

Educational Activity Development Guide

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Questions?

Contact AST National Office
info@myAST.org
856-439-9986

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ACTIVITY DEVELOPMENT: BEFORE YOU BEGIN



Have you reviewed past and current AST activities at [myAST.org/education](https://myast.org/education) to make sure your idea is not a duplicate?

Some general questions to ask first are:

- Does this idea fit in with your Community of Practice's strategic plan?
- Does this idea align with AST's Long Term Envisioned Future as described in the society's [strategic plan](#)?
- Does this activity meet a need that is not met elsewhere by AST or another society?

If the answer is "yes" to at least one of these questions, then you have a solid foundation and are encouraged to keep going. If you can't answer "yes" to any of these questions, then your activity will likely not make it through the approval process. You may wish to reconsider your idea before starting the process.

What types of activities have to follow the AST Educational Activity Development Process?

Any activity designed to deliver education to transplant professionals or the medical community at large, no matter the breadth or scope, must be submitted to the AST Education Committee using the Educational Activity Development Form, prior to being presented to the AST Board of Directors. For example: webinar, podcast/audio recording, meeting, consensus conference, etc.

Are there any types of activities that DON'T have to follow the AST Educational Activity Proposal Process?

The following types of activities have a different process for approval:

- **White paper/opinion paper/manuscript seeking AST endorsement:** there is a separate process in place for creation, review and approval of white papers and other publications, which involves the assignment of board reviewers. Review the [manuscripts policy](#) before you begin.
- **Activity created by AST members but not seeking AST endorsement/using AST's name:** if an individual or group of individuals who happen to be members of AST or an AST COP create an educational activity or paper for another society/organization or for individual use, they are not required to follow this proposal process as long as there will be no mention of AST as a contributor on the activity. These types of programs are considered independent acts by individuals, not sanctioned educational activities of AST.
- **Endorsement of activity or paper created outside of AST:** there is a separate [endorsement policy](#) to address requests for AST endorsement of activities created by other parties who wish to use AST's name.
- **Surveys:** General surveys, especially needs assessment surveys, are not considered educational activities in and of themselves, therefore education committee review/approval is not required, but board approval is generally required. Contact the AST National Office for more information. *However, if you plan on taking survey results and using them to drive an educational activity, then you would follow this Educational Activity Development Process.*

Now let's get more specific:

Who is your audience?

Whether your activity serves a specific subspecialty or is applicable to anyone in transplantation and related fields – or even patients – you should be able to clearly state for whom this activity is designed.

What are the learning objectives?

Without specific, measurable objectives, a great topic may stall. Don't just think about the topic you want to deliver, but also think about what the attendee will be able to do with the content. Appendix A of this guide shows what words to use – and not use – when writing educational objectives.

What gap in knowledge/practice does this activity address?

This is one of the most important questions to ask. So that we can make sure AST is producing the most valuable education possible, and in some cases to increase our chances of external funding, we have to make sure that we can **prove** the activity fills a need that is not already being met elsewhere.

So how can you prove that there's a need? A narrative summary of why you think there is a need is a great start, but you'll need some "hard facts" to support your case. Peer-reviewed journal articles, literature reviews, QI data, patient outcomes data, performance data, and so on are all great examples.

What's the best delivery format?

This might be tough for you to answer and you might need help from the education committee to decide – that's OK! But it is useful for you to think about what delivery formats may or may not work for your idea. There are options to choose from on the proposal form.

Other frequently asked questions:

Who can propose an educational activity?

An idea for an educational activity can come from an AST Community of Practice, Advisory Council, or Committee, an individual AST member, or a non-member. So basically, anyone with a good idea!

What if the board has already approved our COP initiative, can we skip the process?

No. The board's approval of initiatives during the American Transplant Congress is an approval of ideas/concepts for your COP to focus on, but that approval is not a green light to do the actual project. Before you begin the actual work, you must complete the Educational Activity Development Form. The education committee will help you make sure that you have the appropriate resources, and then the board will review your activity and decide whether to give final approval.

What if our COP comes up with a new idea that was not part of our board-approved initiatives?

This is great! All you need to do is contact the AST National Office, who will send an FYI to the board that you are considering a new initiative. As long as there are no concerns, you will proceed with the Educational Activity Development Form to flesh out your idea.

How long does the proposal/review process take?

The minimum amount of time needed for the review process – from submission of your form to board review/decision – is approximately 4-6 weeks and depends on scheduled education committee and board conference calls/meetings. *This process can ultimately take several months depending on the complexity of the proposal and whether or not revisions are required after first round review.*

What are some reasons an activity may be declined?

Declined activities may include: those requiring unreasonable amounts of financial support or manpower, those that do not fit with any area of AST's strategic plan, those that are duplicative of other widely-available resources, or those that are found inappropriate for any other reason.

Can I resubmit an activity that has been declined?

Declined activities may be re-submitted after the identified problem areas have been remedied.

The AST Educational Activity Development Process



The Idea
An idea for an educational activity can come from anywhere: a COP, a Committee, or an individual member. If the idea is a board-approved initiative, proceed to the next step, if not....

Not board-approved?
An FYI must be sent to the board before any work begins! Contact the National Office.

Completing the Form
Complete the Educational Activity Development Form and send it to the National Office. Your form will be reviewed by staff before going to the Education Committee.



Education Committee Review
Education Committee reviews the form and provides feedback; the primary activity contact may be asked to join the next committee conference call.

The Form is Approved
An AST staff person forwards the form to the Board of Directors.

The Form is Returned with Feedback
The Education Committee communicates suggestions and the proposal is resubmitted.

The Form is Denied
Support of the decision to deny will be provided to the primary activity contact. Proposals can be resubmitted after the problem areas have been remedied.

Board of Directors Review
The Education Committee assigns a project liaison who joins the next board or executive committee call to present the form.



The Project is Approved
The appropriate parties will be notified by AST staff so that work on the activity can begin!

The Project is Returned with Feedback
The proposal is resubmitted with changes.

The Project is Denied
Support of the decision to deny will be provided to the author(s). Proposals can be resubmitted after the problem areas have been remedied.



Project Execution and Evaluation
The project is formally evaluated and a report is sent to the Education Committee and Board.

ADDITIONAL DETAIL ON THE AST EDUCATIONAL ACTIVITY DEVELOPMENT PROCESS

1. If the activity is a board-approved COP initiative, proceed with the steps below. If the activity is a new COP idea, an FYI must be sent to the AST Board of Directors before this process begins. If the activity is originating from an individual member (i.e. outside of a COP), proceed with the steps below.
2. Complete the “AST Educational Activity Development Form” and send it to the AST National Office.
3. The AST staff liaison reviews the form for completion/errors, and either returns the form to the submitter for revisions or forwards the completed form to the AST Education Manager.
4. The AST Education Manager reviews the form for quality of the responses, and either returns the form to the submitter for revisions or forwards the completed form to the AST Education Committee.
5. Education Committee review takes place on a conference call or by email, and includes the following:
 - a. Review of the strength of the needs assessment supporting the request
 - b. Discussion of whether or not the proposed delivery format is best suited for the activity
 - c. Determination if the activity fits one or more areas of AST’s Strategic Plan
 - d. The primary activity contact may be invited to present the proposal on the next scheduled Education Committee call. This step may be omitted if the Education Committee chooses.
6. The Education Committee discussion results in one of the following three outcomes:
 - a. The committee deems the proposed activity worth pursuing and declares the form complete as written.
 - i. An Education Committee member is assigned as the project liaison, responsible for following the activity through to Board of Directors review and beyond to execution (if approved by the Board).
 - b. The committee deems the proposed activity worth pursuing, but revisions are needed.
 - i. An Education Committee member is assigned as the project liaison and returns the form to the primary activity contact with suggested revisions, questions, or other comments.
 - c. The committee deems the proposed activity *not* worth pursuing, providing substantive support for this decision. In this case, the process is ended and the AST Education Manager notifies the author(s) and appropriate AST staff liaison. The Board of Directors is notified that an activity was returned to the author.
7. When a form is approved by the Education Committee, the AST Education Manager forwards the proposal form to the AST Board of Directors (BOD) for discussion.
 - a. The Education Committee project liaison will join the next leadership call to present the proposal on behalf of the primary activity contact.
 - b. The BOD may choose to engage AST’s CME consultant during this process for feedback.
 - c. The BOD may take any of the following actions: accept the proposal, return the proposal to the Education Committee project liaison with questions or revisions, or reject the proposal, providing substantive support for their decision to reject.
8. When a decision has been made, the appropriate AST staff liaison and the AST Education Manager will be notified and will relay the decision to the appropriate parties, and the activity can commence.
 - a. The Education Committee project liaison remains involved in the ongoing project work until completion.
9. Upon execution of the activity, the primary activity contact will work with the Education Committee project liaison to prepare a summary for the Education Committee and Board of Directors, including evaluations of the activity by both participants and by organizers.

CONTACT THE AST NATIONAL OFFICE AT INFO@MYAST.ORG OR 856-439-9986

ACTIVITY SUMMARY REPORT (SAMPLE)

The actual template will be provided when your activity is completed.

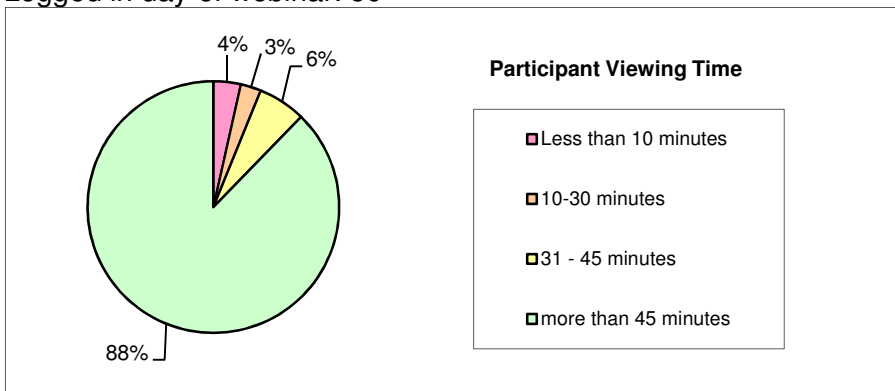
Activity Title	ABC Webinar
Organizer	XYZ Community of Practice
Date/Time (if applicable)	January 1, 2014, 2:00 – 3:00 pm ET
Faculty	Speakers: Jane Doe, MD Moderator: John Doe, MD
Contents of this Report	Participant numbers and viewing rate, Q&A, evaluation report

Participants and Viewing

Total number of pre-registrants: 100

of non-members: 5

Logged in day-of webinar: 50



AST staff can help you with things like pie charts!

Q&A

The questions below were answered during the live webinar and can be found on the archive available at www.myAST.org.

- Why did the chicken cross the road?
- Why is the sky blue?

Evaluation Results as of 1/10/14:

Five people completed the evaluation and gave the speaker an average rating of 4.5 out of 5, and the webinar overall an average rating of 4.75 out of 5.

APPENDIX A: USING THE RIGHT VERBS FOR YOUR LEARNING OBJECTIVES

Continuing medical education consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a medical professional uses to provide services for patients, the public, or the profession.

Objectives for educational activities should begin with only those verbs in the “BEHAVIORAL” list below. Objectives with “NON-BEHAVIORAL” verbs will be returned to the organizer for revision.

BEHAVIORAL - choose from these words when writing objectives

Behavioral objectives allow for more appropriate evaluation because the meaning of the objective is clear and the objectives are measurable.

adjust	define	integrate	rank
analyze	demonstrate	interpolate	rate
apply	describe	interpret	recite
appraise	design	inventory	recommend
arrange	detect	judge	record
assemble	diagnose	list	relate
calculate	diagram	locate	repeat
choose	differentiate	match	report
cite	discuss	measure	review
classify	distinguish	name	revise
collect	estimate	operate	select
compare	evaluate	order	separate
complete	explain	organize	solve
compute	explore	plan	specify
conduct	express	point	state
construct	extrapolate	practice	summarize
contrast	find	predict	tabulate
count	formulate	prepare	tell
create	grade	prescribe	trace
criticize	identify	propose	utilize
critique	indicate	question	write
debate	inspect	quote	

NON-BEHAVIORAL - DO NOT USE THESE WORDS when writing objectives

These words describe something that is happening in the head where others can't see it. There is no way to measure the achievement of objectives when these words are used. These words are broad, vague, and ambiguous. They permit a variety of interpretations.

acquire	know (or any variation of “know”)
appreciate	learn
be aware of	perceive
be familiar with	realize
comprehend	recognize
develop conceptual thinking	reflect
exemplify	understand
increase interest	visualize
internalize	