



**Nicklaus
Children's
Hospital**

“To Teach is to Touch a Life Forever”

Faculty Handbook

**Department of Medical Education
Office of Continuing Medical Education**

E-Mail: CME@Nicklaushealth.org

<https://www.nicklauschildrens.org/for-medical-professionals/medical-education/continuing-medical-education-cme.aspx>

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Welcome

Thank you for agreeing to be a faculty at this Nicklaus Children's Hospital's-Provided Continuing Medical Education Event. Your participation and commitment to medical education are greatly appreciated. This faculty handbook is meant to serve as a tool to assist faculty in preparing a timely, efficient, and effective presentation that meets the needs of the target audience, the meeting planners, the accrediting bodies, and the teaching faculty. Thank you again for your commitment to medical education. Your assistance is greatly appreciated. Please do not hesitate to contact me for any questions regarding the planning of the Course.

Sincerely;



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Nicklaus Children's Hospital CME Policies

Based on ACCME Regulations for CME Providers

Faculty Full Disclosure Policy & Statement

The Nicklaus Children's Hospital ("The Hospital") Policy on Disclosure of Financial Relationships and Resolution of Conflicts of Interest is designed to ensure a quality, objective, balanced, and scientifically rigorous CME program. All individuals in a position to influence and/or control the content of the the program are required to disclose to The Hospital and subsequently to learners that the individual either has no relevant financial relationships or any financial relationships with the manufacturer(s) of any commercial product(s) and/or providers of commercial services discussed in CME activities. All potential conflicts of interest are identified and resolved prior to an individual's confirmation of service at the CME program. Beyond disclosure of financial relationships, program faculty are required to disclose to The Hospital and to learners when they plan to discuss or demonstrate pharmaceuticals and/or medical devices that are not approved by the FDA and/or medical or surgical procedures that involve an unapproved or "off-label" use of an approved device or pharmaceutical. Nicklaus Children's Hospital is committed to providing learners with a commercially unbiased educational experience.

Balanced Presentation

Presentations, slides, and handouts must give a balanced view of all therapeutic options. Use of generic names rather than brand names will contribute to this impartiality. If trade names are used, those of several companies must be discussed. Further, should your presentations include discussion of any off-label product use or any investigational product; you are required to disclose this to the participants.

Self-Promotion

Educational sessions are **not** to be used as a forum for any type of self-promotion. Nicklaus Children's Hospital does not permit the display or distribution of any books, brochures, flyers, order forms, catalogues, or products on-site at an educational session, either in or outside of the meeting room without approval. If this occurs you may not be asked to present in the future.

Slide Disclosure Policy

All faculty are required to provide a disclosure template on the first slide of each of your handouts and/or your presentations. (Samples of slides/syllabus material will be presented for your reference).

On-site Presentation

- Your emailed PowerPoint will be automatically loaded in the room for your session.
- Please avoid making last minute changes to your slides (Unless absolutely necessary) as added information will not match the syllabus. If you have to make changes to the

emailed PowerPoint, please email the updated PowerPoint as soon as feasible and/or bring to the Speaker Ready room before your scheduled session.

Frequently Asked Questions

Who is my target audience?

- Faculty are encouraged to design a presentation that meets the educational needs of the target audience. Most Nicklaus Children's Hospital programs are planned to educate general and sub-specialty pediatricians, other medical or surgical specialists, physician assistants, nurse practitioners, nurses, other allied health professionals, residents, and medical students. Please ask the meeting planners or the course chair about the target audience of the program.

What if I have questions once I'm at the conference?

- Just ask staff in the Faculty Services office or the registration desk. The staff will try to answer any miscellaneous conference-related questions you may have, or they will direct you to the person who can answer your question. Prior to the conference you may contact us at CME@Nicklaushealth.org

Is there a room for faculty to prepare their presentation?

- Yes, at our major CME conferences, Nicklaus Children's Hospital offers a Speaker Ready Room with computer availability where you may upload your presentation. Technical assistance is available if needed. Conference staff will also be on hand to assist with any questions.

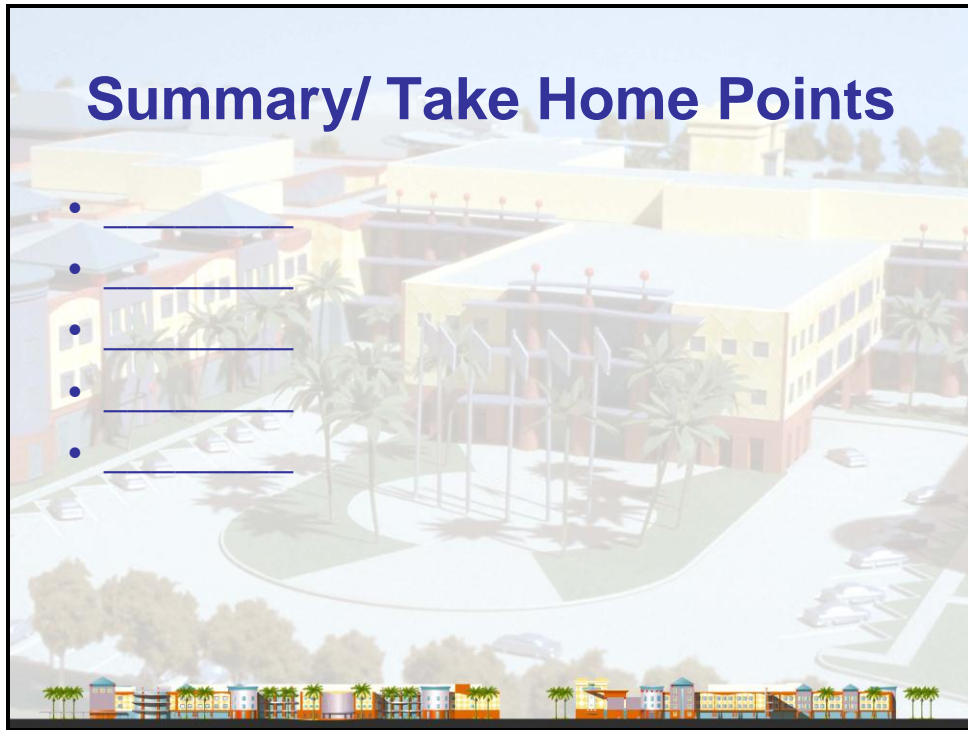
Optimizing Your Presentation

Preparing Your Lecture

- Adult learners prefer to learn concepts and principles rather than facts. They also like to help set their own learning objectives and want feedback to help them evaluate their own performance.
- Organize content carefully, using fact-building as well as engagement techniques, such as pro vs. con, concept to application, problem to solution, familiar to unfamiliar, case presentation to management.
- Tell the audience what you are going to say, say it, and then tell them what you have said.
- Repeat a participant's question for all to hear.
- Avoid telling jokes. They frequently fall flat or offend.
- Remember to disclose relevant relationships with commercial entities as well as any off-label uses of drugs or devices you may discuss. This is a requirement of ACCME.
- Please see section on "Writing Learning Objectives" for tips.

- Slides are an important part of the presentation. Audiences judge slides just as they critique lecture content. They applaud legible slides and complain about illegible slides.
- Due to ACCME regulations, a disclosure slide is required for all presentations (see sample slides below).

Summary Slide(s) with “Take Home Points/ Pearls/ Implications for Practice” are very desirable and are a great way to drive home and stress some learning points



Slide/Syllabus Material Policies

Suggestions

- **Detailed outlines and/or copies of visual presentations (printed three per page) are preferred.** The handouts in PowerPoint will be set at a default of 6 slides per page when printing.
- Match the handout to the presentation and slide sequence. A mismatched order is confusing, distracting, and frustrating to the audience.
- Provide a current bibliography or reference list.
- Title all slides and keep the titles simple. Members of the audience should be able to read and understand the slides quickly and easily, from the front and the back of the room.

- Limit each slide to one idea.
- Use the **rule of sevens**:
 - Seven words per line
 - Seven lines per slide
- Use a sequence of slides to detail complex points.
- Select colors carefully. **White or bright yellow on blue** is readable in half-light, and it spares the eye. Though red type on blue looks fine up close, it is difficult to read from a distance.
- Do not apologize for poor quality of slides. If you have to apologize for it, just don't use it.

Faculty Handouts Deadlines

- The CME department will provide you with a timeline that includes deadline for submitting your PowerPoint presentation. Please make every effort to adhere to the provided deadline as much as possible.
- The CME Department is “Going Green” for most of the CME events a paper handout will not be provided.
- If a handout is provided, please attempt to match the handout to the lecture and slide sequence. A mismatched order is confusing, distracting, and frustrating to the audience.

Disclosure Slide Information

Due to ACCME regulations, a disclosure slide is required for all handouts.

- Recognizable images of people's faces may not be included in handouts (in order to ensure HIPAA compliance) without permission from the subject. Without permission the eyes should be blocked in order to protect the identity of the subject.
- In keeping with HIPAA regulations, facial pictures are permitted in your presentation on-site. If facial pictures are used, the eyes or as much of the face as possible should be blocked.
- Include definitions, especially when abbreviations are used in your slides.
- Provide a bibliography or reference list.
- Do not include advertisements, order forms, or other ordering information on materials for sale.
- Please make the PowerPoint slides as simple as possible (background, color, etc) for ease of printing. Color, background, etc, may be added for your presentation.

Syllabus Material

The slides in your presentation/syllabus materials must also adhere to the following:

- 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, trade names from several companies should be used and not just trade names from a single company.

- Educational materials that are part of a CME activity such as slides, abstracts, and handouts cannot contain any advertising, trade names without generic names (but listing of trade names from several companies is permissible), or product-group advertising.
- Disclose off-label usage of an approved device or pharmaceutical, and, as appropriate, explain at what age offlabel usage applies.
- Textbook chapters or journal articles (including AAP) are not permitted.
- Facial pictures are not permitted (per HIPAA, Health Insurance Portability and Accountability, regulations).
- Do not include advertisements, order forms, or other ordering information on materials for sale.

Copyright & Internet

- Everything is in copyright unless proven otherwise
- If you can't find the source, don't use it
- Web sites can be copyrighted
- Most government web sites are in the public domain for everyone's use (facial pictures cannot be used, per HIPAA, Health Insurance Portability and Accountability, regulations)
- If in doubt, check with the site's web master
- For more information, go to: <http://www.permissionsgroup.com/>

Required

Faculty members must list the following statements/information (A. and B.) on the first slide of their presentations/syllabus materials:

A. "I have no relevant financial relationships with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in this CME activity."

-or-

"I have the following financial relationships with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in this CME activity:"

Research Support from:

Speakers' Bureau for:

Stock/Bonds in:

Consultant for:

Other:

If on a speaker's bureau, the slide must also state: "It is my obligation to disclose to you (the audience) that I am on the Speakers Bureau for (name of commercial interest). However, I acknowledge that today' activity is certified for CME credit and thus cannot be promotional. I will give a balanced presentation using the best available evidence to support my conclusions and recommendations."

B. I do (or) do not intend to discuss an unapproved/investigative use of a commercial product/device in my presentation.

Sample Disclosure Slides

DISCLOSURE STATEMENT
Speaker: **INSERT NAME**

Dr. **NAME** has disclosed the following relevant financial relationships. Any real or apparent conflicts of interest related to the content of this presentation have been resolved.

Affiliation / Financial Interest	Organization
[TYPE]	[NAMES OF COMPANIES]

INSERT NAME
Has documented that he/she has no relevant financial relationships to disclose or COIs to resolve.



Evidence Based Medicine & Clinical Practice Guidelines

- Faculties for the Nicklaus Children's Hospital CME programs are expected to teach to the highest standards of evidence. To this end, they are asked to consider incorporating the principles of evidence-based medicine and quality improvement into the development of their sessions.
- When practical, faculty is asked to cite their resources during their sessions as well. It is hoped that doing so will encourage all pediatric health care providers to incorporate these principles into their practice. The result should be the best quality of care for children.

Faculty Evaluation

Attendees are provided with evaluation forms for the CME program and the speakers. The evaluation results are used as a needs assessment tool. The results are also shared with you post-conference so that you may use them to enhance your personal and professional development.

Audiences will evaluate your presentation on the following factors

- Faculty member communicated in a manner that kept my interest.
- Faculty member was organized, well prepared, and presented information in a logical manner.

- Faculty member effectively facilitated participant interaction if appropriate during the session.
- The audiovisual materials were clear, used appropriately, and enhanced the presentation.
- If handout materials were provided, they were relevant, clear, and organized in a useful format.
- The information presented was practical and relevant to clinical practice.
- The amount of information presented was appropriate for the allotted time.
- Please provide comments that will help this faculty member enhance future presentations

Writing Learning Objectives

Follow the following key steps to plan your session:

- Recognize the role of objectives in the planning process
- Determine the relationship between the needs assessment and objectives
- Consider desired attributes for physicians
- Identify the three elements of the ideal objective:
 - A measurable verb
 - The condition or context under which the behavior will occur
 - The criterion of acceptable performance
- Write better objectives to direct your activity
- Use this guide a tool to prepare acceptable objectives for sponsorship

Steps to successful writing of objectives:

- Think about the information you want conveyed, attitudes you want to promoted and behavior you want displayed
- Write with the attributes and the list of verbs as a guide including performance, criteria and condition (criteria and condition need not be stated directly if they are obvious)
- Remember since not all outcomes are concrete they can not all be measured

ACTION VERBS

1- DOMAIN 1 – Recall (*Retrieve previously learned information*)

Action Verbs:

- Define
- Identify
- List
- Recall
- Name
- Recognize
- State

- Label
- Duplicate
- Match
- Memorize
- Reproduce
- Repeat
- Record

2- DOMAIN 2 – Comprehension (*Discover the meaning of information*)

Action Verbs:

- Classify
- Cite
- Convert
- Describe
- Detect
- Discover
- Discuss
- Distinguish
- Explain
- Give Examples

- Indicate
- Identify
- Inventory
- Locate
- Question
- Report
- Select
- Sort
- Summarize
- Translate

3- DOMAIN 3 – Application (*Use previously learned information in new situations*)

Action Verbs:

- Add
- Apply
- Calculate
- Change
- Choose
- Compute
- Demonstrate
- Employ
- Graph
- Illustrate implement

- Instruct
- Perform
- Practice
- Produce
- Schedule
- Show
- Sketch
- Solve
- Teach
- Use
- Utilize

4- DOMAIN 4 – Analysis (*Examine information and break it into its component parts to identify motives or causes, make inferences, determine relationships, or draw conclusions*)

Action Verbs:

- Analyze
- Arrange
- Breakdown
- Categorize
- Classify
- Compare
- Contrast
- Deduce
- Derive
- Diagram
- Distinguish
- Differentiate

- Discriminate
- Examine
- Infer
- Inspect
- Outline
- Relate
- Select
- Separate
- Solve
- Specify
- Subdivide
- Utilize

5- DOMAIN 5 – Synthesis (*Apply prior knowledge and skills to produce something new*)

Action Verbs:

- Assemble
- Combine
- Compile
- Compose
- Construct
- Create
- Design
- Devise
- Develop
- Diagnose
- Experiment
- Formulate
- Generate
- Group
- Hypothesize
- Integrate

- Invent
- Manage
- Modify
- Organize
- Plan
- Prepare
- Prescribe
- Propose
- Rearrange
- Reconstruct
- Reorganize
- Revise
- Rewrite
- Set up
- Synthesize
- Transform
- Write

6- DOMAIN 6 – Evaluation (*Make judgments on basis of given criteria*)

- Appraise
- Assess
- Conclude
- Criticize
- Critique
- Decide
- Defend
- Evaluate
- Estimate
- Grade

- Interpret
- Judge
- Justify
- Measure
- Rank
- Rate
- Score
- Support
- Test
- Value

References:

1. Anderson, L. & Krathwohl, D. A. Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's taxonomy of Educational Objectives. New York: Longman, 2001
2. MagerRF. Preparing Instructional Objectives 2nd Ed. Belmont, CA, Lake Publishing Co. 1984.
3. Report I Learning Objectives for Medical Student Education-Guidelines for Medical Schools AAMC/199
4. AAP – CME Department. 2010 NCE Faculty Handbook.

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