



*A tool for preparing and demonstrating compliance through performance-in-practice*

**Instructions:** Complete this form for each activity selected for the MMA's performance-in-practice review. Complete all sections applicable for the activity, and assemble attachments, marking each attachment with the appropriate number. If submitting material electronically, please assemble a single PDF file that includes this form and the required attachments with each attachment bookmarked. Submit the abstract/attachments to the MMA as instructed.

*(Note: If Regularly Scheduled Series (RSS) are selected, submit evidence for the 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.)*

Provider ID:		Provider Name:					
Activity Title:							
Activity Date (mm/dd/yy):		Activity Type:	(Select one)	Providership:	(Select one)	Commercial Support Received:	(Select one)

**C2** State the **professional practice gap(s)** of your learners on which the activity was based (maximum 100 words).

**C2** State the educational need(s) that you determined to be the cause of the professional practice gap(s) (maximum 50 words each).

Knowledge need <b>and/or</b>
Competence need <b>and/or</b>
Performance need <b>and/or</b>

**C3** State what this CME activity was designed to change in terms of learners' competence or performance or patient outcomes (maximum 100 words).

**C5** Explain why this educational format is appropriate for this activity (maximum 50 words).

**C6** Indicate the desirable physician attribute(s) (i.e., competencies) this activity addresses.

**ACGME/ABMS Competencies**

- Patient Care and Procedural Skills
- Medical Knowledge
- Practice-based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice

**Institute of Medicine Competencies**

- Provide patient-centered care
- Work in interdisciplinary teams
- Employ evidence-based practice
- Apply quality improvement
- Utilize informatics

**Interprofessional Education**

**Collaborative Competencies**

- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

**Other Competency(ies) (specify):**

**For all INDIVIDUALS IN CONTROL OF CONTENT for the activity ...**

**C7** Complete the table below. If you have this information already available electronically, then simply include it as part of Attachment 2. For each individual in control of content, list the name of the individual, the individual's role (e.g., planner, editor, content reviewer, faculty) in the activity, the name of the [ACCME-defined commercial interest](#) with which the individual has a [relevant financial relationship](#) (or if the individual has no relevant financial relationships), and the nature of that relationship.

*(Note: If Regularly Scheduled Series (RSS) are selected, submit evidence for the 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.)*

Name of individual	Individual's role in activity	Name of commercial interest	Nature of relationship
<i>Example: Jane Smythe, MD</i>	<i>Course Director</i>	<i>None</i>	<i>---</i>
<i>Example: Thomas Jones</i>	<i>Faculty</i>	<i>Pharma Co. US</i>	<i>Research grant</i>


(If there are additional individuals in control of content for the activity, please attach a separate page using the same column headings.)


**If the activity was COMMERCIALLY SUPPORTED ...**

**C8**

Complete the table below. If you have this information already available electronically, then simply include it as part of Attachment 8. List the names of the commercial supporters of this activity and the \$ value of any monetary commercial support and/or indicate in-kind support (SCS 3.4-3.6).

Name of commercial supporter	Amount of monetary commercial support	In-kind
<i>Example: XYZ Pharma Company</i>	\$5,000	<input type="checkbox"/>
<i>Example: ABC Medical Device Company</i>		<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

(If there are additional commercial supporters, please attach a separate page using the same column headings.)

 ATTACHMENTS	
<b>Attachment 1</b>	The <b>activity topics/content</b> , e.g., agenda, brochure, program book, or announcement. (ACCME Definition of CME)
<b>Attachment 2</b>	The form, tool or mechanism used to <b>identify relevant financial relationships</b> of all individuals in control of content. (C7 SCS 2.1)
<b>Attachment 3</b>	Evidence that you implemented your mechanism(s) to <b>resolve conflicts of interest</b> for all individuals in control of content prior to the start of the activity. (C7 SCS 2.3)
<b>Attachment 4</b>	The disclosure information <u>as provided to learners</u> about the relevant financial relationships (or absence of relevant financial relationships) that each individual in a position to control the content of CME disclosed to the provider. (C7 SCS 6.1-6.2, 6.5)
<b>Attachment 5</b>	The data or information generated from this activity about changes achieved in learners' competence or performance or patient outcomes. (C11)
<b>Attachment 6</b>	The accreditation statement for this activity, <u>as provided to learners</u> . (Appropriate Accreditation Statement)

**If the activity was COMMERCIALLY SUPPORTED ...**

<b>Attachment 7</b>	The income and expense statement for this activity that details the receipt and expenditure of all of the commercial support. (C8 SCS 3.13)
<b>Attachment 8</b>	Each executed commercial support agreement for the activity. (C8 SCS 3.4-3.6)
<b>Attachment 9</b>	The commercial support disclosure information <u>as provided to learners</u> . (C7 SCS 6.3-6.5)

**If the activity was an enduring material, an internet enduring material or journal-based CME...**

<b>Attachment 10</b>	<p><b>Available via the internet:</b> A direct link or URL and, if necessary, a generic username and password to login, allowing access from the point of submission and for the duration of the review period until the decision.</p> <p><b>Not available via the internet:</b> The CME product (screen shots, PDF)</p>
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