**Society of Trauma Nurses
Continuing Education Provider Unit
Policy and Procedure Manual**

**Society of Trauma Nurses is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center’s Commission on Accreditation.**

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# Continuing Education Provider Unit (CEPU)

## The Continuing Education Provider Unit (CEPU) is defined by the Society of Trauma Nurses Board Policy 4.2 as stated below.

## **PURPOSE:** To ensure that the Society of Trauma Nurses (STN) provides its membership and trauma nurses across the continuum of care with quality nursing continuing education (CE) through a structured committee process.

## POLICY/GUIDELINE/PROCEDURE

### The Continuing Education Provider Unit (CEPU) will consist of a minimum of six (6) members, one being the Accredited Provider Program Director (herein referred to as Program Director). The CEPU will be responsible to Education Board of Director-at-large. Members of the CEPU will meet the educational and licensure requirements of the American Nursing Credentialing Center (ANCC). Appointment to CEPU and notification of appointment to the Board of Directors will be in accordance with STN by-laws.

### In addition to the ANCC requirements the CEPU, members will

#### Be an STN member in good standing.

#### Possesses an interest in trauma nursing professional development that enriches the trauma nurses’ contribution to health care.

#### Have knowledge of professional development, program criteria and guidelines.

#### Have strong communication and organizational skills.

### Committee Responsibilities:

####  Program Director will conduct all CEPU Committee meetings as scheduled.

#### Program Director is responsible for all ANCC accreditation documents, interviews, and completion of annual reporting.

####  Program Director will assign a Nurse Planner to be responsible for advising and monitoring each group planning a STN provided professional development product.

##### Program Director will provide the CEPU Policy and Procedure Manual and any orientation needed to each member as they join the committee to ensure all processes are completed for each educational activity.

#### Assigned Nurse Planner to participate in all stages of planning and review final Planning Document to assure that all ANCC guidelines are met, and will communicate need for final review to Program Director.

#### Program Director will conduct a meeting or online review by CEPU members for final review of NCPD product.

#### Program Director will make final decisions on mitigation of any actual conflicts of interest.

#### CEPU will review summary of evaluations of all NCPD presentations, provided by Management Firm for opportunities for improvement and suggestions for future programs. The Program Director will report evaluation results and summary review to the Board of Directors for review and comment.

####  Program Director is responsible to ensure Management Firm maintains all records according to ANCC requirements.

## The CEPU is responsible for developing individual education activities and awarding contact hours to nurses for use in fulfilling their own goals for professional development, licensure, and certification.

### Each educational activity is led by a Nurse Planner in collaboration with at least one other planner.

### Contact hours may not be awarded for Nursing Continuing Professional Development (NCPD) activities developed without the direct involvement of a Nurse Planner.

### Provider Units may jointly provide activities with other non-commercial interest organizations.

### Provider Units may **not approve** educational activities that have been planned by other organizations or individuals or without the involvement of a STN Continuing Education Provider Unit Nurse Planner.

## The CEPU will consist of a minimum of six (6) Nurse Planners, one being the Accredited Provider Program Director.

### Nurse Planner for ATCN

### Nurse Planner for TOPIC

### Nurse Planner for Annual Conference

### Nurse Planner for EAST

### Nurse Planner for Leadership

### Other Nurse Planners as required as STN develops new NCPD opportunities

# Requirements and responsibility of CEPU members

## The Accredited Provider Program Director requirements and responsibilities

### The Accredited Provider Program Director will be appointed by the STN Board of Directors.

### The Accredited Provider Program Director must have the educational and licensure requirements of the ANCC.

#### Is a registered nurse with a current, unencumbered nursing license

#### Holds a baccalaureate degree or higher in nursing

#### Holds a graduate degree

### Responsibilities

#### Accountability

##### The Accreditation Program Director has the authority and is accountable for compliance with the ANCC Accreditation Program criteria that pertain to the operations of the organization as a CEPU

##### Has responsibility for ensuring that the CEPU adheres to the ANCC Accreditation Program criteria for all operational aspects of providing continuing nursing education activities and criteria that pertain to the operations of the organization as a CEPU

##### Has responsibility for the orientation of all Nurse Planners in the organization with respect to the ANCC Accreditation Program criteria. See Attachment 1.

##### Has responsibility for ensuring each Nurse Planner understands the ANCC Accreditation Program criteria and is responsible for appropriately evaluating compliance with those criteria

##### Has responsibility for submitting all courses via the Nursing Activity Reporting System (NARS) in a timely manner in accordance with ANCC guidelines for completion of annual report to ANCC.

#### Leadership

##### Responsible for planning and conducting monthly meetings to review all program requests and complete an annual evaluation of each program’s progress.

##### Provides orientation and mentoring to nurse planners, speakers, and content experts to ensure compliance with ANCC criteria and requirements.

##### Provides updates from ANCC on guidelines, new forms, that may affect development of educational activities.

##### The Accredited Provider Program Director may also function as Nurse Planner for a NCPD product when necessary or appropriate.

## Nurse Planner

### Requirements

#### The Nurse Planners will meet the educational and licensure requirements of the ANCC.

##### Be a registered nurse who holds a current, unencumbered nursing license

##### Hold a baccalaureate degree or higher in nursing

#### In addition to the ANCC requirements the CEPU members will:

##### Be an STN member in good standing

##### Possess an interest in trauma nursing NCPD that enriches the trauma nurses’ contribution to health care.

##### Is knowledgeable in current concepts of trauma quality and evidence-based practice, evidenced by current role in trauma.

##### Have knowledge of CE development, program criteria and guidelines

##### Have strong communication and organizational skills

### Responsibility

#### The Nurse Planner is to be actively involved in all aspects of planning, implementation, and evaluation of each NCPD activity.

#### The Nurse Plannerisresponsible for assessing whether appropriate educational design principles are used, quality of programs being developed, and that processes are consistent with the requirements of the ANCC Primary Accreditation Program.

## The CEPU will be responsible to the STN Board of Directors, Education chair.

# CEPU member responsibilities:

## Prepare for and attend monthly CEPU meetings.

## Participate in NCPD program reviews.

## Assigned Nurse Planner is to prepare the Single Planning Document for each activity being developed or modified which includes the Educational Activity Plan for the program(s).

## Assigned Nurse Planner is to collaborate with STN management staff to assure all mandatory disclosures are disclosed, appropriate course evaluations are prepared and necessary Conflict of Interest forms (COI’s) are obtained and available.

## Assigned Nurse Planner will provide updates on their NCPD product during each meeting as appropriate.

## Assigned Nurse Planner will prepare a summary of evaluations of their NCPD product annually.

## Accredited Provider Program Director will chair monthly meetings and online review processes.

## Accredited Provider Program Director is responsible to oversee STN Management Group maintenance of all records according to ANCC requirements.

## The CEPU will evaluate summary of evaluations prepared by STN management staff and presented by the program Nurse Planner of all NCPD presentations for opportunities for improvement and suggestions for future programs.

# Principles of High Quality Education Design

## Addresses a professional practice gap (change in standard of care, problem in practice, or opportunity for improvement).

## Incorporates the active involvement of a Nurse Planner in the planning process.

## Analyzes educational needs (knowledge, skills, and/or practices) of registered nurses and/ or health care team members that underlie the problem or opportunity (why the problem or opportunity exists).

## Identifies one or more learning outcomes to be achieved by learners participating in the activity.

## Uses strategies that engage the learner in the educational activity and are congruent with the educational needs and desired learning outcomes.

## Chooses content based on evidence-based practice or best available evidence.

##  Evaluates achievement of learning outcomes.

## Plans independently from the influence of commercial interest organizations.

# Definition of NCPD Contact Hours (CH)

## NCPD, Nursing Continuing Professional Development, is defined as “learning activities intended to build upon the educational and experiential bases of the professional RN for the enhancement of practice, education, administration, research, or theory development, to the end of improving the health of the public and RNs’ pursuit of their professional career goals.”

# Educational Design Process

## The Nurse Planner, as a member of the planning committee, documents on the Continuing Education Planning Document (found as **Attachment 2 and in the CEPU Committee section of the STN Web Site.)**

### Activity Type

#### Provider-directed, provider-paced- The provider controls all aspects of the learning activity. The provider determines the desired learning outcome based on a needs assessment and gap analysis, selects content based on best available evidence, chooses strategies to facilitate learning, and identifies methods for collecting and analyzing evaluation data. (Examples include live activities and live webinars.)

#### Provider-directed, learner-paced: The provider determines the desired learning outcome based on a needs assessment and gap analysis, selects content based on best available evidence, chooses strategies to facilitate learning, and identifies methods for collecting and analyzing evaluation data. The learner determines the pace at which he/she engages in the learning activity. (Examples include print articles, online courses, e-books, and self-learning modules/independent studies.)

#### Enduring activities are provider-directed, learner-paced activities. Enduring materials have an expiration date after which no contact hours may be awarded.

##### The expiration date of enduring material should be based on the content of the material.

##### Providers must review content of enduring materials at **least once every three years,** or more frequently if indicated by new developments in the field specific to the enduring material.

##### Review of enduring material content should be conducted for accuracy of content, current application to practice, and evidence-based practice.

##### Upon completion of the enduring material review and appropriate revisions, a new expiration date should be established.

##### Expiration/end date of enduring material: This is determined by the planning committee based upon the content and the potential for information to become outdated within a certain amount of time. **The maximum length of time for enduring materials prior to expiration is 3 years.**

### Considerations for Live and Enduring Formats

#### Live educational activities, whether in-person or web-based, are provider-directed, provider-paced activities. There is no expiration date for a live activity; however, the provider is expected to evaluate repeated activities as needed to determine that the practice gap still exists, that the underlying educational needs are still relevant for the target audience, and that content is still based on current evidence.

#### Live activities, or portions of live activities, may be repurposed for enduring materials. If repurposed, an expiration date is assigned to the enduring activity. (Example, webinars presented live and made available online for a given duration of time.)

### Course Type may further be defined as:

#### Course: live educational activity where the learner participated in person.

#### Regularly Scheduled Series: a course that is planned as a series with multiple, ongoing sessions.

#### Internet Live Course: online course available via the Internet at a certain time on a certain date and is only available in real-time

#### Enduring Material: an activity that is printed or recorded and does not have a specific time or location designated for participation.

#### Internet Activity Enduring Material: an online course available via the internet at a certain time on a certain date and in only available in real-time.

#### Other: manuscript review, test writing item, committee learning, performance improvement, internet search and learn.

## Professional Practice Gap

### A professional practice gap is a change that has been made to a standard of care, a problem that exists in practice, or an opportunity for improvement.

### Professional practice gaps are not limited to clinical practice and may also exist in areas of professional work such as administration, education, and research.

### Identify and document the difference between current state and desired state.

### Identify if NCPD can be developed to close the professional practice gap.

### Provide a summary of evidence gathered validating the need for this educational activity

## The Nurse Planner and Planning Committee evaluate type of gap being addressed.

### Knowledge gap: what the attendee or members of the health care team do not know, examples include discussion, test.

###  Skill gap: do not know how to do, examples include case scenarios, skill test.

###  Practice gap: not able to show or do in practice, examples include simulation observation or test.

### Once identified, the NP and presenter develop the best type of educational activity to achieve the desired state.

## Identify the target audience

### The target audience is defined as the specific registered nurse learners or health care team members the educational activity is intended to impact.

## The Nurse Planner and Planning Committee determine and document the learning outcome.

### A learning outcome is written as a statement that reflects what the learner will be able to do as a result of participating in the educational activity not objectives.

### The learning outcome must be **observable and measurable.**

### The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap and achieving the learning outcome results in narrowing or closing the gap.

### The learning outcome may be assessed over the short term or long term. There may be more than one learning outcome for an educational activity.

### The learning outcome is separate from learning objectives and defines the global result for the audience overall for the educational activity.

## Content of an activity will be documented on the appropriate table within the Single Planning Document.

### The content outline, time required, presenter and learner engagement strategies should be completed by the speaker/author.

### The evidence-based references should be completed by the presenter/author. These are mandatory and should be concurrent within the past 7 years.

### It is the responsibility of the Nurse Planner and Planning Committee to ensure that content is based on the most current evidence, which may include but is not limited to evidence-based practice, literature/peer-reviewed journals, clinical guidelines, best practices, and content experts’ opinion.

### To be considered current, written materials should be less than 6 years old unless the reference is considered a seminal/classic source.

### Method of calculating number of contact hours may include time spent evaluating the learning activity

#### Total Minutes divided by 60= number of contact hours.

### If Enduring: Method of calculating contact hours may include:

#### Pilot Study

#### Historical Data

#### Complexity of Content

#### Other as appropriate

### You may round your contact hours to the nearest quarter, up or down.

#### For example, 2.33 contact hours could be rounded DOWN to 2.25, but not UP to 2.5 (2.33 is closer to 2.25 than it is to 2.5). The provider is still able to award 2.33 if desired, but not 2.3.

#### In another example, 4.89 could be rounded UP to 5, but not DOWN to 4.75 (4.89 is closer to 5 than it is to 4.75). The provider is still able to award 4.89 if desired, but not 4.8 or 4.9.

#### In other words, contact hours can be awarded based on the actual number calculated OR in whole number or quarter hour increments: 0.25, 0.5, 0.75, 1, 1.25, 1.5, 1.75, etc.

## Evaluation of educational activity

### Evaluation may be formative and integrated within the educational activity

### Evaluation may be summative at the conclusion of the educational activity.

### Evaluation should assess for change in knowledge, skills or practice.

### Evaluation may be self-reported or objective measures of change.

### Short-term evaluation options include

#### Intent to change practice

#### Active participation in learning activity

#### Post-test

#### Return demonstration

#### Case study analysis

#### Role-play

#### Other

### Long-term evaluation options include (only use if long-term survey to be used)

#### Self-reported change in practice

#### Change in quality outcome measure

#### Return on investment (ROI)

#### Observation of performance

#### Other

### Review summative evaluation and

#### Assess impact of educational activity

#### Modify current educational activity

#### Guide future educational activity

#

# Ensuring Independence and Content Integrity

## Conflict of Interest

### The ACCME Standards for Integrity and Independence require that all presenters, speakers, and planners for an activity disclose **all financial relationships** they have had **in the past 24 months** with ineligible companies.

### There is no minimum financial threshold; all financial relationships, regardless of the amount, with ineligible companies should be disclosed. All financial relationships should be disclosed regardless of the potential relevance of each relationship to the education.

### An **ineligible company** is any entity whose primary business is producing, marketing, selling, reselling, or distributing healthcare products used by or on patients. This includes bio-medical startups and compounding pharmacies that manufacture proprietary compounds. For specific examples of ineligible companies visit **accme.org/standards**.

### Employees of commercial interest organizations ***are not permitted*** to serve as planners, speakers, presenters, authors, and/or content reviewers if the content of the educational activity is related to the products or services of the commercial interest organization.

### Employees of commercial interest organizations ***are permitted*** to serve as planners, speakers, presenters, authors, and/or content reviewers if the content of the educational activity **is NOT related to the products** of the commercial interest organization.

### See STN Policy 2.8 for Policy and Procedure of Conflict of Interest in Educational Offerings.

## Commercial Support

### Commercial interest organization

#### Any entity producing, marketing, reselling, or distributing health care goods or services consumed by or used on patients or an entity that is owned or controlled by an entity that produces, markets, resells, or distributes health care **goods or services consumed by or used on patients**.

#### Or an entity that advocates for use of the products or services of commercial interest organizations. Exceptions are made for nonprofit or government organizations and non-health care-related companies

### Commercial interest organizations may provide monetary funding or other support (Commercial Support) for continuing nursing educational activities in accordance with the fundamental principles that

#### Commercial Support must not influence the planning, development, content, implementation, or evaluation of an educational activity.

#### Receipt of Commercial Support must be disclosed to learners.

#### Commercial Support materials cannot be laced within the confines of the room where the presentation takes place.

#### Commercial Support may be used to pay for all or part of an educational activity and for expenses directly related to the educational activity, including but not limited to travel, honoraria, food, support for learner attendance, and location expenses.

#### Commercial Support may be used to support more than one educational activity at the same time or multiple activities over a period of time.

## Commercial Support is:

### Financial Support—money supplied by a commercial interest organization to be used by a provider for expenses related to the educational activity. Financial support may be provided as an unrestricted grant, educational grant, donation, or scholarship; and

### In-kind Support—materials, space, or other nonmonetary resources or services used by a provider to conduct an educational activity, which may include but are not limited to human resources, marketing services, physical space, equipment such as audiovisual components, and teaching tools (for example, anatomic models).

## See STN Policy 6.6 for Policy and Procedure for Commercial Support.

# Joint Providership

## Accredited Providers may jointly provide educational activities with other organizations.

### The jointly providing organization cannot be a commercial interest.

### The Accredited Provider is referred to as the provider of the educational activity; any other provider is referred to as a joint provider.

### In the event that two or more organizations are accredited, one will assume responsibility for adherence to the ANCC criteria and is the provider; the others are referred to as the joint providers.

### Materials associated with the educational activity, such as marketing materials, advertising, agendas, and certificates of completion, must clearly indicate the Accredited Provider that is awarding contact hours and is responsible for adherence to the ANCC criteria.

# Accredited Provider Statement

## Accredited Providers are required to provide the official accreditation statement to learners prior to the start of each educational activity and on each certificate of completion. The official Accredited Provider statement must be displayed clearly to the learner and worded correctly according to the most current accreditation manual.

## When referring to contact hours, the phrase “accredited contact hour” should never be used. Contact hours are awarded.

## The official ANCC accreditation statement must be written as follows: Society of Trauma Nurses is accredited as a provider of Nursing Continuing Professional Development by the American Nurses Credentialing Center’s Commission on Accreditation.

## Certificate or Documentation of Completion

### A certificate or documentation of completion is awarded to a participant who successfully completes the requirements for the individual education activity.

### The certificate or document must include

#### Title and date of the educational activity

#### Name and address of the provider of the educational activity (web address acceptable)

#### Number of contact hours awarded

#### Accreditation statement

#### Participant name

# Required Information Provided to the Learner

## Learners must receive required information **prior to the start of an educational activity**.

### In live activities, required information must be provided to the learner prior to initiation of the educational content by including in

#### Print and electronic marketing materials

#### Print and electronic registration materials

#### Print and electronic syllabus/handouts

### In enduring materials (print, electronic, or web-based activities), required information must be visible to the learner prior to the start of the educational content.

#### Print and electronic marketing materials

#### Print and electronic registration materials

#### Initial pages of the program manuals

#### Print and electronic syllabus

### Required information **may not occur or be located at the end** of an educational activity.

## Required information for learners includes the following

### Accreditation statement of provider responsible for educational activity

### Number of contact hours

### Learners are informed of the criteria that will be used to award contact hours, which may include but are not limited to

#### Actual time spent in the educational activity

#### Required attendance time at activity (e.g., 100% of activity, or missing no more than ten minutes of activity)

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

#### Completed evaluation form

#### Return demonstration.

## Required disclosures also include presence or absence of conflicts of interest for all individuals in a position to control content.

### Learners must be informed of absence or presence of any conflict of interest prior to the start of the program

###  For individuals who have a relevant relationship, the following required information must be provided to learners prior to the start of the program

#### Name of individual

#### Name of commercial interest

#### Nature of the relationship the individual has with the commercial interest.

### If no relevant relationship exists, the activity provider must inform learners that no conflict of interest exists for any individual in a position to control the content of the educational activity.

### The presence or absence of relevant relationships can be disclosed on

#### Print or electronic syllabus/handouts

#### The beginning slides of the relevant presentation.

## Additional required information, if applicable

### Commercial Support: Learners must be informed if a commercial interest has provided financial or in-kind support for the educational activity

### Expiration of enduring materials: Educational activities provided through an enduring format (e.g., print, electronic, web-based) are required to include an expiration date documenting the time period during which contact hours will be awarded

### Joint Providership: Learners are informed of the provider of the educational activity and all other organizations that participated in joint planning of the activity.

# Ongoing Evaluation

## Summary of program evaluations for enduring programs such as TOPIC, Optimal, ATCN, Webinars, and Certification Preparation Course will be prepared and analyzed annually.

## Summary of live programs; such as annual conference, pre-conferences, etc. will be evaluated within 3 months of program.

## Pertinent Nurse Planner will analyze summary of evaluations and provide a report to the CEPU.

### This report will include

#### Attendance

#### Learner evaluation of effectiveness of faculty

#### Learner states objective(s) were met

#### Intent to change practice or how the program will influence care or practice.

#### Suggestions for future topics or programs

### This report will also include the strengths of the course and opportunities for improvement.

# Demonstrating positive outcomes

## Each Program Planning Committee will develop at least one quality outcome measure that will be collected, monitored and evaluated annually. **Outcomes must be written in measurable terms.** Examples may include

### Volume of participants in educational activities

### Volume of educational activities provided

### Change in format of NCPD activities to meet the needs of learners

### Change in operations to achieve strategic goals

### Operational improvements

### Quality/cost measures

### Succession planning for Continuing Education Provider Unit

### Orientation for staff and Nurse Planners

## The Provider Unit will collect, monitor, and evaluate annually at least one quality outcome specific to Nursing Professional Development. **Outcomes must be written in measurable terms.** Some examples include

### Professional practice behaviors

### Leadership skills

### Critical thinking skills

### Collaboration

### Team building

### High-quality care based on best available evidence

### Improvement in nursing practice

### Improvement in patient outcomes

### Improvement in trauma program process and performance improvement

# Record Keeping

## The records of each continuing education program will be stored in a readily retrievable database upon completion of the program. Records will be kept for a minimum of 6 (six) years.

## The record of each program will include

### The Continuing Education Planning Document

### Conflict of interest forms from all individuals in a position to control content (e.g. planners, presenters, faculty, authors, and/or content reviewers) and resolution if applicable

### The Education Activity Plan / Single Planning Document

### Copy of certificate

### Commercial Support Agreement with signature and date (if applicable)

### Copy of required information provided to learners in marketing, registration, manual, syllabus, and/or handouts.

#### Accreditation statement of provider awarding contact hours

#### Criteria for awarding contact hours

#### Presence or absence of conflicts of interest for all members in a position to control content (e.g. the Planning Committee, presenters, faculty, authors, and content reviewers)

#### Commercial support (if applicable)

#### Expiration date (enduring materials only)

#### Joint Providership (if applicable)

#### Summary Evaluation

### Copy of Sign In Sheets/Participant list

**CEPU Organizational Chart**

TCRN Prep Nurse Planner

ALTC

All Level Trauma Center Nurse Planner

PTAC

Pediatric Trauma Nurse Planner

Leadership Nurse Planner

ATCN Nurse Planner

TACTIC

Adult Trauma Nurse Planner

Annual Conference Nurse Planner

Clinical Webinar Nurse Planner

TOPIC Nurse Planner

Accredited Provider Program Director

EAST Nurse Planner

Optimal Nurse Planner

STN Management Staff

Board of Directors Education Director