



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

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.
 - **Needs Improvement:** The provider has not achieved all the elements required by the criterion.
 - **N/A - Not Available:** This section of the criterion does not apply, or no evidence is available.

- 3) If you indicate that a standard is "Needs Improvement", briefly write the reason for your assessment in the comment area 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 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
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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	The CPE Administrator and, where utilized, other professional staff supplied evidence of continuing professional development (CPD) as it relates to the competencies of CE professionals. <p align="right">Meets <input type="checkbox"/></p>	The provider has no documentation about the CPE Administrator's or other professional staff's continuing professional development (CPD). <p align="right">Needs Improvement <input type="checkbox"/></p>
2.0	CPE Activities 2a. Knowledge-based (K) 2b. Application-based (A) 2c. Certificate Program (previously named Practice-based) (CP)	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement <input type="checkbox"/>
3.0	Joint Providership		Needs Improvement <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 announcement contained all required elements as measured by the activity announcement checklist. <p align="right">Meets for All <input type="checkbox"/> or Meets for at Least One <input type="checkbox"/></p>	Every selected activity announcement is missing at least one required element as measured by the activity announcement checklist. <p align="right">Needs Improvement <input type="checkbox"/></p>

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	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement <input type="checkbox"/>
6.0	Recordkeeping		Needs Improvement <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"/>
8.0	Financial Resources		Needs Improvement <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"/>
10.0	Fees		Needs Improvement <input type="checkbox"/>
11.0	Organization Name Change or Merger		Needs Improvement <input type="checkbox"/>
12.0	Substantive Change Policy		Needs Improvement <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.

**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. (<u>Avoid</u> “understand,” “learn,” etc.) *			
B. Type of activity, i.e., knowledge, application, certificate program*			
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 sponsoring 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 with the appropriate target audience designation (‘P’ and/or ‘T’) in the activity UAN			
J. 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, NABP e-PID number, month/day of birth for submission to CPE Monitor®, etc.).			
K. Acknowledgment of any organization(s) providing financial support for any component of the educational activity of the CPE activity			
L. For home study activities: the initial release date and the expiration date.			
M. For Virtual events: Access to System requirements: The Internet browser(s) supported and minimum versions of each required by the learner to complete the online activity; The minimum memory, storage, processor, and internet speeds require by the learner to complete the online activity			

*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.’

Standard 3: Continuing Pharmacy Education Activities
Standard 4: CPE Activity Objectives

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, C activity type designators.)	The provider structures each CPE activity to meet the knowledge-, application- and/or certificate program-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 certificate program-based educational needs of pharmacists. Needs Improvement <input type="checkbox"/>
Content of Activity Appropriate for Pharmacists Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.	The objectives relate to content that is within the scope of practice for a pharmacist and are reflective of what a pharmacist will be able to do at the completion of the activity. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The objectives relate to content that is not appropriate for a pharmacist. Needs Improvement <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, C activity type designators.)	The provider structures each CPE activity to meet the knowledge-, application- and/or certificate program-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 certificate program-based educational needs of pharmacy technicians. Needs Improvement <input type="checkbox"/>
Content of Activity Appropriate for Pharmacy Technicians Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.	The objectives relate to content that is within the scope of practice for a pharmacy technician and are reflective for what a pharmacy technician will be able to do at the completion of the activity. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The objectives relate to content that is not appropriate for a pharmacy technician. Needs Improvement <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"/>
Knowledge-based CPE Credit (Reference activity announcements.)	The minimum credit for knowledge-based CPE is 15 minutes or 0.25 contact hours. 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"/>
Objectives for Knowledge-based CPE activities Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.	Objectives are measurable and specific for knowledge-based activities. Meets for All Activities <input type="checkbox"/> or Meets for at Least One Activity <input type="checkbox"/> or N/A (Knowledge-based CPE not offered) <input type="checkbox"/>	Objectives are consistently non-measurable and non-specific for knowledge-based activities. Needs Improvement <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"/>

<p>Application-based CPE Credit</p> <p>(Reference activity announcements.)</p>	<p>The minimum credit for application-based CPE is 30 minutes or 0.5 contact hours.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p> <p style="text-align: right;">or N/A (Application-based CPE not offered) <input type="checkbox"/></p>	<p>The provider incorrectly assigns credit to an application-based CPE activity or misidentifies it as application-based CPE when it is not.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
<p>Objectives for Application-based CPE activities</p> <p>Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.</p>	<p>Objectives are measurable and specific for application-based activities.</p> <p style="text-align: right;">Meets for All Activities <input type="checkbox"/></p> <p style="text-align: right;">or Meets for at Least One Activity <input type="checkbox"/></p> <p style="text-align: right;">or N/A (Application-based CPE not offered) <input type="checkbox"/></p>	<p>Objectives are consistently non-measurable and non-specific for application-based activities.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
Certificate Program (previously named Practice-based) Activities		
<p>Certificate Program CPE Purpose</p> <p>(Attach syllabus or describe how Certificate Program activities are designed to meet the listed requirements.)</p>	<p>Certificate program CPE activities are designed primarily for participants to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p> <p style="text-align: right;">or N/A (Certificate Program CPE not offered) <input type="checkbox"/></p>	<p>CPE activities that have been labeled as certificate programs are not designed primarily for participants to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
<p>Certificate Program CPE Components</p>	<p>Certificate program CPE activities include a didactic component and a practice component.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p> <p style="text-align: right;">or N/A (Certificate Program CPE not offered) <input type="checkbox"/></p>	<p>Certificate program CPE activities do not include either a didactic component or a practice component.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
<p>Certificate Program CPE Minimum Credit</p> <p>(Reference activity announcements.)</p>	<p>The minimum credit for certificate program CPE is 8 contact hours.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p> <p style="text-align: right;">or N/A (Certificate Program CPE not offered) <input type="checkbox"/></p>	<p>The provider incorrectly assigns credit to a certificate program CPE activity or misidentifies it as certificate program CPE when it is not.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
<p>Objectives for Certificate Program CPE activities</p> <p>Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.</p>	<p>Objectives are measurable and specific for certificate program activities.</p> <p style="text-align: right;">Meets for All Activities <input type="checkbox"/></p> <p style="text-align: right;">or Meets for at Least One Activity <input type="checkbox"/></p> <p style="text-align: right;">or N/A (Certificate Program CPE not offered) <input type="checkbox"/></p>	<p>Objectives are consistently non-measurable and non-specific for certificate program activities.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>

If the rating is Needs Improvement, briefly explain the rationale:

Standard 5: Standards for Integrity and Independence

Criterion and Evidence	Meets Criterion	Needs Improvement
Ensure Content is Valid		
<p>Content Validity [5.1]</p> <p>(Attach process for ensuring information presented is fair, balanced, and evidence based. Include supporting evidence.)</p>	<p>The provider ensures that CE is fair and balanced and clinical content presented supports safe, effective patient care.</p> <ul style="list-style-type: none"> All recommendations are based on current science, evidence, and clinical reasoning, while giving fair and balanced view of diagnostic/therapeutic options. All scientific research in CE conforms to the generally accepted standards of experimental design, data collection, analysis, and interpretation. The provider facilitates engagement with new/evolving topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning. <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not ensure that CE is fair, balanced and based on current science, evidence and clinical reasoning. Or scientific research in CE does not conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation. Or CE content advocates or promotes practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
Prevent Commercial Bias and Marketing in Accredited Continuing Education		
<p>Preventing Commercial Bias and Marketing [5.2]</p> <p>(Attach process for ensuring CE protects learners from commercial bias and marketing. Include supporting evidence.)</p>	<p>The provider ensures that CE protects learners from commercial bias and marketing.</p> <ul style="list-style-type: none"> All decisions related to planning, faculty selection, delivery, and evaluation are made without influence or involvement from the owners and employees of an ineligible company. CE activities are free of marketing or sales of products or services. Faculty do not promote or sell products or services that serve their professional or financial interests. Names or contact information of learners is not shared with any ineligible company or its agents without the explicit consent of the individual learner. <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not ensure all decisions related to planning; faculty selection, delivery, and evaluation are made without influence or involvement from owners and employees of an ineligible company. Or the provider does not ensure CE activities are free of marketing or sales of products/services, including faculty promotion or sales of products/services that serve their professional or financial interests. Or the names or contact information of learners is shared with an ineligible company or its agents without the explicit consent of the individual learner.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
Identify, Mitigate, and Disclose Relevant Financial Relationships		
<p>Identify relevant financial relationships [5.3 (1-3)]</p> <p>(Attach evidence of identification of relevant financial relationships.)</p>	<p>The provider:</p> <ul style="list-style-type: none"> Collects information from all planners, faculty, and others in control of content about all financial relationships with ineligible companies within the prior 24 months, i.e. name of company and nature of relationship. Excludes owners or employees of ineligible companies. (Three exceptions to exclusion are outlined in the standard.) Identifies relevant financial relationships. <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not collect information from all individuals in control of content about all financial relationships with ineligible companies within the prior 24 months or does not exclude owners/employees of ineligible companies or does not identify relevant financial relationships.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
<p>Mitigate relevant financial relationships [5.3 (4)]</p> <p>(Attach evidence of mitigation of relevant financial relationships.)</p>	<p>Prior to the individuals assuming their roles, the provider takes steps to prevent all those with relevant financial relationships from inserting commercial bias into content. Steps taken are documented by the provider.</p>	<p>The provider does not take steps to prevent all those with relevant financial relationships from inserting commercial bias into content. Or mitigation does not occur prior to individuals</p>

		<p>assuming their roles. Or the provider does not document the mitigation steps taken.</p> <p>Meets <input type="checkbox"/></p> <p>Needs Improvement <input type="checkbox"/></p>
<p>Disclose all relevant financial relationships to learners [5.3 (5)]</p> <p>(Attach evidence of disclosure to learners.)</p>	<p>The provider discloses the following to learners prior to engaging in the activity:</p> <ol style="list-style-type: none"> Names of the individuals with relevant financial relationships. Names of the ineligible companies with which they have relationships. Nature of the relationships. A statement that all relevant financial relationships have been mitigated. If applicable, a statement of disclosure of absence of relevant financial relationship(s) (either individually or as a group). <p>Ineligible companies' corporate or product logos, trade names, or product group messages are not included in disclosure to learners.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not disclose relevant financial relationships on the part of all individuals in a position to control content. Or learners do not receive disclosure information before engaging with the activity. Or disclosure includes corporate or product logos, trade names, or product group messages of ineligible companies.</p> <p>Needs Improvement <input type="checkbox"/></p>
<p>Manage Commercial Support Appropriately</p>		
<p><input type="checkbox"/> We Do Not accept commercial support for any directly or jointly provided CPE activities. (If checked, this section is not applicable.)</p>		
<p>Decision-making and disbursement [5.4 (1)]</p> <p>(Attach evidence of decision-making and disbursement, e.g. grant agreements, income/expense statements.)</p>	<p>The provider makes all decisions regarding receipt and disbursement of commercial support.</p> <ol style="list-style-type: none"> Ineligible companies do not pay directly for any of the expenses related to the education or the learners. If commercial support is used to fund honoraria or travel expenses, it is only for planners, faculty, or others in control of content for those roles. Commercial support is not used to pay for travel, lodging, honoraria, or personal expenses for individual learners or groups of learners. If commercial support is used to defray or eliminate the cost of education, it is for all learners. <p>Meets <input type="checkbox"/></p>	<p>The provider allows ineligible companies to influence decisions regarding the disposition and disbursement of commercial support. Or direct payment is given by ineligible companies to learners or those involved in the activity (e.g., planners, teachers, authors).</p> <p>The provider pays honoraria or expenses to learners. Or the provider uses commercial support to defray or eliminate the cost of the education for individual learners or groups of learners.</p> <p>Needs Improvement <input type="checkbox"/></p>
<p>Agreements [5.4 (2)]</p> <p>(Attach grant agreements for requested commercially supported activities.)</p>	<p>The provider uses agreements executed by the ineligible company and provider prior to the activity that specify the terms, conditions, and purposes of the commercial support.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not use written agreements when commercial support is obtained, or the agreements do not document that the provider retains responsibility. Or the agreements are missing, unexecuted or completed after the activity.</p> <p>Needs Improvement <input type="checkbox"/></p>
<p>Accountability [5.4 (3)]</p> <p>(Attach evidence of receipt and expenditure of commercial support, e.g., income/expense statements.)</p>	<p>The provider keeps a record of the amount or kind of commercial support received and how it was used.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not keep a record of the amount or kind of commercial support or cannot produce accounting records.</p> <p>Needs Improvement <input type="checkbox"/></p>

<p>Disclosure to learners [5.4 (4)]</p> <p>(Attach evidence of disclosure to learners.)</p>	<p>The provider discloses to the learners the name(s) of the ineligible company(ies) that gave the commercial support, or the nature of the support if it was in-kind, prior to the learners engaging in the activity. Disclosure does not include the ineligible companies' corporate or product logos, trade names, or product group messages.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not disclose to learners the name(s) of the ineligible company(ies) that gave the commercial support, or the nature of the support if it was in-kind. Or disclosure does not occur prior to learners engaging in the activity. Or disclosure includes corporate or product logos, trade names, or product group messages of ineligible companies.</p> <p>Needs Improvement <input type="checkbox"/></p>
<p>Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education</p>		
<p>Arrangements [5.5 (1)]</p> <p>(Reference evidence of arrangements made to separate marketing from continuing education, e.g., agreements.)</p>	<p>The provider ensures arrangements to allow ineligible companies to market or exhibit in association with accredited education are not:</p> <ol style="list-style-type: none"> Influencing any decisions related to the planning, delivery, and evaluation of the education. Interfering with the presentation of the education. A condition of the provision of financial or in-kind support from ineligible companies for the education. <p>Meets <input type="checkbox"/></p> <p>or N/A (Exhibits/Marketing not associated with CE) <input type="checkbox"/></p>	<p>Arrangements for marketing or exhibits by ineligible companies influence decisions related to the planning, delivery, and evaluation of the accredited education, or interfere with the presentation of the education, or are conditions of the provision of financial or in-kind support from ineligible companies for the education.</p> <p>Needs Improvement <input type="checkbox"/></p>
<p>Management [5.5 (2)]</p> <p>(Reference evidence of separation of marketing from continuing education, e.g., activity announcements, educational materials.)</p>	<p>The provider ensures that marketing by ineligible companies is kept separate from the educational activity.</p> <ul style="list-style-type: none"> Live: Marketing, exhibits, and non-accredited education developed by or with influence from an ineligible company or with planners or faculty with unmitigated financial relationships do not occur in the educational space within 30 minutes before or after an accredited activity. Print, online, or digital: Learners are not presented with marketing while engaged in the activity or made to click through, watch, listen to, or be presented with product promotion or product-specific advertisement in order to engage with CE content. <p>Educational materials do not contain any marketing produced by or for an ineligible company, including corporate or product logos, trade names, or product group messages.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not ensure that marketing by ineligible companies is kept separate from the educational activity.</p> <ul style="list-style-type: none"> Live: Marketing and non-accredited education occur in the educational space within 30 minutes before or after an accredited activity. Print, online, or digital: Learners are presented with marketing while engaged in the activity. Or learners must click through, watch, listen to, or be presented with product promotion or product-specific advertisement in order to engage with educational content. <p>Or educational materials contain marketing produced by or for an ineligible company, including corporate or product logos, trade names, or product group messages.</p> <p>Needs Improvement <input type="checkbox"/></p>
<p>Management [5.5 (3)]</p>	<p>The provider does not allow ineligible companies to provide access to, or distribute, CE to learners.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider allows ineligible companies to provide access to or distribute CE to learners.</p> <p>Needs Improvement <input type="checkbox"/></p>

If the rating is Needs Improvement, briefly explain the rationale:

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 CPE</u> instructional approaches using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, group discussion, etc. Meets <input type="checkbox"/> or N/A (live CPE not offered) <input type="checkbox"/>	<u>Live CPE</u> 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 <input type="checkbox"/>
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 CPE</u> instructional approach using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, etc. Meets <input type="checkbox"/> or N/A (home study CPE not offered) <input type="checkbox"/>	<u>Home study CPE</u> 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 <input type="checkbox"/>
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. Meets <input type="checkbox"/>	The objectives are not addressed by an active learning activity. Needs Improvement <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

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"/></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"/></p>

If the rating is Needs Improvement, briefly explain the rationale:

**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"/>
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"/>
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"/>
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"/>
Learning Assessment for Certificate Program CPE	Certificate Program CPE activities include formative and summative assessments that demonstrate that the participants achieved the stated objectives. Meets <input type="checkbox"/> or N/A (Certificate Program CPE not offered) <input type="checkbox"/>	Certificate Program CPE activities lack formative and summative assessments that demonstrate that the participants achieved the stated objectives. Needs Improvement <input type="checkbox"/>
Objectives Are Assessed (Attach evidence of how objectives are covered by a learning assessment.)	In general, the objectives are covered by a learning assessment. Meets <input type="checkbox"/>	The objectives are not covered by a learning assessment. Needs Improvement <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

* 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"/></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"/></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 Certificate Program 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"/></p>

If the rating is Needs Improvement, briefly explain the rationale:

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

Criterion and Evidence	Meets Criterion	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. <div align="right">Meets <input type="checkbox"/></div>	The provider does not have an evaluation process for its CPE activities. <div align="right">Needs Improvement <input type="checkbox"/></div>
Activity Evaluation Elements (Attach CPE activity evaluations.)	Activity evaluations contain elements relevant to the intended outcome of the activity. <div align="right">Meets <input type="checkbox"/></div>	Activity evaluations do not contain elements relevant to the intended outcome of the activity. <div align="right">Needs Improvement <input type="checkbox"/></div>
Separate Evaluations for Pharmacists (Attach pharmacist activity evaluation summary data.)	Feedback from activities is summarized for pharmacists separately from non-pharmacists. <div align="right">Meets <input type="checkbox"/></div> <div align="right">or N/A (CPE not offered for pharmacists) <input type="checkbox"/></div>	When activities are offered to inter-professional audiences, the feedback from pharmacists is not summarized or evaluated separately from that received from non-pharmacists. <div align="right">Needs Improvement <input type="checkbox"/></div>
Separate Evaluations for Technicians (Attach technician activity evaluation summary data.)	Feedback from activities is summarized for technicians separately from non-technicians. <div align="right">Meets <input type="checkbox"/></div> <div align="right">or N/A (CPE not offered for technicians) <input type="checkbox"/></div>	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. <div align="right">Needs Improvement <input type="checkbox"/></div>
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. <div align="right">Meets <input type="checkbox"/></div>	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. <div align="right">Needs Improvement <input type="checkbox"/></div>
Monitoring for Promotion, Marketing, and Commercial Bias (Standard 5) (Attach evidence of monitoring process, e.g., activity evaluation forms, surveys, focus groups.)	The provider uses methods to allow learners to give feedback on sources of promotion, marketing, and commercial bias and addresses identified promotion/marketing/bias. <div align="right">Meets <input type="checkbox"/></div>	The provider does not monitor the presence of promotion, marketing, and commercial bias in activities or does not address identified promotion/marketing/bias. <div align="right">Needs Improvement <input type="checkbox"/></div>

If the rating is Needs Improvement, briefly explain the rationale:

Organization and Clarity of the Self-Assessment Report

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	Needs Improvement
Organization of the Self-Assessment Report	<p>A response and relevant supporting documentation are supplied for each criterion. The information is organized in a logical manner.</p> <p align="right">Meets <input type="checkbox"/></p>	<p>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.</p> <p>Narrative responses or documentation appear deceptive.</p> <p align="right">Needs Improvement <input type="checkbox"/></p>

If the rating is Needs Improvement, briefly explain the rationale:

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	Meets	Needs Improvement
<i>POLICIES AND PROCEDURES</i>		
1. Attestation Items	<input type="radio"/>	<input type="radio"/>
2. Activity Announcement Checklist Items	<input type="radio"/>	<input type="radio"/>
<i>CONTENT OF CONTINUING PHARMACY EDUCATION ACTIVITIES</i>		
1. Achievement of Mission and Goals of the CPE Program	<input type="radio"/>	<input type="radio"/>
2. Gap Analysis	<input type="radio"/>	<input type="radio"/>
3. Continuing Pharmacy Education Activities and	<input type="radio"/>	<input type="radio"/>
4. CPE Activity Objectives	<input type="radio"/>	<input type="radio"/>
5. Standards for Integrity and Independence	<input type="radio"/>	<input type="radio"/>
<i>DELIVERY OF CPE ACTIVITIES</i>		
6. Faculty	<input type="radio"/>	<input type="radio"/>
7. Teaching and Learning Methods	<input type="radio"/>	<input type="radio"/>
8. Educational Materials	<input type="radio"/>	<input type="radio"/>
<i>ASSESSMENT</i>		
9. Assessment of Learning	<input type="radio"/>	<input type="radio"/>
10. Assessment Feedback	<input type="radio"/>	<input type="radio"/>
<i>EVALUATION</i>		
11. Evaluation of CPE Activity	<input type="radio"/>	<input type="radio"/>
<i>Organization and Clarity of the Report and Evaluation Form</i>	<input type="radio"/>	<input type="radio"/>