

Basic Information

Specify the following for your activity

Activity Name:

GED Accreditation Webinar

If you select **Joint Accredited**, please ensure you have *at least one (1) Accreditation type* selected as well.

Select all that apply:

- ACCME (Physicians) Non-Accredited

Was this activity planned by the healthcare team, for the healthcare team?

- Yes No

Activity Format:

Directly Provided - Live Course: Live activity where the learner participates in person (annual meeting, conference, seminar)

Delivery Method:

- In-Person Livestreamed

Planned Learning Technique(s): Select all methods planned to enhance learner engagement during the activity:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Case Based Learning | <input type="checkbox"/> Debate |
| <input checked="" type="checkbox"/> Didactic Sessions | <input type="checkbox"/> Panel Discussion |
| <input type="checkbox"/> Patient Perspective (e.g., live patient/patient advocate speaker) | <input checked="" type="checkbox"/> Polling/Interaction |
| <input type="checkbox"/> Reflective Learning | <input type="checkbox"/> Project Based Learning (e.g., quality improvement project) |
| <input type="checkbox"/> Skill-Based Training/Hands-On Workshop | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Standardized Patients/Medical Actors | <input type="checkbox"/> Small Group Learning |
| <input type="checkbox"/> Use of Medical Equipment | <input type="checkbox"/> Use of Cadavers |
| | <input type="checkbox"/> Other (specify) |

If other technique(s), please specify:

AMA Activity Format:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Live Activity | <input type="checkbox"/> Enduring Material |
| <input type="checkbox"/> Journal-based CME activity | <input type="checkbox"/> Test-item writing activity |
| <input type="checkbox"/> Manuscript review activity | <input type="checkbox"/> PI CME activity |
| <input type="checkbox"/> Internet point-of-care activity | <input type="checkbox"/> Learning from teaching |

Other

If other format, please specify:

Does the content of this activity contain clinical or non-clinical (i.e. leadership, communication, ethics, professional responsibilities, etc.) or a combination of both?

Yes, Clinical No, Non-Clinical Combination of Both

Select the Course Director's primary affiliation:

- UC San Diego
- Rady Children's Hospital
- AAMC
- Other, please specify below.

If other primary affiliation, please specify:

Sponsoring Department:

Target Audience

To select all Specialties, check the checkbox below:

All Specialties

Select specific Specialties from the dropdown. To add additional Specialties, click the green plus (+) sign

Specialties Section
Specialties
<input type="text" value="Leadership"/>
Sub-specialties (check all that apply):
<input type="checkbox"/> Option <input type="checkbox"/> Option2

List other specialties here:

Professions (check all that apply):

- Addiction Professional
- Advanced Practice Nurse
- Administrator
- Athletic Trainer

- | | |
|---|---|
| <input type="checkbox"/> Attorney | <input type="checkbox"/> Audiologist |
| <input type="checkbox"/> Behavioral Therapist | <input type="checkbox"/> Certified Registered Nurse Anesthetist |
| <input type="checkbox"/> Chiropractor | <input type="checkbox"/> Clinical Lab Technician |
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Dentist |
| <input type="checkbox"/> Dietitian/Nutritionist | <input type="checkbox"/> EMT |
| <input type="checkbox"/> Exercise Physiologist | <input type="checkbox"/> Fellow/Resident |
| <input type="checkbox"/> Genetic Counselor | <input type="checkbox"/> Industry Representative |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Marriage & Family Therapist |
| <input type="checkbox"/> Medical Assistant | <input type="checkbox"/> Medical Student |
| <input type="checkbox"/> Non-Physician | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> Nurse Anesthetists | <input type="checkbox"/> Nurse Assistant |
| <input type="checkbox"/> Nursing Home Administrator | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Optometrist | <input type="checkbox"/> Other |
| <input type="checkbox"/> Pharmacist | <input type="checkbox"/> Pharmacy Technician |
| <input type="checkbox"/> Physical Therapist | <input checked="" type="checkbox"/> Physician |
| <input type="checkbox"/> Physician Assistant | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Quality Improvement Professional | <input type="checkbox"/> Radiation Therapist |
| <input type="checkbox"/> Radiology Technician | <input type="checkbox"/> Resident Care Administrator |
| <input type="checkbox"/> Respiratory Therapist | <input type="checkbox"/> Scientist / Researcher |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Sonographer |
| <input type="checkbox"/> Speech Language Therapist | |

If other profession, please specify:

What is the Geographic reach/scope for this activity/series: (select all that apply):

- UC San Diego/RCHSD only
- Local
- Regional
- National
- International

Interprofessional Planners and Learners

Interprofessional continuing education (IPCE) is when members from two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes.

Will the planning process include health care professionals from 2 or more professions?

- Yes No

Is there an intent to achieve outcome(s) that reflect a change in skills, strategy, or performance of the health care team and/or patient outcomes?

- Yes No

Activity Details

Please upload the activity agenda (LIVE), schedule (RSS), content outline (ENDURING/Other). Accepted file types: Excel, Word, PDF

WHI_BCP_CoursePack_07-23-2020.pdf

[Link to resources and templates](#)

Synopsis (Brief description of activity on website calendar listing - 300 character max):

Clinical leaders pursuing Geriatric Emergency Department (GED) accreditation to a sponsored educational webinar. UC San Diego will provide geriatric education tailored for emergency department clinical leaders and share key resources for a successful GED accreditation application.

Character Count: 281

Activity Description (Description of the overall goal of the educational activity—also utilized for marketing purposes:

Prepare all participating sites for Level 3 Geriatric ED Accreditation by December 2020

- Support a team at each site focused on excellent care of older ED patients
- Enhance models of care for older people in San Diego County EDs especially relating to the management of delirium, dementia, and falls/mobility.
- Foster a sense of community among California EDs around care of older patients

If you are collaborating with any other organizations in the planning and delivery of this activity, please enter below:

West Health Institute

Type of Credit Requested:

- AMA PRA Category 1 Credits™ Non-Physician Attendance

Enter the number of credits or contact hours that you are requesting to be awarded to the activity (for RSS enter credit per session):

2

Maintenance of Certification (MOC)

Interested in offering MOC?

- Yes No

Select the applicable MOC credit type(s):

- ABIM MOC ABA MOCA 2.0 ABP MOC
 ABPath MOC ABO ABOHNS
 ABS CC

Location and Dates/Times of Activity

Please complete the fields below based on where your meeting/activity will be held.

Location (building/facility/hotel/conference room/online) *select Online for Enduring Materials:*

Online

If other location, please specify:

City:

La Jolla

State:

CA

Country:

UNITED STATES

Activity Start and End Dates

Start Date:

04/10/2023

End Date:

04/10/2023

Series Start Date

Series End Date

Activity Start and End Times

Start Time:

10:00 AM

End Time:

12:00 PM

Time Zone:

(GMT -8:00) Pacific Time (US & Canada)

Equity, Diversity and Inclusion

Planners and faculty of CME/CPD education are expected to consider equity, diversity, and inclusion in the planning, development, delivery, and evaluation of activities. This includes consideration of the specific needs of the populations served and disparities that may influence the health outcomes of patients. At a minimum, all activities that are related to patient care must include curriculum that includes the understanding of cultural and linguistic competency (CLC) and implicit bias (IB), per [California legal mandates](#).

Check the appropriate box(s) indicating which elements you will consider and include in the planning and delivery of this activity (Select all that apply):

- Specific content and/or open discussion on implicit bias along the lines of race, ethnicity, gender identity, sexual orientation, age, socioeconomic status, etc.
- Consideration of the risks, experiences and needs of vulnerable or marginalized population groups including indigenous peoples, age-related groups, immigrants, refugees, ethnocultural and racialized (IRER) groups, linguistic groups, different genders
- Inequities in health status, health outcomes or quality of care among population groups

- Equity-based improvements in program or service delivery, decision making or resource allocation
- Other, please specify
- None, please specify reason

If other element(s), please specify:

If none, please specify reason:

Planners and Faculty

Planning Committee and Faculty/Speakers

Please consider diverse and inclusive representation when selecting planning committee members and speakers to ensure that content is selected and designed to include meaningful discussion of health disparities and provide various perspectives and understanding of the delivery of care.

WHO TO INCLUDE:

FOR RSS: Course Director(s), Planning Committee Members, Coordinators, Meeting Planners, Content Reviewers, Moderators. Presenters are NOT assigned at this time.

FOR NON-RSS LIVE ACTIVITIES: Course Director(s), Planning Committee Members, Coordinators, Meeting Planners, Content Reviewers, Authors, Reviewers. All known Speakers and Moderators.

FOR ENDURING/OTHER: Course Director(s), Planning Committee Members, Coordinators, Project Managers, Authors, Editors, Content Reviewers, Faculty/Presenters.

INSTRUCTIONS TO ADD INDIVIDUALS:

1. Use “Find Disclosures” button to your left to determine if person has a profile in system
 - Search by any part of first or last name
 - If person has existing profile, make note of email address associated with account
2. Click on the Green + Sign below to add a person
 - If person is in the system, enter the email from step 1. Information will auto populate.
 - If person is not in the system, enter their email address (**for UC San Diego affiliates, use @ucsd.edu**). Populate all required fields.
3. Once entered into the table, an email will automatically be issued to persons who are new to the system or need to update the disclosure information on file.
4. Repeat steps 1-3 for each person.
5. Click the Green “Update Missing Disclosures, if available” button. Wait while system retrieves disclosure information. This may take several minutes.
6. Look for “Update Complete” message before proceeding.
7. Once all persons are entered, click Save and Continue at the bottom of the form.

Update Missing Disclosures, if available

To add more planners or faculty, click the green plus (+) sign. To remove a planner or faculty, click the red minus (-) sign.

▼ Planner/Faculty	
Email	First and Last Name

jcressler@health.ucsd.edu

John Cressler

Degree

MHA

Other Degree

Profession

Administrator

Title

Manager Clinical Operations

Department or Affiliation

CMO Administration

Role in Activity

Editor/Author/Writer

Will this faculty/planning committee member be limited to a non-clinical (i.e., communication, leadership, ethics, etc.) subject only?

Yes

No

The disclosure field below is for use by the system and is not editable, please do not attempt to enter information into the field.

Disclosure Information

Gaps and Needs

Gap Analysis

What is the “problem or gap in practice” (difference between current state and desired state or opportunity for improvement) that this activity is designed to address?

State the professional practice gap(s) of your learners. This is the problem in practice or the opportunity for improvement (difference between current and optimal practice) of your learners that drive the planning for this activity:

Course will look to provide the knowledge necessary for all participating sites to pursue a Level 3 Geriatric ED Accreditation. This course will support a team at each site focused on excellent care of older ED patients. Showcase enhanced models of care for older people in EDs especially relating to the management of delirium, dementia, and falls/mobility.

Word Count: 59

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

Example: A knowledge gap exists because learners are unaware of the latest screening guidelines.

Example: A performance gap exists because learners do not know how to correctly use ICU monitors.

Knowledge Need Competence Need Performance Need

Add more detail based on the Knowledge need:

Showcase enhanced models of care for older people in EDs especially relating to the management of delirium, dementia, and falls/mobility.

Word Count: 22

Add more detail based on the Competence need:

Word Count:

Add more detail based on the Performance need:

Word Count:

The major reason for planning your accredited activity should be to close the gap(s) you have identified. State what this CME activity was designed to change in terms of increased competence, improved performance or patient outcomes. (50 words max):

Increased Competence: Giving healthcare providers new abilities/strategies

Improved Performance: Helping healthcare providers modify their practice

Improved Patient Outcomes: Providing tangible improvements in overall health and patient outcomes measured by reviews of clinician practices

Team will list the components necessary for a successful application for ACEP Geriatric ED accreditation. The UCSD team will demonstrate familiarity with the GED Toolkits around delirium, dementia, and mobility. Team will also present a brief description of a specific project to implement in their own ED.

Word Count: 47

Explain how you ensured the activity was generated around valid content. (50 words max):

Word Count:

Explain why this educational format is appropriate for this activity:

This format is appropriate as it has been tried and tested and utilized in the past. Accreditation can be complex and redundant so having experts walk through the application process can aid in the success rate and confidence in filing for accreditation.

Word Count: 43

Needs Assessment

Type of needs assessment method used to plan this event; check all that apply:

- Current research
- County, state and federal sources
- Database analyses (utilization, practice management, medication Rx, etc.)
- Department chair/ leadership
- Department/specialty case reviews that highlight potential problems
- Departmental quality metrics
- Expert faculty opinion
- Focus groups
- Medical chart review
- Morbidity and mortality data
- National guidelines (NIH, CDC, AHRQ, etc)
- Needs assessment survey
- New medical knowledge
- Other
- Patient safety data
- Peer-reviewed literature review
- Prior activity feedback
- Publicly reported performance data
- QA/QI data or dashboards
- Regulatory requirement (Joint Commission, MOC, etc)
- Request for remediation
- Specialty society guidelines

If other, please specify:

Upload Needs Assessment Documentation (Accepted file types: Word, Excel, PDF)

UCSDH_WHI_Needs Assessment Survey_v1_2023 (1).docx

Will you be providing non-educational intervention(s) with this activity?

- Yes No

If yes, please specify:

Upload Documentation if available (Accepted file types: Word, Excel, PDF)

Barriers

What potential barriers do you anticipate learners may encounter when trying to make the changes this activity is designed to promote? * (required)

Provider Barriers

- Clinical Knowledge/Skill/Expertise
- Recall/Confidence/Clinical Inertia
- Peer Influence
- Motivation
- Cultural Competence
- Fear/Legal Concerns

Team Barriers

- Roles and Responsibilities
- Shared Values and Trust
- Communication
- Team Structure
- Competence
- Consensus

Patient Barriers

- Patient Characteristics
- Patient Adherence

System/Organization Barriers

- Work Overload
- Practice Process
- Referral Process
- Cost/Funding
- Insurance Reimbursement
- Culture of Safety

Other Barriers

- Lack of Opportunity

Not Enough Time

None

No Barriers

How will you incorporate strategies to remove, overcome, or address these barriers in your activity?
What tools will you provide the learners with?

Our team will look to describe the many possible components of a geriatric ED based on the GED Guidelines

Objectives, Learning Outcomes and Competencies

Objectives/Learning Outcomes

Learning objectives must be measurable and provide linkage to the desired outcome(s) of the activity. For more information, use the following [resource for writing objectives](#).

To enter your objectives/learning outcomes, type an objective/learning outcome into the table below. Typical activities list approximately 1-2 learning objectives per practice gap, or 3-4 learning objectives per overall activity.

To add additional objective/learning outcomes, click the (+) plus icon. To remove objectives, click the (-) minus icon.

At the conclusion of this activity, participants will be able to:

Number	Objective
1	1. Describe the many possible components of a geriatric ED based on the GED Guidelines
2	2. List the components of a successful application for ACEP Geriatric ED accreditation
3	3. Demonstrate familiarity with the GED Toolkits around delirium, dementia, and mobility
4	4. Present a brief description of a specific project to implement in their own ED.

AAPA Objectives

Number	Objective

Number	Objective

Number	Objective

Number	Learning Outcomes

Number	Objective

Number	Objective

Number	Objective
--------	-----------

Number	Objective
1	

Number	Objective
1	

Number	Objective
1	

Number	Objective

Number	Objective

NOTE: These objectives will be included in the activity listing/web-page and syllabus provided to learners.

Outcomes Measurement (required)

How do you intend to measure if changes in competence, performance and/or patient outcomes have occurred?

Knowledge/Competence:

- Evaluation/Self-Assessment (required)
- Audience Response System
- Customized pre/post test
- Demonstration/simulation of skill
- Embedded evaluation in online activity
- Physician feedback, surveys and evaluations
- Patient feedback, surveys and evaluations
- Other (please specify)

Learner Competence (Learner shows how to do):

- Objective measurement (e.g., observed, tested)
- Subjective measurement (e.g., self-reported)

Learner Performance (Learner demonstrates in practice):

- Objective measurement (e.g., observed, tested)
- Subjective measurement (e.g., self-reported)

Patient Health (Effects of what learner has done for a few):

- Objective measurement (e.g., observed, tested)
- Subjective measurement (e.g., self-reported)

Community/Population Health (Effects of what learner has done for many):

- Objective measurement (e.g., observed, tested)
- Subjective measurement (e.g., self-reported)

Learner Knowledge will also be measured for this activity:

- Objective measurement (e.g., observed, tested)
- Subjective measurement (e.g., self-reported)

Competencies

CME/CPD activities must be developed in the context of desirable physician attributes. Indicate which of the Accreditation Council for Graduate Medical Education (ACGME), and/or American Board of Medical Specialties (ABMS), Institute of Medicine (IOM), and Interprofessional Education Collaborative (IEC) core competencies will be addressed by this CME activity. Please only select the core competencies that most **closely** reflect the educational agenda of your activity.* (required)

ACGME/ABMS

- Patient Care or Procedural Skills
- Medical Knowledge
- Quality Improvement
- Practice-Based Learning and Improvement
- Interpersonal & Communication Skills
- Professionalism
- System-Based Practice

Institute of Medicine

- Provide Patient-Centered Care
- Work in Interdisciplinary Teams
- Employ Evidence-Based Practice
- Apply Quality Improvement
- Utilize Informatics

Interprofessional Education Collaborative

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

Other Competencies

AMA PRA Skills and Procedures

- Verification of Attendance
- Verification of Satisfactory Completion of Course Objectives
- Verification of Proctor Readiness
- Verification of Physician Competence to Perform the Procedure

American Osteopathic Association Competencies

- Osteopathic Philosophy/Osteopathic Manipulative Medicine
- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice-Based Learning and Improvement
- Systems-Based Practice

Nursing Quality Outcome Measures

- Professional Practice Behaviors
- Leadership Skills
- Critical Thinking Skills
- Nurse Competence
- High Quality Care Based on Best Available Evidence
- Improvement in Nursing Practice
- Improvement in Patient Outcomes
- Improvement in Nursing Care Delivery

CAPE Competencies

- Learner
- Patient-Centered Care
- Medication Use Systems Management
- Health and Wellness
- Population-Based Care
- Problem Solving
- Educator
- Patient Advocacy
- Interprofessional Collaboration
- Cultural Sensitivity
- Communication
- Self-Awareness
- Leadership
- Innovation and Entrepreneurship
- Professionalism

Financial Information

Enter information about funding for this activity in this section and upload a projected budget. Note that all commercial support pursued must be in compliance with the **ACCME Standards for Integrity and Independence in Accredited Continuing Education**.

Will you pursue commercial support for this activity (financial and/or in-kind)?

- Yes No

Will you pursue other non-commercial financial support such as government grants or private donations?

- Yes No

Will you provide exhibits and/or other promotional opportunities in conjunction with this activity?

- Yes No

You may retrieve our [budget template](#) to use, or upload your own format.

Upload Projected Budget (Accepted File Types: Excel, Word, PDF)

Collaboration Agreement_A0_UCSD_2022_Oct05.docx

Commendation Criteria

ACCME Commendation Criteria

The ACCME encourages and rewards accredited CME providers for implementing best practices in educational methods, engagement, evaluation, assessment of change, and generating meaningful outcomes.

For this activity, please consider whether any of the following criteria may apply. If you are uncertain, please leave blank or contact the CME team.

Promotes Team-Based Education

- C23 Members of interprofessional teams are engaged in the planning and delivery of Interprofessional continuing education (ICPE).
- C24 Patient/public representatives are engaged in the planning and delivery of CME.
- C25 Students of the health professions are engaged in the planning and delivery of CME.

▼ Requirements for C23, C24 & C25 (click to expand/collapse):

C23 Members of interprofessional teams are engaged in the planning and delivery of Interprofessional continuing education (ICPE).

Requirements:

- Includes planners from more than one profession (representative of the target audience) AND
- Includes faculty from more than one profession (representative of the target audience) AND
- Activities are designed to change competence and/or performance of the healthcare team.

C24 Patient/public representatives are engaged in the planning and delivery of CME.

Requirements:

- Includes planners who are patients and/or public representatives AND
- Includes faculty who are patients and/or public representatives.

C25 Students of the health professions are engaged in the planning and delivery of CME

Requirements:

- Includes planners who are students of the health professions AND
- Includes faculty who are students of the health professions.

Addresses Public Health Priorities

- C26 The provider advances the use of health and practice data for healthcare improvement.

- C27 The provider addresses factors beyond clinical care that affect the health populations.
- C28 The provider collaborates with other organizations to more effectively address population health issues.

▼ Requirements for C26, C27 & C28 (click to expand/collapse):

C26 The provider advances the use of health and practice data for healthcare improvement.

Requirements:

- Teaches about collection, analysis, or synthesis of health/practice data AND
- Uses health/practice data to teach about healthcare improvement.

C27 The provider addresses factors beyond clinical care that affect the health populations.

Requirements:

- Teaches strategies that learners can use to achieve improvements in population health.

C28 The provider collaborates with other organizations to more effectively address population health issues.

Requirements:

- Creates or continues collaborations with one or more healthcare or community organization(s) AND
- Demonstrates that the collaborations augment the provider's ability to address population health issues.

Enhances Skills

- C29 The provider designs CME to optimize communication skills of learners.
- C30 The provider designs CME to optimize technical and procedural skills of learners.
- C31 The provider creates individualized learning plans for learners.
- C32 The provider utilizes support strategies to enhance change as an adjunct to its CME.

▼ Requirements for C29, C30, C31 & C32 (click to expand/collapse):

C29 The provider designs CME to optimize communication skills of learners.

Requirements:

- Provides CME to improve communication skills AND
- Includes an evaluation of observed (e.g., in person or video) communication skills AND
- Provides formative feedback to the learner about communication skills.

C30 The provider designs CME to optimize technical and procedural skills of learners.

Requirements:

- Provides CME addressing psychomotor technical and or/procedural skills AND
- Includes an evaluation of observed (e.g., in person or video) psychomotor technical and/or procedural skill AND
- Provides formative feedback to the learner about psychomotor technical and/or procedural skill.

C31 The provider creates individualized learning plans for learners.

Requirements:

- Tracks the learner's repeated engagement with a longitudinal curriculum/plan over weeks or months AND
- Provides individualized feedback to the learner to close practice gaps.

C32 The provider utilizes support strategies to enhance change as an adjunct to its CME.

Requirements:

- Utilizes support strategies to enhance change as an adjunct to CME activities AND
- Conducts a periodic analysis to determine the effectiveness of the support strategies, and plans improvements.

Achieves Outcomes

- C36 The provider demonstrates improvement in the performance of learners.
- C37 The provider demonstrates healthcare quality improvement.
- C38 The provider demonstrates the impact of the CME program on patients or their communities.

▼ Requirements for C36, C37, & C38 (click to expand/collapse):

C36 The provider demonstrates improvement in the performance of learners.

Requirements:

- Measures performance changes of learners AND
- Demonstrates improvements in the performance of learners.

C37 The provider demonstrates healthcare quality improvement.

Requirements:

- Collaborates in the process of healthcare quality improvement AND
- Demonstrates improvement in healthcare quality.

C38 The provider demonstrates the impact of the CME program on patients or their communities.

Requirements:

- Collaborates in the process of improving patient or community health AND
- Demonstrates improvement in patient or community outcomes.

Select all that apply:

- JAC13 The provider engages patients as planners and teachers in accredited IPCE and/or CE
- JAC14 The provider engages students of the health professions as planners and teachers in accredited IPCE and/or CE
- JAC17 The provider integrates the use of health and/or practice data of its own learners in the planning and presentation of accredited IPCE and/or CE
- JAC18 The provider identifies and addresses factors beyond clinical care (e.g., social determinants) that affect the health of patients and integrates those factors into accredited IPCE and/or CE
- JAC20 The provider designs accredited IPCE and/or CE (that includes direct observation and formative feedback) to optimize communication skills of learners
- JAC21 The provider designs accredited IPCE and/or CE (that includes direct observation and formative feedback) to optimize technical and procedural skills of learners
- JAC22 The provider creates and facilitates the implementation of individualized learning plans
- JAC23 The provider demonstrates improvement in the performance of healthcare teams as a result of its overall IPCE program
- JAC24 The provider demonstrates healthcare quality improvement achieved through the involvement of its overall IPCE program
- JAC25 The provider demonstrates the positive impact of its overall IPCE program on patients or their communities

Signatures

Attestation:

Please review the UC San Diego [CME Application Terms and Conditions](#) before submitting your application.

By submitting this application, I attest to the accuracy and completeness of the application, accept responsibility for the planning, implementation and evaluation of this activity, and agree to the UC San Diego Application Terms and Conditions and associated accreditation fees.

Please indicate payment method (billed separately):

- Credit Card
- RMP recharge via a UC San Diego Chart of Accounts (COA)
- Check (mailed separately)
- Other, please specify

▼ COA Info

Enter the COA below:

Project (7 characters)

4200985

Task (6 characters max)

Funding Source (if sponsored research only, 7 characters)

If other payment method, please specify

Signature:

 John Cressler

Date:

02-28-2023