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This activity is eligible for 3.00 contact hours of ANCC credit



VIRTUAL

May 19, May 20, May 26, 2022 | 1 - 2 pm

Health Care Transition Provider Training

Sponsored by Sooner Success in partnership with Oklahoma Human Services Maternal and Child Health Bureau Title V



SOONER *SUCCESS*

Serving, Supporting, Building *Inclusive* Communities

PROGRAM

Date	Time	Title	Presenters
May 19, 2022 1:00 – 2:00 p.m.Health Care Transition 101	Terence D. Gipson, PhD, MPH Aietah L. Stephens, MS

Professional Practice Gap(s):

Practitioners may be unaware of health care transition processes and patient-centered competencies for patients with special health care needs.

Learning Objectives:

Upon completion of this activity, participants will improve their competence and performance by being able to:

1. Define health care transition and its significance.
2. Describe how health care transition policies affect patients and their families across the life course.
3. Examine the challenges and barriers to successful health care transition.
4. Discuss opportunities in Oklahoma for improved health care transition practices.

Date	Time	Title	Presenters
May 20, 2022 1:00 – 2:00 p.m.Best Practices for Transitioning from Pediatric to Adult Services	Ami B. Bax, MD, MS Emily Z. Braly, DNP, APRN-CNP, PNP Danielle J. Butler, RD/LD Terence D. Gipson, PhD, MPH Aietah L. Stephens, MS

Professional Practice Gap(s):

Practitioners may be unaware of best practice strategies for health care transition and resources to assess institutional readiness for program adoption.

Learning Objectives:

Upon completion of this activity, participants will improve their competence and performance by being able to:

1. Describe health care transition values, needs, and goals from the family perspective.
2. Identify evidence-based strategies that support the health care transition.
3. Appraise institutional readiness to implement new health care transition procedures and policies.

Date	Time	Title	Presenters
May 26, 2022 1:00 – 2:00 p.m.Tools to Implement Health Care Transition Plans	Noel J. Jacobs, PhD Terence D. Gipson, PhD, MPH Aietah L. Stephens, MS

Professional Practice Gap(s):

Practitioners may be unaware of evidence-based tools and deliverables that support the transition of care.

Learning Objectives:

Upon completion of this activity, participants will improve their competence and performance by being able to:

1. Identify evidence-based tools and deliverables that support the health care transition.
2. Identify opportunities for integrating new transition tools into practice.

Accommodation Statement:

Accommodations are available by contacting Aietah L. Stephens at 405-271-5700 ext. 47803, or e-mail Aietah-Stephens@ouhsc.edu.

Learning Format:

Live Virtual (via Zoom) Activity.

Course Goal:

The training serves to enhance the awareness of health care transition and its significance to patients with special health care needs; enhance the adoption and utilization of evidence-based transition strategies; and improve provider confidence in the adoption and utilization of evidence-based transition strategies.

Activity Description:

Patients with special health care needs and their families in Oklahoma frequently report the scarcity of transition services throughout the state, thus increasing the risk of impeding positive life course trajectories. This training serves as one of several efforts in Oklahoma to address the identified barriers to effective transition care.

This 3-module course will focus on three key themes around the healthcare transition:

- MODULE 1: Health Care Transition 101 (1 hour)
- MODULE 2: Best Practices for Transitioning from Pediatric to Adult Services (1 hour)
- MODULE 3: Tools to Implement Health Care Transition Plans (1 hour).

The course modules are delivered by an interdisciplinary team of experts who have leadership experience in health care transition programming as well as case studies

from families who will share their experiences navigating clinical care during the transition from pediatric to adult health services.

These professionals have gathered tools, resources, and evidence-based strategies from their own practices across several disciplines (e.g., psychology, nutrition, public health, medicine, and nursing) to guide participants in the understanding of the tools and how best to apply them to their own organizations. It helps to equip all practice staff with the knowledge and tools needed to facilitate smooth transition from pediatric to adult health care for youth with and without special health care needs.

The Health Care Transition Provider Training targets a broad array of health care practitioners and compliments OU/CPD's mission to provide lifelong learning for physicians and other healthcare providers based on documented needs and professional practice gaps, utilizing evidence-based medicine fundamentals.

Overall Professional Practice Gaps:

The training address three key objectives based on professional practice gaps identified in our formative research:

1. Define health care transition and its significance: The statewide needs assessment concluded that there is a gap in awareness and knowledge among adult providers of the severity and significance of transitioning adolescents with special health care needs to adult practice in a timely and coordinated manner. Providers indicated that they were unaware of the specific barriers that exist from the family perspective and therefore felt unprepared for the transition process.
2. Describe how health care transition policies affect patients and their families across the life course: Due to the lack of awareness of transition related issues, the training is designed to expose providers to the realities and impact of health care transition on their patients. We share qualitative data and case studies from families to highlight the role policy has on the patient experience.

3. Examine the challenges and barriers to successful health care transition: The training acknowledges the realistic barriers and challenges to adopting new health care transition policy, particularly for providers who have little awareness of the issue overall. We bring together a diverse group of providers across various levels of experience with health care transition planning to address the diversity of adoption.

Overall Learning Objectives:

Upon completion of this activity, participants will improve their competence and performance by being able to:

1. Define health care transition and its significance.
2. Describe how health care transition policies affect patients and their families across the life course.
3. Examine the challenges and barriers to successful health care transition.
4. Discuss opportunities in Oklahoma for improved health care transition practices.

Target Audience:

All Specialties, Clinical Nurse Specialist (CNS), Fellow, Licensed Practical Nurse (LPN), Medical Student, Nurse, Nurse Practitioner (NP), Physician, Physician Assistant, Psychologist, Registered Nurse (RN), and Resident.

Accreditation Council for Graduate Medical Education (ACGME) American Board of Medical Specialties (ABMS) Competencies:

- Interpersonal and communication skills
- Patient care
- Practice-based learning/improvement
- Systems-based practice

ACCME/AMA PRA Accreditation Statement:

The University of Oklahoma College of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

The University of Oklahoma College of Medicine designates this live activity for a maximum of 3.00 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.



Nursing Continuing Education

ANCC Accreditation Statement:

OU Medicine, Inc. is accredited with distinction as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

CNE Disclosure Statements:

OU Medicine, Inc. is accredited with distinction as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

3.00 CNE contact hours will be awarded for meeting the following criteria: 90% attendance of conference, completion and submission of evaluation form.

This educational activity does not include any content that relates to the products and/or services of a commercial interest that would create a conflict of interest.

Mitigation Statement:

The University of Oklahoma College of Medicine, Office of Continuing Professional Development has reviewed this activity's planner and presenter disclosures and has mitigated all relevant financial relationships with ineligible companies, if applicable.

Disclosure and Mitigation Report:

The University of Oklahoma College of Medicine and the Irwin H. Brown Office of Continuing Professional Development must ensure balance, independence, objectivity and scientific rigor in all its activities. We have implemented a process where everyone who is in a position to control the content of an accredited continuing education activity has disclosed to us all financial relationships with any commercial interest/ineligible companies. In addition, should it be determined that a conflict of interest exists as a result of a financial relationship one may have, this will be mitigated prior to the activity. This policy is designed to provide the target audience with an opportunity to review any affiliations between the CPD organizers and presenters and supporting organizations for the purpose of determining the potential presence of bias or influence over educational content.

The disclosure and mitigation report for all planners, moderators, presenters, authors and others can be found in the online syllabus.

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To file a grievance related to the non-discrimination policy, report sexual misconduct, and/or file a formal complaint of sexual misconduct, please utilize the reporting form at [ou.edu/reportingform](https://www.ou.edu/reportingform).

Inquiries regarding non-discrimination policies may be directed to the Office(s) of Institutional Equity as may be applicable - Norman campus: (405) 325-3546/3549, Health Sciences Center: (405) 271-2110, or OU-Tulsa Title IX Office: (918) 660-3107. Additionally, individuals may visit <https://www.ou.edu/eoo>

Policy on Faculty and Presenters Disclosure:

It is the policy of the University of Oklahoma College of Medicine that the faculty and presenters identify all financial relationships with ineligible companies relating to the topics of this educational activity, and also discloses discussions of off-label or investigational drugs/devices and/or therapies during their presentation(s).

Disclaimer Statement:

Statements, opinions and results of studies contained in the program are those of the presenters and authors and do not reflect the policy or position of the Board of Regents of the University of Oklahoma ("OU") nor does OU provide any warranty as to their accuracy or reliability.

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Commercial support is financial, or in-kind, contributions given by an ineligible company, which is used to pay all or part of the costs of a CME activity. An ineligible company is any company whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

This activity received no commercial or in-kind support.

Planning Committee Members:

- Terence D. Gipson, PhD, MPH – **Co-Course Director**
- Aietah L. Stephens, MS – **Co-Course Director**
- Manzilat Akande, MD, MPH
- Ami B. Bax, MD, MS
- Emily Z. Braly, DNP, APRN-CNP, PNP
- Danielle J. Butler, MS, RDN/LD
- Carol L. Davenport, MSN, RN-BC, NPD-BC
- Amy Maley, APRN-CNP

Disclosure & Mitigation Report

The University of Oklahoma College of Medicine and the Irwin H. Brown Office of Continuing Professional Development must ensure balance, independence, objectivity and scientific rigor in all its accredited CE activities. We have implemented a process where everyone who is in a position to control the content of an educational activity has identified to us all financial relationships with ineligible companies. In addition, should it be determined that a relevant financial relationship exists, this must be mitigated prior to the activity. This policy is designed to provide the target audience with an opportunity to review any affiliations between the CE planners and presenters and ineligible companies for the purpose of determining the potential presence of bias or influence over educational content. The following is a summary of this activity’s disclosure and mitigation information.

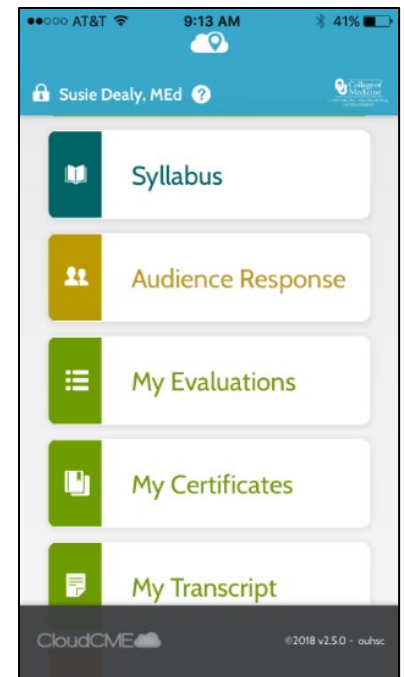
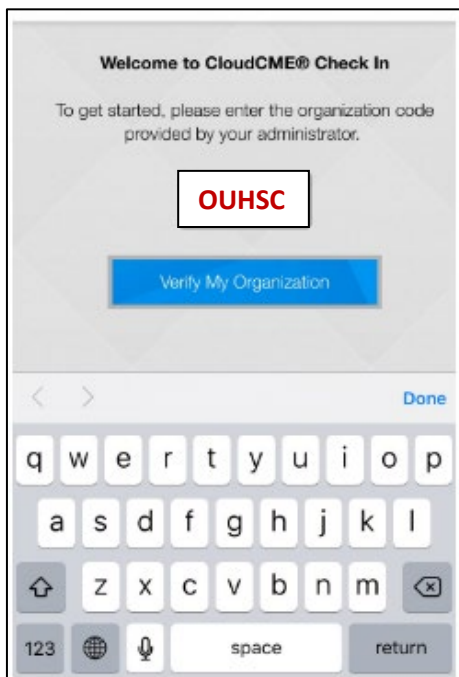
Role(s)	First Name	Last Name	Commercial Interest/Ineligible Company	Nature of the Financial Relationship
Planner	Manzilat	Ankande, MD, MPH		I have no financial relationships or affiliations with ineligible companies to disclose.
Planner & Presenter	Ami B.	Bax, MD, MS		I have no financial relationships or affiliations with ineligible companies to disclose.
Planner & Presenter	Emily Z.	Braly, DNP, APRN-CNP, PNP		I have no financial relationships or affiliations with ineligible companies to disclose.
Planner & Presenter	Danielle J.	Butler, MS, RDN/LD		I have no financial relationships or affiliations with ineligible companies to disclose.
Planner	Carol L.	Davenport, MSN, RN-BC, NPD-BC		I have no financial relationships or affiliations with ineligible companies to disclose.
Co-Course Director, Presenter, Moderator, & Planner	Terence D.	Gipson, PhD, MPH		I have no financial relationships or affiliations with ineligible companies to disclose.
Presenter	Noel J.	Jacobs, PhD		I have no financial relationships or affiliations with ineligible companies to disclose.
Planner	Amy	Maley, APRN-CNP		I have no financial relationships or affiliations with ineligible companies to disclose.
Co-Course Director, Presenter, Moderator, & Planner	Aietah L.	Stephens, MS		I have no financial relationships or affiliations with ineligible companies to disclose.

CloudCME™ App: Download Instructions

The CloudCME™ App allows you to use your smart phone to view the syllabus and presentations, complete your evaluation and have a record of your CME credits.

To Download the CloudCME™ App:

1. Open the app store on your smartphone and search for CloudCME™.
2. Once you download this app, enter the organization code: **ouhsc**
3. Sign in to your account using your e-mail address and CloudCME™ password (OUHSC employees: sign in with your OUHSC user name and password).



Instructions to receive: AMA PRA Category 1 Credit™, contact hours of ANCC credit, or a Non-Physician Certificate of Participation

For physicians to officially receive *AMA PRA Category 1 Credits™* credit, for nurses to receive contact hours of ANCC credit, and for all other non-physicians to document their attendance, participants are required to record their attendance at the activity and complete the online evaluation.

To Record Attendance: You may record your attendance beginning 30 minutes (12:30 pm) prior to the beginning of the activity and up to 45 minutes (2:45 pm) after the conclusion of the activity. **This must be completed at the activity.**

Cell Phone Text-In:

1. Please text **11449** to **(405) 562-5828**. You will receive this code at the conference.
2. You will receive one of the three messages below:
 - “Thank you (name), we have recorder your attendance for (Program).”
 - “User not found in system, text your email to update your cell phone number in the system.” Once updated you will need to text the activity code.
 - “Thank you (name), this activity requires pre-registration before you can record your attendance for (Program). Please ensure that you are registered for this event at: <https://ouhsc.cloud-cme.com>.”

To Complete the Evaluation:

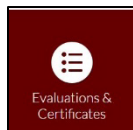
Computer/Tablet Evaluation Instructions:

1. Log in at <https://ouhsc.cloud-cme.com>

2. Click on **My CME**



3. Click on **Evaluations and Certificates**



CloudCME™ App Evaluation Instructions:

1. Use your CloudCME™ App on your cell phone to access the evaluation
2. Open **CloudCME™ App**
3. Open the **My Evaluation** tab
4. Once you have completed your evaluation, you will be able to print your CE certificate. The certificate will be available to print and/or download for approximately two months. Credits will be available on a transcript that you can access anytime on the [CPD Website](#).

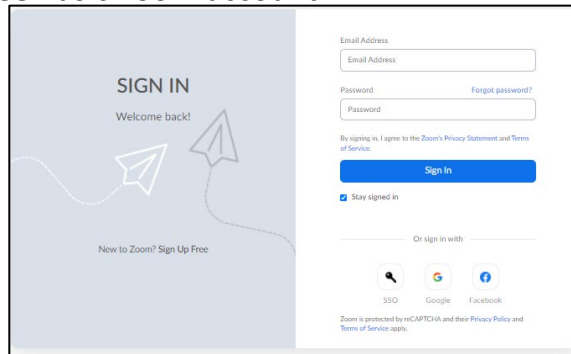
The online evaluation will be active at the end of the CE portion of the conference.

Zoom Instructions: Sign-Up & Join Meeting

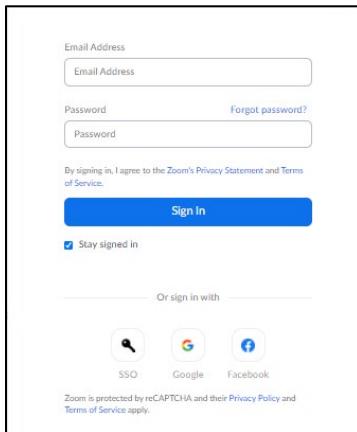
If you are unfamiliar with zoom, please follow these instructions to create a Zoom account and join the meeting.

Step 1: Create a Zoom Account and Sign in (To be completed *before* the day of the meeting)

1. Go to the [Zoom Sign Up page](#) to get a free Basic Zoom account.
2. Download the app to your computer.
3. Open the Zoom app and click “Sign in.”



4. Sign in with the email and password used to set-up your Zoom account.

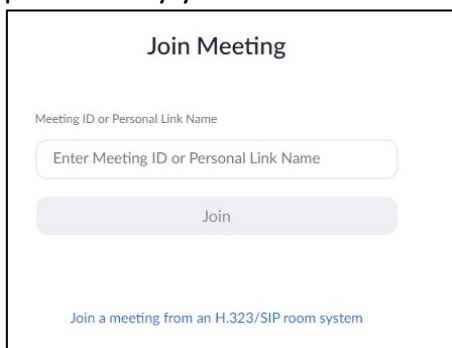


NOTE for OUHSC Users:

- To sign in, click on “Sign in with SSO.”
- Enter **ouhsc** for organization code.
- Sign in using your OUHSC user name and password.

Step 2: Join a meeting

1. Click “Join meeting” from the “Zoom for Meetings” client that opens. Enter the meeting ID provided by your host. Click “Join.”



2. Once connected, you will be prompted to "Join with Computer Audio." Click the button to join with computer audio, allowing your computer speaker and microphone to be used during the Zoom session.
3. Once in the meeting, you can then share yourself via "Video."

Zoom Instructions: Additional

When accessing Zoom:

- ✓ When you login to the meeting, please make certain that your screen name is your first and last name. If not, it can easily be changed by clicking on “More” next to your name on the participant list and then clicking on “Rename.”
- ✓ In the Zoom Chat box, please add the names and emails of other participants if attending as a group.