Avera CE Portal will be unavailable!

Saturday, August 20th from 9pm-1am EST

CloudCME is undergoing system maintenance and the site will be unavailable during this time.

Application Updates

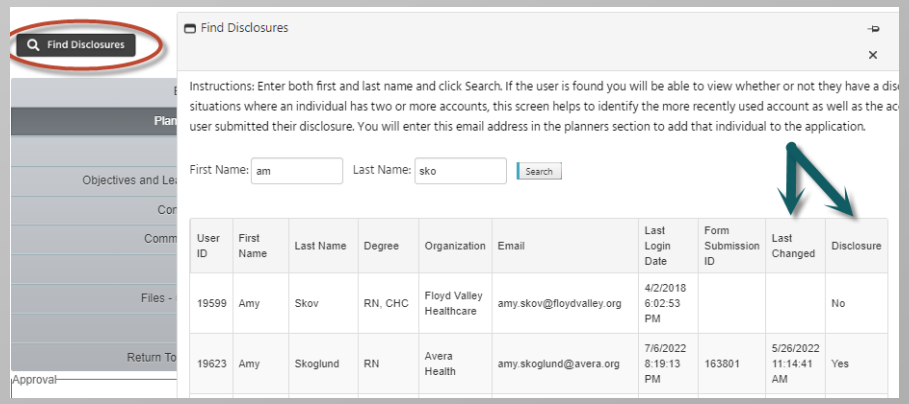
CloudCME has been making improvements and there are a few more coming

We have submitted our JA Application and are making the small changes to be in compliance for 2023 applications

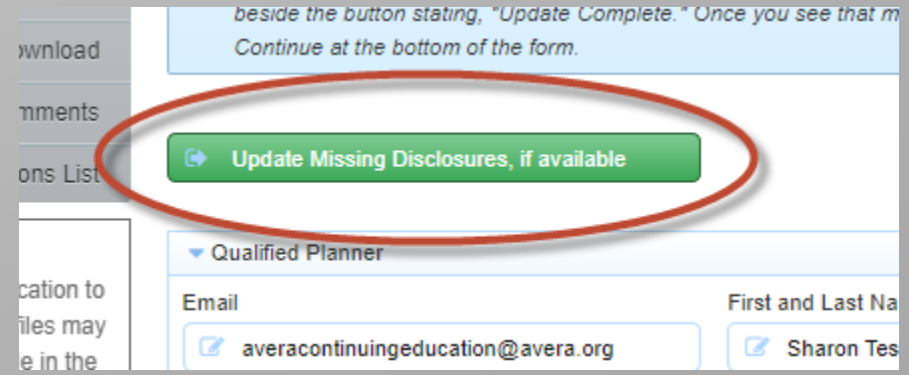
CloudCME Updates

CloudCME has been making improvements

- All Tabs:
  - Find Disclosure Button is back! Functionality expanded to search what you type vs having to have exact name. The last changed column tells you when they last completed their disclosure.



- Planners and Faculty Tab:
  - You now have a button to see if faculty or committee have updated disclosures



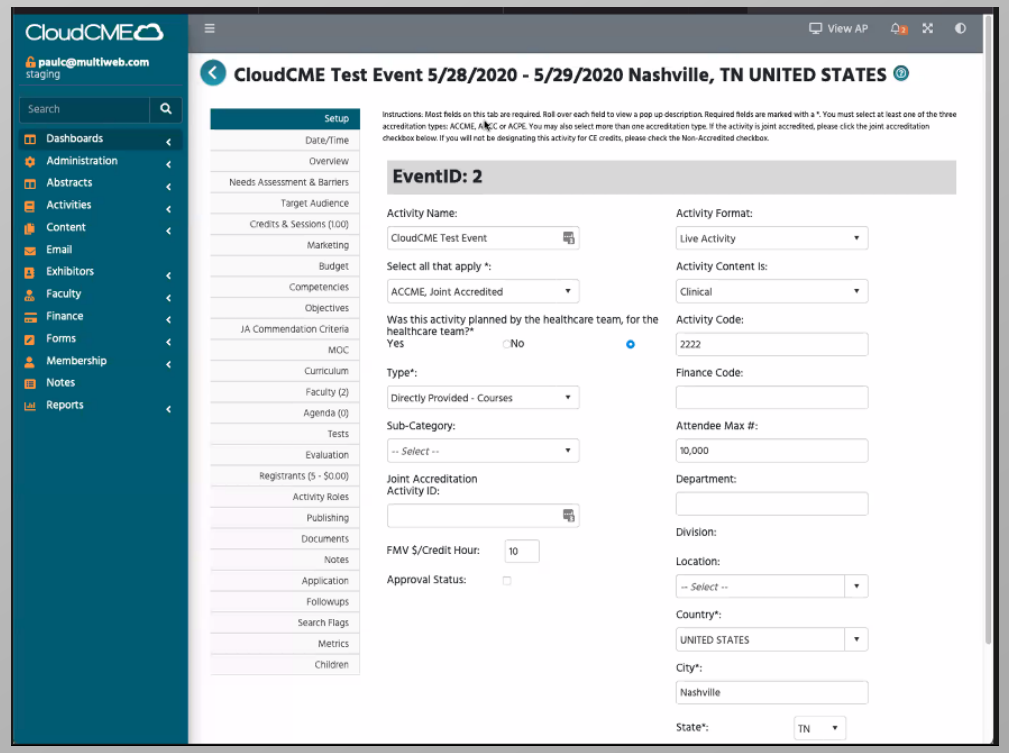
and there are a few more coming….

CloudCME Updates

CloudCME has been making improvements has a few more changes coming….

- 7/26 – Update to Administrative Interface (back end). If you use this you will see the "tabs" will change so a side view and you can search for what you are looking for in Activity Manager. More useful on all screen types (phone, Ipad, computer)

- 8/26 – Update to the record attendance maintenance screen in the back end (no demo yet). Should not affect attendance. Sharon will send email 8/22 on back up plan for 8/26-8/29 courses – Just in case!

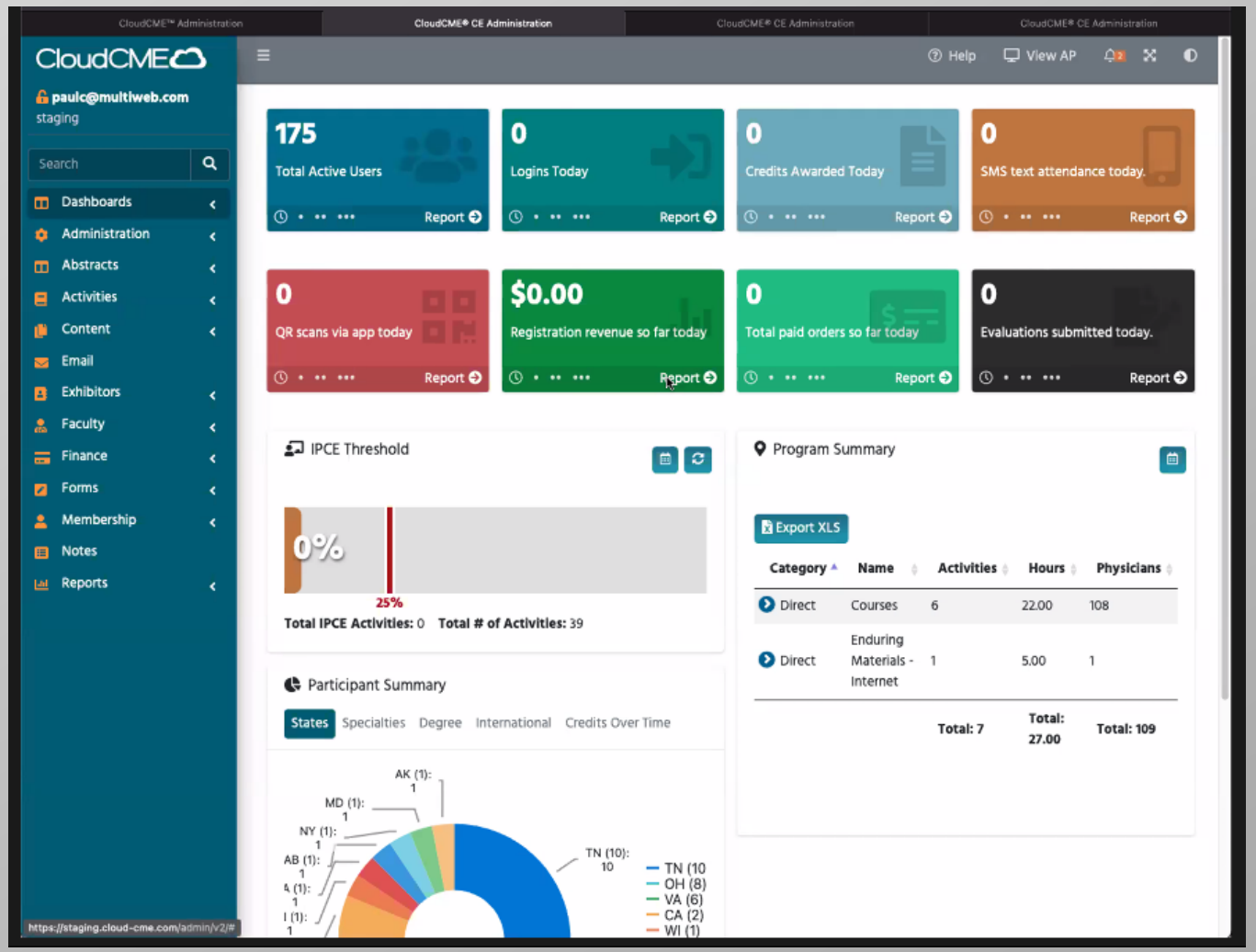


If you experience ANY issues in the CE Portal, please email averacontinuingeducation@avera.org to report the issue.

CloudCME Updates

CloudCME has been making improvements has a few more changes coming….

- Future:
  - Back end Dashboard will be updated
  - Dark Mode



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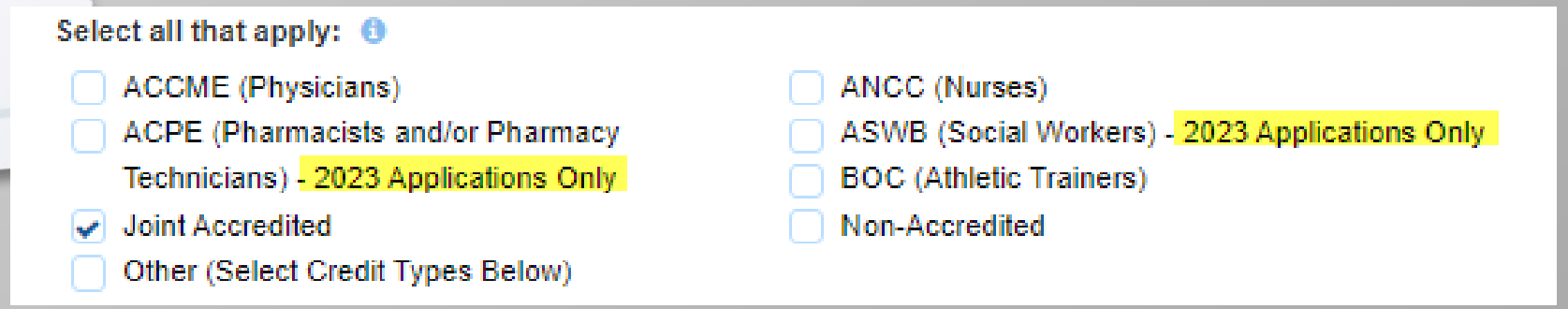
JA Application Updates

Basic Information Tab

Additional credit types for 2023 Activities

- ACPE – Pharmacists & Pharmacy Technicians
- ACE – ASWB Social Work
- BOC – Athletic Training



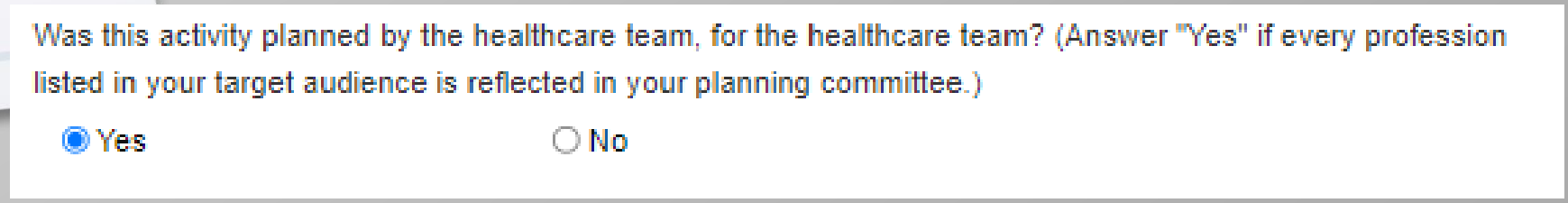
NOTE: These credit types may not be available until February 2023, due to implementation time

JA Application Updates

Basic Information Tab

New questions now live and need to be answered:

Was this activity planned by the healthcare team, for the healthcare team? (Select "YES" if every profession listed in your target audience is reflected in your planning committee)



JA requires that 25% of actives are planned by the team and for the team to learn with and from each other :

This means that it is not just 'information is appropriate for all, and we all helped' (Learning in Parallel). We also must have components of discussing roles/ barriers and how we can best work together to provide care to patients.

JA Application Updates

Gaps and Needs Tab

New questions now live and need to be answered:

Explain how you ensured the activity was generated around valid content.

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

Standard 1: Ensure Content is Valid

Standard 1 applies to all accredited continuing education.

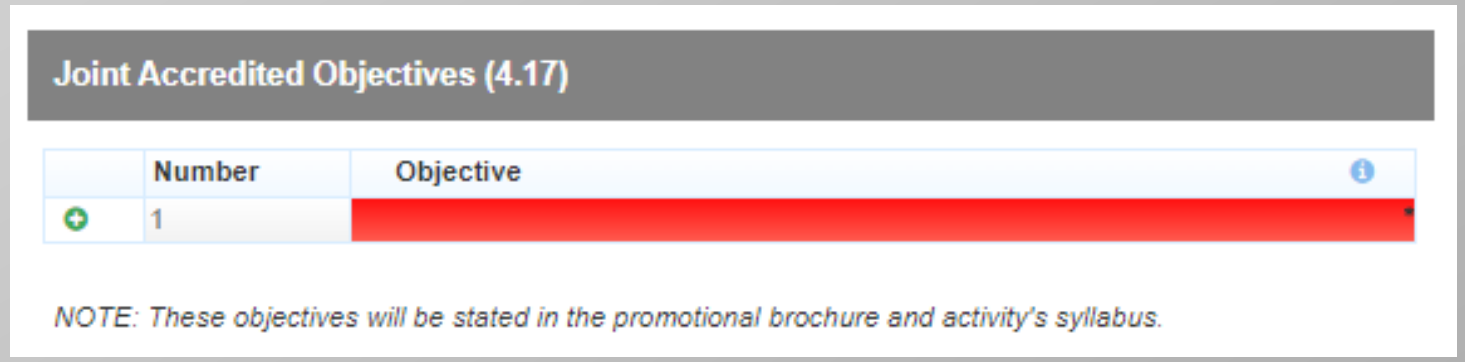
Accredited providers are responsible for ensuring that their education is fair and balanced and that any clinical content presented supports safe, effective patient care.

1. All recommendations for patient care in accredited continuing education must be based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.
2. All scientific research referred to, reported, or used in accredited education in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation.
3. Although accredited continuing education is an appropriate place to discuss, debate, and explore new and evolving topics, these areas need to be clearly identified as such within the program and individual presentations. It is the responsibility of accredited providers to facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.
4. Organizations cannot be accredited if they advocate for unscientific approaches to diagnosis or therapy, or if their education promotes recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients.

JA Application Updates

Objectives and Learning Outcomes Tab

Objectives: will only need ONE set of objectives



25% needed to learn with and from each other. Please ensure that you have at least ONE objective that reflects this.

Example: Discuss roles in reduction of falls among members of the healthcare team to learn with and from each other.

JA Application Updates

Objectives and Learning Outcomes Tab

AMA PRA Skills and Procedures: there are some new AMA PRA Skills & Procedures as well as CAPE & PTCB Competencies

AMA PRA Skills and Procedures

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

CAPE & PTCB Competencies

CAPE Competencies

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

PTCB Competencies

- [ ] Pharmacology for Pharmacy Technicians
- [ ] Pharmacy Law and Regulations
- [ ] Sterile and Non-Sterile Compounding
- [ ] Medication Safety
- [ ] Pharmacy Quality Assurance
- [ ] Medication Order Entry and Fill Process
- [ ] Pharmacy Inventory Management
- [ ] Pharmacy Billing and Reimbursement
- [ ] Pharmacy Information Systems Usage
- [ ] Verbal Communication Skills for Pharmacy Technicians

JA Application Updates

Commendation Criteria Tab

Commendation Criteria (6.0)

JA Commendation Criteria

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
- [ ] JAC15 The provider supports the continuous professional development of its own education team
- [ ] JAC16 The provider engages in research and scholarship related to accredited IPCE and/or CE and disseminates findings through presentation or publication
- [ ] 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
- [ ] JAC19 The provider collaborates with other organizations to address population health issues
- [ ] 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

Questions?

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