



# Certified Healthcare CPD Professional (CHCP) Credential

## Exam Content Outline

---

*Final: April 1, 2025*

The CHCP exam addresses the following content. Candidates are required to demonstrate proficiency by answering exam questions that evaluate their knowledge of facts, concepts and processes required to complete the tasks described below. Additional information is available in the Candidate Handbook.

### **I. CORE KNOWLEDGE (20%)**

#### **a. Assess the current healthcare landscape and its implications to CEhp.**

- i. Describe the current healthcare environment and its impact on clinicians' and other healthcare workers' learning.
- ii. Assess the individual, team-based and system-based factors within the current healthcare environment that affect clinicians and other healthcare workers as learners.
- iii. Evaluate emerging trends, standards, and environmental barriers and opportunities that present in delivering effective CEhp activities, including the legal and regulatory requirements impacting the current healthcare environment.
- iv. Assess the need for CEhp and its implications for performance, process and patient outcomes as they relate to the healthcare delivery system.
- v. Describe the importance of clearly defined competencies and outcomes for CEhp activities.
- vi. Describe terminology, relevant parties, audiences and the core elements to design and implement CEhp educational activities.
- vii. Assess the impact of healthcare environments, their culture, leadership interactions and patient engagement on the behaviors of clinicians and other healthcare workers.

#### **b. Apply adult learning principles in CEhp activities/interventions and overall program planning.**

- i. Describe adult learning theories and their role in CEhp.
- ii. Describe current trends and practices in CEhp.
- iii. Explore the role of self-efficacy and self-assessment in adult learning.
- iv. Apply relevant adult learning and instructional design theories to create effective educational activities.
- v. Identify diverse learners' needs and goals and promote equitable and inclusive practices within a healthcare environment.
- vi. Design educational activities that promote experiential learning and reflection in CEhp.

#### **c. Design, develop and implement CEhp activities/interventions to address healthcare professionals' practice gaps and underlying learning needs.**

- i. Describe each step, and its value, as outlined by the various accrediting agencies for planning, design and delivery of accredited CEhp offerings.
- ii. Define clear CEhp program and activity outcomes and the role of measurement and evaluation in adult learning.



- iii. Differentiate between identifying professional practice gaps and conducting a needs assessment and explain their implications to close knowledge, competence and/or performance gaps.
- iv. Evaluate the different sources and factors that contribute to various types of learner needs.
- v. Link learning objectives to the type of change desired in learners to support the development of the appropriate CEhp activity/intervention.
- vi. Apply assessment and evaluation strategies to gather data to show effectiveness of educational interventions.
- vii. Discuss the different steps involved in communication skills and procedural skills.
- d. Execute CEhp activities and the overall CEhp program in compliance with applicable accreditation and/or regulatory policies and requirements.**
  - i. Conduct a CEhp program-based analysis of all educational interventions, assessing alignment with the mission and/or vision of an organization.
  - ii. Apply organizational policies and procedures in the context of regulatory requirements.
  - iii. Implement policies and procedures to address copyright, intellectual property, Health Insurance Portability and Accountability Act (HIPAA), privacy and other legal requirements necessary to manage CEhp.
  - iv. Develop processes for managing appropriate documentation of all practices aligned with regulatory requirements.

## **II. PROGRAM MANAGEMENT (15%)**

- a. Execute CEhp activities and the CEhp program following sound and applicable business policies and practices.**
  - i. Apply basic principles of accounting to develop, utilize, monitor and report on activity budgets that accommodate the needs of all relevant parties involved.
  - ii. Define the difference between project (i.e., single activity management) and overall program management.
  - iii. Create a plan to define, track and monitor measures of success to determine risks and barriers, improvements and/or decisions that need to be made related to the activities.
  - iv. Identify and manage revenue sources used to support CEhp activities and programs.
  - v. Evaluate budgeting requirements for staffing, technology and other needed resources.
  - vi. Ensure availability for all services and products delivered.
  - vii. Work with appropriate parties to determine marketing needs, deadlines and processes.
  - viii. Explain the process for identifying and contracting with vendors to meet activity and program goals.
  - ix. Communicate the need for compliance with business policies and practices to all relevant parties involved.
- b. Utilize effective management and communication skills when working with organizational leaders, staff, volunteers, peers and learners.**
  - i. Implement effective communication strategies into written correspondence, face-to-face interactions and public speaking opportunities.



- ii. Identify examples of effective management strategies to use in the delegation of tasks and projects to CEhp staff and volunteers.
- iii. Build, develop and manage effective teams using communication and organization.
- iv. Engage volunteers, staff, clinicians and other healthcare workers needed to develop and deliver learning, and provide leadership and expertise to the organization.

### **III. MEASUREMENT AND EVALUATION (13%)**

#### **a. Analyze activity and program outcomes to maintain the overall mission and vision of the organization and meet accreditation requirements.**

- i. Explain the various outcomes levels, and provide an example of each: knowledge, competence and performance.
- ii. Distinguish between various data collection tools and methods in outcomes measurements while considering their validity and reliability to support CEhp activities.
- iii. Describe the role of measurement and evaluation in quality and/or performance improvement.
- iv. Devise ways to analyze and report appropriate inferences on data gathered through a thorough statistical analysis.
- v. Translate accreditation requirements related to outcomes to practices and processes in the CEhp program.

### **IV. LEADERSHIP (8%)**

#### **a. Conduct all affairs with high standards of professionalism and ethics.**

- i. Implement a tactical plan for reporting on all CEhp activities to ensure communication of successes, failures, lessons learned and recommendations for improvement.
- ii. Explain the significance of ethics and ethical values upheld by CEhp professionals.
- iii. Assess the implications of professional standards on CEhp activities and professionals.
- iv. Model the application of ethical standards for CEhp professionals.

#### **b. Model and inspire a vision of present value and future direction for CEhp — externally and internally.**

- i. Provide learning opportunities for staff, team members, faculty and volunteers to discuss the guidelines for ethics and professionalism in CEhp.
- ii. Examine industry trends and market needs to define new directions and strategic growth plans for the CEhp department.
- iii. Communicate strategic directions and a plan developed based on understanding of emerging trends, standards and environmental forces in CEhp, including interprofessional education, maintenance of certification, quality improvement, etc.
- iv. Recognize the development and delivery of CEhp activities and how they relate to the mission and vision of the CEhp program.
- v. Emphasize the role of each team member in achieving the vision and mission of the organization.

#### **c. Advocate for the CEhp program, its mission, activities, staff and volunteers.**

- i. Provide the CEhp staff with professional development to keep up with changes in the market and learning needs.



- ii. Adopt leadership practices and models of behaviors to empower staff within a CEhp department.
- iii. Articulate the value of CEhp in healthcare today.
- iv. Recognize the role of subject matter experts, staff and team members in helping achieve the goals of CEhp activities.
- v. Recognize the role of external relevant parties in the effectiveness and success of the CEhp program.
- vi. Develop an internal and external communication plan for sharing successes achieved through CEhp activities.
- vii. Develop strategies and tactics to promote value, need and impact of the CEhp program.

**d. Develop and model a learning organization.**

- i. Collaborate with relevant partners to effectively communicate the value of and advocate for CEhp activities.
- ii. Develop a culture of learning and change.
- iii. Promote systems thinking and align all unit/departmental goals with the overall organizational goals.
- iv. Monitor success on a regular basis to identify ways to continuously improve efficiencies and results.
- v. Promote the culture of learning and change by providing feedback and opportunities for reflection to those involved in CEhp activities.

**e. Engage in self-assessment and lifelong learning.**

- i. Advocate for continued development of all staff involved in CEhp activities.
- ii. Recognize and motivate teams involved in CEhp activities.
- iii. Execute needs assessment and gap analysis that lead to professional development opportunities for self and/or the CEhp team.
- iv. Develop annual performance goals and metrics for self and/or staff involved in CEhp activities.
- v. Enable staff to participate in professional development activities that encourage change in behaviors and improvement.

**f. Collaboration and partnering with relevant parties.**

- i. Identify benefits and challenges to collaboration, including potential barriers.
- ii. Emphasize the goals agreed upon by both parties to ensure a result-driven approach.
- iii. Monitor progress, provide periodic reports, and disseminate outcomes and overall results to all relevant parties involved.
- iv. Negotiate and outline a partnership agreement that helps all relevant parties meet their goals; delineating roles and responsibilities and timelines/milestones.
- v. Develop a plan that supports implementation of the strategy and defines the metrics of success for all partnerships/collaborations involved.
- vi. Practice effective communication, teamwork and team-building strategies when working with partners/collaborators.

**V. QUALITY AND PERFORMANCE IMPROVEMENT (8%)**

**a. Design, develop and implement quality/performance improvement activities.**

- i. Describe quality improvement (QI) interventions intended to address gaps in care, improve patient outcomes, and enhance overall quality of care.



- ii. Describe outcome variables used to measure the impact of quality improvement initiatives (i.e., clinical, process, patient and community health outcomes) and the measures/metrics associated with them.
- iii. Define relevant parties with whom you will need to work to implement a QI intervention (e.g., Who in your practice environment is obliged to compile and report quality or performance data?).
- iv. Describe quality improvement strategies that are implemented to address quality gaps (process, performance) in care.
- v. Integrate the educational activity into a learning cycle designed to achieve specific outcomes based on established performance or quality measures and provide recommendations to monitor performance and/or allow for continuous improvement.
- vi. Interpret learning cycle data to implement tactics and provide recommendations to monitor performance, offer feedback/coach, and allow for continuous improvement.

## **VI. GRANTS AND INDUSTRY SUPPORT (9%)**

### **a. Seek, develop and manage grants supporting CEhp activities.**

- i. Discuss and apply the criteria for managing compliance related to commercially supported activities.
- ii. Distinguish between requirements and regulations for commercial and non-commercial financial support for educational activities.
- iii. Assess the role of industry and industry-supported funding in CEhp.
- iv. Identify other resources besides industry support (exhibitors, corporate sponsors) to support educational activities.
- v. In response to Request for Proposals (RFPs)/Call for Grant Applications (CGAs), develop activities that are aligned with the overall goals and defined outcomes.
- vi. Create the budget necessary to support the activities described, ensuring compliance with criteria related to commercially supported activities.
- vii. Plan for necessary outcomes data, associated sources and tools necessary to implement and measure criteria/goals set for the activities as outlined in the grant request.
- viii. Describe appropriate management of contracts, agreements and all other documentation required for commercially supported activities.
- ix. Develop necessary reports to share status, updates, reconciliation of budgets, overall outcomes and results with commercial supporters.
- x. Develop, manage and report on grants from non-commercial sources in accordance with their requirements.

## **VII. EMERGING AND EVOLVING TRENDS (7%)**

### **a. Awareness of evolving and emerging trends and their impact on CEhp.**

- i. Discuss CEhp related to maintenance of certification programs.
- ii. Discuss trends in global CEhp to identify commonalities and differences between national and international landscapes.
- iii. Explore population health concepts and gather data to determine their implications for CEhp.
- iv. Describe the role and value of diversity, equity, and inclusion (DEI) in CEhp.



- v. Identify opportunities and pitfalls when incorporating generative artificial intelligence (AI) modalities into CEhp.
- vi. Discuss the various functions of social media platforms in CEhp.
- vii. Incorporate concepts of personalized learning within a CEhp program.

## **VIII. TECHNOLOGY (7%)**

### **a. Effectively use technology to implement CEhp activities successfully.**

- i. Utilize technology platforms/social media tools available to promote learner interaction and response at live events and gather all types of user data.
- ii. Identify technology tools available to manage business processes related to CEhp — event management, member management, store fronts, credit tracking and reporting.
- iii. Assess and describe assessment and evaluation tools/platforms — for creation, dissemination and reporting of data.
- iv. Describe the analytic tools necessary to draw accurate inferences from varying sources of data.

## **IX. RESEARCH AND SCHOLARSHIP (5%)**

### **a. Advance the field of CEhp through dissemination of best practices.**

- i. Describe key components to consider when developing or evaluating evidence-based research to ensure that it effectively informs clinical practice and improves patient outcomes.
- ii. Identify professional outlets for submitting and disseminating writing and research materials (poster presentation, conference presentation or peer-review publication) that demonstrate research goals and outcomes.
- iii. Identify opportunities for sharing knowledge, skills and best practices with colleagues.
- iv. Develop presentation skills to share innovations, practices and outcomes about CPD for the health professions.

## **X. INTERPROFESSIONAL EDUCATION (8%)**

### **a. Apply relationship-building values and the principles of team dynamics to develop CEhp that addresses population-centered care and population health programs and policies that are safe, timely, efficient, effective and equitable.**

- i. Engage the healthcare team in patient-centered problem-solving.
- ii. Engage the healthcare team in population-focused problem-solving.
- iii. Integrate the knowledge and experience of healthcare professionals to inform shared healthcare decisions which respect patient and community values, priorities and preferences.
- iv. Apply leadership practices that support collaborative practice and team effectiveness.
- v. Use evidence to inform effective teamwork and team-based practices.

### **b. Apply Joint Accreditation guidelines to design, develop and deliver interprofessional continuing education (IPCE) activities.**

- i. Discuss ethical issues that impact the delivery of team-based care.
- ii. Discuss the policies that impact the delivery of team-based care.



- iii. Apply Joint Accreditation standards and guidelines to develop relevant interprofessional education activities.
- iv. Develop interprofessional education that addresses interprofessional core competencies, including communication, values and ethics, roles and responsibilities, teams and teamwork.

**c. Advance the field of CEhp through dissemination of best practices.**

- i. Analyze the cultural differences that can exist between patients, populations and members of the healthcare team.
- ii. Explain the roles and responsibilities of interprofessional team members.
- iii. Explain how high-functioning teams work together to provide care, promote health and prevent disease.
- iv. Describe how professionals in healthcare and other fields can collaborate and integrate clinical care and public health interventions to optimize health outcomes.
- v. Describe communities of practice (i.e., ECHO) and their impact on teamwork.