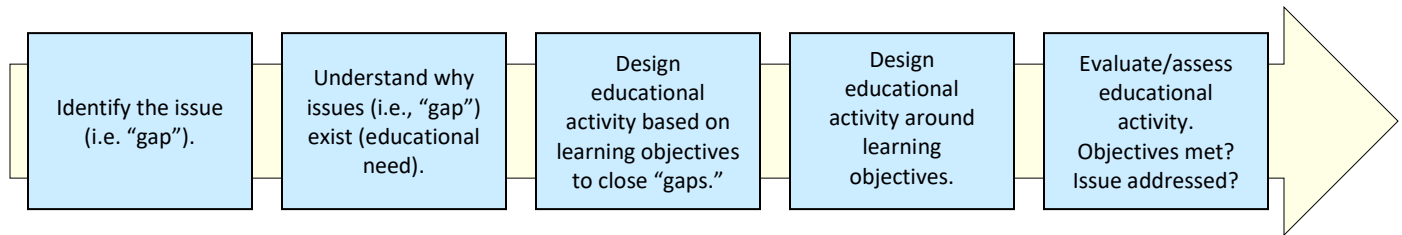


### XIII. PROFESSIONAL PRACTICE GAPS & LEARNING OBJECTIVES



#### A. PROFESSIONAL PRACTICE GAPS (C2 & C3)

##### 1. What is a "Professional Practice Gap?"

- a. A "gap" (hole, fissure, cavity, breach, break) between the (1) current (current practice of "What is currently happening?") and (2) ideal (ideal practice of "What should be happening?") practice behaviors with regard to professional and/or patient outcomes. The difference between the two is the "gap."
- b. Educational need for the learner/organization.
- c. Identify, recognize, and address the processes/procedures that need updating, improvement, and/or correction.
- d. Absence of knowledge/awareness by a learner/organization that the learner/organization should know and should do.

##### 2. What does the "gap" represent?

- ❖ **NOTE:** This is a gap/need of... - Please note: Accredited CME is required to take participants beyond the knowledge-level. In order to meet the competence requirement, the participant should leave the activity with strategies that can be applied in practice. Knowledge is a necessary basis of competence and the instruction may need to build this base if the needs assessment indicates a lack of knowledge.

- a. Knowledge-Based
- b. Competence-Based
- c. Performance-Based

##### 3. Writing a "Professional Practice Gap"

- a. Identify, recognize, and address the processes/procedures that need updating, improvement, and/or correction.
- b. Explain the practice-based "gap" (i.e. issue) that has been identified for the targeted audience.
- c. Write the gap in terms of what these practitioners do not know and/or are unable or fail to do according to the latest evidence.
  - 1) Practitioners may lack an understanding of underlying...
  - 2) Practitioners may fail to realize the risk of...
  - 3) Practitioners may not know that mechanisms used to diagnose...
  - 4) Practitioners may be unfamiliar with elective approaches to...

#### B. LEARNING OBJECTIVES

- ❖ **OU/COM/CPD encourages, recommends, and endorses the use of Bloom Taxonomy Action Verbs (measurable action verbs) when writing learning objectives (Bloom, B.S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc Educational Design Process, 2013 Mini Manual, ANCC (Silver Springs MD, American Nurses Credentialing Center, 2012) Pg. 102013 ANCC Primary Accreditation Application Manual for Providers and Approvers; Silver Springs MD, American Nurses Credentialing Center).**

- a. Questions to Ask to Identify the Activity's Objectives
  - 1) Who is the target audience?
  - 2) What is the purpose of this activity?
  - 3) At the conclusion of the activity what should the learner/organization know/be able to do?
  - 4) What is the intended goal of this activity?
  - 5) What is expected to be accomplished by this activity?
  - 6) What will this activity deliver and present to the learners?

- 7) What do you want your target audience to know from this activity?
- 8) Examples of objectives:
- b. Identifying Objectives
  - 1) Identify the new diagnostic modalities and the rationale for selection of those that are appropriate for each patient.
  - 2) Assess commonly over-looked diagnostic evidence in primary care.
  - 3) Defend the rationale for the selection of different therapies based upon currently available, evidence-based information and individual patient consideration.
  - 4) Classify the use of new medications; recommended uses, unique characteristics, side effects, interactions, dosage, and costs as well as other considerations.
- c. Examples of Objectives

## B. PROFESSIONAL PRACTICE GAPS AND LEARNING OBJECTIVES

### 1. Professional Practice Gaps (C2 & C3)

- a. What is a “Professional Practice Gap?”
  - 1) A “gap” (hole, fissure, cavity, breach, break) between the actual (*what is the current situation*) and ideal (*what should actually exist*) practice behaviors with regard to professional and/or patient outcomes.
  - 2) An educational need for the learner/organization.
  - 3) Absence of knowledge/awareness by a learner/organization that the learner/organization should know and should do.
  - 4) Identifying, recognizing, and addressing processes/procedures that need updating, improvement, and/or correction.
  - 5) The gap should explain what the practice-based problem or issue is that has been identified for the targeted audience.
- b. Writing a “Professional Practice Gap”
- c.
  - a. Write the gap in terms of what these practitioners do not know and/or are unable or fail to do according to the latest evidence.

**“This is a gap/need of...” (Please note:** Accredited CME is required to take participants beyond the knowledge-level. In order to meet the competence requirement, the participant should leave the activity with strategies that can be applied in practice. Knowledge is a necessary basis of competence and the instruction may need to build this base if the needs assessment indicates a lack of knowledge.)

Does this gap represent:

- Knowledge-Based
- Competence-Based
- Performance-Based

### 2. Learning Objectives

- ❖ **OU/COM/CPD encourages, recommends, and endorses the use of Bloom Taxonomy Action Verbs (measurable action verbs) when writing learning objectives (Bloom, B.S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc Educational Design Process, 2013 Mini Manual, ANCC (Silver Springs MD, American Nurses Credentialing Center, 2012) Pg. 102013 ANCC Primary Accreditation Application Manual for Providers and Approvers; Silver Springs MD, American Nurses Credentialing Center).**
- c. Questions to Ask to Identify the Activity’s Objectives
  - 9) Who is the target audience?
  - 10) What is the purpose of this activity?
  - 11) At the conclusion of the activity what should the learner/organization know/be able to do?
  - 12) What is the intended goal of this activity?
  - 13) What is expected to be accomplished by this activity?

- 14) What will this activity deliver and present to the learners?
  - 15) What do you want your target audience to know from this activity?
  - 16) Examples of objectives:
- d. Identifying Objectives
- 5) Identify the new diagnostic modalities and the rationale for selection of those that are appropriate for each patient.
  - 6) Assess commonly over-looked diagnostic evidence in primary care.
  - 7) Defend the rationale for the selection of different therapies based upon currently available, evidence-based information and individual patient consideration.
  - 8) Classify the use of new medications; recommended uses, unique characteristics, side effects, interactions, dosage, and costs as well as other considerations.
- d. Examples of Objectives

