**ASMBS Webinar Proposal Form**

ASMBS webinars must be approved by the Executive Council (EC) and/or the Integrated Health Executive Council (IHEC) before a date and time can be approved for the webinar. Once approved, the ASMBS Communications Manager and Program Manager will coordinate the logistics with the committee and/or members submitting the form.

Please complete the following form and submit it to [jennifer@asmbs.org](mailto:jennifer@asmbs.org) via email or complete the form by following the provided link: <https://forms.gle/EcaAMFFxWHGJqvg38>

Allow 4-6 weeks for review and approval

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| **Webinar/Applicant Information** | |
| **Name or Committee Submitting Application** |  |
| **Contact Information** (email) |  |
| **Proposed Webinar Title** |  |
| **Webinar Description** (promote/explain topic in 1-3 sentences) |  |

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| **Webinar Logistics** | |
| **Requested Date & Time**  **\***Note that we cannot guarantee that the specific requested date/time can be approved. Scheduling depends on a number of factors, including other Society events/offerings occurring near the requested date of the proposed webinar. |  |
| **Moderator(s)**  (If the submitter needs help selecting a moderator, please indicate that here) |  |
| **Speaker(s)**  A bio/CV and headshot must be submitted for each speaker with this application. |  |
| **Credits- Select the credit(s) to be offered**  *\*If requesting credits, please note that there will be a cost associated to the attendees.*  *\*Offering credits will require additional review, planning and approval processes. If credits are desired, deadline for webinar proposal form is 4-6 weeks before desired webinar date.* | CEU  CME  APA  ASWB  ASWB ACE |

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| **Webinar Specifics** | |
| **Target Audience** |  |
| **Learning Objectives** (include 3-4) *Examples:  1. Describe Technical pitfalls in Primary and revisional Bariatric Surgery*  *2. Engage in multimodal interventions that can facilitate patient education efforts.*  *3. Identify new and innovative pain reduction strategies that represent promising options for bariatric surgery.* |  |

**This section is to be filled out if the submitter is requesting**

**continuing education credits ONLY**

ASMBS requires all planners, directors, speakers, and staff to comply with the [ACCME’s Standards for Integrity and Independence](https://www.accme.org/accreditation-rules/standards-for-integrity-independence-accredited-ce). ASMBS planners, directors, and speakers’ disclosures are to be collected prior to the start of developing and/or agreeing to participate in an activity. In accordance with the ACCME’s Standards for Integrity and Independence, the ASMBS requires disclosure of all financial relationships and nature of that relationship with ineligible companies (*Those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.)*, for the **past 24 months.**

**ASMBS Policy on employees and owners of ineligible companies**

Owners and employees of ineligible companies are considered to have unresolvable financial relationships. It is the policy of the ASMBS that these individuals must be excluded from participating as planners or faculty and must not be allowed to influence or control any aspect of the planning, delivery, or evaluation of accredited continuing education except in the limited circumstances outlined in the [ACCME’s Standards for Integrity and Independence Standard 3.2](https://www.accme.org/faq/standard-32-what-are-some-examples-content-or-not-related-business-lines-ineligible-company).

In accordance with the Standards for Integrity and Independence, the ASMBS considers owners and employees as individuals who have a legal duty to act in the company's best interests. Owners are defined as individuals who have an ownership interest in a company, except for stockholders of publicly traded companies, or holders of shares through a pension or mutual fund. Employees are defined as individuals hired to work for another person or business (the employer) for compensation and who are subject to the employer's direction as to the details of how to perform the job.

**Determination of relevant relationships**

Upon receipt of your disclosure information, we will review the disclosure to determine whether your financial relationships are relevant to the education. Please note: the identification of relevant financial relationships does not necessarily mean that you are unable to participate in the planning and implementation of this educational activity. Rather, the accreditation standards require that relevant financial relationships are mitigated before you assume your role in this activity. Financial relationships are relevant and will be subject to mitigation if the following three conditions are met for the prospective person who will control content of the education:

1. A financial relationship, in any amount, exists between the person in control of content and an ineligible company.
2. The financial relationship existed during the past 24 months.
3. The content of the education is related to the products of an ineligible company with whom the person has a financial relationship.

**Mitigation of relevant financial relationships**

Using the lists below, we will identify which mitigation strategy(ies) will be used for all persons with relevant financial relationships (as described in determination of relevant relationships) who control the educational content of the educational activity.

The following are the mitigation steps for planners:

* Divest the financial relationship
* Recusal from controlling aspects of planning and content with which there is a financial relationship
* Peer review of planning decisions by persons without relevant financial relationships

The following are the mitigation steps for faculty and others:

* Divest the financial relationship
* Peer review of content by persons without relevant financial relationships
* Attest that clinical recommendations are evidence-based and free of commercial bias (e.g., peer-reviewed literature, adhering to evidence-based practice guidelines)

**Planner(s), moderator(s) and speaker(s) disclosures are to be collected prior to the start of developing and/or agreeing to participate in an activity. This application will not be approved until the ASMBS has received all disclosures.**

[**https://asmbs.org/financial-relationship-disclosure-form**](https://asmbs.org/financial-relationship-disclosure-form)

**Educational Planning**

**Educational Needs**

The provider incorporates into CME activities the educational needs (knowledge, competence, or performance) that underline the professional gaps of their own learners.

1. Provide the professional practice gap(s) of your learners on which the activity was based.

*Example: Providers are often aware of their particular disciplines and/or program’s protocols and strategies but are unaware of alternative perspectives. Best practices develop as interdisciplinary viewpoints are shared and alternative strategies are reviewed in this format. This course was designed to have professionals from different professional backgrounds share knowledge and practice guidelines from a variety of different specialties (including but not limited to surgery, behavioral health, nutrition, and advanced practice providers)*

1. Check the educational need(s) that apply to this activity:

Knowledge

Competence

Performance

1. State the educational need(s) that you determined to be the cause of the professional practice gap(s).

*Example: Bariatric surgery involves an ever-changing field with clinical updates and new surgical interventions. Program to include information for integrated health professionals who work within a bariatric program in order to facilitate learning about up-to-date treatments and recommendations for patients affected by obesity.*

**Designed to Change**

The provider generates activities/educational interventions that are designed to change competence, performance or patient outcomes as described in its mission statement.

Explain what competence, performance, or patient outcome this activity was designed to change.

*Example: Learners will obtain information to guide treatment decision making regarding bariatric surgery, including patient’s nutritional, medical and psychosocial readiness for surgery. Learners will be informed about pre- and post-surgical care for individuals affected by obesity, including ways to reduce weight-based stigmatization in a bariatric surgery practice.*

**Appropriate Formats**

The provider chooses educational formats for activities/inventions that are appropriate for the setting, objectives, and desired results of the activity.

Learning Format Selected: *Webinar*

Explain why the educational format is appropriate for this activity.

**Competencies**The provider develops activities/educational interventions in the context of desirable provider attributes (competencies).

Select the desirable provider attribute(s) this activity addresses.

Select all that apply:

Patient care and procedural skills

Medical knowledge

Quality improvement

Practice-based learning and improvement

Interpersonal and communication skills

Professionalism

Systems-based practice

Provide patient-centered care

Work in interdisciplinary teams

Employ evidence-based practice

Utilize informatics

Values/ethics for interprofessional practice

Roles/responsibilities

Interprofessional communication

Teams and teamwork

Please list other competencies, if applicable: