



## 2015 ANNUAL CONFERENCE

# Professional Education Services Group Continuing Education Activity Development Guidance Document



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## Overview

Professional Education Services Group (PESG) is an accredited continuing medical education provider for health care professionals and has been providing continuing education activities for more than 20 years. PESG has a profound commitment to providing evidence-based, compliant continuing education. This document will assist you in preparing a CE activity. Due to PESG's strict adherence to accreditation criteria, policies, and guidelines, activities must meet all requirements to be considered for continuing education credit.

## CE Accreditation: Interdisciplinary Audience

Continuing education for this Program is provided through Joint Sponsorship Agreement between ACRM and Professional Education Services Group (PESG). This activity will provide continuing education for the health professions listed below. When developing content for an interdisciplinary audience of health professionals, please keep in mind the multi-disciplinary nature of the participants and consider content that would be applicable to all.

PESG will provide CME/CE accreditation for the following professions:

<b>Physicians</b>	Accreditation Council for Continuing Medical Education (ACCME) AMA PRA Category 1 Credit
<b>Nurses</b>	American Nurses Credentialing Center (ANCC)
<b>Speech Pathologists</b>	American Speech-Language Hearing Association (ASHA)
<b>Disability Mgt. Specialists</b>	CDMS Commission
<b>Psychologists</b>	APA Division 22 Accreditation
<b>Occupational Therapists</b>	ACCME Non-Physician CME Credit
<b>Physical Therapists</b>	ACCME Non-Physician CME Credit
<b>Texas Physical Therapists</b>	Texas Physical Therapy Association
<b>Rehabilitative Counselor</b>	CRC
<b>Case Managers</b>	CCMC
<b>Health Care Executives</b>	ACHE (when applicable)
<b>Dieticians</b>	CDR (special sessions, when applicable)
<b>Social Workers</b>	The National Association of Social Workers (NASW) (when applicable)
<b>Licensed Clinical Professional Counselors</b>	National Board of Certified Counselors (NBCC) (when applicable)

In developing content for CME/CE enduring activities, faculty should keep in mind these health professionals. Faculty are encouraged to develop content to meet the educational needs of the widest possible audience.

## Continuing Education Key Principals

Continuing medical education consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a health care professional uses to provide services for patients, the public, or the profession. The content of CME/CE is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, the discipline of clinical medicine, and the provision of health care to the public.

A broad definition of CME/CE, such as the one found above, recognizes that all continuing educational activities, which assist health care professionals in carrying out their professional responsibilities more effectively and efficiently, are CME/CE.

Each continuing education activity should address certain key principles as delineated below. These principles are designed to enhance the awareness, knowledge, skills, and attitudes that a clinician needs to provide quality services to patients.

### **Bridge Professional Practice Gaps**

*The continuing education activity will address:*

- Lack of awareness in...
- Inconsistencies with...
- Lack of contemporary knowledge in...

### **Meet Educational Needs**

*The activity will increase the clinicians' knowledge:*

- Due to the lack of awareness in...
- By addressing the role of the clinician in disease prevention or treatment...
- Will impart new or improved methods for assessment, planning, and implementation...

### **Achieve Improved Results**

*What is this activity designed to change?*

- Increase knowledge of...
- Impact the process of...
- Implementation of...
- Improves delivery of care for...

### **Fair Balance**

The content or format of a CE activity or its related materials must promote improvements or quality in healthcare and not a specific proprietary business interest of a commercial interest. A product or service must be presented in a fair balanced manner with other similar products or services.

Presentations must give a balanced view of therapeutic options. Presenters should use scientific or generic names in referring to products in their lectures or enduring materials. Should it be necessary to use a trade name, then the trade names of all similar products within a class should be used.

### **Promotion**

Presentations that promote a particular brand, device, treatment, or trade name over others in a category cannot be accredited for continuing education.

## Content Validation

1. All the recommendations involving clinical medicine in a CME/CE activity must be based on evidence that is accepted within the profession of medicine as adequate justification for their indications and contraindications in the care of patients.
2. All scientific research referred to, reported or used in CME/CE in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection and analysis.

Not all continuing educational activities that health care professionals may engage in are CME/CE. Health care professionals may participate in worthwhile continuing educational activities that are not related directly to their professional work and these activities are not CME/CE. Continuing educational activities that respond to a non-professional educational need or interest, such as personal financial planning or appreciation of literature or music, are not CME/CE.

Certain disciplines require additional or special criteria when providing CME/CE. Please refer to the following sections for discipline specific information.

## Special Notes for Continuing Education

### Nurses

CNE involves systematic professional learning experiences designed to augment the knowledge, skills and attitudes of nurses, and therefore enrich nurses' contribution to quality health care.

Continuing education for nurses must be applicable to nursing practice. A presentation that is accredited for physicians or another discipline may not be appropriate for continuing nursing education. Please ask yourself the following key items when preparing a presentation for nurses:

- Does the content organization reflect nursing process: Assessment, Planning, and Implementation?
- Does the content discuss the role of the nurse in health promotion and/or disease prevention?
- Does the content address the role of the nurse in the assessment and/or management of disease process?
- Does the content address cultural competencies/issues?

Content should be developed based on the most current available evidence. Documentation should support quality of evidence chosen for content. Examples should include evidence-based practice, literature/peer-reviewed journals, clinical guidelines, best practices, and content experts/expert opinions. Educational activities must meet the following guidelines in order to be eligible for awarding continuing education credit.

Content must be:

- Beyond basic knowledge

- Generalized regardless of work setting
- Enhance professional development or performance of the nurse
- Evidenced based or based in the best available evidence
- Presented without promotion or bias
- At least 30 minutes in duration

### **American Speech-Language-Hearing Association (ASHA)**

ASHA continuing education focuses on evidence-based practice (EBP). The most well known definition is that put forth by David Sackett and colleagues:

Evidence-based medicine is the integration of best research evidence with clinical expertise and patient values. The goal of EBP is the integration of: (a) clinical expertise/expert opinion, (b) external scientific evidence, and (c) client/patient/caregiver values to provide high-quality services reflecting the interests, values, needs, and choices of the individuals we serve.

Because EBP is client/patient/family centered, a clinician's task is to interpret best current evidence from systematic research in relation to an individual client/patient, including that individual's preferences, environment, culture, and values regarding health and well being. Ultimately, the goal of EBP is providing optimal clinical service to that client/patient on an individual basis. Because EBP is a continuing process, it is a dynamic integration of ever-evolving clinical expertise and external evidence in day-to-day practice.

### **Required Faculty Documentation**

All faculty preparing a continuing education activity must provide certain information and be vetted for potential conflicts of interest. The following items are required and may be collected via PESG's Faculty Resource Center:

- Contact information
- Current Curriculum Vitae or professional resume
- Signed Continuing Education Agreement
- Disclosure of potential conflicts of interest
- Activity Learning Objectives
- Presentation
- Post Test Questions (enduring activities 10 questions per hour)

In addition, all Planning Committee Members must complete disclosure documentation providing:

- Current contact information
- Disclosure of potential conflicts of interest

## Learning Objectives

Learning objectives should be written in terms of measurement; e.g., “the learner will be able to define, recite, identify, describe,” etc. Verbs that are open to many interpretations should be avoided.

Keep the following important points in mind when writing learning objectives:

- Learning objectives should indicate what the participant will be able to do at the conclusion of the activity.
- Objectives should be derived from the overall purpose of the activity.
- An average of two to three objectives per presentation hour is realistic.
- Objectives must be written with measurable verbs (see below).
- Vague or easily misinterpreted verbs that should be avoided include: know, understand, learn, appreciate, believe, etc.

### Suggested Verb List for Writing Measurable Learning Objectives

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
cite	associate	apply	analyze	arrange	Appraise
count	Classify+	calculate	appraise	assemble	assess
define	compare	complete	contrast	collect	choose
describe	report	restate	criticize	specify	critique
draw	compute	demonstrate	debate	compose	determine
identify	contrast	dramatize	detect	construct	estimate
indicate	describe	employ	diagram	create	evaluate
list	differentiate	examine	differentiate	design	grade
name	discuss	illustrate	distinguish	detect	judge
point	distinguish	interpret	experiment	formulate	measure
read	explain	interpolate	infer	generalize	rank
recite	estimate	locate	inspect	integrate	rate
recognize	express	operate	inventory	manage	recommend
record	extrapolate	order	question	organize	revise
relate	restate	review	separate	plan	score
select	interpret	predict	summarize	prepare	select
state	interpolate	practice		produce	test
summarize	review	schedule		propose	
tabulate	locate	relate			
write	predict	report			
	translate	sketch			
		solve			
		translate			
		use			
		utilize			

## Presentation Requirements

### Compliance Slides

If you will be utilizing Power Point slides for your presentation please insert the slides shown below. If you will not utilize slides for your presentation, the following information should be verbally conveyed to participants before you begin. In the case of a written activity, this information must be provided at the beginning of the document.

- Title slide with Author(s)/Presenter(s) name and affiliation
- Disclosures (sequence: after title slide)
- Learning objectives (sequence: following the disclosure slide)
- How to earn credit (should be placed at the end of the slide deck)

**Required slides: The following slides must be included in your presentation.**

#### Title/Faculty Slide 1

<p><b>Activity Title</b></p> <p>Mary Smith MD</p> <p>Associate Professor, USA Health Center USA</p>
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#### Disclosures: Slide 2

<p><b>Disclosures</b></p> <p>Presenter(s) has no financial interest to disclose.</p> <p><b>Or Presenter</b></p> <ul style="list-style-type: none"> <li>○ Grant/research support from: (company name)</li> <li>○ Speaker's Bureau: (company name)</li> <li>○ Advisory Board: (company name)</li> </ul> <p>This continuing education activity is managed and accredited by Professional Education Services Group in cooperation with ACRM. PESG, ACRM, and all accrediting organization do not support or endorse any product or service mentioned in this activity.</p> <p>PESG and ACRM staff has no financial interest to disclose.</p>
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**Learning Objectives: Slide 3****Learning Objectives**

At the conclusion of this activity, the participant will be able to:

- 1.
- 2.
- 3.

**Last Slide in the Presentation****Claiming CE Credit**

If you would like to receive continuing education credit for this activity, please visit:

<http://acrm.cds.pesgce.com>