

WHAT DATA ARE PROVIDERS REQUIRED TO ENTER INTO PARS?

Last Revised: February 8, 2016

The following fields are required to establish, or “open” an activity in PARS:

1. Activity Type (e.g. Course, Regularly Scheduled Series (RSS), Enduring Material, etc.)
2. Activity Title
3. Activity Date
4. Activity Location (Courses and RSS only)
5. Reporting Year

The following fields are required to complete, or “close,” an activity in PARS.

1. Providership (Direct or Joint)
2. Hours of Instruction
3. Designed to change (Competence, Performance or Patient Outcomes)?
4. Changes in (Competence, Performance or Patient Outcomes) evaluated?
5. Number of physicians (including residents) who participated in the activity
6. Number of other learners who participated in the activity
7. Commercial Support Received? (Y/N)
 - If Yes, Total Monetary Amount of Commercial Support Received and/or Nature of In-Kind Commercial Support Received.

Beginning with the 2015 reporting year, the following fields will also be required to “close” an activity:

- **Competencies Addressed**
- **Name(s) of Joint Providers (jointly-provided activities only)**
- **Name(s) of commercial supporter(s) and monetary amount/nature of in-kind support received from each supporter.**
- **AMA-PRA Category 1 Credits Designated**

Also, the ACCME requires that financial data be completed on the Program Summary tab in PARS for each Reporting Year. For the 2015 reporting year and beyond, the Program Summary tab includes:

1. "Total amount of monetary commercial support received"
2. "Total advertising and exhibit income received"
3. "Total registration fees received"
4. "Total government monetary grants received"
5. "Total private monetary donations received"

(The ACCME will no longer ask you to report “Total Expenses of your CME unit” in the 2015 reporting year.)

You must enter all of your organization's program and activity data for a completed Reporting Year and complete the Attestation by the **last business day of the following March** to allow for the calculation of the ACCME Annual Report data.

ACCME® ANNUAL REPORT GLOSSARY

ACCME-accredited provider	An organization accredited by the ACCME as a provider of continuing medical education. ACCME-accredited providers represent a range of organizational types and offer CME primarily to national or international audiences of physicians and other health care professionals. See also <i>state-accredited providers</i> .
Advertising and exhibits income	Advertising and exhibits are promotional activities and not continuing medical education. Therefore, monies paid by commercial interests to providers for these promotional activities are not considered to be commercial support.
CME activity	A CME activity is an educational offering that is planned, implemented, and evaluated in accordance with the ACCME Accreditation Criteria, Standards for Commercial Support, and policies.
Commercial interest	A commercial interest, as defined by the ACCME, is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. The ACCME does not consider providers of clinical service directly to patients to be commercial interests. A commercial interest is not eligible for ACCME accreditation.
Commercial support	Commercial support for a CME activity is monetary or in-kind contributions given by a commercial interest that is used to pay all or part of the costs of a CME activity. The requirements for receiving and managing commercial support are explained in the ACCME Standards for Commercial Support SM . Advertising and exhibit income is not considered commercial support.
Committee learning	Committee learning is a CME activity that involves a learner's participation in a committee process addressing a subject that would meet the ACCME definition of CME if it were taught or learned in another format.

Course	<p>A course is a live CME activity where the learner participates in person. A course is planned as an individual event. Examples: annual meeting, conference, seminar.</p> <p>For events with multiple sessions, such as annual meetings, accredited providers report one activity and calculate the hours of instruction by totaling the hours of all educational sessions offered for CME credit. To calculate the numbers of learners, accredited providers report the number of learners registered for the overall event. Accredited providers are not required to calculate participant totals from the individual sessions.</p> <p>If a course is held multiple times for multiple audiences, then each instance is reported as a separate activity.</p>
Directly provided	<p>A directly provided activity is one that is planned, implemented, and evaluated by the accredited provider. This definition includes co-provided activities (offered by two accredited providers) reported by the accredited provider that awards the credit.</p>
Enduring material (other)	<p>An enduring material is an activity that is printed or recorded and does not have a specific time or location designated for participation. Rather, the participant determines where and when to complete the activity.</p> <p>Sometimes providers will create an enduring material from a live CME activity. When this occurs, ACCME considers the provider to have created two separate activities – one live activity and one enduring material activity. Both activities must comply with all ACCME requirements.</p> <p>Enduring materials can be available for less than a year, a year, or multiple years. Each enduring material is counted as 1 activity for each year it is available, whether it is active for the entire year or part of the year. The accredited provider reports the number of learners who participated during the year, as well as the required financial information related to the activity for that year. Accredited providers do not report cumulative data for an enduring material activity spanning multiple years. When reporting the number of participants for an enduring material activity, the accredited provider should count all learners who completed all or a portion of the activity and whose participation can be verified in some manner. ACCME would not consider individuals that only received the enduring material activity but did not actually complete all or a portion of it to be participants.</p>

Expenses	<p>Expenses are the total cost of goods, services, and facilities allocated to support the accredited provider's CME program. Examples: amounts spent for CME staff salaries, faculty honoraria, and meeting space.</p> <p>Effective with the 2015 reporting year, the ACCME will no longer collect information about CME program expenses.</p>
Hours of instruction	<p>Hours of instruction represents the total hours of educational instruction provided. For example, if a 1-day course lasts 8 hours (not including breaks or meals), then the total hours of instruction reported for that course is 8.</p> <p>Hours of instruction may or may not correspond to the number of credits designated for the American Medical Association Physician's Recognition Award. For activities taking place through the 2014 reporting year, accredited providers have the option to report the number of AMA PRA CATEGORY 1 CREDITS™ designated for activities. Effective with the 2015 reporting year, providers are required to report the number of credits, if AMA PRA Category 1 Credit is offered.</p>
In-kind commercial support	<p>In-kind contributions are nonmonetary resources provided by a commercial interest in support of a CME activity. Examples of in-kind support include equipment, supplies, and facilities.</p>
Internet (enduring materials)	<p>An Internet enduring material activity is an "on demand activity," meaning that there is no specific time designated for participation. Rather, the participant determines when to complete the activity. Examples: online interactive educational module, recorded presentation, podcast.</p> <p>Internet enduring materials can be available for less than a year, a year, or multiple years. Each Internet enduring material is counted as one activity for each year it is available, whether it is active for the entire year or part of the year. The accredited provider reports the number of learners who participated during the year, as well as the required financial information related to the activity for that year. Accredited providers do not report cumulative data for an Internet enduring material activity spanning multiple years. When reporting the number of participants for an internet enduring material activity, the accredited provider should count all learners who completed all or a portion of the activity and whose participation can be verified in some manner. ACCME would not consider individuals that only downloaded or accessed the activity but did not actually complete all or a portion of it to be participants.</p>

Internet (live)	An Internet live activity is an online course available via the Internet at a certain time on a certain date and is only available in real-time, just as if it were a course held in an auditorium. Once the event has taken place, learners may no longer participate in that activity unless it is again presented on a specific date and time and is only available in real-time. If an Internet live activity is presented on multiple occasions, each event is counted as one activity. Example: webcast.
Internet searching and learning	<p>Internet searching and learning CME is based on a learner identifying a problem in practice and then researching the answer online using sources that are facilitated by an accredited provider. For the purpose of ACCME data collection, the ACCME includes Internet point-of-care learning, as defined by the American Medical Association, in the category Internet searching and learning. Providers that offer Internet searching and learning CME aggregate their data from all learners and report it as a single activity. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the Internet searching and learning CME activity. The number of participants equals the total number of persons who participated in Internet searching and learning as a CME activity. Each participant is counted once, regardless of how many times they participated or how many pages they viewed.</p> <p>For example, a provider offers Internet searching and learning CME and 50 physicians participate. Each physician spent 30 minutes participating in this activity. The accredited provider reports this as 1 Internet searching and learning CME activity with 50 physician participants and .5 hours of instruction.</p>
Jointly provided	A jointly provided activity is planned, implemented, and evaluated by the accredited provider and a nonaccredited entity.

Journal-based CME

A journal-based CME activity includes the reading of an article (or adapted formats for special needs), a provider stipulated/learner directed phase (that may include reflection, discussion, or debate about the material contained in the article(s)), and a requirement for the completion by the learner of a predetermined set of questions or tasks relating to the content of the material as part of the learning process.

The ACCME does not consider a journal-based CME activity to have been completed until the learner documents participation in that activity to the provider.

Each article is counted as 1 activity. To calculate hours of instruction, the accredited provider specifies the amount of time required to complete the activity. The number of participants reported by the accredited provider equals the total number of individuals who completed the activity. Each participant is counted once, regardless of how many times they worked on the activity. For example, an accredited provider produces a journal that contains an article that is designated as a journal-based CME activity. Twenty physicians read the article, reflect on the content, and complete questions related to the content of the article. The physicians spend 1 hour on this activity. The provider would report this as 1 journal-based CME activity with 20 physician participants and 1 hour of instruction.

Learning from teaching

Learning from teaching activities are personal learning projects designed and implemented by the learner with facilitation from the accredited provider. The ACCME does not have special requirements for this activity type. The ACCME developed the learning from teaching label as a corollary to the AMA PRA CATEGORY 1 CREDITS™ awarded directly to physicians for "Teaching at a live activity."

To report learning from teaching CME, accredited providers aggregate the data from all learners and count it as a single activity. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the learning from teaching CME activity. The number of participants equals the number of individuals who participated in this CME activity. Each participant is counted once, regardless of how many times they worked on the activity.

For example, an accredited provider created a learning from teaching activity for 10 physicians. Each physician completed the CME activity in 2 hours. The accredited provider reports this as 1 learning from teaching CME activity with 10 physician participants and 2 hours of instruction.

<p>Manuscript review</p>	<p>Manuscript review CME is based on a learner’s participation in a manuscript’s pre-publication review process.</p> <p>When calculating the number of manuscript review CME activities, accredited providers report each journal for which the manuscript(s) is being reviewed as 1 activity regardless of the number of manuscripts or reviewers. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the manuscript review CME activity. The number of participants equals the total number of learners engaged in reviewing manuscripts as CME. Each participant is counted once regardless of how many manuscripts they reviewed. For example, an accredited provider publishes 1 journal. During the course of the year, 25 physicians reviewed manuscripts for this journal. Each physician spent 2 hours on the review. The accredited provider reports this as 1 manuscript review CME activity with 25 physician participants and 2 hours of instruction.</p>
<p>Nonphysician participants</p>	<p>Please see other learners.</p>
<p>Other income</p>	<p>Other income includes all income the accredited provider received for its CME activities and CME program that does not fall under commercial support or advertising and exhibit income. The most common examples of other income include activity registration fees, grants from government agencies or independent nonprofit foundations, and allocations from the accredited provider’s parent organization or other internal departments to pay for the CME unit’s expenses.</p> <p>Effective with the 2015 reporting year, this category is eliminated. It is replaced with three specific income categories: registration fees, government grants, and private donations including grants from foundations. Providers will no longer be required to include allocations from their parent organization or other internal departments.</p>
<p>Other learners</p>	<p>Effective with the 2015 reporting year, other learners replaces the term nonphysician participants. This category continues to include activity participants other than MDs and Dos. Residents are no longer included in this category; beginning with the 2015 reporting year they are included as physician participants.</p>

Performance improvement

Performance improvement CME is based on a learner's participation in a project established and/or guided by a CME provider. A physician identifies an educational need through a measure of his/her performance in practice, engages in educational experiences to meet the need, integrates the education into patient care, and then reevaluates his/her performance.

To report performance improvement CME, accredited providers count each learning project as 1 performance improvement CME activity, regardless of whether it is created for an individual physician or a group of physicians. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the performance improvement CME activity. The number of participants equals the total number of learners who participated in the learning project. Each participant is counted once, regardless of how many times they worked on the activity.

For example, an accredited provider established a performance improvement learning project. Three physicians participated; each completed the learning project in 20 hours. The accredited provider reports this as 1 performance improvement CME activity with 3 physician participants and 20 hours of instruction.

Physician participants

Physician participants are activity participants who are MDs or DOs. Through the 2014 reporting year, residents are not included in this category, but are included under non-physician participants. Effective with the 2015 reporting year, residents are included as physician participants.

Regularly scheduled series

The ACCME defines a regularly scheduled series (RSS) as a course that is planned as a series with multiple, ongoing sessions, e.g., offered weekly, monthly, or quarterly; and is primarily planned by and presented to the accredited organization's professional staff. Examples include grand rounds, tumor boards, and morbidity and mortality conferences.

Accredited providers report each RSS as 1 activity. In addition, accredited providers follow the following guidelines:

The cumulative number of hours for all sessions within a series equals the number of hours for that activity and

Each learner is counted as a participant for each session he/she attends in the series.

For example: Internal Medicine Grand Rounds is planned for the entire year as 1 series. Participants meet weekly during the year for 1 hour each week. The accredited provider reports the series as 1 activity with 52 hours of instruction. If 20 physicians participated in each session, total physician participants would be 1,040 (20 physicians per session multiplied by 52 sessions) for that single activity.

State-accredited provider

State-accredited providers are accredited by a state/territory medical society that is recognized by the ACCME as an accreditor. State-accredited providers offer CME primarily to learners from their state or contiguous states as opposed to ACCME-accredited providers, which offer CME primarily to national or international audiences.

Test-item writing

Test-item writing is a CME activity based on a learner's participation in the pre-publication development and review of any type of test item. Examples: multiple choice questions, standardized patient cases.

Test-item writing CME activities may consist of either of the following processes:

When questions are written for an item pool and are later used to build a variety of tests, then building the questions for a single pool is counted as 1 activity. Examples: the Pediatric Item Writing Committee of the National Board of Medical Examiners or the second year clerkship exams at a medical school.

When questions, items, or cases are created for 1 specific test, then each test is counted as a separate CME activity. Example: multiple choice questions for the 2012 clerkship exam in pediatrics.

For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the test-item writing CME activity. The number of participants should equal the total number of persons who engaged in the test-item writing CME activity. Each participant is counted once regardless of how many test items they write.

For example, an accredited provider planned a CME activity where 5 physicians wrote test items for an American Board of Medical Specialties (ABMS) member board certification examination question pool. Each physician completed the test-item writing CME activity in 10 hours. The accredited provider reports this as a test-item writing CME activity with 5 physician participants and 10 hours of instruction.