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

**ACTIVITY TITLE:**

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 Records  Current Research  DATIX  Department/Chair Leadership  Departmental Quality Metrics  Focus Group/Discussion  National Guidelines  Needs Assessment Survey  Patient Feedback  Peer-Reviewed Literature  Planning Committee Members  Public Performance Data  Quality Data or Dashboards  Accreditation Requirements  Requested by Institution/Sidra  Specialty Society Guidelines | Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/No  Yes/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 NO  How 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.* |  | |