



Faculty/Speaker Guidelines and Responsibilities for Continuing Education (CE) Activities

Additional Resources

ADDITIONAL RESOURCES

The resources in this packet are intended to help you with the creation and development of your CE activity and related materials. If you have specific questions about the resources contain herein, or about your activity in general, please contact a member of the GVP CE Team.

- CE Activity Worksheet
- Measurable Verbs for Learning Objectives
- Sample Questions for IPCE Activity Polls
- Exam Question Development Guidelines (for written self-study courses only)
- AMA Reference Style Guidelines
- Example Reference List

CE ACTIVITY WORKSHEET

This worksheet provides a general framework for planning CE activities and is designed to assist you in developing and preparing your materials. Not every question below will be applicable for every activity. Documentation of your planning process will demonstrate the required linkage between practice gaps, desired learner attributes and outcomes, and content design and delivery.

1. What are the professional practice gaps—the difference between current practice and optimal practice—that this educational activity is meant to address? What healthcare-related problem (eg, the difference between healthcare processes or outcomes observed in practice and those that are potentially/optimally achievable) might be addressed by education? What data supports the existence of these gaps?
2. What educational needs (e.g., knowledge, competence, performance) should be addressed in order to close the professional practice gaps? What data supports the existence of these educational needs?
3. Who is involved in the health system or practice environment that can address the professional practice gaps? What role could each person potentially play in solving the problem? Which of the health professionals that could be involved is your learner or could assist your learner?
4. Based on practice gaps, educational needs, and the expected results, what objectives (desired outcomes of the educational intervention) should learners be better able to accomplish after participating in this activity?
5. What are the potential barriers, whether perceived or real, that may prevent your learners from achieving the expected change in competence, performance, or patient outcomes? How might you address or overcome these barriers?
6. What educational methods/formats will help facilitate this change in competence, performance, or patient outcomes in your learners? Are these formats preferred by your learners? Are they educationally effective and based on adult learning principles? What data exist to support the use of these methods?
7. How can changes in competence, performance, or patient outcomes that are the expected results of this activity be measured?
8. What non-education strategies (eg, tools or information that are not certified for credit) could be used to enhance this change in your learners? What adjunctive approaches (eg, journal or book content, anatomical charts, reminders or checklists to be sent with certificates, lists of additional resources) could you use in addition to the CE activity to promote and reinforce change?

MEASURABLE VERBS FOR LEARNER OBJECTIVES

KNOWING or REMEMBERING	COMPREHENDING or UNDERSTANDING	APPLYING	ANALYZING	SYNTHESIZING or EVALUATING	CREATING
Cite Define Draw Enumerate Label List Locate Match Memorize Recall Recite Record Recognize Select State Tabulate	Arrange Associate Classify Convert Describe Discuss Explain Exemplify Identify Interpret Locate Match Paraphrase Report Research Sort Summarize Translate	Adapt Apply Compute Coordinate Demonstrate Develop Dramatize Employ Establish Examine Extrapolate Illustrate Implement Instruct Interview Manipulate Modify Operate Order Practice Predict Prepare Produce Utilize	Analyze Appraise Detail Determine Calculate Categorize Classify Compare Contrast Correlate Critique Defend Detect Dissect Distinguish Examine Inspect Inventory Research Solve Summarize Test	Assess Assemble Build Choose Compare Construct Debate Estimate Formulate Generate Hypothesize Integrate Judge Justify Manage Organize Predict Prescribe Prepare Prioritize Produce Propose Recommend Structure Synthesize	Adapt Anticipate Collaborate Combine Communicate Compose Construct Create Design Facilitate Forecast Generate Initiate Model Negotiate Organize Perform Plan Produce Propose Reconcile Revise Resolve Structure Substitute
Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies
Lecture Video Illustrations Examples Visuals	Questions Discussion Review Test Reports Exercises	Practice Demonstrations Presentations Projects Role play Micro-teach	Problem solving Case Studies Critical Incidents Discussion Questioning Test	Projects Problem solving Case studies Plan development Constructing Simulation	Simulations Critiques Complex case study Design/ development Product generation Producing

Anderson, L.W., et.al. A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Pearson, Allyn & Bacon.

Bloom, B.S., et. al. Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.

SAMPLE POLL QUESTIONS FOR IPCE ACTIVITIES

If you are engaged by GVP to participate in an Interprofessional Continuing Education (IPCE) activity, you are likely co-presenting with one or more faculty from other health care professions. IPCE is where members from two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes.

Below are examples of **interactive polling questions** that can be used within IPCE activities to ensure compliance with the required interactive component of IPCE activities.

1. As it relates to caring for patients with complex conditions, are you more likely to consult with colleagues to develop a plan of care, or consult specialty physicians and non-physicians within the healthcare team to develop an interprofessional care plan?
 - a. Consult with colleagues
 - b. Consult specialty physicians and non-physicians within the healthcare team
2. Have you been successful in your efforts to implement team-based strategies to deliver efficient, safe, and high-quality care for patients?
 - a. Yes
 - b. No
 - c. Haven't tried
3. Which of the following core competencies do you feel the members of your health care team need to be more cognizant of?
 - a. Values/Ethics
 - b. Teamwork/Teams
 - c. Interprofessional Communication
 - d. Roles/Responsibilities
 - e. If so, how? (follow up, open-ended response that can be added to the poll)
4. Do you feel patients and colleagues give more credibility to physician recommendations than those of non-physician team members?
 - a. Yes
 - b. No
 - c. If so, how? (follow up, open-ended response that can be added to the poll)
5. OPEN-ENDED: Do the members of your healthcare team embrace the cultural diversity and individual differences that characterize patients, populations, and the health team? If so, how?
6. Do you feel the members of your healthcare team promote an inclusive environment of timely communication, refrain from using discipline specific jargon in communications, share information, and make referrals to other members of the healthcare team?
 - a. Yes
 - b. No
 - c. If no, what communication challenges have you experienced? (follow up, open-ended response that can be added to the poll)
7. OPEN-ENDED: Do the members of the healthcare team respect and value your recommendations?

8. OPEN-ENDED: How often do the members of your healthcare team forge interdependent relationships with other professions within and outside of the team to improve care and advance learning?
9. OPEN-ENDED: Do members of your healthcare team collaborate to develop a plan of care that places the interests of patients and populations first?

Here are some more specific, topic-based examples that might be used for polling questions during IPCE activities:

Topic: Chronic Kidney Disease (CKD)

As it relates to caring for patients with chronic kidney disease (CKD), are you more likely to consult with colleagues to develop a plan of care or consult specialty physicians and non-physicians within the healthcare team to develop an interprofessional care plan?

Topic: Social Determinants of Health (SDOH)

Do members of your healthcare team collaborate to develop a plan of care that places the interests of patients and populations first? If so, how? If not, what's lacking?

Topic: Health Literacy

Do you feel the members of your healthcare team promote an inclusive environment by refraining from using discipline specific jargon when sharing high-quality health information with colleagues and patients verbally or in written communications? If so, how? If not, what's lacking?

EXAM QUESTION DEVELOPMENT GUIDELINES

If you are contracted to write a self-study course, you must include 10 multiple choice questions at the end of your course. The goal is to measure attainment of your learner objectives and desired outcomes in terms of improving competence, performance, or patient outcomes based on your activity materials.

What to do:

- Phrase your question in the form of a narrative or a question. That is, be sure that your question has a period, question mark, or colon at the end.
- All exam questions and answers should directly reflect material presented in the course and should refer back to the course's **key** learnings.
- Exam questions should replicate the same language you used in the course. Learners should be able to find the answers to the question in the text of the course.
- Make sure the question can be answered without looking at the options, OR that the options are 100% correct and unambiguous.
- When answer options contain numbers or ranges of numbers, please label them in ascending numerical order. For example, if the question is "What percentage of patients improved after participation in a clinical trial?" the answers should be listed as "A. 27% B. 42% C. 51% and D. 58%"
- Whenever possible, create questions involving short scenarios that measure decision-making abilities.
- Exam questions should have four answers (A through D) for multiple-choice questions. The answer choices should be capital letters (A, B, C, D). Be sure to type out the correct answer at the end of the choices, also in capital letters (e.g., ANSWER: D).
- Try to keep the four options reasonably similar in length.

What NOT to do:

- DO NOT use true/false questions.
- Make sure the questions call for an option stating the correct answer, not an incorrect answer. In other words, DO NOT write questions such as: "Which of the following is not a symptom of celiac disease?" or "All of the following are symptoms of celiac disease except ____?"
- DO NOT use "loaded" or "trick" questions. Our goal is to educate the exam-taker and reinforce the points presented in the course.
- DO NOT construct questions that call for readers to choose two or more options, i.e., a question for which the answer is "A and D."
- DO NOT use questions with "all of the above" or "none of the above." Each question should have only one correct answer.

Example:

The most recent standards from the American Diabetes Association recommend that individuals who are overweight or obese should lose what percentage of their body weight to reduce the risk of type 2 diabetes?

- A. 3%
- B. 5%
- C. 7%
- D. 9%

ANSWER: C

AMA REFERENCE STYLE GUIDELINES

(Based on the *AMA Manual of Style*, 10th edition)

Journals

Rainier S, Thomas D, Tokarz D, et al. Myofibrillogenesis regulator 1 gene mutations cause paroxysmal dystonic choreoathetosis. *Arch Neurol*. 2004;61(7):1025-1029. *Note: If a course has six authors or fewer, then all names should appear. If a course has seven or more authors, then only the first three names followed by et al should appear.*

Online Ahead of Print

van der Hoek L, Pyrc K, Jebbink MF, et al. Identification of a new human coronavirus [published online March 21, 2004]. *Nat Med*. doi: 10.1038.nm1024.

Books (entire)

Venables WN, Ripley BD. *Modern Applied Statistics With S*. 4th ed. New York, NY: Springer Publishing Co; 2003:10-20.

Books (chapter)

Solensky R. Drug allergy: desensitization and treatment of reactions to antibiotics and aspirin. In: Lockey P, ed. *Allergens and Allergen Immunotherapy*. 3rd ed. New York, NY: Marcel Dekker; 2004:585-606.

Government Bulletins

Health, United States, 2004. Hyattsville, MD: National Center for Health Statistics; 2004.

National Institutes of Health, US Dept of Health and Human Services. *Plan for NIH Obesity Research: A Report to the NIH Obesity Research Task Force*. Bethesda, MD: National Institutes of Health; 2004. NIH publication 04-5493.

Websites

Interim guidance about avian influenza A (H5N1) for US citizens living abroad. Centers for Disease Control and Prevention website. http://www.cdc.gov/travel/other/avian_flu_ig_americans_abroad_032405.htm. Updated November 18, 2005. Accessed December 6, 2005.

Online Newspapers

Perez-Pena R. Children in shelters hit hard by asthma. *New York Times*. March 2, 2004. <http://www.nytimes.com/2004/03/02/nyregion/02asthma.html>. Accessed March 2, 2004.

Government/Organization Reports

World Health Organization. Equitable access to essential medicines: a framework for collective action. http://whqlibdoc.who.int/hq/2004/WHO_EDM_2004.4.pdf. Published March 2004. Accessed December 6, 2005.

Unpublished Items Presented at a Meeting

Weber KJ, Lee J, Decresce R, Subhasis M, Prinz R. Intraoperative PTH monitoring in parathyroid hyperplasia requires stricter criteria for success. Paper presented at: 25th Annual American Association of Endocrine Surgeons Meeting; April 6, 2004; Charlottesville, VA. *Note: Once a paper/presentation has been published, it should be styled based on the medium in which it appears (eg, journal, book).*

US Federal Bills and Resolutions

Medical Error Reduction Act of 2000, S 2038, 106th Cong, 2nd Sess (2000).

Federal Register

Code of Federal Regulations: Refrigeration of shell eggs held for retail distribution, 21 CFR Sect 115.50 (2011).

Clinical Trials

Nordisk Rebalance A/S. Trial on Profermin and Fresubin in ulcerative colitis (CUPE2). In: ClinicalTrials.gov. Bethesda, MD: National Library of Medicine. <http://clinicaltrials.gov/ct2/show/NCT01193894>: NCT01193894. Accessed April 24, 2012.

EXAMPLE REFERENCE LIST

1. Supplemental Nutrition Assistance Program (SNAP). US Department of Agriculture, Food and Nutrition Service website. <https://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program-snap>. Updated April 25, 2018.
2. US Department of Agriculture, Food and Nutrition Service. Supplemental Nutrition Assistance Program: guidance on non-citizen eligibility. https://fns-prod.azureedge.net/sites/default/files/snap/Non-Citizen_Guidance_063011.pdf. Published June 2011. Accessed September 5, 2017.
3. A short history of SNAP. US Department of Agriculture, Food and Nutrition Service website. <https://www.fns.usda.gov/snap/short-history-snap>. Updated November 28, 2017.
4. Landers PS. The Food Stamp Program: history, nutrition education, and impact. *J Am Diet Assoc*. 2007;107(11):1945-1951.
5. Coppock JD. The Food Stamp Plan: moving surplus commodities with special purpose money. *Trans Am Philos Soc*. 1947;37(2):131-200.
6. Hoynes HW, Schanzenbach DW. U.S. food and nutrition programs. UC Berkeley eScholarship website. <https://escholarship.org/uc/item/4246d63n#main>. Published March 1, 2015.
7. Agriculture and Food Act of 1981, S 884, 97th Cong (1981).
8. Personal Responsibility and Work Opportunity Reconciliation Act of 1996, H R 3734, 104th Cong (1996).
9. Farm Security and Rural Investment Act of 2002, H R 2646, 107th Cong (2002).
10. 2008 Farm Bill. US Department of Agriculture, Food and Nutrition Service website. <https://www.fns.usda.gov/snap/2008-farm-bill>. Updated November 17, 2013. Accessed August 25, 2017.