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**SSCC Performance-in-practice Structured ABSTRACT**

**FOR REACCREDITATION SURVEYS**

For Organizations Receiving Accreditation Decisions in 2024

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| **CME Activity Information** |

In the Performance-in-Practice Structured Abstract, you will provide the information to verify that your CME activities and program meet the SSCC’s requirements. We encourage you to be succinct, answer the questions directly, and avoid extraneous information. Provide attachments only where requested. Miscellaneous documents that are not requested will not be reviewed.

Complete one of these abstract forms *for each activity that has been selected* for the SSCC’s performance-in-practice review. As this is a Word document, it is recommended that you SAVE FREQUENTLY as you fill it in and maintain a backup copy.

Complete all sections that are applicable for the activity. Read each question carefully, making sure to answer the “how” and “why” questions accordingly. Throughout this form, please use concise narrative explanations and statements. We encourage you to be complete but succinct, answer the questions directly, and avoid extraneous information.

Several of the sections require additional material to be uploaded with this completed form. Mark all attachments using the naming scheme that is detailed with each criterion that needs additional documentation. Please do not include documentation that is not required or requested by the SSCC, such as faculty CVs, all faculty disclosure forms, all completed evaluation forms for an activity, or instructional handouts in their entirety.

If you note an error in the list of activities the SSCC has selected from PARS for review, such as an incorrect activity date or format, or if an activity was cancelled or otherwise did not occur, please contact [NAME] at [EMAIL ADDRESS] to allow for any needed adjustments.

(Note**:**For Regularly Scheduled Series (RSS), submit evidence for the entire series, not just for a single session or a sampling of sessions. The entire series is the activity. Therefore, you will demonstrate compliance for the RSS in the same manner as for a large annual meeting with multiple sessions. There is additional information about this below.)

The Southern States CME Collaborative reserves the right to modify questions for clarity and completeness at any time.

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| **Expectations About Materials** |

Materials submitted to the SSCC, no matter the format, must not contain untrue statements, omit any necessary facts, or be misleading in any way. Information must fairly present the organization and its operations.

All materials that are submitted for reaccreditation must not include individually identifiable health information, in accordance with the Health Insurance Portability and Accountability Act (HIPAA).

**SSCC Performance-in-practice Structured abstract**

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| **CME Activity Information** |

**Provider Name:**

***Enter Response Here***

**Provider PARS ID:**

***Enter Response Here***

**Activity Title:**

***Enter Response Here***

**ACCME Activity ID (from PARS):**

***Enter Response Here***

**Activity Type: *Choose an item.***

**Activity Date or End Date (MM/DD/YYYY):**

***Enter Response Here***

**Providership Status: *Choose an item.***

**Commercial Support Received: *Choose an item.***

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| **Educational Needs** |

*The provider incorporates into CME activities the educational needs (knowledge, competence, or performance) that underlie the professional practice gaps of their own learners.*

**State the professional practice gap(s) of your learners on which the activity was based.**

*Enter Response Here*

**Check the educational needs that apply:**

**Knowledge**

**Competence**

**Performance**

**State the educational need(s) that you determined to be the cause of the professional practice gap(s):**

*Enter Response Here*

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| **Designed to Change** |

*The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.*

**Explain what competence, performance, or patient outcome this activity was designed to change.**

*Enter Response Here*

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| **Appropriate Formats** |

*The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives, and desired results of the activity.*

**In addition to identifying the educational format(s) that you have chosen, explain why the educational format is appropriate for the setting, objectives, and desired results of this activity.**

*Enter Response Here*

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| **Competencies** |

*The provider develops activities/educational interventions in the context of desirable physician attributes [e.g., Institute of Medicine (IOM) competencies, Accreditation Council for Graduate Medical Education (ACGME) Competencies].*

**Select the desirable physician attribute(s) this activity addresses. The list below includes the Competencies of: ACGME/ABMS, Institute of Medicine, and Interprofessional Education Collaborative, or you may enter other competencies recognized by your organization.**

**ABMS COMPETENCIES**

Patient Care and Procedural Skills

Medical Knowledge

Quality Improvement

Practice-based Learning and Improvement

Interpersonal and Communication Skills

Professionalism

Systems-based Practice

**IOM COMPETENCIES**

Provide Patient-centered Care

Work in Interdisciplinary Teams

Employ Evidence-based Practice

Apply Quality Improvement

Utilize Informatics

**IEC COMPETENCIES**

Values/Ethics for Interprofessional Practice

Roles/Responsibilities

Interprofessional Communication

Teams and Teamwork

**OTHER** **COMPETENCIES:**

*Enter Response Here*

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| **Analyzes Change** |

*The provider analyzes changes in learners (competence, performance, or patient outcomes) achieved as a result of the overall program's activities/educational interventions.*

**Describe the strategies you used to obtain data or information about changes achieved in learners’ competence or performance or patient outcomes as a result of their participation in this activity, including, for example, questions you asked the learner about changes in competence or performance or other change data such as quality improvement or patient outcomes\*.**

**\*If available, also upload a template of the evaluation tool or method used to obtain this information. Label the document “Analyzes Change Evaluation Tool” before uploading with your PiP form.**

*Enter Response Here*

**Analyzes Change Documentation:**

**Upload a PDF of the compiled or summative data or information generated from this activity, specifically about changes achieved in learners' competence or performance or patient outcomes.**

**Label the document “Analyzes Change Documentation”.**

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| **STANDARDS FOR INTEGRITY AND INDEPENDENCE IN ACCREDITED  CONTINUING EDUCATION** |

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| **Standard 1: Ensure Content is Valid** |

*Accredited providers are responsible for ensuring that their education is fair and balanced and that any clinical content presented supports safe, effective patient care.*

1. *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.*
2. *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.*
3. *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, practices that are not, or not yet adequately based on current science, evidence, and clinical reasoning.*
4. *Organizations cannot be accredited if they advocate for unscientific approaches to diagnosis or therapy, or if their 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.*

**We attest that this activity meets the expectations of Standard 1.**

**Check box to attest.**

**Upload the required documentation as described below based on the type of the activity.**

* ***If the activity is a Journal CME/CE or Enduring Material (online or print) CME activity:*    
  Upload instructions to access the CME product itself, so reviewers may experience the activity as your learners experience it. Provide a URL or direct link and generic username(s) (e.g., SSCCUSER1, SSCCUSER2, SSCCUSER3) and password(s), as necessary, allowing access to the activity for multiple users from the point of submission for the duration of the review period until the decision. Access should not require the use of the personal or professional email accounts of SSCC volunteers or staff. If activities are no longer available online, you may provide access to an archived website. If this is not an option, then screenshots are acceptable.**

**OR**

* ***If the activity is a Regularly Scheduled Series (RSS) activity*:   
  Upload a complete listing of the dates, faculty, location, and topics of each session.**

**OR**

* ***If the activity is Live, Manuscript Review, Test-item Writing, Committee Learning, Performance/Quality Improvement, Internet Searching and Learning, Learning from Teaching, or Other/Blended Learning activity*:  
  Upload the activity topics/content to include the nature and scope of the CME content (e.g., content outline, agenda, brochure, program book, or announcement).**

**Label the PDF “Standard 1 Documentation” before uploading it with your PiP form.**

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

*Accredited continuing education must protect learners from commercial bias and marketing.*

1. *The accredited provider must ensure that all decisions related to the planning, faculty selection, delivery, and evaluation of accredited education are made without any influence or involvement from the owners and employees of an ineligible company.*
2. *Accredited education must be free of marketing or sales of products or services. Faculty must not actively promote or sell products or services that serve their professional or financial interests during accredited education.*
3. *The accredited provider must not share the names or contact information of learners with any ineligible company.*

**We attest that this activity meets the expectations of all three elements of Standard 2.**

**Check box to attest.**

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| **Standard 3: Identify, Mitigate, and Disclose Relevant Financial Relationships** |

*Accredited providers must take the following steps when developing accredited continuing education.*

*Collect information: Collect information from all planners, faculty, and others in control of educational content about all their financial relationships with ineligible companies within the prior 24 months. There is no minimum financial threshold; individuals must disclose all financial relationships., regardless of the amount, with ineligible companies. Individuals must disclose regardless of their view of the relevance of the relationship to the education. Disclosure information must include:*

* *The name of the ineligible company with which the person has a financial relationship.*
* *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.*

*Exclude owners or employees of ineligible companies: Review the information about financial relationships to determine which relationships are relevant. Financial relationships are relevant if the educational content an individual can control is related to the business lines or products of the ineligible company.*

*Mitigate relevant financial relationships: Take steps to prevent all those with relevant financial relationships from inserting commercial bias into content.*

* *Mitigate relationships prior to the individuals assuming their roles. Take steps appropriate to the role of the individual. For example, steps for planners will likely be different than for faculty and would occur before planning begins.*
* *Document the steps taken to mitigate relevant financial relationships.*

*Disclose all relevant financial relationships to learners: Disclosure to learners must include each of the following:*

* *The names of the individuals with relevant financial relationships.*
* *The names of the ineligible companies with which they have relationships.*
* *The nature of the relationships.*
* *A statement that all relevant financial relationships have been mitigated.*

*Identify ineligible companies by their name only. Disclosure to learners must not include ineligible companies’ corporate or product logos, trade names, or product group messages.*

*Disclose absence of relevant financial relationships. Inform learners about planners, faculty, and others in control of content (either individually or as a group) with no relevant financial relationships with ineligible companies.*

*Learners must receive disclosure information, in a format that can be verified at the time of accreditation, before engaging with the accredited education.*

**Did this activity meet one of the exceptions listed below?**

1. **Accredited education that is non-clinical, such as leadership or communication skills training.**
2. **Accredited education where the learner group is in control of content, such as a spontaneous case conversation among peers.**
3. **Accredited self-directed education where the learner controls their educational goals and reports on changes that resulted, such as learning from teaching, remediation, or a personal development plan. When accredited providers serve as a source of information for the self-directed learner, they should direct learners only to resources and methods for learning that are not controlled by ineligible companies.**

**Check one:  Yes  No**

**If Yes, describe how the activity met the exception.**

*Enter Response Here*

**IF THIS ACTIVITY DID NOT MEET ONE OF THE EXCEPTIONS LISTED ABOVE:**

**Did owner(s)/employee(s) of ineligible companies participate as planners or faculty in this activity?**

**Check one:  Yes  No**

**If yes, describe which of the three situations listed below (Standard 3.2) was applicable to their participation as planners or faculty.**

**There are three exceptions to this exclusion—employees of ineligible companies can participate as planners or faculty in these specific situations:**

1. **When the content of the activity is not related to the business lines or products of their employer/company.**
2. **When the content of the accredited activity is limited to basic science research, such as pre-clinical research and drug discovery, or the methodologies of research, and they do not make care recommendations.**
3. **When they are participating as technicians to teach the safe and proper use of medical devices, and do not recommend whether or when a device is used.**

*Enter Response Here*

**Did an ineligible company take the role of non-accredited partner in a joint provider relationship in this activity?**

**Check one:  Yes  No**

**Upload a single completed example of the form(s), tool(s), or mechanism(s) used to identify relevant financial relationships of all individuals in control of content, as completed by an individual in control of content for this specific activity.**

If you use an online system to collect information about financial relationships, please be sure that your documentation includes the information in the mechanism (i.e., definition of an ineligible company, 24-month time frame) provided to the individuals in control of content AND a completed example of the information that an individual reported.

If you use different form(s), tool(s), or mechanism(s) within your process (such as with planners vs faculty), upload a single copy example of each version used. Do not submit more than a single example of each form used. In each case, the example provided must be one that was actually completed by a person in control of content for this activity.

**Before uploading the documents with your PiP form, label each with the standard and category, such as “Standard 3 Planner” or “Standard 3 Faculty” before uploading.**

**Then, upload the completed Standard 3 EXCEL spreadsheet you have been provided. In the spreadsheet, provide the information indicated in each of the five columns as follows. For everyone in control of content, list:**

In the spreadsheet, provide the information indicated in each of the five columns as follows. For everyone in control of content, list:

1. the name of the individual,
2. the individual’s role(s) (e.g., planner, reviewer, faculty, author, and/or other roles in control of educational content) in the activity,
3. the name of the ACCME-defined ineligible company(ies) with which the individual has a relevant financial relationship (or if the individual has no relevant financial relationship(s),
4. the nature of the relationship(s), and
5. the mechanism(s) implemented to mitigate all relevant financial relationships appropriate to the role(s) of the individuals in the activity.

**Before uploading with your PiP form, label the spreadsheet “Standard 3 Resolution of COI”.**

PLEASE NOTE: Do not reformat the EXCEL spreadsheet. EXCEL spreadsheets formatted differently than SSCC’s template, or with other information than in SSCC’s template, will not be accepted. PDF and Word files will not be accepted.

**Last for Standard 3, upload the information as disclosed to learners about the presence or absence of relevant financial relationships for all individuals in control of CME content, if applicable.**

**Also, if applicable, upload the statement, as disclosed to learners, that all relevant financial relationships were mitigated.**

**Before uploading, label the document(s) “Standard 3 Disclosure Documentation”.**

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| **Standard 4: Manage Commercial Support Appropriately** |

*Accredited providers that choose to accept commercial support (defined as financial or in-kind support from ineligible companies) are responsible for ensuring that the education remains independent of the ineligible company and that the support does not result in commercial bias or commercial influence in the education. The support does not establish a financial relationship between the ineligible company and planners, faculty, and others in control of content of the education.*

1. *Decision-making and disbursement: The accredited provider must make all decisions regarding the receipt and disbursement of the commercial support.*
   1. *Ineligible companies must not pay directly for any of the expenses related to the education or the learners.*
   2. *The accredited provider may use commercial support to fund honoraria or travel expenses of planners, faculty, and others in control of content for those roles only.*
   3. *The accredited provider must not use commercial support to pay for travel, lodging, honoraria, or personal expenses for individual learners or groups of learners in accredited education.*
   4. *The accredited provider may use commercial support to defray or eliminate the cost of the education for all learners.*
2. *Agreement: The terms, conditions, and purposes of the commercial support must be documented in an agreement between the ineligible company and the accredited provider. The agreement must be executed prior to the start of the accredited education. An accredited provider can sign onto an existing agreement between an accredited provider and a commercial supporter by indicating its acceptance of the terms, conditions, and amount of commercial support it will receive.*
3. *Accountability: The accredited provider must keep a record of the amount or kind of commercial support received and how it was used, and must produce that accounting upon request by the accrediting body or by the ineligible company that provided the commercial support.*
4. *Disclosure to learners: The accredited provider must disclose to the learners the name(s) of the ineligible company(ies) that gave the commercial support, and the nature of the support if it was in-kind, prior to the learners engaging in the education. Disclosure must not include the ineligible companies’ corporate logos, trade names, or product group messages.*

**Did your organization correctly enter in PARS whether this activity received commercial support?**

**Check one:  Yes  No**

**Did this activity receive commercial support? (Commercial support is defined in Standard 4 as financial or in-kind support from ineligible companies in direct support of accredited education. Commercial support does not include fees for advertising or exhibits.)**

**Check one:  Yes  No**

**If Yes, complete the table below. List the name(s) of the commercial supporter(s) of this activity and the dollar value of any monetary commercial support and/or indicate non-monetary (in-kind) support.**

**(If there are more than eight commercial supporters, you may add additional rows to the chart or you can contact your state medical society’s contact at the SSCC.)**

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| --- | --- | --- |
| **Name of Commercial Supporter** | **Type of Commercial Support** | **Amount of  Monetary Support  (in US dollars, if any)**  **(Not applicable to  in-kind support)** |
|  | Monetary  Non-monetary (In-Kind) |  |
|  | Monetary  Non-monetary (In-Kind) |  |
|  | Monetary  Non-monetary (In-Kind) |  |
|  | Monetary  Non-monetary (In-Kind) |  |
|  | Monetary  Non-monetary (In-Kind) |  |
|  | Monetary  Non-monetary (In-Kind) |  |
|  | Monetary  Non-monetary (In-Kind) |  |
|  | Monetary  Non-monetary (In-Kind) |  |

**If this activity received commercial support, upload a PDF of each executed commercial support agreement (e.g., contract or Letter of Agreement) for this activity. Include agreements for both monetary and non-monetary (in-kind) commercial support.**

**Label each PDF with the title “Standard 4 [Supporter Name]”, such as “Standard 4 BioGizmo Company” before uploading with your PiP form.**

**Also, if the activity was commercially supported, upload evidence that demonstrates the disclosure of commercial support (monetary and in-kind) as presented to learners. Label the document “Standard 4 Commercial Support Disclosure”.**

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| **Accreditation Statement Policy** |

*The accreditation statement must appear on all CME activity materials and brochures distributed by accredited organizations, except that the accreditation statement does not need to be included on initial, save-the-date type activity announcements. Such announcements contain only general, preliminary information about the activity such as the date, location, and title. If more specific information is included, such as faculty and objectives, the accreditation statement must be included. The ACCME accreditation statement is as follows:*

*For directly provided activities: “The [name of accredited provider] is accredited by the Southern States CME Collaborative to provide continuing medical education for physicians.”*

*For jointly provided activities: “This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Southern States CME Collaborative (SSCC) through the joint providership of [name of accredited provider] and [name of non-accredited provider]. The [name of accredited provider] is accredited by the SSCC to provide continuing medical education for physicians.”*

**For RSS activities**, if the exact same information is transmitted in the exact same way for each and every session of the RSS, upload one example of presenting the ACCME accreditation statement to learners when. Otherwise, if the information and/or transmission of information varies in any way between RSS sessions, please submit evidence for each session that is different. (Note: submit documentation as a single pdf document and not as a number of individual pdf documents.)

**Upload evidence of the use of the appropriate accreditation statement for this activity, as presented to learners. Label the PDF “Accreditation Statement”.**