

Baystate Health, Continuing Education PLANNING COMMITTEE ACTIVITIES – Getting Started

Baystate Health, Continuing Education follows the essentials and standards of the ACCME, ANCC, APA and BORN

Continuing Education program planners may meet in person, via conference call, or they may plan activities via e-mail. The planners are responsible for documenting the planning process on the Baystate Health on-line documentation of planning tool.

Membership: membership should include members of the target audience; content experts; and the Director, Continuing Education.

The nurse planner, Continuing Education must be a member of the planning committee for all courses for which Massachusetts Association of Registered Nurses continuing education contact hours for nurses will be assigned.

The following are some planning committee tasks.

- Identify and document **needs in terms of professional practice gaps**
- Identify **target audience**
- Establish **goal** of the activity
- Prepare a paragraph for publication in the seminar brochure that shows the link between
 - needs assessment data and course topics. This is the “Statement of Need”
- Create **objectives**
- Develop **activity title**
- Choose **venue** for example web based course, live activity
- Identify **speakers**
- Develop **budget.**
- Work on Continuing Education on **Grant Request Process**
- Act as **program moderator(s)**
- **Analyze evaluation data and compile and participate in development of improvement plans for future educational activities.**

NEEDS ASSESSMENT

Needs assessment and documentation of the need for the target audience is the **first step** in planning a continuing education activity.

Needs assessment is the systematic process of gathering information and using it to determine educational solutions to close the gap between **what learners know & do and what learners should know & do.**

Needs assessment can come from multiple sources. We have listed some suggestions below. After the needs assessment has been gathered and discussed, the planners should use it to determine the teaching methods, objectives, and evaluation including outcomes measures strategies for the CE activity.

Resources for Needs Assessment Data

- [Patient problem inventories](#) compiled by potential participants
- [Consensus of faculty members](#) within a department or service area
- Baystate Health, Division of [Health Care Quality](#) has data regarding practice patterns.
- [Baystate Health Sciences Library](#) provides tools for electronic literature review including access to the Cochrane Data Base. Reference librarians are available for assistance with identifying trends in the medical literature .
- Baystate Health, [Continuing Education](#) conducts on-line and paper learning [needs surveys](#)
- [Comments and suggestion from past program attendees](#)
- [Baystate Specific Data for example:](#)
 - Quality assurance data from QI Committees
 - Risk Management Data
 - Morbidity/Mortality Data
 - Infection control data
 - Surgical procedures statistics
 - Community Benefits Inventories
- Planners can also use Proven needs which are based on [objective external data](#) sources. For example:
 - Epidemiological data
 - specialty or sub-specialty recertification requirements
 - Professional society requirements
 - News media – health related trends in the general public
 - CDC, NCQA, etc. data

[Planning committee members should discuss and document:](#)

- [How prevalent](#) is the need among the target audience?
- How many different [needs assessment sources](#) pointed to the need for this topic?
- How significantly will the unmet need [hinder health care delivery](#)?
- How directly is the need related to the [actual performance of the health care provider](#)?
- How likely is it that a CE activity will [improve practice behavior](#)?
- Do we have [sufficient resources](#) to effectively address this topic?
- How [receptive](#) will the target [audience](#) be to a session on this topic?

Is the [topic](#):

- New method of diagnosis or treatment
- a new medication(s) or indication(s) for a medication
- a new technology
- A legislative, regulatory, population based or organizational changes effecting patient care

Planners should [review the needs assessment, prioritize the data and write learning objectives](#)

Writing Objectives: Objectives should clearly state what attendees should be expected to do as a result of participating. Objectives must be included in the brochure. Potential participants

will review the objectives, goal, statement of need and schedule as part of their decision regarding whether the activity is worth their while.

Continuing Education staff members help the planning committees to develop measurable objectives. For more information on [How to Write Great Learning Objectives](#).
[See the link on the on-line documentation of planning tool](#)