**Attachment 2: Training Needs Analysis (New Application)**

**ACTIVITY TITLE:**

**Scientific Planning Committee** (SPC): List all members.

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|  | **Guiding Questions** | **Answers** |
| **Part 0** | What are the 3 essential parts of a complete needs assessment?(TIP: 3 Parts) | 1.2.3. |
|  | **TYPES OF Needs Analysis**Did you use any of the following types of needs analysis tools? Please indicate in **BOLD** or Highlight. | Audit of Patient RecordsCurrent ResearchDATIXDepartment/Chair LeadershipDepartmental Quality MetricsFocus Group/DiscussionNational GuidelinesNeeds Assessment SurveyPatient FeedbackPeer-Reviewed LiteraturePlanning Committee MembersPublic Performance DataQuality Data or DashboardsAccreditation RequirementsRequested by Institution/SidraSpecialty Society Guidelines | Yes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/No |
|  | **Are there any barriers** that might hinder trainees from achieving and implementing learning outcomes and improving patient health outcomes?*E.g. in a bilingual environment lack of a translator or not able to speak both languages can be a barrier.* | **Provider Barriers** (Clinical knowledge, expertise, peer influence, motivation, cultural competence, fear/legal concerns)**Team Barriers** (roles, responsibilities, shared values and trust, team structure, competence, consensus)**Patient Barriers** (patient characteristics, patient adherence, communication barriers)**System/Organization Barriers** (work overload, practice process, referral process, cost, insurance reimbursement, culture and safety)**Other Barriers** (lack of opportunity, not enough time, lack of consensus) | INSERT BARRIERS: |
| **Part 1** | Have you asked **learners** from your **target groups** about the learning gaps from their point of view?*Tests include self-assessment test, chart audits, incident reports, published literature, quality data, interviews, direct observation, and survey.* | YES or NOHow many did you ask?How many did not respond?When did you ask them?What did you ask them?What target group were they?Type of test: |
|  | The **learners’ gaps** must be SMART –**Specific, Measurable, Achievable, Realistic and Time-based.**List 6-10 SMART gaps that your targeted learners have identified. Use action verbs from the perspective of the learners.What should learners be able to know or do as a result of the learning? | 1.2.3.4.5.6. |
|  | Did you analyze the findings from the learners? What were some frequent gaps?Were there some unexpected gaps?Write 2 -3 paragraphs. |  |
| **Part 2** | Have you asked the opinion of your **planners** about some specific **gaps/learning needs** of your target audience?*Data can be from incident reports, direct observation, discussions between planners.*List 3 or more SMART gaps. | 1.2.3. |
|  | What did you ask the planners?Did you agree/expand the gaps?Did you record the outcomes of the discussion in the Minutes of the Meeting? | 1.2. |
| **Part 3** | What will you use as your evidence base?Are you using evidence-based guidelines?Are there gold standard journals?Cochrane database reviews?Up-To-Date database?List at least 3 or more references. | 1.2.3.4.5.6. |
|  | Make a summary statement/brief literature review of your references.Write 2-3 paragraphs. | 1.2.3. |
|  | Does your planned activity meet the CPD Mission Statement: *e.g. it is evidence-based, it is designed to meet gaps and will improve and/or knowledge, competence and performance.* |  |