



# **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 healthcare professionals, including government/civilian, contractors, students, and volunteers, 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 and applying for accreditation for your 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 multidisciplinary nature of the learners. Whenever possible, the educational content should focus on the team and their roles to affect patient care. DHA, J-7, CEPO is an approved accredited provider for the following professions:

**Physicians, Nurses, Pharmacists & Pharmacy Techs, Physician Associates/Physician Assistants, Optometrists, Social Workers, Psychologists, Dentists, Dental Hygienists, Dental Technicians, Athletic Trainers, Registered Dietitians & Dietetic Technicians, Non-Physicians, Audiologists, Speech Language Pathologists & 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 Associates (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), 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)*



\*These logos are not reflective of all the accreditations we can support but are a sample representation.

Due to the unique 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, J-7, CEPO subject matter expert (SME) issues the Accreditation Statement document.

DHA, J-7, CEPO reserves the right to conduct CE/CME activity surveillance and periodic monitoring to ensure all accreditation standards are followed. DHA, J-7, 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. In addition, DHA, J-7, CEPO's policy does not support the provision of retroactive CE/CMEs.

Other healthcare professionals that do not fall into the above professions, who complete a CEPO-supported activity will be issued a certificate of attendance, 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 learners' 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](mailto:dha.ncr.j7.mbx.continuing-education-office@health.mil) for further assistance.

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

DHA, J-7, CEPO is required to submit each participant's APTA Identification number 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, DHA, J-7, CEPO will only award CCMC credit for home study (enduring) activities pending leadership approval.

***Special Note for Speech Language Pathologists and Audiologists***

DHA, J-7, CEPO submits participants' ASHA ID, email, address, and name to award credit to ASHA CE office.

## Continuing Education/Continuing Medical Education Key Principles

CE/CME for healthcare professionals consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance that a healthcare professional uses to provide services for patients, the public, or the profession.

CE/CME for healthcare professionals assist in carrying out their responsibilities within their scope of practice 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](#)).

## Content Validation

Information addressing clinical medicine in a CE/CME activity are based on evidence that is within the profession's scope of practice. 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.

## 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 support learners in meeting the activity objectives. The expertise and competence must be demonstrated by some combination of the following: relevant educational experience such as holding an advanced degree in their field, previous teaching experiences, years of clinical experience and publications in areas relevant to the content being presented. Faculty shall demonstrate the Standards of Professional Conduct/Practice as stipulated in their regulatory organizations, including but not limited to commitment, integrity, and professional diligence to the topic(s) presented, avoid any action that could appear to be a conflict of interest, show no bias with respect to findings or opinions.

Presenting faculty/content reviewer qualifications and criteria:

- Education:
  - Presenting faculty and Content Reviewers: Masters required, Doctorate preferred
  - All others: Bachelors requires relevant experience or a co-presenter with an advanced degree
- Training: At least ten 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 ten 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
- Contractors who are presenting must work with a Government/Military lead presenter
- Obtain Content Reviewers (Reviewers should be SMEs independent from planning/presenting team)
  - 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 reviews to reflect your target audience

## CE/CME Events POC Responsibilities

Government/military personnel must be the sponsor of the planned CE/CME activity. The CE Activity application should be submitted by a government or military personnel to initiate the support request (<https://www.dhaj7-cepo.com/content/cepo-ce-activity-application>). An event must be no less than 60 minutes in duration, which may include a question and answer (Q&A) portion. Application resources can be located at the above link.

Education coordinators are requested to attend the Monthly Interprofessional Continuing Education Planning Meeting. This meeting is an opportunity to discuss upcoming CE/CME events, accreditation

updates and promote discussions of lessons learned with input from a variety of healthcare professionals, federal agencies. 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.

Events that are seeking credit types for multiple professions must demonstrate the activity was planned with an integrative process that includes healthcare 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 5: Event Faculty List**)
- **Additional Content Reviews:** Have representatives of the target audience provide content review and feedback 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

### Required Faculty Documentation

All Planning Committee Members, reviewers, presenting faculty, or other contributors are encouraged to set up an account in CEPO’s Continuing Education Management System (CMS) ([www.dhaj7-cepo.com](http://www.dhaj7-cepo.com)). For password assistance or account set up assistance email: [dha.ncr.j7.mbx.cepo-cms-support@health.mil](mailto:dha.ncr.j7.mbx.cepo-cms-support@health.mil)

For events with more than ten 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 one year following the course’s completion date. Records must be provided to CEPO within 24 hours of the notification of the request.

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

ROLE	CV/Professional Resume	Disclosure of Potential Conflicts of Interest	CE Agreement	Content Review Form
Planning/Content Creator	✓	✓	✓	
Presenter	✓	✓	✓	
Content Reviewer	✓	✓		✓

### CE/CME Material Requirements

The CEPO application (<https://www.dhaj7-cepo.com/content/cepo-ce-activity-application>) and all CE/CME materials are due 45 calendar days prior to the date of the activity. For multi day conferences (2 or more days) the submission deadline is 60 days. Applications are assigned to a CEPO SME who conducts a review

of the submission. If revisions are requested by CEPO, a Content Reviewer or Public Affairs Office, then the final edits must be submitted at least seven days prior to event.

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

- For large files, please submit presentation slides through Department of Defense (DoD) <https://safe.apps.mil>
- If you do not have a CAC, please request that DHA, J-7, CEPO “Request a Drop-off” via DoD SAFE
- Files are automatically deleted from DoD SAFE seven days following upload

Presenters are responsible for obtaining legal permissions from your local legal office when presenting content that is not your own.

### Public Affairs Office/ Branding

Presenters must also obtain DHA Public Affairs Office (PAO) approval of the content or promotional material before public release. The DHA U.S. government public affairs officer’s review looks for specific items, i.e., implied US Government endorsement, branding, copyright violations, etc. When health-related topics are discussed, many times a review by DHA SMEs is required to ensure the briefings fit within DHA policy/procedures.

- The requirement is for a U.S. government public affairs officer from the DHA to approve the brief/educational material prior to public release. For Public Release means anything that is intended or may be released via public channels domain (such as a publicly accessible website, etc.)
- Written documentation is required that demonstrates PAO approval

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.

### Promotional Material

Accrediting organizations require that learners are made aware of information to make an informed decision if the course would benefit their professional practice. The course application must include promotional materials that meet the following requirements:

- Promotional material must clearly indicate the following information to learners prior to enrolling in a CE/CME program:
  - Educational learning 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 disclosures and 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)
- 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 **Figure 1**)

- Must include the following language on your promotional 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 **Figure 1**)
- For registration learners must register in CEPO’s CMS ([www.dhaj7-cepo.com](http://www.dhaj7-cepo.com)) to be eligible for CE/CME credit. CEPO is not responsible for providing event planners specific participant registration information. Registration, and evaluation metrics for your course can be provided upon request

Figure 1: Sample Promotional Material

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**DHA, J-7, Clinical Communities Speaker Series**  
June 27, 2019  
0925 – 1025 ET  
(Add location or link to virtual room)

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**Overview**  
This internet live course will address “A Comprehensive Analysis of Spinal Pain in Service Members”

<p><b>Retired Army Col. Steven Cohen, M.D.</b> has no financial/nonfinancial disclosures Director of Pain Research, WRNMMC, Director of Medical Education – Pain Medicine Division, Professor of Anesthesiology and Critical Care Medicine, Johns Hopkins Hospital, Baltimore, Md.</p>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"><li>1. Identify types of pain conditions physicians confront in theater and garrison.</li><li>2. Distinguish the effects psychiatric co-morbidities have on the prevalence of pain and treatment outcomes.</li><li>3. Discover the effect treatment location has on return-to-duty rates.</li><li>4. Assess the selection of patients for procedural interventions.</li></ol>
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**Target Audience (Introductory)**  
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.dhaj7-cepo.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](mailto: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>

**ADD ONLY IF CCMC ETHICS APPLY**

<p><b>Participation Costs:</b> There is no cost to participate in this activity.</p>	<p><b>Cancellation Policy:</b> You will be notified via email if the activity is cancelled.</p>	<p><b>Commercial Support:</b> There is no known commercial support for this activity.</p>
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### Compliance Slides and CEPO Standards

The following slides (**Figures 3-9**) are required slides and must be included in your presentation in the specified sequence. See the figures on the pages that follow.

- 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)

- 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
- Keep the following important points in mind when writing learning objectives (See **Figures 2 & 6** for examples):
  - Learning objectives should be measurable, e.g., “the learner will be able to, differentiate, compare, explain” etc.
  - Learning objectives should be derived from the overall purpose of the activity
  - Learning objectives must be written with action verbs that are not repeated
  - Vague or easily misinterpreted verbs that should be avoided. This includes know, understand, learn, appreciate, believe, etc.
  - Learning Objectives should be numbered

*Figure 2: Suggested Verb List for Writing Measurable Learning Objectives*

<p><b>Remembering</b> Defines, Describes, Identifies, Labels, Lists, Matches, Names, Outlines, Recalls, Reproduces, Selects</p> <p><b>Understanding</b> Converts, Defends, Distinguishes, Estimates, Explains, Extends, Gives an Example, Infers, Interprets, Paraphrases, Predicts, Rewrites, Summarizes, Translates</p> <p><b>Applying</b> Applies, Changes, Computes, Constructs, Demonstrates, Discovers, Manipulates, Modifies, Operates, Predicts, Prepares, Produces, Relates, Shows, Solves, Uses</p> <p><b>Analyzing *</b> Analyzes, Breaks down, Compares, Contrasts, Diagrams, Deconstructs, Differentiates, Discriminates, Distinguishes, Identifies, Illustrates, Infers, Outlines, Relates, Selects, Separates</p> <p><b>Evaluating *</b> Appraises, Compares, Concludes, Contrasts, Criticizes, Critiques, Defends, Describes, Discriminates, Evaluates, Explains, Interprets, Justifies, Relates, Summarizes, Supports</p> <p><b>Creating *</b> Categorizes, Combines, Compiles, Composes, Creates, Devises, Designs, Explains, Generates, Modifies, Organizes, Plans, Rearranges, Reconstructs, Relates, Reorganizes, Revises, Rewrites, Summarizes</p> <p><small>*When possible, please use the critical thinking action verbs in the categories of Analyzing, Evaluating, and/or Creating.</small></p>
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Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Rath, 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.

- Key Takeaways (sequence: at the end of the presentation)
  - Three to five bulleted statements containing the most important information the audience will take away from the activity
- References (sequence: following the Key Takeaways slide): 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 ten 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 8, 10 & 11**).

- Include on-slide citations and resources for the following:
  - Photos
  - Graphics
  - Tables
- How to earn CE credit slide (sequence: last slide) will be issued by the CEPO SME with registration information and an access code (if required) once the accreditation requirements are complete. It is the Planning Committee's responsibility to share this with the attendees

*Figure 3: Sample Title Slide (sequence: first slide)*

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

Army Lt. Col. Jane Doe, M.D  
Chief, Women's Health Clinical Communities  
Defense Health Agency, Va  
[Date]

Controlled by:  
CUI Category:  
LDC/DISTRO  
POC:

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Figure 4: Sample Presenting Faculty Slide (sequence: second slide)

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## Presenter(s)



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Presenter's name and credentials  
Title  
Division  
Agency  
Location

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Figure 5: Sample Disclosure Slide (sequence: third slide)

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## Disclosures



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- 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, J7, 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.

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Figure 6: Sample Learning Objectives Slide (sequence: fourth slide)

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## Learning Objectives



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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.

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Figure 7: Sample Key Takeaways Slide (sequence: at end of the presentation)

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## Key Takeaways



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- 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 for shift workers.

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Figure 8: Sample References Slide – APA 7<sup>th</sup> edition required (sequence: following Key Takeaways slide)

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## References



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Use APA format  
References not older than 5 years, unless it's historical data.  
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. Retrieved from <http://www.accme.org/requirements/accreditation-requirements-cme-providers/standards-for-commercial-support>

Defense Health Board Report. (2015). Continuing Education for Department of Defense Health Professionals. Falls Church, VA: Office of the Assistant Secretary of Defense Health Affairs.

Grand Rapids Medical Education Partners. (2017). Measuring Change in CME. Retrieved from <https://www.grmep.org/wp-content/uploads/2017/01/Measuring-Change-in-CME-v3.pdf>

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Figure 9: Sample How to Obtain CE/CME Credit Slide (sequence: last slide)

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## How to Obtain CE/CME Credit



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**[ACTIVITY TITLE]**

To claim CE/CME credit for this activity, complete the evaluation survey and posttest before the evaluation period ends on **[WEEKDAY, MONTH DAY, YEAR] at 11:59 PM Eastern Time.**

1. Go to the continuing education registration page at [\[REGISTRATION PAGE LINK\]](#).
2. On the registration page, click "Register," then click log in or create an account (if not already logged in).
3. Once logged in and on the registration tab, click the button to enroll and proceed to complete the survey and posttest. You will need to enter the following access code before you can register or to access the survey.

**ACCESS CODE: [ACTVY1234](#)**

Once have been awarded credit, you can download your certificate anytime through [your account](#). Any activity you register for but have yet to complete will be available under your [pending activities](#) until the evaluation period ends.

**Questions?** Email the DHA J-7 Continuing Education Program Office at [dha.ncr.j7.mbx.cepo-cms-support@health.mil](mailto:dha.ncr.j7.mbx.cepo-cms-support@health.mil).

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Figure 10: Sample Table Citation Slide

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## TXA in Combat Results: Death Due to Blood Loss

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- 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.

UNCLASSIFIED 16

Figure 11: Sample Image Citation Slide

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## Continued Management

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- 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, n.d.)

(Tedec et al, 2018)

UNCLASSIFIED 17

### Controlled Unclassified Information (CUI)

To determine if unclassified information in your document is CUI, check the information against the DoD CUI Registry. The “CUI” notation will need to be added to the header and footer of each PowerPoint slide when the information is controlled unclassified.

- If PowerPoint slides are noted as “CUI,” the 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.

### Required Attendance List/Participation Roster

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 required. 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/CME 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 after the event (see [Appendix 4: Sample Live Sign-In Sheet](#)).

### Posttest

The course application must include posttest questions to assess knowledge acquisition. Learners must score at least an 80% or higher on the posttest to earn CE/CME credit.

- Composition requirements:
  - Multiple choice questions, with four answer choices (with one correct answer)
  - Please indicate the correct answer with an (\*) or highlight
  - Questions must come directly from the information presented: learners should be able to find the correct answer within the slides, article, or video segment
  - No more than 10% true/false or yes/no response questions are permitted (one per 60-min)
- 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

### 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 activity evaluation information enables planners to identify shortcomings in the educational activity or barriers to implementing changes that learners experienced to address these in future CE/CME activities.

Learners will be asked to evaluate the 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 may be evaluated separately.

DHA J7 CEPO's evaluation is written to fit the needs of this accrediting organization. DHA J7 CEPO encourages Education Coordinators to create evaluations and surveys that are tailored to the needs of their organization and utilize the evaluation information gathered through DHA J7 CEPO's CMS as a template to design an evaluation/survey or as supplemental data, only.

## Unique Course Format/Structure Considerations

### Clinical Communities Speaker Series (CCSS) and Special Feature Webinars (SFW)

Presenters participating in an event that CEPO is managing logistical support should submit a professional photo (Active Military members must submit a professional photo in uniform) and a biographical statement (150-word maximum, and should include at a minimum, the faculty's full name, credentials, job title, and three to five statements regarding relevant experience and training). These items are in addition to the standard faculty documents (CV, CE Agreement and Disclosure form).

### Home Study (Also known as Enduring Activity) Requirements

For any non-J-7 hosted enduring activities, the course content will not be stored within CEPO's CMS. The content must be hosted on another source (i.e. Joint Knowledge Exchange Online or Mil Suite); learners will then complete their course evaluation and/or posttest within the CMS. The application submission for enduring courses should also include a perfected transcript of recorded audio. Best practice is to have the content reviewed by a CEPO SME to capture all edits before recording takes place.

#### 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](http://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 ASHA or NBCC credit will be calculated using their guidelines.

#### Home Study Renewals:

To renew a Home Study course, please submit the following materials 30 days prior to the course renewal date:

- Renewal CEPO CE Activity Application <https://www.dhaj7-cepo.com/>
- Updated Content Review
- Updates on presentation materials, references, and speakers (as needed)

### CE/CME Approval for Events with Multiple Offerings and Presenters

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, you must:

- Submit one CE Application that initiates the CE support request, 45 days prior to the first offering date. The application should include all the above elements, in addition to:
  - Agenda of future offering dates
  - Submit all future 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 (timeline may be adjusted depending on desired credit types):**

- 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

To renew a CE/CME Event with multiple offerings and presenters a renewal application must be submitted with a new Content Review to ensure the material is still up to date and best practice. 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.

Please Note: The CEPO will perform a level of effort assessment on all reoccurring courses before granting CE/CME approval.

**For Tabletop Exercise/Case Presentations/Simulation Activities**

In the case of a tabletop exercise or case presentation activity, provide the following information in a 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 learning objectives
- Key Takeaways
- Reference List
- How to earn credit

**Grand Rounds Activities**

To request CE/CME support from CEPO for Grand Rounds the following is required:

- An initial application (<https://www.dhaj7-cepo.com/content/cepo-ce-activity-application>) to commence the Grand Rounds CE/CME support request, 45 days prior to the first activity. If approved the CE/CME support request is valid for one calendar year
- The applicant can either submit a Facilitator/Learner Guide or a presentation with the compliance slides (See **Figures 3-9**)
- 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 CEPO SME issues the Accreditation Statement document

**Ethics Course Requirements**

If you wish to grant specific Ethics CEs, the request must be indicated on your initial CE/CME Application

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:

- “Ethics” should be included within the title of the presentation
- Ensure the learning objectives are written to include ethical principles the learner will gain after attending the course
- Content should include case studies addressing ethical principles and implications on clinical practice

### **AHIMA Multi-session Activity Course Requirement**

Applications requesting AHIMA accreditation for a multi-session activity must include an agenda that contains the following information per session (please note, no session can be less than 30 minutes):

- Time
- Title
- Duration
- Faculty (name, credentials, and affiliation)
- Learning objectives
- Description
- Health Information Management (HIM) Domain (Refer to AHIMA HIM Domain Guidance at the following link: <https://www.ahima.org/education-events/academic-center/resource-pages/him-curricula/>)

### **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.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)

## 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. (2024). *Guidance for jointly accredited providers offering continuing dental education credit*. <https://jointaccreditation.org/wp-content/uploads/2021/09/CERPGuidanceforJointlyAccreditedProviders2024Feb.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/>
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- 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>
- American Psychological Association. (n.d.). *Standards and criteria for approval of sponsors of continuing education for psychologists*. <http://www.apa.org/ed/sponsor/resources/approval-standards.pdf>
- 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/>

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Board of Certification for the Athletic Trainer (n.d). <https://bocatc.org/>

Commission for Case Management Certification. (2022). PACE Guide for Pre-Approval.  
<https://ccmcertification.org/workforce-development/pacetm-guide-providers>

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<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>

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.). *Joint Accreditation standards for commercial interest and definitions*.  
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National Defense Authorization Act for Fiscal Year 2020, Pub. L. 116–92, 1790 Stat.

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

Publication Manual of the American Psychological Association, Seventh Edition,

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Stanford Medicine. (2014). *Stanford CME planning documentation worksheet & application.*

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

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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



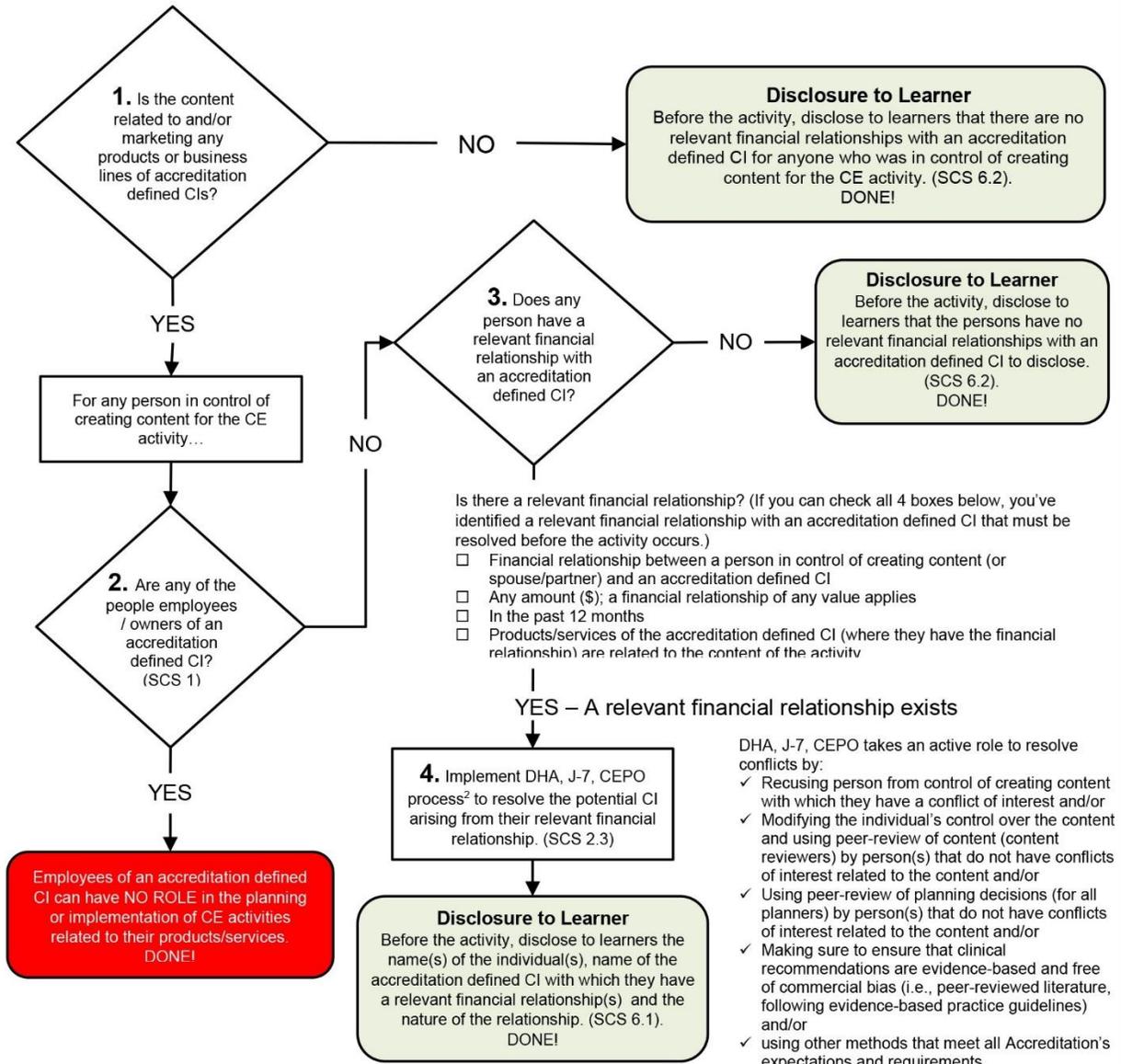
### DHA, J-7, Continuing Education Program Office (CEPO) Flowchart for the Identification & Resolution of Personal Conflicts of Interest

#### 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.



## 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. <sup>(4)</sup>

### 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<sup>(2)</sup>
    - Do not use color as the only means to convey information<sup>(3)</sup>
    - 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.<sup>(4)</sup>
- Pre-recorded video of the event that will be made available over the internet or intranet:
  - Must include closed captioning and audio description <sup>(5)</sup> 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.

Prepared by Marilyn Anderson, Section 508 Coordinator for DHA, J-9.

**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
<b>Please return this completed and signed document within 24 hours post event to your DHA J-7 CEPO representative.</b>			
#	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 6: 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 <sup>th</sup> Edition & Appendix 5 (flyer) with required CCMC Ethics language. Replaced presenter/speaker with “presenting faculty”.
2.8	3 JAN 2020	Maureen Dawson	Updated Figure 5 on p. 14, Figure 7 on p. 15 with APA 7 <sup>th</sup> Edition reference/citation rules.

VERSION	DATE	MODIFIED BY	DESCRIPTION OF MODIFICATION
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.
3-14	8/14/2023	SMEs	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.

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			<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>
3-17		SMEs	<p>Updated the DHA PPTX slide template photos on p. 11-15</p> <p>Reorganized document to streamline the content of the document.</p> <p>On p. 16 Activity Evaluation description language was revised</p>
3-18	11/20/2024	SMEs	<p>Updated images of logos from accrediting organizations on p.4</p>
4-1	04/22/2025	SMEs	<p>p. 3 Updated to physician associates/physician assistants for AAPA</p> <p>p. 6 Updated the language in the “Required Presenting Faculty and Content Reviewer Credentials” section</p> <p>p. 11 Updated References requirement to be published within the last ten years</p> <p>p. 19 Updated AHIMA requirements for per session</p> <p>Updated the DHA PowerPoint template slides throughout</p>