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| **fl dbl t** | **Educational Activity Planning Document** |

The purpose of this document is to assist with the planning of Continuing Medical Education/Nursing Continuing Professional Development activities by compiling necessary information to demonstrate the professional practice gap and underlying needs, expected results, appropriate format, changes in learners, independence, and administrative information needed to award credit to learners.

Please mark the type of credit you are pursuing:  CME  NCPD  SW, LPC, Marriage and Family Therapist

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| Activity Title: |  |

1. **What PRACTICE-BASED PROBLEM WILL (Professsional Practice GAP) THIS ACTIVITY/SERIES ADDRESS?** Examples: Improved care coordination,; Better communication with patients and families; Want to give better feedback to students

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| 1. **WHAT IS/ARE THE REASONS FOR THE GAP? (Need)** Examples: We need strategies to discuss difficult topics with family members; Don’t know best ways to improve team collaboration; Unaware of updated guidelines 2. **WHAT IS THE DESIRED LEARNING OUTCOME(S)? WHAT CHANGE(S) IN STRATEGY, PEROMANCE, OR PATIENT CARE WOULD YOU LIKE THIS EDUCATION TO HELP LEARNERS ACCOMPLISH?** Examples:Demonstrate knowledge of evidence-based treatment for hypertensive patients by passing post-test with score of ≥ 80%.; Correctly identify interventions to manage patients in hypertensive crisis; 80% of participants will commit to a change in practice following the activity 3. **Which of the following is/are this activity designed to change? Check all that apply.**   **Knowledge/Competence  Performance (Skills/Practice)  Patient Outcomes**   1. **WHAT ARE YOUR EDUCATIONAL OBJECTIVES AND/ OR LEARNING OUTCOME?**   *Learning objectives/outcomes should be measureable, achievable and can be assessed. Do not use “understand,” “know,” etc. when writing learning outcomes, as these are not measurable verbs*. (i.e. Discuss risks associated with untreated hypertension. Or State normal range for blood pressure.)  1.  2. |
| 1. **Target Audience – *Describe the practice specialty or subspecialty of the expected participants of the educational intervention. Also list the members of the healthcare team that will benefit from this activity (****i.e. doctors, nurses, social workers, etc)* |

***For CME Office Use Only***

**Activity Format**

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| Live activity  Internet Based Enduring material  Course/Conference  Panel  Simulation | Regularly scheduled series (e.g., grand rounds, case conferences, tumor boards, and M&M’s)  Case Base Discussion  Small Group Discussion  Skill Based Training |

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|  | **Indicate the desirable attribute(s) (i.e., competencies) this activity addresses.** | | |
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| **ACGME/ABMS Competencies** | | | **Institute of Medicine Competencies** | **Interprofessional Education**  **Collaborative Competencies** | |
| Patient Care and Procedural Skills | | | Provide Patient-centered Care | Values/Ethics for Interprofessional Practice | |
| Medical Knowledge | | | Work in Interdisciplinary Teams | Roles/Responsibilities | |
| Practice-based Learning and Improvement | | | Employ Evidence-based Practice | Interprofessional Communication | |
| Interpersonal and Communication Skills | | | Apply Quality Improvement | Teams and Teamwork | |
| Professionalism | | | Utilize Informatics |  | |
| Systems-based Practice | | |  |  | |

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| **Commercial Support Received?**  Yes  No |

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| **Name of commercial supporter** | **Amount of monetary commercial support** | **In-kind** |
| *Example: XYZ Pharma Company* | *$5,000* | *☐* |
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Planning Committee

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| **Name of individual** | **Individual’s role in activity** | **Name of commercial interest** | **Nature of relationship** |
| *Example: Jane Smythe, MD* | *Course Director* | *None* | *---* |
| *Example: Thomas Jones* | *Faculty* | *Pharma Co. US* | *Research grant* |
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