BRIDGING THE DIVIDE:

Understanding Gap vs. Need in CME and Crafting Dynamic Learning Objectives

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We'll be diving into what the ACCME Accreditation Criteria require, but first, let's study some definitions

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What is a "Practice Gap?"

Definition:

The disparity between how things are currently being done and how they should be done, based on best practices.

Focus:

The observable problem or issue in a healthcare setting.

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What is an “Educational Need?”

Definition:
The cause or reason why the practice gap exists. It is what needs to be "learned" to close the gap.

Focus:
The deficit in a learner's knowledge, competence (skills), or performance.

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Relationship Between the Two

- The needs assessment process identifies the professional **practice gap** (disparity).
- The analysis of the needs assessment then reveals the specific **educational needs** that are causing the gap (knowledge, competence, or performance deficits).
- The CME activity is then designed to address the **educational needs** to close the **gap** and improve patient care outcomes.

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A Few Examples of Corresponding GAP to NEED

Example 1:

GAP: Physicians are not consistently recommending/utilizing the most up-to-date screening guidelines.

KNOWLEDGE NEED: Physicians don't know what the new screening guidelines are.

Example 2:

GAP: A higher-than-optimal rate of post-operative infections.

COMPETENCE NEED: Physicians don't know the correct strategies or have the proper skills to implement new infection control protocols.

Example 3:

GAP: Patients are being referred to specialty care too late.

PERFORMANCE NEED: Physicians have the knowledge and competence, but don't routinely apply the new referral guidelines in their daily practice.

Now That We've Covered Definitions and Reflected on Some Examples ……

Let's Look at Requirements of the ACCME Criteria

Educational Needs: **(formerly C2)**

The provider incorporates into CME activities the educational needs (knowledge, competence or performance) that underlie the professional practice gaps of their own learners.

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The ISMA's

Performance-in-Practice Structured Abstract

requires you to identify and document GAPS and NEEDS, as well as what an activity is DESIGNED TO CHANGE.

ISMA Performance-in-Practice Structured Abstract

A tool for preparing and demonstrating compliance through performance-in-practice

INSTRUCTIONS: Complete this form for each activity selected for the ISMA's performance-in-practice review. Complete all sections applicable for the activity, and assemble attachments, labeling each attachment with the appropriate number. If submitting material electronically, assemble a single PDF file that includes this form and the required attachments with each attachment bookmarked. Submit the abstract/attachments to the ISMA as instructed.

ACCME Provider ID:		Provider Name:					
Activity Title:							
Activity Date (mm/dd/yyyy):		Activity Type: (Course, RSS, Enduring, etc.)		Providership: (Direct/Joint)		Commercial Support Received: (Yes/No)	

State the **professional practice gap(s)** of your learners on which the activity was based.

State the **educational need(s)** that you determined to be the cause of the professional practice gap(s).

- Knowledge need ***and/or***
- Competence need ***and/or***
- Performance need

Explain what competence, performance, or patient outcomes this activity was **designed to change** (i.e., objectives)

In addition to identifying the **educational format** that you have chosen, explain why this format is appropriate for the setting and desired results of this activity (former C5). (i.e., didactic with Q&A, case presentation, breakout group, hands-on skills lab, etc)

Think of PRACTICE GAPS as the "building blocks" of an educational activity.

They form the foundation of its:

- Rationalization
- Design
- Implementation
- Assessment

These PRACTICE GAPS can be:

- Clinically based
- Professionally based (i.e, leadership skills)
- Patient care problems
- Communication problems
- Other similar areas in which learner improvement is necessary

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Conducting a GAP ANALYSIS helps identify:

- The **necessity** for the activity …….
- which frames the resulting **learning objectives** (what the activity is designed to change) **…….**
- Then affects selection of **teaching methods** ……
- affects **format desired** to achieve your objectives ……
- and finally implementation of **evaluation methods** to measure the effectiveness of the activity.

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One way to approach a GAP ANALYSIS is by answering the following questions:

- What areas in practice do your medical staff find challenging?
- What factors are contributing to an identified problem in practice?
- What does the learner need to do differently in order to improve their practice or professional skills? (What is the deficit?)

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During Reaccreditation time – within the Self Study Report

Providers are asked to describe the processes their organization uses to identify the professional practice gaps of their learners and the needs that underlie those practice gaps.

Answers will vary from organization to organization.

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Lets Consider Some of the Channels by Which You Can Identify PRACTICE GAPS

Patient care audits/ QI data	Current literature	National clinical guidelines
Trends in healthcare	Annual needs assessment survey of medical staff	Post-Conference evaluations
Committee/Department meetings	State and Local Health Department data/ improvement plans	Regulatory body requirements (Board and State licensure requirements)

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Linking to Learning Objectives

When identifying **PRACTICE GAPS** and the underlying **EDUCATIONAL NEEDS**, consider how an activity that addresses both should be **DESIGNED TO CHANGE**.

The resulting intervention must relate to increasing knowledge, competence, and/or performance.

With at least one of the above in mind, work to develop corresponding **LEARNING OBJECTIVES**.

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While LEARNING OBJECTIVES are not required ……

including them clearly states what the learner will be able to do upon completion of the activity.

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You'll want to ensure all CME activities have LEARNING OBJECTIVES that:

- Guide the design and development
- Provide clear expectations to learners
- Provide measurable outcomes in terms of knowledge, competence (knowledge in action), and/or performance (what one does in practice)

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Tips for Writing LEARNING OBJECTIVES

LEARNING OBJECTIVES are statements that describe the knowledge, skills, and/or abilities learners will gain from an activity.

When developing objectives, ask these questions:

1. What should the result of the activity be for participants?
2. What should the participant be able to do?
3. What should the participant know?

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Action Verbs to Use When Writing LEARNING OBJECTIVES: "Bloom's Taxonomy"

Verbs to Use: Bloom's Taxonomy

by Benjamin S. Bloom, originally published in *Taxonomy of Educational Objectives (1956)*

The verb list below has been found to be effective in formulating learning objectives.

Knowledge		Competence		Performance		Evaluation		Avoid
Information	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**	**Skills**	**Attitudes**	**Avoid (unmeasurable)**
choose	associate	adapt	analyze	arrange	appraise	diagnose	acquire	appreciate
cite	clarify	apply	appraise	assemble	approve	empathize	consider	approach
count	classify	calculate	audit	build	assess	hold	exemplify	be aware
define	compare	catalogue	break down	collect	choose	integrate	modify	be familiar with
describe	compute	chart	calculate	combine	conclude	internalize	plan	become
draw	contrast	complete	categorize	compile	confirm	massage	realize	believe
identify	convert	compute	certify	compose	criticize	measure	reflect	comprehend
indicate	describe	consolidate	compare	conceive	critique	palpate	transfer	conceptualize
label	diagram	demonstrate	contrast	construct	diagnose	pass		experience
list	differentiate	develop	correlate	create	estimate	percuss		explore
locate	discuss	employ	criticize	design	evaluate	project		grasp the significance of
match	distinguish	examine	debate	detect	generalize	visualize		grow
name	draw	extend	deduce	devise	grade			improve
point	estimate	generalize	defend	discover	judge			increase
quote	explain	illustrate	detect	draft	justify			know
read	express	infer	diagram	formulate	measure			learn
recall	extrapolate	interpolate	differentiate	generate	prioritize			thinks critically
recite	identify	interpret	discriminate	integrate	prove			understand
recognize	interpolate	locate	distinguish	make	rank			
record	interpret	manipulate	examine	manage	rate			
relate	locate	modify	experiment	organize	recommend			
repeat	outline	operate	infer	plan	research			
retrieving	paraphrase	order	inspect	predict	resolve			
select	predict	practice	inventory	prepare	revise			
state	report	predict	investigate	prescribe	rule on			
tabulate	restate	prepare	question	produce	score			
tell	review	produce	reason	propose	select			
trace	sort	relate	separate	reorder	support			
write	summarize	report	solve	reorganize	test			
	transfer	restate	summarize	set up	validate			
	translate	review	survey	specify				
		schedule	test	structure				
		sketch	uncover	synthesize				
		solve	verify					
		submit						
		tabulate						
		transcribe						
		translate						
		use						
		utilize						

You'll find this jewel in your handout packet!

You'll use it for years to come.

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And You'll Soon Become Experts!

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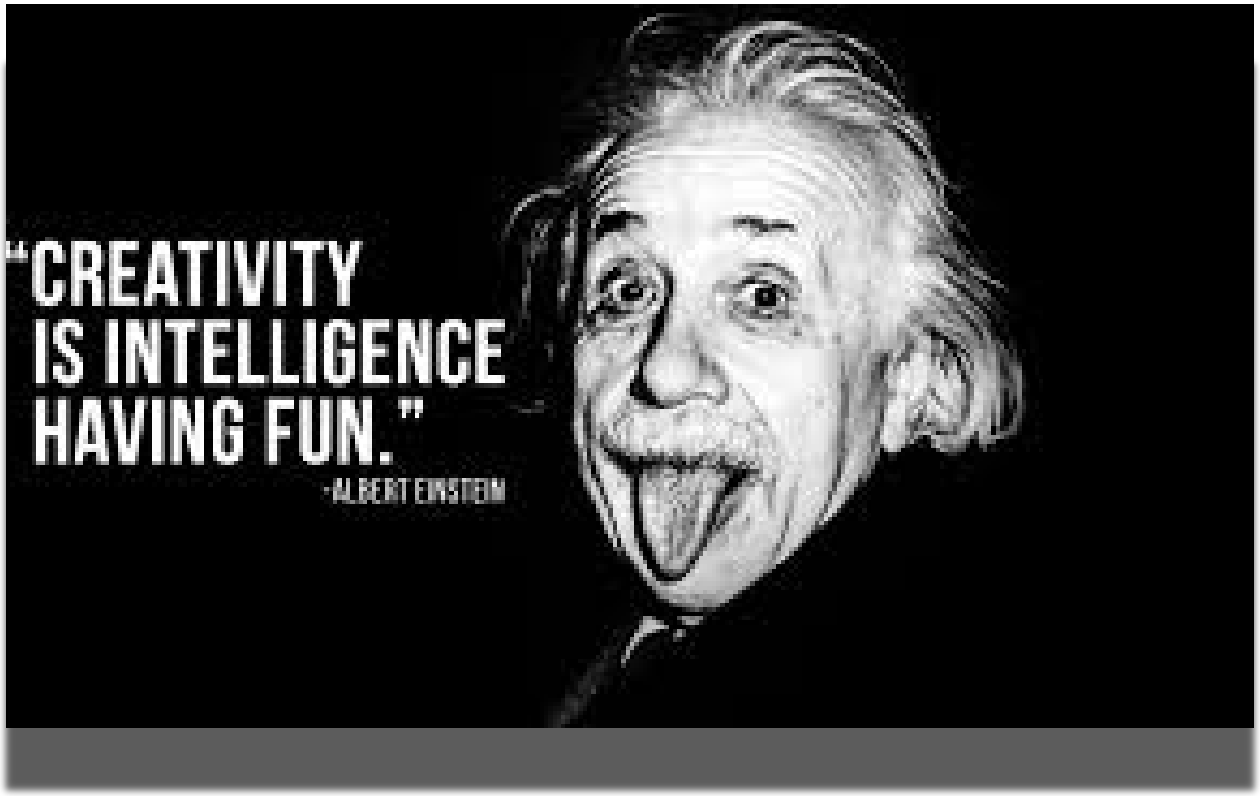
Have Fun Getting Creative!



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