

Application Packet | Worksheet B--Accreditation Criteria

This form is to aid planners in ensuring all requirements to offer accredited continuing education have been included in the planning of this activity (all educational events, courses, conferences, webinars, enduring materials, etc., generally will be referred to as "activity"). It is also to allow SHAMP CE staff the information needed to create the activity course in EthosCE. Please note that SHAMP CE reserves the right to withhold the certification to offer continuing education credit if an activity does not meet the necessary requirements. If you have questions or concerns, feel free to contact SHAMP CE staff at shamp-ce@uidaho.edu. We want your activity to be a success!



Start



Preview before submission



Complete

Activity Title

Activity Representative

Who is going to be the main contact?

Activity Representative Name

Activity Representative Email

Activity Representative Phone

Activity Director ▲

If different from activity representative.

Activity Director Name

Activity Director Email

Activity Director Phone

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?

Example: primary care clinicians often delay using ASD screening tools.

How did you determine this?

- Need(s) identified by experts
- Need(s) identified by participants

- Need(s) identified by data
- Other...

What is best practice?

Example: Evidence shows that early ASD screening, diagnosis, and intervention reduces lifetime healthcare costs and promotes better management of ASD and comorbid conditions for patients and their families.

How did you determine the best practice?

- Best practice identified by experts
- Best practice identified by data
- Other...

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

Example: Physicians are not using screening tools for ASD on patients as early as evidence suggests is best practice.

Why is this gap present?

What is the underlying educational need(s) that applies to the target audience of this activity?

- 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).

Example: Please explain in terms of knowledge, skills/strategies, and/or performance based on what you selected in the previous question. What specific knowledge, skills/strategies, and/or performance is the target audience lacking? (Maximum 150 words). Example: This gap is a result of a deficiency of provider knowledge and competence (skills/strategies) about what tools to use in screening, diagnosis, and intervention and how to use them.

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

In other words, how will this activity help address the educational need and bridge the gap between current practice and best practice. If this is an IPCE activity, explain in terms of the healthcare team. (Maximum 100 words). Example: This activity was designed to change the knowledge/competence of the healthcare team in the when and how of using ASD screening tools. Or, for individual learners: This activity was designed to change the knowledge/competence of primary care physicians in the when and how of using ASD screening tools.

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

Please share references to the sources of data that you mentioned in the previous section, such as sources that contributed to the following: 1) how you determined the current practice and 2) how you determined the best practice. You may additionally include sources that contributed to how you determined the gap(s) and educational need(s), if available. This bibliography does not need to be long; it just needs to support that the gap analysis/needs assessment is objective, and there is genuine need for the education.

Files must be less than **2 MB**.

Allowed file types: **gif jpg jpeg png txt html pdf doc docx ppt pptx xls xlsx xml**.

Choose File No file chosen

Upload

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

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

How will your activity integrate the above competencies?

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.

Active learning is an instructional method that engages students in the learning process. (Maximum 50 words)

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

In other words, did you include the perspective of each type of professional in your target audience in your planning process? Example: Your target audience is physicians, pharmacists, PAs, and NPs. Your planning committee should also include a physician, a pharmacist, a PA, and an NP. Alternatively, other methods may be used to offer the perspective of a professional in the target audience, such as the use of literature.
(Maximum 50 words)

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

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

Describe the barriers and how you will attempt to address these barriers in the educational activity.

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