801 S Washington St.
Edward-Elmhurst Hospitals CME Dept.
Naperville, IL, 60540
eeh-acme@endeavorhealth.org

DISCLOSURE FORM

Documenting All Financial Relationships with Planners, Faculty, and Others Involved with the Planning & Presentation of Continuing Medical Education Activities

As a prospective planner or faculty member, we would like to ask for your help in protecting our learning environment from industry influence. Please complete this document and return to eeh-acme@endeavorhealth.org

The ACCME/ISMS Standards for Integrity and Independence require that we disqualify individuals who refuse to provide this information from involvement in the planning and implementation of accredited continuing education. Thank you for your diligence and assistance.

To be completed by prospective planner, faculty, speaker, or other(s)
Name of Individual *(please include degrees, as necessary):*
Title of Continuing Education:
Date & Location of Education:

☑	**Individual's Prospective Role(s) in Education** *Identify the prospective role(s) that this person may have in the planning and delivery of this education (select all that apply)*
☐	Planner *(Ex: planning committee; staff choosing topics/faculty/content)*
☐	Teacher, Instructor, Faculty, Panelist, Moderator
☐	Author, Writer
☐	Reviewer, Content Expert
☐	Other:

To be Completed by Planner, Faculty, or Others Who May Control Educational Content

Please disclose all financial relationships that you have had in the past 24 months with **ineligible companies** (see definition below). For each financial relationship, enter the name of the ineligible company and the nature of the financial relationship(s). There is no minimum financial threshold; we ask that you disclose all financial relationships, regardless of the amount, with ineligible companies. You should disclose all financial relationships regardless of the potential relevance of each relationship.

*For those with **no financial relationships with ineligible companies** please check the box below:*

☐ In the past 24 months, I have **not** had ***any*** financial relationships with ineligible companies.

Or provide the information below

Enter the Name of Ineligible Company An ineligible company is any entity whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.	**Enter the Nature of the Financial Relationship** Examples of financial relationships include employee, researcher, consultant, advisor, speaker, independent contractor (including contracted research), royalties or patent beneficiary, executive role, and ownership interest. Individual stocks and stock options should be disclosed; diversified mutual funds do not need to be disclosed. Research funding from ineligible companies should be disclosed by the principal or named investigator even if that individual's institution receives the research grant and manages the funds.	**Has the Relationship Ended?** If the financial relationship existed during the last 24 months, but has now ended, please check the box in this column. This will help the education staff determine if any mitigation steps need to be taken. ☑
Example: ABC Company	*Consultant*	☐
		☐
		☐
		☐
		☐

I attest that the above information is correct as of this date of submission.	
Signature	
Date	

For CME Office Use ONLY – Do Not Complete **Financial Relationship Mitigation Requirements**	
☐ No conflicts of interest identified; no mitigation required	Initials:
☐ Conflicts of interest identified; mitigation & documentation required	Initials:

Adapted from the Toolkit for the Standards for Integrity and Independence in Accredited Continuing Education
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CLINICAL CONTENT ATTESTATION

Dear Prospective Planner/Faculty Member:

As an important contributor to our accredited education, we would like to enlist your help to ensure that educational content is fair and balanced, and that any clinical content presented supports safe, effective, patient care. This includes the expectations that:

- ✓ All recommendations for patient care in accredited continuing education 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.
- ✓ 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. It is the responsibility of accredited providers to facilitate engagement with these topics without advocating for, or promoting, practice that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.
- ✓ Content cannot be included in accredited education if it advocates for unscientific approaches to diagnosis or therapy, or if the education promotes 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.

These expectations are drawn from **Standard 1** of the ACCME Standards for Integrity and Independence in Accredited Continuing Education. For more information, see **accme.org/standards**. If we can help you to understand and/or apply these strategies to your education, please contact us at eeh-acme@endeavorhealth.org

Please consider these strategies to help us support the development of valid, high-quality education. Consider using the following best practices when presenting clinical content in accredited CE:

- ✓ Clearly describe the level of evidence on which the presentation is based and provide enough information about data (study dates, design, etc.) to enable learners to assess research validity.
- ✓ Ensure that, if there is a range of evidence, that the credible sources cited present a balanced view of the evidence.
- ✓ If clinical recommendations will be made, include balanced information on all available therapeutic options.
- ✓ Address any potential risks or adverse effects that could be caused with any clinical recommendations.

Although accredited CE is an appropriate place to discuss, debate, and explore new and evolving topics, presenting topics or treatments with a lower (or absent) evidence base should include the following strategies:

- ✓ 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.
- ✓ Construct the activity as a debate or dialogue. Identify other faculty who represent a range of opinions and perspectives; presentations should include a balanced, objective view of research and treatment options.
- ✓ Teach about the merits and limitations of a therapeutic or diagnostic approach rather than how to use it.
- ✓ Identify content that has not been accepted as scientifically meritorious by regulatory and other authorities, or when the material has not been included in scientifically accepted guidelines or published in journals with national or international stature.
- ✓ Clearly communicate the learning goals for the activity to learners (e.g., “This activity will teach you about how your patients may be using XX therapy and how to answer their questions. It will not teach you how to administer XX therapy”).

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Please answer the following questions regarding the clinical content of the education.	Yes	No
Are recommendations for patient care based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options? *[Standards for Integrity and Independence 1.1]*	☐	☐
Does all scientific research referred to, reported, or used in this educational activity in support or justification of a patient care recommendation conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation? *[Standards for Integrity and Independence 1.2]*	☐	☐
Are new and evolving topics for which there is a lower (or absent) evidence base, clearly identified as such within the education and individual presentations? *[Standards for Integrity and Independence 1.3]*	☐	☐
Does the educational activity avoid advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning? *[Standards for Integrity and Independence 1.3]*	☐	☐
Does the activity exclude any advocacy for, or promotion of, unscientific approaches to diagnosis or therapy, or 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? *[Standards for Integrity and Independence 1.4]*	☐	☐

Please enter any comments below

Activity Information & Attestation	
Title of Continuing Education	
Date & Location of Education	
Name of Individual	
Signature of Individual *I attest that the information above, regarding the clinical content of the education, and throughout this document, is correct as of this date of submission.*	
Date	

Revised: November 17, 2026