

Criteria referenced in this assessment are color-coded by accreditation level, as follows:

- Level 1 (black text)
- Level 2 (green text)
- Level 3 (blue text)

SELF-ASSESSMENT AND ANALYSIS OF THE EFFECTIVENESS OF THE CME PROGRAM

Date of Review: <insert date>

A. ASSESS YOUR OVERALL CME PROGRAM (Criterion 1 and 12)

CRITERION 1—The provider has a CME mission statement that includes all of the basic components with expected results articulated in terms of changes in competence, performance, or patient outcomes that will be the result of the program.

REVIEW PROCESS:

1. Review the mission statement.
2. Does it contain reference to Content, Target Audience, Types of Activities, and Expected Results of the Program?
3. If any component listed above is missing, update the mission so it meets requirements.
4. Develop the Expected Results section so the metrics are articulated in terms of Competence (knowing how to do something or ability), Performance (the skills, abilities, and strategies one implements in practice), and/or Patient Outcomes (the process and content of the quality and safety of care)

Step

1

ANALYSIS OF COMPLIANCE WITH CRITERION 1

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>

Step

2

CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>

Step

3

CRITERION 12— The provider gathers data or information and conducts a program-based analysis on the degree to which the CME mission of the provider has been met through the conduct of CME activities/educational interventions.

REVIEW PROCESS:

1. Have you conducted a review of your activities using the metrics contained in your mission? Have you been effective in meeting the metrics established?
2. Does your overall CME program meet your established mission?



ANALYSIS OF COMPLIANCE WITH CRITERION 12

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>



CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>



B. ASSESS YOUR EDUCATIONAL ACTIVITIES, as a part of your CME Program.

This section is based on a review of the activity titled "<add name>"

CRITERION 2—The provider incorporates into CME activities the educational needs (knowledge, competence, or performance) that underlie the professional practice gaps of their own learners.

REVIEW PROCESS:

Think about one of your recent CME activities:

- What was the activity?
- What was the need?
- What was the desired result?
- What were the objectives?
- What format did you use?
- What did you do to evaluate the effectiveness of the activity?
- What did you do with the results of your findings?



ANALYSIS OF COMPLIANCE WITH CRITERION 2

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
What professional practice gap did this activity try to address? When you identified the need, what was the professional practice gap that you based it on? For example, what was the problem? How did you know about this gap? How were you sure it was a gap of your learners?	
Based on the gap, did the planners identify a knowledge, competence or performance need ? For example, did physicians need to know something, learn how to do something, develop a strategy for doing something, or need to change something in their practice?	
If the activity had a knowledge, competence or performance need , what was it? How did you go about deducing this need from this gap? If it did not have a knowledge, competence or performance need , why not?	



CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>



CRITERION 3—The provider generates activities/educational interventions that are designed to change competence, performance, or patient outcomes as described in its mission statement.	REVIEW PROCESS: <ol style="list-style-type: none"> 1. Did planners link identified gaps to the design of the educational intervention(s)? 2. What criteria were used to determine design? 3. Did planners consider multiple interventions to reinforce desired results and assure that intended changes to practice or improvements in competency were realized?
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ANALYSIS OF COMPLIANCE WITH CRITERION 3

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
Based on the need, how did the design of the activity promote changes to meet that need (i.e. to change competence, performance, or patient outcomes)?	



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<i>Change Identified</i>	<i>How and When Change was Implemented</i>



CRITERION 4—The provider generates activities/educational interventions around content that matches the learners’ current or potential scope of professional activities.

- REVIEW PROCESS:**
1. Have you clearly identified the practiced patterns of the target audience? If so, what are they?
 2. If not, how do you know or understand the practice environment of this target audience?



ANALYSIS OF COMPLIANCE WITH CRITERION 4

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
Describe (in general) the scope of practice of your physician target audience. For example, do they serve a specific patient group or multiple groups? Do they have both clinical and non-clinical responsibilities? Are there areas of medicine that they practice which are outside their specialty?	
How well do you think your CME program matches up to your learners’ scope of practice?	
Did you consider the physicians’ scope of practice in your CME activity planning process? If not, where in your planning process could you consider the physicians’ scope of practice?	



CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>



CRITERION 5 —The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives and desired results of the activity.

REVIEW PROCESS:

1. How do you determine the format for CME activities? Do you analyze the preferred learning styles of your target audience or consider the appropriate setting for the activity in determining the educational gaps and desired results?
2. If not, how do you know or understand the practice environment of this target audience (ie.e,plan to gain this knowledge so you better align your activities with the needs of the learners)?

Step

1

ANALYSIS OF COMPLIANCE WITH CRITERION 5

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
What format did you choose for the activity (e.g. didactic, small groups, virtual patients, self-directed learning)? Why did you choose the format used for the CME activity?	
When choosing the format , did you consider the setting, objectives, and desired results? If so, what was the process? If not, why? Where could you add this in your planning process?	
Did you consider the physicians' scope of practice in your CME activity planning process? If not, where in your planning process could you consider the physicians' scope of practice?	

Step

2

CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>

Step

3

CRITERION 6 —The provider develops activities/educational interventions in the context of desirable physician attributes (e.g., IOM competencies, ACGME Competencies).

REVIEW PROCESS:
 1. Review your process of accessing national guidance on issues of quality and safety in the planning of your activities.



ANALYSIS OF COMPLIANCE WITH CRITERION 6

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
Did the content relate to an IOM, ACGME, other competency, or other desirable physician attribute ? For example, the American Medical Association’s Code of Ethics? The American College of Physicians’ Ethics and Professionalism Policies and Charter? If you’re not sure how could you find out? Are there resources in your organization that could help you answer this question?	



CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>



Criterion 7: The provider develops activities/educational interventions independent of commercial interests (SCS 1, 2 and 6).

Criterion 8: The provider appropriately manages commercial support (if applicable, SCS 3). **Criterion 9:** The provider maintains a separation of promotion from education (SCS 4).

Criterion 10: The provider actively promotes improvements in health care and NOT proprietary interests of a commercial interest (SCS 5).

REVIEW PROCESS:

1. Consider how you have applied the requirements of the *Standards for Commercial Support* in the planning and execution of your CME activity.



ANALYSIS OF COMPLIANCE WITH CRITERIA 7, 8, and 9

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
<p>How does your planning process help you to ensure that:</p> <ul style="list-style-type: none"> ▪ your organization’s activities/educational interventions are developed independent of commercial interests? ▪ promotion is separated from education? ▪ commercial support is managed appropriately (if applicable)? ▪ activities promote improvements in health care and not proprietary interests of a commercial interest? 	
<p>What does your own monitoring data tell you about your success with the <i>Standards of Commercial Support</i>?</p>	



CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>



Integrating Activity Evaluation into Program Evaluation

<p>CRITERION 11— The provider analyzes changes in learners (competence, performance, or patient outcomes) achieved as a result of the overall program’s activities/educational interventions.</p>	<p>REVIEW PROCESS:</p> <ol style="list-style-type: none"> 1. This criterion address the nexus between the activity and overall program evaluation. 2. <i>Analysis</i> is the key; merely conducting the evaluation is not enough. 3. Demonstrate what you learned from the results of the evaluation process and how that contributed to changes in the overall CME program.
<p>ANALYSIS OF COMPLIANCE WITH CRITERION 11</p>	
<p><i>Aspect of Criteria</i></p>	<p><i>Evidence of Compliance</i></p>
<p>Did you evaluate the activity? Did your evaluation of the activity tell you if change occurred? Did the change address the need you had identified?</p>	
<p>How comprehensive is your data describing how your activities have contributed to meeting your mission?</p> <p>Taken together, do your evaluations of your activities tell you if changes are occurring? Did the changes demonstrate that you have achieved the expected results articulated in your mission?</p>	
<p>CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW</p>	
<p><i>Change Identified</i></p>	<p><i>How and When Change was Implemented</i></p>



CRITERION 12— The provider gathers data or information and conducts a program-based analysis on the degree to which the CME mission of the provider has been met through the conduct of CME activities/educational interventions.

REVIEW PROCESS:

1. Did the activities planned reflect the CME Mission in terms of the metrics contained therein?
2. Can you show that each activity is an extension of that mission?
3. Did your analysis of overall effectiveness, in fact, demonstrate that the mission was carried out?



ANALYSIS OF COMPLIANCE WITH CRITERION 12

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
<p>Can you report, with confidence, that you have met your CME mission? What are the elements that are critical to your success – that must be achieved through your activities?</p>	<p> </p>



CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>



Now, reflect on the following questions about your whole program and improvements in your organization.

C. ASSESS YOUR ORGANIZATIONAL IMPROVEMENT

CRITERION 13—The provider identifies, plans and implements the needed or desired changes in the overall program (e.g., planners, teachers, infrastructure, methods, resources, facilities, interventions) that are required to improve on ability to meet the CME mission.

REVIEW PROCESS:

Think about one of your recent CME activities:

- What was the activity?
- What was the identified gap?
- What was your desired result?
- What were your objectives?
- What format did you use?
- What did you do to evaluate the effectiveness of the activity?
- What were the conclusions of this analysis?

Step

1

ANALYSIS OF COMPLIANCE WITH CRITERION 13

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>		
Based on <i>what</i> you know about how well your organization’s overall CME program is doing, have you identified areas for improvement ? If so, what were some of those areas? How do these areas relate to your mission? If you have <i>not</i> yet identified areas for improvement, how could you begin this process? Who might you enlist to help you identify areas for improvement?	<i>Area Identified for Improvement</i>	<i>Relationship to Mission</i>	
	<i>Resources Identified for Help</i>		

Step

2

CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Were Improvements Implemented?</i>

Step

3

CRITERION 14— The provider demonstrates that identified program changes or improvements, that are required to improve on the provider’s ability to meet the CME mission, are underway or completed.

- REVIEW PROCESS:**
1. This criterion is about carrying out improvements that were identified.
 2. Review identified areas for improvement and examine if improvements identified were made.



ANALYSIS OF COMPLIANCE WITH CRITERION 14

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
If you did identify areas for improvement? Where you able to implement changes in your CME Program to make those improvements? What were some of the improvements that you made?	
If you have not already identified and implemented improvements, what can you do to identify areas for improvement?	



CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When were Improvements Implemented?</i>



CRITERION 15— The provider demonstrates that the impacts of program improvements, that are required to improve on the provider’s ability to meet the CME mission, are measured.

REVIEW PROCESS:
 1. This criterion asks you to reflect on the impact of program improvements as it affects your ability to meet your CME Mission.



ANALYSIS OF COMPLIANCE WITH CRITERION 15

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
If you made improvements to your overall CME program, have the changes impacted your organization’s ability to meet its CME Mission ? How do you know? If you’re not sure, how could you assess the impact of your improvements?	
If you are unsure about how well your organization’s CME program is doing, how can you find out? What other measures can you use?	



CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When were Improvements Implemented?</i>



Reflect on the following questions about your organization’s engagement with its environment and record your observations in the space provided. These questions relate to both general initiatives/programs/strategies that you organization may have employed and initiatives/programs/strategies as they relate to specific CME activities.

D. ASSESS YOUR ORGANIZATIONAL ENGAGEMENT IN THE ENVIRONMENT

CRITERION 17— *The provider utilizes non-education strategies to enhance change as an adjunct to its activities/educational interventions (e.g., reminders, patient feedback).*

REVIEW PROCESS:

- This criterion asks you to reflect on supplementary processes that are included in your educational design to reinforce learning.

Step

1

ANALYSIS OF COMPLIANCE WITH CRITERION 17

Aspect of Criteria

Evidence of Compliance

Not related to a specific CME activity, but in general, has your organization used any **non-educational strategies** to complement its educational efforts (i.e. sending reminders about techniques or information discussed at a CME activity, patient surveys, a physician “report card”)? If not, can you identify any non-educational strategies that your organization could implement to enhance physician change?

When you are planning a CME activity, does your planning process prompt you to consider **non-education strategies** that are currently used or could be implemented in support of the education your CME activity is offering?

Step

2

CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

Change Identified

How and When Change was Implemented

Step

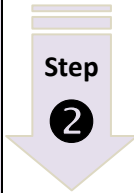
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<p>CRITERION 20: The provider builds bridges with other stakeholders through collaboration and cooperation.</p> <p>CRITERION 21: The provider participates within an institutional or system framework for quality improvement.</p>	<p>REVIEW PROCESS:</p> <p>1. These criteria relate to building communities of collaboration to enhance the CME activities you offer.</p>
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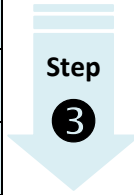
ANALYSIS OF COMPLIANCE WITH CRITERIA 20 AND 21

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
Not related to a specific CME activity, but in general, has your organization identified and worked with other stakeholders in quality and patient safety improvement initiatives? For example, with community groups, government agencies, foundations, societies, etc? If so, what were these initiatives? Did your organization offer CME activities on topics related to these initiatives?	
When you are planning a CME activity, does your planning process prompt you to seek out internal or external groups for collaboration on the topic? Does your planning process include the identification of internal or external initiatives that relate to your CME activity topic?	
If your planning process does not prompt you to seek out collaboration, the identification of initiatives related to your CME activity, or non-educational strategies that could complement your CME activity, where in your planning process could you consider these opportunities?	



CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>



CRITERION 18: The provider identifies factors outside the provider’s control that impact on patient outcomes.

CRITERION 19: The provider implements educational strategies to remove, overcome or address barriers to physician change.

REVIEW PROCESS:

1. These criteria address the process of identifying barriers to the achievement of desired educational results during your planning process.
2. Determine whether the identification of barriers has resulted in a positive benefit to learners in terms of implementing desired changes in practice or increased competencies.

Step

1

ANALYSIS OF COMPLIANCE WITH CRITERIA 18 AND 19

<i>Aspect of Criteria</i>	<i>Evidence of Compliance</i>
Not related to a specific CME activity, but in general, has your organization worked to identify factors outside of your control that impact on patient outcomes? Has your organization helped physicians overcome barriers they may face to achieve improvements in patient quality and safety?	
When you are planning a CME activity, does your planning process prompt you to consider barriers that physicians may encounter when trying to make the change your CME activity is designed to promote? Does your process identify factors outside of your control that are impacting patient outcomes? If yes, do you incorporate a discussion of these barriers and strategies to remove, overcome, or address them into the CME activity? Do you implement other strategies to help physicians remove, overcome, or address the barriers?	
If your planning process does not prompt you to consider barriers physicians may encounter or factors outside of your control , where in your planning process could you consider these issues?	

Step

2

CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

<i>Change Identified</i>	<i>How and When Change was Implemented</i>

Step

3

CRITERION 16: The provider operates in a manner that integrates CME into the process for improving professional practice.

CRITERION 22: The provider is positioned to influence the scope and content of activities/educational interventions.

REVIEW PROCESS:

1. These final criteria integrate the entire self-assessment process together.
2. Examine the impact of measuring overall program improvements and effectiveness on the quality of your CME program.

Step

1

ANALYSIS OF COMPLIANCE WITH CRITERIA 16 AND 22

Aspect of Criteria

Evidence of Compliance

Reflect on your responses to this self-assessment. Based on your responses, to what extent would you say your organization integrates CME into the process for **improving professional practice**? What are some examples of ways your organization has integrated CME into this process?

To what extent would you say your organization is positioned to **influence the scope and content** of activities/educational interventions? What are some examples of how your organization has influenced the scope and content of activities/educational interventions?

Step

2

CHANGES TO PROGRAM INDICATED AS A RESULT OF THE REVIEW

Change Identified

How and When Change was Implemented

Step

3