

GUIDELINES
for Submission of Applications
for Approval of
Continuing Nursing Education Activities through the
SGNA Approver Unit



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**Guidelines for Submission of Applications
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Table of Contents

I. Introduction -----4

II. Approver Unit

 A. Philosophy-----4

 B. Purpose -----5

 C. Goals -----5

 D. The Continuing Education Peer Review Group (CEPRG) -----5

 E. CEPRG Composition -----5

III. Application Process -----5

 A. Preparing the Application -----6

 B. Fees/Refunds -----7

 C. Review Process -----7

 D. Types of Action-----7

 E. Withdrawal of Applications-----8

 F. Re-submission of an Application -----8

 G. Appeal of a Decision -----8

 H. Revocation of Approval-----8

 I. Record Confidentiality-----8

 J. Vested Interest -----8

 K. Use of Appropriate Language -----8

 L. Calculation of Contact Hours -----9

 M. Post-Continuing Education Activity Reports-----9

 N. Co-Providership -----9

Appendices

Appendix A - Planning, Implementing and Evaluating Educational Activities-----10

GUIDELINES

A. Planning the Educational Activity-----10

 Needs Assessment -----10

 Objectives -----10

 Content -----12

 Commercial Support -----12

B. Implementing the Educational Activity -----12

 Teaching Methods -----12

 Faculty/Presenters-----12

C. Evaluating the Educational Activity-----13

 Evaluation -----13

Appendix B - Definitions -----14

Appendix C - Bibliography-----16

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I. Introduction

The Society of Gastroenterology Nurses and Associates, Inc. (SGNA) has, since its inception, been concerned about the competence of individuals who are working in the specialty area of gastroenterology and endoscopy nursing practice. Participation in continuing education activities is one way nurses and associates can maintain their competence.

Continuing education activities that maintain and improve competence are based upon the principles of adult learning. Principles of adult learning include:

- (a) the learner experiences a need to learn;
- (b) the learning environment is characterized by physical comfort, mutual trust, respect and helpfulness, freedom of expression, and acceptance of differences;
- (c) the learner perceives the goals of a learning experience to be compatible with his/her own learning goals;
- (d) the learner accepts mutual responsibility for planning, implementing and evaluating the learning experience, and therefore is committed to learning;
- (e) the learner participates actively in the learning process;
- (f) the learning process relates to and uses experiences of the learner as a basis for teaching new knowledge and skills; and
- (g) the learner has a sense of progress toward achievement of his/her goals.

Continuing nursing education builds on various educational and experiential bases in order to enhance nursing practice, education, research, and theory development. Ultimately, continuing education in nursing will help maintain and improve the health of the public.

SGNA conducts an approval process for continuing education in nursing activities under the auspices of the Commission on Accreditation of the American Nurses Credentialing Center (ANCC). SGNA's approval process must adhere to the criteria and standards published by ANCC.

The purpose of the information contained in this manual is to assist SGNA Regional Societies or other providers of continuing education activities to design educational activities that will meet quality standards and are eligible for contact hour approval through the SGNA Approver Unit, which is accredited by ANCC.

II. Approver Unit

A. Philosophy

Based on the mission and purpose statement of the Society of Gastroenterology Nurses and Associates, Inc. (SGNA), the philosophy of the Approver Unit is predicated on the belief that nursing is the art and science of care of the patient and family through scholarly practice provided by professional practitioners.

Further, these professional practitioners are adult learners who have primary responsibility for the development and maintenance of their nursing expertise. The individual nurse is further responsible for identifying his/her own learning needs and taking the initiative to meet those needs. Particularly in view of the current emphasis on health care reform, the individual nurse must accept and act upon his/her responsibility to remain current in his/her specialty practice.

To meet nurses' learning needs and, as a result, improve patient care, it is essential that educational opportunities for the specialty area of gastroenterology and endoscopy nursing practice exist. These educational activities should be designed to assist nurses to acquire new knowledge, skills and behaviors in view of advancing technologies, changing health care delivery systems, expanding nursing roles, and the outcomes of nursing research.

Through its Approver Unit, SGNA assures quality educational activities for its members and other audiences. Through a peer review process, the Approver Unit of the SGNA reviews and approves those educational activities related to gastroenterology and/or endoscopy that are designed to assist nurses to increase their knowledge, understanding and skill in order to improve patient care and promote professional development through the application of adult education concepts.

B. Purpose

The purpose of the Approver Unit of SGNA is to improve the quality of gastroenterology and endoscopy nursing practice through the approval of educational activities that both prepare nurses for this specialty area and serve to maintain nurses' knowledge and skills in the area of practice.

C. Goals

The goals of the Approver Unit of SGNA are to:

1. Approve, through a peer review process, educational activities that meet the American Nurses Credentialing Center's (ANCC) Commission on Accreditation criteria.
2. Encourage SGNA Regional Societies and other providers to submit for approval those education activities that meet nurses' learning needs and have as a desired outcome improvement in gastroenterology and endoscopy nursing practice.

D. The Continuing Education Peer Review Group (CEPRG)

The decision-making body within the SGNA Approver Unit is the Continuing Education Peer Review Group (CEPRG). Members of the CEPRG review applications and make decisions based on established criteria, using rating forms specific to the type of educational activity: Provider Directed or Learner Directed. The CEPRG uses the criteria established by the ANCC Commission on Accreditation in its review of applications. The CEPRG is autonomous in making decisions on applications in the approval process.

The CEPRG recommends policies and procedures related to the approval process to the SGNA Board of Directors for approval. The CEPRG is responsible for reviewing applications for contact hour approval of nursing continuing education activities submitted by SGNA Regional Societies and other providers, refining policies and procedures related to the approval process, and evaluating the overall approval mechanism.

E. CEPRG Composition

The CEPRG is composed of at least eight members, all of whom are members of SGNA. All are registered nurses with knowledge and experience in nursing, have a baccalaureate or higher degree in nursing. Past involvement with an application for contact hour approval according to ANCC Commission on Accreditation criteria is preferred.

III. Application Process

Providers of continuing education in nursing activities that are eligible to use SGNA's approval process are SGNA Regional Societies and other providers whose subject matter is gastroenterology, gastroenterology nursing and/or endoscopy.

SGNA provides assistance with the approval process at no charge to applicants. If assistance is desired in designing the educational activity or in completing application forms, please call SGNA Headquarters at 800/245-7462. Appendices A-C in this manual also contain information that may be useful in the design and submission of educational activity approval applications.

Applications may **only** be submitted **online**.

A. Preparing the Application

The provider prepares an application for contact hour approval of a nursing continuing education activity using the appropriate forms contained in these guidelines. The application forms are specific to each type of continuing education activity.

Be sure to select the correct form for your educational activity.

PROVIDER DIRECTED ACTIVITY: A Provider Directed activity is one in which the provider controls all aspects of learning. The provider determines the learning objectives based on needs assessments, content of the learning activity, the method by which it is presented and evaluation methods. Contact hour credit awarded is based on the time allocated for the activity. Examples of Provider Directed activities include but are not limited to conventions, courses, seminars, workshops, lecture series, and distance learning activities such as teleconferences and audio conferences. It is possible for an activity that is “learner-paced” to be provider directed. An example of this would be a continuing education activity presented as a journal article. Knowledge and use of adult learning principles should be reflected in all aspects of the educational design, e.g., objectives, content, teaching methods, physical facilities.

LEARNER DIRECTED ACTIVITY: A Learner Directed activity is designed for completion by learners, independently, at the learner's own pace and at a time of the learner's choice. The Learner determines his/her learning needs, formulates learning goals, identifies human and material resources for learning, chooses and implements appropriate learning strategies, and evaluates learning outcomes. Learning - directed activities may be developed with or without the help of others but they are engaged in by only one individual.

The application requests demographic data about the educational activity provider and specific information about the educational activity. The information requested on the form should be printed or typed. Attachments should be clearly identified at the top of each.

Applications must be received at SGNA Headquarters **on or before 30 days prior to the scheduled date of the educational activity.**

NOTE: Applications received less than 30 days prior to scheduled activity will not be accepted for review.

Processing applications may take 20 – 25 days, and possibly longer, if additional documentation is needed. Application should be prepared well in advance of the scheduled date of the continuing education activity to adhere to this timeline. **Retroactive approval is not given.** All applications must be reviewed and acted upon before the date of the activity.

Each criterion identified in the application must be addressed. All required documents must be attached. Four copies must be submitted, along with the required fee for approval. The address for submission of applications and fees is:

**Approver Unit - SGNA
401 North Michigan Avenue
Suite 2200
Chicago, IL 60611-4267**

Receipt of applications will be acknowledged in writing.

B. Fees/Refunds

Fees for review of contact hour applications are based on the date the application is **RECEIVED at SGNA Headquarters.**

Fee Structure	Non-Member fee		Discounted fee for SGNA, Regional Societies, ABCGN	
	60+ days	30-59 days	60+ days	30-59 days
Application received prior to activity date:				
0.5 to 1.0 contact hour	\$40	\$80	\$25	\$40
1.1 to 5.0 contact hours	\$110	\$210	\$60	\$110
5.1 to 10.0 contact hours	\$160	\$310	\$85	\$160
>10.1 contact hours	\$210	\$410	\$110	\$210

Fees effective 1/1/11

NOTE: No application will be accepted for review less than 30 days prior to the date of the activity.

Refunds: If the application is withdrawn prior to action by the CEPRG, one-half the fee is refunded. If the application is withdrawn after action by the CEPRG, no fees are refunded. No fees are refunded if the provider cancels an activity. The full fee is refunded to ineligible applicants.

C. Review Process

Three members of the CEPRG independently review each application. A simple majority forms the basis of the decision to approve the application. Conflict in reviews is handled through a conference call of the CEPRG.

If additional information is required before an approval decision can be made, the applicant will be notified.

D. Types of Action

Applications may be:

1. Approved
2. Approved pending submission of additional information
3. Not approved

Applicants will be notified of the action taken on their application within five business days of the date of the action. This communication will include the following information:

1. The action of the CEPRG
2. The appropriate approval terminology to be used on all written materials related to approved educational activities
3. The appeal process

Approval of activities is valid for two years from the date of the CEPRG decision; an activity may be repeated as originally approved multiple times within that period without payment of additional fees. **However, the provider must notify the Approver Unit if there is a change in faculty for the activity, and submit a Biographical Data/Vested Interest form for that person.** A Post Activity report including a list of participants, sample certificate, and evaluation summary must be submitted each time the activity is presented. **Changes to content will require application as a new program.**

E. Withdrawal of Applications

The applicant has the right to withdraw any application without prejudice to any future applications prior to action being taken on the application by the CEPRG.

1. Notice of withdrawal must be received in writing at SGNA Headquarters.
2. One copy of the application and supporting documents will be kept in the SGNA files. One-half the application fee also will be refunded. All other documents and/or copies will be returned to the applicant if still at SGNA Headquarters. If the copies have been distributed to the reviewers but action has not yet been taken, the copies will be destroyed.

F. Re-submission of an Application

Any application that has been withdrawn prior to review and action can be resubmitted without prejudice. The application fee must be paid for a resubmitted application.

G. Appeal of a Decision

A provider that is dissatisfied with the action taken on an application may appeal the decision of the CEPRG. The request for an appeal must be submitted in writing to SGNA Headquarters no more than sixty days after the date of the action. The SGNA Executive Committee shall consider the appeal on a conference call scheduled as soon as possible following the receipt of the notice of intention to appeal. The Director of Nursing Education and the Board of Directors liaison to the CEPRG shall be in attendance on the conference call to answer questions and clarify concerns, but shall not be part of the decision-making process.

The Director of Nursing Education shall communicate action taken by the SGNA Executive Committee to the provider. Action by the SGNA Executive Committee on the appeal is considered final.

H. Revocation of Approval

Providers of approved activities that do not comply with the criteria set forth by the Approver Unit may be subject to revocation of approval of an activity. Revocation action shall be communicated in writing (return receipt requested) to the Regional Society President or contact person designated by the provider. Any mention of approval of the educational activity then must be removed from promotional and other materials (e.g., certificates of attendance) related to the educational activity after the date the notice of revocation was received.

I. Record Confidentiality

All records, files and applications related to the approval process are considered confidential. Only those individuals involved with the approval process have access to records, files and applications.

J. Vested Interest

CEPRG members who have vested interests when reviewing an application must declare such interests. The individual shall then be removed from the peer review approval process. No individuals with vested of interests with respect to an application shall be involved in decisions related to revocation of approval.

K. Use of Appropriate Language

Providers whose educational activities are approved by the SGNA Approver Unit shall be required to use appropriate approval terminology on all communications related to the approved educational activities (including marketing materials and certificates of attendance). Educational activities approved by SGNA shall carry the following statement. This statement will appear separate and distinct from any other statements.

“This continuing nursing education activity was approved by the Society of Gastroenterology Nurses and Associates, Inc. an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation”.

NOTE: The number of contact hours are indicated in a separate sentence.

In the event promotional materials for an educational activity are distributed before approval has been received, the following statement must be used. This statement will appear separate and distinct from any other statements.

"This educational activity has been submitted to the Society of Gastroenterology Nurses and Associates, Inc. for approval. The Society of Gastroenterology Nurses and Associates, Inc. is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation."

L. Calculation of Contact Hours

A contact hour is 60 minutes of an approved, organized learning experience, or 60 minutes of planned, supervised clinical practice that is designed to meet educational objectives. Calculation of contact hours is exclusive of time spent for meals, breaks vendor exhibits and membership activities.

Contact hours may be awarded in portions. For example, 120 minutes of learning activity equals 2.0 contact hours or a learning activity that consists of 30 minutes equals 0.5 contact hours. Additional fractions of a contact hour will be awarded in increments of 0.1 contact hour. Also, after one full contact hour has been awarded, additional hours may be awarded in increments of 0.1 contact hour. For example, 90 minutes of instruction equals 1.5 contact hours. The minimum number of contact hours is 0.5.

M. Post Continuing Education Activity Reports

Within thirty days following the conclusion of the educational activity, each provider must submit a Post-Activity Report to SGNA Headquarters. The report must include the following:

1. Typed list of participants
2. Sample copy of the completed certificate of completion.
3. A summary of evaluations

N. Co-providership

Co-providership is a joint endeavor between two or more providers, agencies, organizations or institutions for the purpose of offering a continuing education activity. Appropriate agencies are hospitals and health service settings, educational institutes, government agencies, or other nursing and professional organizations. Co-providership includes mutual needs assessment, development of objectives, program content, speaker selection, budgeting, facility selection, design of publicity materials, and evaluation. Contracting with an institution for specific services such as clerical help, room rental and audiovisual equipment is not considered co-providership.

Appendix A Planning, Implementing and Evaluating Educational Activities

The following information is provided to assist providers with design of educational activities and completion of the application for contact hour approval. (Appendix C- Bibliography lists additional references that may be helpful).

SGNA provides free consultation to applicants regarding the approval process. If assistance is needed in designing the educational activity or completing application forms, please call SGNA Headquarters at 800/245-7462.

A. *Planning the Educational Activity*

Planning an educational activity should involve a registered nurse with a baccalaureate or higher degree in nursing who is administratively responsible for the actual planning, development, implementation, and evaluation of the continuing education activity. In addition, the planning committee must include at least one other who has relevant content expertise and/or represents the target audience.

Needs assessment is the initial step in the continuing education planning process. The process of needs assessment is identifying discrepancies (gaps) between what is known and/or practiced and what should be known and/or practiced as defined by the learner, the employer, the nursing profession, or society.

The following are commonly used methods for assessing the learning needs of adults:

1. The **questionnaire** is the most common method for gathering data on learning needs. To be effective, the questionnaire items should not merely comprise a "wish list" of topics, but should encourage the learner to identify learning needs based on competencies needed in a particular area of practice. One form of questionnaire often used collects information from attendees at a related educational activity. Participants may be asked (on the evaluation form, for example) to indicate areas of their practice about which they need more information, or to identify troublesome procedures or issues they would like addressed in an educational activity.
2. The **interview**, used alone or in conjunction with other methods, can provide valid and reliable data on learning needs. Select a sample of learners that is representative of the target population. Ask them to identify their learning needs and those of their colleagues; then validate the data gathered with the learners' supervisors.
3. **Observation** is another method of needs assessment. This method is especially useful in clinical practice settings.
4. **Group discussion** is helpful in identifying and/or validating adult learning needs. A facilitator in the group focuses discussion and documents the outcomes of the discussion.
5. **Advisory committees** are used to help assess ascribed learning needs of groups they represent.
6. **Records and reports** can provide indications of learning needs.
7. The **literature** for nursing issues and trends, interviews with experts in their fields, nursing audits and quality improvement reports also indicate learning needs.
8. **Discussions** with consumers can reveal learning needs for healthcare professionals. Changing conditions within a society often impose learning demands on nurses.

Objectives describe behavioral changes expected in learners as a result of participation in an educational activity. Objectives direct the selection of content, describe the behavioral outcomes the participant is expected to achieve, and provide a means for determining learning has taken place (evaluation). For short continuing education experiences, objectives should state behavioral changes that can be accomplished by the end of the activity. Long-term behavioral changes are difficult to achieve within the time span allotted for most continuing education activities. It is best to confine expected outcomes to those that can be realistically evaluated at the conclusion of the activity.

GUIDELINES

Behavioral objectives describe what the learner will be able to Do if learning has occurred. When stating behavioral objectives, use words that describe Action and what can be Observed and Measured. The following Grid may be useful when writing objectives.

Writing Measurable Learning Objectives

Level	Definition	Sample Verbs	Sample Objectives	
Knowledge	Student recalls or recognizes information, ideas and principles in the approximate form in which they were learned	Write Label State Distinguish Describe	List Name Define Match	List two common causes of airway obstruction. Identify the causes of airway obstruction.
Comprehension	Student translates, comprehends, or interprets information based on prior learning	Explain Paraphrase Illustrate Determine Review	Summarize Describe Classify Identify Discuss	Explain the pathophysiology of gastritis.
Application	Student selects, transfers and uses data & principles to complete a problem or task with a minimum of direction	Use Solve Apply Develop Interpret	Compute Demonstrate Construct Classify Relate	Demonstrate the cleaning and high level disinfection of a flexible endoscope.
Analysis	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	Analyze Compare Separate Identify Examine	Categorize Contrast Calculate Distinguish Detect	Compare & contrast the drugs used for sedation
Synthesis	Student originates, integrates & combines ideas into a product, plan or proposal that is new to him or her	Create Hypothesize Develop Collect Modify Propose	Design Invent Classify Combine Formulate	Design a classification scheme for writing educational objectives that combines the cognitive, affective & psychomotor domains
Evaluation	Student appraises, assesses, or critiques on a basis of specific standards & criteria	Judge Critique Choose Assess Argue	Recommend Justify Compare Validate Consider	Critique unit policies based on the SGNA Practice Guidelines

*Adapted from: Bloom, B.S. (Ed) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.
<http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>

- Each objective should begin with a verb that describes the behavior to be exhibited by the learner, such as define, explain, describe (all of which could be measured by a written test). Words to be **avoided** in constructing behavioral objectives include:

understand - know - appreciate - realize - learn

Each objective should be stated in terms of the learner, not the person presenting the material. For example, use "Define the terminology," not "the instructor will define the terminology."

- Each objective should state only one expected behavioral reaction. For example, define and describe are two behavioral reactions and should not be used in combination in stating the objective. The learner may be able to define the term "ERCP" but not be able to describe the procedure.

GUIDELINES

3. Each objective should involve a single subject. If an objective such as "state five signs and symptoms of IBS and nursing action to be taken," is stated, the learner may be able to state the five symptoms but not the nursing action. An objective that contains more than one subject makes it difficult to evaluate whether the expected outcome has been achieved.
4. Each objective should be stated clearly so the learner will know what outcome is expected of him/her at the conclusion of the educational activity.

Content consists of the facts, theories, or concepts that the participant must learn in order to achieve the objectives. Each objective must have related content. When submitting an application for contact hour approval of a nursing continuing education activity, content is stated in an outline format along with related time frames on a specific form, the Documentation Form (attachment 2), included with these materials.

Commercial Support in the event that any form of commercial support is provided for an education activity, the provider will maintain control of the educational content and disclose to the learners all financial relationships or lack thereof, between the commercial supporter and the provider or presenters.

1. Funds from a commercial source should be in the form of an educational grant to the provider of the educational activity and must be acknowledged in printed material and brochures.
2. Arrangements for commercial exhibits will not influence the planning of or interfere with the presentation of educational activities. Attendee visits to vendors or commercial exhibits within an educational activity are not eligible to receive contact hours.
3. Learners will be made aware of the nature of all commercial support of all education activities.
4. Education activities are distinguished as separate from endorsements of commercial products. When commercial products are displayed participants will be advised that approved status as a provider refers only to its continuing education activities and does not imply SGNA or ANCC Commission on Accreditation endorsement of any commercial products.
5. Education activities that present research conducted by commercial companies will be designed and presented with scientific objectivity.
6. Learners will be informed of any off-label use of a commercial product that is presented in education activities.

B. Implementing the Educational Activity

Teaching methods are the design elements used to enhance or facilitate the learning process. Methods should be chosen which take into consideration the target audience: adult learners. The methods should encourage discovery, complement the delivery of content, stimulate interest, take into consideration the availability of resources, and involve as many human senses as possible. Most adults prefer to be actively involved in the learning process, so techniques that involve the learner are encouraged. Some examples of methods that permit adults to actively rather than passively participate are: debates, forums, panels, case presentations, problem-solving clinics, discussion groups, simulations, games, role-playing, demonstrations, skits and vignettes.

Faculty/presenters comprise the human resource component of designing an educational activity. As teachers, they guide the learning process. It is essential that speakers chosen to present topics have the necessary qualifications (e.g., physicians address medical regimes, nurses' address nursing care, and attorneys address legal aspects). Essential qualifications include a comprehensive knowledge base and practical experience in applying such knowledge. Stage presence is not imperative, but helpful if combined with the above

GUIDELINES

qualifications. More importantly, speakers must have the ability to organize their knowledge about a subject and convey it to the participants in a useful way. Because the primary concern of nurses is nursing, one or more speakers in an educational activity for nurses should be nurses. Speaker qualifications should be documented on the Biographical Data Form when making application for contact hour approval for an educational activity. To ensure that continuing education activities are free from bias, all speakers must declare any vested interests they may have during their presentations and by completing the Vested Interest form.

C. Evaluating the Educational Activity

Evaluation is the process used to describe the effectiveness of the educational activity in meeting the stated objectives; evaluation data are used as feedback for future learning. A process evaluation evaluates the learner's overall general satisfaction with the learning experience. This component of evaluation usually asks questions relating to faculty, course objectives, course content, teaching/learning methods and physical facilities. The content evaluation evaluates change in knowledge, affect or skill. Areas usually covered by this part of the evaluation can include self-evaluation of achievement of objectives, a pre- and post-test to illustrate change in knowledge from the beginning to the end of the educational activity, or a return-demonstration to document achievement of a skill. With adult learners, the evaluation tool should include both process and content components.

Time should be allocated at the completion of the educational activity for evaluation to take place. This time is included in the calculation of contact hours.

Appendix B

Definitions

[These definitions are adapted from the *Scope and Standards of Practice for Nursing Professional Development* (ANA 2000; *Continuing Education for Nurses: A Complete Guide to Effective Programs* by Belinda E. Puetz and Faye L. Peters (Aspen, 1981) and the *Accreditation Application Manual* (ANCC, 2009)]

Accreditation. A voluntary process in which an institution, organization, or agency submits to an in-depth analysis to determine its capacity to provide or approve quality continuing education over an extended period of time.

Adult Learning Principles. “Approaches to adults as learners based on recognition of the individual's autonomy and self-direction, life experiences, readiness to learn, and problem-orientation to learning. Approaches include mutual, respectful collaboration of educators and learners in the assessment, planning, implementation and evaluation of education activities.” (ANA, 2000).

Appeal. A process that allows a provider to request that the SGNA Executive Board review a decision by the Continuing Education Peer Review Group not to approve an application.

Approval. A decision made by an accredited approver that the criteria for approval of continuing education have been met.

Biographical Data. Information required of persons involved in the peer review process or the planning and delivery of continuing education activities. The data provided should document their qualifications relevant to the continuing education process or a specific activity with respect to their education, professional achievements and credentials, work experience, honors, awards, and/or professional publications.

Commercial Interest. Any entity either producing, marketing, re-selling, or distributing healthcare goods or services consumed by or used on patients or an entity that is owned or controlled by an entity that produces, markets, re-sells or distributes healthcare goods or services consumed by or used on patients. Exceptions are made for non-profit or government organizations and non-healthcare related companies.

Commercial Support. Financial or in-kind contributions given by a commercial interest, which is used to pay all or part of the costs of a CNE activity.

Consistency. Holding the same or comparable principle or practice.

Contact Hour. A unit of measurement that describes 60 minutes of an organized learning activity, which is either a didactic or clinical experience.

Content. “Subject matter of or definitive information about an educational activity which relates to the educational objectives.” (ANA, 2000).

Content Specialist. “An individual with documented qualifications that demonstrate education, knowledge, and experience in a particular subject matter.” (ANA, 2000).

Continuing Nursing Education. “Systematic professional learning experiences designed to augment the
Society of Gastroenterology Nurses and Associates, Inc
Guidelines for Submission of Applications for Approval of Continuing Nursing Education Activities
Revised 10/07; 6/06; 9/08; 11/09; 1/10; 1/11

GUIDELINES

knowledge, skills, and attitudes of nurses and therefore enrich the nurses' contributions to quality health care and their pursuit of professional career goals." (ANA, 2000).

Continuing Education Peer Review Group (CEPRG). The administrative body within SGNA responsible for implementing the approval process.

Co-providership. Shared planning, developing, and implementing an educational activity by two or more individuals, organizations, or agencies.

Criteria. Relevant, measurable indicators of the standards.

Educational Activity. "A planned, organized effort either learner directed or provider directed, aimed at accomplishing educational objectives." (ANA, 2000).

Educational Design. A plan for instruction documenting a needs assessment, description of the target audience, educational objectives, content outline, teaching methods, evaluation strategies, and designation of appropriate physical facilities and resources.

Educational Objective. A statement of a learner outcome(s) of an education activity that is measurable and achievable within the designated time frame.

Evaluation. The process of determining significance or quality by systematic appraisal and study.

Goal. A statement of broad direction or general intent.

Independent Study Offering. A self-paced learning activity; see Learner Directed Activity.

Inservice Education. Activities intended to help nurses acquire, maintain, and/or increase competence in fulfilling his or her assigned responsibilities specific to the expectations of the employer.

Key element. Essential components of each criterion.

Learner Directed Activities. A learning activity where the learner takes the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. Activities may be developed with or without the help of others but they are engaged in by only one individual.

Learner Paced. A continuing nursing education activity where the learner determines the pace at which she/he engages in the activity.

Learning Package. Materials and description of resources and requirements of the process for completing a Learner Directed learning activity.

Need. "Discrepancy between what is desired and what exists." (ANA, 2000).

Needs Assessment. Process by which a discrepancy between what is desired and what exists is identified.

Nurse Peer Reviewer. The nurse peer reviewer must:

- Possess expertise in educational design
- Be a registered nurse with a baccalaureate or higher degree (either the baccalaureate or higher degree must be in nursing)
- Possess the relevant knowledge and experience to participate in the peer review process.

Society of Gastroenterology Nurses and Associates, Inc

Guidelines for Submission of Applications for Approval of Continuing Nursing Education Activities

Revised 10/07; 6/06; 9/08; 11/09; 1/10; 1/11

Nurse Planner. The Nurse planner of an activity for an approved provider unit must:

- Be a registered nurse with a baccalaureate or higher degree (either the baccalaureate or higher degree must be in nursing)
- Demonstrate competence in performing successfully at the expected level. This includes but is not limited to the following, knowledge of the ANCC Accreditation program, knowledge of adult learning theory, ability to analyze information related to meeting criteria, and implemented and evaluated continuing education activities.

Off label Use. Use of products for a purpose other than that for which it was approved by the Food and Drug Administration (FDA).

Objectives. Statements that describe behaviors expected upon completion of a learning activity or course of instruction. Objectives identify the outcomes of learning and are capable of being measured.

Orientation. The means by which new nursing staff are introduced to the philosophy, goals, policies, procedures, role expectations, physical facilities, and other factors needed to function in a specific work setting. Orientation socialized new nursing staff members, introducing them to the organization's culture. Orientation is provided at the time of employment and at other times when changes in roles and responsibilities occur in a specific work setting.

Peer Review. Professional judgment on the quality of the continuing education offered based on designated standards and criteria for continuing education in nursing.

Pilot Study. The process of assessing the capability of an activity or product to achieve the intended purpose(s). Pilot testing of an educational activity designed using Learner Directed design criteria guides the determination of the effectiveness of the teaching/learning materials and contact hour credit to be awarded.

Planning Committee. For purposes of the accreditation system, a group of knowledgeable persons, including potential participants or representatives of target audience, brought together for the purpose of planning an educational activity.

Point of Care Learning. Learning conducted in the practice setting. The learning consists of a learning “project” related to an immediate need of the nurse/nurses for knowledge to guide practice. Point of care learning may be done “asynchronously” or multiple activities addressing a single unifying learning goal or purpose may be bundled as one activity. The learning project must be conducted in a manner consistent with the ANCC Accreditation Program educational design framework. The minimum number of contact hours remains 0.5.

Provider. An individual, institution, organization, or agency responsible for the development, implementation, evaluation, financing, record keeping, and quality of nursing continuing education activities.

Provider Directed. A learning activity where the provider controls all aspects of the learning. The provider determines the learning objectives based on needs assessments, content of the learning activity, the method by which it is presented and evaluation methods. Contact hour credit awarded is based on the time allocated for the activity. Examples of Provider Directed activities include but are not limited to conventions, courses, seminars, workshops, lecture series, and distance learning activities such as teleconferences and audio conferences. It is possible for an activity that is “learner-paced” to be provider directed. An example of this would be a continuing education activity presented as a journal article.

Purpose: A statement describing why and for whom an educational program has been designed.

Sponsorship. Support (monetary or in kind) furnished to the provider of the education activity. Sponsorship must
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Guidelines for Submission of Applications for Approval of Continuing Nursing Education Activities
Revised 10/07; 6/06; 9/08; 11/09; 1/10; 1/11

GUIDELINES

be acknowledged to learners. Sponsors and co-sponsors do not participate in planning, developing, and implementing the educational activity.

Supporting evidence. Documentation that must be supplied by the applicant indicating that key elements are met.

Target Audience. Group for which an educational activity has been designed.

Teaching Strategies. Instructional methods and techniques.

Vested Interest. Any individual who is an owner, employee, consultant, stock or bondholder, lecturer, officer or director for any health-related manufacturer, distributor or licensee of products or services associated with gastroenterology, endoscopy or patient care has a vested interest in that organization or corporation.

Appendix C

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