

Online Course Proposal Template

The following template will help you gather the required information to submit a CME Activity Proposal for the development of a new online course. You do not need to attach this file to your proposal; it is only a tool to assist you in creating your proposal.

**Activity Title:**

*This will serve as the name for your course.*

**AAAAI Constituency:**

*What group has initiated this project? Please specify any constituency involvement including Leadership Institute, committees, interest sections, taskforces, workgroups, etc. who are involved in this activity. List “N/A” if not applicable.*

**Primary Contact Name:**

**Primary Contact Email:**

**Primary Contact Phone:**

**Activity Type:** Online Course

**Credit Type (select all that apply):**

* CME (Physician)
* CE (Nurse)

**Description (1 paragraph):**

*This description will be copied directly into the registration and credit-claiming site. Please provide an engaging and grammatically paragraph, as this will be the first thing potential registrants will see.*

*Sample: This interactive course provides information about the different types of food immunotherapy, with a focus on oral immunotherapy (OIT). We will review the history of OIT and examine the current evidence supporting OIT's use. We will also discuss the FDA-approved peanut oral immunotherapy product and the importance of shared decision making with patients and families to identify which patients might benefit most from this therapy. Finally, this course will highlight the risks and limitations associated with OIT.*

**Target Audience:**

*Examples: A/I physicians, fellows-in-training, nurses, NPs, PAs, CRTs/RRTs, researchers, practice managers, etc.*

**Names of Course Authors:**

*Please limit to 6 or fewer content authors. Additional people may be included later on as reviewers.*

1.

2.

3.

4.

5.

6.

**Is this topic listed on the most recent** [**AAAAI Needs Assessment**](https://education.aaaai.org/node/22956)**?**

* Yes
* No

**If yes, please describe how this activity addresses this learning gap from the AAAAI needs assessment.**

**If no, please indicate why you selected the topic(s) chosen for your activity, including references where needed.**

**What do you want your learners to take away from this activity?**

*These will be your learning objectives. Please submit at least one per topic area, keeping the following statement in mind: “Upon completion of this activity, participants should be able to...”*

1.

2.

3.

4.

*Sample:*

*Upon completion of this course, the learner will be able to:*

1. *Identify equipment, clinical setting requirements and staff training that are necessary when preparing to conduct an office-based physician-supervised oral food challenge (OFC)*
2. *Outline key concepts to include when educating patients and families before and after the procedure*
3. *Summarize the essential elements of the OFC procedure*
4. *Demonstrate appropriate decision-making skills at critical points in OFC case scenarios*

**Additional Documents – Course Outline**

*Please attach a 1-2 page outline detailing the topics that will be covered in the online course. A Word or PDF document are preferred.*

*Sample Outline:*

***Practical Aspects of Asthma Care & Education***

***Course Outline***

*Module 1: Identify the asthma self-management topics that should be reviewed in a basic asthma education session*

1. *What is asthma*
	1. *Pathophysiology*
	2. *Symptoms*
	3. *How asthma effects quality of life*
2. *What are asthma triggers*
	1. *Allergens*
	2. *Inhaled irritants*
	3. *Ways to take precautions*
3. *Asthma medications*
	1. *Type*
	2. *Use*
	3. *Knowing the difference between the various medications in a plan*
4. *Inhalation medication devices*
	1. *Type*
	2. *Use*
5. *Asthma Action Plan (AAP)*
	1. *What is it?*
	2. *How to use it*

*Module 2: Determine how to assess and address asthma education for a person or group to optimize learning*

1. *Customize to your audience/patient*
	1. *Use health literacy standards with teaching*
	2. *Offer various options to address different learning style needs*
2. *Use screening/assessment tools*
	1. *ACT*
	2. *Rules of two*
3. *Use analogies as a technique to explain something and assist learning*
4. *Use tools & teaching aids (e.g., handouts, visual aids, demonstration devices, videos etc.) to be more engaging and encourage patients to learn about the topic in greater depth*
5. *Conduct a return review*
	1. *Demonstrations*
	2. *Teach back used for assessment*