Professional Development: Through Continuing Nursing Education?

A Panel Discussion:
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Marcy Strine, MSN, RN
Mary McAdams, BSN, RN, CEN, CPEN
Conflict of Interest

Matthew S. Howard, MSN, RN, CEN, CPEN, CPN
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- Owner and lead developer of Layered Learning LLC and stock in DeVry Inc.

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Mary McAdams, BSN, RN, CEN, CPEN
- Emergency Department Staff Development Specialist at St. Mary’s Medical Center

No actual or perceived conflict of interest have been noted by any speaker regarding the material.
Purpose and Objectives

• The focus of this presentation will be to provide information regarding the CNE accreditation process, including rules and regulations and compare types of CNE to assess what is working for the bedside nurse.

• At the end of this presentation you will be able to:
  – Describe the overall process for continuing nursing education (CNE) through accrediting bodies.
  – Compare successful vs unsuccessful CNE opportunities and accentuate their differences.
Process of CNE Development

Identification
- Needs ID
- Target Audience
- Needs Assessment

Needs Assessment

Gap Analysis

Goals & Purpose

Outcomes

Objectives/Content

Evaluate

Summary

Content

Production

Evaluate

Summary

Content

Develop Your Timeline

Develop Your Timeline
Identify the Need

• Note a problem in practice
• Note an opportunity for improvement
  – New or updated guidelines
  – New or updated regulations
  – New or updated evidence regarding practice
  – Issue with patient care fostering discussion
  – New or updated educational issues
  – New or updated management issues

American Nurses Credentialing Center. (2013). 2013 ANCC Primary Accreditation Application Manual for Providers and Approvers. Silver Spring, MD; Author
Select the Target Audience

• Who is impacted by the problem or opportunity for improvement?
• Who are the nurse learners that represent the audience?
  – Community-based nurses, clinic nurses?
  – Med-surg staff nurses?
  – Nurse managers?
  – Nurse educators?
Select the Target Audience

• Who wants/needs the education?
  – Younger nurses (<35 years) want CNE (Kvas, & Seljak, 2004)
    • Receive little support from co-workers
    • Receive little support from leadership/facility
  – CNE education should begin immediately after graduation in order to continue throughout a nurse’s career (Paterson, Henderson, & Trivella, 2010)
Needs Assessment

• National data indicates nurses who are certified in their specialty area provider safer care to their patients.
Needs Assessment

• Why?
  – Data used to identify and validate a gap in knowledge, skills or practice
  – Collect “pertinent data using valid and reliable techniques and instruments including, but not limited to, focus groups, questionnaires, evaluations of past programs, and analysis of trends” (ANA & NNSDO, 2010, p. 23).
The Value of Certification in a Patient-Driven Healthcare System

Bonnie McCandless Niebuhr, RN, MS
Director of Certification
American Association of Critical Care Nurses Certification Corporation

Ms. Niebuhr presented the following as part of her Keynote Address at the 1993 INS Annual Meeting.

Access and the escalating cost of healthcare continue to be at the heart of the current healthcare reform controversy. As nurses, we are concerned because we are faced daily with the challenge of trying to meet patient needs in an environment designed to work against patients rather than with them. Some say that healthcare reform is long overdue. As nurses, we know that the healthcare system in this country is in chaos.

Access to care is limited for many Americans. Currently, more than 35 million Americans are uninsured or underinsured. This figure includes approximately 450,000 pregnant women and 8 million children. In terms of cost, the figures are frightening. In 1992, the United States spent approximately $817.2 billion on healthcare alone. This cost is expected to double within the next 10 years, with nurses able to serve the seriously and chronically ill, the elderly, and patients with acquired immunodeficiency syndrome (AIDS), and the resulting demands of these patients on an increased variety of healthcare services. In 1991, there were approximately 62,470 patients with AIDS; by 1994, the figure is projected to increase to more than 100,000 patients.

The healthcare reforms currently under discussion in Washington will have a profound impact on every avenue of clinical practice. Yet, among the many experts being consulted—the physicians, nurses, pharmacists, lobbyists, pharmaceutical and device manufacturers, insurers, small and large business concerns—one perspective seems to be missing: the patients.

In our current system, patient preferences play a minor role. The healthcare system must make the

National data…

• Certification is valued by nurses regardless of their certification status or work role (Niebuhr, 1994)
National data...

- Certification influences accountability, accomplishment, growth, and specialized knowledge (Gaberson et al., 2003; Byrne, Valentine & Carter, 2004; Prowant, Niebuhr & Biel, 2007)

Patient safety and satisfaction depend on recruitment and retention of outstanding perioperative nurses who exemplify nursing excellence. Only measures of nursing excellence in achieving specialty certification. The term certification is defined as a voluntary process, the purpose of which is to provide professional recognition of knowledge, skills, and practice. Many nurses have

HISTORICAL BACKGROUND

The CNOR is an independent organization that was established when the House of Delegates of the American Association of Operating Room Nurses, now called AORN, voted to provide a voluntary certification program for CNOR nurses. In

ABSTRACT

- One measure of nursing excellence is achieving specialty certification, which denotes a more advanced level of knowledge and practice.
- The certification board Perioperative Nursing (CNOR) provides specialty certification for perioperative nurses. The organization's mission is to be the leader in competency credentialing and education that promotes safe quality patient care in the perioperative setting.
- This article presents study findings regarding the perceived value of CNOR certification. AORN J 79 (April 2004) 825-833.
Certification influences the level of recognition among employers, peers, and consumers (Niebuhr, 1994; Byrne, Valentine & Carter, 2004)

• Stromberg, et al. (2005) noted that managers prefer to hire certified nurses.

The Value of Certification—A Research Journey

Michelle Byrne, RN; Shelly Valentine, RN; Sharon Carter

The American Board of Nursing Specialties (ABNS), incorporated in 1995 to create uniformity in nursing certification and to increase public awareness of the value of quality certification, serves as an advocate for consumer protection, specialty nursing certification to all stakeholders. 

The Value of Certification in a Patient-Driven Healthcare System

Rosalio McCauley, RN, MS, Director of Certification
American Association of Critical Care Nurses Certification Corporation

...
Needs Assessment

- Piazza, et al. (2006) uncovered that certified nurses have higher perceptions of empowerment and improved work effectiveness.
Needs Assessment

• Great work – body of knowledge – what’s next?
• Make and design goals for your nurses
  – There is a wealth of literature to support it
• Understand the data you receive
Needs Assessment

• Goals:
  – 60% of nurses achieve certification by _____ date.
  – Lofty goal, but doable – right?

• A true and thorough needs assessment must be performed
  – 1/3 nurses plan to retire in 3-5 years
  – 1/3 nurses see daily life and cost as prohibited
Needs Assessment

• 2/3 of nurses have already opted out of education

<table>
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<tr>
<th>Barrier</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Cost of examination</td>
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<tr>
<td>Lack of institutional reward</td>
<td>10.4</td>
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<tr>
<td>Lack of institutional support</td>
<td>8.6</td>
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<tr>
<td>Lack of access to preparation courses</td>
<td>5.6</td>
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<tr>
<td>Discomfort with test-taking</td>
<td>5.1</td>
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<tr>
<td>Costs too much to maintain credential</td>
<td>4.9</td>
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<tr>
<td>Lack of access to exam site</td>
<td>4.0</td>
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<tr>
<td>Lack of access to/availability of continuing education</td>
<td>2.6</td>
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<tr>
<td>Did not pass examination</td>
<td>1.6</td>
</tr>
<tr>
<td>No desire or interest in certification</td>
<td>1.6</td>
</tr>
<tr>
<td>Not relevant to my practice</td>
<td>1.3</td>
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Needs Assessment

• Understand the data
Needs Assessment

• Multiple ways to get the data
  – Surveys:
    • Previous evaluations
    • Target audience surveys
    • Stakeholder surveys
  – Literature Reviews
  – Outcome data
  – Requests
Gap Analysis

• What’s the difference?
  – What does your audience know now?
  – What will they know afterwards?

• What’s the gap?
  – Knowledge
  – Skill
  – Application of one or each?
Gap Analysis

• Know the assessment
  – Clarify the areas of discomfort
  – Helps to target your learning activity
• Bite-sized educational activities
  – Refrains from trying to teach everything

PROBLEM

Why is there a problem

Lack of knowledge, skills and/or practices OR other issue

How can I best address the problem?

Is the problem amenable to an educational intervention?
Gap Analysis

• Answer the following questions/sentences:

- *Current ability of the target audience related to this topic is:*
- Is the difference between current and desired state based on lack of knowledge? Lack of skill? Lack of ability to apply the skill in practice?
- *Desired ability of the target audience related to this topic is:*
- What evidence supports this gap?
Setting Goals / Purpose

• Broad outcome statement related to the learner at conclusion of the activity.

• Addresses identified gap in knowledge, skills and/or practice.
  – Purpose statement should not be:
    • A statement of the purpose in providing the activity
  – Purpose statement should be:
    • What you want the learner to know or be able to do after
Setting Goals / Purpose

• Define your purpose statement
  – Shouldn’t be:
    • The purpose of this learning activity is to provide education surrounding the care of the patient with a myocardial infarction.
  – Should be:
    • The purpose of this learning activity is decrease the recognition time by registered nurses of a patient with a myocardial infarction.
Setting Goals / Purpose

- CNE effects can be measured (Tarnow, Gambino, & Ford, 2013)
- Specific in nature
- With defined/predetermined outcomes for participants
Determine Outcomes

• Value in developing specific measureable criteria
  – Potential measureable outcomes for this activity might include:
    • Upon completion of the course, all participants will achieve an 80% pass rate on the post course assessment (test)
    • Within four weeks of completion of the course, 60% of door to AMI recognition time will be less than 10 minutes
    • Within three months of completion of the course, 75% of nurses who attended the course attest to feeling comfortable with MI recognition.
Objectives and Content Development

**PURPOSE**
Broad statement related to the learner at end of an activity. Addresses the identified gap in knowledge, skills and/or practice.

**OBJECTIVES**
Specific, measureable statement(s) that specify what the learner will know or do at the conclusion of the activity.

**CONTENT DEVELOPMENT**
Chosen strategies are based on purpose, objectives and outcome of the activity.

**OUTCOMES**
Evaluation measure identified in the planning process that is used to measure success of the activity.
Objectives and Content Development

• Specific, learner oriented outcomes
• Congruent with purpose of activity
• At least one measurable action verb
• Written to meet the identified gap in knowledge, skills and/or practice for target audience
• Feasible within the allotted timeframe and resources available for activity
Objectives and Content Development

• Multiple delivery methods are available
  – Purely online
  – Blended learning
  – Instructor-led
  – Synchronous
  – Asynchronous
  – Self-study
  – Web-based
  – Computer-based (CD-ROM)
  – Video/audio tape
  – Enduring materials
Objectives and Content Development

• Content Delivery
  – Virtual Keep learner engaged
  – Interaction is a key to retaining knowledge (Tarnow, Gambino, & Ford, 2013)
  – Case studies
Evaluation and Documentation

• Determine the criteria for successful completion
• What the learner will be expected to know or do
• Based on the importance of the content and the needs assessment
Evaluation and Documentation

• Remember what has guided the planning:
  – Target audience
  – Needs assessment
  – Gap analysis
  – Purpose statement

• Keep the evaluation centered on the specific identified gap you are trying to fill
Evaluation

- Multiple factors
- Multiple points of interest
<table>
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<tr>
<th>Desired State</th>
<th>Current State</th>
<th>Identified Gap</th>
<th>Gap Analysis</th>
<th>Purpose</th>
<th>Outcome Measure</th>
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<tr>
<td>Pediatric patients in respiratory distress are placed on a non-rebreather facemask support that is applied appropriately within 5 minutes of presentation to the Emergency Department 100% of the time</td>
<td>Pediatric patients in respiratory distress are placed on a non-rebreather facemask support within 5 minutes of presentation to the Emergency Department 100% of the time, but frequently the facemask is not applied appropriately</td>
<td>Skill in applying non-rebreather facemask support for pediatric patients in respiratory distress</td>
<td>Lack of skill in applying a non-rebreather facemask support for pediatric patients in respiratory distress</td>
<td>Registered nurses in the emergency department will apply a non-rebreather facemask support correctly to all pediatric patients in respiratory distress</td>
<td>Successful return demonstration of application of a non-rebreather facemask for pediatric patients in respiratory distress; participants must correctly assess the signs/symptoms of respiratory distress and apply the non-rebreather facemask correctly</td>
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Summary

• Review your information
  – Does it meet the specific gap?
  – Do you have specific outcomes?
  – Are the outcomes measureable?
    • Not just “everyone achieves 100% on the post-test”
  – Will the educational activity have the overall impact you desire?
## Ready!!

<table>
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<tr>
<th>Objectives</th>
<th>Content</th>
<th>Time Frame</th>
<th>Facilitator</th>
<th>Teaching Method</th>
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Questions for Speakers

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References

• American Nurses Association and National Nursing Staff Development Organization. (2010). Nursing Professional Development: Scope and Standards of Practice. Silver Spring, MD; Nursesbooks.org

• American Nurses Credentialing Center. (2013). 2013 ANCC Primary Accreditation Application Manual for Providers and Approvers. Silver Spring, MD; Author.


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• Krampe, J., L’Ecuyer, K., Palmer, J. L. (2013). Development of an Online Orientation Course for Preceptors in a Dedicated Education Unit Program. The Journal of Continuing Education in Nursing, 44(8), 352-356.


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