



CME Provider Policies and Activity Planning Checklist

The intent of this document is to help CME providers identify the organizational processes and procedures that are required when applying for AAFP CME credit. It also provides a high-level checklist for planning and hosting a CME activity. CME providers are welcome to customize this document to fit their own needs. Please note that this is not intended to be an all inclusive list of our requirements, but rather a high level guide that CME providers have the autonomy to modify.

CME PROVIDER POLICIES:

CME providers must have policies, processes, and/or procedures in place to manage the following prior to planning any CME activity:

- Policy and/or process to ensure the content meets the [AAFP's eligibility requirements](#) including ACCME Standard 1
- Policy and/or process for complying with [ACCME Standard 2](#) (protect learners from commercial bias and marketing)
- CME specific policy that explains how CME providers will comply with all components of [ACCME Standard 3](#)
 - Create a mechanism for collecting information on all content controller's relationships ([ACCME Standard 3.1](#))
 - Resource: [Sample relevant financial relationship policy and form](#) that CME providers may adopt
- Policy and/or process for complying with [ACCME Standard 5](#) (preventing commercial bias and marketing in accredited CME)
- If seeking/receiving commercial support (financial or in-kind) from any ineligible company, then the CME provider organization must have a policy for managing commercial support in alignment with [ACCME Standard 4](#)

PLANNING A CME ACTIVITY CHECKLIST:

This is a high-level example of the steps that go into creating a CME activity. Some CME providers may not utilize all these steps or may follow them in a different order.

- **Identify the staff, planners, and committee members involved in the CME activity:**
 - Ensure you follow your policy on [ACCME Standard 3](#) including identifying and mitigating any of these individual's relevant financial relationships prior the start of their involvement
- **Design the education:**
 - Conduct a needs assessment to identify the learner's educational need/gap
 - Identify the learner audience
 - Select the educational topics to close the learner's educational gap
 - Write individual learning objectives for each session that state what the learner's intended to be able to do upon completion of the education
 - Identify the appropriate [format](#) of the CME activity and how you'll engage the learner
 - Choose an evaluation method to assess whether the learner reached the achieved outcome level after completing the education
 - Resources:
 - [Educational plan](#) to assist in designing education
 - Guide to writing [learning objectives](#)
 - Sample [evaluation form](#) for measuring Commitment to Change
- **Select faculty:**
 - Ensure you follow your policy/process for [ACCME Standard 2](#)

- ❑ **Identify and mitigate faculty's relevant financial relationships:**
 - Ensure you follow your policy on [ACCME Standard 3](#) prior to faculty involvement beginning
 - Collect all relationships from faculty
 - Identify which relationships are relevant financial relationships and mitigate those
 - Save documentation demonstrating mitigation was completed prior to the education beginning
 - Create disclosure of all content controllers' relevant financial relationships (or lack thereof)
 - Resources:
 - [Identification, mitigation, and disclosure toolkit](#) outlines how to comply with Standard 3
 - [Content controller spreadsheet](#) to track content controller's relationships
 - [Peer review checklist](#) to mitigate relevant financial relationships
- ❑ **Create the educational content:**
 - Faculty/content controllers create the educational content
 - Ensure you follow your policies for [ACCME Standard 2](#) and [ACCME Standard 5](#)
 - AAFP active or life member reviews the content to ensure it's appropriate for physicians (if seeking Prescribed credit) and relevant to the scope of family medicine
 - CME provider reviews the content to ensure it's [eligible for AAFP CME credit](#)
- ❑ **Apply for AAFP CME credit:**
 - [Calculate credit](#) to determine how many credits to request on the credit application
 - Determine which [pathway credit application](#) aligns with your CME activity
 - Complete the online credit application
 - Pay the [review fee](#)
 - Allow 15 business days for the review process
- ❑ **Market your CME activity (optional):**
 - Include your CME activity on AAFP's [CME Search](#) for free
 - Pursue other [marketing opportunities](#)
 - Ensure you comply with your policy on [ACCME Standard 5](#)
- ❑ **Commercial Support (if applicable):**
 - Ensure you comply with your policy on [ACCME Standard 4](#)
 - Finalize letter of agreement (LOA) between CME provider organization and commercial supporter(s)
 - Create commercial support disclosure to learners (do not use logos)
 - Document expenditure, or income/expense statement, of support
 - Resource: [Commercial support tracker](#) to manage support
- ❑ **Execution of Education:**
 - Ensure learners can easily distinguish between accredited CME and nonaccredited activities ([ACCME Standard 5](#))
 - Share disclosure of all content controllers' relevant financial relationships (or lack thereof) prior to the education beginning
 - Disclose commercial support to learners prior to them engaging in the education (if applicable)
 - Implement learner evaluation mechanism
- ❑ **Post-Activity:**
 - Compile, summarize, and analyze learner assessment/evaluation results reflecting the achieved outcome level
 - Save all files related to the activity for at least one year from the activity's end date
 - Issue CME certificates to learners (optional)
 - Resource: [CME certificate template](#) to customize and make your own