

# CONFERENCE APPLICATIONS AND REPORTS

## Applications Previously Approved

June 1, 2023 - August 30, 2023



Live


05.24.2023	Echocardiography and Noninvasive Vascular Testing Lecture Series: Diagnosing and treating Tricuspid valve disease in the modern era (1 Cat. 1)
05.31.2023	Herbert H. Greene, M.D., Annual Commemoration - Health Equity at Baptist Health South Florida (1.25 Cat. 1)
06.28.2023	Conversation in Ethics - The Ethics of Clinical Care for Patients with Diverse Gender and Orientation Experiences (1 Cat. 1)
06.30.2023	Critical Care Grand Rounds – June 2023 – Hemodynamic Monitoring in the Critical Care Patient
06.30.2023	MCI Rad Onc GR GI Cancers (1 Cat. 1)
07.12.2023	Conversation in Ethics - Key Strategies for Responding to Requests for Non-Beneficial and Potentially Inappropriate Treatment (1 Cat. 1)
07.12.2023	Echocardiography and Noninvasive Vascular Testing Lecture Series: Duplex Evaluation of Ilio-caval Outflow Tract and Stents (1 Cat. 1)
09 09 2023	2023 MCI Oncology Rehabilitation Symposium: Restoring Function and Improving Quality of Life for Cancer Survivors: A Multidisciplinary Perspective (6.5 Cat 1.)
09.29.2023	40th Annual Echocardiography and Structural Heart Symposium (13.5 Cat. 1)
10.14.2023	Gastroenterology Symposium (4 Cat. 1/each)



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	Echocardiography and Noninvasive Vascular Testing Lecture Series: Diagnosing and treating Tricuspid valve disease in the modern era		
Date	May 24, 2023	Time	6:00 p.m. – 7:00 p.m.
Location – If Virtual, fill in Zoom info at the end	Live Zoom Webinar	Credit Hour(s)	1 Cat. 1
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience –	Cardiologists, vascular surgeons, interventional radiologists, echocardiography and noninvasive vascular testing specialists, nurses, sonographers, pharmacists, respiratory therapists.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. <b>* Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.</b>		
Course overview	Tricuspid regurgitation (TR) is a relatively common abnormality. Since this lesion is frequently asymptomatic and may not be detected on physical examination, it is often diagnosed solely by echocardiography. Management of TR is based upon the cause of TR, the presence and extent of symptoms and signs of heart failure, the severity of TR, and the presence and extent of associated abnormalities, including pulmonary hypertension, tricuspid annular dilation, and other valve disease. This webinar will review the prognosis and management of TR.		
Credit Type	<input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - <b>APA Checklist</b> <input checked="" type="checkbox"/> Physician Assistant CE <input checked="" type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input type="checkbox"/> Interprofessional (IPCE)  <b>Commendation Engages Teams – See Planning Team section</b> <input type="checkbox"/> MOC Points - <b>MOC Checklist / Self-assessment</b> <input type="checkbox"/> Pediatrics - <b>Self-assessment</b>		
	<input type="checkbox"/> Anesthesia - <b>Lifelong Learning</b> <input type="checkbox"/> Internal Medicine - <b>Medical Knowledge</b> <input type="checkbox"/> Ophthalmology - <b>Lifelong Learning</b> <input type="checkbox"/> Ophthalmology - <b>Self-assessment</b> <input type="checkbox"/> Surgery - <b>Accredited CME</b> <input type="checkbox"/> Surgery - <b>Self-assessment</b> <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - <b>Self-Assessment</b> <input type="checkbox"/> Pathology - <b>Lifelong Learning</b> <input type="checkbox"/> Pediatrics - <b>Lifelong Learning</b>		
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
		CEBroker #	

Planning Team	
Conference Director(s)	Elliott Elias, M.D., Brian J. Schiro, M.D.
CME Manager	Katie Deane
Conference Coordinator and/or Instructional Designer (OLP only)	Muhammad Hasan, MBBch, RPVI
 <b>Commendation Goal:</b> <a href="#">Engages Interprofessional Teams/IPCE (10% of activities)</a>	List 2+ professions here. M.D. Required.

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 type="checkbox"/> Patient-centered care <input type="checkbox"/> Public health factors (See commendation.) <input type="checkbox"/> Removing redundancy – improving processes
<b>Collaborative Partner:</b>	Provide internal stakeholder here.
<b>Describe initiative:</b>	

Appropriate Formats	<i>The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. <b>Check all that apply.</b></i>
<input type="checkbox"/> <a href="#">Live Course</a> <input type="checkbox"/> <a href="#">Regularly Scheduled Series</a> <input checked="" type="checkbox"/> <a href="#">Internet Live Course (Webinar)</a> <input type="checkbox"/> <a href="#">Internet Enduring Material</a>	<input type="checkbox"/> <a href="#">Journal CME/CE</a> <input type="checkbox"/> <a href="#">Manuscript Review</a> <input type="checkbox"/> <a href="#">Test-Item Writing</a> <input type="checkbox"/> <a href="#">Committee Learning</a>
<input checked="" type="checkbox"/> Didactic Lecture <input checked="" type="checkbox"/> Question & Answer <input type="checkbox"/> ARS <input type="checkbox"/> Case Studies	<input type="checkbox"/> <a href="#">Performance/Quality Improvement</a> <input type="checkbox"/> <a href="#">Internet Searching and Learning</a> <input type="checkbox"/> <a href="#">Learning from Teaching</a> <input type="checkbox"/> <a href="#">Other/Blended Learning</a>  <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	<i><b>What practice-based problem (gap) will this education address?</b> 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. <b>External Resource: <a href="#">CE Educator's Toolkit</a></b></i>
State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.	Clinicians may not know how to utilize echocardiography protocol and criteria in diagnosing and classifying tricuspid regurgitation (TR).
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>
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This activity is designed to change:	<input checked="" type="checkbox"/> <b>Competence</b> - <i>CME evaluation and pre/post-survey.</i> <input type="checkbox"/> <b>Performance</b> - <i>Follow-up impact assessment and commitment to change.</i> <input type="checkbox"/> <b>Patient Outcomes</b> - <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.	Clinicians utilize echocardiography protocol in the prognosis and management of severe TR.

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

Educational Objectives	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...
Objectives:	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> <li>Utilize echocardiography protocol and criteria for the diagnosis and classification of tricuspid regurgitation (TR).</li> <li>Implement appropriate management strategies for severe TR to include medical therapy, counseling regarding physical activity, and consideration of tricuspid valve surgery.</li> </ul>

References	Ensure Content is Valid	
<b>How are educational needs identified?</b> <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 type="checkbox"/> Process improvement initiatives
<input type="checkbox"/> Other need identified. <i>Please explain.</i>		
<b>Baptist Health Quantitative Data</b>	Insert baseline chart or narrative here.	

<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• <b>Provide evidence-based, peer reviewed references supporting best practice guidelines.</b></li> <li>• <b>APA Citations should be no older than 10 years old.</b></li> </ul>	<p>Arsalan, M., Walther, T., Smith, R. L., &amp; Grayburn, P. A. (2017). Tricuspid regurgitation diagnosis and treatment. <i>European Heart Journal</i>, 38(9), 634-638.</p> <p><a href="#">Management and prognosis of tricuspid regurgitation - UpToDate</a></p> <p>Balaney, B., Medvedofsky, D., Mediratta, A., Singh, A., Ciszek, B., Kruse, E., ... &amp; Mor-Avi, V. (2018). Invasive validation of the echocardiographic assessment of left ventricular filling pressures using the 2016 diastolic guidelines: head-to-head comparison with the 2009 guidelines. <i>Journal of the American Society of Echocardiography</i>, 31(1), 79-88.</p> <p>Hahn, R. T., Badano, L. P., Bartko, P. E., Muraru, D., Maisano, F., Zamorano, J. L., &amp; Donal, E. (2022). Tricuspid regurgitation: recent advances in understanding pathophysiology, severity grading and outcome. <i>European Heart Journal-Cardiovascular Imaging</i>, 23(7), 913-929.</p>
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Faculty	
<p><b>Faculty List</b></p> <p><b>For more than two (2) faculty members, include the list at end of application.</b></p>	 <p><b>Elliott J. Elias, M.D., MPH, FACC, FASE</b>  Cardiologist  Medical Director of Cardiac and Structural Imaging  Miami Cardiac &amp; Vascular Institute  Baptist Health South Florida</p>


<p><b>Disclosure Statement</b></p>	<p><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></p>
<p><b>Mitigation Chart</b></p>	<p><input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.</p>

<b>Disclosures</b>	<p><b>Add all faculty disclosures to this section:</b></p> <p><b>Elliott J. Elias, M.D.</b>, speaker and co-conference director of this educational activity, disclosed that he is a member of the speakers' bureau for Abbott Laboratories, Boston Scientific, Philips Healthcare and Bioentrix. All of the relevant financial relationships listed for this individual have been mitigated.</p> <p><b>Brian J. Schiro, M.D.</b>, co-conference director of this educational activity, disclosed that he is a consultant for Philips Medical and a member of the speakers' bureau for Philips Medical, Medtronic, Penumbra and Sirtex. All of the relevant financial relationships listed for this individual have been mitigated.</p> <p><b>Mohammad Hasan, MBBch, RPVI</b>, moderator for this educational activity, has no relevant financial relationships with ineligible companies to disclose, and his participation will not include discussion of off-label or unapproved usage.</p> <p>Other non-faculty contributors involved in the planning, development and editing/review of the content have no relevant financial relationships to disclose.</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>
<b>Disclosure to the audience:</b>	<input checked="" type="checkbox"/> Ethos Course Page <input checked="" type="checkbox"/> Welcome Slides <input checked="" type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

Measured Outcomes				
Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health
<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <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 checked="" type="checkbox"/> <b>Changes in competence.</b> <ul style="list-style-type: none"> <li>• Intent to change</li> <li>• Confidence in ability</li> </ul>	<input checked="" type="checkbox"/> <b>CME Evaluation Form</b> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> </ul> <input checked="" type="checkbox"/> <b>Pre/Post-Survey</b> <ul style="list-style-type: none"> <li>• How confident are you in your ability to utilize echocardiography protocol in the prognosis and management of severe tricuspid regurgitation?</li> </ul>

<input type="checkbox"/> <b>Changes in performance.</b> <ul style="list-style-type: none"> <li>Commitment to Change</li> </ul> <p><b>Improves Performance Commendation Goal</b></p>	<input type="checkbox"/> <b>CME Impact Assessment</b> include Commitment to Change question. <input type="checkbox"/> <b>Add Commitment to Change Ethos object.</b> <input type="checkbox"/> Add commitment to change question to <b>evaluation.</b> (LMS Support (Live Activity)/Course Builder (OLP)). <input type="checkbox"/> Trigger <b>impact assessment</b> 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"> <li><b>Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated.</b>  <i>Example: I have implemented the new Baptist Health policy explained in this CME activity. 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.</i></li> </ul> <p>As a result of completing this online course on essential COVID resources, what changes did you commit to changing in your practice? <b>{Open text}</b></p> <p>Based on your intention, what changes have you implemented in your practice? <b>{Open text}</b></p>
<input type="checkbox"/> <b>Changes in patient outcomes.</b> 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.
<b>Describe outcomes assessment plan.</b>	

<b>Baptist Health Commendation Goals</b>		 <i>CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.</i>						
<input type="checkbox"/> <b>Advances Data Use</b> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<i>Use PowerPoint as example.</i>							
<input type="checkbox"/> <b>Addresses Population Health</b> Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> <li><b>Goal: 8 activities</b></li> </ul>	<i>Check all that apply.</i> <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"/> <b>Collaborates With Other Organizations</b> The provider collaborates with other organizations to more effectively address population health issues. <b>(4 different samples per accreditation)</b>	<i>Describe the collaborative efforts.</i>							

<input type="checkbox"/> <b>Improves Performance</b> <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> <li>• <b>Compliance example:</b> 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.</li> </ul>	<p><i>See Evaluation Methods section for required elements. Follow-up data is Required.</i></p>
<input type="checkbox"/> <b>Improves Healthcare Quality</b> Collaborates in the process of healthcare quality improvement <b>AND</b> Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> <li>• <b>Examples: EBCC</b></li> </ul>	<p><i>Explain.</i></p>
<input type="checkbox"/> <b>Improves Patient and/or Community Health</b> 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"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> </ul>	<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 type="checkbox"/> <b>Optimizes Communication Skills</b> Designed to improve communication skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Sim Lab</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b>Optimizes Technical and/or Procedural Skills</b> Designed to optimize/improve technical and procedural skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Gamma Knife</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>



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



<b>Live Webinar Details</b> <i>For Internet Live Webinar Courses ONLY</i>	
<b>Panelists</b>	<b>Speaker:</b> Elliott Elias, M.D. – <a href="mailto:ElliottE@baptisthealth.net">ElliottE@baptisthealth.net</a> – Cell: 954-214-6977 <b>Moderator:</b> Muhammad Hasan, MBBch, RPVI – <a href="mailto:mhasan@baptisthealth.net">mhasan@baptisthealth.net</a> – Cell: 305-788-2202/Ascom – 786-594-9922 <b>Panelist:</b> Brian J. Schiro, M.D. – <a href="mailto:briansc@baptisthealth.net">briansc@baptisthealth.net</a> – Cell: 786-478-1745
<b>Hosts</b>	Insert names and email addresses for at least one of these: <b>Katie Deane</b> – <a href="mailto:katied@baptisthealth.net">katied@baptisthealth.net</a> – Cell: 305-790-1148 <b>Micaela B. Royo Correa</b> - <a href="mailto:micaela.royocorrea@baptisthealth.net">micaela.royocorrea@baptisthealth.net</a> – Cell: 786-250-9083
<b>Zoom Account</b>	<input checked="" type="checkbox"/> <b>CME Zoom Account</b> <input type="checkbox"/> <b>Partner Zoom Account</b>
<b>Zoom Link</b>	Insert link here.

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




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	Herbert H. Greene, M.D., Annual Commemoration - Health Equity at Baptist Health South Florida		
Date	May 31, 2023	Time	6:15 p.m. – 7:30 p.m. (CME) Entire program 5:30-7:30 p.m.
Location – If Virtual, fill in Zoom info at the end	BHM, Auditorium (Hybrid)	Credit Hour(s)	1.25 Cat. 1
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience – <ul style="list-style-type: none"> <li>Mental and behavioral health topic(s) required for all symposiums.</li> <li>If limited to Baptist Health Medical Staff only, please indicate here.</li> </ul>	Physicians, nurses, allied health professionals, students, pharmacists, administrators, and other healthcare professionals interested in participating.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. <b>* Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.</b>		
Course overview	There are barriers in the healthcare system that increase health inequities. Both health professionals and the healthcare system can contribute to reducing health inequities by considering them both at the individual and structural levels, with the aim of contributing to changes favoring their reduction, thereby helping to achieve health equity.		
Credit Type	<input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - <b>APA Checklist</b> <input checked="" type="checkbox"/> Physician Assistant CE <input checked="" type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input type="checkbox"/> Interprofessional (IPCE)  <b>Commendation Engages Teams – See Planning Team section</b> <input type="checkbox"/> MOC Points - <b>MOC Checklist / Self-assessment</b> <input type="checkbox"/> Pediatrics - <b>Self-assessment</b>		
	<input type="checkbox"/> Anesthesia - <b>Lifelong Learning</b> <input type="checkbox"/> Internal Medicine - <b>Medical Knowledge</b> <input type="checkbox"/> Ophthalmology - <b>Lifelong Learning</b> <input type="checkbox"/> Ophthalmology - <b>Self-assessment</b> <input type="checkbox"/> Surgery - <b>Accredited CME</b> <input type="checkbox"/> Surgery - <b>Self-assessment</b> <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - <b>Self-Assessment</b> <input type="checkbox"/> Pathology - <b>Lifelong Learning</b> <input type="checkbox"/> Pediatrics - <b>Lifelong Learning</b>		
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 <b>CEBroker #</b>

Planning Team	
Conference Director(s)	Jack Ziffer, Ph.D., M.D. and Agueda Hernandez, M.D.

CME Manager	Gabriela Fernandez
Conference Coordinator and/or Instructional Designer (OLP only)	
 <b>Commendation Goal:</b> <a href="#">Engages Interprofessional Teams/IPCE (10% of activities)</a>	

BHSF Initiatives	
<input type="checkbox"/> Balance across the continuum of care <input checked="" 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 type="checkbox"/> Patient-centered care <input type="checkbox"/> Public health factors (See commendation.) <input type="checkbox"/> Removing redundancy – improving processes
<b>Collaborative Partner:</b>	
<b>Describe initiative:</b>	

Appropriate Formats	<i>The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. <b>Check all that apply.</b></i>
<input checked="" type="checkbox"/> <a href="#">Live Course</a> <input type="checkbox"/> <a href="#">Regularly Scheduled Series</a> <input checked="" type="checkbox"/> <a href="#">Internet Live Course (Webinar)</a> <input type="checkbox"/> <a href="#">Internet Enduring Material</a>	<input type="checkbox"/> <a href="#">Journal CME/CE</a> <input type="checkbox"/> <a href="#">Manuscript Review</a> <input type="checkbox"/> <a href="#">Test-Item Writing</a> <input type="checkbox"/> <a href="#">Committee Learning</a>
<input checked="" type="checkbox"/> <a href="#">Performance/Quality Improvement</a> <input type="checkbox"/> <a href="#">Internet Searching and Learning</a> <input type="checkbox"/> <a href="#">Learning from Teaching</a> <input type="checkbox"/> <a href="#">Other/Blended Learning</a>	<input type="checkbox"/> <a href="#">Simulation Lab</a> <input type="checkbox"/> <a href="#">Mannequins</a> <input type="checkbox"/> <a href="#">Round table discussion</a> <input type="checkbox"/> <a href="#">Other (specify)</a>
<input checked="" type="checkbox"/> Didactic Lecture <input type="checkbox"/> Question & Answer <input type="checkbox"/> ARS <input type="checkbox"/> Case Studies	<input checked="" type="checkbox"/> Panel Discussion <input type="checkbox"/> Hands-on skill labs <input type="checkbox"/> Cadaver labs
Educational Needs	<i><b>What practice-based problem (gap) will this education address?</b>            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.  <b>External Resource:</b> <a href="#">CE Educator's Toolkit</a></i>
<b>State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.</b>	Participants may not be aware of the dynamics of social determinants in terms of health and communities and how those factors impact individual decision-making and clinical outcomes.
<b>Educational needs that <u>underlie</u> the professional practice gaps of learners. <i>Check all that apply.</i></b>	<input checked="" type="checkbox"/> <b>Knowledge - <i>Deficit in medical knowledge.</i></b> <input checked="" type="checkbox"/> <b>Competence - <i>Deficit in ability to perform strategy or skill.</i></b> <input type="checkbox"/> <b>Performance - <i>Able to implement but noncompliant or inconsistent.</i></b>

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>
<b>This activity is designed to change:</b>	<input checked="" type="checkbox"/> <b>Competence - <i>CME evaluation and pre/post-survey.</i></b> <input checked="" type="checkbox"/> <b>Performance - <i>Follow-up impact assessment and commitment to change.</i></b> <input type="checkbox"/> <b>Patient Outcomes - <i>Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</i></b>

<b>Explain how this activity is designed to change learner competence, performance or patient outcomes.</b>	Participants will learn how social determinants impact individual's decision-making in regard to health and will identify strategies they can implement to address health disparities in their clinical practice to improve patient outcomes.
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Competencies	The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).	
<a href="#">ABMS/ACGME</a>	<input 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 type="checkbox"/> Professionalism <input checked="" type="checkbox"/> Systems-based practice
<a href="#">Institute of Medicine</a>	<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
<a href="#">Interprofessional Education Collaborative</a>	<input checked="" type="checkbox"/> Values/ethics for interprofessional practice <input type="checkbox"/> Roles/responsibilities	<input checked="" type="checkbox"/> Interprofessional communication <input checked="" type="checkbox"/> Teams and teamwork

Educational Objectives	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...
<b>Objectives:</b>	Upon completion of this conference, participants should be better able to: <ol style="list-style-type: none"> <li>1. Identify contributing factors to disparities in healthcare.</li> <li>2. Implement strategies to address health disparities in clinical practice to improve patient outcomes.</li> </ol>

References	Ensure Content is Valid	
<b>How are educational needs identified?</b> <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 type="checkbox"/> Peer review data <input type="checkbox"/> Regulatory requirement	<input checked="" type="checkbox"/> Research/literature review <input checked="" type="checkbox"/> Consensus of experts <input checked="" 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>		
<b>Baptist Health Quantitative Data</b>	Insert baseline chart or narrative here.	

<b>References:</b> <ul style="list-style-type: none"> <li>• <b>Provide evidence-based, peer reviewed references supporting best practice guidelines.</b></li> <li>• <b>APA Citations should be no older than 10 years old.</b></li> </ul>	<p>Joint Commission Requirement to Reduce Health Care Disparities  <a href="https://www.jointcommission.org/-/media/tjc/documents/standards/r3-reports/r3_disparities_july2022-6-20-2022.pdf">https://www.jointcommission.org/-/media/tjc/documents/standards/r3-reports/r3_disparities_july2022-6-20-2022.pdf</a></p> <p><a href="#">Health Disparities Among LGBTQ Youth</a>, Centers for Disease Control and Prevention</p> <p>Medina-Martínez J, Saus-Ortega C, Sánchez-Lorente MM, Sosa-Palanca EM, García-Martínez P, Mármol-López MI. Health Inequities in LGBT People and Nursing Interventions to Reduce Them: A Systematic Review. Int J Environ Res Public Health. 2021 Nov 10;18(22):11801. doi: 10.3390/ijerph182211801. PMID: 34831556; PMCID: PMC8624572.</p> <p>Hafeez H, Zeshan M, Tahir MA, Jahan N, Naveed S. Health Care Disparities Among Lesbian, Gay, Bisexual, and Transgender Youth: A Literature Review. Cureus. 2017 Apr 20;9(4):e1184. doi: 10.7759/cureus.1184. PMID: 28638747; PMCID: PMC5478215.</p>
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Faculty	
<b>Faculty List</b> <i>For more than two (2) faculty members, include the list at end of application.</i>	<p style="text-align: center;">See below</p>

<b>Disclosure Statement</b>	<p style="text-align: center;"><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></p>
<b>Mitigation Chart</b>	<input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.
<b>Disclosures</b>	<p>Due to the non-clinical nature of the content discussed, the speaker has no relevant financial relationships to disclose.</p> <p>This CME activity will not cover content that would involve products or services of commercial interests. Therefore, no opportunity exists for a conflict of interest based on the financial relationships of faculty and those persons in control of content. Since these relationships are not relevant, no disclosure information was collected.</p>
<b>Disclosure to the audience:</b>	<input checked="" type="checkbox"/> Ethos Course Page <input checked="" type="checkbox"/> Welcome Slides <input checked="" type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

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

<b>Evaluation Methods</b>	<p style="text-align: center;"><i>Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.</i></p>
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<input type="checkbox"/> <b>Changes in competence.</b> <ul style="list-style-type: none"> <li>• Intent to change</li> <li>• Confidence in ability</li> </ul>	<input type="checkbox"/> <b>CME Evaluation Form</b> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> </ul> <input type="checkbox"/> <b>Pre/Post-Survey</b> <ul style="list-style-type: none"> <li>• <b>Provide 1-2 goals per lecture to measure changes in competence.</b> <b>Example:</b> How confident are you in your ability to implement this/these strategy/ies: (list “pearls”)</li> <li>• Identify barriers which may hinder providing clinical care across cultures in my practice.</li> <li>• Implement strategies for reducing disparities in healthcare to improve patient outcomes</li> </ul>
<input checked="" type="checkbox"/> <b>Changes in performance.</b> <ul style="list-style-type: none"> <li>• Commitment to Change</li> </ul> <p><b>Improves Performance Commendation Goal</b></p>	<input checked="" type="checkbox"/> <b>CME Impact Assessment include Commitment to Change question.</b> <input checked="" type="checkbox"/> <b>Add Commitment to Change Ethos object.</b> <input type="checkbox"/> Add commitment to change question to <b>evaluation.</b> (LMS Support (Live Activity)/Course Builder (OLP). <input type="checkbox"/> Trigger <b>impact assessment</b> 45 days post conference. (LMS Support) <input type="checkbox"/> Include handout or resource in follow-up email. (CME Manager/ Course Builder) <input checked="" type="checkbox"/> Additional questions for impact assessment: (CME Manager)  <p><b>Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated.</b>  <b>Example:</b> <i>I have implemented the new Baptist Health policy explained in this CME activity.</i></p> <ul style="list-style-type: none"> <li>• I have been able to identify barriers which may hinder providing clinical care across cultures in my practice.</li> <li>• I have incorporated strategies to reduce disparities in healthcare to improve patient outcomes.</li> </ul> <p>Based on your intention, what changes have you implemented in your practice? <b>{Open text}</b></p>
<input type="checkbox"/> <b>Changes in patient outcomes.</b> 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.
<b>Describe outcomes assessment plan.</b>	

<b>Baptist Health Commendation Goals</b>		 <b>CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.</b>
<input type="checkbox"/> <b>Advances Data Use</b> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<b>Use PowerPoint as example.</b>	
<input checked="" type="checkbox"/> <b>Addresses Population Health</b> Teaches strategies that learners can use to achieve improvements in population health.	<b>Check all that apply.</b> <a href="https://www.jointcommission.org/-/media/tjc/documents/standards/r3-reports/r3_disparities_july2022-6-20-2022.pdf">https://www.jointcommission.org/-/media/tjc/documents/standards/r3-reports/r3_disparities_july2022-6-20-2022.pdf</a>	

<ul style="list-style-type: none"> <li>• <b>Goal: 8 activities</b></li> </ul>	<input type="checkbox"/> Health behaviors <input checked="" type="checkbox"/> Economic, social, and environmental conditions <input type="checkbox"/> Healthcare and payer systems <input checked="" type="checkbox"/> Access to care <input checked="" type="checkbox"/> Health disparities <input type="checkbox"/> Population’s physical environment
<input type="checkbox"/> <b><u>Collaborates With Other Organizations</u></b> The provider collaborates with other organizations to more effectively address population health issues. <b>(4 different samples per accreditation)</b>	<i>Describe the collaborative efforts.</i>
<input checked="" type="checkbox"/> <b><u>Improves Performance</u></b> <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> <li>• <b>Compliance example:</b> 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.</li> </ul>	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>
<input type="checkbox"/> <b><u>Improves Healthcare Quality</u></b> Collaborates in the process of healthcare quality improvement <b>AND</b> Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> <li>• <b>Examples: EBCC</b></li> </ul>	<i>Explain.</i>
<input type="checkbox"/> <b><u>Improves Patient and/or Community Health</u></b> 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"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> </ul>	<i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i>  <i>Explain.</i>
<input type="checkbox"/> <b><u>Optimizes Communication Skills</u></b> Designed to improve communication skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Sim Lab</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>

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

<b>Live Webinar Details</b> <i>For Internet Live Webinar Courses ONLY</i>	
<b>Panelists</b>	Insert names and email addresses. <b>Vivian Greene</b> ( <i>Pending email</i> )
<b>Hosts</b>	Insert names and email addresses for at least one of these: <b>Gabriela Fernandez</b> ; Katie Deane; Ariel Llizo
<b>Zoom Account</b>	<input checked="" type="checkbox"/> <b>CME Zoom Account</b> <input type="checkbox"/> <b>Partner Zoom Account</b>
<b>Zoom Link</b>	Insert link here.

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

<b>APPROVAL</b>			
<b>Date Reviewed</b>	<b>Reviewed By</b>	<b>Approved</b>	<b>Credits</b>



	<input checked="" type="checkbox"/> <b>Accelerated Approval</b> <input type="checkbox"/> <b>Executive Committee</b> <input type="checkbox"/> <b>Live Committee</b>	<input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>	<input type="checkbox"/> ___ AMA PRA Category 1 Credits <input type="checkbox"/> ___ APA Approval Level: _____ <input type="checkbox"/> ___ Dental Approval <input type="checkbox"/> ___ Podiatry Approval
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**Director**

**Jack Ziffer, Ph.D., M.D.**

Executive Vice President and Chief Clinical Officer  
Baptist Health South Florida

**Faculty**

**Agueda Hernandez, M.D., FAAFP**

Vice President, Medical Education  
Chief Health Equity Officer  
Baptist Health Academics

**Panelists**

**Jennifer Caceres, M.D., FACP**

Senior Associate Dean for Student Affairs and Admissions  
Associate Professor of Medicine  
Florida Atlantic University  
Boca Raton, Florida

**Samer Fahmy, M.D.**

Chief Medical Officer, Boca Raton Regional Hospital  
Baptist Health South Florida

**Bernie Fernandez, M.D.**

CEO, Baptist Health Medical Group

**Aдриene McCoy**

Sr. Vice President, Chief People Officer  
Baptist Health South Florida

**Rev. Renato Santos**

Baptist Health South Florida

**Sergio Segarra, M.D.**

Vice President, Medical Affairs  
Baptist Hospital of Miami

**William Ulbricht**

CEO, Baptist Hospital of Miami

**Ana M. Viamonte Ros, M.D., MPH**

Assistant Vice President, Chief Wellbeing Officer  
Medical Director Palliative Care and Bioethics  
Baptist Health Medical Group  
Associate Professor,  
Florida International University's Herbert Wertheim College of Medicine  
Miami, Florida

## Herbert H. Greene, M.D., Annual Commemoration

### Program

5:30 p.m.	<b>Why Baptist Health Honors this Day</b> Jack Ziffer, Ph.D., M.D.
5:40 p.m.	<b>Opening Prayer</b> Rev. Renato Santos
5:45 p.m.	<b>Welcoming Remarks and Introductions of Distinguished Guests</b> William Ulbricht
5:50 p.m.	<b>Announcing the Herbert Greene, M.D. Physician of the Year Award</b> Sergio Segarra, M.D.
6:00 p.m.	<b>Physician of the Year Award Recipient</b> Michael Brazda, M.D.
6:10 p.m.	<b>Health Equity at Baptist Health South Florida</b> Agueda Hernandez, M.D.
6:40 p.m.	<b>Health and Healthcare Equity in Our Educational Programs, Healthcare Settings, Communities and Beyond: What It Means to Us, As an Individual, Healthcare System, And Community</b> <b>Panelists:</b> Adriene McCoy, Samer Fahmy, M.D., Bernie Fernandez, M.D., Sergio Segarra, M.D., Ana Viamonte-Ros, M.D., Jennifer Caceres, M.D., Renato Santos, and William Ulbricht <b>Moderator:</b> Agueda Hernandez, M.D.
7:25 p.m.	<b>Closing Remarks</b> Jack Ziffer, Ph.D., M.D.
7:30 p.m.	<b>Adjourn</b>




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			
<b>CME Activity Title</b>	Miami Cancer Institute Radiation Oncology Grand Rounds – Thinking Beyond Dose, Focus on GI Cancers		
<b>Date</b>	Friday, June 30, 2023	<b>Time</b>	12 noon – 1p.m.
<b>Location</b>	Zoom - Online	<b>Credit Hour(s)</b>	1 Cat. 1
<b>Charge</b>	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	<b>SMS Code:</b>	
<b>Target Audience –</b> <ul style="list-style-type: none"> <li>Mental and behavioral health topic(s) required for all symposiums.</li> <li>If limited to Baptist Health Medical Staff only, please indicate here.</li> </ul>	Radiation Oncologists, Medical Oncologists, Oncology Surgeons and Radiologists.		
<b>Commercial Support – C8</b>	<input type="checkbox"/> Monetary or In-kind received by Foundation. <b>* Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.</b>		
<b>Course overview</b>	Patients with newly diagnosed gastric cancer often present with an upper endoscopy report performed for symptoms, including dyspepsia and reflux, but also with symptoms or signs that may indicate advanced disease, such as dysphagia, weight loss, gastrointestinal bleeding, anemia, and emesis. Clear measurements of the extent of the primary tumor are often lacking, and repeat endoscopy with endoscopic ultrasound can provide additional clinical staging. Dr. Frakes will help participants understand current work being done as it relates to radiomics and genomics in GI cancers.		
<b>Credit Type</b>	<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 &amp; FL  - <b>APA Checklist</b>  <input type="checkbox"/> Physician Assistant CE  <input checked="" type="checkbox"/> APRNs CE  <input type="checkbox"/> Dental CE  <input type="checkbox"/> Podiatry CE  <input type="checkbox"/> Interprofessional (IPCE)  <b>Commendation Engages Teams – See Planning Team section</b>  <input type="checkbox"/> MOC Points - <b>MOC Checklist / Self-assessment</b>  <input type="checkbox"/> Pediatrics - <b>Self-assessment</b> </div> <div style="width: 45%;"> <input type="checkbox"/> Anesthesia - <b>Lifelong Learning</b>  <input type="checkbox"/> Internal Medicine - <b>Medical Knowledge</b>  <input type="checkbox"/> Ophthalmology - <b>Lifelong Learning</b>  <input type="checkbox"/> Ophthalmology - <b>Self-assessment</b>  <input type="checkbox"/> Surgery - <b>Accredited CME</b>  <input type="checkbox"/> Surgery - <b>Self-assessment</b>  <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - <b>Self-Assessment</b>  <input type="checkbox"/> Pathology - <b>Lifelong Learning</b>  <input type="checkbox"/> Pediatrics - <b>Lifelong Learning</b> </div> </div>		
<b>Providership</b>	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	<b>PARS ID #</b>	C20221849
<b>Publish to CME Passport</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Publish to CEBroker</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>CEBroker #</b> 20-621028

**Planning Team**

Conference Director(s)	Michael Chuong, M.D.
CME Manager	Eleanor Abreu
Conference Coordinator and/or Instructional Designer (OLP only)	
 <b>Commendation Goal:</b> <u>Engages Interprofessional Teams/IPCE (10% of activities)</u>	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
<b>Collaborative Partner:</b>	Provide internal stakeholder here.
<b>Describe initiative:</b>	Miami Cancer Institute – Center of Excellence

Appropriate Formats	The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. <b>Check all that apply.</b>
<input checked="" type="checkbox"/> Didactic Lecture <input checked="" type="checkbox"/> Question & Answer <input type="checkbox"/> ARS <input checked="" type="checkbox"/> Case Studies	<input type="checkbox"/> Panel Discussion <input checked="" 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.	Oncologists may not be aware of how to personalize radiation doses for GI cancers.
Educational needs that <u>underlie</u> the professional practice gaps of learners. <b>Check all that apply.</b>	<input checked="" type="checkbox"/> Knowledge - <b>Deficit in medical knowledge.</b> <input checked="" type="checkbox"/> Competence - <b>Deficit in ability to perform strategy or skill.</b> <input type="checkbox"/> Performance - <b>Able to implement but noncompliant or inconsistent.</b>

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 - <b>CME evaluation and pre/post-survey.</b> <input type="checkbox"/> Performance - <b>Follow-up impact assessment and commitment to change.</b> <input type="checkbox"/> Patient Outcomes - <b>Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</b>

<b>Explain how this activity is designed to change learner competence, performance or patient outcomes.</b>	Physicians will implement a personalized radiation doses when treating patients with GI cancers.
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Competencies	<i>The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).</i>	
<a href="#">ABMS/ACGME</a>	<input checked="" 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
<a href="#">Institute of Medicine</a>	<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
<a href="#">Interprofessional Education Collaborative</a>	<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>
<b>Objectives:</b>	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> <li>• Summarize work currently done as it relates to radiomics and genomics.</li> <li>• Discuss how to utilize genomics and radiomics for future clinical trials.</li> <li>• Discuss work done on liver Y90 dosimetry and how to incorporate into future trials.</li> </ul>

References	<i>Ensure Content is Valid</i>	
<b>How are educational needs identified?</b> <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 checked="" 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 type="checkbox"/> Process improvement initiatives
<input type="checkbox"/> Other need identified. <i>Please explain.</i>		
<b>Baptist Health Quantitative Data</b>	Insert baseline chart or narrative here.	

**References:**

- *Provide evidence-based, peer reviewed references supporting best practice guidelines.*
- *APA Citations should be no older than 10 years old.*

Despite advances in cancer genomics, radiotherapy is still prescribed on the basis of an empirical one-size-fits-all paradigm. Previously, we proposed a novel algorithm using the genomic-adjusted radiation dose (GARD) model to personalise prescription of radiation dose on the basis of the biological effect of a given physical dose of radiation, calculated using individual tumour genomics. We hypothesise that GARD will reveal interpatient heterogeneity associated with opportunities to improve outcomes compared with physical dose of radiotherapy alone. We aimed to test this hypothesis and investigate the GARD-based radiotherapy dosing paradigm.

Lancet Oncol. 2021 Sep;22(9):1221-1229.








doi: 10.1016/S1470-2045(21)00347-8. Epub 2021 Aug 4.

<https://pubmed.ncbi.nlm.nih.gov/34363761/>


Faculty	
<b>Faculty List</b> <i>For more than two (2) faculty members, include the list at end of application.</i>	Jessica Frakes, M.D. Associate Member, Radiation Oncology Department Program Director Radiation Oncology Residency Program Moffit Cancer Center Tampa, 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><b>Add all faculty disclosures to this section:</b></p> <p><b>List all director, planner, and reviewer disclosures in this section:</b>            Jessica Frakes, M.D., faculty for this educational activity is a researcher for ViewRay and is on the speakers' bureau with Boston Scientific. Dr. Frakes 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> <p><b>List all director, planner, and reviewer disclosures in this section:</b></p> <p>Michael Chuong, M.D., conference series director, has indicated that he is a researcher with ViewRay, Novocure and AstraZeneca. He is a consultant with ViewRay. He is an advisor with ViewRay and Advanced Accelerator Applications. He is a speaker for ViewRay, Elekta and Sirtex. All of the relevant financial relationships listed for this individual have been mitigated.</p> <p><b>List non-faculty contributor disclosures in this section:</b></p> <ul style="list-style-type: none"> <li><b>No relationships</b> – 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*</li> <li><b>With relationships.</b> 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*:</li> </ul> <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 checked="" type="checkbox"/> Ethos Course Page <input checked="" type="checkbox"/> Welcome Slides <input checked="" type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

Measured Outcomes				
Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health

<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective 	<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective 	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective 	<b>Measurement Type:</b> <input type="checkbox"/> Subjective  <input type="checkbox"/> Objective 	<b>Measurement Type:</b> <input type="checkbox"/> Subjective  <input type="checkbox"/> Objective 
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<b>Evaluation Methods</b>	<i>Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.</i>
<input checked="" type="checkbox"/> <b>Changes in competence.</b> <ul style="list-style-type: none"> <li>Intent to change</li> <li>Confidence in ability</li> </ul>	<input checked="" type="checkbox"/> <b>CME Evaluation Form</b> <ul style="list-style-type: none"> <li>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?</li> <li>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.</li> </ul> <input type="checkbox"/> <b>Pre/Post-Survey</b> <ul style="list-style-type: none"> <li><b>Provide 1-2 goals per lecture to measure changes in competence.</b>  <b>Example:</b> How confident are you in your ability to implement this/these strategy/ies: (list "pearls")</li> </ul>
<input type="checkbox"/> <b>Changes in performance.</b> <ul style="list-style-type: none"> <li>Commitment to Change</li> </ul> <p><b>Improves Performance Commendation Goal</b></p>	<input type="checkbox"/> <b>CME Impact Assessment include Commitment to Change question.</b> <input type="checkbox"/> <b>Add Commitment to Change Ethos object.</b> <input type="checkbox"/> Add commitment to change <b>evaluation</b> question. (CME Registrar) <input type="checkbox"/> Trigger <b>follow-up survey</b> 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"> <li><b>Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated.</b>  <b>Example:</b> I have implemented the new Baptist Health policy explained in this CME activity.</li> </ul>
<input type="checkbox"/> <b>Changes in patient outcomes.</b> 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.
<b>Describe outcomes assessment plan.</b>	

<b>Baptist Health Commendation Goals</b>	 <b>CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.</b>						
<input type="checkbox"/> <b>Advances Data Use</b> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<b>Use PowerPoint as example.</b>						
<input type="checkbox"/> <b>Addresses Population Health</b> Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> <li><b>Goal: 10% of activities</b></li> </ul>	<b>Check all that apply.</b> <table style="width: 100%; border: none;"> <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"/> <b><u>Collaborates With Other Organizations</u></b> The provider collaborates with other organizations to more effectively address population health issues.	<i>Describe the collaborative efforts.</i>
<input type="checkbox"/> <b><u>Improves Performance</u></b> <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> </ul>	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>
<input type="checkbox"/> <b><u>Improves Healthcare Quality</u></b> Collaborates in the process of healthcare quality improvement <b>AND</b> Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> <li>• <b>Examples: EBCC</b></li> </ul>	<i>Explain.</i>
<input type="checkbox"/> <b><u>Improves Patient and/or Community Health</u></b> 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"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> </ul>	<i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i>  <i>Explain.</i>
<input type="checkbox"/> <b><u>Optimizes Communication Skills</u></b> Designed to improve communication skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Sim Lab</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b><u>Optimizes Technical and/or Procedural Skills</u></b> Designed to optimize/improve technical and procedural skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Gamma Knife</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b><u>Utilizes Support Strategies</u></b> Providers that create, customize, or make available supplemental services that are <b>designed to reinforce or sustain change.</b> <ul style="list-style-type: none"> <li>• <b>Examples: WINKs, EthosCE follow-up emails, and/or resources such as online instructional material, apps</b></li> </ul>	<i>Explain.</i>  <input type="checkbox"/> <b>Sample supplemental materials saved to file.</b>
<input type="checkbox"/> <b><u>Demonstrates Educational Leadership</u></b> Implements an innovation that is new for the CME program <b>AND</b> the innovation contributes to the provider's ability to meet its mission.	<i>Explain.</i>

<b>Live Webinar Details</b> <i>For Internet Live Webinar Courses ONLY</i>	
<b>Panelists</b>	Micheal Chuong, M.D. – <a href="mailto:michaelchu@baptisthealth.net">michaelchu@baptisthealth.net</a> Jessica Frakes, M.D. - <a href="mailto:jessica.frakes@moffitt.org">jessica.frakes@moffitt.org</a>

<b>Hosts</b>	Shandelle M. Castillo - <a href="mailto:Shandelle.Castillo@baptisthealth.net">Shandelle.Castillo@baptisthealth.net</a>
<b>Zoom Account</b>	<input type="checkbox"/> CME Zoom Account <input checked="" type="checkbox"/> Partner Zoom Account
<b>Zoom Link</b>	

**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 checked="" type="checkbox"/> <b>Accelerated Approval</b> <input type="checkbox"/> <b>Executive Committee</b> <input type="checkbox"/> <b>Live Committee</b>	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>	<input type="checkbox"/> __1__ AMA PRA Category 1 Credits <input type="checkbox"/> __ __ APA Approval Level: _____ <input type="checkbox"/> __ __ Dental Approval <input type="checkbox"/> __ __ Podiatry Approval




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	Conversations in Ethics: Yes Institute – The Ethics of Clinical Care for Patients with Diverse Gender and Orientation Experiences		
Date	06-28-2023	Time	Noon to 1pm
Location – If Virtual, fill in Zoom info at the end	Live Virtual	Credit Hour(s)	1 Cat. Per Session
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience –	Physicians, Physician Assistants, Nurse Practitioners, Nurses, Social Workers, Respiratory Therapists, Clinical Chaplains, Pharmacists, Medical Students, Registered Dietitians and other interested healthcare professionals.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. <b>* Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.</b>		
Course Overview	Baptist Health South Florida’s Conversations in Ethics June lecture will develop strategies to collect pieces of evidence that would lead to the detection of bioethical abuses despite an environment of concealment.		
Credit Type	<input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - <b>APA Checklist</b> <input 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)  <b>Commendation Engages Teams – See Planning Team section</b> <input type="checkbox"/> MOC Points - <b>MOC Checklist / Self-assessment</b> <input type="checkbox"/> Pediatrics - <b>Self-assessment</b>		
	<input type="checkbox"/> Anesthesia - <b>Lifelong Learning</b> <input type="checkbox"/> Internal Medicine - <b>Medical Knowledge</b> <input type="checkbox"/> Ophthalmology - <b>Lifelong Learning</b> <input type="checkbox"/> Ophthalmology - <b>Self-assessment</b> <input type="checkbox"/> Surgery - <b>Accredited CME</b> <input type="checkbox"/> Surgery - <b>Self-assessment</b> <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - <b>Self-Assessment</b> <input type="checkbox"/> Pathology - <b>Lifelong Learning</b> <input type="checkbox"/> Pediatrics - <b>Lifelong Learning</b>		
Providershhip	<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 <b>CEBroker #</b>

Planning Team	
Conference Director(s)	Ana M. Viamonte Ros, M.D., MPH
CME Manager	Eduardo Cartin
Conference Coordinator and/or Instructional Designer (OLP only)	Claudio Kogan, M.D.

 <b>Commendation Goal:</b> <u>Engages Interprofessional Teams/IPCE (10% of activities)</u>	List 2+ professions here. M.D. Required.  Ana Viamonte Ros, M.D. Rabbi Claudio Kogan, M.D. Ray Barnett, ARNP Elliot D. Cohen, PhD. Kenneth W. Goodman, Ph.D., FACMI
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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
<b>Collaborative Partner:</b>	Provide internal stakeholder here.
<b>Describe initiative:</b>	

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

Educational Needs	<b>What practice-based problem (gap) will this education address?</b> <i>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.</i> <b>External Resource: <a href="#">CE Educator's Toolkit</a></b>
<b>State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.</b>	Healthcare professionals' are unaware with the new legal changes in Florida, this could provide a timely discussion of updates so providers can be compliant with new laws, while also delivering ethical and inclusive patient-centered care.
<b>Educational needs that <u>underlie</u> the professional practice gaps of learners.</b> <b>Check all that apply.</b>	<input checked="" type="checkbox"/> <b>Knowledge - <i>Deficit in medical knowledge.</i></b> <input checked="" type="checkbox"/> <b>Competence - <i>Deficit in ability to perform strategy or skill.</i></b> <input type="checkbox"/> <b>Performance - <i>Able to implement but noncompliant or inconsistent.</i></b>

<b>Designed to Change</b>		<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"/> <b>Competence</b> - <i>CME evaluation and pre/post-survey.</i> <input checked="" type="checkbox"/> <b>Performance</b> - <i>Follow-up impact assessment and commitment to change.</i> <input type="checkbox"/> <b>Patient Outcomes</b> - <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.	Design an action plan for healthcare providers to identify ethical issues surrounding patients and the new updated Florida laws.	

<b>Competencies</b>		<i>The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).</i>
<a href="#">ABMS/ACGME</a>	<input checked="" type="checkbox"/> Patient care and procedural skills <input type="checkbox"/> Medical knowledge <input checked="" 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
<a href="#">Institute of Medicine</a>	<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
<a href="#">Interprofessional Education Collaborative</a>	<input checked="" 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

<b>Educational Objectives</b>		<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:	<ol style="list-style-type: none"> <li>1. Recognize the new legal changes in Florida and how to be in agreement with these laws.</li> <li>2. Discuss diverse gender and orientation experiences as healthcare professionals.</li> </ol>	

<b>References</b>	<i>Ensure Content is Valid</i>
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<p><b>How are educational needs identified?</b> <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><b>Baptist Health Quantitative Data</b></p>	<p>Insert baseline chart or narrative here.</p>	
<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• <i>Provide evidence-based, peer reviewed references supporting best practice guidelines.</i></li> <li>• <i>APA Citations should be no older than 10 years old.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Phillips, A. (2022). Florida’s law limiting LGBTQ discussion in schools, explained. The Washington Post.</li> <li>• Young, C. (2022). Florida’s ‘Don’t Say Gay’ Bill Inflames the Culture Wars.</li> </ul>	

<p style="text-align: center;"><b>Faculty</b></p>	
<p><b>Faculty List</b> <i>For more than two (2) faculty members, include the list at end of application.</i></p>	<p><b><i>TJ Johnson, B.A., B.S.</i></b>            Education &amp; Inclusion Specialist            Yes Institute            Miami, Fla.</p> <p><b><i>Joseph Zolobczuk, M.S.Ed.</i></b>            Executive Director            Yes Institute            Miami, Fla.</p>

<p><b>Disclosure Statement</b></p>	<p><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></p>
<p><b>Mitigation Chart</b></p>	<p><input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.</p>

**Disclosures**

**Add all faculty disclosures to this section:**

- TJ Johnson, B.A., B.S., faculty for this educational 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.
- Joseph Zolobczuk, M.S.Ed., faculty for this educational 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.

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

- Ana Viamonte Ros, M.D., director of this educational 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.
- Rabbi Claudio J. Kogan, M.D., planner of this educational 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.
- Kenneth W. Goodman, Ph.D., FACMI, planner of this educational activity, is a consultant for the organizations listed below, 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.
  - Alpha-1 Antitrypsin Foundation
  - Jordanian University of Science and Technology
  - Memorial Healthcare System
  - Nicklaus Children’s Hospital
  - Stellenbosch University
- Ray Barnett, ARNP, co-coordinator of this educational 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.
- Elliot D. Cohen, Ph.D., co-coordinator of this educational 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.
- Eduardo Cartin, manager of this CME activity, has no relevant financial relationships with ineligible companies\* to disclose.

**List non-faculty contributor disclosures in this section:**

- Other non-faculty contributors 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
<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <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"/> <b>Changes in competence.</b> <ul style="list-style-type: none"> <li>Intent to change</li> <li>Confidence in ability</li> </ul>	<input checked="" type="checkbox"/> <b>CME Evaluation Form</b> <ul style="list-style-type: none"> <li>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?</li> <li>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.</li> </ul> <input type="checkbox"/> <b>Pre/Post-Survey</b> <ul style="list-style-type: none"> <li><b>Provide 1-2 goals per lecture to measure changes in competence.</b>  <b>Example:</b> How confident are you in your ability to implement this/these strategy/ies: (list "pearls")</li> </ul>
<input type="checkbox"/> <b>Changes in performance.</b> <ul style="list-style-type: none"> <li>Commitment to Change</li> </ul> <p><b>Improves Performance Commendation Goal</b></p>	<input type="checkbox"/> <b>CME Impact Assessment include Commitment to Change question.</b> <input type="checkbox"/> <b>Add Commitment to Change Ethos object.</b> <input type="checkbox"/> Add commitment to change question to <b>evaluation.</b> (LMS Support (Live Activity)/Course Builder (OLP). <input type="checkbox"/> Trigger <b>impact assessment</b> 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"> <li><b>Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated.</b>  <b>Example:</b> I have implemented the new Baptist Health policy explained in this CME activity.  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.</li> </ul> <p>As a result of completing this online course on essential COVID resources, what changes did you commit to changing in your practice? <b>{Open text}</b></p> <p>Based on your intention, what changes have you implemented in your practice? <b>{Open text}</b></p>
<input type="checkbox"/> <b>Changes in patient outcomes.</b> 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.
<b>Describe outcomes assessment plan.</b>	

<p align="center"><b>Baptist Health Commendation Goals</b></p>	<p><i>CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.</i></p>
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<input type="checkbox"/> <b>Advances Data Use</b> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<i>Use PowerPoint as example.</i>						
<input type="checkbox"/> <b>Addresses Population Health</b> Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> </ul>	<i>Check all that apply.</i> <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						
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<input type="checkbox"/> <b>Collaborates With Other Organizations</b> The provider collaborates with other organizations to more effectively address population health issues.	<i>Describe the collaborative efforts.</i>						
<input type="checkbox"/> <b>Improves Performance</b> <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> <li>• <b>Compliance example:</b> 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.</li> </ul>	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>						
<input type="checkbox"/> <b>Improves Healthcare Quality</b> Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> <li>• <b>Examples: EBCC</b></li> </ul>	<i>Explain.</i>						
<input type="checkbox"/> <b>Improves Patient and/or Community Health</b> 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"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> </ul>	<i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i>  <i>Explain.</i>						
<input type="checkbox"/> <b>Optimizes Communication Skills</b> Designed to improve communication skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Sim Lab</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>						

<input type="checkbox"/> <b>Optimizes Technical and/or Procedural Skills</b> Designed to optimize/improve technical and procedural skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Gamma Knife</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b>Utilizes Support Strategies</b> Providers that create, customize, or make available supplemental services that are <b>designed to reinforce or sustain change.</b> <ul style="list-style-type: none"> <li>• <b>Examples: WINKs, EthosCE follow-up emails, and/or resources such as online instructional material, apps</b></li> </ul>	<b>Explain.</b>  <input type="checkbox"/> <b>Sample supplemental materials saved to file.</b>
<input type="checkbox"/> <b>Demonstrates Educational Leadership</b> Implements an innovation that is new for the CME program AND the innovation contributes to the provider's ability to meet its mission.	<b>Explain.</b>

**Live Webinar Details** *For Internet Live Webinar Courses ONLY*

<b>Panelists</b>	Insert names and email addresses. Kenneth W Goodman - <a href="mailto:kgoodman@med.miami.edu">kgoodman@med.miami.edu</a> Ray Barnett, ARNP - <a href="mailto:Ray.Barnett@baptisthealth.net">Ray.Barnett@baptisthealth.net</a> Claudio J. Kogan - <a href="mailto:Claudio.Kogan@baptisthealth.net">Claudio.Kogan@baptisthealth.net</a> Ana M. Viamonte Ros <a href="mailto:AnaVR@baptisthealth.net">AnaVR@baptisthealth.net</a>  TJ Johnson, B.A., B.S., - <a href="mailto:tj@yesinstitute.org">tj@yesinstitute.org</a> Joseph Zolobczuk, M.S. Ed., <a href="mailto:joseph@yesinstitute.org">joseph@yesinstitute.org</a>
<b>Hosts</b>	Insert names and email addresses for at least one of these: DG-Telepresence / CME Manager and Assistant / Host Department  Eduardo Cartin – <a href="mailto:Eduardo.cartin@baptisthealth.net">Eduardo.cartin@baptisthealth.net</a> Kamila Piloto - <a href="mailto:kamilap@baptisthealth.net">kamilap@baptisthealth.net</a>
<b>Zoom Account</b>	<input checked="" type="checkbox"/> <b>CME Zoom Account</b> <input type="checkbox"/> <b>Partner Zoom Account</b>
<b>Zoom Link</b>	Insert link here.

**OLP Course Details** *For OLP Enduring Applications ONLY*

<b>Course Video URL</b>	
<b>Course Handout URL</b>	
<b>Multiple Choice Questions</b>	



<b>Course Release Date</b>	
<b>Course Renewal Date</b>	
<b>Course Expiration Date</b>	


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



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 – June 2023 – Hemodynamic Monitoring in the Critical Care Patient			
Date	June 30, 2023	Time	7:30am to 8:30am		
Location	Live Webinar	Credit Hour(s)	1 cat. 1 per session		
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. <b>* Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.</b>				
Course overview	Please join us for the May Critical Care Grand Rounds lecture, a multidisciplinary conference that will update practitioners on how hemodynamic monitoring in the critical care unit is vital for patient.				
Credit Type	<input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - <b>APA Checklist</b> <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)  <b>Commendation Engages Teams – See Planning Team section</b> <input type="checkbox"/> MOC Points - <b>MOC Checklist / Self-assessment</b> <input type="checkbox"/> Pediatrics - <b>Self-assessment</b>				
	<input type="checkbox"/> Anesthesia - <b>Lifelong Learning</b> <input type="checkbox"/> Internal Medicine - <b>Medical Knowledge</b> <input type="checkbox"/> Ophthalmology - <b>Lifelong Learning</b> <input type="checkbox"/> Ophthalmology - <b>Self-assessment</b> <input type="checkbox"/> Surgery - <b>Accredited CME</b> <input type="checkbox"/> Surgery - <b>Self-assessment</b> <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - <b>Self-Assessment</b> <input type="checkbox"/> Pathology - <b>Lifelong Learning</b> <input type="checkbox"/> Pediatrics - <b>Lifelong Learning</b>				
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 #		

Conference Director(s)	Karel Fuentes, M.D.
CME Manager	Eduardo E. Cartin
Conference Coordinator and/or Instructional Designer (OLP only)	
 <b>Commendation Goal:</b> <b>Engages Interprofessional Teams/IPCE (10% of activities)</b>	List 2+ professions here. M.D. Required. Karel Fuentes, 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
<b>Collaborative Partner:</b>	Provide internal stakeholder here.
<b>Describe initiative:</b>	

Appropriate Formats	The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. <b>Check all that apply.</b>
<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	<b>What practice-based problem (gap) will this education address?</b> 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.	Current healthcare providers in the ICU are not consistently updated on current cardio-pulmonary interactions that underlie the concept of fluid responsiveness and methods to determine fluid responsiveness in critically ill patients.
Educational needs that <u>underlie</u> the professional practice gaps of learners. <b>Check all that apply.</b>	<input checked="" type="checkbox"/> Knowledge - <b>Deficit in medical knowledge.</b> <input checked="" type="checkbox"/> Competence - <b>Deficit in ability to perform strategy or skill.</b> <input type="checkbox"/> Performance - <b>Able to implement but noncompliant or inconsistent.</b>

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"/> <b>Competence</b> - <i>CME evaluation and pre/post-survey.</i> <input type="checkbox"/> <b>Performance</b> - <i>Follow-up impact assessment and commitment to change.</i> <input type="checkbox"/> <b>Patient Outcomes</b> - <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 updated on current recommendations on strategies and methods to assess cardiac output.

Competencies	<i>The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).</i>	
<a href="#">ABMS/ACGME</a>	<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
<a href="#">Institute of Medicine</a>	<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
<a href="#">Interprofessional Education Collaborative</a>	<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>
<b>Objectives:</b>	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> <li>• Discuss methods to assess fluid responsiveness.</li> <li>• Recognize vascular tracings commonly used in the ICU .</li> <li>• Review the best validated methods to determine fluid responsiveness in critically ill patients.</li> <li>• Utilize vascular pressures to differentiate causes of shock.</li> </ul>

<b>References</b>	<i>Ensure Content is Valid</i>
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<p><b>How are educational needs identified?</b>  <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><b>Baptist Health Quantitative Data</b></p>	<p>Insert baseline chart or narrative here.</p>	
<p><b>References:</b></p> <ul style="list-style-type: none"> <li><i>Provide evidence-based, peer reviewed references supporting best practice guidelines.</i></li> <li><i>APA Citations should be no older than 10 years old.</i></li> </ul>	<p>Douglas, I. S., Alapat, P. M., Corl, K. A., Exline, M. C., Forni, L. G., Holder, A. L., ... &amp; Hansell, D. M. (2020). Fluid response evaluation in sepsis hypotension and shock: a randomized clinical trial. <i>Chest</i>, 158(4), 1431-1445.</p> <p>Bentzer, P., Griesdale, D. E., Boyd, J., MacLean, K., Sirounis, D., &amp; Ayas, N. T. (2016). Will this hemodynamically unstable patient respond to a bolus of intravenous fluids?. <i>Jama</i>, 316(12), 1298-1309.</p> <p>Michard, F., Chemla, D., &amp; Teboul, J. L. (2015). Applicability of pulse pressure variation: how many shades of grey?. <i>Critical Care</i>, 19, 1-3.</p>	




Faculty	
<b>Faculty List</b> <i>For more than two (2) faculty members, include the list at end of application.</i>	<b>Arian Bethencourt Mirabal. M.D</b> Critical Care Physician Baptist Health South Florida Miami, Fla.

<b>Disclosure Statement</b>	<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>
<b>Mitigation Chart</b>	<input checked="" type="checkbox"/> <b>Mitigation chart complete on File Checklist.</b>
<b>Disclosures</b>	<p><b>Add all faculty disclosures to this section:</b></p> <ul style="list-style-type: none"> <li>Arian Bethencourt Mirabal. M.D ., faculty for this educational 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.</li> </ul> <p><b>List all director, planner and reviewer disclosures in this section:</b></p> <ul style="list-style-type: none"> <li>Karel Fuentes, M.D., conference director of this educational 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.</li> </ul> <p><b>List non-faculty contributor disclosures in this section:</b></p> <ul style="list-style-type: none"> <li>Eduardo Cartin – Non-faculty contributors and others involved in the planning, development and editing/review of the content have no relevant financial relationships with ineligible companies* to disclose.</li> <li>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 with ineligible companies* to disclose.</li> </ul> <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>
<b>Disclosure to the audience:</b>	<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
<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective

<b>Evaluation Methods</b>	<i>Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.</i>
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<input checked="" type="checkbox"/> <b>Changes in competence.</b> <ul style="list-style-type: none"> <li>• Intent to change</li> <li>• Confidence in ability</li> </ul>	<input checked="" type="checkbox"/> <b>CME Evaluation Form</b> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> </ul> <input type="checkbox"/> <b>Pre/Post-Survey</b> <ul style="list-style-type: none"> <li>• <b>Provide 1-2 goals per lecture to measure changes in competence.</b>  <b>Example:</b> How confident are you in your ability to implement this/these strategy/ies: (list “pearls”)</li> </ul>
<input type="checkbox"/> <b>Changes in performance.</b> <ul style="list-style-type: none"> <li>• Commitment to Change</li> </ul> <p><b>Improves Performance Commendation Goal</b></p>	<input type="checkbox"/> <b>CME Impact Assessment include Commitment to Change question.</b> <input type="checkbox"/> <b>Add Commitment to Change Ethos object.</b> <input type="checkbox"/> Add commitment to change <b>evaluation</b> question. (CME Registrar) <input type="checkbox"/> Trigger <b>follow-up survey</b> 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"> <li>• <b>Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated.</b>  <b>Example:</b> I have implemented the new Baptist Health policy explained in this CME activity.</li> </ul>
<input type="checkbox"/> <b>Changes in patient outcomes.</b> 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.
<b>Describe outcomes assessment plan.</b>	

<b>Baptist Health Commendation Goals</b>	 <b>CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.</b>						
<input type="checkbox"/> <b>Advances Data Use</b> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<p><b>Use PowerPoint as example.</b></p>						
<input type="checkbox"/> <b>Addresses Population Health</b> Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> </ul>	<p><b>Check all that apply.</b></p> <table style="width: 100%; border: none;"> <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
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<input type="checkbox"/> <b>Collaborates With Other Organizations</b> The provider collaborates with other organizations to more effectively address population health issues.	<p><b>Describe the collaborative efforts.</b></p>						
<input type="checkbox"/> <b>Improves Performance</b> <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> </ul>	<p><b>See Evaluation Methods section for required elements.</b>  <b>Follow-up data is Required.</b></p>						

<input type="checkbox"/> <b>Improves Healthcare Quality</b> Collaborates in the process of healthcare quality improvement <b>AND</b> Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> <li>• <b>Examples: EBCC</b></li> </ul>	<b>Explain.</b>
<input type="checkbox"/> <b>Improves Patient and/or Community Health</b> 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"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> </ul>	<b>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</b>  <b>Explain.</b>
<input type="checkbox"/> <b>Optimizes Communication Skills</b> Designed to improve communication skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Sim Lab</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b>Optimizes Technical and/or Procedural Skills</b> Designed to optimize/improve technical and procedural skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Gamma Knife</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b>Utilizes Support Strategies</b> Providers that create, customize, or make available supplemental services that are <b>designed to reinforce or sustain change.</b> <ul style="list-style-type: none"> <li>• <b>Examples: WINKs, EthosCE follow-up emails, and/or resources such as online instructional material, apps</b></li> </ul>	<b>Explain.</b>  <input type="checkbox"/> <b>Sample supplemental materials saved to file.</b>
<input type="checkbox"/> <b>Demonstrates Educational Leadership</b> Implements an innovation that is new for the CME program <b>AND</b> the innovation contributes to the provider's ability to meet its mission.	<b>Explain.</b>

<b>Live Webinar Details</b> <i>For Internet Live Webinar Courses ONLY</i>	
<b>Panelists</b>	Insert names and email addresses. Arian Bethencourt Mirabal. M.D. <a href="mailto:arianbethencourt@gmail.com">arianbethencourt@gmail.com</a>
<b>Hosts</b>	Insert names and email addresses for at least one of these: <b><i>DG-Telepresence / CME Manager and Assistant / Host Department</i></b> Eduardo E. Cartin <a href="mailto:Eduardo.Cartin@baptisthealth.net">Eduardo.Cartin@baptisthealth.net</a> Elizabeth Maya <a href="mailto:elizabeth.maya001@gmail.com">elizabeth.maya001@gmail.com</a> Arlene C. Torres <a href="mailto:ArleneT@baptisthealth.net">ArleneT@baptisthealth.net</a>
<b>Zoom Account</b>	<input checked="" type="checkbox"/> <b>CME Zoom Account</b> <input type="checkbox"/> <b>Partner Zoom Account</b>
<b>Zoom Link</b>	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



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	Echocardiography and Noninvasive Vascular Testing Lecture Series: Duplex Evaluation of Ilio-caval Outflow Tract and Stents		
Date	July 12, 2023	Time	6:00 p.m. – 7:00 p.m.
Location – If Virtual, fill in Zoom info at the end	Live Zoom Webinar	Credit Hour(s)	1 Cat. 1
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience –	Cardiologists, vascular surgeons, interventional radiologists, echocardiography and noninvasive vascular testing specialists, nurses, sonographers, pharmacists, respiratory therapists.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. <b>* Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.</b>		
Course overview	Advanced duplex sonography technology has improved ilio-caval outflow tract imaging and allows more depth of penetration with enhanced image resolution. Grayscale, color, and spectral Doppler applications are ideal for evaluation of the femoral and ilio-caval outflow tract. This webinar will discuss the standards of performance protocols and diagnostic criteria used in the diagnosis of ilio-caval venous disease.		
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 &amp; FL  - <b>APA Checklist</b>  <input checked="" type="checkbox"/> Physician Assistant CE  <input checked="" type="checkbox"/> APRNs CE  <input type="checkbox"/> Dental CE  <input type="checkbox"/> Podiatry CE  <input type="checkbox"/> Interprofessional (IPCE)  <b>Commendation Engages Teams – See Planning Team section</b>  <input type="checkbox"/> MOC Points - <b>MOC Checklist / Self-assessment</b>  <input type="checkbox"/> Pediatrics - <b>Self-assessment</b> </div> <div style="width: 45%;"> <input type="checkbox"/> Anesthesia - <b>Lifelong Learning</b>  <input type="checkbox"/> Internal Medicine - <b>Medical Knowledge</b>  <input type="checkbox"/> Ophthalmology - <b>Lifelong Learning</b>  <input type="checkbox"/> Ophthalmology - <b>Self-assessment</b>  <input type="checkbox"/> Surgery - <b>Accredited CME</b>  <input type="checkbox"/> Surgery - <b>Self-assessment</b>  <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - <b>Self-Assessment</b>  <input type="checkbox"/> Pathology - <b>Lifelong Learning</b>  <input type="checkbox"/> Pediatrics - <b>Lifelong Learning</b> </div> </div>		
Providershship	<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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>CEBroker #</b>

Planning Team	
Conference Director(s)	Elliott Elias, M.D., Brian J. Schiro, M.D.
CME Manager	Katie Deane

Conference Coordinator and/or Instructional Designer (OLP only)	Muhammad Hasan, MBBch, RPVI
 <b>Commendation Goal:</b> <a href="#">Engages Interprofessional Teams/IPCE (10% of activities)</a>	List 2+ professions here. M.D. Required.

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 type="checkbox"/> Patient-centered care <input type="checkbox"/> Public health factors (See commendation.) <input type="checkbox"/> Removing redundancy – improving processes
<b>Collaborative Partner:</b>	Provide internal stakeholder here.
<b>Describe initiative:</b>	

Appropriate Formats	The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. <b>Check all that apply.</b>
<input type="checkbox"/> <a href="#">Live Course</a> <input type="checkbox"/> <a href="#">Regularly Scheduled Series</a> <input checked="" type="checkbox"/> <a href="#">Internet Live Course (Webinar)</a> <input type="checkbox"/> <a href="#">Internet Enduring Material</a>	<input type="checkbox"/> <a href="#">Journal CME/CE</a> <input type="checkbox"/> <a href="#">Manuscript Review</a> <input type="checkbox"/> <a href="#">Test-Item Writing</a> <input type="checkbox"/> <a href="#">Committee Learning</a> <input type="checkbox"/> <a href="#">Performance/Quality Improvement</a> <input type="checkbox"/> <a href="#">Internet Searching and Learning</a> <input type="checkbox"/> <a href="#">Learning from Teaching</a> <input type="checkbox"/> <a href="#">Other/Blended Learning</a>
<input checked="" type="checkbox"/> Didactic Lecture <input checked="" type="checkbox"/> Question & Answer <input type="checkbox"/> ARS <input type="checkbox"/> Case Studies	<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	<b>What practice-based problem (gap) will this education address?</b> 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. <b>External Resource: <a href="#">CE Educator's Toolkit</a></b>
State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.	Clinicians may not know how to incorporate protocols, techniques, and interpretation criteria to improve diagnostic accuracy of ilioacaval disease.
Educational needs that <u>underlie</u> the professional practice gaps of learners. <b>Check all that apply.</b>	<input checked="" type="checkbox"/> Knowledge - <b>Deficit in medical knowledge.</b> <input checked="" type="checkbox"/> Competence - <b>Deficit in ability to perform strategy or skill.</b> <input type="checkbox"/> Performance - <b>Able to implement but noncompliant or inconsistent.</b>

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"/> <b>Competence - CME evaluation and pre/post-survey.</b> <input type="checkbox"/> <b>Performance - Follow-up impact assessment and commitment to change.</b> <input type="checkbox"/> <b>Patient Outcomes - Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</b>


Explain how this activity is designed to change learner competence, performance or patient outcomes.	Clinicians appropriately apply the performance protocols and diagnostic criteria to improve diagnostic accuracy of ilioacaval disease.
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Competencies	The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).	
<a href="#">ABMS/ACGME</a>	<input checked="" type="checkbox"/> Patient care and procedural skills <input checked="" type="checkbox"/> Medical knowledge <input type="checkbox"/> Practice-based learning and improvement	<input type="checkbox"/> Interpersonal and communication skills <input checked="" type="checkbox"/> Professionalism <input type="checkbox"/> Systems-based practice
<a href="#">Institute of Medicine</a>	<input type="checkbox"/> Provide patient-centered care <input 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
<a href="#">Interprofessional Education Collaborative</a>	<input type="checkbox"/> Values/ethics for interprofessional practice <input checked="" type="checkbox"/> Roles/responsibilities	<input type="checkbox"/> Interprofessional communication <input type="checkbox"/> Teams and teamwork

Educational Objectives	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...
<b>Objectives:</b>	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> <li>Describe the anatomy, physiology, pathophysiology and general approach for ilioacaval disease management.</li> <li>Recognize the sonographic signs of proximal ilioacaval obstruction.</li> <li>Demonstrate confidence to incorporate protocols, techniques, and interpretation criteria to improve diagnostic accuracy of ilioacaval disease.</li> </ul>

References	Ensure Content is Valid	
<b>How are educational needs identified?</b> <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 type="checkbox"/> Process improvement initiatives
<input type="checkbox"/> Other need identified. <i>Please explain.</i>		
<b>Baptist Health Quantitative Data</b>	Insert baseline chart or narrative here.	

<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• <b>Provide evidence-based, peer reviewed references supporting best practice guidelines.</b></li> <li>• <b>APA Citations should be no older than 10 years old.</b></li> </ul>	<p>Sloves, J., &amp; Almeida, J. I. (2018). Venous duplex ultrasound protocol for ilio caval disease. <i>Journal of Vascular Surgery: Venous and Lymphatic Disorders</i>, 6(6), 748-757.</p> <p>Neglén, P. (2013). Intravascular Ultrasound for Venous Stenting and Inferior Vena Cava Filter Insertion. <i>Noninvasive Vascular Diagnosis: A Practical Guide to Therapy</i>, 529-542.</p> <p>Sloves, J. M., &amp; Almeida, J. I. (2020). Basics of femoral and ilio caval imaging and stent evaluation. In <i>Venous Ultrasound</i> (pp. 133-154). CRC Press.</p>
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Faculty	
<p><b>Faculty List</b></p> <p><b>For more than two (2) faculty members, include the list at end of application.</b></p>	<div style="text-align: center;">  <p><b>Adam R. Geronemus, M.D.</b>            Diagnostic Radiology, Vascular Interventional Radiology            Miami Cardiac &amp; Vascular Institute            Baptist Health Quality Network</p> </div>

<b>Disclosure Statement</b>	<p style="text-align: center;"><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></p>
<b>Mitigation Chart</b>	<p><input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.</p>
<b>Disclosures</b>	<p><b>Add all faculty disclosures to this section:</b></p> <p><b>Adam R. Geronemus, M.D.</b>, speaker at this educational activity, has no relevant financial relationships with ineligible companies to disclose, and his presentation will not include discussion of off-label or unapproved usage.</p> <p><b>Elliott J. Elias, M.D.</b>, co-conference director of this educational activity, disclosed that he is a member of the speakers’ bureau for Abbott Laboratories, Boston Scientific, Philips Healthcare and Bioventrix. All of the relevant financial relationships listed for this individual have been mitigated.</p> <p><b>Brian J. Schiro, M.D.</b>, co-conference director of this educational activity, disclosed that he is a consultant for Philips Medical and a member of the speakers’ bureau for Philips Medical, Medtronic, Penumbra and Sirtex. All of the relevant financial relationships listed for this individual have been mitigated.</p> <p><b>Mohammad Hasan, MBBch, RPVI</b>, moderator for this educational activity, has no relevant financial relationships with ineligible companies to disclose, and his participation will not include discussion of off-label or unapproved usage.</p> <p>Other non-faculty contributors involved in the planning, development and editing/review of the content have no relevant financial relationships to disclose.</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>
<b>Disclosure to the audience:</b>	<p> <input checked="" type="checkbox"/> Ethos Course Page    <input checked="" type="checkbox"/> Welcome Slides    <input checked="" type="checkbox"/> Faculty Slides    <input type="checkbox"/> Handout  <input type="checkbox"/> Other: </p>



Measured Outcomes				
Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health
<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <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"/> <b>Changes in competence.</b> <ul style="list-style-type: none"> <li>Intent to change</li> <li>Confidence in ability</li> </ul>	<input checked="" type="checkbox"/> <b>CME Evaluation Form</b> <ul style="list-style-type: none"> <li>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?</li> <li>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.</li> </ul> <input checked="" type="checkbox"/> <b>Pre/Post-Survey</b> <ul style="list-style-type: none"> <li>How confident are you in your ability to implement these strategies? <ul style="list-style-type: none"> <li>Utilize performance protocols and diagnostic criteria to improve diagnostic accuracy of iliocaval disease.</li> </ul> </li> </ul>
<input type="checkbox"/> <b>Changes in performance.</b> <ul style="list-style-type: none"> <li>Commitment to Change</li> </ul> <p style="color: green; font-weight: bold;">Improves Performance Commendation Goal</p>	<input type="checkbox"/> <b>CME Impact Assessment include Commitment to Change question.</b> <input type="checkbox"/> <b>Add Commitment to Change Ethos object.</b> <input type="checkbox"/> Add commitment to change question to <b>evaluation.</b> (LMS Support (Live Activity)/Course Builder (OLP). <input type="checkbox"/> Trigger <b>impact assessment</b> 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"> <li><b>Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated.</b>  <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.</li> </ul> <p>As a result of completing this online course on essential COVID resources, what changes did you commit to changing in your practice? <b>{Open text}</b></p> <p>Based on your intention, what changes have you implemented in your practice? <b>{Open text}</b></p>
<input type="checkbox"/> <b>Changes in patient outcomes.</b> 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.
<b>Describe outcomes assessment plan.</b>	

<input type="checkbox"/> <b>Advances Data Use</b> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<i>Use PowerPoint as example.</i>
<input type="checkbox"/> <b>Addresses Population Health</b> Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> <li>• <b>Goal: 8 activities</b></li> </ul>	<i>Check all that apply.</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Health behaviors  <input type="checkbox"/> Economic, social, and environmental conditions  <input type="checkbox"/> Healthcare and payer systems </div> <div style="width: 45%;"> <input type="checkbox"/> Access to care  <input type="checkbox"/> Health disparities  <input type="checkbox"/> Population’s physical environment </div> </div>
<input type="checkbox"/> <b>Collaborates With Other Organizations</b> The provider collaborates with other organizations to more effectively address population health issues. (4 different samples per accreditation)	<i>Describe the collaborative efforts.</i>
<input type="checkbox"/> <b>Improves Performance</b> <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> <li>• <b>Compliance example:</b> 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.</li> </ul>	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>
<input type="checkbox"/> <b>Improves Healthcare Quality</b> Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> <li>• <b>Examples: EBCC</b></li> </ul>	<i>Explain.</i>
<input type="checkbox"/> <b>Improves Patient and/or Community Health</b> 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"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> </ul>	<i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i>  <i>Explain.</i>

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

<b>Live Webinar Details</b> <i>For Internet Live Webinar Courses ONLY</i>	
<b>Panelists</b>	<b>Speaker:</b> Adam R. Geronemus, M.D. – <a href="mailto:adamrg@baptisthealth.net">adamrg@baptisthealth.net</a> – Cell: <b>Moderator:</b> Muhammad Hasan, MBBch, RPVI – <a href="mailto:mhasan@baptisthealth.net">mhasan@baptisthealth.net</a> – Cell: 305-788-2202/Ascom – 786-594-9922 <b>Panelist:</b> Brian J. Schiro, M.D. – <a href="mailto:briansc@baptisthealth.net">briansc@baptisthealth.net</a> – Cell: 786-478-1745 <b>Panelist:</b> Elliott Elias, M.D. – <a href="mailto:ElliottE@baptisthealth.net">ElliottE@baptisthealth.net</a> – Cell: 954-214-6977
<b>Hosts</b>	Insert names and email addresses for at least one of these: <b>Katie Deane</b> – <a href="mailto:katied@baptisthealth.net">katied@baptisthealth.net</a> – Cell: 305-790-1148 <b>Micaela B. Royo Correa</b> - <a href="mailto:micaela.royocorrea@baptisthealth.net">micaela.royocorrea@baptisthealth.net</a> – Cell: 786-250-9083
<b>Zoom Account</b>	<input checked="" type="checkbox"/> CME Zoom Account <input type="checkbox"/> Partner Zoom Account
<b>Zoom Link</b>	Insert link here.

## 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



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			
<b>CME Activity Title</b>	40 <sup>th</sup> Annual Echocardiography and Structural Heart Symposium		
<b>Date</b>	September 29 & 30, 2023	<b>Time</b>	<b>See attached Schedule</b>
<b>Location – If Virtual, fill in Zoom info at the end</b>	Loews Coral Gables Hotel 2950 Coconut Grove Dr Coral Gables, FL 33134	<b>Credit Hour(s)</b>	TBD13.5 Cat. 1 Sept. 29 = 7 Sept. 30 = 6.5
<b>Charge</b>	<input checked="" type="checkbox"/> Yes Physicians: \$475 BHSF Employees \$110 Other: \$280 Physicians-in-training: \$110** Students: \$110 <i>Early Bird Registration: 20% discount June 1<sup>st</sup> – July 30<sup>th</sup>. Cannot be combined with any other offers.</i> <i>Groups of 3 or more are eligible for a 20% discount</i> <i>*International physicians are eligible for a 20% discount.</i> <i>**Registration must be accompanied by a letter from the Fellowship/Residency Director.</i>  <input type="checkbox"/> No	<b>SMS Code:</b>	
<b>Target Audience –</b> <ul style="list-style-type: none"> <li><b>Mental and behavioral health topic(s) required for all symposiums.</b></li> </ul>	Cardiologists, vascular surgeons, interventional radiologists, anesthesiologists, emergency medicine physicians, critical care physicians, echocardiography and noninvasive vascular testing specialists, nurses, sonographers, pharmacists, respiratory therapists.		
<b>Commercial Support – C8</b>	<input checked="" type="checkbox"/> Monetary or In-kind received by Foundation. <b>* Notify CME Business Ops Specialist and CME Development Specialist.</b> <b>LOA signed and dated by all parties is required.</b>		

**Course overview**



As valvular heart disease and structural heart treatments become more integral within cardiology, providers will rely on the diagnosis and treatment of disease using transcatheter/nonsurgical therapy.

The 40th Annual Echocardiography and Structural Heart Symposium will include important topics that focus on current guidelines for the evaluation of core issues within echocardiography, such as cardiac structure, cardiac function and hemodynamics assessment.

In addition, the internationally renowned faculty will address the latest developments, cutting-edge technologies and future directions of structural heart disease assessment, treatment options and advanced cardiac imaging.


These discussions will include advanced echocardiography imaging techniques (3-D, Strain, CT and TEE) and valve repair approaches (TAVR, Transcatheter Edge-to-Edge Repair (TEER), left atrial appendage occlusion devices, paravalvular closure and alcohol septal ablation). Treatment focus will be on aortic, mitral and tricuspid valves and interatrial septum valvular heart disease, as well as specific patient populations, including those with cancer, atrial fibrillation, valvular heart disease and hypertrophic cardiomyopathy. Current controversies speak to indications and contraindications for various diagnostic and treatment approaches.

This year's expanded focus will be of special interest to sonographers, anesthesiologists, cardiologists, ED physicians, critical care physicians and medical professionals interested in echocardiography and the newest advances in diagnosis and treatment of structural heart disease.

<b>Credit Type</b>	<input checked="" type="checkbox"/> AMA PRA Category 1	<input type="checkbox"/> Anesthesia - <b>Lifelong Learning</b>
	<input type="checkbox"/> Psychology - APA & FL  - <b>APA Checklist</b>	<input type="checkbox"/> Internal Medicine - <b>Medical Knowledge</b>
	<input checked="" type="checkbox"/> Physician Assistant CE	<input type="checkbox"/> Ophthalmology - <b>Lifelong Learning</b>
	<input checked="" type="checkbox"/> APRNs CE	<input type="checkbox"/> Ophthalmology - <b>Self-assessment</b>
	<input type="checkbox"/> Dental CE	<input type="checkbox"/> Surgery - <b>Accredited CME</b>
	<input type="checkbox"/> Podiatry CE	<input type="checkbox"/> Surgery - <b>Self-assessment</b>
	<input type="checkbox"/> Interprofessional (IPCE)  <b>Commendation Engages Teams – See Planning Team section</b>	<input type="checkbox"/> Otolaryngology – Head and Neck Surgery - <b>Self-Assessment</b>
	<input type="checkbox"/> MOC Points - <b>MOC Checklist / Self-assessment</b>	<input type="checkbox"/> Pathology - <b>Lifelong Learning</b>
	<input type="checkbox"/> Pediatrics - <b>Self-assessment</b>	<input type="checkbox"/> Pediatrics - <b>Lifelong Learning</b>

<b>Providership</b>	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	<b>PARS ID #</b>	
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<b>Publish to CME Passport</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Publish to CEBroker</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>CEBroker #</b>	
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Planning Team	
<b>Conference Director(s)</b>	Elliot Elias, M.D., Damian Chaupin, M.D.
<b>CME Manager</b>	Katie Deane
<b>Conference Coordinator and/or Instructional Designer (OLP only)</b>	
 <b>Commendation Goal:</b> <u>Engages Interprofessional Teams/IPCE (10% of activities)</u>	List 2+ professions here. M.D. Required.

**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 type="checkbox"/> Patient-centered care <input type="checkbox"/> Public health factors (See commendation.) <input type="checkbox"/> Removing redundancy – improving processes
<b>Collaborative Partner:</b>	Intersocietal Accreditation Commission (IAC) Education requirement for physicians and sonographers affiliated with accreditation echo lab.
<b>Describe initiative:</b>	The BHSF CME Dept. offers this course in order that our physicians and sonographers affiliated with our echo labs receive the required education. We work closely with cardiothoracic surgery, radiology and structural interventionists.

<b>Appropriate Formats</b>	<i>The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. <b>Check all that apply.</b></i>	
<input checked="" type="checkbox"/> <a href="#">Live Course</a> <input type="checkbox"/> <a href="#">Regularly Scheduled Series</a> <input type="checkbox"/> <a href="#">Internet Live Course (Webinar)</a> <input type="checkbox"/> <a href="#">Internet Enduring Material</a>	<input type="checkbox"/> <a href="#">Journal CME/CE</a> <input type="checkbox"/> <a href="#">Manuscript Review</a> <input type="checkbox"/> <a href="#">Test-Item Writing</a> <input type="checkbox"/> <a href="#">Committee Learning</a>	<input type="checkbox"/> <a href="#">Performance/Quality Improvement</a> <input type="checkbox"/> <a href="#">Internet Searching and Learning</a> <input type="checkbox"/> <a href="#">Learning from Teaching</a> <input type="checkbox"/> <a href="#">Other/Blended Learning</a>
<input checked="" type="checkbox"/> Didactic Lecture <input checked="" type="checkbox"/> Question & Answer <input type="checkbox"/> ARS <input checked="" type="checkbox"/> Case Studies	<input checked="" 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)
<b>Educational Needs</b>	<b>What practice-based problem (gap) will this education address?</b> <i>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.</i> <b>External Resource: <a href="#">CE Educator's Toolkit</a></b>	
<b>State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.</b>	Echocardiography and the newest advances in the diagnosis and treatment of structural heart disease are rapidly evolving modalities for more complex procedures. Physicians and sonographers need regular education to keep up with this pace and provide optimal patient care.	
<b>Educational needs that underlie the professional practice gaps of learners. <i>Check all that apply.</i></b>	<input checked="" type="checkbox"/> <b>Knowledge - <i>Deficit in medical knowledge.</i></b> <input checked="" type="checkbox"/> <b>Competence - <i>Deficit in ability to perform strategy or skill.</i></b> <input checked="" type="checkbox"/> <b>Performance - <i>Able to implement but noncompliant or inconsistent.</i></b>	

<b>Designed to Change</b>	<i>The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.</i>	
<b>This activity is designed to change:</b>	<input checked="" type="checkbox"/> <b>Competence - <i>CME evaluation and pre/post-survey.</i></b> <input checked="" type="checkbox"/> <b>Performance - <i>Follow-up impact assessment and commitment to change.</i></b> <input type="checkbox"/> <b>Patient Outcomes - <i>Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</i></b>	
<b>Explain how this activity is designed to change learner competence, performance or patient outcomes.</b>	Physicians and Sonographers will competently utilize state-of-the-art echocardiography and the newest advances in diagnosis and treatment of structural heart disease to provide high-quality procedures that are safer, faster, improve patient outcomes, and allow physicians to treat an increasing complex group of patients.	

Competencies	The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).	
<a href="#">ABMS/ACGME</a>	<input checked="" type="checkbox"/> Patient care and procedural skills <input checked="" type="checkbox"/> Medical knowledge <input type="checkbox"/> Practice-based learning and improvement	<input type="checkbox"/> Interpersonal and communication skills <input type="checkbox"/> Professionalism <input type="checkbox"/> Systems-based practice
<a href="#">Institute of Medicine</a>	<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
<a href="#">Interprofessional Education Collaborative</a>	<input type="checkbox"/> Values/ethics for interprofessional practice <input checked="" type="checkbox"/> Roles/responsibilities	<input type="checkbox"/> Interprofessional communication <input type="checkbox"/> Teams and teamwork

Educational Objectives	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...
<b>Objectives:</b>	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> <li>• Utilize a multidisciplinary structural heart team approach to diagnose and treat structural heart disease.</li> <li>• Recognize the echocardiographic presentation and application of advanced imaging in patients with valvular heart disease and atrial fibrillation, including hypertrophic cardiomyopathy.</li> <li>• Demonstrate the utility of multimodality imaging in hypertrophic cardiomyopathy and workup for left atrial appendage and valvular heart disease.</li> <li>• Assess and apply a comprehensive approach when managing the aortic, mitral and tricuspid valves and the interatrial septum, utilizing basic and advanced imaging techniques to identify and guide the treatment of valvular heart disease.</li> <li>• Utilize current evidence-based clinical data in TAVR, TMVR, TEER, LAA occluder devices, paravalvular leak and alcohol septal ablation to optimize treatment.</li> <li>• Demonstrate the management and utility of transesophageal and 3-D imaging in the cardiac catheterization lab to guide structural heart procedures.</li> <li>• Further define the tricuspid valve anatomy and function and describe the implications for treatment of tricuspid regurgitation using transcatheter therapy.</li> <li>• Avoid common pitfalls in imaging patients in cardio-oncology, hypertrophic cardiomyopathy and structural heart disease.</li> <li>• Define protocols that can assess valvular heart disease after intervention.</li> </ul>

References	Ensure Content is Valid	
<b>How are educational needs identified?</b> <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 checked="" 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 checked="" 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 type="checkbox"/> Process improvement initiatives
<input type="checkbox"/> Other need identified. <i>Please explain.</i>		
<b>Baptist Health Quantitative Data</b>	Insert baseline chart or narrative here.	



**References:**

- **Provide evidence-based, peer reviewed references supporting best practice guidelines.**
- **APA Citations should be no older than 10 years old.**

- With the aging of the world's population, there has been a parallel growth of valvular heart disease. The development and establishment of less-invasive transcatheter aortic valve replacement (TAVR) has provided a different framework to approach these patients through a multi-disciplinary heart team for planning and treatment. Within this context of continued expansion of devices and procedures, there has been increased demand for physicians with specific procedural-based skills and advanced cardiac imaging training in both echocardiography and cardiac computed tomography. (Cavalcante, J. L., & Wang, D. D. (2018). Structural heart interventional imagers-The new face of cardiac imaging. *Arquivos brasileiros de cardiologia*, 111(5), 645-647.)
- IACA Adult Echocardiography Accreditation Standards  
IAC Standards and Guidelines for Adult Echocardiography Accreditation (published May 15, 2021 / effective November 15, 2021)  
Comment: In addition to the initial qualifications, physicians must meet Ongoing Practice Experience and Continuing Medical Education Requirements as defined by the Standards outlined in this document.  
Intersocietal Accreditation Commission. (2017). IAC standards and guidelines for adult echocardiography accreditation. Available at: Accessed December, 3. (<https://intersocietal.org/wp-content/uploads/2021/07/IACAdultEchocardiographyStandards2021.pdf>)

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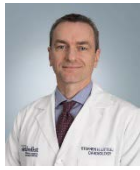


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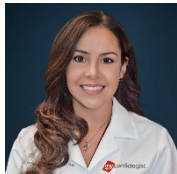
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**Ana Victoria Soto-Quintela, M.D., FACC, FASE**  
 Insert title

<b>Disclosure Statement</b>	<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>
<b>Mitigation Chart</b>	<input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.

<b>Disclosures</b>	<p><b>Add all faculty disclosures to this section:</b></p> <ul style="list-style-type: none"> <li>Nadira Hamid, M.D., Stephen H. Little, M.D., Bernardo Lopez Sanabria, M.D, Orlando Santana, RDCS, and <b>Ana Victoria Soto-Quintela, M.D.</b>, 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.</li> <li>Eli Friedman, M.D., faculty for this educational activity, is on the speakers' bureau for VizAi, and has indicated that the presentation or discussion will not include off-label or unapproved product usage.</li> <li>Omar Khaliq, M.D., faculty for this educational activity, is a consultant for Cardiac Implants, Edwards Lifesciences and Abbott Laboratories, and has indicated that the presentation or discussion will not include off-label or unapproved product usage.</li> <li>Nish Patel, M.D., faculty for this educational activity, is on the speakers' bureau for Abbott, Edwards Lifesciences and Medtronic, has stock options for Neovasc and Opsens, and is a proctor for Edwards Lifesciences and Medtronic. He has indicated that the presentation or discussion will not include off-label or unapproved product usage.</li> <li>Ramon Quesada, M.D., faculty for this educational activity, is a researcher for Abbott Laboratories and Boston Scientific, and a consultant and a speaker for Abbott Laboratories, Boston Scientific and Zoll. He has indicated that the presentation or discussion will not include off-label or unapproved product usage.</li> <li>Muhamed Saric, M.D., Ph.D., faculty for this educational activity, is on the speakers' bureau for Abbott Laboratories, Boston Scientific and Medtronic, and has indicated that the presentation or discussion will not include off-label or unapproved product usage.</li> <li>All of the relevant financial relationships listed for these individuals have been mitigated.</li> </ul> <p><b>List all director, planner and reviewer disclosures in this section:</b></p> <ul style="list-style-type: none"> <li>Damian Chaupin, M.D., co-director and faculty for this activity, has no relevant financial relationships with ineligible companies* to disclose.</li> <li>Elliott Elias, M.D., co-director and faculty for this activity, has no relevant financial relationships with ineligible companies* to disclose.</li> </ul> <p><b>List non-faculty contributor disclosures in this section:</b></p> <ul style="list-style-type: none"> <li>Non-faculty contributors and others involved in the planning, development and editing/review of the content have no relevant financial relationships with ineligible companies* to disclose.</li> </ul> <p>*Ineligible companies — Companies whose primary business is producing, marketing, selling, re-selling or distributing healthcare products used by or on patients.</p>
<b>Disclosure to the audience:</b>	<input checked="" type="checkbox"/> Ethos Course Page <input checked="" type="checkbox"/> Welcome Slides <input checked="" type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

Measured Outcomes				
Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health
<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <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"/> <b>Changes in competence.</b> <ul style="list-style-type: none"> <li>• Intent to change</li> <li>• Confidence in ability</li> </ul>	<input checked="" type="checkbox"/> <b>CME Evaluation Form</b> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> </ul> <input checked="" type="checkbox"/> <b>Pre/Post-Survey</b> <ul style="list-style-type: none"> <li>• How confident are you in your ability to implement this strategy? <ul style="list-style-type: none"> <li>○ Competently utilize state-of-the-art echocardiography in the diagnosis and treatment of valvular and structural heart disease.</li> </ul> </li> </ul>
<input checked="" type="checkbox"/> <b>Changes in performance.</b> <ul style="list-style-type: none"> <li>• Commitment to Change</li> </ul> <p><b>Improves Performance Commendation Goal</b></p>	<input checked="" type="checkbox"/> <b>CME Impact Assessment include Commitment to Change question.</b> <input checked="" type="checkbox"/> <b>Add Commitment to Change Ethos Object.</b> <input type="checkbox"/> Add Commitment to Change question to <b>evaluation</b> . (LMS Support (Live Activity)/Course Builder (OLP). <input type="checkbox"/> Trigger <b>Impact Assessment</b> 45 days post-conference. (LMS Support) <input type="checkbox"/> Include handout or resource in follow-up email. (CME Manager/Course Builder) <input checked="" type="checkbox"/> Additional questions for Impact Assessment: (CME Manager) <ul style="list-style-type: none"> <li>• <b>Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated.</b></li> <li>• I have utilized a multidisciplinary structural heart team approach to diagnose and treat structural heart disease.</li> <li>• I have utilized multimodality imaging in hypertrophic cardiomyopathy and workup for left atrial appendage and in valvular heart disease.</li> <li>• I have implemented a comprehensive approach when managing the valvular heart disease utilizing basic and advanced imaging techniques.</li> <li>• I have accessed current evidence-based clinical data in order to optimize treatment for valvular heart disease.</li> </ul> <p>As a result of attending this symposium on essential valvular heart disease and structural heart treatments, what changes did you commit to make in your practice? <b>{Open text}</b></p> <p>Based on your intention, what changes have you implemented in your practice? <b>{Open text}</b></p>
<input type="checkbox"/> <b>Changes in patient outcomes.</b> 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.
<b>Describe outcomes assessment plan.</b>	

**Baptist Health  
Commendation Goals**



*CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.*

<input type="checkbox"/> <b>Advances Data Use</b> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<i>Use PowerPoint as example.</i>						
<input type="checkbox"/> <b>Addresses Population Health</b> Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> <li>• <b>Goal: 8 activities</b></li> </ul>	<i>Check all that apply.</i> <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"/> <b>Collaborates With Other Organizations</b> The provider collaborates with other organizations to more effectively address population health issues. (4 different samples per accreditation)	<i>Describe the collaborative efforts.</i>						
<input checked="" type="checkbox"/> <b>Improves Performance</b> <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> <li>• <b>Compliance example:</b> 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.</li> </ul>	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>						
<input type="checkbox"/> <b>Improves Healthcare Quality</b> Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> <li>• <b>Examples: EBCC</b></li> </ul>	<i>Explain.</i>						
<input type="checkbox"/> <b>Improves Patient and/or Community Health</b> 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"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> </ul>	<i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i>  <i>Explain.</i>						

<input type="checkbox"/> <b>Optimizes Communication Skills</b> Designed to improve communication skills of learners. • <b>Example: Sim Lab</b>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b>Optimizes Technical and/or Procedural Skills</b> Designed to optimize/improve technical and procedural skills of learners. • <b>Example: Gamma Knife</b>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b>Utilizes Support Strategies</b> Providers that create, customize, or make available supplemental services that are <b>designed to reinforce or sustain change.</b> • <b>Examples: WINKs, EthosCE follow-up emails, and/or resources such as online instructional material, apps</b> • <b>Strategies must be assessed by CME provider and document updates/ changes based on learner feedback</b>	<b>Explain.</b> <input type="checkbox"/> <b>Sample supplemental materials saved to file.</b> - Include Impact Assessment results and CME Provider analysis of learner comments. - Add updates/ changes to resources based on learner feedback.
<input type="checkbox"/> <b>Demonstrates Educational Leadership</b> Implements an innovation that is new for the CME program AND the innovation contributes to the provider's ability to meet its mission.	<b>Explain.</b>

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"/> ___ AMA PRA Category 1 Credits <input type="checkbox"/> ___ APA Approval Level: _____ <input type="checkbox"/> ___ Dental Approval <input type="checkbox"/> ___ Podiatry Approval



Echocardiography and Structural Heart Symposium, September 29 & 30		FACULTY
FRIDAY, September 29 (7 Cat. 1)		
6:30 AM	Registration, Continental Breakfast and Visit Exhibits	
7:15 AM	<i>Welcome and Opening Remarks</i>	Barry Katzen, M.D.
Aortic Stenosis		Moderator: Elliott J. Elias, M.D., MPH
7:30 AM	Introduction to Valvular Heart Disease and Updates on the Guidelines	Linda D. Gillam, M.D., MPH
7:45 AM	Sonographers corner: Evaluating aortic stenosis	Orlando Santana, RDCS
8:00 AM	Back to Basics for Aortic Stenosis and More	Elliott Elias, M.D., MPH
8:15 AM	Evaluating Low-Gradient Aortic Stenosis and Outcomes for TAVR vs. SAVR	Linda D. Gillam, M.D., MPH
8:30 AM	What's Involved in the TAVR Workup?	Omar Khalique, M.D.
8:45 AM	Imaging Post-TAVR	Muhamed Saric, M.D., Ph.D.
9:00 AM	Case Presentation: A difficult Decision of TAVR vs. SAVR for My Patient	Bernardo Lopez Sanabria, M.D.
9:20 AM	<i>Panel Discussion with Question-and-Answer Session</i>	
9:35 AM	<i>Break and Visit Exhibits</i>	
Evaluation of Prosthetic Heart Valves		Moderator: Elliott Elias, M.D., MPH
10:05 AM	Introduction to Prosthetic Heart Valves: Form, Function and type	Nadira Hamid, M.D.
10:20 AM	Introduction and Evaluation of Prosthetic Heart Valves: Form and Function	Linda D. Gillam, M.D., MPH
10:35 AM	Case presentation: Aortic Valve-in-Valve	Ramon Quesada, M.D.
10:50 AM	Clinical Conundrum: Is It Pathologic Obstruction vs. Patient Prosthesis Mismatch of the Aortic Valve?	Muhamed Saric, M.D., Ph.D.
11:05 AM	Should I Treat Asymptomatic Severe Valvular Heart Disease Stage C?	Linda D. Gillam, M.D., MPH
11:20 AM	<i>Panel Discussion with Question-and-Answer Session</i>	
11:50 AM	<i>Lunch and Visit Exhibits</i>	<i>Potential Product Theater</i>
Learning From the Experts on Valve Disease and How They Treat and Image It		Moderator: Elliott Elias, M.D., MPH
1:20 PM	TAVR for aortic regurgitation	Bernardo Lopez Sanabria, M.D.
1:35 PM	Role of CMR in MR and Aortic Regurgitation	Omar Khalique, M.D.

1:50 PM	Aortic Regurgitation and Upcoming Transcatheter Treatment	Nadira Hamid, M.D.
2:05 PM	Prosthetic Assessment for Mitral Stenosis and Mitral Regurgitation	Nadira Hamid, M.D.
2:20 PM	<i>Panel Discussion with Question-and-Answer Session</i>	
2:35 PM	<i>Break and Visit Exhibits</i>	
Building on the Basics of Echo with Advanced Imaging		Moderator: Elliott Elias, M.D., MPH
3:05 PM	Strain without Stress: An Challenging Case in Cardio Oncology	TBD
3:15 PM	When and How to Use 3D/4D Imaging	TBD
3:30 PM	Essential TEE Views and How They Relate to the Sonographer	Elliott Elias, M.D., MPH, MPH
3:45 PM	<i>Panel Discussion with Question-and-Answer Session</i>	
Multimodality Imaging for the Diagnosis and Treatment of Structural Heart Disease		Moderator: Elliott Elias, M.D., MPH
4:05 PM	Case presentation - cardiac shunt	Nish Patel, M.D.
4:15 PM	Imaging and Treatment of Cardiac Shunts (ASD/VSD/PFO)	Muhamed Saric, M.D., Ph.D.
4:30 PM	Case presentation - Hypertrophic Cardiomyopathy	Eli Friedman, M.D.
4:45 PM	Hypertrophic Cardiomyopathy and the Benefits of ETOH Ablations	Muhamed Saric, M.D., Ph.D.
4:55 PM	An Interesting Case of Constrictive vs. Restrictive Heart Disease	TBD
5:05 PM	<i>Panel Discussion with Question-and-Answer Session</i>	
5:15 PM	<i>Adjourn</i>	
Saturday, September 30 – 6.5 Cat. 1 Credits		
6:30 AM	Registration, Continental Breakfast and Visit Exhibits	
7:15 AM	Welcome and Introductions	Elliott Elias, M.D., MPH, Damian Chaupin, M.D.
Mitral Valvular Disease Regurgitation and Right Heart Disease		Moderator: Elliott Elias, M.D., MPH
7:30 AM	Sonographer's corner: Evaluating Mitral Regurgitation	TBD
7:45 AM	Assessing Mitral Regurgitation	Stephen H. Little, M.D.
8:00 AM	My Toughest and Most Interesting Cases of TEER	TBD
8:15 AM	Imaging for TEER and Transcatheter Mitral Valve Replacement (TMVR)	Stephen H. Little, M.D.
8:30 AM	My Toughest and Most Interesting Cases of TMVR	Bernardo Lopez Sanabria, M.D.
8:40 AM	<i>Panel Discussion with Question-and-Answer Session</i>	
8:55 AM	<i>Break and Visit Exhibits</i>	

9:25 AM	An Update on Mental Health and Imaging	Orlando Santana, RDCS
Advanced Imaging		Moderator: Damian Chaupin, M.D.
9:35 AM	Evaluation of Mitral Stenosis	Elliott Elias, M.D., MPH
9:45 AM	An Introduction to TMVR	Omar Khalique, M.D.
10:0 0 AM	Role of ICE in Transcatheter Therapy? Remove lecture?	Muhamed Saric, M.D., Ph.D.
10:1 5 AM	How Do I Quantify Valvular Heart Disease (PISA, Continuity, Planimetry, Regurgitant Fraction, Percentage)?	Elliott Elias, M.D., MPH
10:3 0 AM	Endocarditis on the Native Valve and Prosthetic Valves and When to Send for Surgery	Muhamed Saric, M.D., Ph.D.
10:4 5 AM	Will Artificial Intelligence Replace the Clinical Echocardiographer?	Damian Chaupin, M.D.
10:5 5 AM	<i>Panel Discussion with Question-and-Answer Session</i>	
11:1 0 AM	<i>Lunch and Visit Exhibits</i>	<i>Potential Product Theater</i>
Back To Basics Rapid-Fire		Moderator: Damian Chaupin, M.D.
12:4 0 PM	Contrast Echo and case examples	TBD
12:5 5 PM	Diastology	TBD
1:10 PM	Cardiac chamber assessment and normal values	TBD
1:25 PM	Echo Assessment in the Setting of Pulmonary Emboli	Ana Victoria Soto-Quintela, M.D.
1:40 PM	Stress echo in valve disease	TBD
Tricuspid		Moderator: Damian Chaupin, M.D.
1:55 PM	Sonographer's corner: Evaluating Tricuspid Regurgitation	TBD
2:10 PM	Assessing the Right Ventricle	TBD
2:25 PM	Anatomy and Echo Imaging of Tricuspid Valve	Nadira Hamid, M.D.
2:40 PM	CT planning for Tricuspid valve interventions	Omar Khalique, M.D.
2:55 PM	How Do I Evaluate Treat and Think About Transcatheter Treatment for Tricuspid Regurgitation	TBD
3:10 PM	My Toughest and Most Interesting Cases of Tricuspid Clip	Ramon Quesada, M.D.
3:20 PM	TEER for TR and an Update on Transcatheter Therapy and Data for Tricuspid Regurgitation	Stephen H. Little, M.D.
3:35 PM	<i>Panel Discussion with Question-and-Answer Session</i>	



3:50 PM	<i>Panel Discussion with Question-and-Answer Session</i>	
4:00 PM	Closing Remarks	Elliott Elias, M.D., MPH, Damian Chaupin, M.D.
4:05 PM	<i>Adjourn</i>	




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			
<b>CME Activity Title</b>	2023 MCI Oncology Rehabilitation Symposium: Restoring Function and Improving Quality of Life for Cancer Survivors: A Multidisciplinary Perspective		
<b>Date</b>	09/09/2023	<b>Time</b>	8am to 3:45pm
<b>Location – If Virtual, fill in Zoom info at the end</b>	Virtual	<b>Credit Hour(s)</b>	6.5 Cat. 1
<b>Charge</b>	<input checked="" type="checkbox"/> Yes _ Up to July 31st;  Registration Fees Baptist Health South Florida Employee Rate: \$80 Standard Rate: \$120 Student Rate: \$29_  August 1st;  Registration Fees Baptist Health South Florida Employee Rate: \$99 Standard Rate: \$149 Student Rate: \$49 _____ <input type="checkbox"/> No	<b>SMS Code:</b>	
<b>Target Audience –</b> <ul style="list-style-type: none"> <li><b>Mental and behavioral health topic(s) required for all symposiums.</b></li> <li><b>If limited to Baptist Health Medical Staff only, please indicate here.</b></li> </ul>	Neurologists, Neurosurgeons, Psychiatrists, Neuropsychologists, Physiatrists, General Internists, Oncologists, Family Practice Physicians, Orthopedic Surgeons, Physical Therapists and Assistants, Occupational Therapists and Assistants, Speech-Language Pathologists, Nurses, Social Workers, Pharmacists, Athletic Trainers and all other interested healthcare professionals.		
<b>Commercial Support – C8</b>	<input type="checkbox"/> Monetary or In-kind received by Foundation. <b>* Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.</b>		
<b>Course overview</b>	Cancer is a public health problem of major proportions. Each year, more than 600,000 people in the United States die from cancer. There have been many advances in the practices of rehabilitation medicine, psychology, neurology and other clinical specialties that identify and treat patients with cancer. Fatigue and loss of physical performance are frequent problems of cancer patients. This symposium will provide practical, evidence-based rehabilitation strategies – including contraindications for treatment – to accurately treat oncology patients of various types.		

<b>Credit Type</b>	<input checked="" type="checkbox"/> AMA PRA Category 1	<input type="checkbox"/> Anesthesia - <b>Lifelong Learning</b>
	<input type="checkbox"/> Psychology - APA & FL  - <b>APA Checklist</b>	<input type="checkbox"/> Internal Medicine - <b>Medical Knowledge</b>
	<input type="checkbox"/> Physician Assistant CE	<input type="checkbox"/> Ophthalmology - <b>Lifelong Learning</b>
	<input type="checkbox"/> APRNs CE	<input type="checkbox"/> Ophthalmology - <b>Self-assessment</b>
	<input type="checkbox"/> Dental CE	<input type="checkbox"/> Surgery - <b>Accredited CME</b>
	<input type="checkbox"/> Podiatry CE	<input type="checkbox"/> Surgery - <b>Self-assessment</b>
	<input checked="" type="checkbox"/> Interprofessional (IPCE)  <b>Commendation</b>	<input type="checkbox"/> Otolaryngology – Head and Neck Surgery - <b>Self-Assessment</b>
	<b>Engages Teams – See Planning Team section</b>	<input type="checkbox"/> Pathology - <b>Lifelong Learning</b>
	<input type="checkbox"/> MOC Points - <b>MOC Checklist / Self-assessment</b>	<input type="checkbox"/> Pediatrics - <b>Lifelong Learning</b>
	<input type="checkbox"/> Pediatrics - <b>Self-assessment</b>	
<b>Providership</b>	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	<b>PARS ID #</b>
<b>Publish to CME Passport</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Publish to CEBroker</b>
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>CEBroker #</b>

Planning Team	
<b>Conference Director(s)</b>	Adrian Cristian, M.D. and Elizabeth Matalon, M.S., P.T.
<b>CME Manager</b>	Eduardo Cartin
<b>Conference Coordinator and/or Instructional Designer (OLP only)</b>	
 <b>Commendation Goal:</b> <b>Engages Interprofessional Teams/IPCE (10% of activities)</b>	List 2+ professions here. M.D. Required.

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

Appropriate Formats	<i>The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. <b>Check all that apply.</b></i>	
<input type="checkbox"/> <a href="#">Live Course</a>	<input type="checkbox"/> <a href="#">Journal CME/CE</a>	<input type="checkbox"/> <a href="#">Performance/Quality Improvement</a>
<input type="checkbox"/> <a href="#">Regularly Scheduled Series</a>	<input type="checkbox"/> <a href="#">Manuscript Review</a>	<input type="checkbox"/> <a href="#">Internet Searching and Learning</a>
<input checked="" type="checkbox"/> <a href="#">Internet Live Course (Webinar)</a>	<input type="checkbox"/> <a href="#">Test-Item Writing</a>	<input type="checkbox"/> <a href="#">Learning from Teaching</a>
<input type="checkbox"/> <a href="#">Internet Enduring Material</a>	<input type="checkbox"/> <a href="#">Committee Learning</a>	<input type="checkbox"/> <a href="#">Other/Blended Learning</a>
<input checked="" type="checkbox"/> Didactic Lecture	<input checked="" type="checkbox"/> Panel Discussion	<input checked="" type="checkbox"/> Simulation Lab
<input checked="" type="checkbox"/> Question & Answer	<input checked="" type="checkbox"/> Hands-on skill labs	<input type="checkbox"/> Mannequins
<input type="checkbox"/> ARS	<input type="checkbox"/> Cadaver labs	<input type="checkbox"/> Round table discussion
<input type="checkbox"/> Case Studies		<input type="checkbox"/> Other (specify)

<b>Educational Needs</b>	<p><i>What practice-based problem (gap) will this education address?</i></p> <p><i>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.</i></p> <p><i>External Resource: <a href="#">CE Educator's Toolkit</a></i></p>
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"> <li>•Clinicians may not be aware of updated evidence based research and treatment on cancer patients.</li> <li>•Clinicians do not consistently implement proper rehabilitations, and prehabilitation, procedures post treatment for determining the successful recovery of cancer patients.</li> </ul>
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>

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

<b>Competencies</b>	<p><i>The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).</i></p>
<a href="#">ABMS/ACGME</a>	<input checked="" 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
<a href="#">Institute of Medicine</a>	<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
<a href="#">Interprofessional Education Collaborative</a>	<input type="checkbox"/> Values/ethics for interprofessional practice <input type="checkbox"/> Roles/responsibilities <input type="checkbox"/> Interprofessional communication <input type="checkbox"/> Teams and teamwork

<b>Educational Objectives</b>	<p><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></p>
<b>Objectives:</b>	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> <li>• Describe assessment, treatment and rehabilitation of patients with brain tumors and patients with skeletal metastasis.</li> <li>• Recognize the principles of functional and lifestyle medicine for cancer patients.</li> <li>• Identify the role of acupuncture, nutrition and palliative care in the treatment of cancer patients.</li> <li>• Describe the assessment and treatment of head and neck lymphedema.</li> </ul>

References	<i>Ensure Content is Valid</i>	
<p><b>How are educational needs identified?</b>  <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>		
<b>Baptist Health Quantitative Data</b>	Insert baseline chart or narrative here.	



**References:**

- ***Provide evidence-based, peer reviewed references supporting best practice guidelines.***
- ***APA Citations should be no older than 10 years old.***

- Conner, A. K., Briggs, R. G., Sali, G., Rahimi, M., Baker, C. M., Burks, J. D., Glenn, C. A., Battiste, J. D., & Sughrue, M. E. (2018). A Connectomic Atlas of the Human Cerebrum— Chapter 13: Tractographic Description of the Inferior Fronto-Occipital Fasciculus. *Operative Neurosurgery*, 15(suppl\_1), S436–S443. <https://doi.org/10.1093/ons/opy267>
- Knitter, J. R., Erly, W. K., Stea, B. D., Lemole, G. M., Germano, I. M., Doshi, A. H., & Nael, K. (2018). Interval Change in Diffusion and Perfusion MRI Parameters for the Assessment of Pseudoprogression in Cerebral Metastases Treated With Stereotactic Radiation. *American Journal of Roentgenology*, 211(1), 168–175. <https://doi.org/10.2214/ajr.17.18890>
- Suh, C. H., Kim, H. S., Jung, S. C., Choi, C. G., & Kim, S. J. (2018). Comparison of MRI and PET as Potential Surrogate Endpoints for Treatment Response After Stereotactic Radiosurgery in Patients With Brain Metastasis. *American Journal of Roentgenology*, 211(6), 1332–1341. <https://doi.org/10.2214/ajr.18.19674>
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- Campbell KL, Winters-Stone KM, Wiskemann J, May AM, Schwartz AL, Courneya KS, Zucker DS, Matthews CE, Ligibel JA, Gerber LH, Morris GS, Patel AV, Hue TF, Perna FM, Schmitz KH. Exercise Guidelines for Cancer Survivors: Consensus Statement from International Multidisciplinary Roundtable. *Med Sci Sports Exerc*. 2019 Nov;51(11):2375-2390. doi: 10.1249/MSS.0000000000002116. PMID: 31626055; PMCID: PMC8576825.
- Keilani, M., Kainberger, F., Pataraja, A. et al. Typical aspects in the rehabilitation of cancer patients suffering from metastatic bone disease or multiple myeloma. *Wien Klin Wochenschr* 131, 567–575 (2019). <https://doi.org/10.1007/s00508-019-1524-3>
- Gutierrez C, Karni RJ, Naqvi S, Aldrich MB, Zhu B, Morrow JR, Sevick-Muraca EM, Rasmussen JC. Head and Neck Lymphedema: Treatment Response to Single and Multiple Sessions of Advanced Pneumatic Compression Therapy. *Otolaryngol Head Neck Surg*. 2019 Apr;160(4):622-626. doi: 10.1177/0194599818823180. Epub 2019 Jan 29.
- Gutiérrez C, Mayrovitz HN, Naqvi SHS, Karni RJ. Longitudinal effects of a novel advanced pneumatic compression device on patient-reported outcomes in the management of cancer-related head and neck lymphedema: A preliminary report. *Head Neck*. 2020 Aug;42(8):1791-1799. doi: 10.1002/hed.26110. Epub 2020 Mar 18.
- Deng J, Ridner SH, Dietrich MS, Wells N, Wallston KA, Sinard RJ, Cmelak AJ, Murphy BA. Factors associated with external and internal lymphedema in patients with head-and-neck cancer. *Int J Radiat Oncol Biol Phys*. 2012 Nov 1;84(3):e319-28.

**Faculty List**

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

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Miami Cancer institute  
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**Romer Orada, D.O.**

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Baptist Health South Florida  
Miami, Fla.

**Giovanni Paralicci, M.D.**

Orthopedic Surgeon

	<p>Miami Cancer institute Baptist Health South Florida Miami, Fla.</p> <p><b>Nicole Rittman, R.D., CSO, LDN</b> Clinical Oncology Dietitian Miami Cancer institute Baptist Health South Florida Miami, Fla.</p> <p><b>Vitaly Siomin, M.D.</b> Neurosurgeon Director, Cerebrovascular Neurosurgery Co-director, Skull Base Surgery Miami Cancer institute Baptist Health South Florida Miami, Fla.</p> <p><b>Jonas Sokoloff, D.O.</b> Director of Functional Medicine and Oncological Rehabilitation Center of Optimal Health Long Island, N.Y.</p>
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<b>Disclosure Statement</b>	<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>
<b>Mitigation Chart</b>	<input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.

<b>Disclosures</b>	<p><b>Add all faculty disclosures to this section:</b></p> <ul style="list-style-type: none"> <li>The following faculty members 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. <ul style="list-style-type: none"> <li>Kevin Abrams, M.D., FACR</li> <li>Madeline Del Castillo, tDPT</li> <li>Zamiriis Eustaquio, DPT</li> <li>Carolina Gutierrez, M.D.</li> <li>Michelle Issac, M.D.</li> <li>Zunli Mo, Ph.D., OMD, L.Ac</li> <li>Yazmin Odia, M.D., M.S., FAAN</li> <li>Romer Orada, D.O.</li> <li>Giovanni Paralicci, M.D.</li> <li>Nicole Rittman, R.D., CSO, LDN</li> <li>Vitaly Siomin, M.D.</li> <li>Jonas Sokoloff, D.O.</li> </ul> </li> </ul> <p><b>Faculty Disclosures</b></p> <ul style="list-style-type: none"> <li>Rupesh Kotecha, M.D., faculty for this educational event, is a consultant for Accuray, Elekta AB, ViewRay, Novocure, Elsevier, Brainlab, Kazia Therapeutics and Castle Biosciences, and has received grant/research support from Medtronic, Blue Earth Diagnostics, Novocure, GT Medical Technologies, AstraZeneca, Exelixis, ViewRay and Brainlab. He has indicated that the presentation or discussion will not include off-label or unapproved product usage.</li> </ul> <p><b>List all director, planner and reviewer disclosures in this section:</b></p> <ul style="list-style-type: none"> <li>Adrian Cristian, M.D., co-director of this educational activity, is a published author with Springer Medical Publishers, and has indicated that the presentation or discussion will not include off-label or unapproved product usage.</li> <li>Elizabeth Matalon, M.S., P.T., co-director of this educational 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</li> </ul> <p><b>List non-faculty contributor disclosures in this section:</b></p> <ul style="list-style-type: none"> <li>Non-faculty contributors and others involved in the planning, development and editing/review of the content have no relevant financial relationships with ineligible companies* to disclose. <ul style="list-style-type: none"> <li>Eduardo Cartin</li> <li>Judy Kaufman</li> </ul> </li> </ul> <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>
<b>Disclosure to the audience:</b>	<input checked="" type="checkbox"/> Ethos Course Page <input checked="" type="checkbox"/> Welcome Slides <input checked="" type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

Measured Outcomes				
Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health
<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	<b>Measurement Type:</b> <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"/> <b>Changes in competence.</b> <ul style="list-style-type: none"> <li>• Intent to change</li> <li>• Confidence in ability</li> </ul>	<input checked="" type="checkbox"/> <b>CME Evaluation Form</b> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> </ul> <input checked="" type="checkbox"/> <b>Pre/Post-Survey</b> <ul style="list-style-type: none"> <li>• <b>Provide 1-2 goals per lecture to measure changes in competence.</b> <b>Example:</b> How confident are you in your ability to implement this/these strategy/ies: (list “pearls”)</li> <li>• Implement strategies on updated advanced Imaging modalities to help you guide the Neurosurgeon for safe tumor surgery?</li> <li>• How confident are you in your ability to implement referrals to rehabilitations multidisciplinary teams?</li> <li>• Develop appropriate individualized exercise prescriptions/plan of care and home exercise program related to skeletal metastasis</li> <li>• Implement strategies to recognize the differences in between external and internal lymphedema.</li> <li>• Identify the role of radiation therapy in the management of symptomatic bone metastasis</li> </ul>
<input type="checkbox"/> <b>Changes in performance.</b> <ul style="list-style-type: none"> <li>• Commitment to Change</li> </ul> <p><b>Improves Performance Commendation Goal</b></p>	<input type="checkbox"/> <b>CME Impact Assessment include Commitment to Change question.</b> <input type="checkbox"/> <b>Add Commitment to Change Ethos object.</b> <input type="checkbox"/> Add commitment to change question to <b>evaluation.</b> (LMS Support (Live Activity)/Course Builder (OLP). <input type="checkbox"/> Trigger <b>impact assessment</b> 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"> <li>• <b>Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated.</b> <b>Example:</b> <i>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.</li> </ul> <p>As a result of completing this online course on essential COVID resources, what changes did you commit to changing in your practice? <b>{Open text}</b></p> <p>Based on your intention, what changes have you implemented in your practice? <b>{Open text}</b></p>
<input type="checkbox"/> <b>Changes in patient outcomes.</b> 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.
<b>Describe outcomes assessment plan.</b>	

**Baptist Health  
Commendation Goals**



*CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.*

<input type="checkbox"/> <b>Advances Data Use</b> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<i>Use PowerPoint as example.</i>						
<input type="checkbox"/> <b>Addresses Population Health</b> Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> <li>• <b>Goal: 8 activities</b></li> </ul>	<i>Check all that apply.</i> <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"/> <b>Collaborates With Other Organizations</b> The provider collaborates with other organizations to more effectively address population health issues. (4 different samples per accreditation)	<i>Describe the collaborative efforts.</i>						
<input type="checkbox"/> <b>Improves Performance</b> <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> <li>• <b>Compliance example:</b> 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.</li> </ul>	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>						
<input type="checkbox"/> <b>Improves Healthcare Quality</b> Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> <li>• <b>Examples: EBCC</b></li> </ul>	<i>Explain.</i>						
<input type="checkbox"/> <b>Improves Patient and/or Community Health</b> 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"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> </ul>	<i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i>  <i>Explain.</i>						

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

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

## OLP Course Details *For OLP Enduring Applications ONLY*

<b>Course Video URL</b>	
<b>Course Handout URL</b>	
<b>Multiple Choice Questions</b>	
<b>Course Release Date</b>	
<b>Course Renewal Date</b>	
<b>Course Expiration Date</b>	

### 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

8:00 AM	Welcome and Opening Remarks	Symposium Directors
<b>Section 1</b>		
8:15 AM	Cancer Rehabilitation: Navigating the Safety Maze in Cancer Care	Romer Orada, D.O.
8:45 AM	Rehabilitation needs throughout the course of a brain tumor patient: Perspective based on Prognosis, Quality of Life, and Goals of Care	Yazmin Odia, M.D., M.S., FAAN
9:15 AM	Guiding Safe Care for the Neuro-Oncologic Patient through Imaging	Kevin Abrams, M.D., FACR
9:45 AM	Surgical options for spinal tumors	Vitaly Siomin, M.D. - (pre-recorded)
10:15 AM	Break and Visit Exhibits	
<b>Section 2</b>		
10:30 AM	Rehabilitation in Orthopaedic Oncology	Giovanni Paralicci, M.D. - (pre-recorded)
11:00 AM	Principles of Radiotherapy for Skeletal and Brain Metastasis	Rupesh Kotecha, M.D.
11:30 AM	Rehabilitation of Patients with Skeletal Metastasis	Zamiris Eustaquio, DPT
12:00 AM	Lunch 30min	
<b>Section 3</b>		
12:30 PM	Rehabilitation of the Brain Cancer Patient	Madeline Del Castillo, tDPT
1:00 PM	Treating The Source: A Functional Medicine Approach to Oncological Rehabilitation	Jonas Sokoloff, D.O.
1:30 PM	The role of acupuncture in the management of side effects of cancer treatment	Zunli Mo, Ph.D., OMD, L.Ac
2:00 PM	Malnutrition and its Impact on Muscle Mass in the Oncology Population	Nicole Rittman, R.D., CSO, LDN
2:30 PM	Break and Visit Exhibits	
<b>Section 4</b>		
2:45 PM	Head and Neck Cancer related lymphedema, what should you know? ”	Carolina Gutierrez, M.D.
3:15 PM	The Role of Palliative Medicine in Cancer Care	Michelle Issac, M.D.
3:45 PM	Adjourn	




 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			
<b>CME Activity Title</b>	<b>Boca Raton Regional Hospital Gastroenterology Symposium</b>		
<b>Date</b>	October 14, 2023	<b>Time</b>	8:00 am – Noon
<b>Location – If Virtual, fill in Zoom info at the end</b>	Virtual - Zoom	<b>Credit Hour(s)</b>	4 Cat. 1
<b>Charge</b>	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	<b>SMS Code:</b>	
<b>Target Audience –</b> <ul style="list-style-type: none"> <li><b>Mental and behavioral health topic(s) required for all symposiums.</b></li> <li><b>If limited to Baptist Health Medical Staff only, please indicate here.</b></li> </ul>	Gastroenterologists, Radiologists, General Practitioners, Internal Medicine Physicians, Surgeons, Psychiatrists, Residents, Nurses, Nurse Practitioners, Dietitians, Clinical Pharmacists, Physician Assistants, and all other interested healthcare professionals.		
<b>Commercial Support – C8</b>	<input type="checkbox"/> Monetary or In-kind received by Foundation. <b>* Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.</b>		
<b>Course overview</b>	<p style="color: blue;">Please add content within course overview related to need/gap, outcomes goal or learning objective, and then</p> <p>The virtual Gastroenterology Symposium is designed to provide attendees with relevant information regarding new developments in gastroenterology and new approaches to the management of gastrointestinal diseases. This half-day symposium will provide clinicians with in-depth reviews of drug-induced liver disease, gastroparesis, non-erosive reflux disease, and bariatric surgery.</p> <p>“Please join us for _____, with guest faculty, _____, M.D., Ph.D.”</p>		
<b>Credit Type</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input checked="" type="checkbox"/> AMA PRA Category 1  <input type="checkbox"/> Psychology - APA &amp; FL  - <b>APA Checklist</b>  <input checked="" type="checkbox"/> Physician Assistant CE  <input checked="" type="checkbox"/> APRNs CE  <input type="checkbox"/> Dental CE  <input type="checkbox"/> Podiatry CE  <input type="checkbox"/> Interprofessional (IPCE)  <b>Commendation Engages Teams – See Planning Team section</b>  <input type="checkbox"/> MOC Points - <b>MOC Checklist / Self-assessment</b>  <input type="checkbox"/> Pediatrics - <b>Self-assessment</b> </div> <div style="width: 48%;"> <input type="checkbox"/> Anesthesia - <b>Lifelong Learning</b>  <input type="checkbox"/> Internal Medicine - <b>Medical Knowledge</b>  <input type="checkbox"/> Ophthalmology - <b>Lifelong Learning</b>  <input type="checkbox"/> Ophthalmology - <b>Self-assessment</b>  <input type="checkbox"/> Surgery - <b>Accredited CME</b>  <input type="checkbox"/> Surgery - <b>Self-assessment</b>  <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - <b>Self-Assessment</b>  <input type="checkbox"/> Pathology - <b>Lifelong Learning</b>  <input type="checkbox"/> Pediatrics - <b>Lifelong Learning</b> </div> </div>		
<b>Providership</b>	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	<b>PARS ID #</b>	
<b>Publish to CME Passport</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Publish to CEBroker</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <b>CEBroker #</b>

Planning Team

Conference Director(s)	Kenneth Rosenthal, M.D.	
CME Manager	Nina Doleyres	
Conference Coordinator and/or Instructional Designer (OLP only)		
 <b>Commendation Goal:</b> <a href="#">Engages Interprofessional Teams/IPCE (10% of activities)</a>	List 2+ professions here. M.D. Required.	

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
<b>Collaborative Partner:</b>	Provide internal stakeholder here.
<b>Describe initiative:</b>	

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

Educational Needs	<b>What practice-based problem (gap) will this education address?</b> <i>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.</i> <b>External Resource: <a href="#">CE Educator's Toolkit</a></b>
<b>State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.</b>	Primary care physicians and gastroenterologists are not always aware of the latest innovations and strategies to use in their practice to optimize patient outcomes.
<b>Educational needs that <u>underlie</u> the professional practice gaps of learners.</b> <i>Check all that apply.</i>	<input checked="" type="checkbox"/> <b>Knowledge - <i>Deficit in medical knowledge.</i></b> <input checked="" type="checkbox"/> <b>Competence - <i>Deficit in ability to perform strategy or skill.</i></b> <input type="checkbox"/> <b>Performance - <i>Able to implement but noncompliant or inconsistent.</i></b>

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"/> <b>Competence</b> - <i>CME evaluation and pre/post-survey.</i> <input checked="" type="checkbox"/> <b>Performance</b> - <i>Follow-up impact assessment and commitment to change.</i> <input type="checkbox"/> <b>Patient Outcomes</b> - <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.	The gastroenterology symposium will enable primary care and gastro physicians to apply newly acquired knowledge, strategies, and the latest technologies for improving their practice by optimizing their patients outcomes.

Competencies	The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).	
<a href="#">ABMS/ACGME</a>	<input checked="" type="checkbox"/> Patient care and procedural skills <input checked="" type="checkbox"/> Medical knowledge <input type="checkbox"/> Practice-based learning and improvement	<input type="checkbox"/> Interpersonal and communication skills <input checked="" type="checkbox"/> Professionalism <input type="checkbox"/> Systems-based practice
<a href="#">Institute of Medicine</a>	<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
<a href="#">Interprofessional Education Collaborative</a>	<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	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...
Objectives:	Upon completion of this conference, participants should be better able to: <ul style="list-style-type: none"> <li>•</li> </ul>

References	Ensure Content is Valid	
<b>How are educational needs identified?</b> <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 checked="" type="checkbox"/> National/regional data <input checked="" 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 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>		
<b>Baptist Health Quantitative Data</b>	Insert baseline chart or narrative here.	








**References:**

- *Provide evidence-based, peer reviewed references supporting best practice guidelines.*
- *APA Citations should be no older than 10 years old.*

Faculty	
<b>Faculty List</b> <i>For more than two (2) faculty members, include the list at end of application.</i>	<b>Example: See below</b> <i>Name</i> <i>Specialty and/or Title(s)</i> <i>Institution(s)</i> <i>City, State</i>

<b>Disclosure Statement</b>	<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>
<b>Mitigation Chart</b>	<input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.
<b>Disclosures</b>	<p><b>Add all faculty disclosures to this section:</b></p> <ul style="list-style-type: none"> <li>Nestor de la Cruz Munoz, M.D., faculty for this educational 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.</li> <li>Ravi Karthik, M.D., faculty for this educational 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.</li> <li>Eric F. Martin, M.D., faculty for this educational 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.</li> <li>Eamonn M. M. Quigley M.D., FRCP, FACP, MACG, FRCPI, faculty for this educational 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.</li> </ul> <p><b>List all director, planner and reviewer disclosures in this section:</b></p> <ul style="list-style-type: none"> <li>John Doe, M.D., Director of this activity, has indicated...</li> </ul> <p><b>List non-faculty contributor disclosures in this section:</b></p> <ul style="list-style-type: none"> <li><b>No relationships</b> – Non-faculty contributors and others involved in the planning, development and editing/review of the content have no relevant financial relationships to disclose.</li> <li>•</li> <li><b>With relationships.</b> Non-faculty contributors and others involved in the planning, development and editing/review of the content have relevant financial relationships to disclose.</li> <li>•</li> </ul> <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>
<b>Disclosure to the audience:</b>	<input checked="" type="checkbox"/> Ethos Course Page <input checked="" type="checkbox"/> Welcome Slides <input checked="" type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

Measured Outcomes				
Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health

<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective 	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective 	<b>Measurement Type:</b> <input type="checkbox"/> Subjective <input type="checkbox"/> Objective 	<b>Measurement Type:</b> <input type="checkbox"/> Subjective  <input type="checkbox"/> Objective 	<b>Measurement Type:</b> <input type="checkbox"/> Subjective  <input type="checkbox"/> Objective 
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Evaluation Methods	Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.
<input checked="" type="checkbox"/> <b>Changes in competence.</b> <ul style="list-style-type: none"> <li>• Intent to change</li> <li>• Confidence in ability</li> </ul>	<input type="checkbox"/> <b>CME Evaluation Form</b> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> </ul> <input checked="" type="checkbox"/> <b>Pre/Post-Survey</b> <ul style="list-style-type: none"> <li>• <b>Provide 1-2 goals per lecture to measure changes in competence.</b>  <b>Example:</b> How confident are you in your ability to implement this/these strategy/ies: (list "pearls")</li> <li>• Compare weight loss outcomes of the most common metabolic/bariatric surgery (MBS) procedures</li> <li>• Explain the health benefits of the different MBS</li> <li>• Discuss treatment algorithms for the most common post operative complications seen by a GI specialist</li> <li>• Discuss the diagnostic criteria for Nonerosive reflux Disease</li> <li>• Explain the role of PPIs in the medical management of NERD</li> <li>• Describe the approach to and management of suspected extraesophageal manifestations of NERD</li> <li>• Discuss the evaluation of suspected drug-induced liver injury (DILI)</li> <li>• Identify the commonest causes of DILI</li> <li>• Outline the classification of DILI based on clinical presentation, mechanism of hepatotoxicity, and histological appearance</li> <li>• Recognize the specific treatment options for DILI, including those related to immunotherapy-related liver injury</li> <li>• Define gastroparesis</li> <li>• List the most common causes of gastroparesis in the US</li> <li>• Recognize the pitfalls surrounding the diagnosis of gastroparesis</li> </ul>

- Changes in performance.**
- Commitment to Change

**Improves Performance  
Commendation Goal**

- CME Impact Assessment include Commitment to Change question.**
- Add Commitment to Change Ethos object.**
- Add commitment to change question to **evaluation.** (LMS Support (Live Activity)/Course Builder (OLP).
- Trigger **impact assessment** 45 days post conference. (LMS Support)
- Include handout or resource in follow-up email. (CME Manager/ Course Builder)
- Additional questions for impact assessment: (CME Manager)

- **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.*

**Gastroenterology Symposium Impact Assessment**

As a result of your participation in this symposium have you been able to implement any of the following commitments to change?

- Discuss treatment algorithms for the most common post operative complications seen by a GI specialist
- Describe the approach to and management of suspected extraesophageal manifestations of NERD
- Outline the classification of DILI based on clinical presentation, mechanism of hepatotoxicity, and histological appearance
- List the most common causes of gastroparesis

Within the last 90 days, I have screened patients for gastro symptoms that I had not previously considered:

- Yes
- No

Within the last 90 days, I have identified underlying causes of the following conditions

- Metabolic Bariatric Surgery (MBS)
- Non-erosive Reflux Disease (NERD)
- Drug-induced Liver Injury (DILI)
- Gastroparesis

Within the last 90 days, I have modified my treatment based on the evidence-based guidelines and recommendations discussed:

- Yes
- No

How many patients in your practice have been impacted by what you learned in this activity?


- 1 -5
- 6- 10
- 10 -15
- None

If you have not implemented any of these strategies, what has prevented you from doing so? \*  
Please select all that apply.

- Those strategies are not new to current practice
- Lack of an implementation
- Lack of time
- Retired
- Other

Considering this course and your ability to implement improvements in your practice, what additional topics, information or tools could Baptist Health CME offer during future courses to help you achieve change?

<input type="checkbox"/> <b>Changes in patient outcomes.</b> 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.
<b>Describe outcomes assessment plan.</b>	

<b>Baptist Health Commendation Goals</b>	 <i>CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.</i>						
<input type="checkbox"/> <b>Advances Data Use</b> Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<i>Use PowerPoint as example.</i>						
<input type="checkbox"/> <b>Addresses Population Health</b> Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> </ul>	<i>Check all that apply.</i> <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"/> <b>Collaborates With Other Organizations</b> The provider collaborates with other organizations to more effectively address population health issues.	<i>Describe the collaborative efforts.</i>						
<input type="checkbox"/> <b>Improves Performance</b> <ul style="list-style-type: none"> <li>• <b>Goal: 10% of activities</b></li> <li>• <b>Compliance example:</b> 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.</li> </ul>	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>						



<input type="checkbox"/> <b>Improves Healthcare Quality</b> Collaborates in the process of healthcare quality improvement <b>AND</b> Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> <li>• <b>Examples: EBCC</b></li> </ul>	<b>Explain.</b>
<input type="checkbox"/> <b>Improves Patient and/or Community Health</b> 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"> <li>• <b>Goal: Two examples per accreditation cycle.</b></li> </ul>	<b>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</b>  <b>Explain.</b>
<input type="checkbox"/> <b>Optimizes Communication Skills</b> Designed to improve communication skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Sim Lab</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b>Optimizes Technical and/or Procedural Skills</b> Designed to optimize/improve technical and procedural skills of learners. <ul style="list-style-type: none"> <li>• <b>Example: Gamma Knife</b></li> </ul>	<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"/> <b>Sample completed evaluation saved to file.</b>
<input type="checkbox"/> <b>Utilizes Support Strategies</b> Providers that create, customize, or make available supplemental services that are <b>designed to reinforce or sustain change.</b> <ul style="list-style-type: none"> <li>• <b>Examples: WINKs, EthosCE follow-up emails, and/or resources such as online instructional material, apps</b></li> </ul>	<b>Explain.</b>  <input type="checkbox"/> <b>Sample supplemental materials saved to file.</b>
<input type="checkbox"/> <b>Demonstrates Educational Leadership</b> Implements an innovation that is new for the CME program <b>AND</b> the innovation contributes to the provider's ability to meet its mission.	<b>Explain.</b>

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

**Live Webinar Details For** *Internet Live Webinar Courses ONLY*

<b>Panelists</b>	Ken Rosenthal, M.D. (Co-Chair) <a href="mailto:krendoman@gmail.com">krendoman@gmail.com</a> John Rubin, M.D. (Co-Chair) <a href="mailto:johnfrubin3@gmail.com">johnfrubin3@gmail.com</a> Shawn Baca, M.D. <a href="mailto:sbb61@aol.com">sbb61@aol.com</a> Lisa Martinez, M.D. <a href="mailto:lmartinez@health.fau.edu">lmartinez@health.fau.edu</a> Marc Richards, M.D. <a href="mailto:marc.richards@gmail.com">marc.richards@gmail.com</a> Donald Heiman, M.D. <a href="mailto:dfhidmd@aol.com">dfhidmd@aol.com</a> Allison Ferris, M.D. <a href="mailto:ferrisa@health.fau.edu">ferrisa@health.fau.edu</a>
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<b>Zoom Account</b>	<input checked="" type="checkbox"/> <b>CME Zoom Account</b> <input type="checkbox"/> <b>Partner Zoom Account</b>
<b>Zoom Link</b>	<a href="https://baptisthealth.zoom.us/webinar/register/WN_ZQ6OS7NnRtS9TPQKzaa6jg">https://baptisthealth.zoom.us/webinar/register/WN_ZQ6OS7NnRtS9TPQKzaa6jg</a>

**DATE REVIEWED:** 06/23/23    **REVIEWED BY:**  **Accelerated Approval**     **Executive Committee**  
 **Live Committee**

**APPROVED:**  **YES**     **NO**    ■    **Credits: AMA/PRA Category 1 Credits: # 4**

**Continuing Psychology Education Credits: #       N/A**    ■    **Continuing Dental Education Credits: #       N/A**

**Date/Topics/ Speakers / Disclosures**

**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

## BRRH Gastroenterology Symposium Faculty



### **Nestor F. de la Cruz-Munoz, M.D., FACS**

Professor of Clinical Surgery  
University of Miami Miller School of Medicine  
Department of Surgery  
Section Chief, Section of Bariatric Surgery  
Miami, Florida

### **Lecture Title: What every Gastroenterologist should know about Bariatric Surgery**

**Objectives:** At the end of this lecture, participants will be able to:

- Compare weight loss outcomes of the most common metabolic/bariatric surgery (MBS) procedures
- Explain the health benefits of the different MBS
- Review and discuss treatment algorithms for the most common post operative complications seen by a GI specialist

### **References**

de Oliveira, V. L., Bestetti, A. M., Trasolini, R. P., de Moura, E. G. H., & de Moura, D. T. H. (2023). Choosing the best endoscopic approach for post-bariatric surgical leaks and fistulas: Basic principles and recommendations. *World Journal of Gastroenterology*, 29(7), 1173.

Spota, A., Cereatti, F., Granieri, S., Antonelli, G., Dumont, J. L., Dagher, I., ... & Donatelli, G. (2021). Endoscopic management of bariatric surgery complications according to a standardized algorithm. *Obesity surgery*, 31, 4327-4337.

Kumbhari, V., Cummings, D. E., Kaloo, A. N., & Schauer, P. R. (2021). AGA clinical practice update on evaluation and management of early complications after bariatric/metabolic surgery: expert review. *Clinical Gastroenterology and Hepatology*, 19(8), 1531-1537.

Dawod, E., Simons, M., Dawod, S., Easwar, N., Cornet, N., Sharaiha, R. Z., & Sampath, K. (2023). When obesity treatment goes too far: nutritional and endoscopic management of bariatric surgery complications. *Endoscopy*, 55(S 01), E647-E648.



### **Karthik Ravi, M.D.**

Consultant  
Division of Gastroenterology and Hepatology, Department of Internal Medicine

Chair - Division of Community Gastroenterology and Hepatology  
Department of Internal Medicine  
Associate Professor of Medicine  
Mayo Clinic College of Medicine and Science  
Mayo Clinic  
Rochester, Minnesota

**Lecture Title:** Nonerosive Reflux Disease: What Clinicians Need to Know in 2023

**Objectives:** At the end of this lecture, participants will be able to:

- Discuss the diagnostic criteria for Nonerosive reflux Disease
- Explain the role of PPIs in the medical management of NERD
- Describe the approach to and management of suspected extraesophageal manifestations of NERD

**References:**

Aziz, Q., Fass, R., Gyawali, C. P., Miwa, H., Pandolfino, J. E., & Zerbib, F. (2016). Esophageal disorders. *Gastroenterology*, 150(6), 1368-1379.

Roman, S., Gyawali, C. P., Savarino, E., Yadlapati, R., Zerbib, F., Wu, J., ... & Xiao, Y. (2017). Ambulatory reflux monitoring for diagnosis of gastro-esophageal reflux disease: update of the Porto consensus and recommendations from an international consensus group. *Neurogastroenterology & Motility*, 29(10), 1-15.

Katz, P. O., Dunbar, K. B., Schnoll-Sussman, F. H., Greer, K. B., Yadlapati, R., & Spechler, S. J. (2022). ACG clinical guideline for the diagnosis and management of gastroesophageal reflux disease. *The American journal of gastroenterology*, 117(1), 27-56.



**Eric F. Martin, M.D.**

Transplant Hepatology  
Assistant Professor of Clinical Medicine  
Medical Director of Living Donor Liver Transplant  
Transplant Hepatology Fellowship Program Director  
University of Miami Miller School of Medicine  
Miami, Florida

**Lecture Title:** Drug-Induced Liver Injury in GI Practice

**Objectives:** At the end of this lecture, participants will be able to:

- Review the evaluation of suspected drug-induced liver injury (DILI)
- Identify the commonest causes of DILI
- Outline the classification of DILI based on clinical presentation, mechanism of hepatotoxicity, and histological appearance
- Recognize the specific treatment options for DILI, including those related to immunotherapy-related liver injury

## References

Fontana, R. J., Liou, I., Reuben, A., Suzuki, A., Fiel, M. I., Lee, W., & Navarro, V. (2022). AASLD practice guidance on drug, herbal, and dietary supplement–induced liver injury. *Hepatology*, n-a.

Sandhu, N., & Navarro, V. (2020). Drug-induced liver injury in gi practice. *Hepatology communications*, 4(5), 631-645.

Dougan, M., Wang, Y., Rubio-Tapia, A., & Lim, J. K. (2021). AGA clinical practice update on diagnosis and management of immune checkpoint inhibitor colitis and hepatitis: expert review. *Gastroenterology*, 160(4), 1384-1393.



### **Eamonn M. M. Quigley, M.D., FRCP, FACP, MACG, FRCPI, MWGO**

David M. Underwood Chair of Medicine in Digestive Disorders

Co-director, Lynda K. and David M. Underwood Center for Digestive Disorders

Chief, Gastroenterology and Hepatology

Professor of Medicine, Institute of Academic Medicine, Houston Methodist Hospital

Professor of Medicine, Weill Cornell Medical College

Adjunct Professor of Medicine, Texas A&M Health Sciences Center College of Medicine

Adjunct Professor, School of Medicine, University College Cork

Houston, Texas

### **Lecture Title: Gastroparesis – What is it and who has it?”**

**Objectives:** At the end of this lecture, participants will be able to:

- Define gastroparesis
- List the most common causes of gastroparesis in the US
- Recognize the pitfalls surrounding the diagnosis of gastroparesis

### **References:**

Quigley, E. M. (2023). Drug Treatments for Gastroparesis—Why Is the Cupboard So Bare?. *Gastroenterology*, 164(4), 522-524.

Koduru, P., Irani, M., & Quigley, E. M. (2018). Definition, pathogenesis, and management of that cursed dyspepsia. *Clinical Gastroenterology and Hepatology*, 16(4), 467-479.

Pasricha, P. J., Grover, M., Yates, K. P., Abell, T. L., Koch, K. L., McCallum, R. W., ... & Parkman, H. P. (2022). Progress in gastroparesis—a narrative review of the work of the Gastroparesis Clinical Research Consortium. *Clinical Gastroenterology and Hepatology*.

Pasricha, P. J., Grover, M., Yates, K. P., Abell, T. L., Bernard, C. E., Koch, K. L., ... & Yates, K. (2021). Functional dyspepsia and gastroparesis in tertiary care are interchangeable syndromes with common clinical and pathologic features. *Gastroenterology*, 160(6), 2006-2017.

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## **2023 BRRH Gastroenterology Symposium**

### **Agenda**

**October 14, 2023**

- 7:55-8 a.m. Welcome and Introductions  
**Kenneth Rosenthal, M.D.**
- 8-8:45 a.m. Drug-Induced Liver Injury in GI Practice  
**Eric F. Martin, M.D.**
- 8:45-9 a.m. Q&A
- 9-9:45 a.m. Gastroparesis – What is it and who has it?”  
**Eamonn M. M. Quigley, M.D., FRCP, FACP, MACG, FRCPI, MWGO**
- 9:45-10 a.m. Q&A
- 10-10:45 a.m. Nonerosive Reflux Disease: What Clinicians Need to Know in 2023  
**Karthik Ravi, M.D.**
- 10:45-11 a.m. Q&A
- 11-11:45 a.m. What Every Gastroenterologist Should Know about Bariatric Surgery  
**Nestor F. de la Cruz-Munoz, M.D., FACS**
- 11:45-12 noon Q&A and Discussion
- 12 noon Closing Remarks:  
**Kenneth Rosenthal, M.D.**
- Adjourn**