

# 2015 Accreditation Program Overview - **EXCERPTS**

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Innovate. Involve. Inspire.

## Learning Outcome

- Eliminated purpose
- Eliminated objectives
- Require learning outcome(s)
  
- Learning outcome
  - Outcomes-based approach
  - Learner-centric
  - Explicit description of what a learner should know, be able to apply and/or be able to do as a result of participating in the educational activity
  - Measurable, objective
  - Capable of being assessed

# Learning Outcome

- Must be based on the desired outcome of the educational activity
- Need to start with the end in mind
  - What do you want learners to know, be able to do, can do after participating in the educational activity?
- Strategies:
  - 5 Whys
  - Diagram (fishbone)

# Learning Outcome

| Learning Objective   | Learning Outcome   |
|--|--|
| <ul style="list-style-type: none"><li>• List 5 side effects of anti-hypertensive agents</li><li>• Discuss risks associated with untreated hypertension</li><li>• State normal range for blood pressure</li></ul> | <p>Knowledge: Demonstrate knowledge of evidence-based treatment for hypertensive patients by passing post-test with score of <math>\geq 80\%</math></p> <p>Competence/Skill: Correctly identify required actions to manage patients in hypertensive crisis by analyzing a case study.</p> <p>Performance: Utilize an evidence-based protocol when caring for hypertensive patients</p> |

# Learning Outcome

## Learning Objective

- Describe characteristics of effective communication styles
- List 5 methods of creating a safe environment for holding a confidential conversation
- Define SBAR
- Apply the principles of SBAR when communicating critical information

## Learning Outcome

Knowledge: At conclusion of the educational activity, participants will self-report knowledge gain of effective communication styles using Likert scale

Competence/Skill: At conclusion of the educational activity, participants will self-report intent to change practice by applying evidence-based communication strategies

Performance: At 6 month post-program evaluation, participants will self-report actual change in practice

Patient Outcomes: At 9 month post-program evaluation, participants will self-report impact on patient outcomes as a result of change in communication strategies

# Learning Outcomes

- Objectives can be written "out of context", but learning outcomes connect the identified practice gap with the related educational need
- Learning outcomes frame the context for objectives
- Learning outcomes demonstrate why "list", "discuss", and "state" are important
- Learning outcomes provide the measurable evidence of progress in closing the practice gap - objectives don't do that