

Tennessee Nurses Association Individual Activity Guidelines

Revised December 2017

Statement of Philosophy on Continuing Nursing Education

Nurses must continually update their knowledge and skills to promote and improve health care. As professionals, nurses make a commitment to continuing education as a lifelong process. The Tennessee Nurses Association (TNA) endorses the concept of planned continuing education for all nurses as one means by which nurses can maintain competence, meet the standards of practice developed by the profession, advance the discipline of nursing, and facilitate professional growth.

Quality continuing education prepares the nurse to meet the challenge of rapid changes in knowledge, technology, and societal needs. We believe the *Nursing Professional Development: Scope and Standards of Practice* (ANA, 2016) guides the continuing education process for learners, educators, and the Approver Unit.

TNA is committed to enhancing Continuing Nursing Education (CNE) through accreditation as an Approver by the ANCC Commission on Accreditation.

TNA Approver Unit's Purposes:

1. To approve individual activities and provider applications according to the ANCC Commission on Accreditation criteria.
2. To set policy within the guidelines of the ANCC Commission on Accreditation and the Tennessee Nurses Association Board of Directors.
3. To monitor the quality and consistency of the Approver Unit program.

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Table of Contents

Chapter 1 - Approved Provider Unit Process	
Introduction	4
TNA's Authority as an Approver	5
Who Can Apply for Approval of Individual Activities?	5
Guidelines for Eligibility Form	5
Applications and Related Policies and Process	9
Application Process	9
Fees	9
Review Process	10
Types of Approval	13
Length of Approval	11
Repetition of Activity	11
Reporting of Data and Monitoring	12
Changes	12
Awarding Contact Hours to Faculty	12
Major Changes in Learning Activities	12
Chapter 2 - Education Design Process	
Educational Design Process	14
Assessment of Learner Needs	14
Guide to Attachment 1	15
Planning Education Activities	16
Guidelines for Conflict of Interest Forms	18
Design Principles	20
Awarding Contact Hours	21
Evaluation	21
Summative Report	21
Disclosures Provided to Participants	24
Records	24
Joint Provider	25
Chapter 3:Activities	
Educational Design Process	27
Guidelines for Application Submission	28
Additional information	32
Required Statement	32
Required Attachments	33
Attachment 1	34
Applicant eligibility verification	35
Sample Commercial Support Agreement	38
Sample Joint Provider Agreement	40
Sample Terms and Conditions for Speakers/Authors	41
Glossary	42

Chapter 1

Individual Activity Approval Process

Introduction

These guidelines include information about planning requirements and the application process for Tennessee Nurses Association (TNA) approval of individual activities that award contact hours to nurses. Criteria of the American Nurses Credentialing Center’s (ANCC) Commission on Accreditation (COA) form the basis of this manual and its associated forms. ANCC content is used with permission. The Continuing Education Review Committee (CERC) of the TNA is responsible for approving and monitoring provider units and individual activities.

Our goal is to help you be successful in completing the applications for individual activities and providing quality continuing education. Please contact the Nurse Peer Review Leader (NPRL) at tna.cne@tnaonline.org or 615-254-0350 if you have questions or need further information. If this is your first application, you are encouraged to request the assistance of a TNA CNE mentor.

Organizations providing multiple different activities over time might consider becoming an approved provider unit. An approved provider unit has the authority to plan, implement, and evaluate its own continuing education activities during the three-year approval period. There is a separate 2015 Provider Manual (revised January 2018) containing information and guidelines for becoming an approved provider unit.

Continuing nursing education activities (CNE) build upon the educational and experiential bases of the professional registered nurse (RN) and consist of planned, organized learning experiences designed to improve the knowledge, skills and attitudes of nurses. It enhances nursing practice, education, theory development, research, and administration. The outcome of CNE should be to improve the health of the public and the RN's pursuit of professional career goals.

Personal development activities are learning experiences designed to enhance personal knowledge of the learner. Examples may include courses on topics like personal finance or retirement planning. Personal development activities are NOT eligible for contact hours.

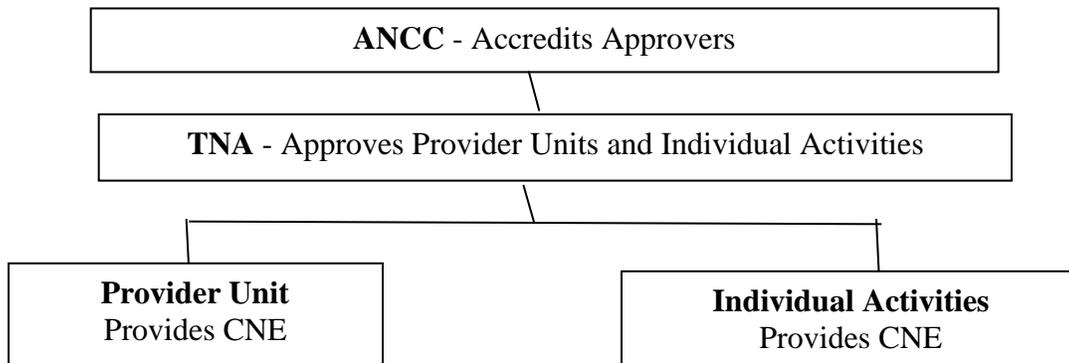
ANCC GUIDELINES: Evaluating Activities for Awarding Continuing Education Credit
<p>Educational activities must meet the following guidelines to be eligible for awarding of continuing education credit (contact hours):</p> <ul style="list-style-type: none"> ● Content must be beyond basic knowledge ● Content must be generalizable regardless of employer of the nurse ● Content must enhance professional development or performance of the nurse
<p>Determination of whether to award continuing education credit may be dependent on the learner, for example:</p> <ul style="list-style-type: none"> ● If the course is the same course repeated every year for nurses, the nurse has taken the course previously, and no new content is included, it should not be classified as continuing education ● If the class is being offered to a new nurse, and the content is new and is generalizable knowledge, it can be classified as continuing education ● If the class is being repeated to nurses who have taken the course previously and a portion is new and updated information, the new information can be classified as continuing education
<p>Content must be:</p> <ul style="list-style-type: none"> ● Evidence-based or based on the best-available evidence ● Presented without promotion or bias ● At least 30 minutes in duration

An educational activity may include content that is eligible for continuing education credit and content that is not eligible for continuing education credit. In that circumstance, continuing education credit may be awarded for the content of the activity that is appropriate, based on the guidelines stated above.

TNA's Authority as an Approver

The Tennessee Nurses Association is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

The Commission on Accreditation accredits approver units which have demonstrated the capacity to approve and monitor the educational activities of individual activity providers and provider units. Accreditation of continuing nursing education is national in scope.



Who Can Apply for Approval of Individual Activities?

Any individual, group or facility wishing to provide continuing education for nurses is eligible to apply for approval of CNE activities if the required criteria is met.

Applicants must:

1. Have nurse planner(s) who meet(s) qualifications of:
 - a. Minimum of baccalaureate degree in nursing.
 - b. Current licensure in good standing.
 - c. Knowledge of ANCC criteria as conveyed in this manual.
2. Be separate from any commercial entity as defined by the ANCC.
Your organization is ineligible for approval if it is a commercial interest as defined by ANCC.

A “**commercial interest**” is any entity either producing, marketing, re-selling or distributing healthcare goods or services consumed by, or used on patients or 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. This definition allows an applicant to have a “sister company” that is a commercial interest, if your organization has and maintains adequate corporate firewalls to prohibit any influence or control by the “sister company” over the continuing education program.

Please complete the eligibility form before the activity application

GUIDELINES FOR ELIGIBILITY FORM

Section 1: Eligibility

Applicants interested in submitting an individual educational activity for approval must complete the Eligibility Verification and meet all Eligibility Requirements. Verification forms received from applicants that do not meet Eligibility Requirements will be rejected without substantive review.

Fill out:

Name of Applicant
 Street Address
 City, State, Zip/Postal, Country

Identify Organization Type: **Check one**

- Constituent Member Associations of ANA
- College or University
- Healthcare Facility
- Health - Related Organization
- Multidisciplinary Educational Group
- Professional Nursing Education Group
- Specialty Nursing Organization
- Other: Describe

<p>This person may or may not be the nurse planner</p> <hr/> Primary Point of Contact: Name and Credentials Title/Position Telephone Number E-mail Address
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- A currently licensed registered nurse with baccalaureate degree or higher in nursing is actively involved in the planning, implementing, and evaluation process of this continuing education activity and accountable for adherence to all ANCC Accreditation Program criteria. Yes or No

If no, the applicant is not eligible to continue the application process – STOP HERE

Please provide the name and credentials of the nurse responsible for this educational activity:

Nurse Planner's Name	Credentials
Fill out	

Section 2: Commercial Interest

The following section is intended to collect information about the applicant's corporate structure. Some applicant types are automatically exempt from ANCC's definition of a commercial interest, including:

- Blood banks,
- Constituent Member Associations,
- Diagnostic laboratories,
- Federal Nursing Services,
- For-profit and not for profit hospitals,
- For-profit and not for profit nursing homes,
- For profit and not for profit rehabilitation centers,
- Group medical practices,
- Government organizations,
- Health insurance providers,
- Liability insurance providers,

- National nurses' organizations based outside the United States,
- Non-health care related companies, and
- Specialty Nursing Organizations
- A single-focused organization that exists for the sole purpose of providing continuing nursing education

NOTE: 501c applicants are not automatically exempt. The ANCC Accreditation Program requires 501c applicants to be screened for eligibility.

If you are any of the above fill out the next line and go to section 5 skipping everything in between.

An "X" on this line identifies the applicant as exempt from ANCC's definition of a commercial interest.

Identify the applicant's exemption type from section 2 above and enter it here: [write in your answer here](#)

If you checked the box above, then you have completed this questionnaire, proceed to Section 5.

Section 3 - Only complete this section if applicant organization is not exempt

An "X" on this line identifies the applicant as not exempt from the ANCC Accreditation Program's definition of a commercial interest. The following questions must be answered, so Tennessee Nurses Association can assess the applicant's eligibility.

- Does the applicant produce, market, re-sell, or distribute health care goods or services consumed by, or used on, patients?

Yes **If yes**, the applicant is not eligible for approval of Individual Educational Activities.

If yes, the applicant is not eligible to continue the application process – STOP HERE

No **If no**, complete the next bulleted question

- Is the applicant owned or controlled by a multi-focused organization (MFO* is an organization that exists for more than providing continuing nursing education.) that produces, markets, re-sells, or distributes health care goods or services consumed by, or used on, patients?

Yes **If yes**, complete the next bulleted question

No **If no**, this section of the questionnaire is complete, proceed to Section 5.

Is the applicant a separate and distinct entity from the MFO*?

Yes - **If yes**, continue to section 4

No - **If no**, the applicant is not a separate and distinct entity from the MFO* then the applicant is not eligible for approval of Individual Education Activities.

If no, the applicant is not eligible to continue the application process – STOP HERE

Section 4: Commercial Interest Evaluation - Continued

- Does the multi-focused organization that owns the applicant have a 501-C Non-profit Status?

Yes or No **If no**, complete the next bulleted question

If yes, does the company that owns the applicant advocate for a commercial interest (as defined by the ANCC Accreditation Program?)

Yes or no **If yes**, or not sure, please describe the relationship the company that the applicant has with a commercial interest and the types of work the company that owns the applicant does for or on behalf of a commercial interest that might be considered advocacy.

- Is any component of the multi-focused organization an entity that produces, markets, re-sells, or distributes health care goods or services consumed by, or used on, patients?

Yes or no **If yes**, please describe the health care good or service consumed by or used on patients and the role of the entity in producing, marketing, re-selling or distributing those healthcare goods or services.

If no, this section of the questionnaire is complete, proceed to Section 5.

If yes, please complete and submit the *Individual Activity Eligibility Commercial Interest Addendum* with this Form.

Section 5: Statement of Understanding

Fill in the blanks with your organization's name, sign and date.

Application and Related Policies and Processes

A. Application Process

Submit ELECTRONICALLY a complete typed copy of the current application and required forms as found on the TNA website by emailing tna.cne@tnaonline.org. For large files, use DropBox or a similar application. **Applications will NOT be accepted by mail or fax.**

NOTE: The required forms and the process for application submission have changed. Even if you have used the old forms in the past, you **MUST USE** the 2015 TNA forms (Revised December 2017) and complete in the format defined by these guidelines. Applications not submitted on correct forms or in the proper format will be returned with directions about what changes are needed before the review can take place.

Activity applications are reviewed throughout the year and may be submitted at any time except the month of December. **All activities scheduled for January and early February must be received with payment no later than November 1 of the prior year. NO ACTIVITIES will be reviewed during the month of December to allow time for year-end reports and statistical analysis.**

Applications submitted less than six (6) weeks prior to when the activity is presented or goes live will be assessed an additional late fee of \$100.00. Absolutely no applications will be accepted less than four (4) weeks prior to the activity.

Fees

Always check the website for current fee structure. (www.tnaonline.org) TNA reserves the right to change fees at any time without notice. Fees are to be submitted when the application is submitted and are **NOT REFUNDABLE** once the review process has begun. Activity application fees relate to the cost of conducting peer review and administrative costs. Payment does not guarantee approval.

Fees may be paid by check or credit card (MasterCard, VISA). If requested, TNA will invoice you for the amount due. Contact Diane Cunningham 615-254-0350 for more information. **Reviews will NOT begin until payment is received.**

TNA districts are not required to pay the fee for individual activity applications, but must meet all other criteria as stated in the guidelines to obtain approval for CNE events.

Fee schedule for activities submitted at least six (6) weeks prior to start date:

contact hours	Fee
1-3	\$150
3.1-9.9	\$300
10-15.9	\$400
16-24.9	\$500
25-39.9	\$800
40+	\$1,500

Fee schedule for activities submitted LATE: between 4-6 weeks prior to start date:

contact hours	
1-3	\$150 + \$100 = \$250
3.1-9.9	\$300 + \$100 = \$400
10-15.9	\$400 + \$100 = \$500
16-24.9 hours	\$500 + \$100 = \$600
25-39.9 hours	\$800 + \$100 = \$700
40+	\$1,500 + \$100 = \$1,600

Applications submitted less than 4 weeks from start date WILL NOT BE ACCEPTED.

B. Review Process

Step 1: After electronic submission is received, you will be notified by email that your application has been received and assigned an application number. This **application number** is very important and **MUST be included** on any subsequent correspondence or additional material related to your application. Once your activity has been approved, this application number becomes your approval number.

Step 2: The TNA Nurse Peer Review Leader (NPRL) reviews the application for completeness and sends it to peer reviewers who will independently assess your application according to ANCC approved guidelines and submit their findings to the NPRL for a final decision.

There are three types of action possible when an application is reviewed:

1. Approval for two years occurs when your written application materials indicate that the criteria and rules are met.
2. Decision Deferred pending receipt of additional information occurs when there is insufficient information provided to complete the review and approval process. If additional information is needed prior to approval, please send as quickly as possible to prevent delay or denial of approval.
3. Denial of Approval occurs when written application materials do not meet the ANCC Commission on Accreditation criteria as provided by TNA.

Step 3: You will be notified by email regarding the final decision. **There is NO retroactive approval.** The application must be complete and approved **BEFORE** the activity is presented.

Step 4: One copy of your entire application, all correspondence to and from you related to the application, the review forms, and action on your application are kept on file at TNA for six years. Only authorized personnel have access to the files. Accreditation and regulatory bodies such as the ANCC Accreditation program may review files.

As you proceed through the approval process, contacting the TNA NPRL via phone 615-254-0350 or email tna.cne@tnaonline.org is encouraged. Consultation and mentoring can be arranged. The goal is for you to be successful at providing quality continuing education.

C. Retroactive Approval

Retroactive approval, meaning approval for contact hour credit of an educational activity **AFTER** the activity has been presented, is not authorized in the ANCC accreditation. **Approval MUST be granted PRIOR to the presentation of an educational activity.**

D. Withdrawal and Resubmission of an Application

An applicant has the right to withdraw an application at any time prior to completion of the approval process without prejudice to any future applications. The TNA NPRL must receive notification by email (tna.cne@tnaonline.org) of the decision to withdraw the application. One complete application and a copy of all correspondence will be kept on file in the TNA office for six years. **Fees will not be refunded if the review process has begun. If the review process has not begun, the application fee, minus an administrative fee of \$100.00, will be returned to the applicant.**

If your organization requests to withdraw and then wishes to apply again later, it will be treated as a new application.

E. Length of Approval

The approval period for Faculty Directed and Independent Study applications is two years from the date TNA issues the approval notice. The activity may be repeated as often as desired during this two-year period.

F. Repetition of Activity

Each time the activity is repeated during its approval period, the provider must notify TNA in writing that the event is being repeated, when, where and if there are any changes. A summary report must be sent after the activity **each time** it is presented. Include the assigned TNA approval number in all correspondence regarding the activity.

G. Reapproval

When the original approval period expires, an approved activity may be submitted for approval again. The fee structure and application process are the same as for the original approval. Submit a new email application on the most current application form. Approval will be granted for two years if all criteria are met. The approval process must be completed prior to awarding contact hours once the original approval time has expired.

H. Reconsideration and Appeal

If your organization does not agree with the review decision, you may request by email that the Committee reconsider the decision. Once the activity is re-reviewed by different peer reviewers, if the decision is the same, it is final. If there is a discrepancy in the decision after re-review, the NPRL will make a final decision.

I. Suspension and Revocation of Approval

Approval may be suspended and/or revoked because of **ANY** one of the following:

1. Failure to remain in adherence with relevant criteria, rules and requirements defined in this manual
2. Investigation and verification by the CERC of written complaints or charges by consumers or others
3. Refusal to comply with an investigation by the CERC
4. Misrepresentation
5. Failure to submit required information such as a report, survey or follow-up information

Suspension and revocation are effective on the date the certified letter of notification is received by the organization. In cases of suspension, you may not award contact hours until all conditions relative to the suspension have been met. In cases of revocation, all statements regarding approval status must be removed from publicity material and certificates of attendance printed and/or distributed after that date. **If approval is revoked, you may not award contact hours.**

J. Reporting of Data and Monitoring

Submit a summary report form after each activity. You may be asked to submit survey data and periodic monitoring requests to help evaluate and monitor the TNA approval system or ANCC Commission on Accreditation requirements. **Failure to respond to monitoring requests will result in suspension of approval. See sample Summative Report below**

K. Changes

You must maintain communications with TNA during the period of approval. At a minimum the following must be reported by email to tna.cne@TNAonline.org :

1. Reports of data requested by TNA within the time frame specified when the data is requested.
2. Within 30 days, information about change in
 - (a) name, ownership or structure of the organization, or
 - (b) the nurse planner(s), or
 - (c) the name of the contact person.

Major Changes in Learning Activities

If a learning activity has been approved and there is a significant change in the content, then **another application must be completed and submitted for approval**. For example, significant change could be substituting a new one-hour segment for one that previously met criteria, changing objectives and content or time, etc.

If the speaker changes, but the new speaker will continue to present the same content, and use the same objectives and time frames, **submit a memo** to TNA for the activity file regarding this change and include the conflict of interest form for the new speaker.

If you have any questions about whether you should write another application or just submit a memo, please contact the TNA CNE Administrator 615-254-0350 or tna.cne@tnaonline.org

Repetition of Portions of Classes

If, during the planning process, it is identified that certain session(s) out of a larger presentation may potentially be repeated on their own, the provider should:

1. Identify each section of the larger presentation as a potential, separate session (e.g. Session 1: Acute Respiratory Distress; Session 2: Chronic Respiratory Distress, etc.)
2. Identify on the CNE application form that learners may attend one or more sessions.
3. On the certificate, identify the sessions the learner attended, the date and the contact hours awarded for those sessions (e.g., "Learner name successfully completed Critical Care Course Sessions 1 Acute Respiratory Disease, 5 Congestive Heart Failure, & 7 MI on date.").
4. Send a summary report after the activity is completed.

Refresher or Reactivation Courses

Contact hours may be offered for NEW information provided in refresher or Tennessee reactivation courses.

Repeat Courses

According to ANCC Commission on Accreditation, **contact hours may be awarded to an attendee only one (1) time**. Courses with the same content that are repeated cannot be given contact hours for the repeated presentation (e.g., ACLS, PALs, and other similar types of recertification courses, etc.). The repeated information is not considered continuing education because it is not new information. Any new information can have contact hours awarded to it so long as it is a minimum of 30 minutes.

Awarding Contact Hours to Faculty

In activities with multiple topics and presenters, the nursing faculty may be awarded contact hours for the parts of the program presented by others and in which they participate as learners.

Other Questions or Concerns?

If other issues arise that generate questions, please contact the TNA CNE Administrator, 615-254-0350 or tna.cne@tnaonline.org.

TYPES OF APPROVAL

Faculty Directed Activity

A Faculty Directed activity involves participant attendance. The pace of the activity is determined by the presenter/faculty who plans and schedules the activity. It involves synchronous learning - both presenter/faculty and participant are available to each other at the same time. Contact hour credit awarded is based on the time allocated for the activity. The presenter/faculty controls all aspects of the learning activity, determines the desired outcome based on a needs assessment and gap analysis, selects content based on best available evidence, chooses strategies to facilitate learning, and identifies methods for collecting and analyzing evaluation data.

Faculty Directed, Learner Paced (Enduring/ Independent Study)

The presenter/faculty controls all aspects of the learning activity. The presenter/faculty determines the desired outcome based on a needs assessment and gap analysis, selects content based on best available evidence, chooses strategies to facilitate learning, and identifies methods for collecting and analyzing evaluation. The participant determines the pace at which the participant engages in the activity. (Examples include print articles, online courses, e-books, and self-learning modules, and independent studies.)

Learner Directed, Learner Based

With guidance from a Nurse Planner, an individual learner takes the initiative in identifying his or her learning needs, formulating learning outcomes, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. The learner also determines the pace at which he or she engages in the learning activity.

Chapter 2: Educational Design Process

This chapter outlines the process of developing and/or evaluating individual educational activities according to ANCC Accreditation Program criteria. *Information contained in this chapter was adapted from the 2015 ANCC Primary Accreditation Manual with permission.*

The educational design expectations described in this chapter and applicable at the individual activity level are fundamental to high-quality continuing nursing education. Accordingly, applicants must ensure that these expectations are met and the ANCC criteria for accreditation are applied in a manner that ensures the applicant's individual educational activities meet these criteria.

ANCC's Accreditation Program specifies a comprehensive set of educational design criteria to ensure that individual education activities are effectively planned, implemented, and evaluated according to educational standards and adult learning principles.

Continuing nursing education (CNE) functions within an accreditation framework according to principles of high-quality educational design including the following:

- Addresses a professional practice gap
 - Change in standard of care
 - Problem in practice
 - Opportunity for improvement
- Incorporates the active involvement of a Nurse Planner in the planning process
- Analyzes educational need(s) (knowledge, skills, and/or practices) of registered nurses and/or health team members that underlie the problem or opportunity
- Identifies the learning outcome(s) to be achieved by learners participating in the activity
- Uses strategies that engage the learner in the educational activity and are congruent with the educational needs and desired learning outcome(s)
- Chooses content based on evidence-based practice and best available evidence
- Evaluates achievement of learning outcome(s)
- Plans independently from the influence of commercial interest organizations (ANCC, 2015, p. 23)

Interprofessional continuing education (IPCE) is defined as that which occurs “when members of two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes” (www.jointaccreditation.org)

Staff development departments may offer both **CNE and IPCE** activities as well as **in-service activities**. For instance, orientation programs are typically facility or organization-specific. Contact hours may not be awarded for employer-specific in-services.

The fundamental basis for all CNE activities is the educational design process in accordance with ANCC accreditation criteria. Whether used by a provider to develop individual activities or by an approved provider unit for their individual activities, the educational design process remains consistent.

Assessment of Learner Needs

CNE activities are developed in response to, and with consideration for, the unique educational needs of the target audience. The process by which a discrepancy between what is desired and what exists is identified is called a needs assessment and forms the basis for each educational activity.

A **needs assessment** may be conducted using a variety of methods that may include but are not limited to:

- Surveying stakeholders, target audience members, subject matter experts, or similar individuals
- Requesting input from stakeholders such as learners, managers, or subject matter experts
- Reviewing quality studies and/or performance improvement activities to identify opportunities for improvement
- Reviewing evaluations of previous educational activities

- Reviewing trends in literature, law, and health care

Assessment data is evaluated by the Nurse Planner and is used to validate the need for each educational activity. Assessment data is used to identify and validate a gap in **knowledge, skills, or practice** that the educational activity is designed to improve or meet. The data is then used to formulate the desired outcome(s) for the educational activity.

The purpose and objectives address current needs of the learners in the target audience related to practice or professional development. The faculty/presenters/authors, if applicable, work with the Nurse Planner and Planning Committee to develop objectives, content, and teaching methods for the target audience of nurses, including advanced practice and specialty nurses.

Sources of supporting evidence for needs assessment data may include but are not limited to:

- Annual employee survey data
- Literature review
- Outcome data
- Survey results from stakeholders
- Quality data
- Requests (via phone, in person, or by e-mail)
- Written evaluation summary requests

Planning Educational Activities

Planning Committees are required for all activities. Planning Committees must have a minimum of one Nurse Planner and one other planner for each educational activity. The Nurse Planner is knowledgeable about the CNE process and is responsible for adherence to ANCC criteria. One planner needs to have appropriate subject matter expertise for the educational activity being offered. Additional committee members may be added as needed and may include faculty/presenters/authors and others involved in creating and providing the activity content.

Complete Attachment 1 after planning committee is formed

Guide to Attachment 1

Attachment 1 Individuals in a Position to Control Content

Complete the table below for each person in a position to control content of the educational activity and include name, credentials, educational degree(s), and role on the planning committee. **The individuals who fill the roles of Nurse Planner and Content Expert must be identified.** A MINIMUM OF TWO MEMBERS ARE REQUIRED. A content reviewer may also be included on the planning committee, but is not required. Authors, presenters, faculty and others involved in the activity may be included. Do not include those who do not control the content.

Names and credentials of all individuals in a position to control content (must identify the individuals who fill the roles of Nurse Planner and content expert(s)).

Name of individual and credentials	Individual's role in activity	Planning committee member? (Yes/No)	Name of commercial interest	Nature of relationship
<i>Example: Jane Smith, RN-BC</i>	<i>Nurse Planner</i>	<i>Yes</i>	<i>None</i>	<i>---</i>
<i>Example: Sue Brown, RNC</i>	<i>Content Expert</i>	<i>Yes</i>	<i>None</i>	<i>---</i>
<i>Example: John Doe, PhD</i>	<i>Presenter</i>	<i>No</i>	<i>Pfizer</i>	<i>Speakers Bureau</i>

Content is the subject matter and educational objectives of an educational activity. If additional individuals will be creating or delivering content for the educational activity, Planning Committee

members must identify the needed qualifications of the individuals chosen. The qualifications identified for faculty/presenters/authors for the educational offering may include but are not limited to:

- Content expertise
- Demonstrated comfort with teaching methodology (e.g., Web-based, etc.)
- Presentation skills
- Familiarity with target audience

During the planning phase, the Planning Committee is responsible for determining how participants will successfully complete the learning activity. The committee also evaluates whether the activity has or will have **commercial support** and, if so, how content integrity will be maintained, including what/how precautions should be taken to prevent bias in the educational content, and the methods that will be used to ensure full disclosure to activity participants. **See Commercial support section below for additional information.**

The Nurse Planner is responsible for ensuring completion and review of **Biographical/Conflict of Interest** forms by each Planning Committee member and each faculty/presenter/author to ensure appropriate qualifications and evaluation of actual or potential **bias**. If an optional content reviewer is added to the planning committee, the content reviewer must also complete biographical and conflict of interest forms that are reviewed by the Nurse Planner. **See Conflict of Interest section below for more information.**

Content Reviewer

The Planning Committee may also identify individual(s) who function as **content reviewer(s)** to evaluate an educational activity during the planning process or after it has been planned but prior to delivery to learners, for quality of content, potential bias, and any other aspects of the activity that may require evaluation. The Nurse Planner is responsible for reviewing the content reviewer's findings and for evaluating actual or potential conflicts of interest and applying the resolution process to an actual or potential conflict of interest, if present.

Conflicts of Interest Evaluation and Resolution

Faculty, presenters, authors, and others on the planning committee must have documented qualifications that demonstrate their education and/or experience in the content area they are developing or presenting. Expertise in subject matter may be evaluated based on characteristics such as education, professional achievements and credentials, work experience, honors, awards, professional publications, or similar activities. The qualifications must address how the individual is knowledgeable about the topic and how the individual gained that expertise.

The potential for conflicts of interest exists when an individual has the ability to control or influence the content of an educational activity **and** has a financial relationship with a **commercial interest** whose products or services are pertinent to the content of the educational activity.

Commercial interest, as defined by ANCC, is any entity 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. **Nonprofit or government organizations, non-healthcare-related companies, and healthcare facilities are not considered commercial interests.** See commercial interest section below for additional information.

The **Nurse Planner** is responsible for ensuring that all individuals who have the ability to control or influence the content of an educational activity disclose all relevant relationships with any commercial interest, including but not limited to members of the Planning Committee, speakers, presenters, authors, and/or content reviewers. The **Nurse Planner** is also responsible for **evaluating** the presence or absence of conflicts of interest and **resolving** any identified actual or potential conflicts of interest during the planning and implementation phases of an educational activity. If the Nurse Planner has an actual or potential conflict of interest, he or she should excuse himself or herself from the role as Nurse Planner for the educational activity.

Resolutions may include, but are not limited to the following:

- Removing individual with conflict of interest from participating in all parts of the educational activity
- Revising the role of the individual with conflict of interest so the financial relationship is no longer relevant
- Not awarding contact hours for a portion or all of the educational activity
- Content of the educational activity evaluated for bias and activity monitored to evaluate for commercial bias
- Content of educational activity evaluated for bias and participant feedback reviewed for commercial bias

Relevant relationships, as defined by ANCC, are relationships with a commercial interest if the products or services of the commercial interest are related to the content of the educational activity.

- Relationships with any commercial interest of the individual's spouse/partner may be relevant relationships and must be reported, evaluated, and resolved.
- Evidence of a relevant relationship with a commercial interest may include but is not limited to receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (stock and stock options, excluding diversified mutual funds), grants, contracts, or other financial benefit directly or indirectly from the commercial interest.
- Financial benefits may be associated with employment, management positions, independent contractor relationships, other contractual relationships, consulting, speaking, teaching, membership on an advisory committee or review panel, board membership, and other activities from which remuneration is received or expected from the commercial interest.

All information disclosed must be shared with the participants/learners prior to the start of the educational activity. **See Disclosure section below for more information.**

Sign and date

Typed or Electronic Signature: Name and Credentials (Required)

Date

Section 4: Conflict Resolution (to be completed by Nurse Planner)

This section is for the nurse planner only to document how the real or possible conflict was resolved.

- A. Procedures used to resolve conflict of interest or potential bias if applicable for this activity:
(Check all that apply)

Not applicable since no conflict of interest.

Removed individual with conflict of interest from participating in all parts of the educational activity.

Revised the role of the individual with conflict of interest so that the relationship is no longer relevant to the educational activity.

Not awarding contact hours for a portion or all of the educational activity.

Undertaking review of the educational activity by a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicators of integrity, and absence of bias, AND monitoring the educational activity to evaluate for commercial bias in the presentation.

Undertaking review of the educational activity by a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicators of integrity, and absence of bias, AND reviewing participant feedback to evaluate for commercial bias in the activity.

Other - Describe:

Sign and Date

Nurse Planner Signature **(If form is for the activity Nurse Planner, an individual other than the Nurse Planner must review and sign the form).**

Typed or Electronic Signature: Name and Credentials (Required)

Date

Design Principles

The educational design process incorporates measurable learner outcomes, best-available evidence, and appropriate teaching methods. Once a gap in **knowledge, skills, and/or practice** has been identified through the needs assessment findings, thereby validating the need for the educational activity, the purpose can be developed. The purpose should be written as an **outcome statement** related to the learner at the conclusion of the activity (i.e., “The purpose of this activity is to enable the learner to....”).

Outcomes are written statements that describe learner-oriented results that may be expected as a result of participation in the educational activity. These statements describe **knowledge, skills, and/or practice changes** that should occur upon successful completion of the educational activity. Specific outcomes for the learning activity are developed collaboratively by the planners and faculty/presenters/authors (if applicable) and must relate to the purpose of the activity. Each outcome should have one measurable action verb and specify what the learner will know or do once the activity has been completed.

For an educational activity lasting eight hours or less, with a single focus and purpose, it is appropriate to have outcomes that flow from the purpose and reflect the learner’s progression through the activity.

For an educational activity lasting more than eight hours, or with multiple “tracks” or purposes, outcomes should be specific to each session in that track.

Content for the educational activity must be congruent with the outcome. Descriptions of content may not be a restatement of the outcomes. Explain what is contained in the content with outlines and descriptions as needed. Content should be selected based on the most current available evidence. Documentation should support quality of evidence chosen for content. Examples include but are not limited to evidence-based practice, literature/peer-reviewed journals, clinical guidelines, best practices, and content expert opinion.

Objectives are **optional** but may be included in content development. The methods, strategies, and materials to be used by faculty/presenters/authors to cover each educational objective must be congruent with both outcomes and content.

As part of the design process, the Planning Committee must develop ways in which learners will be provided **feedback**. This can include but is not limited to having question/answer sessions during or after a learning activity, self-check questions or comments within an activity, returning pre- and/or post-test questions with answers, or engaging learners in dialogue during or after the learning activity.

Criteria for successful completion

Successful completion for both live and enduring material or Web-based activities should be defined for each educational activity that is consistent with the purpose, outcomes, and teaching/learning strategies.

The criteria for successful completion are based on the format of the educational activity and should indicate what constitutes successful completion, the rationale for the method determining successful completion such as attendance at the entire event or session, attendance for a predetermined percentage of the event, attendance at one or more sessions, completion/submission of the evaluation form, achieving a passing score on a post-test, and/or a return demonstration. The Planning Committee may elect to provide partial credit for educational activities. This could be contact hours awarded based on half-day attendance or on a certain number of sessions attended in a multiday conference.

The Planning Committee must determine how participation will be verified. The attendance/participation verification may include but is not limited to sign-in sheets/registration forms, signed attestation statement by participant verifying completion of an entire activity, or a collection of participation verification via computer log. Recordkeeping requires that the Planning Committee determine the method to collect the participant’s name.

Awarding Contact Hours

Contact hours are determined in a logical and defensible manner. Contact hours are awarded to participants for those portions of the educational activity devoted to the learning experience and time spent evaluating the activity. **One contact hour is a 60-minute hour.**

Activities must be a minimum of 30 minutes. **No fewer than 0.5 contact hours can be awarded for an educational activity.** If rounding is desired in the calculation of contact hours, the provider must **ROUND DOWN** to the nearest 1/10th or 1/100th (e.g., 2.758 should be 2.75 or 2.7, not 2.8). Educational activities may also be conducted “asynchronously” and contact hours awarded at the conclusion of the activity.

Time frames on the educational design form must match and support the contact hour calculation for live activities. For enduring materials, print, electronic, Web-based, etc., the method for calculating the contact hours must be identified. The method may include but is not limited to a pilot study, historical data, or complexity of content.

Contact hours may not be awarded retroactively except in the case of a pilot study. Participants in a pilot study assist in determining the length of time required for completing an educational activity to calculate the number of contact hours to award. Those participants may be awarded contact hours once the number is determined.

Evaluation

A clearly defined method that includes learner input is used to evaluate the effectiveness of each educational activity. The Planning Committee must determine the method(s) of evaluation to be used. The evaluation components and method of evaluation should be relative to the desired outcome of the educational activity. Evaluations may include both short- and long-term methods’

Evaluation Methods	
Short-Term	Long-Term
<ul style="list-style-type: none"> ● Evaluation form with questions related to individual activity objectives. For example: Effectiveness of speakers Anticipated change in practice ● Active participation in learning activity ● Post-test ● Return demonstration ● Case study analysis ● Role play 	<ul style="list-style-type: none"> ● Longitudinal study with self-reported change in practice ● Data collection related to quality outcome measures ● Observation of performance

Once the evaluations are complete, a **summative report** is generated. The Planning Committee and/or Nurse Planner review the summative evaluation to assess the activity’s effectiveness and to identify how results may be used to guide future educational activities.

SAMPLE SUMMATIVE REPORT

Name of Organization:
TNA approval Number:
Name of Nurse Planner:
Title of Activity:
Date Presented:
Location:
Number of participants:
Number of non-RNs:
Comments:

Approval Statement

The approval statement is the mark of an ANCC-approved organization. All Approved Providers, and Individual Activity Applicants are required to include the approval statement provided by Tennessee Nurses Association in all communications, marketing materials, certificates, and other documents that refer to awarding contact hours or CNE credit and when referring to the organization as approved by the Tennessee Nurses Association.

The approval statement must be displayed clearly to the learner and worded correctly as follows:

This continuing education activity was approved by the Tennessee Nurses Association, an accredited approver by the American Nurses Credentialing Center Commission on Accreditation.

Note: If marketing is being distributed prior to receipt of approval use the following statement:

This continuing education activity has been submitted to the Tennessee Nurses Association, an accredited approver by the American Nurses Credentialing Center Commission on Accreditation

When referring to **contact hours**, the term “accredited contact hours” should **never** be used. An **organization** is *accredited or approved*; contact hours are **awarded**.

Documentation of Completion

A document or certificate of completion is awarded to a participant who successfully completes the requirements for the individual education activity.

The document or certificate must include:

- Title and date of the educational activity
- Name and address of the provider of the educational activity (web address acceptable)
- Number of contact hours awarded
- Accreditation/approval statement
- TNA activity approval number (noted in approval letter)
- Participant name

sample documentation of completion/certificate

<p>Your organization name and address</p> <p>This certificate is presented to (participant name)</p> <p>For successful completion of Title of CNE activity For (number of contact hours here) on (date here)</p> <p><i>This continuing nursing education activity was approved by the Tennessee Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.</i></p> <p>Approval Number 1234, valid through 11/1/2014.</p> <p>_____ Nancy Nurse MSN, Nurse Planner</p>

The above certificate is only a sample, you may design your completion document in any form you desire as long as the minimum required information is included.

Commercial Interest

A commercial interest, as defined by ANCC, is any entity 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 nonprofit or government organizations, non-healthcare-related companies and healthcare facilities.

Commercial support is financial or in-kind contributions given by a commercial interest that are used to pay for all or part of the costs of a CNE activity.

Organizations providing commercial support may not provide or jointly provide an educational activity.

Content integrity of the educational activity must be maintained in the presence of commercial support. The provider developing the educational activity is responsible for ensuring content integrity. Providers developing educational activities must develop written policies and/or procedures for managing commercial support and/or sponsorship if the provider accepts commercial support or sponsorship. Written policies and/or procedures related to managing commercial support and sponsorship must address the following:

- Statement that the provider of commercial support may not participate in any component of the planning process of an educational activity, including:
 - Assessment of learning needs
 - Determination of objectives
 - Selection or development of content
 - Selection of presenters or faculty
 - Selection of teaching/learning strategies
 - Evaluation
- Statement of understanding that the commercial support will be disclosed to the participants of the educational activity
- Statement of understanding that the provider of commercial support agrees to abide by the provider's policies/procedures
- Amount of commercial support and description of "in kind" donation
- Name and signature of the individual who is legally authorized to enter into contracts on behalf of the provider of commercial support.
- Name and signature of the individual who is legally authorized to enter into contracts on behalf of the provider of the educational activity
- Date the agreement was signed
- Method of documenting how commercial support was used for the educational activity or activities

NOTE: A sample Commercial Support Agreement is available in the appendices

Evaluation

The Nurse Planner is responsible for evaluating and documenting whether any relationship with a commercial interest is considered relevant to the content of the educational activity. Disclosures may be categorized in the following ways:

- No relevant relationship with a commercial interest exists. No resolution required.
- Relevant relationship with a commercial interest exists. The relevant relationship with the commercial interest is evaluated by the Nurse Planner and determined not to be pertinent to the content of the educational activity. No resolution required.
- Relevant relationship with a commercial interest exists. The relevant relationship is evaluated by the Nurse Planner and determined to be pertinent to the content of the educational activity. Resolution is required.

Resolution and Activity Assessment

Actions taken to resolve conflicts of interest must demonstrate resolution of the identified conflicts of interest **prior to** presenting/providing the educational activity to learners. **Such actions must be documented with (1) the identified conflict, and (2) how the conflict was resolved.** Actions may include but are not limited to the following:

- Removing the individual with conflicts of interest from participating in all parts of the educational activity.
- Revising the role of the individual with conflicts of interest so that the relationship is no longer relevant to the educational activity.
- Not awarding continuing education contact hours for a portion or all of the educational activity.
- Undertaking review of the educational activity by a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicator of integrity, and absence of bias, **AND** monitoring the educational activity to evaluate for commercial bias in the presentation.
- Undertaking review of the educational activity by a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicator of integrity, and absence of bias, **AND** reviewing participant feedback to evaluate for commercial bias in the activity.

Disclosures Provided to Participants

Learners must receive disclosure of required items **prior to the start** of an educational activity. In live activities, disclosures must be made to the learner prior to initiation of the educational content. For **enduring materials** (print, electronic, or Web-based activities), disclosures must be visible to the learner prior to the start of the educational content. Required disclosures may not occur or be located at the end of an educational activity.

Disclosures always required include:

1. **Notice of requirements for successful completion of the educational activity:**
Learners are informed of the purpose of the learning activity and the criteria that will be used to determine successful completion
2. **Presence or absence of conflicts of interest for planners, presenters, faculty, authors, and content reviewers:**
Any influencing relationships, *or lack thereof*, of planners, presenters, faculty, authors, or content reviewers in relation to the educational activity.
Individuals must disclose:
 - Name of individual
 - Name of commercial interest
 - Nature of the relationship the individual has with the commercial interestIf there are no conflicts of interest, state that there are none.

Disclosures required, if applicable, include:

Commercial support:

Learners must be informed if a commercial interest has provided financial or in-kind support for the educational activity.

Records

Activity file records must be maintained in a retrievable file (electronic or hard copy) accessible to authorized personnel for **six years**.

Required recordkeeping components include:

Note: most of the following list is included on the application form. You are not required to duplicate what is already documented.

- Title and location (if live) of activity
- Type of activity format: live or enduring

- Date live activity presented or, for ongoing enduring activities, date first offered and subsequent review dates
- Description of the target audience
- Method of the needs assessment
- Findings of the needs assessment
- Names, titles, and expertise of activity planners [Attachment A](#)
- Role held by each Planning Committee member (must include identification of the Nurse Planner and content expert(s)) [Attachment A](#)
- Names, titles, and expertise of activity presenters, faculty, authors, and/or content reviewers
- Conflict of interest disclosure statements from planners, presenters, faculty, authors, and content reviewers [Conflict of Interest form](#)
- Resolution of conflicts of interest for planners, presenters, faculty, authors, and/or content reviewers, if applicable
- Purpose of activity
- Learner Outcomes for the activity
- Evidence of gap in knowledge, skill, or practice for the target audience
- Content of activity: [Educational Design Form](#)
- Instructional strategies used [Educational Design Form](#)
- Evidence of learner feedback mechanisms
- Rationale and criteria for judging successful completion
- Method or process used to verify participation of learners
- Number of contact hours awarded for activity, including method of calculation (Provider must keep a record of the number of contact hours earned by each participant)
- Template of evaluation tool(s) used
- Marketing and promotional materials
- Means of ensuring content integrity in the presence of commercial support (if applicable)
- Commercial support agreement with signature and date (if applicable)
- Evidence of disclosing to the learner
- Purpose and/or objectives and criteria for successful completion
- Non-endorsement of products (if applicable)
- Expiration date
- Certificate of completion
- Post activity report
- List of participant names (i.e. registration or sign-in sheet). The provider must maintain all participant data in a safe and secure manner.
- Division of responsibilities among joint providers (if applicable)
- Joint provider agreement with signature and date (if applicable)

Jointly Providing Continuing Nursing Education Activities

Approved Providers and Individual Activity Applicants may jointly provide educational activities with other organizations. The jointly-providing organization may **NOT** be a commercial interest or sponsor. The Approved Provider or Individual Activity Applicant's Nurse Planner must be on the planning committee and is responsible for ensuring adherence to the ANCC accreditation criteria.

The Approved Provider or Individual Activity Applicant is referred to as the **provider** of the educational activity. The other organization(s) are referred to as the **Joint Provider(s)** of the educational activity. If two or more organizations are Approved Providers, one will act as the provider of the educational activity and the other(s) will act as the joint-provider(s).

The Approved Provider or individual activity applicant acting as the provider of the educational activity is responsible for obtaining a **written Joint Provider Agreement**, signed by an authorized representative of the joint provider that addresses the following:

- Name of Approved Provider or individual activity applicant acting as the provider

- The name(s) of the organization(s) acting as the co-provider(s)
- Statement of responsibility of the provider, including the provider's responsibility for:
 - Determining educational objectives and content
 - Selecting planners, presenters, faculty, authors, content specialists and content reviewers
 - Awarding of contact hours
 - Recordkeeping procedures
 - Evaluation methods
 - Management of commercial support or sponsorship
- Name and signature of the individual legally authorized to enter into contracts on behalf of the provider
- Name and signature of the individual legally authorized to enter into contracts on behalf of the joint provider(s)
- Date the agreement was signed

NOTE: A sample joint-provider Agreement is available in the appendices

Chapter 3 - Activities

This chapter has been developed to guide you in completing the Faculty Directed application form for your activity. Samples of completed application responses are included with the explanations.

Faculty directed CNE activity involves participant attendance. It is distinguishable by the fact that the pace of the activity is determined by the provider who plans and schedules the activity. Contact hour credit awarded is based on the time allocated for the activity. Examples of faculty directed CNE activities include but are not limited to conventions, courses, seminars, workshops, lecture series, and distance learning activities such as teleconferences and live audio conferences.

Independent Study is one in which the provider controls the content of the learning activity, including the learning outcomes, based on needs assessment, the content of the learning activity, the method by which it is presented, and the evaluation methods. The learner determines the pace at which the learner engages in the learning activity. Examples include print articles, online courses, e-books, and self-learning modules.

Enduring Materials

A non-live CNE activity that “endures” over time. Examples of enduring materials include programmed texts, audio tapes, video tapes, monographs; computer assisted learning materials, or other electronic media that are used alone or with printed or written materials. Enduring materials can also be delivered via the Internet. The learning experience by the nurse can take place at any time and in any place rather than only at one time or in one place.

Approval Period A faculty directed CNE activity may be repeated as often as desired during the two-year approval period unless substantial changes are made.

Eligibility for Approval of Individual CNE Activities

The individual activity applicant is an individual, organization, or part of an organization submitting an educational activity for TNA approval.

BEFORE completing the Individual Activity Application, YOU MUST download and COMPLETE the Individual Educational Activity Applicant Eligibility Verification form!

Applicants submitting a CNE activity for approval from TNA must meet all eligibility requirements. TNA is responsible for ensuring that the applicant is eligible to apply. To be eligible to apply for activity approval, the applicant must return the completed **Individual Educational Activity Applicant Eligibility Verification form**.

Educational Design Process

The individual activity applicant must have a clearly defined process for assessing needs as the basis for planning, implementing, and evaluating CNE. Activities are designed, planned, implemented, and evaluated in accordance with adult learning principles, professional education standards, and ethics.

Once you have completed the **Individual Educational Activity Applicant Eligibility Verification form**, download the Individual Educational Activity Application from the website and complete:

Individual Activity APPLICATION FORM Directions

Applicant's (organization) Name; Your organization/department. This will be the same name as listed on the advertising and the certificate.

Title of activity. This title needs to appear the same throughout the application form and all attachments such as the certificate, advertising, etc.

Date form completed

Activity Type:

Choose one and fill in the information

Provider-directed, provider-paced: *Live (in person or webinar).*

Date of live activity:

Location:

Number of contact hours to be awarded and method of calculation:

Provider-directed, learner-paced: *Enduring/Independent study material.*

Start date of enduring material:

Expiration/end date of enduring material:

Number of contact hours to be awarded and method of calculation:

Learner-directed, learner-paced: *Enduring Material.*

Start date of enduring material:

Expiration/end date of enduring material:

Number of contact hours to be awarded and method of calculation:

Blended activity

Date(s) of enduring materials (e.g. prework):

Date of live portion of activity:

Number of contact hours to be awarded and method of calculation:

Nurse Planner Contact Information for this activity.

Fill in the following information

Name and credentials:

Email Address:

State of Licensure:

Telephone Number:

Organization website:

Mailing address including zip code:

Contact information for this activity if other than nurse planner

A Professional Development Associate is defined by the Association for Professional Development in Nursing as "an individual who contributes to the overall functioning of a continuing education/professional development department in a substantive, measurable way." (<http://www.anpd.org/blog/anpd-formalizes-new-role-in-professional-development-0>)

Complete this section if another person is completing this application in conjunction with the nurse planner. If the Professional Development Associate is a member of the planning committee, a Conflict of Interest form must be completed.

Name and credentials:

Email Address:

Telephone Number:

Organization website:

Mailing address including zip code:

A. Description of the professional practice gap (e.g. change in practice, problem in practice, opportunity for improvement)

Describe the current state:

Describe the desired state:

Identified gap:

Example: Current state: RNs are unfamiliar with assessment techniques for xyz.
Desired state: RNs will be able to describe the steps to assess xyz.
Identified gap: knowledge deficit related to assessment of xyz.

B. Evidence to validate the professional practice gap (check all methods/types of data that apply)

How did you decide that this topic should be CNE?

Please provide a summary of data gathered that validates the need for this activity:

What evidence do you have to back up this decision?

Example: Literature shows that early assessment of xyz improves patient outcomes. XYZ has been a requested topic from both our target participants and our recent survey of nurse managers. Assessment is the first step in best-practice management of XYZ

C. Educational need that underlies the professional practice gap (e.g. knowledge, skill and/or practices)

Choose one

D. Description of the target audience.

Choose one or more

E. Desired learning outcome(s) (What will the outcome be as a result of participation in this activity?)

Consider your answer to desired state and identified gap above; after attending the activity what is the change or projected change in knowledge, skills, and/or practices for the participant?

Example: Participants will gain knowledge related to the steps for assessing of XYZ.

Area of impact

Nursing Professional Development

Patient Outcome

Other- Describe:

Choose one or more

F. Outcome Measure(s) (A quantitative statement as to how the outcome will be measured)

Participants will provide feedback regarding gained knowledge of assessment of XYZ as applicable to their practice as evidenced by completion of post-activity evaluation.

G. Content of activity: A description of the content with supporting references or resources

Check EDF or complete here and copy & paste into EDF

See Educational Design Form OR

Describe content and include time calculation for content:

If you list your references here, copy & paste to EDF

Content for this educational activity was chosen from:

Choose one or more.

Learner engagement strategies:

See Educational Design Form OR

Choose one or more.

H. Criteria for Awarding Contact Hours

Check all that apply

Include the time frames on the Educational Design form including evaluation time if the activity is two hours or less.

Agenda/schedule and contact hours. Contact hours are awarded to participants for those portions of the educational activity devoted to didactic or clinical experience and to evaluating the activity.

An agenda or schedule is needed if an activity is more than two hours long to determine the number of contact hours to be awarded. The time spent on welcome, introductions of people, breaks, and meals need to be clearly and separately stated. Welcomes, introductions to people and space, breaks, and exhibits **are not included** in the calculation of contact hours. The topic, pre/post-tests, demonstration/return demonstration, and evaluation **are included** in the calculation of contact hours. Evaluation is considered part of the learning activity and needs to be included in the calculation of contact hours.

If the CNE activity is two hours or less, a separate schedule does not need to be included. You must, however, clearly delineate the time for introduction/welcome and evaluation time on Educational Design form of the application form. **Note:** The time listed on the Educational Design form and the schedule must match.

The appropriate measure of credit is the **60-minute contact hour**. A contact hour is **60 minutes** of an organized learning activity, which is either a didactic or clinical experience. The **minimum number** of contact hours to be awarded is 0.5 (30 minutes). Contact hours may be calculated to the hundredths (i.e. 1.45, 0.91, etc.). **They may not be rounded up!** (e.g., 4.59 = 4.5 or 4.59, not 4.6)

A sample schedule might look like this:

8:00	Welcome & Introduction	10 min. (NO credit)
8:10	Pre-test	10 min.
8:30	Talk #1	30 min.
9:00	Discussion	20 min.
9:20	Talk # 2	50 min.
10:10	Break	15 min. (NO credit)
10:25	Supervised Practice	50 min.
11:15	Lunch & Exhibits	60 min. (NO credit)
12:15	Panel Discussion	50 min.
1:05	Ques. & Ans.	15 min.
1:20	Evaluation & Conclusion	15 min.
		240
		240 divided by 60 = 4.0 contact hours

I. Description of evaluation method: How will change in knowledge, skills and/or practice be evaluated at the end of this activity? (Refer back to identified practice gap and educational need – evaluation must occur at the level of need identified in “C” above.

It is an expectation that learners provide input into evaluation of each activity. The form of evaluation may vary depending upon the outcome expected, the objectives, content and teaching methods. The method of evaluation must address (at a minimum) the intended outcome(s) and the effectiveness of each speaker.

The planning committee may also decide to evaluate whether the participant gained knowledge at the conclusion of the activity through testing, a question(s) on the evaluation form, etc. The learner may also need to return demonstrate knowledge or skills such as in Basic assessment.

Example: Post-program evaluation assesses the effectiveness and application to participants current level of knowledge regarding assessment of XYZ

Short-term evaluation options:

[Choose one or more](#)

Long-term evaluation options:

[Choose one or more](#)

Education Planning Table (download from website)

Title of Activity: *Must match application entry*

Identified Gap(s): *Copy & paste from application entry*

<p>Learning Outcome (s) for this activity as a result of participating in the activity: <i>Copy & paste from application entry</i></p> <p><i>E</i></p>			
<p>Select all that apply: <input type="checkbox"/> Nursing Professional Development <input type="checkbox"/> Patient Outcome <input type="checkbox"/> Other: Describe</p>			
CONTENT (Topics) <i>Provide an outline of the content</i>	TIME <i>Approximate time in minutes required for content delivery and/or participation in the activity</i>	PRESENTER/ AUTHOR <i>List name & credentials</i>	LEARNER ENGAGEMENT STRATEGIES <i>List the learner engagement strategies to be used by Faculty, Presenters, Authors (note: PowerPoint and lecture by themselves are not learner engagement strategies)</i>
<i>SEE BELOW for explanation and examples</i>			
<p>List the evidence-based references used for developing this educational activity:</p>			

Gap to be addressed by this activity: Knowledge Skills Practice Other:

If Live:

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

Total Minutes ____ divided by 60= ____ contact hour(s)

If Enduring:

Method of calculating contact hours:

____ Pilot Study ____ Mergener formula ____ Historical Data ____ Complexity of Content ____ Other: Describe

Number of Contact Hours to be awarded: _____

Content (topic) and Time Frame: List the content and time frame in minutes for each Outcome. The content is related to and consistent with the outcome. The content must be reflective of continuing education principles, practice and needs of the target audience. EACH outcome has a corresponding content outline. Content is the information that the learner must learn to meet the outcome. DO NOT simply restate the outcome. The outcome and content should be numbered with corresponding numbers. The time frame should be appropriate for the outcome, content and teaching methods. Content should be selected based on the most current available evidence.

Learner Engagement Strategies. List the teaching strategies in the column on Educational Design form. It may be helpful to start out your educational activity by asking the learners “What is the one thing you want to know (or be able to do) when you leave this session?” Learner engagement strategies include activities that involve the learner in the presentation.

Example:

CONTENT (Topics) <i>Provide an outline of the content</i>	TIME <i>Approximate time in minutes required for content delivery and/or participation in the activity</i>	PRESENTER/ AUTHOR <i>List name & credentials</i>	LEARNER ENGAGEMENT STRATEGIES <i>List the learner engagement strategies to be used by Faculty, Presenters, Authors (note: PowerPoint and lecture by themselves are not learner engagement strategies)</i>
Summarize the benefits of assessment of XYZ in the care of patients	20 minutes	N. Nurse MSN	Lecture, large group discussion, small group activity: "benefit bingo" handout and game
Describe the steps for assessment of XYZ a.step 1 b.step 2	20 minutes	M. Nurse APRN	Video clip, demonstration, Pairs activity: matching assessment steps quiz
Question & conclusions	15 minutes	N. Nurse MSN	Large group
Evaluation	5 minutes	N. Nurse MSN	Individual activity

List the evidence-based references used for developing this activity

Documentation should support quality of evidence chosen for content. Note: Depending on the number of citations, the **references** could be placed on the bottom of Educational Design form or on a separate page.

ADDITIONAL INFORMATION

Approval Statement as Noted on Advertising Material

Advertising material includes any method of announcing an educational activity. This may include a brochure, flyer, bulletin board announcement, newsletter, memo, e-mail or web site. The advertising material must be included with the application form. Also, include a screen shot or hard copy of the e-mail or web site advertising. The advertising material may be the completed copy of a mock-up or the final material. If a mock-up of the advertising was used, the final copy of the advertising must be sent to TNA as soon as it is printed.

If your advertising states that contact hours will be awarded for the activity, the following statement must also appear on that advertising.

This activity will provide ___ contact hours.

This continuing nursing education activity was approved by the Tennessee Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

Approval valid through (insert expiration date).

If advertising needs to be released prior to receiving approval AND you have submitted an application for approval, you may state:

This activity has been submitted to the Tennessee Nurses Association for approval to award contact hours. The Tennessee Nurses Association is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Please call xxxx at ### for more information about contact hours. (You would insert the name and contact information in your organization who will answer these questions.)

ATTACHMENTS**Please provide evidence of the following:**

Attachment 1	Names and credentials of all individuals in a position to control content (must identify the individuals who fill the roles of Nurse Planner and content expert(s))
Attachment 2	Eligibility Form
Attachment 3	Documentation of completion or certificate.
Attachment 4	Commercial Support Agreement with signature and date (if applicable)
Attachment 5	<p>Disclosure form</p> <p>Evidence of required information provided to learners prior to start of the educational activity:</p> <ol style="list-style-type: none"> 1. Approval statement of provider awarding contact hours 2. Criteria for awarding contact hours 3. Presence or absence of conflicts of interest for all individuals in a position to control content (e.g. the Planning Committee, presenters, faculty, authors, and content reviewers) 4. Commercial support (if applicable) 5. Expiration date (enduring materials only) 6. Joint Providership (if applicable) <p>(Materials associated with the activity (marketing materials, advertising, agendas, and certificates of completion) must clearly indicate the Provider awarding contact hours and responsible for adherence to ANCC criteria)</p>

Tennessee Nurses Association

AA/IA-EV

**Individual Educational Activity
Applicant Eligibility Verification**

Section 1: Eligibility

Applicants interested in submitting an individual educational activity for approval must complete the Eligibility Verification and meet all Eligibility Requirements. Verification forms received from applicants that do not meet Eligibility Requirements will be rejected without substantive review.

Name of Applicant

Street Address

City State Zip/Postal Country

Identify Organization Type:

- Constituent Member Associations of ANA
- College or University
- Healthcare Facility
- Health - Related Organization
- Multidisciplinary Educational Group
- Professional Nursing Education Group
- Specialty Nursing Organization
- Other: Describe - _____

_____ Primary Point of Contact: Name and Credentials	
_____ Title/Position	
_____ Telephone Number	_____ E-mail Address

- A currently licensed registered nurse with baccalaureate degree or higher in nursing is actively involved, in the planning, implementing and evaluation process of this continuing education activity and accountable for adherence to all ANCC Accreditation Program criteria. Yes No (If no, the applicant is not eligible to continue the application process)

Please provide the name and credentials of the nurse responsible for this educational activity:

Nurse Planner's Name	Credentials

Section 2: Commercial Interest

The following section is intended to collect information about the applicant's corporate structure. Some applicant types are automatically exempt from ANCC's definition of a commercial interest, including:

- Blood banks,
- Constituent Member Associations,
- Diagnostic laboratories,
- Federal Nursing Services,
- For-profit and not for profit hospitals,
- For-profit and not for profit nursing homes,
- For profit and not for profit rehabilitation centers,
- Group medical practices,
- Government organizations,
- Health insurance providers,
- Liability insurance providers,
- National nurses' organizations based outside the United States,
- Non-health care related companies, and
- Specialty Nursing Organizations
- A single-focused organization* devoted to offering continuing nursing education

(* The single-focused organization exists for the single purpose of providing CNE)

NOTE: 501c applicants are not automatically exempt. The ANCC Accreditation Program requires 501c applicants to be screened for eligibility.

_____ An "X" on this line identifies the applicant as exempt from ANCC's definition of a commercial interest. Identify the applicant's exemption type from section 2 above and enter it here: _____

If you checked the box above, then you have completed this questionnaire, proceed to Section 5.

Section 3 - Only complete this section if applicant organization is not exempt

_____ An "X" on this line identifies the applicant as not exempt from the ANCC Accreditation Program's definition of a commercial interest. The following questions must be answered, so Tennessee Nurses Association can assess the applicant's eligibility.

- Does the applicant produce, market, re-sell, or distribute health care goods or services consumed by, or used on, patients?
 _____ Yes **If yes, the applicant is not eligible for approval of Individual Educational Activities.**
 _____ No **If no, complete the next bulleted question**

- Is the applicant owned or controlled by a multi-focused organization (MFO*) that produces, markets, re-sells, or distributes health care goods or services consumed by, or used on, patients?
 _____ Yes **If yes, complete the next bulleted question**
 _____ No **If no, this section of the questionnaire is complete, proceed to Section 5.**

- Is the applicant a separate and distinct entity from the MFO*?
 _____ Yes - **If yes, continue to section 4**
 _____ No - **If no, the applicant is not a separate and distinct entity from the MFO* then the applicant is not eligible for approval of Individual Education Activities.**

* Multi-Focused Organization (MFO) is an organization that exists for more than providing continuing nursing education.

Section 4: Commercial Interest Evaluation - Continued

- Does the multi-focused organization that owns the applicant have a 501-C Non-profit Status?
___ Yes ___ No **If no**, complete the next bulleted question

If yes, does the company that owns the applicant advocate for a commercial interest (as defined by the ANCC Accreditation Program?)

___ Yes **If yes**, or not sure, please describe the relationship the company that the applicant has with a commercial interest and the types of work the company that owns the applicant does for or on behalf of a commercial interest that might be considered advocacy. ___

___ No

- Is any component of the multi-focused organization an entity that produces, markets, re-sells, or distributes health care goods or services consumed by, or used on, patients?
___ Yes **If yes**, please describe the health care good or service consumed by or used on patients and the role of the entity in producing, marketing, re-selling or distributing those healthcare goods or services. ___
___ No **If no, this section of the questionnaire is complete, proceed to Section 5.**

If **yes**, please complete and submit the Individual Activity Eligibility Commercial Interest Addendum with this Form.

Section 5: Statement of Understanding

On behalf of (insert name of applicant), I hereby certify that the information provided on and with this application is true, complete, and correct. I further attest, by my signature on behalf of (insert name of applicant), that (insert name of applicant) will comply with all eligibility requirements and approval criteria throughout the entire approval period, and that (insert name of applicant) will notify Tennessee Nurses Association promptly if, for any reason while this application is pending or during any approval period, (insert name of applicant) does not maintain compliance. I understand that any misstatement of material fact submitted on, with or in furtherance of this application for activity approval shall be sufficient cause for Tennessee Nurses Association to deny, suspend or terminate (insert name of applicant)'s approval of this individual activity and to take other appropriate action against (insert name of applicant).

(Eligibility Verification forms received without a signature incur a delay in processing which will cause a delay in the review of the individual education activity application.)

An "X" in the box below serves as the electronic signature of the individual completing this form and attests to the accuracy of the information contained.

Electronic Signature (Required)

Date _____

Completed By: Name and Title

Please return the completed Eligibility Verification Form and, if necessary, the Individual Activity Eligibility Commercial Interest Addendum with this Form to Tennessee Nurses Association at: tna.cne@tnaonline.org

SAMPLE

Individual Activity Applicant
Commercial Support Agreement

A **commercial interest**, as defined by the American Nurse's Credentialing Center (ANCC), is any entity producing, marketing, reselling, 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, resells, or distributes healthcare goods or services consumed by or used on patients. Nonprofit or government organizations, non-healthcare-related companies, and healthcare facilities are not considered commercial interests.

Commercial support is financial or in-kind contributions given by a commercial interest that are used to pay for all or part of the costs of a CNE activity.

Note: Organizations providing commercial support may not provide or joint provide an educational activity.

Title of Educational Activity:	
Activity Location (if live):	Activity Date (if live):
Name of Commercial Interest Organization:	
Name of Individual Activity Applicant :	
Total amount of Commercial Support:	
Area(s) of activity Commercial Interest organization would like to support:	
€ Unrestricted € Restricted* <ul style="list-style-type: none"> ○ Speaker honoraria ○ Speaker expenses ○ Meal ○ Other (please list): 	

* Commercial interest may request that funds be used to support a specific part of an educational activity. The Individual Activity Applicant may choose to accept the restriction or not accept the commercial support.

Terms and Conditions	
1.	All organizations must comply with the <i>ANCC Content Integrity Standards for Industry Support in Continuing Educational Activities</i> which is available on the ANCC Accreditation web page.
2.	This activity is for educational purposes only and will not promote any proprietary interest of a Commercial Interest organization providing financial or in-kind support.
3.	The Individual Activity Applicant is responsible for all decisions related to the educational activity. The Commercial Interest organization providing financial or in-kind support may not participate in any component of the planning process of an educational activity, including: <ul style="list-style-type: none"> ▪ Assessment of learning needs ▪ Determination of objectives ▪ Selection or development of content

TNA Individual Activity Guidelines revised December 2017

	<ul style="list-style-type: none"> ▪ Selection of planners, presenters, faculty, authors and/or content reviewers ▪ Selection of teaching/learning strategies ▪ Evaluation methods
4.	The Individual Activity Applicant will make all decisions regarding the disposition and disbursement of commercial support in accordance with ANCC criteria.
5.	All commercial support associated with this activity will be given with the full knowledge and consent of the Individual Activity Applicant. No other payments shall be given to any individuals involved with the supported educational activity.
6.	Commercial support will be disclosed to the participants of the educational activity.
7.	Commercial Interest Organizations may not exhibit, promote or sell products or services during the introduction of an educational activity, while the educational activity takes place or at the conclusion of an educational activity, regardless of the format of the educational activity.

Statement of Understanding

An "X" in the boxes below serves as the electronic signatures of the representatives duly authorized to enter into agreements on behalf of the organizations listed and indicates agreement of the terms and conditions listed in the Commercial Support Agreement above.

Individual Activity Applicant:	
Address:	
Name of Representative:	
Email Address:	
Phone Number:	
Fax Number:	
_____ Electronic Signature (Required)	Date:
Completed By:	(Name and Credentials)

Commercial Interest Name:	
Address:	
Name of Representative:	
Email Address:	
Phone Number:	
Fax Number:	
Completed By:	(Name and Credentials)

**SAMPLE
JOINT PROVIDER AGREEMENT**

(Provider name) and (joint provider's name) agree to plan and present a CNE activity entitled _____ on _____ at _____.

As the provider, we will maintain responsibility for determination of educational objectives and content; selection of planners, presenters/faculty, authors and content reviewers; awarding of contact hours; record keeping procedures; development of evaluation methods; and management of any commercial support or sponsorship.

(Joint provider name) will assist by

The advertising will state that this event is presented by (Provider name) and (joint provider's name).

Provider Nurse Planner's Signature (or person authorized to sign):

Joint provider's Signature (or person authorized to sign):

Date:

SAMPLE
TERMS AND CONDITIONS FOR SPEAKERS/AUTHORS

Speakers/Authors: This document has been developed to better inform you of our policy. Please review each item, check your response, sign the document and return to _____ Thank you.

	TERMS & CONDITIONS	AGREE	DISAGREE
1.	I have disclosed to the Nurse Planner all potentially biasing relationship of a financial nature that exist or have existed within the last 12 months for both myself and my significant other (if applicable). I understand that these relationships will be shared with the learner.		
2.	I will prepare fair & balanced presentations/independent studies that are objective & scientifically rigorous. Content will be well-balanced, evidence based where possible & unbiased.		
3.	If addressing unlabeled &/or unapproved uses: I will clearly acknowledge the unlabeled identification or the investigational nature of drug products and/or devices to the learners.		
4.	I will use generic names to the extent possible when discussing specific health care products or service. If I need to use trade names, I will use trade names from several companies when available & not just trade names from any single company.		
5.	Validation of content: I have reviewed the proposed content for this activity and find, to the best of my knowledge, the following:		
	A. This presentation/independent study is based on acceptable principles that are generally accepted as valid by the profession.		
	B. This content is based on conclusions or inferences about the evidence that are accepted in the general health care community as valid and sound.		
	C. Scientific research referred to in this presentation conforms to generally accepted standards of experimental design, data collection, & analysis.		
	D. Content is accurate based on best information available at the time the presentation/independent study was developed.		
6.	If I have been trained or utilized by a commercial entity or its agent as a speaker for any commercial interest, the promotional aspects of that presentation/independent study will not be included in any way with this activity.		
7.	If I am presenting research funded by a commercial company, the information presented will be based on generally accepted scientific principles & methods, & will not promote the commercial interest of the funding company.		
8.	The handouts and slides will not include logos from any commercial entity. (The copyright symbol may be included on each of the slides.)		
9.	I understand that the Nurse Planner for this activity may need to review my presentation &/or content prior to the activity & I will provide educational content and resources in advance as requested.		

I have carefully read and considered each item in this attestation form, and have completed it to the best of my ability.

Signature (may be electronic)

Date

PRESENTATION TITLE:

GLOSSARY

This glossary is drawn from the glossary in the American Nurses Association's Nursing Professional Development: Scope and Standards of Practice, (2010), ANCC Commission on Accreditation's 2013 Primary Accreditation Application Manual (2011). The selected definitions are frequently used in the context of accreditation and approval and may in some cases require further elaboration in order to carry out the accreditation and approval processes.

Accountability: Responsibility for adherence to the ANCC accreditation criteria as they apply to providing quality CNE.

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: The basis for, or the beliefs underlying, the teaching and learning approaches to adults as learners based on recognition of the adult 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.

Approval: A decision made by TNA's CE Review Committee that the criteria and rules for approval of continuing education have been met. The Committee approves organizations to be Approved Provider Units and approves individual activities.

Approved Provider: Recognition by (TNA) of a provider's capacity to award contact hours for continuing education activities, planned, implemented, and evaluated by the provider.

Autonomy of the Provider Unit: The provider unit (not the larger organization) must be solely administratively and operationally responsible for coordinating all aspects of the continuing nursing education activities.

Bias: Tendency or inclination to cause partiality, favoritism or influence.

Biographical Data: Information required of persons involved in the peer review process or 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. The definition allows an accredited [approved] provider to be owned by a firm that is not a commercial interest. It also allows a provider to have a "sister company" that is a commercial interest, as long as the accredited [approved] provider has and maintains adequate corporate firewalls to prohibit any influence or control by the "sister company" over the continuing education program of the accredited [approved] provider. In this case, ANCC would expect that the accredited [approved] provider would have an adequate corporate firewall in place to prohibit any influence or control by the "sister company" over the continuing education program.

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. Providers of commercial support may not be providers or co-providers of an educational activity.

Commission on Accreditation (COA): Appointed by and accountable to the ANCC Board of Directors, this body is responsible for development and implementation of the ANCC program for accreditation of continuing nursing education. The Commission is composed of at least 9 members selected from CNE stakeholder communities such as accredited organizations, consumers, nursing evaluation, and adult education.

Commitment: Duty or responsibility of those providing or approving continuing education to meet learner needs, provide quality CNE, and support Provider Unit goals and improvements.

Conflict of Interest: An affiliation or relationship of a financial nature with a Commercial Interest Organization that might bias a person's ability to objectively participate in the planning, implementation or review of a learning activity. All planners, content reviewers and faculty/presenters/authors are required to complete Biographical/Conflict of Interest forms.

Contact Hour: A unit of measurement that describes 60 minutes of an organized learning experience. One contact hour = 60 minutes.

Content: "Subject matter of an educational activity that relates to the educational objectives." (Nursing Professional Development: Scope and Standards of Practice, ANA, 2010)

Content Expert: An individual with documented qualifications demonstrating education and/or experience in a particular subject matter. This person is included on the planning committee of individual activities.

Content Reviewer: An individual selected to evaluate an educational activity during the planning process or after it has been planned but prior to delivery to learners for quality of content, potential bias, and any other aspects of the activity that may require evaluation.

Continuing Education Activities: Those learning activities intended to build upon the educational and experiential bases of an individual for the enhancement of practice, education, administration, and research or theory development, to the end of improving the health of the public.

Continuing Education Unit: (CEU) A specific, standard measure (10 clock hours) of educational achievement used by many universities and professional organizations under the criteria of the International Association for Continuing Education and Training (IACET) to attest to clock hour completion of continuing education activities. This terminology is not authorized by the ANCC Commission on Accreditation.

Continuing Nursing Education (CNE) activities: Those learning activities intended to build upon the educational and experiential bases of professional RN for the enhancement of practice, education, administration, research or theory development, to the end of improving the health of the public and RN's pursuit of their professional career goals.

Joint providership: Planning, developing, and implementing an educational activity by two or more organizations or agencies. When educational activities are jointly provided and one of the providing entities is ANCC-accredited [TNA approved], the ANCC-accredited [TNA approved] provider unit retains responsibility for particular aspects of the process to assure adherence to all the ANCC [TNA] criteria. If collaborating providers are all ANCC-accredited [TNA approved], one is designated to retain the provider responsibilities by mutual, written agreement. The unit designated to retain these responsibilities is referred to as the provider, and the other collaborating providers are referred to as point providers. If neither entity is approved as a provider, one takes the lead and is referred to as the provider of the activity; the other is the joint provider.

Distance Learning: A formal educational activity in which most of the instruction occurs when the learner and the educator are not in the same place. The instruction may take place either synchronously (at the same time) (e.g., interactive video) or asynchronously (at different times) (e.g., online/Internet or correspondence courses).

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.

Learner Outcome: Derived from the overall purpose of the activity, learner outcomes are written statements that describe learner-oriented outcomes that may be expected as a result of participation in

the educational activity. These statements describe knowledge, skills, and/or attitude changes that should occur upon successful completion of the educational activity.

Eligibility: An applicant's ability to meet certain criteria in order to be considered qualified to apply for approval.

Enduring Materials: A non-live continuing nursing education activity that "endures" over time. Examples of enduring materials include programmed texts, audio tapes, videotapes, monograph or computer assisted learning materials, or other electronic media that are used alone or with printed or written materials. Enduring materials can also be delivered via the Internet. The learning experience by the nurse can take place at any time in any place, rather than only at one time or one place.

Evaluation: A systematic process by which a judgment is made about consequences, results, effects, or merit of a continuing education provider unit or continuing education program in order to make subsequent decisions. The process of determining significance or quality by systematic appraisal and study.

Gift "in-kind": Non-monetary support (e.g. marketing assistance, meeting room, event registration assistance, etc.) provided by the giver to the taker. (In the Accreditation community, the "taker" is the provider of the continuing education.)

Leadership: The provision of direction and guidance to individuals involved in the process of assessing, planning, implementing and evaluating CNE activities in adherence to the ANCC criteria.

Learner Directed, Learner Paced Activity: A learning activity in which the learner takes the initiative in identifying his or her learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. The learner also determines the pace at which the learning activity is engaged. Learner –directed activities may be developed with or without the help of others, but they are engaged in by only one individual.

Learning package: Materials and description of resources and requirements of the process for completing an independent study.

Marketing Materials: Method of announcing an educational activity. This may include a brochure, flyer, bulletin board announcement, newsletter, memo, email, Intranet posting, electronic message or web site.

Monitor: To periodically assess and evaluate continuing compliance with the criteria and operational requirements.

Multi-Focused Organization: An organization that exists for more than the purpose of providing education.

Need: Discrepancy between what is desired and what exists.

Needs Assessment: The process by which a discrepancy between what is desired and what exists is identified.

Nurse Peer Review Leader: A currently licensed RN with a master's degree or higher, and with either the baccalaureate or graduate degree in nursing, who has the authority within the organization to evaluate adherence to the ANCC Accreditation Program criteria in the provision of CNE. (In Tennessee this person is the Nurse Peer Review Leader).

Nurse Planner: The Nurse Planner is actively involved in all aspects of planning, implementation and evaluation of the continuing nursing education activity. The Nurse Planner is responsible for ensuring appropriate educational design principles are used and processes are consistent with the requirements of the ANCC Accreditation Program as defined by TNA. The Nurse Planner of an Approved Provider Unit must be a licensed registered nurse and hold a baccalaureate or higher degree in nursing and be knowledgeable about the CNE process and adult learning principles.

Nursing Professional Development: “The lifelong process of active participation by nurses in learning activities that assist in developing and maintaining their continuing competence, enhancing their professional practice, and support achievement of their career goals. (Nursing Professional Development: Scope and Standards of Practice, ANA, 2010)

Organizational chart: A diagram or other schematic used to depict informal and formal lines of communication and relationships within the overall organization as well as the approver and/or provider unit.

Orientation: The process of introducing new staff to the philosophy, goals, policies, procedures, role expectations and other factors needed to function in a specific work setting. Orientation takes place both for new employees and when changes in nurses’ roles, responsibilities and practice settings occur.

Outcome: The impact of structure and process on the organization as a provider and the value/benefit to nursing professional development.

Outcome Measurement: “The process of observing, describing and quantifying predefined indicators of outcomes of performance.” (Nursing Professional Development: Scope and Standards of Practice, ANA, 2010)

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

Planning Committee: At least 2 individuals responsible for planning each educational activity; one individual must be a Nurse Planner and one individual must have appropriate subject matter expertise.

Position Description: Description of the functions specific to the role of the Primary Nurse Planner, Nurse Planner and key personnel that relate to the Provider Unit.

Primary Nurse Planner: The Primary Nurse Planner is responsible for ensuring that all Nurse Planners are performing in a manner consistent with the policies, procedures, position descriptions, and expectations of the Approved Provider Unit and with the ANCC criteria as identified by TNA. All nurse planners contribute oversight and must be actively involved in both the planning and the analysis of evaluation data for the educational activity. The Primary Nurse Planner serves as the liaison between TNA’s Approver Unit and the Approved Provider Unit. The Primary Nurse Planner of an Approved Provider Unit must be a registered nurse and hold a baccalaureate or higher degree in nursing; have education or experience in the field of education or adult learning, and have experience or knowledge of the CNE criteria and rules.

Process: Process is the development, delivery and evaluation of CNE activities.

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

Provider-Directed, Learner Paced Activity: The provider controls all aspects of the learning. The provider determines the learning objectives based on needs assessment, content of the learning activity, the presentation method, number of contact hours, evaluation and evaluation methods. Provider directed activities may be presented in a number of different vehicles - electronic, journal, lecture, etc.

Provider Unit: Comprises the members of an organization who support the delivery of continuing education activities.

Purpose: Written outcome statement related to what the learner will be able to do at the conclusion of the activity (i.e., “The purpose of this activity is to enable the learner to...”)

Relevant Relationship: A relationship with a commercial interest is considered relevant if the products or services of the commercial interest are related to the content of the educational activity. Financial relationships with any commercial interest of the individual's spouse/partner are considered to be relevant relationships.

Resources: Available human, material and financial assets used to support and promote an environment focused on quality CNE and outcome measures.

Retroactive Approval: Peer review and approval of an activity that has already taken place; not authorized in the ANCC Commission on Accreditation.

Single-focused Organization (SFO): The single-focused organization exists for the single purpose of providing education.

Structure: Characteristics of an organization, including commitment, accountability, leadership, and resources that are required to support the delivery of quality CNE.

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

Teaching Strategies: Instructional methods and techniques that are in accord with principles of adult learning.