



Improving Provider Compliance Using an Online Training Activity

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TOGETHER WE MAKE A GREAT TEAM



Existing Faculty Training Activities

Four-part CPE Series available at www.ashp.org

- ❖ Part 1: Developing Educational Objectives
- ❖ Part 2: Instructional Strategies
- ❖ Part 3: Developing Effective Multiple Choice Tests
- ❖ Part 4: Presentation Skills

www.ashp.org

Click on Continuing Education tab then on Web Programs.



Why Train Faculty on SCS Compliance?

- **Quality Improvement of CME Program**
- **Gaps in Faculty Knowledge**
 - ❖ **Incomplete disclosure information**
 - ❖ **Faculty questions, comments**
 - ❖ **Quality and format of content**
 - ❖ **Participant perception of commercial bias**
 - ❖ **Scary stuff**

Faculty Questions and Comments

- Relevant financial relationships
- Requirement for disclosure information before confirming faculty
- Peer review of content
- Expense reimbursement policies
- Attendance by individuals who are not healthcare professionals

Quality and Format of Content

- **Use of trade names**
- **Required evidence to support recommendations**
- **References on presentation materials**
- **Comments in oral presentations**
- **Patient identifier information on slides (e.g., x-rays, computer screen shots)**

Participant Perception of Commercial Bias

- **“Presented data with the caveat that ‘this study was not powered to....’ (but I will tell you anyway...).”**
- **“Did not present safety data on (drug x).”**
- **“Presented data (on certain trial) without explaining the limitations of the study.”**
- **“Minimized safety concerns (with drug x).”**
- **“Used trade names in presentation.”**

Commercial Bias vs. Professional Opinion

Commercial Bias: Information presented in a manner that attempts to sway participants' opinions in favor of a particular commercial product for the express purpose of furthering a commercial entity's business; a deliberate intent to mislead.

Professional opinion: A belief held by an individual based on his or her experience in the practice of health care; no intent to mislead but rather to share knowledge formed from personal experience.

Scary Stuff

- **Lack of understanding of difference between promotional education and CME**
- **Submission of slides provided by a commercial interest**
- **Faculty member suggests asking commercial supporter to review presentation**
- **Prospective faculty member requests airline reimbursement for spouse**
- **Overtly negative comments made by faculty member**

CE Program Compliance

**A Training Program for ASHP CE
Activity Faculty**

<http://esymposia.ashp.org/faculty>



Activity Description

- **Internet-based activity**
- **Consists of slides synchronized with oral presentation**
- **Content developed by ASHP staff**
- **Available at no charge to participants**
- **Accredited for CME and CPE**
- **Official launch scheduled for March 1, 2008**

Activity Objectives

After participating in this activity participants will be able to:

- Highlight key points of the ACCME Standards for Commercial Support and the ACPE Standards for Non-commercialism that relate to CE faculty.
- Collaborate with ASHP in planning and presenting CE activities that are scientifically rigorous, objective, and free from commercial bias.
- Describe the role of commercial entities in the development and presentation of CE activities.
- When presented with sample patient-case presentation materials, determine if the materials are in compliance with HIPAA regulations.

Highlights of Activity Content

- **Glossary of Terms**
 - ❖ Increase faculty awareness of CME lexicon
 - ❖ Differentiate between terms that are sometimes used incorrectly (e.g., sponsor vs. commercial supporter)
- **Differentiation between Promotional Education and Accredited Continuing Education**
- **Applicable Regulations and Standards**

Highlights of Activity Content

- **Process to ensure independence of CE activities**
- **Faculty disclosure and resolution of conflicts of interest**
- **Standards for content development and delivery**
- **Participant assessment of commercial bias**

Highlights of Activity Content

- **Role of stakeholders in preventing bias in CE activities**
 - ❖ **Provider steps**
 - ❖ **Faculty responsibilities**
 - ❖ **Chair/moderator responsibilities**
- **HIPAA issues**
- **Case examples and questions**

Results

- Launched to reviewers in January 2008
- 31 participants to date

Case 1

A physician is invited to serve as a faculty member for a CE activity on the topic of “emerging therapy for dyslipidemia.” The physician serves on a speakers’ bureau for a commercial interest that has a new agent on the market for dyslipidemia. The physician was given a slide presentation by the commercial interest to use for the speakers’ bureau engagements, and the presentation has been approved by the commercial interest’s legal and marketing departments.

Is it acceptable for the physician to use this same presentation for the CE activity?

- Yes 2
- No 26
- No response 3

Case 2

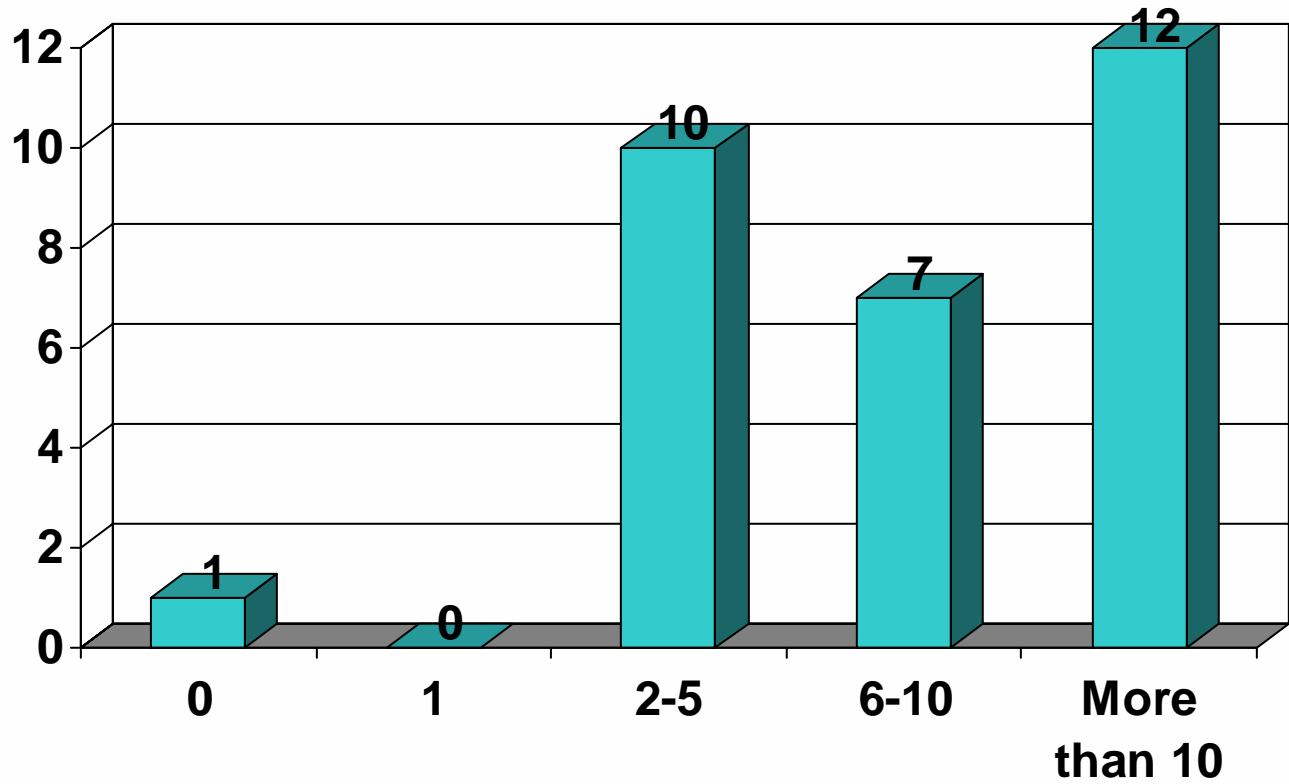
A faculty member's presentation includes an x-ray with a legible medical record number. Should ASHP ask the faculty member to remove the medical record number?

- Yes 29
- No 2

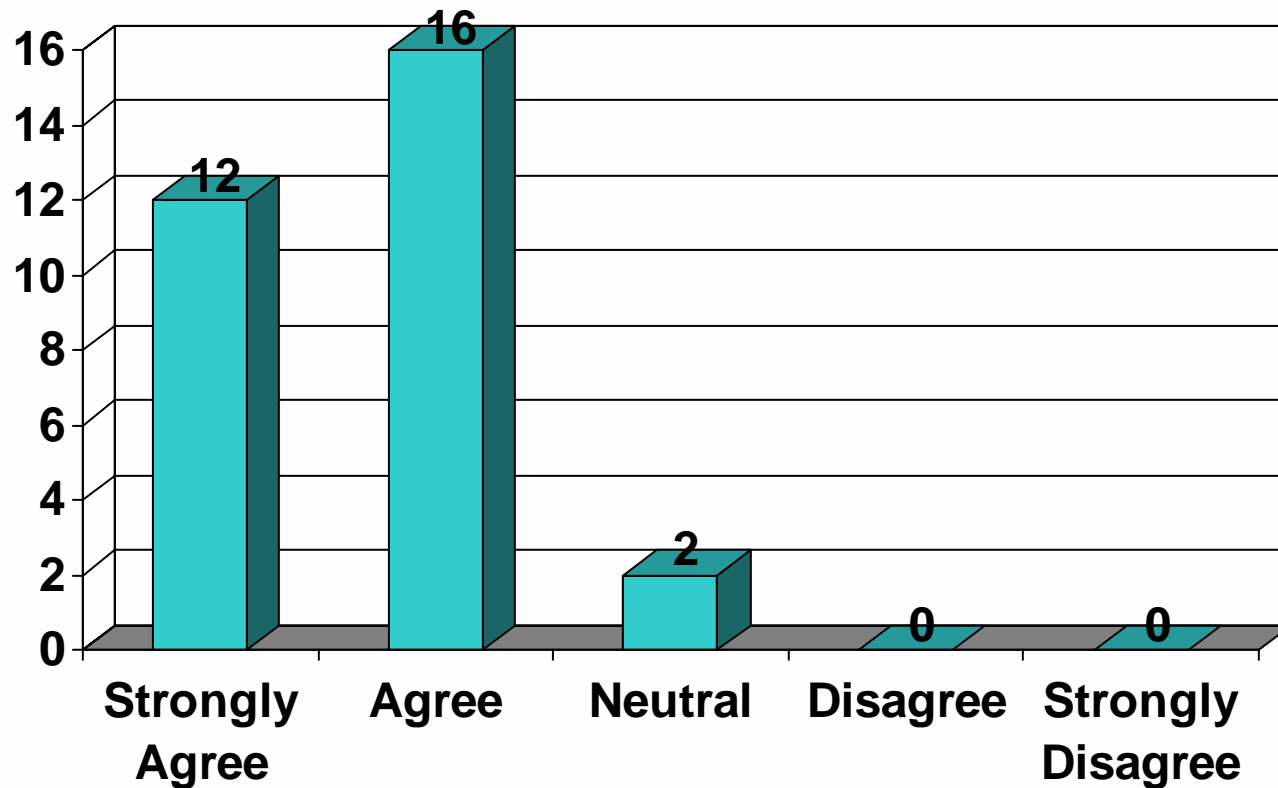
Case 3

ASHP invites an individual to serve as a faculty member for a live CE activity. As the final step in the qualification process, ASHP requests that the prospective faculty member disclose any relevant financial relationships by a certain date. The deadline comes and goes by several weeks and the faculty member neglects to provide disclosure information after repeated reminders. What should ASHP do?

In approximately how many CE activities did you participate as a faculty, author, or planner in 2007?



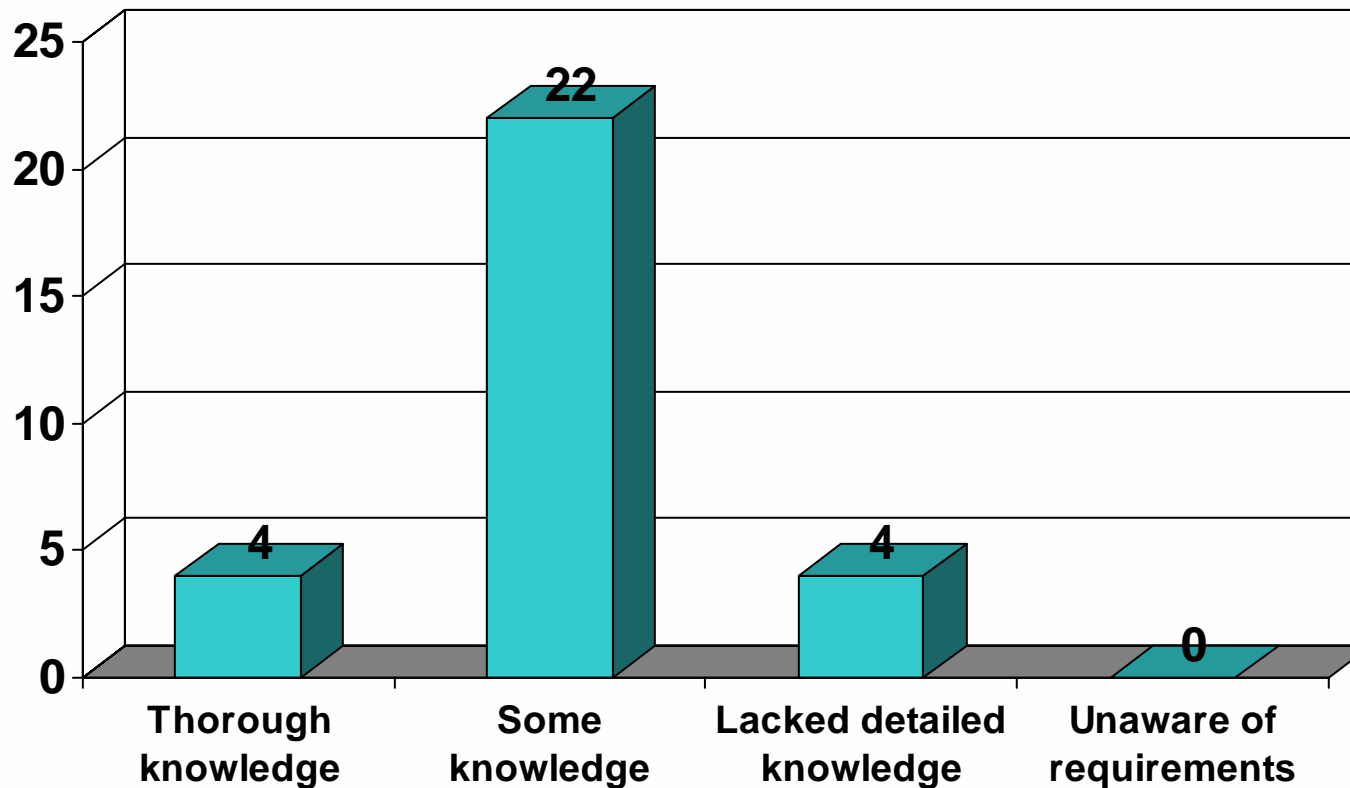
Participating in this training activity extended my knowledge of the ACCME Standards for Commercial Support and the ACPE Standard on Non-commercialism.



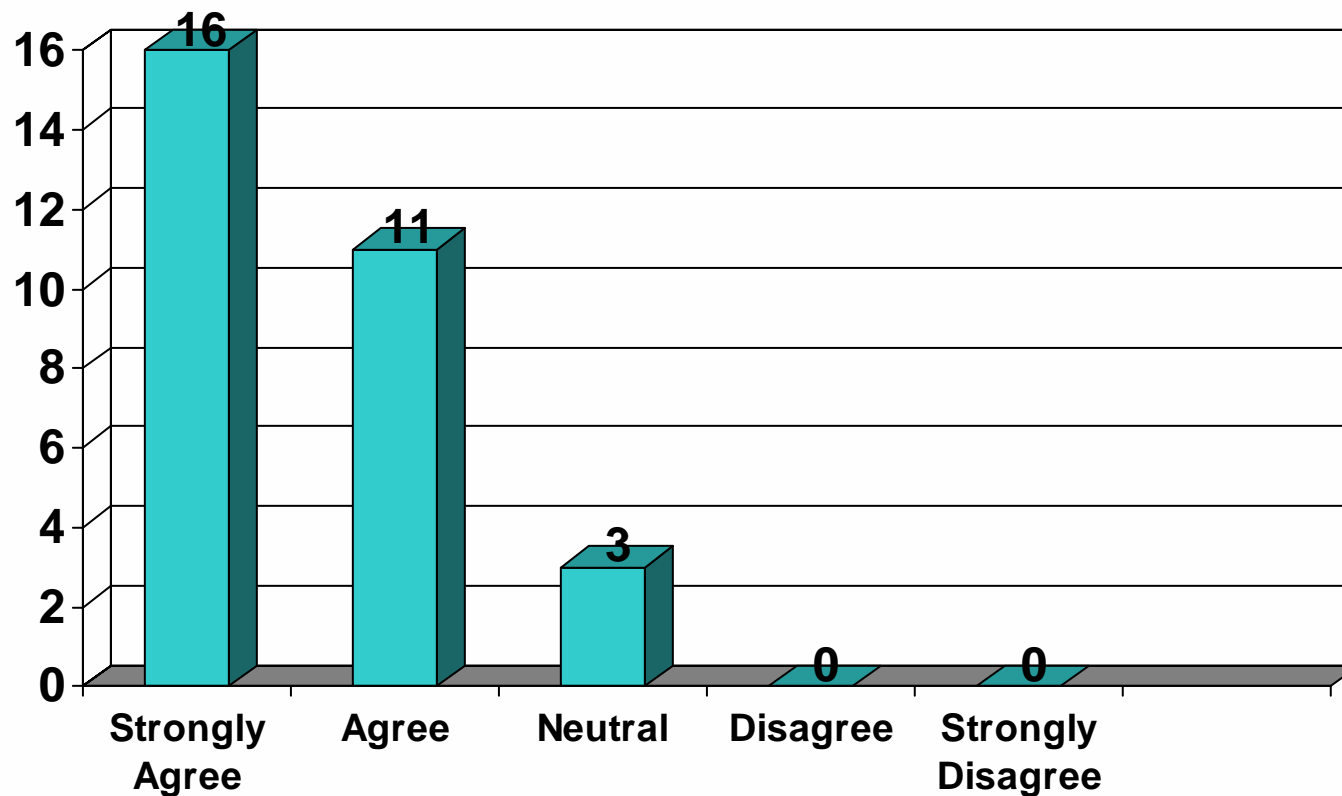
Before participating in this training activity, my level of knowledge of the ACCME Standards for Commercial Support and the ACPE Standard on Non-commercialism could best be described as:

- Thoroughly knowledgeable about all aspects of these requirements**
- Knowledgeable about most aspects of the requirements but I was able to learn something new**
- Aware of the requirements but lacked detailed knowledge about their application and impact**
- Unaware of the requirements**

Level of knowledge of the standards before participating in the training activity



I am better prepared to collaborate with ASHP or other sponsors on the development of accredited continuing education activities because of participation in this training activity.



Please list at least one but no more than 3 changes that you will implement, as a result of participation in this activity, the next time you are involved in the development, planning, or presentation of a CE activity.

- **Obtain patient permission when using photos in presentation.**
- **Be more of aware of meeting deadlines for submission.**
- **During Q&A, ask person asking question to disclose any conflicts.**
- **More thorough review of content, looking for potential bias.**

Summary

- **Faculty education can help ASHP ensure compliance with SCS**
- **Significant gaps in faculty knowledge were noted**
- **Online activity helps improve faculty awareness and knowledge**
- **Consider requiring faculty to complete activity before participating in CE activity**