


CONFERENCE APPLICATIONS AND REPORTS

Applications Previously Approved



January - March 2024


Online – Enduring Materials

Echocardiography Identification and Management of Pericardial Effusion
Gastroenterology Update on Nonerosive Reflux Disease and Gastroparesis
Internal and Family Medicine eLearning Series - Additional modules
Medical Errors Psychology Course - Renewal
Miami Neuroscience Institute Neurological Disorders Update
Oncology Informatics – MCI Cerner Provider Onboarding
Parkinson's Disease: Non-motor Features

 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	Echocardiographic Identification and Management of Pericardial Effusion		
Date	Internet Enduring Material	Time	
Location – If Virtual, fill in Zoom info at the end	Internet Enduring Material	Credit Hour(s)	1 Cat. 1
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience – <ul style="list-style-type: none"> Mental and behavioral health topic(s) required for all symposiums. If limited to Baptist Health Medical Staff only, please indicate here. 	Critical Care Physicians, Emergency Medicine Physicians, Intensivist, Hospitalist, Cardiologist, Interventional Cardiologist, Interventional Radiologist, Cardiothoracic Surgeon, Physicians Assistants, Advanced Practice Registered Nurses, Nurses, Echocardiography technicians, Interventional radiology and interventional cardiology (cath lab) technologists.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.		
Course overview	In this course, Elliot Elias, M.D. , discusses management of pericardial effusion, guidelines for pericardiocentesis and echocardiographic assessment of cardiac tamponade. A simulation follows with instructions from Alex Powell, M.D. , and Brian Schiro, M.D. on how to perform a pericardiocentesis under ultrasound guidance.		
Credit Type	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - APA Checklist <input checked="" type="checkbox"/> Physician Assistant CE <input checked="" type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input checked="" type="checkbox"/> Interprofessional (IPCE)  Commendation Engages Teams – See Planning Team section <input checked="" type="checkbox"/> MOC Points - MOC Checklist / Self-assessment <input type="checkbox"/> Pediatrics - Self-assessment </div> <div style="width: 48%;"> <input type="checkbox"/> Anesthesia - Lifelong Learning <input type="checkbox"/> Internal Medicine - Medical Knowledge <input type="checkbox"/> Ophthalmology - Lifelong Learning <input type="checkbox"/> Ophthalmology - Self-assessment <input checked="" type="checkbox"/> Surgery - Accredited CME <input type="checkbox"/> Surgery - Self-assessment <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - Self-Assessment <input type="checkbox"/> Pathology - Lifelong Learning <input type="checkbox"/> Pediatrics - Lifelong Learning </div> </div>		
Providership	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	PARS ID #	
Publish to CME Passport	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Publish to CEBroker	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No CEBroker #

Conference Director(s)	Marcus St. John, M.D.
CME Manager	Marie Vital Acle, MPH, MCHES (Director)
Conference Coordinator and/or Instructional Designer (OLP only)	Jessica Armenteros
 Commendation Goal: Engages Interprofessional Teams/IPCE (10% of activities)	Kevin Nicholas, MSN, RN, CV-BC

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
Collaborative Partner:	Provide internal stakeholder here.
Describe initiative:	

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

<p>State the educational need that you determined to be the underlying cause for the professional practice gap.</p>	<p>In January of 2024, the responsibility of performing pericardiocentesis shifted from interventional radiologists to interventional cardiologists. Cardiologists within MCVI asked to have some refreshers as they had not performed this procedure in some time, so this content was created to supplement their re-education efforts.</p> <p>Providers may not be familiar with the medical knowledge needed to manage pericardial effusion including interpreting echocardiographic findings and pathophysiology.</p> <p>Providers may not be aware of the risks and considerations while performing pericardiocentesis under ultrasound guidance.</p> <p>Due to inconsistent exposure to this disease process both new and current employees and medical staff physicians have an educational need for a review of pericardial effusion.</p>
<p>Educational needs that underlie the professional practice gaps of learners. <i>Check all that apply.</i></p>	<p><input checked="" type="checkbox"/> Knowledge - <i>Deficit in medical knowledge.</i></p> <p><input checked="" type="checkbox"/> Competence - <i>Deficit in ability to perform strategy or skill.</i></p> <p><input type="checkbox"/> Performance - <i>Able to implement but noncompliant or inconsistent.</i></p>

<p>Designed to Change</p>		<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>
<p>This activity is designed to change:</p>	<p><input checked="" type="checkbox"/> Competence - <i>CME evaluation and pre/post-survey.</i></p> <p><input checked="" type="checkbox"/> Performance - <i>Follow-up impact assessment and commitment to change.</i></p> <p><input type="checkbox"/> Patient Outcomes - <i>Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</i></p>	
<p>Explain how this activity is designed to change learner competence, performance or patient outcomes.</p>	<p>Improve MD/provider/staff knowledge regarding pericardial effusion and the techniques for pericardiocentesis including risks and considerations.</p>	

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

Educational Objectives	<i>What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish? Competence verbs: Identify... Eliminate... Use... Apply... Implement...</i>
Objectives:	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> • Identify a pathway for management of pericardial effusion. • Explain risks and considerations when considering pericardiocentesis for your patients. • Interpret echocardiographic findings of cardiac tamponade. • Perform a pericardiocentesis with ultrasound guidance.

References	<i>Ensure Content is Valid</i>	
How are educational needs identified? <i>Check all that apply and explain below.</i>	<input type="checkbox"/> Best practice parameters <input type="checkbox"/> Disease prevention (Mission) <input type="checkbox"/> Mortality/morbidity statistics <input type="checkbox"/> National/regional data <input type="checkbox"/> New or updated policy/protocol <input type="checkbox"/> Peer review data <input checked="" 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>		
Baptist Health Quantitative Data	Insert baseline chart or narrative here.	
References: <ul style="list-style-type: none"> • <i>Provide evidence-based, peer reviewed references supporting best practice guidelines.</i> • <i>APA Citations should be no older than 10 years old.</i> 	<p>Cardioserv. (2022, October 1). 6 clues to determining presence of cardiac tamponade.</p> <p>Klein, A. L., Abbara, S., Agler, D. A., Appleton, C. P., Asher, C. R., Hoit, B., ... & White, R. D. (2013). American Society of Echocardiography clinical recommendations for multimodality cardiovascular imaging of patients with pericardial disease: endorsed by the Society for Cardiovascular Magnetic Resonance and Society of Cardiovascular Computed Tomography. <i>Journal of the American Society of Echocardiography</i>, 26(9), 965-1012.</p> <p>Alerhand, S., Adrian, R. J., Long, B., & Avila, J. (2022). Pericardial tamponade: A comprehensive emergency medicine and echocardiography review. <i>The American Journal of Emergency Medicine</i>, 58, 159-174.</p>	

Faculty

Faculty List

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

Alex Powell, M.D.

Medical Director, Interventional Radiology
Baptist Health Miami Cardiac & Vascular Institute
Miami, Florida

Brian Schiro, M.D., RPVI, FSIR

Medical Director, Noninvasive Lab, Baptist Hospital
Vascular and Interventional Radiologist
Baptist Health Miami Cardiac & Vascular Institute
Miami, Florida

Elliott J. Elias, M.D., MPH, FACC, FASE

Cardiologist
Medical Director of Cardiac and Structural Imaging
Baptist Health Miami Cardiac & Vascular Institute
Miami, Florida

Kevin Nicholas, MSN, RN, CV-BC

Corporate Director MCVI Clinical Operations
Baptist Health Miami Cardiac and Vascular Institute
Miami, Florida

Marcus St. John, M.D.

Interventional Cardiologist
Baptist Health Miami Cardiac and Vascular Institute
Miami, 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>Elliott Elias, M.D., faculty for this educational activity, is a consultant for Boston Scientific, Abbott Vascular, Edwards Life Sciences, and Philips Ultrasound. He has indicated that the presentation or discussion will not include off-label or unapproved product usage.</p> <p>Alex Powell, M.D. faculty for this educational activity, is a consultant for Penumbra. He has indicated that the presentation or discussion will not include off-label or unapproved product usage.</p> <p>Brian Schiro, M.D., faculty for this educational activity, is a consultant for Philips Ultrasound and is on the speakers' bureau with Penumbra, Medtronic and Cook. He has indicated that the presentation or discussion will not include off-label or unapproved product usage.</p> <p>Kevin Nicholas, MSN, RN-CV-BC, faculty for this educational activity, has no relevant financial relationships with ineligible companies* to disclose, and has indicated that the presentations or discussions will not include off-label or unapproved product usage.</p> <p>Marcus St. John, M.D., conference director for this educational activity, is on the speakers' bureau with Zoll. He has indicated that the presentation or discussion will not include off-label or unapproved product usage.</p> <p>Non-faculty contributors and others involved in the planning, development, and editing/review of the content have no relevant financial relationships to disclose with ineligible companies*.</p> <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 type="checkbox"/> Welcome Slides <input type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

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

Evaluation Methods	<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"/> Changes in competence. <ul style="list-style-type: none"> • Intent to change • Confidence in ability 	<input checked="" type="checkbox"/> CME Evaluation Form <ul style="list-style-type: none"> • What do you intend to do differently in the treatment of your patients as a result of what you learned at this conference? What new strategies will you apply in your practice of patient care? • If you do not plan to implement any new strategies learned at this conference, please list any barriers or obstacles that might keep you from doing so. <input checked="" type="checkbox"/> Pre/Post-Survey <ul style="list-style-type: none"> • Provide 1-2 goals per lecture to measure changes in competence. Example: How confident are you in your ability to implement this/these strategy/ies: (list “pearls”) • Implement a pathway for the management of Pericardial Effusion. – This seems nebulous to me. • Implement updated pericardiocentesis guidelines for safer procedures. • Demonstrate proficiency in echocardiographic assessment of Cardiac Tamponade • Perform a pericardiocentesis procedure
<input checked="" type="checkbox"/> Changes in performance. <ul style="list-style-type: none"> • Commitment to Change <p>Improves Performance Commendation Goal</p>	<input checked="" type="checkbox"/> CME Impact Assessment include Commitment to Change question. <input checked="" type="checkbox"/> Add Commitment to Change Ethos object. <input type="checkbox"/> Add commitment to change question to evaluation. (LMS Support (Live Activity)/Course Builder (OLP)). <input checked="" type="checkbox"/> Trigger impact assessment 45 days post conference. (LMS Support) <input type="checkbox"/> Include handout or resource in follow-up email. (CME Manager/ Course Builder) <input checked="" type="checkbox"/> Additional questions for impact assessment: (CME Manager) <ul style="list-style-type: none"> • Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated. Example: I have implemented the new Baptist Health policy explained in this CME activity. <p>As a result of my participation in this online course, I commit to make the following changes to my clinical practice:</p> <ul style="list-style-type: none"> • Implement the recommendations presented for the management of Pericardial Effusion • Utilize the guidelines presented for performing a pericardiocentesis procedure • Apply the echocardiographic assessment methods of cardiac tamponade discussed
<input type="checkbox"/> Changes in patient outcomes. Demonstrates healthcare quality improvement related to the CME program twice during the accreditation term.	<input type="checkbox"/> Review of hospital, health system, public health data, dashboard data pre-, post-activity, etc.
Describe outcomes assessment plan.	




<input type="checkbox"/> Advances Data Use Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<i>Use PowerPoint as example.</i>
<input type="checkbox"/> Addresses Population Health Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> • Goal: 8 activities 	<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"/> Collaborates With Other Organizations 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"/> Improves Performance <ul style="list-style-type: none"> • Goal: 10% of activities • Compliance example: The provider measures change in learners immediately following the activity asking for specific changes to practice that the individual learner commits to make. In a subsequent 6-week post-activity survey, each learner was asked what changes they committed to making, then asked, "Based on your intention, what changes have you implemented in your practice?" In one example, 53% of the learners responded that they had made changes to their practice. Those responses included approximately 50 themes that included changes to office practice/billing/department/organization; changes to prescription practices; changes to diet advice; changes to pre-operative procedures, and changes made to patient education. 	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>
<input type="checkbox"/> Improves Healthcare Quality Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. • Examples: EBCC 	<i>Explain.</i>
<input type="checkbox"/> Improves Patient and/or Community Health The provider demonstrates the impact of the CME program on patients or their communities (i.e., TB data from Thoracic TB). <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. 	<i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i> <i>Explain.</i>

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

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

OLP Course Details <i>For OLP Enduring Applications ONLY</i>	
Course Video URL	
Course Handout URL	
Multiple Choice Questions	
Course Release Date	April 2024
Course Renewal Date	
Course Expiration Date	April 2024

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	Gastroenterology Update on Nonerosive Reflux Disease and Gastroparesis		
Date		Time	
Location – If Virtual, fill in Zoom info at the end	Internet Enduring Material	Credit Hour(s)	2 Cat. 1
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience – <ul style="list-style-type: none"> Mental and behavioral health topic(s) required for all symposiums. If limited to Baptist Health Medical Staff only, please indicate here. 	Internal Medicine Physicians, Family Medicine Physicians, Primary Care Physicians, Gastroenterologists, Psychiatrists, Residents, Fellows, Nurses, Nurse Practitioners, Dietitians, Clinical Pharmacists, Pharmacy Technicians, Physician Assistants/Physician Associates and all other interested healthcare professionals.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.		
Course overview	<p>Up to 20% of the western population have at least weekly heartburn and/or acid regurgitation. Clinically troublesome heartburn is seen in 6% of the population. Familiarity with diagnostic criteria and pH monitoring tools help determine a diagnosis of pathologic acid reflux and determine treatment planning.</p> <p>In this online course, Karthik Ravi, M.D. and Eamonn M. Quigley, M.D. will discuss developments in gastroenterology and the treatment of nonerosive reflux disease and gastroparesis. Clinicians will learn diagnosis criteria, treatment guidelines and emerging modalities for assessment and treatment of gastroparesis and non-erosive reflux disease. This course aims to bridge the gap between the latest innovations in gastroenterology and delivery of primary care.</p> <p>Topics within this module include:</p> <ul style="list-style-type: none"> Nonerosive Reflux Disease: What Clinicians Need to Know in 2023 Gastroparesis – What is it and who has it? 		

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

Planning Team	
Conference Director(s)	Kenneth Rosenthal, M.D.
CME Manager	Marie Vital Acle (Online)
Conference Coordinator and/or Instructional Designer (OLP only)	Jessica Armenteros
Commendation Goal: Engages Interprofessional Teams/IPCE (10% of activities)	List 2+ professions here. M.D. Required.

BHSF Initiatives	
<input type="checkbox"/> Balance across the continuum of care	<input type="checkbox"/> 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
Collaborative Partner:	Provide internal stakeholder here.
Describe initiative:	

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

Educational Needs	<p>What practice-based problem (gap) will this education address? <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> External Resource: CE Educator's Toolkit</p>
<p>State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.</p>	<p>Primary care physicians are not always aware of the latest innovations and strategies to use in their practice to optimize delivery of care in their gastroenterology patients. This course aims to bridge the gap between the latest innovations in gastroenterology and delivery of primary care.</p> <p>As learners may not know about the latest advances in the treatment of conditions that commonly present in the primary care office such as non-erosive reflux disease (NERD) and gastroparesis it is critical to provide participants with the latest evidence-based approaches for the management of these conditions.</p> <p>Up to 20% of the western population have at least weekly heartburn and/or acid regurgitation. Clinically troublesome heartburn is seen in 6% of the population. Familiarity with diagnostic criteria and pH monitoring tools help determine a diagnosis of pathologic acid reflux and determine treatment planning.</p> <p>Gastroparesis is very difficult to define. Idiopathic gastroparesis is the most common in the United States and is the most common in females. Differentiating gastroparesis from other conditions presenting with similar symptoms is a challenge.</p>
<p>Educational needs that <u>underlie</u> the professional practice gaps of learners. <i>Check all that apply.</i></p>	<p><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></p>

Designed to Change	<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>	
<p>This activity is designed to change:</p>	<p><input checked="" type="checkbox"/> Competence - <i>CME evaluation and pre/post-survey.</i> <input checked="" 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></p>	
<p>Explain how this activity is designed to change learner competence, performance or patient outcomes.</p>	<p>This course is designed to improve learner competence.</p> <p>Learners will screen patients for non-erosive reflux disease and implement appropriate treatment.</p> <p>Learners will differentiate gastroparesis from other conditions with similar symptoms and implement appropriate treatment.</p>	

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

Educational Objectives	<i>What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish? Competence verbs: Identify... Eliminate... Use... Apply... Implement...</i>
Objectives:	<p>Upon completion of this conference, participants should be better able to:</p> <p>Nonerosive Reflux Disease: What Clinicians Need to Know in 2023</p> <ul style="list-style-type: none"> • Screen patients for nonerosive reflux disease (NERD) and determine appropriate treatment. • Screen patients for functional heartburn using diagnostic criteria and determine appropriate treatment. • Differentiate between typical and atypical GERD. <p>Gastroparesis – What is it and who has it?</p> <ul style="list-style-type: none"> • Screen for the most commonly seen causes of gastroparesis in your clinical practice. • Implement an evidence-based approach to the management of gastroparesis. • Describe emerging modalities for assessment and treatment of gastroparesis.

References	<i>Ensure Content is Valid</i>	
How are educational needs identified? <i>Check all that apply and explain below.</i>	<input type="checkbox"/> Best practice parameters <input type="checkbox"/> Disease prevention (Mission) <input type="checkbox"/> Mortality/morbidity statistics <input 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>		
Baptist Health Quantitative Data	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.**

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.

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.

Camilleri, M., Kuo, B., Nguyen, L., Vaughn, V. M., Petrey, J., Greer, K., ... & Abell, T. L. (2022). ACG clinical guideline: gastroparesis. *The American Journal of Gastroenterology*, *117*(8), 1197-1220.

Faculty

Faculty List

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



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

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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

Disclosure Statement

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

Mitigation Chart

Mitigation chart complete on File Checklist.

Disclosures	<p>Karthik Ravi, 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 include off-label or unapproved product usage.</p> <p>Eamonn M. M. Quigley M.D., FRCP, FACP, MACG, FRCPI, faculty for this educational activity, has indicated that he receives research funding from CinDome and Atmo. He is also on the advisory board for Atmo. He has indicated that the presentation <i>will not</i> include off-label or unapproved product usage. All of the relevant financial relationships listed for this individual have been mitigated.</p> <p>Kenneth Rosenthal, M.D., FACC, Symposium Director of this activity, has indicated that he is on the speaker's bureau for Abbvie Pharmaceuticals. All relevant financial relationships for this individual has been mitigated.</p> <p>Non-faculty contributors and others 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>
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
Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective

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

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.*

Commitment to change:

As a result of my participation in this online course, I commit to make the following changes to my clinical practice:

- Manage suspected extraesophageal manifestations of NERD.
- Implement an evidence-based approach to the management of gastroparesis.

Impact Assessment:

Please select one: *

- I am in active clinical practice, residency, or fellowship
- I am retired
- Other...

As a result of your participation, have you been able to implement any of the following commitments to change? Please indicate the strategies you have been able to implement. Check all that apply.

- Managed suspected extraesophageal manifestations of NERD.
- Implemented an evidence-based approach to the management of gastroparesis.

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

- Yes
- No

If yes...

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

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


If no...

If you have not implemented any of these strategies, what has prevented you from doing so? *

Please select all that apply.

- Current practice is satisfactory
- Patient barriers
- I disagree with the recommendations made in the course
- Content is not applicable to my practice
- Lack of time
- Other

<input type="checkbox"/> Changes in patient outcomes. Demonstrates healthcare quality improvement related to the CME program twice during the accreditation term.	<input type="checkbox"/> Review of hospital, health system, public health data, dashboard data pre-, post-activity, etc.
Describe outcomes assessment plan.	

Baptist Health Commendation Goals	 CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.						
<input type="checkbox"/> Advances Data Use Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	Use PowerPoint as example.						
<input type="checkbox"/> Addresses Population Health Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> • Goal: 10% of activities 	Check all that apply. <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"/> Collaborates With Other Organizations The provider collaborates with other organizations to more effectively address population health issues.	Describe the collaborative efforts.						
<input type="checkbox"/> Improves Performance <ul style="list-style-type: none"> • Goal: 10% of activities • Compliance example: The provider measures change in learners immediately following the activity asking for specific changes to practice that the individual learner commits to make. In a subsequent 6-week post-activity survey, each learner was asked what changes they committed to making, then asked, "Based on your intention, what changes have you implemented in your practice?" In one example, 53% of the learners responded that they had made changes to their practice. Those responses included approximately 50 themes that included changes to office practice/billing/department/organization; changes to prescription practices; changes to diet advice; changes to pre-operative procedures, and changes made to patient education. 	See Evaluation Methods section for required elements. Follow-up data is Required.						

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

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

Live Webinar Details For Internet Live Webinar Courses ONLY

Panelists	
Hosts	
Zoom Account	<input type="checkbox"/> CME Zoom Account <input type="checkbox"/> Partner Zoom Account
Zoom Link	

DATE REVIEWED: _ REVIEWED BY: Accelerated Approval Executive Committee
 Live Committee

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

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



Date/Topics/ Speakers / Disclosures


OLP Course Details <i>For OLP Enduring Applications ONLY</i>	
Course Video URL	
Course Handout URL	
Multiple Choice Questions	
Course Release Date	February 2024
Course Renewal Date	
Course Expiration Date	February 2027

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	Internal and Family Medicine e-Learning Series		
Date		Time	
Location	Internet Enduring Materials	Credit Hour(s)	See Chart Below
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience – <ul style="list-style-type: none"> Mental and behavioral health topic(s) required for all symposiums. If limited to Baptist Health Medical Staff only, please indicate here. 	Internal Medicine Physicians, Family Medicine Physicians, Obstetricians, Hospitalists, Fellows, Physician Assistants/Physician Associates, Residents, Advanced Practice Registered Nurses, Nurses, Pharmacists, Pharmacy Technicians and all other interested healthcare providers.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.		
Course overview	<p>The primary care provider for internal and family medicine usually sees patients with a wide variety of symptoms. The goal of this series is to provide consistent implementation of evidence-based recommendations that have been shown to optimize overall patient care.</p> <p>Topics for this lecture series include coronary artery calcifications, infection caused by periodontitis, hemostasis thrombosis, B12 deficiency, lung cancer screening, cardiac amyloidosis, health equity, inpatient hypertension, psoriasis, tremors, unusual vascular diseases such as malformations anatomic variants and collagen vascular diseases, drug Interactions, headaches, functional neurosurgery, weight management, premature ventricular contractions, osteoporosis, prostate cancer, insulin, and adult vaccines.</p>		
Credit Type	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - APA Checklist <input checked="" type="checkbox"/> Physician Assistant CE <input checked="" type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input type="checkbox"/> Interprofessional (IPCE)  Commendation Engages Teams – See Planning Team section <input checked="" type="checkbox"/> MOC Points - MOC Checklist / Self-assessment <input type="checkbox"/> Pediatrics - Self-assessment </div> <div style="width: 45%;"> <input type="checkbox"/> Anesthesia - Lifelong Learning <input checked="" type="checkbox"/> Internal Medicine - Medical Knowledge <input type="checkbox"/> Ophthalmology - Lifelong Learning <input type="checkbox"/> Ophthalmology - Self-assessment <input type="checkbox"/> Surgery - Accredited CME <input type="checkbox"/> Surgery - Self-assessment <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - Self-Assessment <input type="checkbox"/> Pathology - Lifelong Learning <input type="checkbox"/> Pediatrics - Lifelong Learning </div> </div>		
Providership	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	PARS ID #	IEM2022358
Publish to CME Passport	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Publish to CEBroker	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No CEBroker #

Planning Team	
Conference Director(s)	John Rubin, M.D.
CME Manager	Nina Doleyres
Conference Coordinator and/or Instructional Designer (OLP only)	Jessica Armenteros
 Commendation Goal: <u>Engages Interprofessional Teams/IPCE (10% of activities)</u>	List 2+ professions here. M.D. Required.

BHSF Initiatives	
<input checked="" type="checkbox"/> Balance across the continuum of care <input checked="" 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 checked="" type="checkbox"/> Overutilization – unnecessary health care costs <input checked="" type="checkbox"/> Patient-centered care <input checked="" type="checkbox"/> Public health factors (See commendation.) <input type="checkbox"/> Removing redundancy – improving processes
Collaborative Partner:	Boca Raton Regional Hospital/Baptist Health South Florida and Florida Atlantic University
Describe initiative:	

Appropriate Formats	<i>The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. Check all that apply.</i>
<input checked="" type="checkbox"/> Didactic Lecture <input type="checkbox"/> Question & Answer <input type="checkbox"/> ARS <input type="checkbox"/> Case Studies	<input 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	<i>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.</i>
State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.	Current physician practice does not include consistent implementation of evidence-based recommendations that have been shown to optimize overall patient care.
Educational needs that <u>underlie</u> the professional practice gaps of learners. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Knowledge - <i>Deficit in medical knowledge.</i> <input checked="" type="checkbox"/> Competence - <i>Deficit in ability to perform strategy or skill.</i> <input type="checkbox"/> Performance - <i>Able to implement but noncompliant or inconsistent.</i>

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

This activity is designed to change:	<input checked="" type="checkbox"/> Competence - <i>CME evaluation and pre/post-survey.</i> <input checked="" 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.	

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

Module Learning Objectives**Coronary Artery Calcification in Women: More Than Meets the Eye (1 Cat. 1)****Course Review Date: September 2022 Course Expiration: September 2025**

- Examine research updates on female-specific and female-predominant cardiovascular risk factors.
- Discuss evidence-based recommendations for the use of coronary artery calcium scans in women.
- Evaluate research updates on the relationship between coronary artery and breast arterial calcification in women.
- Review evidence-based cardiovascular risk reduction strategies for women with arterial calcification.

Interactions Between Periodontitis and Systemic Diseases (1.25 Cat. 1)**Course Review Date: September 2022 Course Expiration: September 2025**

- Identify the pathogenesis of periodontitis and be able to question a patient regarding periodontal health status based on signs and symptoms of periodontal disease.
- Discuss the common denominators of inflammation through many chronic diseases and how periodontitis can significantly elevate systemic inflammatory markers.
- Recognize how bacteremia from oral sources can seed periodontal pathogens to remote sites, causing pathology from the brain to vascular, cardiac, prosthetic and other structures.
- Describe the relationship between oral dysbiosis and gut dysbiosis and associated disease processes.

An Approach to Hemostasis and Thrombosis for the Internist (1 Cat. 1)**Course Review Date: September 2022 Course Expiration: September 2025**

- Explain the basics of primary and secondary hemostasis and identify the tests used to evaluate hemostasis.
- Describe the approach to evaluate and treat prolonged prothrombin time (PT) and activated partial thromboplastin time (aPTT).
- Explain the approach to evaluate and treat thrombocytopenia and basics of immune thrombocytopenia (ITP), thrombotic thrombocytopenic purpura (TTP), heparin-induced thrombocytopenia (HIT).
- Explain the basics of hypercoagulability testing and discuss the approach to duration of anticoagulation.

B12 Deficiency (1 Cat.1)**Course Review Date: September 2022 Course Expiration: September 2025**

- Explain the pathophysiology of B12 deficiency and identify its clinical features and causes in clinical practice.
- Implement the appropriate testing for B12 deficiency and recognize the limitations of testing. Select appropriate treatments to optimize patient outcomes.

Screening for Lung Cancer Is Standard Therapy (1 Cat. 1)**Course Review Date: September 2022 Course Expiration: September 2025**

- Implement lung cancer screening according to the latest evidence-based guidelines for high-risk patients.

Psoriasis Update (1.50 Cat. 1)**Course Review Date: September 2022 Course Expiration: September 2025**

- Identify psoriasis based on clinical presentation and implement essential screening for a patient with new-onset psoriasis.
- Assess psoriasis symptoms in patients with underlying conditions such as chronic liver diseases and vascular diseases.
- Appraise current systemic approaches to the treatment of psoriasis, including antimetabolites, systemic immunosuppressants, interferon and interleukin antagonists.

Attaining Health Equity: Focusing Our Lens on What's Important (1 Cat. 1)

Course Review Date: September 2022 Course Expiration: September 2025

- Define health equity and various terms associated with this, such as structural inequity, racism, and social determinants of health.
- Identify health disparities and health equity and assess factors that play a role in this.
- Examine the rationale behind the importance of addressing health disparities and health equity, including factors that contribute to these disparities.
- Review ways in which physicians can play a role in addressing health disparity and health equity to optimize medical care for these patient populations.

Cardiac Amyloidosis: An Increasingly Recognized Entity (1.25 Cat.1)

Course Review Date: September 2022 Course Expiration: September 2025

- Review the pathophysiology and subtypes of cardiac amyloidosis.
- Establish the clinical clues for when to suspect cardiac amyloidosis.
- Identify the key principles in making the diagnosis of cardiac amyloidosis.
- Evaluate the available and emerging therapies for cardiac amyloidosis.

Inpatient Management of Hypertension (1.25 Cat.1)

Course Review Date: September 2022 Course Expiration: September 2025

- Identify the proper management of hypertensive emergency.
- Identify the proper management of hypertensive urgency in asymptomatic patients both in the emergency department and inpatient settings.
- Determine the management of chronic hypertension in the inpatient setting.

Tremors Update 2022 (1.25 Cat.1)

Course Review Date: November 2022 Course Expiration: September 2025

- Identify the principle clinical features of essential tremor and Parkinson's Disease.
- Analyze imaging to assist in differential diagnosis of Parkinson's Disease versus essential tremor.
- Identify the current medication and surgical treatments for Parkinson's Disease and Essential tremor.
- Discuss the application of MRI guided ultrasound lesioning for tremor.

Unusual Vascular Diseases: Malformations Anatomic Variants, Collagen Vascular Diseases (1.25 Cat.1)

Course Review Date: November 2022 Course Expiration: September 2025

- Implement strategies to participate in more goals of care and advance care planning conversations.
- Deliver care to reduce suffering and improve quality of life for both the patient and the family.
- Collaborate with the multidisciplinary team to support end-of-life care.

Drug Interactions of Clinical Importance (1.25 Cat.1)

Course Review Date: November 2022 Course Expiration: September 2025

- Identify the safety nets that assist in preventing harm due to drug-drug interactions.
- Recognize drug combinations that should be avoided.
- Discuss risk factors that affect probability of harm from drug-drug interactions.
- List considerations that affect the risk associated with drug combinations.

Update on Headache Management (1 Cat.1)

Course Review Date: November 2022 Course Expiration: September 2025

- Identify different headache types.
- Discuss migraine, cluster headache and tension headache management.
- Discuss headache treatment guidelines and the effects of medication overuse.

Functional Neurosurgery: Where We Are and Where We Are Going (1.25 Cat.1)

Course Review Date: November 2022 Course Expiration: September 2025

- Discuss the current neuromodulation technology for pain and movement disorders.

- Identify the appropriate candidates for neuromodulation.
- Identify the determinants in selecting the appropriate deep brain stimulation for emerging indications.

Strategies for Weight Management as a Gastroenterologist (1.25 Cat.1)

Course Review Date: December 2022 Course Expiration: September 2025

- Identify noninvasive strategies for weight management such as medical nutritional therapy, pharmacotherapy and endo-bariatrics in order to optimize patient outcomes.
- Identify common post-bariatric complications and solutions to provide better patient care post-operation.

Premature Ventricular Contractions (PVCs): Are They All Benign? (1.25 Cat.1)

Course Review Date: May 2023 Course Expiration: May 2026

- Explain premature ventricular contractions mechanisms.
- Discuss prognosis diagnostic evaluation to understand when treatment is indicated.
- Identify treatment options for patients with premature ventricular contractions.

Osteoporosis Update (1.25 Cat.1)

Course Review Date: May 2023 Course Expiration: May 2026

- Identify osteoporosis risk factors, explain available discuss treatment options and implement prevention strategies in clinical practice.
- Analyze controversies and difficulties in osteoporosis management.

Modern Day Screening for Prostate Cancer (1 Cat.1)

Course Review Date: October 2023 Course Expiration: October 2026

- Screen populations at risk for prostate cancer and explain updates in technology and techniques for prostate cancer screening.
- Recognize pitfalls and risks associated with prostate cancer screening.

Insulin Update (1.25 Cat.1)

Course Review Date: August 2023 Course Expiration: August 2026

- Explain the pharmacokinetics of different insulins.
- Select insulin delivery devices to optimize patient outcomes.
- Examine patient treatment regarding insulin dosing.

Overview of Adult Vaccines and Updates (1.25 Cat.1)

Course Review Date: August 2023 Course Expiration: August 2026

- Identify the appropriate patient for vaccines against pneumococcal disease, HPV, Herpes Zoster, Pertussis/Tetanus and Hepatitis B.
- Discuss the indications and contraindications of major vaccinations.

Frailty: The Deciding Factor (1.25 Cat.1)

Course Review Date: October 2023 Course Expiration: October 2026

- Identify the markers, pathophysiology, and epidemiology of frailty.
- Recognize the importance of detecting frailty early and review its impact on future healthcare outcomes.
- Evaluate treatment and interventions for frailty.

Arterial Disease (Or: Help! My leg is cold! What do I do?) (1 Cat.1)

Course Review Date: February 2024 Course Expiration: February 2027

- Discuss the basics of identifying arterial disease in patients.
- Identify testing requirements and treatment options for patients with arterial disease.

Intermediate-Risk Pulmonary Embolism (1.25 Cat. 1)

Course Review Date: March 2024 Course Expiration: March 2027

- Assess advanced methodologies for risk stratification in pulmonary embolism.
- Identify management approaches for intermediate-risk pulmonary embolism.
- Evaluate the impact of early intervention on patients with ultra-high and intermediate-risk pulmonary embolism.
- Examine future perspectives in pulmonary embolism care for improved patient outcomes.

References	Ensure Content is Valid	
How are educational needs identified? <i>Check all that apply and explain below.</i>	<input type="checkbox"/> Best practice parameters <input type="checkbox"/> Disease prevention (Mission) <input type="checkbox"/> Mortality/morbidity statistics <input type="checkbox"/> National/regional data <input checked="" 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>		
Baptist Health Quantitative Data	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.**

Coronary Artery Calcification in Women: More Than Meets the Eye

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An Approach to Hemostasis and Thrombosis for the Internist

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Attaining Health Equity: Focusing Our Lens on What's Important

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Faculty	
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Faculty List <i>For more than two (2) faculty members, include the list at end of application.</i>	See chart below
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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>
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Mitigation Chart	<input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.
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Disclosures

Coronary Artery Calcification in Women: More Than Meets the Eye

Heather Johnson, M.D., FACC, FAHA, FASPC, 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.

Interactions Between Periodontitis and Systemic Diseases

Jeffrey Ganeles, DMD, FADC, faculty for this educational activity, is a consultant for Neocis and Osstell AB and an adviser with Supply Clinic, and is on the speakers' bureau for Lynch Biologics. He has individual stock options with Straumann. Dr. Ganeles indicated that the presentation or discussion will not include off-label or unapproved product usage.

An Approach to Hemostasis and Thrombosis for the Internist

Srikanth Nagalla, M.D., M.S., faculty for this educational activity, is a consultant for Alexion and Alnylam and is on the speakers' bureau for Alexion, DOVA, Sanofi and Rigel. Dr. Nagalla indicated that the presentation or discussion will not include off-label or unapproved product usage.

B12 Deficiency

Angelina The, 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.

Screening for Lung Cancer Is Now Standard Therapy

John R. Roberts, M.D., indicated that he is a consultant for Scott Flora Consulting.

Psoriasis Update

John M. Strasswimmer, M.D., is a consultant for Regeneron and Castle Bioscience. He is also on the speakers' bureau for Regeneron, Sanofi and Genentech. Dr. Strasswimmer indicated that he is a researcher for Regeneron, Biofrontera and Almirall.

Drug Interactions of Clinical Importance

Daniel C. Malone, Ph.D., FAMCP, faculty for this educational activity, has indicated that he is a consultant for Sarepta Therapeutics, Pear Therapeutics, Seres Therapeutics, Avidity Biosciences, and a researcher for Otsuka Pharmaceutical. All of the relevant financial relationships listed for these individuals have been mitigated, and has indicated that the presentation will not include off-label or unapproved product usage.

Functional Neurosurgery: Where We Are and Where We Are Going

Julie Pilitsis, M.D., Ph.D., faculty of this educational activity, indicated that she is an advisor for Aim Medical Robotics. She is also a shareholder of Aim Medical Robotics. Dr. Pilitsis also indicated that she is a researcher for Medtronic, Boston Scientific, Abbott, Nevro, and Saluda. All of the relevant financial relationships listed for these individuals have been mitigated.

Osteoporosis Update

Shawn Baca, M.D., F.A.C.R. indicated that he is an independent contractor for Radius. All of the relevant financial relationships listed for these individuals have been mitigated and has indicated that the presentation will not include off-label or unapproved product usage.

Modern Day Screening for Prostate Cancer

David Thiel, M.D., faculty for this educational activity, has no relevant financial relationships with ineligible companies* to disclose, and has indicated that the presentations or discussions will not include off-label or unapproved product usage.

Insulin Update

Bryan S. Vinik, M.D., is a speaker for AbbVie Pharmaceuticals. He has indicated that the presentation *will not* include off-label or unapproved product usage. All of the relevant financial relationships listed for this individual have been mitigated.

Overview of Adult Vaccines and Updates

Lisa C. Martinez, 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.

Frailty: The Deciding Factor

A. Sasha Rackman, 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.

Arterial Disease (Or: Help! My leg is cold! What do I do?)

Eileen C. de Grandis, M.D., RPVI, FACS, 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.

Intermediate-Risk Pulmonary Embolism

Anup Katyal, M.D., FASSM, 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.

All:

John Rubin, M.D., indicated that he is a shareholder in AstraZeneca and Bristol Myers Squibb.

Kenneth Rosenthal, M.D., indicated that he is on the speakers’ bureau for AbbVie.

All the relevant financial relationships listed for these individuals have been mitigated.

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

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

Disclosure to the audience:

- Ethos Course Page
- Welcome Slides
- Faculty Slides
- Handout
- Other:

Measured Outcomes

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

Evaluation Methods

Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.

Changes in competence.

- Intent to change
- Confidence in ability

CME Evaluation Form

- What do you intend to do differently in the treatment of your patients as a result of what you learned at this conference? What new strategies will you apply in your practice of patient care?
- If you do not plan to implement any new strategies learned at this conference, please list any barriers or obstacles that might keep you from doing so.

Pre/Post-Survey

How confident are you in your ability to:

Coronary Artery Calcification in Women: More Than Meets the Eye

- Interpret routine mammography reports with findings of breast artery calcification in asymptomatic women and implement a treatment plan to address cardiovascular risk in this patient population
- Identify female patients that would benefit from a coronary artery calcium scan to screen for cardiovascular risk factors

Interactions Between Periodontitis and Systemic Diseases

- Evaluate patients on their periodontal health status based on signs and symptoms of periodontal disease
- Identify prescribed medication that could cause unintentional negative consequences to oral structures

An Approach to Hemostasis and Thrombosis for the Internist

- Evaluate patients with benign hematologic conditions using laboratory testing.
- Interpret results from laboratory testing for benign hematologic conditions.

B12 Deficiency

- Recognize B12 deficiency based on clinical presentation.
- Identify causes of B12 deficiency.
- Implement the correct treatment for B12 deficiency based on the underlying cause.

Screening for Lung Cancer is Standard Therapy

- Speak with patients with risk of lung cancer regarding the importance of screening.

Psoriasis Update

- Assess psoriasis patients for underlying conditions such as chronic liver and vascular diseases.
- Identify the appropriate treatment strategies for psoriasis patients

Attaining Health Equity: Focusing Our Lens on What's Important

- Identify factors in patients that contribute to health disparities and health equity
- Address identified health disparities to optimize medical care

Cardiac Amyloidosis - an Increasingly Recognized Entity

- Identify clinical cues for when to suspect cardiac amyloidosis
- Implement the appropriate testing to identify cardiac amyloidosis
- Recommend the available and emerging therapies for cardiac amyloidosis to the patient

Inpatient Management of Hypertension

- Develop a plan of care for asymptomatic high blood pressure patients
- Manage chronic hypertension in the inpatient setting

Tremors Update 2022

- Identify clinical features of different types of major tremors.
- Recommend current medication and surgical treatments for essential tremor.

Unusual Vascular Diseases: Malformations Anatomic Variants, Collagen Vascular Diseases

- Develop a plan of care with multidisciplinary teams for patients with vascular diseases.

Drug Interactions of Clinical Importance

- Recognize drug combinations that should be avoided when prescribing medications.
- Identify recourses that assist in recognizing possible drug interactions.

Update on Headache Management

- Develop a management plan for patients experiencing migraines, cluster headaches, or tension headaches.
- Identify treatment options for medication overuse headaches.

Functional Neurosurgery: Where We Are and Where We Are Going

- Identify current neuromodulation applications for patients experiencing pain and movement disorders.

Strategies for Weight Management as a Gastroenterologist

- Develop a noninvasive plan of care for patients struggling with weight management such as medical nutritional therapy or endo-bariatrics.

Premature Ventricular Contractions (PVCs): Are They All Benign?

- Develop a treatment plan that identifies goals that aim to eliminate symptoms and either reverse or prevent PVC-induced cardiomyopathy.

Osteoporosis Update

- Re-evaluate a patient's current osteoporosis treatment plan.
- Recommend a patient for follow up treatment if they have recently visited the hospital with an old or new fragility fracture.

Modern Day Screening for Prostate Cancer

- Utilize a Prostate -Specific Antigen (PSA) test for prostate cancer screening.

Insulin Update

- Develop an insulin dosing treatment plan based on an individual patient need.

Overview of Adult Vaccines and Updates

- Implement the current recommendations for vaccinations against invasive pneumococcal disease, HPV, Herpes Zoster, Pertussis/Tetanus and Hepatitis B.
- Discuss the importance of vaccination with patients who have vaccination hesitancy by acknowledging fears and providing education.

Frailty: The Deciding Factor

- Detect frailty early in high-risk patients.
- Develop individualized and interdisciplinary treatment plans for frailty.

Arterial Disease (Or: Help! My leg is cold! What do I do?)

- Identify the appropriate imaging and testing for arterial disease
- Develop individualized treatment plans for patients with arterial disease.

Intermediate-Risk Pulmonary Embolism

- Implement the current recommendations for the management of intermediate-risk pulmonary embolism.
- Develop individualized treatment plans for patients with ultra-high and intermediate-risk pulmonary embolism.

- 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 **evaluation** question. (CME Registrar)

Trigger **follow-up survey** 45 days post conference. (CME Registrar)

Include handout or resource in follow-up email. (CME Manager/ Registrar)

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.*

Phase I of Impact Assessment

1. As a result of your participation in this e-learning series, have you been able to implement any of the following commitments to change?
 - Screen patients for medical conditions I had not previously considered.
 - Identify underlying causes for common medical conditions I had not previously considered.
 - Modify my treatment based on the evidence-based guidelines and recommendations discussed.
 - Not applicable to my practice.
 - I do not agree with the recommendations presented.
 - I am retired.
2. Within the last 60 days, I have screened patients for the following conditions I had not previously considered:
 - Coronary artery calcification
 - Periodontal disease
 - Hematologic conditions
 - B12 deficiency
 - Lung Cancer
 - Psoriasis
 - Cardiac Amyloidosis
 - Hypertension
 - Did not implement
3. Within the last 60 days, I have identified underlying causes of the following medical conditions:
 - Coronary artery calcification
 - Periodontal disease
 - Hematologic conditions
 - B12 deficiency
 - Lung Cancer
 - Psoriasis
 - Cardiac Amyloidosis
 - Hypertension
 - Did not implement
4. Within the last 60 days, I have modified my treatment based on the evidence-based guidelines and recommendations discussed:
 - Coronary artery calcification
 - Periodontal disease
 - Hematologic conditions
 - B12 deficiency
 - Lung Cancer
 - Psoriasis
 - Cardiac Amyloidosis
 - Hypertension
 - Did not implement

5. If you have not implemented any of these strategies, what has prevented you from doing so?
- Current practice is satisfactory
 - Lack of an implementation plan
 - Lack of time
 - Lack of staff resources
 - Lack of material and tools
 - Lack of support for change by administration
 - Administrative/system costs
 - Care costs/insurance coverage
 - Patient barriers
 - I disagreed with recommendations made in the course
 - I am retired
 - Content not applicable to my practice.
 - Other

Phase II of Impact Assessment

Modern Day Screening for Prostate Cancer

1. Within the last 60 days, I have screened patients for prostate cancer in which I had not previously considered:
{Yes/No}
2. Within the last 60 days, I have identified underlying causes of prostate cancer in patients:
{Yes/No}
3. Within the last 60 days, I have modified my treatment based on the evidence-based guidelines and recommendations discussed
{Yes/No}
4. If you have not implemented any of these strategies, what has prevented you from doing so?
 - Current practice is satisfactory
 - Lack of an implementation plan
 - Lack of time
 - Lack of staff resources
 - Lack of material and tools
 - Lack of support for change by administration
 - Administrative/system costs
 - Care costs/insurance coverage
 - Patient barriers
 - I disagreed with recommendations made in the course
 - I am retired
 - Content not applicable to my practice.
 - Other

Insulin Update

1. Within the last 60 days, I have evaluated diabetic patients' treatment plans and insulin dosing.
{Yes/No}
2. Within the last 60 days, I have modified patients' insulin dosing based on the evidence-based guidelines and recommendations discussed.
{Yes/No}
3. If you have not implemented any of these strategies, what has prevented you from doing so?
 - Current practice is satisfactory
 - Patient barriers

- I disagree with the recommendations made in the course
- Other...

Overview of Adult Vaccines and Updates

1. Within the last 60 days, I have identified the appropriate patients for vaccinations such as pneumococcal disease, HPV, Herpes Zoster, Pertussis/Tetanus and Hepatitis B.
{Yes/No}
2. Within the last 60 days, I have modified my vaccination recommendations based on the evidence-based guidelines discussed in the presentation.
3. If you have not modified your vaccination recommendations, what has prevented you from doing so?
 - Current practice is satisfactory
 - Care costs/insurance coverage
 - Lack of support for change by administration
 - Patient barriers
 - I disagree with the recommendations made in the course
 - I am retired
 - Content not applicable to my practice
 - Other...

Frailty: The Deciding Factor

1. Within the last 60 days, have you screened patients for frailty, identifying risk factors not previously considered:
{Yes/No}
2. Within the last 60 days, I have modified my treatment plans based on the evidence-based guidelines discussed in the presentation.
{Yes/No}
3. If you have not implemented any of these strategies, what has prevented you from doing so?
 - Current practice is satisfactory
 - Patient barriers
 - I disagree with the recommendations made in the course
 - Other...


Arterial Disease (Or: Help! My leg is cold! What do I do?)

1. Within the last 60 days, I have screened patients for arterial disease.
{Yes/No}
2. Within the last 60 days, I have modified my treatment plans based on the evidence-based guidelines discussed in the presentation.
{Yes/No}
3. If you have not implemented any of these strategies, what has prevented you from doing so?
 - Current practice is satisfactory
 - Patient barriers
 - I disagree with the recommendations made in the course
 - Other...

Intermediate-Risk Pulmonary Embolism

- Within the last 60 days, I have screened patients for intermediate-risk pulmonary embolism.
{Yes/No}
- 4. Within the last 60 days, I have applied the following commitments to change:
 - Implemented the current recommendations for the management of intermediate-risk pulmonary embolism.
 - Developed individualized treatment plans for patients with ultra-high and intermediate-risk pulmonary embolism

	<p>If you have not implemented any of these strategies, what has prevented you from doing so?</p> <ul style="list-style-type: none"> <input type="radio"/> Current practice is satisfactory <input type="radio"/> Patient barriers <input type="radio"/> I disagree with the recommendations made in the course <input type="radio"/> Other...
<input type="checkbox"/> Changes in patient outcomes. Demonstrates healthcare quality improvement related to the CME program twice during the accreditation term.	<input type="checkbox"/> Review of hospital, health system, public health data, dashboard data pre-, post-activity, etc.
Describe outcomes assessment plan.	

Baptist Health Commendation Goals	 <i>CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.</i>						
<input type="checkbox"/> Advances Data Use Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<i>Use PowerPoint as example.</i>						
<input checked="" type="checkbox"/> Addresses Population Health Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> • Goal: 10% of activities 	<i>Check all that apply.</i> <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 checked="" type="checkbox"/> Economic, social, and environmental conditions</td> <td><input checked="" 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 checked="" type="checkbox"/> Economic, social, and environmental conditions	<input checked="" 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 checked="" type="checkbox"/> Economic, social, and environmental conditions	<input checked="" type="checkbox"/> Health disparities						
<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population's physical environment						
<input type="checkbox"/> Collaborates With Other Organizations The provider collaborates with other organizations to more effectively address population health issues.	<i>Describe the collaborative efforts.</i>						
<input checked="" type="checkbox"/> Improves Performance <ul style="list-style-type: none"> • Goal: 10% of activities 	<i>See Evaluation Methods section for required elements.</i> <i>Follow-up data is Required.</i> <u>Impact assessment planned 60 days-post and commitment to change question added at evaluation after course completion.</u> <u>Follow up survey to assess what was put into practice, additional questions added regarding commitment to change on impact assessment.</u>						
<input type="checkbox"/> Improves Healthcare Quality Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. • Examples: EBCC 	<i>Explain.</i>						

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

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

OLP Course Details *For OLP Enduring Applications ONLY*

Course Video URL	
Course Handout URL	
Multiple Choice Questions	
Course Release Date	September 2022
Course Renewal Date	
Course Expiration Date	September 2025

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

Topic	Credit	Speaker(s)	Course Overview	Designed to change
Coronary Artery Calcification in Women: More Than Meets the Eye	1 Cat. 1	Heather Johnson, M.D., FACC, FAHA, FASPC Preventive Cardiologist Christine E. Lynn Women's Health & Wellness Institute, Boca Raton Regional Hospital Baptist Health South Florida Boca Raton, Florida	Coronary artery calcification is a major risk factor for the development of cardiovascular disease. It is associated with major adverse cardiovascular events, such as vascular injury and inflammation. Dr. Heather Johnson will discuss evidence-based recommendations on the use of coronary artery calcium scans in women, as well as examine research updates on female-specific and female-predominant cardiovascular risk factors.	Practitioners will be better able to identify coronary artery calcification in their female patient population.

<p>Interactions Between Periodontitis and Systemic Diseases</p>	<p>1.25 Cat. 1</p>	<p>Jeffrey Ganeles, DMD, FACD Private Practice, Boca Raton, Fla. Diplomate, American Board of Periodontology Associate Professor, Nova Southeastern University College of Dental Medicine Assistant Clinical Professor, Boston University, Goldman School of Dental Medicine Fellow and Board Member, Academy of Osseointegration Fellow, International Team for Implantology Boca Raton, Florida</p>	<p>Periodontitis is an immuno-inflammatory chronic disease of the supporting structures of the teeth, which eventually causes tooth loss. It results from complex interactions from dysbiosis of the oral microbiome and the immunologic reactions causing an inflammatory response destroying the bone that supports the teeth. It is estimated that nearly 50% of adults in the U.S. have some degree of periodontitis. The microbial pathogens and inflammatory products associated with periodontitis spread into the vascular system and GI tract. Periodontitis, as one of the most common chronic diseases, is found to be associated with a wide variety of diseases, including diabetes/metabolic disease, cardiovascular disease, Alzheimer’s disease, GI disorders including IBD and Crohn’s, low birthweight and pre-term births, lower respiratory infections, worse outcomes with Covid-19, and many cancers including colon, pancreatic and some leukemias.</p>	<p>Practitioners may not be current on all emerging healthcare trends or be familiar with the latest evidence-based data and best practice guidelines. This presentation will provide an overview of interactions and pathologic mechanisms for exacerbation of conditions as related to periodontitis, including recommendations for disease assessment, management, and intervention.</p>
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			<p>The purpose of this presentation is to provide an overview of interactions and pathologic mechanisms for exacerbation of these conditions. Recommendations for assessment, management and intervention will also be made.</p>	
<p>An Approach to Hemostasis and Thrombosis for the Internist</p>	<p>1 Cat. 1</p>	<p>Srikanth Nagalla, M.D., M.S. Chief of Benign Hematology Miami Cancer Institute Baptist Health South Florida</p>	<p>Speaker Srikanth Nagalla, M.D., M.S., specializes in treating benign hematologic conditions, including bleeding and clotting disorders, rare blood disorders, high and low platelets, high and low blood counts, bone marrow failure syndromes and myeloproliferative neoplasms. This course will address an array of benign hematologic conditions, hemostasis, interpretation of clotting times, antiplatelet drugs, diagnosis of immediate concern and conditions to monitor long term.</p>	<p>Practitioners select appropriate laboratory tests required to diagnosis and evaluate benign hematologic disorders. Practitioners interpret hypercoagulability testing results to implement treatment plans for benign hematologic conditions or refer patients requiring specialized care appropriately.</p>
<p>B12 Deficiency</p>	<p>1 Cat. 1</p>	<p>Angelina The, M.D. Hematologist and Medical Oncologist Lynn Cancer Institute Boca Raton Regional Hospital Baptist Health South Florida Boca Raton, Florida</p>	<p>While B12 deficiency is common, it is a serious condition. As a result, its presentation may not always be evident, which can lead to missed diagnosis and treatment. In this online course, Angelina The, M.D., hematologist and</p>	<p>Practitioners will be better able to identify B12 deficiency clinical features and causes in their patients and implement the correct treatment for this deficiency.</p>

			medical oncologist, will discuss the pathophysiology of B12 deficiency, testing and its pitfalls, and will review the different types of treatment options for patients.	
Screening for Lung Cancer is Standard Therapy	1 Cat. 1	John R. Roberts, M.D. Board Certified Thoracic Surgery Boca Raton Regional Hospital Baptist Health South Florida Boca Raton, Florida	Lung cancer is the third most common cancer in the United States and more people die from lung cancer than any other type of cancer. Over 80% of these deaths are linked to the use of tobacco and primary prevention can successfully decrease the cancer burden. In this online course, John Roberts, M.D., will present "Screening for Lung Cancer is Standard Therapy."	Practitioners will be better able to identify the dangers of lung cancer and examine the strategies to encourage patients with risk of lung cancer to be screened.
Psoriasis Update	1.50 Cat. 1	John Strasswimmer, M.D., Ph.D., FAAD, FACMS Dermatologist, Strasswimmer, Dock & Hosseinipour Dermatology Associates Delray Beach, Florida Founding Director, Melanoma & Cutaneous Oncology Program Lynn Cancer Institute, Boca Raton Regional Hospital Affiliate Clinical Professor, College of Medicine, and Affiliate Research Professor, College of Science Florida Atlantic University University of Miami Miller School of Medicine Miami, Florida	Psoriasis is an autoimmune disease that affects patients' quality of life and can be costly. Various treatments are available including topical and systemic agents. John Strasswimmer, M.D. will lead the discussion on Psoriasis from a medical perspective.	Practitioners will be better able to identify psoriasis and discuss its links with internal media and current treatment approaches to patients.
Attaining Health Equity: Focusing Our Lens on What's Important	1 Cat. 1	Mishah Azhar, M.D. PGY-4 Internal Medicine Chief Resident Visiting Assistant Professor of Integrated Medical Science Florida Atlantic University Charles E. Schmidt College of Medicine Boca Raton, Florida Danielle, Little, M.D. Second-year Internal Medicine Resident Florida Atlantic University	According to the CDC, "Health equity is achieved when every person has the opportunity to "attain his or her full health potential" and no one is "disadvantaged from achieving this potential because of	Practitioners will be able to better identify potential health inequities in patients to provide overall better patient care.

		Charles E. Schmidt College of Medicine Boca Raton, Florida	social position or other socially determined circumstances.” Health inequities are reflected in differences in length of life; quality of life; rates of disease, disability, and death; severity of disease; and access to treatment.” health equity. In this online course, guest faculty, Mishah Azhar, M.D., and Danielle Little, M.D., discuss Attaining Health Equity: Focusing Our Lens on What’s Important.	
Cardiac Amyloidosis - an Increasingly Recognized Entity	1.25 Cat. 1	Aaron L. Bush, M.D., FACC, FSCAI Cardiologist/Interventional Cardiologist Boca Raton Regional Hospital Baptist Health of South Florida Boca Raton, Florida	Most cardiac amyloidosis cases are due to immunoglobulin light chain amyloidosis (AL) and transthyretin amyloidosis (ATTR). Amyloid-induced cardiomyopathy has distinct characteristics compared to non-amyloid cardiomyopathies. As a result, specific management strategies are needed. In this online course, Dr. Bush reviews the pathophysiology and subtypes of cardiac amyloidosis and discuss the available and emerging therapies.	Practitioners will be able to identify the pathophysiology and subtypes of cardiac amyloidosis as well the available and emerging therapies.
Inpatient Management of Hypertension	1.25 Cat. 1	Marc S. Richards, M.D. Nephrologist Boca Raton Regional Hospital Baptist Health of South Florida Boca Raton, Florida	Hypertension in hospitalized patients is common. This results in physicians commonly	Practitioners will be able to better manage chronic patient hypertension in inpatient and

			<p>prescribing medication to control the numbers without properly evaluating the patient to determine the reasons behind the elevated numbers. Despite the increased prevalence of high blood pressure among medical inpatients, management guidelines for these patients are limited. In this online course, Dr. Richards discusses the management of hypertensive emergency including in the emergency department and inpatient settings. Management of chronic hypertension in the inpatient setting will also be discussed.</p>	<p>emergency department settings.</p>
<p>Tremors Update 2022</p>	<p>1.25 Cat. 1</p>	<p>Thomas C. Hammond, M.D., FAAN Board Certified Neurologist Marcus Neuroscience Institute Boca Raton Regional Hospital Baptist Health South Florida Assistant Clinical Professor Florida Atlantic University Boca Raton, Florida Assistant Clinical Professor College of Osteopathic Medicine Nova Southeastern University Davie, Florida</p>	<p>According to the World Health Organization, tremor is most common among middle-aged and older adults, although it can occur at any age. The disorder generally affects men and women equally and is not life threatening, however it can affect an individual's quality of life. Thomas Hammond, M.D. will review 2022 tremor updates in this online course.</p>	<p>Evaluation and Pre- post-survey on Ethos as well as an annual impact assessment measuring participants' knowledge and whether they are able to implement the strategies shared in the course.</p>

<p>Unusual Vascular Diseases: Malformations Anatomic Variants, Collagen Vascular Diseases</p>	<p>1.25 Cat. 1</p>	<p>Eileen de Grandis, M.D., FACS Vascular Surgeon and Medical Director, Vein Clinic Lynn Heart and Vascular Institute Boca Raton Regional Hospital Boca Raton, Florida</p>	<p>Vascular anomalies and rare conditions are occurring more and more frequently with advanced imaging and increased awareness of genetic disease. In this online course, Unusual Vascular Diseases: Malformations Anatomic Variants, Collagen Vascular Diseases with Eileen de Grandis, M.D., FACS, will describe some uncommon conditions that have been seen at Boca Raton Regional Hospital.</p>	<p>Evaluation and Pre- post-survey on Ethos as well as an Annual impact assessment measuring participants' knowledge and whether they are able to implement the strategies shared in the course.</p>
<p>Drug Interactions of Clinical Importance</p>	<p>1.25 Cat. 1</p>	<p>Daniel C. Malone, Ph.D., FAMCP Professor Department of Pharmacotherapy Skaggs College of Pharmacy University of Utah Salt Lake City, Utah</p>	<p>This online course offers an engaging and informative discussion on Drug Interactions of Clinical Importance with Dr. Daniel C. Malone. Dr. Malone identifies the safety nets that assist in preventing harm due to drug-drug interactions and discuss risk factors that affect probability of harm from drug-drug interactions among other aspects of this fascinating topic.</p>	<p>Evaluation and Pre- post-survey on Ethos as well as an Annual impact assessment measuring participants' knowledge and whether they are able to implement the strategies shared in the course.</p>
<p>Update on Headache Management</p>	<p>1 Cat. 1</p>	<p>Pooja S. Patel, M.D. Board-Certified Neurologist Boca Raton Regional Hospital Baptist Health South Florida Boca Raton, Florida</p>	<p>In this online course, Dr. Patel will identify different headache types, discuss migraine, cluster headache and tension headache management, as well as headache treatment guidelines and the</p>	<p>Evaluation and Pre- post-survey on Ethos as well as an Annual impact assessment measuring participants' knowledge and whether they are able to implement the strategies</p>

			effects of medication overuse.	shared in the course.
Functional Neurosurgery: Where We Are and Where We Are Going	1.25 Cat. 1	Julie Pilitsis, M.D., Ph.D., Dean of the Charles E. Schmidt College of Medicine and Vice President Medical Affairs, Florida Atlantic University Boca Raton, Florida	In this online course Dr. Julie Pilitsis discusses how functional neurosurgery improves and restores the functionality of patients with treatment resistant neurological disorders and how this branch of medicine has evolved over the past decades.	Practitioners will be better able to identify the dangers of lung cancer and examine the strategies to encourage patients with risk of lung cancer to be screened.
Strategies for Weight Management as a Gastroenterologist	1.25 Cat. 1	Michelle Pearlman, M.D. Gastroenterologist CEO and Co-founder Miami, FL	Over the past four decades, there has been a significant increase in obesity among adults. Additionally, a link has been determined between obesity and gastrointestinal disorders. This online course discusses strategies for weight management for the gastroenterologist with Dr. Michelle Pearlman as she defines obesity and discusses its prevalence, trends and complications. Dr. Pearlman also reviews and discusses common post-bariatric complications and nonsurgical management.	Practitioners will be able to identify strategies for weight management and common post-bariatric complications and nonsurgical management.
Premature Ventricular Contractions (PVCs): Are They All Benign?	1.25 Cat. 1	Eric J. Berkowitz, M.D., FACC Electrophysiology Baptist Health South Florida Boca Raton Regional Hospital Boca Raton, FL	In this online course Eric J. Berkowitz, M.D., FACC. presents "PVCs: Are They All Benign?". Dr. Berkowitz explains PVC mechanisms, discusses prognosis-	Practitioners will be able to explain PVC mechanisms, discuss prognosis-diagnostic evaluation and when treatment is indicated, and

			diagnostic evaluation and when treatment is indicated, and identify treatment options.	identify treatment options.
Osteoporosis Update	1.25 Cat. 1	Shawn Baca, M.D., F.A.C.R. Rheumatology Associates of South Florida (RASf) RASf Clinical Research Clinical Associate Professor Schmidt School of Medicine Florida Atlantic University Baptist Health Boca Raton Regional Hospital Boca Raton, Florida	In this online course Shawn Baca, M.D., FACR presents "Osteoporosis Update". Dr. Baca will define osteoporosis and its risk factors, discuss treatment and prevention of osteoporosis, and analyze controversies and difficulties in osteoporosis management.	Practitioners will be able to define osteoporosis and its risk factors, discuss treatment and prevention of osteoporosis, and analyze controversies and difficulties in osteoporosis management.
Modern Day Screening for Prostate Cancer	1 Cat. 1	David D. Thiel M.D. Urologist Mayo Clinic Jacksonville, Florida	In this online course David D. Thiel M.D. will identify which patient populations benefit from prostate cancer screenings as well as discuss updates in technology and techniques available for prostate cancer screening.	Providers will learn about updates in technology and techniques available for prostate cancer screening and will be able to determine possible pitfalls and provider risks associated with prostate cancer screening.
Insulin Update	1.25 Cat. 1	Bryan S. Vinik, M.D. Endocrinology and Metabolism Physician Boca Raton Regional Hospital Clinical Associate Assistant Professor FAU Medical School Boca Raton, Florida	In this online course Dr. Vinik describes the discovery and physiology of insulin, the pharmacokinetics of different insulins, identifies insulin delivery devices, and assesses patient treatment with insulin dosing.	Providers will be able to identify the pharmacokinetics of different insulins and different insulin devices in order to better assess patient treatment dosing.
Overview of Adult Vaccines and Updates	1.25 Cat. 1	Lisa C. Martinez, M.D. Associate Professor of Medicine Director, Foundations of Medicine Charles E. Schmidt College of Medicine Florida Atlantic University Boca Raton, Florida	In this online course Lisa C. Martinez, M.D. describes the goal of vaccinations; identifies the appropriate patient for pneumococcal,	Providers will be able to identify the indications and contraindications of major vaccinations and appropriately



			shingles, COVID-19, MMR, HPV and Td/Tdap vaccines; describes the indications and contraindications of major vaccinations; and explains the reason for vaccination hesitancy.	identify patients who need the pneumococcal, shingles, COVID-19, MMR, HPV and Td/Tdap vaccines.
Frailty: The Deciding Factor	1.25 Cat. 1	Alexander Sasha Rackman, M.D. Assistant Professor of Geriatric Medicine Director, Geriatrics and Healthy Aging Thread Director, Geriatrics and Palliative Care Clerkship Florida Atlantic University Board-Certified Internist Baptist Health Boca Raton Regional Hospital Boca Raton, Florida	In this online course, A. Sasha Rackman, M.D. defines frailty, identifies the importance of detecting frailty and reviews its impact and evaluates treatment and interventions.	As frailty is becoming a new, strong clinical predictor of poor healthcare outcomes, providers should be able to identify frailty early in patients and evaluate proper treatment and intervention options.
Arterial Disease (Or: Help! My leg is cold! What do I do?)	1 Cat. 1	Eileen C. de Grandis, M.D., RPVI, FACS Vascular Surgeon and Medical Director Vein Clinic Lynn Heart & Vascular Institute Baptist Health Boca Raton Regional Hospital Boca Raton, Florida	In this online course, Dr. Grandis discusses the basics of arterial disease, imaging requirements and identifies treatment options for arterial disease.	Current physician practice does not include consistent implementation of evidence-based recommendations that have been shown to optimize overall patient care.
Intermediate-Risk Pulmonary Embolism	1.25 Cat. 1	Anup Katyal, M.D., FASSM Adjunct Associate Professor of Internal Medicine Saint Louis University Chesterfield, Missouri	In this online course, Anup Katyal, M.D., FASSM discusses intermediate risk: "pulmonary embolism". Dr. Katyal discusses risk stratification of Pulmonary Embolism, discusses management of intermediate-risk pulmonary embolism, assesses ultra-high and intermediate-risk pulmonary embolism and future perspectives.	Current physician practice does not include consistent implementation of evidence-based recommendations that have been shown to optimize overall patient care.




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	Medical Errors: Promoting a Culture of Patient Safety-Psychologist Course		
Date	Online Enduring	Time	Online Enduring
Location – If Virtual, fill in Zoom info at the end	CMEonline.baptisthealth.net	Credit Hour(s)	2 Cat. 1
Charge	<input checked="" type="checkbox"/> Yes \$9.95 <input type="checkbox"/> No	SMS Code:	
Faculty Paperwork Webform Link:			
Target Audience – <ul style="list-style-type: none"> Mental and behavioral health topic(s) required for all symposiums. If limited to Baptist Health Medical Staff only, please indicate here. If Surgeons are included, approve for American Board of Surgery MOC as Accredited CME type(CTC questions and Impact assessment required) If Anesthesiologists are included, approve for American Board of Anesthesia MOC as Lifelong Learning CME type (CTC questions and Impact assessment required) 	<p>Psychologists (Instructional Level: Intermediate) licensed in the State of Florida.</p> <p>Baptist Health is approved by the American Psychological Association to sponsor continuing education for psychologists. Baptist Health South Florida maintains responsibility for this program and its content.</p>		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.		
Course overview	<p>This course satisfies continuing education relicensure requirements on prevention of medical errors for Florida psychologists. The purpose of this course is to promote patient safety and improve patient outcomes by providing an overview of the safety concerns facing health care systems today, including statistics and background on the magnitude of the problem and error reduction, prevention, and root cause analysis.</p> <p>This course includes discuss potential errors within a psychological setting, such as inadequate assessment of suicide risk, failure to comply with mandatory abuse reporting laws and failure to detect medical conditions presenting as a psychological/psychiatric disorder.</p> <p>Current Florida Board of Psychology relicensure requirements available here.</p>		

Credit Type	<input type="checkbox"/> AMA PRA Category 1	<input type="checkbox"/> Anesthesia - Lifelong Learning
	<input checked="" type="checkbox"/> Psychology - APA & FL  - APA Checklist	<input type="checkbox"/> Internal Medicine - Medical Knowledge
	<input type="checkbox"/> Physician Assistant CE	<input type="checkbox"/> Ophthalmology - Lifelong Learning
	<input type="checkbox"/> APRNs CE	<input type="checkbox"/> Ophthalmology - Self-assessment
	<input type="checkbox"/> Dental CE	<input type="checkbox"/> Surgery - Accredited CME
	<input type="checkbox"/> Podiatry CE	<input type="checkbox"/> Surgery - Self-assessment
	<input type="checkbox"/> Interprofessional (IPCE)  Commendation Engages Teams – See Planning Team section	<input type="checkbox"/> Otolaryngology – Head and Neck Surgery - Self-Assessment
	<input type="checkbox"/> MOC Points - MOC Checklist / Self-assessment	<input type="checkbox"/> Pathology - Lifelong Learning
	<input type="checkbox"/> Pediatrics - Self-assessment	<input type="checkbox"/> Pediatrics - Lifelong Learning
Providership	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	PARS ID # No PARS needed – FL Board of Psychology only
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 # 374418
Publish to social media: <input type="checkbox"/> Yes <input type="checkbox"/> No <ul style="list-style-type: none"> • Add at least three blurbs here. See Social Media Job Aid. 		
Promotion	<i>Select all that apply:</i> <input type="checkbox"/> NWICME <input type="checkbox"/> Standalone <input type="checkbox"/> Institute Newsletter <input type="checkbox"/> Outlook-ready DG-group Reminder: Please set up a meeting with the DM Team 6 months before the Symposium to plan promotion.	

Planning Team	
Conference Director(s)	Barry Crown, Ph.D., J.D.
CME Manager	Marie Vital Acle
Conference Coordinator and/or Instructional Designer (OLP only)	Betty Blanco (Instructional Designer)
 Commendation Goal: Engages Interprofessional Teams/IPCE (10% of activities)	List 2+ professions here. M.D. Required.

BHSF Initiatives	
<input type="checkbox"/> Balance across the continuum of care	<input type="checkbox"/> Overutilization – unnecessary health care costs
<input type="checkbox"/> Diversity & Inclusion	<input type="checkbox"/> Patient-centered care
<input 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
Collaborative Partner:	
Describe initiative:	

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

<input checked="" type="checkbox"/> Didactic Lecture	<input type="checkbox"/> Panel Discussion	<input type="checkbox"/> Simulation Lab
<input type="checkbox"/> Question & Answer	<input 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)

Educational Needs	<p>What practice-based problem (gap) will this education address? <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> External Resource: CE Educator's Toolkit</p>
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<p>State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.</p>	<p>Medical errors continue to be a concern in the mental health field. This course is required of all psychologist licensees in the state of Florida.</p>
<p>Educational needs that <u>underlie</u> the professional practice gaps of learners. Check all that apply.</p>	<p><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></p>

Designed to Change	<p>The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.</p>
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<p>This activity is designed to change:</p>	<p><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></p>
<p>Explain how this activity is designed to change learner competence, performance or patient outcomes.</p>	<p>Psychologists implement medical errors prevention strategies and promote a culture of safety.</p>

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

Educational Objectives	<p>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...</p>
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Objectives:

Upon completion of this conference, participants should be better able to:

- Describe the incidence of medical errors and the effect on patient safety.
- Explain the role of the Institutes of Medicine (IOM) task forces on Improving the Quality of Healthcare in America.
- Recognize error-prone situations, processes, and factors, and create a culture of safety to reduce errors.
- Identify processes to approach error reduction and prevention to improve patient outcomes.
- Define the process and benefit of root cause analysis.
- Delineate Baptist Health policies and procedures for reporting medical errors.
- Identify safety needs of special populations.
- Discuss potential errors within a psychological setting, such as inadequate assessment of suicide risk, failure to comply with mandatory abuse reporting laws and failure to detect medical conditions presenting as a psychological/psychiatric disorder.

References	Ensure Content is Valid	
How are educational needs identified? <i>Check all that apply and explain below.</i>	<input checked="" type="checkbox"/> Best practice parameters <input type="checkbox"/> Disease prevention (Mission) <input type="checkbox"/> Mortality/morbidity statistics <input 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 type="checkbox"/> Research/literature review <input checked="" type="checkbox"/> Consensus of experts <input checked="" type="checkbox"/> Joint Commission initiatives <input checked="" 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 checked="" type="checkbox"/> Other need identified. <i>Please explain.</i>	Florida Board of Psychology relicensure requirements.	
Baptist Health Quantitative Data References: <ul style="list-style-type: none"> • <i>Provide evidence-based, peer reviewed references supporting best practice guidelines.</i> • <i>APA Citations should be no older than 10 years old.</i> 	<p>Two (2) of the forty (40) hours must relate to prevention of medical errors. In addition to the study of root-cause analysis, error reduction and prevention, and patient safety, the course content shall also be designed to discuss potential errors within a psychological setting, such as inadequate assessment of suicide risk, failure to comply with mandatory abuse reporting laws, and failure to detect medical conditions presenting as a psychological disorder.</p> <ul style="list-style-type: none"> • DeAngelis, T. (2016, September) Preventing medical errors: Psychologists are revamping health-care systems to keep patients safe from life-threatening mistakes. Retrieved from http://www.apa.org. • Frese, M., & Keith, N. (2015). Action errors, error management, and learning in organizations. <i>Annual review of psychology</i>, 66, 661-687. • Hunt, D. F., Bailey, J., Lennox, B. R., Crofts, M., & Vincent, C. (2021). Enhancing psychological safety in mental health services. <i>International journal of mental health systems</i>, 15(1), 33. • Florida Administrative Code & Florida Administrative Register Rule 64B19 – 13.003 Continuing Psychological Education Credit 64B19-13.003 : Continuing Psychological Education Credit - Florida Administrative Rules, Law, Code, Register - FAC, FAR, eRulemaking (flrules.org) 	

Faculty List

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

Barry M. Crown, Ph.D., J.D.

Psychologist
Baptist, Doctors, Homestead and South Miami Hospitals

Louis T. Gidel, M.D., Ph.D., FCCP

Chief Medical Informatics Officer and
Chief Quality Medical Director of Telehealth
Baptist Health South Florida

Mark L. Graber, M.D., FACP

CMO, Founder and President Emeritus
Society to Improve Diagnosis in Medicine
Senior Fellow, Health Care Quality and Outcomes
RTI International
Professor Emeritus, SUNY Stony Brook
Palm Desert, California

Rafael A. Rivas-Vazquez, Psy.D.

Clinical Neuropsychology
First Choice Neuropsychology

Yvette A. King-Archer, BSN, R.N.

Corporate Patient Safety Officer
Risk Management
Baptist Health South Florida

Elizabeth Greene Taquechel, M.S., R.N., CPHQ

Corporate Patient Safety Officer
BHSF Risk Management/Patient Safety Department

Disclosure Statement

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

Mitigation Chart


Mitigation chart complete on File Checklist.

<p>Disclosures</p> <p>SYMPOSIUM REMINDER: Create a disclosure page for your webpage or syllabus that is shared with learners to ensure compliance. Once proofed, route it to the DM Team.</p>	<p>Rafael A. Rivas-Vazquez, Psy.D., faculty for this educational activity, has no relevant financial relationship with ineligible companies* to disclose, and has indicated that the presentation or discussion will not include off-label or unapproved product usage.</p> <p>Barry M. Crown, Ph.D., J.D., conference director for this educational activity, Louis T. Gidel, M.D., Ph.D., speaker, Yvette A. King-Archer, BSN, R.N. and Elizabeth Greene Taquechel, M.S., R.N., CPHQ, content contributors and all other non-faculty contributors and others involved in the planning, development, and editing/review of the content have no relevant financial relationships to disclose with ineligible companies.*</p> <p>Mark L. Graber, M.D., FACP, is on the Advisory Board of MayaMD, Buoy Health, Peach Intellihealth, and RecoverX. He will not include off-label or unapproved product usage in his presentation or discussion.</p> <p>All of the relevant financial relationships listed for this individual has been mitigated.</p> <p>Non-faculty contributors and others involved in the planning, development, and editing/review of the content have no relevant financial relationships to disclose with ineligible companies*</p> <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>
<p>Disclosure to the audience:</p>	<p> <input checked="" type="checkbox"/> Ethos Course Page <input type="checkbox"/> Welcome Slides <input 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
Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective

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

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

Baptist Health Commendation Goals		 CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.							
<input type="checkbox"/> Advances Data Use Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	Use PowerPoint as example.								
<input type="checkbox"/> Addresses Population Health Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> Goal: 8 activities 	Check all that apply. <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Health behaviors</td> <td><input type="checkbox"/> Access to care</td> </tr> <tr> <td><input type="checkbox"/> Economic, social, and environmental conditions</td> <td><input type="checkbox"/> Health disparities</td> </tr> <tr> <td><input type="checkbox"/> Healthcare and payer systems</td> <td><input type="checkbox"/> Population’s physical environment</td> </tr> </table>			<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care	<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities	<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population’s physical environment
<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care								
<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities								
<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population’s physical environment								
<input type="checkbox"/> Collaborates With Other Organizations The provider collaborates with other organizations to more effectively address population health issues. (4 different samples per accreditation)	Describe the collaborative efforts.								

<input type="checkbox"/> Improves Performance <ul style="list-style-type: none"> • Goal: 10% of activities • Compliance example: The provider measures change in learners immediately following the activity asking for specific changes to practice that the individual learner commits to make. In a subsequent 6-week post-activity survey, each learner was asked what changes they committed to making, then asked, “Based on your intention, what changes have you implemented in your practice?” In one example, 53% of the learners responded that they had made changes to their practice. Those responses included approximately 50 themes that included changes to office practice/billing/department/organization; changes to prescription practices; changes to diet advice; changes to pre-operative procedures, and changes made to patient education. 	<p><i>See Evaluation Methods section for required elements. Follow-up data is Required.</i></p>
<input type="checkbox"/> Improves Healthcare Quality Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. • Examples: EBCC 	<p><i>Explain.</i></p>
<input type="checkbox"/> Improves Patient and/or Community Health The provider demonstrates the impact of the CME program on patients or their communities (i.e., TB data from Thoracic TB). <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. 	<p><i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i></p> <p><i>Explain.</i> Will evaluate metric data end-year 203 to evaluate improvements.</p>
<input type="checkbox"/> Optimizes Communication Skills Designed to improve communication skills of learners. <ul style="list-style-type: none"> • Example: Sim Lab 	<input type="checkbox"/> CME course format includes an individual learner evaluations of observed (e.g., in person or video) communication skills. <input type="checkbox"/> Course leader provides formative feedback to each learner about observed communication skills. <input type="checkbox"/> Sample completed evaluation saved to file.
<input type="checkbox"/> Optimizes Technical and/or Procedural Skills Designed to optimize/improve technical and procedural skills of learners. <ul style="list-style-type: none"> • Example: Gamma Knife 	<input type="checkbox"/> CME course format includes individual learner evaluations of observed (e.g., in person or video) psychomotor technical and or procedural skills. <input type="checkbox"/> Course leader provides formative feedback to each learner about observed psychomotor technical and/or procedural skills. <input type="checkbox"/> Sample completed evaluation saved to file.

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

OLP Course Details <i>For OLP Enduring Applications ONLY</i>	
Course Video URL	
Course Handout URL	
Multiple Choice Questions	10-question quiz with feedback
Course Release Date	5/1/2024
Course Renewal Date	
Course Expiration Date	5/1/2027


APPROVAL			
Date Reviewed	Reviewed By	Approved	Credits
	<input type="checkbox"/> Accelerated Approval <input checked="" 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"/> __2__ APA Approval Level: __Intermediate__ <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		Miami Neuroscience Institute Neurological Disorders Update			
Date	Enduring Materials	Time			
Location – If Virtual, fill in Zoom info at the end		Credit Hour(s)	2 Cat 1		
Charge	<input type="checkbox"/> Yes See below <input checked="" type="checkbox"/> No	SMS Code:			
Target Audience – <ul style="list-style-type: none"> Mental and behavioral health topic(s) required for all symposiums. If limited to Baptist Health Medical Staff only, please indicate here. If Surgeons are included, approve for American Board of Surgery MOC as Accredited CME type(CTC questions and Impact assessment required) If Anesthesiologists are included, approve for American Board of Anesthesia MOC as Lifelong Learning CME type (CTC questions and Impact assessment required) 	Neurologists, Neurosurgeons, Neuroradiologists, Diagnostic Radiologists, Critical Care Physicians, Neurointensivists, Emergency Medicine Physicians, Internal Medicine Physicians, Interventional Neuroradiologists, Family Physicians, General Internists, Hospitalists, Critical Care and Neuroscience Nurses, Neurosurgery Nurses, Advanced Practice Nurse Practitioners, Physician Assistants, Clinical Neurophysiology Technicians, Pharmacists, Pharmacy Technicians, Rehabilitation and Pain Management Specialists, as well as other specialists interested in the field of neuroscience.				
Commercial Support – C8	<input checked="" type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.				
Course overview	This online course offers state-of-the-art, evidence-based practices for clinicians and healthcare professionals who treat and care neurological disorders. The expert faculty will engage participants through complex cases, novel treatment strategies and lively panel discussions. A clinician approach to TREMORS Chemodeneration, Dystonia and Spasticity Dementia Management				
Credit Type	<input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL - APA Checklist <input checked="" type="checkbox"/> Physician Assistant CE <input checked="" type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input type="checkbox"/> Interprofessional (IPCE) Commendation Engages Teams – See Planning Team section <input type="checkbox"/> MOC Points - MOC Checklist / Self-assessment <input type="checkbox"/> Pediatrics - Self-assessment <input type="checkbox"/> Anesthesia - Lifelong Learning <input type="checkbox"/> Internal Medicine - Medical Knowledge <input type="checkbox"/> Ophthalmology - Lifelong Learning <input type="checkbox"/> Ophthalmology - Self-assessment <input checked="" type="checkbox"/> Surgery - Accredited CME <input type="checkbox"/> Surgery - Self-assessment <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - Self-Assessment <input type="checkbox"/> Pathology - Lifelong Learning <input type="checkbox"/> Pediatrics - Lifelong Learning				
Providership	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint		PARS ID #	IEM2024413	
Publish to CME Passport	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Publish to CEBroker	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No CEBroker #	

Planning Team	
Conference Director(s)	Kevin Abrams, M.D. , Starlie Belnap, Ph.D., Nina Cruz, MSN, APRN, Guilherme Dabus, M.D., Felipe De Los Rios La Rosa, M.D., Karel Fuentes, M.D., Italo Linfante, M.D. Michael McDermott, M.D. , Jamelah Morton, APRN, Regine Narchet, R.N., Vitaly Siomin, M.D., Justin Sporrer, M.D., Diego Torres, M.D., Ronald Tolchin, D.O.
CME Manager	Katie Deane (live)/ Marie Vital Acle (Online)
Conference Coordinator and/or Instructional Designer (OLP only)	Jessica Armenteros
 Commendation Goal: Engages Interprofessional Teams/IPCE (10% of activities)	

BHSF Initiatives	
<input checked="" type="checkbox"/> Balance across the continuum of care <input type="checkbox"/> Diversity & Inclusion <input checked="" type="checkbox"/> Evidence-based data <input 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
Collaborative Partner:	BHSF Stroke Committee, CEA/CAS, BHSF Epilepsy Operational Committee, Deep Brain Stimulation Multidisciplinary Team
Describe initiative:	<p>► BHSF Stroke Committee, a multidisciplinary medical and clinical staff meet bimonthly and review all stroke related doctor’s order sets on an annual basis to update with the latest evidence based clinical-guidelines.</p> <p>► CEA/CAS doctor’s order sets were revised in May 2018 under the leadership of neurointerventional radiologists and vascular physicians to include evidence-based practice and topics being addressed at this symposium.</p> <p>► BHM and BHSF stroke dashboards are updated to monitor performance on a monthly/quarterly basis to showcase primary and comprehensive stroke patient outcomes.</p> <p>► BHSF Epilepsy Operational Committee, a multidisciplinary medical and clinical staff meets quarterly to review epilepsy related doctor’s order sets on an annual basis to update with the latest evidence-based clinical guidelines.</p> <p>► Deep Brain Stimulation Multidisciplinary Team meets monthly to review patient cases for possible deep brain stimulation procedure; data are collected on each patient to follow up on patient outcomes.</p> <p>► BHM received certification as a Comprehensive Stroke Center by the Joint Commission in 2014 and has achieved the highest AHA/ASA “Get With The Guidelines Quality” award for 2019, the Gold Plus - Honor Roll Elite Plus award. This symposium will meet the 4-8 hours of stroke education requirement for medical and clinical staff groups (ED, ICU, eICU, Neuroscience, Neurology, Neuroradiology, Neurosurgery, Interventional Neuroradiology, Vascular, Internal Medicine and Neuro Rehab). The symposium will showcase the multidisciplinary treatment approach, incorporate education on the specific complex patient care and how it reflects on positive outcomes.</p>

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

<input checked="" type="checkbox"/> Didactic Lecture	<input checked="" type="checkbox"/> Panel Discussion	<input type="checkbox"/> Simulation Lab
<input checked="" type="checkbox"/> Question & Answer	<input 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)

Educational Needs	<p>What practice-based problem (gap) will this education address? <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>External Resource: CE Educator's Toolkit</p>
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<p>State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.</p>	<p>The ever-growing practical issues confronting neurological disorders today creates a gap in interdisciplinary care among the diverse body of physicians, including neurosurgeons, and clinicians that interface in the fields of neurological diseases. Unless immediate action is taken, the neurological burden is expected to become even more serious in the future.</p>
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<p>Educational needs that <u>underlie</u> the professional practice gaps of learners. <i>Check all that apply.</i></p>	<p><input checked="" type="checkbox"/> Knowledge - <i>Deficit in medical knowledge.</i></p> <p><input checked="" type="checkbox"/> Competence - <i>Deficit in ability to perform strategy or skill.</i></p> <p><input checked="" type="checkbox"/> Performance - <i>Able to implement but noncompliant or inconsistent.</i></p>
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Designed to Change	<p>The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.</p>
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<p>This activity is designed to change:</p>	<p><input checked="" type="checkbox"/> Competence - <i>CME evaluation and pre/post-survey.</i></p> <p><input checked="" type="checkbox"/> Performance - <i>Follow-up impact assessment and commitment to change.</i></p> <p><input type="checkbox"/> Patient Outcomes - <i>Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</i></p>
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<p>Explain how this activity is designed to change learner competence, performance or patient outcomes.</p>	<p>Physicians and clinicians will ensure a meaningful partnership among neuro specialty groups in order to better characterize the clinical presentation, evaluation, diagnosis, and treatment and continued follow-up of neurology patients to achieve optimal patient outcomes and exemplary programmatic outcome.</p>
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Competencies	<p>The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).</p>
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<p>ABMS/ACGME</p>	<p><input checked="" type="checkbox"/> Patient care and procedural skills</p> <p><input checked="" type="checkbox"/> Medical knowledge</p> <p><input type="checkbox"/> Practice-based learning and improvement</p>	<p><input checked="" type="checkbox"/> Interpersonal and communication skills</p> <p><input checked="" type="checkbox"/> Professionalism</p> <p><input type="checkbox"/> Systems-based practice</p>
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<p>Institute of Medicine</p>	<p><input checked="" type="checkbox"/> Provide patient-centered care</p> <p><input checked="" type="checkbox"/> Work in interdisciplinary teams</p> <p><input checked="" type="checkbox"/> Employ evidence-based practice</p>	<p><input type="checkbox"/> Apply quality improvement</p> <p><input type="checkbox"/> Utilize informatics</p>
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<p>Interprofessional Education Collaborative</p>	<p><input checked="" type="checkbox"/> Values/ethics for interprofessional practice</p> <p><input checked="" type="checkbox"/> Roles/responsibilities</p>	<p><input checked="" type="checkbox"/> Interprofessional communication</p> <p><input checked="" type="checkbox"/> Teams and teamwork</p>
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Educational Objectives	<p>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...</p>
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Objectives:	<p>Upon completion of this session, participants should be better able to:</p> <p><u>Miami Neuroscience Institute MNI A clinician’s approach to TREMORS</u></p> <ul style="list-style-type: none"> • Implement the movement disorders diagnostic process, including the initial patient interview, examination, likely diagnosis and differential diagnosis. • Consider the effect that age and phenomenology have on the movement disorders diagnostic process. • Utilize a tremor algorithm to classify the type of tremor a patient has and select the appropriate therapy. <p><u>Chemodenervation, Dystonia and Spasticity</u></p> <ul style="list-style-type: none"> • Differentiate between dystonia and spasticity symptoms. • Evaluate the clinical presentation of upper motor neuron syndrome and treat the syndrome-related disturbance with a focus on quality of life. • Involve caregivers in setting post-stroke treatment goals to ensure patient adherence. • Explain advanced treatment options available for dystonia and spasticity. <p><u>Dementia Management</u></p> <ul style="list-style-type: none"> • Identify risk factors and lifestyle factors that increase risk of dementia. • Accurately stage dementia and implement the appropriate treatment, including non-pharmacological interventions. • Utilize the DICE – Describe, Investigate, Create, Evaluate – approach to evaluate dementia patients for behavioral and psychological symptoms. • Evaluate patients on anti-amyloid drugs for ARIA-E and ARIA-H through imaging. • Apply inclusion criteria for anti-amyloid drugs and communicate with patients and their families about the complexity and time needed for care.
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References	Ensure Content is Valid	
<p>How are educational needs identified? <i>Check all that apply and explain below.</i></p>	<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>		
Baptist Health Quantitative Data	Insert baseline chart or narrative here.	
<p>References:</p> <ul style="list-style-type: none"> • <i>Provide evidence-based, peer reviewed references supporting best practice guidelines.</i> • <i>APA Citations should be no older than 10 years old.</i> 	<p>Wenning, G. K., Kiechl, S., Seppi, K., Müller, J., Högl, B., Saletu, M., ... & Poewe, W. (2005). Prevalence of movement disorders in men and women aged 50–89 years (Bruneck Study cohort): a population-based study. <i>The lancet neurology</i>, 4(12), 815-820.</p>	

Faculty List

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

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Director, Cerebrovascular Neurosurgery
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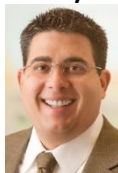
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Faculty



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Clinical Professor
Florida International University Herbert Wertheim College of Medicine
Miami, 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>
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Mitigation Chart	<input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.
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Disclosures	<p>Faculty Diego Torres-Russotto, M.D., is a consultant for AbbVie, Acorda, Ipsen, Neurocrine, Revance, Sunovion, Teva; is on the speakers’ bureau for AbbVie, Acorda, Ipsen, Neurocrine, Teva; and receives grant support from Ipsen, Merz, Revance.</p> <p>List all director, planner and reviewer disclosures in this section: The following directors, planners and reviewers have indicated that they do not have any relevant relationships with ineligible companies* to disclose.</p> <p>Starlie Belnap, Ph.D. Nina Cruz, MSN, APRN Karel Fuentes, M.D. Jamelah Morton, APRN Regine Narchet, R.N. Vitaly Siomin, M.D. Justin Sporrer, M.D. Ronald Tolchin, D.O.</p> <ul style="list-style-type: none"> • Kevin Abrams, M.D., is a consultant, speaker and shareholder for Viz.AI, and is a shareholder in Cleerly. • Guilherme Dabus, M.D., is a consultant for Cerenovus, InNeuroCo, Medtronic, Microvention, Phenox, Penumbra, Route92, Stryker and Viz.Ai; is a member of the speakers’ bureau for Cerenovus, InNeuroCo, Medtronic, Microvention, Penumbra, Phenox, Route92, Stryker and Viz.Ai; is a stockholder in Cleerly, Hyperion, InNeuroCo, Prometheus Laboratories, Inc., RIST, Synchron, Three Rivers Medical, GHIF and Pireaus; receives research support from SUMMIT MAX; and is a committee member for CREST-2 Interventional Management. • Felipe De Los Rios La Rosa, M.D., is on the speakers’ bureau for AstraZeneca, Andexanet alfa and Brilinta. • Italo Linfante, M.D.,** is a consultant for Q’Apel, Cerenovus, Stryker, Medtronic, Penumbra and Prolong Pharmaceuticals. • Michael McDermott, M.D., is a consultant for Deinde Medical, Stryker, Insightec, ZAP Surgical and Light Helmets. • Diego Torres-Russotto, M.D., is a consultant for AbbVie, Acorda, Ipsen, Neurocrine, Revance, Sunovion, Teva; is on the speakers’ bureau for AbbVie, Acorda, Ipsen, Neurocrine, Teva; and receives grant support from Ipsen, Merz, Revance.. <p>List non-faculty contributor disclosures in this section:</p> <ul style="list-style-type: none"> • 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. <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>
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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:
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Measured Outcomes				
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Learner Knowledge	Learner Competence	Learner Performance	Patient Health	Community Health
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Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective
Evaluation Methods	<i>Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.</i>			
	<input checked="" type="checkbox"/> Changes in competence. <ul style="list-style-type: none"> • Intent to change • Confidence in ability <input checked="" type="checkbox"/> CME Evaluation Form <ul style="list-style-type: none"> • What do you intend to do differently in the treatment of your patients as a result of what you learned at this conference? What new strategies will you apply in your practice of patient care? • If you do not plan to implement any new strategies learned at this conference, please list any barriers or obstacles that might keep you from doing so. <input checked="" type="checkbox"/> Pre/Post-Survey <ul style="list-style-type: none"> • How confident are you in your ability to implement these strategies? (list "pearls") <ul style="list-style-type: none"> ○ Employ appropriate approaches to classify and treat tremors. ○ Evaluate and treat syndrome-related disturbances. ○ Implement current, updated guidelines for the evaluation and treatment of dementia. 			

<input checked="" type="checkbox"/> Changes in performance. <ul style="list-style-type: none"> Commitment to Change <p>Improves Performance Commendation Goal</p>	<input checked="" type="checkbox"/> CME Impact Assessment include Commitment to Change question. <input type="checkbox"/> Add Commitment to Change Ethos object. <input type="checkbox"/> Add commitment to change question to evaluation. (LMS Support (Live Activity)/Course Builder (OLP). <input type="checkbox"/> Trigger impact assessment 45 days post conference. (LMS Support) <input type="checkbox"/> Include handout or resource in follow-up email. (CME Manager/ Course Builder) <input checked="" type="checkbox"/> Additional questions for impact assessment: (CME Manager) <ul style="list-style-type: none"> Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated. <p>Commitment to Change: As a result of my participation in this online course, I commit to make the following changes in my clinical practice:</p> <ul style="list-style-type: none"> Apply the tremor algorithm to accurately classify and appropriately treat the patient's specific tremor. Evaluate the clinical presentation of upper motor neuron syndrome and treat the syndrome-related disturbance. Utilize the dementia evaluation methods discussed to accurately stage dementia and implement the appropriate treatment, including non-pharmacological interventions. <p>Impact Assessment:</p> <p><i>Please select one: *</i> <i>I am in active clinical practice, residency, or fellowship</i> <i>I am retired</i> <i>Other...</i></p> <ol style="list-style-type: none"> <i>Within the last 60 days, I have screened patients for neurological disorders including tremors, Dystonia and Spasticity, and/or dementia: Yes/No</i> <i>As a result of your participation, have you been able to implement any of the following commitments to change? Please indicate the strategies you have been able to implement. Check all that apply. *</i> <ul style="list-style-type: none"> <i>Applied the tremor algorithm to accurately classify and appropriately treat the patient's specific tremor.</i> <i>Evaluated the clinical presentation of upper motor neuron syndrome and treat the syndrome-related disturbance.</i> <i>Utilized the dementia evaluation methods discussed to accurately stage dementia and implement the appropriate treatment, including non-pharmacological interventions.</i> <i>If yes- How many patients in your practice have been impacted by what you learned at this activity?</i> <i>If no - If you have not implemented any of these strategies, what has prevented you from doing so?</i>
<input type="checkbox"/> Changes in patient outcomes. Demonstrates healthcare quality improvement related to the CME program twice during the accreditation term.	<input type="checkbox"/> Review of hospital, health system, public health data, dashboard data pre-, post-activity, etc.
Describe outcomes assessment plan.	

<p align="center">Baptist Health Commendation Goals</p>	 <p><i>CME Registrar will route application to Operations CME Manager for documentation of additional requirement elements.</i></p>						
<input type="checkbox"/> Advances Data Use Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<p><i>Use PowerPoint as example.</i></p>						
<input type="checkbox"/> Addresses Population Health Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> • Goal: 8 activities 	<p><i>Check all that apply.</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Health behaviors</td> <td><input type="checkbox"/> Access to care</td> </tr> <tr> <td><input type="checkbox"/> Economic, social, and environmental conditions</td> <td><input type="checkbox"/> Health disparities</td> </tr> <tr> <td><input type="checkbox"/> Healthcare and payer systems</td> <td><input type="checkbox"/> Population’s physical environment</td> </tr> </table>	<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care	<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities	<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population’s physical environment
<input type="checkbox"/> Health behaviors	<input type="checkbox"/> Access to care						
<input type="checkbox"/> Economic, social, and environmental conditions	<input type="checkbox"/> Health disparities						
<input type="checkbox"/> Healthcare and payer systems	<input type="checkbox"/> Population’s physical environment						
<input type="checkbox"/> Collaborates With Other Organizations The provider collaborates with other organizations to more effectively address population health issues. (4 different samples per accreditation)	<p><i>Describe the collaborative efforts.</i></p>						
<input checked="" type="checkbox"/> Improves Performance <ul style="list-style-type: none"> • Goal: 10% of activities • Compliance example: The provider measures change in learners immediately following the activity asking for specific changes to practice that the individual learner commits to make. In a subsequent 6-week post-activity survey, each learner was asked what changes they committed to making, then asked, “Based on your intention, what changes have you implemented in your practice?” In one example, 53% of the learners responded that they had made changes to their practice. Those responses included approximately 50 themes that included changes to office practice/billing/department/organization; changes to prescription practices; changes to diet advice; changes to pre-operative procedures, and changes made to patient education. 	<p><i>See Evaluation Methods section for required elements. Follow-up data is Required.</i></p>						
<input type="checkbox"/> Improves Healthcare Quality Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. • Examples: EBCC 	<p><i>Explain.</i></p>						
<input type="checkbox"/> Improves Patient and/or Community Health The provider demonstrates the impact of the CME program on patients or their communities (i.e., TB data from Thoracic TB). <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. 	<p><i>Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.</i></p> <p><i>Explain.</i></p>						

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

Live Webinar Details *For Internet Live Webinar Courses ONLY*

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

OLP Course Details *For OLP Enduring Applications ONLY*

Course Video URL	
Course Handout URL	
Multiple Choice Questions	
Course Release Date	March 2024
Course Renewal Date	
Course Expiration Date	March 2027

APPROVAL			
Date Reviewed	Reviewed By	Approved	Credits


	<input checked="" type="checkbox"/> Accelerated Approval <input type="checkbox"/> Executive Committee <input type="checkbox"/> Live Committee	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input checked="" 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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Topics include:

A Clinician's Approach to TREMORS

Dementia Management

Chemodenervation, Dystonia and Spasticity

 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	Oncology Informatics – MCI Cerner Provider Onboarding		
Date	Blended Learning	Time	March 2024 – March 2027
Location – If Virtual, fill in Zoom info at the end	LearnSpark Channel: MCI Oncology Informatics 32197 - Baptist Health (edcast.com) Journeys (7): MCI Cerner Provider Onboarding - Medical Oncology Journey - Baptist Health (edcast.com) MCI Cerner Provider Onboarding - Surgical Oncology Journey - Baptist Health (edcast.com) MCI Cerner Provider Onboarding - Radiation Oncology Journey - Baptist Health (edcast.com) MCI Cerner Provider Onboarding - Gynecological Oncology Journey - Baptist Health (edcast.com) MCI Cerner Provider Onboarding - Ambulatory Oncology Journey - Baptist Health (edcast.com) MCI Cerner Provider Onboarding - Scribe Oncology Journey - Baptist Health (edcast.com) MCI Cerner Provider Onboarding - Inpatient Oncology Journey - Baptist Health (edcast.com)		
Credit Hour(s)	Enduring material vary up to 3.25 Cat. 1 Documentation on length of courses available at: \\ad\dfs\Shared Data\BHSF CME Enduring Materials\Current Courses\LIVE Courses\Medical Informatics - MCI Cerner In-person training up to 6 Cat 1 credits 6 Cat 1 for in-person including chemotherapy curriculum 4 Cat. 1 for standard in-person training (no chemotherapy)		
Charge	<input type="checkbox"/> Yes _ <input checked="" type="checkbox"/> No	SMS Code:	Course credit is claimed through SMS Text per curriculum credit length. All courses stored on Learn Spark
Faculty Paperwork Webform Link:	N/A Non-clinical content		

Target Audience – <ul style="list-style-type: none"> • Mental and behavioral health topic(s) required for all symposiums. • If limited to Baptist Health Medical Staff only, please indicate here. • If Surgeons are included, approve for American Board of Surgery MOC as Accredited CME type(CTC questions and Impact assessment required) • If Anesthesiologists are included, approve for American Board of Anesthesia MOC as Lifelong Learning CME type (CTC questions and Impact assessment required) 		See the chart below for the corresponding curriculum. Target audience and learning objectives per curriculum. \\ad\dfs\Shared Data\BHSF CME Enduring Materials\Current Courses\LIVE Courses\Medical Informatics - MCI Cerner MCI Medical Staff and employed physicians.	
Commercial Support – C8		<input type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.	
Course overview		Not applicable - All course instructions on Learn Spark	
Credit Type	<input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL 🚫 - APA Checklist <input checked="" type="checkbox"/> Physician Assistant CE <input checked="" type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input type="checkbox"/> Interprofessional (IPCE) 🚫 Commendation Engages Teams – See Planning Team section <input type="checkbox"/> MOC Points - MOC Checklist / Self-assessment <input type="checkbox"/> Pediatrics - Self-assessment	<input type="checkbox"/> Anesthesia - Lifelong Learning <input type="checkbox"/> Internal Medicine - Medical Knowledge <input type="checkbox"/> Ophthalmology - Lifelong Learning <input type="checkbox"/> Ophthalmology - Self-assessment <input type="checkbox"/> Surgery - Accredited CME <input type="checkbox"/> Surgery - Self-assessment <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - Self-Assessment <input type="checkbox"/> Pathology - Lifelong Learning <input type="checkbox"/> Pediatrics - Lifelong Learning	
Providership	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	PARS ID #	
Publish to CME Passport	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Publish to CEBroker	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No CEBroker #
Publish to social media: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No • Add at least three blurbs here. See Social Media Job Aid.			
Promotion	Select all that apply: <input type="checkbox"/> NWICME <input type="checkbox"/> Standalone <input type="checkbox"/> Institute Newsletter <input type="checkbox"/> Outlook-ready DG-group Reminder: Please set up a meeting with the DM Team 6 months before the Symposium to plan promotion.		

Planning Team	
Conference Director(s)	Paul Lindeman, M.D.
CME Manager	Marie Vital Acle
Conference Coordinator and/or Instructional Designer (OLP only)	Carmen Paez, R.N. (MI)

 **Commendation Goal:**
Engages Interprofessional Teams/IPCE (10% of activities)

List 2+ professions here. M.D. Required.

BHSF Initiatives

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

Collaborative Partner: Oncology Informatics

Describe initiative: This course supports implementation of high reliability tools through training on electronic Medical records usage and best practices.

Appropriate Formats

*The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. **Check all that apply.***

- | | | |
|---|---|--|
| <input type="checkbox"/> Live Course | <input type="checkbox"/> Journal CME/CE | <input type="checkbox"/> Performance/Quality Improvement |
| <input type="checkbox"/> Regularly Scheduled Series | <input type="checkbox"/> Manuscript Review | <input type="checkbox"/> Internet Searching and Learning |
| <input type="checkbox"/> Internet Live Course (Webinar) | <input type="checkbox"/> Test-Item Writing | <input type="checkbox"/> Learning from Teaching |
| <input type="checkbox"/> Internet Enduring Material | <input type="checkbox"/> Committee Learning | <input checked="" type="checkbox"/> Other/Blended Learning: Online enduring material pre-requisite course and live in-person training. Both components are required. |
-
- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Didactic Lecture | <input type="checkbox"/> Panel Discussion | <input type="checkbox"/> Simulation Lab |
| <input type="checkbox"/> Question & Answer | <input 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) |

Educational Needs

What practice-based problem (gap) will this education address?
Provider addresses problems in practice and/or patient care. As part of that effort, the provider examines those problems and looks for knowledge, strategy, skill, performance, or system deficits that could be contributing to the problems.
External Resource: [CE Educator's Toolkit](#)

State the educational need that you determined to be the underlying cause for the professional practice gap.

Providers are not yet familiar with navigation and utilization of new enterprise-level electronic health record platform that will be implemented at all Baptist Health South Florida hospitals.

Educational needs that underlie the professional practice gaps of learners. *Check all that apply.*

- Knowledge - *Deficit in medical knowledge.***
- Competence - *Deficit in ability to perform strategy or skill.***
- Performance - *Able to implement but noncompliant or inconsistent.***

Designed to Change

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

This activity is designed to change:	<input checked="" type="checkbox"/> Competence - <i>CME evaluation and pre/post-survey.</i> <input type="checkbox"/> Performance - <i>Follow-up impact assessment and commitment to change.</i> <input type="checkbox"/> Patient Outcomes - <i>Patient-level/provider data e.g. baseline (pre) and follow-up (post-activity) dashboards.</i>
Explain how this activity is designed to change learner competence, performance or patient outcomes.	Baptist Health Providers competently utilize the new EHR and are able to transition to the new platform with little impact to delivery of care.

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

Educational Objectives	<i>What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish? Competence verbs: Identify... Eliminate... Use... Apply... Implement...</i>
Objectives:	Upon completion of this conference, participants should be better able to: <ul style="list-style-type: none"> Demonstrate how to navigate through electronic medical record and proper documentation within the system. Demonstrate how to view orders and the patient record in electronic medical record.

References	<i>Ensure Content is Valid</i>	
How are educational needs identified? <i>Check all that apply and explain below.</i>	<input type="checkbox"/> Best practice parameters <input type="checkbox"/> Disease prevention (Mission) <input type="checkbox"/> Mortality/morbidity statistics <input type="checkbox"/> National/regional data <input type="checkbox"/> New or updated policy/protocol <input 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 type="checkbox"/> Process improvement initiatives
<input type="checkbox"/> Other need identified. Please explain.		
Baptist Health Quantitative Data		

References: <ul style="list-style-type: none"> • <i>Provide evidence-based, peer reviewed references supporting best practice guidelines.</i> • <i>APA Citations should be no older than 10 years old.</i> 	
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Faculty	
Faculty List <i>For more than two (2) faculty members, include the list at end of application.</i>	Carmen Paez Amanda Rego Kassandra Benedit Tatiana Bertran

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 type="checkbox"/> Mitigation chart complete on File Checklist.
Disclosures SYMPOSIUM REMINDER: Create a disclosure page for your webpage or syllabus that is shared with learners to ensure compliance. Once proofed, route it to the DM Team.	<p>Due to the non-clinical nature of the content discussed, the speakers have no relevant financial relationships to disclose. This CME activity will not cover content that would involve products or services of ineligible companies*. 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> <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 type="checkbox"/> Welcome Slides <input type="checkbox"/> Faculty Slides <input type="checkbox"/> Handout <input type="checkbox"/> Other:

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

Measurement Type: <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective	Measurement Type: <input type="checkbox"/> Subjective <input type="checkbox"/> Objective
--	---	---	---	---

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

<input type="checkbox"/> Advances Data Use Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.	<i>Use PowerPoint as example.</i>						
<input type="checkbox"/> Addresses Population Health Teaches strategies that learners can use to achieve improvements in population health. <ul style="list-style-type: none"> • Goal: 8 activities 	<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"/> Collaborates With Other Organizations 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"/> Improves Performance <ul style="list-style-type: none"> • Goal: 10% of activities • Compliance example: The provider measures change in learners immediately following the activity asking for specific changes to practice that the individual learner commits to make. In a subsequent 6-week post-activity survey, each learner was asked what changes they committed to making, then asked, "Based on your intention, what changes have you implemented in your practice?" In one example, 53% of the learners responded that they had made changes to their practice. Those responses included approximately 50 themes that included changes to office practice/billing/department/organization; changes to prescription practices; changes to diet advice; changes to pre-operative procedures, and changes made to patient education. 	<i>See Evaluation Methods section for required elements. Follow-up data is Required.</i>						
<input type="checkbox"/> Improves Healthcare Quality Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality <ul style="list-style-type: none"> • Goal: Two examples per accreditation cycle. • Examples: EBCC 	<i>Explain.</i>						

Improves Patient and/or Community Health

The provider demonstrates the impact of the CME program on patients or their communities (i.e., TB data from Thoracic TB).

- **Goal: Two examples per accreditation cycle.**

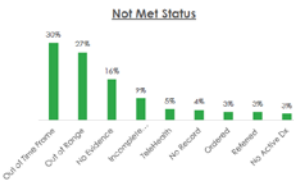
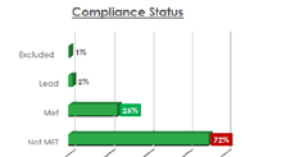
Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.

Explain.

Will evaluate metric data end-year 2023 to evaluate improvements.

2023 Mid-Year Quality Analysis (MRR*)

Sample Size: 718



Metric Details:

Metric Name	Excluded	Lead	Met	Not MET	Total
Controlling High Blood Pressure		75	167		237
Kidney Health Evaluation for Adults with Diabetes	7	72			79
Care for Older Adults, Pain Assessment		20	48		68
Blood Pressure Control for Patients with Diabetes		26	38		64
Care for Older Adults, Medication Review		14	48		62
Colorectal Cancer Screening		6	19		25
Care for Older Adults, Functional Status Assessment		9	37		46
Transition of Care, Medication Reconciliation Post-Discharge	1	5	4		22
Breast Cancer Screening	1	1	6		19
Hemoglobin A1c Control for Patients with Diabetes		1	8		27
Diabetes Care - Eye Exam	1	1			24
	3	13	183	519	718

Top Opportunity:

Controlling High Blood Pressure: Post MRR: 31% MET
Population Health: VBP Performance Trend

Value Based Program	2023	2022	Quality Goal
MSP (MSP)	6.98%	81.05%	88%
MA (Stars) Top Performer	*2 Stars	*1 Stars	4 Stars
Commercial (Aetna)	25.43	42.7	

*Avg Star

Optimizes Communication Skills

Designed to improve communication skills of learners.

- **Example: Sim Lab**

CME course format includes an individual learner evaluations of observed (e.g., in person or video) communication skills.

Course leader provides formative feedback to each learner about observed communication skills.

Sample completed evaluation saved to file.

Optimizes Technical and/or Procedural Skills

Designed to optimize/improve technical and procedural skills of learners.

- **Example: Gamma Knife**

CME course format includes individual learner evaluations of observed (e.g., in person or video) psychomotor technical and/or procedural skills.

Course leader provides formative feedback to each learner about observed psychomotor technical and/or procedural skills.

Sample completed evaluation saved to file.

Utilizes Support Strategies

Providers that create, customize, or make available supplemental services that are designed to reinforce or sustain change.

- **Examples: WINKs, EthosCE follow-up emails, and/or resources such as online instructional material, apps**
- **Strategies must be assessed by CME provider and document updates/ changes based on learner feedback**

Explain.

Sample supplemental materials saved to file.

- Include Impact Assessment results and CME Provider analysis of learner comments.

- Add updates/ changes to resources based on learner feedback.

Demonstrates Educational Leadership

Implements an innovation that is new for the CME program AND the innovation contributes to the provider's ability to meet its mission.

Explain.

Live Webinar Details For Internet Live Webinar Courses ONLY

Panelists

Insert names and email addresses.

Hosts

Insert names and email addresses for at least one of these:
DG-Telepresence / CME Manager and Assistant / Host Department

Zoom Account

CME Zoom Account **Partner Zoom Account**

Zoom Link

Insert link here.

OLP Course Details *For OLP Enduring Applications ONLY*

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

APPROVAL

Date Reviewed	Reviewed By	Approved	Credits
	<input checked="" 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"/> _1_ AMA PRA Category 1 Credits <input type="checkbox"/> ___ APA Approval Level: _____ <input type="checkbox"/> ___ Dental Approval <input type="checkbox"/> ___ Podiatry Approval

CME Accreditation Checklist & Screenshots

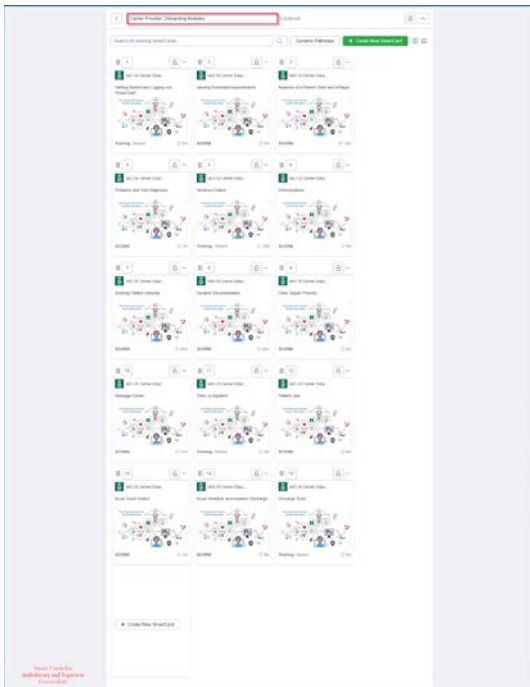
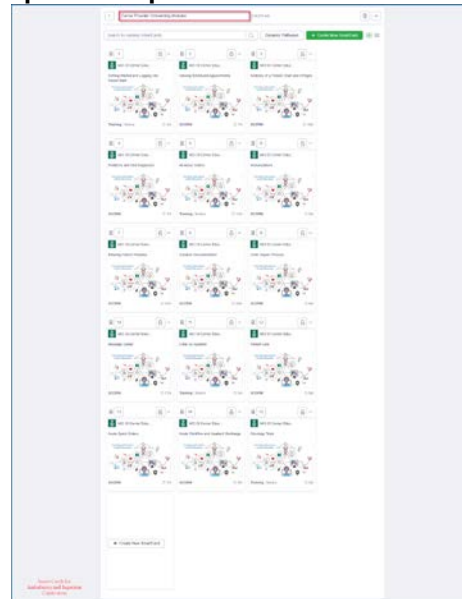
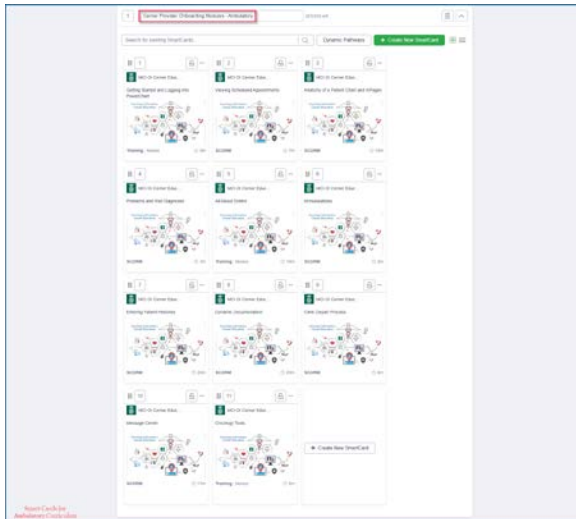
In-person Training

Enduring material curriculums (Pre-requisite online course)

MCI Cerner Curriculum Name	SCORM Curriculum Selected
Medical Oncology	<u>Ambulatory & Inpatient</u>
Radiation Oncology	<u>Ambulatory & Inpatient</u>
Scribe Oncology	<u>Ambulatory</u>
Surgical Oncology	<u>Ambulatory & Inpatient</u>
MCI Providers - Ambulatory Oncology	<u>Ambulatory</u>
Gynecological Oncology	<u>Ambulatory & Inpatient</u>
Inpatient Oncology	<u>Inpatient</u>

LMS Navigation – Standards for Integrity and Independence in CME

1. Screen shots of your course cards on Learn Spark and Learn Spark channel. This documents no promotional content is inserted within learner navigation on to the CME-accredited content and no ads are interleaved within the education on the LMS display screen. No pop-up ads are permissible.



2.) Information available to learner prior to entering the educational content. Assessment: Screen shots of assessment and required passing scores.

< Back

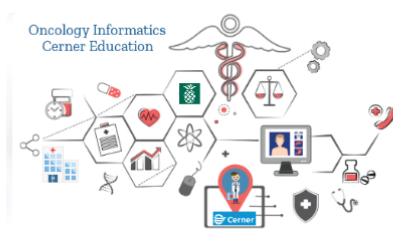
Cerner Provider Onboarding Modules - Assessment

1 SmartCards [To Pathway Home](#)

< Previous Card Card 1/1 Next Card >

MCI Cerner PowerChart Modules - Assessment

MCI OI Cerner E... | 07 Aug 2023



Let's Test Your Knowledge!

In order to successfully pass, a score of 80% or higher is required.

[Open Content](#)

SCORM | Beginner | Unspecified | 30m


Tags: cerner, powerchart modules, oncology, oncology informatics

★★★★★

[Like](#) [Comment](#)

Assessment

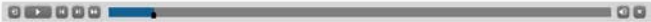
Let's Test Your Knowledge!



Select the correct answer.

1. If you receive a document for signature in the Message Center regarding a patient who is not assigned to you, what actions should you take?

- a. Sign the document.
- b. Ignore the document.
- c. Refuse the document and forward it to the HIM refusal inbox.
- d. Delete the document.



Let's Test Your Knowledge!



Submit All

You have answered all questions. What do you want to do next?

Submit All Answers

Return To Quiz

10. Which component is not part of the history and physical examination?
- a. Problem/Diagnosis
 - b. Chief Complaint
 - c. Histories, Labs, Vital Signs.
 - d. Medication Reconciliation, Patient Education, Follow-up, Recommendations and Visit Instructions.



Quiz Results

You Scored: **100**

Maximum Score: **100**

Correct Questions: **10**

Total Questions: **10**

Accuracy: **100%**

Attempts: **1**

Continue

Congratulations, you passed the quiz!



3) Reporting: Verification of learner participation and completion. Completion data available for audit at any time. For verification reports contact Carmen Paez with MCI Medical Informatics.

The screenshot shows the EdGraph interface with a report titled "User Analytics - User Performance". The report filters for "User Performance Event is card_marked_as_complete AND User Performance User Full Name is Tatiana Bertran AND Org Custom Fields Employee Code is any value". The table displays 28 rows of activity data for employee 46770, Tatiana Bertran, in the Miami Ca. department. The activities include various SmartCard and Pathway events related to onboarding, training, and clinical tasks.

Employee Code	User Full Name	Department Description	Business Unit Description	Card Title	Content Structure	Time	Event
4	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Acute Quick Orders	SmartCard	02/12/24 02:34:21 PM	card_marked_as_complete
5	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Acute Workflow and Inpatient Discharge	SmartCard	02/12/24 03:24:21 PM	card_marked_as_complete
6	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Advanced Communication Skills	SmartCard	01/25/24 03:12:54 PM	card_marked_as_complete
7	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	All About Orders	SmartCard	02/09/24 02:46:02 PM	card_marked_as_complete
8	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Anatomy of a Patient Chart and inPages	SmartCard	02/09/24 03:11:14 PM	card_marked_as_complete
9	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	April 2023 - Diversity Month - Did You Know	SmartCard	05/01/23 02:09:36 PM	card_marked_as_complete
10	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Black History Month 2023 - Did you know	SmartCard	05/01/23 02:09:26 PM	card_marked_as_complete
11	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Cerner Chemotherapy - Document in Plan	SmartCard	02/13/24 08:32:32 PM	card_marked_as_complete
12	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Cerner Chemotherapy - Modifying the Intent to Treat	SmartCard	02/13/24 08:32:29 PM	card_marked_as_complete
13	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Cerner Chemotherapy - Same Day Exception	SmartCard	02/13/24 08:32:37 PM	card_marked_as_complete
14	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Cerner Chemotherapy Module	SmartCard	02/12/24 02:34:27 PM	card_marked_as_complete
15	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Cerner Provider Onboarding Modules	Pathway	02/13/24 08:29:44 PM	card_marked_as_complete
16	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Cerner Provider Onboarding Modules - Assessment	Pathway	02/13/24 08:36:38 PM	card_marked_as_complete
17	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Cerner Provider Onboarding Modules - Chemotherapy	Pathway	02/13/24 08:33:37 PM	card_marked_as_complete
18	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Clinic Depart Process	SmartCard	02/08/24 08:52:58 PM	card_marked_as_complete
19	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Clinic vs Inpatient	SmartCard	02/12/24 01:56:15 PM	card_marked_as_complete
20	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	CME Module Accreditation Information	SmartCard	02/13/24 08:36:38 PM	card_marked_as_complete
21	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Creating a Positive Work Environment	SmartCard	07/19/23 04:00:11 PM	card_marked_as_complete
22	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Dynamic Documentation	SmartCard	02/08/24 08:36:45 PM	card_marked_as_complete
23	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Effective Email Writing and Office Communication	SmartCard	01/25/24 03:00:57 PM	card_marked_as_complete
24	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Entering Patient Histories	SmartCard	02/12/24 03:39:55 PM	card_marked_as_complete
25	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Excel for Project Management	SmartCard	07/20/23 07:19:55 PM	card_marked_as_complete
26	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Getting Started and Logging into PowerChart	SmartCard	02/08/24 01:55:04 PM	card_marked_as_complete
27	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Goal Setting for Employees Training Participants Deck	SmartCard	11/30/22 05:34:02 PM	card_marked_as_complete
28	Tatiana Bertran	MCI Oncology Informatics	Miami Ca.	Goal Setting for Employees Workshop (PPT Deck and ...	Pathway	12/08/22 02:52:11 PM	card_marked_as_complete



4) Accreditation statements as provided by CME department to include approved credit amounts. Note: The CME department should be notified of any curriculum modifications as this would alter the credit amount and would require re-approval.

Baptist Health South Florida is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians. Baptist Health has been re-surveyed by the ACCME and awarded Commendation for 6 years as a provider of CME for physicians. Baptist Health South Florida designates this **blended learning** activity for a maximum of **1.00** AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.




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	Parkinson's Disease: Non-motor Features		
Date	Online Enduring	Time	Online Enduring
Location – If Virtual, fill in Zoom info at the end	Online Enduring	Credit Hour(s)	1.25 Cat. 1
Charge	<input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No	SMS Code:	
Target Audience –	Primary Care Physicians, Family Practice Physicians, Emergency Medicine Physicians, Neurologists, Psychiatrists, Advanced Practice Registered Nurses, Physician Assistants, Pharmacists, Nurses, Social Workers and other interested clinical care providers.		
Commercial Support – C8	<input type="checkbox"/> Monetary or In-kind received by Foundation. * Notify CME Business Ops Specialist and CME Development Specialist. LOA signed and dated by all parties is required.		
Course overview	<p>Parkinson's disease (PD) is a multisystemic neurodegenerative disorder that is characterized by a combination of motor and non-motor symptoms (NMS). The majority of PD patients report one or more behavioral or NMS, including depression, anxiety, apathy, impulse control disorders, cognitive impairment, dementia and psychosis.</p> <p>Dr. Torres-Russotto discusses the importance of a comprehensive and multidisciplinary care team approach for the treatment of PD. Through early recognition and appropriate management of behavioral and NMS in PD, clinicians can help improve and preserve the PD patient's quality of life.</p>		
Credit Type	<input checked="" type="checkbox"/> AMA PRA Category 1 <input type="checkbox"/> Psychology - APA & FL  - APA Checklist <input checked="" type="checkbox"/> Physician Assistant CE <input checked="" type="checkbox"/> APRNs CE <input type="checkbox"/> Dental CE <input type="checkbox"/> Podiatry CE <input type="checkbox"/> Interprofessional (IPCE)  Commendation Engages Teams – See Planning Team section <input checked="" type="checkbox"/> MOC Points - MOC Checklist / Self-assessment <input type="checkbox"/> Pediatrics - Self-assessment <input type="checkbox"/> Anesthesia - Lifelong Learning <input checked="" type="checkbox"/> Internal Medicine - Medical Knowledge <input type="checkbox"/> Ophthalmology - Lifelong Learning <input type="checkbox"/> Ophthalmology - Self-assessment <input type="checkbox"/> Surgery - Accredited CME <input type="checkbox"/> Surgery - Self-assessment <input type="checkbox"/> Otolaryngology – Head and Neck Surgery - Self-Assessment <input type="checkbox"/> Pathology - Lifelong Learning <input type="checkbox"/> Pediatrics - Lifelong Learning		
Providership	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Joint	PARS ID #	IEM2024415
Publish to CME Passport	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Publish to CEBroker	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No CEBroker #

Planning Team

Conference Director(s)	Barry M. Crown, Ph.D., FACP
CME Manager	Katie Deane/Marie Vital Acle (Online)
Conference Coordinator and/or Instructional Designer (OLP only)	Betty Blanco (Instructional Designer)
 Commendation Goal: Engages Interprofessional Teams/IPCE (10% of activities)	List 2+ professions here. M.D. Required.

BHSF Initiatives

<input type="checkbox"/> Balance across the continuum of care <input type="checkbox"/> Diversity & Inclusion <input checked="" type="checkbox"/> Evidence-based data <input type="checkbox"/> High-reliability tools – Use of prior experiences to improve systems, processes, and services	<input type="checkbox"/> Overutilization – unnecessary health care costs <input checked="" type="checkbox"/> Patient-centered care <input type="checkbox"/> Public health factors (See commendation.) <input type="checkbox"/> Removing redundancy – improving processes
Collaborative Partner:	Miami Neuroscience Institute
Describe initiative:	This educational activity was planned in collaboration with Miami Neuroscience Institute to promote a multidisciplinary care approach in managing behavioral and non-motor symptoms in patients with Parkinson’s disease.

Appropriate Formats

*The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity. **Check all that apply.***

<input type="checkbox"/> Live Course	<input type="checkbox"/> Journal CME/CE	<input type="checkbox"/> Performance/Quality Improvement
<input type="checkbox"/> Regularly Scheduled Series	<input type="checkbox"/> Manuscript Review	<input type="checkbox"/> Internet Searching and Learning
<input type="checkbox"/> Internet Live Course (Webinar)	<input type="checkbox"/> Test-Item Writing	<input type="checkbox"/> Learning from Teaching
<input checked="" type="checkbox"/> Internet Enduring Material	<input type="checkbox"/> Committee Learning	<input type="checkbox"/> Other/Blended Learning
<input checked="" type="checkbox"/> Didactic Lecture	<input type="checkbox"/> Panel Discussion	<input type="checkbox"/> Simulation Lab
<input checked="" type="checkbox"/> Question & Answer	<input 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)

Educational Needs

*What practice-based problem (gap) will this education address?
 Provider addresses problems in practice and/or patient care. As part of that effort, the provider examines those problems and looks for knowledge, strategy, skill, performance, or system deficits that could be contributing to the problems.
 External Resource: [CE Educator’s Toolkit](#)*

State the educational need that you determined to be the <u>underlying cause</u> for the professional practice gap.	Clinicians may not be familiar with the behavioral and nonmotor symptoms (NMS) of Parkinson disease (PD), which are a major cause of morbidity and exert a major impact on quality of life for people with PD and their caregivers.
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

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

This activity is designed to change:	<input checked="" type="checkbox"/> Competence - <i>CME evaluation and pre/post-survey.</i> <input checked="" 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.	Clinicians utilize a comprehensive and multidisciplinary care approach in the recognition and management of behavioral and non-motor symptoms in patients with PD.

Competencies	The provider develops activities/educational interventions in the context of desirable physician attributes (competencies).	
ABMS/ACGME	<input checked="" type="checkbox"/> Patient care and procedural skills <input checked="" type="checkbox"/> Medical knowledge <input type="checkbox"/> Practice-based learning and improvement	<input type="checkbox"/> Interpersonal and communication skills <input checked="" type="checkbox"/> Professionalism <input type="checkbox"/> Systems-based practice
Institute of Medicine	<input checked="" type="checkbox"/> Provide patient-centered care <input checked="" type="checkbox"/> Work in interdisciplinary teams <input type="checkbox"/> Employ evidence-based practice	<input type="checkbox"/> Apply quality improvement <input type="checkbox"/> Utilize informatics
Interprofessional Education Collaborative	<input type="checkbox"/> Values/ethics for interprofessional practice <input checked="" type="checkbox"/> Roles/responsibilities	<input 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...
Objectives:	<p>Upon completion of this conference, participants should be better able to:</p> <ul style="list-style-type: none"> • Accurately define the multisystemic disorder of Parkinson’s Disease (PD). • Utilize current diagnostic criteria and guidelines for PD. • Identify the importance of a comprehensive and multidisciplinary care team for PD patients. • Improve patients’ quality of life through early recognition and management of behavioral and non-motor symptoms in PD.

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

References: <ul style="list-style-type: none"> • <i>Provide evidence-based, peer reviewed references supporting best practice guidelines.</i> • <i>APA Citations should be no older than 10 years old.</i> 	<p>Riboldi, G. M., & Di Fonzo, A. B. (2019). GBA, Gaucher disease, and Parkinson's disease: from genetic to clinic to new therapeutic approaches. <i>Cells</i>, 8(4), 364.</p> <p>McKeith, I. G., Boeve, B. F., Dickson, D. W., Halliday, G., Taylor, J. P., Weintraub, D., ... & Kosaka, K. (2017). Diagnosis and management of dementia with Lewy bodies: Fourth consensus report of the DLB Consortium. <i>Neurology</i>, 89(1), 88-100.</p> <p>Armstrong, M. J. (2019). Lewy body dementias. <i>Continuum: Lifelong Learning in Neurology</i>, 25(1), 128-146.</p> <p>Postuma, R. B., et al. (2015). "MDS clinical diagnostic criteria for Parkinson's disease." <i>Mov Disord</i> 30(12): 1591-1601.</p>
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Faculty	
Faculty List <i>For more than two (2) faculty members, include the list at end of application.</i>	<p>Diego R. Torres-Russotto, M.D., FAAN Chair of Neurology, Chief of Movement Disorders Baptist Health Miami Neuroscience Institute Clinical Professor, Herbert Wertheim College of Medicine, Florida International University Adjunct Professor, Dept. of Neurological Sciences, University of Nebraska Medical Center</p>

Disclosure Statement	<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>
Mitigation Chart	<input checked="" type="checkbox"/> Mitigation chart complete on File Checklist.
Disclosures	<p>Diego R. Torres-Russotto, M.D., faculty for this educational activity, is a consultant for AbbVie, Acorda, Ipsen, Neurocrine, Revance, Sunovion and Teva; is a member of the speakers' bureau for AbbVie, Acorda, Ipsen, Neurocrine and Teva; and receives grant/research support from Ipsen, Merz and Revance. He has indicated that the presentation or discussion will not include off-label or unapproved product usage.</p> <p>All of the relevant financial relationships listed for this individual have been mitigated.</p> <p>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.</p> <p><i>*Ineligible companies — Companies whose primary business is producing, marketing, selling, re-selling or distributing healthcare products used by or on patients.</i></p>
Disclosure to the audience:	<input checked="" type="checkbox"/> Ethos Course Page <input checked="" type="checkbox"/> Welcome Slides <input checked="" type="checkbox"/> Faculty Slides <input checked="" type="checkbox"/> Handout <input type="checkbox"/> Other:

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

Evaluation Methods

Analyze the overall changes in competence, performance or patient outcomes as a result of this CME activity.

- Changes in competence.**
 - Intent to change
 - Confidence in ability

- CME Evaluation Form**
 - What do you intend to do differently in the treatment of your patients as a result of what you learned at this conference? What new strategies will you apply in your practice of patient care?
 - If you do not plan to implement any new strategies learned at this conference, please list any barriers or obstacles that might keep you from doing so.
- Pre/Post-Survey**
 - How confident are you in your ability to implement these strategies? (list "pearls")
 - **Recognize behavioral and non-motor symptoms in Parkinson's Disease.**
 - **Utilize the Movement Disorder Society criteria for clinical diagnosis of Parkinson's.**

<p><input checked="" type="checkbox"/> Changes in performance.</p> <ul style="list-style-type: none"> • Commitment to Change <p>Improves Performance Commendation Goal</p>	<p><input checked="" type="checkbox"/> CME Impact Assessment include Commitment to Change question.</p> <p><input checked="" type="checkbox"/> Add Commitment to Change Ethos object.</p> <p><input type="checkbox"/> Add commitment to change question to evaluation. (LMS Support (Live Activity)/Course Builder (OLP).</p> <p><input checked="" type="checkbox"/> Trigger impact assessment 45 days post conference. (LMS Support)</p> <p><input type="checkbox"/> Include handout or resource in follow-up email. (CME Manager/ Course Builder)</p> <p><input type="checkbox"/> Additional questions for impact assessment: (CME Manager)</p> <ul style="list-style-type: none"> • Repeat pre/post survey and/or provide 3-4 statements based on expected performance outcomes to be evaluated. <p><i>Example: I have implemented the new Baptist Health policy explained in this CME activity.</i></p> <p>Commitment to Change</p> <p>As a result of my participation in this online course, I commit to make the following changes to my clinical practice: [Select all that apply]</p> <ul style="list-style-type: none"> • I will utilize the Movement Disorders Society (MDS) criteria to guide my clinical diagnosis of Parkinson’s Disease. • I will evaluate my Parkinson’s patients for behavioral and non-motor symptoms when developing treatment plan. • I do not agree with the recommendation of this presentation. • Not applicable to my practice. • I am retired. <p>Impact Assessment</p> <p>Please select one:</p> <ul style="list-style-type: none"> • I am in active clinical practice, residency, or fellowship. • I am retired. • Other [Open text] <p>As a result of your participation in this course, have you been able to implement any of the following commitments to change: [Select all that apply]</p> <ol style="list-style-type: none"> 1. I have evaluated Parkinson’s disease patients for behavioral and non-motor symptoms. 2. I have utilized the Movement Disorder Society (MDS) criteria to guide my clinical diagnosis of Parkinson’s disease. 3. I have not implemented any strategies. 4. Other [open text] <p>If options 1-2 are selected: When did you begin implementing these strategies?</p> <ul style="list-style-type: none"> • I am now implementing these strategies because of the recommendations in this presentation. • I was implementing these strategies before I attended this course. <p>If option 3 is selected, I am not implementing any of these strategies due to:</p> <ul style="list-style-type: none"> • It is not applicable to my practice. • I do not agree with the recommendations of this presentation. • Other [open text] <p>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 conferences to help you achieve change? [Open text]</p>
<p><input type="checkbox"/> Changes in patient outcomes.</p> <p>Demonstrates healthcare quality improvement related to the CME program twice during the accreditation term.</p>	<p><input type="checkbox"/> Review of hospital, health system, public health data, dashboard data pre-, post-activity, etc.</p>
<p>Describe outcomes assessment plan.</p>	

**Baptist Health
Commendation Goals**



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

Advances Data Use

Teaches about collection, analysis, or synthesis of health/practice data AND Uses health/practice data to teach about healthcare improvement.

Use PowerPoint as example.

Addresses Population Health

Teaches strategies that learners can use to achieve improvements in population health.

- **Goal: 8 activities**

Check all that apply.

- | | |
|---|--|
| <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 |

Collaborates With Other Organizations

The provider collaborates with other organizations to more effectively address population health issues. (4 different samples per accreditation)

Describe the collaborative efforts.

Improves Performance

- **Goal: 10% of activities**
- **Compliance example:** The provider measures change in learners immediately following the activity asking for specific changes to practice that the individual learner commits to make. In a subsequent 6-week post-activity survey, each learner was asked what changes they committed to making, then asked, "Based on your intention, what changes have you implemented in your practice?" In one example, 53% of the learners responded that they had made changes to their practice. Those responses included approximately 50 themes that included changes to office practice/billing/department/organization; changes to prescription practices; changes to diet advice; changes to pre-operative procedures, and changes made to patient education.

See Evaluation Methods section for required elements. Follow-up data is Required.

Commitment to Change

As a result of my participation in this online course, I commit to make the following changes to my clinical practice:

- Utilize the Movement Disorder Society (MDS) criteria to guide my clinical diagnosis of Parkinson's disease.
- I do not agree with the recommendations presented.
- Not applicable to my practice.
- I am retired.
- Other.

Improves Healthcare Quality

Collaborates in the process of healthcare quality improvement AND Demonstrates improvement in healthcare quality

- **Goal: Two examples per accreditation cycle.**
- **Examples: EBCC**

Explain.

Improves Patient and/or Community Health

The provider demonstrates the impact of the CME program on patients or their communities (i.e., TB data from Thoracic TB).

- **Goal: Two examples per accreditation cycle.**

Requires quantitative data documenting improvements to patient or community health. Data must be saved to file.

Explain.

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

OLP Course Details *For OLP Enduring Applications ONLY*

Course Video URL	
Course Handout URL	
Multiple Choice Questions	10-quiz questions (Laura)
Course Release Date	April 2024
Course Renewal Date	
Course Expiration Date	April 2027

APPROVAL

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