

Guide to Completing RSS Application

OFFICE OF CONTINUING PROFESSIONAL DEVELOPMENT
RSS COORDINATOR: JENNIFER TURNER, CA

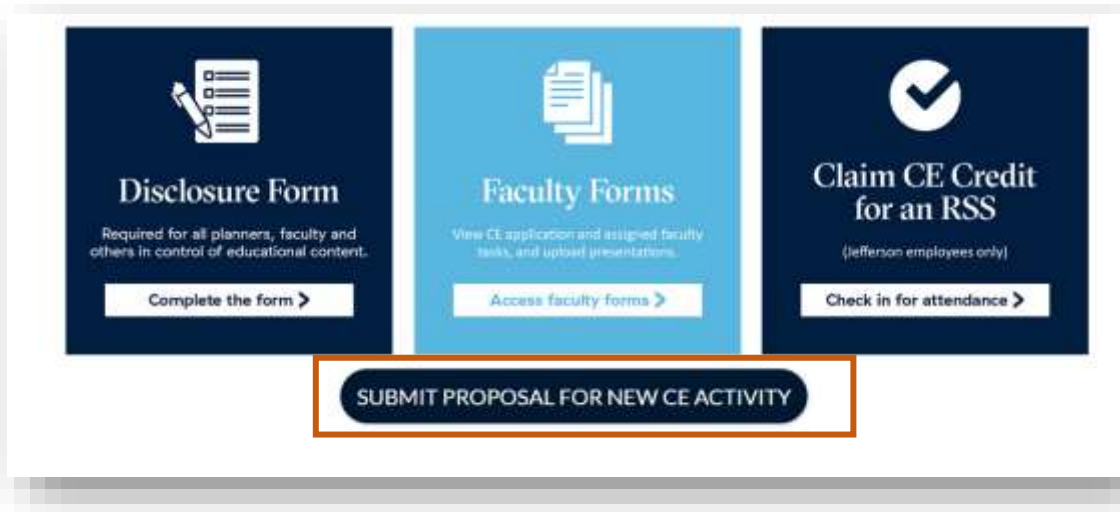
Basic Information

Step 1: Go to <https://jefferson.cloud-cme.com/>

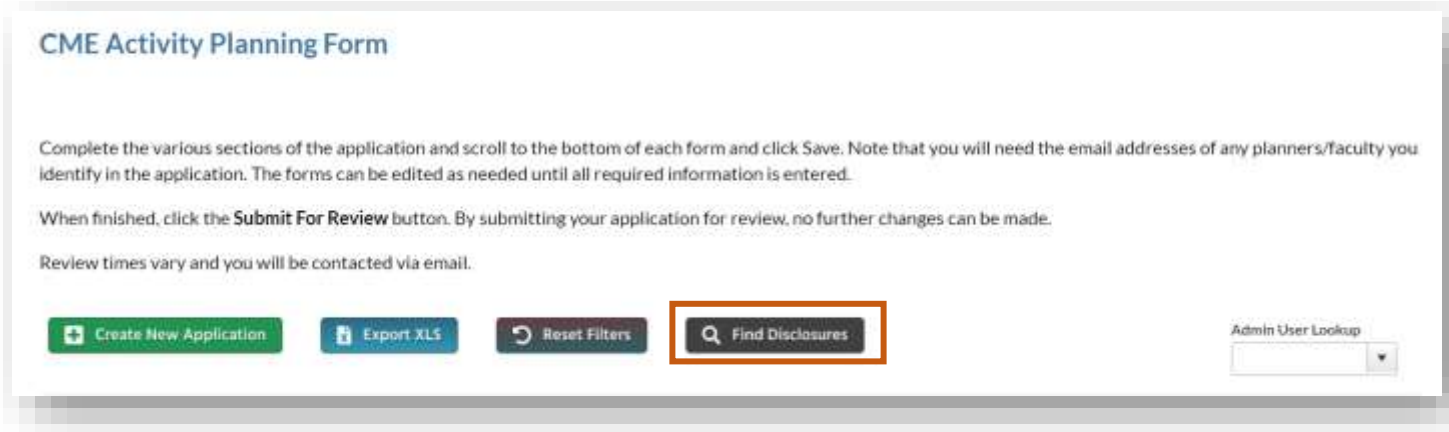
Step 2: Jefferson users/RSS Coordinators: sign in with your Campus Key and Password



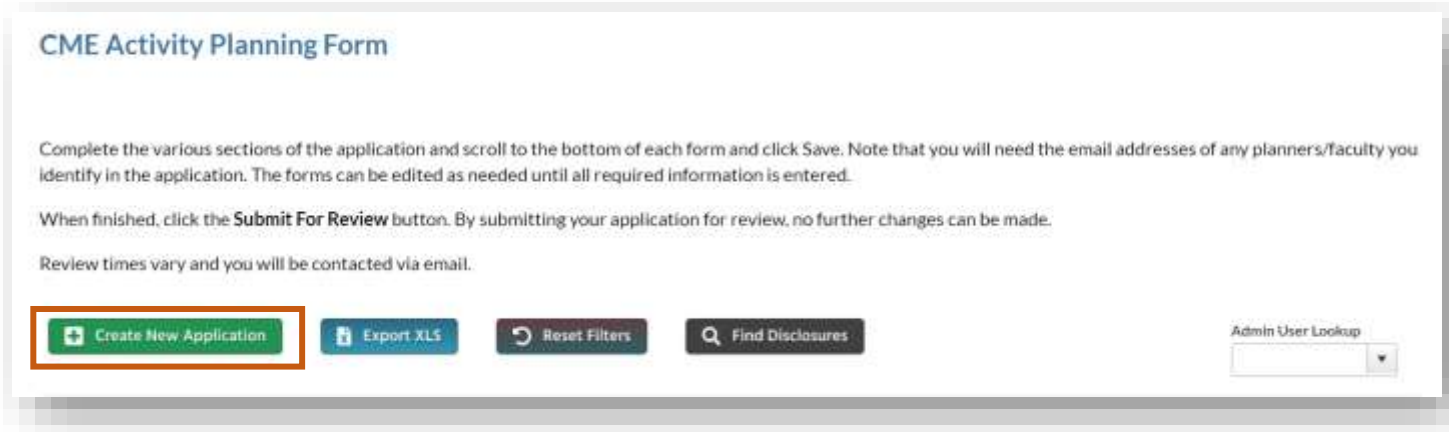
Step 3: After log in, Click Submit Proposal for New CE Activity on the home page.



Step 4: Confirm Planners have a current Disclosure Form. Representation for each credit type requested must be on the planning committee and actively participate in planning. Nurse Planners are required to have a minimum of a BSN. Those planners representing a licensed profession must have a current license. Applications received without disclosures from all planning committee members will be delayed approval until disclosures are completed.



Step 5: Click Create New Application.




Step 6: Complete the various sections of the application and scroll to the bottom of each form and click **Save**. Note that you will need the email addresses of any planners/faculty you identify in the application. The forms can be edited as needed until all required information is entered.

When selecting credit types, include **Joint Accredited**. If more than one credit type is selected, the response is **Yes** to the question was the activity planned by and for the healthcare team.

Basic Information

Specify the following for your activity

Activity Name: * 

Select all that apply: * 

- | | |
|---|--|
| <input type="checkbox"/> ACCME (Physicians) | <input type="checkbox"/> ANCC (Nurses) |
| <input type="checkbox"/> ACPE (Pharmacists and/or Pharmacy Technicians) | <input type="checkbox"/> AAPA (Physician Assistants) |
| <input type="checkbox"/> CDR (Registered Dietitians and Dietetic Technicians) | <input type="checkbox"/> APA (Psychologists) |
| <input type="checkbox"/> Non-Accredited | <input type="checkbox"/> Other |
| | <input type="checkbox"/> Joint Accredited |

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

- Yes No

Step 7: Select Directly Provided- Regularly Scheduled Series

Activity Type: * 

- Directly Provided - Internet Live Course
- Directly Provided - Internet Searching and Learning
- Directly Provided - Journal CME
- Directly Provided - Learning from Teaching
- Directly Provided - Performance Improvement
- Directly Provided - Regularly Scheduled Series
- Directly Provided - Test Item Writing

Step 8: Select Directly Provided-Regularly Scheduled Series

Activity Format: *

Directly Provided - Journal CME/CE

Directly Provided - Learning from Teaching

Directly Provided - Live Course

ANCC Directly Provided - Other/Blended Learning

Directly Provided - Performance/Quality Improvement

Directly Provided - Regularly Scheduled Series

Directly Provided - Test-Item Writing

AMA Jointly Provided - Committee Learning

Jointly-Based CME activity test-item writing activity

Step 9: Select how the RSS activity will be delivered. It can be one or both options.

Delivery Method: *

In-Person Livestreamed

Step 10: Depending on the credit(s) types selected, additional information is required. For RSS activities, select the options noted with a check mark. ACPE (pharmacy credit) is almost always a Knowledge-Based activity. For this credit type, select the Topic that most relates to the content that will be shared in the RSS series.

ANCC

ANCC Activity Type: Select ONE ⓘ

- Learner Directed, Learner Paced
- Provider Directed, Learner Paced
- Provider Directed, Provider Paced


ACPE

Is this activity: Select ONE ⓘ

- Knowledge-Based (K)
- Application-Based (A)
- Certificate Program

Topic Designator: Select ONE ⓘ

- 01-Disease State Management/Drug Therapy
- 02-AIDS Therapy
- 03-Pharmacy Practice
- 04-General Pharmacy
- 05-Patient Safety
- 06-Immunizations
- 07-Compounding
- 08-Pain Management



Select the topic that most relates to content of the RSS series.

AAPA

AAPA Activity Formats:

- Live
- Enduring Material
- Precepting / Clinical Teaching
- Regularly Scheduled Series
- Self-Assessment
- Quality or Performance Improvement (PI)

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 |
| <input type="checkbox"/> Other | |

Step 11: *Clinical content* is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, the discipline of clinical medicine, and the provision of health care to the public. Planners and Presenters of clinical content are required to complete a disclosure.

Non-clinical content includes topics such as ethics, leadership, and communication. Planners and Presenters of non-clinical content are not required to complete a disclosure.

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


Step 12: Identify the department responsible for the RSS activity.

Department 

Step 13: Provide a brief summary of the RSS activity.

Synopsis (short description shown on listing pages - 300 character max): 

Step 14: Provide a more detailed description of the RSS activity. Include the Who [target audience], What [description of RSS series], and Why [how the RSS series will support the target audience].

Activity Description (shown on detailed course page and marketing materials): 

Who [target audience], What [description of RSS series], and Why [how the RSS series will support the target audience]

Step 15: Select credit types this activity offers. Representation of each credit type selected must be on the planning committee. The circled credit types are offered by OCPD. If you would like to offer credit types *not* highlighted, contact the OCPD office. *Do not select General Attendance.*

Type of Credit Requested: * [i](#)

<input type="checkbox"/> AMA PRA Category 1 Credits™	<input type="checkbox"/> Non-Physician Attendance
<input checked="" type="checkbox"/> General Attendance	<input type="checkbox"/> ANCC Contact Hour(s)
<input type="checkbox"/> ACPE Contact Hour(s)	<input type="checkbox"/> AAPA Category 1 CME Credits
<input type="checkbox"/> CDR Credit	<input type="checkbox"/> APA Credit
<input type="checkbox"/> Nursing Pharmacology Credit	<input type="checkbox"/> PA Patient Safety and Risk Credit
<input type="checkbox"/> ABIM MOC Part 2	<input type="checkbox"/> ABIM MOC Patient Safety
<input type="checkbox"/> ABP MOC Part 2	<input type="checkbox"/> ABA MOCA Part 2
<input type="checkbox"/> ABA MOCA Patient Safety	<input type="checkbox"/> ABPath MOC Part II
<input type="checkbox"/> ABO MOC Part II	<input type="checkbox"/> ABO MOC SAM
<input type="checkbox"/> ABO MOC Patient Safety	<input type="checkbox"/> ABOHNS MOC Part II
<input type="checkbox"/> ABOHNS MOC Patient Safety	<input type="checkbox"/> ABS CC
<input type="checkbox"/> ABS CC SAM	<input type="checkbox"/> AAFP: American Academy of Family Physicians
<input type="checkbox"/> AANP: The American Association of Nurse Practitioners	<input type="checkbox"/> AARC: American Association for Respiratory Care
<input type="checkbox"/> CRNA: Nurse Anesthetist	<input type="checkbox"/> AAST: American Association of Sleep Technologists
<input type="checkbox"/> PA	<input type="checkbox"/> EMT/EMS
<input type="checkbox"/> Therapist - PT	<input type="checkbox"/> Social Work

Step 16: At this time, OCPD does not offer MOC credit for RSS activities. (March 2023)

MOC

Provides MOC? [i](#)

Yes No

Step 17: Identify location of the RSS activity.

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 ▼

City: * ⓘ

State: PA ▼

Country: ☰ UNITED STATES ▼

Step 18: For RSS activities, *the start and end date should be the same date.*

Activity Start and End Dates

For Regularly Scheduled Series, the Start and End date should be the same date. You will set a recurrence pattern below to indicate the frequency the RSS will occur.

Series Start Date * ☰ ⓘ

Series End Date * ☰ ⓘ

Activity Start and End Times

Start Time: ⓘ

🕒 05:30 AM

End Time: ⓘ


🕒 06:30 AM

Time Zone: ⓘ

☰ (GMT -5:00) Eastern Time (US & Canada), Bogota, Lima ▼

Step 20: Select RSS activity type.


RSS Details

Series Type: 


Grand Rounds Case Conference Journal Club

Tumor Board Other

If other series type, please specify:




Step 21: Determine the frequency of the RSS activities within the series.

RSS Frequency: 

Weekly Monthly

If other frequency, please specify:



Step 22: Select the Target Audience. The target audience is the group for which the RSS activity has been designed or the professions that would benefit from the content. It does not relate to the credit type(s) requested.

Target Audience

Activity Professions:


<input type="checkbox"/> Allied Dental Staff	<input type="checkbox"/> Allied Health Professional
<input type="checkbox"/> Athletic Trainer	<input type="checkbox"/> Case Manager
<input type="checkbox"/> Chiropractor	<input type="checkbox"/> Consumer/Patient/Family Member
<input type="checkbox"/> Dentist	<input type="checkbox"/> Dietetic Technician
<input type="checkbox"/> Educator	<input type="checkbox"/> EMT/EMS/First Responder
<input type="checkbox"/> Health Care Executive	<input type="checkbox"/> Industry - Exhibitor
<input type="checkbox"/> Industry - Grantor	<input type="checkbox"/> Industry - Other
<input type="checkbox"/> Medical Assistant	<input type="checkbox"/> Mental Health Worker
<input type="checkbox"/> Midwife	<input type="checkbox"/> Nurse
<input type="checkbox"/> Nurse (ABCGN)	<input type="checkbox"/> Nurse Anesthetist
<input type="checkbox"/> Nurse Practitioner, Advanced Practice Nurse	<input type="checkbox"/> Nutritionist/Dietician
<input type="checkbox"/> Optometrist	<input type="checkbox"/> Other
<input type="checkbox"/> Other - HealthCare Professional	<input type="checkbox"/> Other - NonHealth Care
<input type="checkbox"/> Perfusionist	<input type="checkbox"/> Pharmacist
<input type="checkbox"/> Pharmacy Technician	<input type="checkbox"/> Physician
<input type="checkbox"/> Physician (AAFP)	<input type="checkbox"/> Physician (Fellow)
<input type="checkbox"/> Physician (Resident)	<input type="checkbox"/> Physician Assistant
<input type="checkbox"/> Podiatrist	<input type="checkbox"/> Psychologist
<input type="checkbox"/> Registered Dietician	<input type="checkbox"/> Researcher (clinical/ basic science)
<input type="checkbox"/> Social Worker	<input type="checkbox"/> Student
<input type="checkbox"/> Technician - Other	<input type="checkbox"/> Technician - Pharmacy
<input type="checkbox"/> Technician - Sleep	<input type="checkbox"/> Therapist - OT

Step 23: Identify specialties that would benefit from the RSS activity. To add additional specialties, click the green '+' sign on the top right of the Specialty Section.

To select all Specialties, check the checkbox below:

All Specialties

To specify certain Specialties, begin by selecting a specialty from the Specialties dropdown below. To add additional Specialties, click the green plus (+) sign.

Specialties Section 

Specialties ⓘ

List other specialties here:

Gap and Needs


Professional Practice Gap

The process of planning begins with identifying when an educational intervention might be a desired intervention to address a change that has been made to a standard of care, a problem that exist in practice, or an opportunity for improvement. Professional practice gaps are not limited to clinical practice and may also exist in areas of professional work such as administration, education, and research.

The difference between the current state and the desired state of practice is the identified practice gap.



The description summarizing the professional practice gap(s) should address what the problem is and why it is a problem. The problem is validated by the evidence.

State the professional practice gap(s) of the healthcare team/members on which the activity was based (100 words max): * 

Educational Need

A needs assessment is the process of determining what underlying education needs (knowledge, competency, or performance) are contributing to the professional practice gap. These needs should be targeted by the education.

When the professional practice gap has been identified, a needs assessment is conducted to determine the underlying educational needs of the target audience or healthcare team. A learning need is related to a deficit that would make an improvement, reduce the gap, and/or help resolve the problem.

Underlying educational need-what does the target audience not know, or what the target audience is not doing that is contributing to the professional practice gap.

Knowledge: the learner doesn't know something (understanding)

Skill/Strategy (Competence): the learner does not know how to do something (understanding + strategy about how to implement in practice)

Performance: the learner isn't doing something (understanding + strategy + implementation in practice)



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

- Knowledge Need
 Skill/Strategy Need
 Performance Need

Add more detail based on the Knowledge need (50 words max): *

Word Count:

Add more detail based on the Skills/Strategy need (50 words max): *

Word Count:

Add more detail based on the Performance need (50 words max): *

Valid Content

Valid content is based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.

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.

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.


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




Active Learning

Active learning in continuing professional development emphasizes learner engagement, participation, and reflection. It encourages collaboration, problem-solving, and the application of knowledge in practical context.

1. **Collaborative Activities:** Learners engage in group discussions, case studies, and teamwork, fostering knowledge sharing and collaboration with peers. This interaction allows participants to learn from each other's experiences, perspectives, and insight.
2. **Problem-Based Learning:** Learners are presented with authentic, real-life problems or scenarios that require them to analyze, evaluate, and develop solutions. This approach encourages critical thinking, decision-making, and the application of theoretical knowledge to practical solutions.
3. **Simulation and Role Playing:** Through simulations or role-playing exercises, participants can experience and practice skills in a safe and controlled environment. This method allows for hands-on learning, experimentation, and reflection on professional practices.
4. **Reflective Practice:** Active learning in CPD often includes activities that promote reflection on one's own professional practice. This may involve keeping journals, engaging in self-assessment, receiving feedback from peers or mentors, and identifying areas for improvement and further learning.
5. **Technology Integration:** Active learning can leverage technology tools and platforms to enhance engagement and interaction. This may include online discussions, virtual simulations, interactive multimedia sources, or gamified learning experiences.

Explain how the activity promotes active learning for the healthcare team that is consistent with the activity's desired results (50 words max): * 



When finished, click the **Submit For Review** button. By submitting your application for review, no further changes can be made. Review times vary and you will be contacted via email.

Applications may be view by following Steps 1-3. In this dashboard, application may be duplicated or deleted. When communication with OCPD about your application, include the Activity ID number.

[Create New Application](#)
[Export XLS](#)
[Reset Filters](#)
[Find Disclosures](#)
Admin User Lookup

Filter By Application Status:
 Filter By Accreditation:
 Filter By Activity Type:
 Filter By Date Range:

Filter By Event Name:

ActivityID	Activity Details	Author	Planners	Disclosure Status	Copy	Delete
<input type="text"/>	<p>Activity Type: Directly Provided - Live Course</p> <p>Activity Date: 2/27/2023 10:00:00 AM</p> <p>Last Revised: 1/29/2023 12:01:54 PM</p>	<input type="text"/>				
<input type="text"/>	<p>Activity Type: Directly Provided - Enduring Material</p> <p>Activity Date: 12/19/2022 6:30:00 AM</p> <p>Last Revised: 1/27/2023 9:59:08 AM</p>	<input type="text"/>				

Once the application is approved, the activity will appear on the RSS Dashboard.