



Advanced Pathway Credit Application Checklist

The advanced pathway is designed for a pre-planned set of activities (in the same or multiple formats) that cover various topics that relate to a unifying theme, or activities with repeated content (multi-site/date only).

Before filling out an advanced pathway credit application, you'll want to gather or review the information outlined below.

GENERAL APPLICATION INFORMATION:

- ☐ Review the AAFP Credit System [eligibility requirements](#), [ACCME Standards for Integrity and Independence in Accredited CE](#), [audit requirements](#) and [policies](#) to ensure compliance
- ☐ CME activity title and start/end dates
- ☐ AAFP active or life member ID number ([Prescribed credit](#) only)
- ☐ Primary and secondary audiences (family physicians, other physicians, nurses, physician assistants, pharmacists, and/or other.)
- ☐ Sources utilized to identify the educational needs of the intended audience of this activity. Select all that apply:
 - ☐ Clinical Practice Guidelines / Recommendations
 - ☐ Evaluation / Assessment from Previous CME Activities
 - ☐ Literature Review
 - ☐ Performance / Quality Improvement (QI Data)
 - ☐ Requirement / Mandate
 - ☐ Survey Results of Potential Learners
 - ☐ Other (describe)
- ☐ If you want to market your activity for free on our [CME Search](#), provide the following information for attendees to find your education:
 - ☐ Contact name
 - ☐ Phone number
 - ☐ Email address
 - ☐ Description of the activity
 - ☐ Website link for learners

SESSION INFORMATION:

- ☐ Session formats. For the advanced pathway, you must add at least one session to submit the overall application. Additional sessions can be added once available. Options for the advanced pathway include:
 - ☐ **In-Person, Live / Online Only, Live / Enduring Materials / Medical Journals:**
 - Provide the educational topics and learning objectives for EACH of the topics. An example includes an agenda with topic specific learning objectives for each session.
 - ☐ **Knowledge Self-Assessment (KSA):**
 - Attest that the ABFM has granted your organization approval to host a KSA study group and grant AAFP permission to share your application information with the ABFM when filing out the credit application for a KSA.
 - ☐ **Performance Improvement (PICME):**
 - Describe how you will guide the learner through each of the three stages of the PICME activity:
 - *Stage A:* Learning from current practice performance assessment
 - *Stage B:* Learning from the application of performance improvement to patient care
 - *Stage C:* Learning from evaluation of the performance improvement effort

- You have the option to receive ABFM points for your PICME, as well. If you'd like to receive ABFM points for your PICME, you'll need to do the following when submitting the application for this session format:
 - Read and represent that the CME activity covered by this application meets the [ABFM Requirements for Approved Performance Improvement Certification Activity](#) and further consents to the listing of the approved activity on the ABFM website to facilitate access to the activity by board certified family physicians.
 - Read and represents that the CME activity covered by this application meets the [ABFM's Industry Support Policy](#).
- **Point of Care:**
 - Describe the evidence-based source the learner will use to search for practice recommendations and how the source is kept current.
 - Describe how you will guide a learner through each of the following three steps of this activity:
 - *Step 1:* Document the learner's question
 - *Step 2:* Document the search of an AAFP-approved source
 - *Step 3:* Document the implementation of new knowledge into practice
- If your activity is Risk Evaluation and Mitigation Strategy (REMS) compliant with the FDA Blueprint for [Opioid Analgesics](#) or [Mycophenolate](#), then provide your RPC generated ID number.
- Select the state(s) and topic(s) if your activity meets a state medical board mandated topic-specific CME requirement.
- Session start and end dates
- Location address (In person, live only)
- Core competencies addressed. Select all that apply:
 - **Patient care**—Ability to provide care that is compassionate, appropriate and effective treatment for health problems and to promote health.
 - **Medical knowledge**—Knowledge about established and evolving biomedical, clinical and cognate sciences and their application in patient care.
 - **Practice-based learning and improvement**—Ability to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence and improve their practice of medicine.
 - **Interpersonal and communication skills**—Information exchange and teaming with patients, their families and professional associates (e.g. fostering a therapeutic relationship that is ethically sound, uses effective listening skills with non-verbal and verbal communication; working as both a team member and at times as a leader.
 - **Professionalism**—Commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to diverse patient populations.
 - **Systems-based practice**—Awareness of responsibility to larger context and systems of healthcare. Be able to call on system resources to provide optimal care (e.g. coordinating care across sites or serving as the primary case manager when care involves multiple specialties, professions or sites.)
- Methods utilized to engage the learner in the activity. Select all that apply:
 - Case / Problem-Based Learning
 - Hands-On / Skill-Based
 - Panel Discussion
 - Performance / Quality Improvement (QI) Process
 - Question and Answer
 - Simulation
 - Small Groups
 - Other (describe)

- ☐ Methods used to evaluate the learner's achieved outcome level. Select all that apply:
 - ☐ **Commitment to change**—Learner reflection, identification and documentation of a planned change as a result of the CME activity.
 - ☐ **Patient/Clinical Data**—Data that assesses the learners' quality of care following a CME activity, such as EHR data.
 - ☐ **Performance improvement**—An activity structure that requires learners to retrospectively assess their practice, apply performance measures prospectively, and reevaluate their performance.
 - ☐ **Pre/Post test**—Knowledge-based questions assessing learners' understanding of specific facts from the CME activity.
 - ☐ **Procedural observation**— Assessment by faculty of the learners' ability to perform the procedure within the CME activity.
 - ☐ **Translation to Practice® (t2p®)**— An activity supplement whereby learners translate learned concepts from a CME activity into their practice, and report back to the CME provider organization on the results of their implementation.
 - ☐ If t2p® is selected, indicate the number of sessions for which t2p® will be offered within this activity (Prescribed credit only).
 - ☐ **Other**—Describe and provide the expected outcome level: knowledge, competence, performance and/or patient outcomes.
- ☐ Requested number of AAFP credit(s)