



CCPD Website

# FOSTERING COMMUNITIES:



## Increasing Access to Quality Medical Education by Enhancing Interdisciplinary Care

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Center for Continuing Professional Development (CCPD)



Evaluation Summary Sample

### BACKGROUND

The Center for Continuing Professional Development (CCPD) supports the continuing education needs of the medical community by providing high-quality, evidence-based activities designed to narrow the professional practice gaps of its learners. The expected results are to improve the competence and performance of our learners and, where possible, patient outcomes. Evaluation methods used to gauge the effectiveness of these activities may include pre- and post-activity competency measures such as self-efficacy measures (i.e., changes in learners' confidence in approaching clinical problems), change statements (expressed intent to change behavior or incorporate newly acquired strategies in their practice), performance on patient case studies and vignettes, and quality practice measures.

### RESULTS

Analyzing participant feedback and outcomes data to enhance educational content

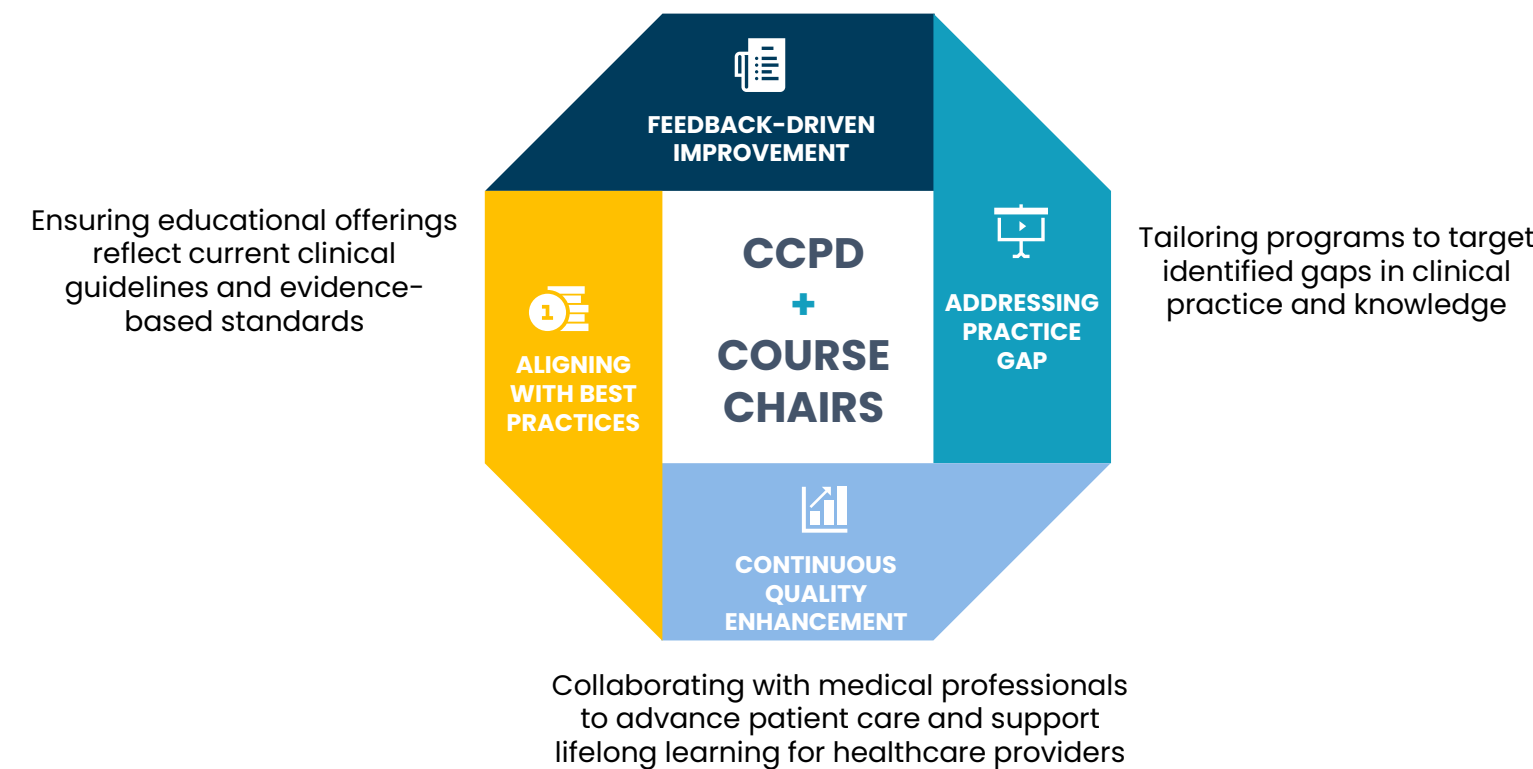


FIGURE 2: CCPD post activity evaluation report emphasizes the idea of working collaboratively and analyzing participant feedback to provide educational content that is meeting the gaps and needs of participants.

### OBJECTIVES

- Promote the collaboration of interdisciplinary teams to effectively analyze evaluation data, ensuring that planners can identify and address gaps in learner needs.
- Provide targeted training for course chairs and coordinators to improve their knowledge and understanding of CME planning. This includes continuous professional development within our CCPD team to assist in the skillsets necessary to meet these goals.
- Advocate for diverse planners and faculty who are essential contributors to CME, emphasizing their role in improving educational outcomes through interdisciplinary teamwork.

### CCPD Continuing Education Program and Activity Reporting (PAR)

2023 LIVE COURSES

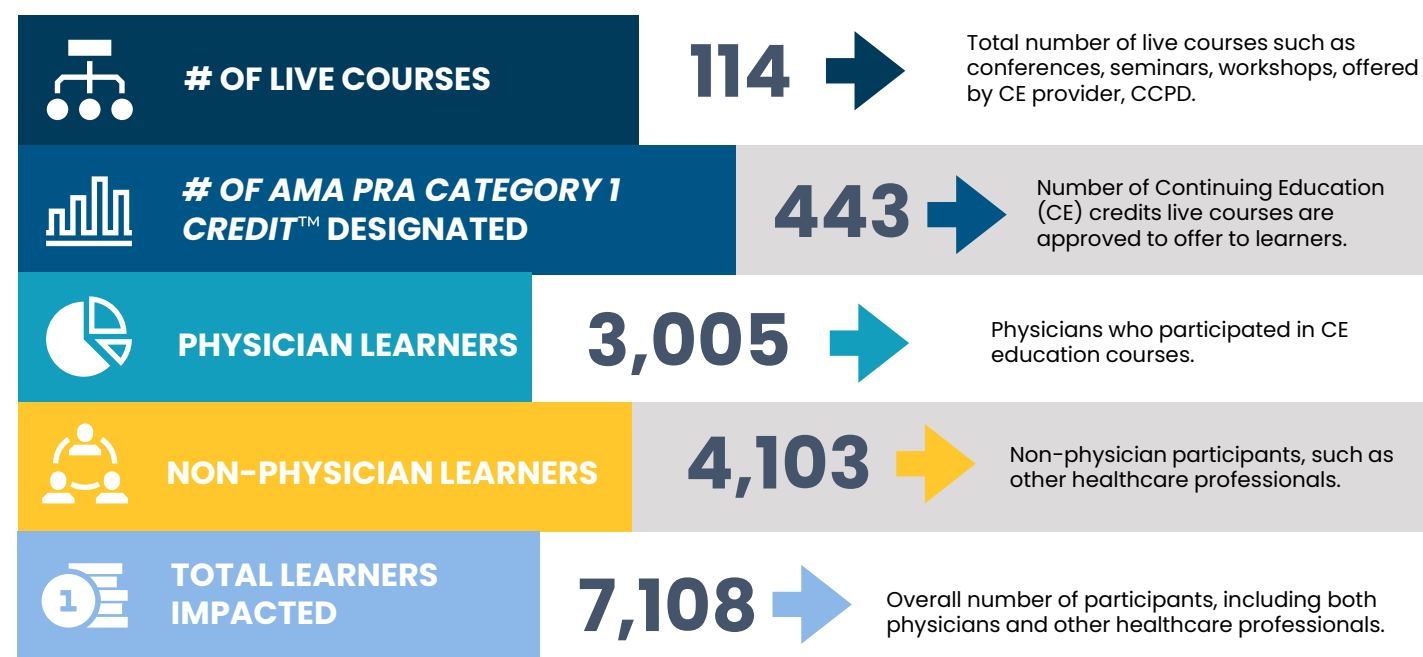


FIGURE 1: 2023 program and activity reporting (PAR) that highlights the numbers of courses, amount of credit, and learners that have been impacted by our CME program.

### METHODS

- 01 As a result of this activity, do you plan to change your professional practice? Describe the changes you intend to make.
- 02 What questions or information remain unanswered that you recommend addressing in future education?
- 03 How relevant was this activity to your professional practices?
- 04 How well did the course meet the stated objectives?
- 05 Would you recommend this activity to your colleagues?
- 06 Commitment to change: list up to 2 specific measurable changes in potential areas of improvement.

FIGURE 3: Snapshot of the evaluation questions that lead the discussion for further educational design and implementation to help target physician change in practice.

### RESULTS

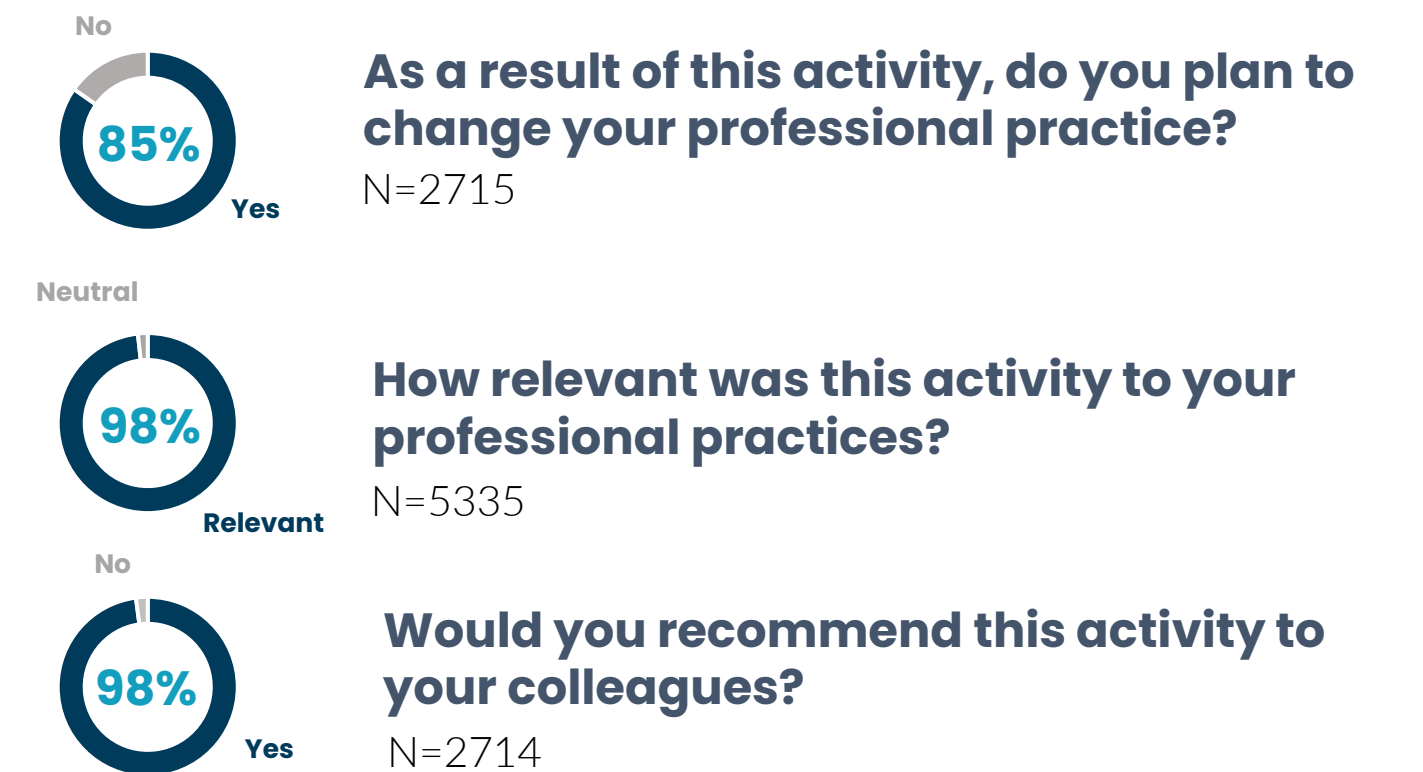


FIGURE 4: Summary of Post-Activity (Level 2) evaluation responses collected from October 2023 to September 2024 to measure learner's intent to change behavior and effectiveness of activities.

### PURPOSE

- Many accredited activities are planned by course chairs and course coordinators at the department level who are often not familiar with ACCME accreditation criteria.
- It is important to assist in the planning, design, and implementation of CME by encouraging interdisciplinary teams which include CPD professionals.

### METHODS

- Enhancing data utilization by creating collaborative review sessions to best identify the needs of the learners.
- Offer educational content to planners that outline ACCME criteria and guidelines.
- Leverage CloudCME for collecting feedback from learners' post-activity to continuously refine and improve future CME offerings.

### CONCLUSION

Interdisciplinary teams encourage the inclusion of planners and faculty from different professions that are representative of the target audience and create activities designed to enhance competence and performance. CCPD recognizes the importance of representation in planning and delivery of education which includes students of the health professions and fostering collaboration across the healthcare education continuum by encouraging a commitment to lifelong learning.

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Collaboration Request