ECHO AUTISM COMMUNITIES

ECHO 4 ECHO Autism

1

ECHO AUTISM COMMUNITIES

Project ECHO®

**Clear as Mud
The Importance of Clear Goals
for your Program**

Alicia Brewer Curran, BS, Grad Cert.
Director of Strategic Initiatives
ECHO Autism Communities

2

ECHO 4 ECHO Autism: Continuing Education

Successful Completion

- Successful completion of this activity, which includes participating in the educational offering, participating in the evaluation process, and completing the verification of attendance, enables the learner to satisfy the requirements for continuing education.

Continuing Medical Education (CME)

- *The University of Missouri - Columbia School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.*

- The University of Missouri - Columba School of Medicine, University of Missouri designates this **live** educational activity for a maximum of **1.25** *AMA PRA Category 1 Credit(s)™*. Physicians should only claim the credit commensurate with the extent of their participation in the activity.
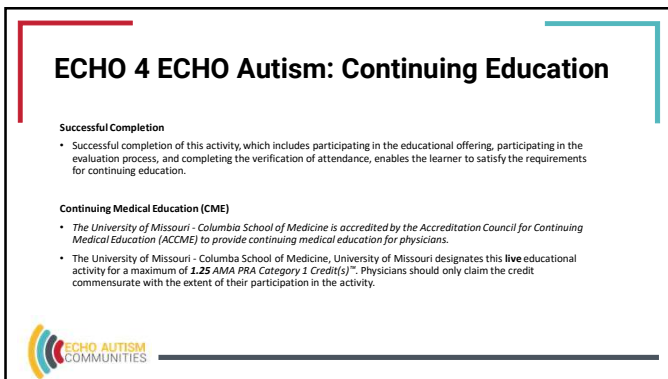
ECHO AUTISM COMMUNITIES

3

ECHO 4 ECHO Autism: Speaker Disclosure

Disclosure Information

Current ACCME (Accreditation Council for Continuing Medical Education) rules state that participants in CE activities should be made aware of any relevant affiliation or financial interest in the previous 24 months that may affect the planning of an educational activity or a speaker's presentation(s). Each planning committee member and speaker has been requested to complete a financial relationship reporting form for the *ECHO 4 ECHO Series.*

Speaker Disclosures:

Kristin Sohl, MD receives research support from Cognoa Behavior Health and is a medical science collaborator for Quadrants Biosciences. All relevant financial relationships for the presenter have been mitigated.

No other speaker or planning committee member has a relevant financial interest

ECHO AUTISM COMMUNITIES

4

Why are goals important?

- Establish overarching expectations
- Provide clarity about the intentions of the program
- Drive the development of program objectives (i.e., specific steps/aims that determine what success looks like)
- Set the standard for program evaluation to determine performance
- Can be created for the short-term, medium-term and long-term

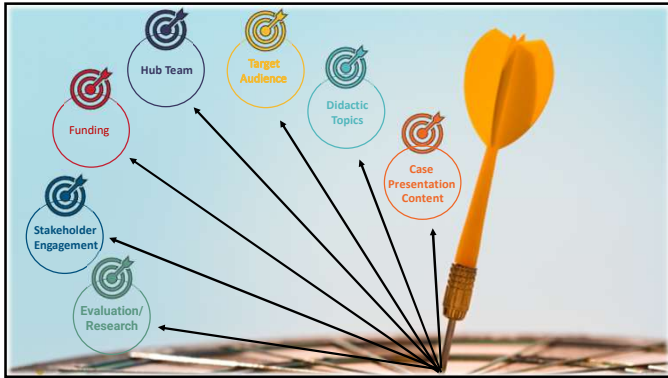ECHO AUTISM COMMUNITIES

5

Remember!

Goal

☑ Objective

☑ Objective

☑ Objective

- **S** — **Specific:** State exactly what you want to accomplish (Who, What, Where, Why)
- **M** — **Measurable:** How will you demonstrate and evaluate the extent to which the goal has been met?
- **A** — **Achievable:** stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?
- **R** — **Relevant:** How does the goal tie into your key responsibilities? How is it aligned to objectives?
- **T** — **Time-bound:** Set 1 or more target dates, the "by when" to guide your goal to successful and timely completion (include deadlines, dates and frequency)

ECHO AUTISM COMMUNITIES

6

7

Where do you start?
Identify the Gap

ECHO AUTISM
COMMUNITIES
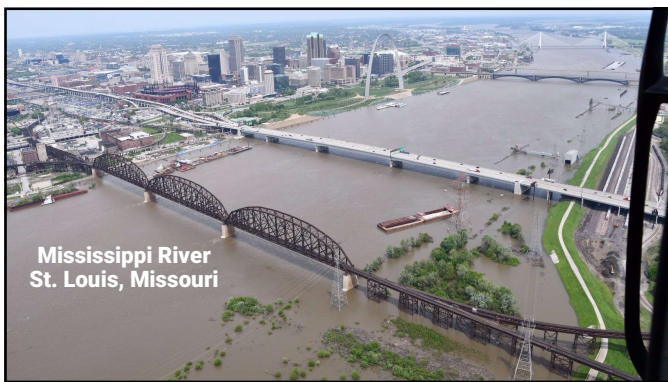
8

Goal:
What needs to happen to bridge the gap?

ECHO AUTISM
COMMUNITIES

9

Objectives:
What will success look like?

ECHO AUTISM
COMMUNITIES

10
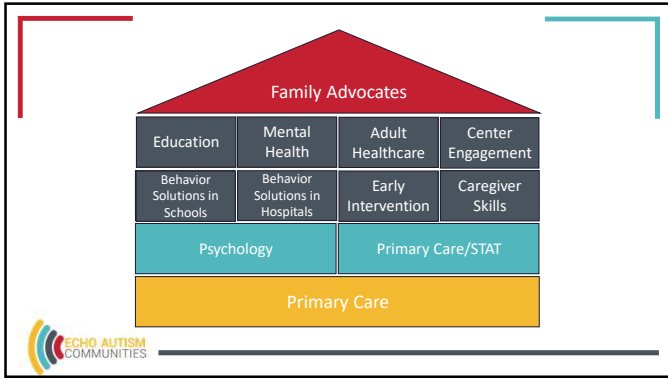

Mississippi River
St. Louis, Missouri

11

Program Sustainability & Expansion

Increase local access to high-quality health care for children with ASD

STAT Program

Screening & identification of ASD symptoms

Assessment & management of common comorbidities

Evaluation & diagnosis of children 14 to 48-months with explicit symptoms of ASD

Psychology

Knowledge and skill in autism best practices for evaluation across the lifespan

ECHO AUTISM
COMMUNITIES

12

13

14

15

16

17