

Example Application: Worksheet II

This document is provided as an example to help activity representatives understand the level of detail and type of information expected when completing the accreditation application. The examples provided are sample entries only and are intended for instructional purposes. They should not be interpreted as required language, official recommendations, or evidence-based guidance applicable to all activities. Each educational activity is unique, and responses should reflect the specific goals, target audience,



University of Idaho
School of Health and Medical Professions
Office of Continuing Education

Thank you for your interest in collaborating with the University of Idaho, School of Health and Medical Professions Office of Continuing Education. We request that planners complete this application at least 90 days prior to your activity. If you have concerns about this timeline, please contact the Office of CE at shamp-ce@uidaho.edu.

The purpose of this worksheet is to share foundational information about your activity with CE staff so that we can start working on creating your course in EthosCE. The information is also used to report activity requirements to our accrediting body, [Joint Accreditation](#).

We look forward to reviewing your application and working with you to develop a successful CME program.

Title *

Autism Spectrum Disorder Across the Lifespan: A Team-Based Care Approach

Save draft

Next tab »

Activity Planner *

Jane Vandal

Organization *

University of Idaho

Activity Format *

- Live course: An activity where the learner participates in real-time at a specific date/time. Examples include workshops, conferences, webinars.
- Regularly scheduled series: Series of multiple, ongoing sessions that occur at regular intervals. Topics vary. Examples include Project ECHOs, grand rounds, tumor boards.
- Committee learning: The activity is the learner's participation in a committee process, the content of which would constitute CE if given in any other format.
- Performance/quality improvement: Learner uses performance and/or quality measures to assess and improve their own practice by implementing interventions.
- On-demand training: An asynchronous activity or enduring material, such as a recorded webinar, pre-packaged online training, or podcast.
- Other/blended learning: This is any activity that doesn't fit into the above formats.

Program Description *

What do you want potential participants to know about your activity? This description will appear on your course page in order to give users information about your activity.

Example:

This interprofessional educational activity is designed to enhance healthcare professionals' knowledge and competence in the identification, assessment, and support of individuals with Autism Spectrum Disorder (ASD) across the lifespan. Participants will explore current evidence-based practices, communication strategies, behavioral and developmental considerations, and collaborative approaches to care in a variety of healthcare and community settings.

Through presentations and case-based discussions, learners will examine challenges impacting individuals with ASD and their families, particularly in rural and underserved communities. The activity is intended for physicians, nurses, behavioral health professionals, therapists, social workers, educators, and other members of the healthcare team who support individuals with ASD.

Participants will leave the activity with practical strategies and resources that can be incorporated into clinical practice to improve patient-centered, team-based care and health outcomes for individuals with ASD.

Target Audience *

This will be displayed on the course page for potential participants to see. We recommend the target audience include those professions that may help close the practice gap. Example: The target audience is primary care providers (MD, DO, PA, NP, RN, etc.), but all clinicians are welcome.

Example: The target audience for this activity includes physicians (MD/DO), physician assistants (PA), nurse practitioners (NP), nurses (RN/LPN), psychologists, counselors, social workers, behavioral health professionals, occupational therapists, speech-language pathologists, physical therapists, educators, case managers, community health workers, and other healthcare professionals involved in the care and support of individuals with Autism Spectrum Disorder (ASD). While the activity is designed to address the educational needs of these professions, all interested healthcare team members are welcome to participate.

Learning Objectives *

We understand that individual workshops, sessions, etc., that compose the conference may have their own specific learning objectives, but from a high-level perspective, what do you hope participants will learn as a result of this conference? An example for a multi-day conference or RSS covering a broad range of topics might be "The target audience will be able to articulate the updated standards of care in [insert topic(s) here]".

Example:
Upon completion of this activity, participants will be able to describe current evidence-based approaches for the identification, assessment, and support of individuals with Autism Spectrum Disorder (ASD) across the lifespan; recognize the roles of interprofessional team members in coordinating patient-centered care; and apply practical strategies to improve communication, collaboration, and outcomes for individuals with ASD and their families, particularly in rural and underserved communities.

Where does the activity take place? *

In-person
In-person
Live-streamed
Both
On-demand training, also known as an enduring material or asynchronous training.

Start date *

For a live activity, such as a conference or symposium, please choose the date you would like to open registration for this activity. For your information, for live activities, participants will be able to claim CE credit up to 30 days after the activity. After that period of time, the activity will be considered expired, and participants will no longer be able to claim credit. For on-demand trainings, the start date should be the day you would like the training to be published. This type of activity will be available for CE credit for one year after it is published.

Date * 05/20/2026 Time * 10:30am

Event date and time *

The current site time is 1:17pm MDT. Please enter a time in -06:00 America/Inuvik.

Date * Time * to: * Date * Time *

Location

Location name e.g. a place of business, venue, meeting point Enter business, venue, or meeting point
Street street location
Additional suite or room number
City
Country United States
State/Province Idaho
Postal code 00000

Venue information

If you need to list additional information use this space

Travel information

If you want to list specifics about travel to this location use this space

You can make your activity more searchable by adding format and category keywords. We recommend selecting no more than three keywords from each section —“Category” and “Format.” Any additional keyword entered under “Other” must be approved by our office.

Category Keywords

Pediatrics ×

See additional information below on Categories and Formats

Format Keywords

Conference ×

If other, please specify: *

Category List

Addiction Medicine
Alzheimer's Disease
Autism
Behavioral Health
Counseling
Dementia
Diabetes
Family Medicine
Geriatric Medicine
Healthcare Administration
Hepatitis
Infectious Disease
Internal Medicine
K12 Administration
K12 Education
Liver Care
Nursing
Pain Medicine
Pediatrics
Perinatal
Psychiatry
Public Health
Quality Improvement
Rural
Special Education
Substance Use Disorder
Youth

Format List

Conference
ECHO
Enduring Activity
In-Person
Learning Collaborative
NI AHEC
On Demand Learning
Podcast
Postgraduate Training
SE AHEC
Virtual

Type of credits requested

- AMA PRA Category 1 Credit™
- ANCC
- ACPE Pharmacy
- ACPE Technician
- AAPA Category 1 CME
- APA
- ABMS MOC Part IV
- MOC Part II
- ASWB ACE Credit
- CDR CPEU
- IPCE
- Continuing Education Credit
- Participation Credit

Please note that the planning process for an accredited activity should incorporate the perspective of the professions included in the target audience. This may be accomplished through direct participation of representatives from those professions in the planning process and/or using evidence-based research, literature, practice guidelines, or data that reflect the needs and perspectives of those healthcare professionals. This helps ensure the educational activity is relevant, appropriate, and designed to address identified practice gaps across the intended audience.

Above are the types of continuing education credits that you can choose to offer for this activity. The credits offered should reflect the target audience. Choose as many as apply.

Please note that ABMS MOC Part IV (quality improvement) and MOC Part II (lifelong learning) may not be available for certain activities. If you are interested in either of these, please discuss with CE staff.

Pharmacist and/or Pharmacy Technicians *

Please list the learning session dates that will be relevant to pharmacists/pharmacy technicians in the following format: MM/DD/YYYY, MM/DD/YYYY, MM/DD/YYYY, etc. If this is part of an RSS you can copy those sessions from the RSS field above – this field does not appear if this is another activity type.

3/27/2026, 3/28/2026, 3/29/2026

How many CE credits do you anticipate offering for this activity? *

One hour of learning is equivalent to one CE credit. If a learner attends a workshop that is three hours, they would be eligible for three CE credits. Credits can be partially awarded in 0.25 intervals (except for psychology and social work credit. See explanation that follows). Do not count non-educational blocks of time toward the number of credits. For example, lunches with no education, breaks, networking and social hours, etc., should not count toward the number of credits offered. Psychology and social work credit have slightly different guidelines: The first hour of instruction must be whole and uninterrupted; therefore, the minimum credit claimed must be 1.0 credit. After the first hour, credit can be claimed in 0.25 increments.

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Who can register for this activity? *

- Open to All
- Limited to certain participants

Does this course have a fee? *

Yes ▾

If so, what is the price? *

Please list full price of registration; however, coupon codes and variable pricing are available. If you are interested in these options, please provide as much information as possible.

\$100

Which of the following outcomes will you measure? *

We require that the outcomes of all educational activities that we certify be measured.

- Learner/Team Competence: Learner/Team knows how to do (Objective measurement (e.g., observed, tested))
- Learner/Team Competence: Learner/Team knows how to do (Subjective measurement (e.g., self-reported))
- Learner/Team Performance: Learner/Team demonstrates in practice (Objective measurement (e.g., observed, tested))
- Learner/Team Performance: Learner/Team demonstrates in practice (Subjective measurement (e.g., self-reported))
- Patient Health: Effects of what learner/team has done for a few (Objective measurement (e.g., observed, tested))
- Patient Health: Effects of what learner/team has done for a few (Subjective measurement (e.g., self-reported))
- Community/Population Health: Effects of what learner/team has done for many (Objective measurement (e.g., observed, tested))
- Community/Population Health: Effects of what learner/team has done for many (Subjective measurement (e.g., self-reported))
- Learner Knowledge will also be measured for this activity (Objective measurement (e.g., observed, tested))
- Learner Knowledge will also be measured for this activity (Subjective measurement (e.g., self-reported))

Explanation of Outcomes Measurement Types:

Select the outcome level(s) you plan to measure for your activity. Outcomes should align with the goals of the education and the evaluation methods you will use. Not all activities will measure every level.

- **Learner Knowledge** – Measures whether participants gained knowledge or understanding.
 - *Objective:* quizzes, tests, case questions
 - *Subjective:* self-reported learning
- **Learner/Team Competence** – Measures whether participants know how to apply what they learned.
 - *Objective:* observed skills, simulations
 - *Subjective:* confidence or self-reported ability
- **Learner/Team Performance** – Measures whether participants changed their practice behavior.
 - *Objective:* chart audits, quality metrics
 - *Subjective:* follow-up self-report of practice change
- **Patient Health** – Measures effects on individual patient outcomes.
 - *Objective:* clinical outcomes or patient data
 - *Subjective:* perceived improvement in patient care
- **Community/Population Health** – Measures broader effects on groups or communities.
 - *Objective:* public health or utilization data
 - *Subjective:* perceived community impact

Most activities measure knowledge and competence immediately after the activity, while performance and health outcomes often require follow-up evaluation.

How will this activity be funded? *

- Registration fees
- Seeking government grants
- Seeking private donations
- Seeking in-kind donations
- Offering exhibit and advertising
- Support from commercial/ineligible companies
- Other

If other, please specify:

specify other here

"Ineligible companies" are those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products use by or on patients.