

Office for Continuous Professional Learning

Information from your Education Planning Form (EPF)
Accreditation Period: January – December 2022

Upload your completed Outcome Summary using the link at the bottom of this form.

Deadline to submit via Smartsheet: February 28, 2023

Activity ID:

Activity Title:

Education Planning Faculty submitting this form:

Coordinator:

Items A, C and (if applicable) E are derived from your CME Application Part 2, Education Planning Form. You will use the instructions in Items B, D and (if applicable) F to analyze and describe outcomes relevant to your Education Planning Form entries. *If desired, you may attach a PDF document with the information in items B, D, and F, rather than using the fillable text boxes.*

A. Gap(s) from your CME Application/Education Planning Form:

B. Provide evidence for the extent to which each gap in Item A was narrowed or closed. You may provide this information with supporting data in an attachment, if desired.

C. Changes and assessment, approaches you identified for evaluation:

Knowledge change evaluated:

Objective:

Subjective:

Competence change evaluated:

Objective:

Subjective:

Performance change evaluated:

Objective:

Subjective:

Patient Outcomes change evaluated:

Objective:

Subjective:

Community/population health change evaluated:

Objective:

Subjective:

Resident/student outcomes change evaluated:

Objective:

Subjective:

How will you assess the changes?

D. Report on the changes that you identified in Item C would be evaluated using the indicated assessment approaches? You may provide this information with supporting data in an attachment, if desired.

E. If applicable: What did you plan to promote the learning after the activity? *If this item is blank, then you did not commit to such plans in your application and you are finished and can submit your outcome summary.*

F. For each entry in Item E, describe post-activity materials and evidence/anecdote of their impact.

Click on the link below, it will direct you to a Smartsheet form to submit.

Check mark the box: Yes, My Outcome Summary is attached

Upload your outcome summary and any additional documents.

Hit the blue “Submit Update” button

(Add the link to the submit button here)

LC-550, LC-572 Designing Active Learning around Learners' Behavior and Motivations

This Continuous Professional Learning workshop was conducted twice during the reporting year with the identical learning objectives, format, and assessment. Therefore, they are examined together in this report.

Targeted competence changes were indicated in the stated learning objectives. Retrospective pre/post survey self-assessment survey results show 49-56% normalized gain on competency-based learning objectives with about 1/3 to 1/2 claiming to be either very or extremely proficient on these competencies after the workshop experience compared to just one person prior to the workshop. Although these gains appear modest, they represent a significant gain in competence compared to the starting point where roughly 40% of participants retrospectively self-assessed that they had no proficiency prior to the learning experience.

Retrospective Pre/Post Survey								
Objective	Not at all proficient	Slightly proficient	Moderately proficient	Very proficient	Extremely proficient	Mean	% Very /extremely proficient	Normalized gain (%)
Before								
Recognize learner behaviors within the Interactive-Constructive-Active-Passive (ICAP) model	11	12	3	1	0	1.8	4%	
Identify instructional and assessment strategies that do, or do not, favor development of autonomy support to motivate learners	7	16	3	1	0	1.9	4%	
Be able to design of a learning session using ICAP and self-determination theory	15	8	3	1	0	1.6	4%	
After								
Recognize learner behaviors within the Interactive-Constructive-Active-Passive (ICAP) model	0	1	12	11	3	3.6	52%	56.3
Identify instructional and assessment strategies that do, or do not, favor development of autonomy support to motivate learners	0	2	13	10	2	3.4	44%	49.4
Be able to design of a learning session using ICAP and self-determination theory	0	1	17	6	3	3.4	33%	52.7

During the workshop, all participants outlined potential applications of the ICAP-SDT principles to a course that they teach. The facilitators observed that each participant's work on this exercise demonstrated understanding of how to put these principles into practice in their teaching.

All workshop participants identified a change to their instruction using strategies learned during the workshop, consistent with increased competence to utilize these strategies. Facilitator Gary Smith completed 6 follow-up consultations that involved review of participant instructional materials, classroom observation, or both. These consultations/observations demonstrated strong competence for those participants.