

Evaluation of the Regularly Scheduled Series (RSS)

The following grid is designed to serve as a guide to evaluate each RSS activity. The evaluation should meet the ACCME Compliance Criteria that is listed on the left side of the grid. The right side of the grid provides an action that should result in compliance.

A summary of your evaluation results must be documented and communicated to the OCME. The results should be incorporated into planning of future CME educational activities.

ACCME Compliance Criteria	Guide to Compliance
<p>Criteria 11-12 (required compliance)</p> <p>Analyze effectiveness of the RSS with respect to change in meeting the learners identified educational needs</p> <p>This analysis should be (based on Miller’s (1990) definitions) of what need the RSS was designed to impact:</p> <ul style="list-style-type: none"> • Knowledge (Information a learner <i>knows</i>.) • Competence (Knowledge, in the presence of experience and judgment, is translated into ability – which has not yet been put into practice but could be given the opportunity.) • Performance (The skills, abilities and strategies one implements in practice.) • Patient outcomes (Measures of individual or group health status) 	<p>For analysis, ask:</p> <p>What were the identified practice gaps?</p> <p>Were they gaps in knowledge, competence, or performance?</p> <p>What were the learning objectives?</p> <p>What learning strategies did you implement that were designed to meet the objectives?</p> <p>How do you know if your learners made a change in practice?</p> <p>Were the identified practice gaps reduced or eliminated?</p> <p>Were the series’ overall learning objectives met?</p> <p>How did you measure this?</p> <p>What are the measurement results?</p>
<p>Criteria 13-15 (required compliance)</p> <p>Determine:</p> <ol style="list-style-type: none"> 1. what worked, 2. what did not work, 3. why, 4. and make plans to build on that in future education 	<p>Based on the results of the analysis for the activity:</p> <ol style="list-style-type: none"> 1. Assess what worked to meet the objectives to reduce or eliminate the identified practice gaps. 2. Assess what did not work to meet the objectives to reduce or eliminate the identified practice gaps. 3. Analyze these assessments to determine the ‘why’ or ‘why not’ of reducing or eliminating, the identified practice gaps. 4. Develop a summary of the evaluation results to incorporate these findings into the planning for future educational activities. 5. Provide documentation of this process to the CME Office as demonstration of compliance with the ACCME criteria.

<p>Criteria 16-22 (encouraged but not required)</p> <p>Work in your organization:</p> <ul style="list-style-type: none"> • to improve practice, • identify/overcome barriers to physician change; • collaborate with stakeholders; • participate in quality improvement; • reinforce learning; • influence scope/content of education. 	<p>Look for opportunities to partner with others and leverage the education you are planning to add to existing improvement efforts.</p> <p>If you participate in activities at this level, please share your accomplishments by communicating what you are doing with the OCME.</p> <p>Not only will it demonstrate a strong CME program, but your efforts may be replicable for other programs as well.</p>
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See **Miller GE**. The assessment of clinical skills/competence/performance. Acad Med. 1990; 65(9 Suppl):S63-7.