**Activity title:**

INSERT HERE

**Release Date:**INSERT
**Expiration Date:**INSERT

**Activity Description**

Please insert an activity description. A sample is included below.

Sample Activity Description

The Critical Psychosocial Issues in Diabetes web-based program is a series of video modules designed to examine psychosocial issues in diabetes, provide a brief review of the research literature, clarify how and why the problems manifest themselves among patients with diabetes, and put forward practical solutions for the busy healthcare professional.

This module is a 1.25-hour video presentation examining psychosocial issues in diabetes, featuring Bill Polonsky and Susan Guzman. This module focuses on key contributors to patient disengagement, and includes the following topics:

• Motivation and Diabetes: A New Approach to an Old Problem
• How Big of a Deal is Depression in Diabetes?
• Understanding and Assessing Diabetes Distress
• Addressing Patients’ Sense of Fatalism and Hopelessness
• The Problem of Perceived Treatment Inefficacy

**Target Audience**

Please insert a description of the target audience. A sample is included below.

Sample Target Audience Statement

This module is designed for health care professionals that treat patients with diabetes including endocrinologists, primary care physicians, nurse practitioners, physician assistants, nurses, registered dieticians, pharmacists, certified diabetes educators, and other healthcare providers wishing to work more effectively with their patients to promote better medication adherence and more successful self-management.

 **Method of Participation**

UC San Diego CME will update this section.

Sample
This module is approximately 1 hour and 15 minutes in length, and is broken down into topic for ease of viewing. Modules are delivered via a streaming platform in the optimal format for your viewing device. This program is available free of charge. Closed captions are provided, and are accessible by clicking the "CC" button at the bottom right of the video page.

**Educational Objectives**

Please insert program objectives as outlined in CME application

Following completion of this educational activity, learners should be able to:

**Statement of Need**

Please insert a statement of need (see CME application, may be a statement in there that can be used or easily modified for this format). A sample is included below.

Sample

The American Diabetes Association published its first Psychosocial Position Statement in December, 2016, recognizing the important role of emotional, social and behavioral influences on those living with diabetes. To achieve satisfactory medical outcomes, self-care adherence to key diabetes tasks and psychological well-being, the Position Statement emphasized how critical it is that these complex psychosocial factors be identified and addressed. The goal is to adopt a person-centered care model, which necessitates that patient-provider communications and interactions, problem identification, psychosocial screening and intervention take into account the context of the person with diabetes.

In particular, poor adherence to diabetes self-care recommendations is recognized as a major contributor to poor health outcomes, but healthcare professionals (HCPs) are often unsure how best to address this issue. The new Position Statement is one step forward, but how best to enact these broad recommendations in a busy clinical practice? Many HCPs express a strong interest in receiving training in this area, but there is little, if any, opportunity to do so. The Critical Psychosocial Issues in Diabetes web modules have been developed to address this need and provide tools for HCPs to utilize in practice.

**Accreditation**

The University of California San Diego School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.
 **AMA:** The University of California San Diego School of Medicine designates this enduring material for a maximum of **X.XX***AMA PRA Category 1 Credit*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**AAPA:** AAPA accepts certificates of participation for educational activities certified for *AMA PRA Category 1 Credit*™ from organizations accredited by the ACCME or a recognized state medical society. Physician assistants may receive a maximum of **X.XX**hour of Category 1 credit for completing this program.

**Nurses**: For the purpose of recertification, the American Nurses Credentialing Center accepts AMA PRA Category 1 Credits™ issued by organizations accredited by the ACCME. For the purpose of relicensure, the California Board of Registered Nursing accepts AMA PRA Category 1 Credit™ (report up to **X.XX**hour of credit and list "CME Category 1" as the provider number).

**Faculty**

Please insert all faculty members, steering committee, etc. along with affiliations. A sample is included below. We can include photos if you provide them. We recommend only doing this if you have photos of everyone.

Sample

**Bill Polonsky, PhD, CDE**
President and Co-Founder
Behavioral Diabetes Institute
Associate Clinical Professor of Psychiatry
University of California, San Diego
San Diego, California

**Susan Guzman, PhD**
Director of Clinical Education and Co-Founder
Behavioral Diabetes Institute
San Diego, California

**Cultural & Linguistic Competency and Implicit Bias**

Continuing medical education (CME) providers are required by state Assembly Bills 1195 and 241, and the **standards**created by the California Medical Association (CMA), to include components that address cultural and linguistic competency and implicit bias in CME activities. The planners and presenters of this activity have been asked to provide meaningful consideration of these standards in the selection and presentation of content.  Additional information and resources are available on the UC San Diego CME website.

**Disclosure Summary Statement**

It is the policy of University of California San Diego Continuing Medical Education to ensure that the content of accredited continuing education and related materials is accurate, balanced, objective, and scientifically justified. Education must be free of the influence or control of ineligible companies, and protect learners from promotion, marketing, and commercial bias.  All persons in a position to control the content of accredited continuing education must disclose all financial relationships held with ineligible companies, prior to assuming a role in the activity. Those relationships deemed relevant to the education are mitigated prior to the activity through one of the following strategies, depending on the nature of relationship and the role of the person: 1) divesting the financial relationship, 2) altering the individual’s control over content, and/or 3) validating the planning decisions and/or content through independent peer review. All relevant financial relationships are mitigated prior to the activity and mitigation strategies and necessary steps for implementation are communicated to individuals prior to them assuming their role in the activity. Persons who refuse or fail to disclose are disqualified from participating in the activity. Activities are evaluated by participants and peer reviewers to determine if the content was free of bias and met acceptable scientific standards. This information is considered in future activity planning.

***All relevant financial relationships and the nature of those relationships are noted below. All relevant financial relationships have been mitigated.***

|  |  |  |
| --- | --- | --- |
| **Name** | **Name of Ineligible Company** | **Nature of Relevant Relationship** |
| <<insert>> Only if applicable  | <<insert>> Only if applicable | <<insert>> Only if applicable |

Persons in control of content of this educational activity who are not specifically identified by name above, such as (but not limited to) course directors, faculty, CME staff, planners, editorial staff, peer reviewers, and CME committee reviewers do not have any relevant financial relationships.

This educational activity may contain discussion of unlabeled and/or investigational uses of agents that are not approved by the FDA. Please consult the prescribing information for each product. The views and opinions expressed in this activity are those of the faculty and do not necessarily reflect the views of the University of California San Diego School of Medicine.

**Cultural & Linguistic Competency and Implicit Bias**:

Continuing medical education (CME) providers are required by state [Assembly Bills 1195](http://https/leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200520060AB1195) and [241](http://https/leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB241), and the [**standards**](http://https/www.cmadocs.org/cme-standards) created by the California Medical Association (CMA), to include components that address cultural and linguistic competency and implicit bias in CME activities. The planners and presenters of this activity has been asked to provide meaningful consideration of these standards in the selection and presentation of content.  Additional information and resources are available on the [**UC San Diego CME website**](http://https/medschool.ucsd.edu/education/cme/tools/Pages/Cultural-Competency.aspx).

**Resources**

Please insert links to the resources you will provide to learners.