

## Educational Planning Form Instructions

Below is a snapshot of the educational planning form that will be used for the CE activity followed by instructions to assist with completion.

Content (Topics)	Clock Times	Minutes	Presenter	Learning Techniques/Learner Engagement Strategies
Provide an outline of the content			List the presenter	List the learner engagement strategies to be used by presenters/authors
	<i>To be completed by CE planners</i>			
<b>Evidence to support content</b>				
<b>List the evidence-based references used for developing this educational activity. Please provide at least one reference for each major content area.</b>				
Reference			Content areas	

### Content Column

- Goals and objectives are no longer required for CNE programs. The focus is now on identifying the main change in knowledge, skill and/or practice that you want for your learners.
- The content column is used to provide an outline of the content to be presented, including major topic areas for each presenter.
- The content must be listed in enough detail to justify the time allotted.

### Minutes

- Length of time for each main content/topic
- Used to validate the contact hours to be requested
- Should reflect the content being presented

### Presenter(s)

- List the individuals who will be presenting each area of content

### Learning Techniques/Learner Engagement Strategies

- List out the types of learning techniques to be used during the educational program for each content section.
- Learning techniques should be appropriate for the type of gap identified. A gap in knowledge has been identified for the overall conference.
  - Speaker/learner dialogue
  - Time for reflection or self-check
  - Pre and/or post-tests/Polling questions
  - Analyzing case studies
  - Games

- Demonstration/Return demonstration
- As part of the learning techniques, remember that learner engagement strategies are included as they help the learners apply the content into practice.
- The literature clearly demonstrates the importance of engaging learners during educational programs.
- By actively involving the learners, there is an increase the likelihood that they will assimilate the knowledge and skills being taught and then integrate them into practice.
- Suggested learner engagement techniques include:
  - Integrating opportunities for dialogue or question/answer
  - Including time for self-check or reflection (either on their own or responding to questions such as through audience response systems)
  - Analyzing case studies
  - Providing opportunities for problem-based learning

## References

- This does not need to be an exhaustive list, but should include enough references to show the content is supported by current evidence.
- Content for nursing continuing education program must be based upon the best available evidence, preferably from the past 5-7 years.
- Types of evidence might include journal articles, book chapters, evidence-based websites, clinical guidelines or expert resources.
- Note that while a presenter may be an expert in the topic they are presenting, further evidence-based resources should be cited as well to show that the program is not just based on opinion.
- Format for evidence-based sources will be included on the for but this is what is needed:
  - Journal article: Authors, year of publication, article title, journal title, volume/number, pages.
  - Book chapter: Chapter author, chapter title, year published, book authors, book title, chapter pages, publisher.
  - Website: Article/content author, article title, year of publication (if available), website URL and date last retrieved article.
  - Clinical guidelines: Author, year of publication, guideline title.
  - Expert resource: Name of resource and descriptive information (eg, credentials and description of expertise on topic, description of organization and expertise in topic)