### CASE DISCUSSION

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Learners share with each other &amp; group how they would approach the case at various stages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Threshold</td>
<td>Learners actively participate in the conversation as judged by a group leader or observer. <em>Requires post activity (weekly/monthly for cohorts) attestation by a Course Director/Planner/Facilitator.</em></td>
</tr>
<tr>
<td>Feedback Method</td>
<td>The outcome of the case is shared in real time and learners are informed that their participation met standards.</td>
</tr>
</tbody>
</table>
| Expectations/Considerations | 1. The # of learners, is the activity duration adequate to allow all learners to participate?  
2. How will the leader or observer document participation?  
3. When/how will case outcomes be shared with learners? |

### REFLECTIVE STATEMENTS

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Learners asked to write down what they have learned and indicate a commitment to change or maintaining of an element of practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Threshold</td>
<td>Learner writes a 1-2 sentence reflective statement and makes a commitment to change or maintaining of an element of practice. <em>Requires an activity planner/reviewer to assess validity of all written statements.</em></td>
</tr>
<tr>
<td>Feedback Method</td>
<td>Learners provided a summary of what was discussed and next best steps for learners. <em>Can be during the session or sent to learners after the activity/session take place.</em></td>
</tr>
</tbody>
</table>
| Expectations/Considerations | 1. The # of learners, is the activity appropriate for content specific summaries?  
2. How will written statements be submitted?  
3. When are written statements due?  
4. When/how will the leader/facilitator provide learner’s with the summary and next steps? |

### QUIZ

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Learners complete answers to a quiz after an activity – cannot be anonymous. <em>Requires development of questions and answers – see Quiz Question Guidelines.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Threshold</td>
<td>Percent of correct answers set by CME office with input from activity planners.</td>
</tr>
<tr>
<td>Feedback Method</td>
<td>Best answer to each question is discussed or shared, including rationale for correct answers with relevant citations.</td>
</tr>
</tbody>
</table>
| Expectations/Considerations | 1. Who will develop quiz questions?  
2. What is the participation threshold - How many questions and # of attempts?  
(Recommend 1-2 questions per learning objective) |
**AUDIENCE RESPONSE SYSTEM**

**Evaluation Method**
Learners select answers to provocative questions using the ARS. The ARS must be traceable to the individual – cannot be anonymous.

* Requires development provocative questions and answers – see Quiz Question Guidelines.

**Participation Threshold**
Learners engage adequately with an acceptable number of attempts. Threshold set by CME office with input from activity planners.

**Feedback Method**
Answer to each question is shared in dialog or writing, including rationale for correct answers with relevant citations.

**Expectations/Considerations**
1. The # of learners, is the activity duration adequate to allow all learners to participate?
2. Who will develop the questions?
3. What is the participation threshold - How many questions and # of attempts?
4. How will the answer to each question be shared with learners (written or verbal)?

**TABLE TOP EXERCISE**

**Evaluation Method**
Learners write down next steps in an evolving case at various set points.

* Requires development of case set points.

**Participation Threshold**
Learner writes a possible next step to each question.

*Requires post activity (weekly/monthly for cohorts) attestation by a Course Director/Planner/Facilitator.

**Feedback Method**
Best practice at each step is discussed or shared after each set point.

**Expectations/Considerations**
1. The # of learners, is the activity content appropriate and is the duration adequate to allow all learners to participate?
2. Who will develop the set points of the case?
3. How/when will best practice be discussed and shared at each step or after each set point?
4. How will the leader or observer document participation?

**SIMULATION**

**Evaluation Method**
Learners demonstrate strategy/skill in a simulated setting—could be role-play or formal simulation lab.

**Participation Threshold**
Learner participates in simulation as judged by a facilitator or observer.

*Requires post activity (weekly/monthly for cohorts) attestation by a Course Director/Planner/Facilitator.

**Feedback Method**
Best practice or technique is discussed and shared throughout, or at the conclusion of the simulation.

**Expectations/Considerations**
1. The # of learners, is the activity content appropriate and is the duration adequate to allow all learners to participate?
2. What is the participation threshold/criteria?
3. How/when will best practice/technique be discussed and shared - throughout, or at the conclusion of the simulation?