

CONFERENCE APPLICATIONS AND REPORTS

Applications Previously Approved

October 3 - November 14, 2022

Regularly Scheduled Series (RSS)

2022-2023 GME Hand Surgery Weekly Didactic Lecture Series - 1 Cat. 1/ ea.



Critical Care ICU Grand Rounds (1 Cat. 1/ea.)

Miami Cardiac & Vascular Institute: Open Heart Case Review Series (1 Cat. 1/ ea)
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Indicates a trigger for CME Manager to route application to Operations CME Manager for review when additional steps are required for compliance.

Sections highlighted in orange need to be proofread.

Activity Details			
CME Activity Title		GME Hand Surgery Weekly Didactic Lecture Series	
Date	Every Monday starting 08/01/2022 to 07/31/2022	Time	6:30AM to 7:30AM
Location	Live Webinar	Credit Hour(s)	1 Cat. 1 per lecture (40 max)
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience – <ul style="list-style-type: none"> Mental and behavioral health topic(s) required for all symposiums. If limited to Baptist Health Medical Staff only, please indicate here. 	Physicians, Residents, Fellows, Physical Therapists, Nurses, Nurse Practitioners and other interested healthcare professionals		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.		
Course overview	Please join us for the Hand Surgery Didactic Lecture Series as the faculty discuss orthopedic cases that relate to fractures, wrist instability, nerve and vascular repair, sports injuries, complex joint reconstruction, arthroscopy, microsurgery and orthopedic oncology.		
Credit Type	<input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - APA Checklist <input type="checkbox"/> Physician Assistant CE <input type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input type="checkbox"/> Interprofessional (IPCE)  Commendation Engages Teams – See Planning Team section <input type="checkbox"/> MOC Points - MOC Checklist / Self-assessment <input type="checkbox"/> Pediatrics - Self-assessment		
	<input type="checkbox"/> Anesthesia - Lifelong Learning <input type="checkbox"/> Internal Medicine - Medical Knowledge <input type="checkbox"/> Ophthalmology - Lifelong Learning <input type="checkbox"/> Ophthalmology - Self-assessment <input type="checkbox"/> Surgery - Accredited CME <input type="checkbox"/> Surgery - Self-assessment <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - Self-Assessment <input type="checkbox"/> Pathology - Lifelong Learning <input type="checkbox"/> Pediatrics - Lifelong Learning		
Providership	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	PARS ID #	
Publish to CME Passport	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Publish to CEBroker	<input type="checkbox"/> Yes <input type="checkbox"/> No CEBroker #

Planning Team	
Conference Director(s)	Matthew D. Treiser, M.D.

CME Manager	Eduardo Cartin
Conference Coordinator and/or Instructional Designer (OLP only)	Maria Claudia Corradine Mora
 Commendation Goal: Engages Interprofessional Teams/IPCE (10% of activities)	List 2+ professions here. M.D. Required.

BHSF Initiatives	
<input type="checkbox"/> Balance across the continuum of care <input type="checkbox"/> Diversity & Inclusion <input type="checkbox"/> Evidence-based data <input type="checkbox"/> High-reliability tools – Use of prior experiences to improve systems, processes, and services	<input type="checkbox"/> Overutilization – unnecessary health care costs <input checked="" type="checkbox"/> Patient-centered care <input type="checkbox"/> Public health factors (See commendation.) <input type="checkbox"/> Removing redundancy – improving processes
Collaborative Partner:	Provide internal stakeholder here.
Describe initiative:	

Appropriate Formats	The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. Check all that apply.
<input type="checkbox"/> Live Course <input type="checkbox"/> Regularly Scheduled Series <input checked="" type="checkbox"/> Internet Live Course (Webinar) <input type="checkbox"/> Internet Enduring Material	<input type="checkbox"/> Journal CME/CE <input type="checkbox"/> Manuscript Review <input type="checkbox"/> Test-Item Writing <input type="checkbox"/> Committee Learning
	<input type="checkbox"/> Performance/Quality Improvement <input type="checkbox"/> Internet Searching and Learning <input type="checkbox"/> Learning from Teaching <input type="checkbox"/> Other/Blended Learning

Educational Needs	What practice-based problem (gap) will this education address? Provider addresses problems in practice and/or patient care. As part of that effort, the provider examines those problems and looks for knowledge, strategy, skill, performance, or system deficits that could be contributing to the problems. External Resource: CE Educator's Toolkit
State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.	<ul style="list-style-type: none"> • Hand Orthopedic Surgery Fellows may be unaware of new surgical procedures, or guidelines.
Educational needs that <u>underlie</u> the professional practice gaps of learners. Check all that apply.	<input checked="" type="checkbox"/> Knowledge - Deficit in medical knowledge. <input type="checkbox"/> Competence - Deficit in ability to perform strategy or skill. <input type="checkbox"/> Performance - Able to implement but noncompliant or inconsistent.

Designed to Change	The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.

This activity is designed to change:	<input checked="" type="checkbox"/> Competence - <i>CME evaluation and pre/post-survey.</i> <input type="checkbox"/> Performance - <i>Follow-up impact assessment and commitment to change.</i> <input type="checkbox"/> Patient Outcomes - <i>Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</i>
Explain how this activity is designed to change learner competence, performance or patient outcomes.	<ul style="list-style-type: none"> Physicians will review latest literature on operative techniques and management to improve patient outcomes. Monthly morbidity and quality improvement discussion to provide improved patient outcomes

Competencies	<i>The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).</i>	
ABMS/ACGME	<input checked="" type="checkbox"/> Patient care and procedural skills <input checked="" type="checkbox"/> Medical knowledge <input type="checkbox"/> Practice-based learning and improvement	<input checked="" type="checkbox"/> Interpersonal and communication skills <input checked="" type="checkbox"/> Professionalism <input type="checkbox"/> Systems-based practice
Institute of Medicine	<input checked="" type="checkbox"/> Provide patient-centered care <input type="checkbox"/> Work in interdisciplinary teams <input type="checkbox"/> Employ evidence-based practice	<input type="checkbox"/> Apply quality improvement <input type="checkbox"/> Utilize informatics
Interprofessional Education Collaborative	<input type="checkbox"/> Values/ethics for interprofessional practice <input type="checkbox"/> Roles/responsibilities	<input type="checkbox"/> Interprofessional communication <input type="checkbox"/> Teams and teamwork

Educational Objectives	<i>What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish? Competence verbs: Identify... Eliminate... Use... Apply... Implement...</i>
Objectives:	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> Teach and train the team in basic science subjects related to clinical surgery of the hand, including anatomy, biomechanics, biomaterials, physiology, pathology, genetics, microbiology and pharmacology. Discuss different approaches to surgical cases to improve outcomes (quality improvement) and patient safety.

References	<i>Ensure Content is Valid</i>
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<p>How are educational needs identified? <i>Check all that apply and explain below.</i></p>	<input type="checkbox"/> Best practice parameters <input type="checkbox"/> Disease prevention (Mission) <input type="checkbox"/> Mortality/morbidity statistics <input type="checkbox"/> National/regional data <input type="checkbox"/> New or updated policy/protocol <input checked="" type="checkbox"/> Peer review data <input type="checkbox"/> Regulatory requirement	<input checked="" type="checkbox"/> Research/literature review <input type="checkbox"/> Consensus of experts <input type="checkbox"/> Joint Commission initiatives <input type="checkbox"/> National Patient Safety Goals <input type="checkbox"/> New diagnostic/therapeutic modality (Mission) <input type="checkbox"/> Patient care data <input type="checkbox"/> Process improvement initiatives
<input type="checkbox"/> Other need identified. <i>Please explain.</i>		
<p>Baptist Health Quantitative Data</p>	<p>Insert baseline chart or narrative here.</p>	
<p>References:</p> <ul style="list-style-type: none"> <i>Provide evidence-based, peer reviewed references supporting best practice guidelines.</i> <i>APA Citations should be no older than 10 years old.</i> 	<ul style="list-style-type: none"> Polascik, B. A., Mundy, L. R., & Cendales, L. C. (2021). Advanced Amputation Techniques in Orthopedic Surgery: Hand Transplantation. <i>Techniques in Orthopaedics</i>, 36(4), 353-359. Andronic, O., Labèr, R., Kriechling, P., Karczewski, D., Flury, A., Nagy, L., & Schweizer, A. (2022). Surgical fixation techniques in four-corner fusion of the wrist: a systematic review of 1103 cases. <i>Journal of Plastic Surgery and Hand Surgery</i>, 1-9. Menon, D., & Stavropoulos, S. (2022). 239 Surgical Techniques Relating to First Carpometacarpal Joint Osteoarthritis-a Hand Therapy Perspective. <i>British Journal of Surgery</i>, 109(Supplement_1), znac039-154. Saleem, H. Y., Kaplan, J. L., Torres-Guzman, R. A., Avila, F. R., & Forte, A. J. (2022). Simulation in Hand Surgery: A Literature Review. <i>World Journal of Surgery</i>, 1-7. 	

Faculty

Faculty List

For more than two (2) faculty members, include the list at end of application.

Aaron J. Berger, M.D.

Plastic Surgeon
Nicklaus Children's Hospital

Dalibel Bravo, M.D.

Orthopedic Surgeon
West Kendall Baptist Hospital

Roy Cardoso, M.D.

Orthopedic Hand Surgeon
West Kendall Baptist Hospital

Elizabeth Ouellette, M.D.

Orthopedic Hand Surgeon
West Kendall Baptist Hospital

Chad Perlyn, M.D.

Plastic Surgeon
Nicklaus Children's Hospital

Matthew Treiser, M.D., Ph.D.

Plastic Hand Surgeon
West Kendall Baptist Hospital

Disclosure Statement

Include CME Department Staff, CME Committee, CME Executive members, Director(s), IPCE Team, Reviewers, and anyone else involved in the planning, development, and editing/review of the content.

Mitigation Chart


Mitigation chart complete on File Checklist.

Disclosures	<p>Add all faculty disclosures to this section:</p> <ul style="list-style-type: none"> Aaron Berger, M.D., Dalibel Bravo, M.D., and Chad Perlyn, M.D, faculty for this educational activity, have no relevant financial relationships with ineligible companies* to disclose, and have indicated that the presentation(s) or discussion(s) will not include off-label or unapproved product usage. Roy Cardoso, M.D., faculty for this educational activity, is on the speakers’ bureau for Arthrex and Medartis and a consultant for Trice Company, and has indicated that the presentation or discussion will not include off-label or unapproved product usage. All of the relevant financial relationships listed for this individual have been mitigated. Elizabeth Anne Ouellette, M.D., faculty for this educational activity, is an adviser for Integra (regarding NeuraGen 3d products) and has indicated that the presentation or discussion will not include off-label or unapproved product usage. All of the relevant financial relationships listed for this individual have been mitigated. <p>List all director, planner and reviewer disclosures in this section:</p> <ul style="list-style-type: none"> Matthew Treiser, M.D., director of this activity, has no relevant financial relationships with ineligible companies* to disclose, and has indicated that the presentation or discussion will not include off-label or unapproved product usage. <p>List non-faculty contributor disclosures in this section:</p> <ul style="list-style-type: none"> Eduardo Cartin – Non-faculty contributors and others involved in the planning, development and editing/review of the content have no relevant financial relationships to disclose with ineligible companies*. <p><i>*Ineligible companies – Companies whose primary business is producing, marketing, selling, re-selling or distributing healthcare products used by or on patients.</i></p>
Disclosure to the audience:	<input type="checkbox"/> Ethos Course Page <input type="checkbox"/> Welcome Slides <input type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

Measured Outcomes				
Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health
Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective

Evaluation Methods	<p><i>Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.</i></p>
<input type="checkbox"/> Changes in competence. <ul style="list-style-type: none"> Intent to change Confidence in ability 	<input type="checkbox"/> CME Evaluation Form <ul style="list-style-type: none"> What do you intend to do differently in the treatment of your patients as a result of what you learned at this conference? What new strategies will you apply in your practice of patient care? If you do not plan to implement any new strategies learned at this conference, please list any barriers or obstacles that might keep you from doing so. <input type="checkbox"/> Pre/Post-Survey <ul style="list-style-type: none"> Provide 1-2 goals per lecture to measure changes in competence. Example: How confident are you in your ability to implement this/these strategy/ies: (list “pearls”)

<input type="checkbox"/> Changes in performance. <ul style="list-style-type: none"> Commitment to Change <p>Improves Performance Commendation Goal</p>	<input type="checkbox"/> CME Impact Assessment include Commitment to Change question. <input type="checkbox"/> Add Commitment to Change Ethos object. <input type="checkbox"/> Add commitment to change evaluation question. (CME Registrar) <input type="checkbox"/> Trigger follow-up survey 45 days post conference. (CME Registrar) <input type="checkbox"/> Include handout or resource in follow-up email. (CME Manager/ Registrar) <input type="checkbox"/> Additional questions for impact assessment: (CME Manager) <ul style="list-style-type: none"> Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated. <p><i>Example: I have implemented the new Baptist Health policy explained in this CME activity.</i></p>
<input type="checkbox"/> Changes in patient outcomes. Demonstrates healthcare quality improvement related to the CME program twice during the accreditation term.	<input type="checkbox"/> Review of hospital, health system, public health data, dashboard data pre-, post-activity, etc.
Describe outcomes assessment plan.	

Baptist Health Commendation Goals	 CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.						
<input type="checkbox"/> Advances Data Use Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<p>Use PowerPoint as example.</p>						
<input type="checkbox"/> Addresses Population Health Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> Goal: 10% of activities 	<p>Check all that apply.</p> <table border="0"> <tr> <td><input type="checkbox"/> Health behaviors</td> <td><input type="checkbox"/> Access to care</td> </tr> <tr> <td><input type="checkbox"/> Economic, social, and environmental conditions</td> <td><input type="checkbox"/> Health disparities</td> </tr> <tr> <td><input type="checkbox"/> Healthcare and payer systems</td> <td><input type="checkbox"/> Population's physical environment</td> </tr> </table>	<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care	<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities	<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population's physical environment
<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care						
<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities						
<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population's physical environment						
<input type="checkbox"/> Collaborates With Other Organizations The provider collaborates with other organizations to more effectively address population health issues.	<p>Describe the collaborative efforts.</p>						
<input type="checkbox"/> Improves Performance <ul style="list-style-type: none"> Goal: 10% of activities 	<p>See Evaluation Methods section for required elements. Follow-up data is Required.</p>						
<input type="checkbox"/> Improves Healthcare Quality Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> Goal: Two examples per accreditation cycle. Examples: EBCC 	<p>Explain.</p>						
<input type="checkbox"/> Improves Patient and/or Community Health The provider demonstrates the impact of the CME program on patients or their communities (i.e., TB data from Thoracic TB). <ul style="list-style-type: none"> Goal: Two examples per accreditation cycle. 	<p>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</p> <p>Explain.</p>						

<input type="checkbox"/> Optimizes Communication Skills Designed to improve communication skills of learners. <ul style="list-style-type: none"> • Example: Sim Lab 	<input type="checkbox"/> CME course format includes an individual learner evaluations of observed (e.g., in person or video) communication skills. <input type="checkbox"/> Course leader provides formative feedback to each learner about observed communication skills. <input type="checkbox"/> Sample completed evaluation saved to file.
<input type="checkbox"/> Optimizes Technical and/or Procedural Skills Designed to optimize/improve technical and procedural skills of learners. <ul style="list-style-type: none"> • Example: Gamma Knife 	<input type="checkbox"/> CME course format includes individual learner evaluations of observed (e.g., in person or video) psychomotor technical and or procedural skills. <input type="checkbox"/> Course leader provides formative feedback to each learner about observed psychomotor technical and/or procedural skills. <input type="checkbox"/> Sample completed evaluation saved to file.
<input type="checkbox"/> Utilizes Support Strategies Providers that create, customize, or make available supplemental services that are designed to reinforce or sustain change . <ul style="list-style-type: none"> • Examples: WINKs, EthosCE follow-up emails, and/or resources such as online instructional material, apps 	Explain. <input type="checkbox"/> Sample supplemental materials saved to file.
<input type="checkbox"/> Demonstrates Educational Leadership Implements an innovation that is new for the CME program AND the innovation contributes to the provider's ability to meet its mission.	Explain.

Live Webinar Details <i>For Internet Live Webinar Courses ONLY</i>	
Panelists	Insert names and email addresses. Matthew D. Treiser, M.D. / MatthewT@BaptistHealth.net
Hosts	Insert names and email addresses for at least one of these: <i>DG-Telepresence / CME Manager and Assistant / Host Department</i> <i>Eduardo Cartin / Eduardo.cartin@baptisthealth.net</i> <i>Maria Claudia Corradine Mora / MariaCC@BaptistHealth.net</i>
Zoom Account	<input checked="" type="checkbox"/> CME Zoom Account <input type="checkbox"/> Partner Zoom Account
Zoom Link	Insert link here.

OLP Course Details *For OLP Enduring Applications ONLY*

Course Video URL	
Course Handout URL	
Multiple Choice Questions	
Course Release Date	
Course Renewal Date	
Course Expiration Date	

APPROVAL

Date Reviewed	Reviewed By	Approved	Credits
	<input type="checkbox"/> Accelerated Approval <input type="checkbox"/> Executive Committee <input type="checkbox"/> Live Committee	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> ___ AMA PRA Category 1 Credits <input type="checkbox"/> ___ APA Approval Level: _____ <input type="checkbox"/> ___ Dental Approval <input type="checkbox"/> ___ Podiatry Approval

Lecture series

Every Monday at 6:30 am, faculty, fellows and allied health professionals will meet for teaching conferences. Presenters will vary each week and will include the Program Director, program faculty, and physical and occupational therapists who will lead some weekly conferences. This is the schedule of the weekly lectures for the academic year 2022-2023.



Lecture	Presenter
Fingertip injuries	Dr. Matthew Treiser
Osteoporosis	Dr. Dalibel Bravo
Swann neck deformities	Dr. Roy Cardoso
Dupuytren's contracture/apligraft	Dr. Elizabeth Ouellette
Upper extremity and pain management	Dr. Gautan Yagnik
Wound closures/grafts	Dr. Matthew Treiser
Ulnar carpal wrist instability	Dr. Elizabeth Ouellette
Corrective osteotomy	Dr. Roy Cardoso
Nerve repair and reconstruction	Dr. Matthew Treiser
Keinbock's disease	Dr. Roy Cardoso
Tenorrhaphy	Dr. Elizabeth Ouellette
Burns	Dr. Matthew Treiser
Recurrent carpal tunnel	Dr. Elizabeth Ouellette
Replantation	Dr. Matthew Treiser

Compartment syndrome	Dr. Matthew Treiser
Wrist ligament rehab	Dr. Roy Cardoso
DRUJ and DRUJ instability	Dr. Roy Cardoso
DRUJ and Herbert sling	Dr. Elizabeth Ouellette
How to prevent death on the hand service	Dr. Matthew Treiser
Scleroderma	Dr. Elizabeth Ouellette
Distal radius fractures and distal radius fracture malunion	Dr. Roy Cardoso
Radial nerve tendon transfers	Dr. Roy Cardoso
Intrinsic transfer	Dr. Elizabeth Ouellette
Median nerve injury	Dr. Matthew Treiser
Gamekeepers thumb	Dr. Roy Cardoso
Amputations	Dr. Matthew Treiser
Ulnar nerve transplantations	Dr. Matthew Treiser
Nerve repair and injury	Dr. Elizabeth Ouellette
PIP dislocations	Dr. Roy Cardoso
Prescriptions and HIPAA	Dr. Elizabeth Ouellette
Open wounds	Dr. Matthew Treiser
Vascular disorders	Dr. Matthew Treiser
Thenar Atrophy	Dr. Roy Cardoso
Road clinic/insurance liability/going postal	BHMG - TBD
Crush injuries	Dr. Dalibel Bravo
Brachial plexus	Dr. Matthew Treiser
Bone grafts	Dr. Elizabeth Ouellette
Rehabilitation and therapy	Daniel DeLeon, PT
Nerve injuries	Dr. Matthew Treiser
Compressions	Dr. Dalibel Bravo
Soft tissue arthroplasty of the wrist	Dr. Roy Cardoso
Both bone forearm fractures	Dr. Charles Jordan
Boutonniere deformities	Dr. Roy Cardoso
Fasciotomy and debridement	Dr. Matthew Treiser
Arthroscopy	Dr. Roy Cardoso
Ethical issues in treating pregnant women	Dr. Dalibel Bravo
Revascularizing principles	Dr. Elizabeth Ouellette
Rheumatoid arthritis and renal failure	Dr Maria Kyriacou
Infection vs. stability	Dr. Roy Cardoso
Legal aspects of medicine	BHMG - TBD




Indicates a trigger for CME Manager to route application to Operations CME Manager for review when additional steps are required for compliance.

Sections highlighted in orange need to be proofread.

Activity Details			
CME Activity Title	Critical Care Grand Rounds 2022		
Date	October to December 2022	Time	7:30am to 8:30am
Location	Live Webinar	Credit Hour(s)	1 cat. 1 per session (3 max)
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience –	Critical Care Physicians, Cardiologists, Surgeons, Anesthesiologists, Emergency Medicine Physicians, Nephrologists, Pulmonologists, Infectious Disease Physicians, Neurologists, Gastroenterologists, Hospitalists, Physician Assistants, Nurse Practitioners, Nurses, Respiratory Therapists, Pharmacists and other interested healthcare providers.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.		
Course overview	Critical Care Grand Rounds is a monthly multidisciplinary conference series of which the objective is to update and provide informative lectures of timely topics geared to enhance the critical care practice and improve patient care. Experts within Baptist Health South Florida System and visiting professors deliver presentations with specialties related to ICU care.		
Credit Type	<input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - APA Checklist <input type="checkbox"/> Physician Assistant CE <input type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input checked="" type="checkbox"/> Interprofessional (IPCE)  Commendation Engages Teams – See Planning Team section <input type="checkbox"/> MOC Points - MOC Checklist / Self-assessment <input type="checkbox"/> Pediatrics - Self-assessment		
	<input type="checkbox"/> Anesthesia - Lifelong Learning <input type="checkbox"/> Internal Medicine - Medical Knowledge <input type="checkbox"/> Ophthalmology - Lifelong Learning <input type="checkbox"/> Ophthalmology - Self-assessment <input type="checkbox"/> Surgery - Accredited CME <input type="checkbox"/> Surgery - Self-assessment <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - Self-Assessment <input type="checkbox"/> Pathology - Lifelong Learning <input type="checkbox"/> Pediatrics - Lifelong Learning		
Providership	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	PARS ID #	
Publish to CME Passport	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Publish to CEBroker	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No CEBroker #

Planning Team	
Conference Director(s)	Karel Fuentes, M.D.

CME Manager	Eduardo E. Cartin
Conference Coordinator and/or Instructional Designer (OLP only)	
 Commendation Goal: Engages Interprofessional Teams/IPCE (10% of activities)	List 2+ professions here. M.D. Required. Javier Perez-Fernandez, M.D. Arlene Torres DNP APRN CCRN ACNP-BC Elizabeth Prol, ARNP

BHSF Initiatives	
<input type="checkbox"/> Balance across the continuum of care <input type="checkbox"/> Diversity & Inclusion <input checked="" type="checkbox"/> Evidence-based data <input type="checkbox"/> High-reliability tools – Use of prior experiences to improve systems, processes, and services	<input type="checkbox"/> Overutilization – unnecessary health care costs <input checked="" type="checkbox"/> Patient-centered care <input type="checkbox"/> Public health factors (See commendation.) <input type="checkbox"/> Removing redundancy – improving processes
Collaborative Partner:	Provide internal stakeholder here.
Describe initiative:	

Appropriate Formats	The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. Check all that apply.
<input type="checkbox"/> Didactic Lecture <input checked="" type="checkbox"/> Question & Answer <input type="checkbox"/> ARS <input type="checkbox"/> Case Studies	<input checked="" type="checkbox"/> Panel Discussion <input type="checkbox"/> Interactive <input type="checkbox"/> Hands-on skill labs <input type="checkbox"/> Cadaver labs <input type="checkbox"/> Simulation Lab <input type="checkbox"/> Mannequins <input type="checkbox"/> Round table discussion <input type="checkbox"/> Other (specify)

Educational Needs	What practice-based problem (gap) will this education address? Provider addresses problems in practice and/or patient care. As part of that effort, the provider examines those problems and looks for knowledge, strategy, skill, performance, or system deficits that could be contributing to the problems.
State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.	Healthcare providers in the ICU may be unable to recognize the components of the updated science of safety quality improvements and the difference between over sedation or understating in intubated patients, competence in diagnosis, management, and integration of pathophysiologic processes across the spectrum of critical illness.
Educational needs that <u>underlie</u> the professional practice gaps of learners. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Knowledge - Deficit in medical knowledge. <input checked="" type="checkbox"/> Competence - Deficit in ability to perform strategy or skill. <input type="checkbox"/> Performance - Able to implement but noncompliant or inconsistent.

Designed to Change	The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.

This activity is designed to change:	<input checked="" type="checkbox"/> Competence - <i>CME evaluation and pre/post-survey.</i> <input type="checkbox"/> Performance - <i>Follow-up impact assessment and commitment to change.</i> <input type="checkbox"/> Patient Outcomes - <i>Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</i>
Explain how this activity is designed to change learner competence, performance or patient outcomes.	Healthcare providers will be able to identify the palliative care and medical ethics as a crucial component of critical care practice, comprehend components of the updated science of safety quality improvements that are related to the ICU.

Competencies	<i>The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).</i>	
ABMS/ACGME	<input type="checkbox"/> Patient care and procedural skills <input checked="" type="checkbox"/> Medical knowledge <input checked="" type="checkbox"/> Practice-based learning and improvement	<input type="checkbox"/> Interpersonal and communication skills <input type="checkbox"/> Professionalism <input type="checkbox"/> Systems-based practice
Institute of Medicine	<input checked="" type="checkbox"/> Provide patient-centered care <input checked="" type="checkbox"/> Work in interdisciplinary teams <input type="checkbox"/> Employ evidence-based practice	<input type="checkbox"/> Apply quality improvement <input type="checkbox"/> Utilize informatics
Interprofessional Education Collaborative	<input type="checkbox"/> Values/ethics for interprofessional practice <input checked="" type="checkbox"/> Roles/responsibilities	<input checked="" type="checkbox"/> Interprofessional communication <input type="checkbox"/> Teams and teamwork

Educational Objectives	<i>What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish? Competence verbs: Identify... Eliminate... Use... Apply... Implement...</i>
Objectives:	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> • Recognize the components of the science of safety and quality improvement and how to implement them in practice • Demonstrate competence in diagnosis, management and integration of pathophysiologic processes across the spectrum of critical illness. • Recognize and debate the importance of palliative care and medical ethics as a crucial component of critical care practice. • Describe how to process information from multidisciplinary critical care reviews and critically discuss and exchange key points that may be integrated into practice. • Recognize, differentiate and develop the roles of nursing, pharmacology and respiratory therapy in the multidisciplinary approach to critical care practice.

References	<i>Ensure Content is Valid</i>
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How are educational needs identified? <i>Check all that apply and explain below.</i>	<input type="checkbox"/> Best practice parameters <input type="checkbox"/> Disease prevention (Mission) <input type="checkbox"/> Mortality/morbidity statistics <input type="checkbox"/> National/regional data <input type="checkbox"/> New or updated policy/protocol <input checked="" type="checkbox"/> Peer review data <input type="checkbox"/> Regulatory requirement	<input checked="" type="checkbox"/> Research/literature review <input type="checkbox"/> Consensus of experts <input type="checkbox"/> Joint Commission initiatives <input type="checkbox"/> National Patient Safety Goals <input type="checkbox"/> New diagnostic/therapeutic modality (Mission) <input type="checkbox"/> Patient care data <input type="checkbox"/> Process improvement initiatives
--	--	--

<input type="checkbox"/> Other need identified. <i>Please explain.</i>	
--	--

Baptist Health Quantitative Data	Insert baseline chart or narrative here.
---	--

References: <ul style="list-style-type: none"> • <i>Provide evidence-based, peer reviewed references supporting best practice guidelines.</i> • <i>APA Citations should be no older than 10 years old.</i> 	<p>Rehm, G. B., Woo, S. H., Chen, X. L., Kuhn, B. T., Cortes-Puch, I., Anderson, N. R., ... & Chuah, C. N. (2020). Leveraging IoTs and machine learning for patient diagnosis and ventilation management in the intensive care unit. <i>IEEE Pervasive Computing</i>, 19(3), 68-78.</p> <p>Moor, M., Rieck, B., Horn, M., Jutzeler, C. R., & Borgwardt, K. (2021). Early prediction of sepsis in the ICU using machine learning: a systematic review. <i>Frontiers in medicine</i>, 8, 607952.</p> <p>Au-Yeung, W. T. M., Sahani, A. K., Isselbacher, E. M., & Aroundas, A. A. (2019). Reduction of false alarms in the intensive care unit using an optimized machine learning based approach. <i>NPJ digital medicine</i>, 2(1), 1-5.</p>
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Faculty

Faculty List

For more than two (2) faculty members, include the list at end of application.

Rebecca Toonkel, M.D.
Critical Care Medicine
Baptist Health South Florida
Miami, Fla.

Otto Boutin, D.O.
Critical Care Medicine
Baptist Health South Florida
Miami, Fla.

Disclosure Statement

Include CME Department Staff, CME Committee, CME Executive members, Director(s), IPCE Team, Reviewers, and anyone else involved in the planning, development, and editing/review of the content.

Mitigation Chart

Mitigation chart complete on File Checklist.

Disclosures

Add all faculty disclosures to this section:

- The faculty for this educational activity have no relevant financial relationships with ineligible companies to disclose, and have indicated that the presentations or discussions will not include off-label or unapproved product usage.
- Rebecca Toonkel, M.D.
- Otto Boutin, D.O.

List all director, planner and reviewer disclosures in this section:

- Karel Fuentes, M.D., conference director of this activity, has indicated that he has no relevant financial relationships with ineligible companies to disclose, and that the presentation or discussion will not include off-label or unapproved product usage.
- Laiqua Khalid, M.D., planner of this activity, has indicated that she has no relevant financial relationships with ineligible companies to disclose, and that the presentation or discussion will not include off-label or unapproved product usage.

List non-faculty contributor disclosures in this section:








- Eduardo Cartin – Non-faculty contributors and others involved in the planning, development and editing/review of the content have no relevant financial relationships to disclose with ineligible companies*.
- Arlene Torres and Elizabeth Prol – Non-faculty contributors and others involved in the planning, development and editing/review of the content have no relevant financial relationships to disclose with ineligible companies*.

**Ineligible companies – Companies whose primary business is producing, marketing, selling, re-selling or distributing healthcare products used by or on patients.*


Disclosure to the audience:

- Ethos Course Page
 Welcome Slides
 Faculty Slides
 Handout
 Other:

Measured Outcomes

Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health
Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective 	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective 	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective 	Measurement Type: <input type="checkbox"/> Subjective  <input type="checkbox"/> Objective 	Measurement Type: <input type="checkbox"/> Subjective  <input type="checkbox"/> Objective 

Evaluation Methods	Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.
<input checked="" type="checkbox"/> Changes in competence. <ul style="list-style-type: none"> Intent to change Confidence in ability 	<input checked="" type="checkbox"/> CME Evaluation Form <ul style="list-style-type: none"> What do you intend to do differently in the treatment of your patients as a result of what you learned at this conference? What new strategies will you apply in your practice of patient care? If you do not plan to implement any new strategies learned at this conference, please list any barriers or obstacles that might keep you from doing so. <input type="checkbox"/> Pre/Post-Survey <ul style="list-style-type: none"> Provide 1-2 goals per lecture to measure changes in competence. Example: How confident are you in your ability to implement this/these strategy/ies: (list "pearls")
<input type="checkbox"/> Changes in performance. <ul style="list-style-type: none"> Commitment to Change <p style="color: green;">Improves Performance Commendation Goal</p>	<input type="checkbox"/> CME Impact Assessment include Commitment to Change question. <input type="checkbox"/> Add Commitment to Change Ethos object. <input type="checkbox"/> Add commitment to change evaluation question. (CME Registrar) <input type="checkbox"/> Trigger follow-up survey 45 days post conference. (CME Registrar) <input type="checkbox"/> Include handout or resource in follow-up email. (CME Manager/ Registrar) <input type="checkbox"/> Additional questions for impact assessment: (CME Manager) <ul style="list-style-type: none"> Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated. Example: I have implemented the new Baptist Health policy explained in this CME activity.
<input type="checkbox"/> Changes in patient outcomes. Demonstrates healthcare quality improvement related to the CME program twice during the accreditation term.	<input type="checkbox"/> Review of hospital, health system, public health data, dashboard data pre-, post-activity, etc.
Describe outcomes assessment plan.	

Baptist Health Commendation Goals	 CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.						
<input type="checkbox"/> Advances Data Use Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<p style="color: red;">Use PowerPoint as example.</p>						
<input type="checkbox"/> Addresses Population Health Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> Goal: 10% of activities 	<p style="color: red;">Check all that apply.</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Health behaviors</td> <td><input type="checkbox"/> Access to care</td> </tr> <tr> <td><input type="checkbox"/> Economic, social, and environmental conditions</td> <td><input type="checkbox"/> Health disparities</td> </tr> <tr> <td><input type="checkbox"/> Healthcare and payer systems</td> <td><input type="checkbox"/> Population's physical environment</td> </tr> </table>	<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care	<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities	<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population's physical environment
<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care						
<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities						
<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population's physical environment						

<input type="checkbox"/> Collaborates With Other Organizations The provider collaborates with other organizations to more effectively address population health issues.	<i>Describe the collaborative efforts.</i>
<input type="checkbox"/> Improves Performance <ul style="list-style-type: none"> • Goal: 10% of activities 	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>
<input type="checkbox"/> Improves Healthcare Quality Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. • Examples: EBCC 	<i>Explain.</i>
<input type="checkbox"/> Improves Patient and/or Community Health The provider demonstrates the impact of the CME program on patients or their communities (i.e., TB data from Thoracic TB). <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. 	<i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i> <i>Explain.</i>
<input type="checkbox"/> Optimizes Communication Skills Designed to improve communication skills of learners. <ul style="list-style-type: none"> • Example: Sim Lab 	<input type="checkbox"/> CME course format includes an individual learner evaluations of observed (e.g., in person or video) communication skills. <input type="checkbox"/> Course leader provides formative feedback to each learner about observed communication skills. <input type="checkbox"/> Sample completed evaluation saved to file.
<input type="checkbox"/> Optimizes Technical and/or Procedural Skills Designed to optimize/improve technical and procedural skills of learners. <ul style="list-style-type: none"> • Example: Gamma Knife 	<input type="checkbox"/> CME course format includes individual learner evaluations of observed (e.g., in person or video) psychomotor technical and or procedural skills. <input type="checkbox"/> Course leader provides formative feedback to each learner about observed psychomotor technical and/or procedural skills. <input type="checkbox"/> Sample completed evaluation saved to file.
<input type="checkbox"/> Utilizes Support Strategies Providers that create, customize, or make available supplemental services that are designed to reinforce or sustain change. <ul style="list-style-type: none"> • Examples: WINKs, EthosCE follow-up emails, and/or resources such as online instructional material, apps 	<i>Explain.</i> <input type="checkbox"/> Sample supplemental materials saved to file.
<input type="checkbox"/> Demonstrates Educational Leadership Implements an innovation that is new for the CME program AND the innovation contributes to the provider's ability to meet its mission.	<i>Explain.</i>

Live Webinar Details <i>For Internet Live Webinar Courses ONLY</i>	
Panelists	Insert names and email addresses. Arlene C. Torres ArleneT@baptisthealth.net Laiqua Khalid laiquakhalid@gmail.com
Hosts	Insert names and email addresses for at least one of these: <i>DG-Telepresence / CME Manager and Assistant / Host Department</i>

	Eduardo E. Cartin Eduardo.Cartin@baptisthealth.net Elizabeth Maya elizabeth.maya001@gmail.com
Zoom Account	<input checked="" type="checkbox"/> CME Zoom Account <input type="checkbox"/> Partner Zoom Account
Zoom Link	Insert link here.

OLP Course Details <i>For OLP Enduring Applications ONLY</i>	
Course Video URL	
Course Handout URL	
Multiple Choice Questions	
Course Release Date	
Course Renewal Date	
Course Expiration Date	



APPROVAL			
Date Reviewed	Reviewed By	Approved	Credits
	<input type="checkbox"/> Accelerated Approval <input type="checkbox"/> Executive Committee <input type="checkbox"/> Live Committee	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> <u> 1 </u> AMA PRA Category 1 Credits <input type="checkbox"/> <u> </u> APA Approval Level: _____ <input type="checkbox"/> <u> </u> Dental Approval <input type="checkbox"/> <u> </u> Podiatry Approval

Agenda for the remaining of 2022


October 27th	Otto Boutin, D.O. - Nutrition in the ICU
November 17th (24th is thanksgiving)	Rebecca Toonkel, M.D. - Sepsis
December TBA	Otto Boutin, D.O. – Bradyarrhythmias and Tachyarrhythmias

 Indicates a trigger for CME Manager to route application to Operations CME Manager for review when additional steps are required for compliance.

Sections highlighted in orange need to be proofread.

Activity Details			
CME Activity Title	Miami Cardiac & Vascular Institute: Open Heart Case Review Series		
Date	Monthly; First Wednesday	Time	8:00 – 9:00 a.m.
Location – If Virtual, fill in Zoom info at the end	Virtual– Zoom	Credit Hour(s)	1 Cat. 1 each
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	Monthly codes provided the week prior to the event to meeting coordinators.
Target Audience – <ul style="list-style-type: none"> Mental and behavioral health topic(s) required for all symposiums. If limited to Baptist Health Medical Staff only, please indicate here. 	Physicians, Physician Assistants and Advance Practice Registered Nurses, who are part of the MCVI Cardiothoracic Team.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.		
Course overview	This activity addresses professional practice gaps relevant to practice of cardiothoracic patient care. Physicians and advanced practice providers (APPs) will be better able to examine open heart cases, identify real-time practice gaps through collegial discussion and develop treatment plans for complex cardiothoracic patients.		
Credit Type	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - APA Checklist <input checked="" type="checkbox"/> Physician Assistant CE <input checked="" type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input checked="" type="checkbox"/> Interprofessional (IPCE)  Commendation Engages Teams – See Planning Team section <input type="checkbox"/> MOC Points - MOC Checklist / Self-assessment <input type="checkbox"/> Pediatrics - Self-assessment </div> <div style="width: 45%;"> <input type="checkbox"/> Anesthesia - Lifelong Learning <input type="checkbox"/> Internal Medicine - Medical Knowledge <input type="checkbox"/> Ophthalmology - Lifelong Learning <input type="checkbox"/> Ophthalmology - Self-assessment <input type="checkbox"/> Surgery - Accredited CME <input type="checkbox"/> Surgery - Self-assessment <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - Self-Assessment <input type="checkbox"/> Pathology - Lifelong Learning <input type="checkbox"/> Pediatrics - Lifelong Learning </div> </div>		
Providership	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	PARS ID #	
Publish to CME Passport	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Publish to CEBroker	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
CEBroker #			

Planning Team

Conference Director(s)	Joseph T. McGinn, Jr., M.D.
CME Manager	Marie Vital Acle/ Alexandra Sanford
Conference Coordinator and/or Instructional Designer (OLP only)	Cathleen Charles, APRN
 Commendation Goal: Engages Interprofessional Teams/IPCE (10% of activities)	List 2+ professions here. M.D. Required. Physicians and Nurse Practitioners

BHSF Initiatives	
<input checked="" type="checkbox"/> Balance across the continuum of care <input type="checkbox"/> Diversity & Inclusion <input checked="" type="checkbox"/> Evidence-based data <input checked="" type="checkbox"/> High-reliability tools – Use of prior experiences to improve systems, processes, and services	<input type="checkbox"/> Overutilization – unnecessary health care costs <input checked="" type="checkbox"/> Patient-centered care <input type="checkbox"/> Public health factors (See commendation.) <input checked="" type="checkbox"/> Removing redundancy – improving processes
Collaborative Partner:	Miami Cardiac & Vascular Institute
Describe initiative:	This course is planned in support of the educational needs of the MCVI Open Heart Team to address real time practice gaps and develop care plans that adequately address the needs of complex cardiothoracic patients.

Appropriate Formats	The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. Check all that apply.
<input type="checkbox"/> Live Course <input checked="" type="checkbox"/> Regularly Scheduled Series <input checked="" type="checkbox"/> Internet Live Course (Webinar) <input type="checkbox"/> Internet Enduring Material	<input type="checkbox"/> Journal CME/CE <input type="checkbox"/> Manuscript Review <input type="checkbox"/> Test-Item Writing <input type="checkbox"/> Committee Learning
<input type="checkbox"/> Didactic Lecture <input checked="" type="checkbox"/> Question & Answer <input type="checkbox"/> ARS <input checked="" type="checkbox"/> Case Studies	<input type="checkbox"/> Performance/Quality Improvement <input type="checkbox"/> Internet Searching and Learning <input type="checkbox"/> Learning from Teaching <input type="checkbox"/> Other/Blended Learning <input type="checkbox"/> Panel Discussion <input type="checkbox"/> Hands-on skill labs <input type="checkbox"/> Cadaver labs <input type="checkbox"/> Simulation Lab <input type="checkbox"/> Mannequins <input type="checkbox"/> Round table discussion <input type="checkbox"/> Other (specify)
Educational Needs	What practice-based problem (gap) will this education address? Provider addresses problems in practice and/or patient care. As part of that effort, the provider examines those problems and looks for knowledge, strategy, skill, performance, or system deficits that could be contributing to the problems. External Resource: CE Educator's Toolkit
State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.	Practitioners may not be up-to-date on the latest in treatment and management of complex cardiothoracic cases.
Educational needs that <u>underlie</u> the professional practice gaps of learners. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Knowledge - <i>Deficit in medical knowledge.</i> <input checked="" type="checkbox"/> Competence - <i>Deficit in ability to perform strategy or skill.</i> <input type="checkbox"/> Performance - <i>Able to implement but noncompliant or inconsistent.</i>

Designed to Change		<i>The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.</i>
This activity is designed to change:	<input checked="" type="checkbox"/> Competence - <i>CME evaluation and pre/post-survey.</i> <input type="checkbox"/> Performance - <i>Follow-up impact assessment and commitment to change.</i> <input type="checkbox"/> Patient Outcomes - <i>Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</i>	
Explain how this activity is designed to change learner competence, performance or patient outcomes.	With the discussion of current cases, the MCVI cardiothoracic team, including physicians and advanced practice providers will apply heart failure best practices in the management and treatment of routine and complex surgery cases.	

Competencies	<i>The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).</i>	
ABMS/ACGME	<input checked="" type="checkbox"/> Patient care and procedural skills <input type="checkbox"/> Medical knowledge <input type="checkbox"/> Practice-based learning and improvement	<input checked="" type="checkbox"/> Interpersonal and communication skills <input type="checkbox"/> Professionalism <input checked="" type="checkbox"/> Systems-based practice
Institute of Medicine	<input type="checkbox"/> Provide patient-centered care <input checked="" type="checkbox"/> Work in interdisciplinary teams <input checked="" type="checkbox"/> Employ evidence-based practice	<input type="checkbox"/> Apply quality improvement <input type="checkbox"/> Utilize informatics
Interprofessional Education Collaborative	<input type="checkbox"/> Values/ethics for interprofessional practice <input checked="" type="checkbox"/> Roles/responsibilities	<input checked="" type="checkbox"/> Interprofessional communication <input checked="" type="checkbox"/> Teams and teamwork

Educational Objectives	<i>What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish? Competence verbs: Identify... Eliminate... Use... Apply... Implement...</i>
Objectives:	Upon completion of this conference, participants should be better able to: <ul style="list-style-type: none"> Examine new technologies for cardiothoracic surgery. Apply cardiothoracic best practices strategies in clinical practice for routine and complex cases.

References	<i>Ensure Content is Valid</i>	
How are educational needs identified? <i>Check all that apply and explain below.</i>	<input checked="" type="checkbox"/> Best practice parameters <input type="checkbox"/> Disease prevention (Mission) <input type="checkbox"/> Mortality/morbidity statistics <input type="checkbox"/> National/regional data <input type="checkbox"/> New or updated policy/protocol <input type="checkbox"/> Peer review data <input type="checkbox"/> Regulatory requirement	<input type="checkbox"/> Research/literature review <input checked="" type="checkbox"/> Consensus of experts <input type="checkbox"/> Joint Commission initiatives <input type="checkbox"/> National Patient Safety Goals <input type="checkbox"/> New diagnostic/therapeutic modality (Mission) <input type="checkbox"/> Patient care data <input checked="" type="checkbox"/> Process improvement initiatives
<input type="checkbox"/> Other need identified. <i>Please explain.</i>		

Baptist Health Quantitative Data	Insert baseline chart or narrative here.
References: <ul style="list-style-type: none"> • Provide evidence-based, peer reviewed references supporting best practice guidelines. • APA Citations should be no older than 10 years old. 	<p>Gilliland, S., Tran, T., Alber, S., Krause, M., Weitzel, N. (2021). Year in review 2020: noteworthy literature in cardiothoracic critical care. <i>Seminars in Cardiothoracic & Vascular Anesthesia</i>, 25, 128-137. https://dx.doi.org/10.1177/10892532211016167</p> <p>Odell, D. D., Edwards, M., Fuller, S., Loor, G., Antonoff, M. B., Society of Thoracic Surgeons Workforce on Career Development (2022). The art and science of mentorship in cardiothoracic surgery: a systematic review of the literature. <i>Annals of Thoracic Surgery</i>, 113, 1093-1100. https://dx.doi.org/10.1016/j.athoracsur.2020.06.051</p> <p>Geng, M., Li, Z., Cui, W., Cheng, J., Li, L., Li, J., Li, F. (2021). A systematic review and meta-analysis on the curative effects of cardiothoracic surgery for critical patients in the intensive care unit. <i>Annals of Palliative Medicine</i>, 10, 9879-9888. https://dx.doi.org/10.21037/apm-21-2224</p>

Faculty	
Faculty List <i>For more than two (2) faculty members, include the list at end of application.</i>	Example: Cathleen M. Charles, APRN Manager Cardiothoracic Advanced Practice Providers Miami Cardiac & Vascular Institute Baptist Health South Florida Dr. Joseph McGinn, M.D. Chief of Cardiac Surgery Miami Cardiac & Vascular Institute Baptist Health South Florida


Disclosure Statement	<i>Include CME Department Staff, CME Committee, CME Executive members, Director(s), IPCE Team, Reviewers, and anyone else involved in the planning, development, and editing/review of the content.</i>
Mitigation Chart	<input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.

Disclosures	<p>Add all faculty disclosures to this section:</p> <p>Joseph McGinn Jr, M.D., conference director and moderator of this educational activity, and Cathleen Charles, APRN, moderator, has no relevant financial relationships with ineligible companies* to disclose.</p> <p>Non-faculty contributors and others involved in the planning, development, and editing/review of the content have relevant financial relationships to disclose with ineligible companies.</p> <p>All of the relevant financial relationships listed for these individuals have been mitigated.</p> <p><i>*Ineligible companies - Companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.</i></p>
Disclosure to the audience:	<input type="checkbox"/> Ethos Course Page <input checked="" type="checkbox"/> Welcome Slides <input type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

Measured Outcomes				
Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health
Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective

Evaluation Methods	<i>Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.</i>
<input checked="" type="checkbox"/> Changes in competence. <ul style="list-style-type: none"> • Intent to change • Confidence in ability 	<input checked="" type="checkbox"/> CME Evaluation Form <ul style="list-style-type: none"> • What do you intend to do differently in the treatment of your patients as a result of what you learned at this conference? What new strategies will you apply in your practice of patient care? • If you do not plan to implement any new strategies learned at this conference, please list any barriers or obstacles that might keep you from doing so. <input type="checkbox"/> Pre/Post-Survey <ul style="list-style-type: none"> • Provide 1-2 goals per lecture to measure changes in competence. Example: How confident are you in your ability to implement this/these strategy/ies: (list "pearls")

<input checked="" type="checkbox"/> Changes in performance. <ul style="list-style-type: none"> Commitment to Change <p>Improves Performance Commendation Goal</p>	<input type="checkbox"/> CME Impact Assessment include Commitment to Change question. <input type="checkbox"/> Add <u>Commitment to Change Ethos object.</u> <input type="checkbox"/> Add commitment to change question to evaluation. (LMS Support (Live Activity)/Course Builder (OLP). <input type="checkbox"/> Trigger impact assessment 45 days post conference. (LMS Support) <input type="checkbox"/> Include handout or resource in follow-up email. (CME Manager/ Course Builder) <input type="checkbox"/> Additional questions for impact assessment: (CME Manager) <ul style="list-style-type: none"> Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated. <i>Example: I have implemented the new Baptist Health policy explained in this CME activity.</i> I have accessed online resources discussed to make vaccine recommendations in my clinical practice. I have accessed online resources discussed to determine which therapeutic intervention selected to treat COVID positive patients. <p>As a result of completing this online course on essential COVID resources, what changes did you commit to changing in your practice? {Open text}</p> <p>Based on your intention, what changes have you implemented in your practice? {Open text}</p>
<input type="checkbox"/> Changes in patient outcomes. Demonstrates healthcare quality improvement related to the CME program twice during the accreditation term.	<input type="checkbox"/> Review of hospital, health system, public health data, dashboard data pre-, post-activity, etc.
Describe outcomes assessment plan.	

Baptist Health Commendation Goals		 CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.						
<input type="checkbox"/> <u>Advances Data Use</u> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	Use PowerPoint as example.							
<input type="checkbox"/> <u>Addresses Population Health</u> Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> Goal: 10% of activities 	Check all that apply. <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Health behaviors</td> <td><input type="checkbox"/> Access to care</td> </tr> <tr> <td><input type="checkbox"/> Economic, social, and environmental conditions</td> <td><input type="checkbox"/> Health disparities</td> </tr> <tr> <td><input type="checkbox"/> Healthcare and payer systems</td> <td><input type="checkbox"/> Population's physical environment</td> </tr> </table>		<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care	<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities	<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population's physical environment
<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care							
<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities							
<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population's physical environment							
<input type="checkbox"/> <u>Collaborates With Other Organizations</u> The provider collaborates with other organizations to more effectively address population health issues.	Describe the collaborative efforts.							

<input type="checkbox"/> Improves Performance <ul style="list-style-type: none"> • Goal: 10% of activities • Compliance example: The provider measures change in learners immediately following the activity asking for specific changes to practice that the individual learner commits to make. In a subsequent 6-week post-activity survey, each learner was asked what changes they committed to making, then asked, “Based on your intention, what changes have you implemented in your practice?” In one example, 53% of the learners responded that they had made changes to their practice. Those responses included approximately 50 themes that included changes to office practice/billing/department/organization; changes to prescription practices; changes to diet advice; changes to pre-operative procedures, and changes made to patient education. 	<p><i>See Evaluation Methods section for required elements. Follow-up data is Required.</i></p>
<input type="checkbox"/> Improves Healthcare Quality Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. • Examples: EBCC 	<p><i>Explain.</i></p>
<input type="checkbox"/> Improves Patient and/or Community Health The provider demonstrates the impact of the CME program on patients or their communities (i.e., TB data from Thoracic TB). <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. 	<p><i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i></p> <p><i>Explain.</i></p>
<input checked="" type="checkbox"/> Optimizes Communication Skills Designed to improve communication skills of learners. <ul style="list-style-type: none"> • Example: Sim Lab 	<input checked="" type="checkbox"/> CME course format includes an individual learner evaluations of observed (e.g., in person or video) communication skills. <input type="checkbox"/> Course leader provides formative feedback to each learner about observed communication skills. <input type="checkbox"/> Sample completed evaluation saved to file.
<input type="checkbox"/> Optimizes Technical and/or Procedural Skills Designed to optimize/improve technical and procedural skills of learners. <ul style="list-style-type: none"> • Example: Gamma Knife 	<input type="checkbox"/> CME course format includes individual learner evaluations of observed (e.g., in person or video) psychomotor technical and or procedural skills. <input type="checkbox"/> Course leader provides formative feedback to each learner about observed psychomotor technical and/or procedural skills. <input type="checkbox"/> Sample completed evaluation saved to file.

<input type="checkbox"/> Utilizes Support Strategies Providers that create, customize, or make available supplemental services that are designed to reinforce or sustain change . <ul style="list-style-type: none"> • Examples: WINKs, EthosCE follow-up emails, and/or resources such as online instructional material, apps • Strategies must be assessed by CME provider and document updates/ changes based on learner feedback 	Explain. <input type="checkbox"/> Sample supplemental materials saved to file. <ul style="list-style-type: none"> - Include Impact Assessment results and CME Provider analysis of learner comments. - Add updates/ changes to resources based on learner feedback.
<input type="checkbox"/> Demonstrates Educational Leadership Implements an innovation that is new for the CME program AND the innovation contributes to the provider's ability to meet its mission.	Explain.

Live Webinar Details <i>For Internet Live Webinar Courses ONLY</i>	
Panelists	Insert names and email addresses.
Hosts	Insert names and email addresses for at least one of these: <i>DG-Telepresence / CME Manager and Assistant / Host Department</i>
Zoom Account	<input type="checkbox"/> CME Zoom Account <input type="checkbox"/> Partner Zoom Account
Zoom Link	Insert link here.

OLP Course Details *For OLP Enduring Applications ONLY*

Course Video URL	
Course Handout URL	
Multiple Choice Questions	
Course Release Date	
Course Renewal Date	
Course Expiration Date	

APPROVAL

Date Reviewed	Reviewed By	Approved	Credits
10/26/2022	<input checked="" type="checkbox"/> Accelerated Approval <input type="checkbox"/> Executive Committee <input type="checkbox"/> Live Committee	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input checked="" type="checkbox"/> __1__ AMA PRA Category 1 Credits <input type="checkbox"/> ___ APA Approval Level: _____ <input type="checkbox"/> ___ Dental Approval <input type="checkbox"/> ___ Podiatry Approval