








# Written Material

[Instructional Methods \(link to full document\)](#)



## A- Journal Article

	<b>GENERAL INFORMATION</b>
	<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>
	<b>INSPIRING PRACTICE CHANGE</b>

Activity Type/Educational Format	Rationale for Use	Criteria Used for Educational Setting	Related to Objectives	Desired Results
<b>Print-based activities</b>  (enduring material, journal-based CME)	<ul style="list-style-type: none"> <li>Traditional format</li> <li>Delivery of information</li> <li>Convenient and portable</li> <li>24/7 access to content</li> <li>Comprehensively addresses topics</li> </ul>	<ul style="list-style-type: none"> <li>Efficiency in engaging learners</li> <li>Self-directed</li> <li>Self-paced</li> </ul> 	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Competence</li> <li>Practice change</li> </ul> 	<ul style="list-style-type: none"> <li>Update knowledge or concepts</li> <li>Obtain new knowledge</li> <li>Apply knowledge and competence to practice</li> </ul> 

[Instructional Methods \(link to full document\)](#)

### Tips & Guides:












 	<ul style="list-style-type: none"> <li>Guidelines for Creation of CME Questions.  <a href="http://sites.jbjs.org/misc/cme_author_guidelines.pdf">http://sites.jbjs.org/misc/cme_author_guidelines.pdf</a> </li> </ul>
---	---


### Reviewed Articles:

	<b>GENERAL INFORMATION</b>		<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>		<b>INSPIRING PRACTICE CHANGE</b>





## References:


(NOTE: The links below direct the user to the PubMed abstract. Access to full article is dependent on individual/ institutional subscription except in the case of open access articles that are accessible to all)

		1. Cole TB, and Glass RM. Learning associated with participation in journal-based continuing medical education. <i>JCEHP</i> . Autumn (Fall) 2004; 24(4): 205-212.
		2. Mayden KD. Peer Review: Publication's Gold Standard. <i>J Adv Pract Oncol</i> . Mar-Apr 2012; 3(2): 117-122.
		3. CONSORT. (2010). The CONSORT statement. Retrieved from <a href="http://www.consort-statement.org/consort-2010">http://www.consort-statement.org/consort-2010</a>
		4. Neill RA; Bowman MA; Wilson JP. Journal Article Content as a Predictor of Commitment to Change Among Continuing Medical Education Respondents. <i>JCEHP</i> . Winter 2001; 21(1): 40-45. <a href="https://doi.org/10.1002/chp.1340210107">https://doi.org/10.1002/chp.1340210107</a>
		5. Cole TB. Journal-based continuing medical education. <i>The Journal of Medical Practice Management (MPM)</i> . November 1998; 14(3): 123-126. (PMID:10662075)
		6. Scolapio JS, Deluise W, Al-Haddad M. Continued Medical Education Provided by Medical Journals: The "Red Journal's" Experience. <i>The American Journal of Gastroenterology</i> . Aug 2007;102(8):1590-3.
		7. Siwek J, Gourlay ML, Slawson DC, Shaughnessy AF. How to Write an Evidence-Based Clinical Review Article. <i>Am Fam Physician</i> . Jan 15 2002; 65(2): 251-258.

















	GENERAL INFORMATION		SETTING THE STAGE
	KEEPING THEM ENGAGED		INSPIRING PRACTICE CHANGE

# B-Poster

	<b>GENERAL INFORMATION</b>
	<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>
	<b>INSPIRING PRACTICE CHANGE</b>

Activity Type/Educational Format	Rationale for Use	Criteria Used for Educational Setting	Related to Objectives	Desired Results
Poster Presentations (not for CME credit)	<ul style="list-style-type: none"> <li>Delivery of new research or methods</li> </ul>	<ul style="list-style-type: none"> <li>Efficient and effective for supplying information to learners </li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Competence</li> </ul>	<ul style="list-style-type: none"> <li>Update knowledge about new or emerging research areas</li> <li>Improve competence</li> </ul>

## Tips & Guides:

               	<ul style="list-style-type: none"> <li>Designing Conference Posters. <a href="https://colinurrington.com/tips/poster-design/">https://colinurrington.com/tips/poster-design/</a></li> <li>ACP Guide to Preparing a Poster Presentation. <a href="https://www.acponline.org/membership/residents/competitions-awards/acp-national-abstract-competitions/guide-to-preparing-for-the-abstract-competition/preparing-a-poster-presentation">https://www.acponline.org/membership/residents/competitions-awards/acp-national-abstract-competitions/guide-to-preparing-for-the-abstract-competition/preparing-a-poster-presentation</a></li> <li>[YouTube VIDEO]: <a href="#">How to create a better research poster in less time (including templates)?</a></li> <li>Tip Sheet. <a href="#">Presenting Posters in a Digital Environment.</a></li> </ul>
--	--

## Reviewed Articles:

















--	--

## References:









*(NOTE: The links below direct the user to the PubMed abstract. Access to full article is dependent on individual/ institutional subscription except in the case of open access articles that are accessible to all)*

--	--

	<b>GENERAL INFORMATION</b>		<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>		<b>INSPIRING PRACTICE CHANGE</b>





	1. Zerwic J, Grandfield K, Kavanaugh K, Berger B, Graham L, Mershon M. <a href="#">Tips for Better Visual Elements in Posters and Podium Presentations</a> . <i>Educ Health</i> . Aug 2010; 23(2): 267.
	2. Miller JE. <a href="#">Preparing and Presenting Effective Research Posters</a> . <i>Health Serv Res</i> . Feb 2007; 42(1 Pt 1): 311-328
 	3. Llic D; Rowe N. <a href="#">What is the Evidence that Poster Presentations are Effective in Promoting Knowledge Transfer? A State of the Art Review</a> . <i>Health Info Libr J</i> . March 2013; 30(1):4-12. doi: 10.1111/hir.12015. Epub 2013 Jan 15.
   	4. Beamish AJ, Ansell J, Foster JJ, and Egan RJ. <a href="#">Poster exhibitions at conferences: are we doing it properly?</a> <i>J Surg Educ</i> . 2015 Mar-Apr; 72(2): 278-282. doi: 10.1016/j.jsurg.2014.08.011. Epub 2014 Sep 17.
	5. Lefor AK, Maeno M. <a href="#">Preparing Scientific Papers, Posters, and Slides</a> . <i>J Surg Educ</i> . 2016 Mar-Apr; 73(2):286-90. doi: 10.1016/j.jsurg.2015.09.020. Epub 2015 Nov 10.
	6. Rowe N, Ilic D. <a href="#">Poster presentation – A Visual Medium for Academic and Scientific Meetings</a> . <i>Paediatr Respir Rev</i> . 2011 Sep; 12(3):208-13. doi: 10.1016/j.prrv.2011.01.011. Epub 2011 Feb 22. PMID: 21722851.
	7. Christenbery TL, Latham TG. <a href="#">Creating Effective Scholarly Posters: A Guide for DNP Students</a> . <i>J Am Assoc Nurse Pract</i> . 2013 Jan; 25(1):16-23. doi: 10.1111/j.1745-7599.2012.00790.x. Epub 2012 Sep 28. PMID: 23279275
	8. Halligan P. <a href="#">Poster Presentations: Valuing all Forms of Evidence</a> . <i>Nurse Educ Pract</i> . 2008 Jan;8(1):41-5. Epub 2007 Apr 16. PMID: 18086452
	9. Gopal A, Redman M, Cox D, Foreman D, Elsey E, Fleming S. <a href="#">Academic Poster Design at a National Conference: A Need for Standardised Guidance?</a> <i>Clin Teach</i> . 2017 Oct;14(5):360-364. doi: 10.1111/tct.12584. Epub 2016 Dec. PMID: 27925391
  	10. Berg J, Hicks R. <a href="#">Successful Design and Delivery of a Professional Poster</a> . <i>J Am Assoc Nurse Pract</i> . 2017 Aug; 29(8):461-469. doi: 10.1002/2327-6924.12478. Epub 2017 Jun 28. PMID: 28657658

	<b>GENERAL INFORMATION</b>		<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>		<b>INSPIRING PRACTICE CHANGE</b>

	<p>11. Durkin G. <a href="#">Promoting Professional Development Through Poster Presentations</a>. <i>J Nurses Staff Dev</i>. 2011 May-Jun; 27(3):E1-3. doi: 10.1097/NND.ob013e318217b437. PMID: 21602622</p>
  	<p>12. Willett LL, Paranjape A, Estrada C. <a href="#">Identifying Key Components for an Effective Case Report Poster: An Observational Study</a>. <i>J Gen Intern Med</i>. 2009 Mar; 24(3):393-7. doi: 10.1007/s11606-008-0860-1. Epub 2008 Dec 17. PMID: 19089510</p>
 	<p>13. Bozdag AD. <a href="#">A New Technique for Presentation of Scientific Works: Video in Poster</a>. <i>World J Surg</i>. 2008 Jul;32(7):1559-61. doi: 10.1007/s00268-007-9446-z. PMID: 18246386</p>
 	<p>14. Hutchins BI. <a href="#">Embed Dynamic Content in Your Poster</a>. <i>Sci Signal</i>. 2013 Oct.; 6(260): trl. Doi: 10.1126/scisignal.2003263</p>

	<b>GENERAL INFORMATION</b>		<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>		<b>INSPIRING PRACTICE CHANGE</b>





## C-Blogs

	<b>GENERAL INFORMATION</b>
	<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>
	<b>INSPIRING PRACTICE CHANGE</b>

### Tips & Guides:





   	<ul style="list-style-type: none"> <li>• Blogging Basics 101. <a href="https://www.bloggingbasics101.com/how-do-i-start-a-blog/">https://www.bloggingbasics101.com/how-do-i-start-a-blog/</a></li> <li>• Videos:             <ul style="list-style-type: none"> <li>○ <a href="#">How To Make a Blog - Step by Step for Beginners!</a></li> <li>○ <a href="#">How To Create A New Blog In Blogger (Using Blogger by Google)</a></li> <li>○ <a href="#">How to Make a Blog - Quick &amp; Easy!</a></li> <li>○ <a href="#">How to Create a Blog - Easy to Follow Tutorial! (Using WordPress)</a></li> </ul> </li> <li>• <a href="#">Step-by-Step Blog Creation (Using Wix.com)</a></li> </ul>
---	---

### Reviewed Articles:


























   	<p><u>Article Review:</u> <a href="#">Using Twitter to increase content dissemination and control educational content with Presenter Initiated and Generated Live Educational Tweets (PIGLETs).</a></p>
--	---

### References:

*(NOTE: The links below direct the user to the PubMed abstract. Access to full article is dependent on individual/ institutional subscription except in the case of open access articles that are accessible to all)*





   	<ol style="list-style-type: none"> <li>1. Khadpe J, Joshi N. <a href="#">How to Utilize Blogs for Residency Education.</a> <i>J Grad Med Educ.</i> 2016 Oct; 8(4): 605-606</li> <li>2. Jones KB, Sanyer O, Fortenberry K, Van Hala S. <a href="#">Resident Education Through Blogging and Other Social Media Platforms.</a> <i>J Grad Med Educ.</i> 2017 Apr.; 9(2): 256. doi; 10.4300/JGME-D-16-00800.1.</li> </ol>
--	--









	<b>GENERAL INFORMATION</b>		<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>		<b>INSPIRING PRACTICE CHANGE</b>


   	<p>3. Peek HS, Richards M, Muir O, Chan SR, Caton M, MacMillan C. <a href="#">Blogging and Social Media for Mental Health Education and Advocacy: A Review for Psychiatrists</a>. <i>Curr Psychiatry Rep</i>. 2015 Nov; 17(11):88. doi; 10.1007/s11920-015-0629-2.</p>
 	<p>4. Nedder MM, Levine SA, Galligan C, Avery KR, Eagan-Bengston E, Reilly K. <a href="#">Blogging as an Innovative Method of Peer-to-Peer Educational Sharing</a>. <i>Crit Care Nurse</i>. 2017 Feb; 37(1):e1-e9. doi: 10.4037/ccn2017642.</p>
   	<p>5. Grock A, Rezaie S, Swaminathan A, Min A, Shah KH, Lin M. <a href="#">Blog and Podcast Watch: Orthopedic Emergencies</a>. <i>West J Emerg Med</i>. 2017 Apr; 18(3):531-538. doi: 10.5811/westjem.2017.1.33197. Epub 2017 Mar 14.</p>
   	<p>6. Kind T, Evans Y. <a href="#">Social media for lifelong learning</a>. <i>Int Rev Psychiatry</i>. 2015 Apr; 27(2):124-32. doi: 10.3109/09540261.2014.990421.</p>
	<p>7. Roberts MJ, Perera M, Lawrentschuk N, Romanic D, Papa N, Bolton D. <a href="#">Globalization of continuing professional development by journal clubs via microblogging: a systematic review</a>. <i>J Med Internet Res</i>. 2015 Apr 23;17(4):e103. doi: 10.2196/jmir.4194.</p>
	<p>8. Panahi S, Watson J, Partridge H. <a href="#">Social Media and Physicians: Exploring the Benefits and Challenges</a>. <i>Health Informatics J</i>. 2016 Jun; 22(2):99-112. doi: 10.1177/1460458214540907. Epub 2014 Jul 18. PMID: 25038200</p>
   	<p>9. Frisch NC, Atherton P, Borycki EM, Mickelson G, Black A, Novak Lauscher H, Cordeiro J. <a href="#">Expanding the Reach of Continuing Educational Offerings Through a Web-Based Virtual Network: The Experience of InspireNet</a>. <i>Stud Health Technol Inform</i>. 2017;234:120-124. PMID: 28186027</p>
	<p>10. Billings DM. <a href="#">Wikis and blogs: consider the possibilities for continuing nursing education</a>. <i>J Contin Educ Nurs</i>. 2009 Dec; 40(12):534-5. doi: 10.3928/00220124-20091119-10. PMID: 20000260</p>
   	<p>11. Bergeron B. <a href="#">Online CME options: an update</a>. <i>J Med Pract Manage</i>. 2006 Jul-Aug; 22(1):55-7. PMID: 16986645</p>

	<b>GENERAL INFORMATION</b>		<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>		<b>INSPIRING PRACTICE CHANGE</b>







## D- Clinical Practice Guidelines

	<b>GENERAL INFORMATION</b>
	<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>
	<b>INSPIRING PRACTICE CHANGE</b>

<u>Tips &amp; Guides:</u>	
	<ul style="list-style-type: none"> <li>Embree J. <a href="#">Writing Clinical Guidelines with Evidence-Based Medicine</a>. Research Gate</li> </ul>
<u>Reviewed Articles:</u>	
<u>References:</u>	
<i>(NOTE: The links below direct the user to the PubMed abstract. Access to full article is dependent on individual/ institutional subscription except in the case of open access articles that are accessible to all)</i>	
	 <ol style="list-style-type: none"> <li>Rosenfeld RM, Shiffman RN, Robertson P. <a href="#">Clinical Practice Guideline Development Manual: A Quality-Driven Approach for Translating Evidence into Action</a>. <i>Otolaryngol Head Neck Surg</i>. 2013 Jan; 148(1 Suppl): S1-55.doi: 10.1177/0194599812467004. PMID: 23243141</li> </ol>
	<ol style="list-style-type: none"> <li>Kredo T, Bernhardsson S, Machingaidze S, Young T, Louw Q, Ochodo E, Grimmer K. <a href="#">Guide to Clinical Practice Guidelines: The Current State of Play</a>. <i>Int J Qual Health Care</i>. 2016 Feb; 28(1): 122-128. PMID: 26796486</li> </ol>
	 <ol style="list-style-type: none"> <li>Davis D. <a href="#">Clinical Practice Guidelines and the Translation of Knowledge: The Science of Continuing Medical Education</a>. <i>CMAJ</i>. 2000 Nov 14; 163(10): 1278-1279. PMID: 11107464</li> </ol>
	 <ol style="list-style-type: none"> <li>Tudor Car L, Soong A, Myint Kyaw B, Leng Chua K, Low-Ber N, Majeed A. <a href="#">Health Professions Digital Education on Clinical Practice</a></li> </ol>

	<b>GENERAL INFORMATION</b>		<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>		<b>INSPIRING PRACTICE CHANGE</b>



      	<p><a href="#">Guidelines: A Systematic Review by Digital Health Education Collaboration</a>. <i>BMC Med.</i> 2019; 17: 139. Published online 2019 Jul 18. doi: 10.1186/s12916-019-1370-1</p> <p>5. Thahim K. <a href="#">Clinical practice guidelines and introduction of CME/CPD for all GPs and specialist: A science of continuing medical education, should it be considered mandatory?</a> <i>J Pak Med Assoc.</i> 2015 Oct; 65(10):1039-40. PMID: 26440828</p> <p>6. Kerfoot BP, Kearney MC, Connelly D, Ritchey ML. <a href="#">Interactive spaced education to assess and improve knowledge of clinical practice guidelines: a randomized controlled trial</a>. <i>Ann Surg.</i> 2009 May; 249(5):744-9. doi: 10.1097/SLA.ob013e31819f6db8. PMID: 19387336</p>
--	---

	<b>GENERAL INFORMATION</b>		<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>		<b>INSPIRING PRACTICE CHANGE</b>