Open Hearing on Proposed Revisions to ADA CERP Standards

Friday, October 20, 8:30-9:30 am
Marriott Marquis, Marquis Level, Marquis Ballroom B
Atlanta

AGENDA

Welcome

I. Conduct of the Hearing (Appendix 1)

Proposed Revisions to CERP Standards

II. Outline of Proposed CERP Standards and Criteria (Appendix 2)

III. Standard 1. Mission and Purpose (Appendix 3)

IV. Standard 5. Assessment of Learning (Appendix 4)

V. Standard 6. Evaluation (Appendix 5)

VI. Eligibility Criteria

Send written comments to:

Mary Borysewicz
Director, Commission for Continuing Education Provider Recognition
borysewiczm@ada.org
CONDUCT OF THE HEARING

Dr. Paul Leary, chair of the Commission for Continuing Education Provider Recognition will chair the session.

- **Call to order**
- **Introductions of Commission members and staff present**
- **Purpose of the hearing**
  The purpose of this hearing is to provide individuals, institutions and organizations that may be affected by the ADA CERP Recognition Standards with an opportunity to comment on a proposal put forth by the Commission for Continuing Education Provider Recognition (CCEPR) to simplify and streamline the CERP Standards.

The Commission is interested in considering all viewpoints and no decision regarding any issue will be determined at this hearing.

- **Background information on the proposed revisions**
  In 2016, the Commission for Continuing Education Provider Recognition determined to conduct a comprehensive revisions of the CERP Recognition Standards. The decision was based in part on feedback from the communities of interest obtained from a call for general comments on the Standards. The Commission also conducted a validity and reliability survey of the Standards, in which stakeholders evaluated individual CERP Standards and Criteria for relevance to effective continuing dental education. The Commission also reviewed accreditation standards for continuing education in other health professions. Based on information gathered through these processes, the Commission determined that the guiding principles of the revision process would be the following:
  - Simplify the Standards by consolidating overlapping Standards and eliminating redundant criteria
  - Emphasize the principles and practices that contribute to effective continuing education; de-emphasize or eliminate criteria that may be less relevant to a provider’s ability to deliver CE that improves professional effectiveness
  - Reduce the prescriptiveness of criteria
  - Provide additional guidance to help providers interpret the requirements

The Commission has therefore proposed that the existing 14 CERP Standards should be simplified and consolidated into six Standards focusing on criteria essential to the delivery of effective continuing dental education.

The proposed simplified Standards are attached in Appendix 2. The Commission is requesting input from stakeholders on the proposed framework of the revised Standards and Criteria.

Drafts of three of the proposed new Standards will also being presented. Comments and input on each of these will also be requested (Appendices 4-6).

- **Ground rules for the hearing**
  The goal of a hearing on standards is to hear as many varied points of view on the proposed documents as possible in an orderly fashion. The following ground rules facilitate achieving this goal:
  - Documents will be reviewed sequentially, on a page-by-page basis so that comments on specific issues can be provided at the same time.
  - General comments on the document can be considered either before or after the page-by-page review, as determined by the Chair.
Individuals who wish to provide comments should wait to be recognized by the Chair, and identify themselves by giving their name, city, state, and educational institution, if applicable.

Individuals should reference the specific section of the document on which they wish to comment by indicating the page and line number.

Comments should be constructive and as concise as possible.

In fairness to other attendees who may wish to speak, the Chair may direct individuals who have had ample opportunity to express their opinions to conclude their remarks.

Commissioners are present to listen to representatives of the communities of interest and should avoid becoming involved in debates about the relative merits of specific sections of the document.

Attendees are requested to refrain from engaging in heated debates with each other. If such debates develop, the Chair may wish to remind participants that the Commission is interested in considering all viewpoints on the issues and that no decision regarding any issue will be determined during a hearing on standards.

Individuals are encouraged to provide written comments that summarize their verbal remarks to the Chair by the end of the hearing.

- The Commission will also issue a formal call for written comments on proposed revisions to CERP Standards. The Call for Comments will be posted on the Commission’s website at ADA.org/CCEPR. Communities of interest will be notified by broadcast email and published announcements in ADA News.
List of Proposed CERP Standards and Criteria—October 2017

Standard 1. Purpose and Mission
   1.1. Provider’s Mission
   1.2. Program Administration

Standard 2. Content of CE Activities
   2.1. Needs Assessment
   2.2. Educational Objectives
   2.3. Sound Scientific Content
   2.4. Promoting Improvements in Care (not proprietary commercial products)

Standard 3. Delivery of CE Activities
   3.1. Instructors
   3.2. Educational Formats
   3.3. Patient Protection
   3.4. Facilities/Media
   3.5. Publicity
   3.6. Record Keeping

Standard 4. Commercial Conflicts of Interest
   4.1. Independence
   4.2. Management of Commercial Conflicts of Interest
   4.3. Management of Commercial Support
   4.4. Disclosure
   4.5. Separation of Marketing/Promotion from CE

Standard 5. Assessment of Learning
   5.1. Assessing Participant Learning
   5.2. Assessing Activity Outcomes

Standard 6. Evaluation
   6.1. Evaluation of CE Activities
   6.2. Evaluation of Impact and Achievement of Mission
Standard 1. Purpose and Mission

1.1. Provider’s Mission. The provider must have a mission statement and goals which define the scope and intended outcomes of the continuing education activities that the provider offers.

Guidance
A concise, clearly defined continuing education mission statement describes the scope of the provider’s continuing education activities, the audience for whom these activities are designed and how these activities will enhance professional competencies or support improvements in oral health care.

A goal is a concise written statement of what a provider intends to achieve for oral health education. Goals articulate short-term or long-range strategies for carrying out the provider’s continuing education mission statement. Goals should address how the provider’s CE activities will enhance dental professionals’ competencies, performance or patient outcomes.

Sharing the provider’s mission statement with instructors and other stakeholders will clarify the purpose of the CE program and will set the direction for the development of strategic goals.

1.2. Program Administration. The provider must conduct business operations and manage the overall CE program so that its financial, legal and human resource obligations and commitments are met.

Guidance
An effective program administration has policies and procedures that demonstrate:

a. adequate resources to administer all aspects of the CE program
b. compliance with applicable laws and regulations
c. the provider has specific procedures for personnel changes to maintain continuity, particularly with regard to the administrative authority (e.g., personnel policy statements, etc.)
d. there is a provision for adequate support personnel to assist with program planning and implementation where the size or extent of the CE program warrants.
e. the responsibilities and scope of authority of the individual or administrative authority is clearly defined (e.g., individual job descriptions or pertinent policy statements)
Standard 5. Assessment of Learning

The intent of this Standard is to ensure that CE activities include assessment methods that allow learners and providers to evaluate the effectiveness of the activities.

5.1. Assessing Participant Learning. The provider in collaboration with instructors must include learning assessments in each CE activity to assess participants’ achievement related to learning objectives/outcomes.

Guidance
The provider may select formal and informal techniques for assessing learning. Informal techniques may involve participant discussions or observations. Assessment mechanisms must be content oriented. The method of assessment and feedback must be appropriate to the nature of the activity and learning objectives or desired outcomes. Assessments for activities designed to impart knowledge or address gaps in knowledge may include questions to assess recall of facts, pre- and post-tests, or quizzes. Assessments for activities designed to address application of knowledge or performance may include case studies, observations, demonstrations or evaluations of hands-on techniques or performance. Following assessment, the student should be given feedback concerning correctness, and/or progress relative to a goal.

5.2. Assessing Activity Outcomes. The provider must assess changes in aggregate (group) learners’ knowledge, performance or practice as a result of the educational activity/learning intervention.

Guidance
The provider should assess the impact on the group participating in the activity by analyzing the information collected through the learning assessment tools used (5.1), and observing any changes in the learners’ knowledge, performance or practice. Providers should use this aggregate (group) data to improve activity effectiveness.
Standard 6. Evaluation

The intent of this Standard is to ensure that a CE provider evaluates the effectiveness of its CE activities and the impact of its overall CE program, in order to support continuous quality improvement of the provider’s CE programming.

6.1. Evaluation of CE Activities. The provider must assess learners’ perceptions of the CE experience and confidence in their abilities relative to the learning objectives.

Guidance
The provider should obtain feedback from learners regarding:

a. applicability of the CE activity to their educational needs
b. achievement of published learning objectives
c. quality of instructors
d. effectiveness of teaching and learning methods
e. perceptions of bias or commercialism
f. any other metrics the provider wishes to monitor

The provider should use this information to make adjustments and improvements to future CE activities.

6.2. Evaluation of Impact and Achievement of Mission. The provider must develop and implement a plan to evaluate the effectiveness of its overall continuing education program and assess whether its CE mission and goals are being met.

Guidance
An evaluation plan will help the provider measure the impact of its CE programming and determine whether it is meeting its overall goals. The evaluation plan should measure impact in the following areas:

a. participation
b. satisfaction—including learners’ perceptions regarding the applicability of the CE activities to their practices, effectiveness of the activities, satisfaction with instructors, instructional methods and organization of material, etc.
c. learning and performance—data gathered from learning assessments in CE activities

Documentation of the evaluation process could include methods, results, significant findings and next steps for subsequent actions. The plan may include participant surveys. Analysis of aggregate (group) data could be used to support evaluation of impact and achievement of mission.

The provider should review its overall CE mission and goals and revise if needed, based on the results of the evaluation.

When possible, a provider’s evaluation plan could also measure the impact of the provider’s CE program on patient oral health and population oral health through metrics such as increased compliance with published guidelines, reductions in adverse events (for example, infection rates, failure rates), etc.