PROGRAM DEVELOPMENT

FROM NEEDS ASSESSMENT TO DELIVERY

1 Conduct a **Needs Assessment**

A needs assessment helps identify gaps in **knowledge, skills,** or **attitudes**. Access our Needs Assessment Portal on the CEPD website.

This process can include a review of patient data, peer-reviewed literature, and focus group interviews.
Perceived Need: Proper assessment of knee pain
Unperceived Need: Reducing unnecessary surgical referrals for meniscal tears/non-surgical causes of knee pain

2 Identify Desired **Goals/Outcomes**

Determine specific goals/outcomes/changes the planning committee would like to see following the education.

Identify the desired outcome of the training: **Reduce** the number of meniscal tears requiring surgical intervention, **improve** at risk patient awareness of preventive steps they can take, **improve** primary care provider awareness of alternatives to surgery.

3 Link Needs to **CanMEDS Competencies**

Consider the CanMEDS Competency that relates to the intended outcome**. Review the CanMEDS Competencies on the Royal College website.**

This goal aligns with the following CanMEDS Roles:
- **Communicator**
- **Collaborator**
- **Medical Expert**

4 Write **Learning Objectives**

Write learning objectives that align with the strengthening of those competencies. **Review our PDF guide on writing learning objectives.**

Develop learning objectives that are learner-centered and actionable. For example:
1. Assess and diagnose meniscal tears injuries.
2. Coordinate team approaches to care.
3. Design a care plan for patients with meniscal tears.

5 Develop **Evaluation Methods**

The purpose of evaluation is to assess whether the program successfully addressed the gap in knowledge, skills, or attitudes identified in the needs assessment. Select evaluation methods that allow you to measure whether the learning objectives were met.

For example, the third learning objective is for participants to **design a care plan**. Include evaluation options that allow participants to practice or demonstrate this skill. For example, they can develop a care plan (2- or 3-credits-per-hour programs) or complete a post-session quiz (1-credit-per-hour programs).

6 Select **Speakers** and Develop **Content**

Once you know the **needs** of your audience, the **objectives** of the training, and how the program/participants will be **evaluated**, you're ready to select speakers and develop content.

For example, in addition to selecting expert speakers, learning activities like **case-based discussions** will best support participants towards achieving the learning objectives.