



YOUR HOST...

Brooke Taylor, MPH, CHCP, FACEHP

Director, CME, Beaumont Health

Assistant Dean, CME, Oakland University

William Beaumont School of Medicine

Beaumont

**No relevant financial relationships with commercial interests.*

DISCLAIMERS...

- Previously presented at the 2017 Alliance conference in San Francisco with John Juchniewicz (American Academy of CME) and Cathy Pagano (CME Matters).
- I do not represent the ACCME or MSMS.
- These are my opinions and interpretations. 😊

**HOW TO
PLAY...**

HOW TO PLAY...

- **Each table is a team (create team name)**
- **Five Rounds + BONUS Round**
- **Each team provides one answer for each case study**
- **Correct answer = 1 point**
- **Team with most points at the end WINS A PRIZE! 😊**

**ROUND 1
DISCLOSURE**

ROUND 1: DISCLOSURE

Case #1

Is this form compliant?



CME ACTIVITY FINANCIAL DISCLOSURE DECLARATION

Sunshine Hospital requires that all presentations at CME activities be fair, balanced, free of commercial bias and fully supported by scientific evidence. All individuals participating in any Sunshine Hospital sponsored/jointly sponsored programs are expected to disclose to the program audience any relevant conflict(s) of interest that may have a direct influence on the subject matter of the CME program. This pertains to relationships with pharmaceutical companies, biomedical device manufacturers, or other corporations whose products or services are related to the subject matter of the presentation topic. The intent of this disclosure is not to prevent a speaker with a potential conflict of interest from making a presentation. It is intended that any potential conflict be identified, so that the listeners may form their own judgment about the presentation(s) with full disclosure of the facts. Please also include the financial relationships of a spouse or partner.

Individuals who refuse to disclose are disqualified from CME planning and implementation.

CME Program: _____ Date: _____

Participant Name: _____
(please print or type)

I have NO relevant personal financial relationships within the past 12 months

I HAVE personal financial relationships within the past 12 months with the following commercial interests:

Affiliation/Financial Interest	Name of Organization
Consultant	
Speaker's Bureau	

ROUND 1: DISCLOSURE

Case #2

Is this disclosure to learners compliant?



Human Trafficking and the Health Care Professional: What You Need to Know August 5, 2017 • Beaumont Hospital, Troy

Objectives

As a result of this activity, learners should be able to:

- Review the types and venues of human trafficking in Michigan and the United States.
- Identify victims of human trafficking in health care settings.
- Recognize the warning signs of human trafficking in health care settings for adults and minors.
- Identify resources for reporting the suspected victims of human trafficking.

Outcome Statement

The learner will have knowledge of the prevalence of human trafficking in the US and local communities, common indicators of sexual exploitation/trafficking, and be able to utilize screening tools, protocols and reporting resources for human trafficking victims while providing holistic treatment and maintaining victim safety.

Financial Disclosure

All speakers, planning committee members, CME committee members and staff involved with this activity as content validation reviewers have no relevant financial relationships with commercial interests to disclose.

CME / CE Credits / Contact Hour Information

PHYSICIAN/PHYSICIAN ASSISTANT CME	NURSING CE	PHYSICAL THERAPY CE	SOCIAL WORKER CE
Beaumont Health is an approved	Beaumont Health is an approved	This course has been	This program is approved for

ROUND 1: DISCLOSURE

Case #3

Is this form compliant?



CME ACTIVITY FINANCIAL DISCLOSURE DECLARATION

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CME Program: _____ Date: _____

Participant Name: _____
(Please print or type)

I, and/or my spouse/significant partner, have **NO** relevant financial relationships with commercial interests within the past 12 months.

I, and/or my spouse/significant partner, **HAVE** relevant financial relationships within the past 12 months with the following commercial interests:

Commercial Interest Name	Financial Threshold
	<input type="checkbox"/> >\$50K
	<input type="checkbox"/> \$60K-\$100K
	<input type="checkbox"/> >\$100K
	<input type="checkbox"/> >\$50K
	<input type="checkbox"/> \$60K-\$100K
	<input type="checkbox"/> >\$100K



GO!

YOU HAVE 5 MINUTES!



ROUND 1 DISCLOSURES

Case #1

Is this form compliant?



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Individuals who refuse to disclose are disqualified from CMC planning and implementation.

CME Program: _____ Date: _____

Participant Name: _____
(please print or type)

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Affiliation/Financial Interest	Name of Organization
Consultant	
Speaker's Bureau	

ROUND 1 DISCLOSURES

Case #1

Non-Compliant
Incorrect definition of a commercial interest!



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Individuals who refuse to disclose are disqualified from CMC planning and implementation.

***A commercial interest is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients.**

ROUND 1: DISCLOSURE

Case #2

Is this disclosure to learners compliant?



**Human Trafficking and the Health Care Professional:
What You Need to Know**
August 5, 2017 • Beaumont Hospital, Troy

<p>Objectives <i>As a result of this activity, learners should be able to:</i></p> <ul style="list-style-type: none"> Review the types and venues of human trafficking in Michigan and the United States Identify victims of human trafficking in health care settings Recognize the warning signs of human trafficking in health care settings for adults and minors Identify resources for reporting the suspected victims of human trafficking 	<p>Outcome Statement The learner will have knowledge of the prevalence of human trafficking in the US and local communities, common indicator of sexual exploitation/trafficking, and be able to utilize screening tools, protocols and reporting avenues for human trafficking victims while providing holistic treatment and maintaining victim safety.</p>	<p>Financial Disclosure All speakers, planning committee members, CME committee members and staff involved with this activity as content validation reviewers have no relevant financial relationship(s) with commercial interests to disclose.</p>
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ROUND 1 DISCLOSURE

COMPLIANT

If no relationships to disclose, do not have to list individual name.

Case #2

**Human Trafficking and the Health Care Professional:
What You Need to Know**
August 5, 2017 • Beaumont Hospital, Troy

<p>Objectives <i>As a result of this activity, learners should be able to:</i></p> <ul style="list-style-type: none"> Review the types and venues of human trafficking in Michigan and the United States Identify victims of human trafficking in health care settings Recognize the warning signs of human trafficking in health care settings for adults and minors Identify resources for reporting the suspected victims of human trafficking 	<p>Outcome Statement The learner will have knowledge of the prevalence of human trafficking in the US and local communities, common indicator of sexual exploitation/trafficking, and be able to utilize screening tools, protocols and reporting avenues for human trafficking victims while providing holistic treatment and maintaining victim safety.</p>	<p>Financial Disclosure All speakers, planning committee members, CME committee members and staff involved with this activity as content validation reviewers have no relevant financial relationship(s) with commercial interests to disclose.</p>
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Case #3

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Participant Name: _____
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	<input type="checkbox"/> >\$50K
	<input type="checkbox"/> \$60K-\$100K
	<input type="checkbox"/> >\$100K

ROUND 1: DISCLOSURE

Case #3

NON-COMPLIANT
 - What are the relationships?
 - Threshold cannot impact process



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	<input type="checkbox"/> \$60K-\$100K
	<input type="checkbox"/> >\$100K

ROUND 2 EVALUATION C11

Provider analyzes changes in learners
(C, P, PO) as a result of the overall program

ROUND 2: EVALUATION CASE #1

A provider's evaluation includes the following question:

By participating in this CME activity, was your professional effectiveness enhanced?

- Yes
- No



Data is compiled annually and analyzed to determine the impact of the overall program.

Does this comply with C11: analyzes changes in learners?

ROUND 2: EVALUATION CASE #2

Provider evaluation includes the following question:

“List one change you plan to make in your practice as a result of this activity.”

Provider randomly picks 10% of their programs and analyzes the responses collected from this question in order to measure the impact of their overall CE program.



ROUND 2: EVALUATION CASE #3



REACCREDITATION SELF-STUDY

- Provider evaluation asks learners: Will this activity change your competence, performance, and/or patient outcomes?
Y/N
- 6 months post-activity, provider's QI department runs a report on pre/post quality measures which link to the content of the provider's activities.
- In the self-study, the provider includes a table of pre/post QI data for all their programs as evidence that they are achieving the expected results of their mission statement.

ROUND 2: EVALUATION CASE #4

A provider conducts 10 weekly Regularly Scheduled Series annually. In order to evaluate changes in learners, the provider sends a brief survey annually to all the attendees of each RSS asking:

- Was the content presented in the series useful to your practice? Y/N
- Which faculty were particularly good presenters?
- Which faculty were not good presenters?
- Did the series improve your knowledge? Y/N If so, how?
- What will you do differently in the care of your patients?
- What topics would you like to see in the future?



The provider summarizes the responses to each survey, and uses the 10 data sets to measure changes in performance as a result of their CE program.



GO!

**YOU HAVE 5
MINUTES!**



ROUND 2: EVALUATION CASE #1

By participating in this program, providers are required to evaluate their professional effectiveness.

NON-COMPLIANT
Provider did not collect any other information on intended or actual changes in practice or patient outcomes – the “what” is missing.

Data was not collected and analyzed to determine the impact of the overall program.



ROUND 2: EVALUATION CASE #2

Provider evaluation includes the following question:

“List one change you plan to implement in your practice as a result of this program.”

Providers are required to collect data from their programs and analyze responses collected from this question in order to measure the impact of their overall CE program.

COMPLIANT
It's ok to use a sample of your activities.

ROUND 2: EVALUATION CASE #3



REACCREDITATION SELF-STUDY

- Provider evaluation asks learners if an activity change your competence or ability to provide for patient outcomes? Y/N
- 6 months ago, the provider runs a report which link to the continuing education activities.
- In the self-study, the provider includes a table of pre/post CE data for all their programs as evidence that they are achieving the expected results of their mission statement.

NON-COMPLIANT
Great data collected, but missing ANALYSIS of data.

ROUND 2: EVALUATION CASE #4

A provider conducts 10 weekly Regularly Scheduled Surveys (RSS) annually to all the attendees.

- Was the content relevant to your patients?
- Which activities did you see in the future?

The provider summarizes the responses to each survey, and uses the 10 data sets to measure changes in performance as a result of their CE program.

COMPLIANT
A provider may elect to evaluate every session, quarterly or even annually as an RSS is treated as a single activity.
There is no requirement to evaluate each session of an RSS separately.

ROUND 3 RESOLUTION C7, SCS2

Develop activities independent of
commercial interests

ROUND 3: COI – CASE 1

Is this process
compliant?

- Provider uses an employee of an ACCME-defined commercial interest to assist with topics, speakers, and slides for an accredited CME activity.
- The provider has identified relevant financial relationships (employment with a commercial interest) and resolved the conflict of interest using prospective peer-review of content.



ROUND 3: CASE 2

Is this process compliant?



- Your speaker's spouse/partner is an employee of a commercial interest with business lines/products related to the content being presented.
- You resolve this conflict of interest using prospective peer-review of content and disclose the relationship in the handout/syllabus distributed to all learners.

ROUND 3: CASE 3

Is this process compliant?



- In the self-study, the provider indicates their process for resolution is for the course director to speak directly with the presenter prior to the lecture.
- During the provider's accreditation interview, the surveyors ask if they have any documentation demonstrating that this conversation occurred. They do not, but confirm that this conversation always happens as part of their process.

ROUND 3 – CASE 4

Is this process compliant?



- A speaker cancels at the last minute and the provider finds a replacement 1 hour before the scheduled lecture.
- Provider obtains a verbal disclosure of relevant financial relationships from the speaker and is able to resolve them prior to the scheduled lecture.



GO!

**YOU HAVE 5
MINUTES!**



ROUND 3: COI

Case #1

- Provider uses an employee of an ACCME-defined commercial interest to assist with topics, speakers, and slides for an accredited CME activity.
- The provider has identified relevant financial relationships (employment with a commercial interest) and resolved the conflict of interest using prospective peer-review of content.

ROUND 3: RESOLUTION

Case #1

Non-Compliant



Cannot 'resolve' relevant employment relationships unless meets at least 1 of 3 special use cases.

3 Special-Use Cases:

1. Content must **not be related to the business lines or products** of their employer
2. Content must **be limited to basic science research** (e.g., pre-clinical research, drug discovery) **or the processes/methodologies of research**, themselves unrelated to a specific disease or compound/drug.
3. Employees can participate as **technicians** in accredited CME activities **that teach the safe and proper use of medical devices**.

ROUND 3: COI – CASE 2

- Your speaker's spouse/partner is an employee of a commercial interest with business lines/products related to the content being presented.
- You resolve this conflict of interest using prospective peer-review of content and disclose the relationship in the handout/ syllabus distributed to all learners.

ROUND 3: RESOLUTION

- Case #2



- Prior to Sept. 1, 2016: Non-Compliant – the speaker would have been considered a commercial interest employee because of their spouse/partner's employment –an unresolvable situation.
- **TODAY: COMPLIANT!** 😊
Employment relationships of a spouse/partner – even if the commercial interest employer has products/ services related to the content – can now be prospectively resolved.

ROUND 3: CASE 3

- In the self-study, the provider indicates their process for resolution is for the course director to speak directly with the presenter prior to the lecture.
- During the provider's accreditation interview, the surveyors ask if they have any documentation demonstrating that this conversation occurred. They do not, but confirm that this conversation always happens as part of their process.

ROUND 3: COI – CASE 3

- Verbal discussion is acceptable but the **conversation must be documented in order to be compliant.**



NON-COMPLIANT
Nothing documented.

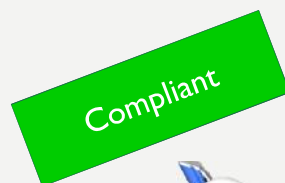
<http://www.accme.org/requirements/accreditation-requirements-cme-providers/policies-and-definitions/verbal-disclosure-learners>

ROUND 3 – CASE 4

- A speaker cancels at the last minute and the provider finds a replacement 1 hour before the scheduled lecture.
- Provider obtains a verbal disclosure of relevant financial relationships from the speaker and is able to resolve them prior to the scheduled lecture.

ROUND 3: RESOLUTION

- **Case #4**
 - Is this process compliant?



- Yes, a provider can obtain disclosure of relevant financial relationships verbally, however, the provider **must document** both the disclosure and resolution **in writing**.

ROUND 4 GAPS/NEEDS C2

Incorporates into activities educational needs that underlie the professional practice gaps

ROUND 4: GAPS AND NEEDS

Case #1

The provider develops a needs assessment based on a new set of guidelines that the American Heart Association recently released. Several new studies were published indicating a new treatment therapy for the prevention of atherosclerosis.



- Does this constitute a clinical practice gap?

ROUND 4: GAPS AND NEEDS

Case #2

Clinicians are applying incorrect ultrasound techniques leading to complications and medical errors.

Is this information acceptable as a practice gap?



ROUND 4: GAPS AND NEEDS

Case #3

Following each meeting, our evaluation asks learners to identify topics they would like to see presented at future meetings. In addition, we identify topics that are federally or state-mandated for physician relicensure.

• Is this information acceptable as a practice gap?







ROUND 4: GAPS AND NEEDS

Case #1

• Does this constitute

- The provider develops a needs assessment based on a new set of guidelines that the American Heart Association recently released. Several studies were published indicating a new treatment strategy for the prevention of atherosclerosis.

NON-COMPLIANT

Where's the "gap"?

"Need" or the "gap" would be to demonstrate that clinicians were not following the new guidelines.

ROUND 4: GAPS AND NEEDS

Case #2

Clinicians are applying incorrect ultrasound techniques leading to complications and medical errors.

Is this information acceptable as a practice gap?



ROUND 4: GAPS AND NEEDS

Case #2

- Yes! A professional practice gap can be identified in as little as 1 sentence.

Compliant



ROUND 4: GAPS AND NEEDS

Case #3

Following each meeting, our evaluation asks learners to identify topics they would like to see presented at future meetings. In addition, we identify topics that are federally or state-mandated for physician relicensure.

- Is this information acceptable as a practice gap?



ROUND 4: GAPS AND NEEDS

Case #3

NON-COMPLIANT
Gaps not identified

While evaluations can be a good starting point for identifying topics of interest, the provider must take additional measures to determine if the topics are also identified gaps in practice (i.e., if an identified topic is irritable bowel syndrome (IBS), the provider might uncover in additional research that IBS is often under recognized by primary care clinicians.

ROUND 5 GRAB BAG

ROUND 5: GRAB BAG #1

MAINTENANCE OF CERTIFICATION

With regard to MOC through the **American Board of Pediatrics**, which of the following statements is NOT true:

- A. MOC points = maximum CME credits for the activity
- B. MOC points are only awarded by the whole number
- C. Partial MOC credit can be awarded to the learner
- D. Participants must achieve the maximum number of MOC points.

ROUND 5: GRAB BAG #2

In order to certify an activity for credit, the activity must fall under one of the following AMA formats:

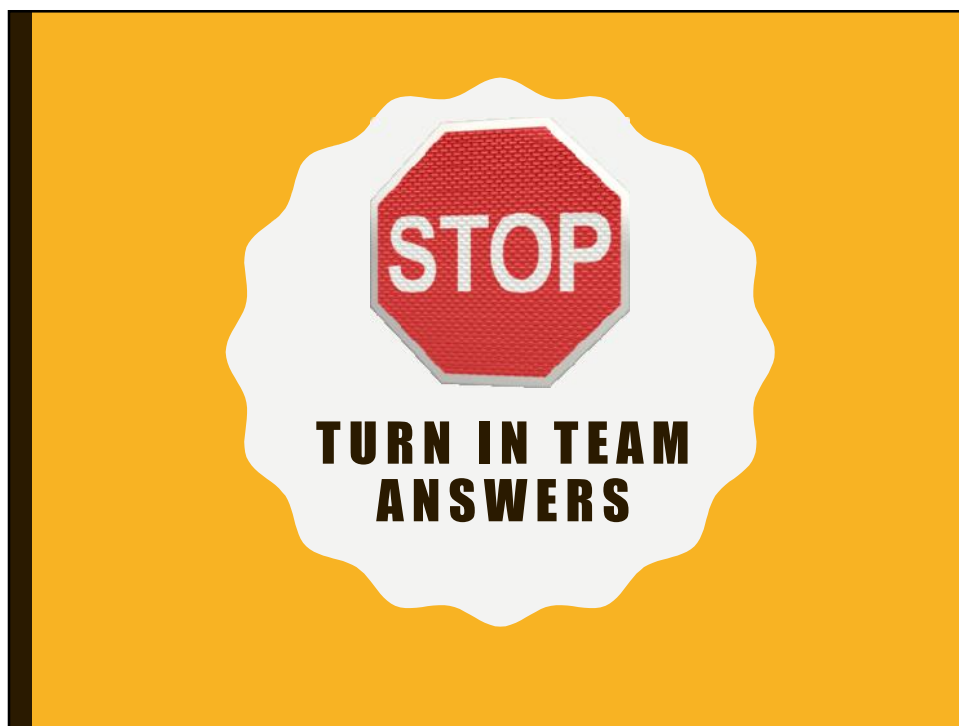
1. Live activities
2. Enduring materials
3. Journal-based CME
4. Test item writing
5. Manuscript review (for journals)
6. Performance improvement CME
7. Internet point of care

True
or
False?



GO!

**YOU HAVE 3
MINUTES!**



ROUND 5: GRAB BAG #1

MAINTENANCE OF CERTIFICATION

With regard to
Pediatrics
true:

- A. MOC credit is awarded for the activity
- B. MOC credit is awarded based on the number of learners
- C. Partial MOC credit through the American Board of Pediatrics CANNOT be awarded to the learner
- D. Participants must achieve the maximum number of MOC points.

Board of Pediatrics
is NOT

ROUND 5: GRAB BAG #2

FALSE

Accredited CME providers can introduce and blend new instructional practices and formats appropriate to their learners and setting.

CME providers may designate an activity format as “other” if it does not fall into one of the established format categories, without asking permission from the AMA.

Source: Framework for Simplification of Requirements for Accredited CME Activities Certified for AMA PRA Category I Credit™

**BONUS
ROUND**

BONUS ROUND



An accredited CME company contacts you, asking if you'd like to host a grand rounds program on the topic of lung cancer.

The activity is supported by a commercial grant and addresses an area that your oncology department has been wanting to do a grand rounds on for some time.

The accredited CME company offers that they can provide the CME or your organization can provide the CME. It is your organization's policy to certify all education yourself.

Since the CME company has already done all of the CME requirements for the activity, you simply schedule the lecture, have learners sign in and complete your evaluation, and then issue credits to your learners.

Is this acceptable?

TIE-BREAKER QUESTION

What is the maximum depth of Lake Michigan?



BONUS

NON-COMPLIANT

- You didn't ask for a needs assessment/information as to how the gap and educational needs were identified. Do the gap and needs reflect your learners?
- You didn't get disclosures for any/all persons who were involved in content development (not just faculty).
- You didn't verify that the content was developed independent of a commercial interest.
- You didn't verify that if relevant financial relationships were identified, they resolved per your policy.
- Commercial support was involved, but you didn't get a copy of the signed LOA or indicate in writing that you, as the CME provider for that lecture, accept the terms and conditions specified and the amount of commercial support your institution will receive.

TIE BREAKER ANSWER

923 feet



QUESTIONS?

Brooke Taylor

248-551-0908

brooke.taylor@beaumont.edu