



Defense Health Agency, J-7, Continuing Education Program Office Activity Development Guidance Document

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Overview

The Defense Health Agency, J-7, Continuing Education Program Office (DHA, J-7, CEPO) is the accredited continuing education provider for health care professionals who support/care for U.S. active-duty service members, reservists, military veterans, and their families. The events supported by DHA, J-7, CEPO are to be available free of charge to learners. This document is provided to assist you in developing continuing education (CE)/continuing medical education (CME) and Certificate of Attendance (CA) educational activities.

CE/CME Accreditation: Interdisciplinary Audience

CE/CME credit for educational activities are provided by DHA, J-7, CEPO for the health professions listed below. When developing content for an interdisciplinary audience of health professionals, please keep in mind the multi-disciplinary nature of the learners and consider content that would be applicable to all. Whenever possible, the educational content should focus on the team and their relationships to affect patient care. DHA, J-7, CEPO is an approved accredited provider for the following professions:

Physicians, Nurses, Pharmacists & Pharmacy Techs, Physician Assistants, Optometrists, Social Workers, Psychologists, Dentists, Dental Hygienists, Dental Technicians, Athletic Trainers, Registered Dietitians & Dietetic Technicians, Non-Physicians, Audiologists, Speech Language Pathologists & Pathology Assistants, Case Managers, Counselors, Healthcare Executives, Health Information Professionals, Kinesiotherapists, Occupational Therapists, Physical Therapists & Physical Therapist Assistants	Joint Accreditation - Accreditation Council for Continuing Medical Education (ACCME) AMA PRA Category 1 Credit, American Nurses Credentialing Center (ANCC), Accreditation Council for Continuing Pharmacy Education (ACPE), American Academy of Physician Assistants (AAPA), Council on Optometric Practitioner Education (COPE), Association of Social Work Boards (ASWB), American Psychological Association (APA), American Dental Association (ADA CERP), Board of Certification for the Athletic Trainer (BOC), Commission on Dietetic Registration (CDR), Maintenance of Certification (MOC)* and ACCME Non-Physician CME Credit American Speech Language Hearing Association (ASHA) Commission for Case Manager Certification (CCMC) National Board for Certified Counselors (NBCC) American College of Healthcare Executives (ACHE) American Health Information Management Association (AHIMA) Council on Professional Standards for Kinesiotherapy (COPSKT) American Occupational Therapy Association (AOTA) American Physical Therapy Association (APTA)
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*Maintenance of Certification (MOC) includes the following specialty boards: American Board of Anesthesiology (ABA), American Board of Internal Medicine (ABIM), American Board of Otolaryngology – Head and Neck Surgery (ABOHNS), American Board of Orthopedic Surgery (ABOS), American Board of Pathology (ABPath), American Board of Pediatrics (ABP), and American Board of Surgery (ABS). DHA, J-7, CEPO is not offering MOC at this time.

Due to the requirements of various accrediting organizations, not all activities will qualify for all the accreditations offered above. There is no guarantee of CE/CME award until after satisfactory completion and compliance with all applicable CE/CME standards. Accreditation support for a CE event is only confirmed when the DHA, J7, CEPO subject matter expert (SME) issues the Accreditation Statement document. Once DHA, J7, CEPO confirms CE/CME support, it reserves the right to conduct CE activity surveillance and periodic monitoring to ensure all CE accreditation standards are followed.

In addition, DHA, J-7, CEPO's policy does not support the provision of retroactive CEs. All other health care professionals completing this continuing education activity will be issued a CA indicating participation and the

number of hours of continuing education credit. This may be used for submission to licensing boards for satisfaction of CE/CME requirements.



Special Note or Continuing Pharmacy Education (CPE) Credits

For a given Universal Activity Number, DHA, J-7, CEPO will upload each learner’s National Association of Boards of Pharmacy (NABP) e-profile ID number, month and date of birth, and date of participation within 60 days of completing their evaluation and posttest into CPE Monitor®.

Special Note for Association of Regulatory Boards of Optometry (ARBO)/COPE Credits

As a Jointly Accredited Provider, DHA, J-7, CEPO is only responsible for providing learners qualified to receive ARBO/COPE accredited CE/CME hours, a CE/CME certificate. The learner is then solely responsible for submitting their CE/CME certificates to their State Board or to ARBO for uploading to the ARBO/COPE CE/CME Tracker.

Special Note for Social Workers Licensed in Oklahoma Only

Please use “1001” as the “ACE provider number” in the Oklahoma Board online system for all DHA, J-7, CEPO approved courses that offer ACE credits.

Special Note for All Other Social Workers

If the Joint Accreditation Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) credit statement is not accepted on your Certificate of Completion by your state licensing board, please contact us at: dha.ncr.j7.mbx.continuing-education-office@health.mil for further assistance.

Special Note for Physical Therapists (PTs) and Physical Therapist Assistants (PTAs)

CEPO is required to submit each participant’s APTA Identification number in order to award credit. Please obtain an APTA Identification number at the following link: <https://www.apta.org/AptaLogin.aspx>. APTA CEs are accepted by most state PT licensing boards. Learners are encouraged to check with their local chapter or state board to ensure that they accept APTA accredited courses for licensure renewal.

Special Note for Commission for Case Manager Certification (CCMC) Credits

Apart from live Clinical Communities Speaker Series events, CEPO will only award CCMC credit for home study (enduring) activities.

Continuing Education/Continuing Medical Education Key Principles

CE/CME for health care professionals consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a health care professional

uses to provide services for patients, the public, or the profession. The content of CE/CME is the body of knowledge and skills generally recognized and accepted by the profession as within the scope of practice.

CE/CME for health care professionals assist in carrying out their responsibilities more effectively and efficiently. Each CE/CME activity should address certain key principles as delineated below. These principles are designed to enhance the awareness, knowledge, and skills that a clinician needs to provide quality services to patients.

Bridge Professional Practice Gaps

The CE/CME activity will address:

- Lack of awareness in...
- Inconsistencies with...
- Lack of contemporary knowledge in...

Meet Educational Needs

The activity will increase the clinicians' knowledge:

- Due to the lack of awareness in...
- By addressing the role of the clinician in disease prevention or treatment...
- Will impart new or improved methods for assessment, planning, and implementation...

Achieve Improved Results

What is this activity designed to change?

- Increase knowledge of...
- Impact the process of...
- Implementation of...
- Improves delivery of care for...

Fair Balance

The content or format of a CE/CME activity or its related materials must promote improvements of quality in health care and not a specific proprietary business interest of a commercial interest. A product or service must be presented in a fair and balanced manner with other similar products or services. Presentations must give a balanced view of therapeutic options. Presenting Faculty should use scientific or generic names in referring to products in their lectures or enduring materials. Should it be necessary to use a trade name, then the trade names of all similar products within a class should be used. Presentations that promote a brand, device, treatment, or trade name over others in a category cannot be accredited for CE/CME.

Conflict of Interest

Conflicts of Interests (COIs) are situations where personal or financial considerations compromise judgment, or where the situation may appear to provide the potential for professional judgment to be compromised. COIs may arise in CE/CME since the potential exists for professional judgment and practice to be biased by an economic interest in, or personal benefit from, professionally related commercial enterprises. (See [Appendix 2: Flowchart for the Identification & Resolution of Personal COI](#)).

NOTE: CEPO is unable to provide CE/CME accreditation support for an activity that is simultaneously receiving CE/CME accreditation support with another CE/CME provider.

Activity Content

Content must be:

- Evidence-based
- Presented without promotion or bias

- No less than 60 minutes in duration
 - This may include a question and answer (Q&A) portion *
- Team focused
- Applicable to practice

Special Note for Enduring (also known as Home Study) Activities

For any non-J-7 hosted enduring activities, the course content will not be stored within CEPO's CE Management System (CMS). The application submission for enduring courses should also include a perfected transcript of recorded audio. The content must be hosted on another source; learners will then complete their posttest and course evaluation within the CMS.

Special Note for Clinical Communities Speaker Series (CCSS) Live Event Unanswered Q&A Questions

Presenting faculty that presented at a live CCSS event, may provide responses to the unanswered questions post-activity. CEPO will submit the responses to DHA public affairs office (PAO) for approval. The approved responses will be included in CEPO's CMS as an additional resource for the enduring activity.

Content Validation

1. Information addressing clinical medicine in a CE/CME activity are based on evidence that is within the profession's scope of practice.
2. All scientific research referred to, reported or used in CE/CME in support or justification of a patient care recommendation should conform to the generally accepted standards of experimental design, data collection, and analysis.

Activity Evaluation

In accordance with accreditation guidelines, learners must complete a post-activity evaluation to earn CE/CME credits to measure how effective the educational activity was in closing the identified learning gaps, improving competence, performance, and patient care practices. The post-activity evaluation information enables planners to identify shortcomings in the educational activity or barriers to implementing changes that learners experienced in order to address these in future CE/CME activities.

Learners will be asked to evaluate effectiveness of the activity in achieving its educational purpose and objectives. Every identified learning objective will be evaluated separately, e.g., eight learning objectives will result in eight evaluation questions. All identified presenting faculty and authors will be evaluated separately.

Required Presenting Faculty and Content Reviewer Credentials

Presenting faculty and content reviewers must hold the academic credentials and commensurate experience in their profession to conduct and review educational activities accredited for CE/CME. Essentially, presenting faculty and content reviewers, i.e., deliverers of the activity, must have documented experience, education, and training to allow learners to meet the activity objectives. The expertise and competence must be demonstrated by some combination of the following: relevant educational experience such as holding a doctoral degree in their field, previous teaching experiences, years of clinical experience and publications in areas relevant to the content being presented. Presenting faculty must demonstrate high standards of professional conduct to include not discriminating against learners based on gender, age, socioeconomic or ethnic background, sexual orientation, or disability, in accordance with their respective professional code of conduct.

Presenting faculty/content reviewer qualifications and criteria:

- Education:

- Presenting faculty and Content Reviewers: Masters required, Doctorate preferred
- All others: Bachelors required and at least 20 years of relevant experience
- Training: At least five years' experience in the field of expertise (please secure a co-presenter that meets the educational/training requirements if you do not have a minimum of five years of relevant experience)
- **For Content Related to Clinical Coding:** Program faculty must possess an AHIMA credential or be an active AHIMA Approved ICD-10 Trainer.
- Obtain Content Reviewers (Reviewers should be Subject Matter Experts who are independent from the planned educational activity).
 - At least one Content Review per presentation is required.
 - Content Reviews are only accepted from the 18 disciplines that DHA, J-7, CEPO is accredited to award CE/CME (i.e., DHA, J-7, CEPO is not an accredited CE/CME provider for Respiratory Therapists; therefore, submitting a Content Review completed by a Respiratory Therapist will not satisfy this requirement).
 - For multi-session activities, please diversify the content review to reflect your target audience.

CE/CME Events POC Responsibilities

- Government/military personnel must be the sponsor of the planned CE/CME activity.
 - Contractors who are presenting materials must work with a Government/Military Lead presenter.
 - Events that are seeking credit types for multiple professions must demonstrate the activity was planned utilizing an integrative process that includes health care professionals who are reflective of the target audience This will demonstrate the reason the different credit types should be awarded, and can be achieved through a combination of the following three methods:
 - **Planning Committee:** Involve members of the target audience (specific professions or roles) in the planning of the activity as part of a planning group or committee. (see Appendix 6: Event Faculty List).
 - **Additional Content Reviews:** Have representatives of the target audience provide content review and feedback of plans for the activity, to ensure that the needs of their profession, as it pertains to their role in the IPCE team, are reflected.
 - **Literature review:** Design activities in the context of literature specific to the team-based needs of the different professions in the target audience.
 - Scholarly resources should be within the reference list in the content or in an external reference list for filing
 - In addition, all Planning Committee Members, reviewers, presenting faculty**, or other contributors are encouraged to set up an account in CEPO's CMS (www.dhaj7-cepo.com). Also, they must complete and provide:
 - Current Curriculum Vitae (CV) or professional résumé *
 - Signed Disclosure of potential conflicts of interest *
- * NOTE: For all those involved (i.e., content developers, reviewers, moderators, etc.)
- **NOTE: For events with more than 10 presenting faculty, the CE/CME Event POC is required to maintain current CE/CME documentation on all presenting faculty that teach in their facility and maintain the records for 1 year following the course's completion date. Records must be provided to CEPO within 24 hours of the notification of the request.
- For live (in person) or live (virtual) events, the POC must capture learner attendance. Live (virtual) platforms such as MS Teams can capture attendance. For live (in person) activities, a sign-in sheet is

preferred. For activities with breakout sessions that are awarded independent CE/CME credits, attendance in each session is required.

- If you are seeking APA credits, full attendance is required for all CE activities. Providers must have a method for ensuring attendance is captured for the overall event and each session (sign-in/sign-out sheets, room monitors.). Attendance sheets may be in any form, e.g. Excel sheet, word document, etc. Please submit attendance sheets within 24 business hours post event (see [Appendix 4: Sample Live Sign-In Sheet](#)).
- Planning Committee Members are required to attend the Monthly Interprofessional Continuing Education Planning Meeting. This meeting is an opportunity to discuss upcoming CE/CME events with input from a variety of healthcare professionals, accreditation updates from the accrediting organizations and promote discussions of lessons learned. The attendees are not just from a variety of health care profession backgrounds, but also from federal partners. These activities result in a variety of learning opportunities across the MHS and for the greater global medical community. If a member is unable to attend a meeting, a representative must attend on their behalf.
- Methods for submitting presentation materials:
 - If presenting faculty are using Power Point slides for their presentation, please follow the guidance below. For large files, please submit presentation slides through <https://safe.apps.mil>.
 - If presenting faculty does not have a Common Access Card (CAC), please request that DHA, J-7, CEPO sends a “Request a Drop-off” via Department of Defense (DoD) SAFE. Files are automatically deleted from DoD SAFE 7 days following upload.

Required Faculty Documentation

The following items are required and should be submitted to DHA, J-7, CEPO:

- Contact information
- Current Curriculum Vitae or professional résumé ** ***
- Signed Continuing Education Agreement ***
- Signed Disclosure of Potential Conflicts of Interest ** ***
- Professional Photo (Active Military members must submit a professional photo in uniform) *
- Biographical Statement (150-word maximum, and should include at a minimum, the faculty’s full name, credentials, and three to five statements regarding relevant experience and training) *

* NOTE: Only for events that CEPO provides logistical support

** NOTE: Required for all content reviewers

***NOTE: All presenting faculty should save documents: file name should be saved with event name, document type, and presenting faculty last name, i.e., CCSS AUG_Disclosure Form_Smith.

CE/CME Material Requirements

- All CE/CME Materials are due 45 calendar days prior to the date of the activity, unless it’s for a two or more-day Conference, then CE/CME Materials are due 60 calendar days prior to the first activity date.
- Presenters are responsible for:
 - Legal clearance of material (if required)
 - Obtain legal permissions from your local legal office
 - When presenting content that is not your own:
- Include citations and resources used to include:
 - Photos
 - Graphics

- Tables
- Etc *
- Obtain DHA Public Affairs Office approval before public release *
 - The requirement is for a U.S. government public affairs officer from the MHS to approve the brief/educational material prior to public release. **
 - Written documentation is required that demonstrates PAO approval. *
 - PAO Guidance has been that contractors who are presenting materials must work with a Government/Military Lead presenter.
 - Must make updates/edits to presentation at least seven days prior to event.
 - * NOTE: The MHS U.S. government public affairs officer's review looks for specific things, i.e., implied US Government endorsement, branding, copyright violations, etc. When health-related topics are discussed, many times a review by MHS subject-matter experts is required to ensure the briefings fit within MHS/DHA policy/procedures.
 - **NOTE: For Public Release means anything that is intended or may be released via public channels domain (such as a publicly accessible website, an adobe webinar, etc.).
- Summary/Key Takeaways
 - Three to five bulleted statements containing the most important information the audience will take away from the activity
- Posttest questions
 - Composition requirements:
 - Questions should have only one correct answer
 - Questions cannot be opinions or subjective assessments
 - No more than 10% true/false or yes/no response questions are permitted (one per 60-min)
 - For multiple choice questions, please provide four answer choices only.
 - Construct questions directly from the information presented: learners should be able to find the correct answer within the slides, article, or video segment
 - Please indicate the correct answer with an (*) or highlight
 - Guidance on amount of posttest questions:
 - In-person/Virtual/hybrid activities require a minimum of ten questions per day*.
 - *"Day" is defined as a calendar day where at least one CE/CME hour is planned
 - Enduring activities require a minimum of ten questions.
 - Multi-session (a la carte) activities or events that last more than one day require a minimum of two questions per session, with no less than ten posttest questions for the whole event.
 - NOTE: Learners must score at least an 80% or higher on the posttest to earn CE/CME credit.
- Promotional materials
 - Must clearly indicate how potential learners may obtain the following information prior to enrolling in a CE/CME program:
 - Educational objectives
 - A description of the target audience and the instructional level of the activity (introductory, intermediate, or advanced)
 - Schedule

- Cost, including all fees and the refund/cancellation policy
- Presenting faculty credentials, including relevant professional degree and discipline(s)
- The number of CE/CME credits offered for each activity
- A clear indication of any activities within a program that are not offered for CE/CME credit
- Instructions for obtaining CE/CME credit (i.e., complete the online posttest and evaluation within 14 days of the activity)
- **PLEASE NOTE: Learners must register in CEPO’s CMS within 24 hours after the start of the course/activity to be eligible for CE/CME credit.**
- Must make clear to all potential learners, prior to registration, any known commercial support for CE/CME programs or presenting faculty. Any other relationships that could be reasonably construed as a conflict of interest also must be disclosed. If there is no conflict of interest or commercial support, then that should be clearly stated. (See **Appendix 5: Sample Promotional Materials**).
- Must include the following language on your promotion materials, i.e., flyers, etc., ***“This Continuing Education (CE) activity is provided through DHA, J-7, CEPO.”***
- If seeking Ethics CE through CCMC, the “CCMC Code of Professional Conduct for Case Managers” must be included and referenced within the body of the content and noted in the Promotional Material(s). (See **Appendix 5: Sample Promotional Materials**).
- Learning Objectives
 - Provide a minimum of three learning objectives per day
 - **PLEASE NOTE: If you are applying for APA credit for a multi-session activity, please submit at least two Learning Objectives per session.**
 - If Ethics CEs are given, make sure this is reflected in the learning objectives.
 - Learning objectives should be measurable, e.g., “the learner will be able to, differentiate, compare, explain” etc.
 - Keep the following important points in mind when writing learning objectives (See **Figures 1 & 5** for examples):
 - Learning objectives should be derived from the overall purpose of the activity.
 - Learning objectives must be written with action verbs (see below).
 - Vague or easily misinterpreted verbs that should be avoided. This includes know, understand, learn, appreciate, believe, etc.
 - Learning Objectives should be numbered and not bulleted.
 - Action verbs should not be repeated.
- Home Study Renewals
 - To renew a Home Study course, please submit the following materials 30 days prior to the course renewal date:
 - New CEPO CE Activity Application <https://www.dhaj7-cepo.com/>
 - Updated Content Review
 - Updates on presentation materials, references, and speakers (as needed)
- Calculating Credit for Written Enduring Material
 - Credit for written enduring material will be calculated using the Mergener Formula (based on activity word count, number of posttest questions and level of difficulty). A Mergener Formula calculator is accessible at the following link: www.touchcalc.com/calculators/mergener.
 - Activity POCs are responsible for providing the activity word count (excluding the title, author information, references, and other non-content information).

- Written enduring material activities requesting the American Speech-Language-Hearing Association (ASHA) credit will be calculated using ASHA guidelines.

Figure 1: Suggested Verb List for Writing Measurable Learning Objectives

<p>Remembering</p> <p>Defines, Describes, Identifies, Knows, Labels, Lists, Matches, Names, Outlines, Recalls, Recognizes, Reproduces, Selects</p> <p>Understanding</p> <p>Comprehends, Converts, Defends, Distinguishes, Estimates, Explains, Extends, Gives an Example, Infers, Interprets, Paraphrases, Predicts, Rewrites, Summarizes, Translates</p> <p>Applying</p> <p>Applies, Changes, Computes, Constructs, Demonstrates, Discovers, Manipulates, Modifies, Operates, Predicts, Prepares, Produces, Relates, Shows, Solves, Uses</p> <p>Analyzing *</p> <p>Analyzes, Breaks down, Compares, Contrasts, Diagrams, Deconstructs, Differentiates, Discriminates, Distinguishes, Identifies, Illustrates, Infers, Outlines, Relates, Selects, Separates</p> <p>Evaluating *</p> <p>Appraises, Compares, Concludes, Contrasts, Criticizes, Critiques, Defends, Describes, Discriminates, Evaluates, Explains, Interprets, Justifies, Relates, Summarizes, Supports</p> <p>Creating *</p> <p>Categorizes, Combines, Compiles, Composes, Creates, Devises, Designs, Explains, Generates, Modifies, Organizes, Plans, Rearranges, Reconstructs, Relates, Reorganizes, Revises, Rewrites, Summarizes</p> <p>*When possible, please use the critical thinking action verbs in the categories of Analyzing, Evaluating, and/or Creating.</p>
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Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (Eds.). (2001). A Taxonomy for Learning, Teaching and Assessing: A Revision of Blooms Taxonomy of Educational Objectives. (Rev. ed). Pearson, Allyn & Bacon.

Reference for CE/CME Approval When Planning Events with Multiple Offerings and Presenters

The following guidance should be followed if you are applying for CE/CME for an event that will be conducted at several locations across the MHS by several different presenters utilizing the same course content:

- Submit one CE Application that represents the event initiative and includes:
 - The course content (PPTX or Tabletop Exercise, learning objectives, event flyer, agenda, and posttest)
- Submit Content Review documents according to the requirements of the CE Activity Development Guidance Document under the section entitled, “CE/CME Events POC Responsibilities”
- Submit CE/CME planners and faculty documents (CV/resume, CE Disclosure and CE Agreement forms)

If the time, location, and presenters for each event are unknown at the time of the initial application, the content may be approved, and the following materials will be required at least two weeks prior to subsequent event dates:

- Submit faculty documents (CV/resume, CE Disclosure and CE Agreement forms) for each presenter.

- Submit an *Updated flyer for the event (See CE Guidance Document section for detailed information of requirements) with Date, Time/Time Zone, and location of the event.
 - Once the course material is approved, Accreditation Statement(s) and How to Obtain CE slide(s) will be issued. The How to Obtain CE Slide will contain an access code, which will allow learners to register for the course, then complete the evaluation and posttest to earn CE/CME.
 - CEPO is not responsible for providing event planners specific participant registration information. Registration, and evaluation metrics for your course can be provided upon request.

How to renew a CE/CME Event with multiple offerings and presenters:

- To ensure the content is still current and relevant, a new Content Review will be required to renew the course beyond its first year. Submit a list of the presenters teaching the course to DHA, J7, CEPO along with their updated/current CV's, CE Agreements and CE Disclosure forms upon renewal of the course or when applicable.

**Submit an updated flyer if you are applying for Optometry (ARBO/COBE) CE/CME credits*

Presentation Requirements

If you are using Power Point slides for your presentation, please follow the guidance below.

- For large files, please submit presentation slides through <https://safe.apps.mil>.
- If you have a CAC, please request that DHA, J-7, CEPO sends a “Request a Drop-off” via Department of Defense (DoD) SAFE.
- Files are automatically deleted from DoD SAFE seven days following upload.

Compliance Slides


The following slides (Figures 2-8) are required slides for DHA presenters and must be included in your presentation in the specified sequence. External presenters can use their own PowerPoint templates but must still include the required slides listed below. See the figures on the page that follows.

- Title slide with Title, Date and Time of activity (sequence: first slide)
- Presenting Faculty/Author(s) name and affiliation (sequence: second slide)
- Disclosures (sequence: third slide)
- Learning Objectives (sequence: fourth slide)
- Key Takeaways (sequence: at the end of the presentation)
- References (sequence: following the Key Takeaways slide)
- How to earn credit (sequence: last slide)

Controlled Unclassified Information (CUI)

- Controlled Unclassified Information (CUI) markings are for controlled/classified markings. The “CUI” notation will need to be added to the header and footer of each PowerPoint slide in the event that the information is controlled/classified.
 - If PowerPoint slides are noted as “CUI,” the Public Affairs Office (PAO) will not be able to review the content for public release.
- Material that will be released to the public will not need the CUI markings.

Figure 2: Sample Title Slide (sequence: first slide)




**Breast cancer screening: Women’s attitudes and beliefs
in light of new guidelines**

LTC Jane Doe, M.D
28 February 2019
1030 – 1130 (ET)

Figure 3: Sample Presenting Faculty Slide (sequence: second slide)

Presenter(s)

Presenter’s name and credentials
Title
Division
Agency
Location



Medically Ready Force... Ready Medical Force





Figure 4: Sample Disclosure Slide (sequence: third slide)

Disclosures

- Dr. Jane Doe has no relevant financial or non-financial relationships to disclose relating to the content of this activity; or presenter(s) must disclose the type of affiliation/financial interest (e.g. employee, speaker, consultant, principal investigator, grant recipient) with company name(s) included.
- The views expressed in this presentation are those of the author and do not necessarily reflect the official policy or position of the Department of Defense, nor the U.S. Government.
- This continuing education activity is managed and accredited by the Defense Health Agency, J-7, Continuing Education Program Office (DHA, J-7, CEPO). DHA, J-7, CEPO and all accrediting organizations do not support or endorse any product or service mentioned in this activity.
- DHA, J-7, CEPO staff, as well as activity planners and reviewers have no relevant financial or non-financial interest to disclose.
- Commercial support was not received for this activity.



Medically Ready Force... Ready Medical Force





Figure 5: Sample Learning Objectives Slide (sequence: fourth slide)

Learning Objectives

At the conclusion of this activity, participants will be able to:

1. Summarize American College of Surgeons advocacy efforts in response to opioid abuse.
2. Compare chemotherapy and biotherapy drugs used to treat autoimmune diseases.
3. Differentiate between the forms of health information exchange and appropriate use of each form



Medically Ready Force... Ready Medical Force




Figure 6: Sample Key Takeaways Slide (sequence: at end of the presentation)

Key Takeaways

- a.k.a Summary/ Conclusion
- 3-5 bullets of what you want the participants to remember from your presentation.
- Example 1: The first meeting is very important in establishing an effective relationship.
- Example 2: Sleep deprivation is a significant issue impacting Service Members in garrison, in theater and on operational platforms.
- Example 3: Shift work is especially challenging with its impact on sleep, research is ongoing to try to positively impact sleep to shift workers.



 *Medically Ready Force... Ready Medical Force* 

Figure 7: Sample References Slide – APA 7th edition required (sequence: following Key Takeaways slide)

References

Use APA format
Please provide a minimum of five references that have been published in the last five years, unless they are historically relevant
You may use as many slides as necessary.

Examples:

Accreditation Council for Continuing Medical Education. (2018). Standards for commercial support: Standards to ensure independence in CE activities. <http://www.accme.org/requirements/accreditation-requirements-cme-providers/standards-for-commercial-support>

Azevedo, M., & Mandal, A. (2021). Pioneering a Value-Based Purchasing Initiative for Ambulatory Surgery Centers in TRICARE West. *Journal of Healthcare Management*, 66(6), 416-420. <https://doi.org/10.1097/JHM-D-21-00247>

Defense Health Agency. (2018). DHA Procedural Instruction (DHA-PI) 6025.04. *Pain Management and Opioid Safety in the Military Health System (MHS)*. <https://health.mil/Reference-Center/Policies/2018/06/08/DHA-PI-6025-04>



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Figure 8: Sample How to Earn CE/CME Credit Slide (sequence: last slide)


How to Obtain CE Credits

To receive CE/CME credit, you must register by <time> ET on <event date> to qualify for the receipt of CE/CME credit or certificate of attendance. You must complete the program posttest and evaluation before collecting your certificate. The posttest and evaluation will be available through <course expires date> at 2359 ET. Please complete the following steps to obtain CE/CME credit:

1. Go to URL: <https://www.dhaj7-cepo.com/>
2. Search for your course using the **Catalog**, **Calendar**, or **Find a course** search tool.
3. Click on the REGISTER/TAKE COURSE tab.
 - a. If you have previously used the CEPO CMS, click login.
 - b. If you have not previously used the CEPO CMS click register to create a new account.
4. Enter the Access Code: **<course access code>**
5. Follow the onscreen prompts to complete the post-activity assessments:
 - a. Read the Accreditation Statement
 - b. Complete the Evaluation
 - c. Take the Posttest
6. After completing the posttest at 80% or above, your certificate will be available for print or download.
7. You can return to the site at any time in the future to print your certificate and transcripts at: <https://www.dhaj7-cepo.com/>
8. If you require further support, please contact us at: dha.ncr.j7.mbx.cepo-cms-support@health.mil



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For Tabletop Exercise/Case Presentations/Simulation Activities

In the case of a tabletop exercise or case presentation activity, provide this information in the following Facilitator/Learner Guide documentation:

- Title with Author(s)/ Presenting Faculty name(s) and affiliation(s)
- Disclosures
- Purpose and Scope
- Learning Objectives
- Exercise Scenario
- List of Questions regarding the scenario that address the objectives
- Key Takeaways
- Reference List
- How to earn credit

Grand Rounds Activities

- The Accreditation Council for GME mandates that residents and faculty regularly attend didactic sessions and conferences. Grand Rounds were introduced to satisfy this requirement and as a new approach to clinical education. Effective grand rounds should disseminate knowledge, change health care providers' behavior, and improve patient outcomes. Offering CME credit is noted as a core strategy to maintain or restore the effectiveness of Grand Rounds (Sandal et al., 2013).
- In the case of Grand Rounds CE/CME activities with CEPO:
 - The applicant can either submit a Facilitator/Learner Guide or a presentation with the compliance slides. (See **Figures 2-8**).
 - An initial application is required to commence the Grand Rounds, and it is valid for one calendar year.

- This must be submitted 45 days prior to the first activity.
- Subsequent submissions must be provided 14-21 days prior to the event (deadline is dependent on credit types requested).
- Accreditation for subsequent Grand Rounds is only confirmed when the DHA J7 CEPO SME issues the Accreditation Statement document.

Ethics Course Requirements

1. If you wish to grant specific Ethics CEs, the request must be indicated on your initial CE/CME Application.
2. All Ethics course content must be prepared and presented by an Ethics SME.

In addition to DHA, J-7, CEPO presentation requirements, Ethics presentations should include the following:

1. “Ethics” should be included within the title of the presentation.
2. Ensure the learning objectives are written to include ethical principles the learner will gain after attending the course.
3. Content should include Case Studies that address ethical principles and their implications on clinical practice.

508 Compliance

Electronic information should be created with people of all abilities and disabilities in mind. Presentations are required to be 508 compliant. Refer to **Appendix 3: 508 Compliance Procedures**, for guidance on which 508 standards need to be met for different types of presentations. For more information, see DHA’s 508 Awareness training video at <https://www.milsuite.mil/video/watch/video/20406> or visit <https://www.section508.gov/>.

For electronic versions of presentations and materials to be disseminated:

- Every slide must have a title.
- Use an accessible font: Arial, Calibri, Tahoma, Trebuchet or Verdana.
- Font size should be at least 14 pt. bold or 18 pt. normal in PowerPoint and 11 pt. in MS Word and Excel.
- When using colored text or a colored background behind text, keep the contrast high between the two, e.g., light text on a dark background or dark text on a light background.
- Keep backgrounds simple and images clear and crisp.
- All images, tables, charts, and algorithms require a brief description. Enter the description in the note section for that slide, to be used in Alt-text.
- Do not use animated transitions between slides.
- Do not use animation on a slide, unless it is “On-Click” (the text or graphic appears quickly when you click the mouse).

Branding

DHA presenting faculty must use the approved DHA slide presentation template. Guest presenting faculty (all non-DHA presenting faculty) may use their own organization’s background template; the template design must remain consistent throughout the presentation.

References and Citations

All presentations must adhere to the format, reference, and citation style of the American Psychological Association’s (APA) manual – Publication Manual of the American Psychological Association, Seventh Edition – Publication Manual of the American Psychological Association, Seventh Edition, prior to submission. A minimum of five references that have been published in the last five years, unless historically relevant, are

required for each presentation. Presentations that do not adhere to APA style publication manual will be returned for correction. (See **Figures 7, 9, & 10**).

Figure 9: Sample Table Citation Slide

TXA in Combat Results: Death Due to Blood Loss

- Death related to exsanguination totaled 1,063 (489 intervention group, 574 placebo group).

Table 4 - Relative risk of death with TXA, overall and by time of treatment			
All Causes of Death		Bleeding Death	Non-Bleeding Death
RR (95% CI)	0.91 (0.85 to 0.97) p=0.0035	0.85 (0.76 to 0.96) p=0.0077	0.94 (0.86 to 1.02) p=0.13
Time to Treatment (Hours)			
<1	0.87 (0.76 to 0.97)	0.68 (0.57 to 0.82)	1.04 (0.89 to 1.21)
>1 to <3	0.87 (0.77 to 0.97)	0.79 (0.64 to 0.97)	0.91 (0.78 to 1.05)
>3	1.00 (0.90 to 1.13)	1.44 (1.12 to 1.84)	0.89 (0.78 to 1.02)
Chi-squared test of homogeneity	4.411 (p=0.11)	23.516 (p=0.0000)	2.537 (p=0.28)


Table 4. Relative risk of death with TXA, overall and by time of treatment. Adapted from "The CRASH-2 Trial," by Roberts et. al., 2013, p.18. Copyright 2013 by Roberts et. al.

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Figure 10: Sample Image Citation Slide

Continued Management

- Cardiovascular
 - Blood Pressure
 - BMI
 - Fasting Blood Lipid
 - 2-Hr Oral Glucose Tolerance Test (2H-OGTT) or Fasting Blood Glucose w/A1C (2H-OGTT preferred as fasting lacks sensitivity to PCOS)
- Non-Alcoholic Fatty Liver
- Fertility
- Depression/Anxiety



fda.gov

Tedec et. al., 2018

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Appendix 1: References

- Accreditation Council for Continuing Medical Education. (2020). Standard 4: Manage Commercial Support Appropriately. <https://www.accme.org/accreditation-rules/standards-for-integrity-independence-accredited-ce/standard-4-manage-commercial-support-appropriately>
- Accreditation Council for Pharmacy Education. (n.d.). <https://www.acpe-accredit.org/>
- American Academy of Pediatrics. (n.d.). *Defining needs assessment, learning gaps and the outcomes measurement process*. <https://pedialink.aap.org/File%20Library/About%20AAP%20CME/Gaps-and-Needs-Assessment-Information.pdf>
- American Dental Association Continuing Education Provider Recognition. (2019). *Guidance for jointly accredited providers offering continuing dental education credit*. https://Jointaccreditation.org/sites/default/files/CERP_Guidance_for_Jointly_Accredited_Providers_2020Feb.pdf
- American Health Information Management Association. (2017). American Health Information Management Association (AHIMA) Prior Approval Guide. <https://www.ahima.org/certification-careers/certifications-overview/for-employers/continuing-education-provider-program/>
- American Nurses Credentialing Center. (n.d.). <https://www.nursingworld.org/ancc/>
- American Nurses Credentialing Center. (2016). Primary Accreditation Provider Application Manual. (2015 ed.). *Educational design process*. American Nurses Credentialing Center.
- American Nurses Credentialing Center. (2014). *The importance of evaluating the impact of continuing nursing education on outcomes: Professional nursing practice and patient care*. <http://web.archive.org/web/20171030200039/http://www.nursecredentialing.org:80/Accreditation/ResourceServices/Evaluating-the-Impact-CNE-Outcomes.pdf>
- American Nurses Credentialing Center (n.d.). *Quality outcomes measures: Individual activity level*. <https://pubs.ncnurses.org/pub/7035A3D0-92DD-CC19-563A-397C70C03512>
- American Physical Therapy Association. (n.d.). American Physical Therapy Association (APTA) Approval of APTA Courses for State License Renewal.

<https://learningcenter.apta.org/ContentPage.aspx?PageID=499ab660-f326-37af-1d7a-79ebafbab5da>

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American Speech- Language-Hearing Association (n.d.). American Speech-Language Hearing Association (ASHA) CE Providers Resource Page. <https://www.asha.org/ce/for-providers/admin/>

Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., and Wittrock, M.C. (Eds.). (2011). *A Taxonomy for learning, teaching and assessing: A revision of blooms taxonomy of educational objectives* (Rev. ed). Pearson, Allyn & Bacon.

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Defense Health Agency Education & Training Directorate. (2017). *Interprofessional continuing education self-study report*. [Application for Joint Accreditation (JA)].

Defense Health Board Report. (2015). Continuing education for Department of Defense health professionals. Office of the Assistant Secretary of Defense Health Affairs: Arlington, VA <https://health.mil/Reference-Center/Reports/2015/11/24/Continuing-Education-for-DoD-Health-Professionals>

Department of Defense. (2014). *DoD Privacy and civil liberties program*. (DoD Directive 5400.11). <https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/540011p.pdf>

Grand Rapids Medical Education Partners. (2017). *Measuring change in CME*. <https://dokumen.tips/reader/f/measuring-change-in-cme-grmep-the-physiologic-hypervolemia-of-pregnancy-has>

General Services Administration website. (n.d.). <https://www.gsa.gov/>

John S. McCain National Defense Authorization Act for Fiscal Year 2019, Pub. L. 115-232. (H.R. 5515).

<https://www.congress.gov/115/plaws/publ232/PLAW-115publ232.pdf>

Joint Accreditation. (2023). *Joint Accreditation Criteria*. <https://jointaccreditation.org/accreditation-process/requirements/criteria/>

Joint Accreditation. (n.d.). <http://www.jointaccreditation.org>

Joint Accreditation. (n.d.). *Joint Accreditation standards for commercial interest and definitions*.

<http://www.jointaccreditation.org>

Krueger, R., & Casey, M. (2015). *Focus groups: A practical guide for applied research* (5th ed.). Sage.

National Defense Authorization Act for Fiscal Year 2017, Pub. L. 114–328, 130 Stat.

<https://www.congress.gov/114/plaws/publ328/PLAW-114publ328.pdf>

National Defense Authorization Act for Fiscal Year 2020, Pub. L. 116–92, 1790 Stat.

<https://www.congress.gov/116/plaws/publ92/PLAW-116publ92.pdf>

Office of Information and Regulatory Affairs Office of Management and Budget. (2006). (Revised 2016).

Questions and answers when designing surveys for information collections.

https://obamawhitehouse.archives.gov/sites/default/files/omb/inforeg/pmc_survey_guidance_2006.pdf

Sandal, S., Iannuzzi, M. C., & Knohl, S. J. (2013). Can we make grand rounds “grand” again? *Journal of Graduate Medical Education*, 5(4), 560–563. <https://doi.org/10.4300/JGME-D-12-00355.1>

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<https://med.stanford.edu/content/dam/sm/CME/documents/examples/sample-application-online.pdf>

Tufts University School of Medicine: Office of Continuing Education. (2018). *Continuing Education*

Policies. <https://medicine.tufts.edu/education/continuing-education/policies>

United States Office of Personnel Management. (2011). *Paperwork Reduction Act (PRA) Guide Version*

2.0, as amended. <https://www.opm.gov/about-us/open-government/digital-government-strategy/fitara/paperwork-reduction-act-guide.pdf>

Appendix 2: Flowchart for the Identification & Resolution of Personal COI



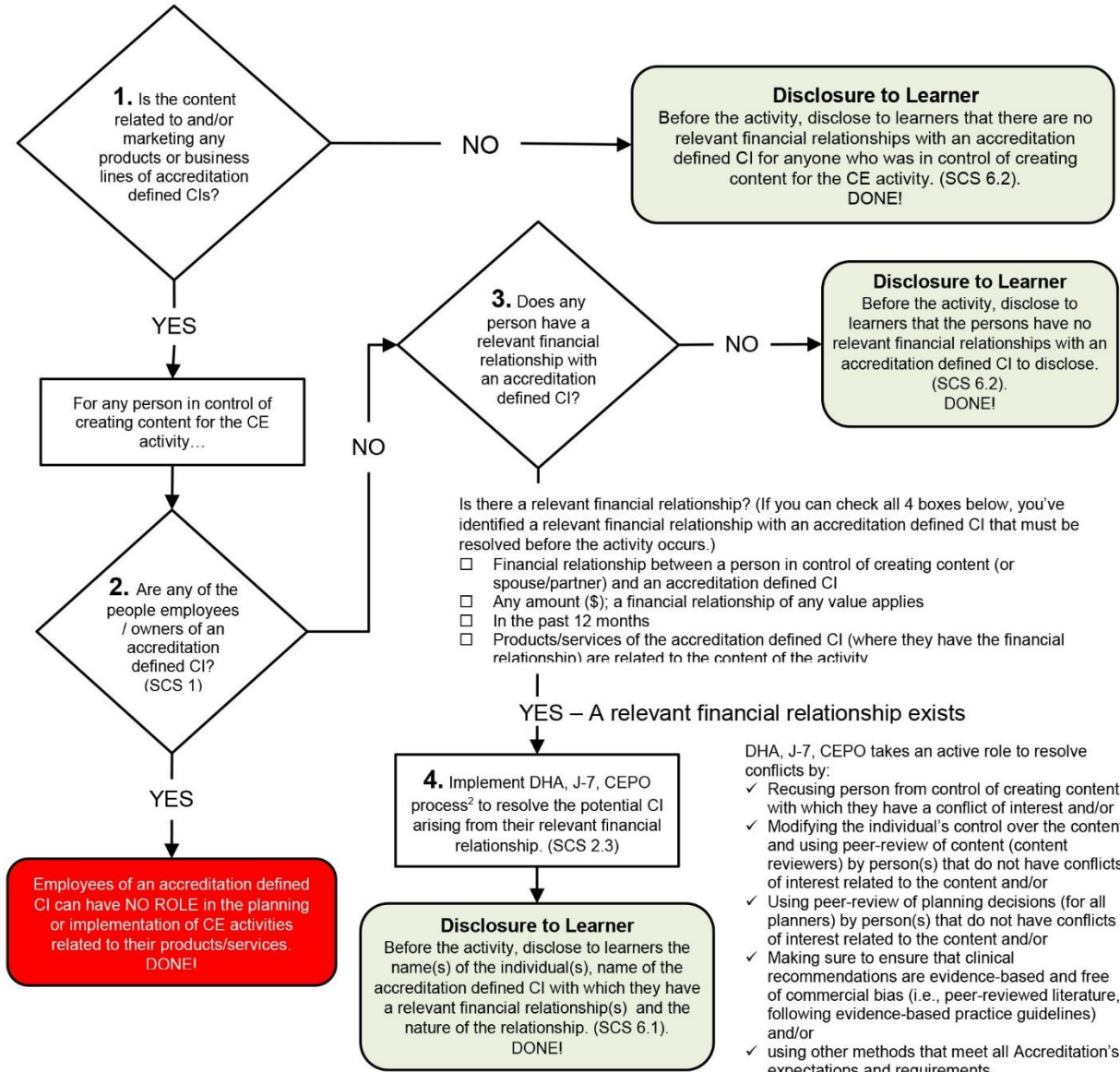
DHA, J-7, Continuing Education Program Office (CEPO) Flowchart for the Identification & Resolution of Personal Conflicts of Interest

Commercial Interest Definition

A CI, as defined by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC) is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. The ACCME, ACPE, and ANCC do not consider providers of clinical service directly to patients to be commercial interests. Generally a CI is not eligible for accreditation.

Conflict of Interest Definition

The ACCME, ACPE, and ANCC consider financial relationships to create COI in CE when individuals have both a financial relationship with a CI and the opportunity to affect the content of CE about the products or services of that CI. The potential for maintaining or increasing the value of the financial relationship with the CI creates an incentive to influence the content of the CE – an incentive to insert commercial bias.



Footnotes

1. The use of employees of accreditation defined CIs as presenters and planners or in other roles where they are in a position to control the content of accredited CE is prohibited, except in specific situations.
2. There are a range of approaches providers can use to resolve potential conflicts of interests. For more information, visit ACCME's Provider Examples of Compliance and Noncompliance for Criterion 7 on www.accme.org.

Appendix 3: 508 Compliance Procedures and Checklist

Requirements for 508 Compliance in Presentations

In 1998, Congress amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities ([29 U.S.C § 794 \(d\)](#)). Pursuant to the updated 508 standards that went into effect January 2018, all educational or training materials are required to be 508 compliant whether they will be used internally or externally.⁽¹⁾

Type of event and requirements for compliance

- Onsite/in person & no electronic version of the presentation or materials will be available before, during, or after the event:
 - Presenting Faculty: Be open to diversity in your audience and any accessibility issues; speak clearly into the microphone and describe pertinent visuals in your presentation.
 - Organizer: Allow for learners to convey any accessibility needs for the event. For example, include a question regarding requirements on registration forms for events or in an email/calendar invite sent to learners.
 - Presentation: Only a visual check is required before PAO review for:
 - Font should be 14 pt. and bold or 18 pt. normal weight or larger & should not be decorative/fancy. Arial, Calibri, Helvetica, Tahoma, Verdana, and similar are considered compliant fonts.
 - Use a high contrast between background color and font color⁽²⁾
 - Do not use color as the only means to convey information⁽³⁾
 - Graphics should be sharp and not blurry
- Broadcast over VTC/internet or a combination of in person and broadcast:
 - A visual check (numbered list above) for compliance should be performed on the presentation before PAO review.
 - If offering the presentation and/or other materials for download before, during, or after the live event: all PowerPoint, Word, Excel, or similar file types must be 508 compliant; all PDFs must be tagged for accessibility and should be created from the final PAO reviewed version. All files should adhere to the WCAG 2.0 standards and be checked for compliance by a 508 SME.
 - The live event must include closed captioning or comparable access for learners with hearing impairment.⁽⁴⁾
- Pre-recorded video of the event that will be made available over the internet or intranet:
 - Must include closed captioning and audio description ⁽⁵⁾ of—or comparable access to—pertinent visuals displayed in the presentation that are not covered by the narration. This includes any intro text added at the start of the video or credits added to the end of the video.

CEPO Checklist: Compliance with 508 Standards for Accessibility

Follow these guidelines to make your PowerPoint content accessible to a wide range of learners. For best results, use the pre-approved DHA template; its layout is simple, and its fonts are easy on the eyes.

Document Structure

- Make sure that the slides are numbered, starting with the second slide (slide 2). The slide numbers should be added to the presentation's "Slide Master" instead of placed on each individual slide.

Slide Structure

- Every slide must have a unique title. Do not reuse a title from a previous slide. Example: References; References, continued
- For each slide, use the Reading Order Pane to specify the order in which a screen reader is to read the objects on the slide. Note: Make sure that no object obstructs the view of other objects because of changing the reading order.

Style:

- Use a sans-serif font (e.g. Franklin Gothic, Arial, Helvetica, Tahoma). Avoid using multiple font styles and colors.
- Choose font colors that have a high contrast with their background. If you place text on top of a colored background (including shapes in charts and graphs), then make sure that the color scheme does not obstruct learners from reading the text.

Use white text over dark colors (i.e. DHA Dark Blue)

Use dark (i.e. black, dark gray) text over light colors

Test the contrast of your colors at:
<https://webaim.org/resources/contrastchecker/>

- To make your document accessible to individuals with colorblindness, avoid placing red or green text over a gray background (or vice versa).

Graphics (Images, tables, graphs and charts)

- Each image must have "alternate text" that describes the content of the image.
- A photo or illustration should not include text; screen readers cannot access text that is embedded in an image. Instead, retype the text in a text box. Crop the original image to hide the embedded text or replace the original image (and add alternate text to the new image).
- Tables, graphs, and charts should be created in PowerPoint or copied and pasted directly from Microsoft Excel or Word so that screen readers can interpret them. Avoid including images (e.g. jpeg, gif, png) of tables, graphs or charts. If you must use an image file because you do not have access to the original source file, then you must include detailed "alternate text" that describes the graph, table, or chart.
- A table should be designed simply, with the same number of cells in each row and in each column. Do not merge or split cells within a table.

Links

- Each link must have a descriptive name that indicates the link's destination. Do not use generic links such as "[Click here](#)". Instead, write: "Visit the [DHA J-7 Continuing Education Management System](#)"

Accessibility Check in PowerPoint

In PowerPoints' "Review" menu ribbon, click the "Check Accessibility" button. The "Accessibility" panel will open at right. PowerPoint will conduct an inspection and identify graphics that are missing alt text and slides that are missing titles. The inspection results will also include warnings about low color contrast and duplicate slide titles.

508 References

Board, U. S. (2017). *Text of the standards and guidelines*. <https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-ict-refresh/final-rule/text-of-the-standards-and-guidelines>

(1) **E205.3** Agency Official Communication. Electronic content that is not public facing shall conform to the accessibility requirements specified in E205.4 when such content constitutes official business and is communicated by an agency through one or more of the following:

H. Educational or training materials

E205.4 Accessibility Standard. Electronic content shall conform to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 (incorporated by reference, see 702.10.1).

W3C. (n.d.). *How to Meet WCAG 2.0*. <https://www.w3.org/WAI/WCAG21/quickref/>

(2) **1.4.3** Contrast (Minimum) – Level AA

The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:

- **Large Text:** Large-scale text and images of large-scale text have a contrast ratio of at least 3:1;
- **Incidental:** Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.
- **Logotypes:** Text that is part of a logo or brand name has no minimum contrast requirement.

(3) **1.4.1** Use of Color – Level A

Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.

(4) **1.2.4** Captions (Live) – Level AA

Captions are provided for all live audio content in synchronized media.

(5) **1.2.2** Captions (Prerecorded) – Level A

Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such.

(5) **1.2.3** Audio Description or Media Alternative (Prerecorded) – Level A

An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such.

Appendix 4: Sample Live Sign-In Sheet

DHA J-7 Continuing Education Program Office Live Event Sign-In Sheet			
Event Title	Event Date		Total # of Participants
Please return this completed and signed document within 24 hours post event to your DHA J-7 CEPO representative.			
#	Printed or Typed Name	Email address	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

The undersigned certifies the above learners attended the training and attests to their participation. You may create copies for additional participants.

Printed name of the Government Event POC

Government Event POC signature & date

Appendix 5: Sample Promotional Materials

DHA, J-7, Clinical Communities Speaker Series

June 27, 2019
0925 - 1025 ET
(Add location or link to virtual room)

Overview

This internet live course will address "A Comprehensive Analysis of Spinal Pain in Service Members"

Learning Objectives:

1. Identify types of pain conditions physicians confront in theater and garrison.
2. Distinguish the effects psychiatric co-morbidities have on the prevalence of pain and treatment outcomes.
3. Discover the effect treatment location has on return-to-duty rates.
4. Assess the selection of patients for procedural interventions.

Target Audience

Physicians (ACCME) • Physician Assistants (AAPA) • Nurses (ANCC) • Pharmacists/Pharmacy Technicians (ACPE) • Social Workers (ASWB) • Psychologists (APA) • Optometrists (ARBO/COPE) • Registered Dietitians/Dietetic Technicians (CDR) • Dentists, Dental Hygienists, Dental Technicians (ADA) • Athletic Trainers (BOC) • Occupational Therapists, Occupational Therapist Assistants (AOTA) • Kinesiotherapists (COPSKT) • Certified Counselors (NBCC) • Healthcare Executives (ACHE) • Speech Language Pathologists, Audiologists (ASHA) • Case Managers (CCMC) • Physical Therapists, Physical Therapist Assistants (APTA) • And other health care professionals

This Continuing Education (CE)/Continuing medical Education (CME) activities is provided through DHA, J-7, CEPO and is approved for 1.0 CE/CME credits. To register, participate and complete the posttest and evaluation, please visit the following link: <https://www.dhaj7cepo.com>
You have 14 days after the program to complete the posttest and evaluation to earn your CE certificate.
For more information, please contact: dha.ncr.j7.mbx.continuing-education-office@health.mil

* Reference: Code of Professional Conduct for Case Managers (2015). Retrieved from <https://ccmcertification.org/about-ccmc/code-professional-conduct>

Participation Costs: There is no cost to participate in this activity.	Cancellation Policy: You will be notified via email if the activity is cancelled.	Commercial Support: There is no known commercial support for this activity.
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UNCLASSIFIED

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ADD ONLY IF CCMC
ETHICS APPLY



Appendix 6: Event Faculty List

DHA J-7 Continuing Education Program Office

Event Faculty List

The Event Planning Committee professions of the planners, should reflect the desired Target Audience Credit Types. This can be inclusive of the Content Reviewer's profession. (I.e. If the Credit Type for a Dietitian (CDR) was selected, this profession is represented in the Event Planning Committee).

Name	Email	Role	Healthcare Profession
		<select> ▼	<select> ▼
		<select> ▼	<select> ▼
		<select> ▼	<select> ▼
		<select> ▼	<select> ▼
		<select> ▼	<select> ▼
		<select> ▼	<select> ▼
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Appendix 7: Version Control

*Each time the CE Activity Guidance Document is updated with new language, the CEPO Team lists the new version number, date of the change, who modified the document and a description of the modification in the table below.

VERSION	DATE	MODIFIED BY	DESCRIPTION OF MODIFICATION
2.0	31 JUL 2019	Maureen Dawson	Updated accreditation offerings and removed ProCert from the document. Updated the Promotional section with required language. Updated promotional flyer example, Appendix 5.
2.1	31 JUL 2019	Maureen Dawson	Updated Figure 7 image with the correct slide title.
2.2	12 AUG 2019	Maureen Dawson	Updated the CE Events POC Responsibilities section with required presenting faculty documents, file naming conventions, and presentation material submission instructions
2.3	21 AUG 2019	Maureen Dawson	Updated the "Presentation Requirements" section on p.12, where DOD SAFE replaces all previous file sharing links. Updated the Promotional section with revised language (removed approved for # of CE credits). Fixed bullet point formatting issues.
2.4	12 SEP 2019	Maureen Dawson	Updated the "CE Events POC Responsibilities" and the "Required Faculty Documentation" sections on pages 6 & 9 for "*" and sign-in sheet. Updated Figure 8 image new LMS instructions.
2.5	23 OCT 2019	Maureen Dawson	Added "Ethics Course Requirements" on p.12. Updated "CE Accreditation" section on p. 3 with Non-Physician ACCME AMA PRA Category 1 Credit, as well as Physical Therapists and Non-Physicians listed as professions. Updated the "method for submitting presentation" on p. 6", where DoD SAFE is listed. Updated "CE Material Requirements" section on p.10 with conference 60 day. Updated Figure 4 image with correct language.
2.6	20 NOV 2019	Maureen Dawson	Updated Figure 8 image with current new CMS access instructions. Updated the Promotional section on p.10 with PLEASE NOTE registration language. Updated promotional flyer example, Appendix 5. Updated Content Review language on p. 5.
2.7	18 & 26 DEC 2019 30 DEC 2019	Maureen Dawson	Added minor edits & Cross Reference links to Appendices text throughout document. Updated "Special Note for CPE credit" on p. 3. Added "Special Note for Enduring (also known as Home Study Activities)" on p.5. Added requirement for presenting faculty to set up an account in CMS for "CE Events POC Responsibilities" on p. 6 & "Required Faculty Documentation" on p. 9. Revised text for the following sections: "CE Key Principles" on p.4, "Content Validation," "Activity Evaluation," and "CE Events POC Responsibilities" on p.5, "Required Presenting Faculty Credentials" on p. 6-8, "Required Faculty Documentation" on p. 9, "CE Material Requirements" on p. 9-10, "tabletop exercises" on p. 16, and "References & Citations" on p.17. Updated Figure 4 on p. 13, and Figure 8 on p. 15. Updated Appendix 1 (references) in compliance with APA 7 th Edition & Appendix 5 (flyer) with required CCMC Ethics language. Replaced presenter/speaker with "presenting faculty".

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2.8	3 JAN 2020	Maureen Dawson	Updated Figure 5 on p. 14, Figure 7 on p. 15 with APA 7 th Edition reference/citation rules.
2.9	13 MAR 2020	Maureen Dawson	Added ADA CERP to the list of accreditations section & also to the accreditation images on p. 3. Added "Special Note for ARBO/COPE Credits" on p.4. Updated Content review in "CE Events POC Responsibilities" on p. 5-6. Updated the "method for submitting presentation" on p. 6, where DoD SAFE is listed, as well as "Presentation Requirements" on p.11. Removed accreditation presenting Faculty requirements on p. 6 and simplified the "Required Faculty Documentation" section and revised posttest in "CE Material Requirements" section on p. 7. Added requirement to set up an account in CMS for "CE Events POC Responsibilities" on p. 6 & "Required Faculty Documentation" on p. 7. Added PAO review for DHA and two Notes in "CE Material Requirements" on p. 7. Added ethics CCMC language to promotional on p. 8. Revised learning objectives on p. 8. Added Grand Rounds to p. 13. Moved "Ethics Course Requirements" to p. 14. Moved "Compliance Information" section on p. 9. Updated Figure 8 on p. 13. Updated Appendix 1 with ADA CERP, Updated Appendix 4 with totals option.
2.10	19 MAR 2020	Maureen Dawson	Added "Special Note for Clinical Communities Speaker Series (CCSS) Live Event Unanswered Q&A Questions" on p.5. Added a note to "CE Events POC Responsibilities" section regarding 10 or more faculty. Removed presenting faculty requirement in "Promotional Materials" section for positions and proof of expertise on p. 8.
2.11	06 APR 2020	Maureen Dawson	Removed Physical Therapy and revised the non-physician credit listing to ACCME Non-Physician CME Credit on p. 3. Updated the accreditation logo image of p. 3. Revised the Posttest section on p. 8, where the text reads, "please provide four answer choices only."
2.12	14 APR 2020	Maureen Dawson	Added Dental Hygienists and Dental Technicians on p. 3.
2.13	24 APR 2020	Maureen Dawson	Added note to "Posttest" section on p. 8 that says, "Learners must score at least an 80% or higher."
2.14	5 MAY 2020	Maureen Dawson	Updated the References Section on p. 14 by adding in the language for how recent a reference needs to be.
2.15	22 MAY 2020	Maureen Dawson	Updated the Learning Objective section on p.8, where APA specific language was added as a note.
2.16	13 JUL 2020	Maureen Dawson	Updated the accreditation listing with ASHA, the professions are in alphabetical order and updated the accreditations image on p. 3. "Monthly" replaced "Biweekly" for IPCE meeting on p.6. Figure 5 on p.11 and figure 7 on p.12. References updated to APA latest edition from p.16-18 and for 508 on p.20. Appendix 5 flyer was updated.
2.17	27 AUG 2020	Maureen Dawson	Updated the accreditation listing on p.3 with CDR. Also updated the image block with the CDR logo on p.3. Replaced all "CE" with CE/CME throughout the document and removed white space.
2.18	09 SEP 2020	Maureen Dawson	Added Case Management (CCMS) ethics language under Promotional Materials on p. 8.

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2.19	08 OCT 2020	Maureen Dawson	Revised “Required Presenting Faculty and Content Reviewer Credentials” and “Required Faculty Documentation” on p. 5-6.
2.20	30 OCT 2020	Maureen Dawson	Updated “Conflict of Interest” Section on p.4. and p. 5 and “Activity Evaluation Section” on p.5. Updated the Planning team requirements in the “CE/CME Event POC Responsibilities” on p. 6. Presenting faculty requirements in the “Required Presenting Faculty and Content Reviewer Credentials” section on p.7. Updated the “CE/CME Material Requirements” section on p. 7 and p. 8.
2.21	8 JAN 2021	Maureen Dawson	Added “Special Note for Social Workers Licensed in Oklahoma Only” and “Special Note for all other Social Worker on p.3.
2.22	12 JAN 2021	Maureen Dawson	MHS Portal requirement added to p. 3. “CE/CME Events POC Responsibilities” and “CE/CME Material Requirement” Contractor Language added to p. 6 and p. 8.
2.23	16 FEB 21	Maureen Dawson	Removed the MHS portal language from the top of p. 3. Updated the accreditation logo picture at the bottom of p.3. Updated PAO approved language added to p.7-8 “CE/CME Material Requirements”. Reformatted some note sections.p.7-9.
2.24	2 APR 21	Maureen Dawson	Added AHIMA to listing of accreditations and updated the accreditation logo picture at the bottom of p.3. Add note for ICD-10 AHIMA presenting faculty requirement in the “Required Presenting Faculty and Content Reviewer Credentials” section on p.7. Made revisions to Appendix 1 References by adding AHIMA, removing links not applicable and added NDAA 2020 and ASHA.
2.25	4 MAY 21	Maureen Dawson	Added a new section, “Logistical Support Information” on p.6 with DSC summary support information and contact information.
2.26	6 JUL 21	Catherine McKiernan	Revised Figure 2 Sample Title Slide on p.11 and Figure 4 Sample Disclosure Slide on p 12.
2.27	20 JUL 21	Jannelle Barrow	Removed the “Logistical Support Information” language on p.6.
2.28	11 AUG 21	Kelly Parr	Added the American Physical Therapy Association (APTA) Information into the CE Guidance Document, this includes a special note on Page 4 and the APTA website link in the References section.
2.29	7 SEP 21	Kelly Parr	Added in the Board of Certification for the Athletic Trainer (BOC) accreditation on Page 4 and the BOC website link in the References Section. Updated the accreditation logos image to include BOC.
2.30	9 SEP 21	Jannelle Barrow	Added “Special Note for Commission for Case Manager Certification Credit on p. 4
3.0	21 SEP 21	Kelly Parr	Added the MHS Request Portal back into the CE Guidance Document on p. 3. Updated the AHIMA logo on p. 4.
3.1	12 OCT 21	Kelly Parr	Added the CE/CME Requirements information, added in the Compliance Slides language, added the CUI information into p. 10-12 and adjusted the Table of Contents to include these sub headings.

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3.2	18 OCT 21	Kelly Parr	Updated the language on p. 7 about POCs submitting CE/CME applications and creating an account in the CE Management System (CMS).
3.3	20 OCT 21	Kelly Parr	Updated the first asterisk on p. 8 with new language regarding presenting faculty and content reviewer form submission.
3.4	17 NOV 21	Kelly Parr	Updated the PPTx slide template photos with the interim DHA approved slides on p.12-15.
3.5	11 JAN 22	Kelly Parr	Updated the PPTx slide template photos with the new DHA approved slides on p.12-15, also re-created the sample slides on p.17 with the new DHA PPTx template.
3.6	27 JAN 22	Melissa Campbell SMEs	On p.10, CEPO replaced the table with a more accessible text box. On p.22, CEPO replaced the original flowchart (three pieces grouped together) with a single, reworked flowchart. All graphics now have alternative text for 508 compliance. The links on p. 3, 18, 19 and 20 have been updated to abide by 508 compliance.
3.7	1 MAR 22	SMEs	Updated the Content Review language on p.6, defined some Posttest language on p. 9, and inserted the requirements for Home Study course renewal on p. 10.
3.8	11 MAR 22	SMEs	Updated posttest section to include MOC specific requirements on p. 9.
	17 MAR 22	Tech Team	The tech team made two minor updates regarding closed captioning on p. 23 after reviewing the associated standard, (29 U.S.C § 794 (d)).
3.9	30 MAR 22 & 12 APR 22	Kelly Parr	Added Maintenance of Certification (MOC) to p.3 where it lists the accreditations. Added a table summary to the Version Control section on p. 28 to align with 508 compliance.
3.10	9 JUN 22	SMEs Kelly Parr	Updated p. 7 to reflect new guidance for capturing attendance. Updated the References Slide on p. 15.
3.11	19 OCT 22	SMEs	Removed the MHS portal language from the top of p. 3.
3.12	2 NOV 22	Catherine McKiernan	Updated email address links to health.mil. Updated How to Obtain CE Slide on p. 15 and Promotional Material Sample on p. 27.
3.13		SMEs	Added clarification that CEPO supported events must be free of charge to learners on p. 3. Updated logo imagery on p. 4. Added CMS web link on p. 6. Added guidance on calculating credit for written enduring material p. 10.

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3-14	8/14/2023	SMEs	<p>Added note that MOC is not available and clarification that accreditation is only confirmed when the Accreditation Statement is issued by the CEPO SME on p. 3.</p> <p>On p. 9 the MOC posttest requirement was removed.</p> <p>Added clarification for accreditation confirmation for Grand Rounds on p. 16.</p> <p>Added 508 Checklist on p. 25.</p>
3-15	11/1/2023	SMEs	<p>On p. 6 Content Review requirement was moved under “Required Presenting Faculty and Content Reviewer Credentials” header.</p> <p>On p. 7 provided expanded guidance to demonstrate IPCE audience justification.</p> <p>On p. 8 expanded on Monthly Interprofessional Continuing Education Planning Meeting description</p> <p>Added Appendix 6 with an image of the updated Event Faculty List</p>
3-16	5/17/2024	SMEs	<p>On p. 9 Posttest guidance clarified to include events that are longer than one day.</p> <p>On p. 3 Added CEPO surveillance language</p>