This education planning table assists the Nurse Planner(s) and Content Expert(s) to develop the activity. It is completed in the planning stages for each activity by those responsible for content such as authors, faculty, experts, and presenters.

Title of Session.

Click or tap here to enter text.

Provide your name and credentials.

Click or tap here to enter text.

Date form completed.

Click or tap to enter a date.

Describe a brief description of the problem or opportunity for improvement that this activity is designed to address for your learners. This is the nursing practice gap.

Click or tap here to enter text.

Describe the evidence that informs your assessment of this gap in nursing practice. How is the evidence informing you that a practice gap exists?

Click or tap here to enter text.

Why do learners need this education? What is the educational need that underlies the practice gap? What should the learner(s) know, show, and/or be able to do at the end of the activity?

Click or tap here to enter text.

Check all that apply:

Knowledge

Skill

Practice

Provide a description of evidence-based content. Description of evidence-based content can be presented in various formats, such as an educational planning table, an outline format, an abstract, an itemized agenda, or a narrative response.

Click or tap here to enter text.

What are the learning objectives (what a learner should be able to know or do because of participation in the educational activity).

Click or tap here to enter text.

What is the approximate time needed for the content?

Click or tap here to enter text.

Provide examples of the teaching methods and engagement strategies you will use.

Examples of learner engagement strategies:

*Integrating opportunities for dialogue or question/answer*

*Including time for self-check or reflection or discussion groups*

*Analyzing case studies or peer review*

*Think, pair share.*

*Providing opportunities for problem-based learning*

*Use of polls or games*

*Rest breaks*

Click or tap here to enter text.

Please provide citations for at least 3 evidence-based references or resources that support the content of your activity (you must use current available evidence within the past 5-7 years).

Examples of Supporting evidence-based references or resources

* *Information available from organization/web site (organization/web site must use current available evidence within past 5 - 7 years as resource for readers; may be published or unpublished content; examples – NIOSH, CDC, NIH)*
* *Peer-reviewed journal articles*
* *Clinical guidelines (example - www.guidelines.gov)*
* *Expert resource (individual, organization, educational institution) (book, article, web site)*
* *Textbook reference*

Click or tap here to enter text.

**The following section is completed by the AAOHN Nurse Planner**

Target Audience:occupational health nurses, registered nurses

Activity Type: **Live  Enduring:**

Provider-directed, provider-paced: Live (in person course,  conference  or webinar)

* **Date of live activity**: Click here to enter a date.
* **Location of activity** Click or tap here to enter text.

Provider-directed, learner-paced: Enduring material web-based (i.e., online courses, e-books online journal article)  other (describe) Click or tap here to enter text.

* **Start date of enduring material**: Click or tap to enter a date.
* **Expiration/end date of enduring material**: Click or tap to enter a date.

Learner-directed, learner-paced: may be live, enduring material, or blended.

* **Start date of enduring material** (if applicable): Click here to enter a date.
* **Expiration/end date of enduring material** (if applicable):Click or tap to enter a date.

Blended activity (activities that involve a “live” component in combination with a provider-directed, learner-paced component)

* **Date of prework** Click or tap to enter a date.
* **Date of post work** Click or tap to enter a date.
* **Date of live activity** Click or tap to enter a date.

Desired Learning outcome (s).This is the measurable goal that the activity sets out to achieve.

Click or tap here to enter text.

Description of the evaluation method.

Explain how you will collect evidence to show change in knowledge, skills and/or practices of target audience at the end of the activity.

Click or tap here to enter text.

Examples of Short-term evaluation options:

*Self-report of learner(s) intent to change practice*

*Self-report of learners change in knowledge*

*Self-report of learner(s) change in confidence*

*Active participation in learning activity*

*Post-test (knowledge*)

Requirements for participants successful completion

Click or tap here to enter text.

Number of contact hours to be awarded and identification/description of how contact hours were calculated.

If Live: Number of hours Click or tap here to enter text. Note: Time spent evaluating the learning activity may be included in the total time when calculating contact hours. Total Minutes Click or tap here to enter text.divided by 60= Click or tap here to enter text.contact hr.(s)

If Enduring: Number of hours Click or tap here to enter text. Method of calculating contact hours: Click or tap here to enter text. Pilot Study  Historical Data  Complexity of Content  Other: Click or tap here to enter text.

Journal activities calculated with Mergener formula [touchcalc.com/calculators/mergener](http://touchcalc.com/calculators/mergener)

Criteria for Awarding Contact Hours (Check all that apply):

Attendance for a specified period of time (e.g., 100% of activity, or miss no more than 10 minutes of activity)

Credit awarded commensurate with participation.

Attendance at 1 or more sessions of a conference or multi-session activity

Completion/submission of evaluation form

Successful completion of a post-test (e.g., attendee must score      % or higher)

Successful completion of a return demonstration

Other – List or Describe:

Nurse planner name and credentials.

Click or tap here to enter text.

Date Form Completed: Click or tap to enter a date.