

## Application Guidelines & Instructions

### Overview of Developing a Program

The following information must be shared with all individuals involved in the program

- Target audience and target audience's educational needs
  - Target audience composition and practice areas.
  - Educational needs of the target audience that are the basis for this offering.
- Learning objectives
  - Who is responsible for developing the learning objectives
  - Expectation that learning objectives will be specific and measurable
- Teaching methodology
  - Expectation that teaching methodology will use adult learning principles
  - Expectations for slides, overheads, or other audio-visual materials
  - Expectations for handouts.
  - Process for review of instructional materials prior to offering.
- Equitable and fair balance
  - Provision of Provider's policy on equitable and fair balance.
  - Policies and procedures regarding disclosure forms.
- Learning Assessment
  - Expectation for inclusion of learning assessment in the offering.
  - Expectations for development of learning assessment (faculty or Provider)
  - Expectations with regard to use of learning assessment and provision of feedback to participants
- Program Evaluation
  - Means by which offering and faculty will be evaluated.
  - Specific areas addressed on program evaluation form.

### Directions for Completing the Application

1. Activity Title: Program title, as it will appear on any promotional materials.
2. Scheduled Date(s): List the date or dates this program will be offered.
3. Location(s): List the city(ies) and state(s) where this program will be held.
4. Release Date: Initial date self-study program will be released.
5. Program Type: Identify whether the program is a knowledge-based program or application-based program by checking the appropriate box.
6. Previous Denial: Indicate if CE Program Application has been previously submitted to and denied by an accrediting body. If so, please outline, in detail, the application submitted and the reasons for denial, per the accrediting body.
7. Program Administrator: The program administrator is the primary person for AADE to contact with any questions or

concerns. This person identifies and works with the Planning Team; signs the Provider Agreement and the Statement of Credit; and is responsible submitting all materials to AADE and maintaining the record file after the program.

8. Co-Provider Information: This is the organization that is co-providing the program with AADE, such as an AADE chapter or medical education company. Commercial entities are not eligible to co-provide an educational program with AADE due to accreditation standards.

9. Commercial Support: If there is commercial support for an educational program, the commercial entity must be listed in this section. Please provide a copy of the letter of agreement with the commercial entity. If there are multiple commercial sponsors, please list them in the section. In addition, list any financial or “in-kind” resources received from entities other than commercial supporters.

10. Planning Team Members: In this section, list the names and credentials of the people involved in planning of your program. Since AADE is a multidisciplinary organization, we encourage a minimum of 2 different disciplines represented on the planning team who are appropriate to content. If nursing credit is being sought, a Registered Nurse with a BSN who demonstrates competence in performing successfully at the expected level must be on the planning team. A completed and biographical data form and financial disclosure form for each listed planning team member and the program administrator must be submitted for review.

11. Overall Program Goal(s): Write a purpose or reason why the program is being presented. Program goals are different from behavioral objectives; behavioral objectives help participants achieve the program goal(s). A goal statement frequently starts with the word “To” and can include non-measurable terms, such as inform, expose, increase awareness, etc. Short programs typically have 1 or 2 goals. Longer programs may have 4 or more goals.

12. Target Audience: Check off each discipline for whom the educational program is intended..

13. Level of Presentation: Read the description and mark only one. The level indicates to the attendee what and how much background knowledge is required to benefit from the content.

14. Assessed Need: Education developed must address a gap in care that has been identified prior to the development of a program. Indicate what type of needs assessment was performed to identify a gap in care and which disciplines were determined to have a learning need for the program. For example, if pharmacists were surveyed about their learning needs then check off survey of target audience and pharmacists. If you are seeking CE credit for all three disciplines then check off what type of needs assessment was performed for each discipline.

15. Instructional Methodology: This section identifies the specific learning principles that were used to develop teaching methodologies that make sure that your program will meet the educational needs of adults of different learning styles. The professional accreditation standards require that programs recognize learners needs. Please make each of these principles that speaker’s teaching methods will employ. At least one must be marked.

16. Active Learning: In order to assure that active learning takes place in the program, please indicate which of the active learning activities will be used. Mark all that apply and be certain to mark at least one. Be sure to indicate where these activities will be used on the Educational Activity Plan. If you have an idea for an activity not listed as an option, please indicate your proposed activity. Feedback will be provided from the AADE staff and peer reviewers on what you mark and how it relates to the purpose, objectives and content of the presentation. At least one must be marked.

17. Learning Assessment: This is another section required by the different professional accreditation standards to assure that learners stay engaged in the presentation for maximum learning and value in the CE. Mark at least one learning assessment that your program will use. If you will be using a pre-test or post-test, please be sure to include a copy with your application for the Peer Reviewers to examine. Once again, if you would like to propose a different learning assessment, please indicate on the application. Feedback will be provided from the AADE staff and peer reviewers on what your choices and how it relates to the purpose, objectives and content of the presentation.

18. Learning Environment: Describe how facilities will be set up to accommodate optimal learning/participation including seating arrangement, and audio-visual equipment in the room.

19. Faculty: If the program is live, list the names, credentials, title where employed or employer for each person who will be in front of the group during the presentation. Indicate the faculty member's role in the program's content development, preparation, and presentation. A biographical data form and disclosure form must be completed on each person considered faculty. If the program is a home study/self study/learner directed program, a biographical data form and disclosure form must be completed for each Speaker/Content Expert and Test Item Writer.

20. Continuing Education Credit: CE credit is requested for which professional disciplines? AADE is accredited as an approver of continuing education for registered nurses by the American Nurses Credentialing Center's Commission on Accreditation (ANCC), for registered dietitians by the Commission on Dietetic Registration (CDR), and for pharmacists by the Accreditation Council for Pharmacy Education (ACPE).

**Please note that a program must be a minimum of 60 minutes.**

21. Planned Seat Time/Contact Time: This is the amount of time the learner will be in the actual learning situation. Please list the total time, **in minutes**, of your program. The amount of time listed should match with the amount of total time shown on the Educational Activity Documentation Form, column 3, time frame. The amount of CE credit awarded to your program will be calculated from minutes indicated. Pre and post-testing, question and answer period and evaluation completion time may be counted in seat hours. Introductory remarks, break or meal period time may not be included in program seat hours.

22. Home Study/Self Study/Learner Directed Pilot study time: Leave this area blank if your program is live. If the program is a home study/self study/learner directed program, a pilot study must be completed with a minimum of 1 Registered Nurse, 1 Dietitian and 1 Pharmacist. We recommend using at least two Registered Nurses, 2 Dietitians and 2 Pharmacists. A form for pilot study participants can be provided by AADE to document comments and to give time spent to complete the program. The length of time it took to complete the activity per discipline is then averaged. This time determines the amount of credit requested.

23. Brief Program Description/Abstract: Provide a description of your program that explains who will attend, what they will learn, why health care professionals will choose to participate in your program. Your abstract should refer to the program's goals, target audience, and teaching methods. Please limit your description to 100 words.

24. AADE7™ Self Care Behaviors: Please review the seven (7) Self-Care Behaviors and check which, if any, is included in the CE program.

25. Provider Agreement: This states the responsibilities of the AADE and co-provider as they relate to the program. Please type in your name and date at the bottom of the agreement.

### **Directions for Completing the Forms**

Application Checklist: This is a form to track all the pieces that are required to be part of the program. As you will note, different elements are due at different times. Typing in the program administrators name and data at the bottom of the check list, signifies that the Program Administrator is aware of the due dates of different phases and will provide the stated items at that time. The Application Checklist reinforces the Provider Agreement.

Biographical Data Forms – **Please copy a blank bio form for each planning team members, faculty and program administrator for your program.** There **must** be one for each individual involved in the planning, administration or presentation of a program and their role(s) should be checked at the top of the bio form. The Content Specialist/Content Expert and Test Item Writer bio forms are to be used for self study/home study programs only.

**Conflict of Interest Forms** – **Please copy a blank conflict of interest form for each planning team member, faculty and program administrator for your program.** This form must be completed and submitted for each individual involved in the planning, administration or presentation of a program. The AADE adheres to the Accreditation Council for Continuing Education (ACCME) Standards for Commercial Support. Please review these standards on pages 10 and 11 and adhere to them for all educational programs.

**Faculty Letter** – **Please copy faculty letter for each planning team member, faculty and program administrator for your program.** This form must be completed and submitted for each individual involved in the planning, administration or presentation of a program.

**Educational Activity Plan Documentation Form:** This is the lesson plan or teaching guide for the session. In the five columns of the form, please indicate the behavioral learning objectives participants should achieve, what content will be covered, how long each part of the presentation will last, who will speak or guide discussion for each part of the program, and what teaching methods will be used.

**Program Information:** On the top of the Educational Activity Plan Documentation Form, type in the Program Title, Sponsor, and the Overall Program Goals/Purpose. The Overall Program Goal(s) should be the same as the goal(s) listed in number 8 on page 2 of the application.

**Column I Program learning objectives:** (Applicable to both Live & Home Study/Self Study/Learner Directed programming) Objectives should respond to the following statement: “At the end of this presentation, the participant will be able to...” Learning objectives start with a verb and should be measurable. These learning objectives will also appear on the Evaluation tool, so make sure that participants will be able to evaluate whether they reached each objective at the end of the program.

**Column II Content outline:** (Applicable to both Live & Home Study/Self Study/Learner Directed programming) This is an outline with Roman numerals and Alpha listing. The Roman numeral relates directly to each behavioral objective but is not a restatement of the objective. There should be at least an A. and B. under each Roman numeral that describes what will be presented.

**Column III Time Frame:** State the number of minutes spent on each topic related to a behavioral learning objective in column I. If program is Home Study/Self Study/Learner Directed, leave this section blank.

**Column IV Faculty:** List the name of who will teach or be the presenter for this time period. If program is Home Study/Self Study/Learner Directed, leave this section blank. The program evaluation must state the objective each speaker is presenting.

**Column V Teaching Method:** State how the material will be presented. “Lecture with slides” is the most common method. “Case review” and “discussion” are other examples. If program is Home Study/Self Study/Learner Directed, list how the material will be presented (i.e., print monograph, web based program, audiotape program, etc.)

**Please duplicate the Educational Activity Plan Documentation Form as necessary, numbering the pages in order.**

Reference for Completing Application and Educational Activity Plan Documentation Form

Level of Presentation	Level 1 Basic	Level 2 Intermediate	Level 3 Advanced			
<b>Definitions</b>	For the participant with minimal updated knowledge and experience in diabetes care and diabetes education.	For the participant who has general knowledge of the current literature and has recent experience in teaching patients with diabetes individually and in groups.	For the seasoned diabetes educator with a refined expertise and an in-depth working knowledge of the current literature and professional practice.			
<b>Primary Learning Focus</b>	<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
<b>Behavioral Objectives</b> Depending on course objectives and content, behavioral objectives should address all three domains of learning (cognitive, psycho-motor, and affective) for appropriate learner levels.	Define Repeat Record List Describe State	Translate Restate Discuss Describe Recognize Explain Express Identify	Interpret Apply Employ Use Demonstrate Dramatize Practice Illustrate Operate Schedule Show Sketch	Distinguish Analyze Differentiate Appraise Calculate Experiment Test Compare Contrast Criticize Diagram Inspect Debate Inventory Question Relate	Compose Plan Propose Design Formulate Arrange Collect Construct Create Set up Organize Manage Prepare	Judge Appraise Evaluate Rate Compare Value Revise Score Select Choose Assess Estimate Measure

<b>Teaching Methods and Materials</b>  *Active Learning Activities	Lecture Visuals Video Audio Examples Illustrations Analogies	Questions* Discussion* Review Test Assessment Reports Learner Presentations* Writing	Exercises* Practice* Demonstrations * Projects* Sketches Simulations* Role Play* Microteach*	Problems Exercises* Case Studies* Critical incidents Discussion Questions Test	Projects* Problems Case Studies* Creative Exercises* Develop Plans* Constructs* Simulations*	Case Studies* Projects* Exercises* Critiques* Simulations* Appraisals*
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A diabetes educator of many years may still be a level 1 or 2 learner in some content areas. Each level may include elements which are more basic and/or more complex

**Program Evaluation:** Provide title, date, location, and sponsor of the program. For each speaker, fill out a section under the “**I. Content and Faculty**” heading. State the objectives covered by each speaker. Duplicate section for multiple speakers, identifying which objectives were covered by each speaker. Adjust numbering accordingly. Under the section “**III. Overall,**” list the program’s goal(s). The objectives should match those on the Educational Activity Plan and the goal(s) should match the goal(s) given in number 11 above. “**I. Application**”, The program should incorporate knowledge of the AADE7™ Self Care Behaviors, and is this knowledge of the AADE7™ Self Care Behaviors understood by the audience.

**Record Keeping and Storage System:**

Please provide the following documents as they must be kept on file for (7) years to be in compliance with ANCC Commission on Accreditation criteria on maintenance of continuing education records.

- Commercial support agreement if applicable
- Evaluation summaries
- Marketing & promotion materials
- Biographical data form
- Conflict of interest disclosure form

Please provide the following information to document compliance with ANCC Commission on Accreditation criteria on maintenance of continuing education records.

- Titles of individuals authorized to access the records,
- Name, title, address, telephone number and e-mail address of person(s) responsible for maintaining records for seven (7) years (i.e., official record keeper – if different from Program Administrator).
- Statement that documents the location for storage of records for the activity, which allows for retrieval of essential information,
- Description of record filing, storage, retrieval, retention and method for assuring confidentiality.

If you have questions regarding the completion of this application or on program development or implementation, please contact AADE at [ceapplication@aadenet.org](mailto:ceapplication@aadenet.org)

**Promoting Your Program**

Submit draft copy of program announcement with the application. Promotional materials must be pre-approved by AADE before distribution. According to accreditation standards, the use of accreditation logos and accreditation language cannot be on the brochure until the program has been approved by the accredited provider (AADE). The nursing “approval number” and/or pharmacy universal program number will be given to you for the program brochure once the application has been approved. **Brochures cannot contain language that indicates continuing education credit is pending.**

All promotional materials with accreditation logos and language must include the following elements:

- Objectives – must describe observable or measurable behaviors on the part of the participant
- Type of activity – knowledge or application
- Target audience – that may best benefit from participation in activity
- Faculty members – name, degree, and title/position
- Fees for the program
- Schedule of education activities
- The amount of continuing education credit – specified in contact hours or CEUs
- The official accreditation logos and accreditation language
- Approval numbers for the program
- Description of successful completion of program
- Acknowledgement of financial support

- Home-studies – initial release data of program

In addition aforementioned requirements, all promotional material must include the following statement.

**“Approval of this educational offering by AADE does not imply endorsement of specific therapies, treatments, or products discussed in the presentations.”**

Program providers may also develop a save-the-date brochure if they would like to promote a program prior to the application being approved by AADE. The save-the-date brochure must be submitted with the application and approved by AADE prior to distribution. The save- the-date notice cannot indicate the number of CEUs or provide ANCC, ACPE or CDR logos or statement of credit language. Program providers may include speaker information in addition to program title, objectives, date, location and time of program.

### **Application and Submission**

The completed application, and customized forms should be emailed to [ceapplication@aadenet.org](mailto:ceapplication@aadenet.org). Payment in the form of a check or money order must be mailed to the address provided below. Please include a copy of the application with payment.

**Chase Lockbox**

**AADE-Products**

**Department 4411**

**Carol Stream, IL 60122**

## Glossary

**Adult Learning Principles** – The basis for the teaching learning approaches to adults as learners based on recognition of the individual’s autonomy and self-direction, life experience, readiness to learn, and problem orientation to learning. Approaches include collaboration of educators and learners in all aspects of educational programs.

**Commercial Interest or Commercial Entity** – Any entity either producing, marketing, re-selling, or distributing healthcare goods or services consumed by, or used on, patients or an entity that is owned or controlled by an entity that produces, markets, re-sells, or distributes healthcare goods or services consumed by, or used on, patients.

**Commercial Support** – Financial, or in-kind, contributions given by commercial interest, which is used to pay all or part of the cost for an educational program.

**Contact Hour** – A unit of measurement that describes 60 minutes of an organized learning activity

**Co-Providership** – Planning developing, and implementing an educational activity by two or more organizations or agencies.

**Gift “in-kind”** – Non-monetary support provided by the giver to the taker.

**Off-Label Use** – Using products for a purpose other than for which it was approved by the Food and Drug Administration (FDA)

**Teaching Strategies** – Instructional methods and techniques that are in accord with principles of adult learning.

## The ACCME Standards for Commercial Support<sup>SM</sup>

### Standards to Ensure Independence in CME Activities

#### STANDARD 1: Independence

1.1 A CME provider must ensure that the following decisions were made free of the control of a commercial interest. (See [www.accme.org](http://www.accme.org) for a definition of a 'commercial interest' and some exemptions.)

- (a) Identification of CME needs;
- (b) Determination of educational objectives;
- (c) Selection and presentation of content;
- (d) Selection of all persons and organizations that will be in a position to control the content of the CME;
- (e) Selection of educational methods;
- (f) Evaluation of the activity.

1.2 A commercial interest cannot take the role of non-accredited partner in a joint sponsorship relationship.⚡

#### STANDARD 2: Resolution of Personal Conflicts of Interest

2.1 The provider must be able to show that everyone who is in a position to control the content of an education activity has disclosed all relevant financial relationships with any commercial interest to the provider. The ACCME defines "relevant" financial relationships" as financial relationships in any amount occurring within the past 12 months that create a conflict of interest.

2.2 An individual who refuses to disclose relevant financial relationships will be disqualified from being a planning committee member, a teacher, or an author of CME, and cannot have control of, or responsibility for, the development, management, presentation or evaluation of the CME activity.

2.3 The provider must have implemented a mechanism to identify and resolve all conflicts of interest prior to the education activity being delivered to learners.⚡

#### STANDARD 3: Appropriate Use of Commercial Support

3.1 The provider must make all decisions regarding the disposition and disbursement of commercial support.

3.2 A provider cannot be required by a commercial interest to accept advice or services concerning teachers, authors, or participants or other education matters, including content, from a commercial interest as conditions of contributing funds or services.

3.3 All commercial support associated with a CME activity must be given with the full knowledge and approval of the provider.

#### Written agreement documenting terms of support

3.4 The terms, conditions, and purposes of the commercial support must be documented in a written agreement between the commercial supporter that includes the provider and its educational partner(s). The agreement must include the provider, even if the support is given directly to the provider's educational partner or a joint sponsor.

3.5 The written agreement must specify the commercial interest that is the source of commercial support.

3.6 Both the commercial supporter and the provider must sign the written agreement between the commercial supporter and the provider.

#### Expenditures for an individual providing CME

3.7 The provider must have written policies and procedures governing honoraria and reimbursement of out-of-pocket expenses for planners, teachers and authors.

3.8 The provider, the joint sponsor, or designated educational partner must pay directly any teacher or author honoraria or reimbursement of out-of-pocket expenses in compliance with the provider's written policies and procedures.

3.9 No other payment shall be given to the director of the activity, planning committee members, teachers or authors, joint sponsor, or any others involved with the supported activity.

3.10 If teachers or authors are listed on the agenda as facilitating or conducting a presentation or session, but participate in the remainder of an educational event as a learner, their expenses can be reimbursed and honoraria can be paid for their teacher or author role only.

#### Expenditures for learners

3.11 Social events or meals at CME activities cannot compete with or take precedence over the educational events.

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PAGE 2 OF 3  
182\_20070824

3.12 The provider may not use commercial support to pay for travel, lodging, honoraria, or personal expenses for non-teacher or non-author participants of a CME activity. The provider may use commercial support to pay for travel, lodging, honoraria, or personal expenses for bona fide employees and volunteers of the provider, joint sponsor or educational partner.

#### Accountability

3.13 The provider must be able to produce accurate documentation detailing the receipt and expenditure of the commercial support. ¶

### STANDARD 4. Appropriate Management of Associated Commercial Promotion

4.1 Arrangements for commercial exhibits or advertisements cannot influence planning or interfere with the presentation, nor can they be a condition of the provision of commercial support for CME activities.

4.2 Product-promotion material or product-specific advertisement of any type is prohibited in or during CME activities. The juxtaposition of editorial and advertising material on the same products or subjects must be avoided. Live (staffed exhibits, presentations) or enduring (printed or electronic advertisements) promotional activities must be kept separate from CME.

- For *print*, advertisements and promotional materials will not be interleaved within the pages of the CME content. Advertisements and promotional materials may face the first or last pages of printed CME content as long as these materials are not related to the CME content they face and are not paid for by the commercial supporters of the CME activity.
- For *computer based*, advertisements and promotional materials will not be visible on the screen at the same time as the CME content and not interleaved between computer 'windows' or screens of the CME content
- For *audio and video recording*, advertisements and promotional materials will not be included within the CME. There will be no 'commercial breaks.'
- For *live, face-to-face CME*, advertisements and promotional materials cannot be displayed or distributed in the educational space immediately before, during, or after a CME activity. Providers cannot allow representatives of Commercial Interests to engage in sales or promotional activities while in the space or place of the CME activity.

4.3 Educational materials that are part of a CME activity, such as slides, abstracts and handouts, cannot contain any advertising, trade name or a product-group message.

4.4 Print or electronic information distributed about the non-CME elements of a CME activity that are not directly related to the transfer of education to the learner, such as schedules and content descriptions, may include product-promotion material or product-specific advertisement.

4.5 A provider cannot use a commercial interest as the agent providing a CME activity to learners, e.g., distribution of self-study CME activities or arranging for electronic access to CME activities. ¶

### STANDARD 5. Content and Format without Commercial Bias

5.1 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.

5.2 Presentations must give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. If the CME educational material or content includes trade names, where available trade names from several companies should be used, not just trade names from a single company.¶

### STANDARD 6. Disclosures Relevant to Potential Commercial Bias

#### Relevant financial relationships of those with control over CME content

6.1 An individual must disclose to learners any relevant financial relationship(s), to include the following information:

- The name of the individual;
- The name of the commercial interest(s);
- The nature of the relationship the person has with each commercial interest.

6.2 For an individual with no relevant financial relationship(s) the learners must be informed that no relevant financial relationship(s) exist.

#### Commercial support for the CME activity.

6.3 The source of all support from commercial interests must be disclosed to learners. When commercial support is 'in-kind' the nature of the support must be disclosed to learners.

6.4 'Disclosure' must never include the use of a trade name or a product-group message.

#### Timing of disclosure

6.5 A provider must disclose the above information to learners prior to the beginning of the educational activity. ¶

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PAGE 3 OF 3  
182\_20070624