

**PERFORMANCE-IN-PRACTICE STRUCTURED ABSTRACT (PIP) REVIEW FORM**

**Use this form to review each of the activities submitted for the Performance-in-Practice Review. Include the compilation of this information on the Surveyor Accreditation Materials Review Form.**

**Y = Y**es,there is evidence that the provider’s practice meets the MMA/ACCME accreditation requirement.

**N = N**o, the evidence does **not** demonstrate that the provider’s practice meets the MMA/ACCME accreditation requirement.

**ENP** = **E**vidence **N**ot **P**rovided (i.e. the provider included NO evidence to demonstrate compliance with the MMA/ACCME accreditation requirement.)

**N/A** = **N**ot **A**pplicable and requires an explanation.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Provider #** |  | **Provider Name** |  | | | | |
| **Activity ID** |  | **Activity Name** |  | | | | |
| **Activity Date(s)** |  | **Activity Type** |  | **Providership** | **Direct or Joint** | **Commercial Support Received?** | **Yes/No** |
| **Did this activity meet one of the exceptions in Q.11?** | | | **Yes/No** | **If yes, Standard 3 – Identification, Mitigation, and Disclosure of relevant financial relationships does not apply.** | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| ***For THIS ACTIVITY does the provider’s evidence demonstrate that the provider*** | | Y | N | ENP | N/A | Explanations: |
| Educational Needs | … incorporated needs (knowledge, competence, or performance) that underlie a professional practice gap(s) of their own learners? |  |  |  |  |  |
| Designed to Change | … designed the activity to change competence, performance, or patient outcomes (as described in its mission statement)? |  |  |  |  |  |
| Appropriate Formats | … chose an activity format that was appropriate for the activities’ setting, objectives, and desired results? |  |  |  |  |  |
| Competencies | … developed the activity in the context of desirable physician attributes (e.g., IOM competencies, ACGME competencies)? |  |  |  |  |  |
| Analyzes Change  Q.7 & Att. 1 | … evaluated changes in learners’ competence **or** performance **or** patient outcomes that resulted from the CME activity? |  |  |  |  |  |
| Standard 1  Att. 2 | … ensures that education is fair and balanced and that any clinical content presented supports safe, effective patient care? |  |  |  |  |  |
| Standard 2  Q.10 | … made all decisions… free of the control of commercial interests? (SII2.1) |  |  |  |  |  |
| Standard 3  Q.12-13 | … excluded owners and employees of ineligible companies from participating as planners or faculty, unless one of the three situations applied? |  |  |  |  |  |
| Standard 3  Q.14 | … did not engage in joint providership with an ineligible company? |  |  |  |  |  |
| Standard 3  Att. 3 | … uses proper time frames and definitions when collecting disclosure information from individuals in control of content? (SII3.1) |  |  |  |  |  |
| Standard 3  Att. 4 | … had disclosure information from all individuals in control of content regarding their financial relationships with ineligible companies? (SII3.1) |  |  |  |  |  |
| Standard 3  Att. 4 | … implemented a mechanism(s) to identify and resolve conflicts of interest prior to the activity? (SII3.4) |  |  |  |  |  |
| Standard 3  Att. 5 | … disclosed to learners prior to the activity the presence or absence of relevant financial relationships (with all required information) for all individuals in control of content? (SII3.5) |  |  |  |  |  |
| Standard 4  Q.19 | … disbursed commercial support in accordance with the requirements in Standard 4? (SII4.1) |  |  |  |  |  |
| Standard 4  Att. 6 | … has written agreements that (1) specify terms and conditions ...; (2) are signed …., (3) executed prior to …, (4) for all commercial supporters? (SII4.2) |  |  |  |  |  |
| Standard 4  Att. 7 | … disclosed commercial support for the activity to learners prior to the activity (SII4.4) |  |  |  |  |  |
| Policies  Att. 8 | … utilizes the appropriate **Accreditation Statement**(s) for its activities. |  |  |  |  |  |