New Name same great team!

In December 2015 the Washington State Nurses Association Board unanimously voted to change the name of the Approver Unit for Nursing Continuing Education. For many years, the program was known as Continuing Education Approval and Recognition Program (CEARP). Over the years, as ANCC criteria and standards have changed, the name of the program remained the same. The time has now come to change the name which reflects the true intent and work of the Approver Unit. So here is our new name: Approver of Continuing Nursing Education A-CNE

This past year has seen tremendous changes for the A-CNE program at WSNA with a new title, new reviewers and some new ways of doing business. As you may recall, we were very excited about the new changes proposed by ANCC-COA with the 2015 standards and guidelines for continuing nursing education and the world of professional development. As with any new change, there is a learning curve for both the approver organizations and the provider units who do the great delivery of quality professional development. Over the past several months WSNA A-CNE reviewers and staff have been working to become familiar with the changes while also addressing the need to provide a comprehensive plan to address the needs of our partners in continuing nursing education.

We have beta tested our new forms which reflect the latest ANCC-COA standards and our WSNA guidelines to assist you in a smoother transition.

The forms are designed to assist you in completing the applications with a higher rate of accuracy, whether it is a new provider unit or renewing provider unit application as well as faculty directed or independent study applications. We have also added some very important tools to assist you in the work. These tools include a new assessment tool for gap analysis, an approved provider planning template, and general provider educational planning template. All IN THIS ISSUE:
- Welcome two nurse peer reviewers
- Updates on ANCC-COA 2015 guidelines
- Conflict of Interest
- Disclosures
- Gap Analysis
- Importance of Certification
- Save the Dates

HEATHER M. STEPHEN-SELBY
ASSISTANT EXECUTIVE DIRECTOR
A-CNE NURSE PEER REVIEW LEADER
these tools will be available on the new and improved website on April 29.

We also have moved to provide better training and learning opportunities with our first new Nurse Planner training via a webinar to provide a basic understanding of the work they are about to embark upon. We also are trying for the first time, a monthly call that gives the Provider Unit and Activity Providers a chance to work together. Both of these opportunities are designed to improve communication and assist you in your success. We will still continue with our Annual Provider Unit (activity providers are welcome) Update in October.

As you are aware, the changes by ANCC-COA were extensive and so over the next several months we will continue to update and guide you through those. Our Provider Unit workshop will be a must-attend event as this will be the chance to dive in deeply to become more comfortable in the new criteria and move to an outcome based process for professional development.

Finally, a reminder about the importance of your needs assessment in the new process. It is more critical than ever that you use your gap analysis worksheet. Meeting their needs should include the following:

- Is interactive (e.g., group reflection, opportunities to practice behaviors);
- Employs ongoing feedback to engage health professionals in the learning process;
- Uses multiple methods of learning and provide adequate time to digest and incorporate knowledge; and
- Simulates the clinical setting.

We look forward to another exciting year with all of you with new criteria, new forms and most importantly new nurse peer reviewers who are there to assist in your success. WSNA A-CNE is committed to supporting and guiding you through the process for high quality professional development in nursing.

NEW NURSE PEER REVIEWERS

Role of the Nurse Peer Reviewer is to review the applications and ensure adherence to the 2015 ANCC-COA guidelines and WSNA A-CNE requirements.

We would like to welcome another great Nurse Peer Reviewer who may be familiar to some of you. We are pleased to announce Vicki Enslow who joined us late last summer choosing to come out of a recent retirement (some nurses never retire)! Vicki retired in October 2014 after 45 years in healthcare. After receiving a Bachelor of Science in Nursing from San Francisco State University, Vicki started her nursing career at Yakima Memorial Hospital. In 1984 she received her Master of Nursing from University of Washington.

As is one of the wonderful benefits of being a Registered Nurse, Vicki had a variety of roles in psychiatric nursing, nursing management and nursing education. A thread running through her career has been a passion for high quality nursing continuing education and affiliation with the Washington State Nurses A-CNE (formerly CEARP) Program. At three different healthcare institutions in the Seattle area, she has served as the primary nurse planner most recently at Swedish Medical Center where the education department has been a leader in the region in simulation and high quality CNE.

We have yet another new member to our Nurse Peer Reviewer team. We are excited to announce that Diana Graham has joined us. Diana has also been a Nurse Planner for several years most recently with Whidbey General Hospital.

Diana has over 47 years of nursing experience in multiple roles and venues. Her areas of practice include Med-Surg, Critical Care, Emergency, Tele-Health Pediatrics, Oncology, Home Health, Ambulatory Care, Home Care, and Administrative Supervision and Education. She is an active Course Director and Instructor for TNCC, ENPC, PALS, ACLS and BLS. Diana is currently a Clinical Instructor at Whidbey General Hospital and is involved in class development, including ECG/Dysrhythmia Recognition and Clinical Assessment of the Older Adult.

Is this Continuing Nursing Education (CNE)?

____ Yes _____ No

By Lisa Leurquin-Hallett RN, BSN, MSN Chair A-CNE Committee member and Nurse Peer Reviewer

This is the first question on the activity documentation forms! Your response to this question will determine whether or not you will continue planning the activity as an approved CNE event or if it will be presented as an in-service. Let’s begin with simple definitions:

An In-Service – Information given to assist the professional nurse in
acquiring, maintaining, or increasing competence to carry out the responsibilities specific to his/her job within the employing organization. Information that will assist the nurse in doing the job correctly at a specific place. (e.g. review of a policy/procedures that is specific to that one employer. It is not transferable from one organization to another, from one job to another.)

Continuing Education – Information specifically designed to “enhance nursing practice, education, administration, and research to improve health care to the public” (WSNA Documentation Guidelines 2014). This knowledge is transferable and can be applied in situations outside of the current employer.

Continuing Education is a process. It supports life-long learning of the professional nurse and ultimately improves the quality of care provided. The goal is to improve the health of the consumer versus employee performance.

Ask these questions to assist you in determining if this is Continuing Nursing Education or an In-Service:

- Will this update the nurses knowledge and skill level of practice?
  - (e.g. Update of CPR techniques and practice – or maintenance of a skill level needed to provide quality care)
- Will this prepare the nurses for re-entry into practice?
  - (e.g. An academic nursing refresher course that updates the skills and quality of care the nurse will be providing.)
- Will this help the nurse transition from one area of practice to another?
  - (e.g. A business health management course or how to teach a stress management class for a general practice ARNP preparing to be a mental health counselor)
- Will this enhance professional attitudes and values of the nurse?
  - (e.g. a review course for a nurse studying to become ANCC certified in his/her specialty - or a BSN nurse getting a graduate degree in nursing education)
- Is this solely for the self enhancement or interest of the individual as a person?
  - (e.g. an activity in how to relax and reduce stress)
  - © CNE? = NO Or, can this provide self enhancement of the professional nurse and be applied to improve quality care of the client?
  - (e.g. an activity on how to teach relaxation and stress reduction to hypertensive patients)

A conflict of interest exists if an entity that is in a position to benefit financially from the success of a CNE activity is ALSO in a position to influence the content, design, or implementation of the CNE activity.

All personnel involved in a CNE event, including the planning committee members and faculty/presenters, must be assessed for COI. Evaluating an individual for potential or actual conflict of interest, relative to an educational activity, is the responsibility of both the individual completing the forms and the Nurse Planner. The initial step in assessing for COI occurs with the review of the biographical data form. When reviewing the biographical data form, in addition to the self-reported information supplied, the NP must also look for:

- Do they or their spouse/significant other have a relevant relationship with a commercial interest?
  - Although a planner or speaker may not have indicated that they have a relative relationship with a commercial interest, it is possible that who they (or their spouse or significant other) are employed by may indicate otherwise.
- Look for an organization that produces, markets, sells or distributes health care goods or services consumed, or used on, patients
  - What is their role in their employment?
    - Look for roles such as independent contractor, consultant or board membership.
- Have they completed attestations?

COI
Refer to your guidelines and when in doubt check it out.

Conflict of Interest Red Flags:

By Carla Grant, BSN, RN-BC A-CNE committee member and Peer Nurse Reviewer
2013-2015 Accreditation Program Criteria Crosswalk – Approved Provider

This is a quick reference guide for those of you who have used the 2013 guidelines. This was shared at the WSNA A-CNE Provider Unit Update workshop last fall. Note that while many of the criteria are eliminated, they have been also incorporated into the application. So read the guidelines carefully. A-CNE Guidelines/Application Packet

<table>
<thead>
<tr>
<th>Topic</th>
<th>2013</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNP’s commitment to learner needs</td>
<td>SC1</td>
<td>SC1</td>
</tr>
<tr>
<td>Leadership’s commitment to provider unit</td>
<td>SC2</td>
<td>Eliminated</td>
</tr>
<tr>
<td>How PNP ensures all nurse planners &amp; key personnel maintain adherence to criteria</td>
<td>SC3</td>
<td>SC2 – focus on orientation and training to adhere to criteria</td>
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<tr>
<td>PNP accountability for resolving issues</td>
<td>SC4</td>
<td>Eliminated</td>
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<tr>
<td>PNP ensures that all nurse planners maintain accreditation standards and guide planning committee</td>
<td>SC5</td>
<td>SC3 – focus on providing direction and guidance to individuals involved in planning, implementing and evaluating CNE</td>
</tr>
<tr>
<td>How Nurse Peer Review Leader is used as resource</td>
<td>SC6</td>
<td>Eliminated</td>
</tr>
<tr>
<td>How PNP advocates for resources</td>
<td>SC7</td>
<td>Eliminated</td>
</tr>
<tr>
<td>How NP assesses learning needs of target audience</td>
<td>EDP1</td>
<td>EDP1 – Process used to identify a professional practice gap</td>
</tr>
<tr>
<td>How NP uses data to develop an activity that addresses gap</td>
<td>EDP2</td>
<td>EDP2 – How NP identifies underlying needs (knowledge, skill, practice)</td>
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<tr>
<td>Process to select</td>
<td>EDP3</td>
<td>Eliminated</td>
</tr>
<tr>
<td>Process to identify conflict of interest</td>
<td>EDP4</td>
<td>EDP 3 – combined identify and resolve</td>
</tr>
<tr>
<td>Process to resolve conflict of interest</td>
<td>EDP5</td>
<td>Eliminated – combined with EDP 3</td>
</tr>
<tr>
<td>Process used to determine criteria for successful completion</td>
<td>EDP6</td>
<td>Eliminated – addressed with individual activities</td>
</tr>
<tr>
<td>How measurable objectives are developed</td>
<td>EDP7</td>
<td>Eliminated</td>
</tr>
<tr>
<td>How content is selected based on best available evidence</td>
<td>EDP8</td>
<td>EDP4</td>
</tr>
<tr>
<td>How content integrity is maintained</td>
<td>EDP9</td>
<td>Eliminated</td>
</tr>
<tr>
<td>Precautions taken with commercial support</td>
<td>EDP10</td>
<td>Eliminated – addressed with individual activities</td>
</tr>
<tr>
<td>How teaching methods are chosen</td>
<td>EDP11</td>
<td>EDP5 – How strategies to promote learning and engage learners are incorporated</td>
</tr>
<tr>
<td>How summative evaluation data were used to guide future activities</td>
<td>EDP12</td>
<td>EDP6</td>
</tr>
<tr>
<td>How evaluation data were collected to measure change in nursing practice or professional development</td>
<td>EDP13</td>
<td>EDP7 – How NP measured change in knowledge, skill, and/or practice as a result of the activity</td>
</tr>
<tr>
<td>Process to evaluate the effectiveness of the Approved Provider Unit in delivering quality CNE</td>
<td>QO1</td>
<td>QO1</td>
</tr>
<tr>
<td>How evaluation process resulted in development or improvement of quality outcome measure</td>
<td>QO2</td>
<td>QO2</td>
</tr>
<tr>
<td>Why specific stakeholders are selected to</td>
<td>QO3</td>
<td>Eliminated</td>
</tr>
</tbody>
</table>

Special thanks go to the Montana Nurses Association and Pamela Dickerson, PhD, RN-BC, for permission to use and adapt this document.

Finally, the puzzle is coming together. Getting back to the nursing process assessment, planning, implementation and evaluation of outcomes. That is what we do best!

What, who, how and why??
DISCLOSURES (INFORMATION THAT MUST BE COMMUNICATED TO LEARNERS):
A recent review of activity files has demonstrated inconsistency in documenting required disclosures that must be provided to learners. ANCC criteria require that providers (accredited, approved and individual activity) communicate information to learners prior to the start of an educational activity. In live activities, required information must be provided to learners prior to initiation of the educational content. In enduring materials (print, electronic, or web-based activities), required information must be visible to learners prior to the start of the educational content. Required information may not occur or be located at the end of an educational activity.

Required information for learners includes:
- Accreditation (approval) statement of provider responsible for the educational activity.
- Notice of requirements to receive contact hours: Learners are informed of the criteria that will be used to award contact hours, which may include but are not limited to:
  - actual time spent in the educational activity,
  - Required attendance time at activity (e.g., 100% of activity, or miss no more than 10 minutes of activity),
  - Successful completion of post-test (e.g., attendee must score X% or higher),
  - Completed evaluation form, and/or
  - Return demonstration.

- Presence or absence of conflicts of interest for all individuals in a position to control content: For individuals who have a relevant relationship, the following information must be provided to learners:
  - Name of individual,
  - Name of commercial interest,
  - Nature of the relationship the individual has with the commercial interest,
  - If no relevant relationship exists, the provider must inform learners that no conflict of interest exists for any individual in a position to control the content of the educational activity.

- Additional required information, if applicable, includes:
  - Commercial Support: Learners must be informed if a commercial interest has provided financial or in-kind support for the educational activity.
  - Expiration of enduring materials: Educational activities provided through an enduring format (e.g., print, electronic, web-based) are required to include an expiration date documenting for how long contact hours will be awarded.
  - Joint providership: Learners are informed of the provider of the educational activity and all other organizations that participated in jointly planning the activity. Activity
files submitted for accreditation must include evidence of the required disclosures. Evidence may include such items as computer screen shots, slide from presentation materials, page from agenda book, marketing materials or similar that demonstrates how the required disclosure was provided to learners.

Enhance Interprofessional Education Opportunities for Healthcare Teams: ANCC

The first and only innovation in the world offering 3 accreditations in 1 review process, Joint Accreditation promotes interprofessional continuing education (IPCE) activities specifically designed to improve interprofessional collaborative practice (IPCP) in health care delivery.

A leading model for IPCP itself, Joint Accreditation establishes the standards for education providers to deliver continuing education planned by the healthcare team for the healthcare team. This distinction is awarded from 3 global leaders in the field of accreditation:

- Accreditation Council for Continuing Medical Education (ACCME)
- Accreditation Council for Pharmacy Education (ACPE)
- American Nurses Credentialing Center (ANCC)

The Value of Certification in Nursing Professional Development

When you get your nursing license, you have acquired a very broad base of knowledge in the science of nursing, everything from pediatrics to geriatrics, pathophysiology to pharmacology.

Although the process of becoming certified in any specialty area of nursing is certainly daunting, the rewards are well worth the effort. Certification gives you confidence to carry out your role and adds value to your list of talents.

SAVE THE DATES

1. Association for Nursing Professional Development
   David L. Lawrence Convention Center / Pittsburgh, PA
   Workshops / July 18-19, 2016

2. ANCC AU update in Seattle
   Aug. 17-18, 2016 at Northwest Kidney

3. ANPD certification prep course
   Helena, Montana / Sept. 21-22, 2016

4. WSNA-A-CNE Provider Unit
   Update workshop NWK
   Foundation SeaTac
   Oct 28, 2016

The Value of Certification in Nursing Professional Development

When you find your niche in nursing and achieve certification within a specialty area, you now have quantified that, in addition to your general nursing knowledge, you also possess detailed knowledge and expertise within a very narrow range of nursing. You are now an expert in Critical Care, Medical/Surgical, Oncology, etc., the list of specialty certification opportunities in nursing goes on and on. The following will focus on the benefits of becoming certified in Nursing Staff Development. Certification in NPD lends to the credibility of your educational offerings as well as to the Provider Unit in general. When you achieve certification, you have demonstrated expertise in the educational design process and moreover, in the ability to act as the Lead Nurse Planner for your Provider Unit. The criteria to become certified in NPD goes hand-in-hand with the criteria required for both an individual CNE activity as well as for a Provider Unit application. Being certified will make it much easier for you to run a highly successful Provider Unit as you will understand the criteria in detail (e.g. needs assessments, gap analysis, purpose statements, outcome measurement and the entire educational design process). Another important aspect of certification is gaining insight into differentiating between a lack of knowledge, skills, or practice or a problem with compliance or systems.

JOIN WSNA AS A REVIEWER

Be a Part of WSNA’s A-CNE Approval Process

If you are interested in becoming a member of the Continuing Education Approver CE Review Committee, please contact Kathryn at 206-575-7979, ext. 3011 or kmacleod@wsna.org