

March 1, 2010

REQUEST FOR PROPOSALS
to produce
WEB-BASED INSTRUCTIONAL MODULES in ETHICS and PROFESSIONALISM

AMERICAN BOARD OF RADIOLOGY FOUNDATION

in collaboration with

American Association of Physicists in Medicine
American Board of Radiology
American College of Radiology
American Radium Society
American Society of Radiation Oncology
Radiological Society of North America

March 1, 2010

Proposals are solicited for the development of educational content for web-based instructional modules intended primarily for the education of practicing diagnostic radiologists, radiation oncologists, and medical physicists, as well as residents, fellows, and students. Each proposal should specify a lead author who is an ABR diplomate and should include a group of several co-contributors (who may be residents, fellows, students, and non-certified individuals). Inclusion of a diagnostic radiologist, radiation oncologist, and a medical physicist on the writing team is desirable but not mandatory.

The proposal must contain an outline of the material to be covered and must identify the media (video clips, animations, pop-ups etc.) to be employed to present the material. The module text must be prepared as a Word document. Responders to the Request for Proposals should plan to develop the educational content for web-based educational modules. Each module should contain at least three case studies illustrating the subject of the module: at least one directed to diagnostic radiologists, at least one to radiation oncologists, and at least one to medical physicists. The information in a module should not require more than 45 minutes to assimilate, not including the 15-20 self-test questions presented at the end of the module. If additional time is deemed necessary to appropriately cover the topic, the module should be separated into two parts, each lasting no more than 45 minutes. Formatting of the content into a web-based module will be done by the Radiological Society of North America staff members who work with the Angel e-Learning Management System (LMS).

The content for all modules will be peer-reviewed first by an ABRF task force and then after revision by external reviewers. Authors can expect to produce at least two revisions in the content before its final acceptance. Modules will be available at no charge to ABR diplomates and residents, fellows, and students on the LMS platform as a co-branded presentation, and linked to the websites of the project's sponsors: the Radiological Society of North America, the American Radium Society, the American Society for Radiation Oncology, the American College of Radiology, the American Association of Physicists in Medicine, and the American Board of Radiology.

Proposals for module development should be sent by April 15, 2010, to ethics-abrf@theabr.org at the American Board of Radiology Foundation. A response to module proposals will be provided by May 15, 2010. Up to three module proposals may be submitted by a single group of potential authors.

Proposals should include the following components:

- Title
- Outline/flowchart of module content
- Learning objectives
- Sample questions

March 1, 2010

- One-page summary of module content
- Names and biosketches of author(s)

Timeline:

April 15 – proposals due to ABRF

May 15 – Notice of acceptance to lead author

* Four months from notice of acceptance – Completed modules due to ABRF (Initial ABRF review)

October 15 – Notice of task force revisions to lead author

* 30 days from notice – revisions due to ABRF

January 15, 2011 – notice of external blinded revisions to lead author

* 45 days from notice – final modules due with all revisions to ABRF

** Authors who meet all three deadlines will receive a bonus payment of \$1,000, in addition to the \$3,000 to be paid to all groups having accepted final modules by March 1, 2011.*

Progress reports will be needed periodically over the period of module production. Two years after completion of a module, updating of the module may be requested for an additional remuneration of \$1,000.

Twelve modules are envisioned as shown in the appendix. Copyright of modules will be held by the ABRF, but developers will be free to use the material in their teaching programs.

Development of the educational content for web-based instructional modules is an opportunity for authors to contribute significantly to the education of practicing physicians and physicists, as well as residents, fellows, and students. It also provides the developers with recognition of their expertise, and they will be acknowledged as authors of the module.

Since CME credit and Self-Assessment Module (SAM) qualification will be sought for all modules, authors will be asked to provide all required elements for obtaining such credit. Please note that SAM requirements include at least one reference to the literature for each self-test question. Modules will not be accepted without inclusion of these references.

To provide guidance on what a finished module may look like, you may find sample modules available in the RSNA Learning Management System. These modules have been prepared to help radiology residents and medical physics students learn the physics of imaging. To access these modules, please visit <http://physics.rsna.org>. You will be asked for a username and password. Please use Physics_RFP as the username, and physics as the password. Please note this login information is case-sensitive.

Once logged in, you will find the completed physics modules available for viewing. Click on the title of the module in which you are interested, and navigate through the module using the on-screen navigation tools. If you experience any difficulty accessing these modules, please contact the RSNA at physics@rsna.org, or call 1-800-272-2920.

Format for Final Modules:

- Outline of instructional module content
- Learning objectives
- Title and author(s)
- Numerical outline/flowchart of module content (1., I.A, I.A.1)
- A brief clinical scenario involving an ethical issue should start each module
- Individual module features
 - Principle-driven (articulate and reference the principles used)
 - Emphasis on general concepts and ethical reasoning within a framework
 - References (bibliography, further study, special references)

March 1, 2010

- Questions/answers embedded within module
- Summary highlights
- Post-test consisting of 15-20 self-test questions in any objective format, i.e., multiple choice (with single best answer), (extended) matching, true/false, etc. Each question should be linked to at least one reference from published literature. A reference to the module itself is insufficient.
- Innovative teaching aids (e.g., pop-ups, games) may be included.
- Format notes:
 - Word format for submission is required.
 - Tables, charts, and graphs may be placed directly in the Word document. If using a chart or graph that is not an image, please provide the data so the chart or graph can be reproduced. Images must be numbered in the Word document and correspond to the appropriate image file.
 - The LMS can handle several different types of image files, but JPG and BMP are the easiest to work with if any conversions are required. The system will accept either flash (SWF) or windows media files (WMV) only. For video longer than 2 minutes in length, please use wmv format. PowerPoint and HTML are not accepted formats.
 - Please keep pop-ups (new windows) in mind. A great deal can be done with these, from opening larger images to inserting sample questions and additional files.

Responding to the RFP

A. Summary of Content

To submit a response for an ABRF ethics and professionalism module, a one page summary of content to be covered is required. Include the title of the topic in the summary you are submitting.

B. Outline Creation

In addition to the Summary of Content, an outline of the content to be covered in this module must also be submitted. The accepted form of the module outline should follow the format of the example below, including roman numerals for each section heading, capital alphabetic lettering for each subtopic under the heading and numerical numbering under each subtopic if necessary. Outlines should have no more than 3 levels. Please be specific and cover all relevant topics under the module in which you are working. Use the outline format to ensure all appropriate topics will be covered in your module.

C. Contributing Author Information

All contributing authors must be listed in your proposal response. When providing author information for your team, please include the individual's full name, credentials, and departmental and institutional affiliations. For example:

Bob R. Smith, MD, PhD
Department of Radiology
University of California Los Angeles

D. Learning Objectives

Each module should identify 3-5 learning objectives for users. The ABRF prefers learning objectives written from the learner and/or behavioral perspective. Verbs that commonly **begin** learning objectives include:

***INFORMATION**

Count
Define
Identify
List

***APPLICATION**

Apply
Complete
Develop
Examine

***SYNTHESIS**

Arrange
Assemble
Detect
Specify

***COMPREHENSION**

Classify

***ANALYSIS**

Appraise

***EVALUATION**

Assess

March 1, 2010

Compare
Describe
Explain

Contrast
Debate
Differentiate

Critique
Estimate
Recommend

EXAMPLE OUTLINE:

Topic: PHYSICIAN CHARTER ON MEDICAL PROFESSIONALISM

I. Course Information

- A. Learning Objectives: After completing this module, participants will be able to:
 - 1. select patient scenarios which best illustrate the three fundamental principles of the Charter.
 - 2. apply the 10 professional responsibilities to patient scenarios and recommend the course of action that is the most ethically and/or professionally consistent with them.
- B. Contributing Authors
 - 1. Mary L. Jones, PhD, Radiology Department, University of XXXX
 - 2. John J. Smith, MD, Radiology Department, University of XXXX
 - 3. Chris M. White, MD, Radiology Department, University of XXXX

II. Reading Assignments:

- A. Medical professionalism in the new millennium: a physician charter. Ann Intern Med; 2002: 136:243-6
- B. Blank L, Kimball H, McDonald W, Merino J. Medical professionalism in the new millennium: a physician charter – 15 months later. Ann Intern Med; 2003: 138:839-41. Editorial: 844-46. Letters: 851-55.
- C. American Board of Radiology website: description of Maintenance of Certification Program.

III. Patient Scenarios:

- A. Use of appropriateness criteria
- B. Ethnic group belief about disclosure of diagnosis
- C. Voluntary enrollment in Maintenance of Certification
- D. Reaction to interpretation error
- E. Response to aberrant behavior by colleague
- F. Advice regarding patient objection to procedure
- G. Response to inadequate data supplied by referring physician
- H. Disclosure of financial relationship

IV. Examples of violations of professional responsibilities

March 1, 2010

APPENDIX: Ethics and Professionalism Module Topics with Detail

***Please note the bullet points in the module descriptions below are not all-inclusive. Proposers should treat these as starting points to generate content that they believe best covers the topic area.*

Module 1: Attributes of Professions and Professionals

Attributes of Healthcare Professionals

- Honesty
- Forthrightness
- Diligence
- Respect for persons
- Service to others
- Primacy of patient welfare

Attributes of a Healthcare Professional Organization

- Establish standards of conduct for members
- Enforce compliance with standards of conduct
- Encourage members to function above minimum legal standards of conduct
- Provide educational opportunities for members
- Acknowledge obligations of the profession to serve patients
- Recognize responsibilities of the profession to the public

Module 2: Physician-patient & physician-colleague relationships

Physician-patient relationship

- Honesty, respect
- Do no harm: maximize benefit and minimize harms
- Rights: right procedure, right location, right patient, etc.
- Access to care
- Informed consent
- Disclosure of medical error to patients
- Boundary issues and maintaining appropriate relations
- Privileged position of the professional
- Patient Privacy
 - Philosophical principles (Kant, Mill, etc. – brief)
 - Patient autonomy and self-determination
- Confidentiality of patient information: HIPAA – origin and status
 - Protection of patient records
 - Methods for ensuring security
 - Penalties
- Reporting results to the patient;
- Making patient information available to other physician's involved in patient's care;
- Patient responsibilities

Physician-physician relationship

- Communication – timely, understandable
- Interpersonal – respect, courtesy
- Mutual accountability
 - Reporting sentinel events
 - Feedback, peer review
 - Impaired and disruptive physicians

March 1, 2010

Physician-other relationship

- With allied health professionals
- With hospital/clinic staff

Module 3: Personal Behavior and Peer Review

Behaviors of Others

- Unethical conduct
 - Incompetent performance
 - Mental impairment
 - Fraudulent or deceptive practice
 - Substance abuse
 - Moral turpitude
 - Criminal activity
 - Harassment
 - Disruptive behavior
- Reporting unethical conduct
 - Sensitivity of the issue
 - Responsibility of the observer
 - Protection of the observer (whistleblower)
 - Imperfect nature of whistleblower protection
- Appropriate recipients of reported behaviors
 - Superiors
 - Hospital board
 - Licensing board
 - Certification board
 - Regulatory authorities

Peer Review of a Professional

- Review should be conducted by a qualified professional(s) with appropriate expertise.
- Reviewed professional should know of review.
- Unrelated others should not know of review.
- Reviewing professional should be independent of reviewed professional or institution.
- Copy of review report should be provided to the reviewed professional.
- Review should not be shared with those without a need to know.
- Review should not unnecessarily jeopardize reviewed professional's position.

Module 4: Conflicts of Interest

Conflicts of Interest

- Financial
 - NIH guidelines
 - FDA guidelines
 - Institutional guidelines
 - Other guidelines
- Professional
 - Stature (reputation)
 - Inclusion in peer group
- Educational
 - Relationship with mentors

March 1, 2010

- Relationship with students
- Research
 - Study objectives vs. patient interests
 - Belmont principles
- Personal
 - Personal vs. patient welfare
 - Compassion vs. objectivity
- Voluntary disclosure of conflict of interest
- Required disclosure of conflict of interest
 - Publications
 - Talks
 - Clinical trials
 - Experimental therapies
 - Volunteer service

Module 5: Research Principles/Misconduct

Research Principles

- Data accuracy
 - Systematic errors
 - Random errors
 - Statistical analyses
 - Deletion of outlier data
- Data confidentiality
 - Patient data
 - Laboratory data
 - Permission to publish
- Data ownership
 - Research team
 - Institutional claims
 - Publication copyrights
- Data management
 - Keeping records
 - Maintaining security
 - Transferring institutions

Research Misconduct

- Data fabrication
 - Definition
 - Examples
 - Historical case study
- Data falsification
 - Definition
 - Examples
 - Historical case study
- Plagiarism
 - Definition
 - Examples
 - Historical case study
 - Redundant publication (self-plagiarism)

March 1, 2010

Module 6: Human Subject Research

Research with Human Participants

- Belmont principles
 - Respect for persons – example
 - Beneficence – example
 - Justice – example
- Physician as caregiver vs. clinical trialist: addressing conflict
- Institutional Review Board (IRB)
 - Composition
 - Responsibilities
 - Approvals
 - Waivers
- USDHHS Office of Research Protections
 - Responsibilities
 - Enforcement
- FDA
- General rule
- Institutional certification
- Penalties for noncompliance

Module 7: Research Involving Vertebrate Animals

Research with Animals

- Philosophical principles (Rosseau, Bentham, Shopenhauer, Singer, et al.)
- Ethical foundations
 - Animals in the service of humans
 - Animals with rights
 - Animals as sentient beings equal to humans
- Protection of research animals
 - USDA
 - AAALAC
- Animal rights organizations
 - SPCA
 - PETA
 - ALF
- Current controversies

Module 8: Relationships with Vendors

Vendor-Sponsored Activities

- Organizations
 - Conflict of Interest
 - Guidelines
 - Reporting
 - Abuses
- Individuals
 - Conflict of Interest
 - Guidelines
 - Reporting
 - Abuses

March 1, 2010

- Case studies
- PharMA guidelines and participants

Vendor-Sponsored Research

- Legitimate and illegitimate research
- Research disconnected from sales
- Appropriate and inappropriate expenditures
- Guidelines
 - Milestones
 - Reports
 - Office of Inspector General Compliance Guidance for Pharmaceutical Manufacturers
- Restrictions on publication
- Indemnification issues
- Ghost-written articles
- Conflict of interest reporting

Module 9: Publication Ethics

Publication - Authors

- Types of authors (first, senior, corresponding, co-authors)
- Authorship requirements – substantial contribution to
 - Conception and design
 - Data acquisition
 - Data analysis/interpretation
- Draft/revise manuscript
- Final manuscript approval

Publication - Reviewers

- Reviewer requirements
 - Objective/fair
 - Expertise
 - Knowledge and experience
 - Maturity
 - Responsiveness
 - Helpfulness
- Conflict of interest (disclosure)
- Confidentiality of manuscript
- Confidentiality of review
- Blinded vs. unblinded reviews – arguments

See guidelines, e.g., International Committee of Medical Journal Editors, AMA Congress on Peer Review and Biomedical Publication

Module 10: Educator/Student Relationships

Education – Teacher Responsibilities

- Respect for students
- Program completion by students: cover curriculum, plan lessons
- Safe and supportive environment, encouragement
- Intellectual/academic freedom, challenges
- Recognition of student work

March 1, 2010

- Fair evaluation, honesty
- Nondiscrimination, equal opportunity
- Confidentiality
- Consensual relationships

Education – Student Responsibilities

- Adherence to policies/procedures
- Attendance
- Academic integrity
- Acknowledgement of others' work
- Respect for freedom of expression
- Confidentiality
- Respect for others
- Respect for institutional property

Module 11: Employer/Employee Relationships

Employer-Employee Responsibilities

- Contract negotiations
 - Transparency
 - Completeness
 - Timeliness
- Staff privileges
- Honesty
- Responsiveness
- Forthrightness
- Respect for others affected
- Obligations in vacating a position

Module 12: Professional Challenges

Provision of radiological services

- Relationships with referring physicians
- Relationships with hospitals and clinics
- Relationships with payers
- Relationships with patient groups
- Print and media advertising
- Self-referral
- Leasing imaging time

Provision of non-clinical services as a(n):

- Expert witness (for plaintiff, defendant)
- Certification examiner
- Licensure board member
- Continuing education speaker
- Speakers bureau speaker for device or drug company
- Board member for device or drug company
- Industry consultant

Contracting for services

March 1, 2010

- Purchasing equipment
- Leasing equipment
- “Nighthawk” and offshore services
- Locum tenens