ENDEAVOR HEALTH: EDWARD-ELMHURST HOSPITALS ACCREDITED CME PROGRAM PROCEDURES

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Endeavor Health: Edward-Elmhurst Hospitals is accredited by the Illinois State Medical Society (ISMS) to provide continuing medical education for physicians.

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INTRODUCTION

Endeavor Health: Edward-Elmhurst Hospitals Accredited Continuing Medical Education (CME) Program is committed to offering high-quality, successful CME activities. Policies which support our accreditation through the Illinois State Medical Society (ISMS) have been developed and are outlined in this document. All CME activities offered through the Endeavor Health: Edward-Elmhurst Hospitals Accredited CME Program must adhere to these policies.

The Endeavor Health: Edward-Elmhurst Hospitals Accredited CME Program shall only provide and award *AMA PRA Category 1 Credit(s)™* for educational activities that: (i) follow the procedures outlined in this document; and (ii) are approved by the Program & Education Committee; and/or the Chair of the Program & Education Committee; and/or the majority members of the Program & Education Committee. Any activity that fails to comply with the policies outlined in this document will be suspended from receiving *AMA PRA Category 1 Credit(s)™*.

AMA/ACCME DEFINITION OF CME

The AMA-HOD and the AMA Council on Medical Education have defined continuing medical education as follows:

"CME 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 the 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." (HOD policy #300.988)[i]

ACCME Note: The ACCME definition of CME is broad, to encompass continuing educational activities that assist physicians in carrying out their professional responsibilities more effectively and efficiently. Examples of topics that are included in the ACCME definition of CME content include:

- Management, for physicians responsible for managing a health care facility
- Educational methodology, for physicians teaching in a medical school
- Practice management, for physicians interested in providing better service to patients
- Coding and reimbursement in a medical practice

When physicians participate in continuing education activities that are not directly related to their professional work, these do not fall within the ACCME definition of CME content. Although they may be worthwhile for physicians, continuing education activities related to a physician's nonprofessional educational needs or interests, such as personal financial planning or appreciation of literature or music, are not considered CME content by the ACCME.[ii]

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EDUCATIONAL CONTENT OF CERTIFIED CME

Certified CME is defined as:

1. Nonpromotional learning activities certified for credit prior to the activity by an organization authorized by the credit system owner, or
2. Nonpromotional learning activities for which the credit system owner directly awards credit

Accredited CME providers may certify nonclinical subjects (e.g., office management, patient-physician communications, faculty development) for *AMA PRA Category 1 Credit(s)™* as long as these are appropriate to a physician audience and benefit the profession, patient care or public health. CME activities may describe or explain complementary and alternative health care practices. As with any CME activity, these need to include discussion of the existing level of scientific evidence that supports the practices. However, education that advocates specific alternative therapies or teaches how to perform associated procedures, without scientific evidence or general acceptance among the profession that supports their efficacy and safety, cannot be certified for *AMA PRA Category 1 Credit(s)™.*[iii]

CORE REQUIREMENTS FOR CERTIFYING ACTIVITIES FOR *AMA PRA CATEGORY 1 CREDIT(S)™*

1. The CME activity must conform to the AMA/ACCME definition of CME.
2. The CME activity must address an educational need (knowledge, competence, or performance) that underlies the professional practice gaps of that activity's learners.
3. The CME activity must present content appropriate in depth and scope for the intended physician learners.
4. When appropriate to the activity and the learners, the accredited provider should communicate the identified educational purpose and/or objectives for the activity, and provide clear instructions on how to successfully complete the activity.
5. The CME activity must utilize one or more learning methodologies appropriate to the activity's educational purpose and/or objectives.
6. The CME activity must provide an assessment of the learner that measures achievement of the educational purpose and/or objective of the activity.
7. The CME activity must be planned and implemented in accordance with the ACCME Standards for Commercial Support: Standards to Ensure Independence in CME Activities.[iv]

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FORMAT-SPECIFIC REQUIREMENTS FOR CERTIFYING ACTIVITIES FOR *AMA PRA CATEGORY 1 CREDIT(S)™*

Activities may be held in one or more of the formats described below, and the applicable format requirements must be met.

Live Activities
An activity that occurs at a specific time as scheduled by the accredited CME provider. Participation may be in person or remotely as is the case of teleconferences or live internet webinars.

Enduring Materials
An activity that endures over a specified time and does not have a specific time or location designated for participation, rather, the participant determines whether and when to complete the activity. (Examples: online interactive educational module, recorded presentation, podcast.)

- Provide access to appropriate bibliographic sources to allow for further study

Journal-Based CME
An activity that is planned and presented by an accredited provider and in which the learner reads one or more articles (or adapted formats for special needs) from a peer-reviewed, professional journal.

- Be a peer-reviewed article.

Test Item Writing
An activity wherein physicians learn through their contribution to the development of examinations or certain peer-reviewed self-assessment activities by researching, drafting and defending potential test items.

Manuscript Review
An activity in which a learner participates in the critical review of an assigned journal manuscript during the pre-publication review process of a journal.

Regularly Scheduled Series (RSS)
A course planned as a series with multiple, ongoing sessions, e.g., offered weekly, monthly, or quarterly; and is primarily planned by and presented to the accredited organization's professional staff. Examples include grand rounds, tumor boards, and morbidity and mortality conferences.

Performance Improvement Continuing Medical Education (PI CME)
An activity structured as a three-stage process by which a physician or group of physicians learns about specific performance measures, implements interventions to improve performance related to these measures over a useful interval of time, and then reassess their practice using the same performance measures.

- Have an oversight mechanism that assures content integrity of the selected performance measures. If appropriate, these measures should be evidence-based and well designed.
- Provide clear instruction to the physician that defines the educational process of the activity (documentation, timeline).
- Provide adequate background information so that physicians can identify and understand the performance measures that will guide their activity and the evidence behind those measures (if applicable).
- Validate the depth of physician participation by a review of submitted PI CME activity documentation

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- Consist of the following three stages:
  - **Stage A –** learning from current practice performance assessment. Assess current practice using the identified performance measures, either through chart reviews or some other appropriate mechanism.
  - **Stage B** – learning from the application of PI to patient care. Implement the intervention(s) based on the results of the analysis, using suitable tracking tools. Participating physicians should receive guidance on appropriate parameters for applying the intervention(s).
  - **Stage C** – learning from the evaluation of the PI CME effort. Reassess and reflect on performance in practice measured after the implementation of the intervention(s), by comparing to the original assessment and using the same performance measures. Summarize any practice, process and/or outcome changes that resulted from conducting the PI CME activity.

Internet Point-of-Care (POC) Learning

An activity in which a physician engages in self-directed, online learning on topics relevant to their clinical practice from a database whose content has been vetted by an accredited CME provider.

Other

Accredited CME providers can introduce new instructional practices, as well as blend new and/or established learning formats appropriate to their learners and settings, as long as the activity meets all core requirements. Certified CME activities that do not fit within one of the established format categories must identify the learning format as "Other activity", followed by a short description of the activity in parentheses, as both the AMA Credit Designation Statement and on documentation provided to learners (certificates, transcripts, etc.).[v]

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SPEAKER RESPONSIBILITIES

Individuals delivering presentations at activities which award *AMA PRA Category 1 Credit(s)™* are responsible for adhering to the following guidelines:

1. Presentations **must** be free of commercial bias for or against any product
2. Presentations **must** give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. If trade names are used, those of several companies should be used rather than only that of a single supporting company
3. Presentations **must** be HIPAA-compliant, absolutely no Protected Health Information (PHI). Remove all patient identifiers from laboratory studies, x-rays, imaging studies, etc.
4. Presentations **must** include the appropriate disclosure statement at the beginning of the presentation (i.e. slide #2; statement provided by CME department when activity is approved)
5. Presentations that include commercial products must present objective information about those products, based on scientific methods generally accepted in the medical community
6. Information presented must conform to the generally accepted standards of experimental design, data collection, and analysis
7. If unapproved uses of a product or service are discussed, this must be disclosed on the third slide (immediately following the disclosure statement)
8. Content and slides are ultimately the responsibility of the speaker. However, the Program & Education Committee has the right to request edits to ensure compliance.
9. Written permission for print inclusion of material that is under copyright protection must be obtained
10. Material presented from trial results must include information on study design, subject selection and participation/compliance, therapeutic agents administered include source/dosage, adverse effects encountered, funding source, etc.
11. Presentations **must** offer a balanced view of all available trial data pertinent to the topic
12. Data presented from clinical trials should be from peer-reviewed publications
13. Activity materials cannot include commercial, company, and/or product logos
14. Final presentation/material is due a minimum of one week prior to the activity

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PRIMARY PLANNER AND CO-PLANNER RESPONSIBILITIES

The Primary Activity Planner is an individual who collaborates with the accredited CME department to plan, implement, and evaluate a CME activity. For reasons of financial accountability and adherence to policies, the Primary Planner(s) should be employed at least part-time at Edward or Elmhurst Hospital. Primary Planners have direct oversight and responsibility for the planning, implementation, and evaluation of the accredited CME activity.

An Activity Co-planner is an individual who participates in the planning, development, and evaluation of the accredited CME activity. Community providers, non-physicians, and community health partners may participate as co-planners in collaboration with an accredited CME Department member and/or P&E Committee Member(s) if a Joint Providership is taking place.

Primary Planners and Co-Planners are responsible for the following:

1. Reviewing this document
2. Collecting the required documents for CME activities outlined in the next section
3. Coordinating room set up, A/V; host WebEx/video conference set up; placing any catering requests
4. Attending the activity to ensure compliance of standards
5. Acting as a liaison between speakers, exhibitors, and others involved to ensure standards and regulations are adhered to before, during, and after the activity
6. Assisting participants with attendance documentation to ensure accuracy of data. This may require handing out informational sheets, sending reminder emails, or assisting participants.
    a. Primary planner/co-planner is granted CloudCME® portal access to view all aspects of the activity
    b. On the activity date, bring the QR code to the activity. CME department will provide planners with a template
    c. If participants do not comply with the documentation process, it is the responsibility of the primary planner to ensure appropriate documentation within three (3) business days of the activity date
7. Ensuring accredited CME activities address the professional practice gaps of physicians and other healthcare professionals as part of the team, and ensure that speakers present learners with only accurate, balanced, and scientifically justified recommendations
8. Creating a clear, unbridgeable separation between accredited continuing education and marketing and sales.

Post-Activity Documentation: Evaluations

1. Evaluations can be completed on CloudCME® and reminders to complete them are automatically emailed to participants. A 25% response rate is our goal
2. Credits and certificates are not awarded to participants until evaluations have been completed

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REQUIRED DOCUMENTS FOR CONTINUING MEDICAL EDUCATION

The ISMS, as the accrediting body, reviews the Endeavor Health: Edward-Elmhurst Accredited CME Program and the Program & Education Committee to ensure the highest quality education is planned to increase the knowledge, competence, and performance of physicians, and meet all the requirements and standards of continuing medical education and the Accreditation Council for Continuing Medical Education (ACCME). As such, the required documents for awarding *AMA PRA Category 1 Credit(s)™* at an educational activity are outlined below:

1. CME Application completed in its entirety **a minimum of four weeks prior to an activity**
2. Disclosure Form completed from all planners, speakers, and others involved with the planning and presentation of the activity.
    a. If a relevant financial relationship exists, a Mitigation of Conflict-of-Interest Form is completed by the CME department
3. Speaker/Planner Clinical Content Letter signed by all planners, speakers, and others involved with the planning and presentation of the activity.
4. CME Activity Exhibit Agreement (if applicable) signed by exhibitors.
5. Speaker(s) CV/Bio
6. Supporting documentation towards the practice gap (meeting minutes, articles about new technology, medications, QI reports, practice gaps, data reports, etc.)
7. Presentation materials for the activity a **minimum of one week prior** to the activity
    a. All issues of conflict and potential HIPAA violations must be totally mitigated in the final presentation

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PROGRAM & EDUCATION COMMITTEE APPROVAL PROCESS

The Program & Education Committee is comprised of members from Edward, Elmhurst, and Linden Oaks Hospitals which include physicians, PsyDs, APPs, RNs, and administrative staff from a variety of backgrounds and specialties to provide a well-rounded knowledge base for review and approval of the various applications submitted. It is the responsibility of the committee to ensure that the accredited CME activities meet the standards set forth by the ISMS and ACCME and to ensure that all compliance regulations and policies are followed. It is also the mission of the committee to ensure that the accredited CME program supports the hospitals' commitment to improving health and patient care through quality, evidence-based educational activities. This goal is accomplished by producing high quality education that increases the knowledge, competence, and performance of physicians and other healthcare professionals and improves patient/community health. It is expected that participants in accredited CME activities integrate what they learn into daily practice to improve competence and performance in areas of patient care, patient safety, and professional practice.

Once all the required documents are received (except the presentation materials due a minimum of one week prior to the activity), a formal request for credit is made to the Edward and Elmhurst Hospitals' Program & Education Committee. The committee will evaluate the information provided on the application and other materials and will determine if the educational activity will further the program's goals of (i) assisting providers in maintain excellence in professional performance; and (ii) complying with the Accreditation Council for Continuing Medical Education (ACCME) and the Illinois State Medical Society (ISMS) Accreditation Standards and Criteria Requirements.

The Program & Education Committee will assign each reviewed application one of three status designations: **Approved as Submitted, Approved with Changes, or Denied**. Any planners whose applications are Denied are notified in writing indicating the reasons why the activity did not meet the standards and what can be done to address them. Planners have the opportunity to redesign or edit the activity to meet required standards and resubmit for approval. If the activity is denied after a few submissions, the educational activity may still be held but no *AMA PRA Category 1 Credit(s)™* will be awarded to participants.

The Endeavor Health: Edward-Elmhurst Hospitals Accredited CME Program reserves the right to deny CME credit for any reason. Reasons the Endeavor Health: Edward-Elmhurst Hospitals Accredited CME Program may choose to deny CME credit include, but are not limited to, the inclusion or dissemination of incorrect, inadequate, inappropriate, or commercially biased content. Additionally, CME credit may be denied if the content is deemed to advocate for unscientific approaches to diagnosis or therapy or is determined to have risks or dangers that outweigh the benefits to the treatment of patients.

Noncompliance – The Endeavor Health: Edward-Elmhurst Hospitals Accredited CME Program reserves the right to terminate the accreditation of an accredited activity at any time. CME credit can be withdrawn for noncompliance with the policies outlined in this document.

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CLOUDCME®

Following approval from the Program & Education Committee, the department will set up the activity on the CloudCME® portal. This portal is where providers see all activities that award *AMA PRA Category 1 Credit(s)™*. Activation in the portal includes the following steps:

1. Creating the **official notice** or flyer that includes the approved objectives, the amount of *AMA PRA Category 1 Credit(s)™* granted to the approved activity, and the accreditation statement
2. Adding the overview of the activity on the portal
3. Creating a registration link
4. Granting permission to planners for registration/attendance reports access
5. Developing a faculty page with photo, bio, and disclosure information, using info previously provided
6. Developing a schedule/agenda page outlining sessions, timing, etc.
7. Assigning an evaluation to the activity
8. Sending an email to all committee members that a new item has been added for registration
9. Sending an email out on DocBox for marketing purposes
10. Providing QR Code template to planners to use on the day of the event to document attendance
11. CloudCME® information and instructions for participants are provided to planners for dissemination. Planners often use this with preliminary “save the date” emails to ensure participants are prepared to document attendance
12. Certificates available for download by participants following evaluation completion

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PROMOTIONAL MATERIAL

Limited Promotion Prior to Activity Approval or Formal Application

Except for a "Save the Date" notice, which includes only title, date, location, and speaker name (no mention of CME or any credit types): absolutely no promotion of an accredited CME activity may occur until the application for credit has been completed, submitted, and approved by the Program & Education Committee.

All Promotional Material Must Be Approved by the CME Department

Presenter/Speaker involvement in the promotional process is encouraged. However, before the distribution or posting of activity information, any promotional materials (including, but not limited to the following: social media, emails, electronic and print advertising, website information, brochures, flyers, etc.) **must** be approved by the accredited CME department to ensure compliance with ISMS/ACCME standards and requirements

No Promotion by Ineligible Companies

Ineligible companies are defined as: those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. Accredited CME activities are not permitted to be marketed on ineligible company websites or marketed by ineligible companies because such promotion could be misunderstood to imply a relationship that does not exist.

Freedom from Commercial Marketing or Product Messaging

All accredited CME brochures, flyers, activity websites, banner advertisements, syllabi, slides, etc. must be entirely free of ineligible company and commercial marketing or product messaging including logos and slogans.

Emphasis on Education

Marketing for the accredited CME program must focus on an activity's subject matter rather than speaker, hospital unit, or scope of service. To achieve this objective, images should focus on the educational content.

Promotional materials may include limited imagery of the venue, service, or speaker, but may not include any recreational activities or in-depth service line or hospital unit marketing. A venue or health service website address may be used to direct learners to additional information.

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ENDURING MATERIALS

An Enduring Material is an activity that endures over a specified time and does not have a specific time or location designated for participation, rather, the participant determines whether and when to complete the activity. (Examples: online interactive educational module, recorded presentation, podcast.)

Enduring Materials must adhere to the following:

1. Enduring Materials must be consistent with the accredited CME department's mission and adhere to all ACCME/ISMS criteria and policies, AMA CME requirements, and our department's policies and procedures
2. Must be HIPAA-compliant, absolutely no Protected Health Information (PHI)
3. All required CME information must be communicated to the learner prior to the learner beginning the Enduring Material activity. The specific information required to be communicated to learners for enduring materials needs to be clearly marked, accessible, and useful for learners and include the following:
    a. Target audience and statement of need
    b. Learning objectives
    c. Activity faculty and their credentials
    d. Accreditation and designation statements
    e. Identification, mitigation, and disclosure of relevant financial relationships of all individuals involved in the accredited CME activity
    f. Medium or combination of media used to deliver the Enduring Material
    g. Clear instructions to the learner on how to successfully complete the activity
    h. Hardware and/or software requirements (if applicable)
    i. Estimated time to completion (consistent with the credit designation statement)
    j. Dates of the original release and most recent review or update (if applicable)
    k. Termination or expiration date (when enduring material is no longer approved for credit)
    l. Post-test or other measurement of learner achievement including communication to learners of the minimum necessary performance level to successfully complete the activity to obtain *AMA PRA Category 1 Credit(s)™*
4. Internet CME activities shall only appear on CloudCME®. Accredited CME activities may not be posted on or linked to ineligible organizations' websites.
5. Advertising of any type is prohibited within the educational content of the accredited CME activity, including, but not limited to, banner ads, subliminal ads, and pop-ups
6. Ineligible companies may not distribute our CME enduring materials to learners
7. Enduring materials are not credited for more than two years. The credited period is based on the course content and the likelihood that it may become outdated due to new developments. A review of enduring material is required prior to two years based on new scientific developments
8. Enduring materials may be renewed prior to, or upon credit expiration, after a review of content to determine if the content is up-to-date and accurate. When enduring material is re-released, the new review date with the original release date and new termination date must be included
9. Each enduring material must provide an assessment that measures the learner's achievement of the accredited activity's educational objectives that includes an established minimum performance level to receive credit. Examples include patient management case studies, a post-test, and/or application of new concepts in response to simulated problems

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10. Evaluation tools must be utilized to measure changes in competence, performance in practice, and/or patient outcomes, and to assess if commercial bias is present.
11. The CME department tracks learner participation with an online completion mechanism and can run reports.
12. Learners must be provided with appropriate bibliographic/reference resources to allow for further study.
13. The CME department must review and approve all enduring material prior to its release. The official release and expiration dates are established by the CME department and inserted into the final enduring material online
14. CME department must be able to document that it owns the copyright for, or has received permission for use of, or is otherwise permitted to use copyrighted materials within an enduring material
15. An enduring material may be developed from a live accredited CME activity. The ACCME/ISMS considers these to be two separate activities that require two separate applications.
16. At least one copy of the original enduring material and, if applicable, one copy of each subsequent renewal must be provided to the CME department for compliance purposes.

JOINT PROVIDERSHIP

The ISMS defines joint providership as the providership of a CME activity by one accredited and one nonaccredited organization. Therefore, ISMS accredited providers that plan and present one or more activities with non ISMS accredited providers are engaging in joint providership. The ISMS does not intend to imply that a joint providership relationship is an actual legal partnership. Therefore, the ISMS does not include the words partnership or partners in its definition of joint providership or description of joint providership requirements.

The accredited provider must take responsibility for a CME activity when it is presented in cooperation with a nonaccredited organization and must use the appropriate accreditation statement.

Please see Joint Providership Agreement provided by the CME department if interested in Joint Providership.

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EXHIBITORS

Per the ISMS Accreditation Requirements (v. January 2022) Standard 5[vi]:

Accredited providers are responsible for ensuring that education is separate from marketing by ineligible companies (those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients) – including advertising, sales, exhibits, and promotion – and from nonaccredited education offered in conjunction with accredited education.

1. Arrangements to allow ineligible companies to market or exhibit in association with accredited education must not:
    a. Influence any decisions related to the planning, delivery, and evaluation of the education.
    b. Interfere with the presentation of the education.
    c. Be a condition of the provision of financial or in-kind support from ineligible companies for the education.
2. Learners must be able to easily distinguish between accredited education and other activities.
    a. Live continuing education activities: marketing, exhibits, and nonaccredited education developed by or with influence from an ineligible company or with planners or faculty with unmitigated financial relationships must not occur in the educational space within 30 minutes before or after an accredited education activity. Activities that are part of the event but are not accredited for continuing education must be clearly labeled and communicated as such.
    b. Print, online, or digital continuing education activities: Learners must not be presented with marketing while engaged in the accredited education activity. Learners must be able to engage with the accredited education without having to click through, watch, listen to, or be presented with product promotion or product-specific advertisement.
    c. Educational materials that are part of accredited education (such as slides, abstracts, handouts, evaluation mechanisms, or disclosure information) must not contain any marketing produced by or for an ineligible company, including corporate or product logos, trade names, or product group messages.
    d. Information distributed about accredited education that does not include educational content, such as schedules and logistical information, may include marketing by or for an ineligible company.
3. Ineligible companies may not provide access to, or distribute, accredited education to learners.

Exhibitors will need to complete the CME Activity Exhibit Agreement provided by the CME department.

COMMERCIAL SUPPORT

Commercial support is defined as financial or in-kind support from an ACCME-defined ineligible company that is used to pay all or part of the costs of a CME activity.

Financial commercial support for our activities **is not allowed.** This includes food.

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STATEMENT ON IDEA (INCLUSION, DIVERSITY, EQUITY, AND ACTION)

Purpose

1. To facilitate communication on the principles of Inclusion, Diversity, Equity, and Action (IDEA) through a common language
2. To lend support to the Endeavor Health: Edward-Elmhurst Hospitals Accredited CME Program mission, policies, and programs that promote inclusion, diversity, equity, and action throughout its educational activities
3. To meet the current and expanded role of Endeavor Health: Edward-Elmhurst Hospitals Accredited CME Program in promoting inclusion, diversity, equity, and action now and in the future.

Description

Inclusion, diversity, equity, and action are critical components of success globally and in the ever-changing world in which we live. Endeavor Health: Edward-Elmhurst Hospitals Accredited CME Program, in its leadership and educational role, constantly strives to model these principles. The ability to promote effective IDEA practices is critical to the core values, to fulfill the mission, and to the overall quality of education. The accredited CME's Program and Education Committee, Staff, Presenters/Speakers, Planners, Learners, and others involved in accredited continuing education must resemble the diversity that is so proudly reflected in the populace of our community and our nation.

Process

The accredited CME program values diversity and it is embedded in the respect and appreciation of race, color, national/ethnic origin, ancestry, age, religion/religious creed, sex, gender identity, sexual orientation, military/veteran status, genetic information, and people experiencing a disability. To be inclusive requires collectively utilizing the unique talents and perspectives of a diverse array of individuals that constitutes the educational community we serve and its various partners. The accredited CME program and the Program & Education Committee believe that speakers, presenters, planners, moderators, learners, and others involved in accredited continuing education should reflect the population, the communities, and the nation in which they serve. Recruitment, retention, and education of speakers, presenters, planners, moderators, learners, and others involved in accredited continuing education from diverse groups are critical goals which are essential for public health. The accredited CME program and the Program & Education Committee are dedicated to developing and sustaining environments within the education community that are inclusive and supportive of diverse groups of learners, speakers, presenters, planners, moderators, learners, and patients.

Accredited CME activities can show leadership in this area in the following ways:

1. Continuous effort to gain visibility for education where the mission of inclusion, diversity, equity, and action can be advanced in an interprofessional healthcare environment
2. Support for presenters'/speakers' instruction and best practices in the creation of an inclusive and supportive environment.
3. Encourage and support presenters/speakers to address how diverse populations are uniquely impacted by healthcare issues in their educational materials
4. Speakers/presenters, planners, committee members, staff, and other individuals recruited for accredited CME must be advised of the ACME program IDEA core values, the organization's non-discrimination policy and, as part of accredited CME, should actively promote inclusion, diversity, equity, and action.

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5. Be recognized as a visible partner in the organization to support and promote visibility, engagement, and support for inclusion, diversity, equity, and action.
6. Enact support systems to fully advocate for IDEA, planners, and learners in all aspects of the educational activity.
7. Support and promote the available and accessible structures for counseling and mental health support for learners, speakers, planners, and others involved in accredited CME for all aspects of IDEA, gender, and sexuality.
8. Support ongoing conversations for learners who may request additional support for IDEA education.
9. Support for transgender and LGBTQIA+ health through education and critical conversations, support, and training to facilitate sensitivity, understanding, acceptance, and cultural competency.
10. Include time devoted to IDEA education training for committee members, speakers/presenters, planners, staff, and others involved in accredited CME.
11. Provide an environment that supports patients by providing IDEA education on being open, accepting, and culturally competent to provide supportive healthcare and manage all patients' unique healthcare needs.
12. Engage and work with members of the community and other healthcare leaders to evaluate success, discover areas for improvement, and provide planning/resources to meet the needs of physicians, patients, and learners.

IDEA within education plays a critical role in the professional development of a culturally competent healthcare workforce for the future. The ACME Department and the Program & Education Committee's ability to advocate for effective IDEA practices throughout its education programming positions the organization to be of value to the increasingly diverse population in practice, in the community, and ultimately to the health imperative of its population.

The accredited CME Program strongly advocates for the continuous use of practices that achieve excellence through Inclusion, Diversity, Equity, and Action (IDEA).

PROMOTING DIVERSE SPEAKERS, PLANNERS, AND OTHERS INVOLVED IN CME ACTIVITIES

Our Activities and Our Team Shape Our Culture

Endeavor Health: Edward-Elmhurst Hospitals Accredited CME Program wants a fair representation of our hospitals, our community, and our nation by including a diverse group of experts speaking about and planning healthcare topics. Everyone has different life experiences and points of view they bring to the table and may approach challenges differently. These different experiences may not be shared by a variety of individuals who are not included or heard; issues may then go unseen.

The ACME department and the Program & Education Committee want planners of accredited CME activities to always consider whether the opportunity to speak, plan, or be heard is shared by all subject matter experts, patients, or people with experience relative to a topic regardless of race, gender identity, ethnicity, background, education, etc. When diverse planners, speakers, and other contributors influence the direction of accredited CME activities the CME program becomes a richer experience, reaches a larger audience, and ultimately benefits the patients, the organization, and the healthcare team.

Why Does it Matter Who is at the Front of the Room Speaking?

The speakers, planners, and other contributors to accredited CME activities should represent the audience and the community we serve. A lack of diversity makes learners feel as if they are not

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represented and cannot identify with the individual providing information or education. It is important to include a diverse representation that includes those of all underrepresented groups. Below, the checklist and the DEI+J Terms can help planners to identify the speakers, panelists, contributors, patients, and others who can assist in planning and presenting accredited CME activities.

Checklist to Promote Diversity at Accredited CME Activities

☐ Ensure you have enough time to secure a speaker or panel

- Seeking a diverse group takes time. Utilize as much time as possible to look outside of your general radius of contributors to an activity. Seek feedback from the target audience about whom they would like to see delivering the content.

☐ Look beyond the standard network of speakers; don't look for speakers or contributors by title.

- Ask trusted colleagues for names of experts they may know whose voices are typically underrepresented or unheard in the topic area.
- Look further than titles for someone with experience, stories, and community involvement.
- Contact relevant professional associations (veterans, small business associations, black-owned businesses, community leaders, etc.)

☐ Set a goal and quantify the goals you hope to achieve

- Aim for a panel that represents the demographic of the topic. Do not have "diverse" speakers only speak about diverse topics. Do not have the "diverse" members always plan diversity events.
- Seeking out diverse representation of speakers only on diversity panels/topics is not inclusive. This shows a lack of recognition of an individual's range of knowledge and expertise in the field. Aim to have inclusive representation and involvement for all topics when planning any activity.

☐ Ensure you have enough diverse support and contributions

- Make sure there is sufficient help to find, invite, plan, and work with a diverse group of speakers. A diverse search committee or group of planners is the first recommendation, but it is not always possible. Make sure whomever is responsible for seeking speakers is committed to diversifying the speakers, panels, or others involved.

☐ Ensure that underrepresented individuals are invited

- Guarantee participation by ensuring all individuals know they are invited to attend. Send specific invitations to underrepresented groups. Be sure to have accessibility issues covered.
- Let the speakers know they are speaking to an appropriate target audience; share the demographics of the audience invited.
- Sometimes a lack of diversity at an event is the result of only meeting at a specific time and place convenient for a limited group of people. If you are not getting the results you want, experiment with changing the date/time of an activity or checking the accessibility of the activity.

☐ Consider broadening the topic(s)

- Think about your topic and the impact it has on communities and health equity. Consider prioritizing participation from that community and/or broadening your topic to encourage a wider scope and address factors of health population and inequities.

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☐ Ensure resources are available to support the speaker(s), panel(s), and learners

- Support the panel or speaker with information on the event, logistics, how they can successfully participate, the expectations, technology details, etc.

☐ Organize a practice session with the speaker(s)

- Assis the speaker(s) with the format of the activity and offer a practice run so the speaker(s) are comfortable. Discuss the plan, target audience, etc.
- Ask the presenter(s) to share their experiences if they are comfortable
- Organize a taping session so the speaker(s) can review their presentation delivery

☐ Honorariums

- If payment is not an option, ask if there are other ways in which payment can be made to the "speakers". Offer to support their business through marketing efforts, record the activity and provide the speakers with a copy for their use. Find out what they need/want and see how the activity can be mutually beneficial in support of the speaker(s).

☐ Write the "Call for Speakers" in a way that encourages a diverse range of applicants.

- Oftentimes, the speaker(s) we want do not see themselves as experts. In the call-out, specify that the speakers do not need to be an expert. Indicate that the interest is in a range of experiences and that everyone's voice is valuable and interesting, encourage stories, include a code of conduct as a commitment to diversity, and encourage the use of photos. Participants appreciate seeing representation.

☐ Share limitations

- If you proceed with an event that is missing key voices, acknowledge those missing voices at the start of the event and indicate that you actively recruited for those missing voices but were unsuccessful. There may be resources that come from that announcement!

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[i] https://www.ama-assn.org/education/ama-pra-credit-system/ama-pra-credit-system-requirements
[ii] https://accme.org/rule/cme-content-definition-and-examples/
[iii] See i
[iv] See i
[v] See i
[vi] https://www.isms.org/cme/accreditation/about-accreditation