

# SOUTHERN REGIONAL AHEC

PART OF NC AHEC

## Instructions for Speakers and Planners

All speakers and planners for continuing medical education (CME) events must fill out the Disclosure of Relevant Financial Relationship Form. Forms are valid for one year for Southern Regional CME Events. Forms are sent out by Directors as activities are scheduled. Please reach out to your CME Director if you need to fill out a form.

As an important contributor to our accredited education, we would like to enlist your help to ensure that educational content is fair and balanced, and that any clinical content presented supports safe, effective patient care. This includes the expectations that:

- 1) All recommendations for patient care in accredited continuing education must be based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.
- 2) All scientific research referred to, reported, or used in accredited education in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation.
- 3) Although accredited continuing education is an appropriate place to discuss, debate, and explore new and evolving topics, these areas need to be clearly identified as such within the program and individual presentations. It is the responsibility of accredited providers to facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet adequately based on current science, evidence, and clinical reasoning.
- 4) Content cannot be included in accredited education if it advocates for unscientific approaches to diagnosis or therapy, or if the education promotes recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients.

These expectations are drawn from Standard 1 of the ACCME Standards for Integrity and Independence in Accredited Continuing Education. For more information, see [accme.org/standards](http://accme.org/standards). If we can help you to understand and/or apply these strategies to your education, please contact us [CME@SR-AHEC.org](mailto:CME@SR-AHEC.org).

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**Consider using the following best practices when presenting clinical content in accredited CE to help us support the develop of valid, high-quality education:**

- 1) Clearly describe the level of evidence on which the presentation is based and provide enough information about data (study dates, design, etc.) to enable learners to assess research validity.
- 2) Ensure that, if there is a range of evidence, that the credible sources cited present a balanced view of the evidence.
- 3) If clinical recommendations will be made, include balanced information on all available therapeutic options.
- 4) Address any potential risks or adverse effects that could be caused with any clinical recommendations.

**Although accredited CE is an appropriate place to discuss, debate, and explore new and evolving topics, presenting topics or treatments with a lower (or absent) evidence base should include the following strategies:**

- 1) Facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet adequately based on current science, evidence, and clinical reasoning
- 2) Construct the activity as a debate or dialogue. Identify other faculty who represent a range of opinions and perspectives; presentations should include a balanced, objective view of research and treatment options.
- 3) Teach about the merits and limitations of a therapeutic or diagnostic approach rather than how to use it.
- 4) Identify content that has not been accepted as scientifically meritorious by regulatory and other authorities, or when the material has not been included in scientifically accepted guidelines or published in journals with national or international stature.
- 5) Clearly communicate the learning goals for the activity to learners

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Use the sample language below to provide disclosure to learners in a format that can be verified at the time of accreditation. Disclosure must be provided to learners **before** engaging with the accredited education.

## What gets disclosed to learners before the education?

### If there are **NO** relevant financial relationships:

*Inform learners that planners, faculty, and others in control of content (either individually or as a group) have no relevant financial relationships with ineligible companies.*

#### EXAMPLES:

*"Dr. Xin Lee, faculty for this educational event, has no relevant financial relationship(s) with ineligible companies to disclose."*

*"Ruth Hopkins, Dr. Maryam Elbaz, and Ken Sanders, authors of this educational activity, have no relevant financial relationship(s) with ineligible companies to disclose."*

*"None of the planners for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients."*

### If there **ARE** relevant financial relationships:

*Disclose name(s) of the individuals, name of the ineligible company(ies) with which they have a relevant financial relationship(s), the nature of the relationship(s), and a statement that all relevant financial relationships have been mitigated.*

#### EXAMPLES:

*Nicolas Garcia, faculty for this educational event, is on the speakers' bureau for XYZ Device Company.*

*Dr. Yvonne Gbeho, planner for this educational event, has received a research grant from ABC Pharmaceuticals.*

*All of the relevant financial relationships listed for these individuals have been mitigated.*

#### NOTE:

- ✓ If commercial support is received, the accredited provider must also disclose to the learners the name(s) of the ineligible company(ies) that gave the commercial support, and the nature of the support if it was in-kind, prior to the learners engaging in the education.
- ✓ Disclosure to learners must not include ineligible companies' corporate or product logos, trade names, or product group messages.
- ✓ It may be helpful to include definitions of terms to learners to support their understanding of your processes (e.g., ineligible companies, relevant financial relationships, etc...)