



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

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 Monitoring
Provider Attestation**

ACPE Policies and Procedures*

Section V – CPE Operations Policies and Procedures

Attestation Statement: As the Continuing Pharmacy Education (CPE) Administrator on record with ACPE, on behalf of our organization, I attest that we implement and follow the most current *ACPE Continuing Pharmacy Education Provider Accreditation Program Policies and Procedures Manual: A Guide for ACPE-accredited Providers*. We understand that our organization must have a policies and procedures manual defining the organization’s processes to implement the policies and procedures and CPE Standards. We acknowledge that ACPE may request to review and evaluate the entire manual or specific sections at any time, as part of the evaluation process, or as a component of a subsequent monitoring report.

Additionally, as the CPE Administrator, I attest that our organization’s process for awarding CPE credit is through the online submission of activity and participant information via CPE Monitor®.

_____		_____
CPE Administrator’s Signature		Date

The following list identifies the selected policies and procedures that relate to operational requirements for CPE activities (Section V).

Policies & Procedures – Section V		Meets Criterion	Needs Improvement
1.0	CPE Administrator 1a. Responsibilities 1b. Administrative Change	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
2.0	CPE Activities 2a. Knowledge-based (K) 2b. Application-based (A) 2c. Practice-based (P)		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
3.0	Joint Providership		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
4.0	CPE Activity Announcement Literature** 4a. Activity Announcement Materials 4b. Multiday conference brochures	All of the selected activity announcements contain all required elements as measured by the Monitoring of Activity Announcements checklist. Or, at least one recent activity announcements contained all required elements as measured by the activity announcement checklist. <div style="text-align: right;">Meets for All <input type="checkbox"/> or Meets for at Least One <input type="checkbox"/></div>	Every selected activity announcement is missing at least one required element as measured by the activity announcement checklist. <div style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></div>
5.0	Continuing Education Credit 5a. Live CPE activities 5b. Home study CPE activities 5c. Partial credit		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

Policies & Procedures – Section V		Meets Criterion	Needs Improvement
6.0	Recordkeeping	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
7.0	Awarding CPE Credit 7a. Technical Specifications Guide 7b. Statements of Credit for Other Health Care Professionals 7c. Administrative Warning 7d. Awarding Late Credit		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
8.0	Financial Resources		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
9.0	Provider Web Tool 9a. Change in Administrator 9b. Accreditation Certificate 9c. Activity Description Forms (ADF) 9d. Universal Activity Numbers (UAN) 9e. Late Activity Description Form		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
10.0	Fees		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
11.0	Organization Name Change or Merger		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
12.0	Substantive Change Policy		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

****Additional Materials:** please see the following pages for directions and requirements for P&P 4.0.

*Terminology: This document will use the phrase ‘pharmacists and technicians’ as the recipients for CPE activities. Please note that it is acceptable for some providers to design CPE activities for pharmacists only; to design CPE activities for pharmacy technicians only; and, for some providers to design CPE activities for both pharmacists and pharmacy technicians.

ACPE Standards for Commercial Support - Policies and Procedures

Attestation Statement: As the Continuing Pharmacy Education (CPE) Administrator on record with ACPE, on behalf of our organization, I attest that we implement and follow the most current Standards for Commercial Support. We understand that our organization must have policies and procedures defining the organization’s processes to implement the Standards for Commercial Support. We acknowledge that ACPE may request to review and evaluate the policies and procedures at any time, as part of the evaluation process, or as a component of a subsequent monitoring report.

 CPE Administrator’s Signature | Date

The following list identifies the policies and procedures that relate to the requirements for the Standards for Commercial Support.

Standard 5: Standards for Commercial Support		Meets Criterion	Needs Improvement
5.1	Independence	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5.2	Resolution of Personal Conflicts of Interest 5.2 (a) - Identification of relevant financial relationships 5.2 (b) - Disqualification 5.2 (c) - Conflict of interest resolution		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5.3	Appropriate Use of Commercial Support 5.3 (a,b,c) - Disposition and disbursement of commercial support 5.3 (d,e,f) - Written agreement documenting terms of support 5.3 (g,h,i,j) - Expenditures for an individual providing CPE 5.3 (k,l) - Expenditures for learners 5.3 (m) - Accountability	Policies and procedures address all aspects of appropriate use of commercial support (SCS 5.3) per the Standards for Commercial Support. Meets <input type="checkbox"/> We Do Not accept commercial support for any directly or jointly provided CPE activities <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5.4	Appropriate Management of Associated Commercial Promotion 5.4 (a) - Arrangements for commercial exhibits or advertisements 5.4 (b,c) - Separation of promotional activities from CPE 5.4 (d) - Product promotion or advertisements in non-CPE materials 5.4 (e) - Provision of CPE activities by commercial interests	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5.5	Content/Format without Commercial Bias		Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5.6	Disclosures Relevant to Potential Commercial Bias 5.6 (a,b) - Disclosure of relevant financial relationships 5.6 (c,d) - Disclosure of commercial support		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):

**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			
H. The official ACPE logo, used in conjunction with the statement identifying the accredited provider providing the activity: "The [name of accredited provider] is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education." (Optional: listing the ACPE-accredited or non-accredited co-sponsor - if applicable)			
I. The ACPE Universal Activity Number assigned to the activity			
J. The appropriate target audience designation ('P' and/or 'T') in the activity UAN			
K. A full description of all requirements established by the provider for successful completion of the CPE activity and subsequent awarding of credit (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.).			
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.'

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

Criterion and Evidence	Meets Criterion	Needs Improvement
Mission Statement (Attach CPE mission statement.)	The provider has a CPE mission statement that defines the basis and intended outcomes for its CPE program, including the intended audience and the scope of activities. <p align="right">Meets <input type="checkbox"/></p>	The provider does not have a CPE mission statement that defines the basis and intended outcomes for its CPE program and/or does not indicate the intended audience and the scope of activities. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Strategic Plan/Goals (Attach strategic plan/goal statements.)	The strategic plan/goals indicate how the mission will be achieved. CPE goals are concise and measurable statements. <p align="right">Meets <input type="checkbox"/></p>	The strategic plan/goals do not indicate how the mission will be achieved and/or are not concise and measurable statements. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Assessment plan (Attach assessment plan.)	The provider has an assessment plan to evaluate achievement of its mission and goals. <p align="right">Meets <input type="checkbox"/></p>	The provider does not have an assessment plan to evaluate achievement of its mission and goals. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Documenting achievement (Attach data that document achievement of the mission and/or goals.)	The provider includes data collection and analysis to document achievement of the mission and goals. <p align="right">Meets <input type="checkbox"/></p>	The provider does not include data collection or analysis to document achievement of the mission and goals. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Continuous development and improvement	The provider uses the results to demonstrate continuous development and improvement of the CPE program. <p align="right">Meets <input type="checkbox"/></p>	The provider does not use the results to demonstrate continuous development and improvement of the CPE program. <p align="right">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Commendation Note:	<p>The provider shows a commitment to continuous quality improvement.</p> <p>The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences toward achievement of outcomes to improve the quality of adult education and/or patient care. Examples include: presentations, poster sessions, letters/newsletters in relevant publications, published papers, drafts or research proposals.</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):

Standard 2: Gap Analysis

Criterion and Evidence	Meets Criterion	Needs Improvement
Gap Identification Process (Attach description of how gaps are identified.)	The provider describes the process of how knowledge, skill, or practice gaps are identified. Meets <input type="checkbox"/>	The provider does not have a process of identifying knowledge, skill, or practice gaps. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Gap Analysis (Attach evidence of gaps identified.)	The provider identifies a gap between what pharmacists and/or pharmacy technicians currently do and what is needed and desired in practice. Meets <input type="checkbox"/>	The provider does not identify gaps between what pharmacists and/or pharmacy technicians do and what is needed or desired in practice. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Educational Need(s) for Pharmacists (Attach description of educational need(s) that cause the identified gap.)	The provider determines the cause(s) of the identified practice gap(s) for pharmacists, e.g., lack of knowledge, skill, attitude, and/or experience. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The provider does not determine cause(s) of the identified practice gap(s) for pharmacists, e.g., lack of knowledge, skill, attitude, and/or experience. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Educational Need(s) for Pharmacy Technicians (Attach description of educational need(s) that cause the identified gap.)	The provider determines the cause(s) of the identified practice gap(s) for pharmacy technicians, e.g., lack of knowledge, skill, attitude, and/or experience. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The provider does not determine cause(s) of the identified practice gap(s) for pharmacy technicians, e.g., lack of knowledge, skill, attitude, and/or experience. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Commendation Note:	The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences in identifying and analyzing performance gaps 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"/>	

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

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 description of 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"/> or N/A (CPE not offered for pharmacists) <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 Pharmacy Technicians (Attach the policy and procedure or description of 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 pharmacy technicians. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <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 pharmacy 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 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 (Reference activity announcements.)	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 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 (Reference activity announcements.)	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 not 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 (Reference activity announcements.)	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 (Attach description of the process for ensuring the information presented is evidence-based. Include any relevant evidence.)	The content of the provider's CPE activities is based on evidence as accepted in the literature by the healthcare professions. Meets <input type="checkbox"/>	The content of the provider's CPE activities is not based on evidence as accepted in the literature by the healthcare professions. 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 4: CPE Activity Objectives

Criterion and Evidence	Meets Criterion	Needs Improvement
Requirement for CPE Objectives (Reference 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.	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 Pharmacy 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 pharmacy 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 pharmacy 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 pharmacy 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 pharmacy technician. <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Objectives Address Educational Need (Attach evidence of how objectives are developed to address the identified 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 (Attach evidence of how objectives are addressed by active learning.)	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 (Attach evidence of how objectives are covered by a learning assessment.)	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 5: Standards for Commercial Support (SCS)

Criterion and Evidence	Meets Criterion	Needs Improvement
Independence in planning and delivery of CPE activities		
<p>Independence [SCS 5.1 (a)]</p> <p>(Reference evidence demonstrating independence, e.g. activity announcements, grant agreements, planning documents.)</p>	<p>The provider ensures the following decisions are made free of control of a commercial interest: a) identification of needs; b) determination of educational objectives; c) selection and presentation of content; d) selection of all persons and organizations in position to control the content; e) selection of educational methods; and f) evaluation of the activity.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not ensure the following decisions are made free of the control of a commercial interest: a) identification of needs; b) determination of educational objectives; c) selection and presentation of content; d) selection of all persons and organizations in position to control the content; e) selection of educational methods; and f) evaluation of the activity. Or the provider allows commercial interests/employees or owners of commercial interests to influence planning, implementation or evaluation of educational activities.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Independence [SCS 5.1(b)]</p> <p>(Reference joint providership agreements, if applicable.)</p>	<p>The provider does not use commercial interests as joint providers of continuing education activities.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider uses commercial interests as joint providers of continuing education activities.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Resolve conflicts of interest during the planning process		
<p>Conflict of Interest - Identification [SCS 5.2 (a)]</p> <p>[Attach evidence of disclosure (e.g. completed forms)]</p>	<p>The provider obtains disclosure of relevant financial relationships from everyone in a position to control the content of a CPE activity.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not obtain disclosure of relevant financial relationships from everyone in a position to control the content of a CPE activity.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Conflict of Interest - Disqualification [SCS 5.2 (b)]</p>	<p>The provider ensures that if an individual refuses to disclose relevant financial relationships, they are disqualified from any involvement with the CE activity.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not have a mechanism to disqualify individuals if they refuse to disclose relevant financial relationships.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Conflict of Interest - Resolution [SCS 5.2 (c)]</p> <p>(Attach evidence of conflict of interest resolution.)</p>	<p>The provider has mechanisms to resolve conflicts of interest and documents the resolution prior to delivery of the educational activity appropriate to the role of the individual in control of content.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not have mechanisms to resolve conflicts of interest or the mechanisms are not appropriate. Or the provider does not document resolution for all individuals in control of content for each educational activity.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Prospectively identify and use commercial support appropriately		
<p>Budgetary Considerations – Commercial Support [SCS 5.3 (a,b,c)]</p>	<p>The provider makes all decisions regarding the disposition and disbursement of commercial support without any influence or stipulation from commercial interests.</p> <p style="text-align: right;">Meets <input type="checkbox"/> or N/A (Commercial Support not accepted) <input type="checkbox"/></p>	<p>The provider allows the commercial interest(s) to influence decisions regarding the disposition and disbursement of commercial support.</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 – Written Agreements [SCS 5.3 (d,e,f)]</p> <p>(Attach grant agreements for requested commercially supported activities.)</p>	<p>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.</p>	<p>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, or the agreements are missing, unsigned, undated or dated after the activity.</p>

	Meets <input type="checkbox"/> or N/A (Commercial Support not accepted) <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
<p>Budgetary Expenditures – Honoraria/Reimbursement [SCS 5.3 (g,h,i,j,l,m)]</p> <p>(Attach evidence of receipt and expenditure of commercial support, e.g., income/expense statements.)</p>	<p>The provider governs honoraria and reimbursement for those involved in the activity (e.g., planners, teachers, authors) where honoraria and expenses are paid only for the individual's work in the activity. The provider does not pay honoraria or expenses to learners or non-faculty participants.</p> <p>Meets <input type="checkbox"/> or N/A (Honoraria/Reimbursement not provided) <input type="checkbox"/></p>	<p>Direct payment is given by the commercial interest to those involved in the activity (e.g., planners, teachers, authors) and/or the provider pays honoraria or expenses to learners and/or the provider cannot document the receipt and disbursement of commercial support.</p> <p>Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Budgetary Expenditures – Social Events/Meals [SCS 5.3 (k)]</p> <p>(Reference activity announcements.)</p>	<p>The provider ensures that social events or meals do not compete with or take precedence over the educational activity.</p> <p>Meets <input type="checkbox"/></p>	<p>Social events or serving of meals occurs during or takes precedence over the educational activity.</p> <p>Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
Manage commercial promotion appropriately		
<p>Appropriate Management of Commercial Promotion - Exhibits [SCS 5.4 (a)]</p> <p>(Reference evidence of separation of exhibits from continuing education, e.g., activity announcements, agreements)</p>	<p>The provider ensures that, if commercial exhibits are associated with CE activities, arrangements do not: 1) influence planning or interfere with the presentation; and 2) are not a condition of the provision of commercial support for CE activities.</p> <p>Meets <input type="checkbox"/> or N/A (Exhibits not associated with CPE) <input type="checkbox"/></p>	<p>The provider does not ensure that, if commercial exhibits are associated with CE activities, arrangements for commercial exhibits do not: 1) influence planning or interfere with the presentation; and 2) are not a condition of the provision of commercial support for CE activities.</p> <p>Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Appropriate Management of Commercial Promotion [SCS 5.4 (b,c)]</p> <p>(Reference evidence of separation of promotion/advertising from continuing education, e.g., activity announcements, educational materials, reviewer/learner comments.)</p>	<p>The provider ensures that advertisements or other product promotion materials are kept separate from the educational activity and educational materials do not promote any advertising, corporate logos, trade names or a product-group message of an ACPE-defined commercial interest.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not ensure that advertisements or other product promotion materials are kept separate from the education. Or CE activities contain product-specific promotion or advertisement.</p> <ul style="list-style-type: none"> • Print – interleaved within the activity pages • Computer-based – visible on the screen at the same time as the activity • Audio/video recordings – present and/or 'commercial breaks' • Live – displayed, distributed or verbalized <p>Or educational materials contain advertising, corporate logos, trade names or a product-group message of an ACPE-defined commercial interest.</p> <p>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>(Reference 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 unbalanced 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>(Attach evidence of disclosure to learners)</p>	<p>The provider disclosed (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 <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not disclose sources of commercial support or relevant financial relationships on the part of everyone in a position to influence the educational activity and/or disclosure of commercial support includes corporate logos, trade names or product-group messages of an ACPE-defined commercial interest.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Monitoring</p> <p>[Reference evidence of monitoring process, e.g., activity evaluation forms (Standard 11).]</p>	<p>The provider uses methods (e.g., activity evaluation forms, surveys, focus groups) to allow participants to give feedback on sources of commercial bias or promotion if found in an activity.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not monitor whether commercial bias or promotion is present in activities or does not solicit additional information about any commercial bias found.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Management of Commercial Bias/Promotion [SCS 5.4(b,c), SCS 5.5]</p> <p>[Attach a summary of learner feedback, e.g., evaluation results/comments (Standard 11), and action taken, if any.]</p>	<p>No/minimal comments regarding the perception of commercial bias, advertising or promotion of commercial products are reported by learners and the provider follows up to addresses any comments if identified.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Substantial comments regarding the perception of bias, advertising or promotion of commercial products are reported by participants or the provider does not follow-up or address the identified comments.</p> <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):

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

Criterion and Evidence	Meets Criterion	Needs Improvement
Faculty Selection (Attach a description of the faculty selection process; include relevant evidence.)	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. Guidance includes preparing pharmacists to provide patient-centered collaborative care as described in the Pharmacists' Patient Care Process. <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 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>
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>

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 in live activities; 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"/> 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"/> or Additional Docs Required <input type="checkbox"/></p>
<p>Active Participation in Home Study CPE</p> <p>(Attach a description of what is done to foster active participation of learners in home study activities; include examples of actual learning materials.)</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"/> 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"/> 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 style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Educational materials are not offered for each CPE activity.</p> <p style="text-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 style="text-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 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>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 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 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 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"/>
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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 (Attach a description of the activity evaluation process.)	The provider has an evaluation process for its CPE activities that allows for feedback from learners. The provider periodically examines and revises its activity evaluation process for quality improvement. Meets <input type="checkbox"/>	Not Applicable	The provider does not have an evaluation process for its CPE activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Activity Evaluation Elements (Attach CPE activity evaluations.)	Activity evaluations contain elements relevant to the intended outcome of the activity. Meets <input type="checkbox"/>	Not Applicable	Activity evaluations do not contain elements relevant to the intended outcome of the activity. 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. Evaluation results are compiled, interpreted and returned to the faculty to assist in their effectiveness as educators. 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. Meets <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):

Global Items

Official wording and logos are used to identify an ACPE-Accredited Provider and its activities. Please make note of any non-standard wording or logos on the provider's promotional materials, educational materials, policy and procedures manual and other documents related to ACPE criteria.

	Meets Requirement	Needs Improvement
ACPE's Official Name	ACPE's full name is written as the "Accreditation Council for Pharmacy Education." Please note any wording other than what is shown. <div style="text-align: right;">Meets <input type="checkbox"/></div>	Alternate wording is used for ACPE's full name, e.g., "American Council for Pharmaceutical Education." <div style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></div>
ACPE Official Logo	Only official ACPE logos are displayed. The ACPE logo should appear exactly as shown below with a registered trademark symbol. <div style="text-align: center;"></div> <div style="text-align: right;">Meets <input type="checkbox"/></div>	A variant of the logo is substituted, the ACPE logo is shown in incorrect proportions, or the trademark symbol is missing. <div style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></div>
Provider Statements	Provider statements are worded correctly as in the examples below: <i>Name of Provider</i> is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. or for multiple providers... <i>Names of Providers</i> are accredited by the Accreditation Council for Pharmacy Education as providers of continuing pharmacy education. <div style="text-align: right;">Meets <input type="checkbox"/></div>	Alternate wording is used in a provider statement. <div style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></div>
Accredited Provider	The provider uses the term "Accredited Provider" in reference to itself. <div style="text-align: right;">Meets <input type="checkbox"/></div>	The provider uses the old term "Approved Provider" in reference to itself. <div style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></div>
Formal Complaints (checked by ACPE Staff)	No corrective action has been required by ACPE regarding formal complaints received at ACPE towards a provider. <div style="text-align: right;">Meets <input type="checkbox"/></div>	The provider has not taken corrective action as requested by ACPE or multiple complaints have been filed at ACPE for the provider. <div style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></div>
CPE Monitor™ (checked by ACPE Staff)	The provider is meeting ACPE's requirements for submission to CPE Monitor™. <div style="text-align: right;">Meets <input type="checkbox"/></div>	The provider has failed to meet ACPE's requirements for submission to CPE Monitor™. <div style="text-align: right;">Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/></div>
Application to the Practice of Pharmacy	Each CPE activity is applicable to the practice of pharmacy as defined by the current Definition of Continuing Pharmacy Education.	The provider's CPE activities are not applicable to the practice of pharmacy as defined by the current Definition of Continuing Pharmacy Education (e.g., personal financial management), presents topics without a full discussion of the pros and cons, or without research-based evidence (e.g., herbals).

	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Activity Information Matches ACPE Records	Information about individual activities matches ACPE records. For example, Universal Activity Numbers match ACPE's records. Meets <input type="checkbox"/>	The Universal Activity Numbers do not match ACPE's records 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):

Organization and Clarity of the Report and Evaluation Form

Please evaluate the overall organization and clarity of information in the provider's report to assist in improving the quality of future reports.

	Meets Criterion	Commendable	Needs Improvement
Organization of the Self-Assessment Report	A response and relevant supporting documentation is supplied for each criterion. The information is organized in a logical manner. Meets <input type="checkbox"/>	All sections of the report are complete and organized to facilitate finding information, e.g., pages are numbered and sections have labeled, tabbed dividers. Narrative descriptions and documentation of activities are thorough, clear and concise. The provider's responses appear honest and it presents viable plans for quality improvement where needed. Commend <input type="checkbox"/>	Information is difficult to find. Sections are not well labeled, paginated or incorrectly numbered. The provider does not respond to requests for information for all criteria or responds in a terse, dismissive or uninformative manner. Narrative responses or documentation appears deceptive. 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. Activity Announcement Checklist Items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONTENT OF CONTINUING PHARMACY EDUCATION ACTIVITIES				
1. Achievement of Mission and Goals of the CPE Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Gap Analysis	<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"/>
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"/>