

**POSITION DESCRIPTION** *(Please Read Instructions on the Back)*

1. Agency Position No. **10763-0**

2. Reason for Submission  
 Re-description  New  
 Reestablishment  Other  
 Explanation *(Show any positions replaced)*  
 Developmental to PD# 10764-0  
 Education Program Specialist, GS-1720-9.

3. Service  
 Hdqtrs  Field

4. Employing Office Location  
 Martinez, CA

5. Duty Station  
 Sacramento VAMC

6. OPM Certification

7. Fair Labor Standards Act  
 Exempt  Nonexempt

8. Financial Statements Required  
 Executive Personnel Financial Disclosure  Employment and Financial Interests

9. Subject to IA Action  
 Yes  No

10. Position Status  
 Competitive  
 Excepted *(Specify in Remarks)*  
 SES (Gen)  SES (CR)

11. Position is:  
 Supervisory  
 Managerial  
 Neither

12. Sensitivity  
 1-Non-Sensitive  3-Critical Sensitive  
 2-Noncritical Sensitive  4-Special Sensitive

13. Competitive Level Code  
**X01**

14. Agency Use

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational	Grade	Ini	Date
A. U.S. Office of Personnel Management						
B. Department, Agency or Establishment						
C. Second Level Review						
D. First Level Review	Education Program Specialist	GS	1720	7		16A 12/15/10
E. Recommended by Supervisor or Initiating Office	Education Program Specialist	GS	1720	7		

16. Organization Title of Position *(If different from the official title)*

17. Name of Employee *(if vacant, specify)*

18. Department, Agency, or Establishment  
 Department of Veterans Affairs

a. First Subdivision  
 Veterans Health Administration

b. Second Subdivision  
 Northern California Health Care System

c. Third Subdivision  
 Office of the Chief of Staff

d. Fourth Subdivision  
 Office of the Learning Resources Officer

e. Fifth Subdivision

19. Employee Review — This is an accurate description of the major duties and responsibilities of my position.

Signature of Employee *(optional)*

20. **Supervisory Certification.** I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.

a. Type Name and Title of Immediate Supervisor  
 Roger A. Paul, Learning Resources Officer

Signature *Roger A. Paul* Date *12/9/10*

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*

Signature \_\_\_\_\_ Date \_\_\_\_\_

21. **Classification/Job Grading Certification.** I certify that this position has been classified/graded as required by Title 5, U.S. Code in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.

Typed Name and Title of Official Taking Action  
 John G. Horton, HR Specialist (Classification)

Signature *John G. Horton* Date *12/15/10*

22. Position Classification Standards Used in Classifying/Grading Position  
*PCS for Education Program Series, GS-1720, 10/91.*

**Information for Employees.** The standards, and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.

23. Position Review	Initials	Date								
a. Employee <i>(optional)</i>										
b. Supervisor										
c. Classifier										

24. Remarks  
 This position has been identified as LOW RISK.

25. Description of Major Duties and Responsibilities *(See Attached)*

## POSITION DESCRIPTION

Education Program Specialist, GS-1720-7

Primary Purpose: This position has been re-engineered for recruitment and training purposes in which the incumbent will receive assignments that are designed to develop their skills and knowledge until reaching the next developmental level of GS-9. Work assignments are designed to introduce the incumbent to a fuller range of duties and higher level of responsibilities required by the next performance level. The incumbent will apply skills to collect, organize, analyze and present information related to the current and future program workload. As experience and knowledge is gained and competency is demonstrated, the employee is gradually given more freedom to make independent judgments and decisions. The incumbent will perform duties similar to those described in PD# 10764-0 but under lowered knowledge requirements, closer supervisory controls, more specific guidelines, less complexity; and reduced scope and effect.

The Education Program Specialist has the primary responsibility for analyzing, evaluating and designing adult educational activities for optimal CME outcomes and coordinating CME learning opportunities. Other main responsibilities include: identifying educational needs, gap analysis and resolving any accreditation or ethical-legal issues; analyzing and evaluating educational performance through use of relevant data from surveys or assessments; assessing and utilizing optimal learning methods and evaluating or selecting appropriate educational technologies; applying applicable research and theory to instructional design and linking assessments with improved educational performance; and promoting continuing professional development, internships, and self-directed learning opportunities. This position reports directly to the Learning Resources Officer/Designated Learning Officer

### Major Duties:

Provides Advice & Guidance on Education Program Policy/Planning 100 Percent  
Performs a portion of more difficult assignments that are normally screened to eliminate complex problems, and are designed to provide advanced training in the application of professional education principles and concepts. A major objective of the training is to develop a good understanding of the Federal Government's role in promoting, coordinating, and improving education programs and activities. The following are characteristic of the types of duties assigned.

Performs the less complicated tasks in reviewing CME proposals for projects, e.g., obtaining factual information for review panels. Applies and improves educational programs using evidence-based adult and organizational learning principles that produce expected results and outcomes for the physician learners and the organization. Accesses the resources of CME professional organizations to stay informed about current CME issues, methods, and practices. Approves methods of certifying different types of CME for credit and assesses the continuing educational processes and requirements for the various health professionals on the team and identifies any barriers to learning and change.

Uses educational policy/standards and CME data to define and commit learning resources to developing CME based on needs data and adult learning principles. Conducts independent

reviews of overall CME program to interpret educational needs and identify areas of opportunity through SWOT analysis. Evaluates needs and institute professional development interventions to assist CME staff to confidently and competently execute the organizational CME mission. Understand the actual and potential role of CME in the education of physicians in terms of performance improvement, so that health outcomes of their patients can improve. Evaluate outcomes of program in terms of improved patient care, behavior change, knowledge, and financial outcome of the program. Use a variety of survey techniques to evaluate outcomes.

Reads plans to compile and extract information regarding specific education programs, as requested by higher-level specialists. Reviews and utilizes various resources to obtain information and develop knowledge of evidence-based adult learning for work that will inform CME. Incorporate principles of instructional design and adult learning into instructional programs. Develops and follows established policy for compensating faculty and reports on implications if there is deviation from the policy. Use multimedia or educational technologies, mobile devices or PDA's, computer-based learning, breakout sessions and blended learning to enhance physician learning. Coordinate effectively and efficiently in an interdisciplinary team of allied health professionals to maximize benefit to the patient.

Develops educational support and evaluation tools to augment and facilitate strategies that address multidisciplinary learning gaps. Identify gaps in knowledge or practice and designs an individual plan for ongoing improvement. Evaluates the effectiveness of the CME program and commits to achieving excellence through continuous improvement. Identifies learner needs through survey data and other sources that reflect knowledge, such as pre-test questions; knowledge of relationship between assessment, learning and evaluation. Incorporate concepts and principles of continuing professional development in designing educational activities that utilize appropriate educational technologies. Creates reconciliation reports that include receipts and documentation; communicates uses of all budgeted fees and expenses for internal records, and commercial support.

Participate actively in professional organizations in and out of CME for networking and professional development. Collaborates and build relationships that support educational improvements for the patient, the physician, and the organizations in which the physician works. Active in ACME and other special interest sections by attending a variety of CME related continuing education programs. Interview professional staff working on projects to obtain routine information, as outlined by the supervisor or team leader. Develop available resources or partners to assist in unique educational methodologies, tools, processes, etc. Analyzes internal and external stakeholder evaluation data used to inform improvements in CME program. Evaluates appropriate grant opportunities and coordinates approved applications that can enhance the CME program

Performs other related duties as assigned.

Factor 1-6 Knowledge Required by the Position

950 points

Knowledge and skill gained through professional experience or relevant graduate study in applying standard education principles and concepts to assignments of limited scope and complexity. The objectives for the assignments are clearly defined and can be accomplished by

reliance on precedents or standard practice. The problems that the employee is expected to work on are straightforward. Difficult questions calling for application of advanced concepts and practices are referred to higher-grade staff or performed under very close guidance.

Factor 2-2 Supervisory Controls

125 points

Supervisor or a higher-grade staff member indicates what is to be done, the quality expected, deadlines, and priority of assignments. On new or difficult assignments, employee receives guidance on the methods and procedures to be used, and the work is spot-checked during progress. Recurring assignments are performed independently, but supervisor provides assistance on deviations or unusual problems. Completed work is reviewed for technical accuracy and compliance with instructions and established practice.

Factor 3-2 Guidelines

125 points

Specific guidelines that are applicable to the assigned work are readily available. These include manuals, directives, regulations, evaluation criteria, and applicable precedents. However, judgment is required to find and select the appropriate guideline and procedures for application to specific aspects of the assignments. Discretion is also needed in choosing among several alternatives. The supervisor or a higher-level staff member is available for consultation when existing guidelines are not adequate.

Factor 4-3 Complexity

150 points

Assignment involves varied duties and functions to provide a foundation of experiences and skill for developmental purposes. Objectives for the work are clearly delineated. The factors and conditions to be considered vary with the issues involved in each assignment. The work requires the skill to apply standard education principles and practices in performing routine assignments with little direction.

Factor 5-2 Scope and Effect

75 points

Employee generally accomplishes assigned work by applying standard professional education principles and techniques and using established procedures and methods. The duties frequently involve a complete segment of an assignment of greater scope or complexity, and affect the accuracy, reliability, and timeliness of the projects, plans, or studies for which higher grade specialists are responsible.

Factor 6-2 Personal Contacts

25 points

In addition to contacts within the organizational unit, there are personal contacts with individuals in other offices of the agency, and at times with persons outside the Federal Government, e.g., staff members of State and local education agencies, grantees or contractors, and universities. The outside contacts are made with the knowledge of the supervisor or a higher-grade employee, and normally take place within a structured setting.

Factor 7-1 Purpose of Contacts

20 points

Contacts are to obtain data and information specified by the supervisor or higher-grade specialists, rather than to resolve operating problems or to give advice.

Factor 8-1 Physical Demands

5 points

There are no special physical demands such as above-average agility or strength.

Factor 9-1 Work Environment

5 points

Work is usually performed in an office or similar setting. The travel that is involved includes the normal everyday risks and discomforts of auto, bus, rail, or air transportation.

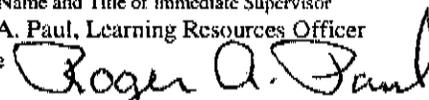
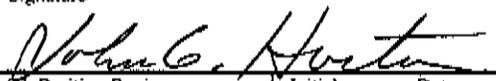
Other Significant Facts

Customer Service

Meets the needs of customers while supporting VA missions. Consistently communicates and treats customers (veterans, their representatives, visitors, and all VA staff) in a courteous, tactful, and respectful manner. Provides the customer with consistent information according to established policies and procedures. Handles conflict and problems in dealing with the customer constructively and appropriately.

ADP Security

Protects printed and electronic files containing sensitive data in accordance with the provisions of the Privacy Act of 1974 and other applicable laws, federal regulations, VA statutes and policy, and VHA policy. Protects the data from unauthorized release or from loss, alteration, or unauthorized deletion. Follows applicable regulations and instructions regarding access to computerized files, release of access codes, etc., as set out in the computer access agreement that the employee signs.

<b>POSITION DESCRIPTION</b> <i>(Please Read Instructions on the Back)</i>						1. Agency Position No. <b>10764-0</b>											
2. Reason for Submission <input type="checkbox"/> Re-description <input checked="" type="checkbox"/> New <input type="checkbox"/> Reestablishment <input type="checkbox"/> Other Explanation <i>(Show any positions replaced)</i>  Developmental to PD# 10765-0 Education Program Specialist, GS-1720-11.		3. Service <input type="checkbox"/> Hdqtrs <input checked="" type="checkbox"/> Field		4. Employing Office Location Martinez, CA		5. Duty Station Sacramento VAMC		6. OPM Certification									
		7. Fair Labor Standards Act <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Nonexempt		8. Financial Statements Required <input type="checkbox"/> Executive Personnel Financial Disclosure <input type="checkbox"/> Employment and Financial Interests		9. Subject to IA Action <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		13. Competitive Level Code X01  14. Agency Use									
		10. Position Status <input checked="" type="checkbox"/> Competitive <input type="checkbox"/> Excepted <i>(Specify in Remarks)</i> <input type="checkbox"/> SES (Gen.) <input type="checkbox"/> SES (C/R)		11. Position is: <input type="checkbox"/> Supervisory <input type="checkbox"/> Managerial <input checked="" type="checkbox"/> Neither		12. Sensitivity <input checked="" type="checkbox"/> 1-Non-Sensitive <input type="checkbox"/> 3-Critical Sensitive <input type="checkbox"/> 2-Noncritical Sensitive <input type="checkbox"/> 4-Special Sensitive											
15. Classified/Graded by		Official Title of Position		Pay Plan		Occupational		Grade		Init		Date					
A. U.S. Office of Personnel Management																	
B. Department, Agency or Establishment																	
C. Second Level Review																	
D. First Level Review		Education Program Specialist		GS		1720		9				Add 12/15/10					
E. Recommended by Supervisor or Initiating Office		Education Program Specialist		GS		1720		9									
16. Organization Title of Position <i>(If different from the official title)</i>						17. Name of Employee <i>(if vacant, specify)</i>											
18. Department, Agency, or Establishment Department of Veterans Affairs						c. Third Subdivision Office of the Chief of Staff											
a. First Subdivision Veterans Health Administration						d. Fourth Subdivision Office of the Learning Resources Officer											
b. Second Subdivision Northern California Health Care System						e. Fifth Subdivision											
19. Employee Review — This is an accurate description of the major duties and responsibilities of my position.						Signature of Employee <i>(optional)</i>											
20. <b>Supervisory Certification.</b> <i>I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification</i>						<i>is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.</i>											
a. Type Name and Title of Immediate Supervisor Roger A. Paul, Learning Resources Officer Signature  Date 12/9/10						b. Typed Name and Title of Higher-Level Supervisor or Manager <i>(optional)</i>											
21. <b>Classification/Job Grading Certification.</b> <i>I certify that this position has been classified/graded as required by Title 5, U.S. Code in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.</i>						22. Position Classification Standards Used in Classifying/Grading Position PCS for Education Program Series, GS-1720, 10/91.											
Typed Name and Title of Official Taking Action John G. Horton, HR Specialist (Classification) Signature  Date 12/15/10						<b>Information for Employees.</b> The standards, and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.											
23. Position Review		Initials		Date		Init		Date		Initials		Date		Initial		Date	
a. Employee <i>(optional)</i>																	
b. Supervisor																	
c. Classifier																	
24. Remarks  This position has been identified as LOW RISK.																	
25. Description of Major Duties and Responsibilities <i>(See Attached)</i>																	

## **STATEMENT OF DIFFERENCE**

Education Program Specialist, GS-1720-9 PD# 10764-0

Developmental to:

Education Program Specialist, GS-1720-11 PD# 10765-0

Duty Station: Sacramento VAMC

The incumbent will serve in a developmental assignment which is designed to provide the knowledge, skills, abilities, and experience to perform the full range of routine and non-routine assignments with a high level of independence.

The supervisor and the incumbent will jointly establish specific goals, objectives and projects. The incumbent will organize work to achieve approved goals.

Work will be reviewed by the supervisor to evaluate the following: Adherence to designated policies and procedures; ability to deal with new, unusual and ongoing changes; ability to coordinate activities with other programs, and effectiveness in interpersonal relationships. In addition, the supervisor will conduct spot checks to evaluate the incumbent's progress.

Upon completion of satisfactory performance at the lower grade level and upon meeting regulatory requirements, the incumbent will be non-competitively promoted to the targeted grade.

### Regulatory requirements

Promotion to the next higher grade is not guaranteed and depends on: (a) the incumbent's demonstration of the ability to perform the duties of the next higher grade to the satisfaction of the supervisor; and (b) the availability of work at the next higher grade level. Meeting the minimum qualification requirements and time-in-grade requirements for a higher grade in a career ladder is, in and of itself, only an indicator of eligibility, not an absolute guarantee for such a promotion.

**POSITION DESCRIPTION** (Please Read Instructions on the Back)

1. Agency Position No.  
**10765-0**

2. Reason for Submission  
 Re-description  New  
 Reestablishment  Other  
Explanation (Show any positions replaced)

3. Service  
 Hdqtrs  Field

4. Employing Office Location  
Martinez, CA

5. Duty Station  
Sacramento VAMC

6. OPM Certification

7. Fair Labor Standards Act  
 Exempt  Nonexempt

8. Financial Statements Required  
 Executive Personnel Financial Disclosure  Employment and Financial Interests

9. Subject to IA Action  
 Yes  No

Full Performance Level

10. Position Status  
 Competitive  
 Excepted (Specify in Remarks)  
 SES (Gen.)  SES (CR)

11. Position is:  
 Supervisory  
 Managerial  
 Neither

12. Sensitivity  
 1-Non-Sensitive  3-Critical Sensitive  
 2-Noncritical Sensitive  4-Special Sensitive

13. Competitive Level Code  
**X01**

14. Agency Use

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational	Grade	Ini	Date
A. U.S. Office of Personnel Management						
B. Department, Agency or Establishment						
C. Second Level Review						
D. First Level Review	Education Program Specialist	GS	1720	11		12/15/10
E. Recommended by Supervisor or Initiating Office	Education Program Specialist	GS	1720	11		

16. Organization Title of Position (If different from the official title)

17. Name of Employee (if vacant, specify)

18. Department, Agency, or Establishment  
Department of Veterans Affairs

c. Third Subdivision  
Office of the Chief of Staff

a. First Subdivision  
Veterans Health Administration

d. Fourth Subdivision  
Office of the Learning Resources Officer

b. Second Subdivision  
Northern California Health Care System

e. Fifth Subdivision

19. Employee Review — This is an accurate description of the major duties and responsibilities of my position.

Signature of Employee (optional)

20. **Supervisory Certification.** I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification

is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.

a. Type Name and Title of Immediate Supervisor  
Roger A. Paul, Learning Resources Officer

b. Typed Name and Title of Higher-Level Supervisor or Manager (optional)

Signature: *Roger A. Paul* Date: 12/9/10

Signature \_\_\_\_\_ Date \_\_\_\_\_

21. **Classification/Job Grading Certification.** I certify that this position has been classified/graded as required by Title 5, U.S. Code in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.

22. Position Classification Standards Used in Classifying/Grading Position  
*PCS for Education Program Series, 69-1720, 10/91.*

Typed Name and Title of Official Taking Action  
John G. Horton, HR Specialist (Classification)

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Signature: *John G. Horton* Date: 12/15/10

23. Position Review	Initials	Date	Init	Date	Initials	Date	Initials	Date	Initial	Date
a. Employee (optional)										
b. Supervisor										
c. Classifier										

24. Remarks

This position has been identified as LOW RISK.

25. Description of Major Duties and Responsibilities (See Attached)

## POSITION DESCRIPTION

Education Program Specialist, GS-1720-11

Primary Purpose: The Education Office has the responsibility for planning, developing, implementing, directing, evaluating and coordinating the overall education programs at the VANCHCS. Our primary responsibilities include: all forms of educational development including administrative training programs, Continuing Medical Education (CME), academic affiliations, patient health education, computer training, employee education and career development, with an integral role in facility workforce development and succession planning.

The Education Program Specialist has the primary responsibility for analyzing, evaluating and designing adult educational activities for optimal CME outcomes and coordinating CME learning opportunities. Other main responsibilities include: identifying educational needs, gap analysis and resolving any accreditation or ethical-legal issues; analyzing and evaluating educational performance through use of relevant data from surveys or assessments; assessing and utilizing optimal learning methods and evaluating or selecting appropriate educational technologies; applying applicable research and theory to instructional design and linking assessments with improved educational performance; and promoting continuing professional development, internships, and self-directed learning opportunities. This position reports directly to the Learning Resources Officer/Designated Learning Officer.

### Major Duties:

- I. Adult & Organizational Learning Principles Planning 20 percent
1. Analyzes, Evaluates & Designs Adult Learning Activities: Applies instructional system design principles in analysis and evaluation of adult learning activities, analyzes and interprets appropriate educational data and develops evaluation criteria. Applies and improves educational interventions using evidence-based adult and organizational learning principles in appropriate contexts that produce expected results and outcomes for the physician learners and the organization.)
  2. Coordinates CME Learning Opportunities: Gain an effective working knowledge of each CME topic to be addressed and commits to developing CME based on needs data and adult learning principles. Accesses the resources of CME professional organizations to stay informed about current CME issues, methods, and practices. Approves methods of certifying different types of CME for credit)
  3. Promotes Shared Vision – Planning Effectiveness: Identifies team learning opportunities that foster a shared vision and promotes systems thinking by identifying successful methods of team learning and describing an effective approach for sharing knowledge systematically.
  4. Recognizes System Issues – Barriers: Identifies and overcomes barriers to inter-professional education and implementing system-wide standards of care. Uses evidence-based data in needs assessment to identify gaps in which multi-disciplinary healthcare teams are falling short of desired goals. Assesses the continuing educational processes and requirements for the various health professionals on the team and identifies any barriers to learning and change.

II. Educational Policy/Standards & Performance Measurement 20 percent

1. Analyzes-Evaluates Educational Policy/Standards & CME data: Commits learning resources to developing CME based on needs data and adult learning principles. Uses qualitative and quantitative research techniques to gain further insight into the performance of the healthcare system and the physicians within the system. Uses CME industry guidelines and regulations as they relate to financial factors, including honoraria, gifts to physicians, including learners and faculty entertaining as these relate to the Standards of Commercial Support.
2. Matches Learning to Education Needs: Identifies, develops, and translates the system process that speaks to educational continuum that further highlights the needs of the target physician audience. Conducts independent reviews of overall CME program to interpret educational needs and identify areas of opportunity through SWOT analysis. Provided direction to ensure that educational committees develop objectives that enforce the educational needs and mission.
3. Educational Needs & Gap Analysis: Evaluates needs and institute professional development interventions to assist CME staff to confidently and competently execute the organizational CME mission. Collects, records, and synthesizes internal staff, organizational staff, and external faculty, partners or community supporters through data and gap analysis of CME program.
4. Identifies Learner Performance Data & Objectives: (i.e. Understands the actual and potential role of CME in the education of physicians, improvement of their performance to improve health outcomes of their patients. Become familiar with how physicians acquire their training to be able to identify critical performance data and objectives and define their learning/training continuum.
5. Use Relevant Data for Surveys, Assessments & Analysis: Analyzes qualitative and quantitative data collected from evaluation reporting and links it back to the overall mission of the CME program. Compiles CME activity outcomes data. Evaluates outcomes of program in terms of improved patient care, behavior change, knowledge, and financial outcome of the program. Uses a variety of survey techniques to evaluate outcomes.

III. Professional Foundations Advising-Consulting 20 percent

1. Communicates Effectively: Reviews and utilizes various resources to obtain information and develop knowledge of evidence-based adult learning for work that will inform CME. Uses expertise in interpreting studies/findings and to present to local and national organizations. Prepares reports and communicates financial information.
2. Applies Research & Theory to Instructional Design: Incorporates principles of instructional design and adult learning into instructional programs. Evaluates educational research studies and their implications for CME practice. Assesses the quality and rigor of research design in order to assess the applicability of results.
3. Identifies & Resolves Ethical-Legal Issues: Develops and follows established policy for compensating faculty and reports on implications if there is deviation from the policy. Assures that CME staff, vendors and faculty maintain accurate financial records and documentation acceptable for resolving ethical-legal issues.
4. Assesses & Utilizes Optimal Learning Formats: Applies adult learning principles in planning and conducting CME activities. Uses multimedia or educational technologies,

mobile devices or PDA's, computer-based learning, breakout sessions and blended learning to enhance physician learning. Interprets studies that support the use of adult learning principles.

5. Follows Applicable Procedures for Working with Stakeholders: Identifies communication patterns between all groups, such as intra-disciplinary, inter-disciplinary, healthcare professionals, and patients. Define the roles and responsibilities of all healthcare professionals that the team must utilize toward providing optimal patient-centered care. Coordinates effectively and efficiently in an interdisciplinary team of allied health professionals to maximize benefit to the patient. Identifies internal and external organizational stakeholders that impact the healthcare team and demonstrates how they interact with and what they expect from the various team members.

#### IV. Program-Project Evaluation Criteria & Management 20 percent

1. Designs & Implements Evaluation Plan: Designs needs assessments, learning interventions, and evaluation tools that are most appropriate for each group of learners. Designs educational teaching and instructional methods to accomplish multi-disciplinary competencies, identify performance requirements and develop learning and educational objectives. Develops educational support and evaluation tools to augment and facilitate strategies that address multidisciplinary gaps.
2. Designs & Conducts Learning Self-Assessments: Assess individual and organizational performance and makes improvements through relevant learning experiences. Identify gaps in knowledge or practice and designs an individual plan for ongoing improvement. Evaluates the effectiveness of the CME program and commits to achieving excellence through continuous improvement.
3. Links Assessments with Educational Performance: Improves educational performance of the CME program through professional development by identifying and utilizing resources capable of providing needed information and support. Identifies learner needs through survey data and other sources that reflect knowledge, such as pre-test questions; knowledge of relationship between assessment, learning and evaluation. Establishes organizational metrics for evaluating the educational effectiveness of CME programs and complete annual review comparing results with metrics.
4. Evaluates & Selects Appropriate Educational Technologies: Using adult learning principles, moves away from traditional lecture format and rote memorization. Calculates the gap between current knowledge or skill and desired knowledge or skill to determine the best method of instruction needed and the level of information to be covered. Incorporate concepts and principles of continuing professional development in designing educational activities that utilize appropriate educational technologies.
5. Prepares Reports & Communicates Financial Information: Develops a system for acquiring data and reports from others who are on the CME committee and sets realistic deadlines that members can adhere to. Creates reconciliation reports that include receipts and documentation; communicates uses of all budgeted fees and expenses for internal records, and commercial support. Develops income and expense report mechanisms, with graphs and charts describing CME activities to present to leadership and state or ACCME accreditation organization.

## V. Program Promotion & Partnering Strategies

20 percent

1. **Builds Team Networks & Stakeholders:** Participates actively in professional organizations in and out of CME for networking and professional development. Facilitates a cross-functional team, including articulating common goals, and objectives. Collaborates and build relationships that support educational improvements for the patient, the physician, and the organizations in which the physician works. Recognizes and evaluates programs strengths and weaknesses, and seeks resources or partners that can fill needs/gaps. Uses effective communication skills to find common ground and develop a team approach to creating CME Activities. Utilizes appropriate selection criteria (alignment of values, goals and objectives) when seeking partnerships and/or funding for initiatives.)
2. **Communicates to Build Rapport & Promote Program Effectiveness:** Partners with other CME providers to share resources and ideas. Is active in ACME and other special interest sections, attending a variety of CME related continuing education programs. Develops systems of communication that keeps all stakeholders informed and articulates information or takes actions that promote program effectiveness.
3. **Promotes Continuing Professional Development:** Develops available resources or partners to assist in unique educational methodologies, tools, processes, etc. Incumbent is accountable for the finances and measure the impact of the interventions on physician knowledge and practice behaviors.
4. **Promotes Improvements & Self-Directed Learning:** Analyzes internal and external stakeholder evaluation data used to inform improvements in CME program. Develops advisory groups, panels, committees and communicates to the committee value of the program and how the activities link back to the CME mission. Uses internal marketing skills to work with various outreach and in-reach systems to publicize all accomplishments in CME as achievements of the CME program to demonstrate the value of the overall CME program and its components. Uses knowledge of organization's CME programs, mission, values and target audience to recognize, evaluate and improve programs and to facilitate necessary changes.
5. **Evaluates & Coordinates Grant/Internship Opportunities:** Encourages staff or other eligible candidates to participate in internship programs that can enhance CME program and Education Department effectiveness. Evaluates appropriate grant opportunities and coordinates approved applications that can enhance the CME program.

## FACTOR 1: KNOWLEDGE REQUIRED BY THE POSITION Level 1-7 1250 pts

Position requires professional knowledge applicable to a wide range of duties in a broad functional or specialized area of education, such as adult education, instructional methods and educational evaluation and analysis. Skills in utilizing this knowledge in a variety of difficult and complex assignments that calls for extended professional experience or graduate study.

Skills in adapting and extending education principles and practices to significant projects and problems for which there are no closely related precedents, but that are generally within the present state-of-the-art for education.

Employee applies professional knowledge and skills in evaluating the soundness of CME proposals, providing technical assistance on techniques and methodology, assessing CME criteria and performance, and negotiating major changes in applicable procedures or reporting processes.

Applies professional education knowledge and skills in (a) analyzing, evaluating and designing adult educational activities for optimal CME outcomes and coordinating CME learning opportunities; (b) promoting systems thinking and shared vision in educational planning effectiveness; (c) identifying educational needs, gap analysis and resolving any accreditation or ethical-legal issues; (d) analyzing and evaluating educational performance through use of relevant data from surveys or assessments; (e) assessing and utilizing optimal learning methods and evaluating or selecting appropriate educational technologies; (f) applying applicable research and theory to instructional design and linking assessments with improved educational performance; (g) promoting continuing professional development, internships, and self-directed learning opportunities; (h) preparing reports and communicating results or financial information effectively; (i) building team networks and rapport to promote program effectiveness; and (j) evaluating potential grant opportunities and coordinating grants applications.

Knowledge of procedures pertaining to planning, budgeting, projecting and monitoring educational programs expenditures.

Familiarity with data preparation techniques and relevant software packages, such as commonly used analytical, spreadsheet and communications software and demographic/medical databases, in order to facilitate illustration and decision-making.

#### FACTOR 2: SUPERVISORY CONTROL Level 2-4

450 pts

Performs under the limited supervision of the Learning Resources Officer, Education Department. Supervisor assigns initial responsibilities and projects; however, the incumbent assumes overall program responsibilities once the process for the design and development of the activity begins. This requires development of a work plan with timelines, management of the plan within budget, coordination of a range of personnel including marketing, audio-visual and accounting, brochure design and publication, assembly, proofing and editing of the course syllabus, coordination of faculty, supporting the program director, and overseeing the work of any contractors working on the project. Within broad delegations of authority, the employee also determines the approach to be taken and the methodology to be used for CME improvements. Employee keeps the supervisor informed of progress, and of potentially controversial matters with far-reaching implications.

#### FACTOR 3: GUIDELINES Level 3-3

275 pts

Employee adheres to Federal, VACO, and VHA regulations, as well as guidelines set forth by the Accreditation Council for Continuing Medical Education (ACCME). In many cases available guidelines do not adequately cover the specific problems or matters involved in the area of assignment. Judgment must be used in independently determining to what extent a guideline or procedure requires interpretation and adaptation to be appropriate, e.g., adapting

available guidelines to CME activities for a particular educational setting, student population, and Federal, State or organizational relationships.

**FACTOR 4: COMPLEXITY Level 4-4**

225 pts

Work involves assignments covering a range of sensitive issues and problems in a major specialized area of continuing medical education. Complicating factors involve consideration of unusual circumstances, variations, and shifts in the approach to problem areas, inadequate or conflicting data, and differences in views or judgments among professional educators, medical professionals and other interested parties and groups. Required to assess, select, adapt, and apply a variety of educational concepts, practices, and approaches to independently plan, develop, monitor, and evaluate projects and studies for which standard methods may be adequate. Employee also designs and implements educational programs that have a potential for great impact on the educational opportunities and professional development for employees at VANCHCS. Employee typically must solve complex problems such as providing direct coordination with agencies and organizations contributing to educational activities, and assessing and applying those resources to the needs of the program.

**FACTOR 5: SCOPE AND EFFECT Level 5-4**

225 pts

The Education Program Specialist plans and implements educational programs, improving organizational efficiency, program operations, and educational outcomes. The incumbent's management and coordination supports the mission of consultation, education and research with collaborating institutions, and improves the efficiency and productivity of the Education department. The overall CME program directly affects VA physicians, medical technicians, medical residents and other clinicians. The CME programs for health care professionals directly affect the quality of health care services provided to the Veteran patients at VANCHCS. Establishing, teaching and enforcing educational standards ensures the medical center's CME programs result in positive and measurable improvements in clinical outcomes. Employee's recommendations and work products have an influence on the operating methods, conduct, effectiveness, and costs of a project or endeavor, the purpose of which is to improve specific education methods or practices.

**FACTOR 6: PERSONAL CONTACTS Level 6-3**

60 pts

Frequent contacts with activity directors, faculty, course participants and other technical and administrative staff. Contacts are generally with managers, subject matter specialists, and other officials outside the Federal Government, e.g., State and national medical associations, post-secondary institutions, research organizations, and public interest groups. In many instances, individuals contacted involve organizational tracking of reports, accreditation criteria and information related to CME, grants or contracts related to educational problems and issues. These contacts are generally not established on routine basis, and occur in a variety of places, inside and outside the agency on matters for which there is no established working relationship.

FACTOR 7: PURPOSE OF CONTACTS Level 7-2

50 pts

Plans, coordinates, evaluates and advises on educational efforts with medical, scientific and administrative personnel, VANCHCS staff, logistics and other personnel to resolve technical problems relating to CME courses to improve effectiveness of adult learning strategies. Employee provides advice, clarifies problems, and resolves questions regarding plans, schedules, and methodology for improvements with continuing education with a variety of officials such as managers, professional staff members, post-secondary institutions, and other organizations and groups. Employee may also discuss the criteria and procedures used in reviewing and evaluating proposals for grants and contracts with the outside experts and consultants who conduct such reviews. Individuals and groups contacted are generally working towards mutual goals and are heavily influenced by the suggestions and guidance provided by the incumbent.

FACTOR 8: PHYSICAL DEMANDS Level 8-1

5 pts

Work is primarily sedentary while sitting at a computer. There may be some walking, standing, bending, carrying of light items, driving of an automobile, etc. Fieldwork may involve traveling to interviews, meetings, training and sources of information.

FACTOR 9: WORK ENVIRONMENT Level 9-1

5 pts

Generally work is usually performed in offices, meeting or training rooms, schools or similar settings. Travel throughout the VA NCHCS will be required as needed, including occasional travel for nationwide training, conferences or meetings.

OTHER SIGNIFICANT FACTS

Customer Service

Meets the needs of customers while supporting VA missions. Consistently communicates and treats customers (Veterans, their representatives, visitors, interns, residents and all VA staff) in a courteous, tactful, and respectful manner. Provides the customer with consistent information according to established policies and procedures. Handles conflict and problems in dealing with the customer constructively and appropriately.

ADP Security

Protects printed and electronic files containing sensitive data in accordance with the provisions of the Privacy Act of 1974 and other applicable laws, federal regulations, VA statutes and policy, and VHA policy. Protects the data from unauthorized release or from loss, alteration, or unauthorized deletion. Follows applicable regulations and instructions regarding access to computerized files, release of access codes, etc., as set out in the computer access agreement that the employee signs.