

EDUCATIONAL LINKAGE WORKSHEET FOR CPE PROGRAM DEVELOPMENT

This document is not required for your request for accreditation.
It is provided as a planning resource to help you ensure your program has strong educational linkage.

EDUCATIONAL ACTIVITY TITLE:

YOUR NAME:

PROOF OF EDUCATIONAL LINKAGE

*** Proof of closure of gaps must fulfill two different criteria.**

Criteria 1 – Must be subjective or objective/observable. Subjective = Self-report, intent to change; Objective = Tests, observation, metrics

Criteria 2 – Must be measurable during or right after the activity or at a future time interval.

- Knowledge** = Understanding and having familiarity with facts and/or processes/strategies (measured during or directly after participation in the activity)
(Subjective) Learners will self-report an increase in knowledge about XYZ.
(Objective) Learners demonstrate increased knowledge XYZ in the learning setting.
- Competence (skill)** = Knowing how to do something well; an increase in expertise and skill (measured during or directly after participation in the activity)
(Subjective) Learners will self-report that they know how to do XYZ.
(Objective) Learners demonstrate/show they can do XYZ in the learning setting.
- Practice** = Applying/integrating learning to practice/performance in the clinical setting (measured at some interval after participation in the activity)
(Subjective) Learners will self-report that they have improved practice/performance of XYZ.
(Objective) Learners demonstrate/show an increase in skill in XYZ.

TIP: Use the right kind of verb in your objectives!

Verbs that test learners' recall.	Knowledge	Competence	Verbs that test learners' ability.
	- List - Name - Compare - Describe - Explain - Recognize - Discuss - Identify - Indicate	- Apply - Demonstrate - Implement - Test - Plan - Utilize - Assess - Develop - Establish	

	Assessment takes place at the time of learning	Assessment takes place at the time of learning	Assessment takes place AFTER learning (wks/months later)
	Knowledge	Skill/Competence	Practice
Subjective (self-report)	Pre-activity survey; Evaluation	Pre-activity survey; Evaluation	Post-activity survey
Objective (observed)	Pre- & post-test	Demonstration; role play	Chart review; onsite observation; improved patient outcomes/metrics

Example

GAP(S) What are the identified gaps or deficiencies?	LEARNING NEED(S) What do they need to learn to do differently or improve?	LEARNING OBJECTIVES What will learners be able to do after completing the program?	TEST QUESTIONS
Describe the current state of practice. Then break down the gap statement into individual gaps.	Write a learning need for each individual gap. Then select the type of learning need that corresponds to the gap.	List learning objectives(s) using a single measurable verb for each. <i>Upon completion of this program, learners will be able to:</i>	List at least one test question for each gap to measure if the gap has been closed.
<i>Many clinicians are unfamiliar with the characteristics of the challenging patient. They often lack knowledge about documenting disruptive patient behavior in patients' medical records and techniques to de-escalate the situation.</i> 1. Clinicians are unfamiliar with the characteristics of the challenging patient. 2. Clinicians often lack knowledge regarding how to document disruptive patient behavior in patients' medical records. 3. Clinicians lack techniques to de-escalate disruptive situations.	1. Clinicians <u>need to know</u> (about) the characteristics of the challenging patient. ☒ Knowledge ☐ Skill/Competence ☐ Practice	1. Recognize the characteristics of the challenging patient ☒ Knowledge ☐ Skill/Competence ☐ Practice	Which of the following is a characteristic of a disruptive patient? a. Pacing in the waiting room b. Arguing with the receptionist c. Arriving late for an appointment d. Questioning the treatment plan
	2. Clinicians <u>need to know how to</u> document disruptive patient behavior in their medical records. ☐ Knowledge ☒ Skill/Competence ☐ Practice	2. Document disruptive patient behavior in their medical records ☐ Knowledge ☒ Skill/Competence ☐ Practice	Patient X arrives late for their annual exam. The receptionist tells the patient they will need to reschedule. Patient X pounds their fist on the counter and swears at the receptionist. Which of the following should <u>NOT</u> be documented in the patient's medical record? a. Date, time, and location of the incident b. A detailed description of the incident c. Who else observed the incident d. An opinion about the patient's mental health
	3. Clinicians <u>need to know how to</u> de-escalate disruptive situations. ☐ Knowledge ☒ Skill/Competence ☐ Practice	3. De-escalate disruptive situations ☐ Knowledge ☒ Skill/Competence ☐ Practice	What action by the receptionist is most likely to inflame Patient X's disruptive behavior? a. Ignoring Patient X until they calm down, and helping the next patient in line b. Calling other staff for assistance c. Offering the option to be on a waiting list for the next available appointment d. Empathizing with the patient

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Click or tap here to enter text.	☐ Knowledge ☐ Skill/Competence ☐ Practice Click or tap here to enter text.	☐ Knowledge ☐ Skill/Competence ☐ Practice Click or tap here to enter text.	Click or tap here to enter text.
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