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Educational Event Proposal

*Please complete information and return via email to
Debra.Michaels@diahome.org

Submission Date:		Submitted By:	
		Contact Info:	
Event Type:	Meeting <input type="checkbox"/>	Training <input type="checkbox"/>	Webinar <input type="checkbox"/> Other <input type="checkbox"/> Specify:
Event Title:			
Program Committee Members (minimum of two, preferably three): (Meetings only)			
Name		Title	
Degrees		Affiliation	
Phone		email	
Name		Title	
Degrees		Affiliation	
Phone		email	
Name		Title	
Degrees		Affiliation	
Phone		email	
Event Overview:			
Please identify/describe the need for this event: What is the learners' gap in knowledge? (i.e., what is the difference between what the cohort of learners <i>does now</i> versus what is the <i>best practice</i>?)			
Learning Objectives:			
Write one or more learning objective for each identified need.			
At the conclusion of this event, participants should be able to (please see verb sheet on page 5):			
1:			
2:			
3:			
Desired Outcome:			
List the expected outcome in terms of changed knowledge, skills, and/or performance for each objective.			
1:			
2:			
3:			

Target Audience: What is the learners' scope of practice (i.e., what is their interest area? How would you describe the type of work they do?)

- 1.
- 2.
- 3.

The content level for this program is:
Beginner **Intermediate** **Advanced**

Event Location (City and/or State)		Event Date (Month)	
1 st Choice:		1 st Choice	
2 nd Choice:		2 nd Choice:	
3 rd Choice:		3 rd Choice:	

Length of Event:

Suggested Session Topics: Suggest four 1.5 hour sessions per day.	Suggested Session Chairs: Do not need to be confirmed at time of proposal submission.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Additional Information:

Would you like to do a Call for Abstracts? (Meetings only)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you like to offer a preconference workshop or tutorial? (Meetings only)	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please indicate the proposed title, topic, and instructor.	
In an effort to avoid scheduling conflicts, please identify any competing organizations or associations that also offer an event on your proposed topic.	
Is there anything additional DIA should know in advance of making a decision regarding your proposal?	

Disclosure Information:

Please complete the enclosed disclosure form and return to DIA with this event proposal.
 Please note: all program chairs, program committee members, session chairs, speakers and panelists (program participant) will be expected to disclose any relevant financial relationship with the manufacturer(s) of any commercial product(s) and/or providers of commercial services discussed in an educational presentation.

PROFESSIONAL INTEREST AREAS

Please list the professional interest areas that the proposed event targets.
Please number your selections 1-6 starting with number 1 as the primary
professional interest area to be targeted.

	AP	Advertising & Promotion
	CM	CMC
	CDMeCL	Clinical Data Management / eClinical
	CR	Clinical Research
	CP	Clinical Safety / Pharmacovigilance
	DMeSub	Document Management /eSubmissions
	MF	Manufacturing
	MC	Medical Communications
	MW	Medical Writing
	NC	Nonclinical
	OS	Outsourcing
	CEHTAEbM	Comparative Effectiveness / Health Technology Assessment / Evidence-based Medicine
	PC	Pharmacology
	PR	Pricing / Reimbursement
	PM	Project Management
	PETD	Professional Education, Training & Development
	PPLCC	Public Policy / Law / Corp. Compliance
	QC	Quality Assurance / Quality Control
	RA	Regulatory Affairs
	RD	Research & Development
	ST	Statistics
	SP	Strategic Planning
	ITVA	IT / Validation

Do you know of a particular mailing list or belong to other organizations that may be interested in your event? Time permitting and if deemed cost effective, DIA will consider contacting them to see if labels are available for purchase or if a publication is available in which to advertise.

Yes No

If yes, please list organizations here: _____

DIA COMMUNITIES

The following is a listing of DIA's Communities. Please check any of the Communities in which the proposed event content may be related.

For a more detailed description of each Community including mission, objectives, topics covered and subcommittees, please visit the Get Involved, Communities section on DIA's website at www.diahome.org.

Anti-Doping (Fighting Medicines Misuse for Performance Enhancement in Sports)	<input type="checkbox"/>	Legal Affairs (LA)	<input type="checkbox"/>
Chemistry, Manufacturing & Controls/Quality System	<input type="checkbox"/>	Marketing & Sales (M&S)	<input type="checkbox"/>
Clinical Data Management (CDM)	<input type="checkbox"/>	Medical Communications (MC)	<input type="checkbox"/>
Clinical Pharmacology (CP)	<input type="checkbox"/>	Medical Science Liaison (MSL)	<input type="checkbox"/>
Clinical Research (CR)	<input type="checkbox"/>	Medical Writing (MW)	<input type="checkbox"/>
Clinical Safety and Pharmacovigilance (CSP)	<input type="checkbox"/>	Natural Health Products	<input type="checkbox"/>
Clinical Trial Disclosure	<input type="checkbox"/>	Patient Engagement	<input type="checkbox"/>
Devices & Diagnostics	<input type="checkbox"/>	Pediatric	<input type="checkbox"/>
Document and Records Management (DRM)	<input type="checkbox"/>	Preclinical Sciences & OSWG (Oligonucleotide Safety Working Group)	<input type="checkbox"/>
eClinical		Professional Education, Training & Development (PETD)	<input type="checkbox"/>
Electronic Regulatory Submissions (ERS)	<input type="checkbox"/>	Project Management (PM)	<input type="checkbox"/>
Emerging Professionals	<input type="checkbox"/>	Quality Risk Management (QRM)	<input type="checkbox"/>
Ethics & Medicines Lifecycle	<input type="checkbox"/>	Regulatory Affairs (RA)	<input type="checkbox"/>
Evidence Based Medicine (formerly IMPaCT)		Statistics (ST)	
Global Sourcing	<input type="checkbox"/>	Study Endpoints (formerly PRO)	<input type="checkbox"/>
Good Clinical Practices & Quality Assurance (GCP & QA)	<input type="checkbox"/>	Translational Medicine	<input type="checkbox"/>
Information Technology (IT)	<input type="checkbox"/>	Validation (VA)	<input type="checkbox"/>
Investigator & Investigative Sites (INV)	<input type="checkbox"/>		<input type="checkbox"/>

Do you have a relationship with any DIA Community? Yes No

If yes, please indicate which ones: _____

What is your relationship to the Community (subcommittee chair, general member, etc.)? _____

SCIENTIFIC WORKING GROUPS (SWGs)

The following is a listing of DIA's Scientific Working Groups (SWGs). Please check any of the SWGs in which the proposed event content may be related.

For a more detailed description of each SWG including mission, objectives, topics covered and subgroups, please visit the Volunteerism/SWG section on the DIA website at www.diahome.org.

Adaptive Design SWG	<input type="checkbox"/>
Bayesian Statistics SWG	<input type="checkbox"/>
Comparative Effectiveness Research SWG	<input type="checkbox"/>
Missing Data SWG	<input type="checkbox"/>
	<input type="checkbox"/>

Do you have a relationship with any SWG? Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please indicate which ones: _____
What is your relationship to the SWG (chair, core committee, general member, etc.)? _____

VERB SHEET

Behavioral verbs for writing objectives in the cognitive, affective, and psychomotor domains

Verbs for use in stating COGNITIVE outcomes:

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define	discuss	compute	distinguish	diagnose	evaluate
list	describe	demonstrate	analyze	propose	compare
recall	explain	illustrate	differentiate	design	assess
name	identify	operate	compare	manage	justify
recognize	translate	perform	contrast	hypothesize	judge
state	restate	interpret	categorize	summarize	appraise
repeat	express	apply	appraise	plan	rate
record	convert	use	classify	formulate	choose
label	estimate	practice	outline	arrange	decide
		predict		organize	

Verbs for use in stating AFFECTIVE outcomes

<u>Receiving</u>	<u>Responding</u>	<u>Valuing</u>	<u>Organization</u>	<u>Value Complex</u>
sit erect	answer	join	adhere	act
reply	greet	share	integrate	practice
accept	read	complete	organize	discriminate
show	report	follow		influence

Verbs for use in stating PSYCHOMOTOR outcomes

<u>Perception</u>	<u>Set</u>	<u>Guided Response</u>	<u>Mechanism</u>	<u>Complex</u>	<u>Adaptation</u>	<u>Origination</u>
identify	react	display	display	display	adapt	create
detect	respond	manipulate	manipulate	manipulate	revise	compose
differentiate	start	work	work	work	change	arrange
		perform	write	operate		

Verbs that should NOT be used:

know	really know	understand	appreciate	grow
learn	thinks critically	approach	improve	
increase	expand horizons	grasp the significance of	become	



DISCLOSURE FORM

As an accredited provider by the Accreditation Council for Pharmacy Education (ACPE) and the International Association for Continuing Education and Training (IACET), DIA must insure balance, independence, objectivity, and scientific rigor in all its individually sponsored or jointly sponsored educational activities. Anyone in a position to control the content of a CE activity must disclose to the audience all relevant financial relationships with any commercial interests associated with this activity that exist or have existed within the last 12 months (relevant financial relationships can include such things as grants or research support, employee, consultant, major stockholder, member of speakers' bureau, etc.). You must also disclose any relevant financial relationships your spouse or life partner has with applicable commercial interests. As an accredited provider, DIA is required to obtain all disclosure information and resolve any conflicts prior to the commencement of the activity. The intent of the conflict of interest resolution process is to assure that provider, faculty, and planner financial relationships with commercial interests do not supersede the public interest in the design and delivery of continuing education activities.

In accordance with the ACPE requirements, if you refuse to disclose or do not return the disclosure form, you will not be able to participate in the activity.

PRESENTER/FACULTY NAME: _____

TITLE OF CE ACTIVITY: _____

DATE OF ACTIVITY: _____

- I have no real or apparent relationships to disclose
- I am employed by a regulatory agency and have nothing to disclose.
- Please indicate which regulatory agency: _____

Please note that DIA is not requesting a numerical amount to be entered for any financial relationship; please indicate by marking the check box, and then providing the company name only for those disclosures you may have.

	Type of Financial Interest within last 12 months	Name of Commercial Interest
<input type="checkbox"/>	Grants/Research Funding	
<input type="checkbox"/>	Stock Shareholder	
<input type="checkbox"/>	Employee	
<input type="checkbox"/>	Other (Receipt of Intellectual Property Rights/Patent Holder, Consulting Fees, Speaker's Bureau)	
<input type="checkbox"/>	Consulting Fees	

Will any of the relationships reported in the chart above impact your ability to present an unbiased presentation?
 Yes No

I intend to reference unlabeled/unapproved uses of drugs or products in my presentation (specify product by name for which unlabeled use will be discussed): _____

I agree to the Terms and Conditions for Faculty (see next page for Terms and Conditions)

 Signature Date

Please fax this form to the DIA office: Attention: <Program Manager's Name> at +1.215.442.6199

Terms and Conditions for Faculty

1. Disclosure: Anyone in a position to control the content of a continuing education activity must complete and submit the disclosure form located on the front of this document prior to the presentation, and ensure that the disclosure form is complete and truthful to the best of the presenter's knowledge. Faculty members are required to disclose all relevant financial relationships with any commercial interest that exist or have existed within the last 12 months. Relevant financial relationships of your spouse or life partner with applicable commercial interests must also be disclosed.
2. Fair Balance: Speakers/authors are required to prepare fair and balanced presentations that are objective and scientifically rigorous.
3. Unlabeled and Unapproved Uses: Presentations that provide information in whole or in part related to non-FDA approved uses for drug products and/or devices must clearly acknowledge the unlabeled identifications or the investigational nature of their proposed uses to the audience. Speakers/authors who plan to discuss non-FDA approved uses for commercial products and/or devices must advise the DIA and the audience of their intent.
4. Use of Generic versus Trade Names: Presenters should use scientific or generic names when referring to products in their lectures or enduring materials. Should it be necessary to use a trade name, then the trade name of all similar products or those within a class should be used.
5. Validation of Content: As a faculty member, I have reviewed the proposed content for the previously referenced presentation and find, to the best of my knowledge, the following:
 - A. This presentation is based on acceptable principles that are generally accepted as valid by the profession.
 - B. This content is based on conclusions or inferences about the evidence that are accepted in the general medical community as valid and sound.
 - C. Scientific research referred to in this presentation conforms to generally accepted standards of experimental design, data collection, and analysis.
6. Source of Evidence: The source(s) of evidence upon which this presentation has been developed includes one of the following:
 - A. Agents or treatments that are approved by the FDA.
 - B. Legislative or legal obligations for physicians to practice medicine that are incorporated in the content.
 - C. Licensure or certification requirements promulgated by a state licensing authority approved by the Federation of State Medical Boards, or by a medical specialty organization that is a member of the American Board of Medical Specialties.
 - D. The validity and scientific integrity of the content is verified scientific evidence from a source generally accepted as valid by the profession.