

CONTINUING EDUCATION PROGRAM

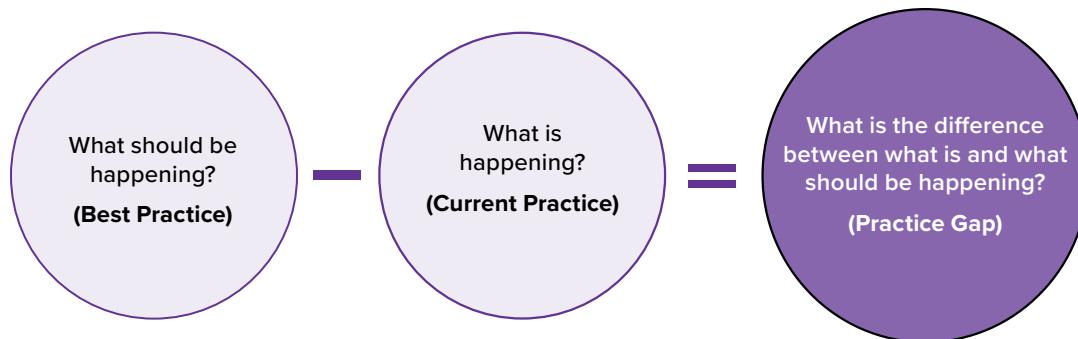
ACTIVITY PLANNING WORKSHEET FOR CME/CPD ACCREDITATION



PRACTICE GAP ANALYSIS

Identifying gaps in practice for learners is essential in planning and developing CME activities and helps to address the underlying educational needs (in knowledge, competence and/or performance) that will close those identified gaps.

A professional practice/quality gap is defined as the difference between ACTUAL (what is) and IDEAL (what should be) in regard to knowledge, skills/strategy and/or performance. Practice problems or gaps can be defined as the difference between what a learner currently knows and is doing (current practice) and what they should know and do (best practice). Therefore, **the first step in a gap analysis is to define each component: Best Practice - Current Practice = Practice Gap.**



Conduct a needs assessment for up to FOUR (4) specific areas in critical need of education that will be addressed in this series for the upcoming year. Attach a separate worksheet for each needs assessment. Additional Needs Assessment/ Practice Gap Analysis worksheets may be downloaded [HERE](#).

1. Identify and describe the quality and/or practice gaps between current practice/outcomes and desirable or achievable practice/outcomes.
 - **CURRENT PRACTICE** is the existing level of knowledge and/or skills/strategy and/or performance of the learner for an identified disease state, patient safety issue, ethical/cultural issue, practice management issue, etc.
 - **BEST PRACTICE** is the best evidenced-based data or highest standard of care.
2. Indicate the **reason(s) for the practice gap**: Is there a gap in knowledge, skills or strategy, performance, or a combination of these? (Educational Needs)
3. Describe the **expectations of the learner** in relation to his/her practice as a result of addressing the educational need. (Desired Results)
4. Indicate the **expected change(s) of the learner's behavior** in relation to his/her practice as a result of addressing the educational need. (Intended Outcomes)

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APPLICATION FOR CME ACCREDITATION - EDUCATIONAL NEED



NEEDS ASSESSMENT/PRACTICE GAP WORKSHEET

Please provide a specific educational need of learners that this activity will address related to a specific practice gap in learner knowledge/competence, patient care, or patient status.

I. CURRENT PRACTICE

Indicate the issue/problem/practice gap you want to solve

- Learners are not aware of new methods for diagnosis and treatment
- Learners do not know how to apply the new information into practice
- Learners are not applying evidence-based guidelines into practice
- Learners are having difficulty managing patient care scenarios
- Patient problems/challenges that have not been addressed appropriately/adequately
- Areas of patient care within the department/institution need improvement
- Gap identified by PI/QI process
- Broad variations of patient care among colleagues
- Issues reported by patients that need more attention/follow up

Describe the specific issue/problem/practice gap indicated above. How do you know this issue/problem/practice gap exists?

Which sources did you use to identify this practice gap? Check all that apply

- | | |
|--|---|
| Current research | Needs assessment survey |
| Database analysis | Peer-reviewed literature |
| Department/Chair Leadership | Planning/Advisory Committee Members |
| Department/specialty case reviews that highlight specific problems | Publicly reported performance data |
| Department quality metrics | QA/QI Data |
| Evaluation results from previous activities | Regulatory requirements (Joint Commission, MOC, etc.) |
| Focus group/discussion | Request from relevant healthcare professionals |
| National guidelines | Specialty society guidelines |

Provide/describe any applicable documentation of sources indicated above that were used to support the existence of this gap.

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APPLICATION FOR CME ACCREDITATION - PRACTICE GAP WORKSHEET



II. BEST PRACTICES

Describe the quality and/or performance and/or standards of care measures that highlight optimal expectations related to this practice gap.

List the specific source(s) that supports this standard of care and provide documentation to support it.

III. EDUCATIONAL NEEDS

Indicate the reason the practice gap exists related to the gap analysis above.

Knowledge (*a knowledge Gap = learners' lack of awareness/understanding*)

Competence (*a competence gap = learners' difficulty/inability to apply skills/strategy*)

Performance (*performance gap = learner's performance in practice is lacking optimal expectations*)

III. DESIRED RESULT(S) & EXPECTED OUTCOME(S)

What will the learners be expected to do differently as a result of their participation in this series that addresses the practice gap above?

Classify the expected change(s) of the learner's behavior as a result of their participation in this series that addresses the practice gap above in relation to the learners' practice. *Select all that apply.*

Skills/Strategy (gain new abilities/strategies to apply to practice)

Performance (practice modification as a result of application learned)

Patient Outcomes (change in health status of patients due to change in practice behavior)

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ACTIVITY PLANNING WORKSHEET FOR CME/CPD ACCREDITATION



EDUCATIONAL FORMAT & DESIGN

Indicate the educational methods (or design) that will be used to achieve the overall goals/objectives/results for this series. (Select all that apply)

Didactic Lecture	Procedure Demonstration	Games
Case/Problem-Based Learning	Skills Session/Workshop	Literature Review
Panel discussion	Simulation w/ Real or Simulated patients	Additional Reading
Q&A w/ Presenting Faculty	Audience Response System (Polls, Quizzes)	Other (describe):
Small Group Discussion	Role Playing	
Chart Review/Chart Stimulated Recall		

Indicate why the proposed activity format (live) and the educational methods selected are most appropriate to achieve the overall goals/objectives/results for this series. (Select all that apply)

Consistent with learning preferences of the target audience(s)	Practice specific skills and receive feedback
Concentration of appropriate target audience	Reinforce most appropriate practice behaviors consistent with best practice
Based on skills and preferences of the faculty	Facilitate interactions between and among participants and faculty
Share research and practice recommendations with practitioners	Facilitate interactions among the inter-professional team
Facilitate discussion among participants about overcoming barriers to implementation of new diagnostic/ treatment strategies	Other (describe):
Apply knowledge to specific practice-related situations	

MEASURING OUTCOMES

How will you measure if the desired competence, performance or patient outcomes results have occurred? Outcome measures are used to assess changes in learners based on the desired results of the CME activity. **Supporting documentation is required (the evaluation tool and evaluation summary report other than those provided by SAAHEC directly) and must be furnished upon submission of scheduled quarterly reporting.**

EVALUATION TOOLS

Indicate which evaluation method(s) will be used to measure changes/ improvements in skills/strategy and/ or performance and/or patient outcomes. *Select all that apply.*

Individual Session Evaluation for Participants (Required): Measures learner satisfaction that the needs were met and assesses skills/strategy – *Survey link provided by SAAHEC and must be administered immediately at the end of each session.*

SAAHEC is required by the Arizona Area Health Education Center to include a specific series of questions in the session evaluation tool for accredited CE activities. See the [AzAHEC Template Survey](#). SAAHEC welcomes any additional questions/ prompts you'd like to include and will be incorporated into the template survey provided upon request.