



**JOURNAL-BASED CE ACTIVITY INFORMATION**

**GENERAL INFORMATION**

A.S.P.E.N. prohibits programs that constitute commercial promotion. We support the *ACCME Standards for Commercial Support of Continuing Medical Education* in full. The standards for commercial support are located on the ACCME website at [http://www.accme.org/dir\\_docs/doc\\_upload/68b2902a-fb73-44d1-8725-80a1504e520c\\_uploaddocument.pdf](http://www.accme.org/dir_docs/doc_upload/68b2902a-fb73-44d1-8725-80a1504e520c_uploaddocument.pdf).

<p><b>Journal Article Title</b>  <a href="#">Interdisciplinary Strategies for Treating Oral Aversions in Children [JPEN-2015-06-172]</a></p>
<p><b>Journal Article Authors</b> <i>A current CV of the authors as well as disclosure/COI form must be provided</i>  <i>Example of author listing: Jane Doe, MS, RD, RN, Director of Patient Care, University Hospital, Any City, State</i>  <a href="#">Sarah Edwards, DO, Ann McGrath Davis, PhD, MPH, ABPP, Linda Ernst, M.S., CCC-SLP, Brenda Sitzmann, M.S., CCC-SLP, Amanda Bruce, PhD, David Keeler, RN, Osama Almadhoun, MD, Hayat Mousa, MD, Paul Hyman, MD</a></p>
<p><b>Journal Article Issue (Minimum of Issue Month and Year and Page Numbers if Known)</b>  <a href="#">November 2015</a></p>
<p><b>Needs Assessment.</b> <i>Please specify the sources used to determine the audience’s need for this program, which can be defined as the necessity for a specific topic identified by a gap in professional practice. Examples include but are not limited to: survey of the target audience, published survey of target audience, epidemiological data, national clinical guidelines, ABMS/ACGME or IOM Competencies, Joint Commission Standards, expert panels, peer reviewed literature, etc.</i></p>
<p><b>Professional Practice Gap:</b> <i>The topic selected has an identified practice gap. A professional practice gap is defined as a gap between what the professional is doing compared to what is achievable on the basis of current knowledge. Basically, what do you want participants to do that they are not currently doing? Gaps can be in knowledge, competence, performance, or patient outcomes and should be measurable in some way.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Knowledge: presence of experience</i></li> <li>▪ <i>Competence: knowing how to apply knowledge to practice</i></li> <li>▪ <i>Performance: doing it</i></li> <li>▪ <i>Patient Outcome: measuring patient records against the new knowledge</i></li> </ul> <p><b>For the program you are planning, please list the following:</b></p> <ol style="list-style-type: none"> <li>1. <b>Identified gap</b></li> </ol>

**2. Educational Objectives:** (List 3-5 learning objectives for the overall session. These objectives must relate to what attendees will accomplish towards closing the identified practice gap). *Objectives should complete the following sentence “Upon conclusion of this program, the participant will be able to...”. All objectives should be measurable. Words like appreciate, understand, review, etc. should not be used as they are not measurable and do not provide a solid outcome of what the participant is able to do after the program/educational intervention.*

Guidance on writing strong learning objectives can be found on a variety of internet sites, here are a few to provide guidance in writing learning objectives -

<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/developing-objectives>, <http://www.schreyerinstitution.psu.edu/Tools/LearningObj/>, <http://depts.washington.edu/eproject/objectives.htm>.

**3. Expected outcome/desired result of providing the program**

**4. Content Focus** (select one)

- Knowledge
- Competence
- Performance
- Patient Outcome

**Target Audience:** *Based on the identified practice gap and should be more specific than listing a discipline as all journal-based CE activities will be available for dietitians, nurses, pharmacists and physicians.*

#### **Education Design/Outcomes Evaluation**

This program will be designed to change (please circle one):

- Learner competence (changes in how to apply the knowledge to practice)
- Learner performance (changes in practice performance as a result of application of what was learned)
- Patient outcomes (changes in health status of patients due to changes in practice behavior)

#### **Evaluation Methods**

Those who participate in the journal-based CE program must pass a post test and complete a program evaluation. Article authors must submit 5 learning assessment questions to be used for the post test. Learning assessment questions should have correct answers clearly marked when submitted.

**The Accreditation Council for Continuing Medical Education (ACCME) prohibits providers from asking commercial supporters to suggest topics or speakers for educational activities**

#### **Checklist of Items Needed from Authors:**

- Current CV for each author
- Author disclosure/COI form completed
- Minimum of 5 learning assessment questions as related to the article with answers identified. *Questions should be related to the content presented in the article and should serve as a means to test the learners’ comprehension of the topic or application of the information in the article, not just a regurgitation of information written in the article.*
- Authors can also be relied upon to help identify the needs assessment and practice gap data.

## **A.S.P.E.N. Continuing Education Program Conflict of Interest Policy**

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A.S.P.E.N.'s educational mission is to impact patient wellness by providing evidence-based nutrition care information to health professionals. To assure credibility and effectiveness, we depend upon the continued participation of expert professionals in designing and presenting A.S.P.E.N.'s educational programs.

### **Background**

A.S.P.E.N. provides continuing education to physicians, pharmacists, nurses and dietitians and is accredited by the Accreditation Council for Continuing Medical Education (ACCME), Accreditation Council for Pharmacy Education (ACPE), American Nurses Credentialing Center (ANCC) and the Commission on Dietetic Registration (CDR). A.S.P.E.N. adheres to the ACCME's Standards for Commercial Support to ensure that all educational programs are balanced, evidence-based, and free from commercial influence. In compliance with these requirements, A.S.P.E.N. must obtain disclosures of any relationships with commercial interests that are relevant to the content of the program from all participants in the educational process. This includes, but is not limited to organizers, moderators, and speakers. Failure to disclose any commercial relationships will disqualify you from taking part in the planning and implementation of the educational activity.

Based on your disclosures, you may be asked to assist in resolving any potential conflicts of interest. We request your patience and cooperation as we adhere to these required processes. All relevant disclosures will be published to assist participants in making informed learning decisions.

A.S.P.E.N. is honored to request your participation as a presenter for our educational activity. We appreciate your additional compliance with the spirit of these guidelines. Thank you in advance for your cooperation. If you have any questions, please contact Michelle Spangenburg MS, RD Director of Education at 301-920-9127 [michelles@nutritioncare.org](mailto:michelles@nutritioncare.org).

### **Faculty Conflict of Interest Policy**

To maintain compliance and scientific integrity of our educational programs, all persons in a position to affect or control the content of an educational activity must adhere to the following.

1. Provide A.S.P.E.N. with information on relevant commercial relationships using the attached form. **A.S.P.E.N. may not confirm your participation prior to receiving this information, and resolving any perceived conflicts.**
2. Eliminate commercial bias. Whenever possible, classes or groups of similar products or treatment approaches should be discussed using generic rather than trade names. Varying or conflicting viewpoints should be explored.
3. Advertising may not be a part of educational materials or venue. Promotional activities may not occur during / in the space of an educational activity.
4. Recommendations for clinical practice will be supported by and will reference best-available evidence.
5. Scientific research used to support recommendations for clinical practice must conform to generally accepted standards of experimental design, data collection and analysis.

**Commercial Relationships Disclosure Form  
A.S.P.E.N. Continuing Education Program Conflict of Interest Policy**

Please Print Clearly

Name: \_\_\_\_\_

Circle one:      **Board Member**    **Committee Member**      **Moderator**      **Speaker**      **Author**      **Reviewer**

Title of Education Program/Committee: \_\_\_\_\_

Date and Location of Activity: \_\_\_\_\_  
(Ongoing activities, please list the start date. Nationwide activities please list location as US, Committee members, please list the dates of the committee term.)

**Policies**

- I have read the Conflict of Interest policy and agree to abide by the stated terms.
- I am presenting a discussion of off-label use for a product regulated by the FDA, and will advise the participants.

**Disclosure Process:**

1. If, within the last 12 months, you or your spouse had a financial relationship with a commercial interest - any entity producing, marketing, re-selling, or distributing healthcare goods or services consumed by or used on patients, AND that relationship has the *potential* of influencing you regarding the development of educational content, you have a *potential* conflict of interest. This relationship is relevant and must be disclosed. For this purpose we consider the relevant financial relationships of your spouse or partner that you are aware of to be yours. Providers of clinical service directly to patients are not considered commercial interests. This includes: some 501c non-profit organizations, government organizations, non-healthcare related companies, liability insurance providers, group medical practices, for-profit hospitals, for-profit rehabilitation centers, for-profit nursing homes, blood banks, and diagnostic laboratories.

If your topic is not related to products or services of a commercial entity with whom you have a relationship, nor could the relationship provide incentive for you to develop or present content that might benefit the value of that relationship, you are not required to disclose that relationship.

2. Describe what you or your spouse/partner received (ex: salary, honorarium etc). A.S.P.E.N. does NOT want to know amounts.
3. Describe your role

Commercial Interest	Nature of Relevant Commercial Relationship (Include all that apply)	
	What I received	My Role
<input type="checkbox"/>	<b>I and/or my spouse or partner have no relationships with commercial interests to disclose</b>	
<input type="checkbox"/>	<b>I refuse to disclose, and understand that refusal will prevent my participation in this activity.</b>	

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**What was received:** 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.

**My Role(s):** Employment, management position, independent contractor (including contracted research), consulting, speaking and teaching, membership on advisory committees or review panels, board membership, and other activities.