

Course Analysis Worksheet Template

Title: (Tentative Title)

Target Audience: *(Guidelines: The target audience is the identified learners for the educational product.)*

Educational Need Statement: *(Guidelines: An educational need statement is the literature review and/or other evidence that indicates the difference between current knowledge, skills, and/or attitudes vs. desired. Data and conclusions from prior related course evaluations can also factor into the educational need statement, if any have been conducted.)*

Course Learning Objectives: *(Guidelines: Course Learning Objectives are the 4-6 broad objectives aimed at the entire course and should be measurable utilizing Bloom's Taxonomy.)*

*****Overall Guide for this activity as you complete it:** For the Educational Need and Gap Statement(s) focus on the WHY not the how: why the education is needed rather than how the educational will look or be created.

Module Title	Educational Need	Gap Statements	Module Learning Objective(s)
<p>GUIDELINES</p> <p>Title</p>	<p><i>(Guidelines: This is the identified Educational Need – the content that needs to be taught based on an identified lack of knowledge, skills, or abilities in relation to current practice or understanding.)</i></p> <p><i>Educational need is italicized.</i></p>	<p><i>(Guidelines: The Gap statements are pointed assessments of the lack of knowledge, practice or awareness in relation to the educational need that can be used to focus in on specific training interventions to address said gap. The purpose of the Gap Statement is to focus on exactly why the educational target has not been met and what needs to be enhanced to correct course or stay on target.)</i></p> <p>Gap Topic:</p> <p><i>Gaps in knowledge (information)...</i></p> <p><i>Gaps in practice (skills/behavior)...</i></p>	<p><i>(Guidelines: MLOs (module learning objectives) are written from the viewpoint of the participant and reflect what the participant will learn. The purpose of the MLO is to address the identified gaps noted in the Gap Statements.)</i></p> <p><i>MLOs should be written utilizing Bloom's taxonomy (Action verb, followed by object) and must be measurable. Generally, the MLO total should be between 1-3 objectives, although this depends on course scope and can be modified.)</i></p> <p><i>(i.e.</i></p> <p><i>"In this module, you will be able to:</i></p>

		<p><i>Gaps in awareness (attitude)...</i></p>	<p>1. Identify the colors associated with Triangles.”)</p>
<p>EXAMPLE ONLY:</p> <p>Module # 1: Optimal Treatment Pathways in Dyslipidemia</p>	<p><i>Education detailing the multiple risk scores available is needed to elaborate upon the scores individual strengths and weaknesses for clinicians to better understand how these scores can improve patient care. One factor of high importance is to support clinicians’ ability to identify which risk assessment tool is most appropriate for which patient population for optimal accuracy of risk assessment.</i></p> <p><i>Additionally, education is needed to highlight the key recommendations of the various guidelines, the rationale for current guidelines, and offer practical guidance on their implementation.</i></p>	<p>Understanding the applicability of different risk scores, including ASCVD:</p> <p><i>Gaps in clinician knowledge of the multiple risk scores available and when appropriate to use a specific risk score for optimal accuracy or risk assessment.</i></p> <p><i>Gaps in clinician practice of using the ASCVD risk model, associated risk score calculator, and the coronary artery calcium (CAC) score in the evaluation, treatment and counseling of patients at varying degrees of risk for ASCVD.</i></p> <p>Conflicting guidelines for dyslipidemia and managing complex patients:</p> <p><i>Gaps in knowledge of which treatments should be followed for differing patient populations due to conflicting guidelines.</i></p> <p><i>Gaps in practice of applying specific treatment plans to certain risk populations due to conflicting guidelines.</i></p> <p><i>(*Please note, there may only be a gap in knowledge, or in practice; there are usually 1-3 gaps per Gap topic. There can also be only one gap topic or several gap topics.)</i></p>	<p>“In this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Identify varying risk scores, including the ASCVD risk model, associated risk score calculator, and coronary artery calcium score (CAC) as well as when it is appropriate to use specific score indicators. 2. Use knowledge of dyslipidemia guidelines to appropriately treat differing patient populations based on demographic and risk factors.