

Jointly Accredited Activity Planning Template

Providers of continuing education for the healthcare team build bridges through collaboration within an educational framework by planning, offering and evaluating education for teams comprised of at least 2 or more healthcare professionals. The goal of this education is to address the professional practice gaps of the healthcare team. The education is designed to change the skills/strategy, performance, or patient outcomes of the healthcare team.

Please fill out as much of this form as possible during the planning phase for your activity:

Activity Title:

Activity Date: Activity Time: Reoccurrence (for RSS only):

Activity Credit Amount:

Activity Type:

- Regularly Scheduled Series (RSS)
- Directly Provided Course
- Enduring Materials
- Internet Live
- Learning from Teaching

Activity Description:

What medical professions will be in your audience:

- | | |
|--------------------------------|--|
| <input type="checkbox"/> MD/DO | <input type="checkbox"/> Social Workers |
| <input type="checkbox"/> RN/NP | <input type="checkbox"/> Pharmacists |
| <input type="checkbox"/> PA | <input type="checkbox"/> Optometric Practitioner |

Planning committee (must contain at least two different professions):

Anyone planning the activity including any faculty involved in the planning process; at least two different professions that reflect the expected audience of learners, when applicable:

Name:	Degree:	Email:
Name:	Degree:	Email:
Name:	Degree:	Email:
Name:	Degree:	Email:

Administrative support:

Identify who will be maintaining your records for this activity:

Name: Degree: Email:

Faculty:

This can include those noted on your planning committee, if applicable:

Name: Degree: Email:

Name: Degree: Email:

Learning objectives:

Competence (must have a way to document results):

Are you measuring changes in competence and if so how will you document it? Please select all that apply.

- Paper Evaluation
- CE Portal Evaluation
- Learning Center Evaluation
- Customized pre/post test
- Focus group discussion
- Other, please specify:

Performance (must have a way to document results)

Are you measuring changes in performance and if so how will you document it? Please select all that apply.

- Adherence to guidelines
- Case-based studies
- Chart audits
- Customized follow--up survey/interview/focus group about actual change in practice at specified intervals
- Physician or patient feedback, surveys and evaluations
- Reminders and feedback
- Other, please specify:

Patient Outcomes (must have a way to document results)

Are you measuring changes in patient outcomes and if so how will you document it? Please select all that apply.

- Change in health status measure
- Change in quality/cost of care
- Measure mortality and morbidity rates
- Patient feedback and surveys
- Other, please specify

How will you utilize support strategies to enhance change in the provider or healthcare team in addition to the educational intervention (for example reminders, feedback, etc):

Desirable Provider Competencies

We are required to document activities/educational interventions that develop competencies in the context of desirable attributes of the healthcare team. Please check all that apply, you must identify at least one competency for accreditation.

ACGME/ABMS Competencies

- | | |
|--|--|
| <input type="checkbox"/> Patient Care And Procedural Skills | <input type="checkbox"/> Inter-personal And Communication Skills |
| <input type="checkbox"/> Medical Knowledge | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Practice-Based Learning And Improvement | <input type="checkbox"/> Systems-Based Practice |

Institute Of Medicine Competencies

- | | |
|--|--|
| <input type="checkbox"/> Provide Patient-Centered Care | <input type="checkbox"/> Apply Quality Improvement |
| <input type="checkbox"/> Work In Interdisciplinary Teams | <input type="checkbox"/> Utilize Informatics |
| <input type="checkbox"/> Employ Evidence-Based Practice | |

Inter-professional Education Collaborative Competencies

- | | |
|---|---|
| <input type="checkbox"/> Values Ethics For Interprofessional Practice | <input type="checkbox"/> Inter-professional Communication |
| <input type="checkbox"/> Roles / Responsibilities | <input type="checkbox"/> Teams And Teamwork |

Gap Analysis

For every activity practice gaps of the healthcare team and/or the individual members of the healthcare team must be identified.

A learner and/or healthcare team gap exists because learners and/or the healthcare team currently:

How does this activity meet the healthcare team's potential or current scope of practice (define how the content being taught aligns with the needs of the healthcare team):

What are factors outside your control as the educational provider that may impact educational outcomes?

What educational strategies will help remove, overcome, or address barriers to change for the healthcare team:

Needs Assessment

Needs Assessment: A needs assessment provides the information necessary to support the educational need for the activity.

Which needs assessment method(s) were used to select the activity topic(s)?

- | | |
|---|--|
| <input type="checkbox"/> Survey of Target Audiences | <input type="checkbox"/> M & M Statistics |
| <input type="checkbox"/> Faculty Perception | <input type="checkbox"/> Patient Care Audit |
| <input type="checkbox"/> Consensus of experts | <input type="checkbox"/> Peer review |
| <input type="checkbox"/> Self-assessment | <input type="checkbox"/> Other, please specify |

Which educational formats will be used?

- | | |
|---|--|
| <input type="checkbox"/> Question/Answer | <input type="checkbox"/> Video Recording |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Hands On Practice |
| <input type="checkbox"/> Chart Review/Recall | <input type="checkbox"/> Case Presentations |
| <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> Other, please specify |
| <input type="checkbox"/> Small Group Discussion | |