



LOUISIANA STATE MEDICAL SOCIETY

EDUCATION & RESEARCH FOUNDATION

LSMS ERF Performance-in-Practice Structured Abstract

A tool for preparing and demonstrating compliance through performance-in-practice

Instructions: Complete this form for each activity selected for the ACCME's performance-in-practice review. Complete all sections applicable for the activity, and assemble attachments, marking each attachment with the appropriate number. If submitting material electronically, assemble a single PDF file that includes this form and the required attachments with each attachment bookmarked. Submit the abstract/attachments to the ACCME as instructed.

(Note: If Regularly Scheduled Series (RSS) are selected, submit evidence for the series, not just for a single session or a sampling of sessions. The series is the activity. Therefore, you will demonstrate compliance for the RSS in the same manner as for a large annual meeting with multiple sessions.

ACCME Provider ID:		Provider Name:				
Activity Title:						
Activity Date (mm/dd/yyyy):		Activity Type: (Select one)		Providership: (Select one)	Commercial Support Received:	(Select one)



State the **professional practice gap(s)** of your learners on which the activity was based (maximum 100 words). (C2)



State the educational need(s) that you determined to be the cause of the professional practice gap(s) (maximum 50 words each). (C2)

Knowledge need *and/or*
Competence need *and/or*
Performance need *and/or*



State what this CME activity was designed to change in terms of learners' competence or performance or patient outcomes (maximum 50 words). (C3)



Explain why this educational format is appropriate for this activity (maximum 25 words). (C5)



Indicate the desirable physician attribute(s) (i.e., competencies) this activity addresses. (C6)

ACGME/ABMS Competencies

- Patient Care and Procedural Skills
- Medical Knowledge
- Practice-based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice

Institute of Medicine Competencies

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

Interprofessional Education Collaborative Competencies

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

Other Competency(ies) (specify):

For all INDIVIDUALS IN CONTROL OF CONTENT for the activity ...



Complete the table below. If you have this information already available electronically, then simply include it as part of Attachment 2. For each individual in control of content, list the name of the individual, the individual's role (e.g., planner, editor, content reviewer, faculty) in the activity, the name of the [ACCME-defined commercial interest](#) with which the individual has a [relevant financial relationship](#) (or if the individual has no relevant financial relationships), and the nature of that relationship.

(Note: please ensure that when you are collecting this information from individuals, that you are using the most current definitions of what constitutes a relevant financial relationship and ACCME-defined commercial interest.) (C7 SCS 2.1, 2.2, 2.3)

Name of individual	Individual's role in activity	Name of commercial interest	Nature of relationship
<i>Example: Jane Smythe, MD</i>	<i>Course Director</i>	<i>None</i>	<i>---</i>
<i>Example: Thomas Jones</i>	<i>Faculty</i>	<i>Pharma Co. US</i>	<i>Research grant</i>

Attachment 9 The commercial support disclosure information as provided to learners. (C7 SCS 6.3-6.5)

If this activity is an enduring material, an Internet enduring material, or journal-based CME ...

Attachment 10 The CME product (or a URL and access code – if applicable) with your performance-in-practice.
