

This document provides a brief overview of types of CE activities provided by CCEHS.

➤ Regularly scheduled series (RSS)

An RSS is a live activity planned as a series with multiple, ongoing sessions, e.g., offered weekly, monthly, or quarterly that generally targets the same audience over the whole series. Each session may be either in person, online (i.e. webinar) or both, but **exchange of the educational content is done in 'real time' on a specific date and time**. A regularly scheduled series is primarily planned by and presented to the accredited organization's professional staff. Examples include grand rounds, tumor boards, and M&M conferences. A live activity where the same content is offered multiple times to different audiences is considered a "course", **not** an RSS.

An RSS activity:

- ☐ Has multiple sessions
- ☐ Is scheduled in advance to occur on an ongoing, consistent basis (e.g., weekly, monthly)
- ☐ Has regular attendance/participation by the profession(s) in the target audience for which credit is being offered

RSS Categories:

- ☐ **Clinical:** Provides content with a clinical care focus such as up-to date information in diagnosis and treatment, review of new advances and synthesis of medical research.
- ☐ **Non-Clinical:** Provides content with a non-clinical focus such as electronic health record, safety, communication skills, faculty development, etc.
- ☐ **Case:** Provides the opportunity for peer interaction with current problems in practice in formats such as tumor boards and morbidity and mortality conferences. The intent is to identify and manage complications that occur during patient care, recognize and treat uncommon or unusual diseases and disorders and/or identify uncommon presentations of common diseases/disorders, with the goal of improving the quality of care.
- ☐ **Committee:** Credit is limited to structured learning included as part of the agenda, not procedural/administrative work.

➤ Live/Virtual Live Course

A course is a live activity that is either in person, or online (i.e. webinar), but exchange of the educational content is done in 'real time' on a specific date and time. A learner must view the activity in 'real time' to claim credit for the live activity.

- There is not a separate category for a course where **the same content is offered multiple times for different audiences**. The accreditation standards require that each iteration is reported as a separate and individual activity. CCEHS refers to this type of activity as a "repeating course" and works with the course contact to develop a custom process to manage the nuances of the specific activity. It is important to note that a "repeating course" **does not** fit into the category of a Regularly Scheduled Series (RSS) (i.e. grand rounds, case conference, committee).
- If the educational material from a live activity is recorded, it is no longer considered a live activity and must be classified as an enduring material, which is considered a separate activity with additional requirements.

➤ Enduring Material

An enduring material is a printed, recorded, or computer-presented activity that endures over a specified time and **does not have a specific time or location designated for participation**; rather, the participant determines whether and when to complete the activity.

- An enduring material requires that each learner complete a learning assessment (most commonly a quiz) prior to receiving credit.
 - In general, the CCEHS will not award credit for recording of a live RSS session or a live course if the audience for the recorded content is learners who could not attend the live session.
- [Guidance on Recorded Content for Enduring Materials](#)
 - [Copyright and Privacy Presentation Guidelines](#)

Other types of activities (less common) vary depending on the type of credit (e.g., AMA, ANCC)

➤ Faculty Credit (i.e. credit for speaking) (AMA only)

A physician can claim direct credit for the learning that occurs in the preparation and teaching of an original presentation at a live activity certified for *AMA PRA Category 1 Credit™* by applying to the AMA, <https://edhub.ama-assn.org/pages/applications>.

- The amount of redeemable credit that physician faculty may claim is as follows:
 - Activities that occurred in 2022 or prior are eligible for up to 2 *AMA PRA Category 1 Credits™* per hour of presentation time (i.e. total hours of presentation time x 2).
 - Activities that occurred on or after January 1, 2023 are eligible for up to 4 *AMA PRA Category 1 Credits™* per hour of presentation time (i.e. total hours of presentation time x 4).
- Credit may only be claimed once for an original presentation; credit may not be claimed for subsequent presentations of the same material.
- Physician faculty may not claim credit as a participant for their own presentations; however, they may claim credit for other segments they attend as a participant at a certified live activity.

➤ Journal-based CE (AMA)(Uncommon)

Journal-based CME is an activity in which an article, within a peer-reviewed, professional journal, is certified for *AMA PRA Category 1 Credit™* **prior to publication of the journal**. It is only an option for *AMA PRA Category 1 Credit*. This type of credit is generally awarded by the journal itself (e.g., JAMA).

Important Notes:

- Textbook-based materials do not fit the definition for journal-based CE.
- Reading a journal article may qualify as an Enduring Material, if it meets the specific requirements.
- Journal-based CE is not a “journal club”. A journal club is a structured activity around the discussion of a published journal article(s). Generally, learners will read the article(s) prior to the activity and discuss the article(s) during the journal-club meeting. If the journal club meets all accreditation core requirements, as well as credit designation requirements, the activity may be certified for ANCC, AAPA CME Credit, and/or *AMA PRA Category 1 Credit™* **for the discussion and learning that occurs during the journal club activity, not for reading the article.**

➤ Performance Improvement (PI CME) (AMA and AAPA) (Uncommon)

Structured as a three-stage process by which an individual or group learn about specific performance measures, assess their practice using the selected performance measures, implement interventions to improve performance related to these measures, and reassess their practice with the same performance measures.