QuizTime Courses for CME credit Process

1. All requests for QuizTime activities for CME credit will be processed through the QuizTime Executive committee. CME office will refer all applicants to the committee via the CME associate for QuizTime
2. QuizTime for CME are listed as Other for the purposes of PARS reporting and are organized under umbrella activities. Each new quiz (a group of questions delivered) will reside as a “child” (Cloud terminology) under the overarching activity in a modular format.
3. Currently these overarching activities include:
* *Anesthesiology QuizTime Activity*

Learning Objectives:

* + *Describe and discuss the pathophysiology of pain and implications for prescribing pain medication*
	+ *Describe and discuss strategies for diagnosing patients who present with complaints of pain that provide information for understanding patient needs*
	+ *Determine appropriate management plans for patients who present with complaints of pain*
	+ *Identify impact of management strategies on patients, including potential for addiction*
* *Diabetes and General Endocrinology QuizTime Activity*

Learning objectives:

* Providers will apply clinical practice guidelines to the Diagnosis of common endocrinologic disease.
* Providers will apply clinical practice guidelines to the Management of common endocrinologic disease.
* *Fluids and Nephrology QuizTime Activity*

Learning objectives:

* Providers will apply clinical practice guidelines to the Diagnosis of common kidney disease.
* Providers will apply clinical practice guidelines to the Management of common kidney disease.
* Apply clinical practice guidelines and current best evidence in the management of fluids and electrolytes.
* *Tennessee Proper Prescribing QuizTime Activity*

Learning objectives:

* Determine the appropriate context, dose and duration of prescription of controlled substances for patients.
* Demonstrate and utilize alternative management (non-opioid) strategies for patients with pain.
* Apply and adhere to Tennessee laws and guidelines for prescribing controlled substances
* *Infectious Disease QuizTime Activity*

Learning Objectives:

* Apply clinical practice guidelines to the diagnosis and management of common infectious disease.
* Apply clinical practice guidelines and current best evidence in the diagnosis and management of contagion outbreaks.
* Apply clinical practice guidelines to the management of antimicrobial/antiviral/antifungal regimens in clinical practice.
* *Primary Care QuizTime Activity*

Learning Objectives:

* Pathophysiology of common problems seen in primary care ambulatory settings
* Strategies for evaluating and diagnosing patients who present with common problems seen in primary care ambulatory settings
* Approaches to managing patients diagnosed with common problems seen in primary care ambulatory settings
* Processes to determine outcomes of approaches to managing common problems seen in primary care ambulatory settings
* *Neurology QuizTime Activity*

Learning Objectives

* Pathophysiology of common Neurological problems seen in primary care ambulatory settings as well as Hospital Based settings.
* Strategies for evaluating and diagnosing patients who present with common Neurological problems seen in primary care ambulatory settings and Hospital Based settings.
* Approaches to managing patients diagnosed with Neurologic common problems seen in primary care ambulatory settings and Hospital Based settings and Hospital Based settings
* Processes to determine outcomes of approaches to managing common Neurologic problems seen in primary care ambulatory settings and Hospital Based settings
1. An electronic application via cloud\* (vumc.cloud-cme.com/application) for CME credit is required ONLY for new overarching activity categories. These applications will list Bonnie Miller as the Course Director and the CAMHL Program Manager as the Activity Coordinator. New activities should have learning objectives sufficiently broad to be inclusive of all “child” modules.

\*In the “Activity Description” section of the application please paste the following: *Quiz based learning strategy that includes the delivery of content directly to a user's personal device through questions. Each question represents retrieval practice for the learner in that it tests existing knowledge access, reinforces "correct" retrievals paths and assists in the creation of new retrieval paths for new knowledge. Each question comes with immediate feedback including a detailed rationale and a link out to further reading materials.*

1. New “child” modules of an existing activity require an application submitted to the Quiz Time executive committee for review. Any combination of questions that has not been previously bundled together would constitute a new “child” activity. The “child” module must fit within the learning objectives of the overarching parent activity (see above) and the application review by the committee will confirm and document this. (Appendix I application) Additionally, the author of the quiz/questions will be listed as “faculty” on the corresponding “child” of the overarching parent activity.
2. The QuizTime Executive committee will review the Disclosure of Financial Relationships (Cloud CME) for ***any*** faculty in the activity and provide a resolution for disclosed relationships. The CME office is available for assistance and consultation, and resources are available from the ACCME (<https://www.accme.org/accreditation-rules/policies/financial-relationships-and-conflicts-interest>) The CME office will provide a review form for DFR review resolution. This document should be attached in cloud to the child activity under <Documents> section.
3. Requests for and use of commercial support (AKA non-government/foundation grants) to support QuizTime activities must follow ACCME and VUMC policies. Commercial support may not be requested until a QuizTime activity has been reviewed and approved for CME credit. Please contact the CME office at cme@vumc.org for more information.
4. At the conclusion of any period deemed by the QuizTime group, data will be uploaded to the Cloud system for credit by the QuizTime CME associate. Help documents are available for achieving this task.
5. Activity Funding (check all that apply). \*Denotes requires review by CME office.
* Internal Support (department/division/institution funds)
* Registration Fees
* Non-Commercial Grants e.g. foundation or government grants\*
* Exhibit fees/advertising\*
* Commercial Support\*
* Other\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Communication from Quiz Time to Learners for all Activities**

Pre and Post Course materials (includes advertising and signup pages for learners) - <https://spark-help.app.vumc.org/knowledge-base/email-flyer-brochure-required-language-for-a-quiz-time-cme-activity/>

[**Other Process and Learner Documents**](https://spark-help.app.vumc.org/article-categories/qt-cme/)

Application for Child QT activity

1. **Course name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Parent Activity in Cloud: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **Faculty/Course Item Writer(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **Start Date for Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **Number of questions in Course \_\_\_\_X 0.25 CME credits per question x 80% = \_\_\_\_Credits (rounded down to the nearest increment of 0.25)**
6. **Describe how you will plan and evaluate this educational activity to achieve the desired results of improved *COMPETENCE* or PERFORMANCE by responding to the items below. This question consists of five parts (a-e), each of which must be answered.**

**a. What is the *professional practice gap* that this CME course will address? A *professional practice gap* is defined as the difference between a *standard of care* and *current practice*.**

**1) Please tell us what the *standard of care* is in the area of practice addressed by this CME course.**

**Example**: Evaluate and manage patients with pain complaints following a comprehensive, multimodal pain management plan that includes non-pharmaceutical approaches, initial non-opioid medications, and opioids when indicated.

**Standard of care:**

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| --- |
|  |

**Identify the source of the information that you used to describe the standard of care.**

**Example**

|  |  |
| --- | --- |
| *🗹 Clinical practice guideline* | *Dowell D, et. al. CDC Guideline for prescribing opioids for chronic pain - United States, 2016.MMWR Recomm Rep 2016;65(1):1–49* |
| *🗹 Research article in peer-reviewed journal*  | *Kurt Kroenke, et. al. Challenges with Implementing the Centers for Disease Control and Prevention Opioid Guideline: A Consensus Panel Report,*Pain Medicine*, Volume 20, Issue 4, April 2019, Pages 724–735,* [*https://doi.org/10.1093/pm/pny307*](https://doi.org/10.1093/pm/pny307) |
| *🗹 VUMC clinical pathway* | *Department pathway for managing patients with complaints of pain.* |
| *🗹 Clinical performance goals* | *Reduction of unnecessary opioid prescriptions by 25%* |
| *🗹 Planning committee* | *Planning committee minutes* |
| *🗹 Expert opinion* | *Summary of evidence-based best practice* |
| *🗹 Other, please describe* | *TN Chronic Pain Guidelines* |

**Sources of information (documentation required for each item checked):**

|  |  |
| --- | --- |
| □ Clinical practice guideline |  |
| □ Research article in peer-reviewed journal |  |
| □ VUMC clinical pathway |  |
| □ Clinical performance goals |  |
| □ Planning committee |  |
| □ Expert opinion |  |
| □ Other, please describe |  |

**2) Please describe the *current practice* in this area in terms of the competencies mentioned above. Indicate the source of the information that you used to describe current practice below.**

**Example**: Clinicians do not consistently follow the standard of care. In too many cases, a comprehensive, multimodal pain management plan is not followed, opioids are prescribed when other approaches could be used, and opioids are not prescribed according to current guidelines.

**Current practice**:

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| --- |
|  |

**Identify the source of the information that you used to describe current practice.**

**Example:**

|  |  |
| --- | --- |
| *🗹 VUMC data (preferred)* | *Summary of opioid prescriptions for past six months* |
| *🗹 Data in published reports from public or private sector agencies* | *Data collected by the TN Department of Health* |
| *🗹 Data in research article in peer-reviewed journal* | *Baumblatt JAG. High-Risk Use by Patients Prescribed Opioids for Pain and Its Role in Overdose Deaths in Tennessee.*JAMA Intern Med.*2014;174(5):796–801. doi:10.1001/jamainternmed.2013.12711* |
| *🗹 Planning committee* | *Planning committee minutes* |
| *🗹 Expert opinion* | *Summary of opioid prescriptions for past six months.* |
| *🗹 Other, please describe* | *VUMC initiative* |

**Sources of information (documentation required for each item checked):**

|  |  |
| --- | --- |
| □ VUMC data (preferred) |  |
| □ Data in published reports from public or private sector agencies |  |
| □ Data in research article in peer-reviewed journal |  |
| □ Planning Committee |  |
| □ Expert opinion |  |
| □ Other, please describe |  |

**b. Please indicate the *educational needs* that underlie the professional practice gap described in the previous item. In other words, what do participants in this CME course have to learn so they will be more capable to practice at the level of the standard of care?**

**Example:**

|  |
| --- |
| *🗹 Pathophysiology of pain* |
| *🗹 Evaluation strategies to diagnose pain, including consideration of drug-seeking behaviors* |
| *🗹 Strategies to use multimodal approaches to manage patients diagnosed with pain* |
| *🗹 Approaches to monitoring impact of management strategies on patients, including potential for addiction* |
| *🞎 Other:* |

**Educational needs, adapt as necessary:**

|  |
| --- |
| 🞎 Pathophysiology |
| 🞎 Evaluation strategies to diagnose patient complaints |
| 🞎 Strategies to use multimodal approaches to manage patients with the diagnosis |
| 🞎 Approaches to monitoring impact of management strategies on patients |
| 🞎 Other: |

**c. Please state three or more things that you would like physician participants to be able to do after they participate in this CME course so they will be more capable to practice at the level of the standard of care? (*Learning objectives*) Complete either competence or performance learning objectives.**

**Competence Example:**

*After participating in this CME activity, clinician participants should be able to describe and discuss:*

|  |
| --- |
| *The pathophysiology of pain and implications for prescribing pain medication.* |
| *Strategies for diagnosing patients who present with complaints of pain that provide information for understanding patient needs.* |
| *Strategies for identifying and managing drug-seeking patients.* |
| *Approaches to determining appropriate management plans for patients who present with complaints of pain.* |
| *Approaches to monitoring impact of management strategies on patients, including potential for addiction* |

**Competence Actual (3 to 5 learning objectives):**

After participating in this CME course, clinician participants should be able to describe and discuss:

|  |
| --- |
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**Performance Example:**

After participating in this CME course, clinician participants should be able to:

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| --- |
| *Describe and discuss the pathophysiology of pain and implications for prescribing pain medication.* |
| *Diagnose patients who present with complaints of pain.* |
| *Identify and manage drug-seeking patients.* |
| *Determine appropriate management plans for patients who present with complaints of pain.* |
| *Monitor impact of management strategies on patients, including potential for addiction.* |

**Performance Actual (3 to 5 learning objectives):**

After participating in this CME course, clinician participants should be able to describe and discuss:

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**d. To help learners become more capable to practice at the level of the standard of care, the CME activity that you are planning should include one of the following *learning strategies* and techniques from each group.**

**Because this application is for a QuizTime CME course, the strategies and specific techniques have already been selected.**

|  |  |
| --- | --- |
| X | Clinician participants are provided with opportunities to hear information related to the capabilities to be improved and/or developed.  |
| 🞎 | Lectures |
| 🞎 | Panel presentations |
| 🞎 | Readings distributed before the CME activity |
| **X** | Other: Rationale provided after responding to item |
| X | Physician participants are provided with opportunities to hear and/or see examples of the improved and/or new capabilities in practice settings. |
| 🞎 | Case presentations |
| 🞎 | Skill/technique demonstration |
| **X** | Other: Scenario (case) embedded in item |
| X | During the CME activity, physician participants are provided an opportunity to practice the new capabilities that they learned. |
| 🞎 | Case discussion |
| 🞎 | Case discussion with audience response system (clickers) |
| 🞎 | Skills lab |
| 🞎 | Animal lab |
| **X** | Other: Responding to scenario (case) embedded in item |
| X | During the CME activity, physician participants are provided feedback on the capabilities that they demonstrated. |
| 🞎 | ARS results and discussion |
| 🞎 | One on one discussion  |
| 🞎 | Group discussion with faculty feedback |
| **X** | **Other: Correct answer and rationale** |

**e. How do you intend to determine whether or not physician participants have become more capable to practice at the level of the standard of care? (*Evaluation*)**

**Because this application is for a QuizTime CME course, the evaluation strategy has already been selected.**

|  |  |
| --- | --- |
| **X** | commitment to change ***after the CME course (CloudCME evaluation)*** |
| 🞎 | commitment to change ***follow-up*** |
| 🞎 | self-report questionnaire ***before and after the CME course*** |
| 🞎 | self-report questionnaire using case scenarios ***after the CME course*** |
| 🞎 | self-report questionnaire using case scenarios ***before and after the CME course*** |
| 🞎 | observation by faculty ***during the CME course*** |
| 🞎 | other, please specify: |