*A tool for preparing and demonstrating compliance through Performance-in-Practice*

**Instructions**

1. In the Performance-in-Practice (PIP) Structured Abstract, you will provide the information requested in concise narrative explanations and statements, in tables provided, and with attached documents to verify that your CME program meets the MMA’s requirements. We encourage you to be succinct, answer the questions directly, and avoid extraneous information. Only provide requested attachments.
2. Complete one PIP Structured Abstract form for each activity selected for review. *Note: If Regularly Scheduled Series (RSS) are selected, submit evidence for the entire series, not just for a single session or a sampling of sessions. The series is the activity. Therefore, you will demonstrate compliance for the RSS in the same manner as for a large annual meeting with multiple sessions.*
3. Create a single PDF file that includes this form followed by all required attachments with each attachment bookmarked. *Note: Providers need Adobe Acrobat in order to create a PDF with bookmarks. If you do not currently have Adobe Acrobat, we ask that you look into purchasing this product. Accreditation materials usually contain many documents and the bookmarks are essential for the review process.*
4. Use the following format for the file name: Brief activity title\_Start date of activity (YYYYMMDD)
5. Submit the PIP file to the MMA via OneDrive.

**CME Activity Information**

Provider Name: Click or tap here to enter text.

ACCME Activity ID: Click or tap here to enter text.

Activity Title: Click or tap here to enter text.

Activity Date(s): Click or tap here to enter text.

Activity Format: Click or tap here to enter text.

Providership: Click or tap here to enter text.

Commercial Support: Choose an item.

**Educational Planning and Evaluation**

Educational Needs (Formerly Criterion 2)

State the professional practice gap(s) of your learners on which the activity was based:

Click or tap here to enter text.

Check the educational need(s) that apply to this activity:

Knowledge

Competence

Performance

State the educational need(s) that you determined to be the cause of the professional practice gap(s):

Click or tap here to enter text.

Designed to Change (Formerly Criterion 3)

Explain what competence, performance, or patient outcome this activity was designed to change:

Click or tap here to enter text.

**Educational Planning and Evaluation (continued)**

Appropriate Formats (Formerly Criterion 5)

Explain why the educational format is appropriate for the setting, objectives, and desired results of this activity.

Click or tap here to enter text.

Competencies (Formerly Criterion 6)

Select the desirable physician attribute(s) this activity addresses. The list below includes the competencies of ACGME/ABMS, Institute of Medicine, and Interprofessional Education Collaborative, or you may enter other competencies recognized by your organization.

Select all that apply:

Patient Care and Procedural Skills

Medical Knowledge

Quality Improvement

Practice-Based Learning and Improvement

Interpersonal and Communication Skills

Professionalism

Systems-Based Practice

Provide Patient-Centered Care

Work in Interdisciplinary Teams

Employ Evidence-Based Practice

Utilize Informatics

Values/Ethics for Interprofessional Practice

Roles/Responsibilities

Interprofessional Communication

Teams and Teamwork

Other: Please list other competencies, if applicable:

Click or tap here to enter text.

Analyzes Change (Formerly Criterion 11)

Describe the strategies used to obtain data or information about changes achieved in learners’ competence or performance or patient outcomes as a result of their participation in this activity, including, for example, questions you asked the learner about changes in competence or performance or other change data such as quality improvement or patient outcomes.

Click or tap here to enter text.

C:\Users\mkopelow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XSYU1EK2\MC900442155[1].png **Attachment 1:** At the end of this document, attach the compiled or summative data or information generated from this activity about changes achieved in learners' competence or performance or patient outcomes.

**Standards for Integrity and Independence in Accredited Continuing Education**

Standard 1: Ensure Content is Valid (Formerly CME Clinical Content Validation Policy and Criterion 10 SCS 5.2)

C:\Users\mkopelow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XSYU1EK2\MC900442155[1].png **Attachment 2:** At the end of this document, attach the required documentation as described below based on the format of the activity.

* **If the activity is a Journal CME/CE or Enduring Material (online or print) CME activity:** Attach instructions to access the CME product itself, so reviewers may experience the activity as your learners experience it. With your attachment, provide a URL/link to the activity and generic login(s) and password(s), if necessary for access. The product must be available for review from the point of submission through the end of your current accreditation term. If internet activities are no longer available online, you may provide access to an archived website. If this is not an option, then screen shots are acceptable.
* **If the activity is a Regularly Scheduled Series (RSS):** Attach a listing of the dates, faculty, location, and topics of each session.
* **If the activity is Live, a Manuscript Review, Test-Item Writing, Committee Learning, Performance/Quality Improvement, Internet Searching and Learning, Learning from Teaching or Other/Blended Learning activity:** Attach the activity topics/content to include the nature and scope of the CME content (e.g., content outline, agenda, brochure, program book, or announcement).

**Standards for Integrity and Independence in Accredited Continuing Education (continued)**

Standard 2: Prevent Commercial Bias and Marketing in Accredited Continuing Education (Formerly Criterion 7 SCS 1 and Criterion 10 SCS 5.1)

We attest that this activity meets the expectations of all three elements of Standard 2.

Check box to attest.

Standard 3: Identify, Mitigate, and Disclose Relevant Financial Relationships (Formerly Criterion 7 SCS 1, 2, and 6)

Did this activity meet one of the exceptions listed below?

1. Accredited education that is non-clinical, such as leadership or communication skills training.
2. Accredited education where the learner group is in control of content, such as a spontaneous case conversation among peers.
3. Accredited self-directed education where the learner controls their educational goals and reports on changes that resulted, such as learning from teaching, remediation, or a personal development plan. When accredited providers serve as a source of information for the self-directed learner, they should direct learners only to resources and methods for learning that are not controlled by ineligible companies.

Choose an item.

If yes, describe how the activity met the exception:

Click or tap here to enter text.

IF THIS ACTIVITY DOES NOT MEET ONE OF THE EXCEPTIONS LISTED ABOVE,

Did owner(s)/employee(s) of ineligible companies participate as planners or faculty in this activity?

Choose an item.

If yes, describe which of the three situations listed below (Standard 3.2) was applicable to their participation as planners or faculty.

1. the content of the activity was not related to the business lines or products of their employer/company.
2. the content of the accredited activity was limited to basic science research, such as pre-clinical research and drug discovery, or the methodologies of research, and they do not make care recommendations.
3. they participated as technicians to teach the safe and proper use of medical devices, and did not recommend whether or when a device is used.

Click or tap here to enter text.

Did an ineligible company take the role of non-accredited partner in a joint provider relationship in this activity?

Choose an item.

C:\Users\mkopelow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XSYU1EK2\MC900442155[1].png **Attachment 3:** At the end of this document, attach a single completed example of the form(s), tool(s), or mechanism(s) used to collect information from all planners, faculty, and others in control of the educational content of this activity about their financial relationships with ineligible companies. *Note:* *If you use different form(s), tool(s), or mechanism(s) within your process, upload a single copy example of each version used. Do not submit more than a single example of each form used. In each case, the example provided must be one that was actually completed by a person in control of content for this activity.*

C:\Users\mkopelow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XSYU1EK2\MC900442155[1].png **Attachment 4:** At the end of this document, attach the completed spreadsheet for documenting individuals in control of content.

*Notes:*

1. *The spreadsheet must include all individuals in control of content (e.g., planners, reviewers, faculty, authors, and/or other roles in control of educational content).*
2. *All columns must be filled out for every individual. If a column is not applicable to an individual, type N/A. No cells should be left blank.*
3. *The spreadsheet is an Excel document and must be saved as/converted to PDF when attaching.*
4. *Spreadsheets formatted differently or containing other information than the MMA’s template will not be accepted.*

C:\Users\mkopelow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XSYU1EK2\MC900442155[1].png **Attachment 5:** At the end of this document, attach the information, as disclosed to learners, about the presence or absence of relevant financial relationships for all individuals in control of CME content, if applicable. Also, if applicable, attach the statement, as disclosed to learners, that all relevant financial relationships were mitigated.

**Standards for Integrity and Independence in Accredited Continuing Education (continued)**

Standard 4: Manage Commercial Support Appropriately (Formerly Criterion 8 SCS 3)

Did your organization correctly enter in PARS whether or not this activity received commercial support?

Choose an item.

If no, provide a brief explanation of the correction.

Click or tap here to enter text.

Did this activity receive commercial support?

Choose an item.

If yes, complete the table below. List the name(s) of the commercial supporter(s) of this activity and the dollar value of any monetary commercial support and/or indicate non-monetary (in-kind) support. Insert additional rows, if necessary

|  |  |  |
| --- | --- | --- |
| **Name of Commercial Supporter** | **Type of Support** | **Amount of Monetary Support (in US dollars), if any**  **(Type N/A for in-kind support)** |
| Click or tap here to enter text. | Monetary  Non-Monetary (In-Kind) | Click or tap here to enter text. |
| Click or tap here to enter text. | Monetary  Non-Monetary (In-Kind) | Click or tap here to enter text. |

C:\Users\mkopelow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XSYU1EK2\MC900442155[1].png **Attachment 6:** At the end of this document, attach each executed commercial support (monetary and non-monetary) agreement for the activity.

C:\Users\mkopelow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XSYU1EK2\MC900442155[1].png **Attachment 7:** At the end of this document, attach the evidence that demonstrates the disclosure of commercial support (monetary and non-monetary), as presented to learners.

**Accreditation Statement Policy**

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**Attachment Checklist**

|  |  |  |
| --- | --- | --- |
| C:\Users\mkopelow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XSYU1EK2\MC900442155[1].png | **Description** | **Requirement** |
| **Attachment 1** | The compiled or summative data or information generated from this activity about changes achieved in learners' competence or performance or patient outcomes. | Analyzes Change |
| **Attachment 2** | The required documentation based on the format of the activity. | Standard 1 |
| **Attachment 3** | A single completed example of the form(s), tool(s), or mechanism(s) used to collect information from all planners, faculty, and others in control of the educational content of this activity about their financial relationships with ineligible companies. *Note: If you use different form(s), tool(s), or mechanism(s) within your process, upload a single copy example of each version used. Do not submit more than a single example of each form used. In each case, the example provided must be one that was actually completed by a person in control of content for this activity.* | Standard 3 |
| **Attachment 4** | The spreadsheet for documenting individuals in control of content. | Standard 3 |
| **Attachment 5** | The information, as disclosed to learners, about the presence or absence of relevant financial relationships for all individuals in control of CME content, if applicable. Also, if applicable, attach the statement, as disclosed to learners, that all relevant financial relationships were mitigated. | Standard 3 |
| **Attachment 6** | Each executed commercial support (monetary and non-monetary) agreement for the activity. *Note: Only applies to activities that received financial or in-kind support from ineligible companies.* | Standard 4 |
| **Attachment 7** | The evidence that demonstrates the disclosure of commercial support (monetary and non-monetary), as presented to learners. *Note: Only applies to activities that received financial or in-kind support from ineligible companies.* | Standard 4 |
| **Attachment 8** | Evidence of the use of the appropriate accreditation statement for this activity, as presented to learners. | Accreditation Statement |