

Start Here:

1. Is the Activity Approved for AMA PRA Category 1 Credit(CME)? If Yes, proceed. If NO, stop.

How to add MOC Part 2 credit to a planned CME Activity

2. Which Board is most relevant to your CME topic/content?

Internal Medicine
ABIM

Anesthesia
ABA

Pediatrics
ABP

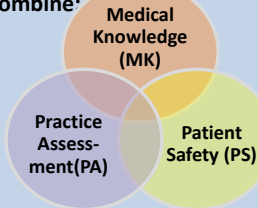
2a. Refer to specific board guidelines when writing your assessment

Read the [ABIM's MOC Assessment Recognition Program Guide](#)

Read the [ABA's Requirements for MOCA 2.0® Accredited Continuing Medical Education](#)

Read the [ABP's Lifelong Learning and Self-Assessment for MOC Part 2](#)

3. Choose the assessment type(s) you will write or combine:



4. Choose your assessment delivery method:

- ◆ Quiz
- ◆ Audience Response System
- ◆ Written Reflective Statements by learner
- ◆ Case Discussion with leader's assessment of small group

5. Write It: What Elements are Required in my Assessment?

	Peer reviewed by 2 experts you identify, not authors of the content	Y	Y	Y
If you chose MK	Evaluation measures the impact on learners' knowledge/skill/perf.	Y	Y	Y
	Sets a Minimum meaningful participation threshold (passing score)	Y	Y	Y
	Provides feedback to the physician learner (gives the rationale for correct answer and cites further reading)	Y	Y	Y
	Select at least one, but not more than two, topic areas from the MOCA 2.0 Content Outline	NA	Y	Y
If you chose PA	Must identify and address a quality or safety gap supported by a needs assessment	Y		
	Must identify and address care, care processes, or systems of care in a NAM/OM quality dimension or three Aims or six Priorities in the National Quality Strategy.	Y		
	Specific, measurable aim(s) for improvement (OR) uses measures appropriate to the aim(s) for improvement (OR) includes interventions intended to result in improvement (OR) includes appropriate data collection and analysis of performance data to assess the impact of the interventions.	Y		
	Provider defines a minimum participation threshold for MOC	Y		
	• Learners maintain their learning reflections throughout the activity. • For multi-session, live activities, the learner must provide reflective statements at the individual session level.	--		Y
	• The learner's reflective statements are submitted and reviewed. • The review should ensure the statements are meaningful and reflective of knowledge or strategy gained or intended change.	--		Y
	• The review should ensure the statements are meaningful and reflective of knowledge or strategy gained or intended change. • A minimum threshold as to what constitutes an "appropriate" statement is established and disseminated to reviewers. • Learners whose reflective statements are appropriate receive feedback that they met expectations. • Feedback to learners is based on learning from individual sessions and/or a compilation of sessions.	--		Y
If you chose PS	Must address at least one of the following topics: <i>either:</i>			
	Foundational knowledge (must include all of the following): a) Epidemiology of error; AND b) Fundamentals of patient safety improvement (plan, do, study, act or PDSA), AND c) Culture of safety	Y		
	Prevention of adverse events (examples include, but are not limited to): ◆ Medication safety ◆ Prevention of healthcare acquired infections ◆ Falls prevention ◆ Teamwork and care coordination	Y		

Read the [Guide to Using Reflective Statements as the Assessment Mechanism in Live](#)

6. When are my Assessment materials due to the CME office? (Questions, Answer Key + Feedback prompts)

	If you chose MK	If you chose PA	If you chose PS
	Due 3 weeks prior to Activity Date	Due 2 weeks prior to Activity	Due 2 weeks prior to Activity Date
	CME Office will assign to 2 peer reviewers you've identified, and collect their Disclosures		

7. CME Office will produce the assessment in the format you chose, and create a credit recording mechanism