

**Educational  Planning  Table    Live/Enduring  Material**

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| **Title  of  activity** | Sexual Dysfunction  & Male  Infertility |
| **Identified  gap(s)** | Lack of  knowledge on treatments for  erectile dysfunction |
| **Description  of  current  state** | Erectile dysfunction  affects  an  estimated  18  million  men  in  the  US alone.  There are  many  options  for  treating  the  dysfunction which can  be  caused by  medical,  mental  or  emotional  issues.   Treatment  depends  on  the  individuals  overall  health  and  the  underlying cause  of  the  problem. |
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| **Description  of  desired/achievable  state** | Increased knowledge  of  erectile  dysfunction  treatment. |
| **Gap  to  be  addressed  by  this  activity** | Knowledge     Skills     Practice     Other:    Describe |
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| **Learning outcome (select  all  that  apply)** | Nursing  Professional  Development   Patient  Outcome   Other: |
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| **Learning  outcome  statement** | **At  the  conclusion  of  this  activity,  the  learner  will  be  able  to** |
|  | describe erectile  dysfunction  and  infertility  and  identify  strategies |
| Write  a  single  comprehensive  learning | for evaluating  & managing both erectile  dysfunction and infertility. |
| outcome  statement  for  your  presentation |  |
| (not  a  learning  objective). |  |
|  |  |
| Ask  yourself:  What  are  the  opportunities |  |
| for  improvement  in  current  knowledge  of |  |
| skills? |  |
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| **CONTENT  (Topics)** | **TIME  FRAME**  **(if  live)** | **PRESENTER/**  **AUTHOR** | **TEACHING**  **METHODS/LEARNER  ENGAGEMENT**  **STRATEGIES** |
| Provide  an  outline  of  the  content. | Approximate  time  required  for  content. |  |  |
| I.  Penile  injections | 20 | J.  Doe | Lecture |
| A.  Key  steps  to  preparing  the  injection | Case  Studies |
| B.  Keys  to  success  with  self  injection | Discussion |
| into  the  penis | Role  Playing |
| C.  Important  information  for  patients | Demonstrations |
| to  know  when  using  penile  injections | Q  &  A |
| D.  Questions/answers | Other  (please  list) |
|  | PowerPoint |
| II.  The vacuum  constriction  device | 10 | J.  Doe | Enter  only  if  strategies |
| A.  Essential  elements  for  success  with | change: |
| the  vacuum  device |  |
| B.  Using  the  device  for  penile |  |
| rehabilitation |  |
| C.  Helping  patients  build  self |  |
| confidence  when  using  the  device |  |
| D.  Question/Answers |  |
| III.PDE-­5  inhibitors  &  Intraurethral | 15 | J.  Doe | Enter  only  if  strategies |
| suppositories | change: |
| A.  Keys  to  success  when  using  the |  |
| PDE-­5  inhibitors |  |
| B.  Keys  to  success  when  instilling  the |  |
| intraurethral  suppository |  |
| C.  Important  information  for  patients  to |  |
| know  about  PDE-­5  inhibitors |  |
| D.  Important  information  for  patients  to |  |
| know  about  intraurethral  suppositories |  |
| E.  Question/Answers |  |
|  |  |
| **Pharmacology  Content**  **Is there pharmacology content in this session? XX No Yes**  **If Yes, how many minutes?­­­­­ \_\_\_\_\_\_\_\_\_**    Note:  Pharmacology  content  must  be  outlined  in  detail  above,  including  the  time  frame. | | | |
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| **Evidence-­Based  References**  List  the  evidence-­based  references  used  for  developing  this  educational  activity.    Reference  List:  Albaugh,  J.A.  &  Ferrans,  C.E.  (2010).  Addressing  and  managing  erectile  dysfunction  after  prostatectomy  for  prostate  cancer.  Urologic  Nursing  Journal,  30(3),  167-­178.  Albaugh,  J.A.  &  Lewis,  J.H.  (2009).  Understanding  and  Treating  Erectile  Dysfunction:  Pateint  Evaluatioin  and  Treatment  Options.  Pitman,  NJ:  Society  of  Urologic  Nurses  &  Associates.  Porst,  H.,  Burnett,  A,  Brock,  G.,  Ghanem,  H.,  Giuliano,  F.  et  al.  (2013).  SOP  Conservative  (Medical  and  Mechanical)  Treatment  of  Erectile  Dysfunction.  Journal  of  Sexual  Medicine,  10(1),  130-­171. | | | |
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Tanagho,  E.A.  &  McAninch,  J.W.  (2008).  Smith’s  General  Urology  (17th  edition).  New  York:  McGraw-­Hill

**Live  Activities**

Note:  Time  spent  evaluating  the  learning  activity  may  be  included  in  the  total  time  when  calculating  contact  hours.

Total  minutes  45  divided  by  60  =  .75  contact  hours

**Enduring  Activities**

Method  of  calculating  contact  hours

 Pilot  Study          Historical  Data          Complexity  of  Content          Other:  Describe

Estimated  number  of  contact  hours  to  be  awarded:

**Insert Typed  or  Electronic  Signature  Below**

**Name  and  Credentials:**John Doe,  PhD,  APRN,  CUCNS     **Date: 6/30/19**