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**To**: CME Providers of AAFP Credit

**From**: AAFP Credit System

**Subject**: Educational Plan Template

To best serve learners, education should be based on the professional practice gaps and educational needs of your intended audience. Attached is a sample template for CME providers to use when intentionally designing educational content for AAFP CME credit.

The use of this template is optional and CME providers may edit it to meet the CME provider’s own needs and educational design processes.

**For audit purposes only:**

This form is required if your CME activity is selected for an audit by the AAFP Credit System.

Please complete the educational plan template for **each** session that is being audited. To do so, you’ll need to copy the template in pages 2-4, paste them into the end of this document, and then complete all fields for each individual session. Repeat these steps for each session being audited. Upload the **completed** educational plan to the Educational Design section of the audit.

**Educational Plan Template**

**Session Title:** Click here to enter text.

**Target Audience**

Identify your primary and secondary audiences for the education.

**Primary Secondary**

[ ]  Family Physicians [ ]  Family Physicians

[ ]  Other Physicians [ ]  Other Physicians

[ ]  Nurses [ ]  Nurses

[ ]  Physician Assistants [ ]  Physician Assistants

[ ]  Medical Assistants [ ]  Medical Assistants

[ ]  Pharmacists [ ]  Pharmacists

[ ]  Other: Click here to enter text. [ ]  Other: Click here to enter text.

**Gap Analysis/Needs Assessment**

**Gaps**: The difference between current practice and better or best practice. Answers the question, “What is the problem?”

**Needs**: The knowledge, competence, and/or performance deficits which must be addressed to close the gap. Answers the question, “Why is there a problem?”

1. What is the problem you are trying to address? Click here to enter text.
2. Why does the gap exist? (Select all that apply):

[ ]  Lack of knowing what to do (knowledge)

Explain:Click here to enter text.

[ ]  Lack of knowing how to do it (competence)

Explain: Click here to enter text.

[ ]  Lack of ability to do it in practice (performance)

Explain: Click here to enter text.

1. Which of the following sources where used to identify the educational needs of the intended audience of this activity? (Select all that apply and provide evidence for each box that is checked.)

[ ]  Clinical Practice Guidelines/Recommendations

[ ]  Evaluation/Assessment from Previous CME Activities

[ ]  Literature Review

[ ]  Performance/Quality Improvement (QI) Data

[ ]  Requirement/Mandate

[ ]  Survey Results of Potential Learners

[ ]  Other: Click here to enter text.

**Expected Outcomes**

Based on the needs of learners, what is the best way to know if you have closed the gap? (Select all that apply)

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**Knowledge:**

[ ]  **Pre/Post Test** - Knowledge-based questions assessing learners’ understanding of specific facts from the CME activity

[ ]  **Other:** Click here to enter text.

**Competence**

[ ]  **Commitment to Change** - Learner reflection, identification and documentation of a planned change as a result of the CME activity

[ ]  **Procedural Observation**- Assessment by faculty of the learners’ ability to perform the procedure within the CME activity.

 [ ]  **Other:** Click here to enter text.

**Performance:**

[ ]  **Translation to practice®** - An activity supplement whereby learners translate learned concepts from a CME activity into their practice, and report back to the CME provider organization on the results of their implementation

[ ]  **Performance Improvement** - An activity structure that requires learners to retrospectively assess their practice, apply performance measures prospectively, and reevaluate their performance.

[ ]  **Patient/Clinical Data** - Data that assesses the learners’ quality of care following a CME activity, such as EHR data

[ ]  **Other**: Click here to enter text.

**Learning Objectives**

The desired results of the session. A learning objective states what the learner will be able to do upon completion of the education based upon the need’s assessment. See: [Quick Tips Writing Learning Objectives](https://www.cfpc.ca/CFPC/media/Resources/Continuing-Professional-Development/QTB_Writing_ENG_FINAL.pdf), AAFP Credit System [eligibility requirements](https://www.aafp.org/cme/credit-system/eligibility-requirements.html) and the AAFP Credit System [decision tree.](https://www.aafp.org/dam/AAFP/documents/cme/accreditation/decision-tree.pdf)

At the end of this activity, learners will be able to:

1.

2.

3.

**Format**

What is the best format to achieve the objectives of the session?

[ ]  In-person Live

[ ]  Online Only, Live

[ ]  Enduring Materials, Self-Study

[ ]  Medical Journals, Self-Study

[ ]  Performance Improvement

[ ]  Point of Care

**Learner Engagement**

Which of the following methods will this session utilize to engage the learners? (Select all that apply.)

[ ]  Case/Problem-Based Learning

[ ]  Hands-On/Skill-Based

[ ]  Panel Discussion

[ ]  Performance/Quality Improvement Process

[ ]  Question and Answer

[ ]  Simulation

[ ]  Small Groups

[ ]  Other: Click here to enter text.

**Core Competencies**

Which of the following core competencies will this session help learners improve? (Select all the apply.)

[ ]  **Patient Care**—Ability to provide care that is compassionate, appropriate and effective treatment for health problems and to promote health.

[ ]  **Medical Knowledge**—Knowledge about established and evolving biomedical, clinical and cognate sciences and their application in patient care.

[ ]  **Practice-Based Learning and Improvement**—Ability to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence and improve their practice of medicine.

[ ]  **Interpersonal and Communication Skills**—Information exchange and teaming with patients, their families and professional associates (e.g. fostering a therapeutic relationship that is ethically sound, uses effective listening skills with non-verbal and verbal communication; working as both a team member and at times as a leader.

[ ]  **Professionalism**—Commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to diverse patient populations.

[ ]  **Systems-Based Practice**—Awareness of responsibility to larger context and systems of healthcare. Be able to call on system resources to provide optimal care (e.g. coordinating care across sites or serving as the primary case manager when care involves multiple specialties, professions or sites.)