

CE Educator's Toolkit: Worksheet Guide

Evidence-based design and implementation
strategies for effective continuing education

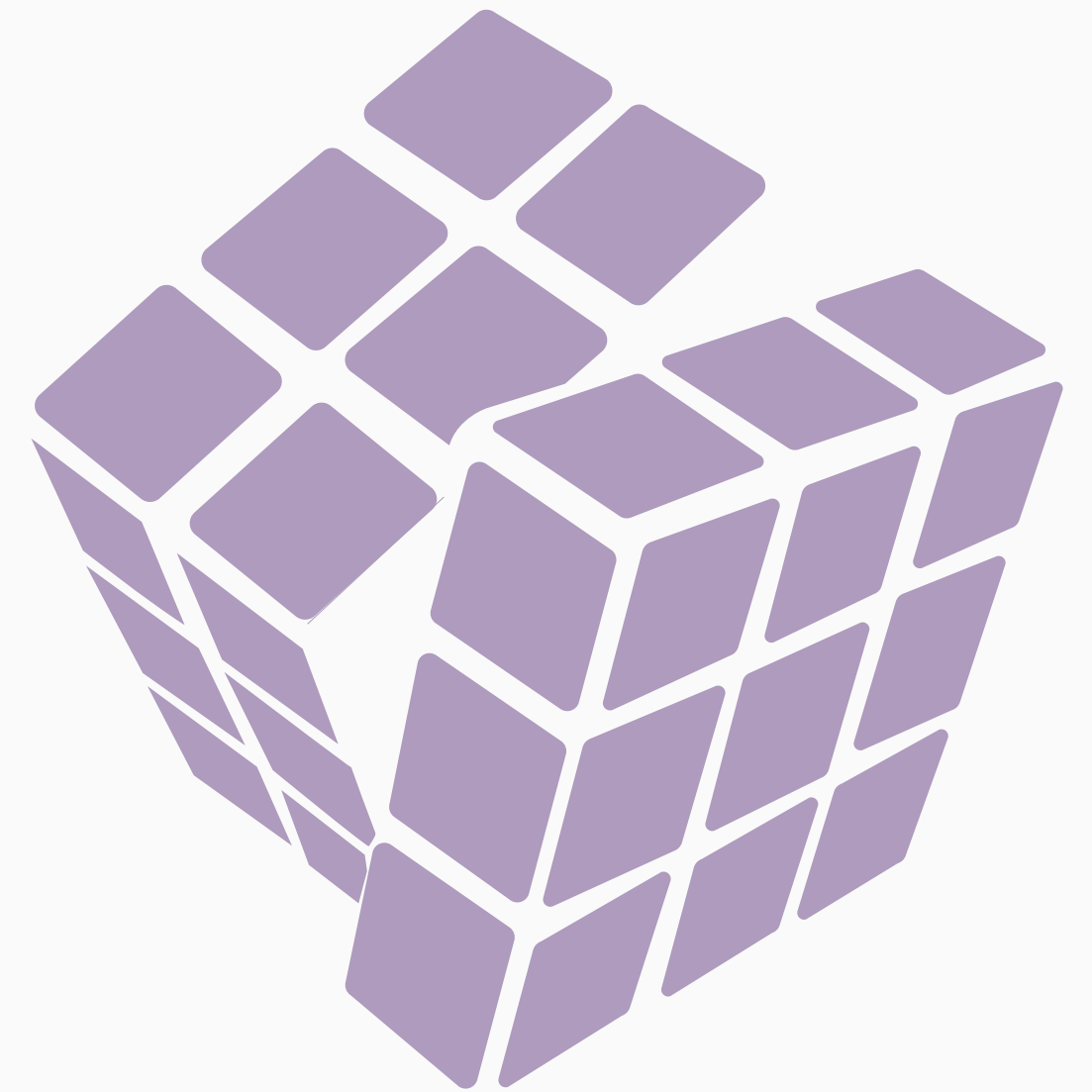
Introduction to worksheet guide

SECTION ONE

The following worksheet guide aims to complement the CE Educator's Toolkit by providing the worksheets in an easy-to-access format. The worksheets and templates included in this guide are assistive resources to help continuing education (CE) leaders through the planning and development phases of their educational sessions.

How to begin planning your CE session

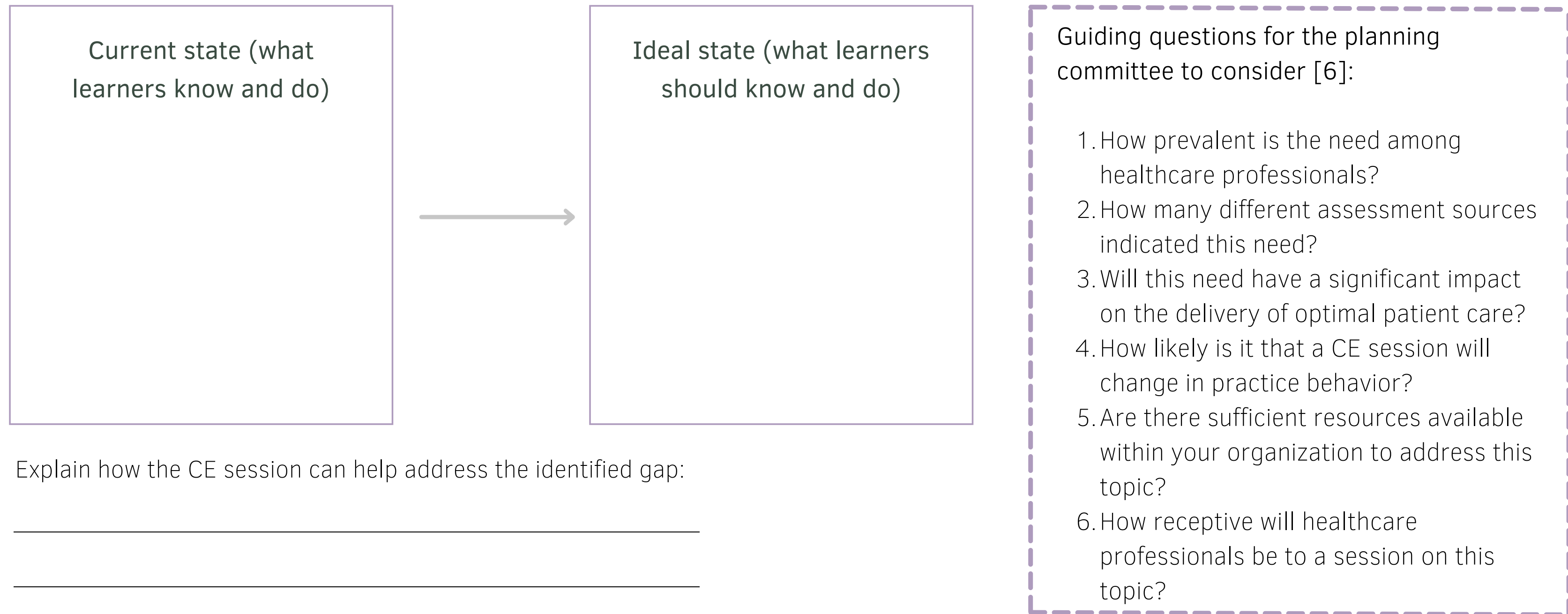
SECTION TWO



Practice: Identify the gap



Needs assessments help define the gap between current and desired education practices for your target audience [4-5]. Identification and analysis of educational needs can provide the foundation for developing educational objectives. In this exercise, identify the educational or professional practice gap that the CE session will address.



How to write a learning objective

Learning objectives should reflect the desired knowledge, skills, and abilities that learners should develop as a result of your CE session. Bloom's Taxonomy outlines learning domains that should be considered when writing learning objectives [17]. Learning objectives should be written in behavioral terms with action verbs that target a learning domain so that your learners consider what changes they can make as a result of participating in your CE session [17]. Framing learning objectives in this way has the added benefit of providing objective measurable indicators of behavioral change and thus the success of the education activity in promoting learner change.

Use the following table to target your learning objective for a particular learning domain. The list is not exhaustive but provides a starting point for developing your learning objectives.

Learning domain	Verb
Knowledge	Know, recognize, describe
Comprehension	Identify, explain, indicate
Application	Apply, perform, use
Analysis	Diagnose, investigate, analyze
Synthesis	Manage, combine, propose
Evaluation	Determine, recommend, judge
Affective	Humanize, encourage, advise
Psychomotor	Perform, handle, master

Practice: Write a learning objective

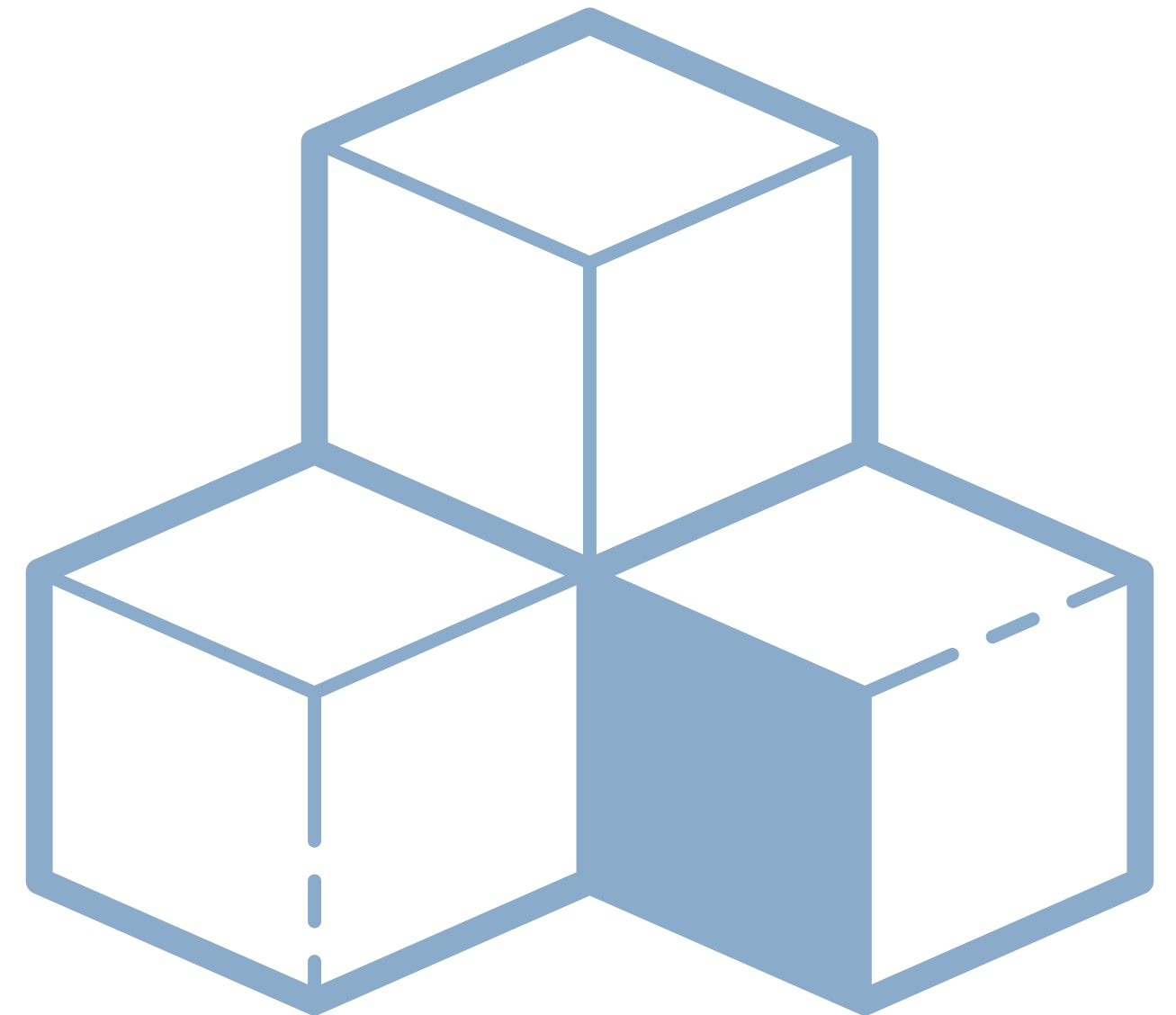


TACT Principle	Learning Objective
TARGET Whom is the learning objective targeted toward?	
ACTION What is the behavior or attitude change required?	
CONTEXT Where is the behavior or attitude change taking place?	
TIME What is the time frame to demonstrate behavior or attitude change?	

Write your learning objective based on the TACT principles.

Educational interventions for CE sessions

SECTION THREE



Facilitation of small group learning

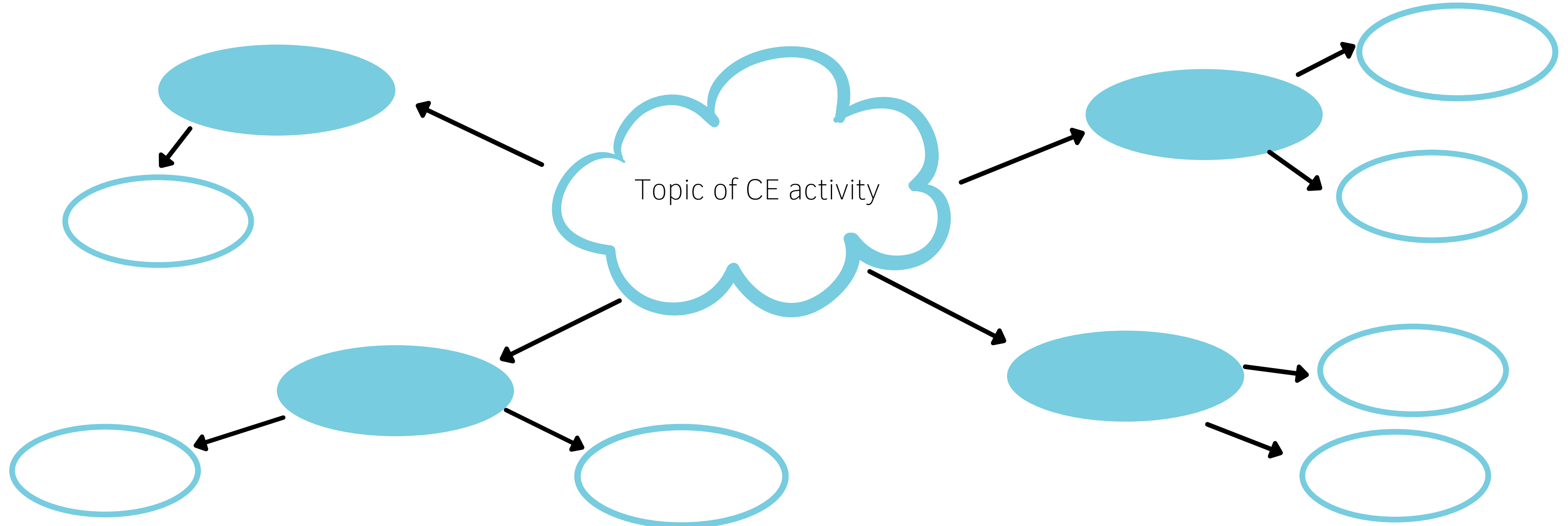
INTERVENTION ONE

Small group learning: an instructional approach that encompasses active participation, purposeful activities, and face-to-face interaction. It is a concerted and collaborative effort in learning new knowledge and skills, and attaining a mutual objective.



Practice: Create a mind map

Mind maps can be a useful tool in planning out your session's discussion and identifying key concepts that you want learners to take away from the CE session. Use the following template to create a mind map for your CE session.



Sample: Planning canvas for facilitators

What techniques and activities will you use to encourage discussion?

How will you work through conflicts that arise in groups?

What challenges do you anticipate and how will you mitigate them?

What strategies can you use to create an inclusive, safe and supportive space for the learners?

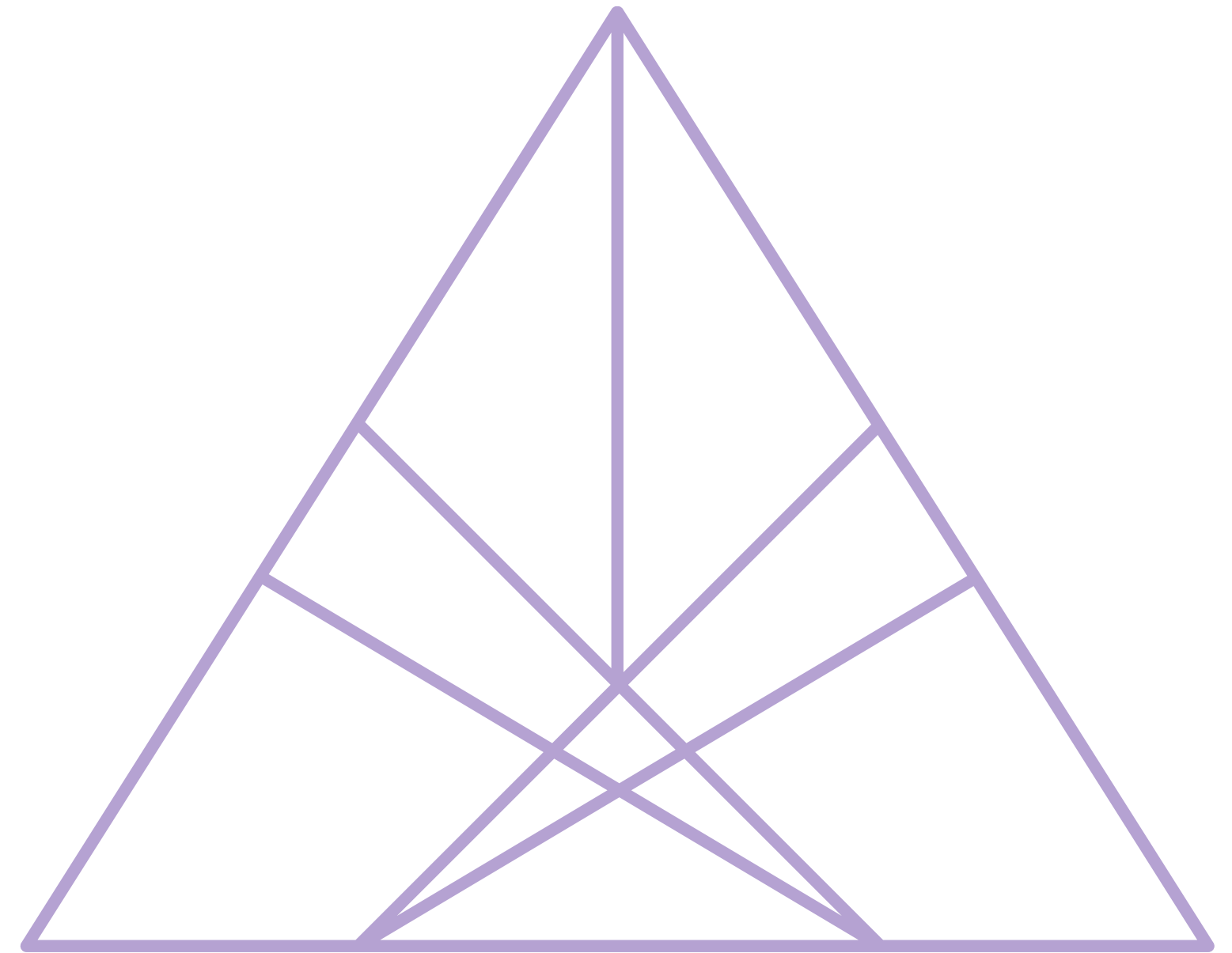
What group size will you choose?

How will you support groups through Tuckman's stages of group development?

Case-based learning

INTERVENTION TWO

Case-based learning: an educational intervention that describes when learners learn by solving real world problems.



Sample: Planning canvas

Who would you engage to develop the case?

When would you present the case?

How would you work through the case?

How would you present the case (before, during or after the session)?

What delivery approach would you select?

How would you debrief the case?

Reflective learning

INTERVENTION THREE

Reflective learning: a type of learning where learners critically reflect upon their own thoughts, behaviors and actions in practice scenarios.



Sample: Reflective practice

Topic you are reflecting on:

How would you describe this event (describe your feelings)?

1 What happened

Question 1: Provide a brief description of the situation. How did you respond? How did you feel during and after the event?

2 Looking back

Question 2: Do you think you have achieved your learning goals? Why or why not? Are you satisfied with how you handled the situation?

3 Looking forward

Question 3: What lessons did you learn from this scenario? What is one thing you want to remember or change from this activity? What do you plan to do differently now?

Sample: Personal action plan

1. What changes do you want to make as a result of attending this CE session? Aim to define at least two specific and measurable changes.

2. How important is it for you to achieve your stated learning objectives for this session on a scale from 1-5? (1=least important, 5=most important)

1 2 3 4 5

3. How confident are you that you can achieve your goal(s) on a scale from 1-5? (1=least confident, 5=most confident)

1 2 3 4 5

4. Define a timeline for your strategy. When do you plan to start, assess, and finish the process?

Start Date:

Assess Date:

Finish Date:

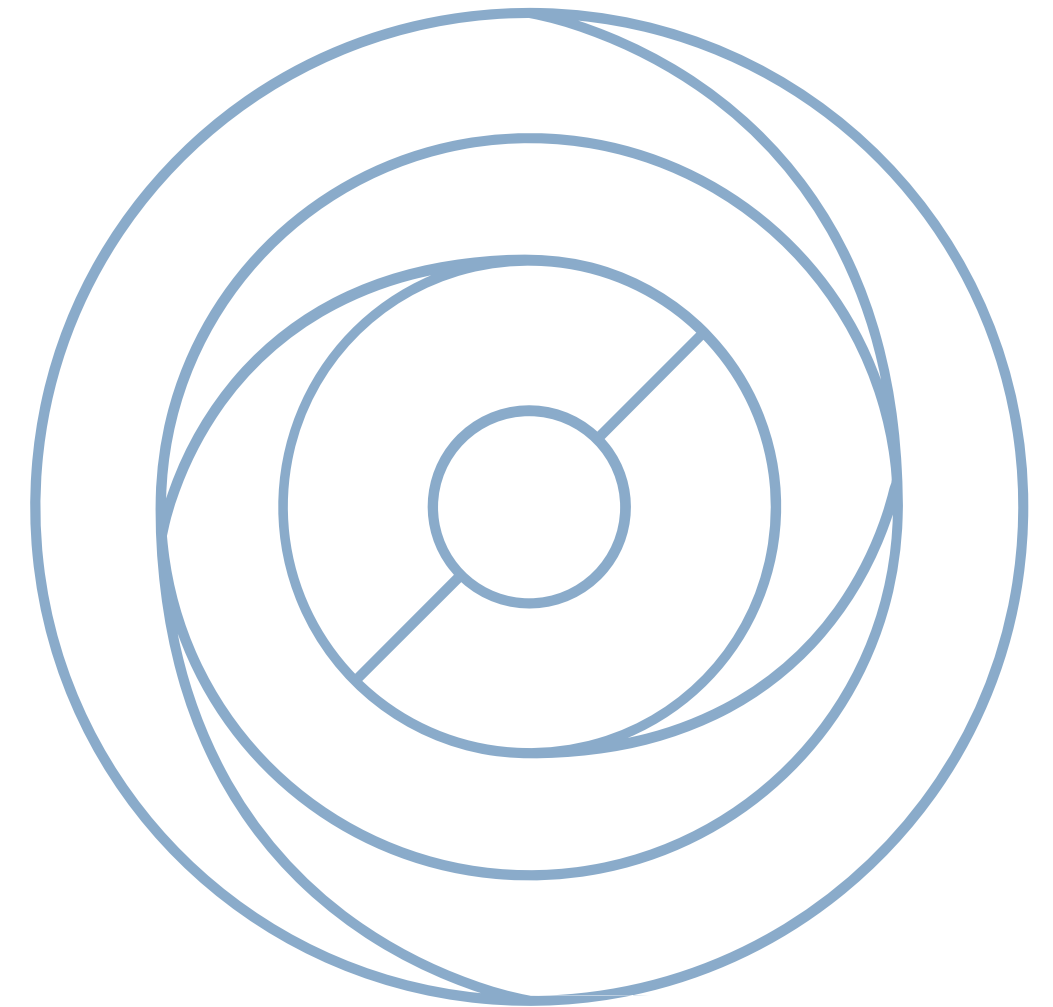
5. How will you know that you have reached your goal? What and how will you measure it?

6. What barriers will you encounter? What strategies could you employ to address them?

7. What resources do you have or need to achieve your goal?

Quick guide to assessing and evaluating CE interventions

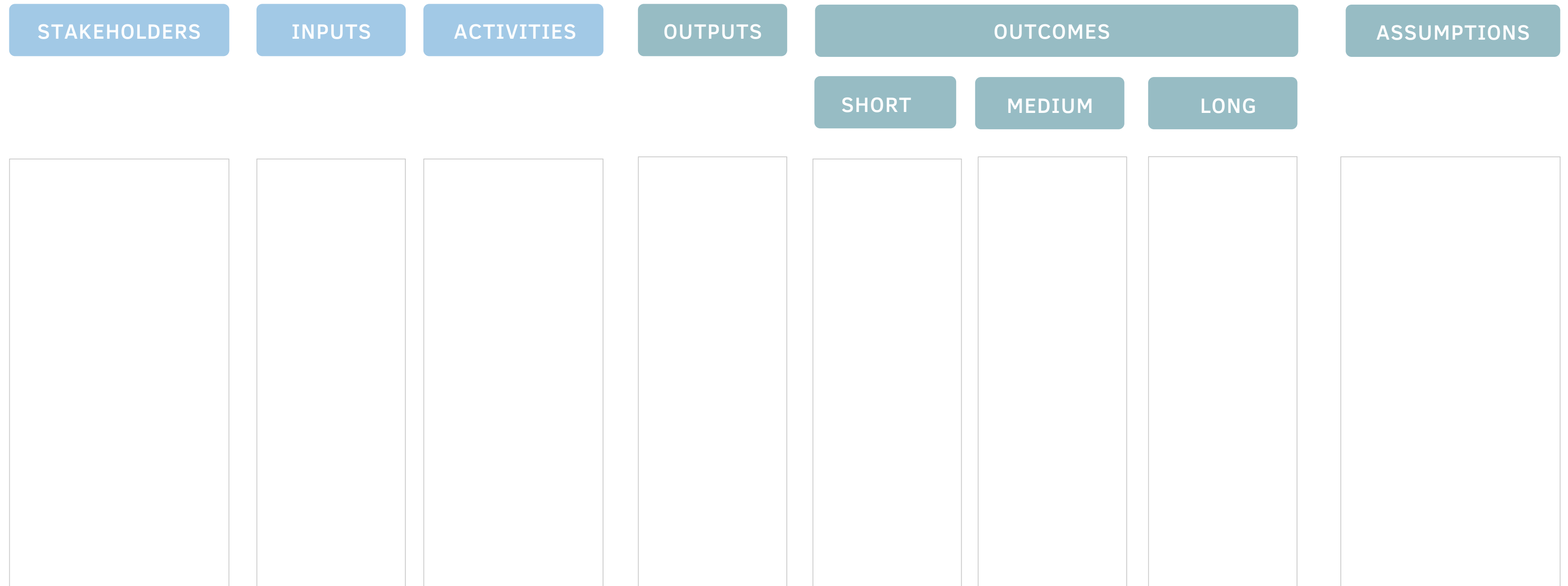
SECTION FOUR



Practice: Create your own logic model



Goal: _____



Practice: CE planning worksheet



Use this worksheet to start planning out the structure, content, and evaluation components of your CE session.

Needs and gaps:

Activity learning objectives:

Learning activities/ teaching modalities:

Theoretical basis:

Outcome methods (how you are going to evaluate):

Time frame (when you will collect data):

Sample: Post-evaluation survey

1. What did you learn or how will this session impact your practice?

2. What competency areas were improved as a result of the CE session (e.g., patient care, clinical knowledge, systems-based practice)?

3. Identify three professional or practice gaps that you would like addressed in a future CE session.

4. What changes will you make in your practice as a result of this session?

5. What did you find most effective about this session?

6. Thank you for providing feedback. We would love to hear more if you have any additional comments to share related to your learning experience.

Sample: Interview guide

This is a sample interview guide based on the [RE-AIM framework](#).

Practice Context

1. Please describe your current professional setting.

Prompt: where you work

Prompt: length of time in current role

Effectiveness

2. Tell us about your overall learning experience and to what extent it met or didn't meet your expectations or needs?

3. Do you feel as though your participation in this session contributed to your professional development?

4. What were the elements in the CE session that helped to make it a meaningful learning experience for you?

Prompt: Lectures, discussions, case studies, etc.

Prompt: Positive or negative experience

Implementation

5. What are your thoughts on the facilitation skills and knowledge of the facilitators?

Reach

6. How equitable was the CE session, meaning to what extent did you feel the session:

Prompt: Accounted for different geographic locations, ability, access to technology, resources, work schedule, and other learner factors?

Prompt: Provided regular check-ins?

Prompt: Provided timely and useful feedback?

Maintenance

7. If you were teaching this session, what would you keep? What would you change?

8. What are your final suggestions or thoughts about your learning experience?

That concludes our interview. Thank you for participating and helping us to improve our CE session. Do you have any questions?

CE Educator's Toolkit

Evidence-based design and implementation strategies for effective continuing education

Download the toolkit at www.accme.org/ceeducatorstoolkit

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