

## *Operating Policy and Procedure*

### **SOM OP: 60.07 Content Validation and Verification**

**PURPOSE:** The purpose of this policy is to provide guidance to course directors, planners, authors, planning committee members, and presenters/faculty regarding validation of content and fair balance in accredited continuing education activities.

**REVIEW:** This policy will be reviewed on September 1<sup>st</sup> of each odd-numbered year by the Managing Director for Texas Tech University Health Sciences Center (TTUHSC) Center of Accredited Interprofessional Continuing Medical Education (CAICME). If a revision to the policy is recommended, the TTUHSC CME Executive Committee will review and approve changes.

### **POLICY/PROCEDURE:**

#### **Policy**

It is the policy of the TTUHSC CAICME to comply with the ACCME Standards for Integrity and Independence in Accredited Continuing Education, standard 1: Ensure Content is Valid for the Education of an Accredited Continuing Education activity. TTUHSC is responsible to ensure that accredited continuing education is fair and balanced and that any clinical content presented supports safe, effective patient care.

TTUHSC CAICME adopts the ACCME Standards for Integrity and Independence in Accredited Continuing Education, standard 1 expectations verbatim as written by the ACCME:

- 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, 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.

#### **Procedures**

To remain in compliance, the TTUHSC CAICME will:

1. Inform the above expectations to planners, authors, and faculty about ensuring valid content for accredited education. The educational content needs to be fair and balanced, and that any clinical content presented supports safe, effective patient care.
2. All those in control of the educational content of an accredited continuing education will be required to read the "Guidance for Planners, Authors, and Faculty: Ensuring that Clinical Content is Valid" form that is located on the back of the disclosure statement form. (See attached)
3. Place questions on evaluation forms requesting attendees' perception of whether these expectations were met by the presenters.
4. Content validity is reviewed, if needed, during the planning process by rigorous peer review. Faculty are asked to submit PowerPoint slides for review prior to the presentation being given. The ACCME "Template for Peer Review: Ensuring that Clinical Content is Valid" will be utilized to ensure the

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clinical content validity of accredited continuing education by allowing peer review by persons (course director or planning committee member) with appropriate clinical expertise and no relevant financial relationships with ineligible companies.