

# Indian Health Service Clinical Support Center Office of Continuing Education

## Information for CE Planning Document



The IHS Clinical Support Center (CSC) is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education. CSC is also approved by the American Academy of PAs (AAPA), American Psychological Association (APA), and Association of Social Work Boards (ASWB) to offer continuing education for these disciplines. CSC is committed to providing education for the I/T/U healthcare team designed to improve health care delivery for better AI/AN patient outcomes.

Currently, CSC may provide accredited continuing education activities in the professions of medicine, nursing, pharmacy, physician assistants, psychology, and social work, and **may award single profession or interprofessional continuing education credit (IPCE)** to participating professions without needing to obtain separate accreditations.

### Definition of Continuing Education (CE)

Continuing education consists of educational activities, which serve to maintain, develop or increase the knowledge, skills, and professional performance, and relationships that a healthcare professional uses to provide services for patients, the public or the profession. The content of CE is that body of knowledge and skills generally recognized and accepted by the profession as within the basic healthcare sciences, the discipline of healthcare, and the provision of health care to the public.

### CE Content Validation

- All the recommendations involving healthcare in a CE activity must be based on evidence that is accepted within the profession as adequate justification for their indications and contraindications in the care of patients.
- All scientific research referred to, reported, or used in CE in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, and analysis.
- Providers are not eligible for Joint Accreditation if they present activities that promote recommendations, treatment, or manners of practicing healthcare that are not within the definition of CE, or known to have risks or dangers that outweigh the benefits or known to be ineffective in the treatment of patients. An organization whose program of CE is devoted to advocacy of unscientific modalities of diagnosis or therapy is not eligible to apply for Joint Accreditation.

### Designing IPCE Activities

Interprofessional continuing education (IPCE) enhances communication and collaboration across diverse healthcare teams aligning it well with IHS' patient-centered medical home initiative. When planning your educational activity, determine if the activity is intended to be IPCE, wherein an interprofessional team (e.g. physicians and nurses; physicians, pharmacists, nurses and therapists, etc.) develops the activity content for the healthcare team as a whole, emphasizing team-based, collaborative action.

IPCE is when members from two or more professions **learn with, from, and about each other** to enable effective collaboration and improve health outcomes (ACCME, ACPE, ANCC, 2015).

Educational activities classified as "interprofessional" must demonstrate:

- An integrated planning process that includes health care professionals from 2 or more professions.
- An integrated planning process that includes health care professionals who are reflective of the target audience members the activity is designed to address.
- An intent to achieve outcome(s) that reflect a change in skills, strategy, or performance of the health care team and/or patient outcomes.
- Reflection of 1 or more of the interprofessional competencies to include: values/ ethics, roles/ responsibilities, interprofessional communication, and/or teams/teamwork.
- An opportunity for learners to learn with, from, and about each other.
- Activity evaluations that seek to determine:
  - changes in skills, strategy, performance of one's role of contribution as a member of the healthcare team; and/or
  - impact on the healthcare team; and/or
  - impact on patient outcomes

## CE Request Planning Document

**Instructions:** Submit this completed form, along with all required attachments, at least 30-45 days before the start of the activity.  
 Please email to [IHS-CSC@ihs.gov](mailto:IHS-CSC@ihs.gov) or fax to 602-364-7788.

Date of Application:		Activity Title:		
Activity Description:				
Location:				
Proposed Activity Start and End Dates	Start Date (mm/dd/yyyy):	End Date (mm/dd/yyyy):	Commercial Support Received?	<input type="checkbox"/> No <input type="checkbox"/> Yes A commercial interest is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients.
Activity Type:	<input type="checkbox"/> New Activity <input type="checkbox"/> Renewal Previous File# _____ <input type="checkbox"/> Course (conference, symposium, workshop, etc.) Do you plan to repeat this same activity in the next 12 months? <input type="checkbox"/> No <input type="checkbox"/> Yes: Repeat Dates: _____ <input type="checkbox"/> Regularly Scheduled Series (grand rounds, tumor boards, M&M, journal club, etc.) Frequency: <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other: <input type="checkbox"/> Live Webinar (webinar) <input type="checkbox"/> On-Demand (Enduring Material) Internet <input type="checkbox"/> Other: please specify:			
Activity Planned For:	Select one: <input type="checkbox"/> Interprofessional Healthcare Team (for the healthcare team to enable effective collaboration and improve health outcomes) <input type="checkbox"/> Profession Specific			
Target Audience:	<input type="checkbox"/> Physicians <input type="checkbox"/> Pharmacists <input type="checkbox"/> Nurses <input type="checkbox"/> Physician Assistants <input type="checkbox"/> Psychologists <input type="checkbox"/> Social Workers <input type="checkbox"/> Other members of the healthcare team: _____			
Credit Type Requested:	<input type="checkbox"/> Continuing Medical Education <input type="checkbox"/> Continuing Nursing Education <input type="checkbox"/> Continuing Pharmacy Education <input type="checkbox"/> Continuing Physician Assistant Education <input type="checkbox"/> Continuing Psychology Education <input type="checkbox"/> Continuing Social Work Education			

Describe the <b>problem(s) in clinical practice</b> that you are trying to solve. How do current clinical practices fall short of ideal clinical practices (gap)? (maximum 100 words). (JAC4)							
How was the problem identified? How did you determine this need? The following lists some of the many valid methods and data by which needs are discovered. Check as many that apply to your activity:	<input type="checkbox"/> Evaluations of prior CE activities <input type="checkbox"/> Questionnaire/survey <input type="checkbox"/> GPRA <input type="checkbox"/> Patient care audit data <input type="checkbox"/> QA/PI Data <input type="checkbox"/> Incident reports <input type="checkbox"/> Healthy People 2020 <input type="checkbox"/> Hospital Committee data or findings <input type="checkbox"/> New products or services available <input type="checkbox"/> New medical/nursing/pharmacy knowledge <input type="checkbox"/> Adverse outcome data <input type="checkbox"/> IHS or Area Office priority or initiative <input type="checkbox"/> Program priority <input type="checkbox"/> Epidemiologic data <input type="checkbox"/> Practice profile (frequency of common diagnoses or conditions) <input type="checkbox"/> Clinician consensus/requests <input type="checkbox"/> Nature of frequently asked questions <input type="checkbox"/> Other (describe):						
State the educational need(s) that you determined to be the cause of the professional practice gap (maximum 50 words each). (JAC4)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;"> <b>Knowledge</b> need (factual information) <i>and/or</i> </td> <td style="width: 50%;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;"> <b>Skills/Strategy</b> need (ability to incorporate) <i>and/or</i> </td> <td></td> </tr> <tr> <td> <b>Performance</b> need (ability to perform)                 </td> <td></td> </tr> </table>	<b>Knowledge</b> need (factual information) <i>and/or</i>		<b>Skills/Strategy</b> need (ability to incorporate) <i>and/or</i>		<b>Performance</b> need (ability to perform)	
<b>Knowledge</b> need (factual information) <i>and/or</i>							
<b>Skills/Strategy</b> need (ability to incorporate) <i>and/or</i>							
<b>Performance</b> need (ability to perform)							
State what this CE activity is designed to change in terms of learners' skills/strategy or performance of the healthcare team or patient outcomes (maximum 50 words). (JAC5)	<input type="checkbox"/> Skills/Strategy (gain new abilities/strategies to apply to practice) <input type="checkbox"/> Performance (practice modification as a result of application learned) <input type="checkbox"/> Patient Outcomes (change in patient health status due to change in practice behavior)						
Document how the CE content is valid and matches the healthcare team's current or potential scope of professional activities (i.e., evidence-based references, planning representative review) (maximum 25 words). (JAC6)							
Select the educational format used to engage the learners and achieve the program objectives. (JAC7)	<input type="checkbox"/> Lecture <input type="checkbox"/> Q&A <input type="checkbox"/> Case-based Presentations <input type="checkbox"/> Hands-on Practice <input type="checkbox"/> Demonstration <input type="checkbox"/> Workshop <input type="checkbox"/> Panel Discussion <input type="checkbox"/> Roundtable <input type="checkbox"/> Live virtual conference <input type="checkbox"/> Other:						

Explain how this educational format will promote active learning (so that teams learn *from, with, and about each other*)

### Learning Outcomes/Objectives

CE activities are expected to be designed with an intent of changing the learner's competence, performance, and/or patient outcomes, as opposed to merely increasing knowledge. Outcomes/Objectives need to clearly link to the educational need and must be behavioral rather than instructional. Avoid non-measurable words such as *understand, know, learn, increase, improve, be familiar with, be aware of*, etc.

Behavioral verbs that can be used to measure changes in COMPETENCE:

Analyze	Assess	Compare	Contrast	Design	Detect
Develop	Differentiate	Distinguish	Evaluate	Examine	Formulate
Modify	Plan	Recommend			

Behavioral verbs that can be used to measure changes in PERFORMANCE:

Apply	Calculate	Classify	Compute	Counsel	Diagnose
Employ	Examine	Incorporate	Integrate	Interpret	Manage
Perform	Prepare	Prescribe	Utilize		

For another reference on how to write learning objectives: <https://www.acpe-accredit.org/pdf/BloomsTaxonomyActivityTypesGuidanceJuly2017v3.pdf>

List what the healthcare team and/or the learners should be able to DO as a result of participating in this educational activity.

At the end of this activity, the healthcare team/learners should be able to:

- 1.
- 2.
- 3.

### Core Competencies (Desirable Attributes) of the Healthcare Team

This activity will incorporate the following desirable attribute(s) of the healthcare team. Identify 1-3 the national core competencies identified by the Institute of Medicine (IOM), Interprofessional Collaborative Practice, Accreditation Council for Graduate Medical Education (ACGME) and the American Board of Medical Specialties (ABMS): (JAC8)

#### Institute of Medicine Competencies

- Provide patient-centered care
- Work in interdisciplinary teams
- Employ evidence-based practice
- Apply quality improvement
- Utilize informatics

#### Interprofessional Collaborative Practice Competencies

- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

#### ACGME/ABMS Competencies

- Patient Care and Procedural Skills
- Medical Knowledge
- Practice-based Learning & Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice

### Non-Educational Strategies/Supplemental Educational Tools to Reinforce/Sustain Learning

Please check the non-educational strategies/reinforcement techniques that will be used, if any, to enhance change in your learners or as an adjunct to this educational activity. (If possible, please attach examples)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> None                         | <input type="checkbox"/> Quantitative Surveys | <input type="checkbox"/> Screening Tools             |
| <input type="checkbox"/> Stickers                     | <input type="checkbox"/> Pocket Guidelines    | <input type="checkbox"/> Information on Website      |
| <input type="checkbox"/> Patient Satisfaction Surveys | <input type="checkbox"/> Posters and Signs    | <input type="checkbox"/> Patient Reminders           |
| <input type="checkbox"/> Chart Reminders              | <input type="checkbox"/> Standing Orders      | <input type="checkbox"/> Patient Education Materials |
| <input type="checkbox"/> Changes in Hospital Policy   | <input type="checkbox"/> Incentives           | <input type="checkbox"/> Peer Review                 |

### Factors Outside of Control/Barriers and Strategies to Address or Overcome

1. Identify factors/barriers that could prevent implementation of changes in practice that will impact patient outcomes:

- Lack of time to assess or counsel patients
- Insurance/reimbursement issues
- Lack of administrative support/resources
- Cost
- Lack of consensus on professional guidelines
- Patient compliance issues
- No perceived barriers
- Other (specify): \_\_\_\_\_

2. How will the content presented in the CE activity attempt to address these barriers so learners can overcome them and make changes in practice?

- Provide strategies for overcoming the identified barriers
- Discuss barriers that the learners may encounter
- Provide a list of available resources learners could refer to when encountering barriers
- Continue collaboration with team members from this activity on improving practices and/or patient outcomes
- Other (please describe): \_\_\_\_\_

### CE Coordinator Contact Information

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Organization: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: \_\_\_\_\_ Fax: \_\_\_\_\_  
City/State/Zip: \_\_\_\_\_ Email: \_\_\_\_\_

Organization is:  IHS  Tribal/638  Urban Program  Other

### Planning Committee Members

Any person who contributes to the planning and course content and/or can influence the goals or objectives of the course. NOTE: The planning committee MUST include at least one representative from each profession for which you plan to offer CE credit.

Name and Credentials	Individual's role in activity	Disclosure Form Attached
Ex: Jane Smythe, MD	Course Director	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
Ex: Thomas Jones, RN	Planner & Presenter	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
		<input type="checkbox"/> No <input type="checkbox"/> Yes
		<input type="checkbox"/> No <input type="checkbox"/> Yes
		<input type="checkbox"/> No <input type="checkbox"/> Yes
		<input type="checkbox"/> No <input type="checkbox"/> Yes
		<input type="checkbox"/> No <input type="checkbox"/> Yes
		<input type="checkbox"/> No <input type="checkbox"/> Yes
		<input type="checkbox"/> No <input type="checkbox"/> Yes

(If there are additional individuals in control of content for the activity, please attach a separate page using same column headings.)

How will <b>disclosure information</b> be provided <u>to learners</u> about the relevant financial relationships (or absence of relevant financial relationships) that each individual in a position to control the content of CE disclosed? (JAC9 SCS 6.1-6.2, 6.5)	<input type="checkbox"/> Flyer/Promotional Material <input type="checkbox"/> Faculty List <input type="checkbox"/> Slides
<b>Partnerships</b> Is this educational activity planned in collaboration and/or cooperation with other stakeholders?	<input type="checkbox"/> No <input type="checkbox"/> Yes – please indicate stakeholders:
Is this activity receiving specific funding?	<input type="checkbox"/> No <input type="checkbox"/> Yes - please contact <a href="mailto:IHSCSC@ihs.gov">IHSCSC@ihs.gov</a> .

### Attachments

<b>Attachment 1</b>	<b>Proposed Agenda</b> , showing topics and start/end times including breaks and lunches. Content, including overall nurse practitioner pharmacology hours, if applicable. If this activity is an Internet enduring material, please include the actual CE product (or a URL and access-code if applicable).
<b>Attachment 2</b>	<b>Signed Disclosure of Relevant Financial Relationships forms</b> from all planning committee members and faculty/speakers. (JAC9, SCS 2.1) <ul style="list-style-type: none"> <li>• Please ensure all appropriate boxes are checked before signing and dating. Incomplete forms will be returned and may delay the CE accreditation process.</li> <li>• If a potential conflict of interest is indicated, please fully explain the relationship and in addition, speaker slides will be requested for review to determine if presentation is fair, balanced, objective and free from bias.</li> <li>• CE credits cannot be awarded for a presentation for which a disclosure was not completed in advance.</li> </ul>
<b>Attachment 3</b>	<b>Faculty List</b> - disclosure information <u>as provided to learners</u> about the relevant financial relationships (or absence of relevant financial relationships) that each individual in a position to control the content of CE disclosed to the provider. (JAC9, SCS 6.1-6.2, 6.5) <ul style="list-style-type: none"> <li>• In lieu of a faculty list, ensure the Faculty Disclosure Statement is on the promotional material/flyer.</li> <li>• In lieu of a faculty list, ensure speaker names, their credentials and titles are on the agenda.</li> </ul>
<b>Attachment 4</b>	<b>Evaluation Tool</b> - the data or information generated from this activity about changes in the healthcare teams' skills/strategy or performance or patient outcomes. (JAC13)
<b>Attachment 5</b>	<b>Publicity Materials/Flyer/Announcement</b> , showing the Joint Accreditation statement with logo for this activity, <u>as provided to learners</u> .

For CE forms/documents and additional information, please go to <https://www.ihs.gov/CSC/index.cfm>