**JAC-1:** The provider has a continuing education (CE) mission statement that highlights education for the healthcare team with expected results articulated in terms of changes in skills/strategy, or performance of the healthcare team, and/or patient outcomes.

**Guidance:** Attach the provider’s CE mission statement to verify the expected results section of the mission statement clearly reflects the changes that are the expected results of the organization’s CE program (i.e., attach the CE mission statement and highlight the expected results).

**Mission Statement**

To expand access to continuing education that advances the evidence-based practices, military readiness, and interprofessional collaboration and skills of healthcare teams throughout the enterprise.

**Strategic Priorities**

* To provide enterprise-wide support by meeting the diverse and evolving continuing education needs of interprofessional military healthcare teams.
* To maximize engagement in life-long learning opportunities using effective education strategies and a supportive program infrastructure.
* To ensure quality, integrity, and validityby upholding standards and procedures that ensure high-quality educational activities based on unbiased, evidence-based content.
* To implement continuous program improvements by expanding opportunities to capture and incorporate learner feedback during the planning, implementation, and evaluation of CE activities.

**Expected Results**

Guided by its mission and strategic priorities, CEPO expects the results of its CE program to reflect the following changes:

**Advanced…**

|  |  |  |
| --- | --- | --- |
| **Evidence-based practices** | **→** | Enhanced clinical competency and evidence-informed strategies among members of the healthcare team. |
| **Military readiness** | **→** | Improved capabilities and skills that equip providers and teams to meet the unique healthcare needs of active-duty service members and their families. |
| **Interprofessional collaboration and skills** | **→** | Advanced communication skills, collaborative practices, and interdisciplinary approaches to patient care among interprofessional healthcare teams. |

**JAC 2:** The provider gathers data or information and conducts a program-based analysis on the degree to which its CE mission—as it relates to changes in skills/strategy, or performance of the healthcare team, and/or patient outcomes—has been met through the conduct of CE activities/ educational interventions.

**Guidance:**

1. Describe/include **examples** of information gathered from the program evaluation.
2. Based on the data and information gathered, provide a narrative that describes the conclusions of your program-based analysis on the degree to which the provider has met its CE mission.

**Program Evaluation Strategy**

We conducted a comprehensive, program-based analysis on the extent to which developing and facilitating CE activities supports CEPO’s mission to advance healthcare teams’ evidence-based practices, military readiness, and interprofessional collaboration and skills. Specifically, we synthesized information from the following data sources to determine whether the planning, execution, and impact of CEPO-accredited activities have aligned with the mission’s expected results.

**I. Data Sources and Definitions**

|  |  |
| --- | --- |
| Evaluation surveys | The online post-activity survey that learners complete to evaluate the activity. |
| Focus groups | Moderated discussions during which learners share feedback and opinions about CEPO’s program and accredited activities. |
| Program analytics | Data for CE activities, credits, and learner profiles that are collected, stored, and reported through CEPO’s online CE platform (i.e., the CEPO Continuing Education Management System [CMS]). |

**CE Activity Planning**

CE activity planning at the program level encompasses the development of CEPO’s entire catalog of accredited activities. While CEPO’s high standards for the rigor and utility of continuing education content align with its mission to advance evidence-based practices, its focus on supporting military health organizations in developing IPCE activities reflects its mission to advance military readiness and interprofessional collaboration and skills among military healthcare teams.

To verify the effectiveness of activity planning in achieving the mission, we conducted a thematic analysis of the program’s activities and assessed whether the themes aligned with the mission’s expected results. The analysis used Microsoft Copilot to review over 2,000 activity titles and a random sample of 3,400 learning objectives from January 2020 to December 2024.

The themes identified in the analysis included:

|  |  |
| --- | --- |
| * Clinical Skills and Medical Knowledge * Behavioral Health and Mental Health * Ethics and Legal Considerations * Healthcare Leadership and Management * Interdisciplinary and Collaborative Care | * Military Health and Readiness * Patient Safety and Quality Improvement * Public Health and Preventive Medicine * Specialized Medical Training * Technology and Innovation in Healthcare |

While all themes encompass focus areas that are conducive to achieving the program’s mission, three fundamentally align with the mission’s expected results, as outlined in Table X.

**Table X. CE Activity Themes and Corresponding Expected Results**

|  |  |
| --- | --- |
| **Expected Result** | **Theme** |
| **Evidence-based practices**  *Enhanced clinical competency and evidence-informed strategies among members of the healthcare team.* | **Clinical Skills and Medical Knowledge** Emphasis on enhancing clinical skills across various medical specialties (e.g., courses on clinical practice guidelines, immunization best practices, and management of specific conditions). |
| **Military readiness**  *Improved capabilities and skills that equip teams to meet the unique healthcare needs of active-duty service members and their families.* | **Military Health and Readiness**  Courses addressing health issues specific to military personnel, as well as preparing healthcare professionals for deployment and operational environments, focusing on readiness and resilience. |
| **Interprofessional collaboration and skills**  *Advanced communication skills, collaborative practices, and interdisciplinary approaches to patient care among interprofessional healthcare teams.* | **Interdisciplinary and Collaborative Care** Workshops promoting interdisciplinary approaches to care, as well as teamwork and collaboration among different healthcare disciplines to provide comprehensive patient care. |

Given the analysis identified themes among the program’s CE activities that directly reflect each aspect of the mission’s expected results, we conclude that the program’s overall approach to CE activity planning effectively progresses CEPO’s mission by fostering CE activities that aim to advance the evidence-based practices, military readiness, and interprofessional collaboration and skills of healthcare teams throughout the enterprise.

**CE Activity Implementation**

CE activity implementation defines how learners access and experience CEPO’s CE content, which in turn influences how much they engage in and learn from educational activities. Driven by its impetus to consolidate CE management within MHS, CEPO aims to sustain a streamlined, centralized infrastructure through which MHS practitioners in over a dozen healthcare disciplines may learn about CE opportunities, complete activity requirements, and claim CE credit at no cost to them. Moreover, the collaborative program structure empowers activity planners and faculty to use formats and teaching strategies that optimize learning among the activity’s target audience. Using Microsoft Copilot to identify implementation strategies among a comprehensive list of over 100 high-level CE activity descriptions from the past few years revealed a wide range of educational methodologies used to conduct CE activities, including:

* Didactic lectures and panel discussions
* Seminars and breakout discussions
* Simulations and role-playing exercises
* Labs and experiential learning
* Case studies and problem-solving exercises
* Polls and knowledge checks
* Self-paced learning modules

To assess whether the implementation of these strategies has served to achieve the mission, we analyzed evaluation responses submitted between January 2020 and December 2024, as well as input from focus group discussions conducted in 2024 that underscore participants’ overall opinions on aspects of CE delivery. Among 100 randomly sampled CE activities with at least 30 evaluation responses, average ratings for applicable criteria were: [explain rating scale]

|  |  |  |
| --- | --- | --- |
| **4.62 out of 5**  Teaching strategy employed | **4.63 out of 5**  Quality of the materials used | **4.65 out of 5**  Overall quality of the activity |

When asked to provide feedback on their experience registering for the activities and completing the CE requirements, most respondents expressed neutral or positive sentiments about the overall process, with some going so far as to mention that the program’s user-friendly process inclined them to engage in more learning opportunities. Among those who experienced setbacks, commonly reported grievances included difficulty navigating to the post-activity survey and a desire for greater consolidation among and between CE requirements, particularly for multi-session events. Additionally, focus group participants who provided feedback on the program’s flagship series—the Clinical Communities Speaker Series—indicated that they appreciated that the events enabled interactions with faculty and peers and were presented as virtual webinars and on-demand recordings to maximize accessibility.

Given evidence that the program’s CE activities employ constructive educational methodologies about which learners generally hold strong, positive views, we conclude that CEPO’s overall approach to implementing CE activities effectively advances its mission by maximizing learning and engagement in CE activities designed to advance the evidence-based practices, military readiness, and interprofessional collaboration and skills of healthcare teams throughout the enterprise.

**CE Activity Impact**

The impact of the program’s CE activities is determined by their contribution to healthcare teams’ capacity to deliver effective care. While CEPO’s framework for CE activity planning supports lessons that aim to advance skills and strategies that relate to its mission, its implementation of CE activities serves to maximize learners’ capacity to absorb and develop those practices. skills and strategies in their profession.

To assess whether the program's impact is congruent with its mission, we examined evaluation responses submitted between January 2020 and December 2024 to uncover if and how CE activities have contributed to learners’ capacity to deliver effective healthcare. Among 100 randomly sampled CE activities with at least 30 evaluation responses, the average results for applicable criteria were:

|  |  |
| --- | --- |
| **4.62 out of 5**  [Contribution] to my knowledge, skills, and attitude to enhance the delivery of patient care | **94.8%**  Did not see barriers to implementing changes |

When asked what they anticipate changing as a result of the CE activity, participants provided specific examples of how they planned to incorporate what they learned when working with their healthcare team. Notable examples from CEPO’s Clinical Communities Speaker Series evaluation survey include:

[Inset examples from CCSS evaluations]

Given the evidence that the program’s CE activities contribute pertinent strategies and skills that learners’ can readily apply, we conclude that the impact of the program’s CE activities effectively achieves CEPO’s mission by encompassing advances in healthcare teams’ evidence-based practices, military readiness, and interprofessional collaboration and skills.