The **Nurse Planner** must be a registered nurse who holds a current, unrestricted nursing license (or international equivalent) **AND** hold a baccalaureate degree or higher in nursing (or international equivalent) **AND** be actively involved in planning, implementing, and evaluating this NCPD educational activity based on educational resources provided by the Accredited Provider Program Director.

**Nurse Planner contact information for this activity:**

Name and License/ degree credentials (or international equivalent): Click here to enter text.

Email Address: Click here to enter text.

**Title of Activity:** Click here to enter text.

**Date Application Form Completed:** Click here to enter a date.

**Activity Type:**

Provider-directed, provider-paced: Live (in person course,  conference  or webinar)

* Date of live activity: Click here to enter a date.
* Location of activity

Provider-directed, learner-paced:  Enduring material web-based (i.e., online courses, e-books)  article  other (describe)

* Start date of enduring material: Click here to enter a date.
* Expiration/end date of enduring material: Click here to enter a date.

Learner-directed, learner-paced: may be live, enduring material, or blended.

* Start date of enduring material (if applicable): Click here to enter a date.

Expiration/end date of enduring material (if applicable):

Blended activity (activities that involve a “live” component in combination with a provider-directed, learner-paced component)

* Date(s) of prework and/or post-activity work: Click here to enter a date.
* Date of live portion of activity: Click here to enter a date.

1. **Description of the professional practice gap, PPG (e.g. change in practice, problem in practice, opportunity for improvement)**
   1. Provide a brief description of the problem or opportunity for improvement this activity is designed to address for your learners.
      * What is the problem or opportunity that needs to be addressed by this activity?
      * *This can be a one sentence response that includes what the specific problem or opportunity is.*
      * TIP: Although not required to include the target audience in the PPG statement, it is important to consider the target audience when investigating the problem or opportunity and determining the gap. This helps ensure the gap is specific to the problem or opportunity the education is targeting.

**Provide a brief description of the problem or opportunity for improvement this activity is designed to address for your learners:** 

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

Survey data from stakeholders, target audience members, subject matter experts or similar

Input from stakeholders such as learners, managers, or subject matter experts

Evidence from quality studies and/or performance improvement activities to identify opportunities for improvement.

Evaluation data from previous education activities

Trends in literature

Direct observation

**Please provide a brief summary of the evidence and the data gathered that validates the need for this activity: (**include analysis of the data not just the data sources)



1. **Educational need that underlies the professional practice gap (e.g. knowledge, skill and/or practices)**
   * + Why do learners need this education?
       - Is the PPG related to what they do not know (knowledge)?
       - Is the PPG related to what they do not know how to do (skill)?
       - Is the PPG related to what they do not know how apply or implement into practice (practice)?

Choose an item.

Choose an item.

Choose an item.

Choose an item.

1. **Description of the target audience. (You can select more than one target audience).**
2. Choose an item.
3. Choose an item.
4. Choose an item.
5. Choose an item.
6. **Desired learning outcome(s): *The measurable learning outcome is NOT a list of objectives.***

* The learning outcome statement needs to be written in measurable terms and should include the outcome and the metric that the outcome is measured by.
* The learning outcome must tie to the professional practice gap and the underlying educational need. If the underlying need is knowledge, the outcome should be related to measuring a change in the learner’s knowledge, etc.
* **TIPS:**
  + - What is the measurable goal or outcome that this activity sets out to achieve?
    - *What should the learner(s) know, show, and/or be able to do at the end of the activity? (underlying educational need)*
    - What will be measured when the learner completes the activity?

**Identify the desired learning outcome(s):**



1. **Description of evaluation method:** 
   * Explain how you will collect evidence to show change in knowledge, skills and/or practices of target audience at the end of the activity.

* TIP: The evaluation method chosen should align with the educational need(s) identified and the expected learning outcome(s) identified; be measuring the success or expected results relate to the identified learning outcome(s) and where the underlying educational need exists.
* TIP: An evaluation form is not required. The description of the evaluation method should discuss how the evaluation data is obtained and analyzed and should clearly describe the data being collected. For example, do not simply state that an evaluation form will be completed, go into detail on what types of questions are being asked on the evaluation form.

**Short-term evaluation options:**

Self-report of learner(s) intent to change practice.

Active participation in learning activity

Post-test (knowledge)

Return demonstration (e.g., skill when simulated, practice when observed in practice)

Case study analysis

Role-play

**Long-term evaluation options:** (if usedmust have a means to measure and report these)

Self-reported change in practice over a period of time

Change in quality outcome measure (e.g., recruitment and retention data, patient safety data)

Return on Investment (ROI)

Observation of performance (at a predetermined point in time after post activity)

**Describe the chosen evaluation method(s):**



1. **Description of evidence-based content with supporting references or resources:   
   *See appropriate table below.***

* **REMEMBER:** Best practice is for references and resources that have been developed and/or published within the last 5-7 years.
* **For a conference**, an abstract can include a description of how the overall content

facilitates learner achievement of the expected outcome for the conference. Detailed

individual session outcomes, are not required.

Information available from the following organization/web site (organization/web site must use current available evidence within past 5 - 7 years as resource for readers; may be published or unpublished content

Information available through peer-reviewed journal/resource (reference should be within past 5 – 7 years)

Clinical guidelines

Expert resource (individual, organization, educational institution) (book, article, web site)

Textbook reference

1. **Learner engagement strategies**

Integrating opportunities for dialogue or question/answer

Including time for self-check or reflection

Analyzing case studies

Providing opportunities for problem-based learning

Other (describe):      

1. **NARS Reporting Conversion Terms**

NARS Activity Type:

**Course-** A course is a live educational activity where the learner participates in person.

**Regularly Scheduled Series**- A regularly scheduled series (RSS) as a course that is planned as a series with multiple, ongoing sessions.

**Internet Live Course-** An Internet live activity is an online course available via the Internet at a certain time on a certain date and is only available in real-time.

**Enduring Material (Homestudy)-** An activity that is printed or recorded and does not have a specific time or location designated for participation. Rather, the participant determines where and when to complete the activity.

**Internet Activity Enduring Material-**as above enduring material as an "on demand activity," meaning that there is no specific time designated for participation.

**Journal Based CNE-** A journal-based CNE activity includes the reading of an article (or adapted formats for special needs).

**Other-** (Manuscript Review, Test writing item, Committee Learning, Performance Improvement, Internet searching and learning)

1. **Number of contact hours awarded and calculation method:**
   * Provider must keep a record of the number of contact hours earned by each participant (*this does not need to be provided in the activity file documentation*).
   * Rounding contact hours: If rounding the contact hours, the provider *may* round up or down to the nearest 1/4 (0.25) hour (i.e., if the calculation is 1.19 contact hours, it may be rounded up to 1.25 contact hours).

**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: \_\_\_\_\_\_\_\_\_\_**

1. **Criteria for awarding contact hours for live and enduring material activities include:**(Check all that apply)

Attendance for a specified period of time (e.g., 100% of activity, or miss no more than 10 minutes of activity)

Credit awarded commensurate with participation

Attendance at 1 or more sessions

Completion/submission of evaluation form

Successful completion of a post-test (e.g., attendee must score      % or higher)

Successful completion of a return demonstration

Other - Describe:

1. **Names and credentials of all individuals on the planning team:** 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), role on the planning committee. There must be one Nurse Planner and one other individual to plan each educational activity. **The individuals who fill the roles of Nurse Planner and Content Expert must be identified.**

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

**Date:**

**APPROVAL**

**Approved by Accreditation Program Director, Joann K. Burrington, MBA, BSN, RN, and Continuing Education Program Committee on**

**Contact Hours Awarded:**

**NOTE:**

**STN administrative office holds the following documents:**

Certificate of Completion

Completed identification of financial relationships with ineligible companies, including mitigation

Commercial support agreements, when applicable

Slides showing required disclosures, requirements for completion, contact hours to be awarded, ANCC accreditation statement, and identification of commercial supporters when appropriate.

**Content activity table PROGRAMS LESS THAN THREE (3) HOURS IN LENGTH**(Must have at least one reference listed, preferably within 5-7 years and no longer than 10 years.)

|  |  |  |
| --- | --- | --- |
| **CONTENT**  **(Topics)**  *Provide an outline of the content* | **TIME**  *Approximate time required for content delivery and/or participation in the activity* | **PRESENTER/ AUTHOR**  *List the Author* |
|  |  |  |
|  |  |  |
|  |  |  |
| **List the evidence-based references used for developing this educational activity:** | | |

**Content activity table COURSES ≥ THREE (3) HOURS IN LENGTH SINGLE TOPIC / WORKSHOP**(Must have at least one reference listed, preferably within 5-7 years and no longer than 10 years.)

| **CONTENT**  **(Topics)**  *Provide an outline/objectives of the content* | **TIME**  *Approximate time required for content delivery/ participation* | **PRESENTER/ AUTHOR**  *List the Author* | **LEARNER ENGAGEMENT STRATEGIES** |
| --- | --- | --- | --- |
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| **List the evidence-based references used for developing this educational activity:** | | | |

**CONTENT ACTIVITY TABLE CONFERENCES &   
COURSES ≥ THREE (3) HOURS MULTIPLE TOPICS**

(Each session must have at least one reference listed, preferably within 5-7 years and no longer than 10 years.)

| **CONTENT**  **(Topics)**  *Provide an outline/objectives of the content* | **TIME**  *Approximate time required for content delivery and/or participation in the activity* | **PRESENTER/ AUTHOR**  *List the Author* | **LEARNER ENGAGEMENT STRATEGIES** |
| --- | --- | --- | --- |
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| **List the evidence-based references used for developing this educational activity:** | | | |
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**ADDENDUM**

**Summative evaluation for one time activities and conference**

**May be submitted as separate document**

**The summative evaluation contains two components:**

* + A summary of data highlighting whether the activity was effective in closing or narrowing the gap and achieving the educational activity outcome.
* An analysis of what was learned from the evaluation data and what can be applied to future activities.
* The summative evaluation does not simply include the data collected from the evaluations. There should be a clear analysis of the data from the NP and planning committee documented
* There is no prescribed method for providing the summative evaluation information. Common delivery methods include a narrative format, SBAR format, SOAP note, or table with analysis information.

