

**HOUSTON METHODIST HOSPITAL
CPE PLANNING DOCUMENT**

Name:

Topic:

NEEDS ASSESSMENT / GAP ANALYSIS				IMPLEMENTATION	EVALUATION	
BEST PRACTICE (What should be)	CURRENT PRACTICE (What is)	RESULTING GAPS (What interventions are indicated)	TYPE OF GAP CAUSED	LEARNING OBJECTIVE	OUTCOME INDICATED	OUTCOME QUESTIONS (Learning Assessment question linked to Learning Objective and Outcome)
<u>Key Point:</u> <u>Source:</u>	<u>Key Point:</u> <u>Source:</u>		<input type="checkbox"/> K <input type="checkbox"/> C <input type="checkbox"/> P		<input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> PO	
<u>Key Point:</u> <u>Source:</u>	<u>Key Point:</u> <u>Source:</u>		<input type="checkbox"/> K <input type="checkbox"/> C <input type="checkbox"/> P		<input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> PO	
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<u>Key Point:</u> <u>Source:</u>	<u>Key Point:</u> <u>Source:</u>		<input type="checkbox"/> K <input type="checkbox"/> C <input type="checkbox"/> P		<input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> PO	
<u>Key Point:</u> <u>Source:</u>	<u>Key Point:</u> <u>Source:</u>		<input type="checkbox"/> K <input type="checkbox"/> C <input type="checkbox"/> P		<input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> PO	

LEGEND

K = KNOWLEDGE

C = COMPETENCE

P = PERFORMANCE

PO = PATIENT OUTCOMES

INSTRUCTIONS FOR USING THE CPE PLANNING DOCUMENT

1. **State the best practice** under “Key Point.” A best practice may be from a national guideline or consensus statement from a credible organization, from peer-reviewed medical literature where more than one source agree on the practice, or from the considered opinion of the expert-planner in the case when no published guideline exists. This becomes the end-goal for the activity.
2. State the source used that provided you with the best practice (i.e., article from peer-reviewed journal, name of consensus statement or clinical guideline, etc.).
3. **State the current practice** of the cohort of learners to which your educational activity is targeted. You can determine this based on interviews (formal or informal) with members of the targeted audience, a questionnaire, or a published article that reports on findings from learners. *The key is to go beyond expert perception of the gap and to include the perception of the learner.*
4. State the source used that provided you with the current practice (i.e., from questionnaire of membership, interviews with “n” targeted practitioners, etc.)
5. **State the gap** based on the difference between best practice and current practice. This “resulting gap” will define the learning objectives you will develop, which in turn leads to the content of the activity. Indicate the “type of gap” (i.e., did the gap you isolated indicate learners lacked knowledge (K), competence (C), or that implementing it in practice or performance (P) was the issue). Use those codes to indicate the type of gap in the chart.
6. The gap should inform you of the type of outcomes that are appropriate for this activity (i.e., does the gap indicate a need to improve learner competence and/or performance-in-practice). Note: Once designated, this will define your choice of evaluation (outcome) measurement tools.
7. **Prepare a learning objective for each identified gap.** Each objective should include a verb that is chosen to describe something a pharmacist will do in practice (and not what the teacher will teach). For example, do not use verbs such as “discuss” or “describe, learn or understand.” Use words such as “apply, develop a strategy to..., etc.” Ensure that the objective clearly states a standard against which one can judge the success in achieving the objective. The “standard” helps inform the outcomes questions you will prepare.
8. **Prepare evaluation / outcomes questions** depending on the “Intended Outcomes” you stated earlier. For example, if improvement in competence was indicated, then you must prepare outcomes questions related to demonstrating an improvement in competence.