



ROCKY MOUNTAIN
UNIVERSITY *of*
HEALTH PROFESSIONS
CONTINUING EDUCATION

Lifelong Learning Continuing Education Manual

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Mission and Statement of Purpose

Rocky Mountain University of Health Professions Mission

The mission of Rocky Mountain University of Health Professions is to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice. The University demonstrates mission fulfillment through the quality of its education and the success of its students in academic programs that develop leaders skilled in clinical inquiry and prepared to effect healthcare change.

Vision

The vision of Rocky Mountain University of Health Professions is to advance the quality, delivery, and efficacy of healthcare.

Core Values

- *Evidence-Based.* We fuse our expertise with the best available evidence to achieve the best possible outcomes.
- *Learning-Centered.* By challenging thinking, encouraging growth, and exploring possibilities within a supportive learning environment, we empower learners to rise to their highest potential.
- *Authentic.* We recognize our imperfections and welcome growth stemming from both success and failure. We believe in our unlimited capacities to find solutions. We model gratitude. We seek to understand, to empathize, and to forgive.
- *Service-Oriented.* Because we value people above all else, we serve each other, our patients and clients, our communities, and the world.
- *Trustworthy.* We strive for honesty, respect, and accountability in all we do to continuously earn credibility as an institution and as individuals.
- *Inclusive.* By honoring our differences and similarities, we strengthen institutional and community connections.
- *Collaborative.* We learn and create within and across teams to innovate, foster change, implement strategy, ensure accountability, and celebrate achievement.

Lifelong Learning Continuing Education Statement of Purpose

From RMUoHP Academic Committees 2020

Description and Charge: The mission of the Lifelong Learning Department is to provide outcomes-oriented, evidence-based practice continuing education to healthcare professionals and others at a reasonable cost.

Lifelong Learning Education Committee

The Lifelong Learning Education Committee (LLEC) comprises subject matter experts representing

athletic training, nursing, occupational therapy, physical therapy, physician assistant, speech-language pathology, sports performance, and other healthcare professions. The purpose of the committee is to

- Establish processes by which new program proposals are reviewed, designed, and published
- Review and approve new program proposals
- Propose new program ideas and topics
- Search for content experts to support the development of proposals
- Support the oversight of the Lifelong Learning Program

Lifelong Learning Education Sub-Committees

Sub-committees will be established on an as-need basis to support the Lifelong Learning Education Committee.

Lifelong Learning Content Reviewers

Continuing Education (Con Ed) Content Reviewers are recruited from various professions and specialty areas. A Reviewer Database maintains the reviewers' areas of expertise and serves as a reference for assigning proposals for Content Review.

Process

Approval – All Programs

All continuing education programs must follow the proposal submission process, including onsite workshops or conferences, blended and online courses, and webinars. A budget and program proposal must be submitted for onsite sessions no later than August 15th of the preceding year of the proposed offering date.

Proposal Submission

Those interested in submitting continuing education proposals to Rocky Mountain University of Health Professions (RMUoHP, RMU, or University) will be directed to the Center for Teaching and Learning Excellence (CTLE) website. <https://ctle.rm.edu/> There, they will be instructed to watch *Continuing Education: How to Submit a Proposal*, an instructional screencast. They will also be able to download the necessary forms for proposal submission:

- *Con Ed Proposal – Submission Form*
- *Con Ed Proposal – Submission Requirements & Descriptions*
- *Con Ed Presenter – Conflict of Interest Form*
- *Con Ed Presenter – Release Form*

The submission forms are designed to guide the proposal author(s) (proposer, creator, author, representative) through the submission process. The *Con Ed Proposal – Submission Requirements & Descriptions* document follows the layout of the *Con Ed Proposal – Submission Form* with descriptions and examples for each required section and includes a checklist for the author to mark after each area

has been included.

Submission instructions are included at the bottom of the submission form and include a link to a Qualtrics survey through which the submission takes place. The proposal submission form, release forms, and current CVs, bios, and professional headshots for all proposed instructors are uploaded upon proposal submission.

The proposal submitter will be the proposal representative, working with the Continuing Education team through the development process.

Proposal Review

Logistical Review

Submitted proposals will go through a Logistical Review to determine if the proposal includes all the necessary information. The Logistical Review is also a cursory assessment of viability based on purpose and need, alignment of outcomes and course fulfillment time, target audience, etc. If the Logistical Review finds the proposal lacks necessary information, it will be returned to the author(s) for revisions with a request for additional information upon subsequent submission. The initial logistical review takes no more than two weeks to complete.

Content Review

Once a proposal passes the Logistical Review, it is assigned for Content Review. Reviewers are assigned based on their expertise and alignment with the proposal content. For example, if the proposal targets Athletic Trainers or those who deal with front-line injuries, the proposal would be assigned to reviewers who are Athletic Trainers, Physician Assistants, Nurses, or those explicitly trained in the front-line injuries referred to in the proposal.

Reviewers can approve with no modifications, approve with modifications, or reject. If the committee rejects a proposal, the author is contacted to discuss options for revision and resubmission. If a submission requires modifications, it will follow the same process as the Logistical Review.

Once a proposal has reached final approval, authors will receive a formal approval notice. The proposal then moves onto the contract phase of the Lifelong Learning Continuing Education process.

Contracts

Authors of approved proposals receive a contract for course development approximately two (2) weeks after the final approval of their proposal is given. There may be more than one contract if multiple instructors or speakers are involved. Content developer payments are royalties based on a percentage of gross revenue. Payments will be processed quarterly within 30 days after the quarter ends (e.g., payment for the January – March quarter is completed by the end of April).

Partnerships between RMU and other entities are developed individually upon which contracts will be based.

Once the contract has been signed, the proposal representative will receive a syllabus (course) template and communication from the Education Technology (EduTech) team and begin creating their course content. The approval includes a review by EduTech and an editor if needed.

Avoiding Presenter Conflicts of Interest

A conflict of interest occurs when an instructor's interests influence their duties. A conflict of interest can undermine confidence in the sponsor, presenter, or professional. A conflict of interest could be defined as any social, professional, or economic relationship with individuals or a matter at hand that could affect judgment and learning outcome results.

Conflicts of interest include but are not limited to financial interests and nonofficial relationships that may impact personal benefit. Rocky Mountain University of Health Professions and the instructors must make every effort to be transparent and disclose any personal interest that either the University or an instructor may have in any business which would conflict with the program learning objectives. RMUoHP will make public any potential and actual conflicts of interest and financial gain associated with any programs, presenters, sponsors, or providers.

Disclosure of potential conflict for program sponsors will also be addressed. This notification will include, at a minimum, identifying sponsors in printed program materials.

Each speaker shall disclose any personal interest they may have in any business that would conflict with the goals or objectives of RMUoHP or the presentation. No registered, trademarked, or copyrighted material, products, or techniques will be used within the program. All product-specific narrative is to be eliminated from the program. Our speakers are to announce a conflict of interest at the beginning of their presentation. Conflicting interests for sponsors will be disclosed by identifying sponsors in printed program materials.

Presenter Conflict of Interest Disclaimer

In compliance with continuing education requirements, all presenters must disclose any financial or other associations with the manufacturers or suppliers of commercial products or services, commercial supporters, or the use of the product(s) that are unlabeled or under investigational use.

This disclosure will be done through a completed *Con Ed Presenter - Conflict of Interest Form* that all presenters are asked to submit with their proposal.

This disclaimer must also be provided on a presentation slide for onsite presenters or an introductory course page for online programs.

Examples:

- Rocky Mountain University of Health Professions, [event committee], and [the presenters] for this seminar do not have financial or other associations with the manufacturers of commercial products, suppliers of commercial services, or commercial supporters

- This presentation does not involve the use of an unlabeled product or a product under investigational use
- There was no commercial support for this activity

A prepared statement has been developed for online programs and will be added by the EduTech department.

Refer to Appendix I Con Ed Presenter - Conflict of Interest Form

Intellectual Property Copyright, License, & Permission Guidelines

Rocky Mountain University of Health Professions makes offerings available to participants through audio, video, and print. We request permission to duplicate, distribute, and perform the presentation delivered through continuing education programs in any media now existing or hereafter developed. We further request the nonexclusive rights to reproduce and distribute any audio, visual, or written material submitted in connection with continuing education presentations, in whole or in part, in any media, as part of a course guide, book, or any other publication under the auspices of Rocky Mountain University of Health Professions.

Refer to Appendix II Con Ed Presenter - Release Form

Course Syllabus Template

The EduTech Team will send a course syllabus template to the author(s) within approximately seven (7) to ten (10) business days of final proposal approval. EduTech will work in collaboration with the author(s) and provide instructional design guidance to support their course design. The author(s) will enter their course content and any necessary information to personalize the syllabus template before returning it.

Continuing Education (Con Ed) Planning Meeting

While the author is creating course content, they may or may not meet with the Con Ed Team for a Con Ed Planning Meeting. Meeting with the Con-Ed Team is dependent upon the needs of each course.

Con Ed Planning Meetings are used to discuss logistics, budget, the process moving forward, marketing, etc. If determined necessary for the course, Con Ed Planning Meetings will be held throughout the entire Con Ed process as needed; however, they will not all be noted herein. Con Ed Planning meetings are held frequently for onsite Con Ed programming.

Questions related to the Con Ed process may be directed to Con.Ed@rm.edu.

Online Programs

Meet with EduTech

All online course authors will meet with the Educational Technology (EduTech) Team. EduTech is instrumental in getting all offerings onto RMU's Learning Management System, Canvas, and the Lifelong Learning offerings portal at <https://learn.rm.edu/>.

EduTech will work with the creator to ensure their course meets educational best practices espoused by RMUoHP. For interactive offerings (e.g., manually graded assignments, discussion forums, etc.), the EduTech team will provide Canvas usage training to ensure faculty are technologically savvy and prepared to teach online and handle the needs of today's online learners.

Logistical issues will also be handled in these meetings, such as course open and close dates, evaluations for the course participants, certificates to be given, etc. Additional EduTech Meetings will be held throughout the Con Ed process as needed; however, they will not be noted herein.

Proposal authors are expected to submit course content promptly, within one month of receiving the syllabus template from EduTech. The Con Ed Team will contact authors who do not meet these guidelines and request a timeline for submitting content. Authors who fail to progress on content submission risk having their proposed course moved from production to archived status.

The EduTech Team will work with the course creator and faculty on an as-needed basis.

Questions related to the design process and Canvas Catalog may be directed to Jan.Reese@rm.edu.

Refer to Appendix III Inactive Production Letter

Onsite, Blended, and Virtual Conferences, Symposiums, or Programs

All onsite, blended, and virtual conferences, symposiums, or programs (conferences) must undergo the same process noted above. All conferences will use Canvas Catalog as the platform for registration, materials, evaluations, and logistics.

Budget

A complete program budget must be submitted for all onsite, blended, and virtual conferences, symposiums, or programs no later than August 15th to be considered for the following calendar year.

Budgetary Items

The budget generally includes the following areas

- Speaker honorariums, travel, hotel accommodations, meals
- Handouts and materials (if applicable, as most can be done within Canvas)
- Printing: name tags, tents, etc. (if applicable)
- Marketing
- Participant gifts, swag (if applicable)

Complimentary Registration

An additional consideration when working on your budget is if complimentary or partial registration will be offered to faculty or students who may be assisting with the event.

Sponsorship

We highly recommend securing sponsorships to support onsite programs. To obtain sponsorships and agreements, onsite program representatives can work with the Dean, College of Health Science and Lifelong Learning (Dean; Dean College HSSL).

Refer to Appendix III Con Ed Budget Template

Onsite and Blended Programs, Conferences, or Symposiums

All onsite and blended programs (onsite programs) must undergo the same process noted above and the requirements below. All onsite programs or conferences will use Canvas Catalog as the platform for registration, materials, evaluations, and logistics.

Onsite Scheduling

Once the program, symposium, or conference is approved, classrooms, facility requirements, and equipment needs must be determined.

A marketing representative will work with the course creator to get information such as course dates, a brief course description, a short bio of the speaker(s), and the target audience for their event.

The Dean, College HSSL, will notify the Executive Council (EC) of all onsite Con Ed offerings and the Provost of all involved faculty and staff FTEs.

Schedule Speakers

The course creator will work with the Dean College HSSL to create and send formal *Offer Letter(s)* to potential speakers. Once the *Offer Letter(s)* have been signed and returned by the speaker(s), a contract will be sent to the speaker(s). The contract will outline payment arrangements between RMUoHP and the speaker(s) upon completion of their engagement(s).

Suppose the speaker(s) must travel to Provo, Utah. In that case, travel arrangements such as airfare, hotel, and shuttle service or Über from the airport will be included in the approved proposed onsite program budget. These arrangements will be detailed in the contract.

When a contract is sent to the speaker(s), the Course Representative will fill out the top portion of each speaker's *Con Ed Travel Profile Form*. This information will detail the dates and times the speaker(s) must be at the venue. The representative will then send the form to the speaker(s) to complete their travel profile. Upon completion, it will be returned to the representative who will send them to the Operations Coordinator, College, HSSL (Operations Coordinator, Dean's Operations Coordinator).

After contracts have been signed and returned and upon approval of the Dean, College HSLL, the Dean's Operations Coordinator will send the Con Ed Travel Profile Forms to the RMU Travel Manager, who will work with the speaker(s) to schedule travel (as mentioned above) for the event.

Refer to Appendix IV Con Ed Travel Profile Form
Refer to Appendix V Con Ed Sample Offer Letter

Meet with EduTech Team

All onsite courses will require meetings with the Educational Technology Team. The EduTech Team will be instrumental in getting all offerings onto RMU's Con Ed Learning Management System, Canvas Catalog. Although the course may not be offered online, registration, payment, communication with students, and certificates are handled via Canvas Catalog.

Logistical issues will also be handled in these meetings, such as course open and close dates, course evaluations, certificates, etc. Additional EduTech Meetings will be held throughout the Con Ed process as needed; however, they will not be noted herein.

The EduTech Team will work with the course creator and all course faculty from inception to course opening to delivery if needed.

Questions related to the design process and Canvas Catalog may be directed to Jan.Reese@rm.edu.

Meet with the Con Ed Team

The Con Ed Team will meet with the Course Representative to plan other things required for onsite offerings, such as handouts, agendas for workshops and courses, presenter and event PowerPoint slides, swag, additional staff or faculty assistance, etc.

Handouts & Agendas

Agendas should be considered for onsite events. It is a quick reference point for event and session start times, scheduled breaks, and where attendees need to be.

Utilizing Canvas Catalog or other electronic means for handouts would be beneficial, considering most attendees need to pack everything they receive. Anything heavy or bulky may result in extra fees for their flight or necessitate your student having to decide between leaving the information or paying to ship it home.

PowerPoint Slides

All PowerPoint slides and handouts will be loaded on Canvas Catalog, where onsite program attendees can easily access them. Slides may be downloaded from this site for presentation.

- All speakers must provide a copy of their PowerPoint slides and handouts for attendees; this is considered part of their honorarium.
- If a speaker wants to use a personal computer for their presentation, this must be noted at

least one week before the onsite program to make IT arrangements.

When developing slides for the onsite program, consider having the following slides prepared:

Welcome slide: Have a slide up that welcomes the attendees to the University as they enter the room and the session. Consider including information about RMUoHP, speaker names, sponsor names, etc.

Break slides: If you have sponsors, invite them to sponsor a break or lunch. Put their information on a slide during that break. They support you, and you advertise for them—win/win.

Transition slides: When one presenter is finished, have a transition slide as you introduce another. This slide could be similar to a *Break Slide* or have information about the upcoming presenter, depending on the time involved. Transition slides can also advertise an RMU program that may be associated with the onsite program. Example: Pediatric Institute would insert a slide advertising the PhD Pediatric Concentration or transitional DPT program; Dysphagia Conference would insert a slide advertising the MSSLP or SLPD programs.

Course Closing slide: When attendees complete a survey after the course or workshop finishes, have a closing slide with Pearls or final Take-aways. Remind them of the information they received.

Swag

Swag (stuff we all get), items we give to participants or students after an event, come in many forms and depend on your course or workshop topic, size, and budget, if you have sponsors and other variables. Lesser swag could be an RMU pen and pad of paper for notetaking. A sponsor could provide major swag for a 5-minute demonstration of a product that fits your presenter's topic.

Consideration of all variables must be given. While it is enjoyable to offer swag to attendees, budget constraints must be kept in mind, the time involved in putting together swag bags, and the student's ability to transport home what is given to them.

Faculty or Staff Assistance

The Course Representative must also consider how much help will be needed at the event. Determine when and where you will need additional human resources to perform actions.

Examples:

Welcome or registration table: If the event begins at 8:00 a.m., you need someone at the table no later than 7:30 a.m.

- What is going to be on the table?
- How long will it take to set up?
- How early do you need someone to set up the table to be ready at 7:30 a.m.?
- Will they need a name tag or identification?
- What will they need to know? (parking, room location, program schedule, eateries)

Knowing this information will help determine the number of people and when you need them.

Schedule them early to ensure availability.

Additional Faculty:

- How many faculty members are needed to assist with the event?
- What is planned for the event?
- Will you have students working at the event?

Determine the activities involved and where assistance will be needed. Plan the time when faculty or student help will be required. Schedule them early to ensure availability.

Assistance from Operations

The RMUoHP Operations team will assist with many aspects of an onsite course or workshop.

Operations will help with items such as

- printing (attendee name tents, agendas, handouts, etc.) if needed
- human resource support for the RMU Store (attendees can purchase RMU swag)
- event set-up and clean-up
- room arrangement (tables, chairs, etc.)
- purchasing supplies (tickets, decorations, water, food), etc.

Certain aspects of their assistance will need to be documented as tickets submitted through the RMU ticketing system. The representative will need to communicate with the Operations Coordinator to determine what needs to be submitted as a ticket, which the Operations Coordinator will do. These tickets help the Campus Operations Manager (COM) schedule and prepare. In the final weeks before the event, a member of the Operations department may attend a Con Ed Planning meeting.

Meet with IT

A member of the IT department must be present at all onsite events.

The Course Representative must determine the technology needs for the onsite event. The IT department will need to know:

- the number of presenters and rooms involved,
- if presenters will use PowerPoint or other forms of presentations,
- types of microphones required (standing, roving, lapel, etc.),
- if they need to record the presentation or set up Zoom sessions.

Certain aspects of IT's assistance will need to be documented as tickets submitted through the RMU ticketing system. The representative will need to communicate with the Operations Coordinator to determine what needs to be submitted as a ticket, which the Operations Coordinator will do. These tickets help the IT Department schedule resources and prepare for set-up. In the final weeks before the event, a member of the IT department may attend a Con Ed Planning meeting.

If necessary, a member of the IT department will contact presenters to help assure all technical needs

are addressed and that presenters are comfortable with the technology.

Onsite Day of the Event

Although the Course Representative will have assistance from IT, Operations, and additional faculty and staff (if scheduled), the day of an event may still be stressful. Here are some recommendations to help it go more smoothly.

The day before the event:

- Print out a separate list of the assistance you will receive from each group/person
- Contact each group/person to verify they are prepared. Remind them of the time to arrive
- Set out everything you need to take with you to the event

The day of the event:

- Arrive early
- Bring a bottle of water and stay hydrated; this will assist in avoiding dehydration headaches
- Bring a protein bar or other quick snack for an energy boost; you never know when you may need one or if you might end up working through lunch
- Bring each list of assistance with you; you will always need to refer to them
- Bring a pen and a notepad (digital or non-digital); you will always need to write something down
- Take a deep breath and remember all the planning that went into the event and the people you have helping you
- Roll with the punches
- Report anything that comes up to the Dean, College of Health Science and Lifelong Learning

After the Event – All Programs

Gratitude

The event is finished, and everyone involved can take a minute to breathe. Also, take a moment to thank those who helped make the course or workshop a success. Send thank-you notes. It is something that won't take long but will bring great rewards.

Final Budget Numbers

All financial information must be entered and tracked on the budget spreadsheet used during Con Ed Planning Meetings. Any questions regarding the budget, the budget spreadsheet, or finalizing budget numbers should be directed to the Dean HSLL or the Operations Coordinator.

Refer to Con Ed Planning Meeting

Reimbursement

Finance Department policy requires that receipts be submitted with any reimbursement request within 30 days of event completion. If receipts are not submitted within 30 days, RMU has the right

not to provide payment unless previously approved. Please communicate with the Operations Coordinator quickly if reimbursement requests are necessary. The Operations Coordinator will submit for repayment on your behalf when all the required information and receipts are received.

Refer to Appendix VI Con Ed Reimbursement Request Form

All receipts must be entered and tracked on the budget spreadsheet.

Refer to Appendix III Budget Template

Unpaid Invoices

All invoices must be paid by event completion so that receipts may be submitted for reimbursement within the 30-day time frame. If receipts are not submitted within 30 days, RMU has the right not to provide reimbursements unless previously approved.

All invoices and receipts must be entered onto the budget spreadsheet and tracked.

Participant & Payment Information

Final participant enrollment and payment information may be obtained through Canvas Catalog. This data must be entered onto the budget spreadsheet and tracked.

Prepare for Next Year or Session

Marketing

Be sure to share participant comments with the Marketing Rep for use in future advertisements and to update learn.rm.edu. Positive and current participant feedback will help draw others to future sessions.

If you have taken photos of your event, send them to the Marketing Rep. Include necessary descriptions to aid with advertising. If participants are in your photos, please obtain their permission for use on learn.rm.edu and in marketing materials.

Onsite Events

For annual onsite events, determine next year's event date and book next year's venue or schedule rooms required at the university. Securing your venue early in the process is an essential thing. Knowing your location is confirmed will give you peace of mind and aid in the upcoming planning.

If you have materials that will be reused, such as announcement templates, registration templates, participant registration lists, etc., share them with the Operations Coordinator to ensure they are stored in the event Drive used during Con Ed Planning Meetings. These essential documents won't be lost if a team member leaves the university.

Post Event Meeting w/Con Ed Team

Meet with the Con Ed Team for a post-event review to analyze the onsite program attendee evaluations; discuss how things went well and what could have gone better. This meeting will cover budget management, processes used, ways to streamline and improve the next session, dates, and schedule preparation for the next session, as applicable to your event.

Target Audiences and CE Provider Status

RMUoHP promotes multidisciplinary education and programming that allows for common knowledge across disciplines.

RMU is currently a BOC-approved provider for Athletic Trainers. Many courses are submitted individually for CME and other Con Ed credits. RMU will continually add programming and provider status as they strive to provide for the needs of other credentialed healthcare and wellness providers.

Educational Methods

Rocky Mountain University of Health Professions will utilize educational methods that are appropriate to the following:

- Stated objectives for the program
- Characteristics or composition (especially skill level) of the intended audience
- Facilities and instructional medium (e.g., video, lecture) used for the program
- Ensure adequate instructor/evaluator interaction by limiting group size for participation programs (< 30% of program time).

Establish the structure of each program for the best knowledge transfer, application, or practice-based needs of participants. Program content should be based on best practices and evidence generally accepted by healthcare professionals.

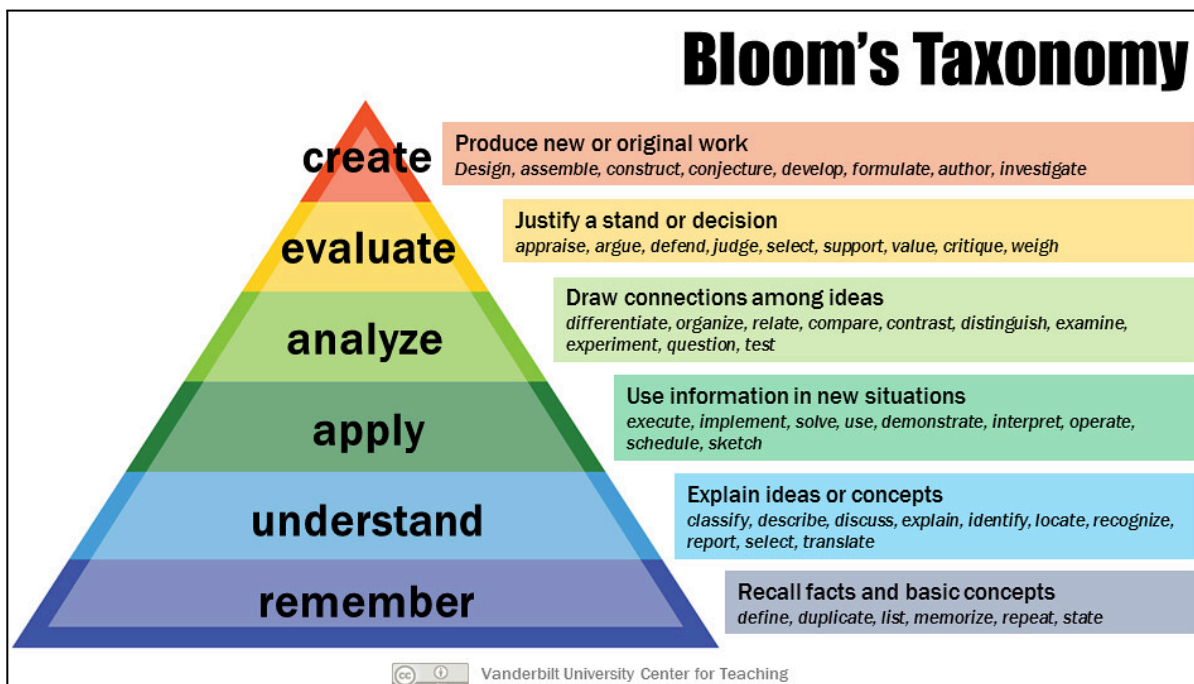
Rocky Mountain University of Health Professions programming structures may include any of the following:

- Knowledge-based: Participants gain factual, evidence-based knowledge
- Activity-based: Participants apply information learned in the time frame allotted
- Practice-based: Participants systematically acquire specific knowledge, skills, attitudes
- Performance-based: Participants perform behaviors that expand or enhance practice skills

Development of Programmatic Outcomes

RMU will assist course creators in developing program outcomes and learning objectives that define the knowledge or skills the participant will acquire through the completion of our programs.

Bloom's Taxonomy is used as a classification of learning objectives. It contains six (6) levels of interaction, each building on the previous (see below). The provider can match appropriate program assessments to demonstrate participant learning by creating learning objectives with verbs that show measurement.



Example:

By the end of the course, participants can:

1. Identify the types of sutures used for various lacerations.
2. Create a post-injury protocol for hamstring strains.
3. Discuss heat illness prevention protocols.
4. Differentiate between pre-surgical and post-surgical pain.

Program Developer and Instructor Requirements

Rocky Mountain University of Health Professions Continuing Education will ensure:

- Programs address an educational need and or professional practice gap analysis and or rationale
- Content is based on a knowledge, competency, or performance gap to identify current, valid findings in the literature
- Subject matter falls within the practice analysis for invited participants
- Delivery of content is at or above entry-level knowledge and skill for the associated profession
- Facilities are appropriate for educational programs
- Programs meet stated learning objectives

- Instructors of educational programs have documented experience, education, or training that allows attendees to meet the learning objectives
- Instructors will be selected based upon subject matter knowledge, experience, teaching, and ability to meet participants' educational needs
- Instructor CVs are available for any audit conducted by or on behalf of any certification body
- Program educational materials will enhance participant understanding of content and foster clinical practice, education, service, or leadership application.
- Notification of potential enrollees regarding any required materials and equipment, and provide specific descriptions of each
- Clearly defined policies on honoraria and expense reimbursement for instructors/authors

Assessment & Evaluation

Participant Assessment

Rocky Mountain University of Health Professions develops and uses assessment strategies appropriate to program or course objectives that measure participant (attendee) content mastery and the level to which they meet program objectives. Participant assessments may use simple techniques, such as discussion boards, or more formal assessments, such as tests and quizzes.

Assessments will measure competence, performance, or outcomes. The assessment method may change due to the course's programming and instructional delivery. For example, with lecture programs, a post-test will determine each participant's level of content mastery. Labs, hands-on, or other participation programs require a rubric to assess learning.

Participant Assessment Process

- Subject matter experts create learning assessments that content experts then review to ensure they match course objectives
- Learning assessments are delivered online through the Learning Management System, Canvas Catalog
- Assessments that include multiple-choice, multiple answer, short answer, matching, and sequencing, are automatically graded by the LMS
- Assessments automatically graded by the LMS are available immediately upon completion
- RMUoHP defines the successful completion of an assessment as having achieved at least 80% on an assessment or course grade
- Participants may repeat any assessment two times. If a learner does not achieve 80% after two attempts, they are required to review the course material before attempting a third time
- Canvas Catalog stores the results of learner performance on assessments
- Assessments may vary depending on the type of educational programming

Program Evaluations

The Dean, College, HSSL, in conjunction with the EduTech Team and course author, will develop and

conduct evaluations for each educational program or course. Completed evaluations will be reviewed and summarized for future adjustments or improvements of programs. Evaluations may also assess faculty performance. Course evaluations allow for an overall assessment of student learning and the course.

Course assessment allows participants to explain how they plan to incorporate the new skill or knowledge into their clinical practice to improve patient outcomes, professional life, teaching behaviors, work-life roles, or other areas in which the program relates. Assessments must reflect the educational methods, measure program learning objectives, and give participant's the opportunity to provide feedback.

Participant evaluations are distributed electronically after the course is completed. The assessment will be available electronically and in paper format if a live program. Participant feedback will be shared with the Instructor and the institution no later than ten (10) days after the assessment conclusion. If an attendee or participant does not return a course evaluation, they will not receive a course completion certificate.

The assessment analysis helps providers determine if participants met the learning objectives and will change their behaviors to address knowledge or performance gaps (mentioned above). Questions include but are not limited to:

- "What will you do differently in your practice, teaching, service, or leadership after completing this course?"
- "What components of the course were most appealing to you?"

We anticipate courses that influence practitioners, teachers, and administrators will create better outcomes for patient practices, instructional delivery, and leadership decisions.

Refer to Appendix VII Con Ed Sample Course Evaluation

Program Feedback

The Dean, College, HSLI thoroughly evaluates data and feedback from program evaluations and gives a summary to the Lifelong Learning Education Committee for later review.

Scheduled Courses

Feedback will be provided to all program faculty within twenty (20) business days of the final course date so that they may make any necessary adjustments to their program content.

Continuous Courses

Feedback will be provided to all program faculty twice yearly or more frequently if necessary so that they may make any necessary adjustments to their program content.

Documentation of Successful Completion

Once the continuing education activities are completed, each participant will receive a certificate of credit. Each statement of credit will include the following information:

- Title of the activity
- Date of event
- Participant's name
- Number of contact hours or CEUs
- Signature of individual verifying attendance
- Other information as required by the CE provider (i.e., certification or licensure #)

For continuing education activities held under specific providers, the certificate or statement of credit will also include necessary information for accreditation, which may consist of the provider's name, logo, or a prepared continuing education statement.

Refer to Appendix VIII Con Ed Sample Certificate

Maintaining Participant Records

RMUoHP will maintain participant records for five (5) years minimum from when individuals complete an educational activity. RMUoHP will maintain participant record confidentiality, following all FERPA regulations and guidelines.

Registration

All participants who register for continuing education courses will be required to enter their name, address, phone number, email address, and other applicable certification information before beginning their course. This information and data related to a participant's online activity (not limited to dates and times logged in, assessment results, and evaluations) is recorded within the Learning Management System, Canvas, and stored in a secure database that is backed up daily. All Attendance Record Forms will be transferred to digital format and stored in the Continuing Education Record Repository, maintaining participant record confidentiality and following all FERPA regulations and guidelines.

Onsite Events

All participants who attend onsite events will be required to sign in at the reception desk to verify attendance. No other personal information will be necessary as registration is handled via Canvas Catalog.

Financial Policies

Rocky Mountain University of Health Professions develops an annual operating budget that includes financial resources for professional continuing education programs. Revenue from the sale of continuing education courses improves this budget.

Specifically, the annual budget includes allocations in the following areas:

- Software and technology subscriptions and service fees
- Hardware purchases
- Systems maintenance fees
- Course development funds, including stipends for
 - independent contractor authors
 - invited lecturers (as needed)
- General Marketing
- Provider service fees

Refer to Appendix III Con Ed Budget Template

Presenter Compensation

Rocky Mountain University of Health Professions may compensate experts who develop or present continuing education programming. Such compensation is dependent upon the program and may include one or more of the following:

- Contract payment through program royalties
- Speaking or presentation honoraria
- Reimbursement for supplies or materials
- Reimbursement for travel, hotel accommodations, and meals

Speakers (presenters, instructors) will have a written compensation contract before the event and receive compensation upon completion of the offering. Online instructors will have a written compensation contract before the course goes live. For an explanation of royalty payments, please [refer to "Contracts."](#)

RMUoHP negotiates with speakers (presenters, instructors) regarding honorariums, depending on presentation length and pre-course development required. If an instructor must travel from outside Utah, the University Travel Manager will book and pay for air travel, hotel, and shuttle (or car) service from the Salt Lake City Airport to the hotel. Instructors may also qualify for a food per diem of \$50 per day.

[Refer to Contracts](#)

Cancellation and Refund Policy

General Policies

Onsite/Streaming Events

Refund policy if a participant cancels

- Cancellation 14 days before the event:
 - 90% refund
- Cancellation five (5) to 13 days before the event:
 - 70% refund
- Less than five (5) days before the event:
 - no refund

Online On-Demand Courses

An online, on-demand course is considered to have begun upon registration – when the participant has access to the entire course - and not when the student first logs into the course. RMUoHP routinely allows two (1) month to complete online, on-demand courses. Due to this allowance, no refund will be given once a participant (student, attendee) begins an online, on-demand course.

Extenuating Circumstances

The Con Ed Department is willing to consider special situations outside a participant’s control, e.g., death, prolonged illness, etc. In cases such as these, please contact Con.Ed@rm.edu.

RMU Cancellation

In the event that RMU cancels a program/offering, all speaker contracts will become null and void. Registrants will be refunded the full amount paid.

Grievance Resolution Process

Rocky Mountain University of Health Professions strives to create a positive educational experience for every participant (attendee). RMUoHP has a policy and process to facilitate timely responses when complaints arise. Please follow the sequence of steps below to seek resolution for any issue that might occur during your participation in an RMU Lifelong Learning Continuing Education program.

Step 1: Contact the Con Ed Department

Participants (attendees) are encouraged to contact the Con Ed Department at Con.Ed@rm.edu to discuss their concerns. Written submissions must be made within one month of course completion and include a detailed grievance description.

Step 2: Contact the Lifelong Learning Department

Suppose a satisfactory resolution is not reached after communicating with the Con Ed Department. In that case, participants may request the matter be reviewed by the Lifelong Learning Education Committee or the Dean, College of Health Science and Lifelong Learning. Complaints must be submitted in writing to Con.Ed.@rm.edu within one month of the resolution date (from Step 1) given by the Con Ed Department and include a detailed description of the grievance and the resolution.

Step 3: Appeal to the EVPAA/Provost

In cases where a resolution is not reached through Steps 1 or 2, the final level of appeal is with the Executive Vice President of Academic Affairs (EVPAA) /Provost. When contacting the EVPAA/Provost, participants must include a detailed description of their grievance and the resolutions in Step 1 and Step 2. This written submission must be sent to Provost@rm.edu within one month of the resolution date (from Step 2) issued by the Lifelong Learning Department.

Individual Professional Provider Responsibilities

Rocky Mountain University strives to secure professional provider status based upon need and financial availability. Current approved providers are noted below; additional providers are added upon approval.

BOC Approved Provider Program

Rocky Mountain University of Health Professions participates in the BOC Approved Provider Program. BOC Approved Providers are responsible for providing continuing education (CE) programs to Athletic Trainers and complying with the Standards for BOC Approved Providers, and the BOC Approved Provider Maintenance Requirements.

Category-A CEUs

- RMUoHP is approved to offer Level 1 continuing education (CE) activities to BOC Certified Athletic Trainers (ATs). These are Category-A CEUs
- RMU BOC Approved Provider #P8509
 - BOC Approved Provider status renewal must occur on an annual basis
 - An annual report must be provided to the BOC by March 31st of the following year
 - The provider status is a blanket approval and covers all Category-A live events and home study programs offered

Evidence-Based Practice CEUs

- Evidence-Based Practice (EBP) Category events are approved on an individual basis under a separate application
 - Allow approximately 2 to 8 weeks for review
 - EBP application revisions may need to be updated per the reviewer's comments

The *RMU AT Con Ed Policies & Procedures Manual* serves to comply with the *Standards for BOC Approved Providers*. A complete list of administrative requirements and expectations are in Section 1 of the *Standards for BOC Approved Providers* (not contained herein).

Code of Conduct

RMUoHP is committed to providing a safe, productive, and welcoming environment for all individuals who participate in courses and events.

Continuing Education offerings allow for the collegial exchange of ideas and discussion of issues. Civil discourse that includes and acknowledges a diversity of opinions and experiences is vital. Inappropriate behavior of any kind is not tolerated.

Participants are expected to:

- Be respectful
- Listen actively
- Be collaborative
- Respect diversity, including communication differences
- Respect the privacy of participants
- Ask for consent for audio-visual recordings, quotes, or photography
- Be aware of language diversity
- Handle disagreement constructively
- Act fairly, honestly, and in good faith with other participants

Code of Ethics

Employees

RMUoHP's reputation for integrity is its most valuable asset and is directly related to the conduct of employees. Therefore, employees must never use their positions with RMUoHP, or any of its students, for private gain, advancing personal interests, obtaining favors or benefits for themselves, members of their families, or any other individuals, corporations, or business entities.

Employees must conduct business within guidelines prohibiting actual or potential conflicts of interest. The purpose of these guidelines is to provide general direction so employees can seek further clarification on issues related to acceptable operating standards. Employees may contact Human Resources or the Provost for more information or questions about conflicts of interest.

Academic Integrity

RMUoHP is committed to maintaining an intellectual and ethical environment based on the principles of academic integrity, which is essential to its success and that of its community. Violations of intellectual honesty threaten the integrity of learning and scholarship and constitute serious offenses toward the entire academic community.

Course/Event Participants

Students and course participants (students) are expected to adhere to a professional Code of Ethics and the University's ideals and values of truth, integrity, and personal authenticity. It is the

responsibility of the student to refrain from infractions of academic integrity, conduct that may lead to suspicion of such violations, and behavior that aids others in such offenses. It is the responsibility of the faculty, administration, and students to establish and maintain an environment that supports academic integrity.

Every student must act with honesty and integrity and respect the rights of the University, its students, faculty, and staff in completing all academic assignments. Academic dishonesty includes cheating, plagiarism, and facilitating infractions concerning examinations, the proctoring process, course assignments, alteration of records, computer fraud, or illegal possession of exams. Academic dishonesty also includes being aware of another student's deception and failing to report awareness of the dishonest student's behavior.

Approved Provider

Rocky Mountain University of Health Professions and its instructors will adhere to the Code of Ethics for all Approved Providers (BOC is provided as an example herein).

As a BOC Approved Provider, we will:

- Comply with BOC guidelines.
- Identify one individual as a contact person responsible for communicating with the BOC and disseminating information to anyone who will provide instruction to Athletic Trainers.
- Respond to all BOC staff inquiries and customer complaints.
- Notify the BOC of any organizational changes.
- Not assign or transfer our provider number to another individual or organization. Any agreements with other groups will define the working relationship clearly with co-sponsorship opportunities.
- Ensure speakers disclose all conflicts of interest

Non-Discriminatory Practices

Accessibility and Non-Discrimination Statement

Rocky Mountain University of Health Professions is committed to accessibility and non-discrimination in all aspects of its continuing education activities. Participants with special needs are encouraged to contact program organizers so that all reasonable efforts can be made to accommodate these needs.

Non-Discrimination

From the Nondiscrimination TIX and CR Handbook, 2020, Section 15, pp 11-12

Rocky Mountain University of Health Professions adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. RMUoHP does not discriminate against any employee, applicant for employment, student, or applicant for admission on

the basis of:

- Race,
- Religion,
- Hearing status,
- Personal appearance,
- Color,
- Sex,
- Pregnancy,
- Political affiliation,
- Source of income,
- Place of business,
- Residence,
- Religion,
- Creed,
- Ethnicity,
- National origin (including ancestry),
- Citizenship status,
- Physical or mental disability (including perceived disability),
- Age,
- Marital status,
- Family responsibilities,
- Sexual orientation,
- Gender identity,
- Gender expression,
- Veteran or military status (including disabled veteran, recently separated veteran, active duty wartime or campaign badge veteran, and Armed Forces Service Medal veteran),
- Predisposing genetic characteristics,
- Domestic violence victim status,
- Height,
- Weight
- or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies.

Reporting Discrimination, Harassment, and Sexual Misconduct

From the University Handbook, 2020-2021, pg. 42

The RMUoHP community is committed to an environment of non-discrimination, non-harassment, and professional conduct. Discrimination, harassment, and sexual misconduct should be reported to the appropriate parties so that it can be investigated, remedied, and addressed to both stop the offense and limit or eliminate further harm to RMUoHP students, students, staff, and visitors. A complaint may be filed according to the procedure outlined below:

Reports of discrimination, harassment, and retaliation may be made using any of the following options. There is no time limitation on the filing of allegations. However, if the responding party is no longer subject to RMUoHP jurisdiction, the ability to investigate, respond, and provide remedies may be more limited:

1. Reporting or internal inquiries can be made directly to the University's Institutional Equity Officer (IEO), Room 195, Building 3, on the University's main campus, by phone 385.375.8798, or via email ieo@rm.edu
2. Confidential online reporting using the form posted at <https://rm.edu/institutional-equity/> or
3. Report using the RMUoHP Discrimination Hotline, 385.375.8344

Learning Accommodations

RMUoHP makes all offerings accessible to and useable by qualified individuals with disabilities in the most integrated setting appropriate unless doing so would result in a fundamental alteration or compromised integrity of an offering, or an undue financial or administrative burden.

As defined by the University, a qualified individual with a disability is one who:

1. Has a disability that substantially limits learning, including, but not limited to, physical and affective conditions as interpreted by current law
2. Has a documented record of such disability; or is perceived by others as having a disability; and
3. Can satisfy the functional skills, experience, knowledge, and other requirements of the offering and perform the essential functions required of the offering profession, with or without accommodation.

A participant must request an appropriate accommodation through the Peaks Continuing Education Department (Peaks) if they believe their disability will interfere with the successful participation or completion of an offering.

Accommodation requests must be submitted a minimum of 2 months before the offering start date to ensure enough time to review the request and provide accommodation(s), if appropriate. No accommodations will be implemented retroactively.

Procedure:

1. The participant must complete and submit an accommodation request form, located on the Peaks Continuing Education website FAQ page, which includes the following:
 - a. A narrative about the nature of the disability
 - b. A statement regarding the specific type of accommodation(s) being requested (e.g., closed captioning, extended access time to a course)
2. The Peaks department will review the request, advise the participant if additional information is required, and provide aid in completing the form for review.
3. After the form has been accepted, the request will be reviewed by the Continuing Education Coordinator, Dean College HSL, or Vice Provost, who will determine if any given request for accommodation is reasonable by answering the following questions:
 - Will the requested accommodation result in a fundamental alteration or compromise the integrity of the offering?
 - Will the requested accommodation cause undue financial or administrative burdens to the University?

A decision should be rendered within ten working days. If no decision can be reached, Peaks can grant an additional five-day extension with proper written notice to the participant via email. This extension

can be granted a maximum of two times for a total of 20 days.

At this time, the participant will be informed in writing regarding Peaks' decision. The Con Ed Coordinator will facilitate all accommodations and inform the necessary parties.

Marketing Guidelines

Promotional Materials

Promotional material will be developed for each Con Ed offering by the Marketing Department to be used on approved advertisement sites. Materials for each program will indicate:

- Learning outcomes
- Target audience
- Schedule and format
- Registration fee
- Discounts, if any (e.g., organizations, students)
- Cancellation and refund policy
- Instructor(s) or Speaker(s) Credentials
- Instructor(s) or Speaker(s) brief bios
- Contact hours or CEUs available
- Sponsors
- When advertising BOC Approved Provider status, RMUoHP will use the BOC Approved Provider logo in addition to the following statement:



Rocky Mountain University of Health Professions is approved by the Board of Certification, Inc. to offer continuing education to Certified Athletic Trainers.

Athletic Training

BOC Approved Providers must enter all CE programs offered to ATs into the BOC Program Directory. Programs include all live events, webinars, and home study programs that meet the Standards and CE eligibility requirements for ATs. Providers offering employee-only events can identify the program as such.

Program information must be provided on RMUoHP's online BOC Approved Provider profile two (2) weeks before the event start date.

Co-Sponsors

Co-Sponsors are encouraged, when applicable, for programs and courses. The Dean, College of Health Science and Lifelong Learning will collaborate with program and course personnel to secure sponsors.

Refer to Appendix IX Sample Co-sponsor Agreement

Accreditation

University

RMUoHP is accredited by the [Northwest Commission on Colleges and Universities](#), an institutional accrediting body recognized by the Secretary of the US Department of Education.

Appendices

Appendix I Presenter – Conflict of Interest Form

Appendix II Presenter – Release Form

Appendix III Budget Template

Appendix IV Travel Profile Form

Appendix V Sample Offer Letter

Appendix VI Reimbursement Request Form

Appendix VII Sample Course Evaluation

Appendix VIII Sample Certificate

Appendix IX Sample Co-Sponsor Agreement