

## UCSF Continuing Education Portal



### Creating Flyers / Announcements and Syllabus Front Material

CloudCME® will produce draft documents to be used as announcements for regularly scheduled series or overview text ("front material") for courses and online learning activities.

#### From the Activity Manager/Activity Editor

Once your activity setup is complete, in the Activity Manager, navigate to the **CORE OPTIONS** tab and select the **MARKETING** sub-tab.



Scroll down to the **BROCHURE** section. Here you can:

Brochure

Select a file from your computer to create a brochure.

Max file size: 100MB.

Accepted file types: .doc, .docx, .odt, .pdf, .jpg, .jpeg, .png, .gif.

Drag & Drop your files or [Browse](#)

Powered by PQINA

or

Generate Brochure

Automatically generate a draft for editing. This can be uploaded to also appear in the course listing.

Add your own document to be downloadable from the course listing on the website.

To create a draft for review, click **Generate Brochure**. When it is ready for review, download it using the **download icon** next to the filename.

Brochure

Select a file from your computer to create a brochure.

Max file size: 100MB.

Accepted file types: .doc, .docx, .odt, .pdf, .jpg, .jpeg, .png, .gif.

Brochure\_291.docx

Powered by PQINA

or



Generate Brochure

Delete the file using the **X icon** on the left, or simply select **Generate Brochure** again to create an updated draft with information from your activity record.

If you make changes to the document, delete the generated file, then drag and drop or browse your computer for your updated file to upload it to the system.

## From the RSS Dashboard

Click the **Flyer icon** in the Topic column for the session that needs an announcement.


Child Status	Details	Topic	QR
APPROVED	<b>Series Name:</b> RSS Parent_SS <b>Monday, July 21, 2025</b> 7:00 AM - 8:00 AM <b>Location:</b> Mission Bay Conference Center at UCSF <b>Department:</b> N/A <b>Parent ID:</b> 258 <b>Child ID:</b> 261 Case Conference	<a href="#">How to Rock Out_SS - 7/21/2025</a> 	 Single Scan QR

Download the flyer as a Word document, make edits, and save.

Upload the revised flyer by selecting **Upload Flyer**, and check *Use flyer/templates for Parent?*

Instructions: If you would like to upload a custom flyer for this event please click the upload flyer button below and upload a Word document. When finished, please click save and the flyer will update.

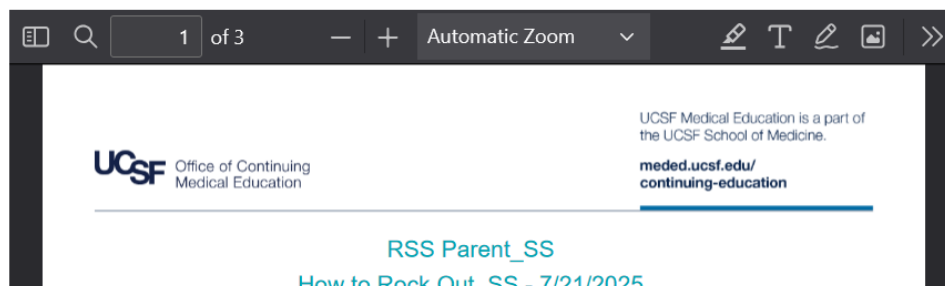
Upload Flyer

 Save

☐ Use flyer/template for Parent?

**No objectives have been specified for this event and will consequently not be displayed on the flyer.**

[Download Microsoft Word Version](#)



Note that any issues with the flyer will be indicated in red text, and if no faculty have been assigned, a “flyer” cannot be generated.

Instructions: If you would like to upload a custom flyer for this event please click the upload flyer button below and upload a Word document. When finished, please click save and the flyer will update.

Upload Flyer

 Save

☐ Use flyer/template for Parent?

**No faculty have been assigned for this event.  
Faculty must be assigned before a flyer is generated.**

## A Sample Announcement / Front Material Document

The «Department» Department Presents

«EventName»

«StartTime»

«StartTime»«EndTime»

«Location»

«FullName»

### Purpose:

«EventDesc»

### Educational Objectives:

An attendee completing this course will be able to improve skills and strategies for:

«Objectives»

### Accreditation:

In support of improving patient care, this activity has been planned and implemented by UCSF Office of CME and «JointProviderName». UCSF Office of CME is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.



This CME activity meets the requirements under California Assembly 1195, continuing education, and cultural and linguistic competency.

### Credit Claiming Instructions:

In order to receive credit you must certify your attendance in this live activity and claim your credits earned in the activity within 30 days of its conclusion.

### Additional Information:

Feedback person for this educational activity is: <PlannerEmail>

### Acknowledgement of Commercial Support:

«CommercialSupport»

### Exhibitors:

<Exhibiting Companies>

Faculty:

«FacultySpeakerList»

Disclosures:

Due to the regulations required for CE credits, all conflicts of interest that persons in a position to control or influence the education must be fully disclosed to participants. In observance of this requirement, we are providing the following disclosure information: all relevant financial relationships disclosed below have been mitigated.

«htmlFacultyTable»

«MitigationStatement»

Copyright, Privacy & Social Media Policy:

All educational materials presented are the intellectual property of the presenters. Participants may not share content, images, resources, videos, PDFs, PowerPoint presentations, or handouts in electronic (including any form of social media) or hard copy format without the express written authorization and/or informed consent of the intellectual property owner(s) and any person whose image, likeness, or health/identifying information would be shared, including, but not limited to, patients, employees, faculty, staff, students, and visitors.

Federal and State Law Regarding Linguistic Access and Services for Limited English Proficient Persons:

I. Purpose.

This document is intended to satisfy the requirements set forth in California Business and Professions code 2190.1. California law requires physicians to obtain training in cultural and linguistic competency as part of their continuing medical education programs. This document and the attachments are intended to provide physicians with an overview of federal and state laws regarding linguistic access and services for limited English proficient (“LEP”) persons. Other federal and state laws not reviewed below also may govern the manner in which physicians and healthcare providers render services for disabled, hearing impaired or other protected categories

II. Federal Law – Federal Civil Rights Act of 1964, Executive Order 13166, August 11, 2000, and Department of Health and Human Services (“HHS”) Regulations and LEP Guidance.

The Federal Civil Rights Act of 1964, as amended, and HHS regulations require recipients of federal financial assistance (“Recipients”) to take reasonable steps to ensure that LEP persons have meaningful access to federally funded programs and services. Failure to provide LEP individuals with access to federally funded programs and services may constitute national origin discrimination, which may be remedied by federal agency enforcement action. Recipients may include physicians, hospitals, universities and academic medical centers who receive grants, training, equipment, surplus property and other assistance from the federal government.

HHS recently issued revised guidance documents for Recipients to ensure that they understand their obligations to provide language assistance services to LEP persons. A copy of HHS’s summary document entitled “Guidance for Federal Financial Assistance Recipients Regarding Title VI and the Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons – Summary” is available at HHS’s website at: <http://www.hhs.gov/ocr/lep/>.

As noted above, Recipients generally must provide meaningful access to their programs and services for LEP persons. The rule, however, is a flexible one and HHS recognizes that “reasonable steps” may differ depending on the Recipient’s size and scope of services. HHS advised that Recipients, in designing an LEP program, should conduct an individualized assessment balancing four factors, including: (i) the number or proportion of LEP persons eligible to be served or likely to be encountered by the Recipient; (ii) the frequency with which LEP individuals come into contact with the Recipient’s program; (iii) the nature and importance of the program, activity or service provided by the Recipient to its beneficiaries; and (iv) the resources available to the Recipient and the costs of interpreting and translation services.

Based on the Recipient’s analysis, the Recipient should then design an LEP plan based on five recommended steps, including: (i) identifying LEP individuals who may need assistance; (ii) identifying language assistance measures; (iii) training staff; (iv) providing notice to LEP persons; and (v) monitoring and updating the LEP plan.

A Recipient’s LEP plan likely will include translating vital documents and providing either on-site interpreters or telephone interpreter services, or using shared interpreting services with other Recipients. Recipients may take other reasonable steps depending on the emergent or non-emergent needs of the LEP individual, such as hiring bilingual staff who are competent in the skills required for medical translation, hiring staff interpreters, or contracting with outside public or private agencies that provide interpreter services. HHS’s guidance provides detailed examples of the mix of services that a Recipient should consider and implement. HHS’s guidance also establishes a “safe harbor” that Recipients may elect to follow when determining whether vital documents must be translated into other languages. Compliance

with the safe harbor will be strong evidence that the Recipient has satisfied its written translation obligations.

In addition to reviewing HHS guidance documents, Recipients may contact HHS's Office for Civil Rights for technical assistance in establishing a reasonable LEP plan.

### III. California Law – Dymally-Alatorre Bilingual Services Act.

The California legislature enacted the California's Dymally-Alatorre Bilingual Services Act (Govt. Code 7290 et seq.) in order to ensure that California residents would appropriately receive services from public agencies regardless of the person's English language skills. California Government Code section 7291 recites this legislative intent as follows:

"The Legislature hereby finds and declares that the effective maintenance and development of a free and democratic society depends on the right and ability of its citizens and residents to communicate with their government and the right and ability of the government to communicate with them.

The Legislature further finds and declares that substantial numbers of persons who live, work and pay taxes in this state are unable, either because they do not speak or write English at all, or because their primary language is other than English, effectively to communicate with their government. The Legislature further finds and declares that state and local agency employees frequently are unable to communicate with persons requiring their services because of this language barrier. As a consequence, substantial numbers of persons presently are being denied rights and benefits to which they would otherwise be entitled.

It is the intention of the Legislature in enacting this chapter to provide for effective communication between all levels of government in this state and the people of this state who are precluded from utilizing public services because of language barriers."

The Act generally requires state and local public agencies to provide interpreter and written document translation services in a manner that will ensure that LEP individuals have access to important government services. Agencies may employ bilingual staff and translate documents into additional languages representing the clientele served by the agency. Public agencies also must conduct a needs assessment survey every two years documenting the items listed in Government Code section 7299.4, and develop an implementation plan every year that documents compliance with the Act. You may access a copy of this law at the following url:

<http://www.spb.ca.gov/bilingual/dymallyact.htm>