**Section 3 of 6: Planning**

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| **Needs Assessment Data and Sources (select two at minimum)** *C2* Effective CE activities are planned to address areas of professional practice or behavior(s) that need improvement. In order to identify the problems or issues that are causing gaps in the targeted participants’ knowledge, competence or performance, it is important to review available data in order to make evidence-based decisions about the needed content.  *Please indicate the data sources that brought the need for this activity to your attention. Select all that apply and* ***provide supportive documentation for all sources identified below (required). If you cannot provide documentation, do not check that source. Please identify which practice gap, from the next page, that the data source documentation supports.* The** [**Needs Assessment Worksheet**](http://com.uamsonline.com/files/2012/09/Needs-Assessment-Worksheet.doc) **is highly recommended to make filling out this section easier.** | | |
| **Select all that apply** | **Supports Practice Gap # from next page** | **Needs Assessment Data Source** |
|  |  | Continuing review of changes in quality of care as revealed by medical audit or other patient care reviews.  ***Sources of documentation could include****: audit reports, chart reviews* |
|  |  | Ongoing review of recurring diagnoses  ***Sources of documentation could include:*** *summary of notes, minutes of meetings* |
|  |  | Advice from authorities in the field or relevant medical societies.  ***Sources of documentation could include:*** *list of expert names/medical societies and credentials* |
|  |  | Formal or informal requests or surveys of the target audience, faculty or staff.  ***Sources of documentation could include:*** *summary of requests or surveys. Note, must show information related to areas of educational need/topics of interest (not logistical summaries – i.e., food, venue, etc)* |
|  |  | Discussion in departmental meetings.  ***Sources of documentation could include:*** *summary of meeting minutes showing information discussed was related to areas of educational need/topics of interest (not logistical summaries – i.e., food, venue, etc)* |
|  |  | Data from peer-reviewed journals, government sources, consensus reports.  ***Sources of documentation could include:*** *abstracts/full journal articles, government produced documents describing educational need and practice gaps (****a bibliography of sources is adequate, you do not have to send entire journal articles****)* |
|  |  | Review of board examinations and/or re-certification requirements.  ***Sources of documentation could include:*** *board review/update requirements* |
|  |  | New technology, methods of diagnosis/treatment.  ***Sources of documentation could include:*** *description of new procedure, technology, treatment, etc* |
|  |  | Legislative, regulatory or organizational changes affecting patient care.  ***Sources of documentation could include:*** *copy of the measure/change* |
|  |  | Joint Commission Patient Safety Goal/Competency.  ***Sources of documentation could include:*** *copy of the safety goal and/or competency* |
|  |  | Other, please specify: |

**Note: Identification of gaps, needs should be completed by the Planning Committee**

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| **Identification of Professional Practice Gaps, Educational Needs, Learning Objectives, and Desired Results** *C2, C3*   * ***Competence*** *is defined as the ability to apply knowledge, skills, and judgment in practice (knowing how to do something).* * ***Performance*** *is defined as what one actually does, in practice.* * ***Patient Outcomes*** *are defined as the changes measured pre- and post- educational intervention.* | | | | | | |
| **Overall goal(s) for the educational activity:** | | | | | | |
| **Professional Practice** | **Need**  **Why does the gap exist?**  *Write the need in terms of the underlying cause of the gap. This should be written in terms of knowledge (what they do not know), competence (why they do not or cannot apply what they know), or performance (why they do not utilize known strategies that are consistent with current guidelines or evidence- based research).* | **This is a gap/need of:** | | | **Learning Objective –** | **Desired Result - The ideal** |
| **Gap (***difference* | (Mark all that apply) | | |  | **outcome if the gap has** |
| *between the* ***actual*** |  | | | **What should a** | **been closed.** |
| *(what is) and* ***ideal*** | **Please note:** | | | **learner be able *to*** |  |
| *(what should be)* | Accredited CE is | | | ***demonstrate* in** | *If this educational activity* |
| *practice behaviors with* | required to take | | | **terms of new** | *is successful, describe what* |
| *regard to professional* | participants beyond | | | **knowledge,** | *behaviors or practices* |
| *and/or patient* | the knowledge-level. | | | **competence or** | *would have been changed?* |
| *outcomes.)* | In order to meet the | | | **performance after** |  |
| **The gap should explain what the practice-** | competence  requirement, the | | | **the activity?** |  |
| **based problem or** | participant should | | | *Write the objectives* |  |
| **issue is you identified for the targeted audience?** | leave the activity with  strategies that can be applied in practice. | | | *in measurable terms.*  ***Avoid*** *using terms such as understand,* |  |
|  | Knowledge is a | | | *know, learn.* [*Verbs*](http://com.uamsonline.com/files/2012/09/Writing-learning-objectives1.pdf) |  |
| *Write the gap in terms of what these practitioners do not* | necessary basis of  competence and the instruction may need | | | [*for writing*](http://com.uamsonline.com/files/2012/09/Writing-learning-objectives1.pdf)  [*measurable*](http://com.uamsonline.com/files/2012/09/Writing-learning-objectives1.pdf)[*objectives.*](http://com.uamsonline.com/files/2012/09/Writing-learning-objectives1.pdf) |  |
| *know and/or are unable or fail to do according to the latest* | to build this base if  the needs assessment indicates a lack of | | |  |  |
| *evidence****.*** | knowledge. | | |  |  |
| **1.** |  | Knowledge Competence Performance | | | **After the activity, the participant will be able to:** |  |
| **2.** |  | Knowledge Competence Performance | | | **After the activity, the participant will be able to:** |  |
| **3.** |  | Knowledge Competence | | | **After the activity, the participant will be able to:** |  |
|  |  | Performance |
| Additional needs/gaps, objectives, desired results attached. | | | | | | |
| **Needs Statement:** Why do your learner’s need this educational activity? Within this statement, use the data sources you identified to make the argument that this educational activity is needed for your target audience. | | | | | | |

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| **Content** C2, C3 Content should be designed to change the competence, performance or patient outcomes that underlie the cause of the practice gaps. **Describe how the content will address the identified practice gaps.** | | | |
| **Professional Practice Gap # identified above** | **Educational Method** (C5) **to address this gap (select all that apply):** | **Presentation topic(s) that will address this gap** | **Describe the speaker(s) who have been selected to present this topic and why** |
|  | Didactic lecture Panel Discussion Simulation/Skills Lab Case Presentations  Multimedia (video/audio) Roundtable Discussion  Q & A sessions Other—Please describe: |  |  |
|  | Didactic lecture Panel Discussion Simulation/Skills Lab Case Presentations  Multimedia (video/audio) Roundtable Discussion  Q & A sessions Other—Please describe: |  |  |
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Additional room was needed and separate page is attached.

**Agenda** – an agenda must accompany this application before it will be reviewed for approval of a credit award. The agenda must be complete with a start and end time for each presentation, breaks, lunch, etc.