

# CRITERIA

## for Approval of a Continuing Nursing Education Activity Provider Directed 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.

### 1. Resources

- a. A person is identified to be administratively responsible for planning and implementing the educational activity. This may be the registered nurse described on line item b.
- b. A minimum of one registered nurse involved in the planning process who holds a baccalaureate or higher degree in nursing.

INTERPRETATION: It is expected that a nurse(s) will be involved in planning nursing continuing education. Multidisciplinary activities may have planning committees with representatives of each discipline considered important to the planning. The person administratively responsible for the activity may also be the nurse planner. Planning committee members must disclose any conflicts of interest they have via the Biographical data/Conflict of Interest Form.

ADDITIONAL INFORMATION: *The biographical data form is requested instead of curriculum vitae to decrease the amount of paper in your application packet, and to clearly and concisely indicate to the reviewers the expertise and/or interest a member of the planning committee has in the specific content of the offering. It is often possible to infer interest or expertise from the curriculum vitae, but this takes more time for the review panel to "dig through" a longer document and make assumptions. Several brief statements can often provide adequate information.*

### 2. Target Audience and Needs Assessment

- a. The activity is developed in response to educational needs of potential participants.
- b. The offering is developed based on a documented need of potential participants in relation to topics, scheduling, and location.

INTERPRETATION: Activities are planned and implemented based on identified needs of the target audience. Educational needs result from problems or issues related to nursing. These may include general professional issues, specific practice problems, or issues related to future trends in practice. Data gathering for a needs assessment may include asking nurses what their needs are, analyzing the patient population and patient care requirements, and reviewing professional literature. Characteristics of potential learners are also considered in planning the activity. The method/process used to identify the target audience and determine needs is documented.

### 3. Joint-Providership

When the educational activity is joint-provided, a written agreement exists between your organization and joint-providers, which states that your organization is responsible for:

- a. Determination of objectives and content
- b. Selection of presenters

- c. Awarding of contact hours
- d. Budget
- e. Record keeping
- f. Evaluation

INTERPRETATION: When joint-providing an educational activity, tasks involved in planning, implementing, and evaluating the activity may be shared; however, the final responsibility and accountability to insure that the criteria are met remain with the provider seeking approval. A written joint-provider agreement confirms these arrangements.

#### **4. Purpose/Goals**

The purpose/goal(s) for the activity is/are clearly stated and supported by the educational design.

INTERPRETATION: In a continuing education activity, purpose/goal is statement of broad direction or general intent which describes what the learner will be able to do at the conclusion of the educational activity. That statement(s) of intent describes how this activity will enrich the nurse's contributions to quality health care and his or her nursing professional development. Activities intended to assist the participant to acquire, maintain, and/or increase the level of competence in fulfilling his or her assigned responsibilities specific to the expectations of the employer are considered inservice education or orientation and do not qualify as continuing education. It is essential that the purpose/goal(s) be clearly stated.

#### **5. Presenters**

Presenters have knowledge and expertise in the content area and take an active part in planning.

INTERPRETATION: Presenters should have documented qualifications that demonstrate their education and experience in the content area they are presenting. Expertise in subject matter can be evaluated based on education, professional achievements and credentials, work experience, honors, awards, professional publications, etc. Presenters participate in planning, and there is documentation of involvement in the planning of their own presentations. An active role in planning a presentation can range from development of objectives, content outline, or teaching methods to providing input in these areas. Likewise, the presentation and teaching/learning materials can be prepared by the presenter or prepared by the planners with input from the presenters. When planners are centralized and presenters are in various locations, planning may include options for learners to achieve the objectives and the presenter may select from these options to form the presentations. Local presenters may also be involved in selection of appropriate facilities for their presentations. Presenters must disclose any conflicts of interest they have via the Biographical data/ Conflict of Interest Form. This information is disclosed to the participants at the start of the session.

#### **6. Documentation**

##### **Objectives**

Educational objectives define the expected outcomes for the learner.

INTERPRETATION: The objectives are derived from the overall purpose/goal(s) of the activity. Educational objectives are written statements that describe the learner-oriented outcomes that may be expected as a result of participation in the educational activity. In the case of most continuing education activities these statements describe knowledge, skills, and attitude changes that should occur upon successful completion of the activity. Determination of objectives is a collaborative activity between planners and presenters.

Learner-oriented outcomes are expressed in measurable terms, identify observable actions, and specify one action or outcome per objective. The number of objectives should be sufficient to accomplish the intended purpose/goal(s) of the activity.

**Content**

The content is related to and consistent with the offering objectives. Each objective has corresponding content.

INTERPRETATION: Each objective must have written content that is directly related to that objective. Subject matter related to each objective should be supplied in the form of an outline. The content outline is more than a restatement of the objectives. Rather, it is a listing of the information which will be presented to support the intended outcome and facilitate learner achievement of the objective.

**Time Frames**

Time allotted for the content is consistent with the objectives and appropriate for the content being presented.

INTERPRETATION: The educational objectives and the level and amount of content to be provided dictate the amount of time which will be required. Each topic area should have a designated time frame. The time allotments for content for each objective should be sufficient to facilitate achievement of the objective by the learner.

**Presenters**

Indicate who is presenting each portion of the activity content.

**Teaching Strategies**

Teaching methods are congruent with the objectives and content to be presented.

INTERPRETATION: Instructional methods that support attainment of the educational objectives should be used. The action indicated as the expected outcome determines the teaching strategies to be used. For example, a learning objective that requires the learner to successfully demonstrate a psychomotor skill should include teaching strategies that utilize demonstration and return demonstration. An objective that requires a learner to describe a phenomenon would include teaching strategies such as lecture and discussion. In addition to teaching strategies that support the learning objectives, attention must be given to the fact that principles of adult learning should be evident in the selected strategies.

**7. Evaluation**

There is a clearly defined method for evaluation that includes the following:

- a. Relationship of objectives to overall purpose/goal(s) of the activity.
- b. Learner's achievement of each objective.
- c. Expertise of each individual presenter.
- d. Appropriateness of teaching strategies.

INTERPRETATION: One of the most important components of effective evaluation is evaluation data provided by participants. If properly designed and utilized, the evaluation can provide information about the overall activity as well as the specific components. To generate evaluation data that can be used to determine effectiveness of an activity and provide evidence for any necessary changes or improvements, a clearly defined method of evaluation should be developed as part of the planning. Improvements can best be initiated if specifics, e.g., achievement of each objective and expertise of each individual presenter, are measured.

**8. Verifying Participation and Successful Completion**

Criteria for verifying participation and successful completion of the learning activity are specified.

INTERPRETATION: Criteria for verifying participation and successful completion must be determined as part of the overall planning of the activity. Provider Directed educational

activities may differ in expectation and requirements for verification of participation and successful completion of the activity. The learner is informed of these criteria prior to participation in the activity. Verification of participation may be achieved by a variety of methods, for example, roll calls, sign-in sheets, self-reported attendance, or return of evaluation tools. Successful completion may be achieved by a variety of methods, for example, submission of a written post test and a self-reported level of achievement of objectives, return demonstration, evaluation discussion with presenters, attendance at the entire activity, etc.

## 9. Certificate of Completion

Participants will receive written verification of the following:

- a. Successful completion of the educational activity.
- b. Number of contact hours awarded.
- c. Name and address of the provider of the educational activity
- d. Official statement of approval that identifies the ANCC-accredited organization that has approved the activity for nursing contact hours.

**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 is indicated in a separate sentence.

OPTIONAL: In addition, you may wish to indicate on the certificate how many of the contact hours earned meet the criteria set by the American Board of Certification for Gastroenterology Nurses and Associates (ABCGN) as, "GI-specific", for recertification by contact hours. Contact ABCGN for additional information on this process.

## 10. Record Keeping and Storage System

Records are kept for six years for each educational activity and include the following essential information:

- a. Title of the educational activity
- b. Number of contact hours awarded
- c. Resources
  1. Name(s) and title(s) of person(s) responsible for planning the educational activity.
  2. Documentation of the planner's expertise
- d. Target Audience
  1. Description and needs assessment
  2. Date(s) of the activity
  3. Unique identifying information for all participants, and number of contact hours awarded to each.
- e. Purpose/goal(s)
- f. For the **entire** activity, the objectives, content, time frames, name(s) and documentation of expertise of presenter(s) and any conflicts of interest they might have, teaching strategies, and summary of participants' evaluations.
- g. Sample of certificate or written verification of participation and successful completion awarded to participants.
- h. If applicable, a copy of the specific joint-providership agreement for the activity.
- i. A copy of marketing materials, e.g., brochures, activity announcements, flyers.

**INTERPRETATION:** Each of the components of this criterion must be noted in the records for each educational activity. To assure full compliance with items identified in component f (objectives, content, time frames, presenters, teaching strategies, and method used for

evaluation), providers should review the educational design for detailed criteria. Given that all ANCC Commission on Accreditation criteria are focused on the provision of appropriate continuing education to enhance professional practice, it is particularly critical for the provider to maintain records accurately describing the target audience (component d) with respect to the types or levels of nurses to be served and explaining the method used to determine the need for the educational activity, such as a needs survey or prior participant recommendations.

### **Record Storage System**

A provider must establish and maintain a record storage system that assures confidentiality and easy retrieval of records by authorized individuals. In order to respond to participant needs for verification of attendance or any descriptions of activities, records must be maintained for a period of five years.

INTERPRETATION: A provider is able to determine within its own setting how confidential records are maintained and handled and which personnel have access to the records. Mechanisms should be in place for systematic, easy retrieval of information by authorized individuals. (Authorized individuals may be described by title or job function, e.g., nurse managers, education staff, Regional Society officers.)

### **11. Post-Activity Report.**

A Post-Activity Report is due at SGNA Headquarters 30 calendar days following the activity. This report provides data to assist the Approver Unit in self-evaluation and process improvement activities. The Report must include the following items:

- a. Typed list of participants with unique identifying information. A sample list is included, but you may use another format if you wish.
- b. Completed Certificate of Completion (one sample copy). Although a sample Certificate is submitted with the application, a second certificate must be sent with the Post-Activity Report as evidence that this is the certificate awarded at the end of the activity.
- c. Summary of Evaluations

Adapted from the 2013 ANCC Primary Accreditation Application Manual for Providers and Approvers.  
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