**Peer Review Form**

**Dear Scientific Planning Committee:**

To ensure that CPD educational content is fair and balanced, and that any clinical content presented supports safe, effective patient care, Hamad CPD program is requesting your help to facilitate peer review of CPD activity. The *“****Helpful Tips for Peer Review”*** are listed below for your guidance.

* Check for clear description on the level of evidence on which the presentation is based and provide enough information about data (study dates, design, analysis, etc.) to enable learners to assess research validity.
* Ensure that, if there is a range of evidence, that the credible sources cited present the principles of scientific integrity, objectivity, fair and balance view of the evidence and content have been respected.
* Check that content and/or materials presented provided (where applicable) and if clinical recommendations are made particularly for patient care must be based on current science, evidence and clinical reasoning on all available diagnostic, therapeutic and relevant options.
* Check and ensure that the description of therapeutic options utilize generic names (or both generic and trade names) does not reflect exclusivity and branding.
* Check that any potential risks or adverse effects that could be caused with any clinical recommendations are addressed.

***Adapted from****: University of Connecticut School of Medicine “*Guide for Peer Review: Ensuring that Clinical Content is Valid” *and*  [Standard 1: Ensure Content is Valid - ACCME](https://accme.org/rule/ensure-content-is-valid/)

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| 1 | Are the recommendations for patient care based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options? | Yes No  Comments: |
| 2 | Does all scientific research referred to, reported, or used in this educational activity in support or justification of a patient care recommendation conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation? | Yes No  Comments: |
| 3 | Are new and evolving topics for which there is a lower (or absent) evidence base clearly identified as such within the education and individual presentations? | Yes No  Comments: |
| 4 | Does this educational activity avoid advocating for, or promoting, practices that are not, or not yet adequately based on current science, evidence, and clinical reasoning? | Yes No  Comments |
| 5 | Does the activity exclude any advocacy for, or promotion of, unscientific approaches to diagnosis or therapy, or recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients? | Yes No  Comments: |

**Instruction:** *Kindly answer the questions below* regarding a fair and balanced view of the presentation.

**Peer Reviewed By:** *(SPC of the Educational Activity) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Activity Title:** |  |
| **Activity Code: (as applicable)** |  |
| **Activity Subtitle: (as applicable)** |  |
| **SPC Recommendation:** | |
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