CE Process Documentation

What is it? What is ASHA CE looking for?

ASHA
American
Speech-Language-Hearing
Association

Process Documentation?

Internal documentation that outlines all steps necessary to complete a task or process.

- It should be more about the “how” than the “what.”
  - Should have granular details about how each step is completed.
- It will help the organization by:
  - Providing consistency, improving efficiency, reducing errors.
  - Tracking what is done and by whom.
  - Allowing others who may provide back-up or are otherwise involved in the process to know the same information.
  - Assisting in training new staff.

From: https://www.lucidchart.com/pages/tutorial/process-documentation

There are many ways to refer to this type of documentation.

- CE Process Documentation
- Course Planning Timeline/Checklist
- Standard Operating Procedures (SOPs)
- CE Handbook

ASHA CE Application Request

Please share your existing CE program and course review process that includes all ASHA CEB Requirements, the individual(s) responsible for each task, and the timeframe in which the task is to be accomplished. This documentation should reflect the review process that your organization follows to ensure continuous adherence to ***all*** *CEB requirements.*

What Are We Looking For?

1. **What** tasks will occur in the following 3 areas:
   - *CE Program* – overall organizational processes such as setting budgets, reviewing qualifications, etc.
   - *Course Planning* - the steps taken to determine the need for, develop, and implement a course
   - *Course Reporting/Evaluation* - the steps taken to ensure that the correct people are reported to ASHA CE and instructors receive feedback
2. **When** each task will be completed
   - Stated in days, weeks, months before or after course
3. **Who** will complete the task
   - Including who else may need to be involved (to assist, approve, etc.)

Who: CE Director

What: Identify the learning needs of the target audience

When: 6 months prior to course start date

More is Better

Document more detailed information about the steps involved in each task to make each step clear to anyone who may use it.

☐ Identify the learning needs of target audience.

- What process does your organization use?
  - Do you conduct surveys? Do you hold focus groups?
- Who is targeted and how are they reached?
  - Do you have an email list or followers you target?
- Where is the information stored?
- How is it analyzed?

Another Example

☐ Produce promotional materials according to CEB requirements (to include required disclosures).

What may be included:
Course Title
Date/Time
Location
Description
Speakers
Disclosures
Learning Objectives
How to Register

Process Considerations:

- What is the format?
- Is there a template? Where?
- Who needs to be contacted? Graphics, marketing, web?
- What information is needed?
- How is information checked for accuracy and completeness?
- Where is final version stored?

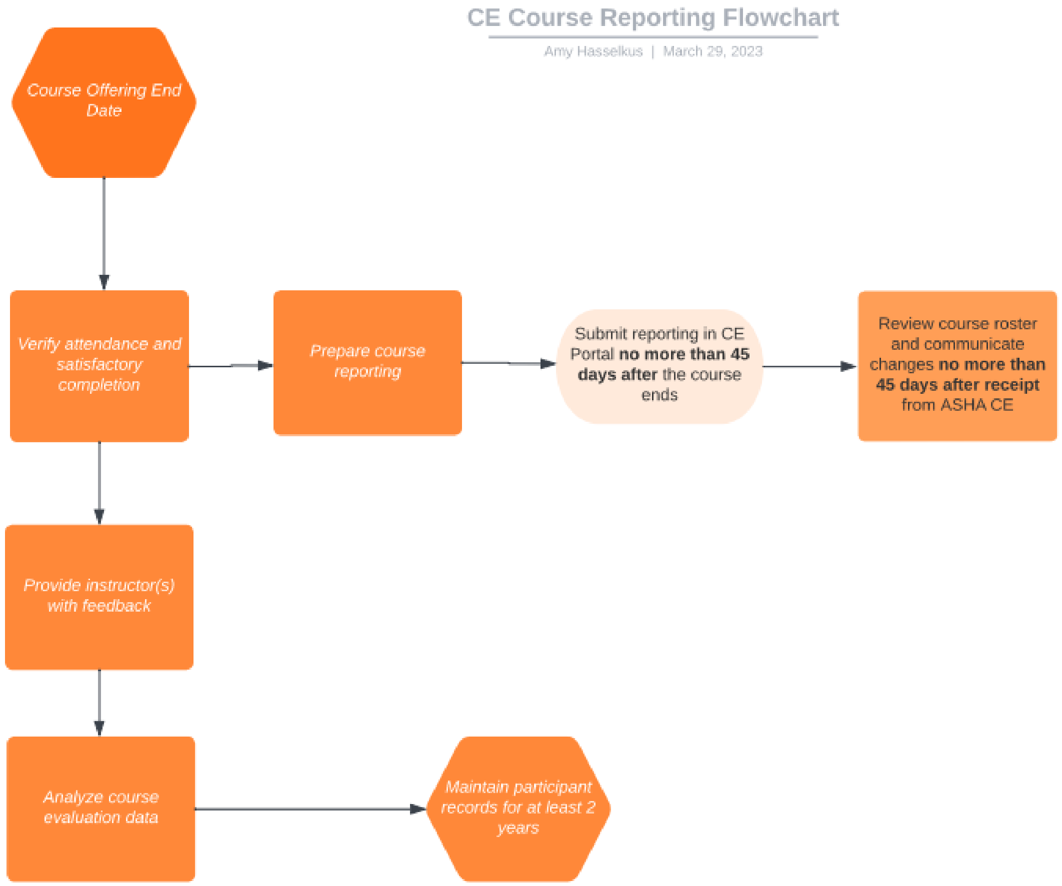
Documenting Details

You can document in Word, Excel, or through other online software programs or internal systems.

The format will vary from organization to organization. There is no one "right" way to document processes and procedures. The following slides provide a few examples.

Once you complete your documentation (in any format), try testing with someone unfamiliar with the process to see if the steps and explanations make sense to them.

Flowchart



A flowchart may be a helpful quick representation of the overall process. You can add links to more detail for each step.

Checklist

Course start date: ____________________

Task	Date Completed	Title of Responsible Individual	Related Resources *(Control or Command+ Click to open in new window)*
☐ Identify the learning needs of target audience.			
☐ Determine learning outcomes based on identified needs.			Creating Learning Outcomes
☐ Manage financial and in- kind support, exhibits, and advertising.			Course Financial and In-Kind Support Disclosure Exhibits & Advertising
☐ Propose planning staff and instructor(s).			
☐ Conduct **initial** identification, review, and resolution of course planner and instructional personnel relevant financial and nonfinancial relationships.			Instructional Personnel/Planner Disclosure
☐ Make final selection of planners and instructor(s). Can only take place after reviewing and resolving conflicts of interest.			
☐ Establish content and instructional methodology.			
☐ Identify and select appropriate and accessible facilities or online platform(s), as applicable.			

Worksheet

What – Description of step	Why – Purpose of step	Who – person responsible for step	When – Timeline for when step is completed	How – Technology or other requirements that must happen
Needs assessment	To identify the learning needs or knowledge gap the course will address	Who leads the needs assessment?	How far in advance of a course start date is this completed?	• How are needs assessments typically done? • Who needs to be contacted and how (survey, focus group, etc.)? • Where are results stored?
Establish learning outcomes	To connect needs assessment to planned outcomes of course	Who drafts the LOs? Who reviews or approves?	How far in advance/at what stage of course development does this occur?	• Where and how are LOs captured and stored (course submission document, Google form, other)? • What resources exist to assist with developing measurable and observable LOs?
Manage financial and in-kind support, exhibits, & advertising	To clarify budget for course, honorariums to be offered, etc.	Who is responsible for recruiting advertisers, exhibitors, other support? Who needs to sign off?	How far in advance?	• How is support, ads, etc. solicited? • Who is contacted? • What contracts/paperwork is needed? • Where are these documents stored?
Propose planning staff and instructor(s)	To be sure that course content and being taught by someone with appropriate expertise	Who reaches out to solicit or vet proposed personnel?	How far in advance of course will this occur?	• Is there a speaker pool? • What information is shared with them at this point (course proposal submission form, contract, etc.)?
Conduct **initial** identification, review, and resolution of course planner and instructional personnel relevant financial and nonfinancial relationships	Standard 3 requires transparency about relevant financial and non-financial relationships and requires Providers to have a process to identify, review, and resolve any conflicts	Who is responsible for the review (cannot be the instructor or planner)?	How far in advance?	• What documentation is required? How is it shared with planners and instructors? • How are questions or decisions communicated? • Where is the information stored?

Resources

- Standard Operating Procedure Template (Indeed.com)

- Process Documentation (Whatfix.com)

- Business Process Template (Intelivate.com)

We are happy to discuss process documentation with you further. Email ceapplication@asha.org with any questions.