

LOUISIANA AAP CME APPLICATION

Complete Activity Title: _____ **Location (city/state):** _____

Providership: Direct Joint **Activity Start Date:** _____ **Activity End Date:** _____

Activity URL (activity, reg, or mktg location): _____

Note: No component of an activity can be placed on a website owned or controlled by an ineligible company.

LA AAP Provider ID: 4008299 **ACCME PARS ID:** TBD by Accreditation

Activity Manager Name: _____ **Email:** _____

Requested # of CME Credits: _____ **Do you want MOC Part 2 Points?** Yes No **Requested # of MOC 2 Points:** _____

Registration: Open to All Limited **Fee for Participation?** Yes No

• **Note:** MOC 2 Points should be equal to or less than the CME credits for the activity. CME credit amounts are determined on the content of the activity; MOC 2 points are determined by the assessment tool (ie the amount of content being assessed).

State the Professional Practice Gaps (ie problem in practice) on which this activity is based:

State the Educational Needs that you determined to be the cause of the problem in practice above:	
Knowledge Need and/or:	
Competence Need and/or:	
Performance Need and/or:	

State what this activity is designed to change in terms of learner competence, performance, and/or patient outcomes:

How did you identify the practice gaps/educational needs: <i>select all that apply</i>	
<input type="checkbox"/> Agenda for Children/Child Health Priorities (strategic plan)	<input type="checkbox"/> Clinical practice guidelines and policy statements
<input type="checkbox"/> Evidence-based literature (Pediatrics, peer reviewed journals)	<input type="checkbox"/> Research-based literature/reports (AHRQ, CDC, IOM)
<input type="checkbox"/> AAP Annual Leadership Conference interest/resolutions	<input type="checkbox"/> Established expectations of the ABP and MOC
<input type="checkbox"/> Initiatives identified by planners, editorial/advisory boards	<input type="checkbox"/> Previous activity evals of same/similar groups
<input type="checkbox"/> Outcomes measurement sources (CTC, pretest, barriers data)	<input type="checkbox"/> Pre-activity surveys of learners or members
<input type="checkbox"/> Updated or new information or research	<input type="checkbox"/> PREP SA or Subspecialty SA data (poor performing PREP SA questions)

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<input type="checkbox"/> Expert experience <input type="checkbox"/> National databases or registries <input type="checkbox"/> Performance measures <input type="checkbox"/> Federal, state, and institutional mandates <input type="checkbox"/> Public health initiatives	<input type="checkbox"/> Peer reporting or review <input type="checkbox"/> SA's, personal reflection, use of PL Learning Plans
<input type="checkbox"/> Regional/community issues, issues related to nature of practice <input type="checkbox"/> Needs in one's practice	<input type="checkbox"/> Learner questions generated from live activities <input type="checkbox"/> Other, specify: _____

Specify all of the various formats that will be integrated into this activity:

Select all types that will be utilized:	<input type="checkbox"/> Live Course (in-person)	<input type="checkbox"/> Live Course (online)				
	<input type="checkbox"/> Enduring material (online)	<input type="checkbox"/> Enduring material (print or audio based)				
	<input type="checkbox"/> Performance Improvement (PI) (in-person)	<input type="checkbox"/> Performance Improvement (PI) (online)				
	<input type="checkbox"/> Journal-based (internet-based)	<input type="checkbox"/> Journal-based (print or audio based)				
	<input type="checkbox"/> Manuscript Review (in-person)	<input type="checkbox"/> Manuscript Review (internet-based)				
	<input type="checkbox"/> Hybrid/Blended Format (combined pre-post recorded sessions, live in-person, online sessions etc)					
	<input type="checkbox"/> If your type is not listed, describe it here: _____					
Select all sub-formats that will be integrated:	<input type="checkbox"/> Lecture	<input type="checkbox"/> Presentations	<input type="checkbox"/> Questions/Answers	<input type="checkbox"/> Panel Discussions	<input type="checkbox"/> Cases	<input type="checkbox"/> Games
	<input type="checkbox"/> Simulation					
	<input type="checkbox"/> Workshops/Demos	<input type="checkbox"/> Debates/Point-Counterpoints	<input type="checkbox"/> Roundtable Discussions	<input type="checkbox"/> Podcasts		
	<input type="checkbox"/> ARS Discussions					
	<input type="checkbox"/> Interactive Group Discussions	<input type="checkbox"/> Meet the Expert Discussions	<input type="checkbox"/> Poster Presentations	<input type="checkbox"/> Abstract Presentations		
<input type="checkbox"/> Self-assessment Questions	<input type="checkbox"/> Visual Diagnosis	<input type="checkbox"/> Role Playing	<input type="checkbox"/> Pre/Post Test			
<input type="checkbox"/> Independent Learning						

Why did you choose these formats to deliver this education? _____

Once this activity ends will you repurpose this activity into a different format for credit? Yes No

Indicate the target audience for this activity:

<input type="checkbox"/> general pediatrician	<input type="checkbox"/> pediatric medical subspecialists	<input type="checkbox"/> pediatric dentists	<input type="checkbox"/> family physicians	<input type="checkbox"/> nurses
<input type="checkbox"/> pediatric residents/fellows	<input type="checkbox"/> pediatric surgical subspecialists	<input type="checkbox"/> pediatric nurse practitioners	<input type="checkbox"/> physician assistants	<input type="checkbox"/> other, specify: _____

Indicate the desirable physician attributes (competencies) this activity addresses:

ACGME/ABMS Competencies					
<input type="checkbox"/> Patient Care/Procedural Skills	<input type="checkbox"/> Medical Knowledge	<input type="checkbox"/> Systems-based Practice	<input type="checkbox"/> Professionalism	<input type="checkbox"/> Practice-based Learning & Improvement	<input type="checkbox"/> Interpersonal & Communication Skills
Institute of Medicine Competencies					
<input type="checkbox"/> Provide Patient-centered Care	<input type="checkbox"/> Utilize Informatics	<input type="checkbox"/> Work in Interdisciplinary Teams	<input type="checkbox"/> Apply Quality Improvement	<input type="checkbox"/> Employ Evidence-based Practice	
Interprofessional Education Collaborative Competencies					
<input type="checkbox"/> Teams/Teamwork	<input type="checkbox"/> Roles/Responsibilities	<input type="checkbox"/> Interprofessional Communication		<input type="checkbox"/> Values/Ethics for Interprofessional Practice	

Indicate pediatric interest areas for which this activity is relevant: *select all*

<input type="checkbox"/> Adolescent Medicine	<input type="checkbox"/> Cardiology	<input type="checkbox"/> Child Abuse	<input type="checkbox"/> Critical Care Medicine	<input type="checkbox"/> Developmental/Behavioral
<input type="checkbox"/> Endocrinology	<input type="checkbox"/> Emergency Med	<input type="checkbox"/> Gastroenterology	<input type="checkbox"/> General Pediatrics	<input type="checkbox"/> Hematology-Oncology

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<input type="checkbox"/> Hospice & Palliative Med	<input type="checkbox"/> Hospitalist	<input type="checkbox"/> Infectious Diseases	<input type="checkbox"/> Medical Toxicology	<input type="checkbox"/> Neonatal-Perinatal
<input type="checkbox"/> Nephrology	<input type="checkbox"/> Neurology	<input type="checkbox"/> Neurodevelopmental Disabilities	<input type="checkbox"/> Pulmonology	<input type="checkbox"/> Rheumatology
<input type="checkbox"/> Sleep Medicine	<input type="checkbox"/> Sports Medicine	<input type="checkbox"/> Transplant Hepatology	<input type="checkbox"/> Professionalism/Patient Safety/Other Skills (ie Infection Prevention)	

Disclosure process for all activities (see CME Guidelines Pg 5)

- You will need to ensure all disclosure info is collected from all individuals affecting content (planners, reviewers, presenters, authors, staff, panelist moderators, COI reviewers/mitigators and/or others who control educational content).
- All disclosure information must be reviewed and mitigated by your designated conflict of interest (COI) mitigator before your activity launches. All documentation of this process must be submitted.
- Disclosure information must be shared with learners, via the LA AAP Disclosure Grid, before activity starts. Grids cannot contain corporate logo, trade name or product-group message of any ineligible company.
- During activity development, the CME Department will work with you to address specific disclosure needs, review all disclosures for accuracy before launch.
- **NEW: Activities no longer have an option to not award credit for a session/component that is missing or has unmitigated financial relationships, if it occurs a 30 minute interval must be in place before/after a CME session that is occurring in the same educational space.**

Insert the total number of individuals in control of content for this activity: _____

• **Note: All financial relationships disclosed must include details about the relationship/topic being presented and added to the audit report**

Will employees/owners of an ACCME-defined ineligible company control activity content? Yes No

• **Note: This is prohibited except in very specific circumstances, if yes you will also need to fill out and submit an additional Employee COI form**

Joint providers: Insert name of person(s) who will be mitigating disclosures for this activity: _____

If the activity receives financial support (see CME Guidelines pg 5)

Will activity receive financial (unrestricted education grant) or in-kind contributions from:	Ineligible Company: <input type="checkbox"/> Yes <input type="checkbox"/> No	Government: <input type="checkbox"/> Yes <input type="checkbox"/> No	Foundation/Private Sector: <input type="checkbox"/> Yes <input type="checkbox"/> No
List names of financial supporters, amount of monetary support and/or type of in-kind support in table below (add rows as needed)			
Name of Supporter	Type of Supporter	Amount	Or Type of In-Kind Support
	<input type="checkbox"/> Ineligible Company <input type="checkbox"/> Foundation/Private <input type="checkbox"/> Government <input type="checkbox"/> Other: _____		<input type="checkbox"/> NA <input type="checkbox"/> Durable Equipment <input type="checkbox"/> Facilities/Space <input type="checkbox"/> Animal parts/tissues <input type="checkbox"/> Human parts/tissues <input type="checkbox"/> Disposable Supplies (non-biological) <input type="checkbox"/> Other: _____

Exhibits, Advertising, Promotion

Will you have advertisers? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe where ads will be placed? _____
Will you have exhibitors? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how will you collect learner consent: <input type="checkbox"/> Reg <input type="checkbox"/> Eval <input type="checkbox"/> Other specify: _____
Will sponsorship opportunities be sold? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe: _____
Will there be other non-CME components? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe: _____

All of the above must be kept separate from CME. **NEW:** If these take place in same room/screen as CME a 30-minute interval between the two is required. If learners must move/click to another space, event is not educational (ie a meal or guided yoga session), or would not cause any persons to have relevant financial relationships (ie committee update, business mtg, awards ceremony), then the 30-minute interval is not required. All non-CME components must be clearly labeled as such.

Full activity info with locations, or full access granted for online activities, will be submitted and reviewed to ensure non-CME sessions/components are clearly labeled and do not take place in the same space as CME sessions or if they do take place in the same space, the 30 minute interval is in place.

• **Note: Advertising & exhibit income must be kept separate from financial support; Symposia & product theaters are not allowed at CME activities.**

Evaluation assessment process for all activities

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<ul style="list-style-type: none"> •LA AAP Required Evaluation Questions must be included in all evaluation/assessment tools •MOC 2 activities must submit documentation that each learner met the MPS and all feedback provided to learners •Post activity, please share compiled evaluation data with planners and faculty 		
Type of evaluation/assessment tool being used <i>Check all that apply</i>	<input type="checkbox"/> Quiz-Post activity only	<input type="checkbox"/> Quiz-Pre & Post activity <input type="checkbox"/> Attestation
<input type="checkbox"/> Reflective Questions	<input type="checkbox"/> Other, please describe:	
Describe how the CME evaluation will be conducted: what tool / how will you distribute the required CME evaluation questions		
MOC 2 Completion Criteria: Describe how the assessment will be conducted, include: <ul style="list-style-type: none"> •what tool / how you will distribute the assessment •when assessment will occur/duration •what the minimum passing standard (MPS) is •what mechanisms are in place to ensure learners don't receive credits/points until MPS is met 		
MOC 2 Completion Criteria: Describe how specific feedback will be provided to each learner (generic feedback not allowed), include: <ul style="list-style-type: none"> •who's reviewing the assessments to ensure MPS is met •who's creating the individual MOC 2 performance feedback that will go to learners •how/when feedback will be provided to the learner 		

Note: Prior to distribution, you will need to submit all marketing materials to the CME Department for approval.

Note: All individuals providing education to learners must include a disclosure slide or information as part of their presentation/content and are strongly encouraged to incorporate a practice change slide.

Note: Prior to the launch of this activity, you will need to submit a final, electronic copy of all handouts being distributed to learners to the Accreditation Unit for approval. Before submitting, please ensure all copyright permissions have been obtained and handouts do not contain identifiable patient information and trade names or logos of an ineligible company.

Note: Prior to activity launch, you need to submit a final version of the evaluation tool (i.e., eval form, questions, commitment to change contract form, etc.) to the CME Department for approval.

ADDITIONAL QUESTIONS FOR MOC 2 POINTS

This activity may be eligible for ABP Lifelong Learning & SA (MOC Part 2) points: **By checking this box, I:**

- agree to abide by the policies described in the ABP Program Guide;
- attest that this activity meets all of the relevant requirements described in the ABP Program Guide;
- agree to allow ACCME to release information about this activity to ABP for its unrestricted use;
- agree to allow ACCME to publish information about this activity on its website as a service to learners;
- agree to comply with requests for information about activity if selected for MOC audit by ACCME or ABP;
- agree to collect required individual completion data and submit for ABP MOC credit via PARS, with permission of learners.

For Live activities, do you anticipate more than 500 attendees for this activity? Yes No NA



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CHECKLIST FOR ALL ACTIVITIES - SUBMIT ATTACHMENTS

Submit below attachments PRIOR to launch of activity

- Attachment 1 The activity topics/content** (brochure/program book/announcement/copy of all docs/screenshots advising learners about activity)

- Attachment 2 The learning objectives** (copy of all learning objectives for activity)

- Attachment 3 The full activity schedule/program/agenda** (detailed FINAL agenda/outline showing activity schedule, length of sessions/modules, topic/content of each session/module, and logical sequencing of topics to achieve activity objectives to determine amount of CME credit that will be designated for the activity). *Session locations, and/or full online activity access, must be supplied in advance of launch to ensure the 30-minute interval, when applicable, is in place. Sessions/components that are part of the activity but are not designated for CME credits must be clearly labeled and communicated to learners as such. If this information is not evident during review, additional materials must be submitted.*

- Attachment 4 Roster of all individuals involved with planning and reviewing content** (planning group/editorial or advisory board/committee members/COI mitigators/staff, etc)

- Attachment 5 Roster of all individuals involved with creating and delivering content** (presenters/authors/subject matter experts/moderators, etc)

- Attachment 6 The form, tool, or screenshot used to identify all financial relationships of all individuals in control of content** (complete audit reports, and/or disclosure forms, for everyone listed on rosters)

- Attachment 7 Evidence that you implemented your mechanism(s) to mitigate conflicts of interest for all individuals in control of content prior to the start of the activity** (all completed COI forms/audit reports/Employee COI forms that document how all relationships were mitigated Note: submit any other COI forms or emails discussing mitigation)

- Attachment 8 Evaluation Assessment Tool** (tools that will be distributed to participants, tool must include LA AAP required eval questions)

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Attachment 9 Verification Requirements (required CME/MOC 2 language all learners must receive before starting the activity)

Attachment 10 Learner Consent (tool used to secure learner consent from all participants)

[Submit attachments 11-13 if your activity received financial support](#)

Attachment 11 The income and expense statement for this activity that details the receipt and expenditure of all the commercial support (final budget that lists all income and expenses)

Attachment 12 Each executed commercial support agreement for the activity (all signed letters of agreement, LOAs, and any other financial agreements for all income and/or in-kind support received for the activity)

Attachment 13 The commercial support disclosure information as provided to learners (copy of how you disclosed all sources of financial/in-kind support to learners before activity started ie grid, verification requirements, etc)

Attachment 14 Exhibitor Guidelines (copy of instructions, agreements, procedures that outline how exhibits were packaged and sold)

Attachment 15 Advertisements as shown to learners (copy of documents that housed any ads that were sold for the activity)

[Submit below attachments after the launch of activity](#)

Attachment 16 Evaluation Assessment Tool Summaries **all activities awarding CME credit must submit results from the required CME eval questions, all activities awarding MOC 2 points must submit results from all MOC 2 assessment tools showing learners met the MPS and all feedback provided to learners.** If applicable, please submit data from follow up with learners, run charts, and any summaries/post reports you already create for your planners, oversight committees, financial supporters, etc. Note: all MOC 2 data must be submitted within 14 days. Note: During your post activity close-out process, compiled evaluation data should be shared with your planners and faculty/authors/subject matter experts.

Attachment 17 Participant list template (all activities must submit a list of all learners being awarded CME &/or MOC 2 for the activity). MOC 2 activities processed through PARS must complete all template fields for each participant and submit w/in 14 days of completion date for processing.

[If the activity is an enduring material, internet enduring material, or journal-based CME](#)

Attachment 18 The CME product or if online the url & login info (submit archived version of this activity in its entirety as it must be retained for a minimum of 6 years – hard copy, electronic version of activity, screenshots, or pdf)

CME Guidelines

Please ensure you're familiar with, and follow, these guidelines throughout planning/implementation of your activity

Disclosure

Activity Managers/Planners must ensure:

- activities are developed independent of ineligible companies, an ineligible company is any entity whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients
- the following decisions were made free of the control of an ineligible company: identification of CME needs; determination of educational objectives; selection and presentation of content; selection of all persons and organizations that will be in a position to control the content of the CME; selection of educational methods; and evaluation and assessment of the activity
- an ineligible company cannot take the role of a non-accredited partner in a joint provider relationship
- everyone in a position to control the content of the activity has disclosed all financial relationships with any ineligible companies
- financial relationships are all financial relationships, in any amount and within the past 24 months, that create a conflict of interest
- all decisions related to the planning, faculty selection, delivery, and evaluation of education are made without any influence or involvement from the owners and employees of an ineligible company

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- disqualify any individual who refuses to disclose from being involved in a CME activity, that individual cannot have control of, or responsibility for, the development, management, presentation or evaluation of the activity
- they have implemented a mechanism to identify and mitigate all conflicts of interest prior to activity launch
- all disclosure information is shared with learners prior to activity launch via the AAP disclosure grid and must include the name of each person, name of all ineligible companies and nature of relationship each person has with each ineligible company; for people with no financial relationships, learners must be informed that no financial relationships exist; grid must contain a statement that all relationships have been mitigated
- all activities should have a minimum of 1 of each of the following persons who disclosed included on your roster (if an individual serves in multiple roles, all roles should be listed): Staff, Planner, Presenter/Author, COI Reviewer/Mitigator

Financial Support

Activity Managers/Planners must ensure:

- all commercial support associated with a CME activity is given with the full knowledge and approval of LA AAP
- terms, conditions, and purposes of the commercial support must be documented in a written letter of agreement (LOA) between the ineligible company that includes the LA AAP and its educational partner(s)
- LOA includes and is signed by the LA AAP, even if the support is given directly to the joint provider/educational partner
- LOA specifies the ineligible company that is the source of support
- both the ineligible company and LA AAP Director of Education sign the LOA in advance of activity starting/launching
- have written policies and procedures governing honoraria and reimbursement of out-of-pocket expenses for planners, presenters, etc.
- source of all support from ineligible companies is disclosed to all learners before the start of the activity (if support is "in-kind" the nature of the support must be disclosed)
- disclosure information never includes the use of a corporate logo, trade name or a product-group message of the supporter
- all decisions regarding disposition/disbursement of commercial support are made by LA AAP
- LA AAP or our joint providers cannot be required by an ineligible company to accept advice or services concerning teachers, authors, or participants or other education matters, including content, from an ineligible company as conditions of contributing funds or services
- only LA AAP, joint provider, or educational partner directly pay any teacher or author honoraria or reimbursement of out-of-pocket expenses in compliance with the LA AAP's written policies and procedures
- no other payment is given to the director, planners, teachers or authors, joint provider, or any others involved with the activity, if teachers/authors are listed as facilitating or conducting, but participate in the remainder of an educational event as a learner, their expenses can be reimbursed and honoraria can be paid for their presenter/author role only
- may not use commercial support to pay for travel, lodging, honoraria, or personal expenses for non-teacher or non-author participants of a CME activity. You may use commercial support to pay for travel, lodging, honoraria, or personal expenses for bona fide employees and volunteers of the LA AAP, joint provider or educational partner
- must be able to produce accurate documentation detailing the receipt and expenditure of all commercial support

Exhibits, Advertising and Promotion

Activity Managers/Planners must ensure:

- education is separate from marketing or sales of products or services by ineligible companies—including advertising, sales, exhibits, and promotion—and from non-CME education offered in conjunction with education designated for CME credit
- arrangements to allow ineligible companies to market or exhibit in association with a CME activity must not a) influence any decisions related to the planning, delivery, and evaluation of the education b) interfere with the presentation of the education or c) be a condition of the provision of financial or in-kind support from ineligible companies for the education
- social events or meals at the activity do not compete with or take precedence over the educational event
- while educating, planners/presenters must not actively promote/sell products or services that serve their professional/financial interests
- names or contact information of learners are not shared with any ineligible company or its agents without the explicit consent of the learner



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- learners must be able to easily distinguish between CME content and other non-CME content/ activities, sessions/components that are part of the activity but are not designated for CME credits must be clearly labeled and communicated to learners as such
- Marketing, exhibits, and non-CME education developed by or with influence from an ineligible company, or are planned and delivered by individuals with missing or unmitigated financial relationships, must not occur in the educational space within 30 minutes before or after a designated CME session/component
- learners must not be presented with marketing while engaged in a CME activity, learners must be able to engage with the education without having to click through, watch, listen to, or be presented with product promotion or product-specific advertisement
- educational materials that are part of the CME activity (such as slides, abstracts, handouts, evaluation mechanisms, or disclosure info) must not contain any marketing produced by or for an ineligible company, nor can they contain corporate or product logos, trade names, or product group messages (information distributed about the activity that does not include educational content, such as schedules and logistical information, may include marketing by or for an ineligible company)
- ineligible companies may not provide access to, or distribute, any part of a CME activity to learners

Content Validation

Activity Managers/Planners must ensure:

- the content and format of a CME activity or its related materials promote improvements or quality in healthcare and not a specific proprietary business interest of an ineligible company
- content gives a balanced view of therapeutic options, using generic names will contribute to this impartiality, if educational material or content includes trade names, where available trade names from several companies should be used, not just trade names from a single company
- all copyright permissions have been obtained, handouts don't contain identifiable patient information, trade names, or logos
- content is fair and balanced and any clinical content presented supports safe, effective patient care
- all scientific research referred to, reported, or used in the activity in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation
- educational content cannot advocate for unscientific approaches to diagnosis or therapy nor promote recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients
- content that discusses, debates and explores new and evolving topics must be clearly identified as such within the program and individual presentations and cannot advocate for, or promote, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning

- Definition of CME: Continuing medical education consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a physician uses to provide services for patients, the public, or the profession. The content of CME is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, the discipline of clinical medicine, and the provision of health care to the public.

- Accreditation statements appear on all CME activity materials/brochures distributed for the activity, except for initial, save-the-date type announcements if such announcements contain only general, preliminary information about the activity such as the date, location, and title (if more specific information is included, such as faculty, objectives, and/or credit amounts, the accreditation statements must be included)