SURVEY SAYS
MAKING WISE COMPLIANCE CHOICES TODAY
TO AVOID ACCREDITOR’S REGRET TOMORROW

YOUR HOST...
Brooke Taylor, MPH, CHCP, FACEHP
Director, CME, Beaumont Health
Assistant Dean, CME, Oakland University
William Beaumont School of Medicine

*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

Somewhere Hospital requires that all presenters at CME activities be fair, balanced, free of commercial bias and only supported by scientific evidence. All individuals participating in any Somewhere Hospital sponsored/funded program are expected to disclose to the program audience and relevant (508) potential conflicts of interest that may have a material impact on the content 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 within the presentation topic(s). The intent of this disclosure is not to present a speaker with a potential利益 or interest from making a presentation. It is intended that any potential conflicts be identified, as the last line be left to the presenters' judgment about the presentation(s) without disclosure on their part. There are also minimal financial relationships of potential interest.

Indications or criteria to disclose are summarized from CME planning and implementation.

CME Programs Date:

Participant BELOW: (please print)

☐ I have no relevant personal financial relationships within the last 12 months.

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

<table>
<thead>
<tr>
<th>Relationship/Financial Interest</th>
<th>None of Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td></td>
</tr>
<tr>
<td>Speaker’s Bureau</td>
<td></td>
</tr>
</tbody>
</table>

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 • Brearley Hospital, Troy

Objectives
- After this session, participants will be able to:
  - Increase their awareness of the types and methods of human trafficking
  - Identify red flags and warning signs
  - Understand the impact of human trafficking on the health of victims and providers

Byline: Susan Johnson, RN, BSN, CNE

CME/CE Credits/ Contact Hour Information

<table>
<thead>
<tr>
<th>PHYSICIAN/PHARMACIST</th>
<th>NURSE</th>
<th>PHYSICAL THERAPIST</th>
<th>SOCIAL WORKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT/END YEAR</td>
<td>EARNED</td>
<td>EARNED</td>
<td>EARNED</td>
</tr>
</tbody>
</table>
ROUND 1: DISCLOSURE

Case #3
Is this form compliant?

CME ACTIVITY FINANCIAL DISCLOSURE DECLARATION

[Table with columns for Disclosure Items and Options, likely related to financial relationships and conflicts of interest.]

Participant Name: ________________________________
Contact Information: ________________________________

☐ 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 the following relevant financial relationships with commercial interests within the past 12 months:

<table>
<thead>
<tr>
<th>Commercial Interest Name</th>
<th>Disclosure Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Value (dollars)</td>
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</tbody>
</table>

GO!
YOU HAVE 5 MINUTES!
2 MINUTES LEFT!

STOP TURN IN TEAM ANSWERS
ROUND 1 DISCLOSURES

Case #1
Is this form compliant?

[Image of a checkmark]

Case #1
Non-Compliant
Incorrect definition of a commercial interest!

[CME ACTIVITY FINANCIAL DISCLOSURE DECLARATION]

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

[Images of people with checkmarks and crosses]
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:
  - Identify the terms and venues of human trafficking in both local and international settings.
  - Identify warning signs of human trafficking in health care settings.
  - Recognize the prevalence of human trafficking (both local and international)
  - Common indicators for sexual exploitation

Outcome Statement
- The learner will have knowledge of the prevalence of human trafficking in the U.S. and in international settings.
- Common indicators of sexual exploitation

Financial Disclosure
- All speakers, planners, and committee members have no relevant financial relationship(s) with commercial interests to disclose.

CME / CE Credits / Contact Hour Information

PHYSICIAN PHYSICIAN ASSISTANT NURSING CE PHYSICAL THERAPY CE SOCIAL WORKER CE
ASSOCIATE
Beaumont Health is an approved
Therapy in progress
This program is approved

COMPLIANT
If no relationships to disclose, do not have to list individual name.
ROUND 1: DISCLOSURE

Case #3
Is this form compliant?

**NON-COMPLIANT**
- What are the relationships?
- Threshold cannot impact process
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.
2 MINUTES LEFT!

STOP

TURN IN TEAM ANSWERS
ROUND 2: EVALUATION
CASE #1

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.

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

REACCRREDITATION SELF-STUDY

• Provider evaluation asks learners: Will this activity change your competence, performance, and/or patient outcomes? Y/N

• 6 months post-activity, the 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 (RSS) annually to evaluate changes in learners.

• Was the content 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.
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!
2 MINUTES LEFT!

STOP

TURN IN TEAM ANSWERS
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

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.

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

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 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?
GO!
YOU HAVE 5 MINUTES!

2 MINUTES LEFT!
Case #1

- Does this constitute a clinical practice gap?

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.

**NON-COMPLIANT**

Where's the “gap”?

“Need” or the “gap” would be to demonstrate that clinicians were not following the new guidelines.
Case #2
Clinicians are applying incorrect ultrasound techniques leading to complications and medical errors.

Is this information acceptable as a practice gap?

• Yes! A professional practice gap can be identified in as little as 1 sentence.
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
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.)
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 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 through the American Board of Pediatrics CANNOT be awarded to the learner
D. Participants must achieve the maximum number of MOC points.

C. Partial MOC credit through the American Board of Pediatrics CANNOT be awarded to the learner.
TRUE

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 1 Credit™
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?
GO!
YOU HAVE 3 MINUTES!

STOP
TURN IN TEAM ANSWERS
BONUS

• 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
AND THE WINNER IS...

QUESTIONS?

Brooke Taylor
248-551-0908
brooke.taylor@beaumont.edu