

NEEDS ASSESSMENT IN CONTINUING MEDICAL EDUCATION

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AMERICAN OSTEOPATHIC ASSOCIATION

Implementation Date

July 1, 2009

Board of Trustees Approved
(M/09)

So if you answered “no” you are out of
compliance with CME standards

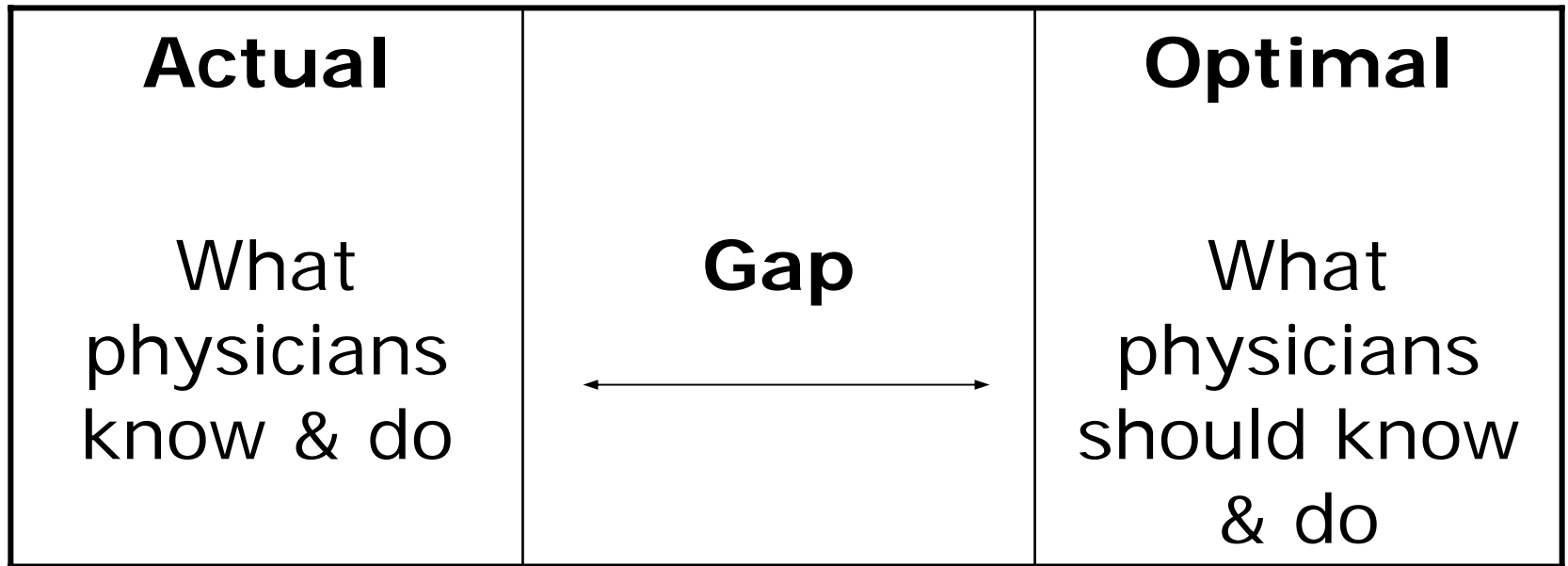


What is Needs Assessment?

It is the **systematic process** of gathering information and using it to determine instructional solutions **to close the GAP** between what the physician does know and what the physician should know to be competent or an expert in his or her field



Needs Assessment Model



Identifying Gaps in Knowledge

- Physician Self-assessment
 - Physician Self-testing
 - QA reports
 - Testing – board exam, OCC/MOC, online
- Published or Collected Data
 - Health Care Statistics (National, State, Specialty)
 - Pretest/posttest results
 - Evidence based journals
 - Published quality assurance reports



What is not Needs Assessment?

- A survey of your physicians – **in itself**
- What the pharmaceutical company wants to offer
- An offering year after year without data to support need
- Decisions made by staff alone
- A call for presentations to your members



How often should Needs Assessment be done?

- At least annually
- Whenever there is published evidence of change in medical knowledge or application of knowledge



Why Needs Assessment is important?

- Basis for developing learner objectives
- Provides the justification for curriculum/program agenda
- Provides evidence your program is independent of commercial bias
- Required on most grant applications



Planning Committee

- Improves credibility of program
- Determines the target audience
- Charge
 - Agenda and Curriculum
 - Speakers and facilitators
 - Evaluation
- Minutes are important
- Maintain file of topics and data



Four Criteria set last January

- The NA must be conducted on an annual basis for each program
- The NA must be included for each presentation
- The NA must be timely –current for the field
- The NA must be documented, at least one source must be Evidence-Based



Clarification to Sponsors

February 2010

Needs Assessment is not required for

1. OMM/OMT/OPP – State that it is “Part of the Profession” in documentation
2. Core Competencies that are not clinical (Professionalism, Communications, Systems based practice, etc) – State “Core Competency required for specialty”
3. Faculty Development programs
4. State Requirements – such as Risk Management



Updates on Shortcuts

July 2010

- Board Preparation Courses – state “based on pass rate on board scores”

Developing Program Agenda and Curriculum

- Program Agenda – the topics selected for your program and the order they are presented

NEEDS ASSESSMENT

Documentation Required **for each topic**
with noted exceptions



Developing Program Agenda and Curriculum

- Curriculum – after Agenda topics are set
 - Specific content and presentation method
 - Based on learner need (new, middle, expert)

**NO NEEDS ASSESSMENT
Documentation Required**



Good Needs Assessment

- Evidence-Based
- Formal Methods
- Informal Methods
- Statistics tied to specialty and region
- Tied to Each Topic presented
- Conducted annually



Validated Evidence

- Research sources
 - Peer Reviewed Journals
 - Internet health statistics
 - Specialty health statistics
 - Search Entrez-Pub Med (Medline)
(NIH and National Library of Medicine)
 - Monitor allopathic specialty
 - Conference Agenda/Curriculum
 - State and national (CDC) postings
 - Hospital data / Insurance Data
 - Legislative Policy Changes
- Expert Opinion



Advantages to using a Systems Approach to Program Planning

- Big Picture view of all the components and how they work independently and together
- Ensures nothing is left out and the entire system works effectively and efficiently
- Focus is on achievement, outcomes and improvements rather than discrete pieces of the program

Beyond the Lecture

- Lecture - Most common method of presentation – expedient – facts and figures
- Interactive Presentation – Requires opportunity to ask questions, participant involvement, discovery and self assessment
- Demonstration – Show someone how to do a skill – give opportunity for trying out the skill with feedback
- Case Study – Participants given opportunity to analyze a realistic problem and problem solve with feedback

Needs Assessment and Developing Objectives

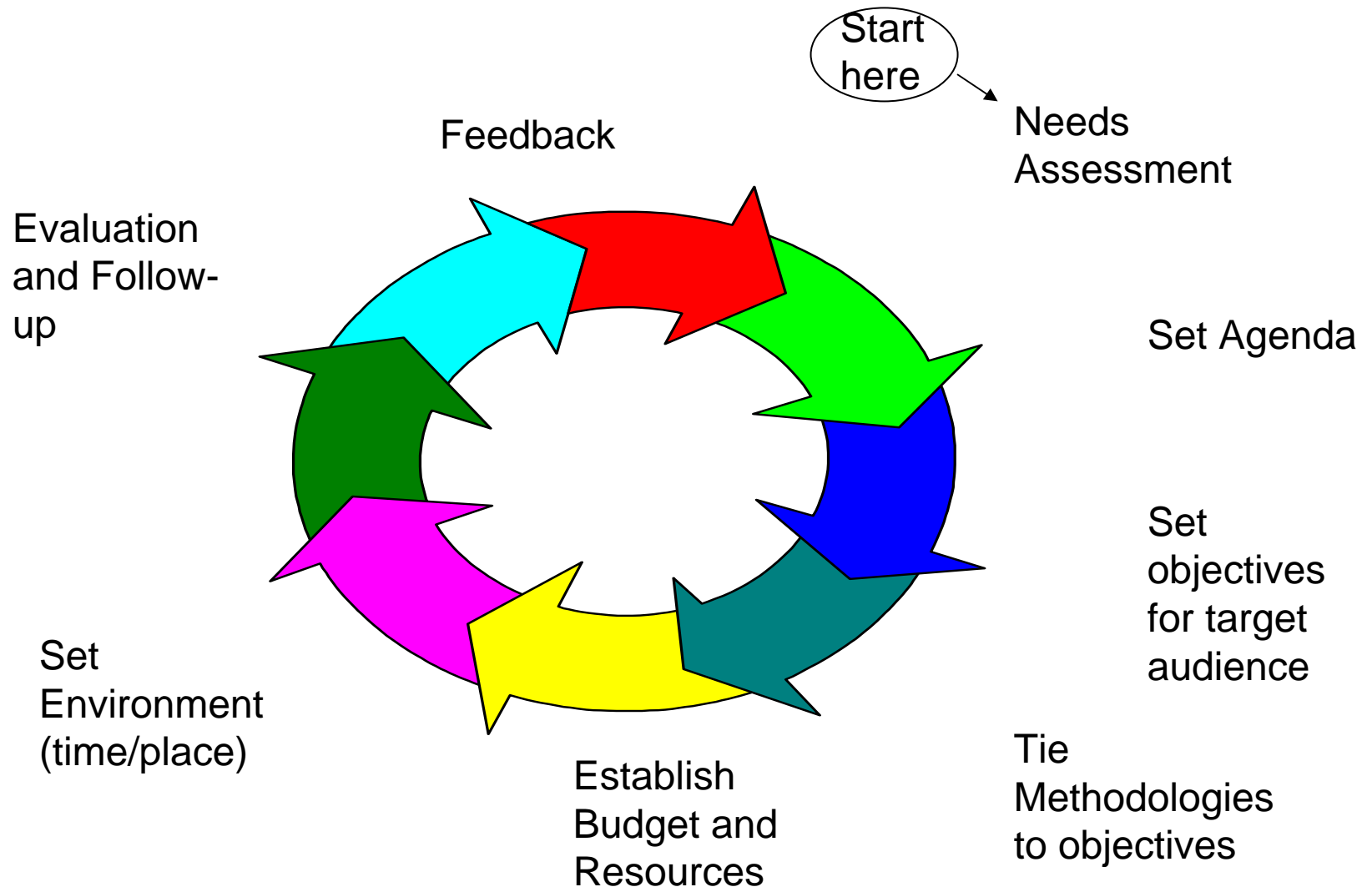
- Objectives – measureable through observation or documentation
 - Identify
 - Analysis
 - Discuss
 - Differentiate
 - Demonstrate
 - Perform
 - Increase/Decrease
 - Meet National Standards

Evaluation and Follow-up

- Tie to the objectives based on the Needs Assessment
- Level of Evaluation
 - OUTCOMES MEASUREMENT
 - Did they learn? (knowledge/skill)
 - Did they change behavior? (apply knowledge)



Systems Approach Model



Documentation Example

NEEDS ASSESSMENT FORM

<u>Topics</u>	<u>Evidence/Source</u>	<u>Hours</u>	<u>Link</u>
Advanced Radiology Life Support	American Heart Association	30	http://www.mayo.edu/pmts/mc4200-mc4299/mc4295-21.pdf
Physician Survey - December 2009			
		2	<i>Radiologic Clinics of North America</i> , Volume 42, Issue 1, Pages 89-107, Tehranzadeh, J; Ashikyan, O; Dascalos, J. 2004
Advance Imaging Techniques in Arthritis			Advanced imaging in rheumatoid arthritis, <i>Skeletal Radiology Volume 36, Number 4 / April, 2007</i> ; . M. Farrant; PJ O'Connor; AJ Grainger
		1	Preface — Musculoskeletal Radiology — UW Radiology
Differential Dx in MSK MRI			Physician Survey - December 2009

Contact information

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Thank you!



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