

Defining Practice Gaps for CME Accreditation: the LASO Approach

(Adapted from Wittich et al., 2012)

LASO steps	Issues to consider	Examples
1. Define the learner population's characteristics	(a) Stage of professional development of learners (b) Practice context of learners	Junior physician, recertifying physician, experienced physician needing updates Outpatient, ED, hospital, region
2. Create a learning needs assessment	(a) <u>Standard</u> that needs to be met by the learners (b) Assess the learners' <u>current practice</u> : medical knowledge, skills, or attitudes (c) Align needs/topic with one or more of the 6 ACGME/ABMS physician competencies	<u>Normative needs</u> – new guidelines for standards of care established by professional organizations; recent publications; problems typically encountered in practice; public health data <u>Perceived needs</u> – established by physicians personal reflections on sentinel events; physician surveys; standardized patient data; chart audits; focus groups <u>Unperceived needs</u> – determined by academic institutions; learners do not realize what they need to know Observation of learners' practice by experts; using measurement-based approaches like formal studies of practice patterns or surveys of learners about their practice; published population practices (1) Medical knowledge, (2) Professionalism, (3) Interpersonal and communication skills, (4) Patient care, (5) Practice-based learning, and (6) Systems-based practice
3. Determine if the standard is met	(a) <u>Identify gap</u> between the standard and baseline assessment (b) Choose the CME format / intervention format	<i>Gap is determined by examining the difference between the required standard and current practice</i> Case-based teaching, electronic module, lecture, workshop, etc.

4. State the educational **outcome**

(a) State how the CME activity will fill the gap

Write measurable objectives

(b) Determine how the outcome will be assessed;
outcomes beyond Level 1 should be assessed

Create an assessment in relation to Kirkpatrick's
Hierarchical Levels of outcomes:

1. Reaction (satisfaction) - participant satisfaction surveys
 2. Learning (knowledge) – pre and post-tests
 3. Behavior (what physicians do) – self-reports, OSCEs, chart reviews, provider performance data
 4. Results (improved patient care) – patient outcome data, quality measure reports
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Defining practice gaps, writing objectives, and determining assessment format are part of the Plan step of the PDSA model adopted by the ACCME.