

ACCME Standards for Integrity and Independence in Accredited Education Transition Checklist

AAFP encourages CME providers to review the [ACCME Standards](#), and associated resources, to begin working on a transition plan to achieve compliance with the new Standards by January 1, 2022. Here is a checklist to help get started.

Standard 1: Ensure Content is Valid

- ☐ Review your process for ensuring that education is fair and balanced, and supports safe, effective patient care.
- ☐ Review your process for communicating your expectations to planners, authors, and faculty.

Standard 2: Prevent Commercial Bias and Marketing in Accredited Continuing Education

- ☐ Communicate to faculty that they cannot actively promote or sell products or services during accredited education.
- ☐ If you intend to share learners' names or contact information with an ineligible company, determine how you will obtain the explicit consent of individual learners.
 - If you ask for consent at registration, the learner must have the ability to opt out and still register for your activity.
 - The consent statement must be clearly visible—not hidden in a long list of terms and conditions.

Standard 3: Prevent Commercial Bias and Marketing in Accredited Continuing Education

- ☐ Change your processes as needed to make sure that you collect information from all planners, faculty, AAFP members (for Prescribed credit), and others in control of educational content about:
 - **all** their financial relationships with ineligible companies
 - within the 24 months prior to their involvement with an accredited CME activity
- ☐ Use the correct and complete definition of an ineligible company, i.e. those whose primary business is producing, marketing, selling, reselling, or distributing healthcare products used by or on patients.
- ☐ If you choose to collect the information periodically, rather than for each activity, ask individuals to update their disclosure information if anything changes to ensure you have up-to-date, accurate information.
- ☐ Determine how you will review and manage the disclosure information to ensure that you:
 - Exclude owners or employees of ineligible companies, unless they meet the exceptions to the exclusion.
 - Identify relevant financial relationships.
 - Mitigate relevant financial relationships, as appropriate to the person's role.
- ☐ Ensure that disclosure to learners includes all four elements of Standard 5.3:

- a. The names of the individuals with relevant financial relationships.
 - b. The names of the ineligible companies with which they have relationships.
 - c. The nature of the relationships.
 - d. A statement that all relevant financial relationships have been mitigated.
- ☐ Determine how you will save the materials you used to communicate disclosure to learners for verification during the audit process.

Standard 4: Manage Commercial Support Appropriately

While there is nothing new in the requirements for managing commercial support, we suggest that, if applicable, you review your processes to ensure that:

- ☐ You make all decisions regarding the receipt and disbursement of the commercial support.
- ☐ The terms are documented in an agreement (e.g. LOA) prior to the start of the education.
- ☐ You keep a record of the commercial support amount and how it was used.
- ☐ You disclose to learners the names of the companies providing the support and the nature of the support if it was in-kind.
- ☐ Disclosure to learners does not include the ineligible companies' corporate or product logos, trade names, or product group messages.

Standard 5: Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education

If applicable to your organization, review your processes to ensure that learners can easily distinguish between accredited education and other activities, including marketing by ineligible companies and non-accredited activities.

- ☐ **Live activities** (in person or virtual):
 - If this Standard applies to any of your activities, you will want to consider a standard process for distinguishing CME from non-CME.
 - Clearly label non-accredited CME sessions/activities.
- ☐ **Print, online, or digital activities:** Make sure the learners can engage with the education without being presented with product promotion or advertisement.
- ☐ **Educational materials in accredited activities:** Make sure these are free of marketing by ineligible companies.