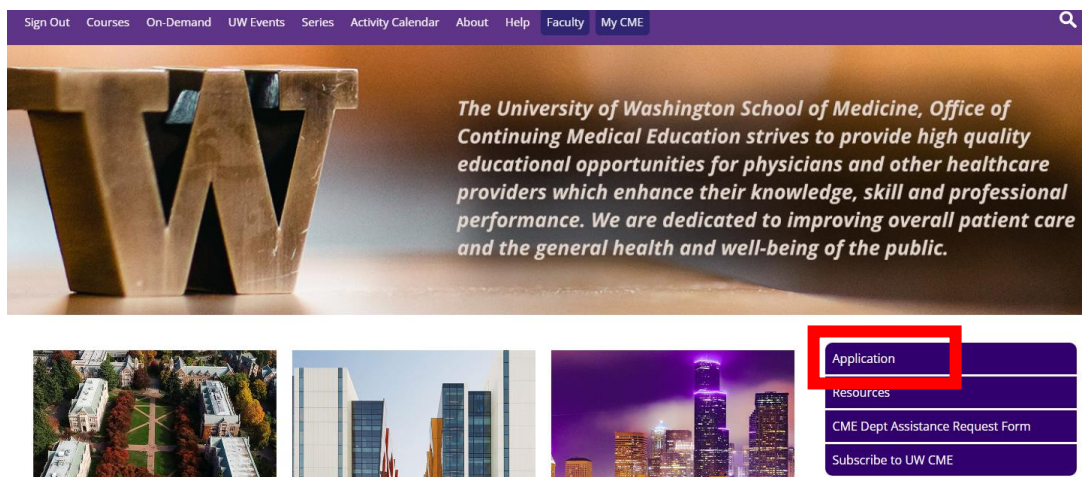
☐ Knowledge Need
 ☒ Competence Need
 ☐ Performance Need

Add more detail based on the Competence need:

Coordinators and chairs need to learn how to submit applications from the CME online application system to successfully implement programs in 2024.

Copying an Application

If you previously submitted an application and would like to copy the application, you will first need to navigate to the [applications page](#).



Your page may look blank like this, so you will need to change your parameters.





Create New Application
Export XLS
Reset Filters
Find Disclosures
Admin User Lookup

Filter By Application Status: Approved Only
 Filter By Accreditation: -- Select --
 Filter By Activity Type: -- Select --
 Filter By Date Range: 1/1/2024 5/30/2024
 Filter By Event Name:
Search

ActivityID	Activity Details	Author	Planners	Disclosure Status	Copy	Delete
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			


You have not created any applications yet. Click Add Application to begin.

Change the application status filter to “All” and change the by date range to a date before the start of your previous application submission, not the program start date.

Filter By Accreditation: All		Filter By Accreditation: -- Select --	Filter By Activity Type: -- Select --	1/1/2023	5/30/2024	Filter By Event Name:	Search
ActivityID	Activity Details	Author	Planners	Disclosure Status		Copy	Delete
9273	 Cloud Enterprise 2024: Montana Coordinator Training... Activity Type: Directly Provided - Live Course Activity Date: 12/27/2023 7:00:00 AM Last Revised: 12/21/2023 2:20:56 PM	RSS Coordinator Test	RSS Coordinator Test (Activity Coordinator), Bananas Test, MD (Course Director), CMECONF UW Test	Pamela Frazee does not have a disclosure on file.	This application is approved		
9084	 Cloud Enterprise 2024: RSS Coordinator Training 20... Activity Type: Directly Provided - Regularly Scheduled Series Activity Date: 12/27/2023 7:00:00 AM Last Revised: 12/19/2023 4:55:16 PM	RSS Coordinator Test	RSS Coordinator Test (Activity Coordinator), Bananas Test, MD, CMECONF UW Test	All necessary disclosures on file.	This application is approved		

Select the blue plus sign button to copy your activity:

	Copy	Delete
--	------	--------

This application is approved	
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When you open the application, be sure to change the title of the application as it will show as “Copy of”. When you open the application to edit, you will want to change the name to the current program year activity.

 Copy of Cloud Enterprise 2024: Montana Coordinator...

Identifying Practice Gaps

Gap Resource

A professional practice gap is the difference between actual and ideal performance. Professional practice gaps are measured in terms of:

- Knowledge: being aware of what to do
- Competence: being able to apply knowledge, skills, and judgment in practice (knowing how to do something)
- Performance: having the ability to implement the strategy or skill (what one actually does)

Here are some questions you may want to ask to help identify areas in practice that your learners have difficulty with or find challenging. Simply put, a gap in practice is the difference between where you are/what you currently do, and where you should be.

Questions to help identify practice gaps:

- What data or sources are available that might identify areas where improvement is needed? (Quality or Departmental data, reports, chiefs, committees, or staff)
- What keeps your Chief up at night? Why?
- What are the most common cases seen in your department?
- Why do these problems/challenges exist? What is contributing to them?
- If you survey for physicians' expressed needs, ask:
 - "Describe the key issues or obstacles to care you or your colleagues encounter?"
 - "What kinds of clinical situations do you or your colleagues find difficult to manage or resolve?"
- Instead of "What topics are you interested in?"

Regularly scheduled series offers the opportunity to cover a complex topic over several sessions and to reinforce what was learned in previous sessions over time. Because of this, one need or "gap" could be the driver for one session or many.

Identify practice gaps first, and then consider whether education can help or not.

Needs Assessment Resources

How are gaps identified?

A needs assessment looks at the gaps from a variety of angles and perspectives and is a tool for planning the activity. The needs assessment helps determine the current situation, state of skills, knowledge, abilities, and/or performance (what should be vs. what is, ideal vs. real, where we are vs. where we want to be).

Tips for Needs Assessment

The central question driving needs is "Why are we doing this activity?" Early in the planning process, it is important to determine the specific gaps in knowledge and/or practice that the certified activity will attempt to address.

Robust needs assessment accomplishes the following things:

- Helps establish a clear rationale for the activity.
- Allows potential participants and leadership to provide their input in the design of the program thus ensuring program relevance and strengthening the likelihood of behavior change following the program.
- Utilizes a variety of different needs assessment approaches, including input from potential target participants, leadership perspectives, and other data sources.

- When multidisciplinary – a needs assessment includes data for each profession
- The longer the CE activity, the more diverse and robust the needs assessment should be. After looking at a variety of needs assessment sources and types of data, identify the most significant two to four defined needs for the activity.
- Guidance as to what to include in a Needs Assessment:
- Statement of unmet educational need, (i.e., what is the identified educational void?) of your target audience.
- Sources consulted to determine need. Cite actual references/sources. Highlight the appropriate sections of your needs assessment documentation for CME team review.

Examples of ways to elicit potential target participant perspectives:

- E-mail questions to a sample of the target audience with responses strongly requested
- Brief phone interviews with a sample of the targeted participants
- Discussion at peer group meetings
- Review evaluation forms from past programs to identify what additional educational needs the participants identified

Examples of useful Needs Assessment questions:

- What would you like to be able to do in your practice that is prevented by the absence of skills, information, or resources (barriers)?
- Which aspects of diagnosing and/or treating <insert topic> do you feel the most uncomfortable diagnosing or treating yourself (as opposed to referring)?
- What skills or knowledge are you missing in order to care for patients optimally?

Note: Asking what clinicians find challenging in their practice will yield more useful information than asking what topics they want to be addressed.

Examples of ways to elicit leadership and other perspectives:

- Interview or e-mail local, regional, and national experts
- Review documents, organizational newsletters, etc.
- Committee meeting/QI minutes

Examples of data that highlight gaps in desired practice and actual practice:

- Quality goal data, prescribing data (e.g., IMS resources)
- Data that illustrate the variation in practice between physicians/geographic locations
- Data/documentation that suggests a particular practice is desired but has not yet been introduced.
- External requirements or forces that require performance change and evidence that the required change has not taken place

Other useful needs assessment information:

- New best practices that have not been implemented consistently
- Research findings
- Legal information
- Marketplace data
- Committee activities and action plans
- Case conference/M&M data

Measurable Objectives

Step 6: Add the learning objectives. Note that the objectives should be written in a manner to have measurable results.

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Approval

Instructions: Click the sections of the application to review. Add comments below. Supporting files may have been uploaded and if so, are available in the File uploads area.

Objectives, Learning Outcomes & Competencies







Objectives/Learning Outcomes

What do you expect your participants to be able to do as a result of participating in this activity? *List up to 20 objectives/learning outcomes appropriate to your activity.*

To enter your objectives/learning outcomes, type an objective/learning outcome into the table below. At least one Objective/Learning Outcome is required. To add additional objectives/learning outcomes click the plus (+) icon. To remove objectives click the minus (-) icon.

At the conclusion of this activity, participants will be able to:

Objectives

	Number	Objective
 	1	Submit an application through the University of Washington CME Cloud system.
 	2	Demonstrate the faculty disclosure and mitigation process to be a resource to course chairs and maintain activity compliance.
 	3	Facilitate an application renewal in subsequent years by copying previous versions of an activity.

NOTE: These objectives will be stated in the promotional brochure and activity's syllabus.

How do I formulate learning objectives?

After looking at the practice gaps and educational needs, what do you want the learner to be able to accomplish after the activity?

Learning objectives are the take-home messages that bridge the gap between the identified need/gap and the desired result.

Note: learning objectives should be measurable and should begin with a verb that can be measured ("understand" should not be used as one's understanding cannot be readily measured).

What is the desired result?

Desired results are what you expect the learner to do in his/her practice setting. How will the information presented impact the clinical practice and/or behavior of the learner? Is the activity designed to:

- Give participants new abilities/strategies (change competence)?
- Help participants modify their practice (change performance)?
- Help improve patient outcomes with access to patient health outcome data reviewed or available to compare?

Action Verbs for Objectives: Using Bloom's Taxonomy of Measurable Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalized Give example(s) Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite Review Select Summarize Translate	Apply Change Choose Compute Demonstrate Discover Dramatize Employ Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch Solve Use Write	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Point out Question Relate Select Separate Subdivide Test	Arrange Assemble Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize Revise Rewrite Set up Summarize Synthesize Tell	Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value

Select the ACCME outcomes, for example, if your outcomes measure is through a program evaluation you would be measuring Learner Competence on a Subjective level.

ACCME Outcomes

At minimum, the activity should change learner competence.

☒ Learner Competence (Learner shows how to do)

- ☐ Objective measurement (e.g., observed, tested)
- ☒ Subjective measurement (e.g., self-reported)

☐ Learner Performance (Learner demonstrates in practice)

- ☐ Objective measurement (e.g., observed, tested)
- ☐ Subjective measurement (e.g., self-reported)

☐ Patient Health (Effects of what learner has done for a few)

- ☐ Objective measurement (e.g., observed, tested)
- ☐ Subjective measurement (e.g., self-reported)

Select any competencies you feel apply to your program:

Competencies

A CME activity must be developed in the context of desirable physician attributes. Indicate which of the Accreditation Council for Graduate Medical Education (ACGME), and/or American Board of Medical Specialties (ABMS), Institute of Medicine (IOM), and Interprofessional Education Collaborative (IEC) core competencies will be addressed by this CME activity. Please only select the core competencies that most **closely** reflect the educational agenda of your activity.

ACGME/ABMS

- ☒ Patient Care or Procedural Skills
- ☒ Medical Knowledge
- ☐ Practice-Based Learning and Improvement
- ☐ Interpersonal & Communication Skills
- ☒ Professionalism
- ☒ System-Based Practice

Institute of Medicine

- ☐ Provide Patient-Centered Care
- ☒ Work in Interdisciplinary Teams
- ☒ Employ Evidence-Based Practice
- ☒ Apply Quality Improvement
- ☒ Utilize Informatics

Interprofessional Education Collaborative

- ☐ Values / Ethics
- ☒ Roles / Responsibilities
- ☒ Communication
- ☒ Teams & Teamwork

Other Competencies

UW CME activities are designed to change competence, performance, and/or patient outcomes.

Please select how your activity aligns with the UW CME mission statement:

- ☒ Develop or increase knowledge, skills and/or professional performance and relationships
- ☒ Address professional practice gaps of target audience
- ☐ Assist in dissemination of new medical and clinical knowledge
- ☐ Promote the practice of evidence-based medicine
- ☐ Address faculty development or physician wellness issues
- ☒ Promote interprofessional education
- ☒ Increase teamwork and communication

Step 7: If your program has grant or exhibit support enter information here:

Commercial/Exhibit Support

All CME content and decisions must be made free of the control of an ineligible entity. This includes a) identification of (CME needs; b) determination of educational objectives; c) selection and presentation of content; d) selection of all persons and organizations that will be in a position to control the content; e) selection of educational methods; and f) evaluation of the activity.

* UW CME policy requires exhibitors pay the exhibit fees established for the activity. Exhibit fees cannot be waived based on approval of grant funding. A completed letter of agreement must be signed by the UW CME Office for all educational grants before the activity begins. Accurate documentation detailing the receipt and expenditure of the commercial support is required upon completion of the activity.


ALL commercial involvement (grants and exhibits) must be acknowledged and announced to the participants. Utilize the templated form provided by the CME Office.

Do you plan to apply for commercial support (educational grants)?

☐ Yes ☒ No

Do you plan to have exhibitors at this CME activity?

☐ Yes
☒ No

 Save and Continue

Step 8: Read through the commendation criteria, if you feel any apply to your program, check all boxes you feel apply.

Commendation Criteria

ACCME Commendation Criteria

The Accreditation Council for Continuing Medical Education (ACCME) encourages and rewards accredited CME providers for implementing best practices in educational methods, engagement, evaluation, assessment of change, and generating meaningful outcomes.

With regard to your activity, please consider whether any of the following criteria may apply. If you are uncertain, please contact the OCME.

Promotes Team-Based Education

- ☒ C23 Members of interprofessional teams are engaged in the planning and delivery of Interprofessional continuing education (ICPE).
- ☐ C24 Patient/public representatives are engaged in the planning and delivery of CME.
- ☐ C25 Students of the health professions are engaged in the planning and delivery of CME.

▼ Requirements for C23, C24 & C25 (click to expand/collapse):

C23 Members of interprofessional teams are engaged in the planning and delivery of Interprofessional continuing education (ICPE).

Requirements:

- Includes planners from more than one profession (representative of the target audience) AND
- Includes faculty from more than one profession (representative of the target audience) AND
- Activities are designed to change competence and/or performance of the healthcare team.

Step 9: The course chair and/or department will need to complete the signature page by typing their name or using the computer mouse to complete a signature. Then date and select "Save Application".

Signatures

ATTEST AND SIGN

Attestation:

I attest to the accuracy and completeness of this application, and accept responsibility for the planning, implementation, and evaluation of this activity.

Signature:

Signature Image

Date:

📅

11-06-2023

📅

➔ Save Application

Cancel ✕

Step 10: Be sure to upload the Project Budget Template, if there is financial support for your program.

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Supplemental Documents

Here is a standard list of supplemental items you will need to upload for the application review:

- Needs Assessment Documentation
- Planning Process Documentation (optional)
- Activity Agenda or Schedule
- Planning Committee Disclosure Forms
- Mitigation of Conflict of Interest (if applicable)
- Disclosure Summary Form/Template
- Evaluation Form Template
- Marketing Draft

Step 11: Any additional notes or comments that would be pertinent during the activity review process (i.e. multi-conference dates, relaying hybrid option, notes about pending speakers) can be noted in the Comment section. The comments will be referenced when reviewing the activity for approval.

Find Disclosures

Basic Information
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Add Comment

Refresh

Application created at 12/7/2022 2:04:12 PM	Molra Mar-Tang	12/7/2022 2:04:12 PM
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Step 12: Return to the application list.

Files - upload/download

Comments
Return To Applications List

You will receive a notification indicating you have completed your CME application and that it is ready for submission pending review and submission.

Alert

Thank you for completing your CME Application! However, your application has not yet been submitted for approval. Please review each part of your application, then return to the application list and click the Submit for Review button next to your application listing to start the approval process.
OK

Alert

Please review this information one last time and click save at the bottom of the form before submitting for review.
OK

If you are waiting for planner disclosures or disclosure updates, once the planner/faculty has completed the update, you will want to select the update disclosures option on the Planner and Faculty tab within the application.

Update Missing Disclosures, if available

To add more planners or faculty, click the green plus (+)

Disclosures are not required for non-clinical program/topics.
Submit Application

Step 13: When you have completed the activity application and all disclosures are on file, click the Submit For Review button.

Once you have reviewed hit the Submit For Review you will receive a notification indicating that your submission has been emailed for review.

ActivityID	Activity Details	Author	Planners	Disclosure Status		Copy	Delete
269	Test Application Activity Type: Directly Provided - Courses Activity Date: 2/2/2023 8:00:00 AM Last Revised: 11/14/2022 5:19:45 PM	Jeonathan Rodriguez Roman, MPH	Jeonathan Rodriguez Roman, MPH (Course Director), John Rodriguez, MPH (Other Planning Committee Member)	All necessary disclosures on file.	Submit For Review		

Alert

Your submission has been emailed for review. You should receive a copy of your submission which was sent to alsilvas@ucsd.edu.

OK

You will receive a copy of your application via email.

University of California San Diego School of Medicine - Continuing Medical Education <cme@ucsd.cloud-cme.com> 1-

UC San Diego Continuing Medical Education Application Successfully Submitted

Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Application_269.pdf 894 KB

Hello Jeonathan Rodriguez Roman, MPH

The accreditation application for the following Directly Provided - Courses has been submitted for review.

Submitter: Jeonathan Rodriguez Roman, MPH (jrodriguezroman@ucsd.edu)
Title: Test Application (ID#269)
Type: Directly Provided - Courses
Start Date: 02/02/2023 08:00 AM
End Date: 02/02/2023 09:00 AM

This application is now locked and no longer available for editing. Please allow 2-3 weeks for completion of the application review process.

- If approved, you will receive an approval email and an accreditation specialist will be in contact regarding next steps.
- If rejected, you will receive an email informing you of next steps.

Thank you,

Continuing Medical Education
UC San Diego
cmeaccreditation@health.ucsd.edu

Step 14: The activity application button will be greyed out until the review is complete. Activity application review times can vary. You will be contacted by email when the review is complete, when the application has been approved, if the application requires additional information or the application has been rejected. If an application has been rejected, click on the activity name. Then, click Comments to view the peer reviewer feedback and/or make any required changes. Applications may not be copied/accessed during the review process.