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Overall Program Evaluation

Core Accreditation Criteria

PART A

CME Mission and Program Improvement:
Mission
Program Analysis (formerly C12)
Program Improvements (formerly C13)

PART B

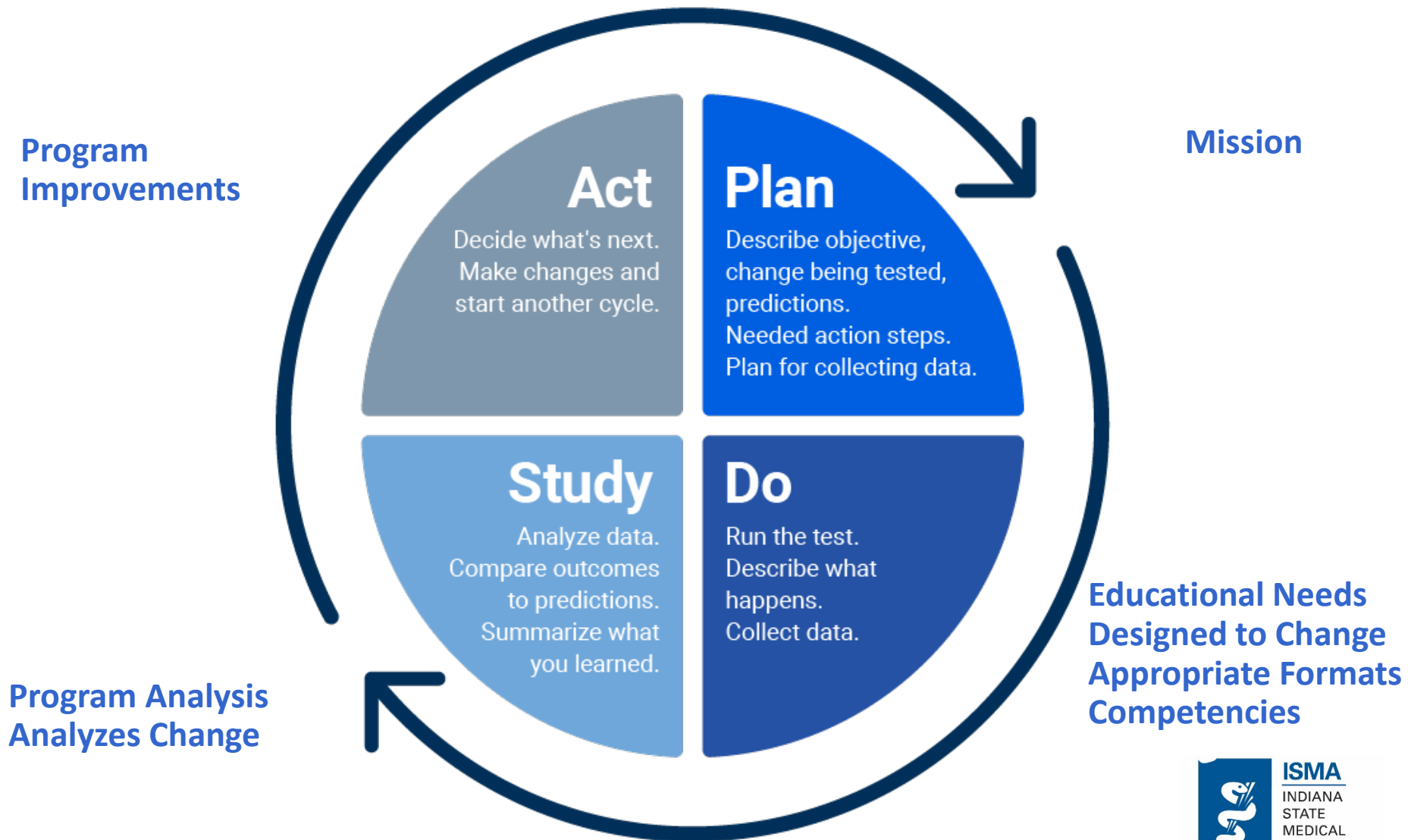| Educational Planning and Evaluation |
| --- |
| Educational Needs |
| Design to Change |
| Appropriate Formats |
| Competencies |
| Analyzes Change (formerly Criterion 11) |

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PDSA Cycle

Program Improvements

Mission

Act
Decide what's next. Make changes and start another cycle.

Plan
Describe objective, change being tested, predictions. Needed action steps. Plan for collecting data.

Study
Analyze data. Compare outcomes to predictions. Summarize what you learned.

Do
Run the test. Describe what happens. Collect data.

Program Analysis Analyzes Change

Educational Needs Designed to Change Appropriate Formats Competencies

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Mission

- The provider has a CME mission statement that includes **expected results** articulated in terms of *changes in competence, performance, or patient outcomes* that will be the result of the program.

(formerly Criterion 1)

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- What do we want to achieve?
  - Competence
  - Performance
  - Patient Outcomes

  Do you have to plan for all three?

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Mission

Mission

- My Company "Roaring to New Heights"

- Teach adults roaring techniques (competence)

- Perform different kinds of roars (performance)

- Goal of increasing the number of adults that feel like kids again (outcomes).

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Do

Do

Run the test.
Describe what happens.
Collect data.

**Educational Needs
Designed to Change
Appropriate Formats
Competencies**

Do

- RSS (Regularly Scheduled Series) on Roaring Techniques. Meets weekly, teaches over 20 different types of roars.

- One live session per month, dedicated to one specific Roar type   – interactive, role play sessions. Faculty/student feedback real time.

- Individual learning plan sessions for those who want to learn roar dialects and how to communicate with other roarers. Limited to 10.

Do

- RSS (Regularly Scheduled Series) on Roaring Techniques. Meets weekly, teaches over 20 different types of roars.
  - The RSS sessions have a variety of participants each week. Participants are surveyed after each session and asked questions about what they learned and how they might apply the learning. Also asked questions about what they liked best, and how the sessions can be improved.
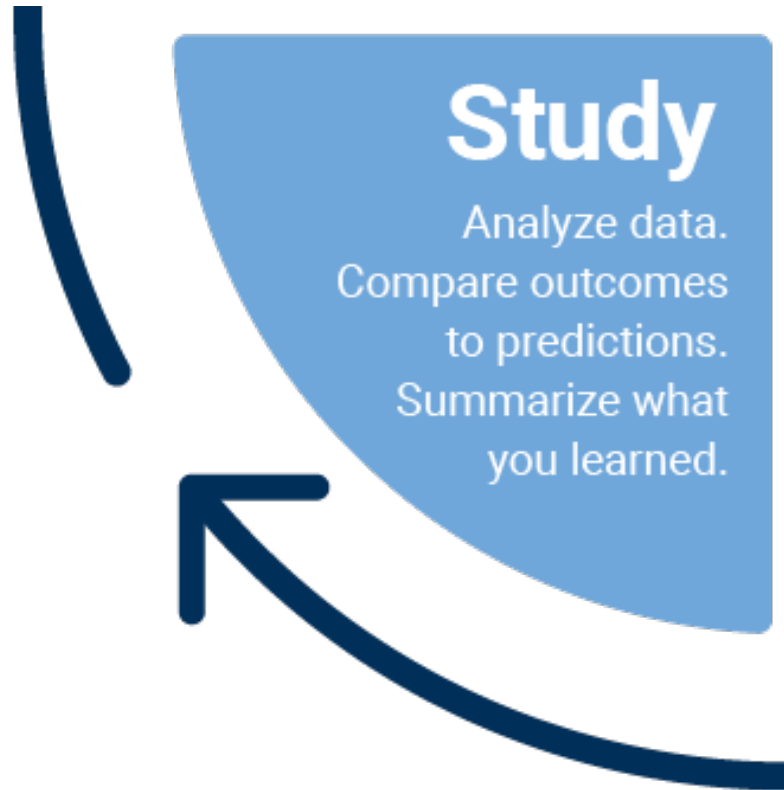
Do

- One live session per month, dedicated to one specific Roar type – interactive, role play sessions. Faculty/student feedback real time.
  - Once per month sessions have less attendees as they are specific to a certain type of roar. They are more interactive. Faculty gives individual feedback and makes notes about each participants performance.

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Do

- Individual learning plan sessions for those who want to learn roar dialects and how to communicate with other roarers. Limited to 10.
    - These individualized plans last for 12 weeks. The faculty review progress, provide feedback along the way. The plan incorporates milestones for performance.

Study

Analyze data.
Compare outcomes
to predictions.
Summarize what
you learned.

**Analyzes Change
Program Analysis**

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Study

Analyzes Change

- The provider **analyzes changes** in learners *(competence, performance, or patient outcomes)* **achieved as a result** of the **overall program's** activities/educational interventions.

(formerly Criterion 11)

Analyzes Change

- How often do you want/need to look at your data?
- How do you break down your data?
- Who should be involved in gathering the data?
- Who should be involved in evaluating the data?
- What changes are you tracking/measuring?

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Study

➢ The <u>RSS sessions</u> have a variety of participants each week. Participants are **surveyed after each session and asked questions about what they learned and how they might apply the learning. Also asked questions about what they liked best, and how the sessions can be improved**.

➢ <u>Once per month sessions</u> have less attendees as they are specific to a certain type of roar. They are more interactive. **Faculty give individual feedback and makes notes about each participants performance**.

➢ <u>These individualized 12 week plans</u> learning plans on how to communicate with roaring. The faculty review progress, provide feedback along the way. **The plan incorporates milestones for performance and progress is documented.**

➢ What did the feedback tell us about these sessions? How do we know if they are effective?

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Study

➢ The RSS sessions have a variety of participants each week. Participants are **surveyed after each session and asked questions about what they learned and how they might apply the learning. Also asked questions about what they liked best, and how the sessions can be improved**.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
The content flowed well from one topic to the next.	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7	4.71
The course was organized in a manner that helped me understand the underlying concepts.	75.00% 6	12.50% 1	12.50% 1	0.00% 0	0.00% 0	8	4.63
The instructors presented the concepts clearly.	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	8	4.75
The instructor was prepared for the class.	87.50% 7	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.88
Overall content fulfilled the session goals/objectives.	75.00% 6	12.50% 1	12.50% 1	0.00% 0	0.00% 0	8	4.63
Speaker & Planning Committee financial conflicts of interest and mitigation were disclosed before the program began (slide, handout and/or verbal disclosure).	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	5.00
The activity was presented objectively and was free of commercial bias.	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	5.00

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Study

➤ Once per month sessions have less attendees as they are specific to a certain type of roar. They are more interactive. **Faculty give individual feedback and makes notes about each participants performance**.

I think [student] gave really meaningful feedback to the students about their encounters and really made an effort to include specific suggestions on how they could have changed their counseling. It's great she also reinforced the things they did well.
Had good, direct feedback for students (real, medical suggestions for ROS) as well as good practical experience related to clinical rotations. Soft spoken and often drowned out by standardized patient.
Good introduction: made student feel welcome, comfortable and made it a less formal setting. Good how you started by saying "what do you think well or not well?" This is a great way to hear their perspective on their experience and helps you target where you can focus your teaching… When the student did something well, you often said "you did a great job there." Try to help them understand WHY they did it well by further explaining… At the end, I recommend asking the student to give a summary of what they can do next time to improve their H&P skills; this helps solidify the teaching points made.

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Study

➤ These individualized 12 week plans learning plans on how to communicate with roaring. The faculty review progress, provide feedback along the way. **The plan incorporates milestones for performance and progress is documented.**

Report for each student:

Student ID: 1002640   **Student name:** Quentin Quiz
Group: 5

Grade: A   **Total points (0-10):** 7,981   **Rank (of 25 students):** 2
Participation points (0-9): 8
Participation comment: Very active and engaged in class. Present the whole course.
Exam points (0-10): 7,75
Exam comment: Good answers, shows understanding of concepts in course.
Individual questions (1-10):
Q1:   Q2: 8 **Q3:** 8 **Q4:** 8 **Q5:** 7 **Q6:**
Group points (0-10): 7
Group comment: Nice past/future model, good conclusions though the line of argument could be clearer.

Study

- ## What did you plan to achieve?

    – Did the participants of our RSS learn the roaring techniques?

    - YES!! They all learned at least the basics of roaring and could do at least one (HULK) roar. Feedback indicated that the faculty was organized and well prepared. They did not give as high marks as hoped for how the content flowed   – something to consider.

Study

- What did you plan to achieve?
  - Did the monthly CE attendees achieve your goals?
    - Faculty feedback indicated that the participants were very engaged. Not all participants could demonstrate a roaring at the end of the session, but more than half were successful. Not all roars were popular. The Hulk roar had the highest attendance, followed by the Lion roar. The Cheetah roar was the least attended. Something to consider.

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Study

- ## What did you plan to achieve?

  - ### Did you get the outcome you expected from the participants of the individualized plans?

    - The faculty reviews indicated that 8 out of the 10 participants successfully learned roaring dialects. Several of the participants met together to practice communicating. Some of the milestones had to be adjusted to allow for more practice times (something to consider for future programming).

    - All of the participants described feeling like a kid again while in the practice sessions.

- Analyzing Change (C11)

What went well?

- Increased knowledge and competence (learned at least the basics of roaring and **could do** at least one (HULK) roar.

- Not all participants could demonstrate (performance)a roaring at the end of the session, **but more than half were successful.**

- The faculty reviews indicated that **8 out of the 10 participants successfully learned roaring dialects(performance).**

- All of the participants **described feeling like a kid again** (outcomes) while in the practice sessions.

- Analyzing Change (C11)

What should we do differently?

– Increased knowledge and competence (learned at least the basics of roaring and **could do** at least one (HULK) roar. Should we try to increase competence to 2 roars? Do we want to see a higher rate of participants increasing competence?

– Not all participants could demonstrate (performance)a roar at the end of the session, **but more than half were successful.** Should we offer additional classes for those who were not successful?

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Study

Program Analysis

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

(formerly Criterion 12)

Program Analysis (C12)

Using data, information, and analysis from **Analyzes Change** (C11), the provider is asked to <u>step back</u> and review its CME mission statement. **<u>Reflect</u>** on if it has been successful in achieving what it outlined as expected results related to learner or patient outcome change? If not, why not?

Program Analysis (C12)

Reflection

What did we say we wanted to do in our mission?

- Company "Roaring to New Heights"
- Teach adults roaring techniques (competence)
- Teach adults how to perform different kinds of roars (performance)
- Goal of increasing the number of adults that feel like kids again (outcomes).

What know it went well   - right?

– More than half successfully roared   (**competence**).

– 8 out of the 10 successfully learned roaring dialects (**performance**).

– All of the participants described feeling like a kid again (**outcomes**).

We successfully met our mission to with each expected result. We have varying levels of success in each expected result. For competence, we hope to reach a higher degree of successfully changing participants competence and will look at program improvements.

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Act

Program Improvements

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

(formerly Criterion 13)

Study

What other information did we learn from Analyzing Change (C11)?

– Not as high marks as hoped for how the content flowed.

– Not all roars were popular. The Hulk and Lions roars had the highest attendance. The Cheetah roar was the least attended.

– Some of the milestones had to be adjusted to allow for more practice times

– Several of the participants met together to practice communicating.
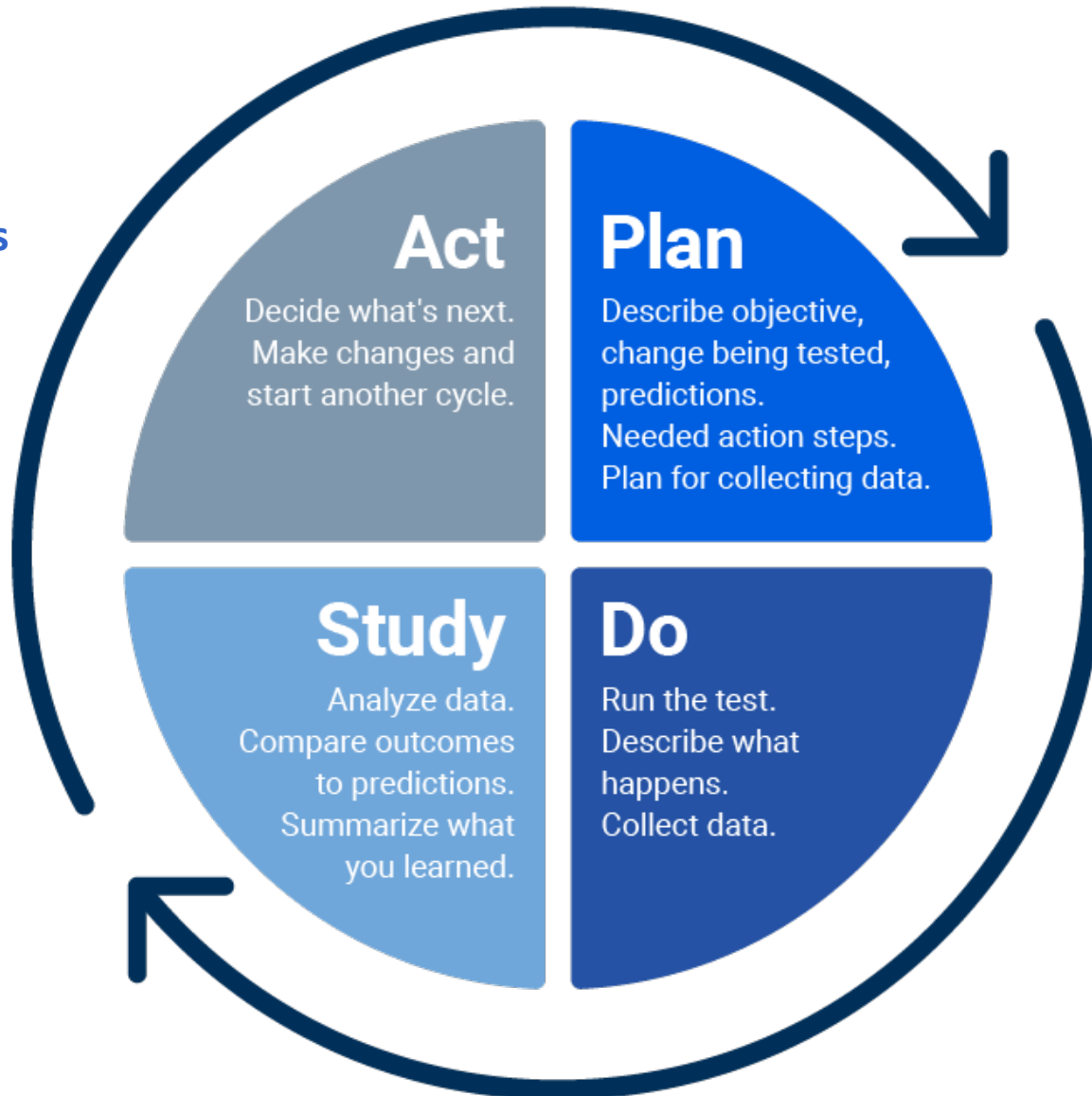
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Study

What other information did we learn from Analyzing Change (C11)?

- Not as high marks as hoped for how the content flowed. Review content for better flow.

- Not all roars were popular. The Hulk and Lions roars had the highest attendance. The Cheetah roar was the least attended. Eliminate the Cheetah roar education. Offer more Hulk and Lion classes. Introduce a new roar? T -Rex?

- Some of the milestones had to be adjusted to allow for more practice times. Review individualized plans and adjust milestones to accommodate.

- Several of the participants met together to practice communicating. This was impromptu, not part of the individualize plans. Should we create group planned group sessions to foster learning?

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PDSA Cycle

Program Improvements

MISSION

Act
Decide what's next. Make changes and start another cycle.

Plan
Describe objective, change being tested, predictions.
Needed action steps.
Plan for collecting data.

Study
Analyze data. Compare outcomes to predictions. Summarize what you learned.

Do
Run the test. Describe what happens. Collect data.

Program Analysis

Education

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