

**Approved Provider Self-Study**

**2015 Accreditation criteria Rev. 1.0 – Approved Provider**

**Provider Unit Name:**

**Primary Nurse Planner**

**Name:**

**Email:**

**Phone:**

**Secondary/Additional Contact**

**Name:**

**Email:**

**Phone:**

**Web address (if applicable):**

**Table of Contents**

**(Applicant may insert a table of contents if desired, and/or bookmark pdf of final document)**

**Approved Provider Organizational Overview:**

The Organizational Overview (OO) is an essential component of the application process that provides a context for understanding the Approved Provider Unit/organization. The applicant must submit the following documents and/or narratives:

**Structural Capacity**

**OO1a.** **Executive Statement/Summary (Demographics)**

Submit an executive statement and/or high-level strategic summary of the Provider Unit (e.g., overall description on how the provider unit as it relates to its NCPD/CNE offerings, including the impact the provider unit has on the organization and its learners (1000-word limit).

**Executive Statement:**

**OO2a.** **Lines of Authority**

Submit a **list** including names and credentials, positions, and titles of the Primary Nurse Planner and other Nurse Planners (if any) in the Provider Unit.

**List:**

**OO2b.** **Position Descriptions**

Submit **position descriptions** of the Primary Nurse Planner and Nurse Planners (if any) in the Provider Unit. Note: These should be position descriptions that relate specifically to the qualifications and responsibilities of personnel integral to the provider unit, not other roles that the person may hold (for example, a nurse planner who is also a critical care nurse).

**Position Description(s):**

**Approved Provider Criterion 1: Structural Capacity (SC)**

The capacity of an Approved Provider is demonstrated by commitment, identification of and responsiveness to learner needs, continual engagement in improving outcomes, accountability, leadership, and resources. Applicants will write narrative statements that address each of the criteria under Commitment, Accountability, and Leadership to illustrate how structural capacity is operationalized.

**Each narrative must include a specific example that illustrates how the criterion is operationalized within the Provider Unit.**

**Commitment**. The **Primary Nurse Planner** demonstrates commitment to ensuring RNs’ learning needs are met by evaluating Provider Unit processes in response to data that may include but is not limited to aggregate individual educational activity evaluation results, stakeholder feedback (staff, volunteers), and learner/customer feedback.

Describe and, using a specific example, demonstrate the following:

**SC1.** The Primary Nurse Planner’s commitment to learner needs, including how Provider Unit processes are revised based on aggregate data.

**Process Description:**

**Specific Example:**

**Accountability**. The **Primary Nurse Planner** is accountable for ensuring that all Nurse Planners in the Provider Unit adhere to the ANCC accreditation criteria.

Describe and, using a specific example, demonstrate the following:

**SC2.**  How the Primary Nurse Planner ensures that all Nurse Planners in the provider unit are appropriately oriented/trained to implement and adhere to the ANCC accreditation criteria.

**Process Description:**

**Specific Example:**

**Leadership**. The **Primary Nurse Planner** demonstrates leadership of the Provider Unit through direction and guidance given to individuals involved in the process of assessing, planning, implementing, and evaluating CNE activities in adherence with ANCC accreditation criteria.

Describe and, using a specific example, demonstrate the following:

**SC3.** How the Primary Nurse Planner/Nurse Planner provides direction and guidance to individuals involved in planning, implementing, and evaluating CNE activities in compliance with ANCC accreditation criteria.

**Process Description:**

**Specific Example:**

**Approved Provider Criterion 2: Educational Design Process (EDP)**

The Approved Provider Unit has a clearly defined process for assessing needs as the basis for planning, implementing, and evaluating continuing nursing education (CNE). Activities are designed, planned, implemented, and evaluated in accordance with adult learning principles, professional education standards, and ethics.

Examples for the narrative component of the provider application (EDP 1-7) may be chosen from but are not limited to those contained in the three activity files. Evidence must demonstrate how the Provider Unit complies with each criterion.

**Assessment of Learning Needs.** CNE activities are developed in response to, and with consideration for, the unique educational needs of the target audience.

**Describe and, using an example, demonstrate the following:**

**EDP 1.**  The process used to identify a **problem** in practice or opportunity for improvement (professional practice gap).

**Process Description:**

**Specific Example:**

**EDP 2.** How the Nurse Planner identifies the **underlying** educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (s).

**Process Description:**

**Specific Example:**

**Describe and, using an example, demonstrate the following:**

**EDP 3.** How the Nurse Planner identifies, and measures change in knowledge, skills, and/or practices of the target audience that are expected to occur as a result of participating in the educational activity.

**Process Description:**

**Specific Example:**

**Planning.** Planning for each educational activity must be independent from the influence of commercial interest organizations.

**Describe and, using an example, demonstrate the following:**

**EDP 4.** The process used to determine ***relevant financial relationships*** for all who will be in control of the educational content. Explain your process for identifying and mitigating relevant financial relationships as well as your process for disclosing any relationships to the learners.

**Process Description:**

**Specific Example:**

**Design Principles.** The educational design process incorporates best-available evidence and appropriate teaching methods.

**EDP 5.** How the content of the educational activity is developed based on best available current evidence (e.g. clinical guidelines, peer-reviewed journals, experts in the field) to foster achievement of desired outcomes.

**Process Description:**

**Specific Example:**

**EDP 6.** How strategies to promote learning and actively engage learners are incorporated into educational activities.

**Process Description:**

**Specific Example:**

**Evaluation.** A clearly defined method that includes learner input is used to evaluate the effectiveness of each educational activity. Results from the activity evaluation are used to guide future activities.

**Describe and, using an example, demonstrate the following:**

**EDP 7.** How summative evaluation data for an educational activity are used to analyze the outcomes of that activity **and** guide future activities.

**Process Description:**

**Specific Example:**

**Approved Provider Criterion 3: Quality Outcomes (QO)**

The Provider Unit engages in an ongoing evaluation process to analyze its overall effectiveness in provider unit operations and in improving the practice of nursing/professional development of nurses.

**Provider Unit Evaluation Process.** The Provider Unit must evaluate the effectiveness of its overall functioning as a Provider Unit.

**Describe and, using an example, demonstrate the following:**

**QO1.** The process utilized for evaluating effectiveness of the Provider Unit in carrying out its work as a provider of continuing nursing education (CNE).

**Process Description:**

**QO2a.** Identify at **least one quality outcome** the provider unit has established and worked to achieve over the past twelve months to improve provider unit operations. Identify the metrics to measure success in achieving that outcome.

**Outcome:**

**QO2b.** Using one of the quality outcomes identified in QO2a, explain how the most recent evaluation process (QO1) resulted in the development and/or improvement of an identified outcome for provider unit operations, including how that outcome was measured and analyzed. *Guidance: Clarify the relationship between the outcome (goal) for the provider unit’s structure and/or function and how the provider unit developed, measured, and analyzed its success in achieving that outcome.*

**Example Description:**

**VALUE/BENEFIT TO NURSING PROFESSIONAL DEVELOPMENT**

**QO3a.** Identify at **least one quality outcome** the provider unit has established and worked to achieve over the past twelve months to improve the professional development of nurses. Identify the metrics to measure success in achieving that outcome.

**Outcome:**

**QO3b.** Using one of the quality outcomes identified in QO3a, explain how the most recent evaluation process (QO1) resulted in the development and/or improvement of an identified outcome to improve the professional development of nurses, including how that outcome was measured and analyzed. *Guidance: Clarify the relationship between the outcome (goal) for the provider unit’s structure and/or function and how the provider unit developed, measured, and analyzed its success in achieving that outcome.*

**Example Description:**