ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

CONTINUING PHARMACY EDUCATION (CPE) PROVIDER ACCREDITATION PROGRAM

COMPREHENSIVE REVIEW FOR CPE ACCREDITATION STANDARDS:

SELF-ASSESSMENT REPORT

Overview for the Preparation of the Self-Assessment Report

The Accreditation Council for Pharmacy Education (ACPE) is the national agency for accreditation of professional degree programs in pharmacy and providers of continuing pharmacy education. Accreditation is the public recognition afforded a professional degree program in pharmacy or a provider of continuing pharmacy education that are judged to meet standards through initial and subsequent periodic evaluations. The ACPE accreditation process for providers of continuing pharmacy education is designed to assure pharmacists, boards of pharmacy and others, of the quality of continuing education programs.

ACPE conducts its business in English. All correspondence and conversation with ACPE, including monitoring reports, must be in English. If any portion of the provider's continuing education program is conducted in a language other than English, the provider must submit a copy of the original non-English materials appropriately labeled with an English translation.

ACPE requests that Providers of Continuing Pharmacy Education (CPE) assess their activities, compliance with quality standards, and potential for improvement as part of the Comprehensive Review for Continued Accreditation process. The comprehensive review includes the self-assessment report, in-depth review of selected educational CPE activities, and external/peer review.

This self-assessment is intended to be a tool to stimulate your organization's growth as a provider. It is an opportunity to identify what you are doing well and strengthen areas of need. This document will assist you in preparing your Self-Assessment Report, so please use it to help describe your organization's structure and activities and to select appropriate supporting documentation. We encourage you to draw upon the perspectives of all those involved in your organization's continuing pharmacy education program and suggest that you consider forming a committee to initiate, organize, and manage the self-assessment and report writing. Although the continuing education administrator's participation in the self-assessment process is essential, it is not necessary that this individual chair a Self-Assessment Report committee. However, we do not recommend giving outside consultants responsibility for leading the self-assessment or writing the report, because self-assessment and introspection by members of your own staff are central to long term improvement of a Provider's activities. ACPE's staff will be happy to assist you if you have any questions about preparing your report or need clarification about the standards.

Once the Self-Assessment Report is received, ACPE staff, an ACPE CPE Commissioner, and an external reviewer will evaluate it. As part of the transition to ACPE Standards 2009, the CPE evaluation process will be supplemented with a conference call. We hope that implementing the conference call will yield improvement in the overall evaluation process by allowing for dialogue between reviewers and the provider, clarification of information found in the self-assessment report, and discussion of the strengths and challenges of the provider's CPE program.

The conference call will be staffed by two reviewers (one external field reviewer and one CPE Commission member) and a staff member. The purpose of the conference call is to discuss your comprehensive report as a team; whereby clarifying any details, alleviating any inconsistencies, and offering an opportunity to submit any missing documentation within a week following the call and before decisions are made on accreditation terms. Providers may also encourage other staff members to join the call as well. ACPE will notify providers with a specified time and information for the conference call.

In order to facilitate the scheduling of these required conference calls, ACPE will utilize an online scheduling tool. The online scheduling tool is very easy to use and will require only a few minutes to note availability. Providers will be instructed to identify their availability for conference calls so that ACPE staff can assemble a review team. Although we recognize that unavoidable

circumstances may present themselves, please make every effort to maintain your selected availability as it may not be possible to reschedule the conference call. Shortly after the call, providers will receive an evaluation survey in an effort to gain comments and feedback on the conference call.

Following review and a conference call, the CPE Commission will propose accreditation actions to the ACPE Board of Directors for final approval at its regular Board meetings (held in January and June of each year). You will receive the result of this action in the form of an Action and Recommendations document soon thereafter.

Conference Call Guidelines for CPE Provider Comprehensive Reviews

The purpose of CPE conference calls is to validate the findings in the provider's Self-Assessment Report and to give the provider the opportunity to answer questions and clarify issues that are unclear to the reviewers. The review team is made up of an ACPE Commissioner, a field reviewer, and an ACPE staff member. The process is divided into three stages, which should take no more than two hours total. The stages of the conference call are as follows:

Review Team Conference (45 minutes)
- Team members join the conference call, identifying themselves upon entering the session.
- Engage in discussion of the review team's findings of the provider's self-assessment report, identifying strengths and areas needing improvement.
- Determine clarification questions to ask of the provider and assign them to team members.

Provider Conference (60 minutes – In extenuating circumstance, the team may extend the call or reschedule a follow-up call with the provider.)
- ACPE Staff: Describe the timeframe, purpose, and ground rules for the conference call.
- ACPE Staff: Identify the participants on the call and facilitate introductions.
- ACPE Staff: Ask the provider to give an overview of major changes in the organization along with strengths and areas needing improvement.
- Review Team: Ask clarifying questions, providing guidance as appropriate.
- ACPE Staff: Ask if provider has any questions for the review team.
- ACPE Staff: Describe any follow-up actions or documents that the provider may submit for consideration for the Commission's review.
- ACPE Staff: Describe the next steps in the review process (e.g., report goes to the CPE Commission…).
- Provider disconnects from the session.

Review Team Report (15 minutes)
- Discuss the call and handling of any follow-up information to be submitted by the provider.
- Staff drives consensus to complete the CPE Rubric with specific written comments on the following areas:
    o Gains made since the last comprehensive evaluation
    o A summary of the areas receiving commendation or identified as strengths
    o Detailed comments on areas needing improvement or additional documentation
- Discuss any other issues or comments.
- Disconnect from the session.

Instructions for Preparation and Submission of the
Self-Assessment Report

Please prepare and submit the Self-Assessment Report electronically as ACPE no longer accepts hard copy reports. Prior to the submission deadline, ACPE staff will contact providers with instructions on how to submit the Self-Assessment Report.

The electronic report should be provided as **one** file in a commonly used digital format, such as Adobe Acrobat PDF file. Materials should be arranged in the order of the Table of Contents with supporting documentation and appendices included in the same file as the report.

Self-Assessment Reports should be no more than 500 pages including appendices. Additionally, the provider is encouraged to limit the file size to no more than 80MB. In order to minimize the length and size of the report while providing the necessary documentation, providers should place evidence in one section of the report (rather than multiple sections) with accurate cross-referencing as appropriate and should use summary and/or aggregate evidence rather than raw data where possible. Additionally, minimizing the amount of large graphic files (e.g., JPEG, PNG, GIF) can help contain the size of the report. If the provider feels the report will exceed 500 pages, ACPE staff should be contacted for guidance.

The following method of organizing the report is recommended:

1. Table of Contents
    Please list the page numbers associated with each component of the report. For example:

Table of Contents	
Sections	Page(s)
Provider and Report Overview	Cover
Self-Assessment Report Checklist	1
Provider Summary Sheet	2
Policies and Procedures Attestation	3-8
Attestation	
Checklist	
Activity Announcements	
Standard 1 - Goal and Mission of the CPE Program	9-10
Rubric	
CPE Goal and Mission Statement	
Standard 2 - Educational Needs Assessment	11-25
Rubric	
Narrative	
Supporting documentation	

2. Clearly identify the included components. For example:
    a. Provider Summary Sheet
    b. Policies and Procedures Attestation
    c. Standard 1
    d. Standard 2, etc.

3. Clearly label all supporting documentation. Please use materials from the ACPE-selected activities (as well as additional activities self-selected by the provider, if applicable) as the supporting documentation.

Preparing for evaluation for purposes of accreditation requires the submission of an in-depth and broadly-based self-assessment document. ACPE staff has drafted the following guidelines to assist a continuing education provider in preparing and submitting an electronic self-assessment.

Provide start-up directions: Inform the reviewer of hardware and software needed to evaluate the self-assessment report. Include clear directions on how to begin and provide the name, email address, and phone number of a technical contact in the event that the reviewer experiences problems. Note, the electronic report should be provided as ONE file in a commonly used digital format, such as an Adobe Acrobat PDF file.

Make all computer-based media both Macintosh and PC compatible: Reviewers will come from a variety of computing environments. Any document or application included in the self-assessment must run on both Macintosh and PC computers.

Provide required applications: Provide installers for any applications needed for reviewing the self-assessment along with the means for uninstalling the applications. Be sure to have the proper licensing agreements when distributing any application.

Facilitate in-document note taking: Use applications for presenting text-based documents that allow in-document note taking. Disable document features (e.g. Adobe Acrobat® passwords) that prevent the reviewer from taking notes.

Organize the materials for quick search and retrieval: Make information quickly and easily accessible. Provide instructions on how to navigate the report, using PDF attachments, bookmarks, and/or hyperlinks within the report to help organize and direct reviewers to the appropriate documentation. Information that is difficult to locate, separated from the main documents or embedded in several layers of menus may be overlooked by the reviewer. Appendices and supporting documentation should be included in the same file as the report. Multiple electronic files will not be accepted.

Structure documents for on-screen reading: Wherever possible, break information into screen-sized chunks. Use simple navigation so that the viewer either scrolls through a document or pages through it. Avoid making the reviewer have to both scroll and page within the same document.

Facilitate printing: Ensure that documents can be printed on 8.5 x 11-inch paper while maintaining legibility and logical page breaks.

Viewing critical documents: Components that are critical to the evaluation should be visible to the reviewer. Distorted images, graphs, charts, etc. that cannot properly viewed on the reviewers' computer will not be considered in the self-assessment.

Limit web access or file downloads to optional materials: The continuing education provider should submit all information and materials that are required for the self-assessment. The report should not link to documents on the Internet unless they are only supplementary.

Select the most appropriate medium for the content: If the technology gets in the way of clarity or speed, then the reviewer may overlook information or not understand your organization in detail. Use the medium that presents each piece of information in the most accurate and effective way possible.

Use computer-based video, animations and audio sparingly: Avoid using computer-based video, lengthy animations and audio except where they add to information about your organization or present the content more effectively than other methods. If these media are used, give the reviewer full control over playback including the ability to fast-forward or skip presentations.

ACPE staff will be happy to receive comments or answer questions about these guidelines or other issues. Please contact our office at (312) 644-3575 or by email at ceinfo@acpe-accredit.org.

Creating PDF Documents from Word Documents for ACPE Report Submission

If you have already created your word document then you don't need to scan the printed document, you can do the following:

1. Open your document in Word
2. Save your document as a PDF
   a. File > Save As, PDF
3. In the **File Name** list, type or select a name for the document.

4. In the **Save as type** list, click **PDF**.

5. If you want to open the file immediately after saving it, select the **View Result** check box. This check box is available only if you have a PDF reader installed on your computer.

Combining Multiple PDF Documents for ACPE Report Submission
Note: Adobe Reader is free software that allows you to view PDFs. Adobe Acrobat is software that allows you to create and edit PDFs. Adobe Acrobat is not free.

Option 1: Adobe Acrobat
1. Within Acrobat, select File > Create > Combine Files into a Single PDF.
2. Click Add Files and select the files you want to add.
3. Click, drag, and drop to reorder the files and pages. Double-click on a file to expand and rearrange individual pages. Press the Delete key to remove unwanted content.
4. When finished arranging the files, click Combine Files.
5. Select File > Save As > PDF.
6. Name your PDF file and click Save.

Option 2: Online Membership to Adobe Acrobat
1. If your organization does not currently have access to Adobe Acrobat, visit https://www.acrobat.com/free-trial-download.html to download a free trial of Acrobat Pro.
2. Download a free trial for 30 days; or purchase monthly access to Adobe Acrobat online.

Option 3: PDF Creation Software
Download PDF creator software from the internet. (i.e., PDFCreator, CutePDF, PDF Fusion, Nitro PDF, etc.) Note: ACPE does not endorse any particular PDF Creation Software.

SELF-ASSESSMENT REPORT: CHECKLIST
Please complete and submit at the beginning of the self-assessment report.

☐   **Participated in Self-Assessment Report Preparation Webinar** (optional)

☐   **Completed Provider Summary Sheet**

☐   **Signed Provider Attestation for Policy and Procedure Monitoring**

☐   **Completed Evaluation Form (Rubric) -** the Provider's self-rating of each criterion

☐   **Included Supplemental Narratives**

☐   **Included Supporting Documentation –** refer to summary on pages 10-11

☐   **Utilized 2-3 CPE Activities selected by ACPE as the basis of the Report**

☐   **Additional CPE Activities selected by the Provider** (optional)

☐   **Electronic submission of the Provider's Report as instructed by ACPE**

Per ACPE Administrative Warning policy, failure of a provider to submit a complete Self-Assessment Report will result in written notification whereby the provider will be given 2 weeks to fulfill all outstanding requirements, after which time continued failure to comply will result in the imposition of Administrative Warning and subsequent Board action.

As the Continuing Pharmacy Education (CPE) Administrator on record with ACPE, on behalf of our organization, I attest that we have submitted the required items as outlined on this checklist.

CPE Administrator's Signature	Date

SELF-ASSESSMENT REPORT: PROVIDER SUMMARY SHEET

Please complete and submit with the self-assessment report.

1. How long have you been the Continuing Pharmacy Education (CPE) Administrator?

    _____ <1 year   OR   _____ (number of years)

2. When did you last attend a CPE Administrator Workshop?   _____

3. Do you conduct CPE activities for (select one):

    _____ Pharmacists only

    _____ Pharmacy technicians only

    _____ Both pharmacists and pharmacy technicians

4. Which activity types do you conduct? (select all that apply)

    _____ Knowledge-based (K)

    _____ Application-based (A)

    _____ Practice-based (P)

5. Do you plan and conduct continuing education activities for an interprofessional audience (e.g.,

    pharmacists, physicians, nurses, other)? (select one)

    _____ Yes

    _____ No, but plan to within the next 1 – 3 years

    _____ No, and do not plan to within the next 1 – 3 years

Please provide a summary description of the Provider's CPE program, including background of the organization. The summary should be no more than one page in length (12-point font, single spaced).

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| |

Please indicate the two or three CPE activities selected by ACPE:

Universal Activity Number (UAN)	Title	Activity Type (K, A, P)

Please indicate any additional activities included as selected by the Provider (optional)

Universal Activity Number (UAN)	Title	Activity Type (K, A, P)

SELF-ASSESSMENT REPORT – EVALUATION FORM (RUBRIC)
<u>GUIDELINES</u>

The following document is the evaluation form (rubric) for the policies and procedures attestation, four Sections and twelve Standards of the *ACPE Accreditation Standards for Continuing Pharmacy Education*, global assessment and evaluation summary.

For each component of the report you should assess your CPE program and selected activities by the following:

A. Include a narrative response with enough detailed information for reviewers to accurately assess your rubric ratings and supporting documentation.

B. Respond to EVERY question ensuring that each item in the rubric evaluation grid is addressed. If you believe that a question does not apply to your organization, please explain why. For each criterion, the provider is to indicate its self-assessment rating by marking the corresponding checkbox:

- **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.

C. Carefully review the items in parentheses in the 'Criterion and Evidence' sections of the rubric (shaded columns on the left) to identify required supporting materials.

D. Place documentation and/or completed checklist(s) immediately after your assessment of that standard or as an appendix at the end of your report. Your documentation is the basis for ACPE's evaluation and should correspond to each of the rubric items. In the event that documentation is not available, please provide an explanation. If you are asked to provide documentation that you included in an earlier section, state the section number and/or page. Feel free to include documentation above and beyond that requested, if it adds to the understanding of your efforts.

Please refer to your specific ACPE re-accreditation letter for selected CPE activities, timelines, and submission requirements for your Report. For further questions or clarification, please contact the ACPE office at (312) 664-3575 x1 or by email at ceinfo@acpe-accredit.org.

SELF-ASSESSMENT REPORT: SUPPORTING DOCUMENTATION
Summary of evidence to be submitted for CPE Standards
(Evidence and documentation should be placed in one section of the report with accurate cross-referencing, hyperlinks, and/or bookmarks as appropriate)

Standard 1: Achievement of Mission and Goals of the CPE Program
- CPE mission and goals/strategic plan
- Assessment plan to evaluate achievement of mission and goals
- Data collection and analysis to document achievement of mission and goals

Standard 2: Gap Analysis
- Description and evidence of gaps identified for pharmacists and/or pharmacy technicians
- Description and evidence of educational need(s) that cause the identified gap(s) for pharmacists and/or pharmacy technicians

Standard 3: Continuing Pharmacy Education Activities
- Policy and procedure or description of the process used to assign K, A, P activity-type designators to meet the educational needs of pharmacists and/or pharmacy technicians
- Activity announcement for selected CPE activities
- Syllabus or description of how practice-based activities are designed to meet the listed requirements, if applicable
- Description and evidence of the process for ensuring the information presented is evidence-based

Standard 4: CPE Activity Objectives
- Activity announcements for selected CPE activities
- Examples of how objectives are: 1) developed to address the identified educational need, 2) assessed by active learning, and 3) covered by a learning assessment

Standard 5: Standards for Commercial Support (SCS)
SCS 5.1 - Independence
- Evidence demonstrating independence, e.g. activity announcements, grant agreements, joint providership agreements, planning documents
SCS 5.2 - Resolution of Personal Conflicts of Interest
- Evidence of disclosure of relevant financial relationships for everyone in a position to control content of an education activity (e.g. executed disclosure forms)
- Evidence of identification and resolution of all conflicts of interest prior to the education activity being delivered to learners
SCS 5.3 - Appropriate Use of Commercial Support
- Grant agreements, if applicable
- Evidence of receipt and expenditure of commercial support, e.g., income and expense statements
- Activity announcements for selected CPE activities
SCS 5.4 - Appropriate Management of Associated Commercial Promotion
- Evidence of separation of promotion/advertising from continuing education, e.g., activity announcements, agreements, educational materials, reviewer/learner comments
SCS 5.5 - Content and Format without Commercial Bias
- Educational materials for selected CPE activities

SCS 5.6 - Disclosures Relevant to Potential Commercial Bias
- Evidence of disclosure to learners of relevant financial relationships and sources of all commercial support

Monitoring
- Activity evaluation forms for selected CPE activities
- Summary of activity evaluation feedback pertaining to bias, including free text comments, and evidence of provider follow-up on comments of bias, if identified

Standard 6: Faculty
- Description of the process for selecting faculty
- Evidence of verbal and written faculty guidance documents

Standard 7: Teaching and Learning Methods
- Description of techniques to foster active participation of learners along with evidence of active learning methods for selected CPE activities

Standard 8: Educational Materials
- Educational materials from selected CPE activities

Standard 9: Assessment of Learning
- Description and evidence of how learners are able to assess achievement of learned content including participant results
- Description of how learning assessments are documented for credit

Standard 10: Assessment Feedback
- Description and evidence of how feedback is provided to learners in an appropriate, timely, and constructive manner

Standard 11: Evaluation of CPE Activity
- Description of activity evaluation process with evaluations from selected CPE activities
- Activity evaluation summary data separated by profession
- Description and evidence of how feedback from activity evaluations is used to improve the overall CPE program

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 ☐ or Additional Docs Required ☐
2.0 CPE Activities 　　　2a. Knowledge-based (K) 　　　2b. Application-based (A) 　　　2c. Practice-based (P)		Needs Improvement ☐ or Additional Docs Required ☐
3.0 Joint Providership		Needs Improvement ☐ or Additional Docs Required ☐
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. Meets for All ☐ or Meets for at Least One ☐	Every selected activity announcement is missing at least one required element as measured by the activity announcement checklist. Needs Improvement ☐ or Additional Docs Required ☐

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Policies & Procedures – Section V	Meets Criterion	Needs Improvement

5.0 Continuing Education Credit
    5a. Live CPE activities
    5b. Home study CPE activities
    5c. Partial credit
		Needs Improvement ☐
		or Additional Docs Required ☐

6.0 Recordkeeping		Needs Improvement ☐ or Additional Docs Required ☐

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 ☐
		or Additional Docs Required ☐

8.0 Financial Resources	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement ☐ or Additional Docs Required ☐

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 ☐
		or Additional Docs Required ☐

10.0 Fees		Needs Improvement ☐ or Additional Docs Required ☐
11.0 Organization Name Change or Merger		Needs Improvement ☐ or Additional Docs Required ☐
12.0 Substantive Change Policy		Needs Improvement ☐ or Additional Docs Required ☐

**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 ☐ or Additional Docs Required ☐
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 ☐ or Additional Docs Required ☐
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 ☐ We **Do Not** accept commercial support for any directly or jointly provided CPE activities ☐	Needs Improvement ☐ or Additional Docs Required ☐
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 ☐ or Additional Docs Required ☐
5.5 Content/Format without Commercial Bias		Needs Improvement ☐ or Additional Docs Required ☐
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 ☐ or Additional Docs Required ☐

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.

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.'

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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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐	The strategic plan/goals do not indicate how the mission will be achieved and/or are not concise and measurable statements. Needs Improvement ☐ or Additional Docs Required ☐
Assessment plan **(Attach assessment plan.)**	The provider has an assessment plan to evaluate achievement of its mission and goals. Meets ☐	The provider does not have an assessment plan to evaluate achievement of its mission and goals. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐	The provider does not include data collection or analysis to document achievement of the mission and goals. Needs Improvement ☐ or Additional Docs Required ☐
Continuous development and improvement	The provider uses the results to demonstrate continuous development and improvement of the CPE program. Meets ☐	The provider does not use the results to demonstrate continuous development and improvement of the CPE program. Needs Improvement ☐ or Additional Docs Required ☐
Commendation Note:	The provider shows a commitment to continuous quality improvement. 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. Commend ☐	

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 ☐	The provider does not have a process of identifying knowledge, skill, or practice gaps. Needs Improvement ☐ or Additional Docs Required ☐
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 ☐	The provider does not identify gaps between what pharmacists and/or pharmacy technicians do and what is needed or desired in practice. Needs Improvement ☐ or Additional Docs Required ☐
Educational Need(s) for <u>Pharmacists</u> **(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 ☐ or N/A (CPE not offered for pharmacists) ☐	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 ☐ or Additional Docs Required ☐
Educational Need(s) for <u>Pharmacy Technicians</u> **(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 ☐ or N/A (CPE not offered for technicians) ☐	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 ☐ or Additional Docs Required ☐

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 ☐

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 <u>Pharmacists</u> **(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 ☐ or N/A (CPE not offered for pharmacists) ☐	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 ☐ or Additional Docs Required ☐
Activities Structured by Type for <u>Pharmacy Technicians</u> **(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 ☐ or N/A (CPE not offered for technicians) ☐	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 ☐ or Additional Docs Required ☐
Knowledge-based Activities		
Knowledge-based CPE Purpose	Knowledge-based CPE activities are designed primarily for participants to acquire factual knowledge. Meets ☐ or N/A (Knowledge-based CPE not offered) ☐	CPE activities that have been labeled as Knowledge-based are not designed primarily for participants to acquire factual knowledge. Needs Improvement ☐ or Additional Docs Required ☐
Knowledge-based CPE Credit **(Reference activity announcements.)**	The minimum credit for Knowledge-based CPE is 15 minutes or 0.25 contact hour. Meets ☐ or N/A (Knowledge-based CPE not offered) ☐	The provider incorrectly assigns credit to a Knowledge-based CPE activity or misidentifies it as Knowledge-based CPE when it is not. Needs Improvement ☐ or Additional Docs Required ☐
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 ☐ or N/A (Application-based CPE not offered) ☐	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 ☐ or Additional Docs Required ☐
Application-based CPE Credit **(Reference activity announcements.)**	The minimum credit for Application-based CPE is 60 minutes or one contact hour. Meets ☐ or N/A (Application-based CPE not offered) ☐	The provider incorrectly assigns credit to an Application-based CPE activity or misidentifies it as Application-based CPE when it is not. Needs Improvement ☐ or Additional Docs Required ☐
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 ☐ or N/A (Practice-based CPE not offered) ☐	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 ☐ or Additional Docs Required ☐
Practice-based CPE Components	Practice-based CPE activities include a didactic component and a practice component. Meets ☐ or N/A (Practice-based CPE not offered) ☐	Practice-based CPE activities do not include both a didactic component and a practice component. Needs Improvement ☐ or Additional Docs Required ☐
Practice-based CPE Minimum Credit **(Reference activity announcements.)**	The minimum credit for Practice-based CPE is 15 contact hours. Meets ☐ or N/A (Practice-based CPE not offered) ☐	The provider incorrectly assigns credit to a Practice-based CPE activity or misidentifies it as Practice-based CPE when it is not. Needs Improvement ☐ or Additional Docs Required ☐

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 ☐	The content of the provider's CPE activities is not based on evidence as accepted in the literature by the healthcare professions. Needs Improvement ☐ or Additional Docs Required ☐

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. Meets ☐	The provider does not have objectives for each CPE activity. Needs Improvement ☐ or Additional Docs Required ☐
Objectives Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.	Objectives are measurable and specific. Meets for All Activities ☐ or Meets for at Least One Activity ☐	Objectives are consistently non-measurable and non-specific. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐ or N/A (CPE not offered for pharmacists) ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐ or N/A (CPE not offered for pharmacists) ☐	The objectives relate to content that is not appropriate for a pharmacist. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐ or N/A (CPE not offered for technicians) ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐ or N/A (CPE not offered for technicians) ☐	The objectives relate to content that is not appropriate for a pharmacy technician. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐	The objectives do not address the identified educational need or the activity type. Needs Improvement ☐ or Additional Docs Required ☐
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). Meets ☐	The objectives are not addressed by an active learning activity. Needs Improvement ☐ or Additional Docs Required ☐
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). Meets ☐	The objectives are not covered by a learning assessment. Needs Improvement ☐ or Additional Docs Required ☐

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		
Independence [SCS 5.1 (a)] **(Reference evidence demonstrating independence, e.g. activity announcements, grant agreements, planning documents.)**	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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
Independence [SCS 5.1(b)] **(Reference joint providership agreements, if applicable.)**	The provider does not use commercial interests as joint providers of continuing education activities. Meets ☐	The provider uses commercial interests as joint providers of continuing education activities. Needs Improvement ☐ or Additional Docs Required ☐
Resolve conflicts of interest during the planning process		
Conflict of Interest - Identification [SCS 5.2 (a)] **[Attach evidence of disclosure (e.g. completed forms)]**	The provider obtains disclosure of relevant financial relationships from everyone in a position to control the content of a CPE activity. Meets ☐	The provider does not obtain disclosure of relevant financial relationships from everyone in a position to control the content of a CPE activity. Needs Improvement ☐ or Additional Docs Required ☐
Conflict of Interest - Disqualification [SCS 5.2 (b)]	The provider ensures that if an individual refuses to disclose relevant financial relationships, they are disqualified from any involvement with the CE activity. Meets ☐	The provider does not have a mechanism to disqualify individuals if they refuse to disclose relevant financial relationships. Needs Improvement ☐ or Additional Docs Required ☐
Conflict of Interest - Resolution [SCS 5.2 (c)] **(Attach evidence of conflict of interest resolution.)**	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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
Prospectively identify and use commercial support appropriately		
Budgetary Considerations – Commercial Support [SCS 5.3 (a,b,c)]	The provider makes all decisions regarding the disposition and disbursement of commercial support without any influence or stipulation from commercial interests. Meets ☐ or N/A (Commercial Support not accepted) ☐	The provider allows the commercial interest(s) to influence decisions regarding the disposition and disbursement of commercial support. Needs Improvement ☐ or Additional Docs Required ☐

Appropriate Use of Commercial Support – Written Agreements [SCS 5.3 (d,e,f)] **(Attach grant agreements 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 ☐ or N/A (Commercial Support not accepted) ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
Budgetary Expenditures – Honoraria/Reimbursement [SCS 5.3 (g,h,i,j,l,m)] **(Attach evidence of receipt and expenditure of commercial support, e.g., income/expense statements.)**	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. Meets ☐ or N/A (Honoraria/Reimbursement not provided) ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
Budgetary Expenditures – Social Events/Meals [SCS 5.3 (k)] **(Reference activity announcements.)**	The provider ensures that social events or meals do not compete with or take precedence over the educational activity. Meets ☐	Social events or serving of meals occurs during or takes precedence over the educational activity. Needs Improvement ☐ or Additional Docs Required ☐

Manage commercial promotion appropriately

Appropriate Management of Commercial Promotion - Exhibits [SCS 5.4 (a)] **(Reference evidence of separation of exhibits from continuing education, e.g., activity announcements, agreements)**	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. Meets ☐ or N/A (Exhibits not associated with CPE) ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
Appropriate Management of Commercial Promotion [SCS 5.4 (b,c)] **(Reference evidence of separation of promotion/advertising from continuing education, e.g., activity announcements, educational materials, reviewer/learner comments.)**	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. Meets ☐	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. • Print – interleafed 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 Or educational materials contain advertising, corporate logos, trade names or a product-group message of an ACPE-defined commercial interest. Needs Improvement ☐ or Additional Docs Required ☐

Content and format delivered without commercial bias		
Content – Commercial Bias [SCS 5.5 (a,b)] **(Reference educational materials)**	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. If trade names are used, they accompany the respective generic names and include all available trade names for the product. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
Disclose required information		
Disclosure to Participants [SCS 5.6 (a,b,c,d,e)] **(Attach evidence of disclosure to learners)**	The provider disclosed (verbally or in writing) the following prior to the beginning of each educational activity: 1. Name of the individual; 2. Name of the commercial interest(s) 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 Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
Monitoring **[Reference evidence of monitoring process, e.g., activity evaluation forms (Standard 11).]**	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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
Management of Commercial Bias/Promotion [SCS 5.4(b,c), SCS 5.5] **[Attach a summary of learner feedback, e.g., evaluation results/comments (Standard 11), and action taken, if any.]**	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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐

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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
Faculty Guidance for Objectives	Verbal and written information is provided to faculty to assure that CPE activities meet ACPE's Standards for developing objectives. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐

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
Active Participation in Live CPE **(Attach a description of what is done to foster active participation of learners in live activities; include examples of actual learning materials.)**	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. Meets ☐ or N/A (live CPE not offered) ☐	<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. Needs Improvement ☐ or Additional Docs Required ☐
Active Participation in Home Study CPE **(Attach a description of what is done to foster active participation of learners in home study activities; include examples of actual learning materials.)**	The provider designs and implements learning activities to foster active participation as a component <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. Meets ☐ or N/A (home study CPE not offered) ☐	<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. Needs Improvement ☐ or Additional Docs Required ☐

Commendation Note: (The provider must meet all the previous elements of this standard plus include a list of scholarly activities.)	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. 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.) Commend ☐

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
Educational Materials for Each CPE Activity **(Attach educational materials from the activities.)**	The provider offers educational materials (e.g., handouts, outlines, background material, selected bibliographies, audiovisual aids, etc.) for each CPE activity. Meets ☐	Educational materials are not offered for each CPE activity. Needs Improvement ☐ or Additional Docs Required ☐
Educational Materials for Achieving Objectives	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. Meets ☐	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. Needs Improvement ☐ or Additional Docs Required ☐

Commendation Note: (The provider must meet all the previous elements of this standard)	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. Commend ☐

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

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 ☐	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 ☐ or Additional Docs Required ☐
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 ☐	The provider does not use a learning assessment as the basis for awarding CPE credit. Needs Improvement ☐ or Additional Docs Required ☐
Learning Assessment for Knowledge-based CPE	Knowledge-based CPE activities include assessment questions to determine recall of facts. Meets ☐ or N/A (Knowledge-based CPE not offered) ☐	Knowledge-based CPE activities do not include assessment questions to determine recall of facts. Needs Improvement ☐ or Additional Docs Required ☐
Learning Assessment for Application-based CPE	Application-based CPE activities include case studies structured to address application of the principles learned. Meets ☐ or N/A (Application-based CPE not offered) ☐	Application-based CPE activities lack case studies structured to address application of the principles learned. Needs Improvement ☐ or Additional Docs Required ☐
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 ☐ or N/A (Practice-based CPE not offered) ☐	Practice-based CPE activities lack formative and summative assessments that demonstrate that the participants achieved the stated objectives. Needs Improvement ☐ or Additional Docs Required ☐

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 ☐

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.

CPE Standards: Self-Assessment Report
Version 8 – Effective January 1, 2018 (released August 2017)

Standard 10: Assessment Feedback

Criterion and Evidence	Meets Criterion	Needs Improvement
Appropriate, Constructive Feedback to Learners **(Attach a description with examples of how feedback is provided to participants.)**	Learner assessment feedback is provided to participants in an appropriate and constructive manner. Meets ☐	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.") Opportunities to cheat are present. (e.g., giving answers to questions before post tests are collected.) Needs Improvement ☐ or Additional Docs Required ☐
Timely Feedback to Learners	Learner assessment feedback is provided to participants in a timely manner. Meets ☐	Learner assessment feedback is not provided to participants in a timely manner. Needs Improvement ☐ or Additional Docs Required ☐
Feedback to Learners Consistent with objectives and CPE Type	Learner feedback is consistent with the objectives and activity type. For example, feedback may include • 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. Meets ☐	Learner feedback is not consistent with the objectives or activity type. Needs Improvement ☐ or Additional Docs Required ☐

Commendation Note: (The provider must meet all the previous elements of this standard)	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. Commend ☐

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 ☐	Not Applicable	The provider does not have an evaluation process for its CPE activities. Needs Improvement ☐ or Additional Docs Required ☐
Activity Evaluation Elements **(Attach CPE activity evaluations.)**	Activity evaluations contain elements relevant to the intended outcome of the activity. Meets ☐	Not Applicable	Activity evaluations do not contain elements relevant to the intended outcome of the activity. Needs Improvement ☐ or Additional Docs Required ☐
Separate Evaluations for Pharmacists **(Attach pharmacist activity evaluation summary data.)**	Feedback from activities is summarized for pharmacists separately from non-pharmacists. Meets ☐ or N/A (CPE not offered for pharmacists) ☐	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 ☐ or Additional Docs Required ☐
Separate Evaluations for Technicians **(Attach technician activity evaluation summary data.)**	Feedback from activities is summarized for technicians separately from non-technicians. Meets ☐ or N/A (CPE not offered for technicians) ☐	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 ☐ or Additional Docs Required ☐
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 ☐	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 ☐	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 ☐ or Additional Docs Required ☐

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

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. Meets ☐	Alternate wording is used for ACPE's full name, e.g., "American Council for Pharmaceutical Education." Needs Improvement ☐ or Additional Docs Required ☐
ACPE Official Logo	Only official ACPE logos are displayed. The ACPE logo should appear exactly as shown below with a registered trademark symbol. ACPE® Meets ☐	A variant of the logo is substituted, the ACPE logo is shown in incorrect proportions, or the trademark symbol is missing. Needs Improvement ☐ or Additional Docs Required ☐
Provider Statements	Provider statements are worded correctly as in the examples below: *Name of Provider* is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. or for multiple providers... *Names of Providers* are accredited by the Accreditation Council for Pharmacy Education as providers of continuing pharmacy education. Meets ☐	Alternate wording is used in a provider statement. Needs Improvement ☐ or Additional Docs Required ☐
Accredited Provider	The provider uses the term "Accredited Provider" in reference to itself. Meets ☐	The provider uses the old term "Approved Provider" in reference to itself. Needs Improvement ☐ or Additional Docs Required ☐
Formal Complaints (checked by ACPE Staff)	No corrective action has been required by ACPE regarding formal complaints received at ACPE towards a provider. Meets ☐	The provider has not taken corrective action as requested by ACPE or multiple complaints have been filed at ACPE for the provider. Needs Improvement ☐ or Additional Docs Required ☐
CPE Monitor® (checked by ACPE Staff)	The provider is meeting ACPE's requirements for submission to CPE Monitor®. Meets ☐	The provider has failed to meet ACPE's requirements for submission to CPE Monitor®. Needs Improvement ☐ or Additional Docs Required ☐
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. Meets ☐	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). Needs Improvement ☐ or Additional Docs Required ☐

Activity Information Matches ACPE Records	Information about individual activities matches ACPE records. For example, Universal Activity Numbers match ACPE's records. Meets ☐	The Universal Activity Numbers do not match ACPE's records Needs Improvement ☐ or Additional Docs Required ☐

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 ☐	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 ☐	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 ☐ or Additional Docs Required ☐

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

CPE Standards: Self-Assessment Report
Version 8 – Effective January 1, 2018 (released August 2017)