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# Applications on Cloud CME

Medical Education Office

# What is Cloud CME?

Cloud CME is a one stop shop solution for all accredited CPD activities.

The features include:

## **Online Application** - Form for accreditation

**Access for teaching faculty** – disclosures, conflict of interest resolution
**Educational Rounds – RSS Dashboard** – for Administrators
**Financials** – income and expenses **auto-populated to accreditation bodies**
**Participants** – registration, evaluations, certificates –
**Mobile App** from the App Store
**Forms** – pre-built electronic and customized templates
**Attendee portal** – reporting attendance to generate credits for activities
**Commercial Support –** electronic form to declare financial and in-kind support

# TIMELINE FOR APPLICATIONS

- **8 to 10 weeks before the activity**
  Submit a new application at least 8 weeks prior to the start date or first session date. Allow more than 10 weeks for large conferences if they involve sponsorship and large numbers of international speakers.
- Automated email notifications are sent to planners, admin, faculty to complete profiles and disclosures. Everyone must register on the Cloud.
- Electronic approval process with comments for applicants.
- Applications will be APPROVED or REJECTED.
- Disclosures must be submitted prior to the activity.
  Allow a minimum of 2 weeks for COI resolution.
  Allow a minimum of 1 week without COI.

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# Planning to accredit a new educational activity?

1. Plan your Activity.
2. Form a Scientific Planning Committee (SPC) that represents your target audience.
3. Prepare the following documents:

- ❑ Attachment 1: Minutes of 2 Scientific Planning Committee (SPC) meetings.
- ❑ Attachment 2: Carry out a needs assessment/use internal data on educational gaps.
- ❑ Attachment 3 & 4:Program Brochure/Agenda; the preliminary/final brochure including activity schedule, presenters and learning objectives for the overall activity and individual sessions.
- ❑ Attachment 5: Any other materials used to promote or advertise the activity (if applicable).
- ❑ Attachment 6: This can be downloaded after you have submitted your application in CloudCME and entered the names of your SPCs and speakers in the Planner section. The completed disclosure form for each member of the SPC, speaker, moderator, facilitator, and author involved in the CPD activity – merged into 1 PDF.
- ❑ Attachment 7: RCOI form completed by anyone who has disclosed any relationship/conflict of interest.
- ❑ Attachment 8: The template evaluation form(s) developed for the activity.
- ❑ Attachment 9: (For renewal applications); the summarized evaluation results.
- ❑ Attachment 10: Commercial Support Budget Form; The budget for the activity that details the receipt and expenditure of all sources of revenue for this activity, including an indication of whether funds were received in an educational grant or in-kind support. (put N/A if there's no Commercial Support)
- ❑ Attachment 11: Signed sponsorship/exhibitor prospectus developed for the activity to solicit sponsorship/exhibitors (if applicable).
- ❑ Attachment 12: The template certificate of participation provided to participants.
- ❑ Attachment 13: (For renewal applications); Records of attendance for each participant (including the actual number of hours that each learner is eligible to record for credit).

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# Planning to accredit a new educational activity?

If your activity falls under Category 3; the additional documentation is required as per below:

- [ ] Attachment 14: Tools or methods used to enable participants to demonstrate or apply their knowledge, skills, clinical judgment or attitudes in all key areas or domains.

This refers to instruments, techniques, or activities designed to allow participants to showcase what they've learned or can do in practice. Examples include:

- Simulation exercises (e.g., medical simulations, case scenarios).
- Objective Structured Clinical Examinations (OSCEs).
- Practical demonstrations or hands-on activities.
- Role-playing or problem-solving tasks.

- [ ] Attachment 15: Tools or methods used to enable participants to record their answers to any assessment questions.

This involves mechanisms for participants to document their responses during assessments. Examples include:

- Simulation exercises (e.g., medical simulations, case scenarios).
- Objective Structured Clinical Examinations (OSCEs).
- Practical demonstrations or hands-on activities.
- Role-playing or problem-solving tasks

- [ ] Attachment 16: Tools or methods used to give feedback to participants on their performance in assessment activities.

These tools provide participants with feedback on their assessment results to help improve their learning. Examples include:

- Simulation exercises (e.g., medical simulations, case scenarios).
- Objective Structured Clinical Examinations (OSCEs).
- Practical demonstrations or hands-on activities.
- Role-playing or problem-solving tasks

# Planning to accredit a new educational activity?

If your activity falls under Category 3; the additional documentation is required as per below:

- [ ] Attachment 17: Tools or methods used to guide participant reflection after participating in assessment activities.

The evaluation system must allow or invite participants to assess:

- whether the learning objectives were met;
- the relevance of the simulation activity to their practice;
- the appropriateness of the scenario;
- whether instructors evaluated the competencies, skills and/or attitudes.
- whether instructors provided feedback on performance;
- whether the simulation activity provided sufficient time for instruction, practice and debrief.
- whether facilitators and/or authors disclosed their relationships as required by the DHP-AS Conflict of Interest Declaration Policy

This refers to tools that help participants critically analyze their performance and learn from it. Examples include:

- Structured reflection templates or journals.
- Guided debriefing sessions.
- Self-assessment forms.
- Online reflection tools or surveys.

- [ ] Attachment 18: Any multisource feedback instruments.

This refers to tools that collect feedback from multiple sources (e.g., peers, instructors, patients) about a participant's performance. Examples include:

- 360-degree feedback tools.
- Surveys or evaluation forms completed by colleagues or patients.
- Peer assessment checklists

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# Planning to accredit a new educational activity?

If your activity falls under Category 3; the additional documentation is required as per below:

❑ Attachment 19: Any direct observation assessment instruments.

These are tools used to evaluate participants by observing them perform tasks or activities directly. Examples include:

- Checklists or rubrics used during clinical observations.
- Assessment sheets for OSCEs or practical exams.
- Observation forms used during workplace-based assessments.

❑ Audit Form

**4. Schedule a meeting with the CPD OFFICE (if help is needed). Otherwise start the new application.**

**5. New application is via https://sidra.cloud-cme.com/application.aspx. Complete all sections.**

**6. Submit the application for review only when it's completed.** The application will be locked for review once submitted.

You will receive emails about the progress. Assessment sheets for OSCEs or practical exams.

- Reviewers write their comments online for applicants on improvements
- Reviewers/approve or reject to unlock the application to allow changes

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# Application approval or rejection

1. **Approval:** there are no further changes needed.

2. **Rejection:** further changes, minor to major, are required and the application has to be rejected to unlock if for editing by you, the applicant. This is most often the case and you will receive an email to inform you about this. You can go ahead and make the changes, upload corrected versions of documents. Submit again and it will be either approved or rejected.

3. Every action on the online application form means you will get an email to inform you.

4. You will be the ‘owner’ of your activity.

5. Once approved, you will then be able to work on the admin side which means recording attendance for your activity dates. You will be able to add more sessions for educational rounds and workshops, but this means you will be the nominated coordinator.

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# You can find document templates on “Resources” on the CloudCME Portal.

https://sidra.cloud-cme.com/

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Sign Out | Conferences & Symposia | Rounds | Workshops | About Sidra | Contact | Resources | Faculty | My CE

## Resources

**Pre-Application Attachments**

PreApp1 F18 Needs Assessment.docx

PreApp2 F19 Program Brochure.docx

PreApp3 Content Review Checklist.docx

**Application Attachments**

F11 Commercial Sponsorship Agreement.docx

F14 Exhibitor Agreement.docx

F8 Commercial Support Budget.docx

**Information Guides**

Sidra Administrators Training Manual for Regularly Scheduled Series.docx

Bloom's Taxonomy 2020.docx

Cloud CME Bulk Attendance Import File.xlsx

## Content Review Checklist

1. Learning objectives from Needs Assessment
2. Feedback from previous learners and teachers
3. Activity title and description
4. Pre and post activities?
5. Format, topics and sessions
6. Awarding credits – Partial credits?
7. Content aligns with learning objectives
8. Curriculum is based on the latest evidence
9. Curriculum in based on industry standards
10. Learning materials have been developed
11. Content for slides follow best practice guidelines?
12. Evaluations measure the knowledge, skills and performance?
13. Reporting changes in learners and changes to patient outcomes – how and who will report back to the CPD Office?

## Document 1

Minutes of 2 meetings

# AGENDA ITEMS

1. Needs assessment results
2. Educational content planning – what to include
3. Discussion on how the curriculum will be evidence-based; references to literature and society guidelines
4. Discussion on the best format and length
5. Target audience – who is it aimed at?
6. Evaluations – how will the activity be evaluated? Who will do the analysis and report back at the end of the activity year?
7. Admin support – identify person/s and tasks
8. Content review checklist: discuss your responses, are you providing partial credit?

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## Document 2
Needs Assessment

A needs assessment is a training needs analysis of the target audience, it focuses on learning needs/gaps. It addresses specific topics that are designed to fill the learning gaps.

New Applications: Involve your learners and collect their comments about their specific learning needs, use clinical incident report data or data from audits. Use one or more methods as per table on the next slide. Use your educators and their view of the learners’ learning needs. Use the literature to document new information on the topics you want to cover.

Re-applications: You need to analyze the evaluations from the entire course in previous year/s. What did you learn to improve the learning activity? What did you change?

Complete form Needs Assessment.

## Needs Analysis Methods

| | | |
|---|---|---|
| Audit of patient records | Focus group discussion | Quality unit data |
| Current research | National guidelines | Regulatory requirements – QCHP – Joint Accreditation |
| Database analyses | Needs assessment survey | Request from healthcare staff |
| DATIX clinical incidents | Patient feedback | Requested by the institution |
| Department leadership | Peer reviewed literature | Specialty society guidelines |
| Departmental quality metrics | Planning committee member views | Feedback from patients |
| Evaluation results from previous years' activities | Sidra hospital performance data | Any other data |

## Documents 3 & 4

**Program Brochure or Agenda**

- Educational content for the whole workshop, course, conference, symposium is available
- Educational content for the first two sessions are available for educational rounds and journal clubs
- Content needs to match the learners' educational gaps
- Content needs to match the learning outcomes
- Learning outcomes are based on what learners should be able to know or do as a result of the activity – use Bloom's Taxonomy
- Content needs to be evidence-based. Refer to literature and national/society guidelines
- Educational planners assess/modify the content
- Educators are selected to deliver the activity
- Use the Program Agenda template - it contains mandatory statements and logos