**ACCME Performance-in-Practice Structured Abstract**  
*A tool for preparing and demonstrating compliance through performance-in-practice*

<table>
<thead>
<tr>
<th>ACCME Provider ID:</th>
<th>0000000</th>
<th>Provider Name:</th>
<th>XYZ Community Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Title:</td>
<td>Palliative Medicine Grand Rounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Date (mm/dd/yyyy):</td>
<td>8/15/2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Type:</td>
<td>Regularly Scheduled Series</td>
<td></td>
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</tr>
</tbody>
</table>

**State the professional practice gap(s) of your learners on which the activity was based** (maximum 100 words). (C2)  
Patients and their families believe that our physicians do not effectively manage difficult conversations concerning care for patients who are chronically ill or at the end of life. Our attending physicians shared that they frequently encounter ethical situations in end-of-life care that they feel unprepared to manage optimally.

**State the educational need(s) that you determined to be the cause of the professional practice gap(s)** (maximum 50 words each). (C2)  
Several members of our medical staff have not received training on how to hold difficult conversations with patients and families experiencing chronic illness and end of life issues. Clinicians need to develop strategies they can use to manage these conversations.

**State what this CME activity was designed to change in terms of learners' competence or performance or patient outcomes** (maximum 50 words). (C3)  
Clinicians will have new/improved strategies for managing difficult conversations and ethical situations with patients and their families when providing palliative care.

**Explain why this educational format is appropriate for this activity** (maximum 25 words). (C5)  
We will have a different member of the health care team present each month, giving everyone a chance to explore how to talk about these issues.

**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):**

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**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 25.1, 2.2, 2.3)

<table>
<thead>
<tr>
<th>Name of individual</th>
<th>Individual’s role in activity</th>
<th>Name of commercial interest</th>
<th>Nature of relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Jane Smythe, MD</td>
<td>Course Director</td>
<td>None</td>
<td>---</td>
</tr>
<tr>
<td>Example: Thomas Jones</td>
<td>Faculty</td>
<td>Pharma Co. US</td>
<td>Research grant</td>
</tr>
<tr>
<td>Rebecca North, MD</td>
<td>Course Director</td>
<td>None</td>
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</tr>
<tr>
<td>Ed Pappas</td>
<td>Planning Committee/Faculty</td>
<td>None</td>
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</tr>
<tr>
<td>Linda Simon</td>
<td>Faculty</td>
<td>XYZ Medical Device Company</td>
<td>Shareholder</td>
</tr>
<tr>
<td>Susan Albertson</td>
<td>Faculty</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
If the activity was COMMERCIALLY SUPPORTED ...

Complete the table below. If you have this information already available electronically, then simply include it as part of Attachment 8. List the names of the commercial supporters of this activity and the $ value of any monetary commercial support and/or indicate in-kind support (C8 SCS 3.4-3.6).

<table>
<thead>
<tr>
<th>Name of commercial supporter</th>
<th>Amount of monetary commercial support</th>
<th>In-kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: XYZ Pharma Company</td>
<td>$5,000</td>
<td>☐</td>
</tr>
<tr>
<td>Example: ABC Medical Device Company</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>None</td>
<td></td>
<td>☐</td>
</tr>
</tbody>
</table>

(If there are additional commercial supporters, please attach a separate page using the same column headings.)

ATTACHMENTS Please Note: Attachments are not included with this sample document. All applicable attachments will be required during the accreditation process.

Attachment 1 The activity topics/content, e.g., agenda, brochure, program book, or announcement. (ACCME Definition of CME)

Attachment 2 The form, tool, or mechanism used to identify relevant financial relationships of all individuals in control of content. (C7 SCS 2.1) (NOTE: See instructions on page 1 – include table or attachment with relevant financial relationships of all individuals in control of content for this activity.)

Attachment 3 Evidence that you implemented your mechanism(s) to resolve conflicts of interest for all individuals in control of content prior to the start of the activity. (C7 SCS 2.3)

Attachment 4 The disclosure information as provided to learners about the relevant financial relationships (or absence of relevant financial relationships) that each individual in a position to control the content of CME disclosed to the provider. (C7 SCS 6.1-6.2, 6.5)

Attachment 5 The data or information generated from this activity about changes achieved in learners’ competence or performance or patient outcomes. (C11)

Attachment 6 The ACCME accreditation statement for this activity, as provided to learners. (Appropriate Accreditation Statement)

If the activity was COMMERCIALLY SUPPORTED ...

Attachment 7 The income and expense statement for this activity that details the receipt and expenditure of all of the commercial support. (C8 SCS 3.13)

Attachment 8 Each executed commercial support agreement for the activity. (C8 SCS 3.4-3.6)

Attachment 9 The commercial support disclosure information as provided to learners. (C7 SCS 6.3-6.5)
Note: If this activity is an enduring material, journal-based CME, or Internet CME, please include the actual CME product (or a URL and access code – if applicable) with your performance-in-practice.