

# AAP Accreditation Update

## AMERICAN ACADEMY OF PEDIATRICS Accreditation Services Team



Hello, welcome to 2022 and welcome to this edition of our newsletter!

While we are in the midst of another cold winter, the accreditation side of things are heating up as we officially embark on our reaccreditation process. The Academy has a distinguished history of maintaining accreditation with commendation so the pressure is on as we begin compiling the required documentation that showcases our exemplary CME program for submission to our accreditor, The Accreditation Council for Continuing Education (ACCME), later this year. This submission is a huge undertaking by the accreditation team, especially with the release of the new ACCME Standards for Integrity and Independence in CE (which you can read more about on page 7) that went into effect this year, and we will be reaching out to many of you over the coming months for additional details about your educational programs so we can highlight all of the great work that you do!

Before we turn full swing towards the reaccreditation process, we must first submit annual report data on all of our 2021 programming to the ACCME. The deadline to submit information for each of your 2021

activities was January 31st and we thank each of you for providing this information to us on time!

Since our last edition the accreditation team has been working hard to address the new ACCME standards by attending their workshops and webinars and then creating learning tools and updating our documents, templates and online disclosure system (we have now placed our new CME/MOC 2 submission forms online for easy access at <http://cocme.courses.aap.org>. We also participated in ACCME's Sandbox Testing group and updated our processes to address their new and updated PARS reporting system (where we enter all of our annual report and MOC 2 participant data). Additionally we hosted our annual biannual touch base meetings with all CME staff, and have been preparing for the Feb 1 launch of the CME activity Learning from AAP Policies 2022 where we serve as the activity manager.

In closing, while we know that 2022 will be an even busier year for our team, we want you to know that we remain committed to meeting all of your accreditation needs.

Volume 10, Issue 1  
Winter 2022

### Inside this issue:

Welcome	1
Spotlight	2
EDI	3
CME Toolbox	7
PDW Recaps	8
Get to Know	11
Updates	12
Upcoming/Expiring CME	13

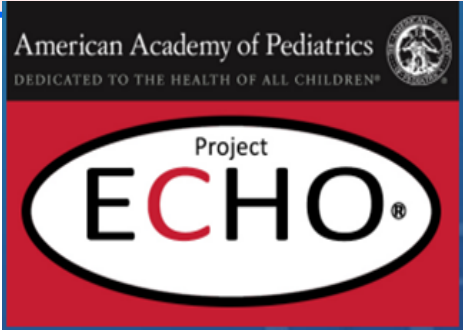
The accreditation team remains dedicated in its outreach efforts to support our CME colleagues in understanding educational development and the AAP CME process so always feel free to share with us any feedback, challenges, ideas and/or opportunities that you have on how we can better support you.

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

# SPOTLIGHT



A huge congratulations goes out to the AAP Extension for Community Healthcare Outcomes (ECHO) initiative which launched its 100th program and will undertake the 100th training of an institution in the near future.

Project ECHO, an innovative telementoring program, incorporates didactic, case-based presentations and clinical management tools to help health care professionals gain knowledge and self efficacy on diseases, conditions and/or processes. Most programs meet over a series of months, and some offer CME credits, MOC Part 2, and MOC Part 4 points. Project ECHO uses a hub and spoke design. The hubs are teams of experts in topical areas serving as the faculty for each program, and the spokes are communities of learners (medical officers, general physicians, nurse practitioners, nurses, community health workers, etc). They meet using a videoconferencing platform, and each ECHO session consists of a short lecture followed by a case presentation and discussion.

Since 2015, the AAP has served as an ECHO superhub, which means it can train other organizations in the ECHO methodology as well as serve as a hub and develop and manage pediatric ECHO programs.

We have awarded CME credits/MOC Part 2 points on over 80 ECHO programs and appreciate the opportunity to have worked with the following (past and present) activity managers and Chapter/Districts on these programs:

Amy Shah	Shannon Limjuco	Jessica Leffelman
Brianna Smith	Alexis Katzenbach	Lisa Brock
Briana Lemon	Trisha M Calabrese	Arizona
Wisconsin	Florida	New York 1
New York 2	Louisiana and Mississippi (co-ECHO)	Montana and Utah (co-ECHO)
Pennsylvania	Puerto Rico	

We are proud of how the Academy has expanded this initiative and the impact it has had on pediatric education. We look forward to working with ECHO staff on current/future ECHO topics which include:

environmental justice	perfluoroalkyl and polyfluoroalkyl substances (PFAS)
food insecurity	oral health
neurodevelopmental screening	addiction treatment in pediatric settings
disaster recovery	neurodevelopmental interoperability
infant and early childhood mental health	mental and behavioral health for rural practices
health care transition from pediatric to adult care for youth with spina bifida	



AAP believes that all systems of care should seek to promote and achieve health equity for all children. The AAP Equity Agenda guides the Academy's efforts to achieve health equity and actualize our goals to become an equitable, diverse, and inclusive organization. These efforts include promoting a diverse Academy membership, leadership, and pediatric workforce; applying an equity lens to Academy policy, advocacy, and education; and equipping AAP members with the capacity to foster equity in their practices, institutions, and communities. The AAP Equity Agenda sets forth explicit and intentional action to support the Academy's commitment to equity, diversity, and inclusion (EDI) and ensures this action permeates all aspects of the Academy's functioning. Find out more here: <https://www.aap.org/en/about-the-aap/american-academy-of-pediatrics-equity-and-inclusion-efforts/aap-equity-agenda/>

To help support and promote the Academy's EDI initiative, the Accreditation Team has included a new question on the abstract asking if each CME activity is addressing EDI initiatives and we will begin collecting information on how these initiatives are being addressed post activity. Additionally, we have been researching and exploring internal and external resources and materials for tips on ways to address EDI within each of your CME activities. We encourage all of our joint and direct activity managers to integrate some of the below EDI initiatives during your activity planning and development. Each resource includes a link for further information which you can share with your planners and faculty and encourage them to address this initiative. Finally, to further circulate AAPs EDI message, we will stay on the lookout for tips and tools so be sure to read our monthly update emails that we send out to each of you where we will continue to share any additional information that we find!

WHERE ARE PHYSICIANS WITH ADA IN 2022?

As the country continues to embrace Equity, Inclusion and Diversity, the Americans with Disabilities Act (ADA) is now 32 years old. Per a publication from Massachusetts General Hospital, it appears that as we move forward with EDI, we also need to look back and continue to move older policies forward. Per the research 36% of the physicians questioned had little or no knowledge of their legal responsibility under the ADA. Currently the population with disabilities is about 25%. Medical students and physicians need training on making healthcare more accessible and accommodating.

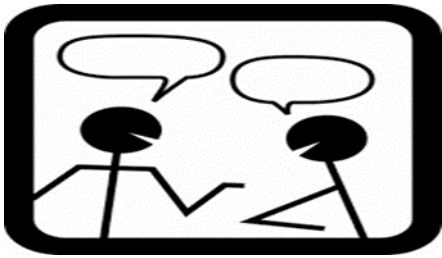


The Alliance for Disability in Healthcare Education has created a document regarding the Core competencies for Health Care Education. Share these competencies with your volunteers, if they haven't already, they can implement them into practice.

- **Competency 1: Contextual and Conceptual Frameworks on Disability**— Acquire a conceptual framework of disability in the context of human diversity, the lifespan, wellness, injury and social and cultural environments.
- **Competency 2: Professionalism and Patient-Centered Care**—Demonstrate mastery of general principles of professionalism, communication, respect for patients, and recognizes optimal health and quality of life from the patient's perspective.
- **Competency 3: Legal Obligations and Responsibilities for Caring for Patients with Disabilities**—Understand and identify legal requirements for providing health care in a manner that is, at minimum, consistent with federal laws such as the Americans with Disabilities Act (ADA), Rehabilitation Act, and Social Security Act to meet the individual needs of people with disabilities.
- **Competency 4: Teams and Systems-based Practice**—Engage and collaborate with team members within and outside their own discipline to provide high quality, interprofessional team-based health care to people with disabilities.
- **Competency 5: Clinical Assessment**—Collect and interpret relevant information about the health and function of patients with disabilities to engage patients in creating a plan of care that includes essential and optimal services and supports.
- **Competency 6: Clinical Care over the Lifespan and during Transitions**—Knowledgeable about effective strategies to engage patients with disabilities in creating a coordinated plan of care with needed services and supports.

[https://nisonger.osu.edu/wp-content/uploads/2019/08/post-consensus-Core-Competencies-on-Disability\\_8.5.19.pdf](https://nisonger.osu.edu/wp-content/uploads/2019/08/post-consensus-Core-Competencies-on-Disability_8.5.19.pdf)





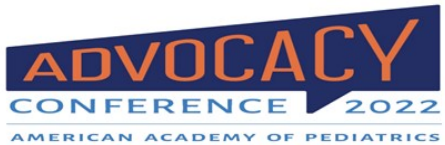
# COMMUNICATION TOOLS

One way to begin incorporating Equity, Diversity and Inclusion in pediatric practice, is by first **communicating** effectively with your patients and families. Here are a few tips on building communication.

- Build relationships (it is hard enough getting kids to the doctor, try and greet the child first (then the parent) with an enthusiastic “hey, how ya doing?”, cool gym shoes, t-shirt).
- Create a comfortable environment (nobody likes to look at plain walls, make it lively with posters, books with representation) Have your patients color pages or draw pictures and hang

them in the office.

- Get on their level (sit to face your patients and families at eye level, instead of standing and looking down on them).
- Do your homework (make some notes in chart about the child/family that is not health related...what is the child into, sports, books, TV shows).
- Let them help (can they hold a thermometer, chart, etc) .
- A great resource to share with your volunteer’s is the AAP Advocacy Conference. This conference in 2021 touched many aspects of EDI including, transgender legislation and immigration policy. The 2022 Advocacy Conference starts March 20<sup>th</sup>. <https://shop.aap.org/2022-aap-advocacy-conference-virtual-only/>



## Tip 1:

Pediatricians can create and have a DEI statement visible for their patients and families.

- The AAP and many other organizations have created an EDI/DEI statement like the one below from Maine AAP:



**The Maine AAP will use the following statement, promoting Diversity, Equity, and Inclusion, to guide our work:**

*To embrace equity for all children and families as well as for the pediatricians who care for them is central to the mission of the American Academy of Pediatrics (“Academy” or “AAP”). The AAP is committed to achieving meaningful diversity and inclusion and to combat bias and discrimination in all its forms, including structural and systemic racism. The AAP does not discriminate on the basis of race, ethnicity, religion, sex, sexual orientation, gender identity, disability, or national origin.*

## Tip 2:

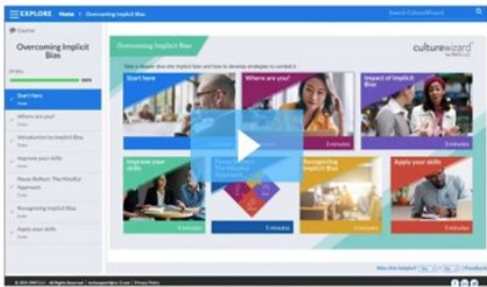
Pediatricians can offer EDI training for their staff

- Organizations are now requiring their employees to participate in EDI training

RW3 CultureWizard has been a leader in global diversity and cultural competency training for more than 20 years.

To learn more, click on the click below to watch a 2-minute video.

[RW3 Culturewizard](#)



## Tip 3:

Learn what medical institutions are doing to take a stand against racism.

- Nationwide Children’s Hospital is taking a stand against racisms

You can read more about it by clicking the below link:

<https://www.nationwidechildrens.org/about-us/diversity-inclusion>



## Tip 4:

Learn about Implicit Bias and Structural Racialization

- In order to ensure that learning about implicit bias leads to significant and meaningful change toward creating more equitable and inclusive communities and organizations, National EQUITY Project offer two considerations.

To learn about the considerations, click the link below:

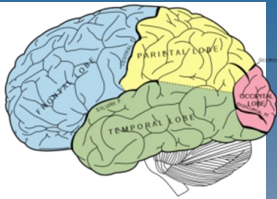
<https://www.nationalequityproject.org/frameworks/implicit-bias-structural-racialization>



# Unconscious Bias

## The Brain

The human brain is a formidable pattern matching machine. Sifting visual, verbal and behavioral cues, it helps us, for example, to quickly determine whether someone is friendly or hostile. Much of what it does, it does outside of our awareness. Our 'unconscious mind' processes 200,000 times more information than our conscious frontal lobes.

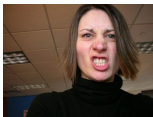


## Thinking, Fast and Slow

Daniel Kahneman popularized the notion of 2 systems in the human mind. In his book [Thinking, Fast and Slow](#) he describes them as follows:

- System 1* operates automatically and quickly, with little or no effort and no sense of voluntary control.
- System 2* allocates attention to the effortful mental activities that demand it, including complex computations. The operations of System 2 are often associated with the subjective experience of agency, choice, and concentration.

$17 \times 24$



So, when you look at this photo of a woman, you know she's angry just as quickly as you recognize that her top is dark. You've also got a pretty good idea what she might do or say next, and it's not going to be good. That's System 1 thinking at work. And when you look at this multiplication problem you don't instantly know the answer, even if you fairly quickly have a rough idea what it might be. You likely know you're going to have to make an effort to work it out. Either that or you'll consciously decide to ignore it. That's System 2 thinking.

System 1 thinking continually guides our thoughts, attitudes and beliefs without our realizing. It helps us deal with our limited cognitive capacity. And the rapid categorization associated with it is often profoundly useful, especially at times of danger, when it can help us make life saving decisions (Joseph E. LeDoux). But, System 1 thinking can easily lead us astray because when we jump to conclusions we can easily misread clues. On those occasions, our unconscious judgements, rather than protecting us from danger, can sometimes lead us to label and stereotype, which ultimately results in prejudice and discrimination.

## Unconscious Bias

Unconscious bias is a result of our limited cognitive capacity. The brain's automatic, unconscious sifting and sorting of visual, verbal and behavioral cues to determine whether people are friendly or not means that we all develop unintentional people preferences.

Over time, our brains associate things. They form neural pathways, which become stronger every time these associations are recognized and unconsciously affirmed. So, we see white, male engineers, our brains learn that engineers are white and male. It's actually 'pleasing' to the brain when this association is affirmed. Come across an Asian, female engineer, something that challenges our unconscious association, and it's unsettling. It doesn't fit. As a result, we are more likely to, unconsciously, bias against it. Where do all our unconscious associations and unintentional people preferences come from? They are formed by our socialization and experiences, including:

Media exposure

Family

School

Friends

Experiences

Work culture

In light of all of this, and because of the way it works, our brains take short cuts. Without System 2 thinking to keep them in check, they will lead us astray. Repeatedly. But, as we've seen, System 2 thinking takes effort and is slow off the mark. One might almost say it's lazy.

## Types of Bias

Our biases take many forms:

- *Halo & Horns* – Shorthand for positive or negative first impressions. Halo around the head, the person can't put a foot wrong, horns, they can't do anything right.
- *Affinity Bias* – Favoring people who share the same social background, who look and sound like 'one of us.' We ignore the faults of people we like and notice the faults of those we don't.
- *Confirmation Bias* – Noticing or only looking for evidence which confirms our ideas, good or bad, ultimately reinforcing our original view.
- *Social Comparison Bias* – Having feelings of dislike and competitiveness with someone, or groups of people, that are seen as physically, or mentally, better than you.
- *Stereotype Threat* – Fearing being viewed through the lens of a negative stereotype and of doing something that would confirm it.
- *Gender bias* – Including being viewed as less competent, over protection, and asserting dominance over.
- *Ego depletion* – The idea that self-control or will power is exhaustible. Emotional, cognitive and physical effort draws on mental energy. When mental energy is low, self-control is typically impaired.

## Triggers

There can be many triggers for our unconscious biases. Watch out for:

Ambiguous evidence

Emotional overload; stress, anger, frustration

Cognitive overload; complex decision

Fear of threat

Emotional and cognitive resources are depleted; tired, low blood sugar

Unconscious Bias cont.

Ways to Avoid

Of course it's hard to avoid unconscious bias. System 1 thinking is going on all the time and System 2 thinking, which can help, isn't quick to come to the rescue and keep it in check. Given all of that, here are some ideas for ways to try to avoid bias:

- ◇ Recognize we all have bias
- ◇ Stop and think! Learn to mistrust your first impressions
- ◇ Don't ignore difference – be curious
- ◇ Challenge negative assumptions and stereotypes
- ◇ Don't consciously try to suppress bias
- ◇ Don't be too hard on yourself – the emotional impact makes bias more likely
- ◇ Seek positive examples and role models
- ◇ Have fun!
- ◇ Keep processes simple
- ◇ Schedule demanding cognitive or emotional work away from people decisions

PAUSE

In his book, [Everyday Bias](#), Howard J. Ross discusses what he calls the need for *constructive uncertainty* to help overcome the risks from our fast, reflexive biases. He argues that, in a culture that values certainty so much, it is immensely important to find ways to be more uncertain and engage conscious thoughtfulness. We need, he says, to be able to pause and evaluate the circumstances we are in. To this end, Ross uses the word PAUSE as an acronym to act as a reminder.

- P – Pay Attention to what's happening beneath the judgement (Event vs Interpretation)
- A – Acknowledge or identify your reaction / interpretation / judgements
- U – Understand other possible reactions / interpretations / judgements
- S – Search for the most constructive / empowering or productive way to deal with the situation
- E – Execute your action plan (Act consistently with what makes the most sense)

Tips for Avoiding Bias When Recruiting

Recruiting new employees, or promoting within organizations, is one of the most obvious areas where bias can be at play. Here are some shorthand tips for how to minimize the risk:

- Allow for flexibility – in terms of screening & selecting – only criteria necessary for the job should be listed as required
- Consider use of language – avoid stereotypical language, like go-getter, people person, results driven
- Examine evaluation tools – clear list of relevant criteria
- Look for non traditional evidence – overcoming adverse hardship
- Take your time and reduce distractions – System 2 can't perform several complex tasks at one time
- Consider the recruitment panel
- Consult suppliers / agencies – How biased are the agencies who provide you?

Leadership Tips

Here are 6 leadership behaviors that will help avoid the pitfalls of bias in the workplace and unlock innovation:

- Ensure everyone is heard
- Make it safe to propose novel ideas
- Give team members decision-making authority
- Share credit for success
- Give actionable feedback
- Implement feedback from the team

# CME Toolbox

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

## ACCME UPDATES ARE NOW IN EFFECT

As you are all aware of by now, our accreditor has released new standards that went into effect on January 1. As you work on incorporating these new requirements into your 2022 CME activities, below are some tips for staying compliant.

**Content Validity:** *ensuring education is fair and balanced and that any clinical content presented supports safe, effective patient care.*

- Remind planners, reviewers, and presenters that the educational content should:
  - 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.
  - Ensure that, if there is a range of evidence, the credible sources cited present a balanced view of the evidence.
  - If clinical recommendations will be made, include balanced information on all available therapeutic options.
  - Address any potential risks or adverse effects that could be caused with any clinical recommendations.
- If your activity will be exploring new and evolving topics where the science may not yet be settled, ensure that you clearly identify this to learners in advance and structure that session so it is facilitated without advocacy or promotion.

**30-minute Intervals:** *all educational content designated for CME credit must be kept separate from ancillary marketing or non-accredited activities by a 30-minute interval if they are held in the same room/screen.*

- Regardless of the format or type of education you are delivering, if you are incorporating marketing or non-accredited components within your CME activity, keep this requirement in mind at the start of your logistical discussions so you can plan accordingly.
- Be proactive - reach out to accreditation as early as possible to confirm if any 30-minute intervals need to be in place.
- Share your final agenda with accreditation as early as possible so you can address any logistical changes that may need to be made.
- Ensure that activities that are part of the event, but not designated for CME credits, are clearly labeled and communicated to learners before they start the activity.

**Learner Consent:** *consent must be secured from any attendee prior to sharing their contact information with an external source*

- Keep this requirement in mind at the start of any discussions or arrangements that are made with external entities.
- Review any written agreements or deliverables associated with your CME activity so you are aware in advance of any expectations to share learner contact information.
- Determine how and when you will secure learner consent (ie opt in on a reg form or opt out on an eval form) and build it in to your templates so you have the structure in place for future activities that you develop.
- Know in advance how you can easily pull your data so that you are only sharing contact information from the learners who provided their consent.

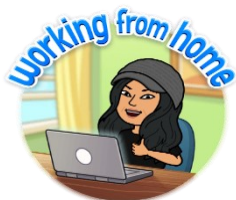
**No Selling or Promoting:** *no planner, presenter, author, panelist, trainer, moderator, etc. should actively promote or sell products or services that serve their own professional or financial interest in a CME activity.*

- Add this requirement to any of your existing instructions, guidelines, responsibilities, or expectations that you share with people who plan and deliver your activity.
- Where appropriate, include reminders about this requirement in existing communications that go out to planners and presenters.
- Review your activity content and monitor your presentations for bias, ensure that any products or services mentioned (including AAP products and materials) are presented as learner resources and are not asking or encouraging learners to purchase.
- Inform accreditation staff if you witness any violations of this rule.

**Disclosure:** *collecting financial information from all in control of educational content about **all relationships** with ineligible companies in the past **24 months**, identifying any relevant financial relationships with ineligible companies, managing them to ensure they do not introduce commercial bias into the education, and sharing the information with learners before they start the activity.*

- Start collecting disclosure information as soon as you know you want to award CME credits for your activity.
- If using the disclosure form, make sure you are using the current version that has been updated with the new requirements.
- If using the online Planstone system (directs), make sure you check to see if an individual has already disclosed for 2022 prior to sending them a new request to disclose.
- Employees/owners of ineligible companies cannot participate in CME activities except in 3 unique circumstances. If a person discloses this relationship make sure you also complete and submit the updated Employee COI form to ensure they meet one of these exceptions.
- Ensure you are using the new 2022 required CME information template (verification requirements) that we provide with your approval notice as it contains new, mandatory language in the disclosure grid.
- As your launch date nears, prior to finalizing the disclosure grid for your activity, check in with individuals to see if they have any changes to their disclosure information that they need to report.

# Professional Development Workshop



## How to Actually Work...When You're Working from Home



Wow who would have thought that we would be going into season 3 of Covid! These are the days of our lives! That's right 2022 marks the 3<sup>rd</sup> year that we will be in Covid life.

Luckily here at AAP we are fortunate enough to be able to work from home during this pandemic. But as we all know working from home comes with its challenges. You would think after 2 entire years we would get the hang of it. But some of us may still be in denial and think this "shut-down" is only for like 3 weeks. Well year 3 and time to reset, look at your WFH situation and give it a boost. The information below might seem like "hello" I know that already, but try it one day, see how productive you are.

## Remember

### **"When you're working, you're working" and when you're not you're NOT.**

We all know the PERKS—working in pajamas; no commute; work life balance is great – or is it? And CONS—hard to focus; no structure; the voices in your head telling you all the things that need to get done around you

- ◇ Create a dedicated workplace – AWAY and Out of Sight from everything/one
- ◇ Keep your normal routine as if you were going into the office (remember those days!!!)
- ◇ Set BOUNDARIES and STRUCTURE:
  - don't do things during work hours that you wouldn't normally do when you are in the office.
  - don't watch TV
  - don't play with your pets
  - don't blast the music (although music may help many to concentrate)

Obviously, all these things can occur during your breaks and may recharge you during that afternoon crash.

Find the very quick video link below to learn more:

[https://www.youtube.com/watch?v=WqZiBugq4ts&list=RDCMUCWo4IA01TXzBeGJJKWHOG9g&start\\_radio=1&t=1](https://www.youtube.com/watch?v=WqZiBugq4ts&list=RDCMUCWo4IA01TXzBeGJJKWHOG9g&start_radio=1&t=1)





# Professional Development



## Project Management Reinvented for Non-project Managers

Part of Project Management is managing stakeholders— at least that’s what Antonio Nieto-Rodriguez, Project Management World Champion, advocates.

Project management has become one of the most sought-after skills , yet most people have never learned the basics of project management. As a project manager, you need to recognize the importance of stakeholders in your projects. And you must understand and address their individual expectations.

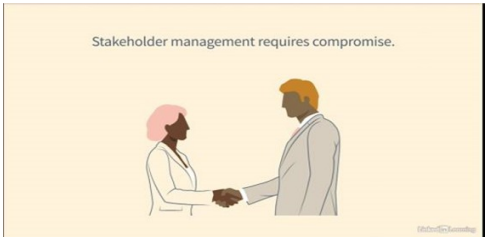


### There are two types of stakeholders (internal and external)

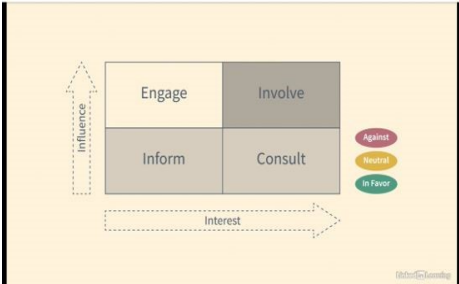
Internal Stakeholders	External Stakeholders
<ul style="list-style-type: none"><li>• Owner</li><li>• Managers</li><li>• Employees</li></ul>	<ul style="list-style-type: none"><li>• Customers</li><li>• Consultants</li><li>• Financial institutions</li></ul>

- When managing internal stakeholders, it can be more challenging, especially when the project impacts working relationships.
- External stakeholders can include customers, suppliers, consultants, or financial institutions. They don't participate in the day-to-day activities of your project, but they could influence its outcome, so you need to manage their expectations as well.

Don't ignore key stakeholders. Stakeholder management requires compromise and often depends on transparent and equitable sharing of both pains and gains. Projecting one group of stakeholders at the expense of another may solve an immediate crisis but it's also likely to stir up trouble later in the project.



### The Stakeholder Matrix




The stakeholders’ matrix is used for weighing and balancing the interest of those impacted by or involved in what your project will deliver. After you identify the major stakeholders, categorize them based on two dimensions: the level of interest in your project or its outcome and the level of influence that the stakeholder could have on your project. You can then label and color code each stakeholder to show their current attitude towards your project either against, neutral or in favor.

### Stakeholder Exercise chart

The matrix is used to identify your project’s top five stakeholders. Enter each of them in the matrix based on their level of influence and interest. Do you have anyone highly influential against your project? Do you have anyone highly influential that has not heard about your project? Then define an action plan for each of the key stakeholders. This will give you a better control of your project. Stakeholder analysis helps bring clarity to intricate situations. It also fosters a better understanding of the expectations of those impacted by your project.

### Stakeholder Exercise

1. Identify top five stakeholders.
2. Determine their influence and interest.
3. Note anyone highly influential against the project.
4. Note anyone highly influential not aware of the project.
5. Define action plan for each stakeholder.



Antonio says “There is a common saying in the project world. There's always someone who will be happy if your project fails. Find them and understand why.”


# Professional Development

## Webinar: Working Together to Successfully Transition to the Standards for Integrity and Independence in Accredited Continuing Education


ACCME highlighted their newly available Standards resources and answered questions about successfully transitioning to the revised Standards for Integrity and Independence. If you are interested in any of these resources please let us know and we will get you the full copy.

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### What Is The Process To Ensure Independence From Commercial Influence In Accredited Continuing Education?



**Collect information about financial relationships**  
We ask those who may have a role in controlling the CE content to disclose all financial relationships they have had over the past 24 months with *ineligible companies* (drug, device, and other companies ineligible for accreditation; see page 2 for the full definition).






**Exclude owners or employees of ineligible companies**  
With a few exceptions, we exclude owners or employees of ineligible companies because their opportunity to insert commercial bias cannot be mitigated.



**Identify and mitigate relevant financial relationships**  
We determine which financial relationships might allow control of CE content related to the business lines or products of an ineligible company and take steps to prevent the insertion of bias towards commercial products or services.



**Disclose all relevant financial relationships to learners**  
We provide transparency to learners by informing them—prior to the CE activity—of the presence or absence of relevant financial relationships for all who were in control of the CE content, and that those relevant financial relationships were mitigated.



Planning Guide for Independence in Accredited Continuing Education  
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Page 3 of 13

#### NEW STANDARDS RESOURCES

#### Standards Toolkit – Now in an Editable Microsoft Word Version

- ✓ Tools for Identifying, Mitigating, and Disclosing Relevant Financial Relationships
- ✓ Tools for Ensuring Valid Clinical Content
- ✓ Quick Tool to Simplify Educational Planning When Identification, Mitigation, and Disclosure is Not Required



Available now at <http://www.accme.org/standards-resources>


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#### NEW STANDARDS RESOURCES

#### Case Scenarios: When It Is Acceptable to Use Owners and Employees of Ineligible Companies in Accredited Continuing Education

- Document with multiple case vignettes
- Microsoft PowerPoint slides
- Online quiz



Quiz: Case Scenarios: When It Is Acceptable to Use Owners and Employees of Ineligible Companies in Accredited Continuing Education

Explain a series of case vignettes that provide examples of companies when the exceptions in Standard 3.3 of the Standards for Integrity and Independence do and do not allow owners and employees of ineligible companies to participate in planning faculty in accredited continuing education (CE). This can be downloaded as a document or Microsoft PowerPoint version at the top of this page at <http://www.accme.org/standards-resources>. For more questions about the Standards, please contact your continuing education accreditor or contact ACCME at [info@accme.org](mailto:info@accme.org).

Click NEXT to begin

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### Answer – Working with an Owner

Dr. Potash is presenting on a new smoking cessation product, which she invented, that recently received FDA approval. She also owns the company that will be marketing the product. This medication is given using an implantable dispensing device. She will discuss different approaches to smoking cessation (without mentioning her product) and demonstrate the safe and proper implantation of the device on a volunteer.

No, this scenario does not meet the exception.  
**Rationale:** The presenter is going beyond teaching the safe and proper use of the device to include information about ways to help patients stop smoking cessation. This could create a reasonable opportunity to market smoking cessation products (including hers) to the learners.

### Mitigation approaches – for faculty

#### Teachers, authors



- End the financial relationship (including having ended the relationship within 24 months).
- Recuse individual from controlling aspects of planning and content with which there is a financial relationship.
- Peer review of content by persons without relevant financial relationships.
- Attest that clinical recommendations are evidence-based and free of commercial bias (e.g., peer-reviewed literature, adhering to evidence-based practice guidelines).

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### Mitigation approaches –for planners

#### Planners, reviewers



- End the financial relationship (including having ended the relationship within 24 months).
- Recuse individual from controlling aspects of planning and content with which there is a financial relationship.
- Peer review planning decisions and review determinations by persons without relevant financial relationships.

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#### NEW STANDARDS RESOURCES

#### Planning Guide for Independence in Accredited Continuing Education

Electronic (PDF) document and companion Microsoft PowerPoint slide presentation that accredited providers can use with planners and faculty to explain the process for collecting, mitigating, and disclosing relevant financial relationships.



Available now at <http://www.accme.org/standards-resources>

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### Answer-Working with an Employee

Dr. Jones is an employee of a company that produces and markets vaccines. She has been asked to speak on the logistics of supply chains as she previously worked for a company that pioneered global supply chains for vaccines requiring extremely low temperature storage.

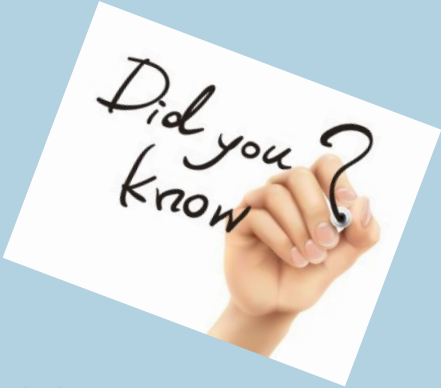
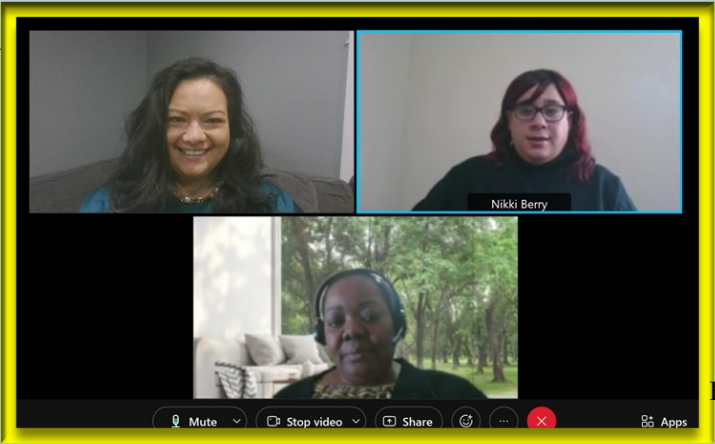
Yes, this scenario meets the first exception: not related.  
**Rationale:** The logistics of supply chains (even if those are used for vaccines) is sufficiently separated from the clinical use of vaccines to make it unlikely the speaker would introduce bias about her company's vaccines.



# Getting to know the Accreditation Team—Better!



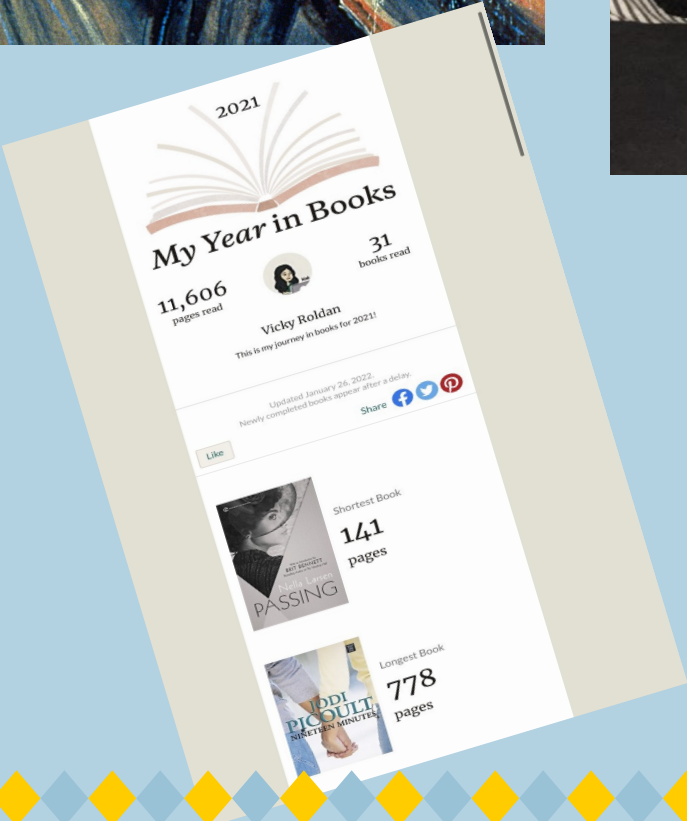
Virginia



Katherine

Nikki has been teaching her teenager how to drive. She says the only good thing about the pandemic is that there were less cars on the road!!!

Katherine is a novice at crocheting but enjoys experimenting in her downtime – she crocheted a dress and booties for her granddaughter which included an opening with button enclosure for the back, a ribbon in the front of the dress and on the booties.



Virginia loves doing puzzles, going to concerts and reading. You can see her 2021 books in review to the left. Virginia has lots of time to read, as she sits in the car waiting for her children while they are at practice for one thing or another (and yes, she does turn off the car to keep from further polluting the air, even in the cold Chicago weather!)





**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**

Labs are still occurring weekly on Tuesday from 9:30-11:30am. If you’re in the midst of planning an activity, changing your activity formats, in the process of requesting CME/MOC Part 2 for your activity, or have questions, please send an email to [vroldan@aap.org](mailto:vroldan@aap.org) or call 630/626-6653 no appointment necessary.

**Biannual Meetings**

Your next bi-annual touch base meetings with accreditation staff will occur in April 2022. Look out for your meeting invitations later this month.

**Contact the Accreditation Services Team**

**Accreditation Director**

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**Accreditation Coordinator**

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*Thank you for your time and attention to this message. We look forward to circulating another CME accreditation newsletter this summer!*



# Activities Valid for Credit 2022

Activity Title	Activity Type	Start Date	End Date	MOC Part 2 Points
2022 ABP Question of the Week	Internet Activity Enduring Material	1/1/2022	12/31/22	NA
2022 AAP Grand Rounds (print and online)	Internet Activity Enduring Material	1/1/2022	12/31/24	18
2022 CME for Pediatrics Peer Reviewers	Manuscript Review	1/1/2022	12/31/22	3
2022 Pediatrics in Review	Journal-based CME	1/1/2022	12/31/2024	30
2022 NeoReviews	Journal-based CME	1/1/2022	12/31/2024	10
2022 PREP Self-Assessment (print and online)	Internet Activity Enduring Material	1/13/2022	12/31/24	40
2022 PREP E-Med	Internet Activity Enduring Material	1/13/2022	12/31/24	18
2022 NeoReviewsPlus	Internet Activity Enduring Material	1/13/2022	12/31/24	24
2022 PREP Adolescent Medicine	Internet Activity Enduring Material	1/13/2022	12/31/24	18
2022 PREP Palliative Medicine	Internet Activity Enduring Material	1/18/2022	12/31/24	10
2022 PREP DBPeds	Internet Activity Enduring Material	1/18/2022	12/31/24	18
2022 PREP GI	Internet Activity Enduring Material	1/18/2022	12/31/24	18
2022 PREP Pulmonology	Internet Activity Enduring Material	1/20/2022	12/31/24	18
2022 PREP Cardiology	Internet Activity Enduring Material	1/20/2022	12/31/24	18
2022 PREP Infectious Diseases	Internet Activity Enduring Material	1/20/2022	12/31/24	18
2022 PREP Nephrology	Internet Activity Enduring Material	1/20/2022	12/31/24	18
NeoPREP	Other Activity (Live In-person, Internet Live, Internet Enduring)	1/22/2022	1/26/2022	30
2022 PREP Endocrinology	Internet Activity Enduring Material	1/27/2022	12/31/24	18
2022 PREP Rheumatology	Internet Activity Enduring Material	1/27/2022	12/31/24	18
2022 PREP ICU	Internet Activity Enduring Material	1/27/2022	12/31/24	18
2022 PREP Hospital Medicine	Internet Activity Enduring Material	1/27/2022	12/31/24	26
2022 PREP Hematology-Oncology	Internet Activity Enduring Material	1/27/2022	12/31/24	18
Optimization of the Pediatric Medical Home for Children with Congenital Heart Disease (QI) Project	Other (Internet Live and Enduring)	1/28/2022	7/31/2022	20
Learning From AAP Policies 2022	Other (Internet Live/Independent learning)	2/1/2022	12/31/22	40
Optimize Infant & Toddler Feeding for Obesity Prevention	Other (Internet Live and Enduring)	2/1/2022	7/31/2022	20
Awareness of Congenital Heart Defects Among Healthcare Clinicians – Online Panel Event	Internet Activity Live / Live Webinar	2/9/2022	2/9/2022	NA
Bladder Neck Dysfunction: Evaluation and Surgical Treatment	Internet Activity Live / Live Webinar	2/9/2022	2/9/2022	NA
2022 MTAAP Subspecialist Webinar Series - Part 1	Other (Internet Live and enduring)	2/10/2022	12/31/22	5
Advancing Equity In Pediatrics - Addressing Microaggressions in Healthcare	Internet Activity Live / Live Webinar	2/16/2022	2/16/2022	2
Adolescent Health Chapter Town Hall: Oral Health Education	Live in-person Course	2/16/2022	2/16/22	NA
Celebration of Pediatric Pulmonology and Sleep 2022	Live in-person Course	2/18/2022	2/20/2022	18
Strategies to Improve Provider Communications With Adolescent Patients: Relationships, Rights, & Responsibility (3 R's)	Internet Activity Live / Live Webinar	2/23/2022	2/23/2022	1.25
NeoCram Virtual	Internet Activity Live / Live Webinar	2/26/2022	2/26/2022	10
Pediatric Potpourri®: State of the Art 2022	Live in-person Course	2/26/2022	3/4/2022	22.5
AAP Spokesperson ECHO	Internet Activity Live / Live Webinar	3/1/2022	7/31/2022	6
Advancing Equity In Pediatrics - Implicit Bias Recognition and Management	Internet Activity Live / Live Webinar	3/9/2022	3/9/2022	2
2022 Pediatric Conference	Live in-person Course	3/19/2022	3/20/22	10.5
2022 AAP Advocacy Conference	Other (Internet Live and enduring)	3/20/2022	4/20/22	NA
Practical Pediatrics CME - Orlando, FL	Other Activity (Live In-person, Internet Live, Internet Enduring)	3/25/2022	3/27/2022	17
Workshop on Neonatal-Perinatal Practice Strategies	Live in-person Course	3/25/2022	3/27/2022	10
Advancing Equity In Pediatrics - Creating a culture of inclusion: how to develop and implement EDI policies within your organization	Internet Activity Live / Live Webinar	4/6/2022	4/6/2022	2
Diagnosis and Treatment of Common Pediatric Mental Health Disorders Course	Other Activity (Live In-person, Internet Live, Internet Enduring)	4/8/2022	4/10/2022	10
Practical Pediatrics CME - Santa Ana Pueblo, NM	Other Activity (Live In-person, Internet Live, Internet Enduring)	4/22/2022	4/24/2022	17
Advancing Equity In Pediatrics - Dealing with Patient Bias: Recommendations for Healthcare Workers & Medical Centers	Internet Activity Live / Live Webinar	5/25/2022	5/25/2022	2
Southeastern Association of Neonatologists 35th Annual Conference	Course/Live Activity	5/26/2022	5/29/22	NA
Practical Pediatrics CME - Hilton Head Island, SC	Live in-person Course	5/27/2022	5/29/2022	17
Practical Pediatrics CME - Seattle, WA	Other Activity (Live In-person, Internet Live, Internet Enduring)	5/27/2022	5/29/2022	17
Advancing Equity In Pediatrics - Negotiating Racial Microaggressions As Underrepresented STEM Students/Asset Based Admission Practices for URM in Optometry: Lessons Learned	Internet Activity Live / Live Webinar	6/1/2022	6/1/2022	2
Practical Pediatrics CME - Baltimore, MD	Other Activity (Live In-person, Internet Live, Internet Enduring)	6/10/2022	6/12/2022	17
Pediatrics in the Islands...Clinical Pearls 2022	Live in-person Course	6/25/2022	7/1/22	22.5

# Activities Expiring in 2022

Activity Title	Activity Type	Activity Date	Activity End Date	MOC Pt 2
PREP the CRAM	Other (Internet Live and Enduring)	8/14/2021	2/15/22	10
Great Lakes Breastfeeding Webinar Series - Queer Like Radical: Affirming Abundance with Newborn/Infant Feeding	Internet Activity Enduring Material	2/16/2021	2/16/22	NA
2021 AAP Pediatric Infectious Diseases Virtual Course: A Comprehensive Review and Update for Primary and Subspecialty Practitioners	Other (Internet Live and Enduring)	9/1/2021	3/11/22	25
Great Lakes Breastfeeding Webinar Series - Serving Indigenous Families in Lactation	Internet Activity Enduring Material	3/16/2021	3/16/22	NA
2021 PPC March Virtual Course	Other (Internet live and enduring)	2/19/2021	3/18/22	17
Motivational Interviewing: A roadmap to building COVID-19 vaccine confidence (enduring)	Internet Activity Enduring Material	12/9/2021	3/31/22	1.5
2021 PPC April Virtual Course	Other (Internet live and enduring)	3/19/2021	4/15/22	17
Great Lakes Breastfeeding Webinar Series - Dismantling Racism and Implicit Bias in Breastfeeding and Human Lactation	Internet Activity Enduring Material	4/20/2021	4/20/22	NA
2021 Trauma-Informed Pediatric Provider Course (enduring)	Internet Activity Enduring Material	11/10/2021	5/13/22	20
2021 Trauma-Informed Pediatric Provider Course	Other (Internet Live and enduring)	11/11/2021	5/13/22	20
Great Lakes Breastfeeding Webinar Series - Beyond the Birth Suite: The Importance of Black Doulas in the Pursuit of Maternal Infant Health Equity	Internet Activity Enduring Material	5/18/2021	5/18/22	NA
2021 PPC May Virtual Course	Other (Internet live and enduring)	5/7/2021	5/27/22	17
EQIPP: Treating Tobacco Product Use and Exposure in Families (Enduring)	Internet Activity Enduring Material	5/30/2019	5/29/2022	3
EQIPP: Treating Tobacco Product Use and Exposure in Families: Track 1 – Adolescent Provider (Performance Improvement)	Performance Improvement	5/30/2019	5/29/2022	20
EQIPP: Treating Tobacco Product Use and Exposure in Families: Track 2 – General Pediatrics (Performance Improvement)	Performance Improvement	5/30/2019	5/29/2022	20
TREEHOUSE (Talk Read Engage Encourage): Promoting Positive Parent Child Relationships Through Telehealth Developmental Coaching - Cohort 1	Other (Independent Learning, Live webinars)	12/9/2021	5/30/22	12
Global Health Education Virtual Course	Other (Internet Live and Enduring)	9/24/2021	5/31/22	NA
2019 ABP Adolescent Substance Use Self-Assessment	Internet Activity Enduring Material	6/3/2019	6/2/2022	NA
2021 PPC June Virtual Course	Other (Internet live and enduring)	5/21/2021	6/10/22	17
Great Lakes Breastfeeding Webinar Series - Water is Life: an Indigenous Birth Keeper's Perspective	Internet Activity Enduring Material	6/15/2021	6/15/22	NA
Let's Talk About Sex	Internet Activity Enduring Material	6/29/2021	6/28/22	2
2019 ABP Opioid Impact on Neonates Self-Assessment	Internet Activity Enduring Material	7/9/2019	7/8/2022	NA
Great Lakes Breastfeeding Webinar Series - Breastfeeding Fundamentals & the Workplace	Internet Activity Enduring Material	7/13/2021	7/13/22	NA
2019 ABP Infection Prevention and Control in the Ambulatory Setting PIM	Other (PI CME/Internet Enduring Material)	7/16/2019	7/15/2022	NA
2019 ABP Improving Breast Milk Use in the Nursery PIM	Performance Improvement	7/18/2019	7/17/2022	NA
AAP Duchenne Muscular Dystrophy 5 Part Webinar	Internet Activity Enduring Material	1/1/2020	7/28/2022	5
Great Lakes Breastfeeding Webinar Series - Bodyfeeding is a Political Act & Cultural Act	Internet Activity Enduring Material	8/17/2021	8/17/22	NA
Affirming Medical Care for LGBTQ Adolescents	Internet Activity Enduring Material	9/13/2021	9/12/22	1
Great Lakes Breastfeeding Webinar Series - Expanding Expectations and Building Resiliency: Empowering Parents for Successful Breastfeeding	Internet Activity Enduring Material	9/21/2021	9/21/22	NA
Preventing Infant Sleep Suffocation	Internet Activity Enduring Material	10/1/2020	10/1/2022	1
EQIPP: ADHD – Diagnose, Treat, and Monitor (Enduring Material)	Internet Activity Enduring Material	10/7/2019	10/6/2022	5
EQIPP: ADHD – Diagnose, Treat, and Monitor (Performance Improvement)	Performance Improvement	10/7/2019	10/6/2022	NA
Great Lakes Breastfeeding Webinar Series - Lactation Educ & Representation	Internet Activity Enduring Material	10/19/2021	10/19/22	NA
Virtual Curbside Podcast	Internet Activity Enduring Material	11/1/2019	10/31/2022	20
2021 PPC Course - Phoenix	Other Activities (In-person, Internet Live, Internet Enduring)	11/6/2021	11/4/22	17
2019 ABP – Improving Preschool Vision Screening Performance Improvement Module (PIM)	Performance Improvement	11/12/2019	11/11/2022	NA
COPC Module 1: The Childhood Obesity Epidemic and the Role of the Healthcare Provider	Internet Activity Enduring Material	12/1/2021	11/30/2022	NA
COPC Module 2: Building a System to Improve Primary Care	Internet Activity Enduring Material	12/1/2021	11/30/2022	NA
COPC Module 3: Introduction to the New Childhood Obesity Algorithm	Internet Activity Enduring Material	12/1/2021	11/30/2022	NA
COPC Module 4: Childhood Obesity and the Primary Care Practice Team Setting Your Office up for Success	Internet Activity Enduring Material	12/1/2021	11/30/2022	NA
COPC Module 5: Management and Treatment of Co-Morbidities of Obesity	Internet Activity Enduring Material	12/1/2021	11/30/2022	NA
COPC Module 6: Motivational Interview: Strategy to Stimulate Change Talk	Internet Activity Enduring Material	12/1/2021	11/30/2022	NA
2021 PPC Course - Williamsburg	Other Activities (In-person, Internet Live, Internet Enduring)	12/10/2021	12/9/22	17
Confidential Adolescent Care and Billing	Internet Activity Enduring Material	12/21/2021	12/20/2022	1
Great Lakes Breastfeeding Webinar Series - How to Navigate Lactation Support with Partners	Internet Activity Enduring Material	12/21/2021	12/21/22	NA