



LearnSkin Continuing Medical Education Guide

Thank you for teaching in our course series! We serve a global audience of practitioners across disciplines, including Western, Naturopathic, Ayurvedic, and Traditional Chinese Medicine. LearnSkin's programs are designed to improve knowledge, competence, performance, and patient outcomes by improving the quality and safety in dermatology and aesthetics.

We believe the future is integrative. Our mission is to share the latest in scientific research and treatment options in dermatology for both Western and Eastern medicine to meet the growing demand for responsible, high quality, evidence-based education that bridges conventional and alternative medical approaches.

Please note that all activities undergo a peer and accreditation review process. Included in this packet you will find LearnSkin's Continuing Medical Education (CME) and Writing Guidelines. If you have any questions, please feel free to contact **managing editor Kim Wagerman** at editor@learnskin.com.

As you begin, we would like to share a few of our policies and best practices:

- **Word Count:** Minimum 1,500 words (no maximum)
- **Originality:** All written content should be original pieces prepared solely by the author(s) that have not been published elsewhere.
- **Limitations on Content:** The LearnSkin website is for educational purposes only. It should never be construed or framed as giving medical advice. The content should never advise a patient to disregard medical advice, deviate from a prescribed treatment, or avoid or delay seeing their doctor.
- If providing recommendations involving clinical medicine, all recommendations should be based on evidence that is accepted within the professions of medicine as adequate justification for their indications and contraindications in the care of patients.
- Content must be factual and based on either other published information from a textbook, peer-reviewed journal or validated through other means. Activities may contain general discussion of an informative nature regarding a particular modality or agent used in treatment. Written content may describe the outcome of published and unpublished studies and compare and contrast these in an educational format. Diagnoses and diagnostic criteria can be described in general provided the author has either the requisite



credentials to make such a statement or has referenced the source of the information.

- **Images and Figures:** Articles may not include copyrighted figures or tables. However, open source figures and tables may be incorporated. To find peer-reviewed figures and images, please utilize the following website: openi.nlm.nih.gov and perform a search in your desired area. Then, **you must select license type and select "Attribution"** to have the results deliver open source images. All images and figures should be properly cited.

CME Requirements

LearnSkin establishes the following standards of practice in order to fulfill the criteria of the Accreditation Council for Continuing Medical Education for each activity offering CME credit:

1. Standards Against Bias
 - Educational content must not be promotional. Brand names of products, manufacturers of products, product messaging, or specific retail outlets should not be used unless at least 3 different products or brands are shown together to reduce the appearance of bias.
 - Only generic and common names for ingredients should be included. If a trade name must be used, it should be used along with other similar brands from several companies to avoid the appearance of bias.
 - Any unlabeled/unapproved uses of drugs or products discussed in the content must be disclosed to the audience in either the content or verbally at the time of presentation.
 - If you have received training by a commercial interest (eg. speakers' bureau), any promotional aspects or industry slides cannot be included.
2. Content Validation
 - Recommendations involving clinical medicine shall be based on evidence that provides adequate justification for their indications and contradictions in the care of patients using standards that are accepted within the profession of medicine.
 - Generally accepted standards of experimental design, data collection, and analysis will be applied and referred to in the content. Reported or used scientific research will be referred to in the writing of CME articles.
3. Educational Materials
 - Content should cover and teach to the learning objectives.
 - Education materials cannot contain any advertising, trade names, or product-group messages. They must be scientifically rigorous, present a fair-balanced discussion of all therapeutic options, and unbiased.



Specific Requirements

Each article should be accompanied by a separate document that provides the following:

- 3 learning objectives. **Please refer to the list of approved verbs below.**
- 3-4 brief assessment questions on the subject reviewed that follow the parameters of the defined objectives. **Clinical vignette scenarios are highly recommended.**

Example:

A 27-year old female presents to your clinic for a second visit follow-up. She has a 15-year history of eczema. On her buttocks, there are three persistent thick plaques that have not responded to a month of daily treatment with clobetasol. What is the best next step?

- A. Refer to patch testing
- B. Perform skin biopsy
- C. Prescribe prednisone by mouth
- D. Prescribe tacrolimus ointment

Answer: B

- Each question should have one correct answer and four or five options for response. Avoid negatively worded questions that use "all except," and answer options such as "all of the above" or "none of the above" should be used sparingly. Please do not use true/false or yes/no questions. **All questions should be multiple choice. Use at least one reference to support each question and include an explanation for the correct answer.**

Conflict of Interest Disclosure

https://www.cognitofirms.com/LearnSkin/_2019ConflictsOfInterest

The Standards for Commercial Support require that all speakers, authors, and everyone who is in a position to influence the content of the activity, declare any financial interest or relationship in relation to their involvement with the educational content of the proposed activity prior to confirmation of the final program (consultant, stock ownership, employee, etc).

All disclosures of financial relationships will be reviewed and resolved according to the CME Identification and Resolution of Conflict of Interest Policy.



CME Honoraria Policy

Honoraria for program chairpersons, planners, teachers, and authors who contribute to or participate in a CME activity will be determined by the activity chair or by the planning committee to be included in the initial budget. In the event that activity has a shortfall, the LearnHealth honorarium may need to be reduced or eliminated. Industry supporters of the activity cannot determine honoraria amounts.

Action Verb List for Objectives

Objectives describe the behavior of the learner at the completion of the activity and form the bases of our evaluations. A strong objective answers the question: "What is something measurable that participants will be able to do because of their participation in this activity?"

The objective must be measurable and demonstrate that learning has taken place. Please select from the following:

Knowledge/Information

cite	identify	quote	record	summarize	write
count	indicate	read	relate	tabulate	
define	list	recall	repeat	tell	
describe	name	recite	select	trace	
draw	point	recognize	state	update	

Comprehension

assess	contrast	distinguish	identify	report	
associate	demonstrate	estimate	interpolate	restate	
classify	describe	explain	interpret	review	
compare	differentiate	express	locate	tell	
compute	discuss	extrapolate	predict	translate	

Application

apply	develop	locate	prescribe	select	utilize
calculate	employ	match	relate	sketch	
choose	examine	operate	report	solve	
complete	illustrate	order	restate	translate	
construct	interpolate	practice	review	treat	
demonstrate	interpret	predict	schedule	use	

Analysis

analyze	contract	detect	experiment	question	test
appraise	contrast	diagram	infer	relate	
calculate	criticize	differentiate	inspect	separate	



categorize debate distinguish inventory solve
compare deduce examine measure summarize

Synthesis

arrange compose formulate organize produce specify
assemble design generalize plan propose validate
collect detect integrate prepare revise
combine document manage prescribe set up

Evaluation

appraise critique evaluate rank revise
assess decide grade rate score
choose determine judge recommend select
compare estimate measure record test

Skill

demonstrate empathize internalize measure pass record
diagnose hold listen operate percuss visualize
diagram integrate massage palpate project write

Attitude

acquire exemplify plan reflect transfer
consider modify realize revise

Behavior words/phrases that are not measurable

appreciate comprehend implement recognize
become aware of enjoy learn realize
believe grasp memorize understand
communicate increase motivate

Writing Guidelines

The goal of our educational programs is to provide practical, evidence-based approaches that can be applied in clinic. **Whenever possible, include case studies, graphics, and visuals.**

Sentence structure:

- Sentences should be a mix of short and long sentences. *Example: Curcumin has a long history of use within Ayurvedic medicine. It's also known as the yellow spice. Several studies have looked at its anti-inflammatory effects...and so on.*
- Avoid "walls of text" in the writing. The writing should have breaks placed into it so that it is readable.



- Incorporate bullets, numbers, and tables to summarize key takeaways or data.

When reporting study results

- Summarize in your own words. Even copying portions of an abstract or a cited manuscript is considered plagiarism.
- Try to be succinct and simplify the key points for the reader.

Practical tips (and the end of the article)

- Summarize your piece with key takeaways in bullet form (these should tie back into the learning objectives and support any assessment questions if possible)

Content Template

Authors

List all authors as follows:

John H. Doe, Sandra E. Generic, etc.

- Please list affiliations for each author

Financial disclosures and conflicts of interest for the authors should be listed as follows: JHD is a consultant for Generic Skin, Inc. SEG has no conflicts of interest.

Introduction (start with an engaging intro, no subheading needed)

- Develop the opening to read as an abstract (this section will be highly read and should have a compelling opening that jumps right in and incorporates the learning objectives (without saying it in so many words).

Section1 (h2 header) - *choose these section headings to match overall theme of the article*

Subsection 1.1 (h3 header)

Subsection 1.2 (h3 header)

Section2 (h2 header) - *choose these section headings to match overall theme of the article*

Subsection 2.1 (h3 header)

Subsection 2.2 (h3 header)



Practical Tips (h2 header)

- Practical tip 1: may include brands but must include several brands
- Practical tip 2: something that clinicians can use immediately with their patients

References:

Please place references as superscript bracketed citations in order. All citations go AFTER punctuation without any space after the punctuation. The LearnSkin EndNote citation has the correct formatting. All references will follow APA style with superscript that follows after the citation and punctuation:

There are gut microbiota dependent markers for diabetes mellitus type 2.¹

1. Al-Obaide MAI, Singh R, Datta P, Rewers-Felkins KA, Salguero MV, Al-Obaidi I et al. Gut Microbiota-Dependent Trimethylamine-N-oxide and Serum Biomarkers in Patients with T2DM and Advanced CKD. J Clin Med 2017;6.