



Excellence in Educational Design Award

Educational interventions that support sustained improvements in clinician performance and in patient and population health do not occur by accident. They require continuous planning and assessment based in the learning sciences [1, 2]. Furthermore, they require intentional design of initiatives that involve stakeholders in all stages, including planning, teaching, learning, and measurement of impact [2, 3]. The Alliance identifies a set of learning competencies [4] essential to the practice of continuing education in the health professions in today's healthcare environment.

This award recognizes initiatives which demonstrate excellence in integrating these and other educational design principles into the design (to include planning, evaluation, and continuous assessment of the impact) of interventions resulting in improvements in healthcare provider performance and in patient or population health. Sustainability, replicability, and/or scalability are important considerations of excellence, as are derivative works and scholarly output to disseminate and spread the impact to other settings and providers.

**At least one component of the initiative must have been conducted at least 14 months before the first day of the Alliance Annual Meeting for which the award is submitted for consideration.*

Complete Online Application Contents

To be considered complete, please make sure your application includes the following:

- Award applicant information;
- Nominee information;
- Award narrative & outcomes appendix;
- Verification statements that nominees represent the organizations referenced in the application, and that an activity relating to this endeavor has not been nominated for another Alliance award given at the same annual conference;
- Nominator Acknowledgement; and
- Submission Agreement.

Award Narrative & Outcomes Appendix

The narrative and appendix you prepare as part of your application must meet the following criteria for content and formatting:

- Include a description limited to **three pages**, not including attachments (acceptable attachments listed below), and should include the following sections:
 - A brief introduction/summary of the initiative.
 - A description of the educational design and process (linking needs to gaps, to objectives, to educational format, to evaluation and assessment), and how that design involved

stakeholders in all stages, including planning, teaching, learning and measurement of impact.

- Target population(s) of the initiative and its components, and the number of people served, relative to the design of the initiative.
- How the initiative and its various components are linked to the Alliance's National Learning Competencies [5]
- How the initiative was supported (to include financial and in-kind support).
- A brief explanation of the initiative's outcomes and a description of if the initiative measured and achieved the desired outcomes (additional outcomes allowed in the attachments). At the time of the application submission, the initiative must have been sufficiently developed to include a reporting on the measurable impact of the activity that is consistent with its design.
- How the initiative (or its improvements) will or can be:
 - Sustained
 - Scaled to a larger group
 - Replicated by the nominee or other providers
- Why this initiative should be considered as a model for excellence in educational design.
- Lessons learned, limitations and opportunities for future initiative development.
- Be a maximum of **twelve total pages** (comprised of a narrative of no more than three pages; appendix of no more than nine pages), in PDF format with one-inch margins on all sides and no smaller than Arial 11-point font
 - Attachments
 - REQUIRED: three (3) PAGE MAXIMUM: Documentation that the individual components described occurred (copies of promotional material, links to online components, photographs, etc.).
 - REQUIRED: two (2) PAGE MAXIMUM: Summary of overall outcomes and how they are relate to the design of the initiative. Data linking desired changes to achieved outcomes. DO NOT INCLUDE pre-test/post-test/satisfaction data in your survey results.
 - REQUIRED: one (1) PAGE MAXIMUM: Listing of the roles of each partner in the initiative, especially that of the nominee.
 - REQUIRED: one (1) PAGE MAXIMUM THAT INCLUDES STATEMENTS INDICATING THE FOLLOWING:
 - The accredited provider(s) must attest that all components complied with the ACCME's *Standards of Commercial Support*[™].
 - Verification that nominees represent the organizations responsible for the initiative and its components will occur.
 - Verification that the initiative has not been nominated for another Alliance award given at the same annual conference will be done.
 - OPTIONAL: two (2) PAGE MAXIMUM: Nominees may submit up to two pages of attachments, which provide additional details related to the initiative to be considered by the award committee.

Evaluation Criteria

In evaluating nominees in this category, the Selection Panel will consider a number of different aspects, including:

- A member of the Alliance must be a significant partner in the educational activity and submit the application. Nominations, which do not include at least one Alliance member in good standing who was involved in all stages of the initiative, will not be considered;
- Accuracy and completeness of application;
- If and how the endeavor and its components are linked to the Alliance's National Learning Competencies;
- At least one component of the initiative must be designated as continuing education for health professionals through a recognized accrediting body;
- Only one application per nominee (person or organization) may be submitted for this award; and
- Nominees, and employees of commercial interests supporting the nominated activity, cannot be a member of the Award Selection Panel for which they are applying.

Recognition

This award will be presented at the 2019 Annual Conference. Recipient will receive a plaque, one complimentary annual conference registration, the opportunity to submit an e-poster and to present the poster onsite, and the option to submit an *Almanac* article about the project.

References:

1. Moore, D.E., J.S. Green, and H.A. Gallis, *Achieving desired results and improved outcomes: Integrating planning and assessment throughout learning activities*. *Journal of Continuing Education in the Health Professions*, 2009. **29**(1): p. 1-15.
2. ACCME, [Introduction to the Menu of New Criteria for Accreditation](#). 2016.
3. Ruggiero, J.E., C.O. Robinson, and N.L. Paynter *Coordinated Learning to Improve Evidence-based Care: A Model for Continuing Education for the New Healthcare Environment*. 2015.
4. Alliance for Continuing Education in the Health Professions (Alliance). *Alliance National Learning Competencies*. 2013; [National Learning Competencies](#)