

## REQUIREMENTS FOR SLIDES/SYLLABUS MATERIALS

### Requirements:

1. Presenters must list the following statements/information (A. and B.) on the first slide of each of their PowerPoint presentations:

<b>A.</b>	<p>“I have no financial relationships with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in this CME activity.”</p> <p style="text-align: center;"><b>-or-</b></p> <p>“I have the following financial relationships with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in this CME activity:”</p> <p style="padding-left: 20px;">Research Support from: Speakers’ Bureau for: Stock/Bonds in: Consultant for: Other:</p> <p><b><i>If on a speaker’s bureau, the slide must also state:</i></b> “It is my obligation to disclose to you (the audience) that I am on the Speakers Bureau for (name of ineligible company). However, I acknowledge that today’s activity is certified for CME credit and thus cannot be promotional. I will give a balanced presentation using the best available evidence to support my conclusions and recommendations.”</p>
<b>B.</b>	<p>I <u>do</u> (or) <u>do not</u> intend to discuss an unapproved/investigative use of a commercial product/device in my presentation.</p>

2. Give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. If the CME educational material or content includes trade names, then trade names from several companies should be used, not just trade names from a single company.
3. Disclose off-label (unapproved/investigational) usage of commercial products/devices, and as appropriate, explain at what age off-label usage applies.
4. Include definitions, especially when abbreviations are used in your slides.
5. Include complete references on your closing slide(s), and cite source information within your presentation, as appropriate.
6. Do not include advertisements, order forms, or other ordering information on materials for sale; comply with the AAP Committee on Continuing Medical Education (COCME) Guidelines for Addressing Intellectual Property in AAP CME Activities.
7. Do not include extensive passages from textbook chapters or journal articles (including AAP); instead, these sources may be listed in your references.
8. If photos (other than stock photos) are used, they should be non-identifiable, unless patient or parental permission is obtained and a copy of the signed release is submitted to staff with your PowerPoint slides.
9. **If your slides include any published material, you must obtain copyright permission from the publisher.** Permission is also required to include content authored by the presenter, if another party owns the copyright to that material. Copyright-protected works include, but are not limited to:
  - a. Print Materials (journal articles, books, brochures, manuals, photos, graphics, artwork, etc.)
  - b. Video and Audio Materials (TV/movie clips, music, video recordings, audio recordings)
  - c. Electronic Format (software, databases, website pages)

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You must obtain written permission to use any copyright-protected materials in your slides/syllabus materials and submit a copy of the publisher's permission to AAP with your materials. Your request to the publisher should include the following information:

- Title of the chart, graph, table, figure, or illustration (attach a copy)
- Title and issue of the journal, book, or source (include volume number, month, year)
- Author(s)
- Page number(s)
- Number of copies (total number of learners attending the meeting) – For Future of Pediatrics, you may indicate “approximately 400.”
- Distribution: Material will be distributed free to all learners attending the meeting.
- Type of reprint: Electronic syllabus on CD-ROM

Note: It may take up to six weeks to obtain permission from a publisher.

Note: Copyright permission is not needed to use materials for which the copyright has lapsed or to use materials owned by the Federal government. The Federal government permits free usage of its works without payment or permission.

10. **Validation of Clinical Content** - In keeping with Accreditation Council on Continuing Medical Education (ACCME) requirements regarding validation of clinical content, planners and presenters should be aware that:

- Educational content is fair and balanced and any clinical content presented supports safe, effective patient care.
- All recommendations for patient care in a CME activity must be based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.
- All scientific research referred to, reported, or used in accredited education in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation.
- CME activities cannot advocate for unscientific approaches to diagnosis or therapy, or promote recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients.
- Although accredited continuing education is an appropriate place to discuss, debate and explore new and evolving topics, these areas need to be clearly identified as such within the program and individual presentations. Planners and presenters must facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.

## An Important Consideration for Your AAP CME Slide Presentation

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The Accreditation Council for Continuing Medical Education, our accrediting organization, requires that CME providers develop and deliver CME activities designed to improve the way learners practice medicine. This makes good sense and is quite simple.

First, all CME activities must be based on recognized practice gaps (a discrepancy between what is occurring in practice and the way it ought to be) in the learner's knowledge, competence or practice performance. The learning activity should then be designed to address those gaps or needs and change the learner's competence, practice performance or patient outcomes.

**A slide at the start of your presentation that lists measurable (or observable) learning objectives which address the practice gaps related to your content and may lead to change is helpful to focus the learner's attention.**

Next, we need to demonstrate that change has actually occurred as a result of the learning activity. Learners will be asked to identify changes they intend to make in practice. This is sometimes difficult for the learners to articulate, and you can help.

**A slide at the end of your presentation that suggests changes in practice that might narrow the practice gaps addressed by your session will be helpful to the learner to focus on what they can do to actually improve their competence, practice performance or patient outcomes.**

**Example:** *You are preparing a session on Preparation of the Office for Emergencies. You have data to support that true emergencies are common in the practice setting. You also have data to support that an office that is prepared for emergencies has better outcomes. A final presentation slide may look like this:*

### **Changes You May Wish to Make in Practice**

- Commit to having "Mock Codes" for training office staff at least twice per year.
- Assure that office emergency supplies, drugs, and equipment are current and all staff know how to access and use in an emergency.

Thanks in advance for your cooperation and for helping us develop meaningful measures that can demonstrate the value of our CME offerings.