

## CME/CE Activity Instructions Needs Assessment, Learning Objectives

1. **Write a NEEDS ASSESSMENT for your session. It should be 250-400 words and answer the following questions:**
  - What is the clinical significance of the problem? How common is the problem or opportunity for improvement?
  - What is the practice gap that underlies the need for this educational activity?
    - Competence – not applying knowledge, skills, and judgment in practice (Learners do not know how to do something)
    - Performance – unable to implement a strategy or skill (Learners are not doing something)
  - How will this activity address the educational need that caused the practice gap?

### SAMPLE NEEDS ASSESSMENT

Clinicians are constantly called upon to forecast reproductive performance and even reproductive lifespan (predicting the age at menopause) using markers of ovarian reserve. While ovarian reserve tests (ORTs) have limited predictive value for the final menstrual period, they may be more effective in identifying patients with a poor prognosis for a live birth using assisted reproductive technology (ART). In fact, most in vitro fertilization centers have internal cut points for ovarian reserve. However, not all experts agree on setting limits on ART based on the use of ORTs. The ASRM Practice Committee's 2015 opinion on this topic points out that there are inconsistencies across methodologies as well as a lack of well-defined criteria in adequate patient samples to make firm recommendations. Nonetheless, prognostic screening of patients embarking on ART treatment is widespread. This interactive session for clinicians and scientists in reproductive medicine will involve the audience by welcoming questions on this topic.

2. **Identify the TARGET AUDIENCE.**
3. **Write 2 or 3 LEARNING OBJECTIVES for your session.** (Defined, Observable, Measurable)
  - When possible, an objective should name a behavior directly describable in terms of patient care, (i.e., to diagnose primary ovarian insufficiency).
  - When the outcome is a knowledge/analysis not directly describable in terms of patient care, the objective should name a behavior showing the participant has, in fact, acquired the desired knowledge (i.e., to diagram the regulation of prolactin secretion).
  - Objectives should be measurable (to list the steps in the initial work up of an infertile couple).
  - Avoid objectives for a lecture that can only be achieved with hands-on experience (i.e., to perform a linear salpingostomy).

Use action verbs to tell what the learners should gain from their participation in the activity.

At the conclusion of this session, participants should be able to:

### SAMPLE LEARNING OBJECTIVES

1. Identify risk factors for development of an abnormal pregnancy.
2. Describe the biological and clinical implications of mitochondrial DNA variation in embryos.
3. Summarize the role of genetics in aging oocytes and premature ovarian insufficiency.

### *Verbs that communicate application*

apply   choose   demonstrate   develop   examine   illustrate   locate   operate   practice   predict   prescribe  
report   restate   review   treat   select   use   utilize

### *Verbs that imply analysis/comprehension*

analyze   appraise   contrast   debate   describe   detect   differentiate   distinguish   explain  
infer   interpret   measure   question   summarize

### *Verbs used to evaluate*

assess   choose   compare   critique   determine   estimate   evaluate   measure   rate   recommend   select

### *Verbs that inform*

cite   define   identify   indicate   name   quote   select   summarize   update  
describe   list   record   state   write

**Verbs to Avoid:** (difficult to measure) appreciate   approach   become aware of   believe   comprehend   grow  
grasp the significance of   have faith in   improve   increase   infer   know   learn   recall   recognize   understand