Application Guidelines & Instructions

This document provides important instructions and the criteria that all planners and Speaker/presenter/Presenters/presenters should include when developing educational programs for continuing education (CE). Please use this document as a guide when completing your application for CE credit:

IDENTIFY TARGET AUDIENCE AND EDUCATIONAL NEEDS

- Using an educational needs assessment tool, identify the educational needs of the target audience that are the basis for this offering.
- Identify the make-up and practice areas of the target audience for this offering.

DISCLOSING FINANCIAL RELATIONSHIPS

- Programs must promote education that is independent and free from commercial bias or promotion.
- All individuals involved in the program must complete the conflict of interest form that is sent prior to the program. The purpose of the conflict of interest form is to identify any financial relationship that is relevant to the program.
- When a relevant financial relationship is identified, the presentation content will be reviewed by a content reviewer prior to the presentation and it will be determined whether the relationship can be resolved. In this instance, you may be contacted to provide more information.
- Presentation content must meet all accreditation requirements before delivery.

USE ACTIVE LEARNING TECHNIQUES

- Speaker/presenters are required to incorporate active learning strategies to engage the audience. The table below provides general considerations as you prepare your presentation.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Sample Learning Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge-based</td>
<td>Designed for information presented must be based on evidence accepted in the literature by the healthcare profession. Minimum credit is 15 min or .25 contact hour Self-assessment learning strategy; multiple choice, true/false, etc.</td>
</tr>
<tr>
<td>Application-based</td>
<td>Designed to apply the information in the time frame allotted and is evidence based as accepted in the literature. Minimum credit is 60 min or 1 contact hour Interactive patient cases</td>
</tr>
<tr>
<td>Practice-based</td>
<td>Designed to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies. The information within the activity must be based on evidence as accepted in the literature and should include a didactic component and a practice component. Minimum credit for this activity would be 15 contact hours. Both didactic lecture and practice or instructional-based curriculum</td>
</tr>
</tbody>
</table>

WRITING LEARNING OBJECTIVES

- Learning objectives should be appropriate for activity type, as listed above (knowledge, application, practice)
- Design appropriate learning objectives that use approved measurable action verbs.

Effective 11/5/14
• Learning objectives should be specific and describe what the Speaker/presenters wants the learner to able to do upon the completion of the activity.

CONTENT VALIDATION
• When applicable, recommendations must be based on evidence that is accepted within the health care profession as adequate justification for their indication and contraindications in the care of treatment of patients. Scientific research referred to, reported or used in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection and analysis.

TEACHING METHODOLOGY (listed within the Educational Activity Plan Table)
• Speaker/presenters are required to design learning activities to foster active participation as a component using a variety of techniques including pre- and post-testing: (quizzes, case studies, problem-solving, group discussion, etc.)

LEARNING ASSESSMENT (listed within the Educational Activity Plan Table)
• Speaker/presenters are required to incorporate a learning assessment into their presentation. Learning assessments involve feedback to the learners on how well they answered questions or completed an exercise such as a patient case study.
• A learning assessment could include, but not limited to assessment questions, group discussions and critique of answers, problem-solving exercises, case studies structured to apply learned content, demonstrations, etc.
• Speaker/presenters need to provide feedback for test questions or self-assessments. Speaker/presenters need to explain both the correct and incorrect responses for complete participant understanding.

PRESENTATION DEVELOPMENT FREE OF BIAS
• Presentations must give a balanced view of therapeutic options. Use of generic drug names is preferred rather than using trade names. If an educational material or content includes trade names, then it must accompany the respective generic name and include all available trade names of products or medications.
• Educational materials (e.g. slides, abstracts, handouts) cannot contain any advertising, logos, or product-group messages.

INSTRUCTIONAL MATERIALS
• All instructional materials must be developed free of bias and promotion as listed above (Presentation Development-free of Bias section).
• Materials should enhance the participant's ability to achieve the performance objectives, foster application to clinical practice; serve as guidance; provide additional source for information; and include reference tools for practice.
• Speaker/presenters are responsible for obtaining copyright permission for previously published materials used in their presentations.

PREPARING YOUR PRESENTATION
• Speakers must add a disclosure slide to announce any relevant financial relationships. This slide is needed even if you have nothing to disclose. AADE provides a sample disclosure slide with the AADE CE Application materials.
• Speakers are required to disclose any off-label or investigational uses to participants before each presentation (this is also included in the disclosure slide).
• It is encourage to add a Learning Objective slide at the beginning to highlight the purpose of your presentation.
• When using images, remember to block out:
  o Product names, including names of medications. Remove the image if it is not possible to block out the product name.
  o Company name on screen images, x-rays, ultrasound images, or part of a database display.
PROGRAM EVALUATION
- Speakers/presenters will be evaluated post program and feedback will be given to the speaker/presenter. Specific areas for improvement identified on the evaluation form will be addressed.

Instructions for Completing Application by Section

Demographic Data

1. Program Title: Program title, as it will appear on any promotional materials.
   a. Indicate whether the AADE Diabetes Educator of the Year (DEOTY) program was approved to be included in your overall program.
   b. Indicate whether the AADE Regional Program (AADE CEO & AADE President Presentation) was approved to be included in your overall program.

2. Number of Contact Hours Requested: List the total number of contact hours you are requesting to be awarded. **Note: must be in increments of .5 if requesting credit for dietitians. CDR does not accept credits in increments of .25**

3. Activity Format: Indicate whether this activity will be a Live Event (in person or webinar) or Enduring (webinar recording, journal CE; provider-directed, learner-paced) activity
   a. Live Events - Scheduled Date(s): List the date or dates this program will be offered. List the city and state(s) where this program will be held.
   b. Enduring Activities: List the program release date and expiration date.

4. Activity Type: Identify the program’s Activity Type by selecting one of the following:
   Knowledge-based program-designed primarily for participants to acquire factual knowledge. The minimum credit for these would be 15 minutes or .25 contact hour.
   Application-based program-designed primarily for participants to apply information learned in the allotted timeframe of the program. The minimum credit for these is 60 minutes or 1 contact hour.
   Practice-based—primarily constructed to instill, expand, or enhance practice competencies through the systematic achievement of specified knowledge, skills, attitudes, and performance behaviors. The minimum credit for these is 15 contact hours.

5. 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.

6. Program Coordinator: The program coordinator 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 is responsible submitting all materials to AADE and maintaining the record file after the program.

7. Nurse Planner Contact Information: If requesting CNE, the Nurse Planner must be a currently licensed Registered Nurse with a Baccalaureate degree or higher in nursing, and be actively involved in planning, implementing and evaluating this continuing education activity. If the Nurse Planner has an actual or potential conflict of interest, he or she must recuse himself or herself from

Effective 11/5/14
the role as Nurse Planner for the educational activity.

8. **Continuing Education Credit**: Mark the type of CE credit being requested for the professional disciplines. Note: only AADE Coordinating Bodies (CBs) & Local Networking Groups (LNGs) as a part of AADE are eligible to request RD credit. **Note: must be in increments of .5 if requesting credit for dietitians. CDR does not accept credits in increments of .25**

**Assessment of Learner Needs**

9. **Target Audience**: Check off each discipline for which the educational program in intended.

10. **Level of Program**: 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.

11. **Needs Assessment**: 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. Also indicate the source of supporting evidence for the needs assessment data and identify the appropriate gap for the intended audience that this educational activity will address based on needs assessment data. **Applications require that collected needs assessment data is included in the materials when submitting an application to AADE.**

**Qualified Planners and Faculty/Presenters/Authors/Content Reviewers**

12. **Planning Committee**: Complete the table for each person on the planning committee and include name, educational degree(s), credentials, and role on the planning committee.
   a. If requesting continuing education nursing credits (CNE), the planning committees must have a minimum of a Nurse Planner and one other planner to plan each educational activity. The Nurse Planner is knowledgeable of the CNE process and is responsible for adherence to the ANCC criteria. One planner needs to have appropriate subject matter expertise for the educational activity being offered. The Nurse Planner and Content Expert must be identified.
   b. Since AADE is a multidisciplinary organization, we encourage a minimum of 2 different disciplines represented on the planning team who are appropriate to content.

**Faculty/Speaker/Presenters/Authors**

13. **Faculty/Speaker/Presenters/Authors/Content Reviewers**: Provide each faculty, speaker/presenter, author or content reviewer’s name, credentials, degrees and role in the program.

14. **Faculty/Speaker/Presenter/Authors Qualifications**: Describe how the needed qualifications are identified.

15. **Verification of Faculty/Speaker/Presenter/Authors**: Describe how planning committee verified that the qualifications of the faculty/presenter/authors are appropriate and adequate. Check all that apply. Faculty/Speaker/Presenters/Authors must have documented qualifications that demonstrate...
their education and/or experience in the content area they are presenting. Expertise in subject
matter can be evaluated based on education, professional achievements and credentials, work
experience, honors, awards, professional publications, etc. The qualifications must address how
the individual is knowledgeable about the topic and how expertise has been gained.
Faculty/Speakers/Presenters/Authors do not have to be nurses, but nurses should address nursing
care and nursing implications, as applicable. Bio-COI Forms must contain information specific to
this activity. Faculty/Speakers/Presenters/Authors must be included on the Educational Planning
Table.

Evaluation of Conflict of Interest-Faculty/Speakers/Presenters /Authors

16. Conflict of Interest Evaluation & Resolution: The Nurse Planner (or Content Reviewer if no CNE is
 requested) is responsible for evaluating whether any Planning Committee Member/Faculty/
Speaker/Presenter/Author has a relationship with a commercial interest. For each Planning
Committee Member/Faculty/Speaker/Presenter/Author, the Nurse Planner must document the
following on each Planning Committee Member/Faculty/Presenter/Author’s Bio-COI Form):

- No relevant relationship with a commercial interest exists. No resolution required.
- Relevant relationship with a commercial interest exists. The relevant relationship with the
  commercial interest is evaluated by the Nurse Planner and determined not to be pertinent to the
  content of the educational activity. No resolution required. (Planning Committee meeting
  minutes should reflect rationale for ‘relationship not pertinent to content’).
- Relevant relationship with a commercial interest exists. The relevant relationship with the
  commercial interest is evaluated by the Nurse Planner and determined to be pertinent to the
  content of the educational activity. Resolution is required.
- Procedures used to resolve conflict of interest or potential bias, if applicable for this activity

Document the resolution process on each Planning Committee Member/Faculty/Presenter/Author’s Bio-
COI as applicable:

- Not applicable since no conflict of interest.
- Revised the role of the individual with conflict of interest so that the relationship is no longer
  relevant to the educational activity.
- Not awarding contact hours for a portion or all of the educational activity.
- Undertaking review of the educational activity by a content reviewer to evaluate for potential
  bias, balance in presentation, evidence-based content or other indicators of integrity, and
  absence of bias, AND monitoring the educational activity to evaluate for commercial bias in the
  presentation.
- Undertaking review of the educational activity by a content reviewer to evaluate for potential
  bias, balance in presentation, evidence-based content or other indicators of integrity, and
  absence of bias, AND reviewing participant feedback to evaluate for commercial bias in the
  activity.
- Documentation of discussion with individual who has potential conflict.

Effective Design Principles

17. Overall Program Purpose/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.

18. **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.

19. **Active Learning Principles:** In order to assure that active learning takes place in the program, please indicate which of the active learning activities will be used in planning the teaching methodology. Mark all that apply and be certain to mark at least one. At least one must be marked.

20. **Teaching Methods:** List the methods and instructional strategies to be used by Faculty/Presenters/Authors to cover each objective on the Educational Planning Table. Teaching/learning strategies must be congruent with objectives and content.

21. **Learner Feedback:** Check the best description or describe how learners will be provided with feedback and show this on the Education Plan.

22. **Learning Assessment:** Mark at least one learning assessment that your program will use and show on the Education Plan. If you will be using a pre-test or post-test, please be sure to include a copy with your application for our peer reviewers and Nurse Reviewer to examine.

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

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

25. **Successful Completion:** Check all criteria for successful completion that apply. Criteria should be consistent with the purpose, objectives and teaching and learning strategies.

26. **Rationale for Method Selected:** Check all criteria that apply for rationale for method selected to determine successful completion.

27. **Partial Credit:** Indicate if partial credit will be awarded for participation and if so, how it will be determined.

28. **Awarding Contact Hours:** A contact hour is a 60-minute hour. The contact hour may be taken to the hundredths; but may not be rounded up. (e.g. 2.758 should be 2.75 or 2.7, not 2.8). All programs must have a duration of at least 60 minutes. **Note:** must be in increments of .5 if requesting credit for dietitians. CDR does not accept credits in increments of .25.

29. **Learner-Paced Activity Pilot Study Time:** For home study/self-study/learner directed and/or learner-paced activities, attach 3 letters of recommendation from pilot participants regarding time to complete activity. 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.

30. Participation Verification: Check box to indicate how participation will be verified.

**Evaluation**

31. Methods of Evaluation: Check or describe the methods of evaluation to be used.

32. Summative Evaluation: Upon completion of the activity, a summative evaluation is generated by the program coordinator.

33. Review of Summative Evaluation: The nurse planner and/or the planning committee reviewed the summative evaluation to assess the activity’s effectiveness and to identify how results may be used to guide future educational activities.

**Approval Statements for Individual Educational Activities**

34. Type of Advertising: All communications, marketing materials, certificates, and other documents that refer to awarding continuing education credits for an individual educational activity must include the approval statement of the accredited organization(s). Indicate the type of advertising to be used and attach a copy of the advertising material(s). Guidelines for developing marketing materials can be found on the AADE Sample Promotional Material document.

The approval statement must be displayed clearly to the learner, stand alone on its own line of text, and be written exactly as indicated by the Accrediting Body. When referring to contact hours, the term “accredited contact hours” should **never** be used. An organization is **accredited or approved**; contact hours are **awarded**.

- If advertising is released prior to approval **AND** after an application has been submitted, the following statements may be used:

  *This activity has been submitted to the American Association of Diabetes Educators for approval to award contact hours. The American Association of Diabetes Educators is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.*

  *The American Association of Diabetes Educators is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. This activity is eligible for ACPE credit; see final CPE activity announcement for specific details.*

  *The American Association of Diabetes Educators is a Continuing Professional Education (CPE) Accredited Provider with the Commission on Dietetic Registration (CDR). Prior-
approval of programs or materials does not constitute endorsement of a provider, program, or material.

For more information regarding contact hours, please call (Applicant's contact person's name and phone number).

- If the advertising is to be released after approval is received, program language **will be provided by AADE.**
COMMERCIAL SUPPORT AND SPONSORSHIP

A commercial interest is defined by AADE as any entity either producing, marketing, re-selling, or distributing health care 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 health care goods or services consumed by, or used on, patients. Exceptions are made for non-profit or government organizations and non-health care related companies.

Commercial Support is financial, or in-kind, contributions given by a commercial interest, which is used to pay all or part of the costs of a continuing education activity.

Sponsorship is financial, or in-kind, contributions given by an entity that is not a commercial interest, which is used to pay all or part of the costs of a continuing education activity. A sponsor is identified as an organization that does not meet the definition of commercial interest.

NOTE: Keep education separate from promotional activities and disclose all commercial support of educational activities. Commercial support must not influence the planning, development, content, implementation or evaluation of education. If you are receiving commercial support or sponsorship, you must also complete and submit the Commercial Support Agreement Form or the Sponsorship Agreement Form.

35. Commercial Support and Sponsorship: Indicate whether this activity has commercial support or sponsorship. If commercial support/sponsorship will be provided list the names of the organization(s) providing support or sponsorship.

36. Content Integrity: Indicate how content integrity will be maintained if commercial support or sponsorship is provided.

37. Precautions to Prevent Bias: Check all that apply or describe precautions taken to prevent bias in educational content.

38. Signed Commercial Support or Sponsor Agreement: Attach the signed Commercial Support or Sponsorship Agreement (applicable only if your program is receiving financial support from a commercial entity or funding from a not-for-profit sponsoring organization).
DISCLOSURES PROVIDED TO PARTICIPANTS

Learners must receive disclosure of required items prior to the start of an educational activity. In live activities, disclosures must be made to the learner prior to initiation of the educational content. In enduring materials (print, electronic, or Web-based activities), disclosures must be visible to the learner prior to the start of the educational content. Required disclosures may not occur or be located at the end of an educational activity. If a disclosure is provided verbally, an audience member must document both the type of disclosure and the inclusion of all required disclosure elements.

39. **Disclosures Always Required:** Disclosures always required include requirements for successful completion and absence or presence of conflict of interest.

40. **Disclosures Required (if applicable):** Disclosures required, if applicable, include commercial support, sponsorship, and non-endorsement of products discussed or displayed in conjunction with this educational activity.

41. **Expiration Date for Awarding Contact Hours for Enduring Materials:** The expiration date must be visible to the learner prior to the start of the educational content.

DOCUMENTATION OF COMPLETION

42. **Documentation of Successful Completion:** AADE will send a CE Completion Certificate template to the program coordinator prior to the start of the educational activity or conference.

43. **Copy of Completed Certificate:** Affirm that you will provide the CE Completion Certificate to learners.

44. **Impact of Activity:** Indicate the area on which this educational activity will have the most impact.

45. **Applicant 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.

46. **Records and Storage Information:** Document the name and title(s) of person(s) responsible for planning the activity. Document the name, address, telephone number and email address of person(s) responsible for maintaining records for seven years.
DIRECTIONS FOR COMPLETING THE SUPPORTING DOCUMENTS AND FORMS

Application Checklist: This is a form to track all the pieces that must be part of the program. Different elements are due at different times. Typing in the program coordinator’s name and date at the bottom of the checklist signifies that the program coordinator is aware of the due dates of different phases and will provide the stated items at that time.

Biographical and Conflict of Interest Financial Disclosure (Bio-COI) Form – Please have each planning team member, presenter, and program administrator complete a Bio-COI Form. There must be one for each individual involved in the planning, administration, or presentation of a program, and their role(s) must be checked at the top of the Bio-COI Form.

The AADE adheres to the American Nurses Credentialing Center’s Commission on Accreditation and Continuing Education (ANCC) Content Integrity Standards for Commercial Support. Please review these standards at the end of this guidelines and instructions document and adhere to them for all educational programs.

Disclosure Slide: Any commercial support or sponsorship, off-label discussions, and any conflicts of interest (or lack thereof) must be disclosed to participants prior to the start of the program.

Educational Planning Table: This is the lesson plan or teaching guide for the session. In the six columns of the form, please indicate the behavioral learning objectives that 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, what teaching methods will be used, and what learner feedback will be provided.

Program Information: List the title of the presentation at the top of the form.

Identified gaps: Identify any professional gap in knowledge, skills, and/or practice based on needs assessment:
  e.g. “Insulin pumps are becoming more common for treatment of type 1 diabetes as an alternative to multiple daily injections. Diabetes educators need advanced knowledge about insulin pump management”.

Description of current state: Describe current state of practice:
  e.g. “Diabetes educators are responsible for providing diabetes self-management education including topics relevant to insulin pump use.”

Description of desired/achievable state: Describe desired state:
  e.g. “Diabetes educators will have increased knowledge about advanced insulin pump features to better meet the challenges of daily diabetes self-management.”

Gap to be addressed by this activity: State whether knowledge, skills, practice, or other. Many educational activities will address gaps in knowledge.
Program Purpose: The program purpose should be related to the outcome desired of the learner at the conclusion of the activity. Write the purpose as an outcome statement, e.g. “The purpose of this activity is to enable the learner to…”

Column 1 - Learning Objectives: Specific learner-focused educational objectives for this activity must relate to the purpose of the activity. Each objective should have one measureable action verb and should specify what the learner will know or do once the objective has been completed. Note: “Understand” is not an appropriate action verb for behavioral objectives. A maximum of 3 – 4 objectives should be written for a 60-minute educational activity.

Column 2 – Content: List the content for each learning objective in Column 1. The content must be more than a restatement of the objective. The content must:
- Be congruent with the purpose and objectives
- Include details beyond a restatement of objectives
- Reflect the intent of the objectives
- Be numbered consistently with the related objective

Column 3 – Time Frame: State the time frame for each objective.

Column 4 – Presenter: List the presenter’s name and credentials

Column 5 – Teaching Methods: List the instructional strategies and materials to be used by the presenters to cover each objective on the Educational Planning Table. Teaching/learning strategies must be congruent with the objectives and content.

Column 6 – Learner Feedback: Copy the learner feedback choice from the CE Application. Allowing time for a Question and Answer period during the activity or at the end of the activity is common. Other methods for providing learner feedback include:
- Self-check questions
- Audience polling
- Engaging learners in dialogue
- Return results of testing
- Return demonstration
- Role play

Learning Assessment (refer to #22 on application): Copy the learning assessment choice from the CE Application. This is another section required by the different professional accreditation standards to ensure that learners stay engaged in the presentation for maximum learning and value in the continuing education activity.
Evidence-based References: List the evidence-based references used for developing this educational activity. Sources include:

- Information available through peer-reviewed journals or other resources. The material should have been published within the past 5 to 7 years.
- Information available from websites. The organization must use currently available evidence within the past 5 to 7 years as a resource for readers. This may be published or unpublished content. For example: Agency for Healthcare Research and Quality, Centers for Disease Control, National Institutes of Health
- Clinical guidelines; e.g., www.guidelines.gov
- Expert resources; e.g., books, articles, or web sites published by individuals, organizations, or educational institutions
- Textbook references
- You may use the document Evidence-based References Guide for development and citation format.

Program Evaluation: Enter the title, date, location, and network/provider of the program. Copy the Program Purpose/Goal from the CE Application. Insert the learning objectives from the Educational Activity Plans. Enter the Speaker/presenter/Presenter names.

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 and Conflict of Interest (Bio-COI) disclosure forms

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
Promoting Your Program (refer to the Approval Statement for Individual Educational Activities on page 6)

Submit draft copy of program announcement with the application. Promotional materials must be pre-approved by AADE before distribution. According to accreditation standards, the accreditation logos and accreditation language cannot be used on the brochure until the program has been approved by the accredited provider (AADE). The nursing Approval Number and/or pharmacy Universal Activity 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:

- Program title and date information
- All program objectives – must describe observable or measurable behaviors on the part of the participant
- Overall program goal
- Type of activity – (i.e. 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 official accreditation logos and accreditation language (prior or approval)
- Description of successful completion of program
- Acknowledgement of financial support
- Description of planner and faculty/presenter conflict of interest and, if applicable, the process of resolution.
- 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 notice cannot indicate the number of CEUs or provide ANCC, ACPE or CDR logos or statement of credit language. Once a program is approved, the number of CEUs, logos and statement of credit language will be provided by AADE.
APPLICATION AND SUBMISSION

The completed application, and customized forms should be emailed to ceapplication@aadenet.org.

Payment, if due, must be mailed to the address below. Please include a check or money order and a copy of the application (no cash).

AADE
Department 4445
Carol Stream, IL 60122-4445

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℠
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 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 any 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.
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. §