

**University of Rochester School of Medicine & Dentistry  
Office of Continuing Professional Education (CPE)**

Accredited by the  
**Accreditation Council for Continuing Medical Education (ACCME)**  
*to certify continuing medical education activities for physicians*

# **Continuing Medical Education (CME)**

# **Regularly Scheduled Series (RSS)\* GUIDELINES**

*(Revised May 2011)*

To be used for Activities:  
Regularly Scheduled Series (RSS) (II.3)  
(formerly Regularly Scheduled Conferences (RSC),  
Grand Rounds)  
OR  
Regional Activity Series (II.4)

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*\*For requests for certification for Activities only seeking CME Certification, Activities being Fully Coordinated by CPE or Enduring Materials, please use guidelines specific to these types of activities*

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## DEFINITION OF TERMS

**Activity:** An educational event for physicians, which is based upon identified needs, has a purpose or objectives and is evaluated to assure the needs were met.

**Conflict of Interest:** When an individual has an opportunity to affect CME content about products or services of a commercial interest with which he/she has a financial relationship. The role and/or financial relationships of spouse/partner must also be considered.

**Continuing Medical Education (CME):** Continuing medical education consists of educational activities which serve to maintain, develop, or increase the knowledge, competence, and professional performance and relationships that a physician uses to provide services for patients, the public, or the profession. The content of CME is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, the discipline of clinical medicine, and the provision of health care to the public.

**Commercial Interest:** Any entity producing, marketing, re-selling, or distributing health care goods or services, consumed by, or used on, patients.

**Commercial Supporter:** Institutions or organizations that provide financial or in-kind assistance to a CME program or for a CME activity.

**Financial relationships:** are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g., stocks, stock options or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting, speaking and teaching, membership on advisory committees or review panels, board membership, and other activities from which remuneration is received, or expected. ACCME considers relationships of the person involved in the CME activity to include financial relationships of a spouse or partner.

**Professional Practice Gap:** The difference between actual and ideal performance and/or patient outcomes.

“In patient care, the quality gap is “the difference between present treatment success rates and those thought to be achievable using best practice guidelines.”

*Closing the Quality Gap: A Critical Analysis of Quality Improvement Strategies.*

*Fact Sheet. AHRQ Publication No. 04-P014, March 2004.*

*Agency for Healthcare Research and Quality, Rockville, MD.*

<http://www.ahrq.gov/clinic/epc/qgapfact.htm>

As CME content goes beyond issues of direct patient care the ACCME is using professional practice gap to refer to a quality gap in areas that include but also can go beyond patient care (e.g., systems’ base practice, informatics, leadership and administration).

**Regularly Scheduled Series (RSS):** Daily, weekly, monthly, or quarterly CME Activity that is primarily planned by and presented to the accredited provider’s professional staff.

**Relevant financial relationships:** A financial relationship in any amount occurring within the past 12 months that create a conflict of interest.

**Sponsor/Provider:** The institution or organization that is accredited to present CME activities.

The Accreditation Council for Continuing Medical Education. (January 2007). Education Tools and Resources. Tools to Support Implementation of the ACCME’s Updated Accreditation Criteria. Retrieved January 24, 2007 from <http://www.accme.org/index.cfm/fa/home.home/home.cfm>.

## **I. INTRODUCTION**

The purpose of Continuing Medical Education (CME) is to facilitate life-long learning among physicians so that their practices may reflect the best medical care for their patients. The goal of CME is to help physicians enhance their performance in practice. All involved in the CME enterprise – educators, meeting planners, faculty, authors, speakers, accredited providers, supporters, and the physician learners themselves – are responsible for fulfilling this goal.

The Office of Continuing Professional Education (CPE) ensures that any activity receiving *AMA PRA Category 1 credit*<sup>™</sup> through the University meets standards established by the Accreditation Council for Continuing Medical Education (ACCME). These “essential areas” have been established by the ACCME to assure physicians and the public that Category 1 approved CME activities meet accepted standards of education. These guidelines outline accepted standards for continuing medical education activities and serve as a companion to the *CME Proposed Activity Application Packet* for activities seeking CME Certification **for Regularly Scheduled Series (such as Grand Rounds, Journal Club, etc).**

As an accredited CME provider, **the CPE Office must be involved in the initial planning stages of any activity** for which Category 1 credit, through the School of Medicine and Dentistry, is desired. This occurs before dates, speakers, and activity content has been confirmed. **It must occur prior to the preparation and dissemination of any activity announcements.**

### Criteria for Involvement

1. A University of Rochester School of Medicine and Dentistry faculty member, either full time or clinical, must be the Activity Director or significantly involved in the activity planning and assume responsibility for clinical content.
2. **The appropriate Department Chair(s) of the School of Medicine & Dentistry (and an affiliated teaching hospital if appropriate) must be notified and willing to endorse the activity.**

### Approval Process

1. Return the completed application packet to the Office of Continuing Professional Education.
2. **All applications must be submitted at least 90 days or one quarter in advance of the proposed starting month of the activity. Applications submitted less than 90 days in advance may not be considered for certification.**
3. All forms MUST be completed in their entirety and all appropriate documentation attached for application to be reviewed. Incomplete or handwritten applications will be returned.
4. A minimum of **2 - 3 weeks** will be needed to review this request.
5. **CPE Approval is required prior to confirming speakers.**
6. Formal written approval by the CPE Office is required prior to advertising event.

Approval is based upon your adherence to the CME Guidelines and Standards provided by this office. Failure to follow these guidelines can result in this activity being denied Category 1 credit.

## **II. CME ACTIVITY APPLICATION PACKET**

The **CME Proposed Activity Application Packet** has been designed to facilitate the development of an educational activity. When Category 1 credit is awarded by the School of Medicine & Dentistry (SMD), the Office of Continuing Professional Education (CPE) is required to document program development and implementation, and to insure that the activity meets all nationally established accreditation standards.

The application packet contains a series of forms.

1. **Form A**, the *Preliminary Data* for proposed CME Activity provides initial information about the activity including location and contact information.
2. **Form B**, the *Needs Assessment* determines and documents the need for a continuing medical education activity. Identifying the educational needs of your target audience will lead directly to the formulation of activity learning objectives, content, and instructional design.
3. **Form C**, *Learning Objectives for Content Validation* should clearly link needs to instructional content and desired learning outcomes. Outlining potential topics and speakers will assist in identifying outcomes for which this activity has been planned. The final version of these objectives/outcomes will be listed on all activity advertisements and program materials.
4. **Form D**, *Outcomes Measurement & Financial Support*. In order to determine the effectiveness of the activity, changes in learners' competence, performance, and / or patient outcomes must be analyzed. Appropriate planning requires an understanding of funding and its sources.
5. **Form E**, *Activity Director/Planning Committee Declaration* must be completed for each person who is in a position to influence the content of the activity. This includes the Activity Director(s), Planning Committee Member(s), and CME Planner(s). The Activity Director's Department Chair must review, manage and resolve conflict of interest (if applicable) and approve prior to formal CPE approval.

### Types of Activities

The Office of Continuing Professional Education certifies various types of CME activities upon submission of an application packet for determination of *AMA PRA Category 1 credit*<sup>TM</sup>. All certified activities must have a URMC faculty member significantly involved in the development of the activity.

3. Regularly Scheduled Series (formerly RSC/Grand Rounds) – Department based educational activities which occur on a weekly, bi-weekly or monthly basis.
4. Regional Activity Series – Educational activities which occur at regional hospitals. The CPE Office provides limited assistance and identification of speakers based on need and interest.

<b>Additional guidelines and materials are required in the preparation of the following activities.</b>
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1. Live Conference Activities – Live conferences (workshops, symposia, courses, etc) that are not offered on a regularly scheduled (weekly, bi-weekly, or monthly) basis.
  - a. Certification Only – The hosting department handles all coordination and logistics of the activity.
  - b. Fully Coordinated – CPE Office coordinates and administers all aspects of the activity.
2. Enduring Material – Printed, recorded or computer assisted instructional materials. This may include journals, CD-ROMS, and Internet based activities.

### **III. DETERMINATION OF EDUCATIONAL NEED**

When beginning the process of designing professional development, the goals and overall purpose of the activity should be established prior to any other work. A GOAL is a statement of the intended general outcome of an instructional unit or program. A goal statement describes a more global learning outcome. This is different than a learning objective, which is a statement of one of several specific performances, the achievement of which contributes to the attainment of the goal. A single GOAL may have many specific subordinate learning objectives.

All continuing medical education certified for AMA PRA Category 1 credit™ must be planned with the intention to change physician competence, performance in clinical practice, and / or improve patient health status. One or more of these purposes must be identified on Form B, #2 *Purpose*. All planning and design of the CME activity will grow from the goal and purpose, including the methods of needs assessment, development of learning objectives, selection of content and instructional design, and methods of outcomes measurement.

**The educational need for each activity must be substantiated.** Identification and assessment of physician continuing education needs provide the basis for formulating learning objectives and planning the activity. The needs assessment data could result from a survey of the potential learners, identified new skills, and/or QA/QI reports of clinical practice. The need **must** identify and address clinical or organizational professional practice gaps.

**On Form B** of the RSS Application Packet **please provide a written paragraph from the physician perspective in which you describe the need and method used to determine need for this activity.** Your paragraph should be 4 – 5 sentences in which you very specifically answer the following questions.

- Who is the target audience for this activity? (e.g., Primary Care Providers, MD, DO, NP, PA, RN, etc.)
- Why is this activity being planned for this audience?
- What are the gaps in clinical or organizational practice you wish to address?

Indicate the methods used to determine educational need in *item #4, Form B*. Literature reviews, professional community needs and Evidence-Based Medicine Resources are just a few of the methods that may be used to support the educational need of an activity. **Supporting documentation for the methods used MUST accompany the CME Application.**

### **IV. INSTRUCTIONAL DESIGN / CONTENT PROPOSAL**

The method of delivering content to help learners and teachers transfer knowledge most effectively is essential to the success of your CME activity. Matching target audience needs and learning objectives to educational content can be achieved through selection of the most appropriate learning format: large group didactic lectures, workshops/small group discussions, hands-on training, case based scenarios, and panel discussions are just a sample of the formats that can be used for Live CME activities.

The University of Rochester School of Medicine & Dentistry has adopted the Accreditation Council for Graduate Medical Education's (ACGME) Core Competency model for physician competence. All activities certified for Category 1 credit must identify and address one or more of the six ACGME Core Competencies.

## **V. LEARNING OBJECTIVES**

Objectives reflect what participants should know or be able to do at the end of an educational activity. Stating objectives is essential to planning, implementing and evaluating desired outcomes of continuing medical education activities. Overall activity objectives will guide speakers in the development of their individual session presentation content and learning objectives. RSS objectives need to clearly link to the educational need for the series and should be attainable and measurable.

Learning Objectives will be written by the speaker for each individual session within the series. Asking the question, “**What is the intended result of the instruction in terms of the learner?**” facilitates writing educational objectives. These should be topic/content specific and correlate to that particular session’s presentation. These objectives should be developed by the speaker and included in the **Speaker-Author Content Proposal/Declaration form** under Part 2. These individual session Learning Objectives must be disclosed to the learners at each session, printed on the **Individual Session Cover Page**.

### Writing Objectives

Objectives should be written **AFTER** educational need is assessed and the target audience is determined, but **BEFORE** teaching and evaluation methods are selected. There are three characteristics essential to insuring clear statements of objectives.

*Behavior* - First, an objective must describe the competency to be learned in performance terms. The choice of a verb is all-important here. Such frequently used terms as know, understand, grasp, and appreciate do not meet this requirement. If the verb used in stating an objective identifies an observable student behavior, then the basis for a clear statement is established. The *List of Verbs for Formulating Educational Objectives* is provided for assistance (see page 7).

*Criterion* - Second, an objective should make clear how well a learner must perform to be judged adequate. This can be done with a statement indicating a degree of accuracy, a quantity or proportion of correct responses or the like.

*Conditions* - Third, an objective should describe the conditions under which the learner will be expected to perform in the evaluation situation. What tools, references, or other aids will be provided or denied should be made clear.

Sometimes, one or even two of these elements will be easily implied by a simple statement. Other times, however, it may be necessary to clearly specify in detail each element of the objective. The following is an example of a completed learning objective:

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**OBJECTIVE: “Given a set of symptoms the student should be able to identify the tests and lab work to order.”**

*Condition* - Given a set of symptoms

*Behavior* - the student will be able to identify the tests and lab work to order.

*Criterion* - (implied) - the tests and lab work will be correct.  
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### List of Verbs for Formulating Educational Objectives

<b>Information</b>				
cite	identify	quote	relate	tabulate
count	indicate	read	repeat	tell
define	list	recite	select	trace
describe	name	recognize	state	update
draw	point	record	summarize	write
<b>Comprehension</b>				
assess	contrast	distinguish	interpolate	restate
associate	demonstrate	estimate	interpret	review
classify	describe	explain	locate	translate
compare	differentiate	express	predict	
compute	discuss	extrapolate	report	
<b>Application</b>				
apply	employ	match	relate	sketch
calculate	examine	operate	report	solve
choose	illustrate	order	restate	translate
complete	interpolate	practice	review	treat
demonstrate	interpret	predict	schedule	use
develop	locate	prescribe	select	utilize
<b>Analysis</b>				
analyze	criticize	diagram	infer	question
appraise	debate	differentiate	inspect	separate
contract	deduce	distinguish	inventory	summarize
contrast	detect	experiment	measure	
<b>Synthesis</b>				
arrange	construct	formulate	organize	produce
assemble	create	generalize	plan	propose
collect	design	integrate	prepare	specify
combine	detect	manage	prescribe	validate
compose	document			
<b>Evaluation</b>				
appraise	critique	evaluate	rank	score
assess	decide	grade	rate	select
choose	determine	judge	recommend	test
compare	estimate	measure	revise	
record	record	record	record	record
<b>Skill</b>				
demonstrate	hold	massage	pass	visualize
diagnose	integrate	measure	percuss	write
diagram	internalize	operate	project	
empathize	listen	palpate	record	
<b>Attitude</b>				
acquire	exemplify	plan	reflect	transfer
consider	modify	realize	revise	



## **VI. OUTCOMES MEASUREMENT**

Outcomes measurement is essential to the educational process. How will you know if your activity makes a difference or helps change clinician behavior or patient health outcomes? **Every activity receiving Category 1 credit must be evaluated.** Outcomes measurement or evaluation looks at impacts/benefits/changes to your attendees (as a result of your educational activity) during and/or after their participation in your activity. Samples of evaluation forms and formats are available from the CPE office upon request.

The following items must be components of any evaluation process.

1. Participants must be requested to evaluate activity presentations and content in terms of its need and stated objectives. All feedback written and verbal should be assessed to determine if objectives were met.
2. Participants must be requested to describe their learning process and their intent to change their behavior or practice in terms of knowledge, skills, and/or attitude.
3. Participants must be requested to evaluate commercial bias in the delivery of educational content. Sample questions are available upon request.

Evaluations may be developed to capture participant outcomes from each session or at least once per quarter. RSSs that host a different speaker each week may want to consider evaluating each session in order to capture appropriate feedback in a timely manner. While RSSs that review similar information each week in a round-table discussion format, such as Journal Clubs, may chose to evaluate the effectiveness in meeting their purpose each quarter. (Evaluation format must be approved by the CPE Office with original application.) A typed **summary** of the evaluations must be provided to the CPE office. The summary, in combination with the organizing committee and activity director(s) own feedback, should be used to make recommendations for future programming. A summary of the previous year's evaluations could also be submitted with the RSS renewal application as part of the needs documentation (if applicable).

## **VII. FINANCES & COMMERCIAL SUPPORT**

The University of Rochester School of Medicine & Dentistry is ultimately responsible for insuring that all financial decisions affecting any activity it approves for Category 1 credit meet ACCME and AMA standards and requirements. The ACCME Standards for Commercial Support of Continuing Medical Education (SCS) and The AMA Ruling on Gifts to Physicians are available upon request from the CPE Office or can be accessed at: <http://www.accme.org>

Accredited providers and physicians must both know and comply with the two AMA Council on Ethical and Judicial Affairs (CEJA) opinions that address the ethical obligations that underpin physician participation in CME, 8.061, "Gifts to physicians from industry" and 9.011, "Ethical issues in CME" (for the full text, go to [www.ama-assn.org/go/cme](http://www.ama-assn.org/go/cme)). Certain CME idioms have shifted since the CEJA opinions were approved in 1990 and 1993. So in the full text of the opinions, "sponsors" describes providers and "programs" refers to activities.

### Prior to the Activity

Prior to formal approval, the following items need to be prepared and forwarded to CPE for review:

1. **A draft operating budget** to include: advertising costs; speaker honorarium and expenses; food and beverage and all other anticipated course expenses.

2. **Proposed registration fee schedule:** indicate charge for physicians and for non-physicians if there is a separate charge.
3. **List other anticipated income:** commercial support from pharmaceutical companies, grant support, institutional support, etc.

### Commercial Support

The ACCME 2004 Standards for Commercial Support describe practices (independence, resolution of personal conflicts of interest, appropriate use of commercial support, appropriate management of associated commercial promotion, content and format without commercial bias, and disclosures relevant to potential commercial bias) appropriate for accredited providers to ensure that their CME activities are independent, free of commercial bias and beyond the control of persons or organizations with an economic interest in influencing the content of CME.

When commercial interests contribute funds and services for the development of CME activities, it is considered commercial support. Commercial support has the potential to introduce bias that threatens the integrity of the CME enterprise.

**Anytime a commercial interest provides support for an approved CME ACTIVITY it is necessary that a LETTER OF AGREEMENT be filled out.** Forms may be obtained through the CPE Office. Signatures are required from the Activity Director, a representative of the commercial interest and the CPE Office.

1. All companies supporting an activity must be made known to those attending the activity.
2. Signed copies of all the Letters of Agreement need to be forwarded to the CPE Office.
3. **All commercial funds must be paid to the institution or organization (University of Rochester or affiliated teaching hospitals) certifying the activity.** Outside organizations may request the management of activity finances contingent upon CPE approval.
4. Supporting companies may **NOT** pay speakers, other individuals or organizations directly for any course related expenses. This includes honorarium, travel, food or beverage, etc. All disbursements will be made in accordance with the University (or affiliated hospital) procedures.

## **VIII. CONFLICT OF INTEREST DISCLOSURE**

The ACCME's 2004 Updated Standards for Commercial Support requires the Activity Director and Planning Committee to declare **ANY** financial interest or relationship in relation to their involvement with the educational content of any proposed activity **PRIOR** to CPE approval.

The Standards for Commercial Support also require that all speakers, authors (i.e., posters, abstracts) and everyone in a position to influence the content of the activity declare **ANY** financial interest or relationship in relation to their involvement with the educational content of any proposed activity **PRIOR** to confirmation of the final program.

The following guidelines have been established to ensure compliance with these national standards.

1. **All Activity Directors and Planning Committee members must complete the Activity Director/Planning Committee Declaration Form E and have this reviewed and approved by the appropriate dept. chair/unit chief.** Form E must be completed for each person who is in a position to influence the content of the activity. This includes the Activity Director(s), Planning Committee Member(s) and CME Planner(s). *The role and/or financial relationships of spouse/partner must be considered and listed accordingly.*
2. **Every proposed speaker must complete all three parts of the *Speaker-Author Content Proposal/Declaration Form*.** The Activity Director is then responsible for reviewing individual forms and managing and resolving conflict of interest (if applicable) **before confirming** the proposed speaker's participation in the final activity program. The Office of Continuing Professional Education's *Policy for Identifying and Resolving COI* must accompany every *Speaker-Author Content Proposal/Declaration Form* when sent to proposed speakers. *The role and/or financial relationships of spouse/partner must be considered and listed accordingly.*
3. Declarations from all Activity Directors, Planning Committee Members, Speakers, Authors, and any other persons in a position to influence the content of the activity **MUST** be disclosed to the learners **PRIOR** to the start of the activity. Disclosure information must be included in printed materials distributed at the CME activity, even when a speaker has declared that s/he has no conflict of interest. If no relevant financial relationships are listed, handout materials must state "no financial relationship exists." (Samples are available for appropriate wording.)
4. In very limited circumstances, verbal disclosure may be made through a moderator during the activity (e.g., a speaker substitution on the day of activity). Verbal disclosure must be documented and signed by the Activity Director. This documentation must be provided to the CPE Office.
5. Copies of all signed and approved **Speaker-Author Content Proposal/Declaration Forms** must be provided to the CPE Office.

## **IX. ADVERTISING REQUIREMENTS**

### Activity Announcements

Activity announcements describe all materials (such as brochures), in both print and electronic formats, that are designed to build awareness of the activity among the target physician audience. These should feature an activity's educational content, with advertising for unrelated amenities playing a secondary role. Any announcement, if it references the maximum number of credits for which the provider has designated the activity, must clearly include the complete Accreditation and Certification statements (see below).

**Publicity may not be printed or distributed until verbal or written confirmation is received from a CPE staff member that the activity has been approved for credit.** A *Save the Date* or preliminary announcement with no reference to CME may be released prior to formal activity approval. It is **not permissible** to state on any activity announcements that application has been made for Category 1 credit or that CME credit has been applied for or CME credit is pending. The final draft of all activity announcements **must** be reviewed and approved by the CPE office **before printing**.

A "save the date" announcement (such as a card mailer with limited space) may indicate that AMA PRA Category 1 credit will be provided without stating the exact amount, but only if the provider has already certified the activity. This announcement may read, "This activity has been approved for *AMA PRA Category 1 Credit*<sup>TM</sup>."

The following items are required as a part of all formal activity brochures or announcements in order to comply with accreditation standards.

1. Activity or Course description is a brief statement of what is to be taught, reflecting what the faculty intends to accomplish. Educational need(s) upon which the activity is based can be stated in the course description as well as the target audience for whom the activity is designed. This is most frequently done by listing physician practice specialty.
2. Educational Need for the CME activity. This can be included in the activity or course description.
3. Learning objectives must be clearly and prominently visible.
4. The following **accreditation and certification statements** must be used in all printed announcements. No substitutions are allowed. The number of credits must be incorporated into the certification statement provided below. Credit is calculated based on activity content and is equal to the amount of time participants spend receiving formal instruction. Breaks and meal times are not counted as part of the credit.

### **ACCREDITATION**

The University of Rochester School of Medicine and Dentistry is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

### **CERTIFICATION**

The University of Rochester School of Medicine and Dentistry designates this Live activity for a maximum of [number of credits] *AMA PRA Category 1 Credit(s)*<sup>TM</sup>. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

5. Logo. The University of Rochester School of Medicine and Dentistry Office of Continuing Professional Education, as the accredited provider, must be prominently displayed as a **SPONSOR** on the **front** of the brochure or announcement, using the following logo format. Electronic versions in various formats are available.

Sponsored by:



**SCHOOL OF MEDICINE & DENTISTRY**  
**UNIVERSITY of ROCHESTER MEDICAL CENTER**  
Office of Continuing Professional Education

Joint Sponsorship

An activity is jointly sponsored by two institutions or organizations when only one of the institutions is accredited. A commercial interest cannot take the role of the non-accredited partner in a joint sponsor relationship. The accreditation and certification statement and logo must be listed in all printed announcements. No substitutions are allowed.

**ACCREDITATION**

This activity has been planned and implemented in accordance with the Essentials Areas and Policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of the *University of Rochester School of Medicine and Dentistry* and *<insert name of non-accredited sponsor>*. The University of Rochester School of Medicine and Dentistry is accredited by the ACCME to provide continuing medical education for physicians.

**CERTIFICATION**

The University of Rochester School of Medicine and Dentistry designates this Live activity for a maximum of [number of credits] *AMA PRA Category 1 Credit(s)<sup>TM</sup>*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Jointly Sponsored by:



**SCHOOL OF MEDICINE & DENTISTRY**  
**UNIVERSITY of ROCHESTER MEDICAL CENTER**  
Office of Continuing Professional Education

**X. SYLLABUS / USE OF COPYRIGHTED MATERIALS**

Program Syllabus Materials

Handout materials for all certified Category 1 activities must include the following information.

1. Coordinating Department/Unit
2. Topic, Title, Date of Presentation
3. All speakers including activity director/planning committee titles, affiliations AND declaration information
4. All commercial supporters and entities including educational grants and foundations
5. Sponsorship logo, accreditation and certification statement

**Additional elements are required for Enduring Materials and RSS Conferences**

There is an overwhelming response from CME attendees at activities covering a wide range of clinical topics requesting handouts from presenters. These materials could be copies of the speakers' presentations and / or materials to supplement the presentation; examples such as, a bibliography, abstract, journal article, evidence-based guidelines, etc. Activity Directors are encouraged to request handouts from speakers for inclusion in the Program Syllabus.

The University of Rochester acknowledges and encourages the appropriate use (i.e., reproduction, distribution, performance and display) of copyrighted works and materials for teaching, scholarship and research purposes consistent with federal copyright law and the standards for fair use. For a thorough discussion of Copyright Clearance and Fair use, please see the University of Rochester Web Page at <http://www.lib.rochester.edu/copyright/urpollic.htm>. If you plan to distribute copyrighted materials at this CME activity, you must first obtain permission to do so from the Copyright Clearance Center and then indicate in writing to the attendees that you have obtained this permission.

The Office of Continuing Professional Education will obtain permission to copy course materials for activities fully coordinated by our Office. For activities that receive certification only through our office, the coordinator of that activity will be responsible for obtaining permission to copy course materials.

## **XI. CONTINUING PROFESSIONAL EDUCATION FEE STRUCTURE**

The Office for Continuing Professional Education's fee structure depends upon the type of Category 1 activity. Fee structure is contingent upon the complexity of the activity and the Office's level of involvement. Fees are intended to cover staff time, consultation services and resources involved in assisting with the planning and documenting of activity details to insure compliance with accreditation standards and requirements for Category 1 credit. Different types of activities require varying amounts of time, resources and expertise. The fee structure for an individual activity will be determined following preliminary discussions with activity directors, activity coordinators and CPE staff.

For RSS activities, a fixed fee is charged annually for the certification period July 1 through June 30. Any RSS that applies outside of this standard certification period will be prorated appropriately for the number of quarters for which they will receive credit. **Fees and instructions for payment will be provided with the formal written approval of the RSS Application.**

## **XII. RECORDS SUBMISSION**

Session documentation needs to be provided at three month intervals during the certification period. Each time records are submitted; they should be typed and clearly identified as to the program they represent and the certification period involved. **Credit can only be given to those sessions for which we have this information.**

Record submission intervals:

<b>INTERVAL</b>	<b>RECORDS DUE on last day of:</b>
July through September	October
October through December	January
January through March	April
April through June	July

The following materials must be submitted each quarter:

- A) **For every individual session for which credit is to be given:**
- 1) ***Individual Session Cover Page*** and include the following items
    - Name of Series
    - Date of Session
    - Topic/Title of Presentation
    - Speaker Name
    - Speaker affiliation/institution
    - Learning Objective(s)
    - Planning Committee & Speaker Declaration (for **EVERY** person in a position to control content of the activity – if nothing to declare, state “None”)
    - Commercial Supporting Company(s) (if there was no commercial support received, state “None”)
    - Accreditation & Certification Statements
    - SCS Statement
  - 2) ***Speaker-Author Content Proposal/Declaration Form*** , initialed by Activity Director (check CPE website for new form)
  - 3) ***Commercial Support Agreement*** (if used)
- B) **Summary of Outcomes Measures performed.** Evaluations and/or Outcomes Measures must be accomplished **at least once per quarter**. Participants must be requested to evaluate the content and presentation of the session in terms of its stated objectives; as well as indicating their intent to change their behavior. Please send a **SUMMARY** of these evaluations, do **NOT** send the originals.
- C) **A sample of handout materials** (from 1 or 2 sessions during the quarter).
- D) **Attendance records:** A typed list of the names, addresses and birth date (mm/dd format for credit tracking purposes), as well as the accumulated number of hours of attendance for each individual desiring Category 1 credit. Indicate primary practice specialty where possible. Please use enclosed *CME Attendance Record* or a similar format.
- E) **Rounds Financial Summary Form:** This form must be filled out and forwarded along with the signed Letters of Agreement for Commercial Support for each company providing an educational grant **at the end of each quarter**. If no speakers were paid and no commercial support was received, please indicate this on the form.

Awarding of Category 1 credit to the individual learner is dependent on the timely receipt of above documentation. **Be sure to check the CPE web site ([www.urmc.rochester.edu/cpe](http://www.urmc.rochester.edu/cpe)) regularly to obtain the most current forms.**

### **XIII. ANNUAL RENEWAL**

RSS renewal applications should be submitted to the CPE office no later than March 1 for the certification period July 1 – June 30. Coordinators should reference most recent forms and application on the Continuing Professional Education website. Information such as overall activity learning objectives and outcomes measures may be transferable from year to year. Needs documentation, budget, and content areas should be updated for each certification period.