

# Continuing Education Guidance Document



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## Overview

Professional Education Services Group (PESG) is an accredited continuing medical education provider in multiple disciplines and has been providing continuing education activities for more than 19 years. PESG has a profound commitment to providing evidence-based, compliant continuing education. Due to PESG's strict adherence to accreditation criteria, policies, and guidelines, presentations must meet all requirements to be considered for continuing education credit.

## Audience

Activities are intended for a multi-disciplinary audience of health professionals including:

<b>Physicians</b>	Accreditation Council for Continuing Medical Education (ACCME) AMA PRA Category 1 Credit
<b>Nurses</b>	American Nurses Credentialing Center (ANCC)
<b>Pharmacists</b>	Accreditation Council on Pharmacy Education
<b>Social Workers</b>	National Association of Social Workers (NASW)
<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

In developing content for CME/CE enduring activities, faculty should keep in mind these health professionals. Not all activities will meet the requirement for all health professionals. Faculty are encouraged to develop content to meet the educational needs of the widest possible audience.

## CME Content

The Accreditation Council for Continuing Medical Education's (ACCME) definition of CME describes what content is acceptable for activities that are certified for credit.

Continuing medical education consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a physician uses to provide services for patients, the public, or the profession. The content of CME 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, such as the one found above, recognizes that all continuing educational activities which assist physicians in carrying out their professional responsibilities more effectively and efficiently are CME. A course in management would be appropriate CME for physicians responsible for managing a health care facility; a course in educational methodology would be appropriate CME for physicians teaching in a medical school; a course in practice management would be appropriate CME for practitioners interested in providing better service to patients. CME that discusses issues related to coding and reimbursement in a medical practice falls within ACCME's definition of CME.

## Content Validation

1. All the recommendations involving clinical medicine in a CME 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 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 which physicians may engage in however are CME. Physicians may participate in worthwhile continuing educational activities which are not related directly to their professional work and these activities are not CME. Continuing educational activities that respond to a physician's non-professional educational need or interest, such as personal financial planning or appreciation of literature or music, are not CME.

## Pharmacy

ACPE's Definition of Continuing Pharmacy Education for the Profession of Pharmacy  
Continuing pharmacy education for the profession of pharmacy is a structured educational activity designed or intended to support the continuing development of pharmacists and/or pharmacy technicians to maintain and enhance their competence. Continuing pharmacy education (CPE) should promote problem-solving and critical thinking and be applicable to the safe practice of pharmacy.

What does "applicable to the practice of pharmacy" mean?

In general, for guidance in organizing and developing CPE activity content, providers should ensure that, as for all health care professionals, pharmacists should develop and maintain proficiency in five core areas\*:

- delivering patient-centered care,
- working as part of interdisciplinary teams,
- practicing evidence-based medicine,
- focusing on quality improvement and
- using information technology.

\*Adapted from Institute of Medicine's Health Professions Education: A Bridge to Quality, April 2003.

## Nursing

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?

## Continuing Education Key Principals

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 CME 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.

## Required Documentation

All faculty presenting or contributing to a presentation for continuing education must provide certain information and be vetted for potential conflicts of interest. *This includes authors, reviewers and panel members.* The following items will be collected via the Faculty Resource Center\*:

- Current contact information
- Current Curriculum Vitae or professional resume
- Continuing Education Agreement
- Disclosure of potential conflicts of interest
- Learning Objectives\*
- Honorarium Form
- IRS W-9
- Presentation

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

- Current contact information
- Disclosure of potential conflicts of interest

\* Please refer to the Learning Objectives and Presentation sections of this document for additional information.

## 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.

- Disclosures or lack thereof (sequence: after title slide)
- Commercial support was or was not received (continuation of the previous disclosure slide; can be merged into one slide)
- PESG Disclosure (A continuation of the previous disclosure slide, can be merged into one slide)
- Learning objectives (sequence: following the disclosure slide)
- How to earn credit (should be placed at the end of the slide deck)

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

### Title/Faculty

Activity Title

Mary Smith MD

Associate Professor, USA Health Center USA

**Faculty Disclosures: Slide 2**

## Disclosures

- Mary Smith MD  
Has no financial interest to disclose.

Or

- Mary Smith MD
  - Grant/research support form:
  - Speaker's Bureau:
  - Advisory Board:

This continuing education activity is managed and accredited by Professional Education Services Group (PESG) in cooperation with the International Brain Injury Association (IBIA). Neither PESG, IBIA, nor any accrediting organization supports or endorses any product or service mentioned in this activity.

PESG and IBIA staff has no financial interest to disclose.

Commercial Support was not received for this activity.



**Learning Objectives: Slide 3**

## **Learning Objectives**

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

- 1.
- 2.
- 3.

**Last Slide of Your Presentation:**

## **Obtaining CME/CE Credit**

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

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