



What can CECBEMS do for you?

- Relieve you of the time-consuming task of reviewing programs
- Ensure that EMS providers in your state choose CE providers that meet national standards for
 - ✓ Educational design and implementation
 - ✓ Record keeping
- Help you verify CE records submitted for license renewals

Go to <http://cecbems.org/reviewers/Default.aspx> to see a list of CECBEMS reviewers. See the checklist they use to assess distributed learning CE activities attached to this message.

*www.cecbems.org 972.247.4442 or 972.841.9531
lsibley@cecbems.org*



Case Study #1: Joe EMT has recently moved to your state and has submitted his application for a license. When you review Joe's CE record, you find several certificates from a CE provider know nothing about. In fact, the certificates submitted for this CE provider appear to be copied and maybe even altered. When you question Joe in person about the certificates he fidgets nervously and responds with answers that do not exactly add up. What can CECBEMS do for you?

First, you can check the list of CECBEMS-accredited CE providers at <http://cecbems.org/providers/Default.aspx>. If the provider in question appears on the list, you can request CECBEMS' verification of Joe's CE record. Because all CECBEMS-accredited providers must report course completions to the CECBEMS Accreditation Management System (AMS), a record of the CE described on the certificates will appear in the AMS. If CECBEMS can verify the certificates you can be reasonably sure that Joe actually completed the courses, that those courses met nationally recognized standards as determined by EMS professionals, and that the CE record is maintained both by the CE provider and by CECBEMS. If not, you will need to investigate further and CECBEMS will assist in any way it can.

Case Study #2: You are sitting at your desk trying to work through the ever-growing stack of papers in your in-basket and respond to email messages. You have two fewer staff persons than you had eight months ago and the state has imposed a hiring freeze. You are not counting on a hiring "thaw" any time soon. In addition, you know that even if you had two additional staff members at this very moment, you still would not have enough human beings to handle the workload. At this point, your Blackberry sounds an alert that reminds you that you are due at a strategic planning session in fifteen minutes and will probably be there for the remainder of the day. Ever present in the back of your mind is a genuine concern for the citizens who are counting on you to contribute to their safety and well-being. What can CECBEMS do for you?

If your workload includes reviewing, approving, evaluating, and verifying continuing education activities, you can turn all or part of those duties over to CECBEMS. Below are details about the CECBEMS accreditation process.

CECBEMS can...

- **Relieve you of the time-consuming task of reviewing programs**
CECBEMS' reviewers include physicians and EMS providers with experience in clinical EMS and /or EMS education. These reviewers participate in a process that is designed to relieve your office of the time consuming task of approving CE activities and CE providers along with the accompanying evaluation and auditing activities.
- **Ensure that EMS providers in your state choose CE providers that meet national standards for educational design and implementation.** When you accept or require CECBEMS-accredited courses, you know that EMS providers will participate in CE that is planned carefully and implemented effectively. See the attached checklists used by CECBEMS reviewers to assess distributed learning applications. Go to <http://cecbems.org/reviewers/Default.aspx> to view a list of CECBEMS' reviewers.



- **Ensure that EMS providers in your state choose CE providers that meet national standards for record keeping.** CECBEMS accredited CE providers must maintain a copy of student records for three years and report student course completions to CECBEMS' Accreditation Management System (AMS) where they are kept permanently.
- **Help you verify CE records submitted for license renewals**
State offices and NREMT can verify course completion records submitted for licensing and certification purposes by contacting CECBEMS for access to student records.

By the way, an excellent way to become thoroughly familiar with the CECBEMS process is to become a CECBEMS reviewer. Go to <http://cecbems.org/reviewers/reviewerApp.aspx> to submit an application.

If you have comments, suggestions, questions, complaints, kudos, or **ideas for ways CECBEMS and state EMS offices can work together**, please let us know. Our goal is to make your job easier. Do not hesitate to share your thoughts by telephone at 972-247-4442 or 972-841-9531 and by email at Lsibley@cecbems.org.

Distributed Learning Activity Checklist

This form is designed to be filled out and submitted online. If online submission is not convenient, you may download and complete it on your PC or print and complete it by hand.

If you are submitting online, put your name and the course number and title in the dialog box. Then respond to each item by clicking on the appropriate response and filling in the *comments box* as appropriate. When you are done, click on *submit*.

If you are completing the form on your PC, please **bold** *yes* or *no* as appropriate. If your response to a question does *not* use as much space below that question as needed to type your explanation. Then, submit the form via e-mail.

If you are completing this form by hand, circle your answer and use the space below that question to explain a *no* response. Then, submit via fax or mail.

Indicate your response to all questions, regardless of your final decision.

Confidentiality policy: No CECBEMS member, staff, reviewer, or other individual affiliated with CECBEMS or any of its sponsoring organizations may release to any person any materials or information submitted to or produced by CECBEMS, its members, staff, or reviewers in connection with a continuing education activity review conducted by CECBEMS without approval from CECBEMS and the express written consent of all parties to the review.

No CECBEMS member, staff, reviewer, or other individual affiliated with CECBEMS or any of its sponsoring organizations may release to any person copyrighted material received in connection with a CECBEMS continuing education activity review without approval from CECBEMS and the express written consent of the copyright holder to such a release.

Conflict of interest policy: No reviewer may participate in the assessment of an organization or a course submitted by an organization with which the reviewer is affiliated. In the case of an association that is submitting an organizational accreditation application or a course for review, a reviewer may be a *member* of that association, but not a board member, officer or paid employee of that association.

1. Does this application include a **letter of support** as Attachment A?
2. Does that letter demonstrate appropriate support for this activity?
3. Is the **activity sponsor** an educational institution; a national, state, regional, or local agency association; a for-profit corporation, a non-profit corporation, or hospital; any combination of the above; or other appropriate CE provider?
4. Is the **co-sponsoring organization's** role (if a co-sponsoring organization is listed) appropriate, free from conflicts of interest, etc.?
5. Are the **contractual relationships** (if any) described in the application sufficiently explained?
6. Are all requested **CVs of instructor/author/planning committee** included as Attachment B?

7. Do the **CVs** included reflect sufficient education and experience for the role the individual plays in the development of this activity?
8. Does the process for **exam administration and scoring** described in the application reasonably allow for integrity and credibility of the exam administration and scoring process?
9. Does the process reasonably provide for distribution of **certificates** to participants who completed the exam?
10. Does the **certificate** clearly state the activity title, # of CEH, and category of CEH?
11. Is the CECBEMS approval statement included on the **certificate** and is it stated accurately?

This continuing education activity is approved by the Continuing Education Coordinating Board for Emergency Medical Services (CECBEMS).

or

Continuing Education Hours have been applied for through the Continuing Education Coordinating Board for Emergency Medical Services (CECBEMS).

12. Do the following statements appear on the **certificate**:

You have participated in a continuing education program that has received CECBEMS approval for continuing education credit. If you have any comments regarding the quality of this program and/or your satisfaction with it, please contact CECBEMS at: CECBEMS -5111 Mill Run Road - Dallas, Texas 75244 972.387.2862 lsibley@cecbems.com

This continuing education activity is approved by the Continuing Education Coordinating Board for Emergency Medical Services (CECBEMS).

13. Is the **certificate** signed by the activity coordinator?
14. Does the mechanism for **maintaining records** provide reasonable security and availability?
15. Is a letter and CV included from a physician who has reviewed and approved the content of this activity?
16. Do the **marketing materials** describe this activity accurately?
17. Do the **marketing materials** contain any statements that are misleading, deceptive or discriminatory? If so, please specify those statements.
18. Do the **marketing materials** give clear directions for accessing the activity?
19. Are registration fees clearly identified in the **marketing materials**?
20. Is the CECBEMS approval statement on the **marketing materials** accurate?

This continuing education activity is approved by the Continuing Education Coordinating Board for Emergency Medical Services (CECBEMS).

or

“Continuing Education Hours have been applied for through the Continuing Education Coordinating Board for Emergency Medical Services (CECBEMS).”

21. Is this **topic** related to EMS practice, education, operations, or management?
22. Is the number of CEH requested for this **topic** consistent with the time required to read the lesson material and respond to the exam items (**Use the attached CEH Hour Assignment Worksheet to help you determine the answer to this question**)?
23. Is the **topic** appropriate for the category requested (**see the attached Definitions of CECBEMS Categories**)?
24. Is the **instructional format** selected for this topic appropriate?
25. Are **prerequisites** necessary for this activity?
26. If so, are appropriate **prerequisites** included?
27. Is the **content** of the material relevant for the intended audience?
28. Is each **learning objective** appropriate for this activity and audience?
29. Does the **instructional content** provide adequate and appropriate information to the participant to support each learning objective?
30. **Use the attached Item Writing Checklist to evaluate the exam items.**
31. Are the **references** listed appropriate for the topic content?
32. Are the **references** current and credible?
33. Are the **references** noted appropriately in the text of the content?
34. Do the **reference** citations comply with the CECBEMS Style sheet ?
34. Is the cut-off score for the **exam** as a whole appropriate?
35. If an explanation is provided for a cutoff score of less than 70%, do you feel that the rationale is reasonable?
36. Does the program allow the participant to print a certificate? If so, does the certificate print with the correct number and category of CEHs?
37. What happens if the participant does not make a passing score on the test? Is there a process for reviewing and retesting on objectives that are not mastered?

Is there a mechanism whereby a participant can question and receive an explanation regarding topic content? Is this mechanism appropriate and easy to access? Is the response timely?

38. Is there a mechanism whereby a participant can question and receive an explanation regarding examination performance? Is this mechanism appropriate and easy to access? Is the response timely?
39. Is the strategy to protect and provide data access to administrators, instructors, and participants satisfactory? Does this strategy provide for a three-year access period after activity completion?
40. Does the **evaluation** allow for measurable responses?
41. Does the **evaluation** provide for constructive feedback?
42. Does the plan for using information gained from participant **evaluations** provide for appropriate improvement?

Final Decision

I recommend approval of this topic. Yes No

The following items must be addressed before I recommend approval of this topic:

Additional Comments:

Reviewer's Name (printed) _____

Reviewer's Signature _____

Continuing Education Coordinating Board for Emergency Medical Services
CEH Work Sheet

Please respond to the flowing questions.	Minutes for this topic
What is the word count for this activity divided by 200 wpm? OR, if this is not a print material, how long is required to listen to or otherwise work through the material?	
If any of the following graphic elements are present, how many minutes would you assign for each (0, 5, 10, 15, 20, 25, 30 minutes?)	
Arteriograms	
Tables	
Glossaries	
Video Case Studies	
Graphs	
Charts	
Diagrams	
Case Studies	
Photographs	
CT Scans/X-Rays	
Other	
What degree of difficulty would you assign to this activity (indicate below)? Minutes assigned (+ or -) for degree of difficulty. You may assign "0" for a moderate degree of difficulty; 5, 10, 15, 20, 25, 30 minutes for a high degree of difficulty; or deduct 5, or 10 minutes for a low degree of difficulty.	
Low degree of difficulty: The vocabulary is not technical and the content could be comprehended by a provider with minimal education and experience.	
Moderate degree of difficulty: The vocabulary contains some technical terms and the content could be comprehended by a provider with average education and experience.	
High degree of difficulty: The vocabulary contains a number of technical terms and the content is complex (for example, detailed treatment guidelines and/or criteria for diagnosis of the complications of trauma). Comprehension would require a high level of training and experience or material contains new and complex subject matter.	
How many test items is the student required to answer? (The guidelines allow one min per test item.)	
Are there any other factors present in this activity that would reasonably add to the time required to complete this activity? If yes, please specify below and indicate the number of minutes added at right.	
TOTAL Minutes	

Continuing Education Coordinating Board for Emergency Medical Services

Item Writing Work Sheet

Please respond to the following questions. **If you respond *no* to any question on the checklist, please note the question number in the Item # column.** If some of the applicant's exam items do not meet the requirement addressed in the question, please add any comment that you think will clarify your assessment.

STEMS:	YES	NO	Item #
Are all stems clear and verbally uncomplicated?			
Does each stem provide enough information for the reader to anticipate the answer before reading the responses?			
Are all stems constructed to be either an incomplete statement or a direct question?			
Do all stems avoid repetition of words in responses?			
Do all stems include all words that would have to be repeated in each of the responses?			
Do all stems avoid negatively stated items? (Negatives in the stem usually require that the answer be a false statement.)			

RESPONSES:	YES	NO	Item #
Are all incorrect responses plausible and attractive?			
Do all incorrect responses avoid using humor and superfluous wording as they indicate incorrect responses and fail to test the student's knowledge of the subject matter?			
Are all responses uniform in length and devoid of unnecessary technical wording.			
Do responses avoid making the correct response longer and more technical than the distractors?			
Is the placement of correct responses (a, b, c, etc.) balanced throughout the exam?			
Do the exam items avoid the responses "All of the Above" or "None of the Above"?			
Do the exam items avoid all use of "True or false" questions?			
Is each item independent so as not to reveal the answer to another item in its wording?			
Do correct responses clearly stand out as the one that experts in the field would recognize as the best answer?			
Do distractors represent unsafe practices or commonly held misconceptions and are they plausible?			

ITEMS:	YES	NO	Item #
Are all items written to assess knowledge of meaningful facts and concepts, not trivial information?			
Is each item specific enough to pose only one question or problem and is each distractor related to that question?			
Are all questions directly related to the objectives outlined at the beginning of the presentation?			
Is there a minimum of three post-test items per stated objective?			
Do at least half of all the post-test items require higher order thinking where respondents will need to <i>apply</i> information that they were provided in the presentation material rather than give a rote-memory answer directly from the text?			

Comments: