



Faculty Guidance Packet

Division of Continuing Education

Overview

In support of life-long learning, the Northeast Kentucky Area Health Education Center offers continuing education through a series of programs for practicing health professionals designed to provide reviews and updates for physicians, pharmacists, pharmacy technicians, nurses, psychologists, social workers, and other health care professions. Attendees of these programs will gain valuable new information to assist in the health care delivery of patients.

Northeast KY AHEC adheres to the standards of the Accreditation Council for Continuing Medical Education (ACCME), Kentucky Medical Association (KMA), and the Accreditation Council for Pharmacy Education (ACPE) for all of its continuing education programs. The accrediting bodies set forth the standards for the education of their respective health professions to prepare them for the delivery of patient care.

Guidance

- A. Faculty should be selected based upon their knowledge of the subject matter; experience and teaching ability; and ability to meet the educational needs of health care professionals.
- B. Information, verbal and written, should be provided to faculty to assure that CE activities meet Standards for Continuing Education for developing objectives, incorporating active learning opportunities, and appropriate assessments of learning.
- C. The provider must communicate and collaborate with CE activity faculty regarding the identified educational needs, intended audience, objectives, active participation, and learning assessments for each CE activity.
- D. Faculty should disclose to the provider all financial relationships with any ineligible company. In addition, the provider must have implemented a mechanism to identify and mitigate any conflicts of interest prior to the education activity being delivered (Standard 5).

Developing Objectives

Objectives should be specific and measurable. Effective objectives state what the learner should be able to do upon completion of a continuing education activity. An objective identifies the terminal behavior or outcome of the offering.

Objectives are critical to the educational activity development because they:

1. Reflect input from learners relative to educational needs.
2. Determine the selection of content and teaching methods
3. Provide a guide to the evaluation phase.

Objectives should be customized to the type of activity:

Knowledge-based CPE activity: These CPE activities are designed to acquire factual knowledge. This format is primarily constructed to transmit knowledge (i.e., facts). The facts must be based on evidence as accepted in the literature by the health care professions and must be referenced within the presentation. The minimum amount of credit for these activities is 15 minutes or 0.25 contact hour.

Application-based CPE activity: These CPE activities are designed to apply the information learned in the time frame allotted. The information must be based on evidence as accepted in the literature by the health care professions. The minimum amount of credit for these activities is 60 minutes or one contact hour.

Practice-based CPE activity: These CPE activities are designed to systematically achieve specified knowledge, skills, attitudes, and performance behaviors. The information within the practice-based CPE activity must be based on evidence as accepted in the literature by the health care professions. The formats of these CPE activities should include a didactic component (live and/or home study) and a practice experience component (designed to evaluate the skill or application). The minimum amount of credit for these activities is 15 contact hours.

All written objectives should:

- Use verbs which describe an ACTION that can be OBSSERVED
- Are MEASURABLE within the teaching time frame
- Consist of only one ACTION VERB per objective
- Describe the learner outcome – not the instructor’s process or approach
- Are appropriate for the designated teaching method.

***Examples of Bloom’s Taxonomy Action Verbs serve as a good resource when creating objectives.*

Active Learning Opportunities

Standards require that all providers assure that all CE activities include active participation and involvement of the participants. The methodologies employed should be determined by the CE activity planned objectives, educational content, and the size and composition of the intended audience.

Examples of interactive learning include:

KNOWLEDGE - BASED	
Bloom’s Taxonomy	Active Learning Techniques
<u>Knowledge:</u> Arrange Define Duplicate Label List Memorize Name Order Recognize Relate Recall Repeat Reproduce State	Audience Response Questions Analogies Charts Examples Graphs Illustrations Lecture Visuals Forum
<u>Comprehension:</u> Classify Describe Discuss Explain Express Identify Indicate Locate Outline Recognize Report Restate Review Select Translate	Audience Response Questions Forum Review Table discussions Test/Assessment Trivia

APPLICATION and/or PRACTICE - BASED

Bloom's Taxonomy	Active Learning Techniques
<u><i>Application:</i></u> Apply Choose Demonstrate Dramatize Employ Illustrate Interpret Operate Practice Schedule Sketch Solve Use Write	Audience Response Questions Case Studies Demonstrations Practice exercises Projects Role Play Simulations
<u><i>Analysis:</i></u> Analyze Appraise Calculate Categorize Compare Contract Criticize Differentiate Discriminate Distinguish Examine Experiment Investigate Question Research Test	Application exercises Case Studies Problem solving
<u><i>Synthesis:</i></u> Arrange Assemble Collect Compose Construct Create Design Develop Formulate Manage Organize Plan Prepare Propose Set Up Write	Cases studies Demonstrations Develop plans Problems solving Role Play Simulations
<u><i>Evaluation:</i></u> Appraise Argue Assess Attach Choose Compare Defend Estimate Judge Predict Rate Core Select Support Value Evaluate	Case studies Demonstrations Problem solving Role Play Simulations

Assessments of Learning

Standards require that the provider in collaboration with faculty must include learning assessments in each CE activity to allow participants to assess their achievement of the learned content. Completion of a learning assessment is required for CME and CPE credit.

The provider and faculty may select formal and informal techniques for assessment of learning. Informal techniques typically involve participant discussions. Formal techniques, such as tests and quizzes, are typically individualized, written, and graded. The assessment should be consistent with the identified CE activity objectives and activity type.

Competency/Knowledge-based activity: Each CE activity in this category must include assessment questions structured to determine recall of facts. Assessment feedback should include the correct responses to questions. For incorrect responses, the provider is encouraged to communicate that the question was answered incorrectly and should provide a rationale for the correct response.

Performance/Application-based activity: Each CE activity in this category must include case studies structured to address application of the principals learned. The provider should include the correct evaluation of the case study and should explain the rationale for the correct response.

Patient Outcomes-based activity: Each CE activity in this category must include formative and summative assessments that demonstrate that the participants achieved the stated objectives. Typically, this type of activity will require follow-up data from sources such as Quality Assurance and patient chart reviews. Feedback should be provided based on the formative and summative assessments that were used to demonstrate that the participants achieved the stated objectives.

Participants will evaluate the overall activity and your specific presentation. You will receive a copy of the tabulated evaluation within six weeks following the activity.