Transition to Standards for Integrity and Independence in Accredited Continuing Education

October 6, 2021
Introductions – ACPE CPE Staff

- **Dimitra V. Travlos, PharmD**  
  Assistant Executive Director, ACPE and Director, CPE Provider Accreditation

- **Jennifer L. Baumgartner, PharmD, BCPP**  
  Associate Director, CPE Provider Accreditation and Continuing Professional Development

- **Kimberly Catledge, PharmD**  
  Assistant Director, CPE Provider Accreditation

- **Dawn Zarembski, PharmD**  
  Assistant Director, Accreditation

- **Sarah Blazek**  
  Accreditation Coordinator, CPE Provider Accreditation
Standards for Integrity and Independence
Interprofessional Adoption and Implementation

Accreditation Council for Continuing Medical Education (ACCME)

Accreditation Council for Pharmacy Education (ACPE)

American Academy of Family Physicians (AAFP)

American Academy of PAs (AAPA)

American Nurses Credentialing Center (ANCC)

Association of Regulatory Boards of Optometry’s Council on Optometric Practitioner Education (ARBO/COPE)

Joint Accreditation for Interprofessional Continuing Education™
Standards for Integrity and Independence

Changes in Structure/Terminology

• **Structural Revisions:**
  • New name
  • Re-organization
  • Policies and definitions integrated into the Standards

• **New Terms:**
  • Eligible/Ineligible
  • Mitigate
  • Accredited continuing education

One-year transition phase; **effective January 1, 2022**
Standards for Integrity and Independence

One-year transition phase; effective January 1, 2022

• For activities that were planned in 2020 or early 2021 and are either still available in 2022 (home study activities) or will be released in early 2022, we do not expect you to go back to implement new processes. Please make a note in your planning materials.

• Activities that take place beginning January 1, 2022, or later, would be expected to demonstrate compliance with the Standards for Integrity and Independence.
What’s New?

Content Validity
• Policies and expectations incorporated into the Standard.

No Sales/Marketing
• Prohibits faculty from promoting or selling products or services in accredited education.
• Requires learner consent if information shared.

Identification/Mitigation/Disclosure of Financial Relationships
• Individuals disclose all financial relationships and providers determine relevance.
• Disclosure period extended from 12 months to 24 months. The requirement that individuals disclose the financial relationships of their spouse/partner was removed.
• Disclose to learners that all relevant financial relationships have been mitigated.

Ancillary marketing and non-accredited activities
• Defined how much time (30-minute interval) must separate accredited activities and marketing/non-accredited activities if they are held in the same educational space.
Tools and Resources

✓ Transition Checklist
✓ Tools for Ensuring Valid Clinical Content
✓ Tools for Identifying, Mitigating, and Disclosing Relevant Financial Relationships

https://www.acpe-accredit.org/continuing-education-provider-accreditation/#tab-ToolsandResources
**Standard 5 Rubric: Attestation**

**ACPE Standards for Integrity and Independence - Policies and Procedures**

**Attestation Statement:** As the Continuing Pharmacy Education (CPE) Administrator on record with ACPE, on behalf of our organization, I attest that we implement and follow the most current Standards for Integrity and Independence. We understand that our organization must have policies and procedures defining the organization's processes to implement the Standards for Integrity and Independence. We acknowledge that ACPE may request to review and evaluate the policies and procedures at any time, as part of the evaluation process, or as a component of a subsequent monitoring report.

---

<table>
<thead>
<tr>
<th>Standards for Integrity and Independence</th>
<th>Meets Criterion</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Ensure Content is Valid</td>
<td></td>
<td>Needs Improvement ☐ or Additional Docs Required ☐</td>
</tr>
<tr>
<td>5.2 Prevent Commercial Bias and Marketing in Accredited Continuing Education</td>
<td>Meets requirements per attestation statement unless Needs Improvement column is checked.</td>
<td>Needs Improvement ☐ or Additional Docs Required ☐</td>
</tr>
<tr>
<td>5.3 Identify, Mitigate, and Disclose Relevant Financial Relationships</td>
<td></td>
<td>Needs Improvement ☐ or Additional Docs Required ☐</td>
</tr>
</tbody>
</table>
Standard 5 Rubric
Standards for Integrity and Independence

**Eligible Organizations:** those whose mission and function are

- Providing clinical services directly to patients
- Educating healthcare professionals
- Serving as fiduciary to patients, the public, or population health

**Examples**

- Hospitals, healthcare systems
- Group medical practices
- Ambulatory procedure centers
- Nursing homes, rehabilitation centers
- Pharmacies that don’t manufacture compounds
- Diagnostic labs that don’t sell proprietary products
- Government or military agencies
- Health profession membership organizations
- EHR companies
- Software/game developers
- Insurance or managed care companies
- Schools of pharmacy/medicine
- Publishing or education companies
Standards for Integrity and Independence

Ineligible Companies

• Primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients
• Owners/employees considered to have unresolvable financial relationships
• Must be excluded for participating as planners/faculty

Examples

Pharmaceutical companies or distributors
Device manufacturers or distributors
Growers, distributors, manufacturers, or sellers of medical foods/dietary supplements
Manufacturers of health-related wearable products
Advertising, marketing, or communication firms whose clients are ineligible
Bio-medical startups that have begun a governmental regulatory approval process
Compounding pharmacies that manufacture proprietary compounds
Pharmacy Benefit Managers
Standards for Integrity and Independence

Structured Self-Assessment Related to Definition of an Ineligible company:

1. Does your organization, or a part of your organization, produce, market, re-sell, or distribute healthcare products used by or on patients?

2. Does your organization advocate for, or on behalf of, an ineligible company?

3. Does your organization have a parent company that...
   • produces, markets, re-sells, or distributes healthcare products used by or on patients, and/or...
   • advocates for, or on behalf of, an ineligible company?
   • (A "parent company" is a separate legal entity that owns or fiscally controls an organization.)
Standards for Integrity and Independence

Structured Self-Assessment Related to Definition of an Ineligible company:

4. Does your organization have a sister company that...
   • produces, markets, re-sells, or distributes healthcare products used by or on patients, and/or...
   • advocates for, or on behalf of, ineligible companies?
   • (A "sister company" is a separate legal entity which is a subsidiary of the same parent company that owns or fiscally controls an organization).

4a. If Yes to 4, does your organization share management, employees, or governance structure with the sister company?

4b. If Yes to 4, are any owners, employees, or agents of the sister company involved in the planning, development, or implementation of educational content?

4c. If Yes to 4, does the sister company control or influence, in whole or in part, the operations of your organization?
Standards for Integrity and Independence

Eligible entity or Ineligible company

Still not sure?

Contact ACPE Staff at
ceinfo@acpe-accredit.org
Standards for Integrity and Independence

Elements

1. Ensuring content is valid
2. Prevent commercial bias and marketing
3. Identify, mitigate and disclose relevant financial relationships
4. Manage commercial support appropriately
5. Manage ancillary activities
Standards for Integrity and Independence

Guideline 5.1: Ensuring Content is Valid

Ensure that education is fair and balanced . . . Clinical content supports safe, effective patient care.

1. Recommendations must be based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.

2. Scientific research conforms to generally accepted standards of experimental design, data collection, analysis and interpretation.
Guideline 5.1: Ensuring Content is Valid

3. Does not advocate for, or promote, practices that are not/not yet adequately based on current science, evidence, and clinical reasoning.

4. Does not advocate for unscientific approaches to diagnosis or therapy or promote unsafe, high-risk, or ineffective treatment of patients.

Recommendations
Guideline 5.1: Ensuring Content is Valid
Presentations must provide a balanced view of therapeutic options

- "Balanced view of therapeutic options"
- No single product or service is over represented
Communicate: fair and balanced view?

Accredited CE must be **free of commercial bias** and must not promote products or services.

Accredited CE must promote improvements in healthcare.

A "balanced view" means that recommendations or emphasis must fairly represent, and be based on, a reasonable and valid interpretation of the information available on the subject.

A "balanced view of therapeutic options" also means that no single product or service is over represented in the education activity when other equal but competing products or services are available for inclusion.
Ensuring Content is Valid – Transition Steps

• Review your process for ensuring that education is fair and balanced, and supports safe, effective patient care.
• Review your process for communicating your expectations for fair and balanced activities to planners, authors, and faculty.
Tools and Resources

- Transition Checklist
- Tools for Ensuring Valid Clinical Content

---

### Standards for Integrity and Independence in Accredited Continuing Education

#### Transition Checklist

We want to do everything we can to support the continuing education community’s successful implementation of the new Standards. We encourage you to review the Standards and resources to begin working on your transition plan now, so that you are in compliance by January 1, 2022. Here is a checklist to help you get started.

**Standard 1: Ensure Content is Valid**

While there is nothing new in our approach to content validity, we suggest that you take the following steps to confirm that your processes meet our expectations.

- Review your process for ensuring that education is fair and balanced, and supports safe, effective patient care.
- Review your process for communicating your expectations to planners, authors, and faculty.

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

- Communicate to faculty that they cannot actively promote or sell products or services during accredited education.
- If you intend to share learners’ names or contact information with an ineligible company, determine how you will obtain the explicit consent of individual learners:
  - If you ask for consent at registration, the learner must have the ability to opt out and still register for your activity.
  - The consent statement must be clearly visible—not hidden in a long list of terms and conditions.

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

- Check out the tools for identifying, mitigating, and disclosing relevant financial relationships.
- Change your process as needed to make sure that you collect information from all planners, faculty, and others in control of educational content about:
  - all their financial relationships with ineligible companies
  - within the 24 months prior to their involvement with an accredited CE activity
- Use the correct and complete definition of ineligible company: Those whose primary business is producing, marketing, selling, reselling, or distributing healthcare products used by or on patients.

---

https://www.acpe-accredit.org/continuing-education-provider-accreditation/#tab-ToolsandResources
<table>
<thead>
<tr>
<th>A</th>
<th>D</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>All recommendations involving clinical medicine related to my content will be based on evidence that is accepted within the profession of medicine as adequate justification for their indications and contraindications in the care of patients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All scientific research referred to, reported, or used in my content in support or justification of a patient care recommendation will conform to the generally accepted standards of experimental design, data collection and analysis. To help learners judge the quality of data provided, I will present the source and type or level of evidence (i.e. animal study, randomized controlled trial, meta-analysis, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research findings and therapeutic recommendations in my content will be based on scientifically accurate, up-to-date information and be presented in a balanced, objective manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For any drug/product discussed, the data must be objectively selected and presented, both favorable and unfavorable information about the drug/product must be fairly presented, and I will include information about reasonable alternative treatment options. Where there is a suggestion of superiority of one drug/product over another, this suggestion needs to be supported by evidence-based data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I am discussing specific healthcare products or services I will use generic names to the extent possible. If I need to use trade names, I will use trade names from several companies when available, and not just trade names from a single company. My educational materials will not contain any advertising, unnecessary trade names or product group messages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I am discussing any drug/product use that is unlabeled or investigational, I will disclose that the use or indication in question is not currently approved by the FDA.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example – Discussion of “off-label” uses of FDA-approved drugs occur in a CPE activity

- 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.

- 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.

• COVID – Ivermectin Activity
  - Mechanism of action
  - In vitro data, pharmacokinetic profile
  - Timeline associated with Ivermectin “frenzy”
  - Status of unpublished trials
Incorporating new and evolving therapies

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”).
Peer Review Process

• Are recommendations based on current science, evidence and clinical reasoning?
• Do recommendations provide fair and balanced view?
• Does scientific research conform to accepted standards?
• Are new/evolving topics identified as such?
• Does the activity exclude advocacy or promotion for unscientific approaches?
Standards for Integrity and Independence

Guideline 5.2: Prevent Commercial Bias and Marketing

CE must protect learners from commercial bias and marketing

1. All decisions must be made without any influence or involvement from the owners and employees of an ineligible company.

2. Education must be free of marketing or sales of products or services; faculty must not actively promote or sell products or services during accredited education.

3. The provider must not share the names or contact information of learners with any ineligible company or its agents without the explicit consent* of the individual learner.

*Explicit consent = the learner is aware and gives permission
Prevent Commercial Bias and Marketing – Transition Steps

• Communicate to faculty that they cannot actively promote or sell products or services during accredited education.

• If you intend to share learners’ names or contact information with an ineligible company, determine how you will obtain the explicit consent of individual learners.
  • If you ask for consent at registration, the learner must have the ability to opt out and still register for your activity.
  • The consent statement must be clearly visible—not hidden in a long list of terms and conditions.
Standards for Integrity and Independence
Prevent Commercial Bias and Marketing

Can a faculty member reference a study in which they were a principal investigator?

Referencing research in which they were involved is acceptable.

Selling materials during an accredited educational session would not meet expectation of the Standard.
Standards for Integrity and Independence
Prevent Commercial Bias and Marketing

Can a CPE activity include the following objective?
“Identify where services may be accessed throughout various locations of the healthcare system”.

Activities should not promote products or services of the organization. As such content would not provide transferrable knowledge, the content is better suited to in-service training activities where credit is not awarded.
Obtaining Explicit Consent of Learner

• Five elements

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freely given</td>
<td>Learner has a choice</td>
</tr>
<tr>
<td>Informed</td>
<td>Told the reason for the request</td>
</tr>
<tr>
<td>Unambiguous</td>
<td>Clear language, easy to understand</td>
</tr>
<tr>
<td>Specific</td>
<td>Describes what data will be shared</td>
</tr>
<tr>
<td>Gained via clear, affirmative act</td>
<td>Learner expressly consent by taking some action (e.g., checking a box)</td>
</tr>
</tbody>
</table>

Example:
I consent to having my contact information (name, degree, title, address, e-mail address, phone number) with third party entities.

☐ Yes ☐ No
Standards for Integrity and Independence

Guideline 5.3: Identify, Mitigate and Disclose Potential Relevant Financial Relationships

Collect Information About Financial Relationships
Review and Exclude Owners or Employees
Identify Relevant Financial Relationships
Mitigate Relevant Financial Relationships
Disclose Relevant Financial Relationships to Learners

Note: If the CPE activity will only address a non-clinical topic, providers do not need to identify, mitigate, or disclose relevant financial relationships.
Standards for Integrity and Independence

Guideline 5.3: Identify, Mitigate and Disclose Potential Relevant Financial Relationships

Step 1: Collect information from ALL individuals in control of content about ALL financial relationships with ineligible companies within the prior 24 months.

✓ Name of the ineligible company
✓ Nature of the financial relationship

Reminders:
➢ Use the correct definition of an ineligible company
➢ There is no minimum dollar amount or significant financial relationships

*Ineligible company: primary business is producing, marketing, selling, re-selling or distributing healthcare products used by or on patients
Guideline 5.3: Collecting Information Tools

Consider incorporating into faculty guidance materials (Standard 6)
Standards for Integrity and Independence

Guideline 5.3: Identify, Mitigate and Disclose Potential Relevant Financial Relationships

Step 2: Review and exclude owners and employees of ineligible companies

Three exceptions:

• Content is not related to business lines or products of the employer/company.
• Content 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.
• Individual is participating as a technician to teach safe and proper use of medical devices and do not recommend whether or when a device is used.
Standards for Integrity and Independence

Guideline 5.3: Identify, Mitigate and Disclose Potential Relevant Financial Relationships

Step 3: Determine relevant financial relationships (RFRs)

The following three conditions are met:

✓ A financial relationship, **in any amount**, exists between the individual and an ineligible company

✓ The financial relationship existed during the **past 24 months**

✓ The content is **related to the products** of the ineligible company
Standards for Integrity and Independence

Guideline 5.3: Identify, Mitigate and Disclose Potential Relevant Financial Relationships

Step 4: Mitigate relevant financial relationships

✓ Prior to the individuals assuming their roles
✓ Take steps appropriate to the role of the individual
✓ Document the steps taken to mitigate relevant financial relationships
Standards for Integrity and Independence

Take an active role in mitigation and document!

**STEP 3:** Chose a mitigation strategy for each individual with a relevant financial relationship and implement that strategy before the individual assumes their role.

Using the lists below, identify which mitigation strategy(ies) will be used for individuals with relevant financial relationships who control educational content for the activity. Multiple strategies may be used. The strategy used should be appropriate to the individual's role.

**Mitigation Steps for Planners:**
- **Divest** the financial relationship(s)
- **Recusal** from controlling aspects of planning and content with which there is a financial relationship
- **Peer review** of planning decisions by persons without relevant financial relationships
- Other method: 

**Mitigation Steps for Faculty and Others:**
- **Divest** the financial relationship(s)
- **Peer review** of content by individuals without relevant financial relationships
- Other method:

**STEP 4:** Document mitigation strategy(ies) used for each individual with a relevant financial relationship.

<table>
<thead>
<tr>
<th>Name of Individual</th>
<th>Role(s) in Activity</th>
<th>Step(s) Taken to Mitigate Relevant Financial Relationship</th>
<th>Date Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Dr. Smith</td>
<td>Planner</td>
<td>Recusal from topic/faculty selection</td>
<td>5/1/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standards for Integrity and Independence

Guideline 5.3: Identify, Mitigate and Disclose Potential Relevant Financial Relationships

Step 5: Disclose all relevant financial relationships to learners

- 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

Reminders:

- Include all persons in control of content
- Disclose absence of relevant financial relationships as well
- Learners must receive information before engaging in CE
- Provide disclosure in a way that provides documentation
Guideline 5.3: Transition Checklist

- Review the tools for identifying, mitigating, and disclosing relevant financial relationships
- Change processes as needed to make sure you collect information from all individuals in control of educational content
- Use the correct and complete definition of ineligible company
- If you collect information periodically, ask individuals to update disclosure information if anything changes to ensure up-to-date, accurate information.
- Determine how you will review and manage the disclosure information
- Ensure that disclosure to learners includes the four elements of Guideline 5.3
- Determine how you will save materials used to communicate disclosure to learners for verification during the accreditation process.
Standards for Integrity and Independence
Identify, Mitigate and Disclose

Do I need to collect new disclosure information for previously released enduring materials that will be available to learners after January 1, 2022?

Provider are not expected to comply with new disclosure requirements or obtain new disclosure information from those in control of content for a previously released activity, even if the activity is available to learners in 2022 or beyond.
If the content of a CE activity is pharmacy law, is that considered a non-clinical topic and, therefore, not needing disclosure of relevant financial relationships?

Providers do not need to identify, mitigate, or disclose relevant financial relationships for CE topics that are non-clinical, such as leadership, communication, ethics, resilience, well-being, etc.

<table>
<thead>
<tr>
<th>What practice-based problem (gap) will this education address?</th>
<th>Practice-based problem (gap):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: Improve care coordination; Better communication with patients and families; Want to give better feedback to students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is/are the reason(s) for the gap?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are your learners involved?</td>
</tr>
<tr>
<td>Examples: We need strategies to discuss difficult topics with family members; Don’t know best ways to improve team collaboration</td>
</tr>
</tbody>
</table>

Review the statement to the right.

If you can check the box, you do not need to identify, mitigate, and disclose relevant financial relationships.

If you unable to check the box, please contact your CE program administrator to implement processes for ensuring the integrity and independence of this education.

The education will...

☐ only address a non-clinical topic (e.g., leadership or communication skills training).
Standards for Integrity and Independence
Identify, Mitigate and Disclose

Are individuals who own stock in ineligible companies considered owners or employees?

Individuals who own stock (not through a mutual fund or pension plan) in privately held ineligible companies are considered owners/employees and therefore must be excluded from controlling content or participating as planners or faculty in accredited CE, unless they meet the exceptions to the exclusion.

Individuals who own stock in publicly traded ineligible companies are not considered owners/employees. The provider is expected to determine if the relationship is relevant to the content. If so, the provider needs to take steps to mitigate the relationship and disclose the relationship to learners.
Standards for Integrity and Independence
Identify, Mitigate and Disclose

Historically, our process for identification of relevant financial relationships has involved declaration of relevance by the individuals who have the relationship(s). Is it up to the provider to determine relevance now?

Providers are expected to have a process in place to determine which financial relationships are relevant, but provider staff are not required to be the sole determiners of relevance. Providers may use committee members or other content experts to assist in the process.

The provider cannot delegate the responsibility for identifying relevant financial relationship to the person with the financial relationship.
Standards for Integrity and Independence
Identify, Mitigate and Disclose

Can we use faculty attestation that they will use “best available evidence” as our mitigation strategy?

Providers are to collect all financial relationships, determine relevance, and implement mitigation strategies. Faculty attestation can be a component of the provider’s mitigation process but cannot be the sole mechanism.
Standards for Integrity and Independence

Guideline 5.4: Manage Commercial Support Appropriately

• Applies to Providers that accept commercial support
  • Responsible for ensuring that the education remains independent and that commercial support does not result in commercial bias or influence the education.
  • Support does not establish a financial relationship between the ineligible company and planners, faculty, and others in control of content.
Standards for Integrity and Independence

Guideline 5.4: Manage Commercial Support Appropriately

Decision-making and disbursement
• Provider makes all decisions regarding receipt and disbursement of the commercial support

Agreement
• Agreement to document the terms, conditions, and purposes of the commercial support
• Executed prior to the start of the accredited education

Accountability
• Provider must keep a record of the amount or kind of commercial support received and how it was used
• Must produce accounting, upon request, by the accrediting body or by the ineligible company that provided the commercial support
Standards for Integrity and Independence

Guideline 5.4: Manage Commercial Support Appropriately

Disclosure to learners: The accredited provider must disclose to the learners prior to the activity:
  • Name(s) of the ineligible company(ies) that provided commercial support
  • Nature of any support if it was in-kind

Disclosure must not include the ineligible companies’ corporate or product logos, trade names, or product group messages.
Guideline 5.4: Transition Checklist

- Make all decisions regarding the receipt and disbursement of the commercial support.
- The terms are documented in an agreement prior to the start of the education.
- Keep a record of the commercial support amount and how it was used.
- Disclose to learners the names of the companies providing the support and the nature of the support if it was in-kind.
- Disclosure to learners does not include the ineligible companies’ corporate or product logos, trade names, or product group messages.
If we receive financial or other support for an activity from an entity that is not an ineligible company, are we allowed to use its logo to acknowledge their support?

Guideline 5.4 specifically prohibits use of ineligible companies’ corporate or product logos, trade names, or product group messages in the disclosure of commercial support.

If the organization is not an ineligible company per the Standards for Integrity and Independence, the use of its corporate logo in the acknowledgement of support would not be prohibited.
Can a written agreement for commercial support be executed electronically, or does it need to be physically signed?

A written agreement that has been accepted electronically by an accredited provider, that originates from the commercial supporter would meet ACPE's expectations as long as it is executed before the start or release of the accredited education.
Standards for Integrity and Independence
Manage Commercial Support Appropriately

Does an accredited provider have to give a list of its participants to its commercial supporters?

No. If, however, an accredited provider chooses to do so, it must obtain the consent of each individual learner, per Standards for Independence and Integrity, Guideline 5.2.
Standards for Integrity and Independence
Manage Commercial Support Appropriately

Can providers pay some of the expenses of people who are both faculty and learners?

Yes. CE providers need to be sure that these people have bona fide teaching roles. It is unacceptable for anyone other than the provider, or its agents, to receive direct financial benefit from commercial support.
Standards for Integrity and Independence

Guideline 5.5: Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education

Activities offered for CE credit must be separated from marketing by ineligible companies and from nonaccredited education offered in conjunction with accredited continuing education.
Standards for Integrity and Independence

Guideline 5.5: Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education

Marketing or exhibits in association with accredited education must not:

- Influence any decisions related to the planning, delivery, and evaluation of the education.
- Interfere with the presentation of the education.
- Be a condition of the provision of financial or in-kind support from ineligible companies for the education.
Standards for Integrity and Independence

Guideline 5.5: Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education

The accredited provider must ensure that learners can easily distinguish between accredited education and other activities.

**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.
Standards for Integrity and Independence

Guideline 5.5: Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education

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.
Standards for Integrity and Independence

Guideline 5.5: Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education

Educational materials (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.

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.

Ineligible companies may not provide access to, or distribute, accredited education to learners.
Tools and Resources

✓ Transition Checklist – Standard 5
✓ Managing Promotional Activities
  ✓ Live activities
  ✓ “30 minute” rule
  ✓ Clearly label non-accredited activities
✓ Home-Study activities
✓ Educational materials

https://www.acpe-accredit.org/continuing-education-provider-accreditation/#tab-ToolsandResources
Standards for Integrity and Independence
Manage Ancillary Activities

The representative (ineligible company) gave funds for the meal being served before the accredited activity. The representative wants to speak about services during the meal. After a pause, the educational content will begin. Event happens all in one space. Is this compliant?

The “pause” must be 30 minutes from the end of the promotional presentation to the beginning of the accredited activity.
Standards for Integrity and Independence
Manage Ancillary Activities

We have an ineligible provider interested in sponsoring the Wi-Fi network and password. Can we publish the company’s logo and company name on the Wi-Fi Splash Page?

Yes. 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.
Standards for Integrity and Independence
Manage Ancillary Activities

Can a virtual exhibit or promotional event occur before/after an accredited activity in the same virtual space?

To ensure separation between virtual CE activities and associated promotion, ACPE is recommending providers create separate virtual exhibit spaces that a learner may link to from outside of the accredited educational space where the learner's move to the promotional/exhibit space is deliberate, voluntary, and informed.
Standards for Integrity and Independence
Manage Ancillary Activities

Are we allowed to promote anything about our company, such as future meetings or enduring activities or benefits of membership, in the educational space during breaks effectively immediately before/after the accredited education?

The guideline prohibits promotion of products or services during accredited education. If developed by or with influence from an ineligible company or with planners or faculty with unmitigated financial relationships, it must not occur in the same educational space within 30 minutes before/after accredited education.
Can a state board of pharmacy logo be used for a speaker that is from the state board of pharmacy during a law presentation?

State boards of pharmacy are NOT ineligible companies; therefore, the logo is not prohibited during a law presentation.
Questions