



**Indiana State University  
College of Nursing, Health,  
and Human Services**

**Continuing Nursing Education Program**

**Application for Accreditation  
as a Provider of  
Continuing Nursing Education**

**July 1, 2010**

**Submitted to the  
American Nurses Credentialing  
Center's Commission on  
Accreditation**

<b>PART I: Fact Sheet</b>		
<b>Provider Unit</b>		
Name of Provider Unit: Continuing Nursing Education Program		
Organization (if different): Indiana State University, College of Nursing, Health, and Human Services		
Name Used on Certificates Indiana State University, College of Nursing, Health, and Human Services, Continuing Nursing Education Program		
Street Address: 1433 North 6 ½ Street		
PO Box (if any):		
City/State/Zip: Terre Haute, IN 47807-1037		Country: United States
Web Address (if any): <a href="http://www.indstate.edu/cnep/">www.indstate.edu/cnep/</a> (Website currently under construction, not live yet)		
Should ANCC's Directory of Accredited Organizations include a hyperlink to your website? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no		
Identify your organization type:		
<input type="checkbox"/> ANA Constituent Member Assn. <input checked="" type="checkbox"/> College or University <input type="checkbox"/> Commercial Product Company <input type="checkbox"/> Federal Nursing Service <input type="checkbox"/> Health Care Facility	<input type="checkbox"/> Multidisciplinary Ed. Group <input type="checkbox"/> Health-Related Organization <input type="checkbox"/> National Nursing Organization <input type="checkbox"/> Professional Education Group <input type="checkbox"/> ANA Constituent Member	<input type="checkbox"/> Specialty Nursing Organization <input type="checkbox"/> National Nursing Organization based outside the United States <input type="checkbox"/> Other, please specify _____
Are the Provider Unit and the total organization one and the same? <input type="checkbox"/> yes <input checked="" type="checkbox"/> no		
Number CE activities provided each year: Provider directed <u>6</u> Learner directed _____		
<b>Primary Contact Person</b>		
Contact Person: Leslie Krockenberger		Telephone: (812) 237-3696
Title or Position: Administrative Assistant II		Fax Number: (812) 237-8248
This person is (check one): <input type="checkbox"/> nurse planner <input type="checkbox"/> administrator <input checked="" type="checkbox"/> X staff		Email Address: Leslie.Krockenberger@indstate.edu
<b>Planning Details</b>		
Specify name(s) for Certificate of Accreditation: <input checked="" type="checkbox"/> Provider Unit <input type="checkbox"/> Organization <input type="checkbox"/> Both	Identify person in charge of appraiser travel arrangements: Name: Leslie Krockenberger Telephone/Email: (812) 237-3696/ Leslie.Krockenberger@indstate.edu	
<b>PART II: Eligibility Confirmation</b>		
Date the Provider Unit implemented ANCC Accreditation criteria: Month: January Year: 1977		
1 <sup>st</sup> time seeking accreditation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If "Yes" – complete the Eligibility Addendum)		
<b>Lead Nurse Planner</b>		
Attach blank sheets as necessary to list additional nurse planners.		
Name: Deborah Bartnick	Degrees and field of study	
Credentials: RN, MSN	Baccalaureate: BSN	
Position/Title: Interim Director	Graduate: MSN	
<b>Attestation Signature</b>		
<p>The signature below of the <i>Interim Director of Continuing Nursing Education Program</i> indicates that he or she:</p> <ul style="list-style-type: none"> <li>• has reviewed the process, fee structure, and refund policies of the ANCC Accreditation Program;</li> <li>• has reviewed and understands the eligibility and program criteria requirements specified for Provider Units in the 2009 Accreditation Program application manual; and</li> <li>• attests to the Provider Unit's full compliance with these criteria for a period of at least six months prior to the submission date of this application.</li> </ul>		
Name (please print/type)	Signature	Date

### PART III: Application Checklist

<input type="checkbox"/>	<b>Copy of this signed application form</b> (Please flag original signature copy.)			
<b>Written Documentation</b>			<b>Page</b>	
<input type="checkbox"/>	<b>Self-Study Report Executive Summary</b>			3
<input type="checkbox"/>	<b>Provider Unit Criterion 1. Mission Statement</b>			4 – 9
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<input type="checkbox"/>	2. Lines of authority and administrative support			9 – 12
	<b>Provider Unit Criterion 2. Educational Design</b>			<b>For Each Sample Activity Addressed: Pages</b>
			<b>#1</b>	<b>#2</b>
<input type="checkbox"/>	1. Assessment of learner needs			13
<input type="checkbox"/>	2. Qualified planners			13 - 14
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<input type="checkbox"/>	5. Activity evaluation			15 - 16
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<input type="checkbox"/>	2. Resources			21 - 25
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	Activity #1 Title: A Day With Penny Simkin: Nurturing Positive Birth Outcomes			
	Activity #2 Title: Respect across the Continuum of Care: Moving Towards a Positive Work Environment			
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## **EXECUTIVE SUMMARY**

### **Leadership of the Provider Unit**

The Director of the Continuing Nursing Education Program (CNEP) is the person administratively responsible for the program. The Director reports to the Chairperson of the Baccalaureate Nursing Completion (BNC) department and has the authority to administer all phases of the CNEP in accordance with the philosophy and purpose of the American Nurses Credentialing Center (ANCC) and College of Nursing, Health, and Human Services (CNHHS) at Indiana State University (ISU).

### **Current and projected practice of continuing education**

The CNEP at ISU was established in 1970, and has been accredited by ANCC since 1977. Throughout its 40 year history, CNEP has focused primarily on meeting the continuing education needs of local nurses by providing high quality, live educational programs. CNEP will continue to meet the needs of local nurses and other learners by offering a variety of live continuing education activities. CNEP will become financially self-sustainable by decreasing expenses and increasing the number and type of educational offerings. To meet the changing needs of nurses and health care professionals, CNEP plans to offer additional programs that include self-directed learning, patient simulation, certificate programs and other course delivery methods. With advances in technology, the target audience for many of these programs will reach beyond local needs to include nurses across the country.

### **Review of the healthcare environment in which the Unit operates**

In addition to meeting the learning needs of the self-motivated lifelong learner, a demonstrated need exists for continued education (CE) for local nurses in west central Indiana. Advanced Practice Nurses (APN's) are required to complete at least 30 hours of CE (including 8 hours of pharmacology) for relicensure in Indiana. Illinois now requires registered nurses (RN's) and licensed practical nurses (LPN's) to have 20 hours of CE and APN's to have 50 hours of CE for relicensure. ISU is located ten miles from Illinois, therefore CNEP at ISU is widening the target audience to include nurses throughout both states for live educational programs, as well as a national target audience for self-directed programs.

### **Structure and process used to conduct self study**

This self study was developed based on the published ANCC accreditation criteria. A needs assessment study was conducted of the CE needs of nurses in the WCI-AHEC region and will be used to develop future programs. A proposed budget was developed in February, 2010 in response to budget cuts at ISU. This information was updated and incorporated into this self study. Feedback was also gathered from the primary stakeholders in CNEP, including the CNEP Community Advisory Committee, past participants in CNEP activities, local chapters of nursing organizations such as the Society of Advanced Practice Nurses (SOAPN), and administrators in the CNHHS.

**Mission Statement:** The documented beliefs and goals of the provider unit reflect the importance of continuing education for nurses and the needs and characteristics of the provider unit's potential learners. The provider unit is: clearly defined, accurately, clearly, and consistently named, and in multi-focused organizations, supported by the administrative structure.

- 1. Mission Statement.** The beliefs and goals (often referred to as mission statement) of the provider unit are relevant and appropriate to prospective learners.

The CNEP has a long history of promoting excellence in nursing practice by improving health care through timely and informative educational activities that expand the knowledge and competence of practicing nurses. The CNEP was created by the ISU Board of Trustees in 1970. From 1970 to 1985, the CNEP was a member of the Indiana Statewide Plan for Continuing Education in Nursing, which was a consortium of nursing directors of colleges and nursing programs. This consortium helped each program develop ideas for assessing the learning needs of nurses and what hospitals and universities could offer nurses to foster lifelong learning. The CNEP has been accredited by the ANCC's Commission on Accreditation (COA) as an approved provider of continuing nursing education since 1977 and has been meeting the learning needs of nurses in the community for the past forty years.

The CNEP embraces the values of life-long learning and promotes excellence in nursing practice by providing high quality, cost-effective continuing education activities. It is designed to maintain and increase competence in nursing practice and to promote safe, high quality care in a rapidly changing and complex health care system. The program responds to trends and changes in the health care system and technology. Continuing education activities address diversity in nursing and levels of nursing practice. This mission extends beyond local and state boundaries to include a national scope and includes systemic assessment for the purpose of continuous quality improvement.

The CNHHS, in concert with its parent institution ISU, has constructed a Vision Statement and a Mission Statement. The Mission Statement for the CNEP is consistent with the goals, mission and function of the parent institution Table 1.1 provides a parallel comparison of the Vision and Mission Statements for ISU, CNHHS, the Nursing Program, and CNEP. A common thread throughout these statements is an emphasis on lifelong learning that is flexible, creative, diverse, and promotes excellence. The roles of teaching, research and community involvement are common themes as well as a mission and target audience that includes a national focus.

The Philosophy of the Nursing Faculty serves as the foundation for the programs of study and articulates the faculty's beliefs related to the paradigm of nursing, nursing education, and lifelong learning.

#### *Philosophy of the Nursing Faculty*

Nursing faculty endorse the mission and values of Indiana State University, the College of Nursing, Health, and Human Services, and the missions within each of the nursing departments. This philosophy articulates the faculty's beliefs about nursing, nursing

education, continuous quality improvement and also serves as a guide for all functions within the scope of nursing at Indiana State University.

Nursing is viewed as a professional practice discipline. The body of nursing knowledge is derived from research and scholarly inquiry, the sciences, and the humanities. Nurses implement evidence-based practice from a holistic, caring framework in a multicultural, complex environment in an effort to provide safe, high quality care. The concepts of health promotion and wellness, risk reduction, disease management, and palliative care are emphasized across the lifespan within the nurse-patient relationship. Nurses provide care to patients, families, groups, communities, and populations with an emphasis on health care that includes the rural and underserved.

Faculty promote excellence in nursing practice via nursing education ranging from baccalaureate to clinical doctoral education and through professional continuing nursing education. All levels of nursing education are provided by supportive faculty who are experts in teaching, scholarship, and who provide service to the University, the community, and the profession of nursing. Program outcomes are achieved through student-centered, active learning in an environment that values mutual respect, diversity, experiential learning, community engagement, and a wide range of teaching methods. Nursing education is accomplished through on-campus classes, clinical experiences, and distance modalities. Nursing faculty maintain academic integrity and high standards that promote student accountability and personal growth. Nursing faculty, in their pursuit of program excellence, are dedicated to systematic assessment through data collection and analysis for the purposes of continuous quality improvement. The dimensions by which programs are evaluated include students, faculty, administrators, community stakeholders, teaching/evaluation methods, resources, curricula, and program outcomes. The evaluation of these dimensions allows for opportunities to recognize expertise and celebrate successes.

*Life-long learning* is a continuous process building on previous levels of knowledge and experience and is influenced by time, maturation, and differing interests and abilities. *Learning* is achieved through multiple approaches and is enhanced when the learner actively participates in the process. Teachers facilitate the learning process by serving as resources and foster a climate of intellectual curiosity and critical thinking in an atmosphere conducive to self-direction. Within a climate of mutual respect, students and teachers participate collaboratively in the cooperative enterprises of inquiry, learning, scholarly achievements, and service.

*Continuing nursing education* embraces the value of life-long learning and promotes excellence in nursing practice by providing quality continuing education for nurses. The continuing education program responds to trends and changes in the health care system. The program is designed to improve health care by providing timely and informative educational activities to expand knowledge and competencies of practicing nurses. Continuing educational activities address diversity in nursing and levels of nursing practice.



Table 1-1: Comparable Vision and Mission Statements

<b>ISU</b>	<b>CNHHS</b>	<b>College of Nursing</b>	<b>CNEP</b>
<p><b><i>Vision Statement:</i></b> Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.</p>	<p><b><i>Vision Statement:</i></b> The College will be recognized as a leader in providing qualified health and human service professionals who serve diverse populations through education, scholarship, innovation, service, and community engagement.</p>	<p><b><i>Vision Statement:</i></b> The Vision of the College of Nursing* at Indiana State University is to provide the best educational experiences that result in competent and caring nurses for diverse clients.</p>	<p><b><i>Vision Statement:</i></b> The Continuing Nursing Education Program will be known as a national leader in providing continuing education for health professionals, to ensure patient safety and support the pursuit of professional career goals.</p>
<p><b><i>Mission:</i></b> Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.</p>	<p><b><i>Mission:</i></b> The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.</p>	<p><b><i>Mission:</i></b> Indiana State University College of Nursing* is part of a publicly-assisted opportunity institution of higher learning. The mission of the College of Nursing* is to foster the development of students who will become productive citizens who function as competent nurses and who strive to enhance the quality of life of the members of society. This is a mission that extends beyond local and state boundaries to include a national and international scope. The mission of the College of Nursing* is accomplished by the dissemination of knowledge through research, creative and</p>	<p><b><i>Mission:</i></b> The Continuing Nursing Education Program embraces life-long learning and promotes excellence in nursing practice by providing high quality, cost-effective continuing education activities. It is designed to maintain and increase competence in nursing practice and to promote safe, high-quality care in a rapidly changing and complex health care system. The program responds to trends and changes in the health care system and technology. Continuing education activities address diversity in nursing and levels of nursing practice. This mission extends beyond local and state boundaries to include a national scope and includes systematic assessment for the purposes of</p>

		<p><b>Mission continued:</b>  scholarly activities, and service to the University and the public. To meet the needs of a diverse society, the College of Nursing* provides education at various levels using multiple delivery methods. The academic programs encompass the baccalaureate and higher degree programs.</p> <p>As part of our dedication to life-long learning, the College of Nursing* assists nurses in maintaining and developing competencies in nursing by offering continuing education programs.</p> <p>The College of Nursing* is committed to being an inclusive academic community by providing a supportive environment for students who are diverse in many ways, including age, gender, economic status, and ethnicity. In the pursuit of excellence, the College of Nursing* is dedicated to continuous systematic assessment for the purposes of quality improvement.</p>	<p><b>Mission continued:</b>  continuous quality improvement.</p>
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\* Due to the current development of the College of Nursing, Health, and Human Services, the terminology / nomenclature on this document will be updated when the process is complete and approved by the appropriate entities.

The CNEP Director is well networked within the local health care community and has a strong working relationship with West Central Indiana Area Health Education Center (WCI-AHEC) and health care agencies/providers in the eleven surrounding Indiana counties WCI-AHEC serves (Clay, Fountain, Greene, Montgomery, Owen, Parke, Putnam, Sullivan, Vermillion, Vigo and Warren). With the exception of Vigo county where ISU is located, west-central Indiana is primarily rural with limited opportunities to participate in live continuing nursing education programs. East central Illinois counties that border Indiana are of similar demographics and continuing nursing education needs.

The Indiana University Bowen Research Center, Center for Health Workforce Studies, conducted an assessment of the health professions workforce issues in the WCI-AHEC region in 2009. The study concluded that shortages exist in every health profession in this region, which includes Terre Haute and the Wabash Valley. The study also identified the need for continuing education and recommended increasing access to health professions educational programs in local areas.

Earlier this year, WCI-AHEC and CNEP sponsored a study of nurses within the WCI-AHEC region to identify continuing nursing education needs. Preliminary results from this study support the need for continuing nursing education on multiple topics. The results of this study will be discussed in more detail in Criterion 4.

The CNEP director also works with the Rural Health Innovation Collaborative (RHIC) on many projects and committees. The RHIC is a collaborative effort among the following partners: Indiana State University; Indiana University School of Medicine- Terre Haute Center; Union Hospital; Lugar Center for Rural Health; Ivy Tech Community College Wabash Valley; Terre Haute Economic Development Corporation; and the City of Terre Haute. The RHIC was established in 2008 in response to worsening healthcare workforce shortages, particularly in rural areas. The mission of the RHIC is to improve and expand education and training of health care professionals and future health care professionals, with a focus on those committed to serving rural and underserved populations.

A recent collaborative project of the RHIC is the development of patient scenarios to improve communication between health care providers. These scenarios will be used to educate professionals on methods to improve interprofessional communication among members of the health care team. CNEP is an active participant in this project as well as the projected development of a high-fidelity patient simulation center. A primary focus of this simulation center will be rural health care and it is a collaborative effort with other RHIC partners. Future CNEP goals include the development of educational activities that utilize patient simulation.

Continuing education is a hallmark of a profession, and lifelong learning is an important factor in promoting continuing education. There are a number of factors that affect lifelong learning. Many nurses are self-motivated and enroll in continuing education programs out of an intrinsic desire to maintain their competence. Professional nursing organizations often encourage or require continuing education for renewal and it is a requirement for license renewal in many states. For example, the Indiana State Board of Nursing requires 30 contact

hours of continuing education for re-licensure for Nurse Practitioners (NP's) and other Advanced Practice Nurses (APN's), at least eight contact hours of which must be in pharmacology. The CNEP has offered an advanced practice pharmacology workshop every two years for many years. Currently the Indiana State Board of Nursing does not require continuing education for Registered Nurses (RN) and Licensed Practical Nurses (LPN) to renew their license. However, this policy just changed for nurses in Illinois when the new requirement for a mandatory 20 contact hours of continuing education went into effect June 1, 2010 for all Illinois nurses. ISU is approximately 15 miles from the Illinois state line. The demographics of east-central Illinois are very similar to that of the 11 county WCI-AHEC region. East-central Illinois is very rural with few opportunities for live continuing nursing education activities. Many of the learners who have attended recent CNEP programs live in Illinois and traveled to Terre Haute to attend the educational program. CNEP plans to include the east-central Illinois counties when marketing future CNE offerings. .

Historically, CNEP programs have been live events and participants were required to travel to Terre Haute to attend. The target audience for these educational programs has been almost exclusively nurses and related health care agencies in west-central Indiana, and to a lesser degree, east-central Illinois. The CNEP director's collaborative relationships with WCI-AHEC and RHIC will help broaden the target market through networking and collaborative projects. A short-term goal of the CNEP is to develop a wider variety of educational activities that encourage active participation by the learner, such as high-fidelity patient simulation. The CNEP also plans to develop educational activities based on self-directed learning in the near future, with the development of asynchronous, online courses. This will increase our target market for these activities to the national level.

The beliefs and goals of the CNEP are consistent with the vision, mission and philosophy of the nursing programs, CNHHS and ISU. A primary goal of CNEP is to provide high quality, cost-effective educational offerings for health care providers that are designed to meet the needs of the participants. Another goal is that all educational activities meet ANCC standards. A third goal is that a systematic plan of evaluation will be used for quality improvement.

The following American Nurses Association (ANA) resources are the foundation for the CNEP and provide the essential concepts and threads for this self study: Scope and Standards of Practice (2004), Scope and Standards of Practice for Nursing Professional Development (2000), and Code of Ethics for Nurses with Interpretive Statements (2001). In addition, the ANCC Application Manual: Accreditation Program (2006, 2009) provided the guidelines used to develop this self study.

- 2. Lines of Authority and Administrative Support.** Organizational structures and lines of authority support the operation of the provider unit.

ISU is governed by a Board of Trustees composed of nine persons appointed by the Governor of the State of Indiana. The University is administered by a president, who reports to the Board of Trustees as the University's chief executive officer. The campus is organized into four broad operations areas: academic affairs; business and finance; enrollment

management, marketing, and communications; and student affairs. Each area is headed by a vice president who reports directly to the president.

ISU has six academic divisions, each headed by a dean who reports to the Provost and Vice President for Academic Affairs. The divisions include the Colleges of Arts and Sciences; Business; Education; Nursing, Health, and Human Services; Technology; and the College of Graduate and Professional Studies.

ISU, a public institution, was founded in 1865 as Indiana Normal School with the primary mission being preparation of teachers for Indiana schools. Normal schools were formed to train teachers and establish the standardized educational “norms”. In 1929, the Indiana State Normal School was renamed the Indiana State Teachers College and four years later was renamed by the State Assembly to “Indiana State University” in recognition of increased enrollment.

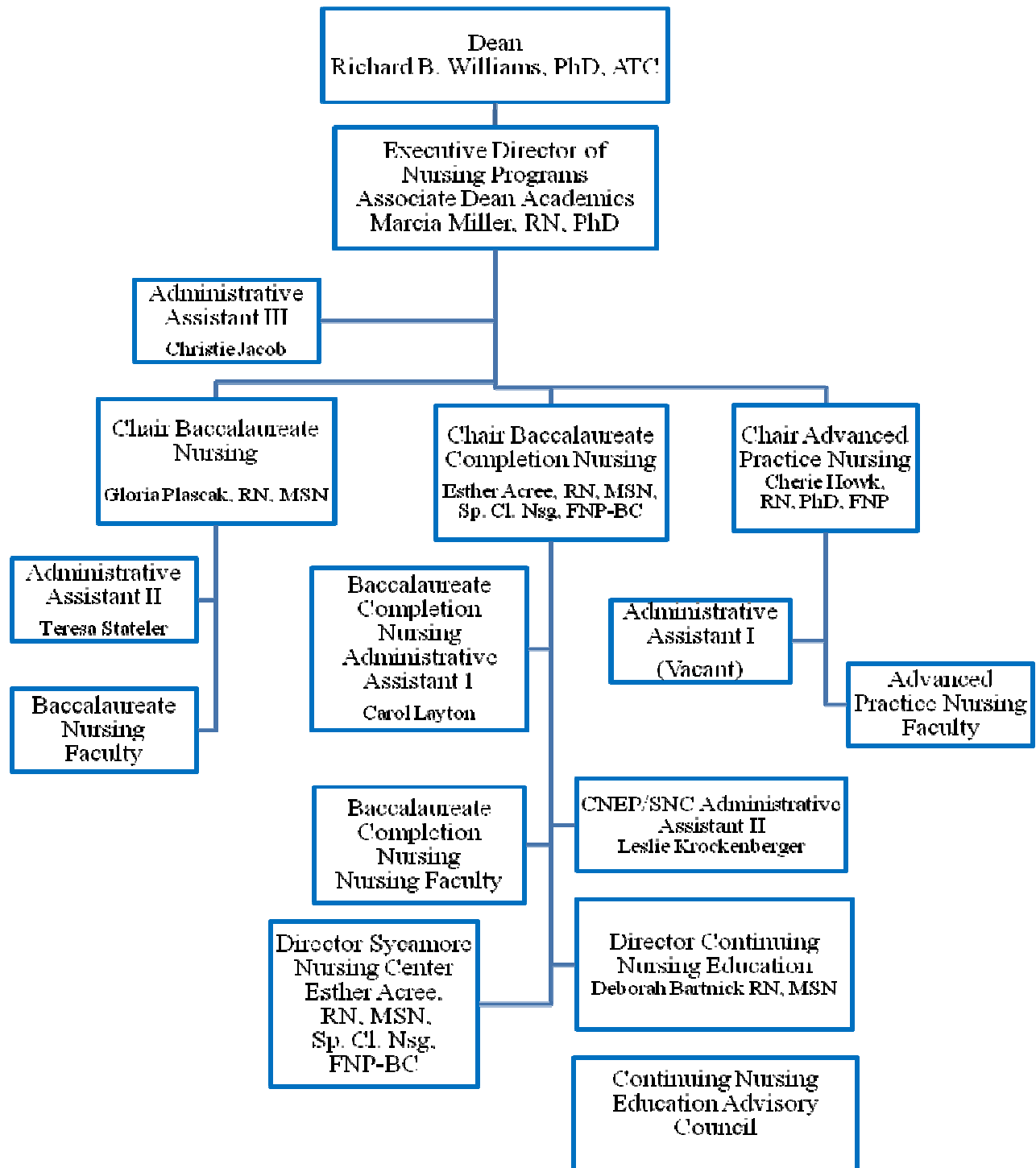
Courses of study are available at ISU in approximately 150 undergraduate majors and programs which lead to associate, baccalaureate, masters, specialist, and doctoral degrees. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, Academic programs across the colleges are accredited by more than 30 different agencies.

The ISU School of Nursing opened its doors to students in September, 1963. In 2006, a Health Professions Taskforce was assembled to develop a strategic plan for a comprehensive college of health-related professions. Based on their recommendations, the College of Nursing merged with the College of Health Performance and became the CNHHS. Several benefits of a merger were identified by the Taskforce, including better utilization of resources, increased collaboration with other health care professionals and stronger ties with community partners. Nursing is still transitioning from an independent College of Nursing to a member of a combined health career-related college. Nursing faculty are currently in the process of redefining the vision, mission, etc. for the nursing programs. Due to the fact that this process remains active and is incomplete, inconsistencies in the terminology to describe the nursing programs may be noted in this self study.

There are three distinct nursing departments within CNHHS. The *Baccalaureate Nursing* (BN) department houses the traditional campus-based baccalaureate program. The *Baccalaureate Nursing Completion* (BNC) department houses two undergraduate distance education tracks: an RN-BSN program and an LPN-BSN program. The CNEP is also housed in this department. The director of the CNEP reports to the chairperson of the BNC department.

The third nursing department is *Advanced Practice Nursing* (APN). This department admitted its first students in 1986. Three advanced nursing practice concentrations are offered completely online (family nurse practitioner, nurse administrator and nurse educator), along with post-master’s certificate options. The Doctor of Nursing Practice program was approved March, 2010 with the first students entering the program in August, 2010. Table 1-2 demonstrates the organizational structure of the nursing programs.

Table 1-2 Organizational Structure of the Nursing Programs  
 Organizational Structure Approved by Board of Trustees October 24, 2008



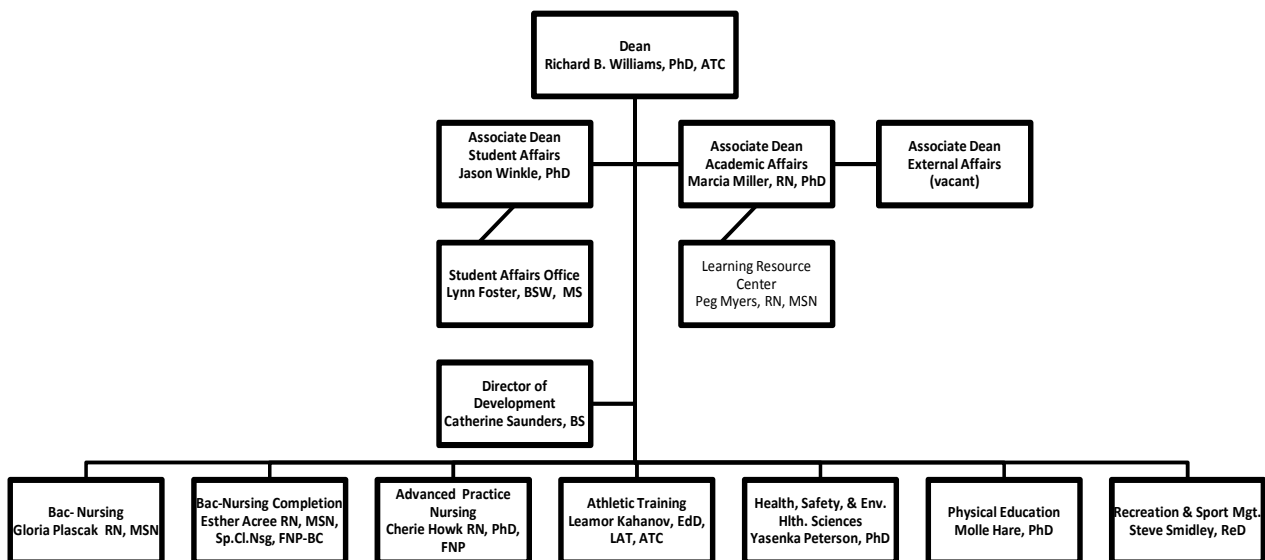
The Dean is the administrator of the CNHHS. There are three Associate Deans listed on the organizational structure. However, due to budget cuts at the state level in December, 2009, the University's operating budget was reduced by \$10 million over the next two years. This resulted in the elimination of a number of positions across campus, which included the Associate Dean for External Affairs.

The Associate Dean for Academics also serves as the Executive Director of the Nursing Programs to remain in compliance with nursing education requirements from the Indiana State Board of Nursing (ISBN). Several new programs were approved by the Commission on Higher Education in 2009, including the addition of the department of *Applied Medicine and Rehabilitation*. It houses the new Physician Assistant and Physical Therapy programs along with Athletic Training, which previously was its own department. The department of Social Work was moved from another college to the CNHHS after the organizational structure was approved. Therefore, these recent changes are not reflected in the most recent organizational structure, approved by the ISU Board of Trustees on October 24, 2008.

Table 1-3 Organizational Structure of the College of Nursing, Health and Human Services.

## College of Nursing, Health, and Human Services Indiana State University

Organizational Structure Approved by Board of Trustees October 24, 2008



**Educational Design:** The provider unit has a clearly defined process for assessing need, planning, implementing, and evaluating continuing nursing education. Continuing nursing education activities are assessed, designed, planned, implemented, and evaluated in accordance with adult learning principles and professional education standards and ethics. The educational design process includes procedures for protecting educational content from bias, providing learners appropriate information and documentation related to their participation, and maintaining records in a secure and confidential manner.

### **Educational Design Summaries**

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** Presented by Penny Simkin, PT on November 13, 2008.

**Program Activity File #2 – “Respect Across the Continuum of Care: Moving Towards a Positive Work Environment.”** Presented by Kathleen Bartholomew RN, MN on April 29, 2009

**Program Activity File #3 – “Nursing Curriculum Development and Reconstruction.”** Presented by Donna Ignatavicius, MS, RN, ANEF on August 20, 2009.

- 1. Assessment of Learner Needs.** Continuing education activities are developed in response to, and with consideration for, the unique educational needs of the provider unit’s target audience (as associated with the Mission Statement).

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** March 27, 2008 was the first meeting of the perinatal planning committee for the November 13, 2008 program. The summative evaluation from the last perinatal program on 11/16/07 was distributed and members discussed the results. After discussing possible speakers, the planning committee selected Penny Simkin as the speaker. The objectives, content and teaching-learning strategies were identified and are consistent with CNEP’s target audience as described in the Mission Statement. The target audience for this educational activity was physicians, residents, advanced practice nurses, nurse midwives, social workers, perinatal consumers/advocacy groups and all students in allied health professions. The Educational Design Checklist and Educational Activity Outline helped to guide this process and are included in the program file submitted with this self study. Refer to Appendix A.1 for Educational Design Checklist Template  
Refer to Appendix A.2 for Educational Design Outline Template

- 2. Qualified Planners and Faculty.** Each educational activity is planned collaboratively by at least one designated Nurse Planner and one other planner. Each member of the planning committee should represent at least one of the following areas: the relevant content expertise; the target audience; and the responsibility for adherence to ANCC accreditation criteria. Each planning committee must have representation of all of these three areas. Nurse Planners contribute oversight and must be actively involved in both the planning and the analysis of evaluation data for the educational activity.



**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** The designated Nurse Planner for this activity was Michele Pantle and she was responsible for adherence to ANCC accreditation criteria. Ms. Pantle’s curriculum vitae is included in the program file for this activity. The other members of the planning committee represent the target audience. These members were Esther Acree, Louise Anderson, Deborah Bartnick, Laura Dever, Julie Fine, Joanne Goldbort, and Nikki Simpson. Julie Fine also represented the relative content expert.

Penny Simkin is a physical therapist, childbirth educator, and birth counselor. She is nationally recognized as a premier authority on childbirth and is also known as the mother of the doula movement. She has also developed a counseling approach for pregnant survivors of sexual abuse. She is a prolific author and has written many books for professionals as well as parents. The planning committee determined she met the needed qualifications because of her reputation as an excellent speaker and national reputation as an authority on childbirth. This information specific for this activity can be found in the Educational Design Checklist, which is included in the appropriate program file.

**3. Effective Design Principles. Each educational activity is developed with:**

- (a) an identified purpose and explicit educational objectives for the learner
- (b) content congruent with the activity’s learning purpose and educational objectives;
- (c) teaching and learning strategies congruent with the activity’s objectives and content;
- (d) criteria for judging successful completion of an activity and;
- (e) method selected for verifying participation.

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** The learning goal of this program was to explore ways to promote health outcomes for mothers and babies. The planning committee identified the following learner objectives:

- Differentiate psychophysiologic management from medicalized management.
- Discuss the differences between an “outcome based” and a “process based” definition of normal birth.
- List behaviors that may be exhibited during pregnancy and childbirth by survivors of sexual abuse.
- Compare pros and cons of ways to elicit a history of childhood sexual abuse.
- List specific ways maternity care providers may help survivors during labor.
- Differentiate among the agents and techniques used for cervical ripening, uterine stimulation, and mechanical dilation.
- Name precautions and additional interventions that are used to maintain safety during induction of labor.
- Apply methods to identify suffering.
- Describe supportive techniques to prevent pain from becoming suffering in labor.

The goal and objectives were consistent with the identified gaps based on the needs assessment, which included an update on current trends in nursing curriculum and factors that impact the curriculum and general guidelines in evaluating and reconstructing the curriculum of a nursing program. The faculty for this program primarily utilized a lecture

format with PowerPoint slides. Questions and group participation were encouraged during the presentation. The content and teaching learning strategies were consistent with the goal and objectives. Successful completion of the program was determined with a Participant Evaluation Tool. Participation was verified by having participants complete the Verification of Attendance Form and submit it at the registration desk at the end of the program. This information specific for this activity can be found in the Educational Design Checklist, Educational Activity Outline, brochure, Participant Evaluation Tool and Verification of Attendance Form. All of these documents are included in the appropriate program file.

- 4. Awarding Contact Hours.** Contact hours associated with the official accreditation statement are awarded to participants for those portions of the educational activity devoted to didactic or clinical experience or to evaluating the activity. Contact hours are calculated in a logical and defensible manner. One contact hour = 60 minutes.

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** Participants were awarded 6.25 nursing contact hours with successful completion of this activity. The contact hours were determined using a 60 minute hour and only included class time and the time for learners to complete the evaluation at the end of the activity. The time spent introducing the faculty; breaks and lunch were not included in the determination of the number of contact hours for this activity. Table 2-1 outlines the method of calculating the number of contact hours awarded for this activity. The contact hours for this activity were listed on the brochure and Verification of Attendance Form. Both of these documents are included in the appropriate program file.

Table 2-1 Method of Calculating Contact Hours: *A Day with Penny Simkin*

<b>TIME FRAME</b>	<b>SESSION TITLE</b>	<b>CONTACT HOURS OFFERED</b>
8:30-8:45 AM	Welcome and Opening Remarks	0
8:45-9:45 AM	Maternity Care Today	1.0
9:45-10:00 AM	Break	0
10:00-11:30 AM	Childhood Sexual Abuse and Its Impact on the Woman’s Latter Childbearing	1.5
11:30-12:30 PM	Lunch	0
12:30-2:00 PM	The Seduction of Induction	1.5
2:00-2:15 PM	Break	0
2:15-4:15 PM	When Labor Pains Become Suffering	2.0
4:15-4:30 PM	Complete Evaluation and Verification of Attendance Form	0.25
	<b>TOTAL CONTACT HOURS OFFERED</b>	<b>6.25</b>

- 5. Activity Evaluation.** A clearly defined method which includes learner input is used to evaluate the effectiveness of each educational activity.

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** This activity was evaluated using a written Participant Evaluation Tool.

Participants evaluated each of the objectives for this educational activity using a 5 point Likert scale. They also used the same scale to evaluate the components of the program, such as location, content, handouts, etc. In addition, participants listed the three items they felt were most effective from the activity which could improve their job performance. Therefore, the formal evaluation of this activity evaluated learner satisfaction, knowledge enhancement and change in practice/performance.

Following the educational activity, the individual responses on the Participant Evaluation Tool were summarized in the Summary of Participant Evaluations. This summary was distributed to the members of the planning committee for discussion and review. These documents are included in the program file submitted with this self study.

6. **Accreditation Statements.** All communications, marketing materials, certificates, and other documents that refer to the provider's ANCC-accredited status contain the official accreditation statement, as follows:

[Name of Accredited Provider Unit] is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** The accreditation statement was included on the brochure and Certificate of Completion for each of these activities. It was correctly listed as a stand alone statement. The brochure and Certificate of Completion for this activity are included in the appropriate program file.

7. **Documentation of Completion.** Participants receive written verification of their successful completion of an activity, which includes at a minimum:
  - (a) the name of the participant learner;
  - (b) the name and address of the provider unit;
  - (c) the title and date of the educational activity;
  - (d) the official accreditation statement, and;
  - (e) the number of contact hours awarded.

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** The Certificate of Completion for all three of these activities included the name of participant learner, the name and address of CNEP, the title and date of the educational activity, the official accreditation statement and the number of contact hours awarded. The Certificate of Completion for each of these activities is included in the appropriate program file.

8. **Commercial Support Guidelines.** Commercial support, exhibits, or the presentation of research conducted by a commercial company shall not influence the design and scientific objectivity of any educational activity. Commercially-supplied funds for an educational activity that are given in the form of an educational grant or in-kind assistance shall be acknowledged in the brochure and/or printed material for the continuing education activity.

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** CNEP will ensure that all educational activities are developed, managed, presented and evaluated without influence or control by commercial interests, following current ANCC guidelines. This educational activity received financial sponsorship from a non-commercial entity to assist with faculty honorarium and travel expenses. Faculty who are presenting continuing education are encouraged to present evidence-based practice guidelines, use generic names when discussing health care products, and to avoid the use of any company logo on PowerPoint slides (it is permitted on the first slide only). These are precautions to help prevent bias in the educational content. The Faculty presenting this educational activity was encouraged to provide a general overview of curriculum development, in attempt to avoid bias and meet the learning needs of all of the participants.

Sponsorship and commercial support have the potential of impairing the content integrity of an educational activity by causing bias in the educational process. A written agreement will be signed between CNEP and any source of sponsorship or commercial support to help prevent educational bias. This Sponsorship/Commercial Support Agreement outlines what the agency is providing and that the relationship and support will not be allowed to influence the content of the CNE presentation. In addition, this information is disclosed the day of the educational activity during the Welcome and Opening Remarks and in written form in the participant’s activity folder that they receive during registration. The Sponsorship/Commercial Support letter for this educational activity is included in the program file as part of this self study.

Refer to Appendix A.3 for the Sponsorship/Commercial Support Agreement Template

- 9. Conflict Of Interest Guidelines.** Conflict of interest disclosure statements shall be obtained from all activity planners and presenters to identify and resolve any potentially biasing financial relationships on the part of those who have an impact on the content of an educational activity. Conflict of Interest statements may be signed on an annual basis by all activity planners and presenters. Planners and presenters must disclose conflict of interest when applicable.

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** Content integrity is maintained for educational activities by first assessing the presence of a potential conflict of interest with members of the planning committee and faculty by requiring each to complete a Conflict of Interest/Commercial Support Disclosure Statement. Any potential conflict of interest is evaluated on an individual basis, with a significant consideration being the potential for educational bias. All conflicts of interest as well as sponsorship/commercial support are disclosed to participants the day of the educational activity. Any planning committee member or faculty who refuses to disclose potential conflict of interest will be disqualified from participating on the planning committee or as a faculty presenter. No potential bias or conflict of interest was identified during this educational activity.

- 10. Disclosures Provided to Activity Participants.** Learners shall receive the following information regarding each and every activity:

- (a) **Notice Of Requirements For Successful Completion.** Learners are informed in advance of the criteria used to determine successful completion of an educational activity.
- (b) **Conflicts Of Interest.** Learners are informed of any influencing financial relationships, or lack thereof, disclosed by planners or presenters
- (c) **Commercial Support.** Learners are made fully aware of the nature of any commercial support related to an educational activity.
- (d) **Non-Endorsement Of Products.** Learners are advised that accredited status does not imply endorsement by the provider or ANCC of any commercial products displayed in conjunction with an activity.
- (e) **Off-Label Use.** Learners are notified when an educational activity relates to any product used for a purpose other than that for which it was approved by the Food and Drug Administration.

**Program Activity File #1 – “A Day with Penny Simkin: Nurturing Positive Birth Outcomes.”** Table 2-2 outlines how participants were informed for this particular educational activity of each required disclosure. No off-label use of products was discussed during this educational activity therefore disclosure was not required. These documents are included in the program file submitted with this self study. Verbal disclosure was documented by participants on the Participant Evaluation form.

Table 2-2 Disclosures provided to Participants: *A Day with Penny Simkin*

<b>Required Disclosures to Participants</b>	<b>How CNEP Informed Participants of <i>A Day with Penny Simkin</i></b>
Notice of Requirements for Successful Completion	<ul style="list-style-type: none"> <li>➤ Brochure</li> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Disclosures to Participants – Live Events</li> </ul>
Conflicts of Interest	<ul style="list-style-type: none"> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Disclosures to Participants – Live Events</li> </ul>
Commercial Support	<ul style="list-style-type: none"> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Sponsorship/Commercial Support Acknowledgement (in participant folder)</li> </ul>
Non-Endorsement of Products	<ul style="list-style-type: none"> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Disclosures to Participants – Live Events</li> </ul>

1. **Assessment of Learner Needs.** Continuing education activities are developed in response to, and with consideration for, the unique educational needs of the provider unit’s target audience (as associated with the Mission Statement).

**Program Activity File #2 – “Respect across the Continuum of Care: Moving Towards a Positive Work Environment.”** The planning committee determined a need existed for a CE on horizontal violence in the workplace. The objectives, content and teaching-learning strategies were identified in response to the needs assessment and are consistent with CNEP’s target audience as described in the Mission Statement. The target audience for this educational activity was physicians, residents, advanced practice nurses, nurse midwives,

social workers, perinatal consumers/advocacy groups and all students in allied health professions. The Educational Design Checklist and Educational Activity Outline helped to guide this process and are included in the program file submitted with this self study. Refer to Appendix A.1 for Educational Design Checklist Template  
Refer to Appendix A.2 for Educational Design Outline Template

2. **Qualified Planners and Faculty.** Each educational activity is planned collaboratively by at least one designated Nurse Planner and one other planner. Each member of the planning committee should represent at least one of the following areas: the relevant content expertise; the target audience; and the responsibility for adherence to ANCC accreditation criteria. Each planning committee must have representation of all of these three areas. Nurse Planners contribute oversight and must be actively involved in both the planning and the analysis of evaluation data for the educational activity.

**Program Activity File #2 – “*Respect across the Continuum of Care: Moving Towards a Positive Work Environment.*”** The designated Nurse Planner for this activity was Michele Pantle. She was responsible for adherence to ANCC accreditation criteria. The other members of the planning committee represent the target audience. These members were Esther Acree, Louise Anderson and Joanne Goldbort. Esther Acree also represented the relative content expert on this committee. The planning committee chose Kathleen Bartholomew, RN, MN, as the speaker for this educational activity. Ms. Bartholomew is nationally recognized as an expert in horizontal violence in nursing. She has published articles and books related to this topic. The planning committee determined she met the needed qualifications because of her reputation as an excellent speaker and expertise in horizontal violence in nursing. This information specific for this activity can be found in the Educational Design Checklist, which is included in the appropriate program file.

3. **Effective Design Principles. Each educational activity is developed with:**
  - (f) an identified purpose and explicit educational objectives for the learner
  - (g) content congruent with the activity’s learning purpose and educational objectives;
  - (h) teaching and learning strategies congruent with the activity’s objectives and content;
  - (i) criteria for judging successful completion of an activity and;
  - (j) method selected for verifying participation.

**Program Activity File #2 – “*Respect across the Continuum of Care: Moving Towards a Positive Work Environment.*”** The learning goal of this program is to introduce strategies to facilitate a positive work environment in the health care setting. At the completion of this program, participants will be able to:

- Acknowledge that peer-to-peer hostility is a serious problem
- List two strategies that can be implemented that foster healthy relationships and decrease hostility
- Describe a confrontation situation from their practice and apply the DESC communication model
- Explain the relationship between assertive communication, telling their story and the future of nursing
- Understand their pivotal role in creating a healthy work environment

The goal and objectives were consistent with the identified gaps based on the needs assessment, which included the significance of peer-to-peer violence and strategies to foster healthy relationships and work environments. The faculty for this program primarily utilized a lecture format with PowerPoint slides. Questions and group participation were encouraged during the presentation. The content and teaching learning strategies were consistent with the goal and objectives. Successful completion of the program was determined with a Participant Evaluation Tool. Participation was verified by having participants complete the Verification of Attendance Form and submit it at the registration desk at the end of the program. This information specific for this activity can be found in the Educational Design Checklist, Educational Activity outline, brochure, Participant Evaluation Tool and Verification of Attendance Form. All of these documents are included in the appropriate program file.

4. **Awarding Contact Hours.** Contact hours associated with the official accreditation statement are awarded to participants for those portions of the educational activity devoted to didactic or clinical experience or to evaluating the activity. Contact hours are calculated in a logical and defensible manner. One contact hour = 60 minutes.

**Program Activity File #2 – “Respect across the Continuum of Care: Moving Towards a Positive Work Environment.”** Participants were awarded 6.25 nursing contact hours with successful completion of this activity. The contact hours were determined using a 60 minute hour and only included class time and the time for learners to complete the evaluation at the end of the activity. The time spent introducing the faculty; breaks and lunch were not included in the determination of the number of contact hours for this activity. Table 2-3 outlines the method of calculating the number of contact hours awarded for this activity. The contact hours for this activity were listed on the brochure and Verification of Attendance Form. Both of these documents are included in the appropriate program file.

Table 2-3 Method of Calculating Contact Hours: *Respect across the Continuum of Care: Moving Towards a Positive Work Environment*

<b>TIME FRAME</b>	<b>SESSION TITLE</b>	<b>CONTACT HOURS OFFERED</b>
8:30-8:45 AM	Welcome, Opening Remarks and Introduction	0
8:45-10:15 AM	Peer to Peer Hostility	1.5
10:15-10:30 AM	Break	0
10:30-12:00 AM	Fostering Healthy Work Environments	1.5
12:00-12:45 PM	Lunch	0
12:45-2:15 PM	Professional Communication: The DESC Model	1.5
2:15-2:30 PM	Break	0
2:30-4:00 PM	If Not Us, Then Who?	1.5
4:00-4:15 PM	Complete Evaluation and Verification of Attendance Form	0.25
	<b>TOTAL CONTACT HOURS OFFERED</b>	6.25

5. **Activity Evaluation.** A clearly defined method which includes learner input is used to evaluate the effectiveness of each educational activity.

**Program Activity File #2 – “*Respect across the Continuum of Care: Moving Towards a Positive Work Environment.*”** This activity was evaluated using a written Participant Evaluation Tool. Participants evaluated each of the objectives for this educational activity using a 5 point Likert scale. They also used the same scale to evaluate the components of the program, such as location, content, handouts, etc. In addition, participants listed the three items they felt were most effective from the activity which could improve their job performance. Therefore, the formal evaluation of this activity evaluated learner satisfaction, knowledge enhancement and change in practice/performance.

Following the educational activity, the individual responses on the Participant Evaluation Tool were summarized in the Summary of Participant Evaluations. This summary was distributed to the members of the planning committee for discussion and review. These documents are included in the program file submitted with this self study.

6. **Accreditation Statements.** All communications, marketing materials, certificates, and other documents that refer to the provider’s ANCC-accredited status contain the official accreditation statement, as follows:  
[Name of Accredited Provider Unit] is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

**Program Activity File #2 – “*Respect across the Continuum of Care: Moving Towards a Positive Work Environment.*”** The accreditation statement was included on the brochure and Certificate of Completion for each of these activities. It was correctly listed as a stand alone statement. The brochure and Certificate of Completion for this activity are included in the appropriate program file.

7. **Documentation of Completion.** Participants receive written verification of their successful completion of an activity, which includes at a minimum:
  - (f) the name of the participant learner;
  - (g) the name and address of the provider unit;
  - (h) the title and date of the educational activity;
  - (i) the official accreditation statement, and;
  - (j) the number of contact hours awarded.

**Program Activity File #2 – “*Respect across the Continuum of Care: Moving Towards a Positive Work Environment.*”** The Certificate of Completion for all three of these activities included the name of participant learner, the name and address of CNEP, the title and date of the educational activity, the official accreditation statement and the number of contact hours awarded. The Certificate of Completion for each of these activities is included in the appropriate program file.



- 8. Commercial Support Guidelines.** Commercial support, exhibits, or the presentation of research conducted by a commercial company shall not influence the design and scientific objectivity of any educational activity. Commercially-supplied funds for an educational activity that are given in the form of an educational grant or in-kind assistance shall be acknowledged in the brochure and/or printed material for the continuing education activity.

**Program Activity File #2 – “*Respect across the Continuum of Care: Moving Towards a Positive Work Environment.*”** CNEP will ensure that all educational activities are developed, managed, presented and evaluated without influence or control by commercial interests, following current ANCC guidelines. This educational activity received financial sponsorship to assist with faculty honorarium and travel expenses. Faculty who are presenting continuing education are encouraged to present evidence-based practice guidelines, use generic names when discussing health care products, and to avoid the use of any company logo on PowerPoint slides (it is permitted on the first slide only). These are precautions to help prevent bias in the educational content. The Faculty presenting this educational activity was encouraged to provide a general overview of curriculum development, in attempt to avoid bias and meet the learning needs of all of the participants.

Sponsorship and commercial support have the potential of impairing the content integrity of an educational activity by causing bias in the educational process. A written agreement will be signed between CNEP and any source of sponsorship or commercial support to help prevent educational bias. This Sponsorship/Commercial Support Agreement outlines what the agency is providing and that the relationship and support will not be allowed to influence the content of the CNE presentation. In addition, this information is disclosed the day of the educational activity during the Welcome and Opening Remarks and in written form in the participant’s activity folder that they receive during registration. The Sponsorship/Commercial Support letter for this educational activity is included in the program file as part of this self study.

Refer to Appendix A.3 for the Sponsorship/Commercial Support Agreement Template

- 9. Conflict Of Interest Guidelines.** Conflict of interest disclosure statements shall be obtained from all activity planners and presenters to identify and resolve any potentially biasing financial relationships on the part of those who have an impact on the content of an educational activity. Conflict of Interest statements may be signed on an annual basis by all activity planners and presenters. Planners and presenters must disclose conflict of interest when applicable.

**Program Activity File #2 – “*Respect across the Continuum of Care: Moving Towards a Positive Work Environment.*”** Content integrity is maintained for educational activities by first assessing the presence of a potential conflict of interest with members of the planning committee and faculty by requiring each to complete a Conflict of Interest/Commercial Support Disclosure Statement. Any potential conflict of interest is evaluated on an individual basis, with a significant consideration being the potential for educational bias. All conflicts of interest as well as sponsorship/commercial support are disclosed to participants the day of the educational activity. Any planning committee member or faculty who refuses to disclose potential conflict of interest will be disqualified from participating on the planning committee

or as a faculty presenter. No potential bias or conflict of interest was identified during this educational activity.

**10. Disclosures Provided to Activity Participants.** Learners shall receive the following information regarding each and every activity:

- (f) **Notice Of Requirements For Successful Completion.** Learners are informed in advance of the criteria used to determine successful completion of an educational activity.
- (g) **Conflicts Of Interest.** Learners are informed of any influencing financial relationships, or lack thereof, disclosed by planners or presenters
- (h) **Commercial Support.** Learners are made fully aware of the nature of any commercial support related to an educational activity.
- (i) **Non-Endorsement Of Products.** Learners are advised that accredited status does not imply endorsement by the provider or ANCC of any commercial products displayed in conjunction with an activity.
- (j) **Off-Label Use.** Learners are notified when an educational activity relates to any product used for a purpose other than that for which it was approved by the Food and Drug Administration.

**Program Activity File #2 – “Respect across the Continuum of Care: Moving Towards a Positive Work Environment.”** Table 2-4 outlines how participants were informed this particular educational activity of each required disclosure. No off-label use of products was discussed during this educational activity therefore disclosure was not required. These documents are included in the program file submitted with this self study. Verbal disclosure was documented by participants on the Participant Evaluation form.

Table 2-4 Disclosures provided to Participants: *Respect across the Continuum of Care: Moving Towards a Positive Work Environment*

<b>Required Disclosures to Participants</b>	<b>How CNEP Informed Participants of <i>Respect across the Continuum of Care</i></b>
Notice of Requirements for Successful Completion	<ul style="list-style-type: none"> <li>➤ Brochure</li> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Disclosures to Participants – Live Events</li> </ul>
Conflicts of Interest	<ul style="list-style-type: none"> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Disclosures to Participants – Live Events</li> </ul>
Commercial Support	<ul style="list-style-type: none"> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Sponsorship/Commercial Support Acknowledgement (in participant folder)</li> </ul>
Non-Endorsement of Products	<ul style="list-style-type: none"> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Disclosures to Participants – Live Events</li> </ul>

- 1. Assessment of Learner Needs.** Continuing education activities are developed in response to, and with consideration for, the unique educational needs of the provider unit's target audience (as associated with the Mission Statement).

**Program Activity File #3 – “*Nursing Curriculum Development and Reconstruction.*”** A continuing education needs assessment of nursing faculty at ISU was conducted by the Associate Dean for Academics and the chairperson of the BNC department to determine perceived areas of interest. The faculty were beginning the process of evaluating and revising the undergraduate nursing curriculum, therefore performance improvement with this task was the overall need identified. A program on nursing curriculum development was chosen based on the perceived needs from administration as well as informal statements by the faculty during the previous academic year. The objectives, content and teaching-learning strategies were identified in response to the needs assessment and are consistent with CNEP's target audience as described in the Mission Statement. The target audience for this educational activity was identified as nurse educators who are teaching in all levels of nursing programs. The Educational Design Checklist and Educational Activity Outline helped to guide this process and are included in the program file submitted with this self study.

Refer to Appendix A.1 for Educational Design Checklist Template

Refer to Appendix A.2 for Educational Design Outline Template

- 2. Qualified Planners and Faculty.** Each educational activity is planned collaboratively by at least one designated Nurse Planner and one other planner. Each member of the planning committee should represent at least one of the following areas: the relevant content expertise; the target audience; and the responsibility for adherence to ANCC accreditation criteria. Each planning committee must have representation of all of these three areas. Nurse Planners contribute oversight and must be actively involved in both the planning and the analysis of evaluation data for the educational activity.

**Program Activity File #3 – “*Nursing Curriculum Development and Reconstruction.*”** The Lead Nurse Planner for this activity was Esther Acree. Esther Acree served as the Director of CNEP in the interim following Michele Pantle's death on July 23, 2009, and the hiring of a new director on October 5, 2009. Her curriculum vitae is included with the program files for this activity. Ms. Acree has a long history of experience in nursing education and administration of nursing programs. She is currently the Chairperson of the BNC department. Ms. Acree attended the annual ANCC Accreditation Symposium in 2009 and was therefore very familiar with the current guidelines for accreditation. She was responsible for adherence to ANCC accreditation criteria for this educational activity. The other member of the planning committee was Dr. Marcia Miller. Dr. Miller is the Associate Dean of Academics and also serves as the Executive Director of Nursing Programs. She represented the relative content expert as well as the target audience for this educational activity.

The planning committee chose Donna Ignatavicius, MS, RN, ANEF, as the speaker for this educational activity. Ms. Ignatavicius is nationally recognized as an expert in nursing education. She has published many articles and books related to nursing education. Ms. Ignatavicius has also been inducted as a fellow in the Academy of Nursing Education in

recognition of her significant contribution to nursing education. The planning committee determined she met the needed qualifications because of her reputation as an excellent speaker and expertise in curriculum development. This information specific for this activity can be found in the Educational Design Checklist, which is included in the appropriate program file.

**3. Effective Design Principles. Each educational activity is developed with:**

- (k) an identified purpose and explicit educational objectives for the learner
- (l) content congruent with the activity's learning purpose and educational objectives;
- (m) teaching and learning strategies congruent with the activity's objectives and content;
- (n) criteria for judging successful completion of an activity and;
- (o) method selected for verifying participation.

**Program Activity File #3 – “Nursing Curriculum Development and Reconstruction.”** The learning goal of this program was to strengthen and improve the nursing curricula. The planning committee identified the following learner objectives:

- Identify at least three current trends and national health initiatives that impact today's nursing curricula.
- Describe the movement to integrate QSEN competencies in nursing curricula.
- Discuss how to begin developing a conceptual approach to teaching and learning.
- Begin to plan ways to reconstruct the current undergraduate and graduate nursing curriculum.

The goal and objectives were consistent with the identified gaps based on the needs assessment, which included an update on current trends in nursing curriculum and factors that impact the curriculum and general guidelines in evaluating and reconstructing the curriculum of a nursing program. The faculty for this program primarily utilized a lecture format with PowerPoint slides. Questions and group participation were encouraged during the presentation. The content and teaching learning strategies were consistent with the goal and objectives. Successful completion of the program was determined with a Participant Evaluation Tool. Participation was verified by having participants complete the Verification of Attendance Form and submit it at the registration desk at the end of the program. This information specific for this activity can be found in the Educational Design Checklist, Educational Activity outline, brochure, Participant Evaluation Tool and Verification of Attendance Form. All of these documents are included in the appropriate program file.

**4. Awarding Contact Hours.** Contact hours associated with the official accreditation statement are awarded to participants for those portions of the educational activity devoted to didactic or clinical experience or to evaluating the activity. Contact hours are calculated in a logical and defensible manner. One contact hour = 60 minutes.

**Program Activity File #3 – “Nursing Curriculum Development and Reconstruction.”**

Participants were awarded 5.25 nursing contact hours with successful completion of this activity. The contact hours were determined using a 60 minute hour and only included class time and the time for learners to complete the evaluation at the end of the activity. The time spent introducing the faculty; breaks and lunch were not included in the determination of the

number of contact hours for this activity. Table 2-5 outlines the method of calculating contact hours for this educational activity. The contact hours for this activity were listed on the brochure and Verification of Attendance Form. Both of these documents are included in the appropriate program file.

Table 2-5 Method of Calculating Contact Hours:  
*Nursing Curriculum Development and Reconstruction*

TIME FRAME	SESSION TITLE	CONTACT HOURS OFFERED
8:15-8:30 AM	Welcome, Opening Remarks and Introduction	0
8:30-10:00 AM	Current Curricular Trends and National Health Initiatives	1.5
10:00-10:15 AM	Break	0
10:15-11:30 AM	Impact of QSEN Competencies on Nursing Curricula	1.25
11:30-12:15 PM	Lunch	0
12:15-1:30 PM	A Conceptual Approach to Teaching and Learning	1.25
1:30-1:45 PM	Break	0
1:45-2:45 PM	Group Sessions and Reports	1.0
2:45-3:00 PM	Complete Evaluation Form and Verification of Attendance	0.25
	<b>TOTAL CONTACT HOURS OFFERED</b>	<b>5.25</b>

5. **Activity Evaluation.** A clearly defined method which includes learner input is used to evaluate the effectiveness of each educational activity.

**Program Activity File #3 – “Nursing Curriculum Development and Reconstruction.”**

This activity was evaluated using a written Participant Evaluation Tool. Participants evaluated each of the objectives for this educational activity using a 5 point Likert scale. They also used the same scale to evaluate the components of the program, such as location, content, handouts, etc. In addition, participants listed the three items they felt were most effective from the activity which could improve their job performance. Therefore, the formal evaluation of this activity evaluated learner satisfaction, knowledge enhancement and change in practice/performance.

Following the educational activity, the individual responses on the Participant Evaluation Tool were summarized in the Summary of Participant Evaluations. This summary was distributed to the members of the planning committee for discussion and review. These documents are included in the program file submitted with this self study.

6. **Accreditation Statements.** All communications, marketing materials, certificates, and other documents that refer to the provider’s ANCC-accredited status contain the official accreditation statement, as follows:  
[Name of Accredited Provider Unit] is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

**Program Activity File #3 – “Nursing Curriculum Development and Reconstruction.”**

The accreditation statement was included on the brochure and Certificate of Completion for each of these activities. It was correctly listed as a stand alone statement. The brochure and Certificate of Completion for this activity are included in the appropriate program file.

- 7. Documentation of Completion.** Participants receive written verification of their successful completion of an activity, which includes at a minimum:
- (k) the name of the participant learner;
  - (l) the name and address of the provider unit;
  - (m) the title and date of the educational activity;
  - (n) the official accreditation statement, and;
  - (o) the number of contact hours awarded.

**Program Activity File #3 – “Nursing Curriculum Development and Reconstruction.”** The Certificate of Completion for all three of these activities included the name of participant learner, the name and address of CNEP, the title and date of the educational activity, the official accreditation statement and the number of contact hours awarded. The Certificate of Completion for each of these activities is included in the appropriate program file.

- 8. Commercial Support Guidelines.** Commercial support, exhibits, or the presentation of research conducted by a commercial company shall not influence the design and scientific objectivity of any educational activity. Commercially-supplied funds for an educational activity that are given in the form of an educational grant or in-kind assistance shall be acknowledged in the brochure and/or printed material for the continuing education activity.

**Program Activity File #3 – “Nursing Curriculum Development and Reconstruction.”**

CNEP will ensure that all educational activities are developed, managed, presented and evaluated without influence or control by commercial interests, following current ANCC guidelines. This educational activity received financial sponsorship to assist with faculty honorarium and travel expenses. The most significant need for continuing education related to curriculum development was identified by the department of BN, primarily because of the significant need for a strong curriculum to support student success on the NCLEX exam as well as the needs of faculty within that department. The curricular needs of this department vary from other departments; therefore the potential for bias in the educational content existed. Faculty who are presenting continuing education are encouraged to present evidence-based practice guidelines, use generic names when discussing health care products, and to avoid the use of any company logo on PowerPoint slides (it is permitted on the first slide only). These are precautions to help prevent bias in the educational content. The Faculty presenting this educational activity was encouraged to provide a general overview of curriculum development, in attempt to avoid bias and meet the learning needs of all of the participants.

Sponsorship and commercial support have the potential of impairing the content integrity of an educational activity by causing bias in the educational process. A written agreement will be signed between CNEP and any source of sponsorship or commercial support to help prevent educational bias. This Sponsorship/Commercial Support Agreement outlines what

the agency is providing and that the relationship and support will not be allowed to influence the content of the CNE presentation. In addition, this information is disclosed the day of the educational activity during the Welcome and Opening Remarks and in written form in the participant's activity folder that they receive during registration. The Sponsorship/Commercial Support letter for this educational activity is included in the program file as part of this self study.

Refer to Appendix A.3 for the Sponsorship/Commercial Support Agreement Template

- 9. Conflict Of Interest Guidelines.** Conflict of interest disclosure statements shall be obtained from all activity planners and presenters to identify and resolve any potentially biasing financial relationships on the part of those who have an impact on the content of an educational activity. Conflict of Interest statements may be signed on an annual basis by all activity planners and presenters. Planners and presenters must disclose conflict of interest when applicable.

**Program Activity File #3 – “Nursing Curriculum Development and Reconstruction.”**

Content integrity is maintained for educational activities by first assessing the presence of a potential conflict of interest with members of the planning committee and faculty by requiring each to complete a Conflict of Interest/Commercial Support Disclosure Statement. Any potential conflict of interest is evaluated on an individual basis, with a significant consideration being the potential for educational bias. All conflicts of interest as well as sponsorship/commercial support are disclosed to participants the day of the educational activity. Any planning committee member or faculty who refuses to disclose potential conflict of interest will be disqualified from participating on the planning committee or as a faculty presenter. No potential bias or conflict of interest was identified during this educational activity.

- 10. Disclosures Provided to Activity Participants.** Learners shall receive the following information regarding each and every activity:

- (k) Notice Of Requirements For Successful Completion.** Learners are informed in advance of the criteria used to determine successful completion of an educational activity.
- (l) Conflicts Of Interest.** Learners are informed of any influencing financial relationships, or lack thereof, disclosed by planners or presenters
- (m) Commercial Support.** Learners are made fully aware of the nature of any commercial support related to an educational activity.
- (n) Non-Endorsement Of Products.** Learners are advised that accredited status does not imply endorsement by the provider or ANCC of any commercial products displayed in conjunction with an activity.
- (o) Off-Label Use.** Learners are notified when an educational activity relates to any product used for a purpose other than that for which it was approved by the Food and Drug Administration.

**Program Activity File #3 – “Nursing Curriculum Development and Reconstruction.”**

Table 2-6 outlines how participants were informed this particular educational activity of each required disclosure. No off-label use of products was discussed during this educational

activity therefore disclosure was not required. These documents are included in the program file submitted with this self study. Verbal disclosure was documented by participants on the Participant Evaluation form.

Table 2-6 Disclosures provided to Participants:  
*Nursing Curriculum Development and Reconstruction*

<b>Required Disclosures to Participants</b>	<b>How CNEP Informed Participants of <i>Nursing Curriculum Development and Reconstruction</i></b>
Notice of Requirements for Successful Completion	<ul style="list-style-type: none"> <li>➤ Brochure</li> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Disclosures to Participants – Live Events</li> </ul>
Conflicts of Interest	<ul style="list-style-type: none"> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Disclosures to Participants – Live Events</li> </ul>
Commercial Support	<ul style="list-style-type: none"> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Sponsorship/Commercial Support Acknowledgement (in participant folder)</li> </ul>
Non-Endorsement of Products	<ul style="list-style-type: none"> <li>➤ Opening remarks/PowerPoint presentation</li> <li>➤ Disclosures to Participants – Live Events</li> </ul>

**11. Recordkeeping.** For each provided educational activity, the following documentation is kept in a secure, confidential and retrievable manner for 6 years:

1. Planning:

- Description of the target audience;
- The method and findings of the needs assessment;
- Names, titles, and expertise of the activity planners and presenters;
- Conflict of interest disclosure statements from planners and presenters, resolutions of conflict of interest, and as appropriate;
- Learning goal (Purpose), objectives, and content;
- Instructional strategies, delivery methods, learner feedback mechanisms, and resources to be used;
- Methods or process used to verify participation;
- Notice to learners identifying how successful completion will be measured;
- Marketing and promotional materials;
- Division of responsibilities among co-providers, if any;
- Means of ensuring content integrity with sponsorship or commercial support, if any;
- The written commercial support agreement as required in the standards of commercial support for any activity receiving commercial support.
- The signed co-provider agreement, if appropriate (See key element #12.)

2. Implementation:

- Title, location, and date of the educational activity;
- All evaluation tools used, including a summative evaluation;



- Participant names, and unique identifier information (For example, an automatically generated number, a password code, the month and date of birth, an address, etc.);
- Sample certificate of completion; and
- Number of contact hours associated with official accreditation statement awarded to individual participants.
- Documentation of the verbal provision of required disclosures (see Standard 6A and 6B of the Standards for Commercial Support for further guidance.

Records and documentation regarding each educational activity are maintained according to ANCC guidelines. The CNEP maintains a secure and retrievable record-keeping system and is the primary agency responsible for such when programs are co-provided and co-sponsored. The CNEP Administrative Assistant II will be responsible for creating and organizing a file for each educational activity. The Administrative Assistant II will collect and organize the required program materials and documentation to be included in the permanent file. Complete and concise records for each offering will be maintained in the Continuing Nursing Education Program files at the LCHE for a minimum of six years. Following this six year period (excluding participant list and any confidential materials), the program file will be sent to Archives at ISU. All program files are considered confidential. These files can only be accessed by the CNEP staff and individuals specifically authorized by the CNEP Director. Program files and materials stored at LCHE will be maintained in locked file cabinets and in rooms that are locked when CNEP staff is not present. Policies pertaining to the program files apply to both electronic and hard copies. Program files maintained electronically will have at least one hard copy and one back-up electronic file. Refer to Appendix A.4 for the Policy and Procedure Manual

**12. Co-providerships.** When educational activities are co-provided and one of the providing entities is ANCC-accredited, the ANCC-accredited provider unit retains the following responsibilities:

- (a) determination of the educational objectives and content;
- (b) selection of the content specialist planners and activity presenters;
- (c) the awarding of contact hours, as appropriate, to the individual educational activity;
- (d) recordkeeping procedures;
- (e) evaluation methods and categories; and
- (f) management of any commercial support or sponsorship.

If collaborating providers are all ANCC-accredited, one is designated to retain the provider responsibilities by mutual, written agreement. The unit designated to retain these responsibilities is referred to as the provider, and the other collaborating providers are referred to as co-providers. An educational activity is co-provided when two or more collaborating agencies participate in the planning, development and implementation of the program. An agency can collaborate in identifying learning needs, selecting and soliciting appropriate speakers, preparing a proposed budget, and developing valid evaluation methods.

The Director of CNEP must be involved in all stages of the development of co-provided learning activities in which learners will earn contact hours. Each agency must sign a written

co-provider agreement which outlines and the responsibilities of each party. In co-provided activities, the Director of CNEP is responsible for verifying that ANCC requirements are being followed in the planning, development, implementation and evaluation of educational activities. Therefore, the following tasks must be completed by the Director of CNEP.

- Develop the objectives for the program and verify the currency and accuracy of nursing content.
- Verify that the chosen faculty meet CNEP criteria and ANCC guidelines.
- Calculate and award the contact hours for the activity.
- Administer the budget for the activity.
- Collect and maintain a file with required documentation following the activity.
- Conduct an evaluation of the learning activity and analyze the results.

Refer to Appendix A.5 for the Co-provider Agreement Template

**Unit Operations:** The provider unit ensures the quality of continuing nursing education by following an established process involving a qualified Nurse Planner for developing, delivering, and evaluating the effectiveness of the educational activities it offers. Adequate resources are provided and utilized to support the provider unit's full range of function.

- 1. Nurse Planner.** At least one RN carries out the role of the Lead Nurse Planner, with responsibility for assessing needs, planning, implementing and evaluating continuing nursing education activities. The Lead Nurse Planner is responsible for assuring that all Nurse Planners are appropriately prepared, oriented, and trained to meet the ANCC Accreditation Program requirements for that role and that they all use the same approach and policies established by the provider unit. All Nurse Planners (including the Lead Nurse Planner) must be registered nurses with a graduate degree. Either the baccalaureate or the graduate degree must be in nursing. Additionally, the Lead Nurse Planner must have education or experience (in planning, implementation, or analysis of evaluations) in the field of education or adult learning.

The CNEP staff includes a Lead Nurse Planner, an Administrative Assistant II, and federal work study student worker. The Lead Nurse Planner, otherwise known as the CNEP director, also serves as the administrator of the program. This is a full time administrative position within the CNHHS. The Director reports to the Chairperson of the BNC department.

Deborah Bartnick has been the Lead Nurse Planner of CNEP since October 5, 2009. Deborah has more than 21 years of experience in nursing education. She has taught nursing courses in associate, baccalaureate and masters degree programs. In addition, she has practiced in a variety of clinical areas, including adult medical-surgical, home health care, pediatrics, obstetrics, and neonatal intensive care. Deborah also has extensive experience with NCLEX preparation as well as high fidelity clinical simulation. She has contributed to various NCLEX review products and teaches NCLEX review courses across the country. Deborah earned her ASN from Purdue University, North Central Campus in 1984, her BSN from Purdue University in 1986, and her MSN with a specialty in Perinatal Nursing from Indiana University in 1992. She has been listed in "Who's Who Among America's Teachers", "Who's Who Among America's Nurses", and received an award for Excellence in Nursing Education from Sigma Theta Tau. Deborah is also active in community organizations and serves as the Chairperson of the Program Services Committee for the Indiana Chapter of the March of Dimes.

Refer to Appendix A.6 for position description for Lead Nurse Planner

Refer to Appendix A.7 for Curriculum Vitae for Lead Nurse Planner

- 2. Resources.** Sufficient human, material, and financial resources are available to carry out the administrative, educational, and supportive functions of the provider unit.

***Human Resources:***

**Administrative Assistant II.** The person responsible for assisting in the planning and implementation of the CNEP is the Administrative Assistant II. This is a 0.5 FTE position

provided to the CNEP by the CNHHS which provides administrative support. This individual has management and university budgetary experience, and provides administrative support to CNEP.

Refer to Appendix A.8 for position description for Administrative Assistant II

**Student Worker.** The CNEP has a part time federal work study student at times who is responsible for assisting the administrative assistant and the Director of the CNEP. The student worker is responsible for copying and preparing materials for each program and assisting the director and administrative assistant as needed.

**Technical Support.** Technical support at LCHE is provided by ISU's Education Technology Services department. The office of the Technology Support Specialist is on the second floor of the LCHE and is available during normal business hours to support and repair the electronic devices used in the implementation of educational activities, such as computers and printer. They also support the use of technology during meetings and CNEP programs.

**Committee Members.** *The CNEP Advisory Committee, Administrative Nursing Team, and Community Liaisons Committee* can serve as resources to the CNEP. The members of these committees come from diverse educational backgrounds and practice levels.

The *Community Advisory Committee* typically consists of members of the University and local professionals in Vigo and surrounding counties. In previous years, this committee met on a regular basis to discuss the various programs within CNHHS and to gain input on the learning needs of the different community groups. Due to the reorganization of the CNHHS, this committee is not currently active. However, the Associate Dean for Academics is in the process of reforming this committee, and it is anticipated the Director of CNEP will actively participate again on this committee.

The *CNEP Advisory Committee* consists of members of the University as well as local professionals in Vigo and surrounding counties. Members are recruited by the CNEP director by virtue of their positions in health care organizations in and around Vigo county. This committee meets periodically to discuss CNEP programs and for CNEP to gain input on the learning needs of this group.

Refer to Appendix A.9 for list of Continuing Nursing Education Program Advisory Committee members

The members of the *Nursing Administrative Team* are selected by their position within the CNHHS. Members of this committee are the Associate Dean for Academics/Executive Director of Nursing Programs, nursing department chairpersons, the Director of the Learning Resource Center (LRC), the Director of Sycamore Nursing Center (SNC), and the Director of CNEP. This committee meets biweekly throughout the calendar year on the ISU campus.

Refer to Appendix A.10 for list of Administrative Nursing Team Members

The *Community Liaison Committee* is a group of nurses within the community that may have volunteered to serve as nurse planners on previous educational activities. Due to the reorganization of CNHHS and administrative changes within CNEP, the *Community Liaison*

*Committee* is not active at this time. However, because the Lead Nurse Planner has the responsibility of identifying members of the planning committee, the *Community Liaison Committee* is being reestablished to function as a database of nurse planners.

***Material Resources:***

The CNEP is located in the LCHE. The facility is approximately 13 blocks north of ISU's main campus and is adjacent to the Union Hospital campus. The center opened in September, 2003, and was developed to promote health education within the community. It is the primary site for CNEP educational activities. The center is handicapped accessible and has ample, free parking. Union Hospital's Lugar Center for Rural Health (LCRH), WCI-AHEC, and portions of the Indiana University School of Medicine Terre Haute Center (IUSM) are also housed in LCHE. This close working environment of various health care providers has fostered strong working relationships between the CNEP and these other entities.

The LCHE has a 150-seat auditorium, three classrooms, four conference rooms, and one laboratory room. The center features state-of-the-art audiovisual technologies that are available for each program, including wireless internet access. In addition, equipment is available to do live broadcasts as an outreach to satellite sites as well as taping educational activities for later viewing.

A medical library is maintained within the center by WCI-AHEC. In addition, a METI Human Patient Simulator (HPS) as well as a birthing simulator (Noelle) and newborn simulator (Baby Hal) are also housed in the LCHE. These simulators are available to speakers to enhance educational programs and can be used in small groups for hands-on-settings. Educational activities using the HPS can also be visualized by larger groups on screens in the auditorium and classrooms or videotaped for later use.

The Director of CNEP has an office on the second floor of the LCHE, which is equipped with the latest in computer technologies. The administrative assistant's office is located on the first floor of the center. Additional office space is available within the facility for faculty. All program records and teaching materials are kept in locked files in the administrative assistant's office, which is also locked when unattended, in accordance with program policy.

***Financial Resources:***

CNEP is striving to become financially self-sustainable by the fiscal year 2011. The salary and benefits for both the Director and the Administrative Assistant (0.5 FTE) currently come from the CNHHS budget. The student worker is on a federal work study program which is partially funded by the university. The remainder of that salary is paid from the CNEP operations budget. The funds available in the operations budget are generated from continuing education programs. Table 3-1 summarizes CNEP's budget and educational activities from 2005-2010.

Table 3-1 CNEP Budget and Activity Summary, 2005-2010

<b>Fiscal Year</b>	<b>Number of Offerings</b>	<b>Annual Revenue</b>	<b>Annual Expenses</b>	<b>Carry Forward Balance</b>
2005-2006	13	\$33,058.37	\$32,730.01	\$18,935.17
2006-2007	4	\$21,495.17	\$25,975.21	\$14,455.13
2007-2008	5	\$37,584.90	\$21,286.20	\$30,753.83
2008-2009	7	\$37,420.24	\$39,476.72	\$28,697.35
2009- 2010	4	\$12, 732.90	\$16,330.14	\$25,100.11

The CNEP will continue to promote excellence in nursing practice by improving health care through timely and informative educational activities that expand the knowledge and competence of practicing nurses. To accomplish this goal, the CNEP will achieve and maintain financial viability by implementing the following changes:

- Decrease expenses for each CNE offering
- Increase the number of live CNE offerings
- Offer CE offerings for health professionals other than nursing
- Increase the number of online CNE offerings
- Develop online certificate programs
- Develop nurse refresher program using simulation

Table 3-2 illustrates CNEP’s projected budget for the upcoming accreditation period.

Table 3-2 CNEP’s projected budget for 2010-2011

<b>Fiscal Year</b>	<b>Projected Number of Offerings</b>	<b>Projected Annual Revenue</b>	<b>Projected Annual Expenses</b>
2010-2011	29	\$125,000	\$10,000

*Commercial support:*

CNEP has accepted support in the past to assist with faculty honorarium and travel expenses. However, CNEP has not used any commercial support money for these purposes. This assistance has only been accepted from non-commercial entities, such as Sigma Theta Tau, CNHHS, etc. CNEP has accepted support from commercial entities for advertisement of their products/services as vendors.

Table 3-3 Amount and Frequency of Commercial Support for Past Programs

<b>Fiscal Year</b>	<b>Number of Offerings</b>	<b>Frequency of Programs Receiving Commercial Support</b>	<b>Average Amount of Commercial Support per Offering</b>
2007-2008	5	0	0
2008-2009	7	0	0
2009-2010	4	0	0

- 3. Business Practices.** The provider unit must adhere to all regional, state, and national laws and regulations, and operate the business and management policies and procedures of its continuing nursing education program (as they relate to human resources, financial affairs, and legal obligations), so that its obligations and commitments are met. The provider unit must adhere to all reasonable ethical expectations in its provision of continuing nursing education and its business practices.

CNEP adheres to the guidelines of the University, Indiana State Board of Nursing (ISBN), the ANA and the ANCC. Ethical and legal principles are followed when making decisions and conducting business. A Proposed Business Plan was developed and submitted to the Dean of CNHHS in February, 2010. This was submitted in response to a request for this document. The Plan identified significant barriers to the sustainability of CNEP. Goals and objectives were developed with a time line for implementation. Development of this plan required an in depth assessment, analysis and evaluation of the budget and educational activities provided in the past. The CNEP staff discussed the findings and made recommendations which were incorporated into the proposed business plan. CNEP staff has also been working with the ISU Small Business Development Center (SBDC) for assistance with development of a marketing strategy.

A Policy and Procedure Manual was developed to promote consistency and assure that the operational requirements were being met. The Policy and Procedure Manual was developed in accordance with the current operational requirements stated in the ANCC Application Manual: Accreditation Program (2006, 2009). The Policy and Procedure Manual is reviewed and revised by the Director and Administrative Assistant II annually and more frequently as needed to maintain compliance with changes in ANCC guidelines, etc.

Refer to Appendix A.11 for Attestation Statement.

Refer to Appendix A.4 for Policy and Procedure Manual

**Provider Unit Evaluation:** The provider unit engages in an ongoing evaluation process to analyze its overall effectiveness in fulfilling its beliefs, goals, and functions, and in providing quality continuing nursing education. Plans and goals for the provider's unit future development in continuing nursing education are identified and re-evaluated on a regular basis.

1. **Provider Unit Evaluation Process.** The provider must have a mechanism (e.g. "plan") in place to evaluate the effectiveness of its overall continuing nursing education program.

In December, 2009, ISU was faced with a budget deficit of greater than \$10 million. As a cost-saving measure, the University targeted 108 positions across campus for elimination. There was legitimate concern that the position of Director of CNEP would be one of the positions eliminated. The University recognized the significance of CNEP in meeting the continuing education needs of nurses, and CNEP was given an opportunity to develop a Proposed Business Plan to would achieve self-sustainability within the 2010-2011 fiscal year. The process of developing this Proposed Business Plan required an in depth assessment, analysis and evaluation of the budget and educational activities provided in the recent past. Each educational activity offered for the past three years was evaluated in detail to clearly itemize the income and expenses, and determine how expenses could be reduced and how income could be increased. In addition to a literature review, CNEP also researched additional methods to increase income and decrease expenses. The CNEP staff discussed the findings and made recommendations which were incorporated into the Proposed Business Plan. The Plan was presented to the Dean of CNHHS.

The Systematic Plan for Evaluation is the primary framework to organize and guide the overall evaluation process of the CNEP. The Systematic Plan for Evaluation outlines the standard parameters to be routinely evaluated, who is responsible for the evaluation, the time frame and frequency for the evaluation, and the results. This process is an ongoing analysis of the overall effectiveness of CNEP in promoting excellence in nursing practice by improving health care through timely and informative educational activities that expand the knowledge and competence of practicing nurses. The Systematic Plan for Evaluation assists CNEP to identify areas for improvement, develop appropriate goals, implement an action plan for improvement and re-evaluate to monitor progress.

Several changes were made to the Systematic Plan for Evaluation in the process of this self study. First, the criteria were updated to more closely reflect the current ANCC requirements for reaccreditation. A "Partially Met" column was also added on the form to more accurately evaluate and document situations where the criterion wasn't completely met. It is expected that any additional documentation, including a plan of action when appropriate, will be included for any criterion that is "Partially Met" or "Not Met". Another significant change is an increase in the frequency of evaluations for most of the criterion to more accurately monitor CNEP response to change. The Systematic Plan for Evaluation is included as Table 4-1.



Table 4-1 Systemic Plan for Evaluation

## Systematic Plan for Evaluation Continuing Nursing Education Program

The systemic plan for evaluation of the Continuing Nursing Education Program is based on the principles of total quality management. This comprehensive approach consist of the steps “plan, do, check, and act” for all the criteria. When appropriate, data is trended for analysis over time. The outcome of this process is to improve the quality of the educational programs offered by CNEP.

	<b>Time Line, Source, and Responsible Person</b>	<b>Met</b>	<b>*Partially Met</b>	<b>*Not Met</b>
<b>I. Provider Unit Criterion 1: Mission Statement</b>				
1. The beliefs and goals of the provider unit are relevant and appropriate to prospective learners.	Every two years Next evaluation due July, 2012 Mission Statement Program Goals and Objectives Program Evaluations Director, CNEP	✓		
2. Organizational structures and lines of authority support the operation of the provider unit.	Every two years Next evaluation due July, 2012 Organizational Chart Director, CNEP	✓		
	<b>Time Line, Source, and Responsible Person</b>	<b>Met</b>	<b>*Partially Met</b>	<b>*Not Met</b>
<b>II. Provider Unit Criterion 2: Educational Design</b>				
1. Continuing education activities are developed in response to the unique educational needs of the provider unit’s target audience.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
2. Programs are planned collaboratively by at least one Nurse Planner and one other planner.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		

3. Content and teaching strategies are designed to address a gap in knowledge and are congruent with the goal and objectives for each educational activity.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
4. Contact hours are awarded following ANCC guidelines.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
5. The effectiveness of an educational activity is evaluated by the learner.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
6. Use of accreditation statements follows ANCC guidelines.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
7. Participants receive written verification of their successful completion of an educational activity following ANCC guidelines.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
8. Educational activities follow the ANCC Standards of Commercial Support.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
9. Educational activities follow the ANCC Conflict of Interest Guidelines.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		

10. All appropriate disclosures will be provided to participants prior to the start of the educational activity.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
11. Records are maintained according to operational requirements.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
12. Educational activities that are co-provided follow ANCC guidelines.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
	<b>Time Line, Source, and Responsible Person</b>	<b>Met</b>	<b>*Partially Met</b>	<b>*Not Met</b>
<b>III. Provider Unit Criterion 3: Unit Operations</b>				
1. Educational activities are developed by a Nurse Planner following ANCC guidelines.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
2. There are sufficient human resources to carry out the administrative, educational, and supportive functions of the Provider Unit.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
3. There are sufficient material resources to carry out the functions of the Provider Unit.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		
3. There are sufficient financial resources to carry out the functions of the Provider Unit.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		

<b>IV. Provider Unit Criterion 4: Provider Unit Evaluation</b>				
1. Evaluation of the Provider unit is systematic, ongoing, and consistent with ANCC Commission on Accreditation criteria and operational requirements for evaluation providers.	Annually Next evaluation due July, 2011 Systematic Plan for Continuing Education Program Director, Staff, and Chairperson of Department of Baccalaureate Nursing Completion	✓		
2. The Lead Nurse Planner along with faculty/content experts, learners, planners, and staff participate in the Provider Unit evaluation process.	Per Program Ongoing Annual Report Program Director	✓		
3. Evaluation data are used to confirm, expand, and/or change Provider Unit operations.	Annually Next evaluation due July, 2001 Program Director	✓		
4. Efforts towards improvement include addressing issues, identifying strategies for working on targeted goals, evaluating progress toward goals, and revising or establishing new goals.	Annually Next evaluation due July, 2011 Policy and Procedure Manual Educational Design Check List Program Director	✓		

\*Include additional information for criterion that are *Partially Met* or *Not Met*, including any changes made. Originated 6/90; Revised 6/98; Revised 06/04; Revised 6/10

- 2. Provider Unit Evaluation Participants.** The Lead Nurse Planner shall participate in the unit evaluation. The provider shall identify other participants to be included in the evaluation process.

Participants in educational activities are stakeholders that are involved in the evaluation of the provider unit. Upon completion of each educational program, participants are asked to complete a Participant Evaluation Form, which includes an evaluation of the offering, objectives, faculty, teaching strategies, and the facility. Additional information is obtained by asking three specific items that the participant gained in knowledge from the continuing nursing education program. Participants are also given the opportunity to identify additional learning needs and suggestions for future educational activities in relationship to their practice arenas. The results from the participant evaluations are tabulated, after which one copy is placed in the program file and another copy sent to the faculty member(s). A post-conference is held by staff and/or program committee members to discuss the results of the

evaluation by participants to identify strengths of the learning program as well as opportunities for improvement. Nurses and other health care providers who do not attend CNEP educational activities are also stakeholders that can give valuable input on strengths, weaknesses and opportunities for improvement.

Committees are another stakeholder group that plays an important role in evaluation of CNEP. At a CNEP Community Advisory Committee meeting in fall, 2009, members liked the concept of completing the Participant Evaluation Tool online after a program, and then being able to print the Certificate of Completion. Committee members discussed the benefits of online CE programs asked that CNEP begin to develop some. The ANCC Nursing Skills Competency Program was also discussed. Committee members were positive about this program, especially for nursing students as well as refresher courses. Each of these suggestions has been included in CNEP’s goals and objectives for the coming year.

The Dean and Associate Dean of CNHHS as well as the Chairperson of the BNC department are important stakeholders in determining the future and sustainability of CNEP. These stakeholders have control over critical resources used by CNEP, particularly human and financial resources. Maintaining open communication and requesting periodic feedback is an important mechanism to collect data for a comprehensive assessment of CNEP.

CNEP together with WCI-AHEC recently concluded a study to assess the perceived continuing education needs of nurses in west central Indiana. The study included both nursing leadership and nursing staff in hospitals as well as long-term care facilities. Results of the study suggest the most significant learning need for both staff nurses and nursing management is basic assessment skills, which includes CHF/cardiovascular diagnoses, COPD, diabetes, and pneumonia. Other identified universal learning needs are management of multiple chronic illnesses and patient safety, which includes medication administration and creation of a safety culture. As a side note, both nursing staff and leadership in long term care facilities identified management of aggressive patient behavior and knowledge related to pharmacology and drug therapy as high priority learning needs. The following tables clarify the findings of the study. An \* after a topic indicates that at least 50% of the nurses in the study ranked this area as a high or very high priority CE need. Table 4-2 identifies the highest priority CE needs of nurse managers and Table 4-3 indicates the highest priority CE needs of nursing staff in the 11 WCI-AHEC counties.

Table 4-2 Nursing Management’s Perceptions of Continuing Education (CE) Needs

<u>Managerial skills</u> Question/Topic	%	<u>Managerial Skills</u> Question/Topic	%
Manage a crisis*	66%	Teach staff new skills*	57%
Handle a complaint *	64%	Handle a performance issue*	56%
Motivate staff*	62%	Delegate appropriately*	53%
Manage patient load*	62%	Utilize a computer *	51%

Table 4-3 Nursing Staffs' Perceptions of Continuing Education (CE) Needs

<u>Nursing Process</u> Item/Topic	%	<u>Clinical Problems</u> Item/Topic	%
Drug therapy/drug interactions*	76%	Cardiovascular problems*	68%
Assess physical status*	69%	Diabetes mellitus*	65%
Medication administration*	68%	Infectious diseases*	64%
Assess mental status*	58%	Pulmonary problems*	63%
Assess environmental safety*	57%	Manage multiple chronic illnesses*	61%
Health history*	56%	Fluid balance*	58%
<u>Patient Care Issues, Interests, Problems</u> Question/Topic	%	<u>Professional Issues</u> Question/Topic	%
Standards of care in facility*	66%	Enhance teamwork/relationships on unit*	67%
Maintaining safety culture/patient safety *	63%	Engage in lifelong learning*	67%
Patient rights*	61%	Implement evidence-based care*	59%
Family participation in healthcare*	53%	Advocate for patients and families*	58%
Regulatory requirements/reimbursement*	51%	Implement standards of practice*	58%
		Utilize online (internet) learning*	50%
<u>Nursing Interactions</u> Question/Topic	%		
Communication skills	58%		

Data from the current study will help determine future continuing education activities by offering a variety of offerings designed to meet the unique learning needs of a specific population. A variety of course delivery methods, including live presentations, student-directed online courses, and live on-site courses will be planned based on the unique needs of the participants. When off-site delivery is not possible, travel assistance may be provided to LCHE. In addition to the primary needs met with this activity, the results of this study can also assist in program development by increasing funding and promoting collaboration between health care providers.

**3. Provider Unit Evaluation Results.** Evaluation data are used to confirm, expand, or change the operations of the provider unit.

CNEP will continue to promote excellence in nursing practice by improving health care through timely and informative educational activities that expand the knowledge and competence of practicing nurses. To accomplish this goal and maintain financial viability, CNEP will increase the number of live educational activities, especially those with a focus on interdisciplinary communication, patient simulation and rural health care. CNEP will also develop student-directed activities including an online certificate program. And finally, CNEP will reduce operating expenses for live activities. These recommended changes are based on the results of the Systemic Plan for Evaluation and a continuing education needs assessment, analysis of the budget, a review of the literature and an evaluation of the continuing education needs of health care providers at the local and national levels. A budget analysis of CNEP was done for the calendar years 2007-2009. Note: This analysis assessed the budget by calendar year (January-December) as opposed to fiscal year (July-June). Caution should be used when comparing results using different methods. Table 4-4 gives an overview of the activities and budget trends for the past three years.

Table 4-4 CNEP Budget Overview: 2007-2009

<b>Calendar Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Number of Activities	5	6	7
Income	\$ 16,204.35	\$ 32,470.85	\$35,468.75
Expenses	\$ 8,646.85	\$ 20,269.22	\$28,887.10
Profit or (Loss)	\$ 7,557.50	\$ 12,201.63	\$6,581.65

A primary source of income for CNEP is tuition from CE programs. Analysis of trends in tuition- related income is important in creating a self-sustainable program. Even though there was minimal change in the number of activities provided each year, the income doubled and the expenses tripled during the same time period. This resulted in decreased profit over time. Expenses for each year were broken down into the following categories: Faculty Expenses (honorarium, travel expenses), Hospitality Expenses (catering), Marketing Expenses (printing and mailing fliers), and Supply Expenses (photocopying handouts, evaluation forms and folders to place them in). Table 4-5 highlights the breakdown of expenses for 2007-2009. These findings are similar to those from the Systematic Program Evaluation.

Table 4-5 Breakdown of Expenses 2007-2009

<b>Calendar Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Faculty Expenses	\$ 2,691.41	\$ 7,963.62	\$ 20,086.95
Hospitality Expenses	\$ 2,220.65	\$ 5,728.17	\$4,472.96
Marketing Expenses	\$ 1,551.39	\$ 2,274.93	\$2,935.69
Supply Expenses	\$ 2,183.40	\$ 4,302.50	\$1,361.50

Faculty expenses are a combination of honorarium fees and travel expenses and were highest during 2009 because many of the faculty in 2009 were national speakers. National speakers can be beneficial by drawing a larger audience as well as the dissemination of current research and evidence based practice. However, they are also more likely to ask for higher honorariums and have additional travel expenses. Local, less expensive faculty should be considered for some activities and creative methods of financing the cost of national speakers should be further analyzed, such as grants, donations, etc.

Hospitality expenses include drinks, snacks and meals during an activity. These were also significant expenses in 2007-2009 and CNEP has already made some changes to decrease these expenses. For example, lunch is no longer included for some activities. There are several restaurants within walking distance and many more within a short drive of LCHE for participants to purchase their own meal.

Another significant expense is marketing. The primary method used by CNEP in the past was mailing brochures to nurses in east central Indiana. The home address of each participant was compared to the mailing list for that activity to determine if this marketing technique was effective. It was found that the nurses who have attended educational activities during this time period primarily came from a large geographic area across Indiana and Illinois who had not received a brochure in the mail. This led to the conclusion that this not a cost effective method of marketing to our target population. A recent change to decrease marketing costs is to email brochures to our target market. CNEP now has an electronic mailing list. Participants can be added to the list from our website and will receive updates on upcoming activities via email. We are also developing our own website with the assistance of the Instructional Technology department at ISU to increase marketing at little or no cost. Supply Expenses, which include photocopying handouts and evaluation forms as well as the folders to place them in has been a significant expense as well. CNEP is “going green” and will upload the handouts, etc. on CNEP website for participants to print or download on their laptop prior to the activity. We will pilot this method as soon as our website is functional.

- 4. Provider Unit Goals for Improvement.** Efforts towards improvement include addressing issues, identifying strategies for working on targeted goals, evaluating progress toward goals, and revising or establishing new goals.

CNEP has served a vital role in providing continuing education to nurses in west central Indiana and east central Illinois for the past 40 years. The program has had many successes since its inception, but the past several years have been difficult as CNEP faced several unique challenges. At the beginning of this accreditation period, the Director of CNEP also served in an administrative role with WCI-AHEC. Some of the goals and objectives for this accreditation period were related to the mission of WCI-AHEC, not CNEP, and this has impacted the achievement of these goals. In addition, during the past several years, major changes have also being made to the administrative structure of the nursing programs, as the College of Nursing and the College of Health and Human Service merged into the CNHHS. This caused an increase in the workload for the Director of CNEP and made it difficult to make much progress on the goals developed during the last self study report CNEP faced a



very difficult situation during this accreditation period with the prolonged illness and death of the Director of CNEP, Michele Pantle on July 23, 2009. Despite these challenges, CNEP continues to promote excellence in nursing practice by improving health care through timely and informative educational activities that expand the knowledge and competence of practicing nurses.

A primary focus for the current accreditation period was the development of new educational activities. Examples discussed in the previous self study were a program for nurses reentering the workforce, standardized courses such as the *Trauma Nurse Certification Course*, learner-directed activities and allied health programs. Unfortunately, due to an increase in Ms. Pantle’s workload during that time period, no significant progress was made on the development of these programs. Therefore, it is recommended that these ideas be reevaluated for possible development at this time. Another goal from the previous self study was to increase the involvement of community liaisons, which is currently in progress and will continue as a goal. Development of a new website for CNEP was also discussed. This goal was met, along with an upgrade of the CNEP Administrative Assistant I to Administrative Assistant II.

The CNEP has served a vital role in providing continuing education to nurses in west central Indiana and east central Illinois for the past 40 years. A strong market exists for continuing education for nurses as well as other health care professionals. The CNEP will continue to provide continuing education activities consistent with ANCC guidelines and become financially self-sustaining and profitable by the end of the 2010-2010 fiscal year by decreasing operating expenses and increasing income by offering more educational activities using various techniques to a greater number of people. Based upon the Systematic Plan for Evaluation, the proposed budget for CNEP and trending information for recent educational activities, new goals have been developed for CNEP and are outline in Table 4-6.

Table 4-6 CNEP Program Goals and Objectives: 2010-2011

Goals	Objectives
<b>Provide a refresher course for nurses who are returning to clinical practice.</b>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<b>Provide two continuing education activities for Advance Practice Nurses.</b>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<b>Provide ten learner directed (online) continuing education activities.</b>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>

<b>Offer two allied health courses.</b>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<b>Provide the Essential Medical/Surgical Certificate Program two times.</b>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<b>Provide the Advanced Medical /Surgical Certificate Program two times.</b>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<b>Provide a customized educational activity using high fidelity simulation.</b>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<b>Incorporate webinars, teleconferences or other current technology into an educational activity.</b>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<b>Provide six live educational activities.</b>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<b>Increase the amount of marketing during the fiscal year, but decrease marketing expenses for each educational activity.</b>	<ul style="list-style-type: none"> <li>• Purchase current postal addresses of nurses in east central Illinois and west central Indiana from the respective state boards of nursing.</li> <li>• Maintain current email lists of nursing faculty from schools in Indiana and Illinois.</li> <li>• Maintain current list of primary contact person and mailing address for nursing programs and health care agencies in Illinois and Indiana.</li> <li>• Consider less expensive methods to mail promotional materials, such as post cards, etc.</li> <li>• Contact each hospital and long term care facility in local region by phone or in person to describe the services we offer.</li> </ul>

	<ul style="list-style-type: none"> <li>• Email a Welcome Letter to individuals as soon as they request to be added to our email list.</li> <li>• Create a Monthly Update Newsletter and email it to the CNEP email list, CNHHS faculty and students, and CNHHS alumni.</li> <li>• Mail hard copy of Monthly Update Newsletter to health care agencies and nursing programs in Indiana and Illinois.</li> <li>• Develop and distribute brochure with general overview of types of activities provided by CNEP.</li> <li>• Maintain CNEP bulletin board on 3<sup>rd</sup> floor of the Nursing Building and keep current with upcoming events.</li> <li>• Work with ISU media relations to secure news releases at no cost on upcoming programs and updates in CNEP.</li> <li>• Work with ISU Small Business Development Center to strengthen marketing for CNEP and develop national marketing plan.</li> <li>• Attend local meetings of nursing specialty organizations when possible to promote CNEP and upcoming programs.</li> </ul>
<p><b>Decrease materials expenses for each educational activity.</b></p>	<ul style="list-style-type: none"> <li>• Create an electronic version of the participant evaluation form using Qualtrics for completion online at the end of an activity.</li> <li>• Upload Powerpoint slides and any other handouts 1 week prior to an educational activity for participants to download on their thumb drive or print at home.</li> <li>• Upload and organize frequently used forms on the website for access by planning committee members, faculty presenters, and participants.</li> </ul>
<p><b>Decrease hospitality expenses for each educational activity.</b></p>	<ul style="list-style-type: none"> <li>• Consider having participants eat lunch on their own during live activities.</li> <li>• If a meal is provided, keep catering costs as low as possible.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Evaluate the feasibility and profitability of standardized courses:</b> <ul style="list-style-type: none"> <li>○ <b>Trauma Nurse Certification Course</b></li> <li>○ <b>Pediatric Trauma Nurse Certification Course</b></li> <li>○ <b>CPR</b></li> <li>○ <b>ACLS</b></li> <li>○ <b>PALS</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Determine requirements, including CNEP costs, to provide course(s).</li> <li>• Determine faculty requirements to teach course(s).</li> <li>• Analyze needs assessment of target population in regards to specific standardized courses.</li> </ul>

<p><b>Develop and maintain the CNEP website through the 2010-2011 fiscal year so that it is useful, accurate and easy to navigate.</b></p>	<ul style="list-style-type: none"> <li>• Organize website in such a way that it is easy to navigate.</li> <li>• Create a calendar of upcoming educational activities and update as needed.</li> <li>• Monitor the CNEP website for accuracy</li> <li>• Create a portal on main CNEP website to easily get to the self directed (online) educational activities</li> <li>• Link the CNEP website to the CNHHS website.</li> <li>• Develop secure mechanism for participants to have the option to register and pay tuition online for educational programs.</li> </ul>
<p><b>Provide the Essential Medical-Surgical Companion Skills Modules and Simulated Labs two times during the 2010-2011 fiscal year.</b></p>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<p><b>Provide the Advanced Medical-Surgical Companion Skills Modules and Simulated Labs two times.</b></p>	<ul style="list-style-type: none"> <li>• Assess available resources</li> <li>• Analyze results of needs assessment</li> <li>• Plan activity based on results of needs assessment</li> <li>• Implement the educational activity</li> <li>• Evaluate outcome of educational activity</li> </ul>
<p><b>Maintain adherence to the accreditation guidelines of the American Nurses Credentialing Center Commission on Accreditation through the 2010-2011 fiscal year.</b></p>	<ul style="list-style-type: none"> <li>• Attend the ANCC accreditation symposium in San Diego, CA, July 2010.</li> <li>• Monitor for ANCC policy changes and make changes in CNEP policies when indicated.</li> </ul>
<p><b>CNEP status updates and progress toward the identified goals are communicated with the Dean, Chairperson of the Baccalaureate Nursing Completion Department, and others as needed.</b></p>	<ul style="list-style-type: none"> <li>• CNEP Director will provide written updates monthly and as needed the Chairperson of the Baccalaureate Nursing Completion department to analyze current status and discuss progress toward program goals</li> <li>• CNEP Director will submit written quarterly report to the Dean, outlining progress toward the stated goals and objectives</li> </ul>

## SELF ASSESSMENT SUMMARY

### **Strengths of CNEP**

The CNEP at ISU has a long history of providing continuing education programs to local nurses and has a reputation of providing high-quality, affordable programs. The program has been accredited by ANCC since 1977.

The available physical and technological resources are also strengths of CNEP. CHEP is housed in LCHE, which is a state-of-the-art building with ample room for live CE offerings. Technology is available to assist with the development of CE programs via distance education, including webinars, teleconferences and online courses. CNEP also has unlimited access to high-fidelity patient simulators for use in conjunction with CE offerings.

CNEP is also a collaborative partner with a number of local health care entities, including WCI-AHEC and RHIC. These collaborative relationships allow for sharing of ideas and collaboration on projects involving a variety of health care professionals.

### **Major Areas of Focus in the Future**

CNEP plans to continue offering live nursing education activities as LCHE. In addition, CNEP also plans to increase the target market for programs by offering a wider variety of topics using various teaching delivery methods. These methods include online courses, webinars, teleconferences and simulation. Local delivery of courses to health care facilities in the WCI-AHEC region will be explored as well as the feasibility and profitability of standardized courses, such as the Trauma Nurse Certification Course, Pediatric Trauma Nurse Certification Course, CPR, ACLS, PALS for possible inclusion as future course offerings.

The development of certification programs will be a focus for CNEP. A thorough review of the literature, including similar products currently on the market, revealed that the proposed online certification program for nurses is unique in a number of significant ways. This program will offer CE credit for coursework and is designed to be flexible, which will make it more marketable. In addition, certification as a Nursing Skills Competency Program will add to its unique qualities and greatly increase its credibility and marketability. This certification will be applied for in 2011.

# **Policy And Procedure Manual**

**Indiana State University**  
**College of Nursing, Health, and Human Services**  
**Continuing Nursing Education Program**  
**Policies and Procedures**

1. Human Resources

a) Administrator: Director of Continuing Nursing Education Program

Policy:

The Director of Continuing Nursing Education Program (CNEP) is the Administrator of the program. This is a professional staff position at Indiana State University. The Director is the lead administrator of the Continuing Nursing Education Program and also functions as the Lead Nurse Planner in developing and implementing continuing nursing education activities.

Procedure:

1. The qualifications and responsibilities of this position are detailed in the job description for the Director of Continuing Nursing Education Program. Refer to Appendix A.6 for the Job Description for the Director of Continuing Nursing Education Program
2. Applications for professional staff are forwarded to the Dean of the College of Nursing, Health, and Human Services (CNHHS), who selects candidates for an interview.
3. The Dean of CNHHS determines the candidate best suited for the position and notifies the Office of Academic Affairs and Human Resources.  
(01/93; Reviewed 06/98; Revised 06/04; Revised 6/10)

b) Support Staff: Administrative Assistant II

Policy:

The Administrative Assistant II in the Continuing Nursing Education Program (CNEP) is the support staff for the program.

Procedure:

1. The qualifications and responsibilities of this position are detailed in the job description for the Administrative Assistant II: Continuing Nursing Education Program. Refer to Appendix A.8 for the Job Description for the Administrative Assistant II
2. The position will be posted on the Human Resources' website for two weeks (ten working days).
3. The Continuing Nursing Education Program will set up interviews with qualified applicants.
4. Human Resources will make the offer only after all completed paperwork is returned to Human Resources and satisfactory reference checks are complete.  
(07/98; Reviewed 06/04; Revised 6/10)

2. Planning Educational Activities

Policy

Each educational activity will be planned by a designated planning committee. Members of the College of Nursing, Health, and Human Services (CNHHS), Community Advisory Committee, the Administrative Team, and the Community Liaison Committee may serve as committee members by virtue of their positions within the CNHHS, e.g. dean, associate dean, department chairpersons, and directors of the Learning Center for Health Education, Sycamore Nursing Center, etc. A planning committee will be responsible for planning and implementing each educational activity and will be selected according to the following procedures.

Procedures:

**Membership:** The Continuing Nursing Education Planning Committee will have at least two members. Members will serve on the committee throughout planning and implementation of the educational activity.

1. The Director of the Continuing Nursing Education Program will solicit potential planning committee members from the CNHHS Community Advisory Committee, the CNHHS Administrative Team, the Community Liaison Committee, and other health care agencies as appropriate.
2. Members are selected based on their educational preparation, professional qualifications, areas of interest, and representation of the nursing community being served by the educational activity.
3. Each planning committee will consist of at least two members. All of the following areas must be represented. A planning committee member may represent more than one area.
  - a. The Director of Continuing Nursing Education Program
  - b. A content expert
  - c. A member of the target audience
4. When appropriate and feasible, the following additional representation may be obtained from the following:
  - a. Faculty for the offering
  - b. Representation from a variety of care settings or other disciplines as determined by the content and objectives
5. Policies and procedures for planning and implementing continuing nursing education activities will be made available to committee members to help them become familiar with the various tasks of the committee.
6. Committee meetings, feedback, and recommendations may be obtained in person or by phone, fax, or electronic mail.  
Refer to Appendix A.13 for Biographical Data Form  
(Revised 01/93; Revised 07/98; Revised 06/04; Revised 6/10)



3. Educational Design

Policy:

The Continuing Nursing Education Program will use the ANCC Commission on Accreditation educational design criteria for all continuing nursing education activities. This criteria will be used to plan, implement, and evaluate all educational activities.

Procedure:

The following outline is used as a guide to plan, implement and evaluate continuing nursing education activities.

- I. Assessment of Learners' Need
    - A. Identify need by discussion, survey, questionnaire, or observation
    - B. Identify available resources
    - C. Select planning committee -- learner, educator, practitioner, physician, or others as appropriate
    - D. Identify target audience
  - II. Planning
    - A. Develop purpose statement
    - B. Develop objectives, desired outcomes
      - a. Types: cognitive (knowledge), affective (attitudes), and psychomotor (skills)
      - b. Statement of objectives: action verb, specific content (object of verb), and conditions (where/when/how)
      - c. Sufficient time for learner to achieve objectives
    - C. Identify content and learning experiences to achieve objectives
    - D. Identify teaching strategies appropriate for content and to facilitate achievement of objectives
    - E. Identify potential faculty
    - F. Plan the program schedule - where, when, and how
    - G. Prepare the proposed budget
  - III. Implementation
    - A. Prepare announcements and brochures
    - B. Prepare and submit publicity
    - C. Prepare offering materials
    - D. Maintain necessary records including registration, attendance, contact hour records
    - E. Support an environment that is conducive to mutuality and respectful collaboration
  - IV. Evaluation
    - A. Relationship of objectives to overall purpose/goals of activity
    - B. Learner's achievement of each objective
    - C. Expertise of each individual presenter
    - D. Appropriateness of teaching strategies
    - E. Appropriateness of the physical facilities
- (Revised 01/93; Revised 07/98; Revised 06/04; Revised 6/10)

4. Co-Provided Educational Activities

Policy:

Co-provided educational activities, for which contact-hour credit will be awarded by the Continuing Nursing Education Program, must be planned and implemented with direct involvement of the Director of Continuing Nursing Education (or a representative) in all stages of the development of the activity -- from initial planning through implementation and evaluation.

Procedure:

1. The party seeking to share sponsorship responsibilities for an educational activity submits a request in writing to the Director of the Continuing Nursing Education Program of Indiana State University College of Nursing, Health, and Human Services.
2. The allocation of responsibilities for the educational activity will be by mutual consent, specifically in the areas of planning and development.
3. The Continuing Nursing Education Program of Indiana State University College of Nursing, Health, and Human Services will maintain responsibility and accountability for the specific areas of:
  - a. Determination of Objectives and Content: Both parties will collaborate to identify areas of learning needs for the intended audience, but the Continuing Nursing Education Program will be primarily responsible for the appropriateness, currency, and accuracy of nursing content
  - b. Selection of Presenter/Content Specialist: Both parties will collaborate in soliciting appropriate faculty for the event, but the Continuing Nursing Education Program will determine that such personnel meet the written criteria of the Continuing Nursing Education Program
  - c. Awarding of Contact Hours: The Continuing Nursing Education Program will be responsible for determining the number and awarding of contact hours for the co-providership event
  - d. Budget: Both parties may prepare a proposed budget, but the Continuing Nursing Education Program will be held primarily responsible for the administration of such
  - e. Record Keeping: The Continuing Nursing Education Program will maintain a valid record-keeping system and be the primary agency responsible for such
  - f. Evaluation: Both parties will collaborate in developing valid methods of evaluation, but the Continuing Nursing Education Program will be primarily responsible for the implementation of such methods  
(01/93; 06/98; Revised 06/04; Revised 6/10)

5. Storage, Confidentiality, and Retrieval of Records

Policy:

1. Complete and concise written records for each offering will be maintained in the Continuing Nursing Education Program files at the Landsbaum Center for Health Education.

Procedure:

1. Records are kept for a minimum of six years. Following this six-year period, the files (excluding participant lists and any confidential materials) will be sent to Archives at Indiana State University.
2. Program files stored at the Landsbaum Center for Health Education will be maintained in cabinets and rooms that are locked when Program staff are not present.
3. Program files are considered confidential. Access to files is limited to Program staff and individuals specifically authorized by the Director of the Program.
4. Policies pertaining to Program files apply equally to files maintained electronically. Program files maintained electronically will have at least one electronic copy and one paper copy (hard copy).
5. Records will include the following information:
  - a. Title, location and date of educational activity
  - b. Description of target audience
  - c. Method and findings of needs assessment
  - d. Name, titles, and expertise of the activity planners and presenters
  - e. Learning goal (purpose), objectives and content
  - f. Instructional strategies, delivery methods, learner feedback mechanisms, and resources to be used
  - g. Conflict of interest disclosure statements from planners and presenters, and resolutions of conflict of interest as appropriate
  - h. Methods or process used to verify attendance
  - i. Notice to learners identifying how successful completion will be measured
  - j. Marketing and promotional materials
  - k. All evaluation tools used, including a summative evaluation
  - l. Participant names and unique identifier information
  - m. Sample of certificate of completion
  - n. Number of contact hours associated with official accreditation statement awarded to individual participants
  - o. Documentation of the verbal provision of required disclosures
  - p. Means of ensuring content integrity with sponsorship or commercial support, if any
  - q. Signed written commercial support agreement for any activity receiving commercial support
  - r. Division of responsibilities among co-providers, if any
  - s. The signed co-provider agreement, if any  
(12/87; Revised 06/92; Revised 06/04; Revised 6/10)
6. Awarding of Certificates

Policy:

The Continuing Nursing Education Program will provide participants who successfully complete an educational activity with a written certificate.

Procedure:

1. Participants will be required to sign an attendance sheet *each day* upon their arrival for an educational activity. Participant sign-in is mandatory for any offering/program more than one hour in length.
2. Participants must attend the entire educational activity to receive the contact hours assigned for the offering/program.
3. All continuing nursing education certificates will be typed by the Administrative Assistant II. Certificates will be signed and distributed to each participant by the Program Director or another Program staff member. Certificates are awarded at the end of the offering/program upon participants' completion of the Participant Evaluation Form and Verification of Attendance Form.
4. The Continuing Nursing Education Program certificate includes the following information as outlined by the ANCC Commission on Accreditation:
  - a. Title and date of education activity
  - b. Learner name
  - c. Contact hours awarded
  - d. Name and address of provider
  - e. Accreditation statement(01/93; Revised 06/98; Revised 06/04; Revised 6/10)

7. Photo/Video Release

Policy:

Photographs and/or videos may be taken during educational activities.

Procedure:

All participants will be asked to sign the following statement prior to attending the educational activity:

I hereby grant to Indiana State University, its employees, legal representatives, and assigns, those for whom ISU is acting and those acting with ISU's authority and permission, the irrevocable and unrestricted right and permission to copyright in ISU's name or otherwise, and use; publish, and republish photographic portraits, images or video of \_\_\_\_\_ (participant name) in whole or in part, as part of a composite or distorted in character or form, without restriction as to the changes or alterations, in conjunction with my own or a fictitious name, or reproductions in color or otherwise made through any medium, and in any and all media now or hereafter known for illustration, promotion, art, editorial, advertising, trade, publishing, or any other purpose whatsoever. I also consent to the use of any printed matter or video in connection therewith. I hereby waive any right that I may have to inspect or approve the finished product or products and the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied. I hereby release, discharge, and agree to save harmless Indiana State University, its employees, legal representatives and assigns, and all person acting under ISU's permission or authority from any liability by virtue of any blurring, distortion, alteration, optical illusion, or use in composite form,

whether intentional or otherwise that may occur or be produced in the taking of such photographic portraits, images or video in any subsequent processing thereof, as well as any publication thereof, including without limitation and claims for libel or invasion of privacy. I hereby warrant that I am of full legal age and have the right to contract in my own name. I have read the above authorization, release, and agreement, prior to its execution, and I am fully familiar with the contents thereof. This release shall be binding upon ISU, its employees, legal representatives and assigns.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(05/04; Revised 6/10)

8. Maintaining Compliance with Current ANCC Commission on Accreditation Criteria, Policies and Procedures

Policy:

The Continuing Nursing Education Program will maintain compliance with the current accreditation manual and with policies/procedures for maintaining accredited status as outlined by ANCC Commission on Accreditation.

Procedure:

1. The Director of the Continuing Nursing Education Program will be responsible for maintaining compliance with current ANCC Commission on Accreditation criteria, policies, and procedures.
2. Policies and procedures will be reviewed in accordance with the ANCC Commission on Accreditation criteria, policies and procedures, and with the Continuing Nursing Education Program Master Plan for Evaluation.

(01/93; Revised 06/98; Reviewed 06/04; Reviewed 6/10)

9. Required Communication with ANCC Commission on Accreditation

a. Annual Summary

Policy:

The Director of the Continuing Nursing Education Program will submit a summary data about educational activities, as requested, in order to help assist in evaluating and monitoring the national accreditation and approval system.

(01/93; Reviewed 06/98; Reviewed 06/04; Reviewed 6/10)

b. Organizational change

Policy:

The Director of the Continuing Nursing Education Program will notify the ANCC Commission on Accreditation in writing of any organizational changes.

Procedure:

ANCC will be notified of any organizational changes within 30 days.

The changes to be reported include:

1. Changes in personnel directly responsible for continuing education activities in nursing, including the Program Director or the Administrative Assistant II.

2. Changes in the structure of the organization that influence the ability of the organization to provide offerings or programs.
3. Change in the name, structure or ownership of the organization.
4. Sentinel events, such as illegal actions by the provider and misuse of accredited status.  
(01/93; Reviewed 06/98; Reviewed 06/04; Revised 6/10)

c. Termination of Accredited Provider Services

Policy:

The director of the Continuing Nursing Education Program will notify the Commission on Accreditation in writing with the intent to terminate authorized accredited activities. Notification should occur at least 30 days before termination and should include the date of implementation. The director will also notify learners where and how records may be obtained.

(01/93; Revised 06/98; Reviewed 06/04; Revised 6/10)

10. ANCC Accreditation Statement and Logo

Policy:

The Continuing Nursing Education Program will use the appropriate terminology to describe current accredited status (as provided by the Commission on Accreditation) on all communication, marketing materials, and certificates of attendance awarded to participants.

Procedure:

1. The following statement will be attached to all communications, marketing materials, and certificates of attendance awarded to participants:  
“The Indiana State University College of Nursing, Health, and Human Services, Continuing Nursing Education Program is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.”
2. The accreditation statement will begin and end on a separate line from other text (stand alone).
3. The ANCC logo may be included in Continuing Nursing Education Program promotional materials.
4. The ANCC logo will be reproduced in black or purple and will be used along with the designated unit’s logo.
5. The ANCC logo on the Continuing Nursing Education Program’s website will include a hyperlink to ANCC’s Accredited Unit web page.  
(01/93; Revised 07/98; Revised 06/04; Reviewed 6/10)

11. Commercial Support

Policy:

The Continuing Nursing Education Program will ensure that all educational activities are developed, managed, presented and evaluated without influence or control by commercial interests, following current ANCC guidelines.

Procedure:

1. Exhibitors with promotional displays will be located in a room separate from the educational activity.
2. Educational materials will not contain any advertisements. This includes Power Point slides, handouts, etc.
3. Product promotion materials may be included in the components of an educational activity that are not directly related to transfer of education to the learner. This includes schedules, content descriptions, etc.
4. Commercial support may be used to directly pay honoraria or travel expenses for the speaker only. It cannot be used for to pay expenses for non-speaker participants.
5. Commercial support will be disclosed to participants prior to the start of each educational activity. If support was not monetary, the type of support will be disclosed.
6. The following statement will be included in written materials:  
Accredited status refers only to recognition of educational activities and does not imply Commission on Accreditation approval or endorsement of any commercial product.
7. A written document will be signed by the Program Director and the entity representing the commercial support. This document will specify the terms, conditions and purposes of the commercial support.  
Refer to Appendix A.3 Sponsorship/Commercial Support Agreement Template

12. Resolution of Conflict of Interest

Policy:

All potential conflicts will be resolved prior to the planning, implementation or evaluation of the continuing education activity.

Procedure:

1. Planning Committee members, presenters and any other individual that is in a position to control the content of an educational activity must disclose all relevant financial relationships with any commercial interest during the past 12 months by submitting a Conflict of Interest Disclosure form to the Director of the Program prior to participation. Financial relationships of a spouse, family member or partner also included in this disclosure.
2. The Director of the Program reserves the right to deny an individual from participating in the planning or implementation of an educational activity if participation would lead to bias in the activity.
3. Refusal to disclose financial relationships will lead to disqualification from participation in planning, managing, teaching or evaluating the educational activity.
4. All relevant financial relationships will be verbally disclosed to learners prior to the start of the educational activity. The following content will be included in the disclosure:
  - a. Individual's name
  - b. Commercial interest's name
  - c. Relationship the person has with the commercial interest

5. Learner's will verbally be informed prior to the start of each educational activity if no relevant financial relationship(s) exist.  
Refer to Appendix A.12 for the Conflict of Interest/Commercial Support Disclosure Statement Form  
(01/93; Reviewed 06/98; Reviewed 06/04; Revised 6/10)

13. System for Awarding Contact Hours

Policy:

The Continuing Nursing Education Program will follow the appropriate system for calculating and awarding contact hours as outlined by the ANCC Commission on Accreditation.

Procedure:

A contact hour is 60 minutes of an organized learning activity either didactic or clinical experience. The following guidelines will apply when calculating the contact hours for an educational activity:

1. The minimum number of contact hours that can be provided is 0.5 (30 minutes).
2. Fractions or portions of the 60 minute hour will be calculated in units using two decimal places or less.
3. Contact hours will be rounded down as needed to reach a one or two-decimal figure.
4. Only the time of the didactic or clinical experience and the time spent evaluating the educational activity will be awarded as contact hours.
5. Contact hours are awarded upon completion of an approved educational activity.
6. Contact hours are recorded on participant certificates and maintained in program files.  
(01/93; Reviewed 06/98; Reviewed 06/04; Revised 6/10)

14. Providers cannot approve activities

Policy:

The Continuing Nursing Education Program has been approved by the ANCC Commission on Accreditation as a provider of continuing nursing education activities in nursing. The Continuing Nursing Education Program, as a provider, provides continuing education and cannot approve another organization's continuing education activities.

Requests from other organizations for approval of continuing education activities will be referred to the Indiana State Nurses Association.

(01/93; Revised 07/98; Reviewed 06/04; Revised 6/10)



**INDIANA STATE UNIVERSITY  
COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES  
CONTINUING NURSING EDUCATION PROGRAM  
Educational Design Checklist Template**

TASK	COMPLETED	COMMENTS
Identify a possible educational activity		
Select planning committee members <ul style="list-style-type: none"> <li>• Biographical Data Form submitted</li> <li>• Conflict of Interest/Commercial Support Disclosure Statement Form submitted</li> </ul>		
List member(s) who represent each area <ul style="list-style-type: none"> <li>• Relevant content expert</li> <li>• Target audience</li> <li>• Adherence to ANCC accreditation criteria</li> </ul>		
Identify method (s) of needs assessment <ul style="list-style-type: none"> <li>• Needs assessment tool</li> <li>• Performance improvement activity</li> <li>• Regulatory agency requirement</li> <li>• Requested</li> </ul>		
Discuss findings of needs assessment and identify gaps in knowledge, skills practice which the activity is designed to address		
Describe target audience		
Determine venue for activity		
Determine Date/time of activity		
Identify faculty <ul style="list-style-type: none"> <li>• Identify how selected faculty meet needed qualifications</li> <li>• Biographical Data Form submitted</li> <li>• CV submitted</li> <li>• Conflict of Interest/Commercial Support Disclosure Statement Form submitted</li> </ul>		
Sponsorship of activity (if appropriate) <ul style="list-style-type: none"> <li>• Sponsorship/commercial support agreement submitted</li> </ul>		
Commercial support of activity (if appropriate) <ul style="list-style-type: none"> <li>• Sponsorship/commercial support agreement submitted</li> </ul>		
Prepare the proposed budget		

Develop title		
Develop purpose statement (goal)		
Develop measurable educational objectives		
Identify content and learning experiences to achieve objectives <ul style="list-style-type: none"> <li>• Instructional strategies</li> <li>• Delivery methods</li> <li>• Learner feedback mechanisms</li> <li>• Resources to be used</li> </ul>		
Develop agenda for educational activity		
Calculate number of contact hours to award		
Identify criteria for successful completion of participants		
Identify method for verifying participation		
Prepare and distribute announcements and brochures		
Prepare materials for the educational activity <ul style="list-style-type: none"> <li>• Participant folder/ handouts</li> <li>• Catering</li> </ul>		
Verify how disclosures given to participants <ul style="list-style-type: none"> <li>• Requirements for successful completion</li> <li>• Conflicts of interest</li> <li>• Sponsorship or commercial support</li> <li>• Non-endorsement of products</li> <li>• Off-label use</li> </ul>		
Distribute Certificate of Completion to participants		
Identify which category of evaluation: <ul style="list-style-type: none"> <li>• Learner satisfaction</li> <li>• Knowledge enhancement</li> <li>• Skill and attitude change</li> <li>• Change in practice/performance</li> </ul>		
Evaluate each of the following with Summary of Participant Results: <ul style="list-style-type: none"> <li>• Relationship of objectives to overall purpose/goals of activity</li> <li>• Learner's achievement of each objective</li> <li>• Expertise of each individual presenter</li> </ul>		

<ul style="list-style-type: none"><li>• Appropriateness of teaching strategies</li><li>• Appropriateness of the physical facilities</li></ul>		
Identify possible future educational activities		

INDIANA STATE UNIVERSITY COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES  
 CONTINUING NURSING EDUCATION PROGRAM  
 Educational Activity Outline Template

**Date of Activity:** \_\_\_\_\_

**Title of Activity:** \_\_\_\_\_ **Total Number of Contact Hours:** \_\_\_\_\_

**Overall Goal of Activity:** \_\_\_\_\_

Objectives	Content (Topics)	Time Frame	Presenter	Teaching Strategies	Evaluation Method <sup>1</sup>	Evaluation Category <sup>2</sup>
List objectives in operational/behavioral terms  <i>"At the end of this educational activity, the participant will be able to:</i>	List each topic area to be covered and provide a description of the content to be presented in sufficient detail to determine consistency with objectives and appropriate of time allotted.	State the time frame for each topic/content area	List the faculty person or presenter for each content/topic area	Describe the teaching method(s) to be used for each content/topic area		

<sup>1</sup> Post test; Structured interview; Attitude scales; Direct observation of skill performance

<sup>2</sup> Learner satisfaction; Knowledge; Skill and attitude change; Change in practice/performance; Relationship of the practice change to quality of service

Based on American Nurses Credentialing Center Format 7/07

**INDIANA STATE UNIVERSITY  
COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES  
CONTINUING NURSING EDUCATION PROGRAM**

**SPONSORSHIP/COMMERCIAL SUPPORT AGREEMENT TEMPLATE**

Date: \_\_\_\_\_

Parties Involved in Agreement:

Deborah Bartnick RN, MSN, Interim Director, Continuing Nursing Education Program  
Co-provider(s) name (if applicable):

\_\_\_\_\_  
Sponsor's name: \_\_\_\_\_

The CE activity entitled \_\_\_\_\_ will be presented by  
(Provider Unit name) and (Co-provider's name(s) if applicable) on \_\_\_\_\_ at  
\_\_\_\_\_.

(Sponsor's name) will provide (list what providing, e.g. funding for keynote speaker, canvas bags for participants, etc.). The (Entity) will be recognized as a sponsor in the advertising. They have not been nor will be involved in the planning, implementation or evaluation of this activity. The sponsor or sponsorship items will in no way be allowed to influence or bias the content of the CNE presentation.

The signatures below by representatives from each organization listed above indicate agreement with the above statements.

Provider Unit representative \_\_\_\_\_ Date \_\_\_\_\_

Co-provider (if applicable) representative \_\_\_\_\_ Date \_\_\_\_\_

Sponsor \_\_\_\_\_ Date \_\_\_\_\_

**INDIANA STATE UNIVERSITY  
COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES  
CONTINUING NURSING EDUCATION PROGRAM**

**CO-PROVIDER AGREEMENT TEMPLATE**

This agreement is between the Continuing Nursing Education Program at Indiana State University, College of Nursing, Health, and Human Services and \_\_\_\_\_  
\_\_\_\_\_(Co-provider name). We are planning the activity \_\_\_\_\_  
\_\_\_\_\_(title) scheduled on \_\_\_\_\_(date  
of activity).

As the provider, we will maintain overall responsibility for the following:

- 1.) Determination of the educational objectives and content,
- 2.) Selection of the content specialist planners and activity presenters,
- 3.) The awarding of contact hours, as appropriate, to the individual successfully completing the educational activity,
- 4.) Record keeping procedures,
- 5.) Evaluation methods and categories, and
- 6.) Management of any commercial support or sponsorship.

(Co-provider Name) will assist in the planning of this activity. They will also:

- 1.) Assist in advertising the activity.
- 2.) Assist in registering participants on the day of the activity.
- 3.) Assist in planning.

Signature of Provider Nurse Planner: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Co-provider: \_\_\_\_\_ Date: \_\_\_\_\_

INDIANA STATE UNIVERSITY  
COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES

POSITION DESCRIPTION

Director of Continuing Nursing Education Program

The Director of the Continuing Nursing Education Program (CNEP) is the administrative officer who is responsible for continuing education courses, assisting senior nursing students in preparation for the NCLEX-RN exam, and experiential learning activities involving simulation for nurses and other health care providers. The major responsibilities for continuing education include assessment of learning needs, program planning and development, arranging speakers, securing locations, marketing programs, and analyzing program evaluations. The major responsibilities for NCLEX-RN preparation include evaluation of student proctored ATI exam results, development and maintenance of an online repository for NCLEX materials for students and faculty, and working with students preparing to take the NCLEX-RN exam. The major responsibilities for simulation include procurement of external funding, equipment selection and maintenance, staff training, development of policies and procedures, curricular integration, development of simulation experiences for specific courses, scheduling simulation activities, ordering and maintaining supplies, documentation of usage for internal and external reports, and serving on committees as requested.

QUALIFICATIONS

1. A graduate degree is required. Either the baccalaureate or graduate degree must be in nursing.
2. Current licensure to practice professional nursing in Indiana.
3. A minimum of two years of experience in clinical nursing practice.
4. A minimum of four years of experience in nursing education.
5. Broad knowledge of current trends and issues in health care, nursing, nursing education, and continuing education.
6. Evidence of ability to teach effectively.
7. Knowledge of curriculum development, implementation and evaluation.
8. Willingness to supervise clinical experiences.
9. Working knowledge of NCLEX-RN test plan.
10. Demonstrated leadership and management abilities.
11. Commitment to the philosophy of the University and the programs within the College.
12. Active participation in the professional community.
13. Ability to collaborate with multiple disciplines and various healthcare and educational organizations.
14. Highly organized with excellent time management skills.
15. Knowledge and ability to utilize principles of adult education.
16. Commitment to continuing education as a cooperative endeavor among educational institutions, nurses, agencies, and other related disciplines.

## RESPONSIBILITIES

### **A. Continuing Nursing Education Program**

1. Collaborates with administrators, faculty, students, alumna, nurses and other health care providers concerning the activities of the Continuing Nursing Education Program.
2. Develops and implements policies and procedures which are consistent with the American Nurses Credentialing Center's (ANCC) standards to maintain accredited status as a provider of continuing nursing education.
3. Establishes priorities for various continuing nursing education activities.
4. Assesses the continuing education needs of healthcare staff in the target market.
5. Plans, develops, implements and evaluates the educational activities of the CNEP.
6. Participates in the selection of topics and faculty for continuing nursing education activities.
7. Prepares various reports of the College, the University, accrediting agencies, and other outside agencies.
8. Travels to and attends American Nurses Credentialing Center's Commission on Accreditation workshops to keep current on the process for maintaining accreditation.
9. Develops and assists with distributing marketing materials for CNEP activities.
10. Evaluates learning and program satisfaction of participants of CNEP activities.
11. Manages annual budget for CNEP.
12. Supports the functioning of the CNEP Advisory Committee.
13. Maintains the files and records related to the CNEP.
14. Supervises and evaluates non-academic personnel assigned to the CNEP.

### **B. NCLEX-RN Preparation**

1. Develops and maintains an online repository of NCLEX-RN review materials for faculty and students.
2. Analyzes results from students proctored ATI exams.
3. Develops and presents strategies for success on the NCLEX-RN exam to senior ISU nursing students each semester.

### **C. Clinical Simulation**

1. Active member of committees that determine the use of simulation.
2. Applies for grants for simulation equipment.
3. Provides comparisons of simulation equipment with regard to cost, features of specific products, and course needs.
4. Works in collaboration with simulation partners for product purchases.
5. Maintains and updates simulation equipment to include, but not limited to: identifying software; supply and equipment needs; monitoring simulation equipment; troubleshooting and resolving problems
6. Compiles supportive documents and props to enhance teaching sessions.
7. Provides staff training for the use of simulation equipment.
8. Participate with and assist faculty in the development, implementation and integration of simulation activities for nursing students and CNEP participants.
9. Develops policies and procedures for simulation equipment.



10. Schedules and coordinates simulation activities for nursing courses in collaboration with course faculty.
11. Schedules and coordinates simulation activities for CNEP.
12. Participate in or lead tours of the simulation areas.
13. Participates in simulation activities.
14. Monitors, documents and reports simulation equipment usage.
15. Stays current with developments in the field of simulation technology and learning theory.
16. Provide input to Administration for long-range planning for the use of simulation in nursing education and other health care disciplines.
17. Serves on appropriate University, College, Nursing and community committees.
18. Performs other duties as negotiated with the Dean of the College of Nursing, Health, and Human Services.

**Curriculum Vitae**  
*Deborah L. Bartnick*  
 304 Elm Street  
 Marshall, Illinois 62441  
 Cell: (217) 246-6730  
 Email: dbartnickrn@gmail.com

**Educational Preparation:**

<b><u>Institution</u></b>	<b><u>Degree</u></b>	<b><u>Year</u></b>
Indiana University Indianapolis, Indiana	M.S.N. Perinatal Nursing	1992
Purdue University West Lafayette, Indiana	B.S.N.	1986
Purdue University North Central Campus Westville, Indiana	A.S.N.	1984

**Professional Experience:**

**Assistant Professor, NCLEX Coordinator**

Lakeview College of Nursing, 2003 - 2009

- Multiple courses
- NCLEX review course
- Assessment Technology Institute (ATI) assessments
- Human patient simulators
- Traditional, online, and web-enhanced course delivery
- Faculty Chairperson
- Faculty mentor
- NLN and CCNE self-studies
- New satellite campus
- Curriculum, Assessment and Admissions committees

**Nursing Instructor**

Indiana State University, 1997- 2003

- Multiple courses
- Traditional, online, video-enhanced and web-enhanced course delivery
- Faculty mentor
- Curriculum and Student Services committees

**Senior Nursing Instructor**

Ivy Tech State College, 1988-1997

- Multiple courses

- Traditional course delivery
- Faculty mentor
- NLN self-study

**Education Coordinator, Staff Nurse**

Home Hospital, 1987-1988

- Designed and taught staff inservices and orientation program for new employees
- Neonatal transport team

**Staff Nurse**

Riley Children's Hospital, 1987

**Staff Nurse**

St. Anthony Hospital, 1986-1987

**Staff Nurse**

St. Elizabeth Hospital, 1984-1986

**Concurrent Part-Time Employment:**

**Consultant**

Assessment Technologies Institute (ATI), 2008-Present

- Item writer for proctored and non-proctored exams
- Content author for content review books
- Teach live NCLEX reviews at national level

**Staff Nurse**

Union Hospital, 2007-Present

- Pediatrics, Nursery, Postpartum and Neonatal Intensive Care

**Educational Affiliate**

Indiana State University, 2003-Present

- Authored review book and examination for LPN-BSN students to test out of maternity course

**Facilitator, RN-BS Completion and MSN Programs**

Indiana Wesleyan University, 1995 – 2007

- Taught multiple courses
- Traditional and online course delivery
- Mentor for new faculty

**Curriculum Director of RN Assessments**

Assessment Technologies Institute (ATI), 2006

- Developed test blueprints, test items, student and faculty resources
- Edited review products

**Facilitator, RN-BS Program**

University of Phoenix, 2001 - 2003

- Taught multiple courses
- Online course delivery

**Neonatal Clinical Nurse Specialist**

St. Elizabeth Hospital, 1993-1995

- Developed new neonatal intensive care unit

**Field Nurse**

Preferred Home Health Care, 1992-1993

**Publications and Research:**

Author, *Nursing Care of the Childbearing Family*, 2006

Item Writer, Assessment Technologies Institute (ATI), formerly MEDS Publishing, 2005-present

Contributor, Online NCLEX-RN Review, MEDS Publishing, 2005

Reviewer, *Maternal-Child Nursing: Mothers, Children and Families Across Care Settings*, 2004.

Contributor, *Maternal-Newborn Nursing & Women's Health Care*, 2004

Contributor, *Prentice Hall Reviews in Nursing Series: Maternity Nursing*, 2003

Reviewer, *Essentials in Pediatric Nursing*, 1999.

Manuscript Reviewer, *The American Journal of Maternal Child Nursing*, 1998-2000.

Unpublished Article: *Miscarriage: A Child Died*. Indiana University School of Nursing, 1992.

Unpublished Master's Thesis: *The Effect of Non-nutritive Sucking on Neonatal Pain Response*.

Contributor, *Building Blocks*, 1991.

**Honors:**

Recipient of Sigma Theta Tau *Excellence in Teaching Award*, 2002

Listed in *Who's Who in American Teachers*, 2002-2006

Listed in *Who's Who in American Nursing*, 1994

NCLEX Item Writer, February 1993

Golden Key National Honor Society

Graduated with Distinction, Purdue University North Central, 1984

**Professional Membership:**

Association of Obstetric, Women's Health and Neonatal Nurses (AWOHNN)

Sigma Theta Tau

**Community Service:**

March of Dimes, Indiana Section, Wabash Valley Division

- Chair, Program Planning Committee, 2006-2008
- Member, Board of Directors, 2006-Present
- Member, Program Planning Committee, 2005-Present

- Grant reviewer, 2006-Present
- Indiana Perinatal Network/Association of Obstetric, Women's Health and Neonatal Nurses
- Annual Conference Planning Committee 2003-Present
- Room mother, member Parent-Teacher Organization (PTO) 1997-Present

**Presentations:**

Live NCLEX-RN Reviews

Sponsored by Assessment Technologies Institute, 2009

*Brooklyn, NY*

*Corsicana, TX*

*Harrisonburg, VA*

*Des Moines, IA*

*Overland Park, Kansas*

*Silver Springs, MD*

*Ann Arbor, MI*

*Pueblo, CO*

Live NCLEX-RN Reviews

Sponsored by MEDS Publishing, 2008

*Amarillo, TX*

*Lansing, MI*

*Silver Springs, MD*

*Ft. Myers, FL*

*Altus, OK*

Item Writing Workshop for Faculty

Lakeview College of Nursing, 2007

Danville, IL

Item Writing Workshop

Assessment Technologies Institute, 2006

Overland Park, KS

Live NCLEX-RN Reviews

Sponsored by MEDS Publishing, 2006

*Philadelphia, PA*

*Nashville, TN*

*Lincoln, NB*

*Charlotte, NC*

*New York, NY*

*Detroit, MI*

Live NCLEX-RN Reviews

Sponsored by MEDS Publishing, 2005

*Palm Beach, FL  
Morgantown, WV  
Des Plaines, IL  
Paris, TX  
Wheeling, WV*

**Workshops Attended:**

<i>NCLEX Invitational</i> Sponsored by the National Council of State Boards of Nursing Chicago, IL	September 21, 2009
<i>An Afternoon of Nursing Research and Tea</i> Danville, IL	April 24, 2009
<i>Human Patient Simulator Network (HSPN)</i> Annual Medical Education and Simulation Conference Sponsored by METI Tampa, FL	March 17-19-2009
<i>A Day with Penny Simpkin: Nurturing Positive Birth Outcomes</i> Terre Haute, IN	November 13, 2008
<i>The Power and Passion of Professional Nursing</i> Charleston, IL	October 22, 2008
<i>NCLEX Invitational</i> Sponsored by the National Council of State Boards of Nursing San Diego, CA	September 8, 2008
<i>Pediatric Advanced Life Support</i> Terre Haute, IN	August 4-5, 2008
<i>Leadership, Legacy and Community: A Retreat to Advance Maternal and Child Health Scholarships and Practice</i> University of Illinois at Chicago Chicago, IL	July 16-18, 2008
<i>METI Conference</i> Chicago, IL	July, 2008
<i>Perinatal Conference</i> Terre Haute, IN	November, 2007
<i>NCLEX Invitational</i>	September 11, 2006

Sponsored by the National Council of State Boards of Nursing  
Philadelphia, PA

*Comenzando Bien*

A Prenatal Curriculum for Hispanic Women

Sponsored by March of Dimes

Terre Haute, IN

March, 2005

*Survivor: Clinical Islands*

AWOHNN Indiana Section Conference

Terre Haute, IN

September, 2004

*Seeking Funding: Finding Success*

Indiana State University

Terre Haute, IN

May, 2004

INDIANA STATE UNIVERSITY  
COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES

POSITION DESCRIPTION  
Administrative Assistant II

The Administrative Assistant II is assigned to the College of Nursing, Health, and Human Services, with responsibilities for providing support services to the Continuing Nursing Education Program, the Sycamore Nursing Center, and the Landsbaum Center for Health Education; maintaining accurate College of Nursing, Health, and Human Services, Continuing Nursing Education Program, Sycamore Nursing Center, and Landsbaum Center for Health Education records; preparing agendas, minutes, and reports as requested; and supervising other support staff functions. The Administrative Assistant II is responsible to the Director of Continuing Nursing Education Program and Director of Sycamore Nursing Center.

QUALIFICATIONS

1. Three years or more of college education or equivalent combination of education and experience.
2. Able to maintain a budget including responsibility for income and expenditures.
3. Able to research, compile, and draft financial, statistical, or narrative reports as requested.
4. Minimum keyboarding of 50-60 words per minute is desired.
5. Able to utilize computer programs including word processing and common data management.
6. Able to exercise functional supervision over several support staff and student workers, set priorities, and delegate work to meet established guidelines.
7. Compose correspondence requiring knowledge of College practices and procedures.
8. Able to monitor, verify, and maintain adequate inventory.
9. Able to provide support to outside nursing organizations.
10. Able to work without direct supervision in performing assigned responsibilities.
11. Able to relate well with all constituents.
12. Able to adjust to flexible work schedule.
13. Have excellent communication skills and be able to provide document creation.
14. Able to maintain confidentiality of the business of the College of Nursing, Health, and Human Services Continuing Nursing Education Program and the Sycamore Nursing Center.

RESPONSIBILITIES

**A. Continuing Nursing Education Program**

1. Create and maintain a professional atmosphere in office of Continuing Nursing Education Program at the Landsbaum Center for Health Education.
2. Prepare and circulate all appropriate correspondence, reports, newsletters, and memos for the Continuing Nursing Education Program.
3. Arrange, plan, and implement as directed conferences, meetings, educational opportunities, CPR classes or other activities as appropriate to the Continuing Nursing Education Program.



4. Monitor permanent records of business of the College of Nursing, Health, and Human Services Continuing Nursing Education Program.
5. Make travel arrangements and handle reimbursements for the Director of Continuing Nursing Education Program.
6. Make travel arrangements and handle reimbursements for Continuing Nursing Education Program faculty that are involved with Success Quest with the American Academic Alliance for the Indiana State University, College of Nursing, Health, and Human Services, Continuing Nursing Education Program.
7. Make travel arrangements and handle honorarium payments for speakers for the Continuing Nursing Education Program.
8. Travels to, attends, and represents the Director of Continuing Nursing Education Program at various planning committee meetings and programs at the request of the Director when they are unable to attend due their other responsibilities.
9. Prepare American Nurses Credentialing Center's Commission on Accreditation (ANCC) annual report for Continuing Nursing Education Program's accreditation according to ANCC guidelines.
10. Prepare correspondence for American Nurses Credentialing Center's Commission on Accreditation (ANCC) when a change occurs within the staff or the organizational structure of the unit according to ANCC guidelines.
11. Collaborates with Director of Continuing Nursing Education Program in preparing the report for re-accreditation for the American Nurses Credentialing Center's Commission on Accreditation (ANCC) when Continuing Nursing Education Program's accreditation is due for renewal according to ANCC guidelines.
12. Maintain American Nurses Credentialing Center's Commission on Accreditation compliance in all record keeping for each educational activity according to ANCC guidelines.
13. Travels to and attends American Nurses Credentialing Center's Commission on Accreditation workshops to keep current on the process for submission of accreditation report.
14. Supervises, assigns duties, and evaluates work performance of student workers.
15. Prepare and monitor return of contracts and necessary forms for ANCC compliance for any speaker for the Continuing Nursing Education Program.
16. Prepare and monitor return of contracts and necessary forms for Success Quest with the American Academic Alliance for Indiana State University, College of Nursing, Health, and Human Services, Continuing Nursing Education Program.
17. Maintain, revise, and update the Director of Continuing Nursing Education Program's vitae.
18. Arrange the Director of Continuing Nursing Education Program's calendar and appointments.
19. Screen and prioritize mail and other communications for the Director of Continuing Nursing Education.
20. Prepare necessary papers, fliers, and posters for presentation at Continuing Nursing Education Programs.
21. Maintain a current inventory of equipment resources, including A/V equipment, computer equipment, video library and reading materials, and all CPR equipment.

22. Understand operation of computerized and A/V equipment and assist faculty or guests in its proper use.
23. Serve on planning committees for educational programs offered by the Continuing Nursing Education Program.
24. Maintain and monitor Continuing Nursing Education Program budget, including filing the correct forms, initiating check requests, reimbursements, etc. and maintaining a working balance.
25. Collects, deposits, and maintains record of income from all Continuing Nursing Education Programs.
26. Maintain a current inventory of equipment and supplies, including CPR supplies and equipment, for the Continuing Nursing Education Program.
27. Prepare and update Continuing Nursing Education Program calendar each semester (ie., paper, web page).
28. Prepare electronic listing of continuing nursing education opportunities for the College of Nursing, Health, and Human Services.
29. Maintain accurate mailing lists for Continuing Nursing Education Program activities.
30. Schedule the Landsbaum Center for Health Education through the Building Coordinator for Continuing Nursing Education Program activities.
31. Assume some of the critical responsibilities of the Director of Continuing Nursing Education during their absence.
32. Perform other duties as negotiated with the Director of Continuing Nursing Education.

**B. Sycamore Nursing Center**

1. Create and maintain a professional atmosphere in office of the Sycamore Nursing Center at the Landsbaum Center for Health Education.
2. Prepare and circulate all appropriate correspondence, reports, newsletters, and memos for the Sycamore Nursing Center.
3. Arranges, plans, implements, and attends various clinics, community lead screenings, farm expo and other activities as appropriate to the Sycamore Nursing Center.
4. Monitor permanent records of business of the College of Nursing, Health, and Human Services Sycamore Nursing Center.
5. Collects, deposits, and maintains record of income from all clinics.
6. Maintain patient charts.
7. Maintain admission and discharge data on patients.
8. Transmits all specimens obtained within the Sycamore Nursing Center to the appropriate destination.
9. Enter immunization information into state database - Children and Hoosier Immunization Registry Project (CHIRP).
10. Travels to and attends quarterly training sessions at various Health Departments in the State of Indiana for CHIRP.
11. Supervise and assign duties to student workers as appropriate.
12. Schedule appointments and answer inquiries about the Sycamore Nursing Center from outside agencies, patients and potential patients.
13. Schedule the Sycamore Nursing Center with the Landsbaum Center for Health Education Building Coordinator.

14. Screen and prioritize mail and other communications for the Director of the Sycamore Nursing Center.
15. Maintain Sycamore Nursing Center budget, including filing correct forms, initiating check requests, reimbursements, etc. and maintaining a working balance.
16. Maintain a current inventory of equipment and supplies for the Sycamore Nursing Center.
17. Prepare and update Sycamore Nursing Center calendar each semester (ie., paper, web page).
18. Ensures that the most current information from the Centers for Disease Control are available for patients regarding vaccine information.
19. Order and organize educational materials for Sycamore Nursing Center patients.
20. Ensure that Sycamore Nursing Center privacy policies are enforced.
21. Prepare necessary papers, fliers, and posters for presentation for the Sycamore Nursing Center.
22. Processes referral forms from outside agencies for new patients.
23. Processes referral forms for current patients of the Sycamore Nursing Center to outside agencies.
24. Conducts a yearly audit of the Sycamore Nursing Center pediatric patient records in accordance with the Indiana State Department of Health.
25. Assume some of the critical responsibilities of the Director of the Sycamore Nursing Center during their absence.
26. Perform other duties as negotiated with the Director of the Sycamore Nursing Center.

**C. Clinic Supervision**

1. Provides for safety of individuals in the Sycamore Nursing Center at the Landsbaum Center for Health Education, fire safety in particular.
2. Provide supervision of maintenance of the Sycamore Nursing Center at the Landsbaum Center for Health Education:
  - a) Call LCHE Building Coordinator/ISU Facilities Management for heating/cooling, plumbing, and other clinic problems.
  - b) Order clinic supplies as needed.
3. Maintain the security of the Sycamore Nursing Center at the Landsbaum Center for Health Education.
4. Implement policies regarding the facility during all emergencies involving the Sycamore Nursing Center.
5. Implement policies regarding the utilization of the Sycamore Nursing Center at the Landsbaum Center for Health Education in collaboration with Dean and the Director of the programs housed in the Landsbaum Center for Health Education.
6. Attends with/or in absence of the Dean of College of Nursing, Health, and Human Services or their designee, Operations Committee Meetings for the Lansbaum Center for Health Education.
7. Maintain a current inventory of equipment resources, including A/V equipment, computer equipment, video library and reading materials, and all equipment associated within exam rooms 1-6 of the Sycamore Nursing Center at the Landsbaum Center for Health Education.

8. Understand operation of computerized and A/V equipment and assist faculty or guests in its proper use.
9. Maintain a calendar of activities held within the Sycamore Nursing Center at the Landsbaum Center for Health Education and report to the Dean.

**D. Support of Professional Organization**

1. Indiana State Nurses Association Wabash Valley Chapter:
  - a) Type and distribute meeting notices and other correspondence.
  - b) Maintain current membership listing.
  - c) Perform other duties as negotiated with current officers of the Chapter.

**INDIANA STATE UNIVERSITY  
COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES  
CONTINUING NURSING EDUCATION PROGRAM  
CNEP Advisory Committee Team Members**

Esther Acree, RN, MSN, Sp.CI.Nsg, FNP-BC  
Indiana State University, College of Nursing, Health, and Human Services

Louise Anderson, RN, MSN  
West Central Indiana Area Health Education Center

Deborah Bartnick, RN, MSN  
Indiana State University, College of Nursing, Health, and Human Services, Continuing  
Nursing Education Program

Dena Cochran, RN, BSN  
Union Hospital, Inc.

Kim Cooper, RN  
Ivy Tech Community College

Angela Ellis, RN  
Terre Haute Regional Hospital

Michelle Farris, RN  
Terre Haute Regional Hospital

Megan Finch, RN, MSN  
Union Hospital, Inc.

Joanne Goldbort, Phd, RN  
Union Hospital, Inc.

Lea Hall, PhD, RN, FNP  
Isiah Pittman, MD

Debbie Herbert, Human Resource Director  
Wesminster Village

Amy Ladd, RN, AND  
Vigo County School Corporation, Covered Bridge Special Education District

Marcia Miller, PhD, RN, BSN  
Indiana State University, College of Nursing, Health, and Human Services

Jocelyn Mikucki, HFA  
Davis Gardens at Westminster Village

Matthew Pape, RN, ADN  
Union Hospital, Inc.

Bree Pell, RN, BSN  
Terre Haute Regional Hospital

Rhonda Reed, RN, MSN  
Indiana State University, College of Nursing, Health, and Human Services

Nikki Simpson, Regional Director  
March of Dimes

Annette Smith, RN, BSN  
Union Hospital, Inc.

Candi Snyder, Community Education Representative  
Vistacare

Celeste Turpen, RN, ADN  
Union Hospital, Inc.

Tiffany Turner, RN, BSN  
Terre Haute Regional Hospital

Peggy Weber, ACSW, LCSW  
Indiana State University, Department of Social Work

Susanne Wheeler, RN, BSN  
Associated Physicians Clinic

Julie Will, RN, MSN  
Ivy Tech Community College

Sally Zuel, RN, MSN  
Union Hospital, Inc.

**INDIANA STATE UNIVERSITY  
COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES  
CONTINUING NURSING EDUCATION PROGRAM  
Nursing Administrative Team Members**

Dr. Marcia Miller  
Associate Dean, Academic Affairs  
Executive Director, Nursing Programs

Ms. Esther Acree  
Chairperson, Baccalaureate Nursing Completion Department

Ms. Gloria Plascak  
Chairperson, Baccalaureate Nursing Department

Mrs. Lynn Foster, Director  
Student Affairs Office

Mrs. Peg Myers, Director  
Learning Resource Center

Mrs. Deborah Bartnick, Interim Director  
Continuing Nursing Education Program

Dr. Cherie Howk  
Chairperson, Advanced Practice Nursing Department

Rhonda Reed  
Technology Coordinator

**INDIANA STATE UNIVERSITY  
COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES  
CONTINUING NURSING EDUCATION PROGRAM  
Attestation Statement**

I, Deborah Bartnick, an employee, officer or agent of Indiana State University, College of Nursing, Health, and Human Services, Continuing Nursing Education Program hereby attest that this continuing nursing education unit adheres to all state, and federal laws and regulations. I further attest that the unit maintains and follows policies and procedures to ensure that its legal and ethical obligations and commitments (as they relate to human resources and financial affairs) are met.

Name (print): Deborah Bartnick, RN, MSN

Signature: \_\_\_\_\_

Date: October 5, 2009



INDIANA STATE UNIVERSITY  
 COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES  
 CONTINUING NURSING EDUCATION PROGRAM  
 CONFLICT OF INTEREST/COMMERCIAL SUPPORT DISCLOSURE STATEMENT

**Name:** \_\_\_\_\_ (Faculty Member/Author/Teacher)

**Content of Activity:** \_\_\_\_\_

**Date of Activity:** \_\_\_\_\_

**First:** \_\_\_\_\_ (List the name of commercial interests, with the exemption of non-profit or government organizations and non-health care related companies, with which you or your spouse/partner have, or have had, a relevant financial relationship within the past 12 months. For this purpose we consider the relevant financial relationships of your spouse or partner that you are aware of to be yours.

**Second:** \_\_\_\_\_ (Describe what you or your spouse/partner received (ex: salary, honorarium, etc.) Indiana State University, College of Nursing, Health, and Human Services, Continuing Nursing Education Program does NOT want to know how much you received.

**Third:** \_\_\_\_\_ (Describe your role)

A Glossary of Terms is found on page 2

Source of Relevant Financial Support (includes Commercial Interests as well as other sources)	Nature of Relevant Financial Relationship (Include all those that apply)	
	What was received?	For What Role?
<i>Example: Company X</i>	<i>Honorarium</i>	<i>Speaker</i>
<b>I do not have any relevant financial relationships with any commercial interests.</b>		
<b>Is off label use of a drug or product addressed in this presentation?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If "Yes", how will you inform learners?</b> _____ _____ _____		
<b>Signature:</b> _____		<b>Date:</b> _____

**What was received:** Salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g., stocks, stock options or other ownership interest, excluding diversified mutual funds), or other financial benefit.

**Role(s):** Employment, management position, independent contractor (including contracted research) consulting, speaking and teaching, membership on advisory committees or review panels, board membership, and other activities (please specify).

## Glossary of Terms

### **Commercial Interest**

ANCC defines an entity that has a "commercial interest" as any proprietary entity producing health care goods or services, with the exception of non-profit or government organizations.

### **Financial relationships**

ANCC defines "financial relationships" as those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g., stocks, stock options, or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial relationships can also include "contracted research" where the institution gets the grant and manages the funds and the individual is the principal or named investigator on the grant. Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting, speaking and teaching, membership on advisory committees or review panels, board membership, and other activities from which remuneration is received, or expected. ANCC considers relationships of the person involved in the CNE activity to include financial relationships of a family member.

### **Relevant financial relationships**

ANCC considers financial relationships in any amount occurring within the past 12 months as "relevant" in terms of creating a conflict of interest.

### **Conflict of Interest**

ANCC defines a "conflict of interest" as when an individual has an opportunity to affect CNE content with products or services from a commercial interest with which he/she has a financial relationship.

ANCC considers "opportunity to affect CNE content" to include content about specific agents/devices, but not necessarily about the class of agents/devices, and not necessarily content about the whole disease class in which those agents/devices are used.

### **Off label**

"Using products for a purpose other than that for which it was approved by the Food and Drug Administration (FDA)."

**INDIANA STATE UNIVERSITY  
COLLEGE OF NURSING, HEALTH,  
AND HUMAN SERVICES  
CONTINUING NURSING EDUCATION PROGRAM**

**BIOGRAPHICAL DATA FORM**

- Administrator                       Planner  
 Faculty                                 Content Specialist  
 Other

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**Instructions:** Please print out form and complete both pages.

Name \_\_\_\_\_  
(Name and Degrees)

Preferred Address: \_\_\_\_\_  
(Number and Street)

\_\_\_\_\_  
(City, State, ZIP Code)

Preferred Telephone: (\_\_\_\_)\_\_\_\_-\_\_\_\_ Fax: (\_\_\_\_)\_\_\_\_-\_\_\_\_ E-mail: \_\_\_\_\_

Present Position  
(Employer, title, and description): \_\_\_\_\_

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**PLEASE COMPLETE OTHER SIDE**

**Education** (include basic preparation through highest degree held)

Degree	Institution (Name City, State)	Major Area of Study	Year Degree Awarded
1.	_____	_____	_____
	_____	_____	_____
2.	_____	_____	_____
	_____	_____	_____
3.	_____	_____	_____
	_____	_____	_____

**Use space below to briefly describe your professional experience or areas of expertise (including publications) related to your involvement in continuing nursing education and your particular role (i.e. planner, faculty, content specialist, etc.)**

**GLOSSARY**

American Nurses Association (ANA)

Advanced Practice Nursing (APN)

Baccalaureate Nursing Completion (BNC)

Baccalaureate Nursing (BN)

College of Nursing, Health, and Human Service (CNHHS)

Continued Education (CE)

Continuing Nursing Education Program (CNEP)

Indiana State Board of Nursing (ISBN)

Indiana State University (ISU)

Indiana State University Small Business Development Center (SBDC)

Landsbaum Center for Health Education (LCHE)

Licensed Practical Nurse (LPN)

Richard G. Lugar Center for Rural Health (LCRH)

Registered Nurse (RN)

Rural Health Innovative Collaborative (RHIC)

Society for Advanced Practice Nurses (SOAPN)

West Central Indiana – Area Health Education Coalition (WCI-AHEC)