

December 18, 2019

Kate Gillespie, MBA, BSN, RN, NE-BC
President

Judith E. Schmidt, MSN, DHA(c), CCRN
Chief Executive Officer

DEAR PRIMARY NURSE PLANNERS:

The American Nurses' Credentialing Center's Commission on Accreditation in Nursing Continuing Professional Development reviewed and revised the 2015 criteria that **must be implemented by all approved providers by January 6, 2020**. The revisions do not affect the overall processes of the approved provider organizations.

SUMMARY OF NEW REQUIREMENTS:

Approval Statements

- **Approved Providers**
 - (Name of Approved Provider) is approved as a provider of nursing continuing professional development by *New Jersey State Nurses Association*, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation

2015 REVISED 2015 CRITERIA – [Crosswalk will be available at www.njsna.org-Education](http://www.njsna.org-Education)

Organizational Overview:

- OO1a -Executive Statement/Summary
 - *This change aides the provider unit in explaining the overall functions of its Provider unit. Each Provider Unit has its unique process to ensure the ANCC criteria are utilized and maintained*
- OO2a - Submit a list including names and credentials, positions, and titles of the Primary Nurse Planner and other Nurse Planners (if any) in the Provider Unit.
 - *Requirement for organizational chart removed*
- OO2b - Submit position descriptions for the primary Nurse Planner and Nurse Planners (if any) in the Provider Unit.
 - *Requirement for organizational chart removed*

STRUCTURAL CAPACITY:

SC1 - The Primary Nurse Planner's commitment to learner needs, including how Provider Unit processes are revised based on aggregate data, which may include but are not limited to individual educational activity evaluation results, stakeholder feedback (staff, volunteers), and learner/customer feedback.

- *No change*

Summary of Requirements

Page 2

SC2 - How the Primary Nurse Planner ensures that all Nurse Planners of the Provider Unit are appropriately oriented and trained to implement and adhere to the ANCC accreditation criteria.

- *No change*

SC3 - How the Primary Nurse Planner/Nurse Planner provides direction and guidance to individuals involved in planning, implementing, and evaluating CNE activities in compliance with ANCC accreditation criteria.

- *The Nurse Planner has a valuable and critical role within the provider unit. The Primary Nurse Planner may not be involved in the activity planning, implementation, and evaluation processes. Therefore, the addition of Nurse Planner to this criterion clarifies and emphasizes that the focus is on providing guidance and direction to others; not the PNP's guidance to the NP. Additionally, the Nurse Planner(s) may be providing the guidance independent of or in tandem with the PNP.*

EDUCATIONAL DESIGN PROCESS:

EDP1 - The process used to identify a problem in practice or an opportunity for improvement (professional practice gap).

- *No change*

EDP2 - How the Nurse Planner identifies the underlying educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap(s).

- *EDP2 requires an identification of the underlying educational need (knowledge, skills, and/or practice). The addition of the word underlying provides context to the criterion. It emphasizes the fundamental need in addressing where the professional practice gap exists to determine appropriate intervention strategies.*

EDP3 - How the Nurse Planner identifies and measures change in knowledge, skills, and/or practices of the target audience that are expected to occur as a result of participation in the educational activity.

- *Formally EDP7*

EDP4 - The process used to identify and resolve all conflicts of interest for all individuals in a position to control educational content.

- *Formally EDP3*

EDP5 - How the content of the educational activity is developed based on the best available current evidence (e.g., clinical guidelines, peer-reviewed journals, experts in the field) to foster achievement of desired outcomes.

- *Formally EDP4*

EDP6 - How strategies to promote learning and actively engage learners are incorporated into educational activities.

- *Formally EDP5*

Summary of Requirements

Page 3

EDP7 - How the summative evaluation data for an educational activity are used to analyze the outcomes of that activity and guide future activities.

- *Formally EDP6 - The summative evaluation is an aggregate of the evaluation data that the PNP/NP should analyze to determine if the learning outcomes identified were achieved. The summative evaluation also includes how that data will be used to guide future activities.*

QUALITY OUTCOMES

QO1 - The process used for evaluating the overall effectiveness of the Provider Unit in carrying out its work as a provider of continuing nursing education (CNE).

- *Emphasizes the evaluation of the Provider Unit as a whole.*

QO2a - Identify at least one quality outcome the provider unit has established and worked to achieve over the past twelve months to improve provider unit operations. Identify the metrics used to measure success in achieving that outcome.

- *Clarifies the relationship between the outcome (goal) for the provider unit's structure and/or function and how the provider unit developed, measured, and analyzed its success in achieving that outcome.*

QO2b - Using one of the quality outcomes identified in QO2a, explain how the most recent evaluation process (QO1) resulted in the development and/or improvement of an identified outcome for provider unit operations, including how that outcome was measured and analyzed.

- *Same as above*

QO3a - Identify at least one quality outcome the provider unit has established and worked to achieve over the past twelve months to improve the professional development of nurses. Identify the metrics used to measure success in achieving that outcome.

- *Clarifies the relationship between the outcome (goal) for professional development of the provider unit's learners and how the provider unit developed, measured, and analyzed its success in achieving that outcome.*

QO3b - Using one of the outcomes identified in QO3a, explain how the most recent evaluation process (QO1) resulted in the development and/or improvement of an identified outcome to improve the professional development of nurses, including how that outcome was measured and analyzed.

- *Same as above*

If you have any questions, please do not hesitate to contact Kortnei Jackson at kjackson@njsna.org or by phone at 609-883-5335 x120.

Sincerely,



Judith E. Schmidt, MSN, DHA(c), CCRN
Chief Executive Officer/Nurse Peer Review Leader