

IACME Basics Track

Agenda: Part 1

9:00 – 9:10

Welcome & Introduction

9:10 – 9:30

Overview of the Planning Process

9:30 – 10:00

Small group Discussion and Debrief



Why am I
telling you
this??

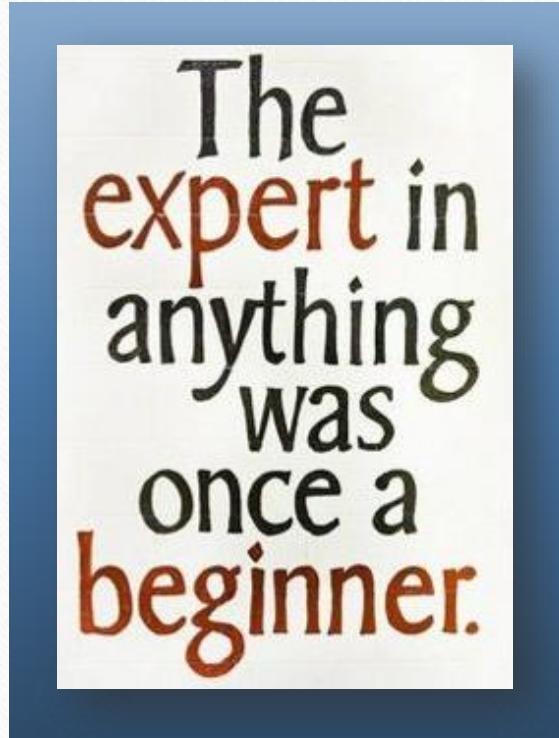
Jeff Bezos

Founder, Chairman, and Chief Executive Officer of Amazon.com

Bezos founded Amazon.com in 1994 after making a cross-country drive from New York to Seattle, writing up the Amazon business plan on the way. He initially set up the company in his garage.

Image of Bezos: <https://www.forbes.com/pictures/56d5dfb2e4b0c144a7f6938a/11-most-famous-career-champions/#2b819656c449>

Background on Bezos: <https://web.archive.org/web/20090204204126/http://www.portfolio.com/resources/executive-profiles/Jeffrey-P-Bezos-1984>



<https://www.pinterest.com/1stwebdesigner/smart-quotes/> (pinned from babygiftscollection.net)

This is a safe place to ask your questions!
We all started at the beginning too.

Basics Track Faculty

Debbie Platek, MS (Chair)
*President, Principal Consultant
CME Mentors*

Sara Brykalski
*Director, Accreditation and Educational Effectiveness
Academy for Continued Healthcare Learning*

Julie Cwik, MSLIS
*CME Accreditation & Certification Manager
American College of Allergy, Asthma & Immunology*

Rhonda Drexler, SCT(ASCP)CM, CHCP
*Sr. Manager, CME Accreditation & Cytology Scientific Advisor
American Society for Clinical Pathology*

Barbara Huffman, MEd, FACEHP
*Adjunct Faculty, Univ. of Illinois College of Medicine
Surveyor, Illinois State Medical Society*

Patti Stella, CHCP
*Director of Education
Society of Surgical Oncology*

Jennifer Troyanovich
*Executive Director, Central Illinois Neuroscience Foundation
Surveyor, Illinois State Medical Society*

Introduce yourself to your table, by providing...

- Your name
- Your organization
- Your role
- Your answer to the following question,
“What is one word you would use to describe
CME/CE?”

Who is our business card
prize winner?

**Physician Assistants,
Nurse Practitioners,
Allied Health, etc.**

Continuing Education (CE)
Continuing Nursing Education (CNE)

American Nurses
Credentialing Center
(ANCC)

One example of a
nursing credentialer

PharmD

**Continuing Pharmacy Education
(CPE)**

**Accreditation Council for Pharmacy Education
(ACPE)**

MD/DO only

**Continuing Medical Education
(CME)**

American Osteopathic
Association
(AOA)

American Academy of
Family Physicians
(AAFP)

Accreditation Council for
Continuing Medical Education
(ACCME)

AMA PRA Category 1 Credit™
American Medical Association

Joint Accreditation for Interprofessional
Continuing Education
(IPCE)

Accreditation Council for
Continuing Medical
Education
(ACCME)

American Nurses
Credentialing Center
(ANCC)

Accreditation Council for
Pharmacy Education
(ACPE)

<http://www.jointaccreditation.org/>

What type(s) of credit does
your organization offer?

Part 1

Overview of the Planning Process

Problem in Practice

What problem in practice have you identified?

- Identify the professional practice gap or the difference between ACTUAL (what is) and IDEAL (what should be)
- Gap = The difference between health care processes or outcomes observed in practice, and those desirable or potentially achievable on the basis of current professional knowledge.*

*ACCME adaptation of an Agency for Healthcare Research and Quality (AHRQ) definition

Methods for Identifying Problems in Practice

How did you discover this problem?

- Evaluation data from previous CME activities
- Membership survey data
- Scientific literature
- Consensus of experts (i.e. committee meetings, consensus guidelines/statements)
- QI data
- Legislative or regulatory change
- Board or license requirement

Educational Needs

What does the participant need to learn to resolve the problem above?

- Identify educational need or what knowledge, strategy or skill a learner needs to obtain to close the identified practice gap.
- Educational needs are the 'knowledge causes,' 'strategy causes,' or 'performance causes' of the professional practice gap(s).

Type of Educational Need

How would you categorize what they need to learn?

- Identify desired change in learners or what you expect learners to do in their practice after they have participated in an accredited activity.
 - ✓ Knowledge (facts and information)
 - ✓ Competence (the ability to apply knowledge, skills, or judgment in practice)
 - ✓ Performance (using the acquired knowledge, skills or judgement in practice)

Example: Problem in Practice

What problem in practice have you identified?

Breast cancer patients with operable tumors may qualify for chemotherapy prior to surgery, which may reduce the rate of reoccurrence and increase the patient's chance of survival. Due to a lack of knowledge and/or competence among the surgical oncology community treating breast cancer, qualified patients are unaware of their treatment options prior to surgery, as well as the risks and benefits associated with these treatments.

In addition, surgical oncologist treating breast cancer patients need to understand how to identify patients who qualify for these type of treatment and when the benefits of this type of treatment outweighs the risks.

Example: Identifying a Problem in Practice

How did you discover this problem?

During a meeting of the Breast Disease Site Work Group of the Society of Surgical Oncology (SSO) the use of chemotherapy prior to surgery for those patients with operable breast cancer was discussed. It was apparent there was a lack of consensus among the work group members, which raised many questions relative to how other surgical oncologists are treating their patients with this same diagnosis.

The SSO decided to survey their members specializing in breast cancer and ask questions about the use of chemotherapy prior to surgery for those patients with operable breast cancer.

The data collected from the survey showed a lack of knowledge and/or competence among members as it relates to which breast cancer patients may qualify for chemotherapy prior to surgery and the risks and benefits of this type of treatment.

Example: Educational Need

What does the participant need to learn to resolve the problem above?

Surgical oncologists treating breast cancer patients need to understand how to identify patients who qualify for chemotherapy prior to surgery, as well as the risks and benefits of this type of treatment.

Example: Types of Educational Needs

How would you categorize what they need to learn?

The desired changes in learners are as follows:

- Knowledge (facts and information)
 - ✓ Understanding which patients qualify for chemotherapy prior to surgery
 - ✓ Understanding the risks and benefits of this type of treatment
- Competence (the ability to apply knowledge, skills, or judgment in practice).
 - ✓ Being able to identify patients that qualify for chemotherapy prior to surgery
 - ✓ Being able to communicate treatment options as well as the risks and benefits of this type of treatment to patients with operable breast cancer
- Performance (using the acquired knowledge, skills or judgement in practice)
 - ✓ Referring qualified breast cancer patients to a medical oncologist for chemotherapy treatment prior to surgery

Example: Types of Educational Needs

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 - ✓ Referring qualified breast cancer patients to a medical oncologist for chemotherapy treatment prior to surgery

Clinical or Professional Areas

What clinical or professional area(s) will be addressed in this activity?

Physician Attributes or Competencies

ACGME (*most widely used; required for PARS entries*)

Patient Care; Medical Knowledge, Practice-based Learning & Improvement; Interpersonal & Communication Skills; Professionalism; Systems-based Practice

Institute of Medicine (IOM) and Interprofessional Education Competencies will come into play with the New Commendation Criteria (C23-38).

Learning Objectives

A **learning objective** is a statement that describes the **knowledge, skills, and/or attitudes** that participants **will gain** from the educational activity.

What do you hope learners will be able to do after participating in this activity?

Learning objectives should...

- Be consistent with the identified gaps
- Reflect the CME mission of the organization
- Be in a learner-centric format versus a faculty or instruction-centric format
- Be measurable (e.g. do not use understand, know, etc. as these are not measurable verbs)
- Begin with, “Upon completion of this learning activity, participants should be able to...”

Learning Objectives

Examples

- *Upon completion of this learning activity, participants should be able to recognize the clinical presentations of HAE and how to distinguish it from histamine-mediated angioedema.*
- *Upon completion of this learning activity, participants should be able to manage exacerbations in patients with asthma/COPD overlap syndrome (ACOS), and assess when (and if) such patients should be referred to another specialist for further care.*

Learning Objectives

Why develop learning objectives?

1. Guide the design & development of the educational activities
2. Provide clear expectations for the educational activity to the learners, and
3. Provide measurable outcomes in terms of knowledge, competence (knowledge in action), and/or performance (what one does in practice).

Bloom's Taxonomy

Knowledge		Competence		Performance			
INFORMATION	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION	SKILLS	ATTITUDES

Assessment/Evaluation

How will you know if you achieved your goal for this activity?

EVALUATIONS AND OUTCOMES — *CRITERIA 3, 11*

How will you measure if change in competence, performance or patient outcomes has occurred? (*check all that apply*)

Knowledge/Competence	<input type="checkbox"/> Evaluation form for participants (<i>required</i>) <input type="checkbox"/> Audience Response System (ARS) <input type="checkbox"/> Customized pre/posttests <input type="checkbox"/> Physician and/or patient surveys
Performance	<input type="checkbox"/> Adherence to guidelines <input type="checkbox"/> Customized follow-up discussions about actual changes in practice via: <input type="checkbox"/> Survey <input type="checkbox"/> Focus group <input type="checkbox"/> Interview <input type="checkbox"/> Case-based studies <input type="checkbox"/> Direct observations (labs, simulations)
Patient/Population Health	<input type="checkbox"/> Observable changes in health-status measures <input type="checkbox"/> Observable changes in quality/cost of care <input type="checkbox"/> Measure mortality and morbidity rates <input type="checkbox"/> Obtain patient feedback via surveys

Educational Format

What would be the best way to deliver the information given in this activity?

EDUCATIONAL FORMAT — CRITERION 5

Select the educational format that will be used to help bridge the practice gaps, enable participants to achieve the learning objectives and desired results. (*check all that apply*)

Knowledge only

- Didactic lecture
- Roundtable and/or problem-based discussions
- Moderated poster sessions
- Panel discussions
- Q&A Sessions

Knowledge & Competence

- Case presentations
- Workshops
- Self-study print or online guides
- Video instruction

Competence & Performance

- Simulation/skills labs

Other (*please specify*)

Example: Didactic Lecture & Case presentation were chosen because:

1. *Didactic Lecture allows for a large amount of information to be presented to a large audience.*
2. *Case presentations allow for real-world application of new knowledge being presented.*

Additional Information

Do you need any additional information to plan this activity?

- Target Audience
- Barriers to Change
- Non-educational Strategies to reinforce learning
- Commercial Support

Small group Discussion

Each table has an experienced CME Professional as a Facilitator

Use the Case Study provided to answer questions 1 – 4 on the IACME Basics Track Activity Planning Worksheet

Debrief Q1-4

- What is the practice gap you identified?
- What method did you use to identify this practice gap?
- What are the educational needs?
- How did you categorize the educational needs?

Small group Discussion

Use the Case Study provided to answer questions 5 – 9 on
the IACME Basics Track Activity Planning Worksheet

Debrief Q5-9

- What physician attributes did you say would be addressed?
- What were your learning objectives (desired changes)?
- What metrics did you say you would use?
- What educational format(s) did you choose?
- Do you need any additional information to plan this activity?

Resources

ACCME Website www.accme.org

The screenshot shows the ACCME website homepage with a green gradient header. The logo 'Accreditation Council™ for Continuing Medical Education' is on the left, followed by social media icons (Facebook, Twitter, LinkedIn) and search functions ('FIND A CME PROVIDER' and 'Advanced Search'). The top navigation bar includes links for 'ABOUT US', 'EDUCATION', 'EVENTS', 'NEWS & PUBLICATIONS', 'ASK ACCME', and 'REQUIREMENTS'. Below the header are six teal-colored boxes labeled 'FOR CME PROVIDERS', 'FOR ACCREDITORS', 'FOR VOLUNTEERS', 'FOR PHYSICIANS & HEALTH CARE PROFESSIONALS', 'FOR THE PUBLIC', and 'FOR THE MEDIA'. The 'REQUIREMENTS' link is circled in red.

[HOME](#) > [REQUIREMENTS](#) > [ACCREDITATION REQUIREMENTS CME PROVIDERS](#) > [ACCREDITATION CRITERIA](#)

Accreditation Criteria

[Printer-friendly version](#) [PDF version](#)

Initial applicants seeking to achieve Provisional Accreditation, a two year term, must comply with Criteria 1, 2, 3, and 7-12. Providers seeking full Accreditation or reaccreditation for a four-year term must comply with Criteria 1-13. Providers also have the option to aim to achieve Accreditation with Commendation, a six-year term. Providers seeking commendation must comply with Criteria 1-13 and choose one of the following two options. Providers that will receive accreditation decisions between November 2017 and November 2019 will have the choice of using either Option A: Commendation Criteria (C16-C22) or Option B: Menu of New Commendation Criteria (C23-C38) to seek Accreditation with Commendation. Providers that will receive accreditation decisions after November 2019 must use Option B to seek Accreditation with Commendation.

ACCREDITATION REQUIREMENTS FOR CME PROVIDERS

- [Accreditation Criteria](#)
- [Standards for Commercial Support](#)
- [Policies](#)
- [Simplification and Evolution](#)
- [New Commendation Criteria](#)

REQUIREMENTS FOR RECOGNIZED ACCREDITORS

EXAMPLES OF COMPLIANCE AND NONCOMPLIANCE

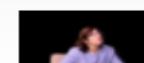
NEED MORE HELP?

Contact Us
info@accme.org
312.527.9200

EDUCATIONAL RESOURCES



Organizational Reflection & Improvement – Insights from Higher Education



Engaging Physician Champions in CME

ACCME Website www.accme.org

The screenshot shows the ACCME website with a green gradient header. On the left is the ACCME logo and the tagline "learn well". To the right are social media icons (Facebook, Twitter, LinkedIn) and search options ("FIND A CME PROVIDER" and "Advanced Search"). Below the header is a navigation bar with links: ABOUT US, EDUCATION, EVENTS, NEWS & PUBLICATIONS, ASK ACCME, and REQUIREMENTS. Under "REQUIREMENTS", there are six categories: FOR CME PROVIDERS, FOR ACCREDITORS, FOR VOLUNTEERS, FOR PHYSICIANS & HEALTH CARE PROFESSIONALS, FOR THE PUBLIC, and FOR THE MEDIA.

[HOME](#) > [REQUIREMENTS](#) > [EXAMPLES OF COMPLIANCE AND NONCOMPLIANCE](#)

Examples of Compliance and Noncompliance

[Printer-friendly version](#) [PDF version](#)

The ACCME is sharing examples of providers' practices, programs, strategies, or procedures based on information from the accreditation process – the self-study report, interview, and performance-in-practice documentation review. The goal of sharing these examples is to enable providers

ACCREDITATION
REQUIREMENTS FOR CME
PROVIDERS

REQUIREMENTS FOR
RECOGNIZED ACCREDITORS

EXAMPLES OF COMPLIANCE
AND NONCOMPLIANCE

SEARCH EXAMPLES BY

▶ Requirement

▶ Finding

NEED MORE HELP?

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EDUCATIONAL RESOURCES



What information appears
on the Program Summary
tab?

ACCME Website www.accme.org

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**Accreditation Council™
for Continuing Medical Education**
learn well

FIND A CME PROVIDER
[Advanced Search](#)

ABOUT US **EDUCATION** **EVENTS** **NEWS & PUBLICATIONS** **ASK ACCME** **REQUIREMENTS**

FOR CME PROVIDERS **FOR ACCREDITORS** **FOR VOLUNTEERS** **FOR PHYSICIANS & HEALTH CARE PROFESSIONALS** **FOR THE PUBLIC** **FOR THE MEDIA**

[HOME > ASK ACCME](#)

Ask ACCME

[Printer-friendly version](#) [PDF version](#)

What are you looking for?

FEATURED

[Proposal for Simplifying and Evolving the Accreditation Requirements & Process: Archived Webinar](#)

ANCC Website

<http://www.nursecredentialing.org/Accreditation/Primary/Accreditation-HowtoStart>

The screenshot shows the ANCC website's main navigation bar at the top, featuring links for About ANCC, Contact Us, FAQs, Manage Mailings, About ANA, and Shop ANA Nursing Knowledge Center. Below the navigation is a secondary menu with tabs for CERTIFICATION, MAGNET, PATHWAY, ACCREDITATION, and ANCC LOGIN. The main content area is titled "HOW TO START". It includes a sidebar with links to "FIND AN ACCREDITED ORGANIZATION", "PRIMARY ACCREDITATION", "NURSING SKILLS COMPETENCY PROGRAM", "PRACTICE TRANSITION ACCREDITATION PROGRAM™", "JOINT ACCREDITATION FOR INTERPROFESSIONAL CONTINUING EDUCATION™", "APPRASERS", "COMMISSIONERS", "RESOURCE CENTER", "CONTACT ACCREDITATION STAFF", "PUBS. PRODUCTS & PROMO MATERIALS", and "CNE SYMPOSIUM". A "FREE RESOURCES" section contains a link to the "PTAP Application". The main content area features a photograph of three professionals in a meeting, a "PRINT THIS PAGE" button, and a "SHARE" button. To the right of the main content is a sidebar with links to "Benefits", "Application Process", "FAQs", "Fees", "Due Dates", "Annual Reporting", "Documentation Reviews", and "Publications & Manuals".

ACPE Website

<https://www.acpe-accredit.org/continuing-education-provider-accreditation/>

The screenshot shows the ACPE website's main navigation bar at the top, featuring the ACPE logo, links for About, Programs, Calendar, Communications, and Contact, and a search icon. Below the navigation is a dark blue header bar with the text "Continuing Education Provider Accreditation" on the left and "Home | Continuing Education Provider Accreditation" on the right. The main content area contains a message encouraging users to click on icons for various tools: PWT web tool, cpe monitor, P·L·A·N, and Continuing Professional Development. At the bottom, there is a large image of a graduation cap and a text box explaining the program's purpose.

ACREDITATION COUNCIL FOR PHARMACY EDUCATION

About ▾ Programs ▾ Calendar Communications CONTACT

Continuing Education Provider Accreditation

Please click on the following icons to access each tool:

PWT web tool

cpe monitor

A COLLABORATIVE SERVICE FROM ACPE AND NABP

P·L·A·N®

CONTINUING PROFESSIONAL DEVELOPMENT

ACPE's Continuing Education Provider Accreditation Program is designed to assure pharmacists, boards of pharmacy, and other members of pharmacy's community of interests, of the quality of continuing pharmacy education programs.

The purposes of the ACPE Continuing Education Provider Accreditation Program

Joint Accreditation Website

<http://www.jointaccreditation.org/>

The screenshot shows the homepage of the Joint Accreditation website. At the top left is the logo, which consists of a teal circle containing a white stylized letter 'A'. To the right of the logo, the text "JOINT ACCREDITATION™" is written in a serif font, with "INTERPROFESSIONAL CONTINUING EDUCATION" in a smaller, all-caps sans-serif font below it. A horizontal navigation bar follows, featuring links for "Home", "About", "Benefits", "Requirements", "Apply", "Providers", and "Resources". The "Resources" link is highlighted with a teal background. Below the navigation bar is a large photograph of six diverse healthcare professionals (three men and three women) smiling. To the left of the photo is the text "Be a Leader in Interprofessional Education" and a brief description: "Meet learners where they practice—in teams. Demonstrate your leadership with team-based interprofessional education programs. Learn more." To the right of the photo is a block of text: "Joint Accreditation offers organizations the opportunity to be simultaneously accredited to provide medicine, pharmacy, and nursing continuing education activities through a single, unified application process, fee structure, and set of accreditation standards." At the very bottom of the page, there is a small footer section with links for "Contact" and "Join Mailing List". On the right side of the page, there is a search bar with a magnifying glass icon and the word "Search".

AMA Website

<https://www.ama-assn.org/education/cme-provider-resources>

The screenshot shows the American Medical Association (AMA) website. At the top, there is a purple header bar with the text "American Medical Association" and a dropdown arrow on the left, and "Become a Member", "Sign In", and "Create Account" on the right. Below the header is the AMA logo, which consists of the letters "AMA" in a bold, serif font with a small green snake coiled around the letter "A". To the right of the logo is a navigation menu with links to "Education", "Life & Career", "Practice Management", "Delivering Care", and "About Us". Further to the right is a search bar with a magnifying glass icon and the word "Search". Below the header and menu, the URL "https://www.ama-assn.org/education/cme-provider-resources" is displayed. The main content area has a white background and features a large, bold, black title "CME Provider Resources". On the left side of this area, there is a sidebar with the heading "Jump to:" followed by three links: "CME Provider Requirements", "Download Resources", and "Contact Information". To the right of the sidebar, there is a block of text that reads: "The AMA provides information, resources and guidance about the AMA continuing medical education (CME) credit system for CME providers. Activities certified for AMA Physician's Recognition Award (PRA) credit must meet both the AMA's and the accreditor's requirements." The entire screenshot is framed by a thick black border.

Specialty Board Websites

- American Board of Medical Specialties (ABMS) - <http://www.abms.org/>
- American Board of...
 - Internal Medicine (ABIM) - <http://www.abim.org/>
 - Pediatrics (ABP) - <https://www.abp.org/>
 - Surgery (ABS) - <http://www.absurgery.org/>
 - Etc.

IACME Website www.iacmeonline.org

The screenshot shows the IACME website homepage with a red header bar containing navigation links: Home, About, Membership, Events, Resources, and Contact Us. Below the header is a breadcrumb trail: Home > Networking. The main content features the IACME logo and a large blue banner with the text "spring mixer". Below the banner, event details are listed: THURSDAY APRIL 13, 2017, 5:30PM-7:00PM, THE BOUNDARY TAVERN, 1932 W. DIVISION STREET, CHICAGO, IL 60622. A note states: "Close to public transportation & street parking is available. A variety of appetizers will be available free of charge. The Boundary offers cheap happy hour drink specials. *Drinks are on your own." To the right, contact information for the Membership Committee is provided: Ty Jackson (tjackson@acoep.org) or Heather Dethloff (hdethloff@chestnet.org).

TODAY!
Post-Meeting
Happy Hour and
Meet-up
3:30pm – 5:00pm

ACEhp Website

www.acehp.org

The screenshot shows the ACEhp website homepage. At the top, there's a dark header with the organization's logo and name. Below it is a teal navigation bar with links for Home, Events, Education, Certification, Advocacy, Publications, Membership, Career Center, About, and Communities. A search bar with social media icons (Facebook, Twitter, LinkedIn) and a "Custom Search" button is also present. The main content area features a large banner for the "AlliancEhp FUNDAMENTALS for New and Early Career CEhp Practitioners". To the right of the banner is a video thumbnail titled "LEADING THE WAY TO 2016 AND BEYOND". Below the banner are three columns: "News and Announcements", "Upcoming Events", and "Quick Links".

AlliancEhp FUNDAMENTALS
for New and Early Career CEhp Practitioners

Upcoming Events

June 2017

13 CHCP and Associate Exam Testing Period
Tuesday, June 13 - Friday, June 30, 2017

September 2017

13 CHCP and Associate Exam Testing Period

Quick Links

- [Reset Your Password](#)
- [Join or Renew Your Membership](#)
- [Visit Our Career Center](#)
- [View the Alliance Blog](#)
- [Visit the Alliance Store](#)
- [View Our Live Meetings](#)
- [Visit Our Online Communities](#)

Alliance Fundamentals Program

Begins Oct. 20, 2017

Alliance Basics Workshop

Jan. 20, 2018