

For office use only:
 Direct Sponsorship
 Joint Providership

CME Application and Planning Worksheet

General Information

The CME planning process is based on criteria of the Accreditation Council for Continuing Medical Education (ACCME) and sound adult learning principles. The MORE Foundation CE Committee has the responsibility for assuring that CME activities meet these requirements. This application is an essential step that will guide you through the planning process. Each section references a letter/number (e.g., C5) which refers to the relevant ACCME Criterion. For more information on the ACCME criteria, refer to the [ACCME Essential Areas and their Elements](#).

Except where noted, all sections must be completed. Email the completed document and attachments to: info@more-foundation.org

Activity Information			
Date Submitted:	Activity Contact (name, email and phone):		
Proposed Activity Title:			
Department/Organization:			Anticipated Number of Attendees:
Speaker (s):			Honoraria <input type="checkbox"/> No <input type="checkbox"/> Yes Amount
Proposed Activity Date(s):	Time (if live event):	Location (if live event):	
Proposed Activity Type <i>(Select all that apply by placing an X in the appropriate box)</i>			C5
<input type="checkbox"/>	Live Activity (Course, Symposium, Workshop, Conference, Live Webcast, Livestream)		
<input type="checkbox"/>	Regularly Scheduled Series (RSS) (Grand Rounds, Tumor Board, Case Conference, Journal Club, M&M, etc.) Frequency: <input type="checkbox"/> 1/Week <input type="checkbox"/> 2/Week <input type="checkbox"/> 2/Month <input type="checkbox"/> Quarterly <input type="checkbox"/> Other:		
<input type="checkbox"/>	Enduring Material (Provide a copy or link of the enduring material as part of the CME/CE Review) <input type="checkbox"/> CD-ROM <input type="checkbox"/> Internet Archive / On Demand <input type="checkbox"/> Monograph <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: How long are you seeking CME approval for this enduring material? (up to 3 years)		
<input type="checkbox"/>	Performance Improvement CME		
<input type="checkbox"/>	Other		
Credit Type: How many credit hours are requested?			
<input type="checkbox"/> American Medical Association AMA PRA Category 1 Credits™			
<input type="checkbox"/> Other (e.g. PT, nursing, AT) _____			
Are you seeking Maintenance of Certification (MOC)/Continuing Certification (CC)?			<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes, check specialty(s) below
<input type="checkbox"/> Anesthesiology (ABA) <input type="checkbox"/> Internal Medicine (ABIM) <input type="checkbox"/> Ophthalmology (ABO)			
<input type="checkbox"/> Otolaryngology, Head, & Neck (ABOHNS) <input type="checkbox"/> Pathology (ABPath) <input type="checkbox"/> Pediatrics (ABP)			

Leadership and Administrative Staff Support

Activity Medical Director/Moderator The physician or basic scientist who has overall responsibility for planning, developing, implementing, and evaluating the content and logistics of a certified activity.				
Name			Degree(s)	
Title	Affiliation		Department	
Address		City	State	ZIP
Phone		Fax	Email	

DISCLOSURE Statement for this activity submitted

Activity Co-Director (optional) The individual who shares responsibility for planning the certified activity. Designating an Activity Co-Director is optional, but strongly encouraged, for a jointly sponsored or co-sponsored activity.				
Name			Degree(s)	
Title	Affiliation		Department	
Address		City	State	ZIP
Phone		Fax	Email	

DISCLOSURE Statement for this activity submitted

Administrative Coordinator/CME Associate The individual responsible for the operational and administrative support of the certified activity; this is usually an administrative or staff assistant.				
Name			Degree(s)	
Title	Affiliation		Department	
Address		City	State	ZIP
Phone		Fax	Email	

DISCLOSURE Statement for this activity submitted

Planning Committee <i>In addition to the activity medical director, co-director, and/or CME Associate, list the names, degrees, titles, affiliations and emails of persons chiefly responsible for the design and implementation of this activity. Use additional sheets if necessary. Note, all individuals listed will be required to complete a CME disclosure.</i>				
Name	Debra Sietsema		Degree(s)	MSN, PhD
Title	Director	Affiliation	MORE Foundation	Email
				debra.sietsema@more-foundation.org
Name	Marc Jacofsky		Degree(s)	PhD
Title	Executive Director	Affiliation	MORE Foundation	Email
				marc.jacofsky@more-foundation.org
Name	Vickie Icenogle		Degree(s)	
Title	Business Manager	Affiliation	MORE Foundation	Email
				victoria.icenogle@more-foundation.org
Name			Degree(s)	
Title		Affiliation		Email

Name		Degree(s)	
Title	Affiliation	Email	
Name		Degree(s)	
Title	Affiliation	Email	

DISCLOSURE Statements for this activity submitted

Planning Process

The CME planning process is based on a foundation of needs assessment which serves to identify professional practice gaps of the intended audience, articulate the needs, and outline the objectives and expectations necessary to design learning activities that will change competence, performance, and/or patient outcomes.

Identify Practice Gaps <i>The practice gap is the difference between what actually occurs and what ideal or evidence-based practice should be. Define what the problem or needs might be based on what actually occurs versus what the ideal practice should be. Explain WHY this education is needed. (approximately < 100 words)</i>	C2, C3, C5

Needs Assessment Data and Source <i>What sources did you use to identify the professional gaps? (Select all that apply) Provide data source and accompanying explanation as evidence for how professional practice gap exists or could exist if providers are not knowledgeable or skilled in the content that will be presented. Provide attached documentation, if needed, and/or narrative summary for each source chosen.</i>	C2
<input type="checkbox"/> New methods of diagnosis or treatment (knowledge) <input type="checkbox"/> Availability of new medication(s) or indications(s) (knowledge) <input type="checkbox"/> Development of new technology (knowledge) <input type="checkbox"/> Input from experts regarding advances in medical knowledge (knowledge) <input type="checkbox"/> Literature review (knowledge) <input type="checkbox"/> Data from outside sources, e.g., public health statistics (knowledge) <input type="checkbox"/> Survey of target audience (knowledge) <input type="checkbox"/> Quality assurance/audit data (Competence & Performance) <input type="checkbox"/> Professional society requirements (Competence & Performance)	<input type="checkbox"/> External requirements such as: National Committee for Quality Assurance (NCQA), Joint Commission on Accreditation of Healthcare (JCAHO) or Health Plan Employer Data and Information Set (HEDIS). (Competence and Performance) <input type="checkbox"/> Continuing review of changes in quality of care as revealed by Quality Department, medical audit or other patient care reviews (Competence and Performance) <input type="checkbox"/> Referral patterns (Competence and Performance) <input type="checkbox"/> Legislative, regulatory or organizational changes effecting patient care (Knowledge, Competence and Performance) <input type="checkbox"/> Joint Commission Patient Safety Goal/Competency: _____ <input type="checkbox"/> Other: _____

Identify Evidence Based Support <i>Provide 1-3 references from the professional literature that provide evidence-based support for the education that will be presented.</i>	C2

Identify Educational Needs State the educational need(s) that were determined to be the cause of the professional practice gap(s). Select <i>only</i> the type of need(s) that apply to this learning activity. Teaching and evaluation methods should correspond to the educational need. (approximately < 50 words each)		C2, C3, C5
Type of Need	Educational Need	
<input type="checkbox"/> Knowledge need(s)		
<input type="checkbox"/> Competence need(s)		
<input type="checkbox"/> Performance need(s)		

Objectives and Expected Results Select the key identified educational needs listed above that you wish to address with this activity and list specific, measurable learning objective(s), the change type, and what is designed to change. (You may combine needs if appropriate or add rows as needed.)			C2, C3, C4, C5, C6, C10, C11
Learning Objective	Change Type	Designed to Change	
	<input type="checkbox"/> Competence <input type="checkbox"/> Performance <input type="checkbox"/> Patient Outcomes		
	<input type="checkbox"/> Competence <input type="checkbox"/> Performance <input type="checkbox"/> Patient Outcomes		
	<input type="checkbox"/> Competence <input type="checkbox"/> Performance <input type="checkbox"/> Patient Outcomes		

How does this activity align with the mission of CME? Select all that apply by placing an X in the appropriate box. (It may be best to complete this after you have completed the planning process. Evaluation methods should correspond to activity intent.)		C1, C3
<input type="checkbox"/>	Designed to produce changes in physicians resulting in improved knowledge and competence	
<input type="checkbox"/>	Designed to produce changes in physicians resulting in improved performance	
<input type="checkbox"/>	Designed to produce changes in physician practice resulting in improved patient outcomes	

Target Audience		C4
<i>Based on the above gap analyses and needs assessment, please select all that apply – at least one from each category. Make sure that the activity you have in mind is related to what learners actually do in their practice.</i>		
Audience:	Geographic Locations:	Specialty:
<input type="checkbox"/> Primary Care Physicians <input type="checkbox"/> Specialty Physicians <input type="checkbox"/> Pharmacists <input type="checkbox"/> Physician Assistants <input type="checkbox"/> Nurse Practitioners <input type="checkbox"/> Physical/Occupational Therapists <input type="checkbox"/> Social Worker <input type="checkbox"/> Residents and Fellows <input type="checkbox"/> Registered Nurses <input type="checkbox"/> Respiratory Therapists <input type="checkbox"/> Students <input type="checkbox"/> Other: (specify)	<input type="checkbox"/> Local/Regional <input type="checkbox"/> National <input type="checkbox"/> International	<input type="checkbox"/> Anesthesiology <input type="checkbox"/> Emergency Medicine <input type="checkbox"/> Family Medicine <input type="checkbox"/> Internal Medicine <input type="checkbox"/> Neurology <input type="checkbox"/> Oncology <input type="checkbox"/> Orthopedics <input type="checkbox"/> Pain Specialty <input type="checkbox"/> Pediatrics <input type="checkbox"/> Psychiatry <input type="checkbox"/> Radiology <input type="checkbox"/> Rheumatology <input type="checkbox"/> Surgical Specialties: (specify) <input type="checkbox"/> Other: (specify)
How will the content of the activity be made relevant to the learners' current and potential scope of practice?		

Design Format		C5
<i>The format for the activity should be based on adult learning principles. (Select all that apply by placing an X in the appropriate box)</i>		
Format		
<input type="checkbox"/> Lecture – interactive with Q&A <input type="checkbox"/> Panel Discussion <input type="checkbox"/> Case Presentation <input type="checkbox"/> Case discussion with Audience Interaction <input type="checkbox"/> Small Group Discussion <input type="checkbox"/> Problem-Solving <input type="checkbox"/> Laboratory Activity <input type="checkbox"/> Simulation <input type="checkbox"/> Demonstration <input type="checkbox"/> Brainstorming <input type="checkbox"/> Other (Describe):	Explain why this educational format is appropriate for this activity.	

Desirable Physician Attributes/Core Competencies (select all that apply, at least 1)		C6
<i>CME activities should be developed in the context of desirable physician attributes. Place an X next to all American Board of Medical Specialties (ABMS)/Accreditation Council for Graduate Medical Education (ACGME), Association of American Medical Colleges (AAMC) or Interprofessional Education Collaborative competencies that will be addressed in this activity.</i>		
<input type="checkbox"/> Patient care/patient-centered care and procedural skills <input type="checkbox"/> Medical knowledge <input type="checkbox"/> Practice-based learning and improvement <input type="checkbox"/> Interpersonal and communication skills <input type="checkbox"/> Professionalism <input type="checkbox"/> System-based practice <input type="checkbox"/> Work in interdisciplinary teams	<input type="checkbox"/> Apply quality improvement <input type="checkbox"/> Utilize informatics <input type="checkbox"/> Employ evidence-based practice <input type="checkbox"/> Values/Ethics for interprofessional practice <input type="checkbox"/> Roles/responsibilities <input type="checkbox"/> Teams and teamwork <input type="checkbox"/> Interprofessional communication <input type="checkbox"/> Other (Describe):	

Faculty Selection (Select all that apply by placing an X in the appropriate box)	C7
Who will identify the presenter(s) and topic?	
<input type="checkbox"/> Activity Chair/Moderator <input type="checkbox"/> CME/CE Committee <input type="checkbox"/> Other:	
What criteria will be used in the selection of the presenters?	
<input type="checkbox"/> Subject matter expertise <input type="checkbox"/> Excellence in teaching skills <input type="checkbox"/> Effective communication skills	
<input type="checkbox"/> Previous experience as a CME presenter <input type="checkbox"/> Other:	

Faculty Disclosure (Select all that apply by placing an X in the appropriate box) Each faculty must complete a faculty disclosure form. What methods(s) of faculty disclosure do you intend to use? All selected methods must be demonstrated on activity materials.	C7
<input type="checkbox"/> will include on presentation <input type="checkbox"/> will put on printed materials <input type="checkbox"/> will announce at start of activity <input type="checkbox"/> Other: (specify)	

Evaluation and Outcomes How will this activity be evaluated for its effectiveness? Based on the objectives and desired outcomes listed previously (i.e., changes in competence, performance, or patient health outcomes) which methods will be used? Select all appropriate methods of evaluation and other post-course evaluating mechanisms.	C3, C11
KNOWLEDGE AND COMPETENCE <i>Can learners apply what was learned?</i>	
<input type="checkbox"/> Post activity questionnaire (minimum required)	<input type="checkbox"/> Physician and/or patient surveys
<input type="checkbox"/> Audience response system (ARS)	<input type="checkbox"/> Other, specify:
<input type="checkbox"/> Customized pre and post-test	
PERFORMANCE <i>Have learners implemented what was learned? This may be obtained from actual data or from post activity self-assessment by the attendees.</i>	
<input type="checkbox"/> Adherence to guidelines (as determined by a survey)	<input type="checkbox"/> Chart audits for physician behavioral change
<input type="checkbox"/> Case-based studies	<input type="checkbox"/> Direct observations
<input type="checkbox"/> Customized follow-up survey/interview/focus group about actual change in practice at specified intervals	<input type="checkbox"/> Other, specify:
PATIENT and/or POPULATION OUTCOMES <i>Have learners implemented what they learned in a way that improves outcomes? This may be obtained from actual data or from post activity self-assessment by the attendees.</i>	
<input type="checkbox"/> Observe changes in health status measure	<input type="checkbox"/> Obtain patient feedback and surveys
<input type="checkbox"/> Observe changes in quality/cost of care	<input type="checkbox"/> Other, specify:
<input type="checkbox"/> Measure mortality and morbidity rates	
Will MORE Foundation provide a web-based evaluation, raw data, and certificates to the participant?	
<input type="checkbox"/> Yes (The final evaluation tool must be received at least 3 weeks prior to the activity.)	
<input type="checkbox"/> No (The evaluation and draft certificate must be provided for approval.)	

Note: MORE Foundation's policy is that a course evaluation must be completed to receive a CME/CE certificate. Summary data will be requested for the evaluation method(s) selected if obtained by joint partner.

Commercial Support

Commercial Support is allowed for CME activities; however, activities must be developed without the influence or support of any commercial entity. MORE Foundation must be aware of all financial support..

**C7, C8,
C9, C10****Commercial Support and Exhibits**

1. Will this activity receive commercial support (financial or in-kind grants or donations) Note: exhibit fees are not considered commercial support.

 No Yes – Request Commercial Support Agreements from MORE Foundation that will be executed prior to the event.**Please list your potential funding sources (if applicable):** I have read and will abide by the [ACCME Standards for Commercial Support](#)*

2. Will this activity receive commercial support that is regarded promotional? No Yes

3. Will vendor/exhibit tables/booths be allowed at this activity? No Yes

 If yes, attach a map of area for exhibitors in relation to the education. Or Describe location of exhibitors:**Online Advertisement**

4. Would you like this event posted on MORE Foundation's website? No Yes

5. Would you like this event posted on the ArMA calendar? No Yes

I acknowledge that submission of this application does not constitute approval of CMEs, CNEs, or CEs. There is an application fee, which is not refunded after the CE Committee has reviewed the CME Planning and Application Worksheet.

Applicant/Course Coordinator/Moderator Signature _____ Date _____

Invoices shall be sent to:

Name/Organization _____ ATTN: _____

Address _____

Phone _____

E-mail _____

Each CME/CE activity application is eligible for review upon presentation to the CE Committee and should include the following:

1. All information obtained on application form completed.
2. Program agenda (preliminary draft is acceptable)
3. Faculty qualification (CV or resume)
4. Faculty and planning committee disclosure forms
5. Promotional material (draft is acceptable)
6. Projected budget, if commercial support or exhibitor fees are planned
7. Proposed evaluation form
8. Proposed sign-in method
9. For enduring materials, provide
 - a. material or link
 - b. permission of presenter(s)

At least 3 weeks prior to the event:

1. Powerpoint presentation(s) if peer review is requested in letter of agreement
2. Final evaluation form
3. Certificate if not provided by MORE Foundation
4. Final program agenda, brochures, handouts, etc.
5. All promotional/marketing material
6. Executed commercial support agreements

Within 60 days of the completion of the CME activity, send the following via e-mail or to:

MORE Foundation
PO Box 87535
Phoenix, AZ 85080

1. Sign-in sheets or other record of those attending
2. Powerpoint presentation(s) or other documentation as pertinent for other methods of instruction (e.g. discussion questions for panel discussion)
3. Summary of completed evaluations if web-based evaluation is not done by MORE Foundation
4. Final budget

Questions can be addressed to: Debra Sietsema at debra.sietsema@more-foundation.org or 623.455.7109

APPROVAL ACTION

Approved for _____ *AMA PRA Category 1 Credits™*

Approved for _____ Other _____ CE Hours

Not approved _____

CE Committee Chair Signature _____ Date _____

Applicant notified: Date _____



<http://www.accme.org/requirements/accreditation-requirements-cme-providers/standards-for-commercial-support>



Standards for Commercial Support: Standards to Ensure Independence
Published on Accreditation Council for Continuing Medical Education
(<http://www.accme.org>)

Standards for Commercial Support: Standards to Ensure Independence in CME Activities

Standard 1: Independence

Standard 1.1 A CME provider must ensure that the following decisions were made free of the control of a commercial interest. (See www.accme.org for a definition of a "commercial interest" and some exemptions.) (a) Identification of CME needs; (b) Determination of educational objectives; (c) Selection and presentation of content; (d) Selection of all persons and organizations that will be in a position to control the content of the CME; (e) Selection of educational methods; (f) Evaluation of the activity.

Standard 1.2 A commercial interest cannot take the role of non-accredited partner in a joint provider relationship.

Standard 2: Resolution of Personal Conflicts of Interest

Standard 2.1 The provider must be able to show that everyone who is in a position to control the content of an education activity has disclosed all relevant financial relationships with any commercial interest to the provider. The ACCME defines "relevant" financial relationships" as financial relationships in any amount occurring within the past 12 months that create a conflict of interest.

Standard 2.2 An individual who refuses to disclose relevant financial relationships will be disqualified from being a planning committee member, a teacher, or an author of CME, and cannot have control of, or responsibility for, the development, management, presentation or evaluation of the CME activity.

Standard 2.3 The provider must have implemented a mechanism to identify and resolve all conflicts of interest prior to the education activity being delivered to learners.

Standard 3: Appropriate Use of Commercial Support

Standard 3.1 The provider must make all decisions regarding the disposition and disbursement of commercial support.

Standard 3.2 A provider cannot be required by a commercial interest to accept advice or services concerning teachers, authors, or participants or other education matters, including content, from a commercial interest as conditions of contributing funds or services.

Standard 3.3 All commercial support associated with a CME activity must be given with the full knowledge and approval of the provider.

Standard 3.4 The terms, conditions, and purposes of the commercial support must be documented in a written agreement between the commercial supporter that includes the provider and its educational partner(s). The agreement must include the provider, even if the support is given directly to the provider's educational partner or a joint provider.

Standard 3.5 The written agreement must specify the commercial interest that is the source of commercial support.

Standard 3.6 Both the commercial supporter and the provider must sign the written agreement between the commercial supporter and the provider.

Standard 3.7 The provider must have written policies and procedures governing honoraria and reimbursement of out-of-pocket expenses for planners, teachers and authors.

Standard 3.8 The provider, the joint provider, or designated educational partner must pay directly any teacher or author honoraria or reimbursement of out-of-pocket expenses in compliance with the provider's written policies and procedures.

Standard 3.9 No other payment shall be given to the director of the activity, planning

committee members, teachers or authors, joint provider, or any others involved with the supported activity.

Standard 3.10 If teachers or authors are listed on the agenda as facilitating or conducting a presentation or session, but participate in the remainder of an educational event as a learner, their expenses can be reimbursed and honoraria can be paid for their teacher or author role only.

Standard 3.11 Social events or meals at CME activities cannot compete with or take precedence over the educational events.

Standard 3.12 The provider may not use commercial support to pay for travel, lodging, honoraria, or personal expenses for non-teacher or non-author participants of a CME activity. The provider may use commercial support to pay for travel, lodging, honoraria, or personal expenses for bona fide employees and volunteers of the provider, joint provider or educational partner.

Standard 3.13 The provider must be able to produce accurate documentation detailing the receipt and expenditure of the commercial support.

Standard 4: Appropriate Management of Associated Commercial Promotion

Standard 4.1 Arrangements for commercial exhibits or advertisements cannot influence planning or interfere with the presentation, nor can they be a condition of the provision of commercial support for CME activities.

Standard 4.2 Product-promotion material or product-specific advertisement of any type is prohibited in or during CME activities. The juxtaposition of editorial and advertising material on the same products or subjects must be avoided. Live (staffed exhibits, presentations) or enduring (printed or electronic advertisements) promotional activities must be kept separate from CME. For print, advertisements and promotional materials will not be interleaved within the pages of the CME content. Advertisements and promotional materials may face the first or last pages of printed CME content as long as these materials are not related to the CME content they face and are not paid for by the commercial supporters of the CME activity. For computer based, advertisements and promotional materials will not be visible on the screen at the same time as the CME content and not interleaved between computer 'windows' or screens of the CME content. Also, ACCME-accredited providers may not place their CME activities on a Web site owned or controlled by a commercial interest. With clear notification that the learner is leaving the educational Web site, links from the Web site of an ACCME accredited provider to pharmaceutical and device manufacturers' product Web sites are permitted before or after the educational content of a CME activity, but shall not be embedded in the educational content of a CME activity. Advertising of any type is prohibited within the educational content of CME activities on the Internet including, but not limited to, banner ads, subliminal ads, and pop-up window ads. For computer based CME activities, advertisements and promotional materials may not be visible on the screen at the same time as the CME content and not interleaved between computer windows or screens of the CME content. For audio and video recording, advertisements and promotional materials will not be included within the CME. There will be no 'commercial breaks.' For live, face-to-face CME, advertisements and promotional materials cannot be displayed or distributed in the educational space immediately before, during, or after a CME activity. Providers cannot allow representatives of Commercial Interests to engage in sales or promotional activities while in the space or place of the CME activity. For Journal-based CME, None of the elements of journal-based CME can contain any advertising or product group messages of commercial interests. The learner must not encounter advertising within the pages of the article or within the pages of the related questions or evaluation materials.

Standard 4.3 Educational materials that are part of a CME activity, such as slides, abstracts and handouts, cannot contain any advertising, corporate logo, trade name or a product-group message of an ACCME-defined commercial interest.

Standard 4.4 Print or electronic information distributed about the non-CME elements of a CME activity that are not directly related to the transfer of education to the learner, such as schedules and content descriptions, may include product-promotion material or product-specific advertisement.

Standard 4.5 A provider cannot use a commercial interest as the agent providing a CME activity to learners, e.g., distribution of self-study CME activities or arranging for electronic access to CME activities.

[Standard 5: Content and Format without Commercial Bias](#)

Standard 5.1 The content or format of a CME activity or its related materials must promote improvements or quality in healthcare and not a specific proprietary business interest of a commercial interest.

Standard 5.2 Presentations must give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. If the CME educational material or content includes trade names, where available trade names from several companies should be used, not just trade names from a single company.

[Standard 6: Disclosures Relevant to Potential Commercial Bias](#)

Standard 6.1 An individual must disclose to learners any relevant financial relationship(s), to include the following information: The name of the individual; The name of the commercial interest(s); The nature of the relationship the person has with each commercial interest.

Standard 6.2 For an individual with no relevant financial relationship(s) the learners must be informed that no relevant financial relationship(s) exist.

Standard 6.3 The source of all support from commercial interests must be disclosed to learners. When commercial support is "in-kind" the nature of the support must be disclosed to learners.

Standard 6.4 'Disclosure' must never include the use of a corporate logo, trade name or a product-group message of an ACCME-defined commercial interest.

Standard 6.5 A provider must disclose the above information to learners prior to the beginning of the educational activity.

Source URL:

<http://www.accme.org/requirements/accreditation-requirements-cme-providers/standards-for-commercial-support>