



Boston Children's Hospital

Continuing Medical Education Department

Continuing Education Application Guide

The intention of this guide is to provide guidance to educators that are filling out the Boston Children's Hospital continuing education application. Please utilize this guide while filling out the applications if there is any uncertainty or confusion in answering a question. The numbered sections and bold titles below are the same as the application for ease of use.

1. Educational Activity Description

Activity Information: This section highlights the basic information of your course, including the name, date, time, location, number of credits requested, etc.

Type of Activity: Select which type of activity you are planning from the descriptions below

- Live Course
 - A course is a live continuing education activity where the learner participates in person. A course is planned as an individual event. Examples: annual meeting, conference, seminar
- Live Internet Based
 - This is a live course that is done through the computer, this could be a live webinar, live case discussion, etc. Attendees will only receive credit if they are watching the course at the time it is being presented, not a recording.
- Enduring Materials/Online Web Based Course
 - An enduring material is a printed, recorded, or computer-presented continuing education activity that may be used over time at various locations and which, in itself, constitutes a planned activity. In an enduring material the provider creates the content.
- Regularly Scheduled Series (RSS)
 - A series with multiple sessions
 - Occur on an ongoing basis (weekly, monthly, quarterly, etc.)
 - Examples: Grand Rounds, Tumor Boards, M&M Conferences, and Case Conferences

Accreditation Type Requested: Select from the credit types we are allowed to award through Boston Children's Continuing Education Department

- Physician Credit; AMA PRA Category 1 Credit™
- Nursing Credit; Contact Hour
- Pharmacy Credit; Contact Hour
- Risk Management
- Other (please write in what credit types you would like to award)
 - Social Work
 - Psychology
 - Athletic Trainer
 - Physical Therapy

2. Planning Committee



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The planning committee is the group of people that are organizing or leading this educational activity. Please ensure that while you are filling this section out, the planning committee must reflect the type of credits requested in section 1. For example, if you are looking to get physician, nursing and pharmacy credits for your course you will need to have a minimum of one physician, one nurse and one pharmacist on your planning committee.

Course directors and the course coordinator/administrator will be the main point of contact for the CME Department when questions arise about the course. They will typically act as the lead facilitators

All person(s) involved in the course must sign a disclosure form, this includes course directors, course administrators/coordinators, planning committee members, speakers, faculty and moderators. [See a blank disclosure form here.](#)

3. Activity Overview

Explain a course description/overview. This does not need to be a lengthy section, but it should provide the reviewers with a basic idea of what this course is and the practice gaps that lead to the inception of this activity. In addition, please ensure that you explain briefly how you plan to teach this course, i.e. lecture, webinar, case discussion, Q&A, etc.

4. Competitive Analysis

Highlight other courses that may be in direct competition with your activity. This could include national, regional, local or internal courses that share the same target audience, date, topic or any other similarities that you see. This section is only necessary if you are utilizing the marketing services of the Boston Children's CME Department. To learn more about marketing services, please email us at cmepartment@childrens.harvard.edu

5. Target Audience

Identify the target audience you intend to attract for this activity. This should be all persons that the educational content applies to. In addition to identifying credential type for your target audience, please identify the geographic location of your intended audience.

6. Topic Designator

This section is only applicable to courses requesting pharmacy contact hours. If you are requesting pharmacy contact hours, please select which topic this activity is relevant to. If selecting other, please indicate what topic you believe should be there.

7. Planning Process



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Identify how you selected the speakers and topics. These thoughts could range from internal requests, high referrals on certain topic, external requests, new guidelines, new board requirements, etc.

Criteria: Select how you decided that the selection of topics and speakers above was appropriate or necessary. What skills and/or qualities does this speaker have that solidified the decision to appoint them as a speaker?

Indicate if any pharmaceutical companies or representatives were a part of this decision making process.

8. Needs Assessment

Current Practice: What is happening in the intended target audience practice that needs to be changed or modified? Explain the current practice, highlighting room for growth or change.
Example: Department is still operating with AAP guidelines from 2007 which are now out of date and not considered best practice.

Ideal Practice: Explain what your ideal version of the target audience's practice is.
Example: Department operating with new AAP guidelines from 2015, creating a safer practice and better patient experience.

Practice Gap/Need: Explain in this section what your intended target audience (learner) needs from this educational activity and how you plan on providing it.

Professional practice gaps are measured in terms of:

- Knowledge: being aware of what to do
- Competence: being able to apply knowledge, skills, and judgment in practice- knowing how to do something (not implementation phase)
- Performance: having the ability to implement the strategy or skill-what one actually does.)

Example: Provide copies of new AAP guidelines to all department members, and provide lecture and Q&A explaining new information and why they are important to our department. Within the lecture discuss implementation strategies to help attendees realize how to incorporate into their practice.

9. Needs Assessment Data and Sources

From the list of "needs assessment and data sources" select a minimum of two sources that brought this practice gap to your attention. The sources that require citation or documentation are indicated in bold type. If documentation is required and not presented at time of application, the application will not be considered complete. Please consider providing documentation/resources that are up to date (within past 5 years) in order to ensure that content is relevant.

10. Topics/Agenda



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Provide agenda for the activity including lecture titles, times, speaker information and location. If the schedule/agenda is pending, please indicate that on the document as well.

Speaker information includes:

- First and Last Name
- Degree/credentials
- Institution/Employer information

11. Learning Objectives

Learning objectives should be able to complete the statement: "Upon completion of this course, participants will be able to.....".

Objectives should be participant directed, described with action words rather than conceptual words, behavior based and measurable. Three to five (3-5) objectives are a general rule to ensure that the activity has measurable educational goals that relate together. If the activity is multiple days, a general rule is to have three-five (3-5) per day to ensure that topics and goals are covered adequately. [See tips for writing learning objectives here.](#)

Examples below:

- Identify scientific concepts/relationships
- Summarize a patient's history
- Develop a scientific model for a complex situation
- Apply new concepts to a current problem or situation
- Analyze and synthesize information from multiple sources
- Determine a patient's motivation for treatment and describe how it affects the interpretation of diagnosis.

12. Educational Design/Methodology

Methods: Provide which methods the activity will utilize to best deliver educational content.

Non-Educational Strategies: Was anything used to enhance the educational experience? Non-educational strategies are educational initiatives that are used outside of the educational space to enhance the activity. Reference the full list on the application to see if any of those strategies are being implemented. If none, please write NA in the blank field.

Examples: patient reminders, questionnaires, peer to peer feedback, screening tools, reminders, etc.

13. Identified Barriers to Change

Barriers: Use this section to discuss the barriers or challenges that may keep the learner (intended audience) from utilizing new knowledge and putting it into their practice. This list could be internal or external barriers that impede the clinician's ability to practice at their best self.



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Examples: lack of time, lack of support, lack of resources, cost, belief/attitude of self or colleagues, or uncertainty.

Overcoming barriers: Explain how you plan on overcoming or at minimum addressing these barriers with learners. Ensure that you as the educational provider are considering the challenges of the majority of your learners (intended audience). This will provide speakers and facilitators the ability to address concerns or challenges as a part of their portion of the activity. If barriers are addressed, clinicians are more likely able to overcome and implement the knowledge gained at your course.

Outside factors: Consider your target audience, what factors are outside of their control that may negatively affect patient outcomes? Explain what factors impact the patient which will result in impacting the clinician as well.

Examples: other commitments, family restrictions, non-compliance, complex treatment, etc.

14. Boston Children's Mission Alignment

Boston Children's Mission: As a requirement of our Joint Accreditation™ status, we are required to align approved educational activities with our mission statement. Review Boston Children's Hospital CME Department mission statement. How do you plan on aligning the course with our educational mission?

Competencies: Review which competencies best align with your course. Competencies are taken from the Accreditation Council for Graduate Medical Education (ACGME), the Institute of Medicine (IOM), and the Interprofessional Education Collaborative(IPEC).

15. Evaluation Methods

Explain how you will evaluate this educational activity. The CME Department will provide an electronic post course evaluation unless previously discussed with course directors. The goal of evaluating the activity is to see if the activity was successful in meeting the objectives and goals of the course. The categories for evaluation are:

- Knowledge and Attitude
- Competence
- Performance
- Patient Outcomes
- Healthcare Team

Note: Evaluating for change in knowledge and attitude only is not sufficient to qualify for continuing education credit. Evaluations must address changes in competence, performance or patient outcomes.

16. Budget Information



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If the course is gaining revenue, please fill this section out in entirety. Revenue includes tuition fees, commercial support, exhibitor support, etc.

All courses will assess an accreditation fee, please be sure to fill out the “fund transfer” section with department ID and account number. The CME Department will not transfer funds unless approved by designated course director(s) and/or coordinators.

Accreditation fee waiver policy: This Policy outlines when continuing education applications are required to pay an accreditation Fee and stipulates under what circumstances an application will qualify for an application fee waiver. This Policy applies to all approved applications. If you would like to inquire if your course is applicable for a fee waiver, please email continuingeducation@childrens.harvard.edu

If honoraria is being provided to any of the speakers or facilitators, this must be indicated in the budget section to ensure that we can report the honoraria to Joint Accreditation™ if audited during a re-accreditation period.

Approvals section is a requirement for all courses, even if no revenue is collected. This is the signature of your department chair or chief to indicate that the course is fully supported by the sponsoring department and has been approved internally before we begin the review process.

Requirements:

- a. The budget form must be signed by the Chief of the department/foundation and the course director(s) before it is submitted for review.
 - a. If your computer does not have the capabilities to insert a signature into a word doc, please send a separate PDF with signature page.
- b. Incomplete budget forms will not be reviewed and sent back to the course director(s) for further information.
- c. Please allow the CME Medical Director, IPCE Committee and the CME Department at least four weeks for sufficient review of applications and budget for fee waivers.

17. Commercial Support

All commercial support is required to go through the Boston Children's Hospital Trust. This includes solicitation, contact, signatures of contracts, etc. If you are considering commercial support for your course, please contact us at continuingeducation@childrens.harvard.edu and we will connect you with a contact at the Trust to move forward.

Commercial Support Policy:

This policy and set of procedures applies specifically to corporate/commercial support from the pharmaceutical, medical device, and life science industry as it pertains to all educational events and symposiums (CME and non-CME) for the benefit of Children's faculty and staff, Children's patients



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and families, or the larger Longwood medical community. Both policy and procedures are meant to ensure compliance with internal policy and external regulations, specifically:

- The Policy on Philanthropic Activity, approved by Children's Hospital Medical Center Board of Trustees (June 6, 1998) mandating that all fundraising activity on behalf of the Hospital be conducted by the Boston Children's Hospital Trust; including gifts from individuals, foundations, corporations, and organizations.
- The federal Sunshine Act requiring corporations in the pharmaceutical, medical devices, and life sciences industry annually to report to the Centers for Medicare and Medicaid Services information regarding payments, ownership, investment interests and other transfers of value to physicians and teaching hospitals.

18. Exhibitor Support

All exhibitor support must be reported to the CME Department but does not need to go through Boston Children's Hospital Trust. If you are considering soliciting exhibitors for your course, please contact us at continuingeducation@childrens.harvard.edu. In addition, please list all exhibitors you plan to solicit on the application when submitting.

Exhibitor policies are listed directly on the application and must be followed accordingly.

19. Extras

- a. Sample Evaluation Questions
 - i. If evaluating your own course, please keep in mind that for Jointly Accredited courses and CME courses, these questions are required. Questions 11-13 are only required for Jointly Accredited courses.
- b. Sample Certificate of Completion
 - i. If you are providing a certificate to attendees, please use the sample certificate attached. Please note that if this is a CME or Jointly Accredited course the CME Department will provide certificates and transcripts for all attendees.