Worksheet: Program Planning

Needs Assessment & Developing Goals & Learning Objectives

Introduction

This worksheet is intended to enable Scientific Planning Committees (SPC) to submit some required elements of the application for programs seeking accreditation through Continuing Professional Development in the Temerty Faculty of Medicine, University of Toronto. This is designed to be a quick worksheet so that programs can identify which kind of source material was used to identify a need, state the need identified, and state the goals and learning objectives designed to meet the needs.

This document can be uploaded to the CPD accreditation site under “other documents”and submitted for review.

As always, we encourage SPCs to begin the needs assessment and goals and learning objective development process well in advance of submitting these details for accreditation purposes.

For more information about these processes, please see our existing [quick tips](https://www.cpd.utoronto.ca/educators/program-development/quick-tips/) on conducting a gap analysis, identifying learning needs, and developing program goals and learning objectives. Scientific planning committees are required to conduct a needs assessment process for both sets of needs (see [CACME Standard 2.1](https://cacme-caemc.ca/wp-content/uploads/2023/03/2023_National_Canadian_Accreditation_Standards_CPD_CACME.pdf)) and ensure that learning objectives are derived from identified needs (see [CACME Standard 2.2](https://cacme-caemc.ca/wp-content/uploads/2023/03/2023_National_Canadian_Accreditation_Standards_CPD_CACME.pdf))

While there are [other methods](https://doi.org/10.3109/0142159X.2010.500708) for learners to identify their own learning needs, this worksheet is intended for use by SPCs who are developing accredited programs.

How to use this worksheet

This worksheet is divided into four parts: 1) unperceived needs / misperceived needs / emergent needs, 2) perceived needs, 3) program learning goals and 4) learning objectives.

For 1) and 2), you are provided with a list of some potential sources of identifying learning needs. For the relevant source(s) used by your SPC listed in the first column, please summarize the learning gap identified and then provide detail of the evidence base (e.g. data source, year, link to citation, if relevant).

For 3) and 4), we ask you to list the program learning goals and learning objectives.

Part 1: Unperceived Needs / Misperceived Needs / Emergent Needs

These needs are not recognized by members of the target audience(s): they may be unperceived – *“I don’t know what I don’t know*”; they may be misperceived *– “I think I know something I don’t”;* or they may be emergent – *“I just discovered what I want/need to know”*. These needs may represent the needs of individual members of a target audience, or a collective need of an interprofessional workplace.

Below are examples of sources of data Scientific Planning Committees may use for identifying potential unperceived needs of a program’s target audience. What is the learning gap and what is the evidence base behind it? For the relevant source(s) used by your SPC listed in the first column please summarize the learning gap identified and then provide detail of the evidence base (e.g. data source, year, link to citation if relevant). **(PLEASE NOTE: not all sources of data need be selected)**

|  |  |  |
| --- | --- | --- |
| Potential Sources of Data | Summary of learning gap identified | Data source of identified learning gap (year, link to citation etc.) |
| Clinical Practice Data (e.g. data from chart audits, CMPA data, population data, referral patterns) |  |  |
| Clinical Practice Guidelines |  |  |
| Critical Incident (e.g. findings from rounds) |  |  |
| Environmental Scan(s) |  |  |
| Epidemiologic data |  |  |
| Expert Advisory Group (e.g. referrals, practice experience) |  |  |
| Knowledge Tests (e.g. multiple choice questions, self-assessment programs etc.) |  |  |
| Literature review (e.g. guidelines, pathways, key literature/papers-year) |  |  |
| Persons with Lived Experience and Expertise/Caregiver Perspectives (e.g. patient ratings/data, surveys/feedback, patient focus groups, persons with lived experience engagement strategies etc.) |  |  |
| Professional Associations or Government (e.g. Scope of Practice Changes, legislation) |  |  |
| Public Health Data |  |  |
| Quality Improvement Guidelines (e.g. Choosing Wisely) |  |  |
| Other(s) |  |  |

Part 2: Perceived Needs

These needs are recognized by members of the target audience(s), and/or derived from self-reported data – *“I know what I don’t know”* These needs may represent the needs of individual members of a target audience, or a collective need of an interprofessional workplace

Below are examples of sources of data SPCs may use for identifying potential perceived needs of a program’s target audience. For the relevant source(s) used by your SPC listed in column a), please describe the data source (including year accessed if relevant) and findings in column b, and how the proposed program addresses the need in column c. **(PLEASE NOTE: not all sources of data need be selected)**

\*If this is a returning program, please complete the previous program participant evaluations at minimum on this table.

|  |  |  |
| --- | --- | --- |
| Potential Sources of Data | Please describe  findings | How addressed in program |
| Attendance data from past programs (participation/participant analysis) |  |  |
| Focus Groups and/or Interview Data (e.g. communities of practice/ECHOs etc.) |  |  |
| Planning Committee Meeting Notes |  |  |
| Planning Committee or Faculty Communications/Feedback |  |  |
| \*Previous Program Participant Evaluations (please list identified themes across these two areas)   * Feedback on Topics or Content Area(s) * Feedback on Program Design and/or Delivery (including accessibility and inclusion) * Have you considered the unique needs of your intended audience(s) (such as travel, how they might access information, time available to learn, demographic information…)? |  |  |
| Survey Data |  |  |
| Other(s) |  |  |

Part 3: Overall program goals

A program goal states the purpose of the educational event in a general way. Informed by the needs assessment process, a program goal signals the intent of the Scientific Planning Committee, the topics or content to be covered, and addresses who might be interested in attending and why.

Please describe your program goal(s) below.

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| --- |
| Program Goal(s) |
|  |

Part 4: Program Learning Objectives

Program learning objectives identify what competencies participants will develop, or will be better able to do after attending this program,will typically be based on the findings of the needs assessment process, and usually address (or link to) one or more of the CanMEDS/CanMEDS-FM Roles. These objectives can also be used to determine program speakers. Participants will be evaluating the program based on these objectives.

Learning objectives have 3 parts:

* Active, specific verb which describes what they will actually do
* Identified criteria (i.e. for specific patient, treatment, disease state)
* Defined context (i.e. in a specific practice setting, or for a specific patient type)

Completing the sentence, “After active engagement in this program, learners should be better able to….” please list your program-level learning objectives below:

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| Program Learning Objectives |
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