RUSH UNIVERSITY

Interprofessional Continuing Education

Planning Form and Continuing Education Frequently Asked Questions

The IPCE Planning Form was built to assure compliance with Accreditation Council for Continuing Medical Education (ACCME), the American Nurses Credentialing Center's (ANCC) Commission on Accreditation Standards, and the Illinois Department of Professional Regulation. Rush is accredited by these bodies to provide continuing education.

Interprofessional? Sure. Won't everybody benefit from sitting in on my course?

Interprofessional (IP) education has a specific definition developed by the World Health Organization and adopted by most educators in health care, including Rush. It's simple: *students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes*.

The definition is perhaps deceptively simple. It **does not** mean learners from different professions sitting in the same room passively listening. It **does mean** that experts from different professions have worked together to plan and deliver educational content. It **does mean** that learners from different professions engage with the material and with one another.

It is entirely appropriate that some CE courses are profession-specific. But some can and should be better provided as IP courses. If you intend to offer your course for credit in more than one profession, be sure to have a content expert from that profession involved in the planning and/or in the delivery of the material.

What is a Regularly Scheduled Series (RSS)?

This is a set of courses that is planned as a series with multiple, ongoing sessions offered weekly, monthly, or quarterly. It is primarily planned by and presented to the accredited organization's professional staff. Examples include grand rounds, tumor boards, journal clubs, and morbidity and mortality conferences. Any regularly scheduled series must comply with the planning and monitoring requirements demanded of any other continuing education course, even though you probably don't know what all of the content of these activities will be at this point.

For the purposes of this application, you should prepare a set of general learning objectives for the whole series for the year. You should have a Course Director and Planning Committee in place, and the Planning Committee can consist of a faculty member you've already identified. You can include on this form any faculty you've already identified as presenters, and simply attach their required Disclosure forms to this application.

Then, once your series has been qualified by the IPCE office, you will have to submit a set of learning objectives for each individual session, as well as the required documentation for all faculty (the Disclosure form) not already submitted. Documentation of objectives and faculty for individual sessions must be submitted to the IPCE office **five working days prior to the posting of any announcement** for the activity. The objectives, faculty disclosures, and appropriate accreditation statements must appear on any announcement for the activity, as well as be displayed with the sign-in sheets for the activity. (Posting a flyer next to a sign-in sheet is sufficient.)

Any participant seeking credit for the activity must complete an evaluation of the activity. Once the IPCE office has received that week's objectives, faculty disclosures, and approved the activity, you will be sent the evaluation form.

How do I choose "Activity type"?

This is straightforward if your course is being offered in a single format. If you are delivering a live lecture or workshop and the learner must be physically present to receive credit, it is a "Live Activity". If you are offering a course available in print or on the Web, and the learner can access the material at his/her own pace, it is "Enduring Material". An enduring material activity must have an "expiration date", and determining that is up to the Course Director and/or Faculty. You

<u>(“Activity type” cont’d)</u>
are the content experts, and you are best equipped to determine if the material presented will be valid for the maximum allowable three years.

A Performance Improvement CE Project is an ongoing activity requiring that your practice group examine its own patient data, develop an improvement plan based on that data, and then re-examine that data at a set date. It is an ideal CE program for a practice that works in interprofessional or interdisciplinary teams, and requires a separate application. Contact IPCE for more information.

Evaluation of some type (a test or an evaluation/survey) must be completed for the learner to receive credit for any activity. The IPCE office will help you to create the appropriate evaluation and will manage the distribution of credits for learners based on evaluations.

How do I write “general learning objectives” for RSS?

As with any educational activity, you conduct these regular sessions with the intention of changing practice behavior. Therefore, you will need to think globally about what changes in behavior your series will try to accomplish over the course of the year. For example:

> At the conclusion of this live activity, participants will be able to:
> 1. Access the results of new research, and assess their potential applications to the clinical practice of interventional radiology.
> 2. Improve basic knowledge and skills relevant to clinical practice.
> 3. Practice new interventional techniques in the treatment of patients.
> 4. Apply principles of critical thinking to ideas from experts and peers in interventional radiology to the assessment and treatment of patients.

This series is focused on providing the results of new research to the learners. The important distinction here is that the sessions will not simply hand out information to participants. Rather, the participants will be provided ways to **use** the information in practice.

Your series might not be focused on research. Regardless, you should think about your global objectives in terms of their application to practice.

Gaps, Needs, and Objectives

The learning *needs* of your audience are dependent upon your identification of *gaps* in practice. The ACCME makes the following distinction: “Provider identifies gaps between current practice or outcomes and desirable or achievable practice or outcomes… and the knowledge or skills that must be remedied to help close a practice gap” (ACCME guidelines, 2012)

Determining the cause(s) of the practice *gap* will allow you to identify your learners’ *need(s)*. From needs in turn you can develop specific *objectives* for your activity, all leading directly back to the identified practice gap.

Educational objectives should be stated in terms of specific desired outcomes in practice. It might be more helpful to ask yourself when writing objectives “What do I want the learner to *do* when s/he leaves this course?”

SAMPLE: Gap + Need = Objective:
Course Director recognizes: Institution’s rate of myocardial infarction in patients with diabetes is above national average.

1. Gap: “Specific care aspects of diabetes that are being inadequately managed lead to a high risk of complications, and certain complications like myocardial infarctions are not being reduced because of poor diabetes control.”

2. Need: “Improved application of aspects of the American Association of Clinical Endocrinologists Medical Guidelines for Clinical Practice for Developing a Diabetes Mellitus Comprehensive Care Plan.”

Evidence-based reference: AACE Medical Guidelines for Clinical Practice for Developing a Diabetes Mellitus Comprehensive Care Plan. Endocr Pract. 2011;17(Suppl 2).

3. Learning objective: “Incorporate nutritional medicine into individualized patient care plans, with pharmacologic intervention as necessary, to maintain a blood pressure of 130/80 mm Hg in patients with diabetes.”

<u>"Qualified Planners and Faculty/Presenters/Authors/Content Reviewers" – Who is disclosing what?</u>

All Planners and Faculty (in essence, anyone with control over educational content) must complete a Disclosure Form prior to the activity. These forms must be sent to the IPCE office along with your Planning Form.

A separate form need not be sent for each instance in which an individual faculty member presents an activity. As long as you have nothing new to disclose, your disclosure form is valid for one year in relation to a given topic, and will be kept on file by the IPCE office. However, should you have some new financial interest to disclose, you **must update your Disclosure form**.

While all activities need two planners, those planners can also be the course faculty. However, planners cannot review their own Disclosure forms. Planners should refer their own forms to the IPCE office for review. All forms must be sent to the IPCE office for filing.

Disclosure of all relevant financial relationships with any commercial entity (including but not limited to pharmaceutical companies, biomedical device manufacturers, or other corporations whose products or services are related to the subject matter of the presentation topic) within the past 12 months are required from all individuals who participate in the development and/or presentation of the content of the activity at the time of submission of the application.

A financial relationship with a commercial entity does not automatically preclude your participation in an educational activity. However, the potential conflict of interest must be resolved *prior to the activity*. Resolution can include any number of steps including an independent review of your content, or a revision of your role in the activity.

<u>So after I complete the disclosure to you, then what?</u>

Learners **must** be informed of potential conflicts of interest (or the lack thereof) on the part of all planners and presenters. This information must be provided prior to the start of the activity. These disclosures should be included on flyers or promotional materials, and as the first item at the beginning of a document or slide set.
In addition, FDA guidelines require that any discussions regarding the utilization of FDA approved drugs or devices must be within approved regulations. If you discuss the utilization of FDA drugs or devices that are outside approved regulations, you must clearly delineate this for your audience.

<u>What if I have nothing to disclose?</u>

If the faculty, Course Director and Planners have nothing to disclose, then that should be stated on any promotional materials and at the beginning of the activity. The statement is just that simple: "The course director, planners and faculty of this activity have no relevant financial relationships to disclose."

<u>What sorts of credentials are needed for Faculty/Presenters/Authors?</u>

All Faculty must be able to demonstrate expertise in the content area in which they are presenting. For Rush employees, "credentials" are simply the individual's title or appointment. For Faculty who are not Rush employees, a current CV should be provided.

<u>What do I do about "Evaluation"?</u>

The participants **must** be actively involved in the educational activity. Involvement can be demonstrated with evaluation onsite. The standard IPCE evaluation form, in a Scantron™ format, will be sent to each Course Director, and can be revised in consultation with the IPCE office. More in-depth or detailed follow-up evaluation can be conducted, and should be developed in cooperation with the IPCE office.

For each individual session in a RSS, any participant seeking credit must complete the Scanton™ evaluation form and the sign-in sheet.

Participants should "receive something to take home for further reference." For example, this can consist of outside reference materials in hand-outs or displayed on slides. All written or electronic materials developed for participants' use must be in compliance with all United States copyright laws. Please visit the Rush University Library website, *www.rushu.rush.edu*, to review

FAQs about Use of Copyrighted Materials for Rush University Courses.

Who gets all of these "Accreditation" announcements?

Appropriate accreditation statements, as reproduced in your letter of approval, must appear on **any** communications that refer to awarding continuing education credit or contact hours. This includes promotional materials, flyers and, of course, certificates.

How do we handle the money from "Commercial Support and Sponsorship"?

All unrestricted/independent educational grants for Rush sponsored activities will be managed by the IPCE office unless alternative arrangements have been agreed upon in advance. No commercial exhibits are allowed in any Rush-sponsored educational activity. You may have exhibitors in conjunction with an activity, but they must be kept physically separate from the learning space.

Any activity for which you do receive support requires that you complete the Sponsorship Agreement. Please contact the IPCE office to obtain the appropriate form. In addition, these types of support must be disclosed to participants **prior** to the start of the activity. These disclosures should appear along with the faculty's on flyers or promotional materials, and as the first item at the beginning of a document or slide set.

I've completed this very long form. Now what?

Send the completed form, all Disclosure forms, and any applicable Sponsorship or Commercial Agreement forms to the IPCE office at CE_Office@rush.edu. The office will review your application, assess payment due, and get back to you within five working days.

With the exception of RSS, the IPCE office must receive a copy of the content of your activity. This will be kept on file for accreditation records, and you'll be advised once the course is approved when submission of content is required.

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Rush University Medical Center is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. Physicians should claim only credit commensurate with the extent of their participation in the activity.

Rush University is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Rush University is an approved provider for physical therapy (216.000272), occupational therapy, respiratory therapy, social work (159.001203), nutrition, speech-audiology, and psychology by the Illinois Department of Professional Regulation.