

Reducing Health Disparities...One Accredited Education Hour at a Time

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AMERICAN ACADEMY OF
HOSPICE AND PALLIATIVE MEDICINE

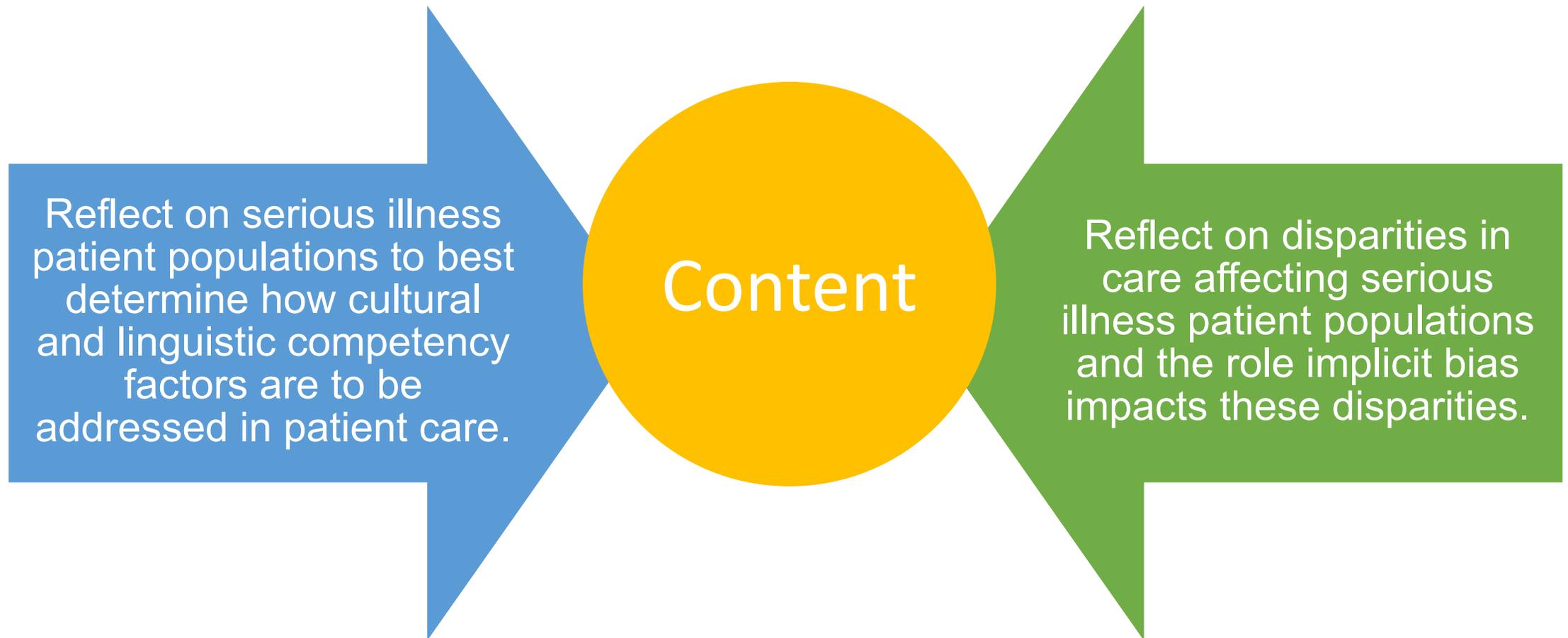
Background – LMS and Live Activities

2021 – Academy education team set expectation that all clinical accredited education activities beginning in 2022 were to:

address the impact of the proposed topic or research on underrepresented and underserved populations to better equip hospice and palliative care professionals with knowledge and skills to deliver high quality, culturally sensitive person-centered care.

faculty to address issues of cultural humility and sensitivity in abstract, case examples, and, where applicable, describe how issues of cultural diversity and inclusion are considered in the specific aims or session narrative of your proposed content.

Impact to Cultural and Linguistic Competency (CLC) and Implicit Bias (IB) that Reduce Health Disparities



Background - **Conference** CLC/IB Inclusion Process Across Planning, Implementation and Evaluation

- Faculty CLC/IB inclusion attestation at time of abstract submission
- Reviewer orientation on inclusion question in the scored acceptance criteria (20% of score in determining abstract/content acceptance)
- Review of content titles by DEI committee for inclusion language with revisions by faculty where applicable
- Evaluation/Survey question at the conference level and at the individual session level
- Additional learning resources requested to accompany activity in session resource library

2022 Outcomes to Date

- Conference: 912 submitted attestations
- 1203 abstracts reviewed with average DEI score of 3.2 (limited inclusion insights and application to practice)
 - 1 → no evidence
 - 5 → novel or exceptional insights with high potential for practice change

4.5% of accepted abstracts underwent DEI title revisions

"Promote Diversity and Inclusion" is one of five objectives in ACCME's 2022-2026 Strategic Plan. ACCME will reward practices that incorporate diversity, equity, and inclusion (DEI) into all aspects of accredited education to advance quality learning for healthcare professionals that drives improvements in patient care.

Efforts include:

- ✓ focusing continuing education topics and content on inequity and racism that exacerbate health disparities,
- ✓ reflecting DEI in planners and faculty for continuing education—including patients, families, and other public representatives, and
- ✓ ensuring that DEI variables such as social factors, affordability and access of recommended treatment, and cultural/linguistic competency are considered and addressed in continuing education.

CLC/IB Inclusion Conference Process Across Planning, Implementation and Evaluation

In support of this commitment, submitted abstracts are to address the impact of the proposed topic or research on underrepresented and underserved populations to better equip hospice and palliative care professionals with knowledge and skills to deliver high quality, culturally sensitive person-centered care. You are asked to address issues of cultural humility and sensitivity in your abstract, case examples, and, where applicable, describe how issues of cultural diversity and inclusion are considered in the specific aims or session narrative of your proposed content.

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CMSS Annual Meeting 2022
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2022

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