

CNE APPLICATION FAQs

This resource is a guide in the process of obtaining approval for Continuing Nursing Education (CNE) through the Emergency Nursing Association (ENA) Approver Unit. It can be used as a reference, in addition to the [ENA Approver Unit—General Instructions](#), or contacting the ENA staff (CNE@ena.org) should any additional questions or concerns arise.

UPDATE TO CNE APPLICATION FORMS (as of October 2017)

As you prepare your next educational activity and reference the forms on the ENA website, you will notice a few changes have been made based on the most current American Nurses Credentialing Center's Commission on Accreditation (ANCC COA) requirements.

- 1) Under Applicant Eligibility, two questions were removed:
 - a. Denial of ANCC accreditation status; and
 - b. Denial by the ENA or an ANCC Accredited Provider
- 2) An additional activity Type has been added: *Learner-directed, learner paced*
- 3) Under description of the target audience, *Emergency Nurse* has been added
- 4) References to Gap in Knowledge has been changed to *Gap in Competence*
- 5) References to Gap in Skills has been changed to *Gap in Performance*
- 6) Emphasis of the Evaluation of Activity is NOT the Evaluation Tool
- 7) On the Required Attachments, the second Attachment referencing qualifications has been removed. It is up to the Nurse Planner to identify that the planners, presenters, faculty, authors, and/or content reviewers to determine their expertise. Conflict of Interest Forms must still be completed for all involved in the activity, but expertise of the individual (planning committee and/or faculty/speaker) is no longer required.
- 8) Joint Provider Agreement is no longer required; however, presence of a joint provider must be disclosed to learners.
- 9) Optional: At the completion of your program, you may compile a [roster](#) and program evaluation summary for your records. Those documents do not need to be submitted to ENA post activity.

GENERAL INFORMATION

The American Nurses Credentialing Center's Commission on Accreditation (ANCC COA) is the entity responsible for establishing standards for continuing nursing education (CNE) for the nursing profession. It is a voluntary recognition process in which an organization submits an in-depth Self-Study to determine the capacity of the organization to approve quality continuing nursing education activities over an extended period of time. The Emergency Nurse Association is accredited as an approver and provider of continuing nursing education by the American Nurses Credentialing Center's COA.

The ENA Approver Unit is responsible for approving continuing nursing education programs focusing on emergency room care across the world. The units consist of volunteer Nurse Peer Reviewers (NPR) and two staff members, the Lead Nurse Planner/Nurse Peer Review Leader and the Accreditation Specialist. The Accreditation Specialist conducts an initial, internal review of the application submitted by a nurse planner. Any missing documentation or need for clarification in the application is sent back to the nurse planner. Once that additional information is received the "complete" file is sent for review by an NPR member who has expertise in education, nursing, allied health and adult learning. A final review is conducted for approval or denial by the Nurse Peer Review Leader.

WHAT CONTENT IS ELIGIBLE FOR ANCC CONTINUING NURSING EDUCATION (CNE) CREDIT?

The ANCC definition of CNE states: "Those learning activities intended to build upon the educational and experiential bases of the professional RN for the enhancement of practice, education, administration, research, or theory development, to improve the health of the public and RNs' pursuit of their professional career goals" (2015 ANCC Primary Accreditation Application Manual for Providers and/or Approvers).

Interprofessional continuing education (IPCE) is defined as “when members of two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes” (www.joint accreditation.org).

Nurse planners must develop educational activities that address a gap in competence, performance, and/or patient outcomes for the professional registered nurse. Content chosen for educational activities must be evidence-based or based on the best-available evidence, and the educational activity must be planned independently from the influence of commercial interest organizations.

WHAT IS YOUR TARGET AUDIENCE?

The nurse planner can determine the target audience by identifying the RN learners or health care team members the educational activity is *intended* to impact.

WHAT ARE LEARNING OUTCOME(S)?

A desired learning outcome (LO) is developed for participants in the target audience. It is written as a statement to reflect what the learner will be able to do as a result of attending the planned educational activity. Learning needs that lead to the development of learning outcomes can be established through surveys or feedback from previously provided educational programs. The LO must be observable and measurable, and addresses the educational needs (competence, performance, and/or patient outcomes) that contribute to the practice gap. Achieving the LO results in a narrowing or closing of the gap. An LO may be assessed as short or long term.

[Professional Practice Gap and Learning Outcome Examples](#) can be found here.

If the learning outcome requires a change in performance, the nurse planner should provide some way to assess the change. A survey at the time of the educational activity, asking the intended change in performance is one method, with a survey three to six months thereafter. If the learning outcome intends to improve patient outcome(s) in a specific way, data collected on that outcome is a method that can be used.

WHAT IS A PROFESSIONAL PRACTICE GAP?

A professional practice gap occurs when a change has been made to a standard of care, a significant problem exists in an organization, there is a relevant trend that needs to be addressed, or there is a prominent change in regulatory guidance or accreditation standards.

A root cause analysis is a common way to analyze a professional practice gap to identify key contributing factors to the less than desirable outcomes that has been occurring.

CONTENT FOR EDUCATIONAL ACTIVITY

The content, chosen by the nurse planner, must be based on the most current evidence. That may include evidenced-based practice, literature/peer reviewed journals, clinical guidelines, best practices, and content experts' opinion.

Continuing education may be awarded for content provided through orientation, skills training, BLS, ACLS, PALS, or similar if the content addresses a gap in competence, performance and/or patient outcomes for the target audience.

Content developed by a commercial interest organization may NOT be used in educational activities awarding ANCC contact hours.

ACTIVELY ENGAGING THE LEARNER

Active learner engagement must be part of the design process of the educational activity. Strategies to engage learners include: integrating opportunities for dialogue; question and answer sessions; time for self-check or reflection; analyzing case studies; or problem-based learning.

TYPES OF APPLICANTS

Individual Activity Applications—refers to an educational activity that is a planned, organized effort aimed at accomplishing educational objectives. An individual activity may be offered once or multiple times for a one or two-year approval period.

TYPES OF ACTIVITIES

- Provider-directed, provider-paced: Live (in person or webinar)
 - o An educational activity in which the provider controls all aspects of the learning activity. The provider determines the learning outcomes based on a needs assessment and chooses the content of the learning activity, the method by which it is presented, and evaluation method.
- Provider-directed, learner-paced: Enduring material
 - o An educational activity in which the provider controls the content of the learning activity, including the learning outcomes based on a needs assessment, the content of the learning activity, the method by which it is presented, and the evaluation methods. Learners determine the pace at which they engage in the activity. (examples include print article, self-learning module/independent study).
 - o How do I calculate the number of contact hours for a learner paced activity?
 - A pilot study is the recommended way to determine the appropriate number of contact hours to be awarded.
 - The pilot study must be conducted with 3-4 people who represent the target audience
 - Contact hours must be determined in a logical and defensible manner, consistent with the objectives, content, teaching-learning strategies, target audience and evaluation process.
 - Once the number of contact hours is determined, then the pilot tester(s) may be awarded credit
- Blended Activity, Live and Enduring:
 - o A portion of the enduring activity is conducted, and often required to be completed, prior to the live activity.
- Learner-directed, learner-paced:
 - o With guidance from a Nurse Planner, the content is identified by an individual learner's need, formulating learning outcomes, resources for learning, appropriate learning strategies, and evaluating learning outcomes.

HOW MUCH DOES THE APPROVAL PROCESS COST?

The fees related to the approval process vary based on applicant category (ENA vs. Non ENA) and the amount of total contact hours submitted. Click here to view [ENA fee schedule](#).

WHAT IS THE CRITERIA FOR AWARDING CONTACT HOURS?

Criteria should be based on the desired learning outcome(s). Criteria may include such things as participation in the activity, attendance for a specific period of time, successful completion of a post-test, or successful completion of a return demonstration.

For contact hours to be awarded, approval must be granted prior to the presentation of an educational activity. Credit is NOT given for introduction, breaks or meals, but may be given for reflection time and completion of an evaluation form. Contact hours must be rounded down, never up.

Designation of contact hours is optional, but some attendees may use them to help classify CE for recertification purposes. The four categories, which can overlap, are: Clinical, Pediatric, Trauma, and Pharmacology.

Certificates may be given to other professionals, such as physicians and social workers. It is up to the attendee to present the certificate to their certifying agency that can determine acceptability of the certificate as proof of professional education.

JOINT PROVIDING

Joint providing or joint providership is defined as two or more organizations working together to plan an educational activity. The **provider** of the activity is the organization that awards ANCC contact hours. The **joint provider(s)** is the other organizations working with the provider. A commercial interest organization may NOT be a provider or joint provider of an educational activity. Learners must be informed if the educational activity was joint provided (required disclosure).

The provider of the educational activity retains overall accountability for:

- Determining educational objectives and content
- Selecting planners, presenters, speakers, faculty, authors, and/or content reviewers
- Awarding contact hours
- Recordkeeping procedures
- Evaluation methods
- Management of commercial support or sponsorship
- Details related to the collaboration are documented in a joint provider agreement.

WHAT IS COMMERCIAL SUPPORT?

Commercial support is defined by ANCC as a financial or in-kind contribution given by an organization that is a commercial interest organization. An organization that provides commercial support may not participate in planning the educational activity.

Receipt of commercial support contributions may be documented on a [Commercial Support Agreement](#). Learners must be informed of any commercial support received for an educational activity **prior to** the start of the educational activity.

WHAT IS A COMMERCIAL INTEREST?

Commercial Interest Organization is defined by ANCC as an organization as having a commercial interest (known as a Commercial Interest Organization) if it:

- Produces, markets, sells or distributes health care goods or services consumed by or used on patients;
- Is owned or operated, in whole or in part, by an organization that produces, markets, sells or distributes health care goods or services consumed by or used on patients; or
- Advocates for use of the products or services of commercial interest organizations.

Commercial Interest Organizations are **ineligible** for accreditation and may not be a provider or co-provider of an educational activity.

An organization is NOT a Commercial Interest Organization if it is:

- A government entity
- A non-profit (503(c)) organization
- A provider of clinical services directly to patients, including but not limited to hospitals, health care agencies and independent health care practitioners

- An entity the sole purpose of which is to improve or support the delivery of health care to patients, including but not limited to providers or developers of electronic health information systems, database systems, and quality improvement systems
- A non-healthcare related entity whose primary mission is not producing, marketing or selling or distributing health care goods or services consumed by or used on patients
- Liability insurance providers
- Health insurance providers
- Group medical practices
- Acute care hospitals (for profit and not for profit)
- Rehabilitation centers (for profit and not for profit)
- Nursing homes (for profit and not for profit)
- Blood banks
- Diagnostic laboratories

WHAT IS A CONFLICT OF INTEREST (COI)?

Conflict of Interest is defined by ANCC as an affiliation or relationship of a financial nature with a commercial interest organization that might bias a person's ability to objectively participate in the planning, implementation, or review of a learning activity. The potential for conflicts of interest exists when an individual is able to control or influence the content of an educational activity **and** is in a financial relationship with a commercial interest organization, the products or services of which are relevant to the content of the educational activity. ALL planners, speakers and presenters must complete and sign a [Conflict of Interest Form](#).

The Nurse Planner for the educational activity is responsible for evaluating if any individual in a position to control the content of the activity has a relevant relationship with a commercial interest organization, and if so, resolve the conflict of interest. Resolution, which must be documented, may include:

- Removing the individual with COI from participating in all parts of the educational activity.
- Revising the role of the individual with COI so that their relationship is no longer relevant to the educational activity.
- Not awarding contact hours for a portion or all of the educational activity.
- Undertaking review of the educational activity by a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicators of integrity, and absences of bias, AND monitoring the activity to evaluate for commercial bias in the presentation.
- Undertaking review of the educational activity by a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicators of integrity, and absences of bias, AND reviewing participant feedback to evaluate for commercial bias in the activity.

ANCC ACCREDITATION STATEMENT

If marketing materials are provided the following statement must be included, only after CNE approval:

This continuing nursing education activity was approved by the Emergency Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

The accreditation statement must be clearly displayed to all learners.

RECORDKEEPING

How long should I keep the records related to the CNE application?

- All records must be kept on file for **six years** for individual applications.
- The activity Nurse Planner is responsible for the record keeping

RESOURCES

<http://www.accme.org/ask-accme/criterion-2-what-meant-professional-practice-gap>

<http://www.nursecredentialing.org/AccredDefinitionsFAQ#commercial-interest-org>

<http://www.nursecredentialing.org/AccredContentFAQ#pdc>

<http://nursecredentialing.org/AccredContactHoursFAQ#iaa>

<http://www.nursecredentialing.org/AccredContentFAQ#cne-eligible>

<http://www.nursecredentialing.org/Accreditation/ResourcesServices/Evaluating-the-Impact-CNE-Outcomes.pdf>

<https://www.uclahealth.org/nursing/workfiles/Education%20Courses/ContinuingEducation/ce-LearningOutcome-v-LearningObjective-052016.pdf>

Created: October 2017