

THEORY BURST #1: PLANNING



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OBJECTIVES

- Describe a process in which assessment efforts are integrated with educational planning and instructional design while focusing on desired outcomes
- Apply an expanded outcomes framework for planning and assessing interprofessional education
- Identify key considerations in developing interprofessional curriculum with regard to content, process, and context




EVIDENCE FROM CONTINUING EDUCATION

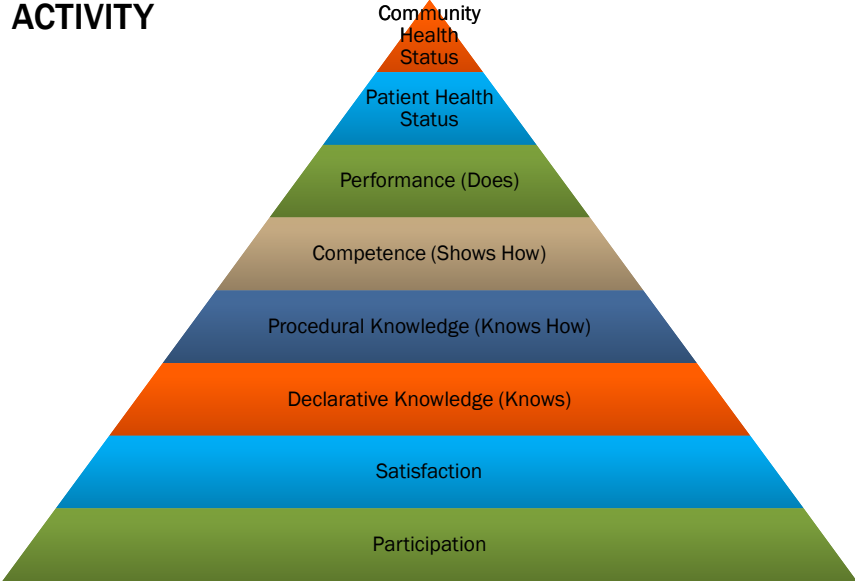
Educational activities should be based on assessed need

Passive approaches to learning are generally not effective in changing behavior

Multifaceted activities that combine several different interventions are effective



STEP 1: SELECT THE OUTCOMES OF THE ACTIVITY



Community Health Status

Patient Health Status

Performance (Does)


Competence (Shows How)

Procedural Knowledge (Knows How)

Declarative Knowledge (Knows)


Satisfaction

Participation



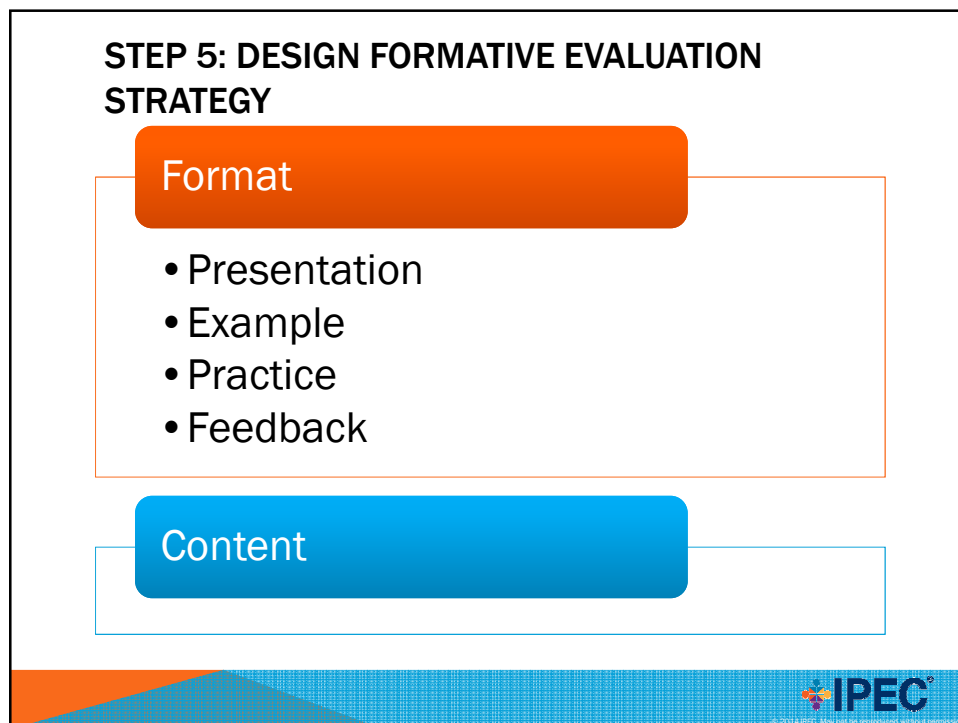
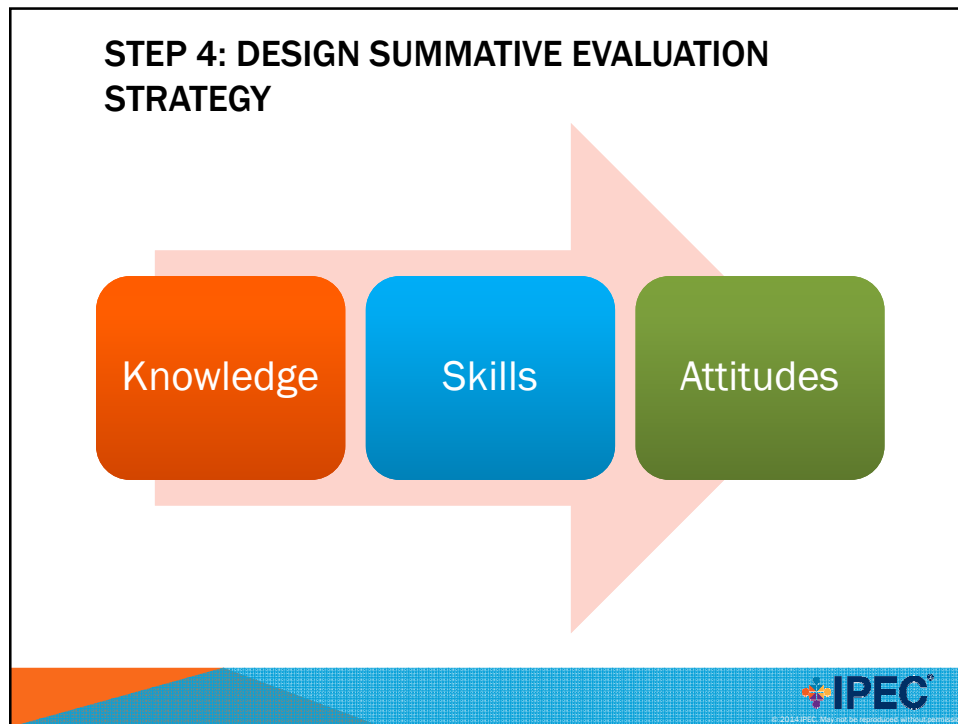
STEP 2: CHOOSE A TARGET AUDIENCE

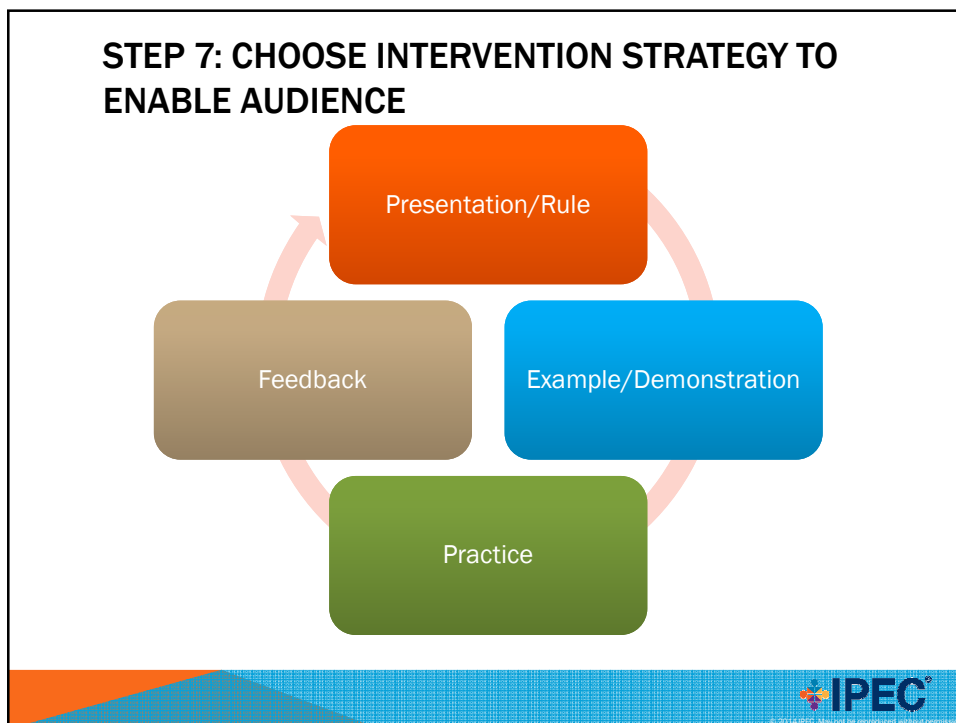
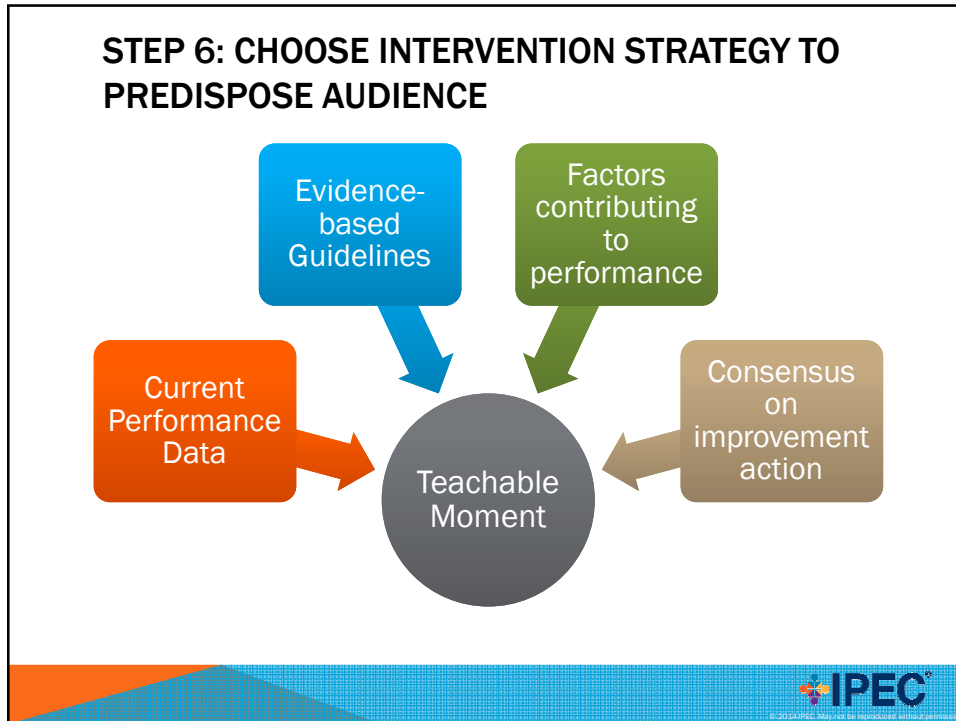
- Educational level
- Disciplinary background
- Workplace setting

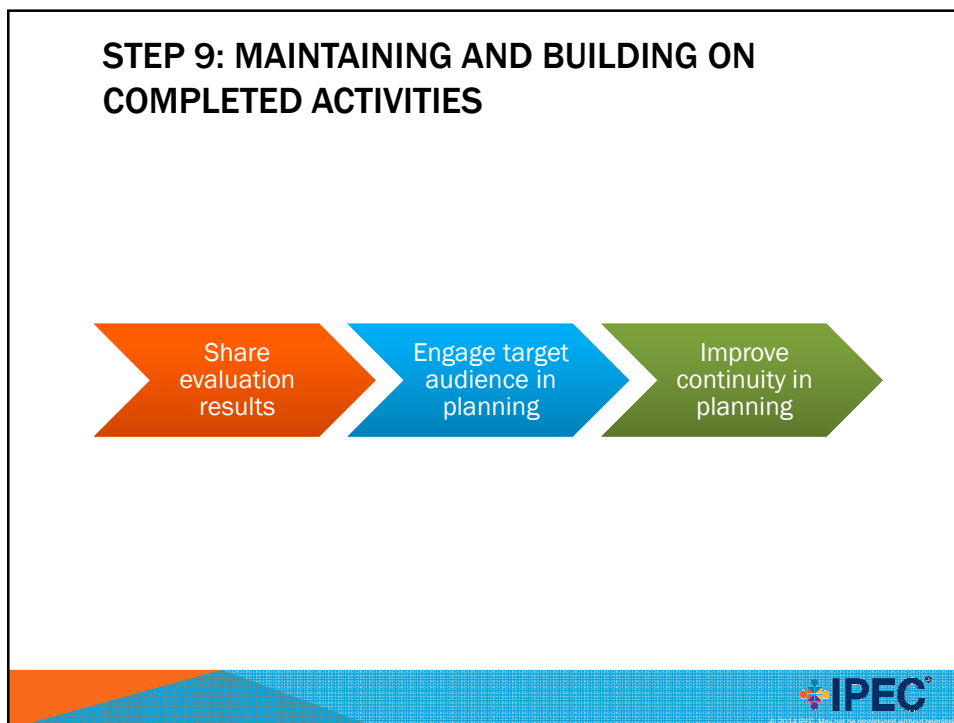
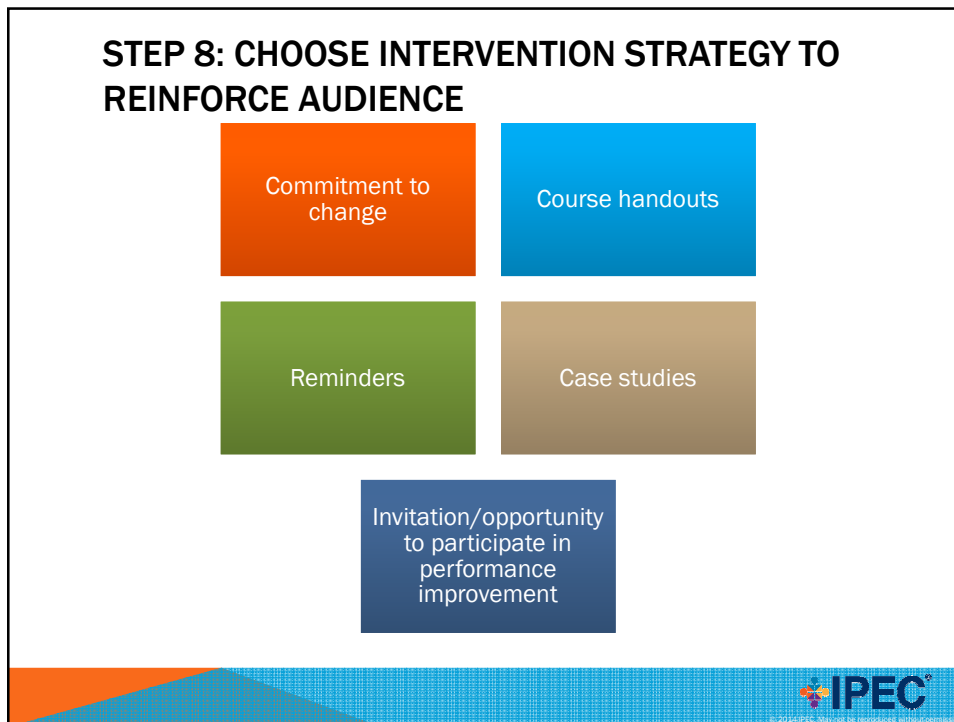


STEP 3: CONDUCT A NEEDS ASSESSMENT









CONCLUSION

With formative evaluation, planning educational activities in a step-wise fashion with content and context in mind increases the likelihood that summative evaluation will show improvements in patient care