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**Approved Provider Education Planning & Documentation Form**

**Section 1 – Activity Overview and Contact Hours – Page 1**

**Section 2 – Mitigating Relevant Financial Relationships – Start this process as planning begins – Page 3**

**Section 3 – Educational Development - Follow and document the approved process for nursing continuing professional development activity planning – Page 6**

*Document on this form during the planning process and attach the following documents:*

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| --- | --- |
|  | Agenda if the activity is 2 hours or longer in length |
|  | All individual Disclosure Forms from all in control of content |
|  | ONE Nurse Planner Mitigation Worksheet, Section B – Documentation |
|  | If applicable, Commercial Support agreement(s) with signature and date |
|  | Promotional material or pre-session disclosures showing all required information was provided to learners before the education activity |
|  | Written evaluation form if one is used |
|  | Certificate (documentation of successful completion) |

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| **Name of Nurse Planner Responsible for Activity:** |

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| **ACTIVITY DESCRIPTION** |
| **Title of Activity:** |
| **First date the activity will be held:** |

1. **Is a single presentation or a series of presentations planned?**

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|  | Single presentation offered one time |
|  | Single presentation offered more than once to different audiences |
|  | Series of presentations, each of which is a “stand alone” session by itself |
|  | Series of presentations on the same topic continuing over several sessions |

1. **What activity format(s) are you planning? Check all that apply to your learning activity:**

*Consider the type of learner engagement strategies you can use with the format you choose. These differ depending on whether a change is needed in knowledge, skill, and/or practice.*

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|  | Live in-person [L] | Location: |  |
|  | Regularly Scheduled Series (e.g., Tumor Board, M&M) [L] | Location: |  |
|  | Live Webinar [L] | Location: | N/A |
|  | Recorded sessions to be presented to an audience at a specific time [L] | Location: | N/A |
|  | Journal Club (Read and Discuss Peer Reviewed Articles) [JC] | Location: | N/A |
|  | Recorded Webinar for on-demand viewing (“Enduring Material”) [IEM]  **URL:** | \*End date: |  |
|  | Internet Self-Study (“Enduring Material”) [IEM]  **URL:** | \*End date: |  |
|  | Printed or other media (e.g., CD, DVD) Self-study (“Enduring Material”) [EM] | \*End date: |  |
|  | Combination of live instruction and written or online work (“Blended” activity) [L] | Location: |  |
| For Blended Activity or Other format, describe in detail: | | | |

*\*The “end” or “expiration” date is the date by which a participant must complete the activity to earn contact hours. No certificates are issued after this date. WNA generally approves activities for two years.*

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| **CONTACT HOURS** | |
| **INSTRUCTIONS:**   * *For live activities, add up the educational time in minutes and divide by 60.Count educational content and evaluation time. Do not count lunch, breaks, exhibit time, or welcome.* * *For “enduring material” (self-study) activities, indicate how you calculated contact hours in question #5\*\*.* | |
| **3. Number of contact hours one participant can earn** [Nursing Credits]**:** |  |

|  |  |
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| **4. Total number of contact hours, including all concurrent breakout sessions** [Hours of instruction]**:** [hours of instruction  *Add up the time for all presentations for which you are providing contact hours. Include all sessions.* |  |

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| **\*\*5.** | ***Enduring Material Only:*****How did you calculate the number of contact hours for your enduring material?** | |
|  |  | Mergener Formula for written materials (<http://touchcalc.com/calculators/mergener>) |
|  |  | Pilot of several people completing the enduring material activity and averaging the completion times |
|  |  | Other (describe in detail): |

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| **HOW PARTICIPANTS EARN CONTACT HOURS (“Successful Completion Requirements”)** |
| |  |  |  | | --- | --- | --- | | **6.** | **Indicate what participants need to do to be awarded contact hours for successful completion of this activity. Check all that apply.** | | |  |  | Attendance at an entire live activity | |  |  | Completion of an online activity | |  |  | Attendance for a specified period of time (e.g., miss no more than 10 minutes, etc.) | |  |  | \*Attendance at one or more sessions of a multi-session activity (“Partial Credit”) | |  |  | Completion of assignments, pre-work, etc. | |  |  | Completion/submission of an evaluation form | |  |  | Successful completion of a post-test (attendee must score \_\_\_\_ % or higher) | |  |  | Successful completion of a return demonstration | |  |  | Other (describe): | |

*\* If you are offering partial credit for attendees who attend some sessions but not all, you must track the specific number of hours awarded for each attendee. Be prepared to explain how you will do this.*

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| **7.  ATTACH AN AGENDA FOR THE ENTIRE ACTIVITY (ALL SESSIONS, including all concurrent sessions) if the activity is 2 or more hours in length.** [hours of instruction |

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| **JOINT-PROVIDERSHIP** |
| **8. Is this activity “jointly-provided?”**  *Other organizations are planning or implementing the learning activity with you.* |

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| --- | --- | --- |
|  | NO |  |
|  | YES | If yes, complete the section below. |

**8A. If yes:**

**List all organizations planning or implementing the learning activity with you:**

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**8B. If yes, read these additional requirements:**

***\* IF YES: A “joint-provider” statement must be used on promotional materials****. This statement indicates which organization is providing the contact hours and that two or more groups were involved in planning. For example,* ***“(Provider Name) is the provider of nursing contact hours for this activity, planned in conjunction with (LIST Name(s) of Joint-Provider Organization(s).” OR: Your Approved Provider statement + “jointly provided with (LIST Name(s) of Joint-Provider Organization(s).”***

*\** ***IF YES*** *–Documents associated with this activity (e.g., marketing materials, advertising, agendas, certificates) must* ***clearly indicate the Provider organization awarding contact hours*** *and the Provider’s responsibility for adherence to ANCC criteria.*

*\*****IF YES*** *– The Nurse Planner for this activity must ensure that the Provider organization maintains control of educational development and is responsible for adherence to ANCC criteria.*

**Demonstrating and Communicating Educational Integrity and Independence**

*Providers of for-credit education have a responsibility to prevent industry bias (“commercial bias”) in education.*

*On the* ***planning committee*** *there must be:*

1. *At least two people total involved in planning the activity.*
2. *A qualified Nurse Planner actively involved and responsible for using the 2015 ANCC/WNA criteria to plan, implement, and evaluate the activity.*
3. *At least one of the planners needs to be identified as a “content expert” (subject matter expert).*

*The Nurse Planner may act as both nurse planner and content expert, if qualified, but at least two planners total are required.*

*A* ***Content Reviewer:***

* *Is someone outside of the planning committee called in by the Nurse Planner to assess educational content for scientific validity and/or bias.*
* *A Content Reviewer is NOT required.*

**9A. List the name and credentials / degrees of the nurse planner and all planners. Check the boxes in the table below to indicate which planners are subject matter experts (“content experts”).**

*Add more rows if necessary.* *If more than ten planners, you can submit an existing list of names and credentials, and clearly indicate the subject matter experts.*

|  |  |  |
| --- | --- | --- |
| Name, credentials / degrees | Role | Are they a subject matter expert (SME)? |
|  | Nurse Planner | Yes  No |

|  |  |  |
| --- | --- | --- |
| Name, credentials / degrees | Role | Are they a subject matter expert (SME)? |
|  | Planner | Yes  No |
|  | Planner | Yes  No |
|  | Planner | Yes  No |
|  | Planner | Yes  No |
|  | Planner | Yes  No |

**9B. List the name and credentials / degrees of all presenters or self-study content developers. Check the boxes in the table below to indicate role. All presenters should be chosen for their subject matter expertise.**

*Add more rows if necessary.* *If more than ten presenters, you can submit an existing list of names and credentials, and clearly indicate their roles.*

|  |  |
| --- | --- |
| Name, credentials / degrees | Role |
|  | Presenter  Self-study content developer |
|  | Presenter  Self-study content developer |
|  | Presenter  Self-study content developer |
|  | Presenter  Self-study content developer |
|  | Presenter  Self-study content developer |

**9C. List the name and credentials / degrees of all external reviewers of educational content or other faculty who are not presenters or activity planners. Please indicate role(s) in the table below (i.e., peer reviewer, content reviewer, other faculty, etc.).**

*Add more rows if necessary.* *If more than ten, you can submit an existing list of names and credentials, and clearly indicate their roles.*

|  |  |
| --- | --- |
| Name, credentials / degrees | Role |
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| **IDENTIFYING and MITIGATING RELEVANT FINANCIAL RELATIONSHIPS** |

*Refer to and review the Standards for Integrity and Independence at* [*www.accme.org/standards*](http://www.accme.org/standards) *and the WNA Toolkit documents for Identifying and Mitigating Relevant Financial Relationships.*

*For any activities clinical in nature, the Nurse Planner is responsible for ensuring all relevant financial relationships are mitigated for everyone in control of content before assuming their role(s) in the activity. The Nurse Planner will:*

*1.* ***Collect information*** *from each person in control of content about their financial relationships with ineligible companies.*

*2.* ***Analyze the information*** *each person in control of content has provided about their financial relationships with ineligible companies and* ***decide which are relevant.***

*3.* ***Mitigate*** *relevant financial relationships.*

*4.* ***Document*** *the mitigation strategies you used.*

*5.* ***Disclose*** *to learners the presence or absence of relevant financial relationships.*

**10. Is your educational topic clinical in nature?**

*Examples of non-clinical topics: leadership; communication skills; other “soft” skills.*

|  |  |  |
| --- | --- | --- |
|  | Yes | **Read and begin the processes listed on the WNA Nurse Planner Mitigation Worksheet, including #11 and 12 below.** |
|  | No or Not Sure | Contact [wnanprl@wisconsinnurses.org](mailto:wnanprl@wisconsinnurses.org) before proceeding if not sure.  If no, the process (1 – 5) above is not required. |

**11. Collect Information – Send each person in control of content (listed in tables in question #9a-c above) a WNA Disclosure Form to complete and return to you.**

|  |  |
| --- | --- |
|  | **Attach all completed Disclosure Forms to this activity record. You must have a completed form for each person in control of content.** |

*You may use another method of information collection. If using a different method to collect information on relationships with ineligible companies, communicate this to the WNA AAPD at* [*wnanprl@wisconsinnurses.org*](mailto:wnanprl@wisconsinnurses.org)*.*

**12. Analyze, Mitigate, and Document – Use the WNA Nurse Planner Mitigation Worksheet to continue the processes and document your Mitigation Strategies for any relevant financial relationships. You only need to complete one NP Mitigation Worksheet per activity.**

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| --- | --- |
|  | **Attach the completed WNA NP Mitigation Worksheet to this activity record.** |

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| **COMMERCIAL SUPPORT** |
| **13. Is there commercial support for this activity?**  *Commercial Support is defined as financial or in-kind support from ineligible companies.* |

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| --- | --- | --- |
|  | Yes | Provide the information requested below. |
|  | No | Continue to the next section. |

**IF YES,**

**13A. Complete the table below.** *Add more rows as needed.*

|  |  |  |
| --- | --- | --- |
| **LIST THE NAME OF EACH INELIGIBLE COMPANY SUPPORTING THE EDUCATIONAL ACTIVITY** | **TYPE OF SUPPORT** | |
| **FUNDING AMOUNT** | **VALUE OF IN-KIND DONATION** |
|  |  |  |
|  |  |  |
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| **13B. IF YES,** | **ATTACH THE REQUIRED COMMERCIAL SUPPORT AGREEMENT FOR EACH COMMERCIAL INTEREST ORGANIZATION PROVIDING IN-KIND OR FINANCIAL SUPPORT FOR THIS ACTIVITY.** |

1. *Agreements must be complete (all signatures present) and must be dated prior to the activity date.*
2. *The WNA approved Commercial Support Agreement is found on the WNA website.*
3. *Agreements approved for CME use are acceptable if CME is being offered for the same activity.*

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| **MANAGEMENT OF COMMERCIAL / INDUSTRY INFLUENCE** |

**14. Does this learning activity include vendor/exhibitors (live or virtual)?**

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|  | Yes |
|  | No |

**15. Does this learning event include activities conducted by ineligible companies in the same educational space (same room for live activities; same meeting and platform for virtual activities)?***Examples include vendors/exhibitors, presentations, or other gatherings influenced by ineligible companies.*

|  |  |
| --- | --- |
|  | Yes |
|  | No |

**IF YES,**

* *A* ***30-minute time interval*** *must separate learning content from sessions influenced by ineligible companies held in the same educational space (same room for live activities; same meeting and platform for virtual activities.)*
* *Learners must not be obligated to see or hear information from ineligible companies while engaged in the activity.*
* *Activities influenced by ineligible companies must be clearly indicated and communicated as such.*
* *Educational materials must not contain any references to ineligible companies, including corporate or product logos. Please contact* [*wnanprl@wisconsinnurses.org*](mailto:wnanprl@wisconsinnurses.org) *for more formation.*

**16. Please indicate content integrity strategies you have in place for your learning activity. Check all that apply to this activity.**

*Select only those that apply to your learning activity (e.g., don’t select “Participants will be asked about bias on the evaluation” if there is no question on your evaluation to address this).*

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|  | If content is clinical in nature, all relevant financial relationships have been mitigated. |
|  | All presenters/content developers have attested to the Content Integrity/Validity Statement on the WNA Disclosure Form. |
|  | Educational materials were/will be reviewed by a subject matter expert (i.e., a planner with content expertise or external content reviewer). |
|  | Participants will be asked on the evaluation about the presence of commercial bias in presentations. |
|  | Presentations will be monitored for commercial bias; violators will not be asked to present again. |
|  | Marketing/advertising will not be included within educational content (slides, handouts, etc.). Educational materials do not include ineligible company logos. |
|  | Learner contact information will not be shared without written permission from the learner. |
|  | Ineligible companies will not be allowed to recruit from the audience for any reason. |
|  | Vendor/Exhibitor activity will be kept separate from education (separate physical space or separate virtual platform and not during educational time). |
|  | “Giveaways” will be kept separate from educational materials/content delivery. |
|  | Other (Describe): |

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| **REQUIRED INFORMATION PROVIDED TO LEARNERS BEFORE THE ACTIVITY** |

*Required information must be provided to learners BEFORE the learning activity.*

**17. The following information must be listed on the Promotional Material or on the Pre-Session Disclosures (PPT Slide, Handout, Poster):**

1. Name of Provider organization awarding contact hours
2. Approval statement of Provider awarding contact hours (must be on at least one promotional document provided to learners)
3. Criteria for awarding contact hours (“successful completion requirements”)
4. Presence or absence of relevant financial relationships for everyone in a position to control educational content (nurse planner, planners, presenters, content developers, reviewers of content, other faculty). *See information on financial relationship identification, mitigation, and disclosure in the WNA Toolkit.*
5. If applicable, joint-provider statement
6. If applicable, commercial support information (names of commercial supporters – NO LOGOS)
7. For enduring materials ONLY, the date by which a participant must complete the activity to earn contact hours (“Expiration Date”).

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| --- | --- |
|  | **ATTACH PROMOTIONAL MATERIALS and/or PRE-SESSION DISCLOSURES for the learning activity (brochure, website info, social media, e-blast, etc.) to demonstrate that all applicable information above was communicated to the learners prior to the learning activity.** |

**EDUCATIONAL DEVELOPMENT**

**1. In a sentence or two, summarize the professional practice gap your education is designed to address.**

*Start your gap statement with, “The problem (or need for improvement, or need for new information) we are addressing with this educational activity is: \_\_\_\_\_\_\_.”*

*Example of a practice gap: “Nurses do not know the new evidence-based standards for administration of insulin for hospitalized patients with Type 1 diabetes.”*

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| 1. |

**2. Evidence is used to validate the professional practice gap. Describe why the practice gap identified above exists. Include in your response the following:**

1. **How do you know a practice gap exists for your target audience?**
2. **What data do you have to show this?**

**C. What does analysis of the data show you about why the educational opportunity exists?**

* *Stating there is a “need” or “request,” or indicating the education is “mandatory,” are not adequate responses. What is the underlying reason for the request or mandate?*
* *Types of evidence to validate a gap include:* 
  + *Survey data from learners, subject matter experts (SMEs), target audience members, or other stakeholders*
  + *Input from learners, managers, or other SMEs about what the gap is and why it exists*
  + *Evidence from quality studies or performance improvement opportunities, or quality improvement data*
  + *Literature review to identify trends and information about the topic area*
  + *Observation*

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| 2A.  2B.  2C. |

**3. Identify the target audience for this activity (check all that apply):**

*Who needs the education related to the gap?*

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| --- | --- |
|  | RNs *(must include)* |
|  | Advanced Practice RNs |
|  | RNs in Specialty Areas (Identify Specialty): |
|  | Interprofessional (describe): |
|  | Other (describe): |

**4. Is the educational need (that underlies the professional practice gap) in knowledge, skill, and/or practice?**

*Your answer should align with the gap you identified in question 1.*

|  |  |
| --- | --- |
|  | Knowledge (learner doesn’t know something) |
|  | Skill (learner doesn’t know or can’t show how to do something) |
|  | Practice (learner doesn’t do or doesn’t know how to do something in their professional practice) |

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| **The following three sections are labeled ‘KNOWLEDGE’, ‘SKILL’, and ‘PRACTICE’.** |
| **For sections 5 – 7 below, complete ONLY the section(s) for the need(s) you identified above in question 4.**  5. Knowledge need  6. Skill need 7. Practice need |

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| **5. PARTICIPANT NEED FOR KNOWLEDGE** |
| **5A. What is the desired outcome, related to a learner change in knowledge, you want participants to achieve as a result of attending the educational activity? How will you measure this?**   * *Think about what the learners should know at the end of the activity that they didn’t know before.* * *Outcomes must be written in measurable terms, and outcomes must be measured.* * *Outcomes are NOT objectives.* * *You may have one or more outcomes for your learners, and the outcome(s) should align with the gap and educational need.* * *If planning a conference with multiple sessions, an outcome is not needed for every education session; rather, your outcome(s) should be written for the conference as a whole.* * *An example of a knowledge outcome is: “80% of participants will indicate on the post session evaluation that they gained knowledge they can put into practice related to teaching students for whom English is a second language.”* |
| **5A.** |
| **5B. What learning strategies will you use to help your learners achieve this outcome?**   * *Learner engagement strategies should be determined by the Nurse Planner and Planning Committee in collaboration with the presenter(s) and should result in the desired outcome.* * *A few examples of learning strategies appropriate to facilitate a change in knowledge are the following: Question/answer; Discussion; Participant reflection; Polling during the learning activity.* |
| **5B.** |
| **5C. How will you evaluate if a change in knowledge occurred as a result of the education?**   * *You need to collect evidence to show if a change in knowledge occurred as a result of your learning activity.* * *In doing this, you are measuring your expected learner outcome(s), which align with your gap, evidence and need. You do not need a written evaluation form to do this.* * *There are examples of evaluation methods next to the evaluation question (#7). Don’t just list the method. Your answer should describe how the evaluation data is obtained, what data is being collected, and how the data will be analyzed.* * *The following are a few examples: Question and answer; Discussion; Formative evaluation throughout the session (e.g., audience response system, polling); Written post-session evaluation; Post-test; Completion of assignments; Ask learner if they intend to change their professional practice.* |
| **5C.** |

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| **6. PARTICIPANT NEED FOR SKILLS** |
| **6A. What is the desired outcome, related to a learner change in skill, you want participants to achieve as a result of attending the educational activity? How will you measure this?**   * *Think about what the learners should know at the end of the activity that they didn’t know before.* * *Outcomes must be written in measurable terms, and outcomes must be measured.* * *Outcomes are NOT objectives.* * *You may have one or more outcomes for your learners, and the outcome(s) should align with the gap and educational need.* * *If planning a conference with multiple sessions, an outcome is not needed for every education session; rather, your outcome(s) should be written for the conference as a whole.* * *An example of a skill outcome is: “75% of participants will demonstrate how to write a quality improvement plan using at least three principles presented in the education session.”* |
| **6A.** |
| **6B. What learning strategies will you use to help your learners achieve this outcome?**   * *Learner engagement strategies should be determined by the Nurse Planner and Planning Committee in collaboration with the presenter and should result in the desired outcome.* * *A few examples of learning strategies appropriate to facilitate a change in skill are Demonstration; Return demonstration; Hands on learning; Creating a product related to the learning; Role Play, Critical thinking exercises.* |
| **6B.** |
| **6C. How will you evaluate if a change in skill occurred as a result of the education?**   * *You need to collect evidence to show if a change in skill occurred as a result of your learning activity.* * *In doing this, you are measuring your expected learner outcome(s), which align with your gap, evidence and need. You do not need a written evaluation form to do this.* * *There are examples of evaluation methods next to the evaluation question (#7). Don’t just list the method. Your answer should describe how the evaluation data is obtained, what data is being collected, and how the data will be analyzed.* * *A few examples* *of ways to do this are Learner demonstrates active participation in the learning activity; Formative evaluation throughout the activity; Successful completion of a return demonstration; Observation of role play; Review of a product created based on the learning.* |
| **6C.** |

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| **7. PARTICIPANT NEED FOR PRACTICE CHANGE** |
| **7A. What is the desired outcome, related to a learner change in practice, you want participants to achieve as a result of attending the educational activity? How will you measure this?**   * *Think about what the learners should know at the end of the activity that they didn’t know before.* * *Outcomes must be written in measurable terms, and outcomes must be measured.* * *Outcomes are NOT objectives.* * *You may have one or more outcomes for your learners; outcome(s) should align with the gap and educational need.* * *If planning a conference with multiple sessions, an outcome is not needed for every education session; rather, your outcome(s) should be written for the conference as a whole.* * *An example of a practice outcome is: “65% of participants will self-report two months after the learning activity that they have been able to use knowledge gained from this educational activity in their practice.”* |
| **7A.** |
| **7B. What learning strategies will you use to help your learners achieve this outcome?**   * *Learner engagement strategies should be determined by the Nurse Planner and Planning Committee in collaboration with the presenter and should result in the desired outcome.* * *Examples of learning strategies appropriate to facilitate a change in practice are Collaborative activities; Group work; Problem-based learning (group work to solve real problems); Reflection; Observation; Case study analysis; Role play.* |
| **7B.** |
| **7C. How will you evaluate if a change in practice occurred as a result of the education?**   * *You need to collect evidence to show if a change in practice occurred as a result of your learning activity.* * *In doing this, you are measuring your expected learner outcome(s), which align with your gap, evidence and need. You do not need a written evaluation form to do this.* * *There are examples of evaluation methods next to the evaluation question (#7). Don’t just list the method. Your answer should describe how the evaluation data is obtained, what data is being collected, and how the data will be analyzed.* * *NOTE: An outcome related to practice can’t be measured on an immediate post-session evaluation. It needs to be measured after the learner has gone back to the practice setting.* * A few examples of ways to do this are *Participants’ self-reported change in professional practice after the opportunity to go back to the practice setting for a period of time; Report by others of learner change in practice; Observation of practice; Review of post-session learner assignments; Evidence of Return on Investment (ROI).* |
| **7C.** |

**8. Evaluation -**

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|  | **ATTACH THE WRITTEN EVALUATION for the learning activity if one is used.** |

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| **Evidence-based Content** |

**9. What content will help learners achieve the learning outcome(s)?**

* *Describe: What will the activity look like? What content will be included? You can provide a narrative, a content outline, or other content information already developed, if applicable.*

***For example:*** *The session will be a one-hour webinar on the 2014 CDC guidelines for administration of the pneumococcal vaccine. It will include information about the administration schedule, physiological effects, side effects, and contraindications. Attention will be paid to the importance of incorporating this information in patient teaching for persons over the age of 65.*

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**10. On what best available evidence will you base your content?**

* *References should be recent, best-evidence or be considered “Classic” references (e.g., Maslow, Kübler-Ross, Erickson, Kirkpatrick). Industry standard is for references and resources that have been developed and/or published within the last 5-7 years.*
* *There is no specific format (APA, MLA, etc.) required. Include at least: Year published, primary author (et. al.), publication title, article or chapter title, page numbers. For websites, list the specific URL for pages used, not just the general website URL. Include year of publication for web references, if available from the web page.*
* *If planning a conference with multiple sessions, list at least five key references that directly contribute to the achievement of the educational outcome(s) or provide an abstract on how the overall content facilitates the learner’s achievement of the conference outcome(s).*
* *You can provide this information in the table below or in an outline, agenda, presenter abstract, or other format already developed, if applicable.*
* *References should support the outcome(s) of the activity.*

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| --- | --- |
| **EVIDENCE-BASED REFERENCES USED TO DEVELOP THIS ACTIVITY** | **LIST CITATIONS HERE:**  Industry standard is for references and resources that have been developed and/or published within the last 5-7 years. |
| **Information available from the following website:** (web site must use current evidence; may be published or unpublished content; examples – AHRQ, CDC, NIH). Use the specific URL where you found the information, not the general web address. |  |
| **Information available through peer-reviewed journal/resource** (reference should cite current evidence): |  |
| **Clinical guidelines** (example - www.guidelines.gov): |  |
| **Expert resource** (individual, organization, educational institution) (book, article, web site) – if listing people, must list more than one: |  |
| **Textbook reference:** |  |
| **Other:** |  |

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| **ISSUING YOUR LEARNER CERTIFICATES** |

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| **11.** |  | **ATTACH A CERTIFICATE OR OTHER DOCUMENT INDICATING SUCCESSFUL COMPLETION OF THE LEARNER.**  *Certificate includes title and completion date of activity; name and address (web address acceptable) of Provider; number of contact hours awarded; participant name (or space for); and approval statement.* |

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| **POST-SESSION REPORTING: Evaluation Summary and Analysis** |

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| --- | --- |
| **12.** | **ANCC requires an analysis and summary of the evaluation data. This includes two components:**   * A summary of data highlighting whether the activity was effective in closing or narrowing the gap and achieving the educational activity outcome(s). * 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.* |
| 12. | |