

# Evaluation in CME

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What would you like to learn  
during this session?

# Objectives

- To assist participants reflect on their evaluation experiences and challenges;
- To introduce a monitoring and evaluation framework to guide CME process;
- To demonstrate how this framework can help meet multiple demands.

# What drives evaluation in your organization?

1. Grant requirements;
2. Accreditation requirement;
3. Monitor progress;
4. Marketing purposes;
5. Improve programme;
6. Research and Publication;
7. Curiosity;
8. Other

# Quality of CME Outcomes Evaluation studies

## Electronic database search for CME studies

Medline – 38174

EMBASE -44765

Cochrane CENTRAL- 1843

ERIC- 2002

PsycINFO -8738

**Total # of 59,116 unique citations.**



## **Total # of studies = 136**

8 studies achieved a score of 5

11 studies achieved a score of 4

12 studies achieved a score of 3

38 studies achieved a score of 2

29 studies achieved a score of 1

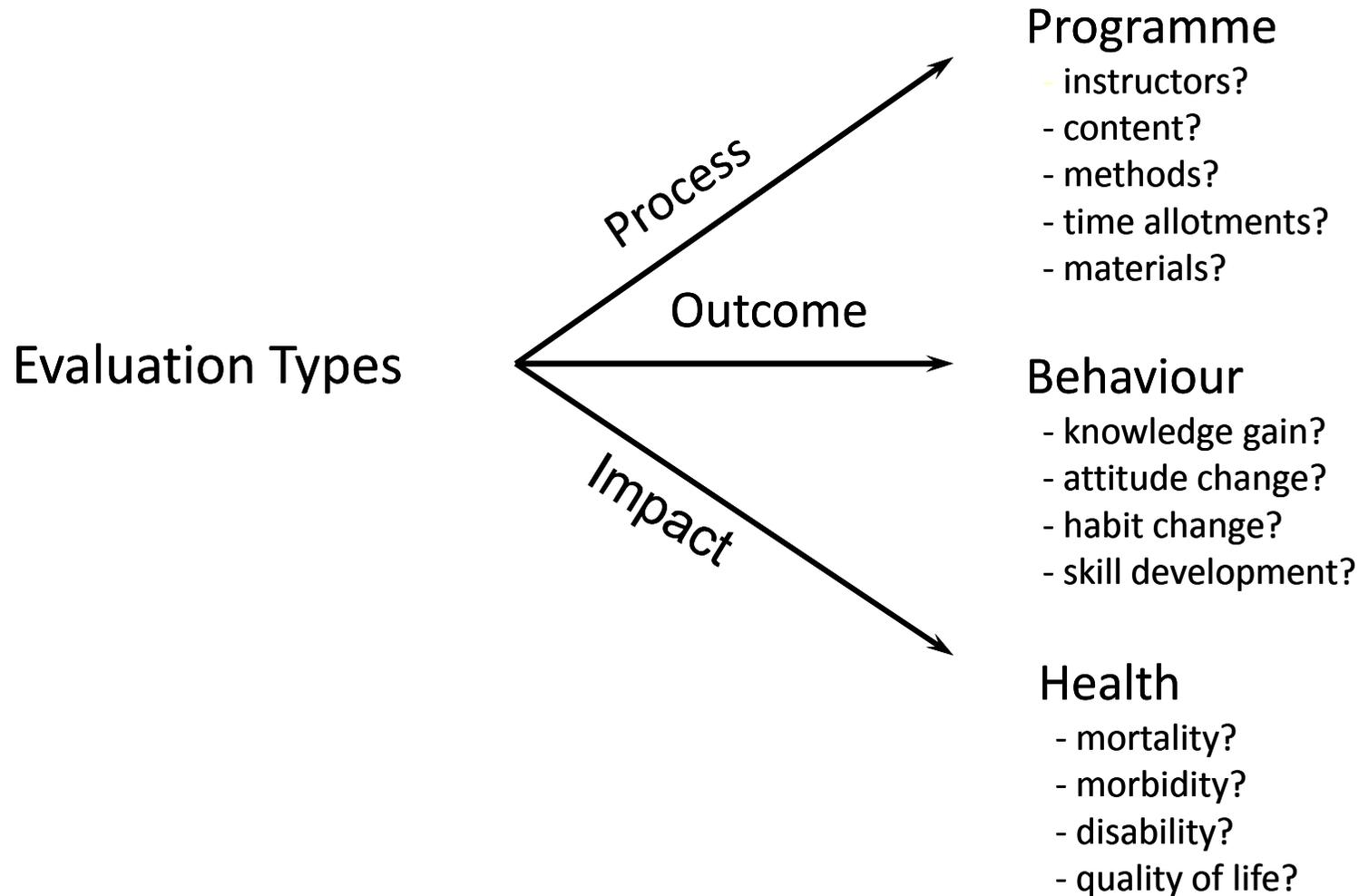
36 studies achieved a score of 0.

# What is evaluation?

*“systematic assessment of the operation and/or the outcomes of a program/ policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy.”*

- Weiss, 1998

# Evaluation Types



(Adapted from Green *et al.*, 1980)

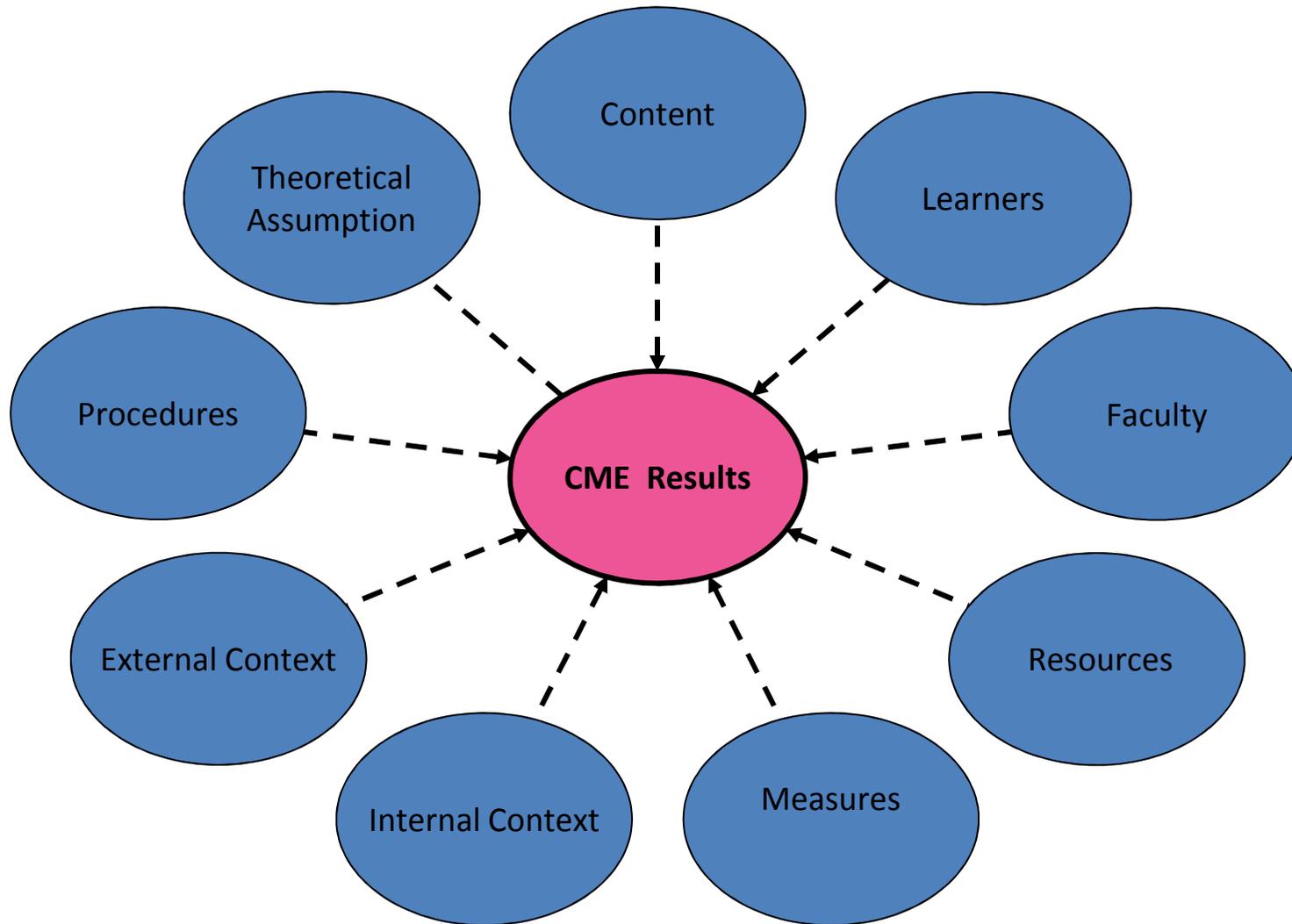
# Evaluation in CME

- **Accreditation**
- **Needs Assessment**
- **Performance Measures**

# Key Questions to consider before planning an Evaluation

- Why Evaluate?
- Who is the evaluation for?
- What questions should the evaluation address?
- What resources are available for evaluation?
- What evidence should be collected?
- How is the evidence be analyzed?
- How can the evidence be analyzed?
- How can evaluation findings be reported?

# Factors influencing CME Results



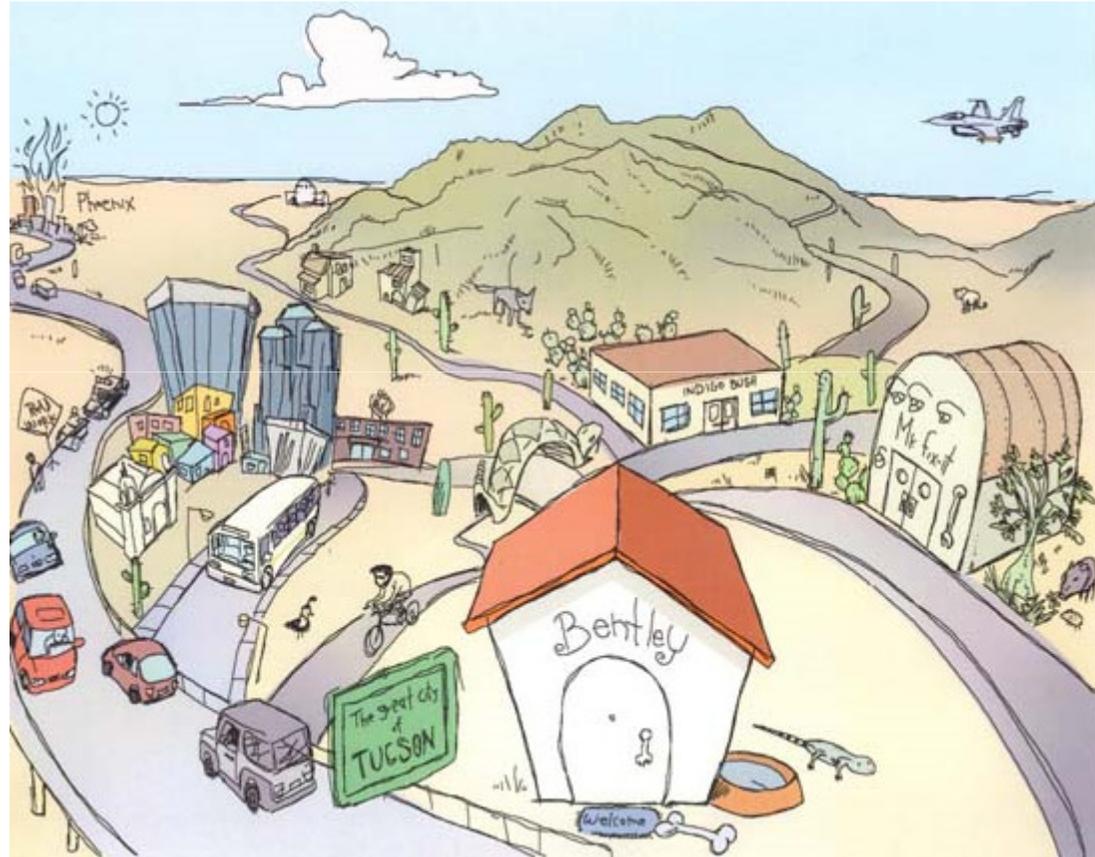
# What Is a Result?

- A result is a describable or measurable change that derived from a cause and effect relationship.

# Common Challenges in measuring results

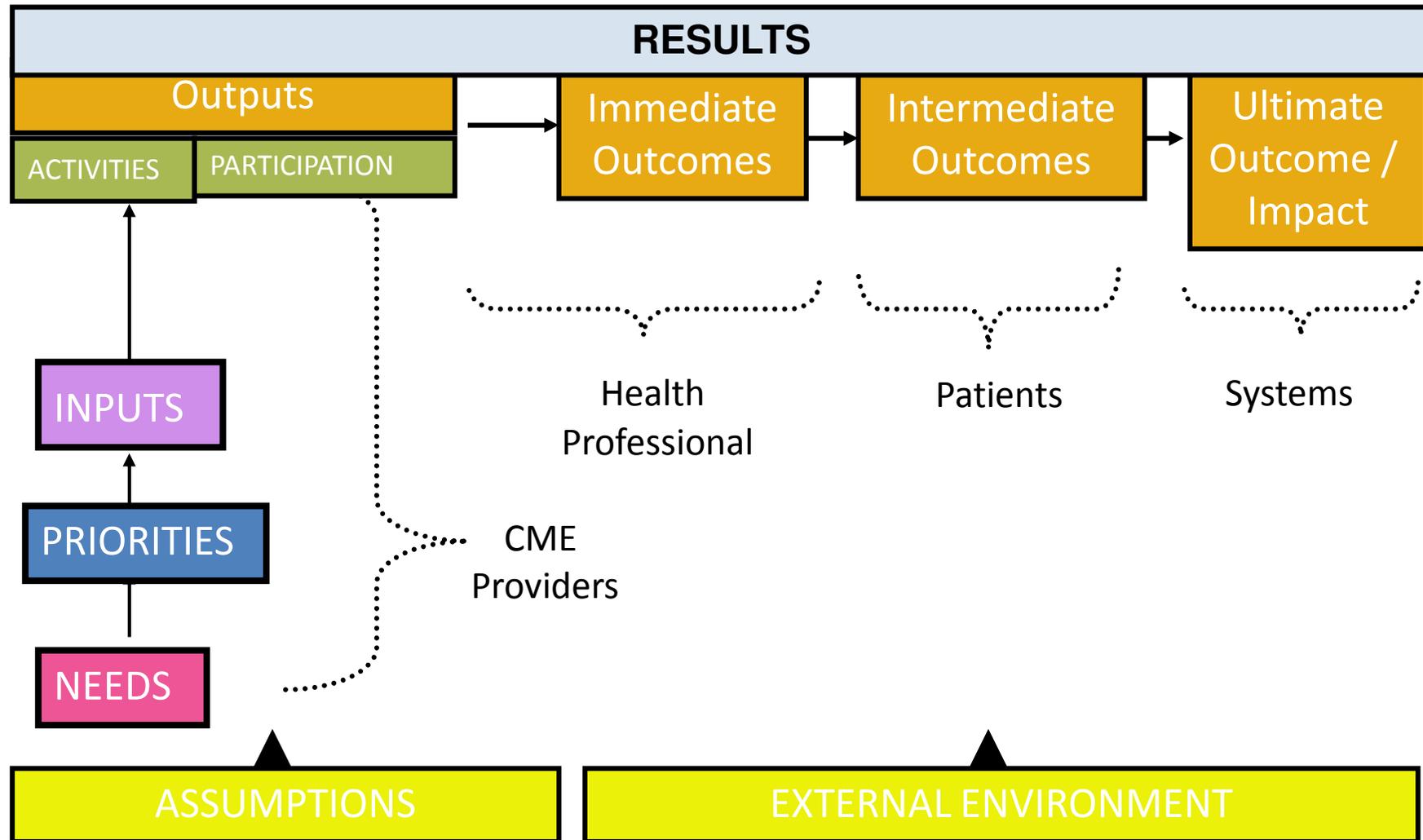
- lack of funds, time and resources
- Lack of tools and complexity of programmes
- privacy policies, ethical issues and external factors limits access to follow up data
- Hawthorne effect
- lack of organizational support for evaluation

# What is required? a simple roadmap to guide evaluation



# CME Logic Framework

Planning Starts Here



Adapted from UW extension programmes

# Key steps

- √ Define expected results first and activities later
- √ Foster the active participation of stakeholders
- √ Ensure that all stakeholders work towards achieving expected results
- √ Adapt the framework as a benchmark

# Evaluation Matrix

<i>WHO might use the evaluation?</i>	<i>WHAT do they want to know?</i>	<i>HOW will they use the info?</i>	<i>What resources are available for Data Collection</i>
You – staff			
Accreditation Body			
Participants			
Funder			

# Problem Scenario

**SITUATION:** An annual GP survey done by the GANADA College of Family Physicians showed, in County A, GPs were seeing increase in patient visits related to depressive disorders.

The GANADA College of Family Physicians Association has formed a CME panel to develop CME program to address this issue.

- What would you do next?

# Step 1: Needs

# Assessing Needs

- Who is the **target audience**?
- What do members of this target audience presently do in their **current roles** as healthcare providers?
- What gaps exist between what these providers **know how** to do, and what they **need to know** to carry out their roles successfully?
- Will CME help fill this gap?

# Step 2 : Develop your program framework

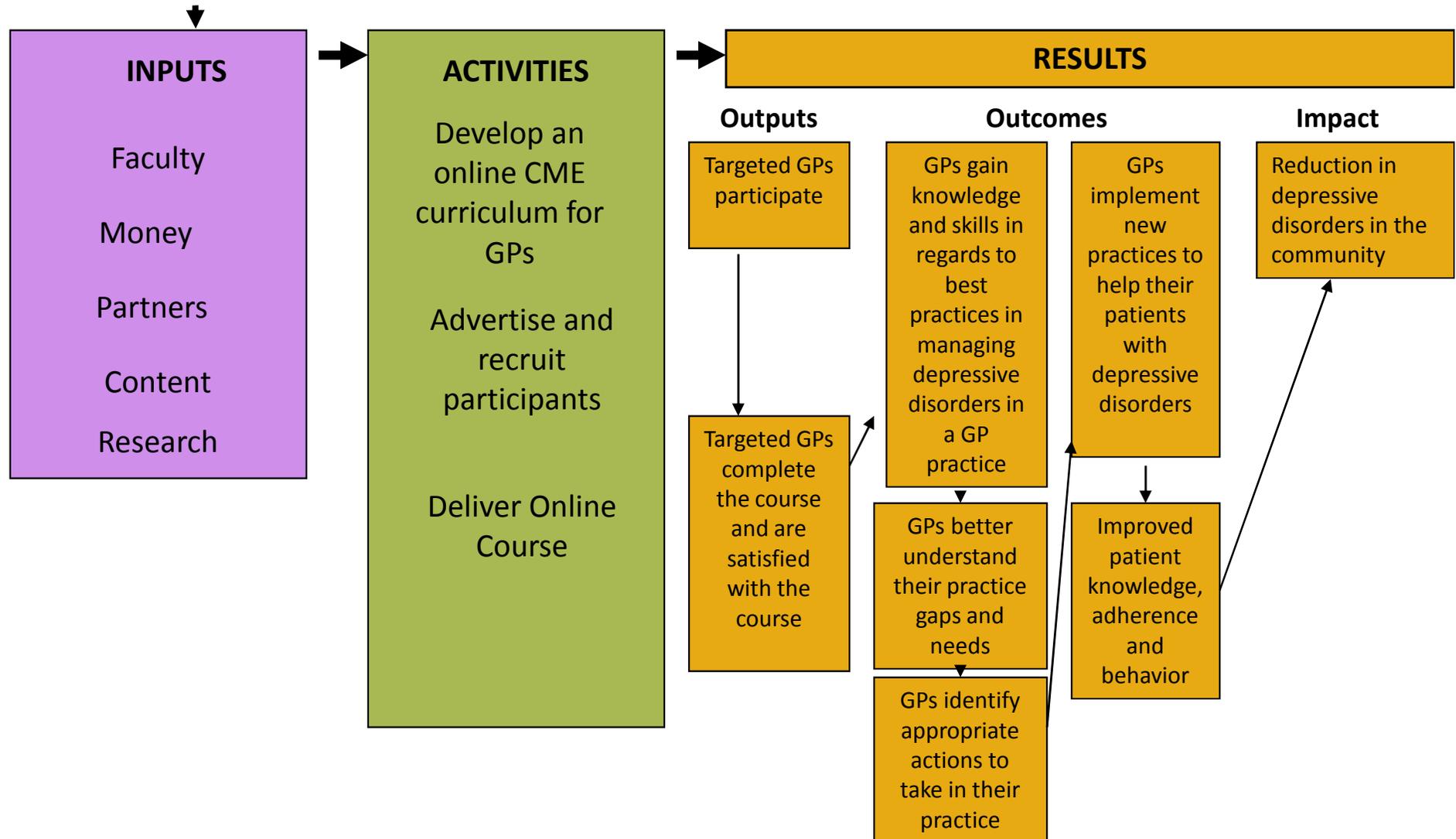
# CME Design

- What will participants be able to do as a result of completing the CME?
- What materials need to be developed and what will the materials include?
- Who will facilitate the CME and act as content experts to review materials?
- What methods will be used so that participants meet the learning objectives and learn the content most effectively?
- Where and when will the CME take place?
- Who will be invited and how will they be notified?

# Program Framework

**SITUATION:** During an annual community needs assessment, majority of GPs reported that they were seeing increase in patient visits related to depressive disorders.

**GOAL:** To reduce depressive disorders in community A through CME



## Step 3 : Plan your evaluation matrix

# Developing an evaluation plan based on your program framework

1. Focus: Improved services related to depressive disorders in GP practices						
2. Questions	3. Indicators	4. Timing	5. Data collection			
			Sources	Methods	Sample	Instruments
<b>A: Inputs –</b> Did we use resources as anticipated?						
<b>B: Activities –</b> Were the activities considered worthwhile by participants?						
<b>C: Outputs –</b> Did we reach target group for participation? Was that participation consistent? Is it being used by intended audience?						
<b>D: Outcome-</b> Did GPs increase their knowledge and/or change attitudes as a result of the course? Did GPs make changes in their practice as a result of the course?						

# Available Techniques to Collect Data

- **Focus groups**
- **Questionnaires, Telephone and In-person Interviews**
  - **Peer Assessment**
  - **Self Assessment**
- **Review of documents and other materials**
- **Practice Data**
- **Participant Observation Techniques**

# Take home message: Logic framework

- √ focuses on tangible chain results: output, outcomes, and impact.
- √ helps clarify needs, goals and program plans;
- √ assists in clarifying expected results and resources to support these
- √ promotes benchmarking and performance analysis;
- √ emphasizes on value-for-money.

# Take home messages

- Outputs are generally under direct control of CME providers
- Outcomes are not under complete control
  - are subject to numerous other influences
  - only surface over time
  - hence, attribution becomes an issue
- Evaluation needs to be context specific
- Multiple models may be needed to describe and explain complex initiatives or systems

# Questions

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