



CPE Evaluation Form (Rubric)
Continuing Pharmacy Education (CPE) Standards 2009

Field Reviewer's Name: _____

ACPE Provider Reviewed: _____

Directions:

1) Please do a quick review of the narrative and supporting documents in the provider's Self-Assessment Report to get a general sense of areas of strength, weakness or where documentation appears to be lacking.

2) Carefully read the narrative and review supporting documents for each criterion and assess each item by marking one of the checkboxes in each row of the evaluation form:

- **Meets Criterion:** The provider has achieved all the elements required by the criterion.
- **Commend:** The provider has exceeded the requirements of the criterion. The provider shows a commitment to continuous quality improvement. It is honest about its areas of strength and weakness and presents viable plans in areas where it may need improvement. The provider is making a documented effort to cultivate an environment of research, information sharing and innovation.
- **Needs Improvement:** The provider has not achieved all the elements required by the criterion.
- **Additional Documents Required:** There is inadequate information in the narrative or documentation to assess whether the provider meets the criterion. For example, the provider's discussion is absent or incomplete or requested supporting documents are missing.
- **N/A - Not Applicable.....:** This section of the criterion does not apply.

Please note that "Meets Criterion" appears before "Commend," on the forms, because the core requirements of each criterion must be met before a criterion should be considered for a commendation.

3) If you indicate that the provider is Commended, Needs Improvement or needs additional documents, briefly write the reason for your assessment in the comment area or on another sheet of paper to assist ACPE staff in making appropriate recommendations to the provider.

Instructions for Determining the Overall Assessment of a Standard:

Use the following guide to determine the overall assessment for a standard:

1. If all criterion requirements are "Meets," then rate the entire standard as "Meets."
2. If the criterion requirements are "Meets" and "Commend," then rate the entire standard as "Commend."
3. If the criterion requirements are "Meets," "Commend," and "Additional Docs Required," then rate the entire standard "Additional Docs Required."
4. If any criterion requirement is "Needs Improvement," then rate the entire standard as "Needs Improvement".

Policy and Procedure 4.0 - Monitoring Activity Announcements Checklist

Directions:

Providers: (1) please indicate with a check mark (✓) in the grid below if the required items are included on the activity announcement along with any additional explanatory comments (if needed) **AND** (2) physically identify and label each of the items on the submitted activity announcements.

Reviewers: please evaluate the provider's self-assessment by verifying the items listed below against the submitted activity announcements.

Activity Announcements Required Items	CPE Activity A	CPE Activity B	CPE Activity C
A. Objectives; verbs must elicit or describe observable or measurable behaviors on the part of participants. (Avoid "understand," "learn," etc.)*			
B. Type of activity, i.e. knowledge, application, practice*			
C. Target audience(s) that may best benefit from participation in the activity			
D. Faculty member(s) name, degree, and title/position*			
E. Fees for the activity			
F. Schedule of the educational activities			
G. The amount of CPE credit, specified in contact hours or CEUs			
<p>H. The official ACPE logo, used in conjunction with the statement identifying the accredited provider sponsoring the activity:</p> <p style="padding-left: 40px;">"The [name of accredited provider] is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education."</p> <p style="padding-left: 40px;">(Optional: listing the ACPE-accredited or non-accredited co-sponsor - if applicable)</p>			
I. The ACPE Universal Activity Number assigned to the activity			
J. The appropriate target audience designation ('P' and/or 'T') in the activity UAN			
<p>K. A full description of all requirements established by the provider for successful completion of the CPE activity and subsequent awarding of credit</p> <p style="padding-left: 40px;">(e.g., passing a post-test at a specified proficiency level, completing an activity evaluation form, participating in all sessions or certain combinations of sessions that have been designed as a track, etc.).</p>			
L. Acknowledgment of any organization(s) providing financial support for any component of the educational activity			
M. For home study activities: the initial release date and the expiration date.			

*Note: for multi-day conferences, the learning objectives may be listed for the overall conference instead of individual activities on the activity announcement. The items with an asterisk must be listed in the final conference program if they are not listed on the activity announcement. If the items are not listed in the respective locations, then the item should be rated as 'Needs Improvement.'

Policy and Procedure 7.0 - Monitoring Statements of Credit Checklist

Directions:

Providers: (1) please indicate with a check mark (✓) in the grid below if the required items are included on the statements of credit along with any additional explanatory comments (if needed) **AND** (2) physically identify and label each of the items on the submitted statements of credit.

Reviewers: please evaluate the provider's self-assessment by verifying the items listed below against the submitted statements of credit.

Statements of Credit Required Items	CPE Activity A	CPE Activity B	CPE Activity C
A. Name of the learner			
B. Title of activity			
C. Date of live activity or date participant completed (mailed, stated completion of) the home study activity			
D. Type of activity: knowledge, application or practice			
E. Target audience designation ('P' or 'T') Separate statements of credit must be issued to either pharmacists or technicians.			
F. Accredited provider sponsoring the activity Optional: listing the ACPE-accredited or non-accredited co-sponsor (if applicable)			
G. Official ACPE logo and trademark symbol (®) next to logo.			
H. Amount of credit awarded in contact hours or CEUs (CEUs" should not be abbreviated. e.g. as "CEs)			
I. Universal Activity Number Activity title and numbers must match ACPE records.			
J. Continuing education administrator's signature			
K. Date that the administrator signed the original statement of credit.			
L. OPTIONAL: If present, ACPE Provider Statement reads as follows: <i>"(name of Provider) is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education."</i>			

CPE Standards: Section I -- Content
Standard 1: Goal and Mission of the CPE Program

Criterion and Evidence	Meets Criterion	Needs Improvement
Defining the Basis and Outcomes for Activities (Attach CPE goal and mission statement)	The provider has a CPE goal and mission statement that defines the basis and intended outcomes for the majority of educational activities. Meets <input type="checkbox"/>	The provider has no CPE goal or mission statement that defines the basis and intended outcomes for the majority of educational activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
CPE Goals for <u>Pharmacists</u>	The CPE goal concisely states how the provider will assist pharmacists to maintain and enhance their professional competencies to practice in various settings. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The CPE goal does not state how the provider will assist pharmacists to maintain and enhance their professional competencies to practice in various settings. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
CPE Goals for <u>Technicians</u>	The CPE goal concisely states how the provider will assist technicians to maintain and enhance their professional competencies to practice in various settings. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The CPE goal does not state how the provider will assist technicians to maintain and enhance their professional competencies to practice in various settings. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Mission Statement	The CPE mission statement is consistent with the goals, indicates the provider's short-term intent in conducting CPE activities, includes the intended audience and includes the scope of activities. Meets <input type="checkbox"/>	The CPE mission statement is not consistent with the goals; or it does not indicate the provider's short-term intent in conducting CPE activities, the intended audience or the scope of activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

Standard 2: Educational Needs Assessment

Criterion and Evidence	Meets Criterion	Needs Improvement
Educational Needs Assessment for <u>Pharmacists</u> (Attach examples of needs assessment instruments and/or participant needs-assessment surveys with summaries of assessment data.)	The provider includes the identification of educational needs as one of the several procedures for developing CPE activities.* Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The provider does not identify learners' educational needs. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Educational Needs Assessment for <u>Technicians</u> (Attach examples of needs assessment instruments and/or participant needs-assessment surveys with summaries of assessment data.)	The provider includes the identification of educational needs as one of the several procedures for developing CPE activities.* Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The provider does not identify learners' educational needs. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Advanced Planning (Attach a description of how needs assessments findings are prospectively linked to the activities offered.)	Needs assessment is completed before planning specific CPE activities to guide content development and delivery. Meets <input type="checkbox"/>	Needs assessment is not done in advance of planning CPE activities or does not guide content development or delivery. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Multiple Assessment Strategies	Needs assessments employ multiple strategies to identify the specific gaps in knowledge or skills or areas for enhancement for the participant's competence. Meets <input type="checkbox"/>	The provider uses limited or non-specific needs assessment strategies. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Gap Analysis (Include a list of "gaps" identified by needs assessments with the requested documentation.)	The provider identifies gaps between what participants do and what is needed and desired in practice. Meets <input type="checkbox"/>	The provider does not identify gaps between what participants do and what is needed or desired in practice. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

Commendation Note:	The provider uses a systematic, <u>multifaceted strategy</u> alone or in collaboration with other healthcare professional groups for assessing specific knowledge and skill needs of the pharmacist and/or pharmacy technician members of the a targeted audience(s) and clearly demonstrates the connection between needs assessments summaries and the content and delivery of activities that have been developed. The provider has formal, objective procedures to assure that topics are relevant to the contemporary practice of pharmacy, balanced and presented using the best evidence available. (Results of the evaluation process for the selected activities should be included.) The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences to improve the quality of adult education. Examples include: presentations, poster sessions, letters/newsletters in relevant publications, published papers, drafts or research proposals. Commend <input type="checkbox"/>
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If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

* E.g., periodic surveys of the targeted audience(s); use of an advisory/planning committee which includes representative members of the intended target audience(s); items on the activity evaluation forms to solicit a participant's suggestions for future topics; review of the professional literature and trends in the profession, or, audits of professional practice to identify areas in need of strengthening.)

Standard 3: Continuing Pharmacy Education Activities

Criterion and Evidence	Meets Criterion	Needs Improvement
Activities Structured by Type for Pharmacists (Attach the policy and procedure or describe the process used to assign K, A, P activity-type designators.)	The provider structures each CPE activity to meet the knowledge-, application-and/or practice-based educational needs of pharmacists. Meets <input type="checkbox"/>	The provider does not have a structured process to assign each CPE activity to meet the knowledge-, application-and/or practice-based educational needs of pharmacists. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Activities Structured by Type for Technicians (Attach the policy and procedure or describe the process used to assign K, A, P activity-type designators.)	The provider structures each CPE activity to meet the knowledge-, application-and/or practice-based educational needs of technicians. Meets <input type="checkbox"/>	The provider does not have a structured process to assign each CPE activity to meet the knowledge-, application-and/or practice-based educational needs of technicians. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Knowledge-based Activities		
Knowledge-based CPE Purpose	Knowledge-based CPE activities are designed primarily for participants to acquire factual knowledge. Meets <input type="checkbox"/> or N/A (Knowledge-based CPE is not offered) <input type="checkbox"/>	CPE activities that have been labeled as Knowledge-based are not designed primarily for participants to acquire factual knowledge. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Knowledge-based CPE Credit (Attach activity announcement)	The minimum credit for Knowledge-based CPE is 15 minutes or 0.25 contact hour. Meets <input type="checkbox"/> or N/A (Knowledge-based CPE is not offered) <input type="checkbox"/>	The provider incorrectly assigns credit to a Knowledge-based CPE activity or misidentifies it as Knowledge-based CPE when it is not. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Application-based Activities		
Application-based CPE Purpose	Application-based CPE activities are designed primarily for participants to apply the information learned in the allotted timeframe. Meets <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	CPE activities that have been labeled as Application-based are not designed primarily for participants to apply the information learned in the allotted timeframe. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Application-based CPE Credit (Attach activity announcement)	The minimum credit for Application-based CPE is 60 minutes or one contact hour. Meets <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	The provider incorrectly assigns credit to an Application-based CPE activity or misidentifies it as Application-based CPE when it is not. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Practice-based Activities		
Practice-based CPE Purpose (Attach syllabus or describe how Practice-based activities are designed to meet the listed requirements.)	Practice-based CPE activities are designed primarily for participants to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies. Meets <input type="checkbox"/> or N/A (Practice-based CPE offered) <input type="checkbox"/>	CPE activities that have been labeled as Practice-based are not designed primarily for participants to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Practice-based CPE Components	Practice-based CPE activities include a didactic component and a practice component. Meets <input type="checkbox"/> or N/A (Practice-based CPE not offered) <input type="checkbox"/>	Practice-based CPE activities do not include both a didactic component and a practice component. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Practice-based CPE Minimum Credit (Attach activity announcement)	The minimum credit for Practice-based CPE is 15 contact hours. Meets <input type="checkbox"/> or N/A (Practice-based CPE not offered) <input type="checkbox"/>	The provider incorrectly assigns credit to a Practice-based CPE activity or misidentifies it as Practice-based CPE when it is not. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

All Activities		
The Evidence Base for CPE (Describe the process for ensuring the information presented is evidence-based.)	The content of the provider's CPE activities is based on evidence as accepted in the literature by the healthcare professions. <div style="text-align: right;">Meets <input type="checkbox"/></div>	The content of the provider's CPE activities is not based on evidence as accepted in the literature by the healthcare professions. <div style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></div>

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

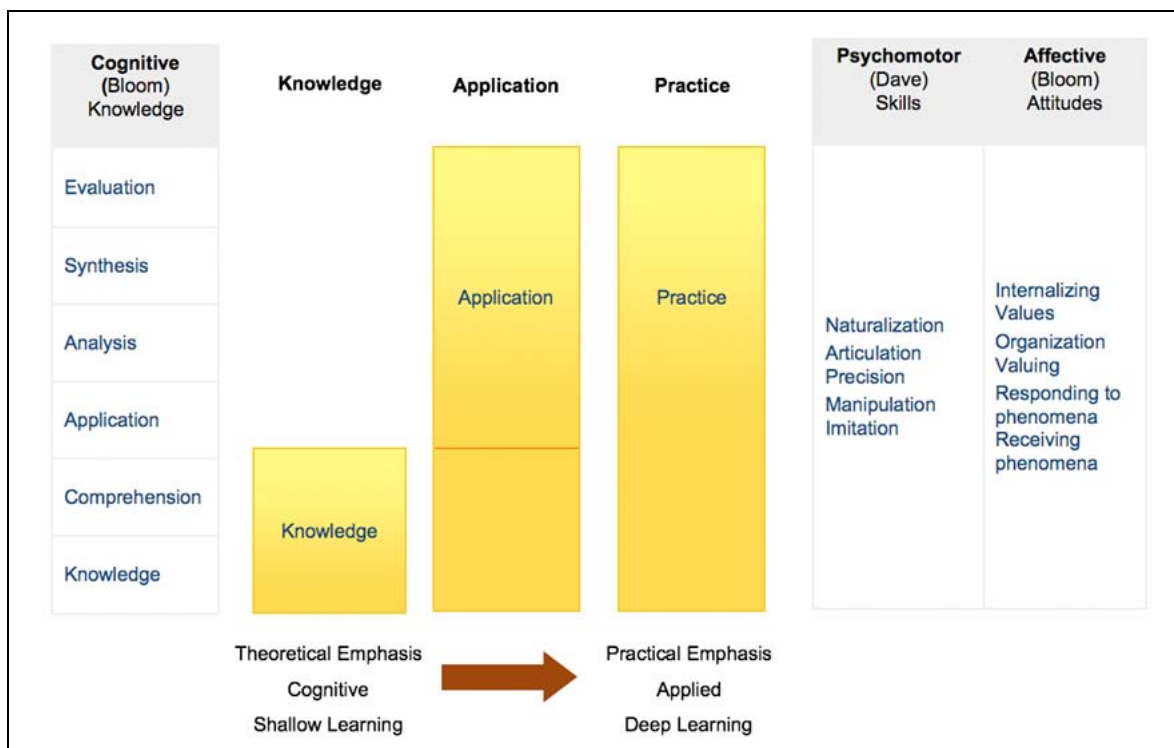
Standard 4: CPE Activity Objectives

Criterion and Evidence	Meets Criterion	Needs Improvement
Requirement for CPE Objectives (Attach activity announcements.)	The provider develops objectives for each CPE activity. <p style="text-align: right;">Meets <input type="checkbox"/></p>	The provider does not have objectives for each CPE activity. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Objectives Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants. (See sample list of terms)	Objectives are measurable and specific. <p style="text-align: right;">Meets for All Activities <input type="checkbox"/> or Meets for at Least One Activity <input type="checkbox"/></p>	Objectives are consistently non-measurable and non-specific. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Objectives for Pharmacists		
Type of Activity Note: Refer to the description of activity types in Standard 3.	The objectives are appropriate for the activity-type selected (Knowledge, Application or Practice-based) for what a pharmacist will be able to do at the completion of the activity. <p style="text-align: right;">Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/></p>	The objectives are inappropriate for the activity-type selected (Knowledge, Application or Practice-based) for what a pharmacist will be able to do at the completion of the activity. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Content of Activity Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.	The objectives relate to content that is appropriate for a pharmacist. <p style="text-align: right;">Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/></p>	The objectives relate to content that is not appropriate for a pharmacist. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Objectives for Technicians		
Type of Activity Note: Refer to the description of activity types in Standard 3.	The objectives are appropriate for the activity-type selected (Knowledge, Application or Practice-based) for what a technician will be able to do at the completion of the activity. <p style="text-align: right;">Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/></p>	The objectives are inappropriate for the activity-type selected (Knowledge, Application or Practice-based) for what a technician will be able to do at the completion of the activity. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Content of Activity Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.	The objectives relate to content that is appropriate for a technician. <p style="text-align: right;">Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/></p>	The objectives relate to content that is not appropriate for a technician. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Objectives Address Educational Need	The objectives are developed to specifically address the identified educational need (Standard 2) and the activity type. <p style="text-align: right;">Meets <input type="checkbox"/></p>	The objectives do not address the identified educational need or the activity type. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Objectives Matched to Active-Learning Activity	In general, the objectives are addressed by an active learning activity (Standard 7). <p style="text-align: right;">Meets <input type="checkbox"/></p>	The objectives are not addressed by an active learning activity. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Objectives Are Assessed	In general, the objectives are covered by a learning assessment (Standard 9). <p style="text-align: right;">Meets <input type="checkbox"/></p>	The objectives are not covered by a learning assessment. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

Standard 4: CPE Activity Objectives (Continued)

Relative to taxonomies of learning, ACPE CPE activities will fall along a continuum of learning, starting at Knowledge, moving through Application, and ending at Practice. Learning across this continuum will generally progress from being more cognitive, theoretical and shallow at the knowledge end to becoming more practical, applied and deep at the practice end, including additional elements from psychomotor and affective domains that emphasize the systematic application of content, skills and attitudes to real-life practice.



Suggested Verbs for CPE Activities by Domain

Cognitive Domain (Bloom)	
Evaluation	To appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.
Synthesis	To arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
Analysis	To analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, investigate, question, research, test.
Application	To apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
Comprehension	To classify, describe, discuss, explain, express, identify, indicate, locate, outline, recognize, report, restate, review, select, translate,
Knowledge	To arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.

Psychomotor Domain ¹ (Dave)	
Naturalization	To design, specify, manage, invent, and project-manage.
Articulation	To construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master, improve, and teach.
Precision	To demonstrate, complete, show, perfect, calibrate, control, and practice.
Manipulation	To re-create, build, perform, execute, and implement.
Imitation	To copy, follow, replicate, repeat, adhere, observe, identify, mimic, try, reenact, and imitate.

Affective Domain ² (Bloom)	
Internalizing Values (Characterization)	To act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify.
Organization	To adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize.
Valuing	To complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work.
Responding to Phenomena	To answer, assist, aid, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write.
Receiving Phenomena	To ask, choose, describe, follow, give, hold, identify, locate, name, points to, select, sit, erect, reply, use.

¹ Dave, R. H. (1975). *Developing and Writing Behavioural Objectives*. (R J Armstrong, ed.) Educational Innovators Press.

² Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co., Inc.

Standard 5: Standards for Commercial Support (SCS)

Criterion and Evidence	Meets Criterion	Needs Improvement
Independence in planning and delivery of CPE activities		
Independence [SCS 5.1 (a)] (Include policies and procedures and grant agreements)	The provider has policies and procedures to ensure that the planning, implementation and evaluation of educational activities are done without the influence or control of the commercial interest. Meets <input type="checkbox"/>	The provider allows commercial interests to influence planning, implementation or evaluation of educational activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Independence [SCS 5.1(b)] (Include policies and procedures, activity announcement and grant agreements)	The provider does not use commercial interests to cosponsor continuing education activities. Meets <input type="checkbox"/>	The provider uses commercial interests to cosponsor continuing education activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Resolve conflicts of interest during the planning process		
Conflict of Interest - Identification [SCS 5.2 (a)] (Include submitted forms)	The provider obtains a signed statement that lists relevant faculty (and others with potential to influence content) conflicts of interest that have the potential to influence an activity. Meets <input type="checkbox"/>	The provider does not obtain a signed statement that lists specific faculty conflicts of interest that have the potential to influence an activity. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Conflict of Interest - Disqualification [SCS 5.2 (b)] (Include policies and procedures)	The provider has policies and procedures to ensure that if an individual refuses to disclose conflicts of interest, they are disqualified from any involvement with the CE activity. Meets <input type="checkbox"/>	The provider does not have a mechanism to disqualify individuals if they refuse to disclose conflicts of interest. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Conflict of Interest - Resolution [SCS 5.2 (c)] (Include policy and activity file documentation)	The provider has a mechanism to resolve conflicts of interest and documents the resolution prior to delivery of the educational activity. Meets <input type="checkbox"/>	The provider does not have a mechanism or does not document resolution for each educational activity. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Prospectively identify and use commercial support appropriately		
Budgetary Considerations – Commercial Support [SCS 5.3 (a,b,c)] (Include policies and procedures)	The provider makes all decisions regarding the disposition and disbursement of commercial support without any influence or stipulation from commercial interests. Meets <input type="checkbox"/>	The provider allows the commercial interest(s) to influence decisions regarding the disposition and disbursement of commercial support. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Appropriate Use of Commercial Support [SCS 5.3 (d,e,f)] (Include income and expense statements for requested commercially-supported activities)	The provider uses written, signed (by the provider and commercial interest) and dated agreements that specify the terms, conditions and purpose of the support; and the provider documents that the provider retains responsibility for the administration, content, quality, and integrity of all educational activities. Meets <input type="checkbox"/>	The provider does not use written agreements when external support is obtained or the agreements do not document that the provider retains responsibility for the administration, content, quality, and integrity of all continuing pharmacy education activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Budgetary Expenditures – Commercial Support [SCS 5.3 (g,h,i,j,l,m)] (Include policies and procedures)	The provider has written policies and procedures for handling and documenting expenditures for commercial support including: 1. Payment of honoraria, travel, reimbursement and other expenses for planners, teachers and authors. 2. Direct payment of honoraria or reimbursement to teachers or authors is done by the provider or designee and not by the commercial interests. 3. Refusal to accept other payment(s) for a supported activity by anyone involved in the	The provider does not have written policies and procedures for handling and documenting expenditures for commercial support.

	<p>development or implementation of the educational activity.</p> <p>4. Honoraria and expenses are to be paid only for the teacher's or author's work in the educational activity.</p> <p>5. Honoraria and expenses may not be provided to learners or other non-faculty/ non-author participants.</p> <p>6. Accurate documentation of commercial support received and expended must be kept and produced upon request.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Appropriate Use of Commercial Support [SCS 5.3 (k)]</p> <p>(Include activity announcement)</p>	<p>The provider does not schedule social events or serve meals during the educational activity.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Social events or serving of meals occurs during the educational activity.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Manage commercial promotion appropriately		
<p>Appropriate Management of Commercial Promotion [SCS 5.4 (b)]</p> <p>(Include activity announcement, educational materials, evaluation comments)</p>	<p>CE activities do not contain promotion or advertisement of product-specific information.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The CE activities contain product-specific promotion or advertisement.</p> <ol style="list-style-type: none"> 1. Print –interleaved within the pages of the activity 2. Computer-based –visible on the screen at the same time as the activity 3. Audio/video recordings –present and or 'commercial breaks' 4. Live –displayed, distributed or verbalized <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Appropriate Management of Commercial Support [SCS 5.4 (c)]</p> <p>(Include educational materials)</p>	<p>Educational materials do not promote any advertising, trade names or a product-group message.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Educational materials contain advertising, trade names or a product-group message.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Policies and Procedures [SCS 5.4(x)]</p> <p>(Include policies and procedures)</p>	<p>The provider has policies and procedures for the following:</p> <p>5.4(a) – arrangements for commercial exhibits or advertisements may not influence planning, interfere with presentation or be a condition of commercial support for CE activities.</p> <p>5.4(b) – providers may not allow representatives of commercial interests to engage in sales or promotion during educational activities.</p> <p>5.4(d) – non-educational materials may contain product promotion or product-specific advertisements.</p> <p>5.4(e) – commercial interest may not provide CPE activities to learners (e.g., distribution of self-study activities or arranging for electronic access for internet activities).</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not have policies and procedures for the specified SCS guidelines.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>

Content and format delivered without commercial bias		
<p>Content – Commercial Bias [SCS 5.5 (a,b)]</p> <p>(Include educational materials)</p>	<p>The content or format does not promote a specific proprietary business interest of a commercial interest, gives balanced views of therapeutic options, and favors the use of generic names over trade names.</p> <p>If trade names are used, they accompany the respective generic names and include all available trade names for the product.</p> <p>Meets <input type="checkbox"/></p>	<p>The content or format promotes a specific proprietary business interest of a commercial interest, gives un-balanced views of therapeutic options or uses trade names for single product(s) or from specific companies.</p> <p>Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Disclose required information		
<p>Disclosure to Participants [SCS 5.6 (a,b,c,d,e)]</p> <p>(Include policy and activity file documentation)</p>	<p>The provider must disclose (verbally or in writing) the following prior to the beginning of each educational activity:</p> <ol style="list-style-type: none"> 1. Name of the individual; 2. Name of the commercial interest(s) <ol style="list-style-type: none"> a. including a statement of disclosure if no relevant financial relationship(s) exist; 3. Nature of the relationship the person has with each commercial interest; 4. Source of all support from commercial interests who supplied financial grants or 'in-kind' support for the CE activity 4. Limitations on information, including, but not limited to: data that represents ongoing research; interim analysis; preliminary data; unsupported opinion; or approaches to care that, while supported by some research studies, do not represent the only opinion or approach to care supported by research. <p>Meets <input type="checkbox"/></p>	<p>Provider does not disclose sources of external support, real or potential conflicts of interest on the part of the faculty, or limitations on information.</p> <p>Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Monitoring</p> <p>(Include activity evaluation forms – Standard 11)</p>	<p>The provider's survey questions (e.g. on activity-evaluation forms) allow participants to give details on sources of commercial bias if found in an activity.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not evaluate whether commercial bias is present in activities or does not solicit additional information about any commercial bias found.</p> <p>Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Appropriate Management of Commercial Support [SCS 5.4 (b)]</p> <p>(Include a summary of activity evaluation question(s) and free-text comments– Standard 11)</p>	<p>No/minimal comments regarding the perception of commercial bias, advertising or promotion of commercial products are reported on participant activity evaluations and the provider follows-up to addresses any comments if identified.</p> <p>Meets <input type="checkbox"/></p>	<p>Substantial comments regarding the perception of bias, advertising or promotion of commercial products are reported on participant activity evaluations or the provider does not follow-up or address the identified comments.</p> <p>Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

**CPE Standards: Section II -- Delivery
Standard 6: Faculty**

Criterion and Evidence	Meets Criterion	Needs Improvement
Faculty Selection	Faculty members are selected on their knowledge of the subject matter [by the time of the CPE activity]; experience and teaching ability; and ability to meet the educational needs of the learners. <p align="right">Meets <input type="checkbox"/></p>	Faculty members are selected based on convenience or ability to draw a large audience rather than knowledge of the subject matter, experience and teaching ability; or ability to meet the educational needs of the participants. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Faculty Support Guidance (Attach a description of verbal guidance along with written guidance documents. ♦)	The provider communicates, collaborates and assists faculty regarding the identified educational needs, developing material and handouts and engages faculty in a dialogue giving verbal and written guidance. <p align="right">Meets <input type="checkbox"/></p>	The provider gives little information to assure that the faculty member will be an effective educator. Little or no written faculty guidance is given aside from acceptance letters and activity logistics. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Faculty Guidance for Objectives	Verbal and written information is provided to faculty to assure that CPE activities meet ACPE's Standards for developing objectives. <p align="right">Meets <input type="checkbox"/></p>	The provider gives little information to educate and assure that the faculty member will develop specific and appropriate objectives. Little or no written faculty guidance is given aside from acceptance letters and activity logistics. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Faculty Guidance for Active Learning	Verbal and written information is provided to faculty to assure that CPE activities meet ACPE's Standards for incorporating active learning opportunities into CPE activities. <p align="right">Meets <input type="checkbox"/></p>	The provider gives little information to educate and assure that the faculty member will incorporate active learning techniques. Little or no written faculty guidance is given aside from acceptance letters and activity logistics. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Faculty Guidance for Learning Assessment	Verbal and written information is provided to faculty to assure that CPE activities meet ACPE's Standards for incorporating appropriate assessments of learning into CPE activities. <p align="right">Meets <input type="checkbox"/></p>	The provider gives little information to educate and assure that the faculty member will provide appropriate and constructive feedback to learners. Little or no written faculty guidance is given aside from acceptance letters and activity logistics. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

♦ Written guidance 1) includes administrative information (letters of agreement, disclosure and non-commercialism forms, information about activity logistics, etc.); 2) describes the characteristics of the audience; 3) explains faculty's role in assuring that activities meet ACPE's expectations for developing performance objectives, active learning, learner assessment and feedback, etc.; and 4) promotes effective educational practice with articles and readings on teaching and learning, and on developing and incorporating active-learning exercises and learning assessments into activities.

Standard 7: Teaching and Learning Methods

Criterion and Evidence	Meets Criterion	Needs Improvement
<p>Active Participation in Live CPE</p> <p>(Attach a description of what is done to foster active participation of learners and include examples of actual learning materials.)</p>	<p>The provider designs and implements learning activities to foster active participation as a component of <u>live</u> CPE instructional approaches using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, group discussion, etc.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p> <p style="text-align: center;">or N/A (live CPE not offered) <input type="checkbox"/></p>	<p><u>Live</u> CPE activities present information with few structured opportunities for the participants to interact with each other, with the faculty, or work with the information for the purpose of clarification, additional learning, practicing what they are learning, or evaluating whether they have met activity objectives.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p> <p style="text-align: right;">or Additional Docs Required <input type="checkbox"/></p>
<p>Active Participation in home-study CPE</p>	<p>The provider designs and implements learning activities to foster active participation as a component of <u>home-study</u> CPE instructional approaches using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, etc.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p> <p style="text-align: center;">or N/A (home study CPE not offered) <input type="checkbox"/></p>	<p><u>Home study</u> CPE activities present information with few structured opportunities for the participants to work with the information for the purpose of clarification, additional learning, practicing what they are learning, or evaluating whether they have met activity objectives.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p> <p style="text-align: right;">or Additional Docs Required <input type="checkbox"/></p>
<p>Commendation Note:</p> <p>(The provider must meet all the previous elements of this standard plus include a list of scholarly activities.)</p>	<p>The provider uses faculty development and a systematic approach to create activities that foster active participation in learning. The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences to improve the quality of adult education. Examples include: presentations, poster sessions, letters/newsletters in relevant publications, published papers, drafts or research proposals.</p> <p>The provider innovates and experiments with delivery methods based on educational literature to improve participant learning and documents outcomes in order to further improve future activities. (Examples of data and literature used to determine educational delivery methods and comparative outcomes data are supplied.)</p> <p style="text-align: right;">Commend <input type="checkbox"/></p>	

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

Standard 8: Educational Materials

Criterion and Evidence	Meets Criterion	Needs Improvement
<p>Educational Materials for Each CPE Activity</p> <p>(Attach educational materials from the activities.)</p>	<p>The provider offers educational materials (e.g., handouts, outlines, background material, selected bibliographies, audiovisual aids, etc.) for each CPE activity.</p> <p align="right">Meets <input type="checkbox"/></p>	<p>Handouts are not offered for each CPE activity.</p> <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Educational Materials for Achieving Objectives</p>	<p>The educational materials enhance participants' ability to achieve the performance objectives; foster application to pharmacy practice; serve as guidance; provide additional sources of information; and include reference tools useful in practice.</p> <p align="right">Meets <input type="checkbox"/></p>	<p>The educational materials are unlikely to enhance participants' ability to achieve the performance objectives; are unlikely to foster application to pharmacy practice; do not serve as guidance; do not provide additional sources of information; or do not include reference tools useful in practice.</p> <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Commendation Note:</p> <p>(The provider must meet all the previous elements of this standard)</p>	<p>The provider gives participants bibliographies for additional reading and study, as well as supplemental materials developed for future reference. Additionally, the provider evaluates the effectiveness of instructional materials and shares its practices and experiences with other providers to improve the quality of adult education.</p> <p align="right">Commend <input type="checkbox"/></p>	

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

**CPE Standards: Section III -- Assessment
Standard 9: Assessment of Learning**

Criterion and Evidence	Meets Criterion	Needs Improvement
Learning Assessment Required (Attach a description of how participants are evaluated on activity objectives and include learning assessments with participant results.)*	The provider and faculty include learning assessments in each CPE activity for participants to assess the content learned. Meets <input type="checkbox"/>	The provider does not use a mechanism to allow all participants to assess the content learned. Or the assessment questions ask participants whether they have met objectives rather than directly testing their knowledge. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Learning Assessment Required for Credit (Attach a description of how learning assessments are documented for credit.)	Participants complete a learning assessment for CPE credit. Meets <input type="checkbox"/>	The provider does not use a learning assessment as the basis for awarding CPE credit. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Learning Assessment for Knowledge-based CPE	Knowledge-based CPE activities include assessment questions to determine recall of facts. Meets <input type="checkbox"/> or N/A (Knowledge-based CPE is not offered) <input type="checkbox"/>	Knowledge-based CPE activities do not include assessment questions to determine recall of facts. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Learning Assessment for Application-based CPE	Application-based CPE activities include case studies structured to address application of the principles learned. Meets <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	Application-based CPE activities lack case studies structured to address application of the principles learned. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Learning Assessment for Practice-based CPE	Practice-based CPE activities include formative and summative assessments that demonstrate that the participants achieved the stated objectives. Meets <input type="checkbox"/> or N/A (Practice-based CPE not offered) <input type="checkbox"/>	Practice-based CPE activities lack formative and summative assessments that demonstrate that the participants achieved the stated objectives. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Commendation Note: (The provider must meet all the previous elements of this standard)	The provider experiments with a variety of self assessment mechanisms including, but not limited to, pre- and post-testing, post-testing alone with group discussion and critique of answers, patient case-study discussions, and problem solving exercises. The provider's organization fosters a culture of research and evaluation to not only improve learning of activity participants, but also to add to the literature in adult and continuing education. Activities and tests are designed to go beyond the simple recall of facts and seek to demonstrate learning with an emphasis on integration and utilization of knowledge in professional practice. Commend <input type="checkbox"/>	

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

* The provider may select formal and informal techniques for assessment of learning. Informal techniques typically involve participant discussions. Formal techniques, such as tests and quizzes, are typically individualized, written, and graded.

Standard 10: Assessment Feedback

Criterion and Evidence	Meets Criterion	Needs Improvement
<p>Appropriate, Constructive Feedback to Learners</p> <p>(Attach a description with examples of how feedback is provided to participants.)</p>	<p>Learner assessment feedback is provided to participants in an appropriate and constructive manner.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Learner assessment feedback is not provided to participants in an appropriate or constructive manner. For example, faculty or teaching materials prompt students with the correct answers for the purpose of passing the test rather than learning and applying the material. (e.g., a presenter saying, "... this concept is REALLY important and you might see it again, SOON.")</p> <p>Opportunities to cheat are present. (e.g., giving answers to questions before post tests are collected.)</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Timely Feedback to Learners</p>	<p>Learner assessment feedback is provided to participants in a timely manner.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Learner assessment feedback is not provided to participants in a timely manner.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Feedback to Learners Consistent with objectives and CPE Type</p>	<p>Learner feedback is consistent with the objectives and activity type. For example, feedback may include</p> <ul style="list-style-type: none"> • the correct response to questions for Knowledge-based CPE; • correct evaluation of case studies for Application-based CPE; or • formative and summative assessments used to demonstrate that the participant achieved the stated objectives for Practice-based CPE. <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Learner feedback is not consistent with the objectives or activity type.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Commendation Note:</p> <p>(The provider must meet all the previous elements of this standard)</p>	<p>Provider has a system of pre-testing, post-testing <u>and</u> structured remediation to help participants to master the material. When responses are incorrect, the provider explains the rationale for the correct responses and provides supplemental information.</p> <p style="text-align: right;">Commend <input type="checkbox"/></p>	

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

**CPE Standards: Section IV -- Evaluation
Standard 11: Evaluation of CPE Activity**

Criterion and Evidence	Meets Criterion	Commendable	Needs Improvement
Activity Evaluation Process	The provider has an evaluation process for all CPE activities. Meets <input type="checkbox"/>	Evaluation results are compiled, interpreted and returned to the faculty to assist in their effectiveness as educators and to improve activity quality in the future. Commend <input type="checkbox"/>	The provider does not have an evaluation process for all CPE activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Required Elements (Attach completed activity evaluation checklist – see following page.)	All activity evaluations contain every required element as measured by the activity evaluation checklist. Or, at least one recent activity evaluation contains all required elements as measured by the activity evaluation checklist. Meets for All <input type="checkbox"/> or Meets for at Least One <input type="checkbox"/>	Other items such as whether the stated mission and goals are achieved and commitment to change are evaluated. The provider's activity evaluations consistently meet all requirements. The provider experiments with its forms to explore the specific needs of its activities and it has mechanisms for training individuals to create activity evaluations according to ACPE's and its own criteria along with procedures to revise activities based on findings. Commend <input type="checkbox"/>	Every selected activity evaluation is missing at least one required element as measured by the Activity Evaluation Form Checklist. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Separate Evaluations for Pharmacists (Attach pharmacist activity evaluation summary data.)	Feedback from activities is summarized for pharmacists separately from non-pharmacists. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	Not Applicable	When activities are offered to inter-professional audiences, the feedback from pharmacists is not summarized or evaluated separately from that received from non-pharmacists. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Separate Evaluations for Technicians (Attach technician activity evaluation summary data.)	Feedback from activities is summarized for technicians separately from non-technicians. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	Not Applicable	When activities are offered to inter-professional audiences, the feedback from pharmacy technicians is not summarized or evaluated separately from that received from non-technicians. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Evaluation Feedback for Ongoing Improvement (Attach a description of how feedback from activity evaluations is used to improve the CPE program. Include any relevant evidence.)	Feedback is used systematically for ongoing improvement of the overall CPE program. Meets <input type="checkbox"/>	The provider longitudinally assesses the effect of the educational activity on participants' practice. The provider's organization fosters a culture of research and evaluation to improve learning of activity participants, and also to add to the literature in adult and continuing education. Commend <input type="checkbox"/>	The provider does not collect data on the effectiveness of its educational activities, or use it in a systematic manner for the purpose of improving ongoing activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

**Standard 11: Evaluation of CPE Activity
Activity Evaluation Checklist**

Directions:

Providers: (1) please indicate with a check mark (✓) in the grid below if the required items are included on the activity evaluation along with any additional explanatory comments (if needed) **AND** (2) physically identify and label each of the items on the submitted activity evaluation forms.

Reviewers: please evaluate the provider's self-assessment by verifying the items listed below against the submitted activity evaluation forms.

	CPE Activity A	CPE Activity B	CPE Activity C
Please list the Universal Activity Number:			
The evaluation form includes the opportunity to evaluate:			
A. Whether the CPE activity met the participant's educational needs.			
B. Achievement of <u>every</u> objective (e.g., each objective is listed or a single question asking if all objectives were met with a free-text option to list any unmet objectives)			
C. Quality of the faculty			
D. Usefulness of educational material (e.g., handouts)			
E. Effectiveness of teaching and learning methods, including active learning			
F. Appropriateness of learning assessment activities			
G. Perceptions of bias, promotion or advertisement of commercial products. [SCS 5.4 (b)]			

Optional: Briefly summarize other items, such as intent to change, etc. below:

Standard 12: Achievement and Impact of Mission and Goals

Criterion and Evidence	Meets Criterion	Needs Improvement
Assessment of achievement and impact	The provider assesses achievement and impact of stated mission and goals (Standard 1). Meets <input type="checkbox"/>	Providers have neither established nor implemented evaluation plans that assess achievement and impact of stated mission and goals. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Documenting achievement (Attach the evaluation plan, data, and the analysis that documents the achievement of the mission and goals.)	The provider has an evaluation plan that includes collecting data and analyzing it to document achievement of the mission and goals. Meets <input type="checkbox"/>	The provider has no evaluation plan or it does not collect data or analyze it to document achievement of the mission and goals. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Assessment for continuous development and improvement	The provider uses assessment information for continuous development and improvement of the CPE program. Meets <input type="checkbox"/>	The provider does not use assessment information for continuous development and improvement of the CPE program. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Periodic Updates	The provider's mission and goals are periodically updated using the results of the evaluation plan. Meets <input type="checkbox"/>	The provider's mission and goals are not periodically updated using the results of the evaluation plan. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Evaluation of Knowledge-based CPE (Attach a description and summary of data supporting the outcomes measurement.)	Knowledge-based CPE activities are evaluated using participation, satisfaction, and learning measures. Meets <input type="checkbox"/> or N/A (Knowledge-based CPE is not offered) <input type="checkbox"/>	Knowledge-based CPE activities are not evaluated using participation, satisfaction, and learning measures. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Evaluation of Application-based CPE (Attach a description and summary of data supporting the outcomes measurement.)	Application-based CPE activities are evaluated using participation, satisfaction, learning, and performance measures (e.g., through demonstration during the activity and intended application in practice). Meets <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	Application-based CPE activities are not evaluated using participation, satisfaction, learning, and performance measures. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Evaluation of Practice-based CPE (Attach a description and summary of data supporting the outcomes measurement.)	Practice-based CPE activities are evaluated using participation, satisfaction, learning, performance measures (e.g., through demonstration during the activity and application in practice post-activity), and, if applicable, data on changes to patient and/or population health. Meets <input type="checkbox"/> or N/A (Practice-based CPE not offered) <input type="checkbox"/>	Practice-based CPE activities not are evaluated using participation, satisfaction, learning, performance measures, or, when applicable, data on changes to patient and/or population health. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvements or Commend, briefly explain the rationale (use additional sheets if needed):

Summary of the Evaluation of All Standards

Please complete this summary (●) **after** evaluating the individual standards using the CPE Evaluation Form. This summary will be helpful for creating the Consensus Evaluation which contains the reviewers' overall assessment of the CPE Provider and for reporting the reviewers' findings to the provider in the Action and Recommendations Report.

Standard	Commend	Meets	Needs Improvement	Additional Docs Required
POLICIES AND PROCEDURES				
1. Attestation items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Checklist items (4.0 and 7.0)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONTENT OF CONTINUING PHARMACY EDUCATION ACTIVITIES				
1. Goal and Mission of the CPE Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Educational Needs Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Continuing Pharmacy Education Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. CPE Activity Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Standards for Commercial Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DELIVERY OF CPE ACTIVITIES				
6. Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teaching and Learning Methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Educational Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASSESSMENT				
9. Assessment of Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Assessment Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EVALUATION				
11. Evaluation of CPE Activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Achievement and Impact of Mission and Goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization and Clarity of the Report and Evaluation Form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>