How do your CE evaluations measure up? Shifting the focus from program to learner outcomes.

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Background

CE provider with >30 years of Accreditation with Commendation, promoting interprofessional teamwork and excellence in patient care, safety, and outcomes measurement.

GOALS:
• Create a standard core evaluation form for all CE activities with minimal customization to facilitate evaluation of overall CE/CPD programming and reaccreditation self-study
• Efficiently assess individual learner knowledge, competence, and/or performance in the CE (activity) evaluation
• Update evaluation platform with mobile ready technology to improve learner engagement with evaluation process
• Foster effective evaluation of our CE program overall and improve the quality of outcomes data to guide future

Methods and Materials

• Employ A3/Lean process improvement and PDSA cycle to revise CE evaluation process, driven by incorporation of MOC II credit for activities and the new ACCME Commendation Criteria addressing assessment
• Revise evaluation to reflect best practices in survey methodology, learning theory, and team-based delivery of care
• Incorporate MOC self-assessment in traditional CE by encouraging participants to reflect on the impact of learning on practice while they claim credit

Conclusions/Discussion

• Created a standard evaluation tool to assess learner’s growth in knowledge, competence and commitment to change across activity types, utilizing best practices
• Implemented a standard process of evaluation to improve quality of outcomes and incorporate MOC II requirements across activity type
• Increased overall response rate and efficiency by decreasing the time needed for learner to complete the evaluation
• Learners reported an increase in the impact of an activity on their confidence level

Learning Objectives

• Standardize evaluation tool and process to improve quality of outcomes data
• Incorporate MOC and new ACCME Commendation criteria across activity type
• Shift focus of evaluation tool from program/activity evaluation to assessment for learner change in knowledge, competence and commitment to change

Results

Most learners indicated the knowledge gained from this conference would compel them to make changes in their work. Have you made changes in the way you evaluate, approach, treat, or research as a result of the knowledge gained during this activity?

As a result of participating in this activity, I feel ____________ in managing my patients:

- Very confident
- Somewhat confident
- Not so confident
- Not at all confident
- No change in level of confidence

If you desired or tried to make a change and were unable, what else was needed in order to implement this change? (select all that apply)

- More information or training
- Institutional or systemic changes
- Collaboration with and engagement of colleagues/peers
- Other (please specify)

More information or training 38.46% 34.62% 23.81% 21.95% 19.64% 16.67% 15.38% 14.29%
Institutional or systemic changes 38.46% 34.62% 23.81% 21.95% 25.00% 21.95% 27.27% 20.00%
Collaboration with and engagement of colleagues/peers 50.00% 50.00% 0.00% 25.00% 50.00% 25.00% 20.00% 14.29%
Other (please specify) 15.38% 10.00% 10.00% 5.00% 10.00% 5.00% 11.11% 7.69%

Yes 95.12% 96.67% 94.67% 96.67% 90.38% 93.75% 90.38% 83.33%
No 4.88% 3.33% 5.33% 3.33% 9.62% 6.25% 9.62% 16.67%

If you made changes in your practice (1-10), in managing your patients: Yes 95.12% 96.67% 94.67% 96.67% 90.38% 93.75% 90.38% 83.33%
No 4.88% 3.33% 5.33% 3.33% 9.62% 6.25% 9.62% 16.67%

More information or training

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Collaboration with and engagement of colleagues/peers

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