

To Be Completed by FSMB					
Date Received:		Date Reviewed:		Category 1 credits:	



2020 JOINT PROVIDERSHIP ACTIVITY PLANNING WORKSHEET

Instructions: Please complete this worksheet in full for consideration of Joint Providership of a CME activity with the FSMB. Each question is linked to the appropriate ACCME Criteria designated with a (C) and shown in light blue font. A separate worksheet is required for each activity to be accredited.

I. ACTIVITY INFORMATION

Proposed Activity Title:	
Activity Format/Type (Live activity, enduring material, Journal-based CME, etc.)	
Date(s):	
Venue / City, State	/
Estimated Attendance:	
Sponsoring Board:	

Course Director:	
Phone:	
Fax:	
Email:	
Course Director Admin. Assistant:	
Contact Information:	

Co-Course Director: (if applicable)	
Phone:	
Fax:	
Email:	
Co-Course Director Admin. Assistant:	
Contact Information:	

Activity Description and Outcomes (4-5 sentences that describe what the learner should be able to achieve after participating in the activity)

II. EDUCATIONAL CONTENT PLANNERS and PLANNING PROCESS [C7](#)

In addition to the activity course director and co-course director (if applicable), list the names, degrees, titles affiliations and email addresses of all individuals engaged in the design and delivery of the content for this activity. Also, please ensure that each individual listed has completed the required conflict of interest disclosure form prior to his/her involvement in the activity planning process.

Name	Title	Affiliation/Board	Email Address

1. Who identified the speakers and topics or content for the activity: Course Director Activity Co-Course Director
 CME Associate Planning Committee Editorial Board
 Other (provide names): _____

2. What criteria were used in the selection of speakers or content (select all that apply)? Subject matter expert
 Excellent teaching skills/effective communicator Experience in CME Speaker Evaluations
 Other: _____

3. Were any employees of a pharmaceutical company and/or medical device manufacturer involved with the identification of speakers and/or topics? No Yes, please explain:

III. EDUCATIONAL NEEDS AND GAP ANALYSIS

A professional practice gap is defined as the difference between ACTUAL (what is) and IDEAL (what should be) and ideal performance and/or patient outcomes. Please list the professional practice gap of the target audience to be addressed (the difference between what learners do now vs. what you would like them to do)? Ask yourself, “What is the problem in practice?” [C2](#) [C3](#) [C5](#)

Professional Practice Gaps^{C2} What is the problem? What does the learner need to do? Please include at least 1 source/reference for each item.	Resulting Topic(s)/Presentation(s) What will be presented to address what the learner needs to do?	Desired Results/Outcomes from Presentation(s)^{C5} What is the learner expected to achieve after receiving the information provided?	Desired Results/Outcomes^{C5}
EXAMPLE: Many states continue to struggle with prescription drug abuse. State medical boards can coordinate their efforts with various federal agencies, including the DEA, SAMHSA, FDA, and NGA, to effectively address this epidemic. Reference: Request from the State Medical Board of Ohio	Prescription Drug Abuse To educate and provide an opportunity for participants to discuss avenues where DEA and state medical boards could work more effectively to bring about change with the prescription drug abuse	Improve the ways prescription drugs are prescribed to ensure patients have access to safe, effective treatment while reducing the number of people who misuse, abuse, or overdose from these powerful drugs.	<input checked="" type="checkbox"/> Positive changes in physician Competence <input type="checkbox"/> Improved Performance in clinical practice <input type="checkbox"/> Improvement in Patient Outcomes
EXAMPLE: The American Heart Association guidelines state that high levels of hyperlipidemia in patients with diabetic comorbidity is the cause of increased morbidity in those patients. Reference:	Diagnosis and Management of Hyperlipidemia with Diabetic Comorbidity	Identify diabetic patients; screen for hyperlipidemia; place on appropriate lipid lowering medication(s); improve patient outcomes	<input checked="" type="checkbox"/> Positive changes in physician Competence <input checked="" type="checkbox"/> Improved Performance in clinical practice <input type="checkbox"/> Improvement in Patient Outcomes
Reference:			<input type="checkbox"/> Positive changes in physician Competence <input type="checkbox"/> Improved Performance in clinical practice <input type="checkbox"/> Improvement in Patient Outcomes
Reference:			<input type="checkbox"/> Positive changes in physician Competence <input type="checkbox"/> Improved Performance in clinical practice <input type="checkbox"/> Improvement in Patient Outcomes
Reference:			<input type="checkbox"/> Positive changes in physician Competence <input type="checkbox"/> Improved Performance in clinical practice <input type="checkbox"/> Improvement in Patient Outcomes
Reference:			<input type="checkbox"/> Positive changes in physician Competence <input type="checkbox"/> Improved Performance in clinical practice <input type="checkbox"/> Improvement in Patient Outcomes

IV. EDUCATIONAL OBJECTIVES

Based on the desired results of the activity, what are the overall objectives of the activity? Objectives can support the attainment of the desired results listed in [Section V - Barriers](#). [C5](#)

Learning Objectives

Based on the need/professional practice gap identified, what are the learning objectives of this activity? These objectives should be measurable and describe the new knowledge, increased competence and /or improved performance you wish to address in this activity. Please use [List of Verbs](#) to formulate.

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

	Objective	Core Competencies/Physician Attributes								
		Patient Care	Medical Knowledge	Practice-Based Learning	Communication	Professionalism	System-Based Practice	Inter-Disciplinary Teams	Quality Improvement	Informatics
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please be sure to check the [ACGME/ABMS](#) or [IOM](#) competencies (the physician attributes) that are addressed in the content of this activity. [\(C6\)](#) Check all that apply. The competencies are described as the following:

Patient Care or Patient-Centered Care: provide care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Medical Knowledge: demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social behavioral) sciences and the application of this knowledge to patient care.

Practice-Based Learning: involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in their practice of medicine.

Interpersonal and Communication Skills: demonstrate skills that result in effective information exchange and teaming with patients, their families and other healthcare professionals (e.g. fostering a therapeutic relationship that is ethically sound, uses effective listening skills with non-verbal and verbal communication; working as both a team member and at times as a leader.)

Professionalism: demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.

System-Based Practice: manifested by actions that demonstrate an awareness of and responsibility to the larger context and systems of health care and the ability to effectively call on system resources to provide care that is of optimal care (e.g. coordinating care across sites or serving as the primary case manager when care involves multiple specialties, professions or sites.)

Interdisciplinary Teams: cooperate, collaborate, communicate and integrate care teams to ensure that care is continuous and reliable.

Quality Improvement: identify errors and hazards in care: understanding and implementing basic safety design principles such as standardization and implications; continually understanding and measuring quality of care in terms of structure, process and outcomes in needs; and design and test interventions to change processes and systems of care, with the objective of improving quality.

Utilize Informatics: communicate, manage knowledge, mitigate error, and support decision making using information technology.

V. BARRIERS [C18](#), [C19](#)

Barriers (Select all that apply)

What are the potential or real barriers facing physicians if this need (gap) is to be addressed? What potential barriers do you anticipate the learner may encounter when trying to make the changes this activity is designed to promote?

- | | |
|---|---|
| <input type="checkbox"/> Cost | <input type="checkbox"/> Lack of Consensus on Professional Guidelines |
| <input type="checkbox"/> Formulary Restrictions | <input type="checkbox"/> Lack of Time to Assess/Counsel Patients |
| <input type="checkbox"/> Insurance/Reimbursement Issues | <input type="checkbox"/> No Perceived Barriers |
| <input type="checkbox"/> Lack of Administrative Support/Resources | <input type="checkbox"/> Patient Compliance Issues |
| <input type="checkbox"/> Other (please list): _____ | |

In this CME activity, how will you incorporate strategies to remove, overcome or address these barriers?

VI. TARGET AUDIENCE

Target Audience (Select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> MD/DOs | <input type="checkbox"/> NP, PA, Nurses |
| <input type="checkbox"/> Counselors | <input type="checkbox"/> Scientists/Researchers |
| <input type="checkbox"/> Dieticians | <input type="checkbox"/> Social Workers |
| <input type="checkbox"/> Pharmacists | <input type="checkbox"/> Therapists |
| <input type="checkbox"/> Psychologists | |
| <input type="checkbox"/> Other (please list): _____ | |

Specialty (Select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> All Specialties | <input type="checkbox"/> Emergency Medicine |
| <input type="checkbox"/> Anesthesiology | <input type="checkbox"/> Family & Preventative Medicine |
| <input type="checkbox"/> Cellular & Molecular Medicine | <input type="checkbox"/> Geriatrics |
| <input type="checkbox"/> Critical Care | |
| <input type="checkbox"/> Internal Medicine (Choose sub-specialty) | |
| <input type="checkbox"/> General | <input type="checkbox"/> Infectious Disease |
| <input type="checkbox"/> Cardiology | <input type="checkbox"/> Nephrology |
| <input type="checkbox"/> Dermatology | <input type="checkbox"/> Physiology |
| <input type="checkbox"/> Endocrinology/Metabolism | <input type="checkbox"/> Pulmonary |
| <input type="checkbox"/> Gastroenterology | <input type="checkbox"/> Rheumatology, Allergy, & Immunology |
| <input type="checkbox"/> Hematology/Oncology | |
| <input type="checkbox"/> Hospital Medicine | |
| <input type="checkbox"/> Neurosciences | <input type="checkbox"/> Pharmacology |
| <input type="checkbox"/> Ophthalmology | <input type="checkbox"/> Psychiatry/Psychology |
| <input type="checkbox"/> Orthopedic Surgery | <input type="checkbox"/> Radiology |
| <input type="checkbox"/> Pathology | <input type="checkbox"/> Reproductive Medicine |
| <input type="checkbox"/> Pediatrics | |
| <input type="checkbox"/> Surgery (Choose sub-specialty) | |
| <input type="checkbox"/> Cardiothoracic | <input type="checkbox"/> Otolaryngology-Head & Neck Surgery |
| <input type="checkbox"/> Colorectal Surgery | <input type="checkbox"/> Plastic Surgery |
| <input type="checkbox"/> General Surgery | <input type="checkbox"/> Trauma/Burn |
| <input type="checkbox"/> Minimally Invasive Surgery | <input type="checkbox"/> Urology |
| <input type="checkbox"/> Neurosurgery | <input type="checkbox"/> Vascular |
| <input type="checkbox"/> Other (please list): _____ | |

Scope of Practice (Select all that apply)

What is the current or potential scope of practice of the target audience?

- | | |
|---|---|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Residents/Fellows/Trainees |
| <input type="checkbox"/> Hospital Staff | <input type="checkbox"/> Research |
| <input type="checkbox"/> Office Based | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Other (please list): _____ | |

VII. EDUCATIONAL FORMATS, DESIGN AND METHODOLOGY [C5](#)

Please indicate the educational method(s) that will be used to achieve the state goals and objectives. Check all the methods that apply for this activity.

- | | |
|---|---|
| <input type="checkbox"/> Didactic Lecture(s) | <input type="checkbox"/> Case Presentations |
| <input type="checkbox"/> Power Point | <input type="checkbox"/> Hands-on lab/Simulation |
| <input type="checkbox"/> Panel Discussions | <input type="checkbox"/> Q&A Sessions |
| <input type="checkbox"/> Roundtable Discussions | <input type="checkbox"/> Self-Directed Learning/Self-Assessment |
| <input type="checkbox"/> Other (please list): _____ | |

VIII. ACTIVITY EVALUATION AND OUTCOMES MEASUREMENT [C3](#), [C11](#), [C16](#)

How will you measure if changes in competence, performance or patient outcomes have occurred? Check all that apply; note, you may be asked to provide summary data for the evaluation methods selected. In many cases, the Joint Provider will perform the initial activity evaluation and the FSMB will perform a 90-day outcomes assessment.

Knowledge/Competence

- | | |
|--|---|
| <input type="checkbox"/> Evaluation form for participants (required) | <input type="checkbox"/> Physician and/or patient surveys |
| <input type="checkbox"/> Customized post-test | <input type="checkbox"/> Audience Response System (ARS) |
| <input type="checkbox"/> Customized pre and post-test | |
| <input type="checkbox"/> Other (please list): _____ | |

Performance

- | | |
|--|--|
| <input type="checkbox"/> Adherence to guidelines | <input type="checkbox"/> Chart Audits |
| <input type="checkbox"/> Case-based studies | <input type="checkbox"/> Direct Observations |
| <input type="checkbox"/> Customized follow-up survey/interview/focus group | |
| <input type="checkbox"/> Other (please list): _____ | |

Patient Outcomes

- | | |
|--|--|
| <input type="checkbox"/> Observe changes in health status measures | <input type="checkbox"/> Obtain patient feedback and surveys |
| <input type="checkbox"/> Observe changes in quality/cost of care | <input type="checkbox"/> Measure mortality and morbidity rates |
| <input type="checkbox"/> Other (please list): _____ | |

IX. FUNDING AND INDEPENDENCE ([C7](#), [C8](#), [C9](#), [C10](#))

Proposed Funding Sources

Describe any additional details that should be considered.

- Registration Fees
- Commercial Support – will this CME activity receive commercial support (financial or in-kind contributions) from an ACCME defined commercial interest to cover all or part of the costs of the activity?
- Exhibit Fees/Revenue
 - Final promotional funding documentation will be provided by the Joint Provider for FSMB files
- Other (please list): _____

X. COLLABORATION

Are there other initiatives within your Board/Organization working on this issue? Are there other organizations we could partner with that are working on this issue? If yes, in what ways could we include these internal or external groups in our CME activity to help us address or remove barriers as identified in [Section II - Barriers](#)? [C18](#), [C19](#), [C22](#)

Are there non-educational strategies that are currently being used that address this issue? If no, what kinds of non-educational strategies could be used to address this issue? [C17](#)

XI. ADDITIONAL ITEMS

- The Joint Provider will be held liable in the event the activity incurs a financial loss.
- Notice of CME approval will be emailed to the course director.
- Commercial companies are prohibited from applying for CME credit and must not have any input on the course content or design.

XII. REQUIRED ATTACHMENTS

Please attach the following items:

- Agenda for live activity, if available. Agenda should contain times, topics and potential speakers.
- Evidence of needs assessment/data sources (**required** for all activities)
- List of proposed companies, and contact information, for commercial support, if applicable
- Proposed Planning Committee contact listing
- Disclosure and Attestation form for course director and all planning committee members
- Pre-activity budget

SIGNATURES

By signing, I attest that all decisions regarding the planning of this activity have been made without the influence of any commercial company/interest.

Course Director

Signature

Date

Co-Course Director (if applicable)

Signature

Date

ACCME ACCREDITATION CRITERIA

The Accreditation Criteria are divided into three levels.

To achieve Provisional Accreditation, a two year term, providers must comply with Criteria (1, 2, 3, and 7–12).

Providers seeking full Accreditation or reaccreditation for a four-year term must comply with Criteria (1–13).

To achieve Accreditation with Commendation, a six-year term, providers must comply with all 22 Criteria.

Essential Area 1: Purpose and Mission

Criterion 1: The provider has a CME mission statement that includes expected results articulated in terms of changes in competence, performance, or patient outcomes that will be the result of the program.

Essential Area 2: Education & Planning

Criterion 2: The provider incorporates into CME activities the educational needs (knowledge, competence, or performance) that underlie the professional practice gaps of their own learners.

Criterion 3: The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.

Criterion 4: This criterion has been eliminated effective February 2014.

Criterion 5: The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity.

Criterion 6: The provider develops activities/educational interventions in the context of desirable physician attributes [eg, Institute of Medicine (IOM) competencies, Accreditation Council for Graduate Medical Education (ACGME) Competencies].

Criterion 7: The provider develops activities/educational interventions independent of commercial interests. (SCS 1, 2, and 6).

Criterion 8: The provider appropriately manages commercial support (if applicable, SCS 3 of the ACCME Standards for Commercial Support(SM)).

Criterion 9: The provider maintains a separation of promotion from education (SCS 4).

Criterion 10: The provider actively promotes improvements in health care and NOT proprietary interests of a commercial interest (SCS 5).

Essential Area 3: Evaluation and Improvement

Criterion 11: The provider analyzes changes in learners (competence, performance, or patient outcomes) achieved as a result of the overall program's activities/educational interventions.

Criterion 12: The provider gathers data or information and conducts a program-based analysis on the degree to which the CME mission of the provider has been met through the conduct of CME activities/educational interventions.

Criterion 13: The provider identifies, plans and implements the needed or desired changes in the overall program (eg, planners, teachers, infrastructure, methods, resources, facilities, interventions) that are required to improve on ability to meet the CME mission.

Criterion 14: This criterion has been eliminated effective February 2014.

Criterion 15: This criterion has been eliminated effective February 2014.

Accreditation with Commendation

Criterion 16: The provider operates in a manner that integrates CME into the process for improving professional practice.

Criterion 17: The provider utilizes non-education strategies to enhance change as an adjunct to its activities/educational interventions (e.g., reminders, patient feedback).

Criterion 18: The provider identifies factors outside the provider's control that impact on patient outcomes.

Criterion 19: The provider implements educational strategies to remove, overcome or address barriers to physician change.

Criterion 20: The provider builds bridges with other stakeholders through collaboration and cooperation.

Criterion 21: The provider participates within an institutional or system framework for quality improvement.

Criterion 22: The provider is positioned to influence the scope and content of activities/educational interventions.

Source URL:

<http://www.accme.org/requirements/accreditation-requirements-cme-providers/accreditation-criteria>



CONTINUING MEDICAL EDUCATION ACTIVITY UNDERSTANDING NEEDS ASSESSMENT AND OBJECTIVES

Needs Assessment Data

The first step in the design of a Category 1 activity is the assessment of the educational needs or the purpose of the activity. A brief "needs" assessment paragraph must be included in your promotional material that summarizes the assessment data submitted with your application documents. The sponsor shall have established procedures for identifying and analyzing the needs and interests of prospective participants. The need or purpose for the proposed educational offering *goes beyond the sponsor's own perception of need and must relate to relevant patient care issues.*

This can be supported by:

- committee notes
- continuous quality improvement issues
- evaluations from previous activities
- focus groups
- government
- health policy studies
- incident reports
- journal articles
- patient records and databases
- professional review organization studies
- reports on health statistics/technology developments, etc.
- research
- site visit reports
- surveys

Development of Educational Objectives

While the needs assessment indicates what deficits or insufficiencies will be addressed in the educational activity, the objectives state the educational goals of the activity; that is, what the planning committee anticipates the audience will derive from the activity. Stated learning objectives communicate to the audience:

- what is to be taught and learned
- what will be required of the student
- the basis for evaluating both the student's learning and the effectiveness of the instructional program
- the type and extent of activities that are required for successfully carrying out the learning

The statement of learning objectives also can help the planning committee to think in specific terms and to organize the sequence of the subject matter of the educational activity – establishing the agenda, step 3 in the planning process of an educational activity.

Concrete terms that can form the basis of specific learning objectives:

The following terms to be **CONSIDERED** when writing learning objectives

To analyze	To define	To formulate	To recognize
To apply	To describe	To identify	To relate
To arrange	To demonstrate	To illustrate	To report
To assess	To diagram	To integrate	To restate
To categorize	To differentiate	To interpret	To review
To classify	To discriminate	To list	To solve
To compare	To discuss	To name	To sort
To construct	To distinguish	To organize	To translate
To contrast	To employ	To predict	To use
To create	To evaluate	To prepare	To utilize
To defend	To explain	To recall	

General Terms such as those listed below are inadequate because they are open to many interpretations (they are non-specific) and are not accessible to quantification.

AVOID the following terms when writing learning objectives

To grasp the significance of	To have an awareness of	To internalize	To know
To understand	To really understand	To believe	To learn



CME COURSE DIRECTOR RESPONSIBILITY AND ATTESTATION

The Federation of State Medical Boards (FSMB) is the leader in medical regulation, serving as an innovative catalyst for effective policy and standards. The FSMB leads by promoting excellence in medical practice, licensure, and regulation as the national resource and voice on behalf of state medical and osteopathic boards in their protection of the public. The FSMB Education Services Department will provide support and guidance to potential Continuing Medical Education Directors in the planning and execution of a CME activity.

I. RESPONSIBILITIES

The Course Director assumes responsibility of the content of the activity so that it is current, balanced, objective, scientifically rigorous, and free of commercial bias, and the information and advice is the very best that can be offered. The Course Director must also be a licensed MD or DO. Course Director responsibilities include, but are not limited to:

- ❖ Documenting a needs assessment with underlying professional practice gaps
- ❖ Developing measurable educational objectives based upon the program needs assessment
- ❖ Designing educational activity to change competence, performance, or patient outcomes
- ❖ Developing appropriate activity agenda tied to the educational objectives
- ❖ Determining the educational method that is appropriate for the setting, objectives, and desired results of the activity
- ❖ Defining and overseeing the educational content
- ❖ Selecting and confirming faculty to provide current, objective, scientifically rigorous and expert coverage of the subject(s)
- ❖ Obtaining disclosure forms from those with control over content, including planners, presenters, moderators/speakers, authors
- ❖ Resolving all activity conflicts of interest for anyone with control over content prior to the activity.
- ❖ Disclosing to participants all relevant financial relationships of planners, presenters, moderators/speakers, authors
- ❖ Providing names and contact information for Planning Committee
- ❖ Providing names and contact information for potential commercial interest(s)
- ❖ Maintaining separation of promotion and education
- ❖ Ensuring social events do not compete or take precedence over educational activity
- ❖ Providing pre-registration and conference registration
- ❖ Maintaining attendance records
- ❖ Producing and distributing all publicity and promotional materials, course syllabus and handouts, with prior FSMB approval
- ❖ Arranging all contracts, including the conference facility, hotels, catering agencies, travel agents, honoraria, and financial support from industry
- ❖ Submitting to the FSMB all related end course materials
- ❖ Abiding by FSMB policies; ACCME Essentials and Standards; and AMA PRA Credit System Guidelines.

II. FINANCIAL RESPONSIBILITY

The Joint Provider will be held liable in the event the activity incurs a financial loss. The activity Income & Expense Summary will be provided within 45 days of the completion of the activity.

I understand my responsibilities and financial obligation as course director/co-director for this program.

Course Director

Date

Co-Course Director

Date



CONFLICT OF INTEREST DISCLOSURE

Name:		Activity #:	
Activity Title:		Activity Date:	
<input type="checkbox"/> Course Director	<input type="checkbox"/> Planning Committee	<input type="checkbox"/> Speaker/Author/Contributor	<input type="checkbox"/> CE Coordinator

CRITERIA FOR DISCLOSURE OF CONFLICTS OF INTEREST

All persons in the position to control the content of an education activity are required to disclose all relevant financial relationships in any amount occurring within the past 12 months with any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on patients. Failure or refusal to disclose relevant financial relationships will disqualify the participant from involvement in the CME activity. **Disclosure of financial relationships includes both yourself and your spouse/domestic partner.**

Identified conflicts of interest will be resolved prior to an educational activity being delivered to learners through one of the following mechanisms 1) altering the financial relationship with the commercial interest, 2) altering the individual's control over CME content about the products or services of the commercial interest, and/or 3) validating the activity content through independent peer review.

Persons in the control of, or responsible for, the development management, or presentation of the CME activity are also required to disclose any discussions of off label/unapproved uses of drugs or devices.

Learners will be asked to evaluate whether there is bias in the planning or presentation of the activity.

Disclosure

- I have no relevant financial interests to report.
- I have the following financial relationships and the companies with whom I have the relationships are as follows:

Type of Financial Relationship	Indicate Applicable Manufacturer(s)
Formal Advisor (<i>i.e., scientific boards, review panels, board membership</i>)	
Research Activities	
Speaker's Bureau	
Full-time/Part-time employment	
Consultant	
Ownership Interest (<i>stocks, stock options, or other ownership interest</i>)	
Other (please specify):	

I intend to reference unlabeled/unapproved uses of drugs or products in my presentation. Drugs or products I will reference are:

DECLARATION

1. All the recommendations involving clinical medicine in a CME activity are based on evidence that is accepted within the profession of medicine as adequate justification for their indications and contraindication in the care of patients.
2. All scientific research referred to, reported or used in CME in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection and analysis.
3. I will uphold academic standards to insure balance, independence, objectivity and scientific rigor.
4. I agree to comply with the requirements to protect health information under the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Additional information may be requested to resolve any conflict of interest.

Signature: _____ **Date:** _____