

GUIDELINES FOR PREPARATION OF NEEDS ASSESSMENT AND LEARNING OBJECTIVES FOR CME/CE ACTIVITIES

- The **Needs Assessment** is any systematic approach to collecting and analyzing information about the educational needs (gap analysis) of individuals or organizations. Needs are perceived gaps in physician competence, performance or patient outcomes, that is, differences between what is occurring in practice and what is expected (the desired outcome), or differences between what is and what should be. Needs can be assessed through a variety of mechanisms, including surveys and reports of public health needs.
- The **Needs Assessment** is used to help achieve an effective continuing medical educational activity. The process of identifying learners' educational needs sets the stage for the development of the learning objectives (what the participants can expect to get out of the activity) to fulfill the needs. The appropriate format then is selected to deliver content and fulfill the objectives.
- The most useful Needs Assessments are those where multiple methods are utilized to identify educational needs linked to improvement in patient care. The Needs Assessment statement provides justification for presenting the material by stating the educational need and how it was determined.
- **Learning Objectives** are statements that communicate the intent of an educational activity. They tell the attendee what he/she will gain by participating in this educational experience. Every CME activity, whether lecture, session or panel discussion, must have one or more learning objective(s). The number of objectives is reflective of the amount and diversity of information obtained from the needs assessment.
- **Learning Objectives should include the following types of action verbs:**

count, apply, treat, validate, appraise, assess, assemble, differentiate, complete, classify, contrast, critique, identify, compare, develop, criticize, estimate, demonstrate, interpret, evaluate, formulate, examine, detect, describe, debate, rank, reflect, exemplify, estimate, arrange, judge, define, question, select, relate, recommend, order, rate, explain, consider, write, palpate, predict, integrate, locate, separate, generalize, measure, diagram, tabulate, restate, specify, restate, summarize, hold, list **Do not use the following words: understand, recognize, appreciate, believe, learn or know.**

EXAMPLE

“The Evidence-based Infertility Evaluation”

Needs Assessment:

Reports of new approaches to diagnosis and treatment of infertility are published continuously. Some warrant practice pattern changes and the need to educate practitioners in reproductive medicine. The results of the most recent Needs Assessment Survey of the membership of the ASRM indicated a need for additional activities designed to update physicians regarding advances in infertility diagnosis and treatment.

Learning Objectives:

At the conclusion of this session, the participant should be able to:

1. Summarize need and evidence-based developments for the diagnosis and treatment of disorders related to infertility.
2. Outline the most common methodological problems of clinical studies.

GUIDELINES FOR PREPARATION OF TEST QUESTIONS FOR CME/CE ACTIVITIES

The ASRM CME Committee must assess the effectiveness of the Society's educational programs in improving health care providers' clinical competence. All participants in the Postgraduate and Scientific Programs at the 2012 Annual Meeting are asked to complete a pre-activity assessment of current practice relevant to the topics of the selected educational courses or sessions.

For your session, you are asked to provide the same five answers to the following two questions: 1) *In my practice, I currently...* and 2) *After participating in this session, I will do the following in my practice...* The answers to these questions should address the main message of your presentation rather than an obscure point. Please include only one (1) correct answer in the choices and do not use "all of the above" or "none of the above" as choices. The incorrect choices should be the most commonly given incorrect answers. The last choice should be "Not applicable to my area of practice." Note that these practice-based questions will replace the knowledge-based questions used previously.

Use the format of the following example, which would precede a session titled "Workup of the infertile female: evidence-based practice."

EXAMPLE

Pre-Test (to be administered before the meeting)

In my practice, I currently:

- A. Perform diagnostic laparoscopy as the first step in an infertility evaluation.
- B. Perform a semen analysis to assess male reproductive function prior to performing any invasive diagnostic procedures on the female partner.**
- C. Perform ovarian reserve testing in 38-year-old women with regular menses.
- D. Prescribe 250 mg of clomiphene citrate on days 5 thru 9 to a 30-year-old otherwise normal hirsute female who desires conception.
- E. Prescribe metformin for a non-obese woman with PCOS who has a normal 2-hour glucose tolerance test.
- F. Not applicable to my area of practice.

Post-Test (to be administered 30 days after the meeting)

After participating in this session, I will do the following in my practice:

- A. Perform diagnostic laparoscopy as the first step in an infertility evaluation.
- B. Perform a semen analysis to assess male reproductive function prior to performing any invasive diagnostic procedures on the female partner.**
- C. Perform ovarian reserve testing in a 38-year-old woman with regular menses.
- D. Prescribe 250 mg of clomiphene citrate on days 5 thru 9 to a 30-year-old otherwise normal hirsute female who desires conception.
- E. Prescribe metformin for a non-obese woman with PCOS who has a normal 2-hour glucose tolerance test.
- F. Not applicable to my area of practice.