

IOMSN Chair and Faculty Guide

*A Tutorial for
Course Chairs, Faculty, and
Other Planners*



Welcome Course Chairs, Faculty and Planners!

- You have been selected to plan, develop and execute this CNE activity because of your established expertise in the content area of this activity.
- Your engagement with us explicitly implies that you have agreed to implement this accredited activity in accordance with established principles on how adults learn and the regulatory requirements
- Thank you for your time, expertise, and commitment to improving the quality of nursing education and patient care.

Modules in This Briefing

1. Adult Learning -Your Role
2. Standards for Commercial Support -The Requirements

MODULE 1

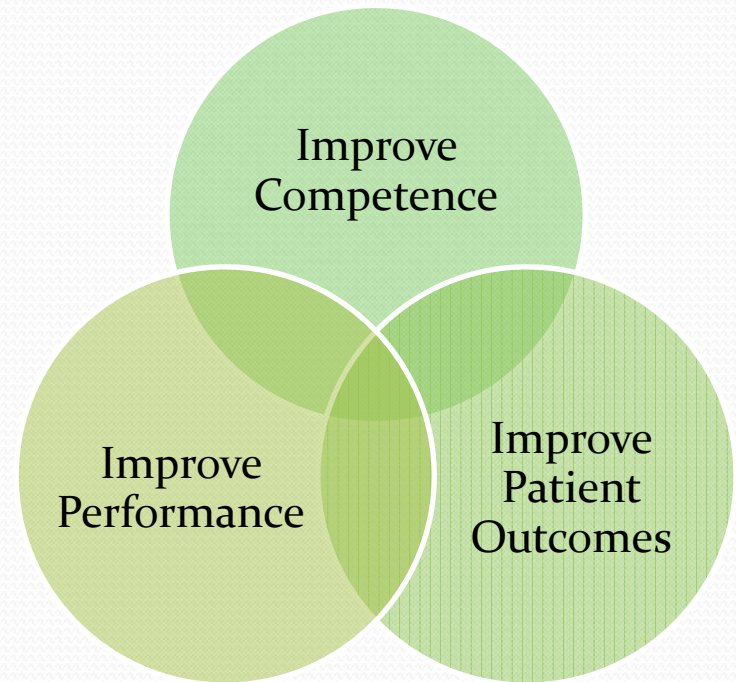
Adult Learning – Your Role

Adult Learning – Your Role

- The purpose of CNE is to address **gaps** in **knowledge, competence** or **performance** of nursing professionals in order to positively impact patient care.
- Transferring knowledge to your audience, while it can be the first step, is not sufficient to comply with continuing nursing education requirements.
- Continuing education is provided for the purpose of changing behavior, and the planning process embodies this principle.

CNE is Designed to Achieve an Outcome

- Each activity is designed to improve nursing competence, performance, and patient outcomes
- Designation is based on the findings of the needs assessment that has been conducted by the IOMSN Education Committee



Outcomes Designation Defined

Outcome	Definition
Competence =	Knowledge transferred, BUT with the <u>strategy to apply</u> to a practice situation. This is measured AT THE TIME OF THE ACTIVITY, and not retrospectively. It measures an increase in competence but not actual implementation.
Performance =	This is a retrospective evaluation of <u>what the nursing professional is doing differently in practice</u> based on what was learned at the activity (self reported by the learner and normally investigated 90 days post-activity).
Patient Outcomes =	Improvements in patient care based on learner self report, patient report or chart indicators.

Designing Education for Results

- Adult learning literature tells us that lectures, by themselves, lead to few changes in clinician performance primarily due to the passivity of learner interaction.
- The more actively engaged the participant is in the learning experience, the more transformational the experience.

Choosing Formats that Facilitate Change

In order to facilitate change in your learners' practices, choose from the following tactics to solicit their involvement:

- ✓ Thought-provoking question/answer that facilitates learners to examine the key issues in the presentation
- ✓ Case-based questions at the end of the presentation
- ✓ Story line case threaded throughout the presentation
- ✓ Audience Response System with practice-based questions
- ✓ Small group tasks with presentations
- ✓ Challenging cases presented by audience
- ✓ Demonstration with patient simulation
- ✓ Demonstration of skill based technique

Summary of Key Points

- CNE is designed to achieve a change in behavior
- The planning process starts with identifying learner needs and practice gaps that become the basis for the content of the activity
 - Gaps are specific and based on the comparison between current practice and best practice
- Changes in behavior are not achieved by a single activity
 - Consider sequential education in which points are reinforced in multiple educational activities
- Choose formats that engage the learner in the educational experience

MODULE 2

The Standards for Commercial Support

Requirements for compliance

Overview

In light of the current regulatory environment, compliance with the *Standards for Commercial Support* is critical. While the following rules may seem stringent, the intent is merely to uphold the ethics of the organization and comply with all of the required *Standards*.

Making Disclosure

- Be accurate and transparent about any relevant financial relationships in any amount you have had with manufacturers that support this activity or whose products are related to this activity or your presentation within the past year.
- Submit a signed disclosure form within 10 days of agreement of your role as course director or faculty in order to identify and resolve any COI.
- If a conflict of interest is identified, agree to have content reviewed and edited based on an independent review from a qualified resource.
- Financial disclosures will be made transparent to learners in advance of the activity

Content that is Independent

In your role as faculty, it is important that you agree to:

- Present content based on the results of the gap analysis and other needs assessments.
- Ensure that content will not be influenced in any way by any manufacturer of a healthcare product or device.
- Present content that is fair balance, free of commercial bias, and based on scientific evidence.
- Base treatments recommendations on evidence in medical literature and/or current guidelines.
- Not accept supplementary funds or honorarium related to this activity other than the honorarium provided to you.

Slide Preparation

- Use generic names for medications (brand names in parenthesis)
- Footnote slides from reference material whenever possible
- Avoid “over-wordy” slides since they are difficult to read
- ANCC prohibits use of any materials, including slides, developed by the pharmaceutical industry or by employees of pharma

Summary

I agree with the requirements as stated in this module:

- Complete financial disclosure forms and submit within 10 days of receipt
- Present content that is fair balance, scientifically objective, based on evidence, and free of commercial bias
- Not accept additional remuneration directly from commercial interests providing educational grants for the activity in which you are a planner or instructor