

# AAP Accreditation Update

American Academy of Pediatrics- Accreditation Services Team

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Winter 2021

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Happy New Year everyone and welcome to this edition of our newsletter. Hard to believe that an entire year has gone by since we first heard of COVID! While we are all still dealing with the pandemic during this “Dark Winter” the good news is vaccines are here so there is hope on the horizon. With our eye on the horizon, the accreditation unit has implemented several changes/updates for 2021:

- Our most exciting change is the recent addition of Sloane Magee as an accreditation specialist to our accreditation team. You can read more about her on page 2.
- Our abstract submission document has been updated for 2021
  - ⇒ When you apply to us for CME credits you are able to award AMA, NAPNAP, MOC 2 and AAP credits. If you are looking to secure additional credit types for your activity, we can help, just complete the applicable questions on the updated abstract.
  - ⇒ Since we are accredited by NAPNAP to award pediatric nurse practitioner credit, we must report the number of NAPNAP members who participate in activities so this information should be collected during the course of your activity. If you are unable to collect this information during registration, evaluation, or some other component of your activity, you can now opt-out of awarding this credit type for your activity on the abstract. For your convenience the required AAP evaluation questions have also been updated to include the question “Are you a NAPNAP member”
- We have now launched the new activity 2021 Learning from Policy Review, you can read more about this new opportunity on page 2.
- For our internal staff at National who utilize our online disclosure system Planstone, you should now be utilizing your super users to send and collect all disclosure info for your CME activities. You should review all financial relationships, work with your super user to add any clarifying notes Dr. Haftel will need to resolve those relationships, and then implement Dr. Haftel’s resolution decisions with the applicable individuals.

We are looking forward to working with each of you in the new year and as you work on launching your 2021 activities we have included several resources from webinars that we attended which you may find helpful (see page 4) as well as a recap on how the disclosure process should be implemented across all activity types so enjoy and please reach out if we can answer any questions or assist in any way.

The accreditation team remains dedicated in its outreach efforts to support our CME colleagues in understanding educational development and the AAP CME process so always feel free to share with us any feedback, challenges, ideas and/or opportunities that you have on how we can better support you. Thank you for reading this edition of our newsletter.

Nikki



*Accreditation is not something we do to you, but for you and with you*

*-AAP Accreditation Team*

# Meet Our New Accreditation Specialist



Sloane, Oscar and fur child Louie

We are pleased to introduce you to our team's newest addition, Sloane Magee. She comes to us from the Division of Quality, and has been at the AAP since April of 2019. She joins Virginia as an Accreditation Specialist and will act as our primary accreditation education point person. She will work to streamline educational resources for activity managers in hopes of simplifying the accreditation process and will also focus on implementing a new Post Activity process to ensure we receive the necessary documentation after activities are completed. This is intended to keep us on track for reaccreditation as well as ensure activities are adhering to all of the CME rules and guidelines.

Sloane spends her free time hanging out with her dog and husband, Oscar. She says that COVID-19 has allowed her to embrace her couch potato dreams and she has caught up on many movies and tv shows during this pandemic. She is looking forward to getting vaccinated this year (fingers crossed) and being able to travel and see friends and family more frequently! Please join us in giving Sloane a warm welcome!

## NEW ACTIVITY LAUNCH: 2021 LEARNING FROM AAP POLICIES

After successfully piloting this activity in 2020, the accreditation unit is launching this annual activity in 2021 for all committee/section/council volunteers that engage in the extensive writing efforts of policy work which includes writing a policy or revision of a policy or guideline, including interim guidelines, or completing the external policy review and opinion writing process.

Starting February 1st, volunteers will be able to earn up to 40 CME credits and 40 MOC 2 points annually for the independent learning that they engage in when writing, researching, editing assigned policies, manuals, technical or clinical reports, creating opinion pieces, and actively participating in peer review sessions. To earn these credits throughout the calendar year, volunteers will need to follow established Academy processes and deadlines and complete the following steps:

- Completion of the policy writing assignment per established guidelines
- Creation of an opinion piece for each policy assigned by the established deadlines
- Presentation of opinion pieces for the peer review sessions
- Active participation in applicable discussions/debates of the peer review sessions
- Submission of a completed online attestation and evaluation

Accreditation staff will be managing this activity so there is no need for an abstract submission. Staff who manage committees/sections/councils will simply need to contact the accreditation unit to get approval for the individuals that want to participate by providing their contact details and specifics of their writing assignments. Please note that assignments must include a writing component to be eligible for credits as this activity is not meant to be an incentive but rather a recognition of the learning that occurs during the writing, researching and discussion process. Once approval is secured staff will simply need to:

- provide volunteers with the supplied required CME information and instructions for this activity
- monitor/track volunteer involvement throughout the year
- submit completed reviewer forms, or other existing documentation, for volunteers that completed assignments
- confirm the number of credits each volunteer is requesting

If you have volunteers who may be interested in earning credits in this activity, please reach out to Accreditation Specialist Sloane Magee ([smagee@AAP.org](mailto:smagee@AAP.org)) at your earliest convenience so that we can provide you with additional details, instructions, and additional materials volunteers need to successfully start this activity.

## CME Toolbox

*Giving you the tools you need to build a compliant CME Activity*



As part of our biannual touchbase meetings with activity managers, you suggested the idea of sharing tips and tricks for navigating the AAP CME process with each other, and we listened. Each edition of our newsletter will include any tips and tricks we hear about from any of you that oversee planning and implementing CME activities. From unique and innovative features you incorporate into your activities, to new tools or features that you integrate into your workflow, to process tips that reduce the time it takes to complete CME tasks, we will share them with the over 60 activity managers that also work on CME activities in an effort to help. This feature will only be as good as you make it so please feel free to share any new ideas, processes or innovations you come across.

### New Disclosure Process—Direct Providers ONLY

We have recently updated the disclosure review process per our discussions during our biannual meetings this past December. We would like to take this time to remind everyone of how this process will work and encourage you to reach out to us if you have any questions about this new process.

The biggest change is that Dr Haftel is now the primary resolver for all CME activities throughout the Academy, which means ALL conflict of interest disclosures that need review/resolution will need to be routed to Virginia (voldan@aap.org) to secure Dr Haftel's review (no one should be sending any materials directly to Dr Haftel).

#### ACTIVITY MANAGER TO-DOS:

1. Have your superuser send out disclosure links for all persons involved in affecting content
2. Once all disclosures have been completed, pull an audit report and review
  - ⇒ REVIEW REVIEW REVIEW
  - ⇒ Should a person have a financial relationship, ask yourself, is there enough information for the reviewer to resolve the conflict? If the answer is no... then reach back out to the person to obtain more information – see chart for examples.
  - \* Don't know how to add notes to Planstone once a person has disclosed?
  - ⇒ Go into the system, click on review for the disclosure and enter the clarifying information from the individual into the notes section. **AVOID** going into the individual's disclosure form b/c you want the system to reflect that all of the information in the main disclosure came from the person disclosing NOT you. If you try to edit the information in the individual's disclosure form it ends up looking like you submitted the entire disclosure rather than the actual person.
3. Once you determine all disclosure information has the necessary information and enough details, send your audit report to Virginia. She will secure Dr Haftel's review and resolution process within 5 business days (subject to change).
4. Once the resolution process is completed by Dr Haftel, you will be notified and receive a completed disclosure grid that should be shared with your learners prior to activity launch. You will be responsible for updating this disclosure grid if anything changes or new individuals come on.
5. You are also responsible for reviewing the resolutions that Dr Haftel selected and implementing those resolutions for all applicable individuals (ie, if the resolution states that a person's materials should be reviewed prior to them presenting to learners, then you should ensure that those materials are reviewed in advance of the activity launching by the person you select to perform that task like a planning committee member).

#### ACCEPTABLE

Thorough information provided – ready for review

2. Company Name: Encoded Therapeutics  
Role: Paid Consultant  
Self/Family: Self  
**Notes:** paid consultant for design and implementation of genetic therapy for Dravet syndrome
3. Company Name: Stoke Therapeutics  
Role: Honorarium  
Self/Family: Self  
**Notes:** advisory board member for design and implementation of natural history study and clinical trial for genetic therapy of Dravet syndrome
1. Company Name: Neurelis  
Role: Paid Consultant  
Self/Family: Self  
**Notes:** work focuses on education to school nurses and seizure action plans, digital resources

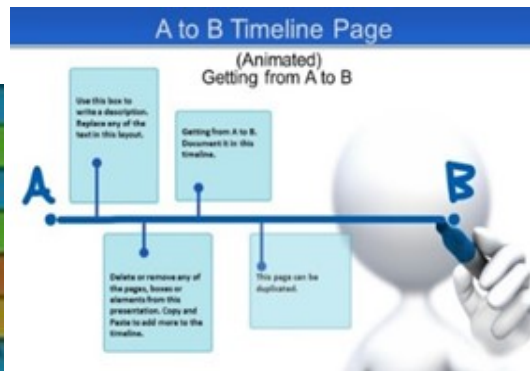
#### UNacceptable

NOT ENOUGH information provided – you NEED to reach out to person for more information – (What content/topic was the research grant for? What topic did they lecture on at the conference)?

4. Company Name: Merck  
Role: Research Grant  
Self/Family: Self  
**Notes:** Research grant support
1. Company Name: Gilead  
Role: presenter at conference  
Self/Family: Self  
**Notes:** \_\_\_\_\_

# Professional Development Workshop

Pearls for Project Management PDW  
Nonprofitready.org



You guessed it, project management is all about project planning. Get back to the basics. Yes, we all think we know what is best for our projects, after all we have been doing this forever...but don't just give marching orders, that could backfire. Make sure you have all the right people in the room at the beginning of a project and start brainstorming and gathering different/new views, opinions and suggestions.

What, you identified more people along the way? Well get them up to speed and add them to the mix and the planning. You may have only one head chef, but will need many sous chefs. Allowing for feedback from all persons involved will give them a sense of ownership and stake in the project to move forward and execute.

Best tip DO NOT create a project timeline solo, you need input from those involved to ensure you uncover all the potential obstacles and can continually move forward during the project.

- Ensure creation of realistic timetables for completion (get everyone's buy in)
- Better anticipate and accommodate future delays

Identify timeframe create a schedule. Know that the schedule is fluid and WILL CHANGE, but you/your group will be able to convene/check-in on the project during the draft schedule

Identify known obstacles (more may arise later in planning) and address them first, so that you can move forward

Use the questions below to help start your brainstorming

- Is there a firm deadline?
- What departments need to be included in the planning?
- What needs to happen first? Approvals? Marketing? Registration?
- Estimate of time needed per task?
- Is there any slack in your schedule OR if milestones are not met will the project be in jeopardy or not meet the deadline?

Once you are ready to put your plan into action, set up a Project Kick Off meeting so that all the players are aware of the schedule, deadlines, draft deliverables, and project goal

- Provide a project document that includes all action items, deliverable dates, etc. and provide to all those who have been assigned tasks
- Each team member should make their own "mini" timeline to ensure their deliverables are met within the larger overall timelines/schedule

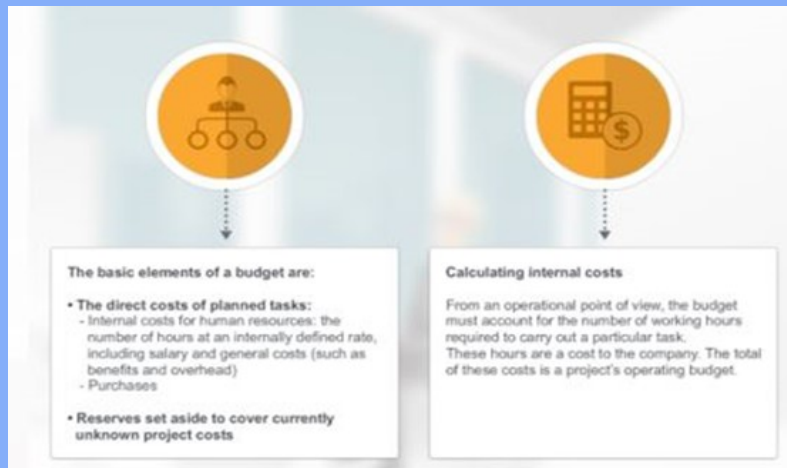


# Professional Development Workshop

## Pearls for Managing a Project Budget— [nonprofitready.org](http://nonprofitready.org)

Of course one of the major components in managing a project is carefully planning and implementing your budget. It is important to understand what resources will be needed during the lifespan of the project to ensure they are there for you and your team when you need them!

In order to make your budget last, you need to spend time accurately estimating the intended costs for your project. Below are some “pearls” of wisdom that may help you in this process



### Estimating your Budget:

As many of us know properly estimating your budget is an art form (and can be an arduous process). Don't worry! There are some helpful tools below to help make this process easier.

There are also some important questions you should be asking as you begin your estimating process:

- What is the main cost associated with each task?
- As a contributor, should your own working hours or time be included?
- How accurate do your numbers need to be at this stage?
- Are there any areas at risk? If yes what are they?

As we all know projects never go exactly how they are intended. While we typically expect the unexpected—these are some project modifications to keep in mind as they can impact your budget.

- More staff or participants are added to your project
- Tasks take longer than anticipated to complete
- Adding awards/gifts for participants or staff

### Key Points in Setting a Budget:

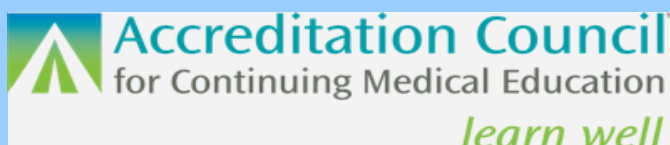
- Estimating costs is a process that runs throughout the entire life of the project. At the start of the project the project manager should estimate cost on an overall level. These estimates show whether or not the project is feasible. If deemed feasible, the project manager should estimate cost in more detail and create the master budget. The master budget is used to track costs throughout the project.
- Remember: The master budget is likely to be impacted by three types of events: customer request, error, and improvement opportunity.

# EDUCATION UPDATE

## ***Prepping for Reaccreditation***

Can you believe that we will be submitting reaccreditation materials to maintain the Academy's accreditation status next year? Time sure flies when you're having CME fun!!

For those of us on the accreditation team, this endeavor will take us more than 18 months to prepare and finalize our submissions so we are currently prepping materials and engaging in an Academy-wide CME file review to ensure that all of the CME activities that occurred during this accreditation term are compliant and ready for review.



As we focus on these in-depth file reviews throughout 2021 we may be reaching out to any of you activity managers that oversaw CME activities during this period and while we will strive to keep our requests to a minimum, please be patient with us.



In tandem with these reviews, we will be looking at activities that meet the commendation criteria (which allows the Academy to enjoy a 6 year review cycle versus a 4 year one) and taking an in-depth look at all of our CME processes to make sure that we are implementing all of the current accreditation requirements so we can make adjustments as needed. In addition, our accrediting agency recently released the new Standards for Commercial Support, so I think it's safe to say that changes are coming.



The entire reaccreditation process is meant for review, reflection and adjustment of the entire CME program so as we go through this process we will keep everyone updated with applicable information and advance notice of process changes via this space in our newsletters, our monthly update emails, and our biannual meetings with you so stay tuned!

# EDUCATION UPDATE

## Planner and Educator Resources:

As well as adapt the work that we do during the pandemic, our oversight committee, The Committee on Continuing Medical Education (COCME), has been busy revamping its website and developing and compiling resources designed to encourage innovation and promote active learning.

These resources, tips, and tools will assist all of your planners, faculty, and authors with the work that they do in planning and delivering AAP CME activities in a variety of formats.

### AAP Continuing Medical Education

Incorporating QI Into CME Activities  
Gaps and Needs Assessment Information  
Proposing Content

### Educational Resources

Compendium of Educational Resources for CME/CPD Planners  
Educational Resources for Maintenance of Certification™  
Instructional Methods  
Methods to Facilitate Behavior Change  
Principles of Adult Learning: A Brief Overview  
Verb List for Writing Behavioral Objectives

What educational activity are you creating?

Click the buttons below for more information

Online Learning Module

Podcast

Webinar

Workshop

Written Material

One of the new additions to the COCME website is their [Best Practices Guide](#) which aims to “make your educational content ‘rock.’” This guide gives advice on how to tweak your content to keep your learners engaged and wanting more. The guide is a short, but sweet document that gives the tools to amp up learner’s educational experience

**BEST PRACTICES GUIDE TO TEACHING and LEARNING:**  
**How to Make Your Educational Content “Rock” a Learner’s World**  
*The Art and Science of Being an Educational Jedi Master*  
*“Teacher? I prefer the term, Educational Jedi Master”*

Ideas for “setting the stage”,.....

..... ways of “keeping them engaged”,.....

.....& inspiring “practice change”

After finishing the Best Practice Guide, you can find tips on delivering dynamic interactive education, as well as easy to read summaries and tip sheets about the latest educational research, and of course that is not all—whatever your education needs, the COCME likely has your groups covered!

New materials are being developed and posted on a regular basis, so we encourage you to share the below website with your planners and faculty:

<http://cocme.courses.aap.org/visitor?status=auth>

# Activities, Meetings & Events

## National Conference Goes Virtual!

The pandemic couldn't stop the AAP from holding an incredible conference with endless talent. Moving the NCE to a virtual platform allowed many healthcare professionals from all over the world to participate. A huge thank you to staff as it was all of their hard work across the AAP that that allowed this conference to carry on and exceed all expectations!



Jennifer Hudson performing opening night—what an incredible talent!

President, Dr Sally Goza delivering an informative opening plenary speech. I think we can all agree what amazing leadership she has shown in such a difficult time



How could we talk about NCE without mentioning Dr Fauci, who gave an evidence and science based presentation on COVID-19, which was much needed and appreciated!



Last, but certainly not least, Ibram X. Kendi spoke on Anti-Racism in Healthcare. His discussion was both honest and moving. Reminds us that we still have much work to do!





## Activities, Meetings & Events, Cont.

### Bi-Annual Meeting!

One of our favorite meetings—it allows us to meet with activity managers directly and provide updates and gain feedback. We love learning new ways to improve our processes! As always, we appreciate your engagement in these meetings! Our next bi-annual meeting will be in April 2021.



## UPCOMING

## EVENTS

## IN CME

## 2021 Activities Valid for Credit

| Activity Title  | Providership | Activity Type                  | Start Date | End Date   | MOC Part 2 Pts |
|---|--------------|--------------------------------|------------|------------|----------------|
| 2021 CME for Pediatrics Peer Reviewers  | Direct       | Manuscript Review              | 1/1/2021   | 12/31/2021 | 3              |
| 2021 ABP Question of the Week   | Joint        | Online                         | 1/1/2021   | 12/31/2021 | NA             |
| 2021 Pediatrics in Review   | Direct       | Journal-based                  | 1/1/2021   | 12/31/2023 | 30             |
| 2021 PREP E-Med   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 NeoReviews   | Direct       | Journal-based                  | 1/1/2021   | 12/31/2023 | 10             |
| 2021 AAP Grand Rounds   | Direct       | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP Self-Assessment   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 40             |
| 2021 PREP Palliative Medicine   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 10             |
| 2021 PREP Cardiology  | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP Pulmonology   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP ICU   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 NeoReviewsPlus   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 24             |
| 2021 PREP Hematology-Oncology   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP Hospital Medicine   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 26             |
| 2021 PREP GI  | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP Nephrology  | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP Rheumatology  | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP Endocrinology   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP DBPeds  | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP Infectious Diseases   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| 2021 PREP Adolescent Medicine   | DOE          | Online                         | 1/1/2021   | 12/31/2023 | 18             |
| Learning From AAP Policies 2021   | DOE          | In-person/Independent learning | 2/1/2021   | 12/31/2021 | 40             |
| MTAAP Subspecialist Webinar Series - Part 1 LIVE  | Joint        | Internet Live                  | 1/14/2021  | 12/31/2021 | 2              |
| NCPeds 2021 Winter Open Forum   | Joint        | Online                         | 2/1/2021   | 10/30/2021 | NA             |
| Optimize Infant & Toddler Feeding for Obesity Prevention                                | Direct       | PI CME & Self-assessment       | 2/1/2021   | 1/28/2022  | 20             |
| ECHO: Bridging the Telehealth Gap to Increase Access & Quality of Care in LA & MS       | Joint        | Internet Live                  | 2/2/2021   | 4/30/2021  | 6              |
| EQIPP: Oral Health Best Practices (enduring)  | DOE          | Online                         | 2/9/2021   | 2/8/2024   | 4.5            |
| EQIPP: Oral Health Best Practices (performance improvement)                             | DOE          | PI CME                         | 2/9/2021   | 2/8/2024   | NA             |
| Great Lakes Breastfeeding Series: Support for LGBTQIA2S + Birthing People & Families    | Joint        | Online                         | 2/16/2021  | 2/16/2022  | NA             |
| 2021 PPC March Virtual Course   | DOE          | Internet Live & Enduring       | 2/19/2021  | 3/18/2022  | 17             |
| Practical Dermatology Pearls for the Pediatric Practitioner                             | Direct       | Internet Live and Enduring     | 2/20/2021  | 5/20/2021  | NA             |
| Workshop on Neonatal-Perinatal Practice Strategies                                      | DOE          | Internet Live & Enduring       | 2/23/2021  | 9/10/2021  | 10             |
| SOU Presents Proximal Hypoplasias   | Direct       | Internet Live                  | 2/24/2021  | 2/24/2021  | NA             |
| Great Lakes Breastfeeding Webinar Series - Serving Indigenous Families                  | Joint        | Online                         | 3/16/2021  | 3/16/2022  | NA             |
| 2021 PPC April Virtual Course   | DOE          | Internet Live & Enduring       | 3/19/2021  | 4/15/2022  | 17             |
| 2020 Pediatric Conference   | Joint        | Internet Live & Enduring       | 3/20/2021  | 3/21/2021  | 10             |
| 2021 Pediatric HIV/AIDS Course  | Direct       | Internet Live & Enduring       | Apr-21     | 21-May     | 12             |
| Great Lakes Breastfeeding Webinar Series - Demedicalizing Black Women's Bodies          | Joint        | Online                         | 4/2/2021   | 4/2/2022   | NA             |
| Pediatric Obesity Mgmt: Evidence-based Strategies and Practical Approaches (SOOb)       | Direct       | Internet Live                  | 4/10/2021  | 4/10/2021  | 7              |
| Virtual 2021 AAP Advocacy Conference  | Direct       | Internet Live & Enduring       | 4/11/2021  | 12/31/2021 | NA             |
| Great Lakes Breastfeeding Webinar Series - Implicit Bias & Breastfeeding                | Joint        | Online                         | 4/20/2021  | 4/20/2022  | NA             |
| Diagnosis and Treatment of Common Pediatric Mental Health Disorders                     | DOE          | Internet Live & Enduring       | 4/24/2021  | 10/22/2021 | tbd            |
| Great Lakes Breastfeeding Webinar Series - The Importance of Black Doulas               | Joint        | Online                         | 5/18/2021  | 5/18/2022  | NA             |
| MTAAP Subspecialist Webinar Series - Part 2 LIVE  | Joint        | Internet Live                  | 6/10/2021  | 12/31/2021 | 2              |
| Great Lakes Breastfeeding Series - Water is Life; Indigenous Birth Keeper's Perspective | Joint        | Online                         | 6/15/2021  | 6/15/2022  | NA             |
| Great Lakes Breastfeeding Series - Breastfeeding Fundamentals & the Workplace           | Joint        | Online                         | 7/20/2021  | 7/20/2022  | NA             |

## Activities Expiring Soon

| Activity Title  | Providership | Activity Type | Start Date | End Date  | MOC 2 Pts |
|---|--------------|---------------|------------|-----------|-----------|
| 2018 ABP Improving Patient Safety Self-Assessment                   | Joint        | Online        | 2/13/2018  | 2/12/2021 | NA        |
| EQIPP: Bronchiolitis (Enduring)                                     | DOE          | Online        | 2/21/2018  | 2/20/2021 | 5         |
| EQIPP: Bronchiolitis - Track 1 - Inpatient                          | DOE          | PI CME        | 2/21/2018  | 2/20/2021 | NA        |
| EQIPP: Bronchiolitis - Track 2 - Outpatient                         | DOE          | PI CME        | 2/21/2018  | 2/20/2021 | NA        |
| EQIPP: Bronchiolitis - Track 3 - Emergency Department               | DOE          | PI CME        | 2/21/2018  | 2/20/2021 | NA        |
| EQIPP: Hypertension (Enduring)                                      | DOE          | Online        | 4/10/2018  | 4/9/2021  | 3         |
| EQIPP: Hypertension Track 1: Generalist                             | DOE          | PI CME        | 4/10/2018  | 4/9/2021  | NA        |
| EQIPP: Hypertension Track 2: Subspecialist                          | DOE          | PI CME        | 4/10/2018  | 4/9/2021  | NA        |
| Endocrinology: Type 2 Diabetes                                      | DOE          | Online        | 4/19/2018  | 4/18/2021 | 1         |
| EQIPP: Gerd (Enduring)  | DOE          | Online        | 4/26/2018  | 4/25/2021 | 4         |
| EQIPP: Gerd - Generalist Track                                      | DOE          | PI CME        | 4/26/2018  | 4/25/2021 | NA        |
| EQIPP: Gerd - Subspecialist Track                                   | DOE          | PI CME        | 4/26/2018  | 4/25/2021 | NA        |
| Infantile Spasms - Early Recognition and Treatment                  | DOE          | Online        | 5/1/2018   | 4/30/2021 | 1         |
| Endocrinology: Thyroid Disorders                                    | DOE          | Online        | 5/24/2018  | 5/23/2021 | 1         |
| 2018 ABP Initial Diagnosis of ADHD in Pediatric Patients PIM        | Joint        | PI CME        | 6/19/2018  | 6/18/2021 | NA        |
| 2018 ABP ADHD Self-Assessment                                       | Joint        | Online        | 6/19/2018  | 6/18/2021 | NA        |
| 2018 ABP Follow-up Care of Pediatric Patients with ADHD PIM         | Joint        | PI CME        | 6/19/2018  | 6/18/2021 | NA        |
| Let's Talk About Sex  | DOE          | Online        | 6/29/2018  | 6/28/2021 | 2         |
| EQIPP: Growth - Addressing Concerns and Management (Enduring)       | DOE          | Online        | 7/9/2018   | 7/8/2021  | 3         |
| EQIPP: Growth - Addressing Concerns & Mgmt Track 1: Generalist      | DOE          | PI CME        | 7/9/2018   | 7/8/2021  | NA        |
| EQIPP: Growth - Addressing Concerns & Mgmt Track 2: Endocrinologist | DOE          | PI CME        | 7/9/2018   | 7/8/2021  | NA        |
| 2018 ABP Professionalism in Pediatric Practice Self-Assessment      | Joint        | Online        | 7/24/2018  | 7/23/2021 | NA        |
| 2018 ABP Improving Patient-Centered Medication Management PIM       | Joint        | PI CME        | 7/31/2018  | 7/30/2021 | NA        |
| 2020 ABP Decision Skills Self-Assessment                            | Joint        | Online        | 3/6/2020   | 3/5/2021  | NA        |

## The Benefits of AAP Credit

1. The designation of AAP Credit ensures that the educational activity has been planned by, and appropriate for, pediatricians to enhance their knowledge and skills.
2. Activities receiving AAP Credit are listed in the **AAP CME Finder** at [www.pedialink.org](http://www.pedialink.org) in the AAP Approved Credit CME Activities area. This provides visibility for an organization's educational activities.
3. AAP Fellows and Candidate Members who participate in AAP approved or sponsored CME activities may claim those credits towards the AAP CME/CPD Award. This award is granted to Fellow and Candidate Member pediatricians who complete at least 150 credits over a 3-year period.
4. Contact Katherine McCaskill at [kmcaskill@aap.org](mailto:kmcaskill@aap.org) for an AAP credit application or for additional AAP Credit information.



### **Virtual Education Content**

Considering developing virtual content as part of your CME activity? Check with the Virtual Education Team before getting started. Contact Charlette Blackful at [cblackful@aap.org](mailto:cblackful@aap.org)

### **CME Open Lab**

The accreditation unit hosts open labs that occur every Tuesday (9:30-11:30am) for assistance with your educational activities. No appointments are necessary call (630/626-6653) with any CME/MOC 2 questions that you have.

### **Biannual Meetings**

Your next bi-annual touch base meetings with accreditation staff will occur in April 2021. Look out for your meeting invitations later this month.



## **Contact the Accreditation Services Team**

Accreditation Specialist

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