

Key Updates to the ONS Approver Process and Forms

Documentation requirements for planners and presenters

Documentation requirements for anyone who can influence the content of a CNE program have changed. Everyone involved needs to submit an ONS Disclosure form, Biosketch forms are no longer required.

- Nurse planner and content experts: You are still required to have one designated nurse planner and one or more content experts on your planning team.

Steps in documentation of evaluation and resolution of conflict of interest remain the same. More information about this can be found on the ONS website in the 2016 ONS Approver Unit Application Instructions.

Program planning

There is an increased emphasis on planning with the end result in mind. In other words, CNE planning needs to focus on closing a clearly defined practice gap, then identifying a program outcome that directly addresses that gap. The rest of the planning process should flow from there. (See Figure on last page of this document.)

Gap analysis

While needs assessment continues to be important, the use of the data to clearly define a practice gap and its causes has become even more important. To establish what the gap is, you need to consider three things:

1. Desired state of practice: What does optimal practice look like? What do you want your learners to know or be able to do related to a specific practice issue?
2. Current state of knowledge/skill/practice: What does current practice look like? What does your audience currently know or are able to do related to a specific practice issue?
3. Practice gap: What is the different between desired and current practice? What do your learners need to know or be able to do to achieve the desired state of practice?

While you are defining your gap, you should be looking for the reasons behind the gap. Does your analysis indicate a gap in knowledge, skill and/or practice?

- Gap in knowledge: Did you find that there is something your learners don't know that contributes to the gap?
- Gap in skill: Are your learners lacking a skill they need to perform at the desired state of practice?
- Gap in practice: Is there some reason that your learners are not able to apply their knowledge and skills in practice?

If part or all of the reason for the gap is a lack of knowledge or skill, then an educational program could be an appropriate response to address the gap. During the application process, you will be asked to document the steps in your gap analysis, the type of gap and the data sources you collected to identify and validate the practice gap. In addition, you will need to provide a brief summary of the data you gathered that validate the practice gap and the need for an educational intervention. The summary does not need to be long, but needs to provide enough information to support the need for the educational program.

Desired outcome

Goals and objectives are no longer required for CNE programs. The focus is now on identifying the main change in knowledge, skill and/or practice that you want your learners to achieve at the end of your program.

Desired outcomes must be:

- Written in terms of learner outcomes.
- Include an action verb and reflect a change in knowledge, skill or practice.
- Measurable by the evaluation method you choose for your program.

Some examples of desired outcomes by type of desired change include:

- Change in knowledge: By the end of the program, the learner will be able to identify key components to include in a distress screening for people with cancer.
- Change in skills: By the end of the program, the learner will demonstrate through role play the key components of a distress screening for people with cancer.
- Change in practice: Within 4 weeks of attendance at the program, the nurse will begin providing their patients with recommendations appropriate to their assessed level of distress.

While only one outcome is required for each program, you may wish to have more than one outcome for longer or more complex programs, or programs with more than one type of desired change.

Educational Planning Form

While you will no longer be required to submit objectives for your program, you will still need to submit an Educational Planning Form (AKA content outline) to show how your program has been designed to meet your learner's needs and help them achieve your program outcome. It will include the following columns.

Content (Topics)	Clock Times	Minutes	Presenter/Author	Learning Techniques/ Learner Engagement Strategies

Learner engagement

ANCC is placing a great emphasis on learner engagement. The literature clearly demonstrates that engaging learners during educational programs increases the likelihood that they will assimilate the knowledge and skills and integrate them into practice. Suggested learner engagement techniques include:

- Integrating opportunities for dialogue or question/answer
- Including time for self-check or reflection (either on their own or responding to questions such as through audience response systems)
- Analyzing case studies
- Providing opportunities for problem-based learning

Consider which of these techniques fits best when planning your CNE programs.

Evaluation

The increased focus on outcomes also requires a different approach to educational activity evaluation. As you plan your educational activity based upon the identified practice gap, you also need to identify methods by which you can collect data that will demonstrate whether or not your learners have been able to meet your desired outcome.

There is no longer a requirement that you use a specific evaluation format, as evaluation methods can vary greatly depending on your desired outcome. Some potential methods of evaluation that you might consider are listed in the following table.

Short-term evaluation	Short-term evaluation
<input type="checkbox"/> Question about gain in knowledge <input type="checkbox"/> Question about increase in skill <input type="checkbox"/> Questions about intent to change practice <input type="checkbox"/> Post-test <input type="checkbox"/> Return demonstration <input type="checkbox"/> Participation in case study analysis <input type="checkbox"/> Role-play <input type="checkbox"/> Debriefing at the end of the program <input type="checkbox"/> Polling the audience (e.g. audience response system) <input type="checkbox"/> Other – Describe:	<input type="checkbox"/> Self-reported change in practice <input type="checkbox"/> Follow-up testing of knowledge <input type="checkbox"/> Change in results on a quality measure <input type="checkbox"/> Return on Investment (ROI) <input type="checkbox"/> Observation of performance <input type="checkbox"/> Other – Describe:

If you choose to do a learner-completed evaluation at the end of your program, there are some easy ways to collect appropriate data. Some suggestions include:

- Did you gain new knowledge while completing this activity?
- Did you gain new skills while completing this activity?
- Do you intend to make a change in your practice based upon the content of this educational activity?
 - If yes, what change do you intend to make?
 - If no, why not?
- What do you need (or want) to improve about your practice that ONS might help you with?

Also consider other questions that will provide you with information about whether the program outcome was met or that will help you identify additional practice gaps that could be addressed with future programming.

Types of support and disclosures

There have been a few changes related to types of outside support that lessen documentation and disclosure requirements.

- Co-providership is now called joint providership. You no longer are required to submit a letter of agreement, but there are some specific documentation requirements. Please refer to the 2016 ONS Approver Unit Application Instructions on the ONS website for more details.
- Non-commercial sponsor support: You no longer need to disclose financial or in-kind support from non-commercial sponsors in the Approver Unit application or to learners. This is because non-commercial support cannot cause a conflict of interest.

PLANNING EDUCATIONS PROGRAMS BASED ON THE PRACTICE GAP



NO – address organizational or personnel issues

Is the practice gap related to a lack in knowledge or skills?

What is the desired outcome for your learners? Does this demonstrate a gain in knowledge or skills, or a change in practice?

	Knowledge	Skills	Change in Practice
Learner Engagement Techniques	<ul style="list-style-type: none"> • Speaker/learner dialogue • Time for reflection or self-check • Pre and/or post tests • Analyzing case studies • Games 	<ul style="list-style-type: none"> • Analyzing case studies • Demonstration/Return demonstration • Simulation 	<ul style="list-style-type: none"> • Review of current practice • Return demonstration • Simulation • Supervised practice
Evaluation Methods	<ul style="list-style-type: none"> • Debriefing • Pre and/or post tests • Case study with learner involvement • Learner self-report of knowledge gain 	<ul style="list-style-type: none"> • Case study with learner involvement • Return demonstration • Simulation • Learner self-report of improvement in skills 	<ul style="list-style-type: none"> • Learner self-report of intent to change • Follow-up survey or interviews • Observation of practice • Record audits

Was the desired learner outcome achieved?

Yes!

No? Evaluate for additional gaps.