# **WNA CEAP - OPTIONAL TOOL**

Sample Letter to Send to Presenters, other Faculty

to Explain the Importance of Ensuring that Clinical Content is Valid

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| Note: At the beginning of your planning process, you mayuse the sample language below to communicate expectations to presenters, content experts, enduring material content developers/authors, and other faculty about ensuring valid clinical content for approved education. For more information about these expectations, see Standard 1 of the Standards for Integrity and Independence at [www.accme.org/standards](http://www.accme.org/standards) . |

Dear <Presenter/Faculty Member>:

Thank you for providing your expertise as a presenter for <*insert activity title and date/location information* >.

**We need your help to ensure that educational content is fair and balanced, and that any clinical content presented supports safe, effective patient care.** This includes the expectations that:

* All recommendations for patient care in approved 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 approved 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 approved 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 approved providers to facilitate engagement with these topics without advocating for, or promoting, practices that are not, or are not yet adequately based on current science, evidence, and clinical reasoning.
* Content cannot be included in approved 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.

**Please use these best practices when presenting clinical content for this educational activity, to help us support the development of valid, relevant, high-quality education.**

* Clearly describe the level of evidence on which the presentation is based and provide enough information about data (study dates, design, etc.) to enable learners to assess research validity.
* Ensure that, if there is a range of evidence, the credible sources cited present a balanced view of the evidence.
* If clinical recommendations will be made, include balanced information on all available and relevant therapeutic options.
* Address any potential risks or adverse effects that could be caused with any clinical recommendations.

*<Include the following section if appropriate>*

**Although an approved, for-credit educational activity 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 are 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 outcomes 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”).

These expectations and recommendations are drawn from the Standards for Integrity and Independence in Accredited Continuing Education, Standard 1. For more information, see [www.accme.org/standards](http://www.accme.org/standards). Please let us know if you have any questions about applying these Standards to your educational content.

Thank you,