



Guidelines for Speakers

1. All recommendations involving clinical medicine in a CME/CE activity must be based on evidence that is accepted within the profession of medicine as adequate justification for their indications and contraindications in the care of patients.
2. All scientific research referred to, reported on or used to support or justify a patient care recommendation must conform to the generally accepted standards of experimental design, data collection and analysis.
3. Content should promote improvements in quality of care and not a specific business or commercial interest.
4. Discussion of therapeutic options must be balanced and free of bias. If commercial products are discussed, the session must present objective information about those products, based on generally accepted scientific evidence. If product names are used in a presentation, only the generic name should be used. In those cases where a trade name is necessary for clarity, all product names should be written as generic (trade name).
5. Commercial support must be disclosed to the learner. Commercial support would be any monetary or in-kind support received from any entity producing, marketing, re-selling or distributing health care goods or services consumed by, or used on, patients. Private foundations, government agencies, hospital systems are not considered commercial entities.
6. All speakers must sign a disclosure statement regarding the existence of any relevant financial interest and/or other relationship(s) they and/or their spouse/legally recognized domestic partner might have with the manufacturer(s) or provider(s) of any commercial product(s) or service(s).
7. Presenters must include a **conflict-of-interest slide** as part of their presentations even when there is nothing to disclose

Example: Dr. Smith has disclosed that she is a speaker for XYZ company and is a board member of ABC corporation or
Dr. Smith has no financial conflict of interest relative to this activity.

Learning Objectives

Learning Objectives should present a clear and reasonably specific statement of what the activity is designed to accomplish. The objectives should be framed in terms of the expected changes in professional practice gaps in the areas of competence, performance and/or patient outcomes. The action verbs listed below can be a guide for the creation of strong learning objectives.

KNOWLEDGE

cite	identify	read	repeat	tell
count	list	recite	select	trace
define	name	recognize	state	update
describe	point	record	summarize	write
draw	quote	relate	indicate	

COMPREHENSION

assess	contrast	distinguish	interpolate	restate
associate	demonstrate	estimate	interpret	review
classify	describe	explain	locate	translate
compare	differentiate	express	predict	
compute	discuss	extrapolate	report	

APPLICATION

apply	employ	match	relate	sketch
calculate	examine	operate	report	solve
choose	illustrate	order	restate	translate
complete	interpolate	practice	review	treat
demonstrate	interpret	predict	schedule	use
develop	locate	prescribe	select	utilize

ANALYSIS

analyze	criticize	diagram	infer	question
appraise	debate	differentiate	inspect	separate
contract	deduce	distinguish	inventory	summarize
contrast	detect	experiment	measure	

SYNTHESIS

arrange	construct	formulate	organize	produce
assemble	create	generalize	plan	propose
collect	design	integrate	prepare	specify
combine	detect	manage	prescribe	validate
compose	document			

EVALUATION

appraise	critique	evaluate	rank	revise
assess	decide	grade	rate	score
choose	determine	judge	recommend	select
compare	estimate	mesaure	record	test

SKILL

demonstrate	hold	massage	pass	visualize
diagnose	integrate	measure	percuss	write
diagram	internalize	operate	project	
empathize	listen	palpate	record	

ATTITUDE

acquire	exemplify	plan	reflect	transfer
consider	modify	realize	revise	