

Society of Trauma Nurses

Continuing Education Activity Planning Document and Tables

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): Diana Skaff, DBA(C), MBA-M, BSN, RN

Email Address: skaff.diana@gmail.com

Title of Activity: Trauma Registry Onboarding – Revision 2022

Date Application Form Completed: 6/30/2022

Activity Type:

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

- Date of live activity: 9/30/2022
- Location of activity: Online

Provider-directed, learner-paced:

Enduring material web-based (i.e., online courses, e-books) article other (describe)___

- Start date of enduring material: **Content was completed in 2019 twice and will be used again for this course with the review of references**
- Expiration/end date of enduring material: 9/30/2025 **This application is a renewal for a series of repetitive courses with the same format that is valid for 3 years from start**

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)

- a. 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:

Every trauma program is mandated to maintain a trauma registry. The course is designed to cover various aspects of a trauma registry at a basic level, a more advanced course needs to be developed to address the advanced skills. This Trauma Registry onboarding program is an online/web-based program designed to provide trauma leaders (Trauma Program Managers, Registry Managers) and Trauma Registrars with the knowledge, skills, and tools necessary to provide exceptional service to their profession, their program, their customers, and the patients and families afflicted by traumatic injury. The program will equip trauma leaders and registry professionals with the tools to lead from the bedside to the boardroom and beyond effectively. The multifaceted format comprises web-based media utilizing experienced speakers, PowerPoint presentations, creative toolbox items, and blogs.

The STN Leadership Development Course is designed to provide valuable trauma registry foundations to allow centers to have appropriate staffing, understanding of registry, ensure quality data to allow for research projects on the trauma patient population defined by state and national dictionaries. Bv

2. 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)

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The course was hosted twice in 2019. Previous course evaluations show satisfaction with the course content, delivery, methods, and achievement of the goals. Some of the requests were to diversify the audience, which we are targeting this year. There are requests for this course, especially from the Registrars who need guidance and their certificate of completion.

There are many scholarly research articles on the trauma registry. Having a concurrent trauma registry allows for retrospective and concurrent trauma patient analysis to better understand trends and opportunities for improvement. The trauma registry captures procedures and injuries using ICD-10 coding and Abbreviated Injury Scoring (AIS) to provide a systemized approach to analyzing data on a local, regional, national and international platform.

Trauma registry data is beneficial in evaluating care and outcomes in specific trauma patient populations. Trends can be analyzed to understand better the probability of survival in populations like traumatic brain injury and mortality in patients who experience severe blunt trauma. A review of one research analysis using trauma registry data and collaboration with multiple resources found an opportunity in capturing

3. Educational need that underlies the professional practice gap (e.g. knowledge, skill and/or practices)

Gap in Knowledge (knows)

Gap in Practice (shows/does)

Gap in Skills (knows how)

Choose an item.

4. Description of the target audience. (You can select more than one target audience).

1. All RNs

3. Interprofessional (Describe): Trauma Program Management

2. Advanced Practice RNs

4. Other--(Describe): Registrars

5. 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):

Attendees will be able to understand the role of the trauma registrar and successfully design an onboarding schedule for a trauma registrar.

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6. 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-assessment, knowledge assessment: **We do not have a post test. We have weekly course homework and group discussion. Every participant is expected to write a response and provide feedback on two other participant responses.**
- Return demonstration (e.g., skill when simulated, practice when observed in practice)
- Case study analysis
- Role-play

Long-term evaluation options: (if used must 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):

80% of the survey respondents will be able to indicate knowledge was gained regarding Trauma Registry and can list the best method for documentation

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7. 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

8. 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): _____

9. 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)

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10. 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 960 divided by 60= 16 contact hour(s)

If Enduring:

Method of calculating contact hours:

 Pilot Study Mergener formula Historical Data Complexity of Content
 Other: 1 hour per week for homework and discussion preparations

Number of Contact Hours to be awarded:

11. 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 weekly course work, active participation in the weekly discussions, and provision of two feedbacks for peer's work.
- Successful completion of a return demonstration
- Other - Describe:

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12. 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
<i>Example: Jane Smith, RN-BC</i>	<i>Nurse Planner</i>	<i>Yes</i>	<i>None</i>	<i>---</i>
<i>Example: Sue Brown, RNC</i>	<i>Content Expert</i>	<i>Yes</i>	<i>None</i>	<i>---</i>
<i>Example: John Doe, PhD</i>	<i>Presenter</i>	<i>No</i>	<i>Pfizer</i>	<i>Speakers Bureau</i>
Diana Skaff, DBA(c), MBA-M, BSN, RN	Nurse Planner	Yes	None	NA
Valerie Brockman MSN, RN, CPHQ, CAISS, CSTR	Presenter Content Expert	Yes	None	NA
Cheryl H. Dunnington, MS,RN, CCRN-K, TCRN, CPHQ	Presenter	Yes	None	NA
Jes Cofran, MSN, RN, TCRN, CSTR, CAISS	Presenter	Yes	None	NA

Completed by (Name and Credentials): Diana Skaff, DBA(c), MBA-M, BSN, RN

Date: June 30, 2022

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

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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.

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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) <i>Provide an outline of the content</i>	TIME <i>Approximate time required for content delivery and/or participation in the activity</i>	PRESENTER/ AUTHOR <i>List the Author</i>
	10 minutes	Bea Launius, DNP, ACNP-BC, CCRN, TCRN
	15 minutes	Bea Launius, DNP, ACNP-BC, CCRN, TCRN
	10 minutes	Bea Launius, DNP, ACNP-BC, CCRN, TCRN
	15 minutes	Bea Launius, DNP, ACNP-BC, CCRN, TCRN
	10 minutes	Bea Launius, DNP, ACNP-BC, CCRN, TCRN
List the evidence-based references used for developing this educational activity:		

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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) <i>Provide an outline/objectives of the content</i>	TIME <i>Approximate time required for content delivery/ participation</i>	PRESENTER/ AUTHOR <i>List the Author</i>	LEARNER ENGAGEMENT STRATEGIES
<p>Module 1: Title: Background, Roles of the Trauma Registrar, Job Descriptions, and Justifications Course Objectives</p> <ul style="list-style-type: none"> The learner will be able to describe the role of the trauma registrar The learner will be able to outline the essential components needed for the development of a successful onboarding process The learner will be able to produce a trauma registrar job description The learner will be able to develop a justification for additional FTEs The learner will be able to discuss a variety of group workflows and Processes 	<p>120 minutes presentation 120 mins personal work and discussions</p>	<p>Jes Cofran, MSN, RN, TCRN, CSTR, CAISS</p>	<p>Didactic and participative lectures Active participation and critique of work presented Discussion based assignment (1hr per week)</p> <p>Discussion: Introduce Yourself. Tell us about you! Where are you located? Employment? Position? Experience? Read posts from the other participants.</p>
<p>Module 2: Title: Onboarding and Workflow Course Objectives</p>	<p>120 minutes presentation 120 mins personal work and discussions</p>	<p>Valerie Brockman MSN, RN, CPHQ, CAISS, CSTR</p>	<p>Didactic and participative lectures Active participation and critique of work presented Discussion based assignment (1hr per week)</p> <p>Discussion: Design an onboarding schedule for a new registrar and share</p>

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<p style="text-align: center;">CONTENT (Topics)</p> <p style="text-align: center;"><i>Provide an outline/objectives of the content</i></p>	<p style="text-align: center;">TIME</p> <p style="text-align: center;"><i>Approximate time required for content delivery/ participation</i></p>	<p style="text-align: center;">PRESENTER/ AUTHOR</p> <p style="text-align: center;"><i>List the Author</i></p>	<p style="text-align: center;">LEARNER ENGAGEMENT STRATEGIES</p>
<ul style="list-style-type: none"> • The learner will be able to identify stages of onboarding for the Trauma Registry •The learner will be able to design an onboarding schedule for Trauma Registry 			<p>it on the site. Read other participants' onboarding schedules or processes and comment on at least two with meaningful feedback.</p>
<p>Module 3:</p> <p>Title: Validation Processes and Data Submission Techniques</p> <p>Course Objectives</p> <ul style="list-style-type: none"> •The learner will be able to discuss various group workflows and processes •The learner will be able to explain the data dictionary and the purpose of a home-grown data dictionary •The learner will be able to summarize data submissions •The learner will be able to describe IRR and Validation processes •The learner will be able to manage data submissions 	<p>120 minutes presentation</p> <p>120 mins personal work and discussions</p>	<p>Valerie Brockman MSN, RN, CPHQ, CAISS, CSTR</p>	<p>Didactic and participative lectures</p> <p>Active participation and critique of work presented</p> <p>Discussion based assignment (1hr per week)</p> <p>Discussion: Develop a new, or optimize an existing data validation IRR tool or workflow process for your registry group. Share this to the group site. Read and comment on at least two other members' validation/workflow tools.</p>
<p>Module 4:</p> <p>Title: Work Off-Site, Monitoring Productivity, and Retention Strategies</p> <p>Course Objectives</p>	<p>120 minutes presentation</p> <p>120 mins personal work and discussions</p>	<p>Cheryl H. Dunnington, MS,RN, CCRN-K, TCRN, CPHQ</p>	<p>Didactic and participative lectures</p> <p>Active participation and critique of work presented</p> <p>Discussion based assignment (1hr per week)</p>

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<p style="text-align: center;">CONTENT (Topics)</p> <p style="text-align: center;"><i>Provide an outline/objectives of the content</i></p>	<p style="text-align: center;">TIME</p> <p style="text-align: center;"><i>Approximate time required for content delivery/ participation</i></p>	<p style="text-align: center;">PRESENTER/ AUTHOR</p> <p style="text-align: center;"><i>List the Author</i></p>	<p style="text-align: center;">LEARNER ENGAGEMENT STRATEGIES</p>
<ul style="list-style-type: none"> •The learner will be able to describe strategies for retention •The learner will be able to articulate methods for monitoring remote work •The learner will be able to describe processes to monitor staff productivity •The learner will be able to identify strategies to sustain and engage employees through collaborative work environments. •The learner will be able to identify the clinical ladder for the trauma registrar •The learner will summarize available certifications to promote professional trauma registry growth •The learner will compare proposals to leverage support with the administration regarding registry and education cost support •The learner will summarize available certifications to promote professional growth 			<p>Discussion: Using the examples provided during this learning module, develop a tool to monitor the productivity of your registry staff</p>
<p>List the evidence-based references used for developing this educational activity: Abujaber, A., Fadlalla, A., Gammoh, D., Abdelrahman, H., Mollazehi, M., & El-Menyar, A. (2020). Prediction of in-hospital mortality in patients with post traumatic brain injury using national trauma registry and machine learning approach. <i>Scandinavian Journal of Trauma, Resuscitation and Emergency Medicine</i>, 28(44), 1–10. https://doi.org/10.1186/s13049-020-00738-5</p>			

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CONTENT (Topics) <i>Provide an outline/objectives of the content</i>	TIME <i>Approximate time required for content delivery/ participation</i>	PRESENTER/ AUTHOR <i>List the Author</i>	LEARNER ENGAGEMENT STRATEGIES
Ahmad, T., Muhammad, Z. A., Noordin, S., & Humayun, A. (2019). Analysing outcomes through orthopaedic trauma registry - A prospective cohort study. <i>JPMA. The Journal of the Pakistan Medical Association</i> , 69(1), 7–11.			
Brinck, T., Heinanen, M., Handolin, L., & Soderlund, T. (2021). Trauma-registry survival outcome follow up: 30 days is mandatory and appears sufficient. <i>Injury</i> , 52(2), 142–146. https://doi.org/10.1016/j.injury.2020.11.011			
Newgard, C. D., Caughey, A., McConnell, K. J., Lin, A., Eckstrom, E., Griffiths, D., Malveau, S., & Bulger, E. (2019). Comparison of injured older adults included in vs excluded from trauma registries with 1-year follow-up. <i>JAMA Surgery</i> , 154(9), 1–10. https://doi.org/10.1001/jamasurg.2019.2279			
Santos, A. T., Sang, W., & Nugent, W. (2019). Influence of autopsy reports on trauma registry accuracy. <i>Journal of Trauma Nursing</i> , 26(2), 93–98. https://doi.org/10.1097/JTN.0000000000000428			

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