



November 3-6, 2011, JW Marriott
Los Angeles at L.A. LIVE, California

FACULTY AND MODERATOR REQUIREMENTS

On July 15, 2010, the American College of Phlebology received Provisional CME Accreditation from the Accreditation Council for Continuing Medical Education (ACCME). As an accredited CME provider, the ACP requires that its faculty complies with all ACCME Criteria and Policies, including the Standards for Commercial SupportSM, as well as the provisions of the federal statutes concerning acceptance of grant funds from industry. **Non-compliance with these rules could jeopardize the ACP's CME Accreditation.** As such, we need the assistance from faculty to ensure compliance.

Educational Outcomes Measurements

The planners for this activity have indicated that the goal for this CME activity is improved competence and performance. Therefore, this activity will be measured to determine if those outcomes are reached. Potential outcomes for CME can only be (1) increased competence (defined as knowledge with the strategy to use that knowledge in patient care), and/or (2) improved performance-in-practice, and/or (3) improved patient outcomes. *Please note that transmittal of knowledge alone is no longer an acceptable CME outcome.* The content of presentations should be developed with the knowledge that one or more of these CME outcomes will be measured.

Definition of CME

Continuing medical education consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a physician uses to provide services for patients, the public, or the profession. The content of CME is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, the discipline of clinical medicine, and the provision of health care to the public. On July 15, 2010, the American College of Phlebology received Provisional CME Accreditation from the Accreditation Council for Continuing Medical Education (ACCME). Accredited CME is an essential component of continuing physician professional development in the eyes of the U.S. organizations of medicine. ACCME accreditation is a mark of quality continuing medical education activities that are planned, implemented and evaluated by ACCME accredited providers in accordance with ACCME's Essential Areas and Elements and Accreditation Policies. ACCME accreditation assures the medical community and the public that such activities provide physicians with information that can assist them in maintaining or improving their practice of medicine, to help them bridge the gap between today's care and what care should be. In addition, accredited CME activities are free of commercial bias and based on valid content.



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Identified Gaps in Knowledge, Competence, or Performance

The planners of this activity have conducted a thorough gap analysis and needs assessment based on identified gaps in knowledge, competence, or performance, and synthesized this information that now serves as the foundation for all aspects of activity design including preparation of learning objectives, choice of educational format(s), and the selection of appropriate outcomes assessment tools. As faculty, you should be collaborating with other faculty within your session(s) to develop the most appropriate content for the learners.

Planning Educational Content Relative to Patient Safety and 'Systems' Barriers

The Institute of Medicine and other national bodies have identified patient safety issues as being critical to the quality of medical care in the United States. Toward that end, the American College of Phlebology is requesting that—as you plan your presentation—you address any quality and/or patient safety issues that are applicable. In addition, research has shown that 'system barriers'¹ that learners encounter when they return to their practices prevent them from implementing what they learn at CME activities. As you develop the content of your presentation, please be aware of these potential barriers and address them in your educational design. Notify the CME Manager of these barriers so that they may be included in the CME activity file. Identification of barriers also assists in the planning of future CME activities.

Desirable Physician Attributes

CME providers hold a responsibility to assure that to the extent possible every CME activity contributes toward national physician attributes that have been developed by the American Board of Medical Specialties relative to maintenance of certification, the Institute of Medicine (IOM), and the Accreditation Council for Graduate Medical Education (ACGME) relative to physicians in residency programs, and other national authorities. The CME Committee has identified the following desirable physician attributes which must be considered in your presentation: *Work in Interdisciplinary Teams, Provide Patient-Centered Care, Lifelong learning, Medical knowledge, Professionalism, and Practice-based learning.*

¹ System barriers include events, aspects of the target audience's practice environment, treatment availability issues, or any other matter that is beyond your personal control as a planner or faculty member.



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Educational Methods that Enhance Potential to Achieve Desired Results

Adult learning literature is clear that changing behaviors requires multiple interventions and other reinforcement methods to bring sustained change. The purpose of CME is to bring change in behavior. Therefore, in planning the format for this activity, you are required to utilize as many interactive processes as possible to reinforce learning. Consider utilizing case studies, audience response systems (if available – please check with the ACP Headquarters Office), ancillary tools and practices that provide support to help learners attain intended results—either distributed at the activity or on line post-activity—including such items as algorithms, patient compliance handouts, etc. We request that you include a question and answer session at the end of your presentation to give learners an opportunity to ask questions related to your presentation as well as write down take-away points and notes on how they plan to implement new knowledge and strategies.

ACCME Standards for Commercial Support

Presenters or authors of CME must fully comply with the ACCME *Standards for Commercial Support of CME* as well as the provisions of the federal statutes concerning acceptance of grant funds from industry. As our faculty, you are required to do the following:

- Disclose (to the ACP) any significant personal financial interests or relationships that you and your spouse/domestic partner may have within the past 12 months with any commercial interest.
- Design a presentation that is independent, objective, scientifically rigorous, balanced and free of commercial bias.
- Use the generic name for therapeutic agents. Trade names may be used in conjunction with generic names as long as all trade names are included.
- Assure that scientific studies utilized or referenced in your presentation are from sources acceptable to the scientific and medical community.
- Be certain that patient care recommendations you suggest are acceptable to the medical community, are based on evidence acceptable to the profession, and do not recommend any unscientific modalities or those not supported by evidenced based sources.
- Not accept auxiliary funds from the commercial supporters of this activity related to your work as our faculty; please advise us if you are contacted by a commercial interest in this regard.

Therefore, all faculty, moderators and planners will be required to disclose all relevant financial relationships with commercial interests. A link to the faculty requirements site will be sent to all faculty and moderators. The American College of Phlebology will use this information to (1) determine if a conflict exists, (2) resolve the conflict by initiating a peer review process or advise you of other methods of resolving these conflicts (such as content review²), and (3) make this



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information transparent to learners. In compliance with the ACCME Standards for Commercial Support, completion of the faculty requirements must occur no later than Friday, June 24, 2011. **Please note that these standards require all CME providers to disqualify planners or presenters that do not comply or report a conflict that is irresolvable.**

Content Validation

To comply with more intense public scrutiny of CME and in compliance with the ACCME's Content Validity Value Statements, The American College of Phlebology has developed a Policy on Content Validation. A reviewer² may assess your PowerPoint slides and handout materials for three metrics: (1) fair balance, (2) the scientific objectivity of studies mentioned in the materials or used as the basis for content, and (3) appropriateness of patient care recommendations made to learners. If there are concerns identified by the reviewer, you will be contacted with these concerns for potential revisions. Therefore, please note that your slides and handouts will be due to the American College of Phlebology **NO LATER THAN Thursday, September 22, 2011** to allow for content review and preparation of handouts. Once slides are approved, there should not be *major* changes in their content as they will be printed in handout materials. Any content that is printed could be reviewed by the ACCME, therefore we have to ensure compliance with all criteria and standards.

Compliance with HIPAA Regulations

Health Insurance Portability and Accountability Act of 1996 (HIPAA) rules require that subjects appearing in video clips or other media must provide a written release for their likeness to be used. Should you decide to utilize case studies or video vignettes with such images, written releases must be on file with THE American College of Phlebology certifying the CME activity.

Thank you for your cooperation in following the rules of both the ACCME and American College of Phlebology. We look forward to collaborating with you in the development of a CME activity that positively impacts our learners' competence, performance, and ultimately patient outcomes.

² The content reviewer is a physician independent from the presenter with specialty expertise in the subject matter of this activity that will review your presentation materials.