



CME Activity Review Instructions and Data Collection Instrument

GOAL:

The goal of the activity review is for the CME provider to demonstrate performance in practice, especially regarding compliance with those Elements of the Essential Areas and those policies that can be measured through the direct observation of an activity. The observations made during an Activity Review will be used as supplementary information to an accreditation survey conducted before, after, or at the same time as the Activity Review.

PURPOSE:

By observing and/or participating in an activity, the activity reviewer should be able to assess the level of Compliance with those Elements of the Essential Areas and those policies that can be measured by observing an activity;

OBJECTIVES

- Direct observation of an activity and its components including each format of educational activity and exhibits;
- Data gathering interview with staff of the CME provider;
- Discussion with participants (e.g., regarding disclosure, balance of content, separation of promotion and education); and
- Completion of an Activity Review Form.

TIME NECESSARY TO COMPLETE THE ELEMENTS OF AN ACTIVITY REVIEW:

Enough time should be taken to allow for a thorough and comprehensive review of the activity for Compliance with the specified Elements of the Essential Areas and policies as outlined in the *Goals* and *Objectives* of an Activity Review. The Activity Review is not a mini accreditation survey. Please limit your data gathering to the questions on the "Activity Review Form."

Please answer the questions while observing the activity or immediately following the activity review. Please clarify and resolve any questions you have with the CME provider about the activity review, either in person, or through a phone call or e-mail.

One form should be completed for each activity that is reviewed by the survey team.



CME Activity Review Form

Provider Name:			
Provider Number:		Date of Review	
Title of Activity:			
Date of Activity:			
Reviewer:			
This activity is:	Directly Provided <input type="checkbox"/>	Or	Jointly Provided <input type="checkbox"/>
Provider received commercial support for this activity	<input type="checkbox"/> Yes		<input type="checkbox"/> No
Format of activity:			
Course	<input type="checkbox"/>	Regularly Scheduled Series	<input type="checkbox"/>
Internet Live Course	<input type="checkbox"/>	Enduring Material	<input type="checkbox"/>
Internet Activity Enduring Material	<input type="checkbox"/>	Journal-based CME	<input type="checkbox"/>
Manuscript Review	<input type="checkbox"/>	Test Item Writing	<input type="checkbox"/>
Committee Learning	<input type="checkbox"/>	Performance Improvement	<input type="checkbox"/>
Internet Searching and Learning	<input type="checkbox"/>	Learning from Teaching	<input type="checkbox"/>

	Standards for Commercial Support: Standards to Ensure Independence	Yes	No	Unable to assess
1	Did the provider retain ultimate responsibility and control for the design and production of the activity? (SCS 1.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Were the educational materials (slides, abstracts, handouts) free of advertising, trade names, and group messages? (SCS 4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	If observing a live activity, did the educational event take precedence over any commercially supported social event or meal? (SCS 3.11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	If observing a live activity, were representatives of commercial interests prohibited from engaging in sales or promotional activities while in the space or place of the activity? (SCS 4.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Were advertisements or promotional materials kept separate from the educational space/content, before, during and after the activity? (SCS 4.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Did the content of the educational activity promote improvements or quality in healthcare and not a specific proprietary business interest of a commercial interest? (SCS 5.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Did the presentation give a balanced view of therapeutic options, including the use of generic names? (SCS 5.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'no' to any of the above questions, please describe what you observed here: