

Example Application: Worksheet I



This document is provided as an example to help activity representatives understand the level of detail and type of information expected when completing the accreditation application. The responses included in [blue](#) are sample entries only and are intended for instructional purposes. They should not be interpreted as required language, official recommendations, or evidence-based guidance applicable to all activities. Each educational activity is unique, and responses should reflect the specific goals, target audience, educational needs, and design of the proposed activity.

Activity Title

This title will be used in our learning management system (LMS) when your activity is created as a course or learning event. Please enter the official title exactly as you would like it to appear on promotional materials, registration pages, certificates, and learner communications. Use a clear and descriptive title that accurately reflects the content of the activity.

Example: Autism Spectrum Disorder Across the Lifespan: A Team-Based Care Approach

Activity Representative

Who is going to be the main contact?

Activity Representative Name

[Jane Vandal](#)

Activity Representative Email

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Activity Representative Phone

[208.555.1212](tel:208.555.1212)

Activity Director (optional)

If different from activity representative.

Activity Director Name

[Optional field](#)

Activity Director Email

optionalemailfield@uidaho.edu

Activity Director Phone

[Optional field](#)

Gap Analysis and Needs Assessment

In this section, you will walk through what the target audience needs to fill their practice gap. The end result will be a needs assessment that shows why this activity is needed. Please note that the examples included are only to help activity representatives understand better how to answer the prompts; the examples should not be viewed as legitimate recommendations.

What is current practice?

Describe the current approach, behaviors, or standard practices of the target audience related to this topic. This should reflect what learners are currently doing in practice, including existing workflows, knowledge, skills, clinical approaches, or decision-making processes. If applicable, include information about current guidelines, common challenges, inconsistencies in practice, or areas where performance varies. The goal is to establish a baseline understanding of current practice before identifying the gap or educational need.

Example: Many primary care providers rely on general developmental observations rather than consistently using validated ASD screening tools at the recommended screening intervals during well-child visits.

How did you determine this?

Options: [Need\(s\) identified by experts](#), [Needs\(s\) identified by participants](#), [Need\(s\) identified by data](#), [Other \(please describe\)](#)

What is best practice?

Describe the evidence-based, recommended, or ideal practice related to this topic. This should reflect what the

target audience should be doing according to current research, clinical guidelines, professional standards, consensus recommendations, regulatory expectations, or emerging best practices. Include references to established standards of care, quality measures, or desired performance outcomes when applicable. The goal is to clearly identify what optimal practice looks like so that the educational gap can be compared against current practice.

Example: Evidence shows that early ASD screening, diagnosis, and intervention reduce lifetime healthcare costs and improve long-term outcomes for patients and their families.

How did you determine the best practice?

Options: Best practice identified by experts, Best practice identified by data, Other (please describe)

What is the difference (i.e., the gap) between the current practice and best practice?

Describe the specific gap between what is currently happening in practice and what evidence-based or recommended best practice indicates should be happening. This gap may involve deficiencies in knowledge, skills, clinical performance, systems, processes, confidence, or patient outcomes. Clearly explain where the target audience falls short of best practice and why education or training is needed to address the issue.

Example: Providers are not consistently using validated ASD screening tools at the recommended ages, resulting in delayed identification and intervention for children with autism spectrum disorder.

Why is this gap present?

Options:

Knowledge (Do the learners need information in order to start doing best practice?)

Skills/strategies, also called competence (Do the learners need to know how to do a skill or strategy in order to start doing best practice?)

Performance (Do the learners need to improve their implementation or actual execution of something in order to get to best practice?)

State the specific educational need(s) for this target audience that you determined to be the cause of the practice gap(s).

Explain the underlying educational needs contributing to the identified practice gap(s). Describe whether the gap is related to deficiencies in knowledge, competence/skills, clinical performance, systems-based practice, confidence, or other factors affecting the target audience's ability to implement best practice. Be as specific as possible about what learners need to know, improve, or apply differently in practice.

Example: This gap is related to deficiencies in provider knowledge and competence regarding recommended ASD screening guidelines, the use of validated screening tools, interpretation of screening results, and appropriate referral and early intervention strategies.

Explain what this activity is designed to change in terms of the healthcare team's knowledge/competence (skills/strategy) or performance, or patient outcomes.

Describe the intended impact of this activity on learners and/or the healthcare team. Explain how the education will help address the identified educational need, improve practice, and bridge the gap between current practice and best practice. Include whether the activity is intended to improve learner knowledge, competence/skills, clinical performance, team-based care, systems/processes, or patient outcomes. For IPCE activities, describe the expected change in terms of the healthcare team and collaborative practice.

Example (IPCE: used if multiple professional credits and interdisciplinary learning will be offered for this activity): This activity is designed to improve the healthcare team's knowledge and competence regarding recommended ASD screening practices, the use of validated screening tools, and coordinated referral pathways to support earlier identification and intervention.

Example (Individual Learners): This activity is designed to improve primary care providers' knowledge and competence in when and how to use validated ASD screening tools during well-child visits.

Upload a bibliography or reference list supporting your gap analysis/needs assessment.

Create and submit a bibliography or reference list to support the gap analysis/needs assessment. This does not need to be long should support the educational need.

Select the desirable attribute(s) of the healthcare team (i.e., competencies) that this activity addresses.(choices listed in BLUE)

For additional information about attributes please use this resource: [Attribute Terms](#)

The list below includes the competencies of ACGME/ABMS, Institute of Medicine, and Interprofessional Education Collaborative, or you may enter other competencies recognized by your organization.

Institute of Medicine Competencies

[Provide Patient-Centered Care](#)

[Work in Interdisciplinary Teams](#)

[Employ Evidence-Based](#)

[Practice Utilize Informatics](#)

Interprofessional Collaborative Practice

Values/Ethics for Interprofessional Practice
Roles/Responsibilities
Interprofessional Communication
Teams and Teamwork

ACGME/ABMS Competencies

Patient Care and Procedural Skills
Medical Knowledge
Quality Improvement
Practice-Based Learning and Improvement
Interpersonal and Communication Skills
Professionalism
Systems-Based Practice

Other Competencies

Use this field if your activity addresses competencies, frameworks, standards, or professional attributes that are not adequately represented in the lists above. Examples may include discipline-specific competencies, leadership development, cultural humility, public health practice, trauma-informed care, health equity, community engagement, research skills, educator competencies, workforce development, or organizational standards recognized by your profession or institution.

Please briefly describe the competency and, if applicable, identify the organization or framework from which it originates.

Example: Leadership and change management competencies related to implementing quality improvement initiatives within rural healthcare settings.

What potential barriers do you anticipate learners may have in incorporating what they learned into practice?

Describe any challenges, limitations, or system-level factors that may prevent learners from applying the education in practice. Barriers may include limited time, staffing shortages, workflow constraints, lack of institutional support, limited access to resources or technology, reimbursement concerns, communication challenges, resistance to change, knowledge gaps, or uncertainty about implementation. Explain how the educational activity will attempt to address or reduce these barriers through practical strategies, tools, case examples, implementation guidance, team-based approaches, or other supportive resources.

Example: Learners may face workflow and time constraints that make consistent screening difficult to implement. The activity will address these barriers by providing practical implementation strategies, streamlined workflows, and examples of how screening can be integrated into routine patient visits.

How will your activity integrate the above competencies?

Describe how the selected competencies will be incorporated into the design, content, learning activities, or expected outcomes of the educational activity. Explain how learners will develop or apply these competencies through presentations, case discussions, simulations, team-based learning, skills practice, quality improvement activities, reflective exercises, or other educational methods. The response should clearly connect the selected competencies to the learning experience and intended practice changes.

Example: The activity will integrate evidence-based practice and interdisciplinary teamwork competencies through case-based discussions, collaborative care planning exercises, and presentations focused on implementing standardized screening processes across healthcare settings.

Explain how the activity promotes active learning—so that the healthcare team learns from, with, and about each other—that is consistent with the activity's desired results.

Describe the instructional methods that will actively engage participants and encourage collaboration among members of the healthcare team. Active learning involves learner participation through activities such as case discussions, problem-solving, simulations, small-group discussion, team-based exercises, question-and-answer sessions, reflection, or application of concepts to practice. Responses should explain how learners will interact with and learn from one another in ways that support the activity's intended outcomes and improvements in team-based care.

Example: Participants will engage in case-based discussions and collaborative learning activities that encourage healthcare professionals from different disciplines to share perspectives and apply concepts to team-based patient care.

Explain how you ensured the activity was planned using a process reflective of the target audience for the activity.

Describe how the perspectives, expertise, and educational needs of the target audience were incorporated into the planning process. Whenever possible, planning committees should include representatives from the professions included in the target audience. If direct representation was not feasible, explain how the perspectives of those professions were considered through other methods, such as needs assessment data, practice guidelines, literature, stakeholder feedback, surveys, prior evaluations, or consultation with subject matter experts. The goal is to demonstrate that the activity was planned in a manner that reflects the experiences and needs of the intended learners.

Example: The planning committee included representatives from medicine, nursing, pharmacy, and behavioral health to ensure the educational content reflected the perspectives and practice needs of the target audience.

What support strategies will you use to help enhance and reinforce the learning that takes place in your activity?

Describe the methods, tools, or follow-up resources that will be used to support continued learning and reinforce key concepts after or during the activity. Support strategies may include job aids, resource guides, toolkits, downloadable materials, follow-up communications, case studies, discussion opportunities, performance feedback, reminders, on-demand access to content, implementation tools, or other resources that help learners apply what they learned in practice. Responses should explain how these strategies will support retention, practice change, team-based care, or improvement in patient outcomes.

Example: Learners will receive access to screening tools, workflow resources, and downloadable reference materials to support implementation of best practices in their clinical settings following the activity.

Joint Providership Guidelines & Standards for Integrity and Independence

Joint Providership: Guidelines

Please review the Joint Providership Guide at the link provided. By checking this box, you acknowledge that you have accessed and reviewed the guide; understand the policies, requirements, and expectations outlined within; and agree to adhere to all applicable guidelines in the planning and execution of jointly provided activities.

Joint Providership: A Guide for the Accreditation of Continuing Education Activities

I understand the policies, requirements, and expectations outlined within, and agree to adhere to all applicable guidelines in the planning and execution of jointly provided activities.

I read and agree to these guidelines.

Standards for Integrity and Independence in Accredited Continuing Education

A subset of accreditation requirements, these standards are designed to ensure that accredited continuing education serves the needs of patients and the public, is based on valid content, and is free from commercial influence. The Office of CE reserves the right to withdraw CE certification from this activity at any time if accreditation requirements are not met, including the requirements included in the Standards for Integrity and Independence. **Please review the standards, which are outlined here.**

I understand the Standards for Integrity and Independence in Accredited Continuing Education.

I read and agree to these guidelines.