

- copy sent to professional nursing
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Educational Offering Process

The purpose of this form is to:

1. Assist you with planning an in-service.
2. Facilitate the use of the teaching/learning process.
3. Provide consistent documentation of education activities.
 - a. Identify education need (describe how you determined the need for this educational offering and discuss with Manager/Designee)

AMI Mortality Board Committee on Quality report from April 13, 2017 making a goal to provide increased education to RNs dealing with AMI population of patients.

- b. State the purpose (what outcome(s) do you expect to achieve)

RN staff in ER will have basic workable understanding of 12 lead ECG elements, proper lead placement to present accurate readings for interpretation, basic understanding of determining STEMI + NSTEMI ECG presentations, as well as, bundle branch block presentations with respect to AMI.

- c. Complete the Educational Offering Form

Barbara M. Estes RN, CCRN, CEN, MCCN, SANE.
Developed by

Approved by

4. Overall evaluation summary (include objective/outcomes achieved, validation that learning occurred, summary of data from professional nursing evaluation tool, number/% of unit staff that attended).

Validated by: _____ (Manager or Designee) Date: _____

Reviewed: 3/16

Revised:

* -> Don't forget the overlays in Shellie's Office
* -> " " the Badge Cards to those who don't have yet, 30

Educational Offering Form

Title of offering: Basic 12 Lead STEMI / NSTEMI Recognition
 Date(s) of offering:
 Presenter/Speaker: Barbara M. Estes, RN, CCRN, CEN, MCCN, SANE
 Target Audience: Staff RNs in CAMC MER

Time Frame: 1^o

Teaching method(s): Lecture Demonstration Case study Skills lab SIP Panel discussion
 Other (please state):

Method(s) of evaluation: Post test Q & A Certification Skills check-off Return demonstration
 Other (please state):

Objective (s):	Content outline:
<p>RNs will be able to verbalize and demonstrate basic awareness and understanding of:</p> <ul style="list-style-type: none"> - 12 lead ECG lead placement for visualization of STEMI and NSTEMI AMI in ER - importance of proper positioning of leads for visualization accuracy. - Bundle Branch Block presence in 12 lead ECGs done in ER. 	<p><u>Re-test</u></p> <ul style="list-style-type: none"> I. Chest pain differentiation cardiac, pulmonary, traumatic II Algorithm for cardiac pain. III ECG - skin preparation <ul style="list-style-type: none"> - lead placement - use of precordial leads - Parts of ECG Waves on 12 lead tracings. - ST images & causes of elevation. - R wave progression - Heart Anatomy: Anterior/posterior - 12 lead components on tracing. - comparison of electrical and vessel equivalence. - location of injury vs. ischemia
	<ul style="list-style-type: none"> III ECGs: <ul style="list-style-type: none"> - Anterior Septal - Anterior Septal Lateral - Inferior Wall - Inferior wall = 30% - rhythm importance - Posterior inclusion - MI's Hide Look Rt and back. 31 - RV Infarct - Posterior Infarct - Lateral & Posterior MI

Educational Offering Form

Title of offering: Basic 12 Lead ECG STEMI and NSTEMI Recognition
 Date(s) of offering:
 Presenter/Speaker: Barb Estes, RN, CCRN, CEN, MCCN, SANE, CN IV MER CAMC
 Target Audience: Staff ER RN's
 Time Frame: 1^o

Teaching method(s): Lecture Demonstration Case study Skills lab SIP Panel discussion
 Other (please state):

Method(s) of evaluation: Post test Q & A Certification Skills check-off Return demonstration
 Other (please state):

Objective (s):	Content outline:
	<p>IV PCZ</p> <ul style="list-style-type: none"> • LAD Blockage • CA Angiogram • Stent placement <p>VI NSTEMI</p> <ul style="list-style-type: none"> • NSTEMI tracing • Inferior Wall NSTEMI tracing • Wellen's Pattern <p>VII BBB</p> <ul style="list-style-type: none"> • Traditional Interpretation • Turn signal Technique • Modified Sgarbossa Criteria for LBBB/paced rhythms • Tracing examples <p>VIII Acute Pericarditis</p> <p>Post Test Question & Answers Evaluations</p>



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TALENT RELEASE (AND CONSENT) FOR VIDEO TAPING AND BROADCAST

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I do hereby warrant that I am of full age (i.e. 18 years or older) and have every right to contract in my own name, and further that I have read the foregoing authorization and release, prior to its execution, or have had it read to me, and I am fully familiar with the contents thereof.

Barbara M. Estes RN, CCRN, CCN, MEd, SANE
Signature

4/10/12
Date

Barbara M. Estes
Printed or typed name

Revised 7/00

CAMC Health Education and Research Institute
CME Disclosure & HIPAA Compliance Form

Presenter (please print) Barbara M. Estes Activity Date: _____

Name of Program: Basic 12 Lead SEMI/NSEMI Recognition

Role(s) in Determining Educational Content:

Planner/Lead Co-planner/Co-lead Planning Committee Presenter/Author

Purpose – The Accreditation Council for Continuing Medical Education (ACCME) requires CME providers to identify and resolve all potential conflicts of interest of planners and presenters prior to CME activity (i.e., all individuals in a position to control the content).

Relevant relationships identified on the disclosure form (including the absence of such relationships) must be conveyed to the audience prior to the activity.

Definitions – “Relevant financial relationships” are those in which an individual (including spouse/domestic partner) **has both**:

1) a **personal financial relationship** (any amount) with a commercial interest (any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients) in the past 12 months, whether the relationship has now ended or is currently active.

2) control in planning or presenting educational content addressing specific products of the commercial interest.

(No disclosure needed for relationships with non-profits, government entities, or entities not producing health care goods or services.)

Significant Interests and Off-Label Use of Products

It is the policy of the CAMC Health Education and Research Institute (CAMC Institute) that any faculty (speaker) who presents at a continuing education activity designated for CME credit must disclose any financial interest or other relationship (i.e. grants, research support, consultant, honoraria) that person has with the manufacturer(s) of any commercial product(s) that may be discussed in the educational presentation. Guidelines also require that these relationships be disclosed to participants prior to educational activities verbally or in brief statements in conference materials such as brochures, syllabi, exhibits, and poster sessions. In addition, when an off-labeled use of a commercial product, or an investigational use not yet approved for any purpose is discussed during an educational activity, the presenter is required to disclose that the product is off-label for the use under discussion or that the product is still investigational. All certified continuing education activities must conform to these policies.

_____ My presentation **does not include discussion** of any commercial product(s) or service(s).

_____ My presentation **includes discussion** of a commercial product/service of which **I do not have** any significant financial interest or other relationship with the company who makes/provides this product/service.

Please explain: _____

_____ My presentation **includes discussion** of a commercial product/service of which **I have** a significant financial interest or other relationship with the company who makes/provides this product/service.

Please explain: _____

_____ I intend to discuss an off-labeled use of the following product(s) during the presentation.

<u>Product</u>	<u>Off-labeled Use</u>
_____	_____
_____	_____
_____	_____

_____ I have the following financial interests or relationships:

<u>Affiliation/Financial Interest</u>	<u>Name of Corporate Organization(s)(Please Print)</u>
___ Grant/Research Support	_____
___ Consultant	_____
___ Speakers' Bureau	_____
___ Major Stock Shareholder	_____
___ Other Financial Support	_____
___ Other	_____
___ No relationship	_____

HIPAA Compliance

The Health Insurance Portability and Accountability Act (HIPAA) states that patient records and photos used in teaching must be stripped of all “direct identifiers” such as name, address, social security number, patient ID number, identifiable photographic images, etc., or that you have written authorization from the patient to use his/her directly identifiable health information in this way. The CAMC Institute requires that you, as faculty, verify by way of your signature that your presentation materials (handouts, slides, PowerPoint presentations, video, journal articles, etc.) meet these HIPAA standards.

_____ I verify that I am in **compliance with the HIPAA** standards to protect the privacy of the patients discussed in my presentation(s). I have either received written authorization from the patient, removed any identifiable images or patient records from my presentation, or my presentation does not pertain to patient treatment.

Signature Barbara M. Estes

