Define the audience that would be appropriate for your session:

1. Beginner level is aimed toward those who may be new graduates or have been in practice for two or less years or are new to the topic of presentation.
2. Intermediate level is aimed at those who have been in practice for two or more years or who have limited exposure to the topic being presented.
3. Advanced level is aimed at the highly experienced, who are looking for a stimulating learning experience to challenge them. (Please note: most participants are ADVANCED level and preference is given to advanced topics).

What is an identified need?

1. Describe the identified need (using literature, anecdotal notes, or other data.)
2. Please use two or more of the following sources for the needs assessment:
   a. Expert needs (i.e. program planning committee, expert panels, peer-reviewed literature, etc.)
   b. Participant needs (i.e. focus panel's discussions, interviews, needs assessment surveys, previous evaluation summaries, etc.)
   c. Observed needs (i.e. hospital QA analyses, mortality morbidity data, epidemiological data, etc.)
   d. Environmental scanning (i.e. evidence from other contact hour activities, lay press, etc.)

What is the purpose statement?

The purpose/goal is a broad statement that should entail the following:

1. How this activity will enrich the pediatric surgical clinician’s contribution to quality health care,
2. What you hope the outcome of the activity will be based on the objectives,
3. Not contain a restatement of your objectives.

How to write Behavioral Objectives

1. An instructional objective states what the student will demonstrate at the end of instruction.
   a. Each objective is singular, focusing on one specific goal that you want the students to attain.
   b. It is a clear and unambiguous description of the educational expectations.
2. Behavioral objectives need to meet ANCC requirements.
3. The outcome competencies state what the student will be able to do after instruction.

How to write a Content Outline

1. In order to be eligible for educational award, the content should be evidence-based.
2. In addition to learning objectives, presenters must list each topic area to be covered and provide a description of the content (three or four examples) to be presented in sufficient detail to determine consistency with the objectives and appropriate amount of time allotted. **Note: It must be more than a restatement of the objective.**
3. Content must:
   a. Relate to and be congruent/consistent with the learner objectives.
   b. Correspond with the stated purpose of the activity.
   c. List each topic area to be covered and provide a description (three or four examples) of the content to be presented in sufficient detail to determine the consistency with the objectives and appropriate amount of time allotted. (See the example below).
   d. Identify its abbreviations, acronyms or initials, at least once, to facilitate the peer review.
4. Please review the examples below as a guide for completing the educational design form for either live presentations or enduring materials/independent studies.

Live Presentation SAMPLE

**Title of Activity:** Nurse Practitioner Job Satisfaction: Looking for Successful Outcome

**Identified Gaps:** NP job satisfaction is linked to inherent monopolies related to the U.S. healthcare system. Job dissatisfaction has implications for healthcare organizations facing challenging, complex environments focusing on cost-effective strategies, quality, safety, and patient satisfaction prerequisites. Crucial to sustaining the NP role is focusing on improved patient care that targets retention and recruitment of this valuable, yet underutilized human resource that provides critical services to organizations.

**Purpose:** The purpose of this advanced nursing project was to examine overall job satisfaction and its association with extrinsic and intrinsic characteristics of job satisfaction among nurse practitioners (NP) at the chosen practice site.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT (Topics)</th>
<th>TIME FRAME</th>
<th>PRESENTER</th>
<th>TEACHING METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>List learner’s objectives in behavioral terms</td>
<td>Provide an outline of the content for each objective. It must be more than a restatement of the objective.</td>
<td>State the time frame for each objective</td>
<td>List the Faculty for each objective.</td>
<td>Describe the teaching methods, strategies, materials &amp; resources for each objective</td>
</tr>
<tr>
<td>The learner will be able to discuss the components of an advanced nursing project.</td>
<td>Components of an advanced nursing project will be presented. Comparison of research based versus application based doctoral degrees.</td>
<td>5 minutes</td>
<td>N. Nurse</td>
<td>Lecture/slide presentation</td>
</tr>
<tr>
<td>The learner will be able to list the three outcome measures presented.</td>
<td>Advanced Nursing Project methodology will be presented.</td>
<td>15 minutes</td>
<td>N. Nurse</td>
<td>Lecture/slide presentation</td>
</tr>
<tr>
<td>The learner will be able to summarize the project findings to verify value of evidence.</td>
<td>Advanced Nursing Project data analysis will be presented.</td>
<td>10 minutes</td>
<td>N. Nurse</td>
<td>Lecture/slide presentation</td>
</tr>
</tbody>
</table>

Live Presentation Exemplar

Total Minutes ____ divided by 60 = _____ contact hour(s)

Nancy Nurse, BSN, RN
Completed By: Name and Credentials

January 2, 2012

Date

Nurse Planner Signature:
Title of Activity: Clostridium difficile: A pediatric surgery experience

Activity Format: Enduring Material/Independent Study

Identified Gaps: Recent reports cite that 10% to 38% of previously healthy children in North America had severe CDI caused by BI/NAP1/027 (strains). Given the current trends, defining the pediatric epidemiological characteristics of CDI, which is less common than in adults, is vital.

Purpose: The purpose of this activity is to provide an opportunity present an advanced topic related to Diagnostic Testing related to evaluating Clostridium difficile in the pediatric surgical patient and the severity of this disease specific to the population of interest.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT (Topics)</th>
<th>AUTHOR</th>
<th>TEACHING METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>List learner’s objectives in behavioral terms</td>
<td>Provide an outline of the content for each objective. It must be more than a restatement of the objective.</td>
<td>N. Nurse</td>
<td>Literature review/case study.</td>
</tr>
</tbody>
</table>

Nurse Planner Signature:

Completed By: Name and Credentials
Nancy Nurse, MSN, ARNP

Date January 11, 2012
Cognitive Verbs
(Simple to Complex)

Knowledge
- Define
- Repeat
- Record
- List
- Recall
- Underline
- Name
- Relate

Comprehension
- Discuss
- Paraphrase
- Describe
- Recognize
- Explain
- Identify
- Locate
- Report
- Review
- Restate
- Translate
- Tell

Application
- Employ
- Use
- Demonstrate
- Predict
- Dramatize
- Practice
- Illustrate
- Operate
- Schedule
- Shop
- Sketch
- Interpret
- Apply

Analysis
- Differentiate
- Appraise
- Calculate
- Experiment
- Test
- Compare
- Contrast
- Criticize
- Diagram
- Inspect
- Debate
- Infer
- Inventory
- Question
- Relate
- Solve
- Examine
- Categorize
- Distinguish
- Analyze

Synthesis
- Compose
- Plan
- Propose
- Design
- Formulate
- Arrange
- Assemble
- Collect
- Construct
- Create
- Set up
- Organize
- Manage
- Prepare
- Compile
- Visualize

Evaluation
- Select
- Judge
- Assess
- Appraise
- Evaluate
- Rate
- Compare
- Value
- Revise
- Score
- Choose
- Estimate
- Measure
- Determine
Affective Verbs
(Simple to Complex)

**Behavior**
- Recognize
- Be sensitive to
- Tolerate
- Accept
- Listen to
- Attend to
- Appreciate
- Prefer
- Be alert to

**Responding**
- Comply with
- Obey
- Volunteer to
- Practice rules
- Perform
- Enjoy
- Ask
- Cooperate with
- Find pleasure in
- Participate
- Engage in
- Acquaint
- Accept responsibility
- Respond with interest
- Assume
- Responsibility

**Valuing**
- Feel strongly
- Be loyal to
- Be devoted to
- Examine
- Value
- Prefer

**Organization**
- Relate
- Form judgments
- Weight
- Identify characteristics
- Find out and crystallize

**Characterization**
- Change judgments
- Face facts and conclusions
- Revise judgments
- Approach problems objectively
- Develop a conscience
- Develop a philosophy of life
Psychomotor Verbs
(Simple to Complex)

Adapting
Use action as needed
To fit action to a new situation
To perform smoothly, efficiently

Initiating
Follow directions
Perform hesitantly
Carry out with conscious
Initiate
Discriminate

Observing
Watch
Pay attention
Read directions
Be attentive to
Examine
Observe