



Instructions for Content Authors

On behalf of the EFIM Academy, we are honored to invite you to contribute to the e-learning content we are publishing online at our platform. The EFIM Academy publishes e-learning modules, case-based modules, one-minute learning contents, presentations, pre-recorded session videos, live webinars along with the documents in various formats.

EFIM is a non-for-profit organization. The EFIM Academy is also independent and unsponsored. Nevertheless, accepted and published e-learning contents will be provided an independent honorarium by the EFIM Academy.

Types of Input Formats:

The EFIM Academy Team accepts following document formats as input for the purpose of creating full-blown e-learning modules

- PPT (PowerPoint Presentation) – preferred format over PDF
- PDF
- Video recording

Guideline for Preparing Case-Based Modules

EFIM Academy aims to get the e-learning modules accredited by the **European Accreditation Council for CME (EACCME)**, wherever possible. To align with the accreditation criteria please follow these rules:

- You must state the name and title of the senior medical specialist with his/her affiliation, who will take responsibility for the scientific content of the e-learning module. This doctor must be registered with a Medical Regulatory Authority, and his/her registration details must be provided.
- You must state the names and qualifications of the author(s) in 1-2 paragraphs involved in preparing the content.
- You must clearly explain the content of the e-learning module with 100-150 words summary at the beginning.
- All content must be free from any commercial or other forms of bias. Where there is valid evidence base for a specific therapy or agent, this may be stated but must be referenced in a manner that is appropriate for a scientific journal.
- If sponsorship is involved, you must ensure it is provided in the form of an “unrestricted educational grant” and clearly disclosed at the beginning of the e-learning module.
- You should state the “target audience” for whom this content is most likely to be suitable.



- You must include a clear statement explaining how the e-learning module has been developed to address the identified educational needs. This must confirm that a needs assessment has been conducted, that the needs have been clearly defined, and that the module is designed to fulfil those needs.
- You must include a slide outlining three to four clear learning objectives.
- Your content must be evidence-based, with notes on the level of evidence (where applicable), and suitable references. The content should start with the discussion of a case, since case-based learning is extremely efficient. The clinical progress and work-up of the patient should form the backbone of the module. The theoretical knowledge should be presented through the case journey also to support the clinical decision-making skills of the learner.
- You must state the expected educational outcome(s) of the e-learning module. These must be explained in terms of the knowledge, skills, attitudinal or behavioral, or ethical lessons that can be learned, and whether these are clinical or non-clinical.
- Maximum 40 slides per learning module (depending on information density) if possible, as longer content may lead to concentration problems. If your e-learning module is long then the module should be broken down to multiple sections, where each section consists of maximum 20-30 slides.
- The content must not contain any copyrighted or non-reproducible visual material.
- Provide scientific references on the slide footnote wherever applicable. You can also provide these references in the PPT slide notes, if that's more convenient for you.

Examples for standard reference format:

1. *Alba-Loureiro TC et al. J Endocrinol. 2006;188:295–303.*
 2. *Jafar N et al. Am J Med Sci. 2016;351:201–211.*
 3. *Joshi N et al. N Engl J Med. 1999;341:1906–1912.*
- Additional internet links may also be provided.
 - You may provide an additional slide about “further reading” list.
 - **Use of voice-over:**
 - In case you do not prefer your own voice recording to being used in narration, provide a voice-over recording for each slide as you see fit. The speaker can talk and record the text for each slide using the built-in PPT functionality or use a 3rd party voice recorder tool to provide separate recordings per slide in a common format (mp3, wma, etc.). If separate recording files are produced, please name those files after the slide name/number for easy association.
 - If you cannot provide a voice-over recording, please provide the narrative text for each slide -ideally- added to the notes section of the PPT. EFIM Academy Team will use the text to create a professional voice-over.



- **Questions:**
 - For accreditation, you must provide at least 5 and at most 10 multiple choice questions at the beginning of the module.
 - Multiple choice questions should have one correct answer. Please highlight the correct answer directly on the slide using an appropriate color, such as **yellow**.
 - For all questions, you need to provide explanation for the “**wrong answers**” stating why the choice was incorrect. You may provide a single explanation covering all wrong choices of the question or provide separate explanations for each wrong choice, whichever is more practical. For correct choices, you need to provide supporting scientific evidence(s).
 - In addition to multiple choice questions, you may provide interactive questions
 - True/false
 - Fill in the blanks
 - Drag & drop
 - Switch/keep
 - Grouping
 - Alternative interactive question types created by the content creator will be prepared by EFIM Academy IT team
- **Images/Tables:**
 - The EFIM Academy Team will require the original images and the tables embedded in your content also as separate files. Some of these images/tables may need to be enhanced or re-created by the Creative Team to improve the quality and overall design.
 - If the image or information in the table is obtained from a 3rd party, you are expected to provide the source/reference directly on the slide or in the slide notes.
 - Please make sure that the copyrights for any material are already obtained, should you use visual material that is not drawn/created by you.
 - If you are not sure which image or design to use, our Creative Team will be glad to provide you with suggestions.
- **Interactions:**
 - EFIM Academy Team will transform your document into a suitable e-learning format (e.g. SCORM) including any required user interactions, such as drag & drop. Please include your suggestions/preferred interaction type on the respective document page/slide or in the notes section. Otherwise, our team will apply appropriate best practices.

You can download the ppt template for e-learning modules [here](#).



To get a better sense of our platform and published modules, you can register and explore the [EFIM Academy website](#).

After Publication

The accepted contents will be published on the EFIM Academy platform. The accredited contents will be time-limited for a period of 2 years from the date of confirmation of accreditation. You will be notified about this date, and the expiry date. Before the end of the 2-year period, you will be asked to review your content for re-accreditation.

Guideline for Preparing One-Minute Learning Contents

This is a one-minute learning content consists of an image or a one-minute video recording.

- You must provide an image or a video for the diagnosis to be mentioned
- You must provide an abstract in approximately 300 words, in which the diagnosis and the differential diagnosis are clearly stated and the disease is briefly explained through the image or the video.

Guideline for Video Recordings

The file must be a video file in MP4 format (more details below).

There are several video shooting tools available to easily record a presentation. With such tools, you would be able to show your face via webcam (if you prefer) and display your slides as you talk. Some tools also allow overlaying your face while displaying a slide on the screen.

You can use any video shooting software if you get a good quality recording and your final file is in the MP4 format. If you are not familiar with a particular tool, here are some links to instructions on recording a meeting on common platforms:

- **Zoom:** [Local Recording – Zoom Help Center](#)
- **WebEx:** [Video Conferencing - Record a Cisco Webex Meeting](#)
- **Google Meet:** [Record a video meeting - Meet Help](#)
- **Gotomeeting:** [How to Record a GoToMeeting Session | Techwalla and How to Convert and Open the GoToMeeting Recordings](#)
- **Microsoft Teams:** [Record a meeting in Teams - Office Support](#)

Recommendations for Recording:

- 16:9 screen format (widescreen aspect ratio)
- Voice recorded via a quality microphone
- Record the presentation using Zoom, available to users on most platforms and in most countries



Technical Guideline for Videos

Duration: 15 -30 minutes

Video file format: mp4

Dimensions: Minimum height 480 pixels, aspect ratio: 16:9

All files must be in mp4 Format

Resolution = High Definition (720p or 1080p), minimum 520p

Tips for Recording

- Use a quiet area with no noticeable background noise.
 - Avoid areas that have echo
 - Consider dampening echo with carpeting, curtains, furniture if required
- Hardline internet connection recommended, but if unavailable, a stable Wi-Fi connection
- A good quality microphone closing enough to mouth BUT away from direct line of mouth to reduce “pops”. Avoid using default built-in microphone on your computer, unless the quality is verified by our Team.
- Do a test recording of a couple of minutes and review the sound and picture quality, MP4 format, and bit rate before recording the entire presentation. Make adjustments if needed.
- If you are not familiar with the technical parameters mentioned, our Team will be glad to assist you in achieving the right setup.

When your video is ready, please inform the EFIM Academy Project Manager, who will provide instructions for uploading your video.



Examples

In this section, we provided some example module slides as per criteria/best practices discussed above. These are actual slides taken from real e-learning modules. Please note that EFIM Academy does not expect you to deliver the content/slides with a perfect layout/design work. These examples should give you an idea how your raw content will be used during e-learning module development.

List of Learning Objectives

Learning Objectives
At the end of this module, you will

- recognize the importance of vaccine preventable disease and vaccination in adult patients with diabetes ✓
- be able to assess the vaccination history as a part of chronic disease management plan in adult patients with diabetes ✓
- be able to prepare a vaccination scheme for the vaccines indicated in an adult patient with diabetes ✓

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Case Presentation

Case presentation

- ☑ Mr. Jones is a 62 years old male, active patient with no past medical history, no medication use
- ☑ He lived a completely healthy life until you recently diagnosed him with type 2 diabetes mellitus



? As a part of chronic disease management plan, would you like to assess the vaccines that Mr Jones have had up until now ?

Yes

No

Case Presentation

MRI of the right knee

Confirmative for extensive osteochondritis with abundant joint mice

DECISION:

Arthroscopic approach to remove free-roaming particles from joint space

MRI: magnetic resonance imaging





Learning Slides

Assessment of vaccines that need to be administered

First:¹

- assess general vaccination history
- specific vaccines for diabetic patients in the first visit and annually thereafter

In addition, assess:²

- specific disease conditions
- allergies
- history of Guillain-Barre syndrome (within 6 weeks of previous dose of influenza vaccine)
- acute febrile illness



1. American Diabetes Association. Diabetes Care 2021 Jan; 44(Supplement 1): S40-S52;
2. <https://www.cdc.gov/vaccines/>
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Increased infection risk in patients with diabetes mellitus

Suppressive effects of hyperglycemia on immune pathways^{1,2}

Increased susceptibility to specific infections³

Regression of pulmonary function due to degenerative changes



Risk factors by other chronic diseases and obesity accompanying diabetes mellitus



Local factors such as diabetic foot ulcers

1. Alba-Loureiro TC et al. J Endocrinol 2006;188:295-303;
2. Jafar N et al. Am J Med Sci 2016;351:201-211; 3. Joshi N et al. N Engl J Med 1999;341:1906-1912
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Learning Slide with Popup Detail

Incr

Sup

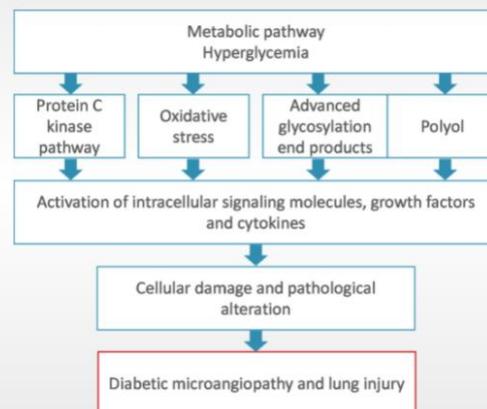
Incr

Reg

Risk
diab

Loc

Respiratory tract disease in patients with diabetes mellitus



Visca D et al. Pharmacological Research 2018;137:230–235

1. Alba-Loureiro TC et al. J Endocrinol 2006;188:295–303;
 2. Jafar N et al. Am J Med Sci 2016;351:201–211; 3. Joshi N et al. N Engl J Med 1999;341:1906–1912
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Multiple Choice Question

? QUESTION 1

Which one of the following is correct?

- Mr. Jones does not need any more vaccine shots as his childhood vaccination scheme is complete
- Diabetes is not an additional risk factor for vaccine preventable diseases
- One dose of tetanus vaccination is adequate in adult life
- Adults require vaccine shots in accordance with their age, risk factors and chronic diseases

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? QUESTION 1

Which one of the following

Incorrect

- Mr. Jones does not need any more vaccine shots as his childhood vaccination scheme is complete
- Diabetes is not an additional risk factor for vaccine preventable diseases
- One dose of tetanus vaccination is adequate in adult life
- Adults require vaccine shots in accordance with their age, risk factors and chronic diseases

Continue

You did not select the correct response.

Adults require vaccine shots in accordance with their age, risk factors and chronic diseases such as diabetes mellitus even though they have completed their childhood vaccination series in accordance with their national immunization policy. Immunity against several vaccine preventable diseases decline with progressing years due to several reasons such as immunosenescence, waning immunity, new genetic variants of microorganisms or newly emerging microorganisms. Some infections such as tetanus require repetitive booster shots for prevention through out the life course.

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IMPORTANT: You must provide multiple choice questions along with an explanation of to “wrong choices”, so the learner can understand why the answer was wrong.

Drag & Drop Question

? QUESTION 3



Select the vaccines that Mr Jones should receive

+
+
Pneumococcal vaccine

+
+
Influenza

+
+
Human papilloma virus

+
+
Tetanus-diphtheria-acellular pertussis

+
+
Herpes zoster

+
+
Measles-mumps-rubella

DRAG AND DROP VACCINES HERE

+
+
Hepatitis B

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? QUESTION 3

Select the vaccines that Mr Jones should receive

Incorrect

+
+
Influenza

+
+
Pneumococcal vaccine

+
+
Tetanus-diphtheria-acellular pertussis

+
+
Human papilloma virus

+
+
Continue

+
+
Hepatitis B

+
+
Herpes zoster

+
+
Measles-mumps-rubella

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You did not select the correct vaccines.

Human papillomavirus vaccine is recommended in adolescence and in early adult life. CDC states that some adults age 27 through 45 years who are not already vaccinated may decide to get HPV vaccine after speaking with their doctor about their risk for new HPV infections and the possible benefits of vaccination.

Diabetes mellitus is not a specific indication for measles-mumps-rubella vaccination booster dose in adult life as long as the complete childhood series or presence of immunity is demonstrated.

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