

Upcoming Events

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for an at-a-glance view of our upcoming events
for the next 3 months

Standards for Integrity and Independence in Accredited Continuing Education

One of the primary goals of Carilion Clinic's Continuing Medical Education (CME) program is to provide education as a means of increasing participant knowledge, competence, and performance. As an accredited provider, the CME Office is responsible for ensuring that our faculty and healthcare professionals have access to learning and skill development activities that are reliable, based on best practices, and supported by high-quality evidence. Additionally, these activities must serve the needs of patients and not the interests of industry. To better reflect this need, the Accreditation Council for Continuing Medical Education (ACCME) recently updated the criteria regarding Conflict of Interest to ensure faculty and educational partners actively consider the educational needs of patients and present learners with unbiased recommendations in their educational offerings (see below).

ACCME® PREAMBLE ¹

THE STANDARDS FOR INTEGRITY AND INDEPENDENCE IN ACCREDITED CONTINUING EDUCATION

The health professions are not only defined by expertise, but also by a dedication to put service of others above self-interest. When individuals enter the healthcare professions, they commit to upholding professional and ethical standards including acting in a patient's best interests, protecting the patient from harm, respecting the patient, fostering informed choices, and promoting equity in healthcare.

While the interests of healthcare and business sometimes diverge, both are legitimate, and collaboration between healthcare professionals and industry can advance patient care. Since healthcare professionals serve as the legally mandated gatekeepers of medications and devices, and trusted authorities when advising patients, they must protect their learning environment from industry influence to ensure they remain true to their ethical commitments.

As the stewards of the learning environment for healthcare professionals, the accredited continuing education community plays a critical role in navigating the complex interface between industry and the health professions. Organizations accredited to provide continuing education, known as accredited providers, are responsible for ensuring that healthcare professionals have access to learning and skill development activities that are trustworthy and are based on best practices and high-quality evidence. These activities must serve the needs of patients and not the interests of industry.

This independence is the cornerstone of accredited continuing education. Accredited continuing education must provide healthcare professionals, as individuals and teams, with a protected space to learn, teach, and engage in scientific discourse free from influence from organizations that may have an incentive to insert commercial bias into education.

The Accreditation Council for Continuing Medical Education (ACCME®) acts as the steward of the Standards for Integrity and Independence in Accredited Continuing Education, which have been drafted to be applicable to accredited continuing education across the health professions. The Standards are designed to:

- Ensure that accredited continuing education serves the needs of patients and the public.
- Present learners with only accurate, balanced, scientifically justified recommendations.
- Assure healthcare professionals and teams that they can trust accredited continuing education to help them deliver safe, effective, cost-effective, compassionate care that is based on best practice and evidence.
- Create a clear, unbridgeable separation between accredited continuing education and marketing and sales.

With these standards now in place, faculty presenting **AMA PRA Category 1 Credit™** activities will receive and be required to complete the new **Identification, Mitigation, and Disclosure of Financial Relationships and Copyright Permission** form (replacing the Disclosure of Commercial Support and Copyright Permission form). The new form can be viewed by clicking [here](#).

Standard 3 of the ACCME Standards for Integrity and Independence in Accredited Continuing Education further specify that ineligible company (e.g. Merck, Astra Zeneka) logos should not be on any slides, handouts, promotional materials, etc. of ineligible companies (companies whose primary business is producing, marketing, re-selling, or distributing health care goods or services consumed by, or used with patients). Including these logos on things like slides, handouts, or promotional materials may result in the loss of **AMA PRA Category 1 Credit™** for your educational session.

As always, the CME Office is available to help and guide you through the CME process for approval of **AMA PRA Category 1 Credit™**.

- Linda Wells, CHCP

1. ACCME (November, 2021). Standards for Integrity and Independence in Accredited Continuing Education. <https://www.accme.org/accreditation-rules/standards-for-integrity-independence-accredited-ce>

"Listen with curiosity. Speak with honesty. Act with integrity."

- Roy T. Bennett

Dean's Corner

The focus for the Dean's Corner this year has been Diversity, Equity, and Inclusion and has been authored by Azziza 'Kemi' Bankole, MBBS, Carilion Clinic psychiatrist and VTCSOM associate professor of psychiatry and behavioral medicine and chief diversity officer. Dr. Bankole devotes this month to the importance of building an environment where our students, faculty, and staff feel secure enough to continually pursue their goals.

Hopes and Dreams

"Children appear to have an optimistic outlook on life, as if they are unburdened by it."

Unfortunately, this statement does not hold true for all children. Attachment theorists like John Bowlby and Mary Ainsworth observed the apprehension and pain that children displayed when they were separated from their primary caregivers. It was noted that this distress persisted even when their basic needs were met.¹ When children are able to form secure attachment bonds, they showed the propensity to explore safely in the knowledge that the person they needed most was nearby.

Our capacity to hope and dream is influenced by our prior experiences. It is clearly not static and requires nurturing. At VTCSOM, our goal is to "prepare physician thought leaders through innovations in medical education and cutting-edge discovery to improve the health of our communities and transform health care." Achieving this goal necessitates an institutional commitment to creating and building an environment that our students, faculty, and staff feel secure enough to continually pursue these goals.

When we are not continually expending psychic energy in the pursuit of physical and psychological safety, we are able to flourish, become innovative thinkers, be open to new experiences, feel unencumbered when we bring our own knowledge and experiences to the table, and acknowledge and accept correction and corrective measures without it causing some form of mental or physical harm.² Providing such an environment is also unquestionably important for our patients.^{3,4}

The formation of a secure attachment in early life impacts the individual from childhood into adulthood.⁵ The type of "attachment" that we foster in our school will likewise have a lasting impact on our students, faculty, and staff. As we foster a new year, let us do the work to continually create an environment where we all feel safe to hope and dream.

Kemi Bankole, MBBS

1. Bowlby J. Attachment and loss: retrospect and prospect. Am J Orthopsychiatry. 1982 Oct;52(4):664-678. doi: 10.1111/j.1939-0025.1982.tb01456.x.

2. Sue DW, Capodilupo CM, Torino GC, et al. Racial microaggressions in everyday life: implications for clinical practice. Am Psychol. 2007 May-Jun;62(4):271-86. doi: 10.1037/0003-066X.62.4.271.

3. Mujahid MS, Diez Roux AV, Cooper RC et al. Neighborhood stressors and race/ethnic differences in hypertension prevalence (the Multi-Ethnic Study of Atherosclerosis). Am J Hypertens. 2011 Feb;24(2):187-93. doi: 10.1038/ajh.2010.200.

4. Walls ML, Gonzalez J, Gladney T, Onello E. Unconscious biases: racial microaggressions in American Indian health care. J Am Board Fam Med. 2015 Mar-Apr;28(2):231-9. doi: 10.3122/jabfm.2015.02.140194.

5. Young ES, Simpson JA, Griskevicius V, et al. (2019). Childhood Attachment and Adult Personality: A Life History Perspective. Self and Identity, 18, 22-38. <https://doi.org/10.1080/15298868.2017.1353540>

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