



# **Care Management Accreditation Program**

## **Policy & Guidelines**

**Approved by PCMI's Board of Directors**

**June 23, 2008**

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## Statement of Purpose

The PCMI Care Management Accreditation Program (CMAP) has been designed to provide benefits to care managers, consumers of care management services, and society as a whole.

For the care manager, the CMAP provides a method of certification based on acquired learning and demonstrated competence in the field. Through this certification process the professional stature of care managers will increase and professionals will have a structure for continued career growth and the enhancement of skill and knowledge. Upon successful completion of CMAP and the awarding of certification, individuals may use the letters **CCM** (Certified Care Manager) following their names in professional correspondence, on business cards, and on their curriculum vitae.

Society benefits because they know that limited financial resources are being spent on the services of individuals that have demonstrated competence in the practice of their profession.

Finally, consumers benefit from the accreditation process in that they know care management professionals that have met standards of practice and specific certification criteria are addressing their interests and needs.

## Overview & Philosophy

Because care managers come to the program with varying degrees of knowledge and experience, the accreditation program has built-in flexibility. Care managers can choose courses, projects, and learning experiences that maximize their ability to grow professionally. This is done without sacrificing quality.

It is PCMI's belief that care managers need a realistic manner in which they can demonstrate their competence. PCMI recognizes that even some highly

competent care managers may not "test" well, and that individuals with questionable skills may earn high scores on written tests. PCMI also recognizes that care managers not only need to have a solid foundation of information and knowledge, they must be able to skillfully apply this knowledge to real life situations. Typically, this cannot be demonstrated by successfully completing a written test. Hence, PCMI's CMAP does not rely on a testing procedure.

PCMI offers a uniquely different approach to certifying care managers. Utilizing documented learning experiences, PCMI requires that care managers demonstrate, through competency demonstration projects, that they have mastery of a given area.

Finally, PCMI recognizes that the profession of care management should hold high expectations and professional standards for those claiming the title **CCM** (Certified Care Manager). Therefore, individuals seeking this title must meet entrance requirements to the CMAP.

## Entrance Requirements

All individuals must meet the following requirements before they are accepted into PCMI's CMAP.

- Current care management position in the field of aging for at least 6 months, or completion of PCMI's Care Management Orientation Training Program and 3 months as a care manager.
- Bachelor's Degree (or equivalent experience – one year of experience in a supervised human services position equals one year of education).
- Complete application for acceptance to the CMAP.
- Application fee of \$50 (non-refundable).
- Approval of application by PCMI's Accreditation Committee.

Individuals interested in applying for entrance into the Accreditation Program with less than six months experience can participate in PCMI courses and complete demonstration projects for credit to be applied retroactively once the individual becomes a candidate in CMAP. Individuals must apply for entry into the program within 18 months of the course date in order to receive retroactive credit.

## Certification Requirements

The following requirements must be completed in order to be awarded the **CCM** (Certified Care Manager) certificate.

- Current position in the field of care management for at least six (6) months.
- Successfully complete 20 credits\* based on the following:

1. Twelve credits from the following core competency areas:

- |   |   |
|---|---|
| □ Assessment                                  | □ Care Planning   |
| □ Health & Aging                              | □ Basic Gerontology   |
| □ Documentation & Case Recording              | □ Ethics in Care Management   |
| □ Mental Health & Aging                       | □ Clinical Skills: Interviewing                                     |
| □ Informal Supports                           | □ Alcoholism and the Elderly Protocol                               |
| □ Values/Attitudes toward Aging               | □ Ethnic and Cultures Issues and/or Barriers to Service Utilization |
| □ Assessing Decision Making Capacity Protocol | □ Adverse Drug Reactions Protocol                                   |

- |   |  |
|---|--|
| □ Impaired Mobility Protocol                    | □ Incontinence Protocol                    |
| □ Problems with Money Management Protocol       | □ Alzheimer's & Related Dementias Protocol |
| □ Families with Dysfunctional Dynamics Protocol | □ Elder Abuse Protocol                     |
| □ Symptom Self-Care/Non-Compliance Protocol     | □ Depression in the Elderly Protocol       |
| □ Falls Protocol                                | □ Chronic Pain Protocol                    |
2. Eight (8) additional credits from any of the following secondary areas:
- |  |   |
|--|---|
| □ Ethnic & Minority                        | □ Clinical Skills: Interviewing           |
| □ Informal Supports                        | □ Navigating Service Delivery Systems     |
| □ Environmental Modifications/ Adaptations | □ Supporting & Working with Client values |
| □ Managed Care                             | □ Grief & Loss                            |
| □ Misc. Health Issues                      | □ Keeping the Caregiver Healthy           |
| □ Quality Assurance in Care Management     |   |

3. Completion of four (4) competency demonstration projects.
4. A letter of application, two professional references, at least one of which is from a recent supervisor or individual already awarded the CCM from PCMI, and a \$15.00 application fee for processing and reviewing the application.

\*Up to eight of the twenty credits may be earned through the submission and acceptance of competency waiver portfolios by PCMI's Accreditation Committee.

## Definition of Key Terms

**Credit** – A credit is defined as six (6) hours of instructional time in a PCMI approved course.

**PCMI Learning Experiences** – A course produced or taught by PCMI personnel/consultants/faculty.

**PCMI Approved Educational Experience**  
An educational experience (training, class, computer-based self-study, or conference experience approved by PCMI's Accreditation Committee. See Appendix B for information on the approval process.)

**Competency Demonstration Project** – An approved project that demonstrates the applicant's ability to utilize information and knowledge. This project is then submitted to PCMI for review by PCMI Faculty and/or Accreditation Committee Members. Examples: completion and submission of a comprehensive assessment; completion and submission of a care plan; or, completion and submission of a video tape showing the applicant conducting a client interview.

**Competency Waiver Portfolios** – Documentation must be provided that fully confirms that the applicant has, through previous professional or educational experiences, mastered the content of any given competency area. (See Appendix A for information on the Competency Waiver Portfolio process.)

## Certification Maintenance

To maintain certification individuals awarded the CCM must complete three (3) PCMI approved credits every two (2) years. The date beginning the two-year cycle is the date on which certification was awarded to the individual. Failure to do so will result in the CCM being nullified.

## Re-Activation of Nullified Certification

In the event that a Certified Care Manager is unable to meet the requirements for maintaining certification, he or she can request in writing to have the opportunity to re-activate. Re-activation will be at the discretion of the Accreditation Committee and reviewed on an individual basis. Typically, re-activation will involve completing a number of credits equal to those that would have been completed with normal maintenance. For example, a care manager moved to a new geographic location and was not practicing care management for 24 months. After 18 months, he or she began working once again as a care manager. If the care manager had not kept up the certification maintenance schedule, he or she would be required to request activation in writing and complete three credits.

## Candidate and CCM Record Keeping Responsibilities

In addition to PCMI maintaining a database with course and credit information, each individual participating in the program or having already been awarded the CCM will be responsible for the following:

- Submitting to PCMI a copy of any learning experience completion certificate for PCMI approved courses or learning experiences. Such certificates must contain PCMI's approval number.
- Keeping the original certificate of completion for PCMI learning experiences or PCMI approved learning experiences on file for at least five (5) years from the date of their issuance.
- PCMI will automatically enter credits into its database for applicants or CCMs when they have completed a PCMI produced learning experience.
- PCMI will not enter information into its database for PCMI approved courses

until photocopies of completion certificates are mailed to PCMI offices. Attendance "sign-in sheets" will not be used to verify the completion of a learning experience.

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## **Appeals Process & Organizational Structure of the Accreditation Program**

### **PCMI Board of Directors**

The Professional Care Management Institute's Board of Directors hold final responsibility and decision-making authority for all matters related to the Care Management Accreditation Program.

The Board of Directors has the sole authority to award certificates of certification to individuals completing the program's requirements.

### **Accreditation Committee**

#### **Composition**

The Accreditation Committee shall be composed of between seven and 15 members. Composition of the membership will include at a minimum:

- A PCMI Board of Directors Member
- A care management supervisor
- An individual with experience with certification/accreditation programs

- PCMI's Executive Director
- Minority representation
- Representation from a diverse geographic area

Members of the Accreditation Committee are recommended by the Executive Director and appointed by the Board of Directors for two and three year terms.

#### **Responsibilities**

Approval Process -- Three or more committee members, one of which must be the Executive Director or Board of Director's Member Representative, must give approval for each of the following:

- Application and acceptance into the program
- Acceptance of a course waiver request
- Acceptance of programs for continuing education credits from other organizations or groups (unless already approved by another accrediting organization in which case the Executive Director and/or Board Member Representative may approve)
- Acceptance of new training or learning experience titles as core courses.

Two or more committee members must give approval before a course completion project can be used with a particular program.

## Appeals Process

Decisions of the Accreditation Committee may be appealed by writing to the Executive Director. Such appeals will be forwarded to the entire Accreditation Committee. Should

## Appendix A

### Competency Waiver Portfolio Guidelines

A candidate for the Certified Care Manager (CCM) credential may challenge a course requirement by demonstrating competency in the topic area. The candidate must demonstrate that he or she possesses the basic skills, knowledge, and ability in the topic area, and is therefore entitled to bypass the educational experience required to obtain the CCM. In order to waive a course, the candidate must submit the following to the Accreditation Committee:

1. Documentation regarding where and when in the applicant's career or formal educational experience he or she has had the opportunity to learn and/or apply this skill area.
2. Evidence that documents or demonstrates competence in the skill area.
3. Twenty-five dollar (\$25.00) applications fee for each skill area being submitted.

Members of the Accreditation Committee, and, in some instances, PCMI Instructors will review the competency waiver portfolio to determine satisfactory completion. Candidates who have submitted an unacceptable competency waiver portfolio may re-submit a modified portfolio for the same skill area one additional time at no additional cost.

Candidates may be creative in developing their own competency waiver portfolios as long as they show competence in the skill

the appeal be denied, the petitioner may forward his or her appeal to the Board of Directors within 30 days of the denial. Such appeals must be made in writing.

The Board of Directors has the final authority in all appeals.

areas. As a general rule, a written narrative for each skill area should be submitted and be approximately five pages in length.

The following skill areas are the only areas that may be utilized in the competency waiver process. Each skill is equivalent to two (2) credits. The total of credits for which waivers are sought may not exceed eight (8) credits.

#### Area 1: Assessment

The candidate must demonstrate:

1. The use of accurate, timely assessments
2. Effective interviewing skills
3. The appropriate use of collateral interviews and environmental assessments
4. Appropriate documentation of assessment

Documentation:

The candidate must describe assessment tools and processes they have used in their career.

Demonstration:

1. Describe in writing the principles of assessment. Furnish a video or audio-taped complete assessment interview. Provide the written assessment they completed as part of this interview. This can be a mock or actual assessment. In the case of actual assessments utilize confidentiality precautions by removing client-identifying information. Or,

- Describe in writing the principles of assessment. Contrast this with common assessment errors. Provide a complete written assessment, which illustrates application of principles.

Portfolio reviewers will be looking for:

- Recognition of the importance of a comprehensive assessment
- Recognition of the assessment as a process that is highly dependent on professional knowledge, judgement, and ability to relate to a client
- An ability to explain the purpose of the assessment interview while putting the client at ease
- An ability to disentangle client responses from those of other family an/or informal support responses
- Recognition of the importance of a functional approach in assessment and an ability to describe functional areas
- Recognition of the inter-relatedness of all functional areas
- Recognition of client responses which represent potential problems
- Appropriate follow-up of problematic client responses to get additional information
- Completeness of recording and the use of a standardized assessment form.

## Area 2: Basic Social Gerontology

The candidate must demonstrate knowledge of:

- Physiological aspects of aging
- Psychological aspects of aging
- Sociological aspects of aging

Documentation:

The candidate must document courses or training taken in social gerontology with dates, places, instructors, and/or specific readings or independent study.

Demonstration:

The candidate must describe and contrast in writing three older people in terms of the physiological, psychological and sociological aspects of their personal aging process. Current gerontological theories should be integrated into the description.

Portfolio reviewers will be looking for:

- Knowledge of the role and status of the elderly as a population group and as a potential client group
- Knowledge of the major social problems and issues specifically affecting the aged
- Knowledge of the physiological, psychological, and social changes that are associated with old age and the aging process
- Knowledge of the range of entitlements, benefits, and services available to meet the needs of the aged
- Knowledge of current service planning and delivery issues confronting older adults and the service sector
- Knowledge of current theoretical and/or conceptual thinking in social gerontology.

## Area 3: Care Planning

The candidate must be able to demonstrate:

- Appropriate analysis and synthesis of assessment data into care planning problem statements, goals and actions
- Use of measurable, objective goals
- Knowledge of resources and services
- Creative use of all available resources
- Cost consciousness in the use of financial resources
- Evaluation of the care plan for continued appropriateness over time.

Documentation:

The candidate should describe the types of care plans he or she has developed, his or her role in the care planning process, and

under what circumstances he or she was involved in care planning.

Demonstration:

The candidate could submit a completed care plan, based on an assessment that he or she provided. The candidate could describe in writing the basic steps required to produce an effective care plan and what factors they would monitor over time. Describe an appropriate long-term plan for monitoring these clients.

Portfolio reviewers will be looking for submitted materials that demonstrate:

- A definition of care planning and a description of the steps required to accomplish it
- All problems are identified and accounted for in written form
- Highest priority issues are dealt with first
- Presenting problem is addressed
- Treatable issues are addressed unless the client refuses
- Problems that may be treatable are evaluated as necessary
- Informal resources are not replaced without reasonable justification
- There is evidence that the care plan is tailored to the individual
- Need statements are linked to measurable goal statements
- Resources used are appropriate to needs and goals
- Recording includes narrative with details of the process
- Planned monitoring is appropriate to the client's condition and supports
- Client autonomy, values and preferences are respected
- Least restrictive or instructive help is utilized

- Client and/or family are empowered where possible
- Appropriate negotiation, mediation, and education are utilized where needed.

#### **Area 4: Case Recording and Documentation**

The Candidate must be able to demonstrate:

1. Succinct, accurate and timely client records
2. Skilled documentation of client interactions and other interactions on behalf of clients
3. An understanding of the importance of thorough documentation

Documentation:

The candidate should describe the circumstances under which he or she has kept client records: agency, job description, and dates. Describe types of records for which they were responsible.

Demonstration:

Furnish a complete sample case record, including all necessary forms as well as narrative recording. Use proper precautions to protect client confidentiality.

Portfolio reviewers will be looking for materials that demonstrates the candidate:

- Can complete a satisfactory case record which has the following attributes
  - Record is complete. It includes an assessment care plan, and narrative notes as well as other documents as appropriate, e.g. reassessment, financial forms, etc.
  - All entries are signed and dated.
  - All identifying information is blanked out unless the record is a fictitious example

- Narrative notes are chronological; other documents are organized systematically
- Handwriting is legible
- The record should have no inconsistencies that are not explained in the narrative notes.
- Each narrative note should contain contact information, the context of a visit or call, and next steps
- Records should not contain subjective language; labels without a professional diagnosis; or, opinions of the care manager unless they are identified as such.
- Understands the importance of confidentiality and release of information.
- Understands that there is a range of technology available suited for use in case recording and documentation.

### Area 5: Clinical Skills

The candidate must be able to demonstrate:

1. An understanding of the responsibilities and limits of the helping relationship in the context of care management
2. An understanding of appropriate interaction skills with clients, their families and others
3. Knowledge of verbal and nonverbal communication techniques.

Documentation:

The candidate should describe his or her career experiences in the helping professions. Attention should be paid to the various helping roles the candidate has assumed over time.

Demonstrations:

Videotape a helping interaction that demonstrates a wide range of helping skills, or write an essay on the responsibilities and limits of the helping relationship in care management, emphasizing key skills

required for effective performance on the job.

Portfolio reviewers will be looking for materials that demonstrates the candidate:

- Displays a non-judgmental approach and attitude
- Understands the importance of trust and rapport
- Can foster self-determination
- Understands and respects the importance of confidentiality
- Recognizes the importance of verbal and nonverbal communication
- Understands and supports client empowerment
- Understands the importance of relationship stages (i.e., beginnings, middles, and endings)
- Understands the importance of self-awareness and its role in developing a helping relationship
- Has knowledge of:
  - Listening skills – attending, paraphrasing, clarifying, reality testing
  - Leading skills – indirect leading, direct leading, focusing, questioning
  - Reflecting skills
  - Summarizing skills
  - Confronting skills
  - Interpreting skills
  - Informing skills

### Area 6: Health & Aging

The candidate must be able to demonstrate knowledge of:

1. Normal versus pathological aging
2. Common disorders affecting older persons
3. Sensory changes common to elderly persons and their impact

4. Causes and solutions to the problems of incontinence
5. Causes and solutions to the problems of falls
6. Common effects of medications on older persons
7. Health care resources and third party payments

**Documentation:**

List date, place, and instructor of course of training in health and aging, physiology, etc. List experience working in a hospital or other health care setting where relevant experience was gained.

**Demonstration:**

Describe a body system in terms of the impact of aging on that system; or describe in complete detail a chronically ill elderly person you know. Relate aging related health status with use of appropriate resources and implications for reimbursement by third parties.

Portfolio reviewers will be looking for materials that demonstrates the candidate:

- Knowledge of common sensory related changes in aging
- Can differentiate between normal aging changes and pathology
- Can utilize commonly accepted medical terminology for typical physical and health related problems, conditions, and/or treatments
- Has an understanding of the health care service delivery system and other appropriate community based resources
- Has an understanding of health care professionals in terms of their particular specialties and/or concentrations and what they may offer clients
- Has knowledge of common laboratory and x-ray procedures commonly performed on the elderly

- Has knowledge of common diseases and common treatment approaches
- Can differentiate between acute illness and long-term illness

### **Area 7: Informal Resources**

The candidate must be able to demonstrate knowledge of or ability to:

1. Articulate the value, benefit and necessity of care management involvement with informal supports
2. Identify different kinds and appropriate functions of informal resources
3. Identify, evaluate and work with informal supports
4. Sensitivity to the caregiver's role.

**Documentation:**

Describe work or educational experiences in the area of informal resources/supports.

**Demonstration:**

Develop a case study or an actual client illustrating creative and/or fully developed use of informal resources. Or, write an essay on the importance of informal resources, citing examples of actual cases. Describe the positive and challenging elements of using informal resources in a variety of care-giving situations.

Portfolio reviewers will be looking for materials that demonstrates the candidate:

- Understands the difference between a formal resource system and informal supports
- Can link the skills or resources of informal supports to an identified service need
- Understands and can design a plan to monitor informal supports
- Can identify obstacles facing the use of informal resources
- Articulate how contact and support for informal supports will be provided.

**Area 8: Diversity, Values & Attitudes**

Documentation:

Describe work, educational experiences, or self-study in the areas of diversity, values and attitudes. Formal studies or experiences should include the location and dates of the event(s).

Demonstration:

Develop a case study illustrating awareness of personal, ethnic, racial, cultural, gender, and/or age related differences and how these differences impacted on service delivery and/or the client/care manager relationship. Describe the positive and challenging elements of dealing with diversity, values and attitudes.

Portfolio reviewers will be looking for materials that demonstrate the candidate's:

- Awareness of his/her own biases (personal, ethnic, racial, cultural, gender, age related differences and commonalties which impact on his/her thoughts, feelings and behaviors)
- Knowledge of vocabulary used when discussing values, attitudes and diversity including:

Prejudice	Values
Racism	Norms
Ageism	Behaviors
Sexism	Morals
Homophobia	Ethnocentric

- A knowledge of the following and the impact on care management practice: a) racism b) sexism c) ageism d) developmental disabilities discrimination e) sexual orientation discrimination.
- Ability to interact with clients in a manner which is non-judgmental and sensitive to cultural values and differences

- Awareness of specific cultural differences, norms, values and an ability to address these differences.

**Area 9: Working with Other Systems**

Documentation:

The candidate must list other systems with which he or she has worked in their career, describe the nature and scope of the work, and provide dates or time frames for this work.

Demonstration:

The candidate must be able to demonstrate knowledge of resources, agencies, and programs in:

Mental health	Aging
Protective or legal services	Acute & long term care
Drug & alcohol	Benefit/entitlement areas (Medicare, MA, Social Security, etc.
Developmental Disabilities	

List the eligibility criteria for five programs from any of the areas listed above and describe in detail a case study which required close inter-system collaboration or which illustrates gaps or barriers to effective inter-system collaboration or describes gaps in service systems or policies which are in conflict.

## Appendix B

### Approval Process for PCMI Approved Educational Experiences

Educational, training and other professional development organizations may apply to have courses or training programs approved for PCMI credits. These credits may fulfill CMAP requirements for certification or maintenance of certification. For the purposes of this document, such educational, training or professional development organization will be referred to as a continuing education program.

#### Standards for Courses and Programs

1. Continuing education programs must direct their educational experiences toward the enhancement of care managers' knowledge and skill related to their clinical work with clients.
2. The following core areas may be considered for submission:
 

<ul style="list-style-type: none"> <li>□ Assessment</li> <li>□ Health &amp; Aging</li> <li>□ Documentation &amp; Case Recording</li> <li>□ Mental Health &amp; Aging</li> <li>□ Keeping the Caregiver Healthy</li> <li>□ Values/Attitudes toward Aging</li> </ul>	<ul style="list-style-type: none"> <li>□ Care Planning</li> <li>□ Basic Gerontology</li> <li>□ Ethics in Care Management</li> <li>□ Clinical Skills: Interviewing</li> <li>□ The Service Delivery System</li> <li>□ Barriers to Service Utilization</li> </ul>
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3. There must be an established formal process for measuring the quality of the learning experience.
4. There must be established criteria for selecting and evaluating faculty or course material.
5. Faculty must hold a degree or work experience in a field related to the
 

<ul style="list-style-type: none"> <li>□ Alzheimer's &amp; Related Dementias</li> <li>□ Families with Dysfunctional Dynamics</li> <li>□ Symptom Self-Care/Non-Compliance</li> <li>□ Ethnic &amp; Minority Issues</li> <li>□ Informal Supports</li> <li>□ Incontinence</li> <li>□ Money Management</li> <li>□ Falls</li> <li>□ Environmental Modifications/Adaptations</li> <li>□ Managed Care</li> <li>□ Misc. Health Issues</li> </ul>	<ul style="list-style-type: none"> <li>□ Assessing Decision Making Capacity</li> <li>□ Elder Abuse</li> <li>□ Depression in the Elderly</li> <li>□ Clinical Skills: Interviewing</li> <li>□ Grief &amp; Loss</li> <li>□ Chronic Pain</li> <li>□ Impaired Mobility</li> <li>□ Adverse Drug Reactions</li> <li>□ Alcoholism and the Elderly</li> <li>□ Supporting &amp; Working with Client values</li> <li>□ Quality Assurance in Care Management</li> </ul>
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continuing education program being submitted.

6. One (1) instructional hour equals 50 – 60 minutes of instruction or learning, exclusive of breaks and lunch.

\$20.00 will be charged for a returned check or money order.

- Each course that is approved is authorized for a single offering. However, if the original date of the offering must be changed, an additional application is not required.

### **Instructions for Application**

1. The original and one copy of the completed application must be submitted by the sponsor/provider to: PCMI – 3108-A Ridge Pike, Eagleville, PA 19403, at least 30 days before the date the learning experience begins.
2. The application must be printed or typed only. All questions must be fully answered.
3. The following documents must accompany each application submitted
  - A course outline indicating starting times, breaks, lunch, and ending times.
  - Course objectives and goals
  - A copy of the instructor(s)'s resume or professional curriculum vitae
  - A sample participant course evaluation form
  - A sample of the certificate of completion that is to be issued to each individual completing the learning experience. This certificate must contain the name of the sponsor; title of the course; spaces marked for: the name of the learning attendee, date of the learning experience, number of credits, PCMI Approval number, and signature of the individual authenticating completing of the learning experience.
  - \$30.00 check or money order made payable to "Professional Care Management Institute" for each learning experience/course submitted. This fee is non-refundable and will not be waived. A processing fee of

# Application for PCMI Approved Educational Experiences

1. Name and telephone number of individual completing the application.

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

2. Name of organization or sponsor \_\_\_\_\_

Address of organization \_\_\_\_\_

3. Title of course or learning experience \_\_\_\_\_

4. Name of instructor \_\_\_\_\_ Instructor's degree \_\_\_\_\_

The degree is in: \_\_\_\_\_

5. Location of learning experience \_\_\_\_\_

6. Date of learning experience \_\_\_\_\_ 7. Credit hours being requested \_\_\_\_\_

8. Target audience(s) – indicate groups you are targeting as potential participants in the learning experience(s) you intend to offer.

- |                                     |                          |                                  |
|-------------------------------------|--------------------------|----------------------------------|
| _____ care managers                 | _____ social workers     | _____ students                   |
| _____ nurses                        | _____ psychologists      | _____ educators                  |
| _____ social service administrators | _____ discharge planners | _____ Other – describe:<br>_____ |

8. Describe your policy for evaluating participant satisfaction, how your deal with complaints; attach any forms used.

9. Has this learning experience been approved for continuing education credit by any other certifying organization?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

If yes, list the organization name, address, and the approval number for each organization approving the learning experience.

**Agreement**

I understand members of PCMI's Accreditation Committee or their designees will use information in this application for review purposes. I verify that the information provided on this form and any supporting documents is accurate. I understand that this application may be disapproved for any of the following reasons, and that there is no refund of application fee if disapproval occurs:

- Not submitted 30 days prior to the learning experience
- Does not contain a sufficiently detailed time schedule
- Goals and objectives are not listed
- Does not include a learning experience outline
- Learning experience activities do not match stated goals and objectives
- Not related to one of the identified core areas
- Does not include a sample certificate of completion
- Specific dates and/or hours are not listed
- Application not complete
- Material is deemed to be too elementary or without adequate substance or depth

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

## Accreditation Program Application

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Employment History: *(Start with current employment and include addresses/phone numbers, dates of employment and the title of the position(s) held.)*

Education and Additional Training: *(Start with high school and include degrees or college level course work, dates, and any additional education or training that you believe is relevant.)*

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date