

Application: Best Practices: Adolescent Health in Primary Care

AAP CME Application

Application Form

Completed - Sep 5 2023

AAP CME Activity Application

Complete this form for each activity that you wish to award credits. Complete all sections applicable for the activity, assemble attachments, and submit all materials at least 30 days prior to the start of your event. Please reference additional AAP CME information on our [website](#).

Basic Info

Activity Title

Best Practices: Adolescent Health in Primary Care

This activity is

Joint Provided (AAP Chapters, ABP)

Please list your chapter name.

Activity Start Date

Sep 29 2023

Activity End Date

Sep 29 2023

Activity URL

Activity, registration or marketing location

Registration

Open to all

Fee for participation?

Yes

Are you working with any external groups to plan/deliver this activity?

No

Credit Info

How many credits do you plan to offer?

5.5

What type(s) of credits do you want to offer?

* Additional fees will apply. Please see [Accreditation Services website](#) for timelines for additional credits.

Responses Selected:

AMA PRA Category 1

MOC 2

NAPNAP

How many MOC 2 credits do you plan to offer?

5

How will you collect the number of NAPNAP participants?

Registration

Gaps and Needs

Please provide a description of your activity.

This description will be used by the ACCME to market your program.

Join us for an exciting event focused on Adolescent Health in Primary Care, on Friday, September 29, 2023. We are thrilled to invite primary care clinicians to come together and explore the latest advancements in providing comprehensive healthcare to adolescents.

Discover the best practices in adolescent health and gain valuable insights from renowned experts in the field. The diverse range of topics on our tentative agenda will cover adolescent health topics including:

Digital Media & Teen Health

Eating Disorder Medical Management

Pediatric Substance Use

Suicidality & Self-Harming Behavior

State the professional practice gaps on which this activity is based.

This is the difference between what is currently happening in practice, and what would be happening in an ideal state. It should only be 1- 2 sentences. [Helpful tips for completing Gaps and Needs](#)

Primary care pediatric clinicians report common practice gaps for adolescent care including mental and behavioral health, reproductive and gynecological care, to name a few. Logistically, it is challenging to maintain continuity of care with adolescents based on less consistent visits as youth progress into their teen and young adult years.

State the educational need(s) that you determined to be the cause of the problem in practice above.

Not every activity will have all three needs.

Knowledge Need	Physicians need the most up-to-date clinical best practices and policy underpinnings from the American Academy of Pediatrics in the field of Adolescent Medicine.
Competence Need	Physicians need to identify screening, diagnosis and management of a wide variety of adolescent medical, emotional and social problems.
Performance Need	Physicians need to provide office-based primary care preventive service and counseling to adolescents.

Please list up to three learning objectives for this activity.

1	Identify tools to assist in medical management of eating disorders.
2	Implement screening techniques for substance use disorders.
3	Discuss the effects of digital media on teen health.

State what this activity is designed to change in terms of learner competence, performance, and/or patient outcomes.

This activity is designed to change learner performance by providing information on the most up-to-date clinical best practices and policy underpinnings from the American Academy of Pediatrics in the field of Adolescent Medicine.

Please upload an outline of the content of this activity or the agenda.

Filename: 2023 September 29 Adolescent Medicine Conference Prospectus.pdf **Size:** 372.7 kB

Formats

Please list which format will be used for this activity. Select all that apply.

Responses Selected:

Live Course (in-person)

Please provide the city, state and zip code of where the activity will be held.

City	
State	
Zip Code	

Why did you choose these formats to deliver this education?

Be sure to explain WHY you chose the format, and not what you chose. Example: "Member surveys have indicated that members prefer in-person learning formats." OR "Online activities allow for greater participation, particularly from members in more rural areas."

Our members prefer in-person learning.

Once this activity ends, will you repurpose this activity into a different format for credit?

No

Audience, EDI and Topics

Please indicate the target audience for this activity:

Responses Selected:

general pediatricians
pediatric medical subspecialists
family physicians
pediatric residents/fellows
pediatric surgical specialists

Please indicate the desirable physician attributes (competencies) this activity addresses. Select all that apply.

Responses Selected:

Patient Care/ Procedural Skills
Medical Knowledge
Professionalism
Practice-based Learning & Improvement
Interpersonal & Communication Skills
Provide Patient-centered Care
Employ Evidence-based Practice
Interprofessional Communication
Values/Ethics for Interprofessional Practice

Please indicate the pediatric interest area(s) that apply to this activity.

Responses Selected:

Adolescent Medicine
Developmental/Behavioral
General Pediatrics

One of the many goals of the Academy's [Equity, Diversity and Inclusion Initiative](#) is to equip members with knowledge and skills to address equity, diversity, and inclusion.

How does the educational content highlight explicit or implicit bias, racism, or [structural determinants of health](#), in considering education, research, leadership, and practice?

Example: The planning group has undergone training on EDI, particularly focusing on review of course presentations to eliminate bias and increase representation. All session materials have been reviewed and edited when needed for this purpose.

All speakers have been asked to consider EDI in putting together their presentations – from content to language and images, and have been encouraged to address directly.

List any tools, resources, or strategies that will be provided to learners to mitigate bias and racism or address structural determinants of health.

Example: Dermatology sessions will include images of dermatoses in children of color to help pediatricians and other providers recognize that some dermatologic conditions presented differently in children of color and to look for these presentations in their patients of color.

We intend to include EDI resources, including AAP's, in conference library materials for attendees and will refer to them on the day of the conference with context.

Disclosure Info

Disclosure Process for CME Activities

- You will need to ensure all disclosure info is collected from all individuals affecting content (planners, reviewers, presenters, authors, staff, panelists, moderators, COI reviewers/mitigators and/or others who control educational content).
- All disclosure information must be reviewed and mitigated by your designated conflict of interest (COI) mitigator before your activity launches. All documentation of this process must be submitted.
- All disclosure information must be collected via your super user using Planstone (directly provided activities) or AAP paper disclosure form (jointly provided activities). Disclosures collected via the leadership questions only in Planstone will not be accepted. Directs: contact Accreditation Services for a copy of the Planstone/super user instructions.
- Disclosure information must be shared with learners, via the AAP Disclosure Grid, before activity starts. Grids cannot contain corporate logo, trade name or product-group message of any ineligible company.
- During activity development, Accreditation Services will work with you to address specific disclosure needs, review all disclosures for accuracy before launch.

Will employees/owners of an [ACCME-defined ineligible company](#) control activity content?

No

Please list the name of the person responsible for mitigating financial relationships for this activity:

Please upload your completed [disclosure forms](#).

Commercial Support

Will sponsorship opportunities be sold?

No

Will this activity receive financial (unrestricted education grant) or in-kind contributions?

No

Advertising and Exhibits

Will you have advertisers?

Please review AAP [Exhibits and Advertisements Protocol](#).

No

Will you have exhibitors?

Yes

Please indicate the type of exhibitors you will have. Check all that apply.

Responses Selected:

Ineligible Companies

Non-Profits

Please indicate how you will collect learner consent to share their information with exhibitors.

Responses Selected:

Registration

Please upload a copy of your exhibitor guidelines.

Will there be non-CME components?

No

MOC Questions

Please upload a copy of the [CME evaluation](#) that will be used.

MOC 2 Completion Criteria

Please review the [MOC 2 Writing Tips](#).

Type of evaluation/assessment tool being used:

Select all that apply.

Responses Selected:

Quiz Post activity only

How you will distribute the assessment?

An electronic assessment will be provided to learners

When will the MOC assessment occur and how long will it be available for learners to access?

Assessment will be distributed via email after the conference. It will be available for one month.

What is the minimum passing standard (MPS)?

60

What mechanisms are in place to ensure learners don't receive credits/points until MPS is met?

Learners must answer the questions and submit their response choices for scoring. Credit claiming is not possible if they do not complete the assessment and achieve a passing score of 60%.

Describe how specific feedback will be provided to each learner (generic feedback not allowed).

Include who is reviewing the assessments to ensure MPS is met, who is creating the individual MOC 2 performance feedback that will go to learners, how/when feedback will be provided to the learner.

Faculty will create the questions and the feedback for the MOC 2 assessment. Feedback will be provided to the learner post assessment.