

GENERAL POLICIES FOR PRESENTERS

(revised June 2017)

Please review these policies carefully. If you have any questions, contact Susan Ainsworth at the ACHA national office: sainsworth@acha.org or 443-270-4551.

Note: All policies apply to program and poster presenters and co-presenters.

Presenter Registration, Travel, and Lodging

- All presenters must register for the meeting **and must pay for their meeting registration**. We encourage presenters to attend the full meeting; however, there is a daily rate available for those who would like to select this option.
- All presenters must come to the onsite **ACHA Registration Area**. Upon check-in, presenters will receive a name badge (which is required for admittance to meeting sessions and the Exhibit Hall), the *Final Program*, and other meeting materials.
- All presenters must make their own travel arrangements. **Presenters are responsible for all costs relating to their travel.**
- All presenters must make their own lodging reservations. **Presenters are responsible for all costs relating to their lodging.** Contact information for the hotel will be listed in the *Preliminary Program* and on the ACHA website at www.acha.org/AnnualMeeting18.

Preventing Commercial Bias/Influence in ACHA Annual Meeting Program Content

As stated on the Accreditation Council for Continuing Medical Education (ACCME) website (accessed June 16, 2016):

*The ACCME considers financial relationships to create actual conflicts of interest in CME when individuals have both a financial relationship with a commercial interest **and** the opportunity to affect the content of CME about the products or services of that commercial interest.*

Similarly, the American Nurses Credentialing Center (ANCC) states that:

Individuals who have the ability to control or influence the content of an educational activity must disclose all *relevant relationships*** with any commercial interest, including but not limited to members of the Planning Committee, speakers, presenters, authors and/or content reviewers. Relevant relationships must be disclosed to the learners during the time when the relationship is in effect and for 12 months afterward. All information disclosed must be shared with the participants/learners prior to the start of the educational activity.

****Relevant relationships**, as defined by ANCC, are relationships with a commercial interest if the products or services of the commercial interest are related to the content of the educational activity.

- Relationships with any commercial interest of the individual's spouse/partner may be relevant relationships and must be reported, evaluated and resolved.

- Evidence of a relevant relationship with a commercial interest may include but is not limited to receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (stock and stock options, excluding diversified mutual funds), grants, contracts or other financial benefit directly or indirectly from the commercial interest.
- Financial benefits may be associated with employment, management positions, independent contractor relationships, other contractual relationships, consulting, speaking, teaching, membership on an advisory committee or review panel, board membership and other activities from which remuneration is received or expected from the commercial interest.

In an effort to prevent commercial bias from occurring because of such conflicts, all presenters are required to disclose any and all financial relationships with for-profit companies (owner or sole proprietor of a business entity, paid consultant, speakers' bureau, grant/research support, major stock shareholder, etc. for themselves and their spouse/partner) through the Call for Programs process.

If a conflict of interest exists, ACHA shall determine how it will be resolved:

- Disqualification of presentation by the presenter(s)
- Permission of presentation with alternative presenter(s)
- Permission of presentation following:
 - Assessment of the process by which the practice gap was identified and the learning objectives and content were developed
 - Review of presentation materials
 - Assignment of a moderator to the session to monitor and, if necessary, control for commercial bias
 - Confirmation of appropriate disclosure to learners

All presenter disclosures will be printed in the *Final Program* and read aloud at the beginning of the educational session so that the listeners may form their own judgments about the presentation with a full disclosure of the facts. It shall remain for the audience to determine whether the presenter's outside interests reflect a possible bias in either the exposition or the conclusion presented.

(Refer to [ACHA Board of Directors Policy and Procedure 2011-3](#) for further details.)

Eligibility for Annual Meeting Speakers to Receive Funding from ACHA

As stated in ACHA Board of Directors Policy and Procedure 2010-1:

Generally*, the ACHA national office shall consider providing funding (honoraria, travel expense reimbursement, and/or waived registration fees) to any annual meeting speaker, **except** those speakers in the college health field. For purposes of this policy, *in the college health field* shall mean either:

- those who are ACHA individual members; or,
- those who are nonmembers of ACHA but who provide the following care/services to students at an institution of higher education:
 - health care
 - mental health care
 - health education and health promotion services
 - any other health care ancillary services

Such eligibility shall be determined by the national office staff at the time of program submission, and will be applied from that point forward, regardless of any subsequent changes to membership status or employment.

The national office staff shall approve funding requests of *eligible* annual meeting speakers based on program requirements and available budget.

***EXCEPTIONS:**

The aforementioned policy statements shall represent the norm. However, for each annual meeting, the ACHA national office shall set aside an allocation of no more than three (3) exceptions to be granted with respect to the policy above.

These limited exceptions shall be reserved for solicited speakers only (i.e., speakers actively sought by ACHA section planners or committee, coalition or task force chairs as opposed to those who have submitted proposals through the public call).

(Refer to [ACHA Board of Directors Policy and Procedure 2010-1](#) for further details.)

Continuing Education Requirements

- All educational activities must be developed and presented with independence, objectivity and scientific rigor, free from promotion of specific goods or services, and free from bias. Therefore, ***marketing and promoting products and/or services is strictly prohibited:***
 - No speaker may sell, display, or promote products or services during the introduction of an educational activity, while the educational activity takes place, or at the conclusion of an educational activity, regardless of the format of the educational activity.
 - No product advertisements, company or product logos, or promotional materials will be permitted in the program room or in any material (***including slide presentations and handouts***) disseminated as part of the program.
 - No speaker who is a book author may sell, display, promote, read excerpts from, or distribute all or any portion of the book during the educational activity.
 - No subsequent promotional activities will refer to ACHA.
- Presenters must cover the ***learning objectives*** submitted on the Call for Programs (CFP) proposal.
- The program content must be presented in the time allotted for the session. Likewise, it is expected that presenters ***use the full amount of time allotted*** (60 or 90 minutes) for their session with lecture, discussion, or question and answer time. Come to the meeting prepared with additional discussion topics or exercises for participants to engage in if your presentation ends before the allotted 60 or 90 minutes.
- When preparing the program content, presenters should ensure that they have ***addressed all issues of diversity*** as applicable to their session.

Learning Methods

Please keep in mind that studies have shown that adults learn:

- By solving genuine problems (reviewing their own issues and daily encounters)
- By reflecting via analogy and comparison (comparing their own experiences or by comparing their experiences to the experiences of others)
- By practicing and applying new knowledge and strategies (time to practice, interact and discuss new application/strategy/knowledge)
- By developing a framework for application (creating plans for implementing change).

Please allow adequate time at the end of your presentation for a ***Question & Answer*** period. This allows participants to follow-up on key points from your presentation and also allows you to assess the extent to which your session's learning objectives were achieved.