



Office of Continuing Medical Education
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FAQ for CME Planners

1. Is my Activity eligible for CME credit?

The core requirements for certifying an activity for AMA PRA Category 1 Credit are:

- Demonstrates educational needs.
- Communicate to prospective participants an identified educational purpose and/or objectives in advance of participation in the activity.
- Evaluate the effectiveness in achieving its educational needs and/or objectives.
- The activity is free from commercial bias and ineligible companies. (All participants must sign a Disclosure Form)
- Be certified in advance of the activity (an activity may not be retroactively approved for credit)

2. When should I send my application to you?

All individual activities need to be approved 4 weeks in advance by the CME office, however, the RSS applications are renewed every two years for direct providership.

3. What is an RSS activity?

The ACCME defines a regularly scheduled series (RSS) as an activity that is planned as a series with multiple, ongoing sessions (sessions that are offered weekly, monthly, or quarterly). Examples include grand rounds, tumor boards, and morbidity and mortality conferences.

4. How often do we need to have an evaluation submitted?

After participating in an activity, all learners should complete an evaluation to receive CME credit. For RSS activities, evaluations are required every three months by the CME office.

5. How many days do I have to turn in the attendance sheet after an activity?

Please email the attendance sheet within five days to CMEoffice@marshall.edu, if you have learners who are not on the activity sheet, please add them to the list of [Medical Staff for CME](#) on our online form. If you do not have an updated attendance sheet, please email CMEoffice@marshall.edu for an updated sheet.

6. How often do you need to turn in a Relevant Financial Form?

All Planners, teachers, instructors, faculty, authors, writers, reviewers, and others must complete a [Disclosure of Information about All Financial Relationships from Planners, Faculty, and Others Form](#) on our website and submit it via email to CMEoffice@marshall.edu All new RFR forms must be updated annually.

7. If I have a special guest speaker, such as for ground rounds, how do I get approval so that learners can receive CME credit?

Complete our [new speaker form](#), located on the CME site. All new Speaker Applications need to be turned in four weeks in advance with all documents uploaded to the site.

8. Why do I need to supply practice gaps, needs assessments, and learning objective information?

These are ACCME requirements. The ACCME requires that accredited providers: a) use needs assessment data to plan CME activities, b) incorporate into CME activities the educational needs (competence, performance, and patient outcome) that underlie the professional practice gaps of their own learners, and c) communicate the purpose or objectives of the activity so the learner is informed before participating in the activity.

If you are new to the process, or you have a question about how to develop needs, gaps, and objectives for large meetings or regularly scheduled series (RSS), you should contact our CME office.

9. How do you identify the cause of the gap?

Ask yourself: Why does the gap or problem exist? What are the underlying needs or causes of the gap that should be addressed? Does the problem or gap exist because there is a knowledge deficit (learners don't know something), a competency problem (learners don't have methods or strategies to do something), or a performance deficit (learners don't execute the methods or strategies resulting in sub-optimal behavior)? Or some combination of causes? Describe how the gap or problem was analyzed. What sources and kinds of information did you use to determine the cause of the gap or problem? Your analysis of the causes of the gaps is your needs assessment and must link to the sources you have included with the application.

10. How do you develop learning objectives?

Before developing the educational content, it is important to consider the identified gaps and desired results. Learning objectives should be based on the gaps and represent the translation of educational goals. The planners should create and present the learning objectives to speakers and faculty, not the other way around. Well-thought-out objectives will guide the faculty in creating content that will help the learners close their gaps. The objectives should use action verbs and criteria that will help activity planners evaluate whether the gap was closed and if the activity improved competency, influenced behavior, and/or improved patient outcomes.

11. Is there any specific wording that CME requires on the promotional materials?

Yes. The most updated certification statement needs to be listed on any promotional material. If someone receives financial or in-kind support from ineligible companies, it must also be acknowledged. Please send a copy of the promotional materials to your CME Office for review before publication.

Updated July 2023, by Mohammed Ranavaya, MD, JD, Associate Dean, CME