**GLOSSARY OF TERMS**

**Active Learning:** Participants actively engage in the learning process through reading, writing, discussion, and engagement in problem solving, analysis, synthesis, and evaluation guided by faculty

**ACCME:** Accreditation Council for Continuing Medical Education

**ACCME-accredited Provider:** Organization accredited by the ACCME as a provider of continuing medical education representing a range of organizational types and providing CME primarily to national or international audiences of physicians and other health care professionals (Also see State-accredited Provider.)

**ACCME Expected Results:** See Competence, Performance, and Patient Outcomes

**ACPE:** Accreditation Council for Pharmacy Education

**ACPE Activity Types:** See Knowledge-based, Application-based, and Practice-based activities.

**Accredited Provider:** Institution,organization, or agency recognized by an accreditation organization, in accord with its policies and procedures, as having demonstrated compliance with standards indicative of the provider’s capability to develop and deliver quality continuing education

**ACPE Credit:** American Council for Pharmacy Educationunit of measure of educational credit equivalent to 60 minutes of participation in an organized learning experience

**Activity:** Educational intervention based upon identified educational needs with learning objectives designed to maintain and enhance competence and/or performance that is evaluated to ascertain if participants’ needs (expected results/outcomes) are met

**Activity Coordinator:** Staff member responsible for the operational and administrative support of the certified activity

**Activity Director:** Individual who has the overall responsibility for planning, developing, implementing, and evaluating the content and logistics of a certified activity

**Activity Evaluation:** Measurement tool to evaluate participant satisfaction with an educational activity

**Advertising and Exhibit Income:** Advertising and exhibits are promotional activities and **NOT** continuing medical education. Therefore, monies paid by commercial interests to providers for these promotional activities are **NOT** considered to be commercial support.

**AMA Credit:** American Medical Association Physician’s Recognition Award (AMA PRA) Category 1unit of measure of educational credit equivalent to 60 minutes of participation in an organized learning experience

**Application-based Activity (ACPE):** Designed primarily for pharmacists and pharmacy technicians to apply information and/or skills learned in the time frame allotted during an educational activity (60 minute minimum)

**Assessment:** Process of observing learning such as describing, collecting, recording, scoring, and interpreting information about participants’ learning. Assessments are used to determine achievement of objectives and outcomes

**Audio-conference Activity:** Live educational activity conducted at a specific time in which speakers and participants are connected by telephone

**Barriers:** Potential roadblocks or detours that may be encountered when attempting to incorporate new knowledge, competency, and/or performance objectives into practice

**Brainstorming:** Solicits creative ideas or identifies possible solutions to problems. Purpose: develop skills and change attitudes

**Case Study:** Description of a situation requiring problem-solving and/or investigation by the learner (e.g., application of learned material to provide a solution to the problem) Purpose: develop skills

**CD-ROM Enduring Activity:** Enduring educational activity stored on an [optical disk](http://www.webopedia.com/TERM/C/optical_disk.html) (**C**ompact **D**isc **R**ead-**O**nly-**M**emory) that can be accessed at any time in any place

**Commercial Bias:** A personal judgment in favor of a specific proprietary business interest of a commercial interest

**Commercial Interest:** Any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. A commercial interest is not eligible for ACCME or ACPE accreditation.

The ACCME and ACPE do not consider providers of clinical service directly to patients to be commercial interests. The following entities are not considered commercial interests: 501-C Non-profit organizations (Note: ACCME and ACPE screen 501c organizations for eligibility. Those that advocate for commercial interests as a 501c organization are not eligible for accreditation in the ACCME and ACPE systems and cannot serve in the role of joint provider, but they can be a commercial supporter.), government organizations, non-health care related companies, liability insurance providers, health insurance providers, group medical practices, for-profit hospitals, for-profit rehabilitation centers, for-profit nursing homes, blood banks and diagnostic laboratories.

**Commercial Support:** Monetary or in-kind contributions given by a commercial interest that is used to pay all or part of the costs of a CE activity. The requirements for receiving and managing commercial support are explained in the ACCME Standards for Commercial Support.SM Advertising and exhibit income is **NOT** considered commercial support.

**Committee Learning CME Activity:** Involves a learner’s participation in a committee process addressing a subject that would meet the ACCME definition of CME (see below) if it were taught or learned in another format.

**Competence (ACCME expected result):** Degree to which the participant shows in an educational setting how to incorporate changes in practice that the activity intended for the participant to be able to do

**Conference:** Large,liveeducational activity covering a variety of topics, often including breakout sessions, that provides the additional benefit of peer networking opportunities

**Conflict of Interest:** When an individual’s interests are aligned with those of a commercial interest, the interests of the individual are in “conflict” with the interests of the public. The ACCME and ACPE consider financial relationships to create actual conflicts of interest in CE when individuals have both a financial relationship with a commercial interest **and** the opportunity to affect the content of CE about the products or services of that commercial interest. The potential for maintaining or increasing the value of the financial relationship with the commercial interest creates an incentive to influence the content of the CE – an incentive to insert commercial bias

**Contact Hour (ACPE):** Unit of measure of educational credit equivalent to 60 minutes of participation in an organized learning experience

**Continuing Education Unit (CEU):** Universal method of measuring and granting credit for participation in continuing education programs for professionals both within and outside healthcare. One CEU is equivalent to ten (10) contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. This definition was codified by the National Task Force on the Continuing Education Unit

**Continuing Medical Education (CME):** Educational activities that are planned, implemented and evaluated in accordance with the ACCME Accreditation Criteria, Standards for Commercial Support and Policies to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a physician uses to provide services for patients, the public, or the profession. CME content is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, the discipline of clinical medicine, and the provision of health care to the public.

**Continuing Pharmacy Education (CPE):** Structured educational activities designed or intended to support the continuing development of pharmacists and/or pharmacy technicians to maintain and enhance their competence. Continuing pharmacy education (CPE) should promote problem-solving and critical thinking and be applicable to the practice of pharmacy

**Continuing Professional Development (CPD):** Healthcare professional education following completion of formal training, consisting of educational activities that help to develop, maintain or increase knowledge, competence, problem-solving, technical skills or professional performance standards with the goal of better patient health care.

**Core Competency/Desirable Attribute:** Fundamental knowledge, ability, or expertise in a specific subject area or skill set

**Co-provided Activity (ACCME):** CME activity offered by two or more ACCME-accredited providers. One accredited provider must take full responsibility for the activity and use their directly provided accreditation statement.

**Course**: Live CME activity, planned as an individual event, in which the learner participates in person (e.g., annual meeting, conference or seminar). For events with multiple sessions, such as annual meetings, accredited providers report one activity and calculate the hours of instruction by totaling the hours of all educational sessions offered for CME credit. To calculate the number of learners, accredited providers report the number of learners registered for the overall event. Accredited providers are not required to calculate participant totals from the individual sessions. If a course is held multiple times for multiple audiences, then each instance is reported as a separate activity.

**Demonstration:** Models the correct procedures for a specified task. Purpose: develop skills and change behavior

**Desired Results/Outcomes:** What the learner is expected to do following the educational activity. How will the information presented impact the clinical practice and/or behavior of the learner? How can this change be reasonably measured? See Competence, Performance, and Patient Outcomes

**Didactic Learning:** Spoken instruction (lecture) often used to convey a substantial volume of information to a large audience at one time. Learning is generally passive. Purpose: disseminate knowledge

**Directly Provided Activity:** CME or CPE **a**ctivity planned, implemented and evaluated by the ACCME-accredited or ACPE-accredited provider, including the accredited provider’s internal department(s). An ACCME co-provided activity (offered by two ACCME-accredited providers) is a directly provided activity that is reported by the accredited provider with full accreditation responsibility that awards the credit.

**Disclosure of Financial Interest Form:** Form to be completed by speakers, authors, planners (including CE and joint/co-provider staff), and reviewers involved with content development that indicates financial relationships with commercial interests or the lack thereof. See Financial Relationships

**Educational Partner:** College of Medicine or College of Pharmacy direct sponsor department, University of Kentucky or externaljoint provider or co-sponsor; **not** a commercial supporter

**E-Learning Community: I**nteractive, collaborative online small group learning opportunity (teacher ↔ learner ↔ learner) that shifts away from traditional modes of knowledge acquisition (teacher → learner) designed to give the learner an active and ongoing process of exploration and application of educational topics while encouraging multiple opportunities between the faculty and learners to engage and learn from the material and each other.

**Enduring Material Activity (ACCME):** Printed or recorded activity that does not have a specific time or location designated for participation. The participant determines where and when to complete the activity. An enduring activity created from a live activity is a distinctly separate activity, and both activities must comply with all ACCME accreditation requirements. Enduring material activities can be available for less than a year, a year or multiple years (maximum of three years with option for review and re-approval prior to expiration). Each enduring material is counted as one activity for each year it is available, whether it is active for the entire year or part of the year. The accredited provider reports the number of learners participating during the year, and the income and expenses related to the activity for that year as well. Accredited providers do not report cumulative data for an enduring material activity spanning multiple years. When reporting the number of participants for an enduring material activity, the accredited provider should count all learners who completed all or a portion of the activity and whose participation can be verified. ACCME would not consider individuals that only received the enduring material activity but did not actually complete all or a portion of it to be participants. Examples: programmed texts, audiotapes, videotapes, and CD ROMs, and webcasts that are used alone or in combination with written materials.

**Evidence-based Medicine:** Conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients

**Exhibits/Advertising:** Promotional support (not commercial support) provided for an educational activity as a fee for service. Exhibits must be conducted outside the meeting room in which a live activity is taking place. Advertising must not be interleafed within the pages or screens of enduring CE content

**Expenses:** Total cost of goods, services and facilities allocated to support the accredited CE provider’s program, e.g., staff salaries, speaker fees and meeting space.

**Faculty:** Person(s) who develop, deliver, and/or write the content of a CE activity

**Feedback:** Information shared with participants and faculty clarifying correct responses to questions or case studies and rationales for those responses

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

**Formative Evaluation/Assessment:** Evaluation process in which outcomes data and analysis are used to modify (form or reform) an activity with the intent of improving the activity before it is completed or repeated (focus group or individual survey)

**Games:** Provide interactive and competitive process to validate new learning. Purpose: develop skills

**Group Discussion:** Provides opportunity to think together to learn, solve a problem, make a decision, or improve human relationships. Purpose: change attitudes

**Home Study or Other Enduring Activity (ACPE):** Print, recorded or enduring computer-assisted educational activities that may be accessed at any time in any place and which in themselves constitute a planned activity without direct interaction between faculty and learners. Examples of such activities for independent learning include programmed texts, audiotapes, videotapes, CD ROMs, and enduring online instructional activities that are used alone or in combination with written materials.

**Hours of Instruction (AMA):** Total 60-minute hours of educational instruction provided. For example, if a 1-day course lasts 8 hours (not including breaks or meals), then the total hours of instruction reported for that course is 8. Hours of instruction may or may not correspond to the number of credits designated for the AMA Physician’s Recognition Award. Accredited providers have the option to report the number of *AMA PRA Category 1 CreditsTM*designated for activities, but they are not required to do so.

**In-kind Commercial Support:** Non-monetary resources provided by a commercial interest in support of a CE activity, e.g., equipment, supplies and facilities.

**Interactive Educational Method:** Process whereby participants actively engage in the learning process through reading, writing, discussion, and engagement in problem solving, analysis, synthesis, and evaluation guided by faculty

**Internet Enduring Material Activity:** “On demand activity” with no specific time designated for participation. The participant determines when to complete the activity. Internet enduring materials can be available for less than a year, a year or multiple years (maximum of three years with option for review and re-approval prior to expiration). Each internet enduring material activity is counted as one activity for each year it is available, whether it is active for the entire year or part of the year. The accredited provider reports the number of learners who participated during the year and, for ACCME, the income and expense related to the activity for that year. Accredited providers do not report cumulative data for an internet enduring material activity spanning multiple years. When reporting the number of participants for an internet enduring material activity, the accredited provider should count all learners who completed all or a portion of the activity and whose participation can be verified. ACCME would not consider individuals that only downloaded or accessed the activity but did not actually complete all or a portion of it to be participants. Examples: online interactive educational module, recorded presentation, podcast.

**Internet Live Activity:** Online course via the Internet or teleconference using IP address with app capability available on a specific date and time, only available in real time just as if it were a course held in an auditorium. Once the event has taken place, learners may no longer participate in that activity unless it is again presented on a specific date and time and is only available in real time. If an Internet live activity is presented on multiple occasions, each event is counted as one activity. Examples: webcast and teleconference with above specifications.

**Internet Searching and Learning CME Activity:** A learner identifies a problem in practice and then researches the answer online using sources that are facilitated by an accredited provider. For the purpose of ACCME data collection, the ACCME includes Internet point-of-care learning, as defined by the American Medical Association, in the category Internet searching and learning. Providers that offer Internet searching and learning CME aggregate their data from all learners and report it as a single activity. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the Internet searching and learning CME activity. The number of participants equals the total number of persons who participated in Internet searching and learning as a CME activity. Each participant is counted once, regardless of how many times they participated or how many pages they viewed. For example, a provider offers Internet searching and learning CME and 50 physicians participate. Each physician spent 30 minutes participating in this activity. The accredited provider reports this as 1 Internet searching and learning CME activity with 50 physician participants and .5 hours of instruction.

**Jointly Provided Activity (ACCME and ACPE):** CME or CPE activity planned, implemented and evaluated by an accredited provider and a non-accredited entity. The accredited provider must take full responsibility for a CME activity when it is presented in cooperation with a non-accredited institution or organization and must use the appropriate jointly provided activity accreditation statement. For a CPE activity, the other entity can be an accredited or non-accredited organization or institution and the responsibilities for each provider must be included in a letter of agreement. A commercial interest cannot take the role of a non-accredited entity in a joint provider relationship.

**Co-sponsored Activity (ACPE):** CPE activity offered by an ACPE-accredited provider and other accredited or non-accredited organizations or institutions. Responsibilities for each provider must be included in a letter of agreement. A commercial interest cannot take the role of a non-accredited entity in a co-sponsorship relationship.

**Journal-based CME Activity:** Includes the reading of an article (or adapted formats for special needs), a provider stipulated/learner directed phase (that may include reflection, discussion, or debate about the material contained in the article(s), and a requirement for the completion by the learner of a pre-determined set of questions or tasks relating to the content of the material as part of the learning process. The ACCME does not consider a journal-based CME activity to have been completed until the learner documents participation in that activity to the provider.

Each article is counted as 1 activity. To calculate hours of instruction, the accredited provider specifies the amount of time required to complete the activity. The number of participants reported by the accredited provider equals the total number of individuals who completed the activity. Each participant is counted once, regardless of how many times they worked on the activity. For example, an accredited provider produces a journal that contains an article that is designated as a journal-based CME activity. Twenty physicians read the article, reflect on the content, and complete questions related to the content of the article. The physicians spend 1 hour on this activity. The provider would report this as 1 journal-based CME activity with 20 physician participants and 1 hour of instruction.

**Knowledge-based Activity (ACPE):** Designed primarily for pharmacists and pharmacy technicians to acquire factual knowledge (15-minute minimum)

**Learning Assessment:** Assessment of participants’ achievement of the learned content during or after an educational activity (formative and summative)

**Learning or Educational Objectives:** The take-home messages. Learning objectives are the roadmap guiding learners from the identified need and professional practice gap to the desired result or outcome.

**Learning from Teaching Activity:** Personal learning projects designed and implemented by the learner with facilitation from the accredited provider. The ACCME does not have special requirements for this activity type. The ACCME developed the learning from teaching label as a corollary to the *AMA PRA Category 1 Credits™*awarded directly to physicians for "Teaching at a live activity."

To report learning from teaching CME, accredited providers aggregate the data from all learners and count it as a single activity. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the learning from teaching CME activity. The number of participants equals the number of individuals who participated in this CME activity. Each participant is counted once, regardless of how many times they worked on the activity. For example, an accredited provider created a learning from teaching activity for 10 physicians. Each physician completed the CME activity in 2 hours. The accredited provider reports this as 1 learning from teaching CME activity with 10 physician participants and 2 hours of instruction.

**Live Activity:** Activities that provide direct interaction between faculty and learners, e.g., symposia, conferences, workshops, audio-conferences, videoconferences and webinars

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| **Manuscript Review CME Activity:** Based on a learner’s participation in a manuscript’s pre-publication review process. When calculating the number of **manuscript review CME activities**, accredited providers report each journal forwhich the manuscript(s) is being reviewed as 1 activity regardless of the number of manuscripts or reviewers. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the manuscript review CME activity. The number of participants equals the total number of learners engaged in reviewing manuscripts as CME. Each participant is counted once regardless of how many manuscripts they reviewed. For example, an accredited provider publishes 1 journal. During the course of the year, 25 physicians reviewed manuscripts for this journal. Each physician spent 2 hours on the review. The accredited provider reports this as 1 manuscript review CME activity with 25 physician participants and 2 hours of instruction.  |

**Mission Statement:** Statement consistent with the program goals specifically indicating the provider’s short-term intent in conducting CE activities including the intended audience and scope of activities

**Mobile Enduring Activity:** Enduring educational activity accessed on mobile devices at any time in any place

**Needs Assessment or Educational Need:** Need for education on specific topic(s) as the basis for planning CE activities. Why does the problem or practice gap exist?

**Non-commercialism:** Activities provide in-depth presentations with fair, full disclosure as well as objectivity and balance. Appropriate topics and learning activities are distinguished from those that are promotional or appear to be intended for the purpose of endorsing either a specific commercial drug or other commercial product or a specific commercial service

**Non-physician Participants:** Activity attendees other than MDs and DOs, such as nurses, pharmacists, physician assistants and other health professionals. Residents are also included in this category.

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| **One-to-one Learning:** Individualized active learning (e.g.,authentic clinical setting) providing close behavioral observationof both the instructor and learner in which the instructor can serve as a role model. Instruction can be more easily customized to the learner’s needs. **Other Income (ACCME):** Includes all income the accredited provider received for its CME activities and CME program that does not fall under commercial support or advertising/exhibit income. The most common examples of other income include activity registration fees, grants from government agencies or independent nonprofit foundations, and allocations from the accredited provider’s parent organization or other internal departments to pay for the CME unit’s expenses.  |

**Outcomes Assessment:** End result of an educational activity measured by behavioral or practice change. How will the information presented impact the behavior and/or clinical practice of the learner? How can this change be reasonably measured?

**Panel Discussion:** Provides learners the opportunity to hear differing viewpoints on a topic, issue, or problem. Purpose: knowledge dissemination

**Patient Outcomes (ACCME expected result):** Degree to which the health status of patients or a community of patients improve due to changes in healthcare professionals’ practice behavior and/or performance

**Patient Simulation:** Provides standardized method for healthcare professionals to compare their individual skills of diagnosis, treatment, and management of a patient. Purpose: develop skills and change behavior

**Peer-to-peer Learning:** Collaborative, guided instructional methods involving active learning that present opportunities for participants to formulate their own questions, discuss issues, explain their viewpoints, and engage in cooperative learning by working in teams on problems and projects. Peer-to-peer learning enhances the value of interaction and results in positive learning outcomes

**Performance (ACCME expected result):** Degree to which the participant actually incorporates changes in their practice that the activity intended for the participant to be able to do.

**Performance Improvement CME Activity:** Based on a learner’s participation in a project established and/or guided by a CME provider. A physician identifies an educational need through a measure of his/her performance in practice, engages in educational experiences to meet the need, integrates the education into patient care, and then re-evaluates his/her performance. To report performance improvement CME, accredited providers count each learning project as 1 performance improvement CME activity, regardless of whether it is created for an individual physician or a group of physicians. For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the performance improvement CME activity. The number of participants equals the total number of learners who participated in the learning project. Each participant is counted once, regardless of how many times they worked on the activity. For example, an accredited provider established a performance improvement learning project. Three physicians participated; each completed the learning project in 20 hours. The accredited provider reports this as 1 performance improvement CME activity with 3 physician participants and 20 hours of instruction.

**Pharmacy Technician:** Individual working in a pharmacy under the supervision of a licensed pharmacist who assists in pharmacy activities that do not require the professional judgment of a pharmacist

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| **Physician Participants:** Activity attendees who are MDs or DOs. Residents are *not* included in this category, but are included under non-physician participants.  |

**Planning Committee:** Persons chiefly responsible for the design and implementation of an educational activity

**Practice-based Activity (ACPE):** Designed for pharmacists and pharmacy technicians with didactic and practice components to instill knowledge, skills, attitudes, and performance behaviors in practice (15 hour minimum)

**Practice Gap:** What the target audience needs to be able to do or do differently in their practice - identifies activity learning objectives

**Print Enduring Activity:** Enduring educational activity in print format (e.g., monograph) that can be completed at any time in any place

**Problem-solving:** Provides learners an opportunity to solve a problem through the collection, application and assessment of information. Purpose: develop skills

**Professional Practice Gap:** The difference between ACTUAL (what is) and IDEAL (what should be) in regard to competence, performance and/or patient outcomes. What should be changed?

**Program:** Overall educational mission of an accredited provider (not an activity)

**Question and Answer Session:** Provides learner an opportunity for clarification and validation. Purpose: disseminate knowledge

**Regularly Scheduled Series (RSS) [ACCME]**: Course planned as a series with multiple ongoing sessions (offered weekly, monthly or quarterly) primarily planned by and presented to the accredited organization’s professional staff. Examples include grand rounds, tumor boards, morbidity, mortality conferences and journal clubs. Accredited providers report each RSS as 1 activity. In addition, accredited providers follow the following guidelines:

The cumulative number of hours for all sessions ***within*** a series equals the number of hours for that activity. Each physician is counted as a learner for ***each session*** he/she attends in the series.

For example: Internal Medicine Grand Rounds is planned for the entire year as 1 series. Participants meet weekly during the year for 1 hour each week. The accredited provider reports the series as ***1 activity*** with 52 hours of instruction. If 20 physicians participated in each session, total physician participants would be 1,040 (20 physicians per session multiplied by 52 sessions) for that ***single*** activity.

**Relevant Financial Relationships:** ACCME and ACPE focus on financial relationships with commercial interests during the twelve-month period preceding the time that the individual is being asked to assume a role controlling content of the CE activity. Relevant financial relationships are financial relationships in any amount occurring within the past twelve months that create a conflict of interest with the public.

**Role Play:** Provides learners an opportunity to experience common human relations problems and practice communication skills. Purpose: change attitudes

**Scope of Practice:** healthcare professionals’ responsibilities in their specialty area (what they are expected to know and do)

**Self-directed Learning:** Individual takes the initiative and responsibility for the learning process, selecting and managing his/her own learning activities that can be pursued at any time in any place (e.g., monographs, enduring Internet CE)

**Simulation:** Provides opportunities to practice skills. Purpose: develop skills and change behavior

**Skills Lab (hands-on):** Provides opportunities to practice skills. Purpose: develop skills and change behavior

**Stakeholder:** Person, group, organization, or system who affects or can be affected by an organization's actions

**Standards for Commercial SupportSM:** Standards to ensure independence from commercial interests in planning and implementing CE activities

**State-accredited Provider (ACCME):** Providers are accredited by a state/territory medical society that is recognized by the ACCME as an accreditor. State-accredited providers offer CME primarily to learners from their state or contiguous states as opposed to ACCME-accredited providers, which offer CME primarily to national or international audiences.

**Summative Evaluation/Outcomes Assessment:** Evaluation process in which outcomes data and analysis are used to show the degree to which the desired results (what should be) were achieved at the conclusion of an activity. Did participants learn what they were intended to learn and use the information?

**Supporter:** See Commercial Interest

**Symposium:** Live educational activity focusing on exchange of information and interaction on limited topics usually with a small number of participants

**Target Audience:** Group of individuals for whom an educational activity has been designed

**Test-item Writing CME Activity:** Based on a learner’s participation in the pre-publication development and review of any type of test item. Examples: multiple choice questions, standardized patient cases. Test-item writing CME activities may consist of either of the following processes:

When questions are written for an item pool and are later used to build a variety of tests, then building the questions for a single pool is counted as 1 activity. Examples: the Pediatric Item Writing Committee of the National Board of Medical Examiners or the second year clerkship exams at a medical school.

When questions, items, or cases are created for 1 specific test, then each test is counted as a separate CME activity. Example: multiple choice questions for the 2012 clerkship exam in pediatrics.

For hours of instruction, accredited providers specify the amount of time they believe a learner would take to complete the test-item writing CME activity. The number of participants should equal the total number of persons who engaged in the test-item writing CME activity. Each participant is counted once regardless of how many test items they write. For example, an accredited provider planned a CME activity where 5 physicians wrote test items for an American Board of Medical Specialties (ABMS) member board certification examination question pool. Each physician completed the test-item writing CME activity in 10 hours. The accredited provider reports this as a test-item writing CME activity with 5 physician participants and 10 hours of instruction.

**Videoconference** (also called a video-teleconference or visual collaboration): Live educational activity conducted at a specific time in which speakers and participants in two or more locations are able to interact via two-way video and audio transmissions simultaneously

**Webinar:** Live educational activity conducted online at a specific time emphasizing participant exchange of information and interaction in which still or motion video images may be viewed during audio presentations, and participants can interact with speakers verbally or by online chat

**Workshop:** Live educational activity emphasizing exchange of information, interaction, and skills development usually among a small number of participants

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