Faculty Responsibilities and Obligations
for CME-Certified Activities

As part of your agreement with LCMEI, your responsibilities and obligations are described below. In addition, all faculty are strongly encouraged to complete the *National Faculty Education Initiative* (see www.acme-assn.org).

Disclosure of Faculty Relationships and Unapproved and Investigational Use of Products

- As required by ACCME Standards and policies, you must disclose to LCMEI all financial relationships relevant to the content of your activity for yourself and your spouse/life partner for the previous 12 months. Please complete and submit the attached Attestation and Disclosure Form. Information regarding the disclosed financial relationships will be provided in writing to the activity participants. If you fail to provide disclosure information, you will be ineligible to participate in the development, implementation, or evaluation of this activity.
  - If you are determined to have a conflict of interest, you must work with LCMEI to resolve that conflict before participation in the planning or implementation of the activity.
- As required by the Food and Drug Administration and best practices in CME, you must disclose the following if they are discussed in your content (please complete the section that relates to investigational and off-label uses on the Disclosure Form mentioned above):
  - Unapproved uses of FDA-approved pharmacological, biological, and medical products and devices.
  - Investigational uses of pharmacological, biological, and medical products or devices not yet approved by the FDA.
- As required by the ACCME, when discussing biopharmaceutical products and medical devices, your presentation and handout materials must give a balanced view of therapeutic options. You must make every effort to use generic names, both verbally and in print. Your presentation may include limited use of trade names, but if they are used, those of several companies must be used rather than that of only a single company.

Learning Objectives

- Your content should be designed to _____. Please provide us with ___ learning objectives for your presentation and handout materials. The set of objectives should begin with the phrase, "After participating in this activity, physicians should be better able to …" followed by your learning objectives. Please use measurable action verbs, such as "compare, select, apply, implement, educate," etc. (Please see "Creating Learning Objectives to Reflect Desired Outcomes," in the Appendix to aid you in ensuring that learners will achieve the desired outcomes for your activity.)

Content and Design of CME Activities

According to the standards of the Accreditation Council for Continuing Medical Education (eg, ACCME Definition of CME, Content Validation Statement, Accreditation Elements), the content

of a CME activity should be objective, balanced, based on valid and sound scientific studies, and free of commercial bias. You must ensure that:

- Your content reflects all reasonable perspectives.
- Your clinical care recommendations are based on evidence that is accepted within the profession of medicine as adequate justification for their use.
  - You present data based on credible scientific studies and not on commercial relationships or biases or on anecdotal evidence or unsupported personal opinion.
  - All research supporting patient care recommendations conforms to generally accepted standards of experimental design, data collection, and analysis.
- The content and format of the activity must promote improvements in health care.
- You do not advance, either through your content or its format or delivery, the proprietary interests, products, or services of commercial organizations.

In addition, ACCME, adult learning principles, and best practices in CME require that:

- Your content and its delivery should help narrow the identified gap in clinicians' competence, performance, or patient care: you help learners move "current practice" to "best practice."
- Content must address the learning objectives and be designed to ensure attainment of the desired outcomes in terms of enhancing competence, performance, or patient outcomes.
- Content should be practical and relevant to the learners' expected scope of practice.
- Delivery of educational content should be interactive and engage participants in the learning process.
  - Content delivery should facilitate reflection on, and application to, practice.
  - Faculty should assist learners in identifying barriers to implementing what they learn, as well as strategies to overcome those barriers.
- Content and its delivery should facilitate learners' maintenance of licensure and Maintenance of Certification™, as well as help them address relevant competencies (eg, those of the Federation of State Medical Boards, Accreditation Council for Graduate Medical Education, Institute of Medicine, and their specialty boards).

Please complete and submit the attestation portion of the attached Faculty Form to _____ by _____.

Cooperation with LCMEI
- Please coordinate the planning and implementation of your portion of this activity with LCMEI staff. ACCME accreditation makes LCMEI accountable for the planning and implementation of all educational activities that it certifies for credit. Thus, LCMEI must review all content before it can be approved for inclusion in the activity. *Please complete and submit the Faculty Checklist when you submit your content to LCMEI for review.*
  - If you need to use any previously published material (eg, photographs, graphics), you must receive permission from the copyright holder and provide documentation of this permission to LCMEI.
- LCMEI will provide your honorarium and arrange for, or reimburse you for, the travel expenses associated with your activity. You must not accept honoraria, payment, arrangements for travel expenses, or any other remuneration from a commercial company for your participation as a faculty member in this educational activity.

- ACCME requires that LCMEI evaluate its CME activities. You may be asked to complete a brief evaluation of the activity, and your feedback and suggestions are welcome.

Assessment Questions
- In keeping with our CME mission, this activity will contain a quiz to be completed by physicians seeking credit for completing this activity. Physicians successfully completing the activity and the quiz will be eligible to receive *AMA PRA Category 1 credit*.™ Please provide us with _____ multiple choice questions that measure attainment of your learning objectives and desired outcomes in terms of improving competence, performance, or patient outcomes based on your contributed material. Questions involving short cases and decision-making are strongly encouraged; simple knowledge recall questions are not appropriate. Please indicate the objective being measured and include the correct answer and 1 or more references for each question.

Appendix: Creating Learning Objectives to Reflect Desired Outcomes

The identification of learning objectives is inherently valuable for clarifying the purpose of educational offerings. Well constructed objectives guide selection and organization of learning experiences. This is a key consideration to promoting not only the achievement of the objectives, but also the desired outcomes against which we can evaluate achievement. The commonly used taxonomy includes three areas in which learning takes place and which can be addressed by objectives: cognitive, affective, and psychomotor domains. The verbs used in objectives should be measurable and reflect observable behaviors expected of the learner. It is preferable to use only one verb in each objective although there are instances when two are needed for clarity or texture.

ACCME requires that education be designed to improve competence, performance, or patient outcomes; increasing knowledge is required but not sufficient for meaningful education. Thus, objectives and desired outcomes relating only to knowledge and comprehension are not appropriate.

Cognitive Outcomes

Much of CME is designed to help learners achieve cognitive outcomes. Each of the classes listed on the next page becomes progressively more complex and builds upon the previous level. In other words, not only is synthesis a more complex operation than knowledge, but the ability to synthesize depends upon the foundation of knowledge possessed by the learner.

Verbs in shaded columns are generally not appropriate in CME because the ACCME requires providers to promote improvements in learners' competence, performance, or patient outcomes (rather than simply knowledge acquisition).

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
					Critical Thinking
					Judge
				Appraise
				Design	Estimate
				Plan	Evaluate
			Compare	Compose	Revise
			Distinguish	Propose	Score
		Use	Differentiate	Formulate	Select
		Employ	Diagram	Arrange	Rate
	Express	Interpret	Analyze	Assemble	Choose
	Restate	Dramatize	Categorize	Collect	Measure
Define	Identify	Sketch	Appraise	Construct	Compare
Repeat	Explain	Practice	Experiment	Create	Value
Name	Recognize	Illustrate	Test	Set up	Assess
Recall	Discuss	Operate	Contrast	Organize	
List	Describe	Demonstrate	Inspect	Prepare	
Relate	Tell	Apply	Debate	Manage	
Record	Locate	Schedule	Inventory	Predict	
Underline	Report	Show	Question		
Outline	Review	Translate	Examine		
Delineate	Summarize	Interpret	Criticize		
Specify		Solve	Relate		
State			Solve		
Label			Calculate		
Match			Critique		

Affective Outcomes

Objectives and desired outcomes that emphasize a feeling, an emotion, or a degree of acceptance or rejection fall within the affective domain. They are sometimes classed simply as attitudes. These standards require internalization, not just acquiring a body of knowledge.

The key to observing desired outcomes in the affective domain lies with a choice of personal action that the learner is expected to exhibit. Often, learner self-assessment measures are used to evaluate these standards or outcomes. Since choices are often inextricably linked to a situation, frequently the situation under which the behavior is expected must be stated. Although affective objectives and outcomes are not common in CME activities, they may be appropriate in educational interventions related to culturally appropriate care, professionalism, ethics, and other related physician competencies. The following are examples of affective outcomes:

- Demonstration of empathy toward patients with severe pain
- Use of cultural sensitivity when counseling patients of varied backgrounds

Psychomotor Outcomes

This domain largely involves motor skills, one of the most obvious kinds of human capabilities. A verb very frequently associated with this domain is "execute." The emphasis is on the performance of certain specified skills. Frequently, these outcomes are criterion-referenced and the learner is held against a specified standard. An example for a medical student is demonstration of an appropriate surgical procedure. Other examples are satisfactory insertion of a catheter, debridement of a wound, or application of sterile technique.