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Paul L. Foster School of Medicine
Office of Continuing Medical Education



Mission

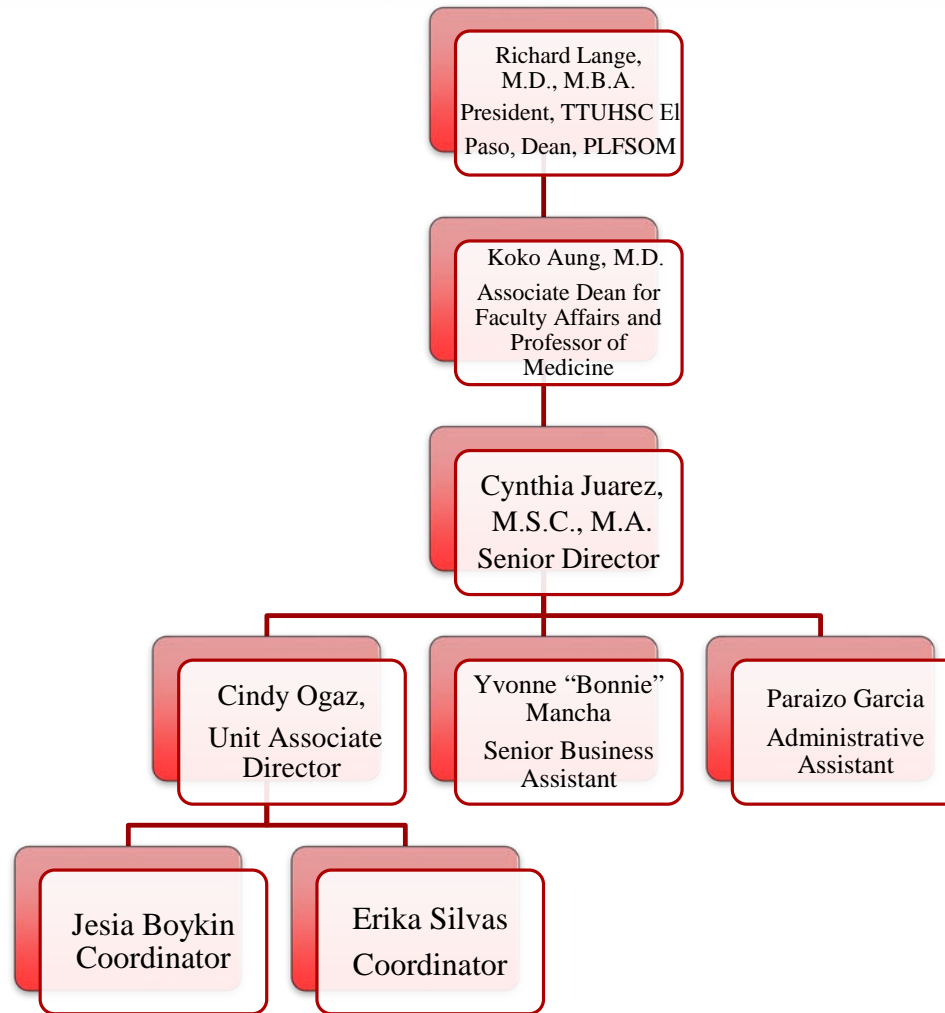
The continuing medical education (CME) program at the Texas Tech University Health Sciences Center El Paso (TTUHSC El Paso) Paul L. Foster School of Medicine (PLFSOM) is committed to a comprehensive and evidence-based system of continuing professional development, with an inter-professional approach.

Through multi-modal educational interventions, the CME program will address identified knowledge and practice gaps to enable health care professionals in the border region of West Texas to pursue lifelong learning that will enhance their professional competence and performance, and improve and promote the health of their patients.



The Who, the What, the Why

- The TTUHSC El Paso CME program targets a diverse audience of learners, including generalists and specialty physicians, residents, fellows, medical students, nursing students, mid-level providers, researchers, educators, and health care practitioners of the El Paso community and the border region of West Texas.
- TTUHSC El Paso CME activities include live courses/lectures, grand round/regularly scheduled series, and performance improvement CME formats like simulation workshops.
- In accordance with our CME mission, the TTUHSC El Paso CME program will improve (1) physician/health care provider knowledge; (2) clinical competence; (3) performance-in-practice; (4) and/or patient outcomes.



Current Organizational Chart



Current Programming

- Conferences:
 - Rio Grande Trauma Conference and Pediatric Update
 - Obstetrics and Gynecology
 - Cultural Competence
 - Clinical Simulation Conference
 - Neurosciences
 - WIMS Professional Development Program
 - Pills and Thrills that Kill! Toxicology in Review
 - Spectrum of Healthcare from Mother to Baby
 - El Paso Pediatric Colloquium
 - Cardiac and Stroke Conference
 - Bio-Medical Sciences Research Colloquium
 - Annual Neurosciences Conference



Current Programing Continued

Regularly Scheduled Series/Grand Rounds:

- Internal Medicine - Monthly
- Surgery/Trauma - Monthly
- Pediatrics - Bi-Monthly
- Diversity - Monthly
- Neurosciences
- Palliative Care and Hospice - Alternating Months
- Faculty Development Course - Weekly
- Ob-Gyn - Monthly
- Texas Education Critical Care Series

Live Events: 1-3 hour events (Examples)

- Community Faculty Preceptor Training
- Physician Medical Record Documentation: The Backbone for Verifying Medicare Medical Necessity
- Understanding the Importance of HPV Vaccine Recommendation
- UMC Care Management
- Assessing and Treating Baby Boomers for Hepatitis C Virus
- Ethical Issues in Contemporary Practice
- Concussion Management
- Safe Zone (Diversity) Training



Continuing Nursing Education **and** Nurses

- Nurses and nursing students are always welcome to attend our CME activities!
- The Office of CME works in collaboration with the Department of Nursing Education at University Medical Center, in order to obtain accreditation for CNE credit for many of our educational activities.
- In 2010, ACCME began making joint accreditation decisions to allow for organizations to offer CME, CNE and CPE (Continuing Pharmacy Education). TTUHSC El Paso is currently in discussions about obtaining joint accreditation in order to directly provide CNE credit.
- Please let us know if you are interested in planning an educational activity with us and would like to offer CNE credit as well as CME credit. We will gladly reach out to our collaborators at UMC. Please note, there is a small fee attached to each credit certificate awarded. The current fee is \$10 a certificate.



ACCME Accreditation

The CME program accreditation is provided by the Accreditation Council for Continuing Medical Education.

- The Accreditation Council for Continuing Medical Education (ACCME®), a nonprofit corporation based in Chicago, is responsible for accrediting institutions that offer continuing medical education (CME) to physicians and other health care professionals... The ACCME's mission is to identify, develop, and promote rigorous national standards for quality CME that improves physician performance and medical care for patients and their communities.
- ACCME accreditation is a voluntary, self-regulatory system that assures the public and the medical community that accredited CME is a strategic partner in health care quality and safety initiatives, providing physicians with relevant, effective education that meets their learning and practice needs.
- Accreditation standards ensure that CME is designed to be independent, free of commercial bias, and based on valid content.
- The ACCME accreditation system is recognized as a national model by federal and state government agencies, other health care accrediting bodies, and the profession of medicine.
- Federal agencies, including the Food and Drug Administration, Centers For Disease Control and Prevention, National Coordinator for Health Information Technology, and Agency for Healthcare Research and Quality, have included accredited CME as a strategic partner in their public health initiatives



Partners

Clinical Departments :

- Anesthesiology
- Biomedical Sciences
- COE in Neurosciences
- Emergency Medicine
- Family Medicine
- Internal Medicine
- Medical Education
- Neurology
- Ob-Gyn
- Orthopaedics
- Pathology
- Pediatrics
- Psychiatry
- Radiology
- Surgery

Support Departments:

- Center for Advanced Teaching and Assessment in Clinical Simulation
- Office of Diversity, Inclusion, and Global Health
- Office of the Founding Dean
- Office of Faculty Affairs and Development

Affiliations:

- El Paso Diabetes Association
- Hospice of El Paso
- Texas Perinatal Association
- University Medical Center



Principles of CME

What is CME?

CME is designed to improve the knowledge, competence, and professional performance of physicians, no matter what their roles are. Any educational activity that meets the professional development needs of physicians involved in clinical care, research, and education is appropriate for CME.

Who is CME for?

CME activities are to be designed by practicing physicians for practicing physicians. This ensures that topics and content are targeted toward physicians on their level of education and experience. While residents, nurses, other health care professionals, and students are welcome to attend, their profession-specific educational needs are not a primary consideration in the design of educational activities for physicians.

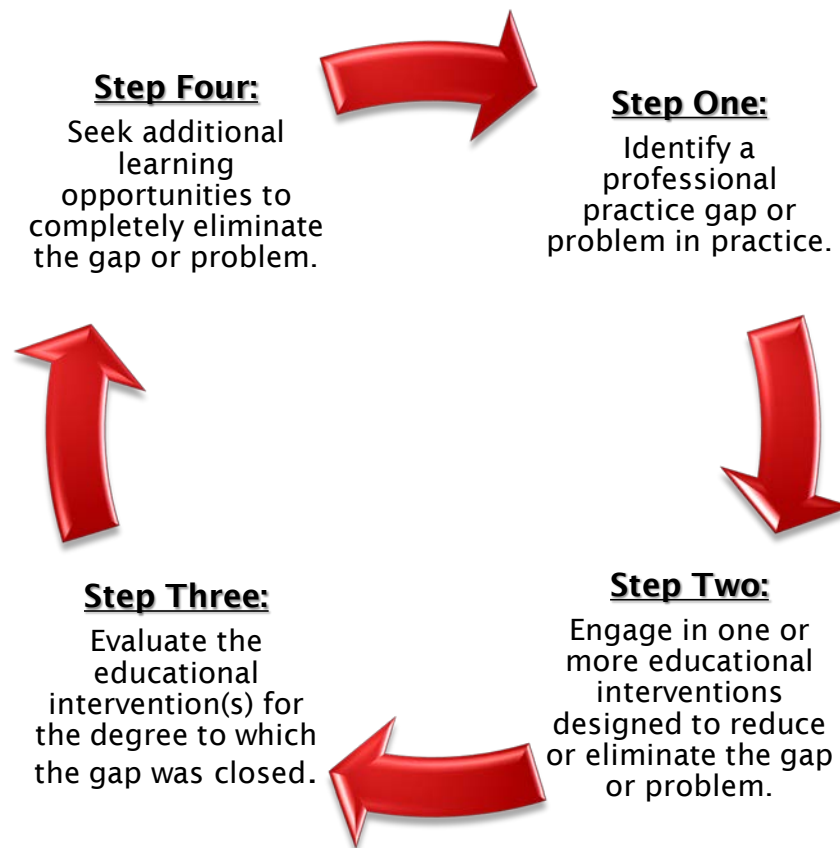
As multi-disciplinary health care teams become more widespread, it is reasonable to expect CME activity planners will have an increasing tendency to design content that is directed toward multiple health care disciplines. Course directors and planning committee members must be aware of this and focus on physicians as the primary target audience for an activity.

How has CME changed over the years?

Early CME did not have a definite direction. Topics were broad and often chosen at random. Little or no thought was given to changing physician behavior through participation in CME. In recent years, CME has evolved with evidence-based goals, achieved by taking an active role in improving physician competence and performance.



Continuing medical education can be thought of as a four-stage process.



The CME Process...



Professional Practice Gaps

Professional practice gap, is defined as the difference between what the professional is doing or accomplishing compared to what is "achievable on the basis of current professional knowledge." (ACCME Website 2011)

These Questions can help identify a professional practice gap:

1. What areas in practice do you and your colleagues find challenging?
2. What factors contribute to the problem?
3. What educational interventions are needed to change current behavior to best practices behavior? (Or, what does the target audience need to do differently in order to improve practice?)
4. What is the best format for teaching and learning the concepts to be presented?
5. What additional educational or non-educational strategies must be incorporated in order for the target audience to achieve best practice behavior?



Disclosure and Financial Relationships

- PROVIDERS
- ACCREDITORS
- VOLUNTEERS
- & HEALTH CARE PROFESSIONALS
- PUBLIC
- MEDIA

HOME > EDUCATION AND SUPPORT > VIDEO > FAQ > WHO NEEDS TO DISCLOSE RELEVANT FINANCIAL RELATIONSHIPS TO ME AND TO THE LEARNERS WHO PARTICIPATE IN MY ACTIVITIES?

VIDEO

- Commentary
- Interview
- Tutorial
- Video FAQ

KEYWORDS

conflict of interest, disclosure, planners, relevant financial relationships

Who needs to disclose relevant financial relationships to me and to the learners who participate in my activities?



Understanding the Role of CME Planners

■ Transcript

Related Topics: [Criterion 7 Standard 2.1](#) [Standard 2.2](#) [Standard 2.3](#) [Standard 6.1](#) [Standard 6.2](#) [Standard 6.4](#) [Standard 6.5](#) [Financial Relationships and Conflicts of Interest, Disclosure of Financial Relationships to the Accredited Provider, Verbal Disclosure to Learners](#)

You voted 'yes'. YES NO
WAS THIS USEFUL?



USEFUL VIDEOS



What do I need to understand about conflicts of interest (COI)?



What are the most common areas of noncompliance with the ACCME 2006 Accreditation Criteria?



Independence from Commercial Interests: Criterion 7 of the ACCME Standards for Commercial Support: Standards to Ensure the Independence of CME Activities

PUBLICATIONS

"Who wants to be accredited?": A Self Assessment Tool (PPT)

Identifying and Resolving Conflicts of Interest in Continuing Medical Education: An Educational Resource for Implementing the ACCME Standards for Commercial Support

Provider Self-Assessment on Readiness to Demonstrate Compliance with ACCME's Updated Standards for Commercial Support

ASK ACCME

If we have taken appropriate steps to resolve conflicts of interest what is there left to disclose?



Conflicts of Interest

A·C·C·M·E
ACCREDITATION COUNCIL FOR CONTINUING MEDICAL EDUCATION

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FOR CME PROVIDERS FOR ACCREDITORS FOR VOLUNTEERS FOR PHYSICIANS & HEALTH CARE PROFESSIONALS FOR THE PUBLIC FOR THE MEDIA

HOME >> EDUCATION AND SUPPORT > VIDEO > FAQ > WHAT DO I NEED TO UNDERSTAND ABOUT CONFLICTS OF INTEREST (COI)?

VIDEO

- Commentary
- Interview
- Tutorial
- Video FAQ

KEYWORDS

conflict of interest, disclosure, planners, relevant financial relationships, Transparency, teacher, author, speaker

What do I need to understand about conflicts of interest (COI)?



What Do I Need to Understand about Conflicts of Interest?

■ Transcript

Related Topics: Criterion 7 Standard 2.1 Definition of a Commercial Interest, Financial Relationships and Conflicts of Interest
WAS THIS USEFUL? YES NO

USEFUL VIDEOS



Who needs to disclose relevant financial relationships to me and to the learners who participate in my activities?



What are the most common areas of noncompliance with the ACCME 2006 Accreditation Criteria?



What involvement can industry have in the planning and implementation of CME?

PUBLICATIONS

Identifying and Resolving Conflicts of Interest in Continuing Medical Education: An Educational Resource for Implementing the ACCME Standards for Commercial Support

"Who wants to be accredited?": A Self Assessment Tool (PPT)

Sample Letter to Identify Relevant Financial Relationships (Form Embedded)



Commercial Support



A·C·C·M·E
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CONTINUING MEDICAL EDUCATION

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[FOR PHYSICIANS & HEALTH CARE PROFESSIONALS](#)

[FOR THE PUBLIC](#)

[FOR THE MEDIA](#)

HOME > EDUCATION AND SUPPORT > VIDEO > FAQ > WHAT INVOLVEMENT CAN INDUSTRY HAVE IN THE PLANNING AND IMPLEMENTATION OF CME?

VIDEO

- [Commentary](#)
- [Interview](#)
- [Tutorial](#)
- [Video FAQ](#)

KEYWORDS

commercial interests, independence, industry, planners, promotion, employees of a commercial interest

What involvement can industry have in the planning and implementation of CME?



What involvement can industry have in the planning and implementation of CME?

[Transcript](#)

Related Topics: [Criterion 7 Standard 1.1](#) [Standard 2.1](#) [Standard 2.3](#) [Definition of a Commercial Interest, Financial Relationships and Conflicts of Interest](#)

You voted 'no'. [YES](#) [NO](#)

WAS THIS USEFUL?

USEFUL VIDEOS



What do I need to know about the role of employees of commercial interests in the planning and delivery of continuing medical education activities?



What are the most common areas of noncompliance with the ACCME 2006 Accreditation Criteria?



What do I need to understand about conflicts of interest (COI)?

PUBLICATIONS

Identifying and Resolving Conflicts of Interest in Continuing Medical Education: An Educational Resource for Implementing the ACCME Standards for Commercial Support

Managing Conflicts of Interest (PPT)

Provider Self-Assessment on Readiness to Demonstrate Compliance with ACCME's Updated Standards for Commercial Support



Event	Submission Deadline for Planning Form
Full or multi-day activity with save-the-date	Eight months before event
Full or multi-day activity without save-the-date	Five months before event
Half day without save-the-date	Three and a half months before event
One to two hour activity	Five weeks before event
Series – Activity planning form	Annually four weeks before start of series
Series – Session planning form	Three weeks before event
Series – Case-based	Seven days before event

Best Practice Tip:

The more time you can give yourself and your committee, the better outcomes will be achieved.

CME Activity Planning Timeline:



Managed Conference:

- Educational Planning
- Co-develop program schedule with planning committee
- Develop and maintain budget for program or co-manage with financial counterparts in various units.
- Commercial support administration/management
- Develop save the date, brochure content, and handle outsourcing of marketing material development, printing, and distribution

- Contact speakers
- Obtain disclosure forms
- Obtain content validation forms
- Resolve any disclosure conflicts
- Arrange travel/lodging for speakers
- Coordinate transportation
- Process speaker honorarium

- Book Venue
- Submit audiovisual and maintenance work orders
- Coordinate catering
- Registration services
- Day of event management/logistical support
- Management of non-educational events (opening receptions; closing receptions, extra fees may apply)

- Create syllabus/packet materials for participants
- Registration check in on the day of the event
- Exhibitor coordination
- Evaluation summary
- Issue certificates of credit to attendees
- Thank you letters to exhibitors and speakers

Type of Service...



- Educational planning
- Contact speakers
- Obtain disclosure forms
- Obtain content validation forms
- Commercial support administration/management
- Brochure approval and distribution
- Resolve any disclosure conflicts
- Evaluation tool and summary
- Approve participant packet materials for commercial support standards compliance, and inclusion of any disclosures

Type of Service Continued...



The following serves as the baseline fee structure* for activities certified for CME credit and for administrative and management services associated with CME events. Fees are negotiated upward based on the length and complexity of the activity**. Fees are assessed by total number of accredited hours.

Level of Activity:	Fees:
<i>RSS (Regularly Scheduled Series):</i>	<i>Flat Fees, billed yearly</i>
• Monthly (12 Live activities per year)	\$1,500/Fiscal Year
• Weekly (52 live activities per year)	\$3,000/Fiscal Year
<i>Individual Live Activity:</i>	
• Short Activities 1-2 <i>AMA PRA Category 1 Credits™</i>	\$150 - \$300
• Mid-Range Activities 3-7 <i>AMA PRA Category 1 Credits™</i>	\$450 - \$1,050
• Long Activities (Conferences, etc.)	Eight hours or greater please see chart below
<i>Enduring Material</i>	
• Based on number of credits	\$150 per credit hour plus 15% administration fee

Level of Activity	Option 1 (Managed)	Option 2 (Non- Managed)
8-12 <i>AMA PRA Category 1 Credits™</i>	\$2,500	\$1,500
13-16 <i>AMA PRA Category 1 Credits™</i>	\$3,000	\$2,000
17-20 <i>AMA PRA Category 1 Credits™</i>	\$3,500	\$2,500
21+ <i>AMA PRA Category 1 Credits™</i>	\$4,000	\$3,000

Fees...

*CME Fees subject to change

**Fees will be rounded up to the next credit hour for any activities ending between .5 and .75



Fees continued...

As is required by the Accreditation Council for Continuing Medical Education (ACCME), all commercial support must be in the form of educational grants and must be approved by the Office of Continuing Medical Education. For all programs, a fee will be assessed for the administration of commercial support agreements and the management of educational grants. This fee is based on **15%** of the total commercial support generated.

1. Departments/agencies requesting CME credit for less than eight hours: \$1,500 LOA and planning form submitted five months prior to event. Requesting managed option.
2. Departments/agencies requesting CME credit for less than eight hours: \$2,500 LOA and planning form submitted after the five month mark. Requesting managed option.
3. Department/agencies requesting CME credit for less than eight hours and non-managed option: \$150 per credit hour requested.
4. Departments/agencies requesting logistical support for social events preceding or concluding the CME event are charged at a rate of \$200 per event. Per ACCME standards, social events cannot compete with or take precedence over the educational events.



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ACCME Performance-in-Practice Structured Abstract

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

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

ID:	Provider Name:						
Title:							
Date:	Activity Type:	(Select one)	Providership:	(Select one)			
Year:			Commercial Support Received:	(Select one)			
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). (C2)							
<table border="0"> <tr> <td>Knowledge need <i>and/or</i></td> </tr> <tr> <td>Competence need <i>and/or</i></td> </tr> <tr> <td>Performance need <i>and/or</i></td> </tr> </table>					Knowledge need <i>and/or</i>	Competence need <i>and/or</i>	Performance need <i>and/or</i>
Knowledge need <i>and/or</i>							
Competence need <i>and/or</i>							
Performance need <i>and/or</i>							
State what this CME activity was designed to change in terms of learners' competence or performance or patient outcomes (maximum 50 words). (C3)							
Explain why this educational format is appropriate for this activity (maximum 25 words). (C5)							

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

BMS Competencies

Basic and Procedural Skills
Knowledge
Based Learning and Improvement
Oral and Communication Skills
Nationalism
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

Competency(ies) (specify):

INDIVIDUALS IN CONTROL OF CONTENT for the activity ...

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: please ensure that when you are collecting this information from individuals, that you are using the most current definitions of what constitutes a relevant financial relationship and ACCME-defined commercial interest. (C7 SCS 2.1, 2.2, 2.3)

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

Name: (Please Print) _____ Effective Dates: _____
 Title: _____ Facility: _____
 Phone: _____ E-mail: _____

Conflict of Interest Policy: The Accreditation Council for Continuing Medical Education (ACCME) requires CME providers to ensure that those in control of content disclose to the provider all relevant financial relationships. The ACCME defines "relevant financial relationships" as financial relationships in any amount occurring within the past 12 months that create a conflict of interest. Conflicts of interest occur when planners or presenters have affiliations with commercial interests in which there is a relevant financial relationship that will affect CME content. Any real or apparent conflict of interest related to the content of the continuing education activity shall be disclosed and resolved prior to the presentation.

Financial relationships are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria for promotional speakers' bureau, ownership interest (e.g., stocks, stock options or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting, speaking and teaching, membership on advisory committees or review panels, board membership, and other activities from which remuneration is received, or expected. With respect to personal financial relationships, contracted research includes research funding where the institution gets the grant and manages the funds and the person is the principal or named investigator on the grant (ACCME).

The TTUHSC El Paso Office of CME maintains disclosures on a fiscal year basis. Planners/presenters should disclose any current or future relationships that may be applicable from September 1 through August 31. In the event of a change in relationship status, the planner/presenter must notify the CME coordinator for his/her activity and complete an updated disclosure statement.

Content Validation Policy: All the recommendations involving clinical medicine in a CME activity must be based on evidence that is accepted within the profession of medicine as adequate justification for their indications and contraindications in the care of patients. 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 (ACCME). Our goal is to support healthcare providers in improving patient care by increasing their knowledge of advancing translational and clinical research as it relates to clinical practice. To fulfill this goal, TTUHSC Office of CME requires speakers/presenters to:

- Critically evaluate the experimental design, data collection and analysis to ensure that they conform to the generally accepted standards as well as compare and contrast multiple research approaches before making a patient care recommendation.
- Identify key related research and evidence-based practices, which suggest additional investigations, may be indicated before making patient care recommendations.
- Suggest optimal strategies for further clinical investigations in addressing equivocal research data and results.
- Use a rigorous process of external validation and peer review of the research to ensure the validity of the research process, the result and the conclusion, especially in support or justification of a patient care recommendation.
- Be an expert in the related area of the research and free of conflict of interest in analyzing and presenting the data, and making patient care recommendations.

- I declare:
- I have read the above statements and understand the expectations for clinical content validation. I acknowledge my responsibility to abide by these expectations and will provide sufficient resources for evidence to attendees. I further understand my acknowledgment will be disclosed to attendees of the CME event.
 - I have no relevant financial relationships to disclose.
 - I or a spouse/partner have, or had within the last 12 months, a relevant financial relationship with a commercial interest. I declare the following relationships.

Forms...



Resources

TTUHSC El Paso Office of Continuing Medical Education:

<http://elpaso.ttuhscc.edu/cme/>

TTUHSC El Paso CME Upcoming Events:

http://elpaso.ttuhscc.edu/cme/upcoming_activities.aspx

Accreditation Council for Continuing Medical Education:

<http://www.accme.org/>

American Medical Association Credit System:

<http://www.ama-assn.org/ama/pub/education-careers/ama-cme-credit-system.page>



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