

REQUIRED INFORMATION FOR ENDURING MATERIAL ACTIVITY BUILD

- Recordings/videos must be submitted via File Locker or Microsoft Teams
 - **Video Format:** AVI/MP4
 - Videos must be less than 4GB
 - **Audio Format:** MP3
- Minimum of three learning objectives per module
- Speaker name and email address (ensure speaker or speakers have an electronic Conflict of Interest Disclosure on file)
- Activity description
- Slide Deck, Handouts, or any other resources if applicable (*PDF or PowerPoint format only*)
- Provide document with post-test and/or pre-test questions
 - Minimum of three multiple choice questions per activity or module
 - Indicate correct answer choice
 - Include citation and rationale for each question
 - One reflection question

CLOUDCME ACCOUNT CREATION

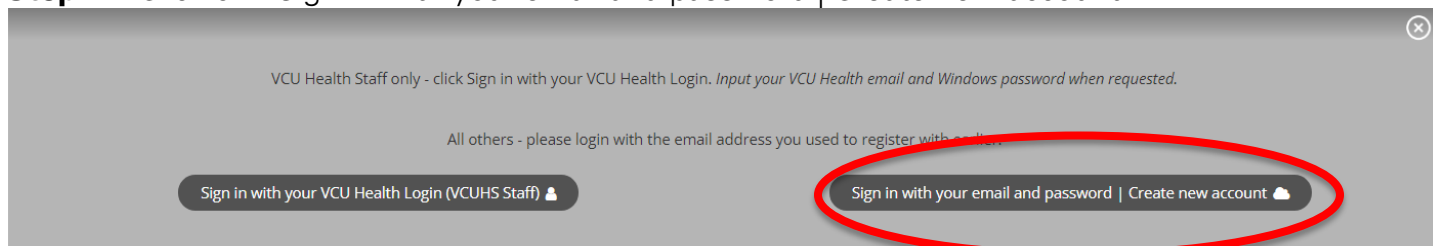
VCU Health Faculty & Staff

The steps below **are not** for VCU Health faculty & staff. VCU Health faculty & staff should click Sign in with your VCU Health Login (VCUHS Staff) and use their current VCU Health email address and password to access automatically created CloudCME accounts.

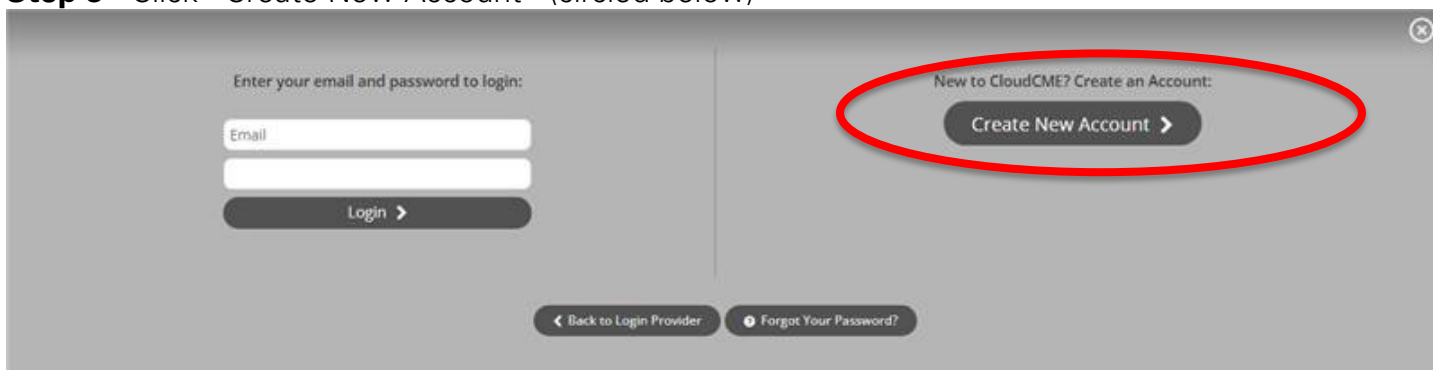
How to create an account in CloudCME®

Step 1 - Go to the Attendee Portal at <https://vcu.cloud-cme.com> and click "Sign In"

Step 2 - Click on "Sign in with your email and password | Create new account"



Step 3 - Click "Create New Account" (circled below)



Step 4 - Complete all the fields on the screen, making sure to make note of your password, then click "Create Account." You will receive a pop-up message indicating your account was created.

Step 5 - Click "Sign In" again and enter your email address and the password you entered in Step 4 and click "Login"

Step 6 - The system will prompt you to complete your profile. If it does not, please click "My CME" or "My CE," click on "Profile," complete your profile information, and click "Save" to finish setting up your account.

Pharmacists/Pharmacy Technicians: Be sure to enter both your NABP number and mm/dd in the Profile to ensure credits can be awarded.

Physicians Claiming MOC Credits: Be sure to enter you board ID numbers, as well as your birth month and day in the Profile to ensure credits can be awarded.

HOW TO ACCESS THE CONFLICT-OF-INTEREST DISCLOSURE (COI) FORM

- Log in to CloudCME account: <https://vcu.cloud-cme.com/default.aspx>
- Select “Faculty” (at top of screen)
- In the Global Tasks section, complete the “Disclosure of Financial Relationships form” by selecting “Begin” or “Update”

Mitigation of Conflict of Interest (COI) Form

To be completed by a Non-Conflicted Activity Director, Planning Committee Member, CE Staff, or Non-Conflicted Appointee.

Name of Person with Conflict:		Activity Date:	
Activity Title:			
Individual's Role:	☐ Academic Planner /Planning Committee	☐ Speaker/Case Presenter/Author	☐ Moderator (without content)

Conflicts of Interest

What is a conflict of interest?

VCU Health Continuing Education considers financial and non-financial relationships to create actual conflicts of interest in CE when individuals have both a relationship with an ineligible company and the opportunity to affect the content of CE about the products or services of that company. An ineligible company is one whose primary business is producing, marketing, selling, re-selling, or distributing health care products used by or on patients.

Where is the conflict?

When the provider's interests are aligned with those of an ineligible company, the interests of the provider are in "conflict" with the interests of the public. The interests of the people controlling CE must always be aligned with what is in the best interests of the public.

How do these circumstances create a conflict of interest?

The potential for increasing the value of the relationship with the ineligible company creates an incentive to influence the content of the CE – an incentive to insert commercial bias. Commercial bias is prohibited in CE.

Mitigating COIs for Individuals in their Role as Planning Committee Members

Select all that apply:

- ☐ The above named individual recused him/herself from planning content in the conflicted area.
- ☐ The individual divested him/herself of the financial relationship with the ineligible company.
- ☐ A peer review will be performed to mitigate potential COI.
- ☐ The individual's role will be limited to aspects not related to the declared conflict.
- ☐ The individual will be paired with a non-conflicted individual to ensure commercial bias is not present.
- ☐ All aspects related to the individual's role will be reviewed by the appropriate CE review committee.
- ☐ The individual's conflict has been deemed immitigable, and they will be considered ineligible to plan, present, author, or review any aspect of this activity.

Mitigating COIs for individuals who are moderators.

The individual named above will only serve as a moderator and has no involvement with content for this activity.

Mitigating COIs for Individuals in their Role as Speakers/Authors

Select one or more of the following options:

- ☐ The individual divested him/herself of the financial relationship with the ineligible company.
- ☐ A peer review will be performed to mitigate potential COI.
- ☐ The individual's role will be limited to aspects not related to the declared conflict.
- ☐ The individual has been instructed to refrain from making recommendations on topics in which the conflict(s) exist(s).
- ☐ The individual has been instructed to base all recommendations on peer-reviewed data (this must be paired with another mitigation method).
- ☐ The individual was instructed to limit presentation content to data and information while other presenters addressed the implications and made recommendations.
- ☐ The individual was instructed to limit the sources for recommendations to those identified by the Course Director (e.g. summaries from the systematic reviews of the Cochrane Collaboration, summaries from the AHRQ Effective Health Care Program, etc.).
- ☐ The individual's conflict has been deemed immitigable, and they will be considered ineligible to plan, present, author, or review any aspect of this activity.

CERTIFICATION: I certify that the information I have provided is true and complete to the best of my knowledge. I understand that it is a requirement of VCU Health Continuing Education to provide documentation of COI resolution prior to the CE activity. **If I am the Activity Director I also certify that the content validation for all presentations has been assured.**

Name of Person Completing this form:

Date of Form Completion

Select your role in this activity:

- ☐ CE Staff Member
- ☐ Non-conflicted Activity Director
- ☐ Peer-Reviewer
- ☐ Non-conflicted Planning Committee Member

USE OF AI IN ACCREDITED CONTINUING EDUCATION ACTIVITIES

Terms to Know

- **AI-Assisted Content:** Educational content created or adapted with AI tools in partnership with human authors, where AI influenced structure, wording, or analysis.
- **AI-Generated Content:** Educational content that was primarily produced by AI, with minimal human input prior to initial generation.
- **AI Hallucinations:** A response produced by an artificial intelligence program or tool that appears to be accurate or plausible but that contains inaccurate or misleading information.

Transparently Disclose AI Use

When AI is used in the creation or development of educational content, educators and accredited CE providers should disclose its use. This is especially true when the tools are used to generate, modify, or analyze educational materials. The disclosure of AI use in educational content creation aligns with the principles of informed engagement and the *Standards for Integrity and Independence in Accredited Continuing Education*, which help uphold learner trust in accredited continuing education. Routine spelling or grammar tools do not require disclosure.

VCU Health Continuing Education requires faculty to disclose to learners when content was created or edited with AI assistance, including slides, written materials, or assessments.

Include the following at the start of presentations created with AI:

- Disclose the name, version, and date of use of the AI tool.
- Identify if the educational content contains AI-Assisted content or AI-Generated content.
- Describe the purpose for which AI was used, such as drafting, data analysis, or assessment creation.
- Confirm that outputs were verified by a human reviewer.

For AI-generated materials that are fixed, meaning they are created once and then distributed (e.g., slides, handouts, assessments), VCU Health Continuing Education requires that these AI generated outputs are:

- Reviewed and approved by named, qualified individuals before dissemination to learners.
 - Identified, experienced clinicians should have oversight and confirm that recommendations and outputs are accurate, scientifically valid, unbiased, and reliable.
- Checked for factual errors or “AI hallucinations.”
- Screened for bias or stereotyping in clinical or demographic representations.
- Accompanied by version control and traceability, indicating who reviewed what, and when.

Reference:

ACCME. (2026). *Urgent alert on the use of AI in accredited CE*. <https://accme.org/news/urgent-alert-on-the-use-of-ai-in-accredited-ce/>



ce.vcuhealth.org

Guidance for Writing Reflection Questions for Continuing Education Enduring Materials

Purpose

Reflection questions encourage learners to think critically about new knowledge, skills, and professional behaviors presented in a Continuing Education (CE) activity. Well-designed reflection questions help learners connect educational content to their current practice, identify opportunities for improvement, and develop plans for implementing change.

Unlike knowledge-check questions that assess recall of information, reflection questions promote self-assessment, active learning, analysis, application, and commitment to practice change.

REFLECTION QUESTION EXAMPLES

Knowledge Integration

- What was the most meaningful concept you learned from this activity, and why was it significant to you?
- How does the information presented in this activity connect with your existing knowledge or experience?
- Which concept challenged your current understanding, and how has your perspective changed?

Application to Practice

- How can you apply the information from this activity in your professional role?
- What is one strategy or approach from this activity that you plan to incorporate into your practice?
- In what situations do you anticipate using the knowledge or skills gained from this activity?

Critical Thinking

- What factors should be considered when applying the principles discussed in this activity?
- How might you adapt what you learned to meet the needs of different populations, settings, or circumstances?
- What questions remain for you after completing this activity?

Problem-Solving

- How could the information presented help you address a challenge you currently face in your practice?

- Describe a situation where the concepts learned in this activity could improve outcomes or decision-making.
- How would you explain a key concept from this activity to a colleague?

Self-Assessment

- What strengths and areas for growth did you identify while completing this activity?
- How confident are you in applying the concepts presented, and what additional support might you need?
- What gaps in your knowledge or practice did this activity help you recognize?

Commitment to Action

- What is one specific action you will take as a result of this activity?
- How do you plan to implement your learning within the next 30 days?
- How will you measure the impact of the changes you make based on this activity?