



Nurses Christian Fellowship

NCF Guide to Continuing Nursing Education

The following information is an overview of Continuing Nursing Education (CNE) based on NCF's previous experience as a CNE provider of the Wisconsin Nurses Association, an accredited CNE approver by the American Nurses Credentialing Center (ANCC) of the American Nurses Association (ANA). However, this information may not represent the most current ANCC-CNE information, and it may differ from other CNE-provider guidelines and requirements.

Continuing Nursing Education includes educational activities that are necessarily designed to meet post-basic education needs of professional nurses (hence "continuing" education). CNE is provided by a variety of healthcare institutions, schools, professional organizations, and businesses (CNE providers). Though states differ in nursing re-licensure requirements, all states recognize CNE providers that have been approved directly by the ANCC or by accredited CNE approvers such as state nurses association CNE programs, leagues for nursing, or other nursing organizations. Information about ANCC accreditation is available at <http://www.nursecredentialing.org/PrimaryAccreditation.aspx>, and information about CNE requirements and acceptability is available from state boards of nursing.

If an Event Committee desires to offer CNE contact hours for an event, members should consult with a CNE approver or provider in their local area for information and assistance. The CNE approver/provider can explain the conditions and requirements for collaboration and CNE in their state.

CNE Credit

CNE credit is offered for educational activities based on specific criteria from the ANCC:

- ANCC standards are met.
- Appropriate documentation is collected and stored.
- The event is designed for and by the CNE approved provider.
- The CNE approved provider's Nurse Planner is involved in the entire planning process.
- The ANCC system of awarding "credit" for participation in CNE events is determined by the number of contact hours within an event.

NOTE: ANCC does not use "CEU" to refer to continuing nursing education. "CEU" (continuing education unit) is not a generic abbreviation for continuing education, but rather a specific measure. Ten contact hours = 1 CEU.

Contact Hours

Contact hours are determined in a logical and defensible manner, consistent with the objectives, content, teaching/learning strategies and target audience. The ANCC system of awarding contact – hour credit includes the following:

- The appropriate measure of credit is the 60-minute contact hour.
- A contact hour is 60 minutes of organized learning activity, either didactic or clinical experience.
- The minimum number of contact hours to be awarded is .5 (30 minutes.)
- Portions of the 60-minute hour must be calculated to the hundredths place.
- Contact hours may be awarded for poster sessions with corresponding objectives.
- Evaluation, summary, overview and pre- and post-testing, are included.
- Welcome, introduction, breaks, exhibits, meals, tours and announcements are excluded.

Facilities

Educational activities should be held in appropriate settings which:

- Accommodate planned teaching methods
- Afford environmental comfort and efficiency for presenters and learners
- Are accessible to target audiences
- Meet the Americans with Disabilities Act (ADA) requirements
- Are welcoming to all, including those who may be unfamiliar with or new to the Christian faith

Target Audience

The target audience must be stated in writing in the brochure and any marketing materials which refer to contact hours. To meet ANCC requirements, educational activities offered for CNE are necessarily designed to meet post-basic education needs of professional nurses (hence “continuing” education.) However, NCF believes that educational events can provide important personal development and acculturation to the profession for undergraduate nursing students. Therefore, nursing students, other healthcare providers and interested participants should be invited and are welcome to attend our events.

Educational activities are planned on the basis of assessed needs. Trends, current issues and felt needs of nurses around the country are continually assessed in a variety of ways, including:

- Participant suggestions on evaluation questionnaires
- Discussions and interviews with representatives of prospective audiences
- Recommendations of the local NCF group.

Educational Design and Documentation

CNE nurse planners must document the plan of instruction and evaluation for a CNE educational activity on the *Educational Design Documentation* form. The following six components of the *Educational Design* describe what, how, and when participants will learn:

- Purpose
- Objectives
- Content outline
- Time Frames (clock hours)
- Teaching/Learning Strategies
- Presenter(s)/Content Expert(s)

These components are described below.

Purpose

The purpose statement:

- Guides the design of the educational activity
- Is determined by identified learner needs
- Describes “why” and “for whom” the educational activity is planned
- Is brief and does not restate the objectives
- Must appear (and match) on all brochures, marketing or promotional materials

Objectives

Presenters/content experts, the NCF program planner, and the CNE nurse planner work together to develop learning objectives for NCF educational activities. The following are some “rules of thumb” to help develop well-constructed participant objectives and educational designs.

Well-constructed participant objectives:

- Are listed as learner-oriented outcomes or achievements

- Are congruent with the purpose of the educational activity
- Demonstrate relevance to professional nursing
- Are attainable in the time allotted for the educational activity
- Are measurable and behavioral (See recommended *Taxonomy of Behavioral Verbs* at the end of this document).
- List only one action or outcome (verb). Avoid the popular “Compare and contrast ...”
- Are orderly and progressive; for example, “Define ...” precedes “Discuss ...” and “Examine ...” should come before “Analyze ...”
- Good educational designs have approximately one objective per contact hour. Guidelines for writing behavioral objectives can be found at: <http://www.apa.org/ed/sponsor/about/faq/objectives.pdf> and other websites.

Content Outline

The content is relevant and congruent to the purpose and objectives. For each objective, content is described in an outline on the Educational Design Documentation form.

Time Frames

The time allotted for the content is appropriate for the content presented. Beginning and ending clock times are spelled out for each content section, for example, 9:00 –10:30 a.m.

Teaching Strategies

Teaching strategies are consistent with the content to be presented. There should be a good variety, and they should incorporate principles of adult learning. Adult learning is enhanced when:

- There is mutual, respectful collaboration between presenter(s) and learners.
- Learners’ autonomy, self-direction and life experiences are honored.
- The content focuses on realistic problems and practical applications.
- Learners have the opportunity to evaluate progress toward their own goals.

Presenters and Content Experts

Presenters and content experts take an active role in planning content for the educational activity and in evaluating their presentations. Presenters for NCF events are chosen based on specific criteria. Presenters:

- Demonstrate Christian maturity.
- Have knowledge, expertise and accomplishments that relate to the subject.
- Have appropriate academic preparation.
- Possess adequate skill and experience in presenting.
- Reflect professional depth and integrate a Christian worldview in their presentations.
- Are able to support NCF’s purposes and sign an NCF [Statement of Agreement](#) (Doctrinal Basis).

In addition, the following criteria for presenters are usually required for approved CNE activities. Presenters:

- Submit a completed *Biographical Data* form.
- Submit a signed *Conflict of Interest* form (presenters must disclose any real or apparent conflicts of interest that might have a bearing on the subject matter).
- Disclose any commercial support received for the presentation.
- Disclose any intent to discuss off-label use of products.

Non-nurses may be presenters as long as there is also a nurse co-presenter on the program.

There are situations when presenters and content experts may be invited without supporting NCF's purposes or signing the [Statement of Agreement](#) (Doctrinal Basis).

For example, when speakers are:

- Clearly identified as “representing an opposing view” i.e. planned debate
- From a collaborating agency, such as a state nurses association
- Asked to participate as “experts” in a relevant field, such as a nurse lobbyist or legal expert

Titles for NCF Events

Based on the cumulative advice and recommendations from our experienced conference and retreat planners around the country and NCF staff, NCF event titles should:

- Communicate, though not necessarily state, that the content relates to nursing.
- Be professional.
- Reflect Christian values
- Be universally understood, avoiding *Evangelical-ese*.”
- Be concise, to the point. Long title – lost audience!
- Be interesting, even whimsical (i.e. play on words), but never corny or silly.
- Appeal to a variety of groups, educational levels and generations.
- Be marketable. It needs to answer the question, “*What’s in it for me?*”

Verification of Participation and Successful Completion

Participants are informed *in advance* of criteria for verifying participation and successful completion of a CNE educational activity via:

- Brochures, marketing and promotional materials
- Written disclosure notice provided at the beginning of the activity
- Directions for learner-paced educational activities

Participation is verified by one of the following:

- Sign-in rosters
- Completion/submission of evaluation form
- Roll call
- Recorded session codes on the certificate (efficient for large groups)
- Submission of post-test or attendance validation (for enduring materials).

Successful completion of an educational activity is determined by one of the following means:

- Full-time attendance
- Written post-test with passing score
- Completion of an assignment
- Return demonstration

Certificates

Certificates are given to participants who successfully complete an educational activity. Specific information is included on the certificate:

- Name of learner
- Number of contact hours awarded
- Name and complete address of the provider of the educational activity
- The title, date and location of the educational activity
- Official approval statement

Participant Evaluation

Participants are given an opportunity to evaluate each educational activity. Evaluation questionnaires will assess:

- Learner achievement of **EACH** objective
- Expertise of **EACH** individual presenter
- Effectiveness of teaching strategies
- Perceived bias during a presentation
- Confirmation of that disclosures were given
- Usefulness of content to practice of nursing
- Description of ways learners will incorporate what they have learned into their practice
- Suggestions for future educational activities
- Approximate time for completion of the activity (for enduring materials).

Evaluation data is collected and utilized

- Participants' evaluations are compiled into an anonymous composite.
- The composite includes numerical scores and verbatim comments.
- The Event Coordinator sends the composite to presenter(s)/content expert(s) to use in self-evaluation.
- Event Committees use the information to revise or improve conference/retreat planning.

American Nurses Credentialing Center (ANCC) Definitions for CNE

Adult Learning Principles: Approach adults as learners, based on recognition of the individual's autonomy and self-direction, life experiences, readiness to learn, and problem-orientation to learning.

Behavioral Objectives: Intended measurable outcome(s) of instruction, stated as a specific behavior of the learner. Subject matter or definitive information relates to the behavioral objectives. Guidelines for writing behavioral objectives can be found at: <http://www.apa.org/ed/sponsor/about/faq/objectives.pdf> and other websites.

Conflict of Interest (COI): Any time an individual has an opportunity to affect CNE content with products or services from a commercial interest with which he/she has a financial relationship. Includes content about specific agents/devices, but not necessarily about the class of agents/devices, and not necessarily content about the whole disease class in which those agents/devices are used.

Contact Hour: A unit of measurement that describes 60 minutes of approved, organized learning experience, either didactic or clinical practice.

Continuing Educational Unit (CEU): Ten contact hours of participation in an organized continuing education experience; the ANCC does **not** use this terminology.

Continuing Nursing Education: Systematic professional learning experiences designed to augment the knowledge, skills, and attitudes of nurses and, therefore, enrich the nurses' contributions to quality health care and their pursuit of professional career goals.

Co-Sponsorship: Two or more professional agencies or organizations share responsibility for arranging an educational activity. Help from a non-professional organization, such as a church, is not considered co-sponsorship. Such funding, however, is considered "commercial support" and must be disclosed.

Educational Activity: A planned, organized effort, either learner directed or provider directed, aimed at accomplishing educational objectives. Contact hour credit awarded is based on the time allocated for the activity. Knowledge and use of adult learning principles should be reflected in all aspects of the educational design, e.g., objectives, content, teaching/learning methods, physical facilities, etc.

Educational Design: A plan for instruction consisting of a minimum of a documented assessment of learning needs, behavioral objectives, content outline, teaching strategies, learning experiences, resource utilization plan and evaluation strategies.

Financial Relationship: Relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest. Relationships extend to those of a family member.

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

Nurse Planner: Has a baccalaureate or higher degree in nursing; is responsible for every aspect of the Provider Unit's continuing nursing education activities.

Provider Status: Recognition of an organization's capacity to award contact hours for continuing education activities, planned, implemented, and evaluated by the provider. The provider may offer an unlimited number of educational activities during the period of approval. Providers can only provide activities in which the provider unit nurse planner(s) assume(s) an **active** role in the **entire process**, from planning through evaluation. Providers can never approve activities.

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

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

Relevant financial relationships: Any amount which occurred in the past 12 months is "relevant" in terms of creating a conflict of interest.