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Office of Continuing Medical Education

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**RSS ANNUAL REVIEW FORM**

*This form is used to describe the overall effectiveness of the RSS Activity during the past 12 months****. It is due no later than 31 days following the conclusion of the series.******Approval for the upcoming series cannot be awarded until this form is submitted****.*

|  |  |
| --- | --- |
| Series Title: | |
| This activity is presented by the Department(s) of | Division(s) of |
| Occurs on an academic or calendar year? | Location:  Virtual: Y/N:  Hybrid: Y/N: |
| Activity Director: | Coordinator/Assistant: |
| Date Annual Review Submitted | FOR OCME USE ONLY: **Date Reviewed:**  **OCME Director Signature:**  \_\_\_\_\_AMA PRA Cat. 1 credits max. |
| Annual Review Period: **Begin Month \_\_\_\_01/2\_\_\_\_\_\_\_\_ Year \_\_\_2024\_\_\_\_\_**  **End Month \_\_\_\_12/30\_\_\_\_\_\_ Year \_\_2024\_\_\_** |

#### Based on the sessions/conferences you have held during the PAST 12 MONTHS, evaluate the overall effectiveness of the entire series. (Tell us what you’ve done.) Highlight at least 2 practice gaps addressed within the past year and provide the corresponding learning objective and outcome or result. *A minimum of 2 practice gaps from the past year must be identified.*

#### THE FOLLOWING DEFINITIONS WILL HELP WITH YOUR RESPONSES. SEE EXAMPLE BELOW:

**Professional Practice Gap** – Difference between actual (what is) and ideal (what should be) practice with regard to professional and/or patient outcomes

**Learning Objectives** – What was the participant able to do after the activity? Use action verbs.

**Outcome / Result** – What did the participant change in their practice setting? How did the education impact their clinical practice and/or behavior? How was this change/outcome measured, ex, participant evaluations, post tests?

**Knowledge/Competence** - new abilities / strategies / skills / knowing how to do something and

**Performance** – What one actually does in practice

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional**  **Practice Gap** | **This was gap/need:**  **(Check all that apply)** | **Learning Objective** | **Outcome / Result** |
|  | Knowledge/Competence  Performance  Patient Outcomes | . |  |
|  | Knowledge/Competence  Performance  Patient Outcomes |  |  |
|  | Knowledge/Competence  Performance  Patient Outcomes |  |  |
|  | Knowledge/Competence  Performance  Patient Outcomes |  |  |

|  |
| --- |
| **EVALUATING AND IDENTIFYING IMPROVEMENTS** |
| To what degree has this series:met its intended purpose? reached its intended audience?  (3) addressed the intended content areas? What improvements can make this series more effective? |
| **Real World Considerations** |
| (1) Did this series implement non-educational strategies or reinforcement techniques (ex, pocket cards, electronic reminders, implement use of checklists) to enhance change? If so, please explain.(2) Describe how you incorporated opportunities for addressing patient safety, quality and implementation of best practices within the past year?(3) Are there examples of collaborative projects or initiatives between participants and other departments within Emory University School of Medicine or outside of Emory? If yes, please describe. Explain how you will engage in collaboration and cooperation with other stakeholders in the upcoming year? |
|  |

|  |
| --- |
| **Future planning (TELL US YOUR PLANS FOR THE NEXT YEAR)** |
| Provide a general description of the educational topics or overall themes to be addressed in the series for the upcoming year, such as who will benefit most by attending, description of the content areas (topics of medicine, disease states, departmental quality issues); or the most important lessons attendees will learn. |
|  |

In the upcoming year, do you plan to solicit educational grants? **(C9, C10)**  No  Yes

***(If yes, all Letter(s) of Agreement must be signed and submitted to OCME).***

**Are any medical students, residents, other health professions (not physicians) engaged in the planning or delivery of this CME activity?** No Yes If yes, please describe:

**Writing Clear Learning Objectives**

A clear learning objective states what the learner will be able to do upon completion of a continuing medical education activity, in terms of behavioral change. A clear objective identifies the terminal behavior or desired outcome of the educational offering.

When writing objectives, follow these 3 steps:

**Step 1**

Learning objectives begin with the phrase:

“At the conclusion of this activity, participants will be able to…”

**Step 2**

Connect step one with an action verb which communicates the performance by the learner. Use verbs which describe an action that can be observed and that are measurable within the teaching time frame (e.g., via a post-test).

**SAMPLE VERBS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Synthesis** | **Evaluation** |
| define | classify | apply | analyze | arrange | assess |
| identify | compile | calculate | calculate | assemble | compare |
| label | conclude | demonstrate | categorize | compose | critique |
| list | discuss | develop | classify | construct | decide |
| match | describe | interpret | criticize | design | determine |
| name | explain | locate | compare | develop | establish |
| recall | express | operate | contrast | diagnose | evaluate |
| recognize | give examples | perform | determine | manage | judge |
| record | identify | practice | differentiate | organize | justify |
| relate | interpret | predict | distinguish | plan | measure |
| repeat | recognize | present | examine | propose | rate |
| select | summarize | report | outline | relate | recommend |
| state | translate | use | test | summarize | select |

**Step 3**

Conclude with the specifics of what the learner will be doing when demonstrating achievement or mastery of the objectives. Stress what the participant will walk away from the activity with.

**Words to Avoid**

|  |  |  |  |
| --- | --- | --- | --- |
| appreciate | believe | improve | learn |
| approach | grasp the significance of | increase | thinks critically |
| become | grow | know | understand |