



## **Evaluator Training Workshop Saturday, April 30, 2016**

**The Paramount Hotel ♦ Portland, Oregon  
Lewis Room**

### **Schedule of Activities**

**8:00 – 8:30 a.m.: Continental breakfast in meeting room**

**8:30 a.m.: Start**

- 1. Welcome and introductions (Dr. Woolard, CNME President)**
- 2. Orientation to the day's activities (Dr. Blackshaw, Chair, Evaluator Training Taskforce)**
- 3. Setting the context (Dr. Seitz, lead)**
  - a. Overview of accreditation: definition, purposes and types of accreditation
  - b. How the CNME is organized
  - c. Overview of the U.S. Department of Education regulations governing recognition of accrediting agencies
  - d. Outline of the CNME standards, policies and procedures, including recent changes and the new guidelines for use of information and communication technology (ICT)
  - e. Outline of the materials provided to an evaluation team
  - f. Overview of the key steps in the accreditation process: self-study report, evaluation visit, team report, accreditation hearing, and Council decision
  - g. Q & A.
- 4. The self-study process and report (Dr. Blackshaw, lead; panel discussion)**
  - a. The importance of the self-study process to both the ND program/institution and the CNME
  - b. CNME's requirements for the self-study report

- c. Qualities of a good self-study report: thorough, responsive, coherent, analytic, thoughtful, realistic, consistent, integrated, honest, documented, widespread community input
- d. Panel discussion: The challenges and benefits to the program of the self-study process and writing the self-study report
- e. Q & A.

**5. Overview of the roles and responsibilities of the evaluation team (Dr. Seitz, lead)**

- a. Regulatory role: determining compliance with CNME standards and policies
- b. Peer review role: providing collegial advice and serving as a mirror for the program
- c. Reviewing the self-study report
- d. Conducting the evaluation visit
- e. Developing the team findings: commendations, recommendations, areas of interest, and confidential recommendation to the Council
- f. Exit meeting
- g. Writing the team report for the Council
- h. Q & A.

**10:30 – 10:45: Break**

**6. Conducting the evaluation visit (Dr. Saubert, lead)**

- a. Overview
- b. Be prepared
- c. Be part of the team
- d. Be professional
- e. Generic on-site processes
- f. On-Site meetings with personnel
- g. Requests for private meetings
- h. Unanticipated information
- i. Q & A
- j. Case studies.

**7. Standard VI, Program of Study: Evaluating the academic and clinical education components (Dr. Woolard, lead)**

- a. Overview of the Program of Study Standard
  - i. Program standard covers academic and clinical components of naturopathic medical education
  - ii. Programs are primarily residential with minimum clock hour requirements

- iii. Core competencies and educational objectives: reinforcing and progressive
    - iv. Emphasis on naturopathic philosophy and practice, including prevention and wellness, professionalism and collaboration
  - b. Academic Component
    - i. Biomedical & clinical sciences requirements
    - ii. Case management including ethics and legal requirements
  - c. Clinical Training Component
    - i. Clinical programs provide for integration of naturopathic principles, philosophy, theory and practice
    - ii. Clinical hours, patient contact, and competency development requirements
    - iii. Development of progressive clinical skills including naturopathic therapeutics that demonstrate adequate practice management
    - iv. Examples of accreditation issues associated with clinical training
  - d. Clinic Administration and Faculty
    - i. CNME requirements regarding teaching clinic(s) including legal requirements such as facilities, safety, and record keeping
    - ii. Qualifications and role of clinic administrative staff and faculty
  - e. Case studies
  - f. Q & A.

**12:15 – 1:30: Buffet Lunch (provided by CNME)**

**8. Standard VII, Assessment of Student Learning and Program Evaluation (Dr. Carino, lead; panel discussion)**

- a. The importance of assessment and evaluation in higher education
- b. Overview of CNME's requirements for an assessment plan
- c. Evaluating a program's assessment plan, plan implementation, activities and outcomes at the student and program levels
- d. Panel discussion: the challenges and benefits of developing and implementing an effective assessment process, and using results for program improvement
- e. Large group case discussion
- f. Q & A.

**9. Evaluating the use of information and communication technology (e.g., online instruction) (Dr. Carino, lead)**

- a. Review the ICT guidelines and the standards sections that reference ICT.
- b. Determining whether a program's use of ICT is in compliance with CNME standards
- c. Evaluating the effectiveness of a program's use of ICT
- d. Case studies
- e. Q & A.

**3:00 – 3:15: Break**

**10. Writing the team report, developing the findings, formulating the confidential recommendation, and the CNME hearing process (Dr. Blackshaw & Dr. Saubert, co-leads)**

- a. The team report template
- b. Writing clear, informative and complete report sections
- c. Writing commendations, recommendations and areas of interest
- d. Formulating the team's confidential recommendation to the Council
- e. Steps in the report review and the process for finalizing the report
- f. The CNME hearing process
- g. Case studies
- h. Q & A.

**11. Evaluating the residency program (Dr. Prenguber, lead)**

- a. Overview of the CNME requirements for recognizing residency program sponsors and approving residency sites
- b. Conducting the comprehensive review of residency sponsors
- c. Q & A.

**12. Putting it all together: Group discussion and Q & A**

**13. Summary/Closing (Drs. Woolard and Blackshaw)**

**5:30 p.m.: Adjourn**