



European Board for Accreditation in Pneumology



SMART GUIDE ON NEEDS
ASSESSMENT AND OUTCOME
MEASUREMENTS

Introduction

EBAP strives to improve the quality of CME activities in the field of respiratory medicine, ultimately aiming to improve the population's health status.

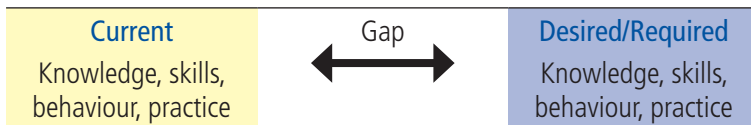
We believe that conducting needs assessments and measuring outcomes can help reach this goal.

You will find in this document recommendations, ideas and tips which we hope will be useful.

Definition of needs assessment

Our definition of a needs assessment is:

A Need assessment is a systematic review and study of multi-sourced data collated with the aim to identify gaps between current and desired/required knowledge, skills, behaviour and practice.



The different phases of needs assessments include:

- › the analysis of collated data,
- › the designing and development phases of the CME activity based on the analysis result,
- › the implementation of the training programme,
- › a review the programme to ensure target is met, allowing for corrective measures if necessary.

Why conduct needs assessments?

Conducting appropriate needs assessment is in the CME organiser's interest as it will:

- › help define the educational needs
- › identify target audience
- › help identify topics to be covered and prioritise/focus on specific topics when necessary
- › decide on most appropriate format(s)
- › identify and assign necessary resources (financial, logistical, staff, etc.)
- › highlight potential issues
- › define timelines and action plans for each project phase

When conduct needs assessments?

We recommend that needs assessments are conducted for **all** CME activities **prior** to designing and planning the activities.

The results of a needs assessment may not be as expected. Gaps may not be those anticipated, the proposed CME activity may not be the appropriate mean to cover the gaps, or there may be no gaps to bridge in the topic!

How to do it?

To guarantee accurate results, **data** should be collated from **multiple sources**.

Depending on the topic and whether the activity targets knowledge, skills, behavior or practice, potential sources could be:

- › Survey (at various levels, from specialists to patients)
- › Scientific committees and/or focus groups
- › Expert opinion and/or expert panel(s)
- › Evaluation results from other activities
- › Statistical or epidemiological data or results
- › Peer-review literature or/and internet search
- › Database analysis (eg changes in diagnosis or prescriptions)
- › Syllabus of similar programmes
- › Audits (patient care, incident reports, mortality/morbidity data, etc.)
- › New regulations, guidelines, treatments, technology, etc...

We also recommend that you keep in mind Moore's scale when designing your CME activity.

Moore's 7 level Outcomes



Source: Moore DE Jr, Green JS, Gallis HA. Achieving desired results and improved outcomes: integrating planning and assessment throughout learning activities. *J Contin Educ Health Prof.* 2009 Winter;29(1):1-15

The ultimate goal of CME activities is improved population health. Community and patient health are also indicators of gaps to be filled.

At the end of the needs assessment phase, organisers should be able to outline:

- › What are the gaps
- › What are the most appropriate educational methods / tools to bridge the gaps
- › How will the educational methodology be evaluated to ensure the gaps have been bridged and the educational activity has had the desired impact

Record data, identify needs and draw learning objectives

When performing needs assessments, record data collated, synthesize the identified needs, draw a precise picture of the desired educational results and write targeted, realistic learning objectives.

Synthesize the information in one report. This will give grounds for the CME activity, help when approaching CME accreditors and/or potential sponsors and negotiating adequate resources.

Identifying the desired educational outcome and setting evaluation criteria that can be **quantified** is key.

Write learning objectives based on and consistent with the desired educational outcome, to:

- › Help faculty plan their training accordingly
- › Inform learners of what to expect
- › Convince learners to engage in your activity

Outcomes should be **measurable**, **realistic** and **tailored** to the selected **topic** and target **audience**.

The CME activity should be designed so that:

1. Participants are encouraged to practice what they learned
2. Participants use what they learned in their daily work

The participants' reflection should be sought and challenged during the activity. Activities that are solely presentation-based do not guarantee the information will be retained.

As such, CME activities should include, when possible, practical examples or demonstrations, practice or role-plays as well as feed-back to test the learners' understanding at different times during the activity.

Reinforcing

Reinforcing what has been learned a few weeks **after** the event is recommended.

This can be achieved, for example, as an assessment or a feed-back request, as an additional module, through reading or study material or by requesting participants to perform a set number of procedures within an agreed time-frame.

Measuring outcomes

Organisers should assess if the activities reached their intended goal.

Outcomes may measure differently days, weeks, months or years after training. When possible, organisers should complete assessments at various times after the event and pose the following questions:

1. What has been retained from the CME activity?
2. Has the learner's competence been enhanced by the activity?
3. Have the physicians' knowledge, skills, attitudes and behaviors changed or improved? If yes, how?
4. Are physicians applying what was taught in their daily practice and if yes, how does it impact their work and performance?
5. Is there any improvement to the patients' health?
6. Has this impacted the general populations' health?

Finally, this should be used to inform the needs assessments.

Forms

We propose a needs assessment / outcome measurement matrix and an evaluation form template, available to download from ebap.org and that can be tailored to your needs.

These are not compulsory, but we hope they will be useful to you.

EBAP Headquarters

For more information or assistance, do not hesitate to contact our office.



Visit us ebap.org

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