

**Georgia Nurses Association
Continuing Education Review Committee
3032 Briarcliff Road NE – Atlanta, GA 30329-2655
404/325-5536 or 800/324-0462 • 404/325-0407 FAX
www.georgianurses.org • CE@georgianurses.org**

CRITERIA FOR EDUCATIONAL ACTIVITIES

A continuing education activity may be described as courses, seminars, workshops, lecture series, distance learning activities such as teleconferences and audio conferences, packaged programs such as (web based, paper/pen, etc.), or the new learner directed independent study activities. Knowledge and use of adult learning principles should be reflected in all aspects of the educational design, i.e. objectives, content, teaching methods, etc.

An explanation of acceptable evidence required to document adherence to the criteria is typed in *italics* after each criterion/key element statement. The criteria are outlined and numbered to correspond with the application.

APPROVAL PERIOD: A Continuing Education (CE) activity can be offered as many times as desired during the two year period of approval unless substantial changes are made.

FEES: The fees for review of an Educational Activity application is based on the amount of contact hours requested:

Contact Hours	Fee
0.5 - 9.9	\$100.00
10 - 19.9	\$150.00
20 - 29.9	\$200.00
30 - 39.9	\$250.00
40 +	\$300.00

SUBMISSION: In order to provide adequate time for review, it is required that applications must be received at GNA headquarters at least **THIRTY (30) DAYS** prior to the activity date. **ALL PAGES MUST BE NUMBERED.** Upon receipt, the application will be assigned an ID number and screened for completeness. If complete, the application will be forwarded to the Georgia Nurses Association Continuing Education Review Committee (GNA CERC). If incomplete, the applicant will be notified regarding additional information/materials needed. **No retroactive approval will be granted.** All forms can be obtained at http://www.georgianurses.org/ce_approval.htm. Please send **3 complete, typed, collated copies of the entire application, all attachments and payment** to the address above. **If the application is 5 contact hours or less you may email the application and all attachments to: CE@georgianurses.org.**

DEFINITIONS: It is important to utilize the ANCC Commission on Accreditation's definitions of **continuing education, in-service education and orientation** when determining which activities are appropriate for contact hours. **Continuing nursing education** is defined as systematic professional learning experiences designed to augment the knowledge, skills and attitudes of nurses and therefore enrich the nurses' contributions to quality health care and their pursuit of professional career goals. **In-service education** is defined as learning experiences provided in the work setting for the purpose of assisting staff members in performing their assigned functions in that particular agency or institution. **Orientation** is defined as the process of introducing nursing staff to the philosophy, goals, policies, procedures, role expectations and other factors needed to function in a specific work setting. Orientation takes place both for new employees and when changes in nurses' roles, responsibilities and practice settings occur. (ANA, 2000). **Approved providers are authorized to confer contact hours for educational activities that fit the definition of continuing nursing education. Contact hours CANNOT be conferred for in-service or orientation activities.** NOTE: Contact hours for BLS and other **basic** "canned" courses may not be awarded. Any courses currently being presented must cease to award contact hours by June 1, 2011.

Contact hours for renewal of ACLS, PALS and other **advanced** “canned” courses may not be awarded. Any courses currently being presented must cease to award contact hours by June 1, 2011. Awarding contact hours for initial ACLS, PALS and other **advanced** “canned” courses is still permitted.

In addition an **Educational Activity** is defined a planned, organized effort aimed at accomplishing educational objectives. An educational activity may consist of a conference, lecture, course, workshop, teleconference, live activity, printed materials, CD, or a web-based program. The distinguishing feature is that each educational activity must have a single, unifying learning goal or purpose. A **Contact Hour** is defined as a unit of measurement that describes 60 minutes (1.0 hours) of an organized learning activity that is either didactic or clinical experience.

Changes In Activities

Changes occurring in an approved activity should be described and forwarded to GNA headquarters by the Nurse Planner. Names and credentials of new presenters should also be documented. If significant changes occur in the provider’s organization, objectives, content or number of contact hours, the activity must be resubmitted with the fee for review included.

Activities Not Approved

Activities that do not fulfill the criteria for GNA CERC approval may be classified as “Approved Pending” or “Not Approved”. If “Approved Pending”, the applicant will be sent a letter indicating additions or changes needed for approval. The additions or changes must then be reviewed to determine if the activity can be approved. Retroactive approval cannot be granted. The applicant will receive notification via email if the application meets approval or not.

Appeals Process

The Appeals Process provides a mechanism for applicants to request reconsideration of an activity application that has been denied approval. The Appeals Committee will **ONLY** review the original application. The following is an overview of the appeals process:

1. The applicant sends a letter to the Chair of the Continuing Education Review Committee at GNA headquarters within THIRTY (30) DAYS of notification of denial of approval to request an appeal.
2. The applicant will receive a written notification of the date, time, and location of the hearing by the Appeals Committee within THIRTY (30) DAYS of the receipt of the appeal. Applicants are encouraged to make a personal presentation at the hearing.
3. Applicants wishing to be represented by legal counsel must notify the Appeals Committee at the time the appeal is requested.
4. After all materials have been reviewed and speakers heard, the Appeals Committee will go into executive session. The decision will be made by a majority vote, and the applicant will be notified in writing. The decision of the Appeals Committee is final.

Reciprocity With Other States

All state licensing boards will accept contact hours from ANCC/GNA approved providers and approved activities, except for the following circumstance:

Provider enters California or Iowa to offer an activity, those state boards will not accept the provider’s contact hours unless the provider has received approval from the respective board. As for learner-directed activities, California considers them to be “out-of-state”; however, Iowa considers them to be “in-state”.

Nurses should also check with their specialty certification board if contact hours are being used for specialty certification.

Completing the Educational Activity Application

NOTE: Use form labeled "EDUCATIONAL ACTIVITY APPLICATION" Be sure to completely fill in all information requested at the top of the form. The material must be typed in the format provided.

Section I: DEMOGRAPHIC DATA:

This section includes title of the event, name of the Planning Committee, date to be presented, contact hours to be awarded and type of activity.

NOTE: The date of the activity must be in the future since all educational activities must be planned, documented on the required forms and approved by GNA before an activity is held. **Retroactive approval of an activity is not permitted.**

Document the title, name of the Planning Committee/Unit, date of the event(s), number of contact hours planned and type of activity.

Section II: Human Resources

A person (not required to be a nurse) is identified as the contact person for this activity. If the contact person is also part of the planning committee, include his/her name on the planning committee list.

List name, credentials and information of the contact person for the CE activity.

Section III: Activity Planning

Key Element 1: Assessment of Learner Needs

Continuing education activities are developed in response to, and with consideration for, the unique educational needs of the target audience.

Required Evidence:

A description (with supporting evidence) of the process of activity planning, including: *Needs assessment, Determination of target audience, Development of objectives, content, and teaching-learning strategies in response to the needs assessment*

Completing the application:

A. The type of needs assessment used to determine the learners' needs are identified.

Describe and/or check the best description of how the need for this CE activity was assessed.

The findings of the needs assessment indicate a need for this activity.

Briefly describe the findings from this assessment including the identified gaps in knowledge, skills, practice which the activity is designed to address.

B. Target Audience

The target audience for the CE activity is identified.

Identify the target audience for the activity.

C. Explanation of Development of objectives, content, and teaching-learning strategies as related to needs assessment.

Explain how the objectives, content, and teaching-learning strategies are developed in response to the needs assessment above (i.e. the nurse planner review from needs assessment, faculty involvement, planning committee involvement, etc.)

Key Element 2: Qualified Nurse Planners and Faculty

Qualified Planners and Faculty. Each educational activity is planned collaboratively by at least one designated Nurse Planner and one other planner. Each planning committee must have representation from all of the following areas: the relevant content expertise; the target audience; and the responsibility for adherence to ANCC accreditation criteria. Multiple areas may be represented by each person. Nurse Planners oversee this process and **MUST** be actively involved in all planning and analysis of evaluation data. The planning committee assures qualifications of ALL faculty. The planning committee must include people with certain types of expertise. At the minimum, it must consist of two people. One is a registered nurse who has a baccalaureate or graduate degree in

nursing and one other person. These individuals must have relevant content expertise, represent the target audience and be involved in the planning process.

Completing Planning Form:

A. Nurse Planner/Planning Committee.

Identify the Nurse Planner(s) and all other persons who participate in the planning process. There must be documentation of the content expertise of the collaborating planner(s) who represent this area (required), and of the presenters of the activity (as appropriate).

B. Faculty/Presenters/Authors.

Submit a description of the manner in which the needed qualifications of the faculty are identified.

Submit a description of how the planning committee ensures that the selected faculty meet the needed qualifications.

Planning may occur in face-to-face meetings, by e-mail, conference call, fax or correspondence. Multidisciplinary activities may have planning committees with representatives of each discipline considered important to the planning.

Conflict of Interest/conflict resolution disclosure statements must be completed by all planners to identify and resolve any potentially biasing relationships on the part of those who have an impact on the content of an educational activity.

Key Element 3: Effective Design Principles

Each educational activity is developed with:

1. Identified learning goal (purpose) and explicit measurable educational objectives for the learner that are appropriate for the target audience
2. Identified gaps in knowledge, skills, practice identified (based on the needs assessment) which the activity is designed to address
3. Content congruent with activity's learning goal (purpose) and objectives
4. Teaching and learning strategies congruent with the activity's objectives and content
5. Criteria for judging successful completion of an activity that are consistent with learning goal (purpose), objectives, teaching and learning strategies
6. Method for verifying participation in an activity

Required Evidence:

A description of the activity's Learning goal (purpose), learning objectives, and related content, identified gaps based on the needs assessment, Teaching-learning strategies used (include resources, materials, delivery methods, and learner feedback mechanism, Rationale and criteria selected for judging successful completion, Method for verifying participation

Completing the application:

A. Purpose: The purpose for the activity must be clearly stated and supported by the needs assessment, objectives and content.

NOTE: The purpose is a broad statement about the activity. It is not the objectives. An example might be "To increase understanding about end-of-life care." The statement "to help nurses get their contact hours" is not acceptable.

Document the CE activity's purpose.

B. Identified gaps in knowledge, skills, practice.

This is based on the needs assessment-why there is a need for the activity.

C. Objectives: Objectives for the CE activity are stated in behavioral terms that define the expected outcomes for the learner (See **Appendix A** for Suggested Guidelines for Writing Learning Objectives.).

NOTE: The objectives are derived from the overall purpose of the activity. Educational objectives are written statements that describe the learner-oriented outcomes which may be expected as a result of participation in the educational activity. In the case of most CE activities, these statements describe knowledge, skills, and attitude

changes that should occur upon successful completion of the activity. Determination of objectives is a collaborative activity between planners and presenters.

Learner-oriented outcomes are expressed in measurable terms, identify observable actions, and specify one action or outcome per objective. The number of objectives for the program should be sufficient to accomplish the intended purpose of the activity. It is recommended that objectives be limited to one or two per hour. Number each objective consecutively.

State objectives in behavioral terms using the required format. Objectives must use behavioral verbs, be stated from the standpoint of the learner, and complete the statement: "At the end of this activity, the learner will be able to ..."

D. Content

1. The content is related to and consistent with the objectives. EACH objective has a corresponding content outline. Content is the information that the learner must learn in order to meet the objective. THE CONTENT MUST BE MORE THAN A RESTATEMENT OF THE OBJECTIVE. The objectives and content should be numbered with corresponding numbers.
2. Time allotted for the activity is consistent with the objectives and appropriate for the content being presented.

NOTE: The educational activities, the level and amount of content to be provided, and the estimated number of participants dictate the amount of time which will be required. Each topic area should have a designated time frame.

Use the required format and CE activity form, (either the "Educational Planning Form—5 Column" or the "Educational Planning Form—3 Column") to provide an outline of the content to be presented for each objective. Indicate which objective is related to each content area.

E. Time Frame

1. Time allotted for the activity is consistent with the objectives and appropriate for the content being presented.

NOTE: The educational activities, the level and amount of content to be provided, and the estimated number of participants dictate the amount of time which will be required. Each topic area should have a designated time frame.

Include the time frame for each objective.

F. Presenter/Authors

1. Faculty/presenters/authors present content in an area in which they have knowledge and expertise.

NOTE: Presenters/authors must have documented qualifications that demonstrate their education and/or experience in the content area they are presenting. Expertise in subject matter can be evaluated based on education, professional achievements and credentials, work experience, honors, awards, professional publications, etc. The qualifications must address: "How does this person know about the topic, how has expertise been gained?" All presenters/authors do not have to be nurses, but nurses should address nursing care and nursing implications.

List the faculty names, degrees and credentials under Key Element 2 A & B and use the required format of the CE form (either the "Educational Planning Form—5 Column" or the "Educational Planning Form—3 Column" to list the faculty person(s) for each topic or content area. Include completed bio forms for each faculty/presenter/author. Do not send complete professional biographies (CV's).

2. Conflict of Interest/conflict resolution disclosure statements must be completed by all faculty/presenters/authors to identify and resolve any potentially biasing relationships on the part of those who have an impact on the content of an educational activity. In addition, the faculty/author must declare if they will be discussing any off-label use of products during their presentation.
Include the conflict of interest and off label use statements for each faculty/presenter/author.

G. Teaching-Learning Strategies: Materials, resources, delivery methods

1. Teaching-learning strategies are congruent with the objectives, content presented, and time allotted.

NOTE: Instructional methods that support attainment of the educational objectives must be used. The action indicated as the expected outcome determines the teaching strategies to be used. For example, a learning objective that requires the learner to successfully demonstrate a psychomotor skill should include teaching strategies that use demonstration and return demonstration. An objective that requires a learner to describe a phenomenon would include teaching strategies such as lecture and discussion. In addition to teaching strategies that support the learning objectives, attention must be given to the fact that principles of adult learning should be evident in the selected strategies. Teaching methods include but are not limited to lecture, panel discussion, role play, questions and answers, demonstrations, practice, specific audiovisuals, etc. Materials and resources could include handouts, references, etc.

NOTE: ANCC COA's newly defined learner directed activities are ones in which the learner sits down with a nurse planner and develops a plan of study with objectives, content, teaching methods and criteria for successful completion, etc. The nurse planner develops a contract with the nurse, specifies number of contact hours to be awarded upon successful completion, and completes all CNE required documentation, etc.

Use the required format (either the "Educational Planning Form—5 Column" or the "Educational Planning Form—3 Column") to list the teaching methods used by each presenter for each content area/objective.

NOTE: Include information related to the criteria on (C) objectives, (D) content, (E) time frame, (F) faculty (only on 5 Column form), and (G) teaching methods/strategies/materials/resources using the format shown in the application (either the "Educational Planning Form—5 Column" or the "Educational Planning Form—3 Column").

H. Learner Feedback

1. Learner feedback mechanism to tie the teaching-learning strategies used with resources, materials, and delivery methods.

Check the best description of how learners will provide feedback from learning.

I. Criteria For Successful Completion

1. Successful Completion should be consistent with learning purpose (goals), objectives, and teaching/learning strategies.

Check the best description of how successful completion will be determined.

J. Rationale for Successful Completion

1. Successful Completion should be consistent with learning purpose (goals), objectives, and teaching/learning strategies.

Check the best description of how successful completion will be determined.

K. Verifying Participation

1. Attendance/participation will be verified at the educational event.

Check the method that will be used to verify attendance.

NOTE: Criteria for verifying participation and successful completion must be determined as part of the overall planning of the activity. Educational activities may differ in expectation and requirements for verification of participation and successful completion of the activity. The learner is informed of these criteria prior to participation in the activity.

Verification of participation may be achieved by a variety of methods. For example, roll call, sign in sheets, self-reported attendance, or return of evaluation tools.

Successful completion may be achieved by a variety of methods. For example, submission of a written post-test and a self reported level of achievement of objectives, return demonstration, evaluation discussion with presenters, attendance at 80% of the activity, etc.

Key Element 4: Awarding Contact Hours

Contact hours associated with official accreditation statement are awarded for those portions of the educational activity devoted to didactic or clinical experience or to the evaluation of the activity. One contact hour = 60 minutes. There is a minimum of 0.5 contact hours (30 minutes) for any educational activity. Contact hours are calculated to the nearest hundredth (e.g. 1.76). Contact hours cannot be rounded up thus giving credit for education not attended. Contact hours may not be awarded retrospectively.

Required Evidence:

Identify and provide supporting documentation of the number and calculation of contact hours awarded for an educational activity.

Completing the Planning Form:

If the activity is “live,” calculate contact hours according to the schedule.: Contact hours are awarded to participants for those portions of the educational activity devoted to didactic or clinical experience or to evaluating the activity.

The time spent on welcome, introductions of people vs introduction to the topic, pre/post tests, breaks, and evaluation need to be clearly and separately stated. Welcomes, introductions to people and space, breaks and exhibits are not included in the calculation of contact hours. The topic, pre/post-tests, demonstration/return demonstration, and evaluation are included in the calculation of contact hours. Evaluation is considered part of the learning activity and needs to be included in the calculation of contact hours.

NOTE: The time listed on the objective/content page (the “Educational Planning Form—5 Column”) and the schedule must match.

A sample schedule might look like this:

8:00	Welcome & Introduction	10 min. (not applicable, N/A)
8:10	Pre-test	20 min.
8:30	Talk #1	30 min.
9:00	Discussion	20 min.
9:20	Talk # 2	50 min.
10:10	Break	15 min. N/A
10:25	Supervised Practice	50 min.
11:15	Lunch & Exhibits	60 min. N/A
12:15	Panel Discussion	100 min.
1:55	Break	15 min. N/A
2:10	Talk #3	50 min.
3:00	Ques. & Ans.	15 min.
3:15	Evaluation	15 min.
3:30	Concluded	
		350 min
	350 min. divided by 60 =	
	5.83 contact hours	

For packaged programs such as web based, pen/paper, etc. that any learner can do on his/her own time, describe how contact hours to be awarded have been determined:

The rationale used to determine the number of contact hours to be awarded needs to be described. For example: Was a pilot study done? Was peer review done? Was the determination made based on historical data? (For example, has an independent study of the same length and complexity been included in each monthly newsletter and it consistently takes learners “x” amount of time to complete it?) Is complexity of the content and data determined? If yes, how?

NOTE: If a pilot study is done, the pilot members may now receive contact hours for the activity once it has completed the planning process. The contact hours for the pilot group will be the same as any other participant.

If the activity is independent study (learner directed activity; individually negotiated learning plan between the nurse planner and one specific learner), describe how contact hours to be awarded have been determined.

Clearly describe the rationale used to determine the contact hours to be awarded. Submit a schedule if a live presentation.

NOTE: Some state boards of nursing and certifying bodies have specific requirements for pharmacotherapeutic hours. The Georgia Nurses Association does not require the applicant to specifically indicate a percentage or number of pharmacotherapeutic hours (when applicable); however, the applicant may choose to make this distinction on the application and certificate.

Key Element 5: Activity Evaluation

A clearly defined method, which includes learner input is used to evaluate the effectiveness (objectives) of each educational activity.

Required Evidence:

There is a written description of the method used to evaluate the activity, there is a category of evaluation identified (i.e. learner satisfaction, knowledge enhancement, skill and attitude change, change in practice/performance, relationship of the practice change to quality of service)--Strongly recommended that at least a portion of the activity be evaluated at one of the higher levels of evaluation, and there is included supporting documentation for the descriptions above.

Completing the application:

There is a clearly defined method for evaluating the activity.

Submit Evaluation Tool

The evaluation tool will include at a minimum:

- Achievement of the objectives (EACH objective must be written on the form OR the learner must be able to reference each objective on another document);
- Teaching effectiveness of EACH individual presenter.

Attach a copy of the evaluation tool(s) to be used.

A. Method of Evaluation

1. There is a method to the selection of the evaluation tool determined for educational activity.
Check or describe the method of evaluation to be used for this activity.

B. Category of Evaluation

1. The category of evaluation is identified that will meet program needs.
Check or describe what type of category evaluation is being used.

C. Description of Evaluation Data Use

1. There is a description of how evaluation data will be used to improve the activity. Revisions are made to ongoing CE activities based on evaluation data and learner input.
Check or describe how the evaluation data will be used to improve the activity.

Key Element 6: Accreditation Statement:

ALL communications, marketing materials, certificates, and other documents must contain the official statement:

“This continuing nursing education activity was approved by the Georgia Nurses Association, an accredited approver by the American Nurses Credentialing Center’s COA.”

Do not print anything on the same line as this statement. This statement must stand alone.

Required Evidence:

Copies of promotional material developed for the educational activity.

Completing the application:

Advertising material includes any method of announcing an educational event. This may include a brochure, flyer, bulletin board announcement, newsletter, memo, e-mail or web site. This material must be included with the planning form. If advertising is provided on a web site, include information on where and how to find it. Also, include a hard copy of the web site advertising. The advertising material may be the completed copy or a mock-up of

the final material. If a mock-up of the advertising material was sent with the application, the final copy of the advertising material must be forwarded as soon as it is printed.

The advertising material **MUST** include the following statement **once the activity has been approved by GNA:**
“This continuing nursing education activity was approved by the Georgia Nurses Association, an accredited approver by the American Nurses Credentialing Center’s COA.”

NOTE: ANCC COA does not allow any other terminology to be used after this statement.

If the provider must release the advertising material prior to receiving approval and has submitted an application to GNA, the provider **MUST** state the following:

“An application has been submitted to the Georgia Nurses Association for approval of _____ contact hours. Please call (Name of Person) at (the Providing Organization) for more information.”

Planning Committee must include a copy of the advertising material.

Key Element 7: Documentation of Completion

Participants receive written verification of their successful completion of an activity, which includes at a minimum:

1. Name of the participant learner
2. Name and address of the provider unit
3. Location of activity
4. Title and date of the educational activity
5. The official accreditation statement
6. The number of contact hours awarded
7. Official approval statement.

Required Evidence:

A certificate awarded to the participant upon completion of the educational activity with the official approval statement:

“This continuing nursing education activity was approved by the Georgia Nurses Association, an accredited approver by the American Nurses Credentialing Center’s COA.”

Completing the application:

Participants receive written verification of their successful completion of an activity, which includes at

NOTE: ANCC COA requires no other verbiage on the same line as the statement.

Include a completed sample of the certificate/ verification form to be awarded to the learners as above.

Key Element 8: Sponsorship and Commercialism

Education must be kept separate from promotional activities. 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 brochures and/or printed material for commercial support guidelines. All providers must adhere to Standards of Commercial Support Guidelines— Read Appendix C for a complete statement of the commercial support guidelines and a sample commercial support agreement.

Required Evidence:

A description of any sponsorship or commercial support related to the educational activity, a description of how content integrity is maintained for educational activities that receive sponsorship or commercial support, a description of what/how precautions are taken to prevent bias in the educational content, and a written agreement used for sponsorship or commercial support.

Completing the application:

A – E. Sponsorship and Commercialism.

Disclosure of information about provider and faculty relationships may be disclosed verbally to participants at a CE activity. When such information is disclosed verbally at a CNE activity, providers must be able to supply written verification that appropriate verbal disclosure occurred at the activity. With respect to this written verification:

1. A representative of the provider who was in attendance at the time of the verbal disclosure must attest, in writing:
 - a. That verbal disclosure did occur; and
 - b. Itemize the content of the disclosed information or that there was nothing to disclose.
2. The document that verifies that adequate verbal disclosure did occur must be completed within one month of the activity and placed in the file. (See Appendix C for a sample form.)

Describe any commercial support related to the educational activity.

Describe how content integrity is maintained for the educational activity if received or expects to receive commercial support.

Describe how /what precautions are taken to prevent bias in the educational content.

Describe how/who will be responsible for verification of verbal disclosure of commercial support and conflict of interest if provided verbally at the event.

Attach signed commercial support agreement if commercial support available.

Key Element 9: Conflict of Interest Guidelines

Conflict of Interest Guidelines. Conflict of interest are obtained from all activity planners and presenters to identify the presence or absence of any potentially biasing relationship of a financial, professional, or personal nature on the part of those who have an impact on the content of an educational activity. Planners and presenters must disclose the presence or absence of conflict of interest relative to each activity. All potential conflicts shall be resolved prior to the planning, implementation, or evaluation of the continuing nursing education activity.

Required Evidence:

There is documentation of the conflict of interest disclosures (or disclosures of absence of conflict of interest) relative to the specific activity, there is a description of procedures followed to resolve any real or potential conflicts of interest and if available, a sample of a disclosure that triggered the resolution procedure and documentation reflecting the actions of the provider unit to resolve the issues.

Completing the application:

- A. Biographical data forms are completed for all faculty, presenters, or authors and are included with documentation of conflict of interest disclosure (or lack thereof).
Submit biographical data form.
- B. If there is any conflict of interest it is identified and procedure description to follow to resolve.
Check yes or no and if yes, further explanation of how issue was resolved.
- C. Any additional concerns with conflicts of issues are identified.
List any additional concerns with resolutions.

Key Element 10: Disclosures Provided to Activity Participants

Participants shall receive the following information regarding every activity in advance of, or at the time of, the event. If the disclosure is provided verbally, there will be documentation provided by someone in the audience of the activity that the disclosure was appropriately made (a representative of the provider who attended the activity may document the information):

1. Notice of Requirements for Successful Completion-
2. Conflicts of Interest and Disclosure of Relevant Financial Relationships and Mechanism to Identify and Resolve Conflicts of Interest.
3. Sponsorship or Commercial Support-
4. Non-endorsement of Products-
5. Off-label Use-
6. Expiration Date for Awarding Contact Hours-

Required Evidence:

Copies of documents (brochures, letters, program schedules, presentation materials) or describe methods used to inform activity participants of the above information

Completing the application:**A. Notice of Requirements for Successful Completion.**

1. Participants are informed in **advance** of the learning goals (purposes) and objectives of the educational activity and the criteria for successful completion of the activity.

Choose or describe the best description for the activity, keeping in mind it must be made in advance of the educational activity. Submit Copies of documents (brochures, letters, program schedules, presentation materials) or describe methods used to inform activity participants of the above information

B. Conflicts of Interest and Disclosures of Relevant Financial Relationships along with Mechanism of Resolution of Conflict.

1. Participants are informed of any influencing relationships, or lack thereof, disclosed by the planners or presenters AND resolution of conflict of interest

Choose or describe the best description for the activity. Remember that if an announcement is made, it must be documented from a member of the audience. Submit Copies of documents (brochures, letters, program schedules, presentation materials) or describe methods used to inform activity participants of the above information

C. Sponsorship or Commercial Support.

1. Participants are made fully aware of any commercial support related to an educational activity.

Choose or describe the best description for the activity. Remember that if an announcement is made, it must be documented from a member of the audience. Submit Copies of documents (brochures, letters, program schedules, presentation materials) or describe methods used to inform activity participants of the above information

D. Non-endorsement of Products

1. Participants are advised that accredited status does not imply endorsement by the provider or ANCC of any commercial products displayed in conjunction with an activity.

Choose or describe the best description for the activity. Submit Copies of documents (brochures, letters, program schedules, presentation materials) or describe methods used to inform activity participants of the above information

E. Off-label Use

1. Participants 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.

Choose or describe the best description for the activity. Submit Copies of documents (brochures, letters, program schedules, presentation materials) or describe methods used to inform activity participants of the above information

F. Expiration Date for Awarding Contact Hours

1. Enduring educational documents must include a statement that explains how long contact hours will be awarded for an activity. This statement appears on all marketing material and on the educational material

Choose or describe the best description for the activity. Submit Copies of documents (brochures, letters, program schedules, presentation materials) or describe methods used to inform activity participants of the above information

Key Element 11: Recordkeeping

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

Required Evidence:

A description of the recordkeeping system, including How activity records are consistently collected and How activity records are stored and secured in a safe, confidential, logical, and consistent manner—Electronic recordkeeping is permissible if the records are easily retrievable upon request

Completing the application:

1. Records must be kept for six years in a secure and confidential manner. Records that must be kept include:
 - a. The planning form including all attachments and all follow-up information:
 - (a) **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 and resolutions of conflict of interest, 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 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)
 - (b) **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, and address, etc.)
 - Sample certificate of completion
 - Number of contact hours associated with official accreditation statement awarded to individual participants
 - Documentation of the verbal provision of required disclosures
2. A provider must establish and maintain a record storage system that assures confidentiality and easy retrieval of records by authorized individuals.
Describe the recordkeeping and storage system including retention of records, confidentiality, and storage.

Key Element 12: Co-providership

When educational activities are co-provided the applicant approved by GNA to provide the activity **MUST** retain the following responsibilities:

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 educational activity
4. Recordkeeping procedures
5. Evaluation methods and categories; and
6. Management of any commercial support or sponsorship

Required Evidence:

A description of how these responsibilities are assigned and maintained for co-provided activities, if any. Submit template of written agreement used.

Completing the Application:**A. Determination if co-provided.**

1. Co-providership refers to two or more groups working together to plan and present a CE activity. The groups must each be actively involved in planning, developing and implementing this educational activity. It is very important to clearly define the roles of each group prior to presenting the CE event to prevent confusion.
Check if not co-provided. If co-provided, proceed to B.

B. Name of Co-provider.

1. Name and address are recorded.
Record name and address of co-provider.

C. Written Agreement

1. If the CE activity is co-provided, a written agreement exists between your organization and the co-provider(s) which states that your organization (the provider) is responsible for:
 1. *Determination of educational objectives and content;*
 2. *Selection of the content specialist planners and activity presenters;*
 3. *Awarding of contact hours, as appropriate, to the individual educational activity;*
 4. *Record keeping procedures; and*
 5. *Evaluation methods and categories.*

NOTE: The planning committee RN from the provider organization must be the person responsible for assuring that ANCC Commission on Accreditation criteria as provided by the Georgia Nurses Association are used to plan and implement the activity. When co-providing an activity, tasks involved in planning, implementing and evaluating the activity may be shared; however, the final responsibility and accountability to insure that the criteria and rules are met remain with the organization which has received approval for the activity. A written co-provider agreement confirms these arrangements.

If the event is co-provided, complete the necessary spaces on the documentation form p. 3 and include a written agreement (see Appendix B for sample co-provider agreement form). If it is not co-provided, check the appropriate space.

APPENDIX A
Georgia Nurses Association Continuing Education Review Committee
Suggested Guidelines for Writing Learning Objectives

Clear and measurable behavioral learning objectives are a frequent stumbling block for program planners. You may find these suggested guidelines helpful in writing learning objectives for your CE activity.

Learning objectives: specify what the learner will do to demonstrate the information learned (indicated by specific verb), address one specific area of learning and should be stated in measurable terms.

An example of a clear and measurable learning objective: At the end of this activity, the learner will be able to: **"List two nonsteroidal anti-inflammatory agents used in the treatment of rheumatoid arthritis"**. A learning objective is measurable when the learner can perform a task (list) identified in the learning objective. Include only **one** measurable/action verb per objective.

An example of an unmeasurable objective: At the end of this activity, the learner will be able to: **"Increase his/her knowledge of anti-inflammatory agents used in the treatment of arthritis."** "Increase knowledge" can not be directly demonstrated, therefore is not a measurable objective. **Likewise "understand" is not a measurable verb – do not use this verb!!!**

It may help to ask: 1. What do you want the learners to accomplish/learn? 2. How will the learners demonstrate that the desired information has been learned? and 3. What verb (see samples listed below) will you use in the objective to indicate what the learner will do to demonstrate information learned?

Use an action verb. The verb should correspond with what opportunities are given for the learners to demonstrate the newly learned information. For example, if your objective contains the verb discuss, then there must be opportunities for the learner to discuss (one of your teaching methods must include "discussion"). Specific verbs correspond with the six levels of learning identified by Bloom. The table below contains a list of the six levels of learning with some of their accompanying verbs—used when writing learning objectives. We hope this list is helpful to you.

Knowledge (to recall facts)	Comprehension (to understand)	Application (to apply concepts/ demo skills)	Analysis (use info/make connections)	Synthesis (formulation)	Evaluation (judgment)
Cite	Associate	Apply	Analyze	Arrange	Appraise
Count	Classify	Complete	Appraise	Collect	Assess
Define	Contrast	Demonstrate	Compare	Compose	Choose
Identify	Describe	Illustrate	Contrast Criticize	Construct	Critique
Label	Discuss	Manipulate	Debate	Create	Determine
List	Distinguish	Operate	Detect	Design	Differentiate
Name	Explain	Perform	Diagram	Detect	Estimate
Outline	Give examples	Practice	Differentiate	Formulate	Evaluate
Read	Interpret	Predict	Distinguish	Generalize	Judge
Recall	Locate	Relate	Examine	Integrate	Measure
Recite	Predict	Report	Infer	Manage	Rate
Recognize	Report	Restate	Inspect	Organize	Recommend
Relate	Restate	Review	Question	Plan	Revise
Repeat	Review	Translate	Separate	Prepare	Select
Select		Use	Summarize	Propose	
State		Utilize		Provide	
Tell					
Write					

Appendix B
AGREEMENT FOR CO-PROVIDERSHIP OF CONTINUING EDUCATION ACTIVITY

This educational activity is being co-provided by _____

and _____

Title of activity: _____

Date(s): _____

Location: _____

for a total of _____ contact hours, provided advance registration is sufficient to cover costs. The deadline for advance registration is:

The following responsibilities are to be clearly assumed by one of the co-providers. Each item must be checked to reflect the appropriate responsibility. **Those items indicated as “Required” must be maintained as a responsibility of the Provider.**

	Provider	Co-Provider
1. Arrangement of physical facilities		
2. Printing		
a. Brochure design		
b. Program format		
3. Advertising		
a. Mailing list		
b. Professional journals		
c. Hand distribution of brochures		
d. Posting in agencies		
e. Web site		
4. Postage		
5. Telephone		
6. Correspondence		
7. Supplies		
a. Name tags		
b. Registration packets and handouts		
8. Educational Design		
a. Determination of objectives and content	Required	
b. Selection of presenters/content specialists	Required	
c. Determination of number of contact hours	Required	
d. Evaluation	Required	

	Provider	Co-Provider
9. Administration of the budget		
10. Record-keeping	Required	
11. Awarding contact hours	Required	
12. Registration procedure a. Welcome letter b. Travel directions c. Other preparation(s)		
13. Special equipment a. Audiovisual b. Sound system c. Room set		
14. Summary of evaluations		
15. Thank you letters to presenters and exhibitors		

Co-Provider Name and official title: _____

Agency: _____

Address: _____

Phone: _____
(Area Code)

APPENDIX C

STANDARDS FOR DISCLOSURE AND COMMERCIAL SUPPORT

These Standards have been adapted from the accreditation Council for Continuing Medical Education (ACCME), which articulates its policies for disclosure and commercial support in:

- (1) The Standards for Commercial Support: Standards to Ensure the Independence in CME Activities, as adopted by ACCME in September 2004; and
- (2) ACCME policies applicable to commercial support and disclosure.

(These materials can be found at www.accme.org under Accreditation Requirements – ACCME Essential Areas & Elements (Element 3.3). ACCME provides additional information about commercial support and disclosure in the form of frequently asked questions under the “Ask ACCME” tab on its web site.)

STANDARD 1: Independence

- 1.1 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.
- 1.2 A CNE provider must ensure that the following decisions were made free from control of a commercial interest.
 - (a) identification of CNE needs
 - (b) determination of educational objectives
 - (c) selection and presentation of content
 - (d) selection of all persons and organizations that will be in a position to control the content of the CNE
 - (e) selection of educational methods, and
 - (f) evaluation of the activity
- 1.3 An entity with a commercial interest cannot take the role of non-accredited partner in a co-provider relationship.

STANDARD 2: Resolution of Personal Conflicts of Interests

- 2.1 **An individual must disclose any financial relationships with an entity with a commercial interest (see Standard 1).**
- 2.2 The provider must be able to show that each individual who is in a position to control the content of an education activity has disclosed all relevant financial relationships with any entity with a commercial interest in the provider. 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. Financial relationships must be disclosed to the learners for 12 months following initiation of the relationship.

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

- 2.3 An individual who refuses to disclose relevant financial relationships will be disqualified from being a planning committee member, a teacher, or an author of CNE and cannot have control of, or responsibility for, the development, management, presentation, or evaluation of the CNE activity.
- 2.4 The provider must have implemented a mechanism to identify and resolve all conflicts of interest prior to the education activity being delivered to learners.
- 2.5 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 s/he 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.

STANDARD 3: Appropriate Use of Commercial Support

- 3.1 The provider must make all decisions regarding the disposition and disbursement of commercial support.

ANCC defines “commercial support” as financial, or in-kind, contributions given by a commercial interest, which is used to pay all or part of the costs of a CNE activity.
- 3.2 A provider cannot be required by an entity with a commercial interest to accept advice or services concerning teachers, authors, or other education matters, including content, from the entity as conditions of contributing funds or services.
- 3.3 All commercial support associated with a CNE activity must be given with the full knowledge and approval of the provider.

Written agreement documenting terms of support

- 3.4 The terms, conditions, and purposes of the commercial support must be documented in a written agreement with the entity that includes the provider and its educational partner(s). The agreement must include the provider, even if the support is given directly to the provider’s educational partner or a co-provider
- 3.5 The written agreement must specify the commercial interest that is the source of commercial support.
- 3.6 Both the entity and the provider must sign the written agreement regarding the support to be provided/accepted.

Expenditures for an individual providing CNE

- 3.7 The provider must have written policies and procedures governing honoraria and reimbursement of out-of-pocket expenses for planners, teachers, and authors.
- 3.8 The provider, the co-provider, or designated educational partner must pay directly any teacher or author honoraria or reimbursement of out-of-pocket expenses in compliance with the provider’s written policies and procedures.
- 3.9 No other payment shall be given to the director of the activity, planning committee members, teachers or authors, co-provider, or any others involved with the supported activity.
- 3.10 If teachers or authors are listed on the agenda as facilitating or conducting a presentation or session, but participate in the remainder of an educational event as a learner, their expenses can be reimbursed and honoraria can be paid for their teacher or author role only.

Expenditures for learners

- 3.11 Social events or meals at CNE activities cannot compete with or take precedence over the educational events.
- 3.12 The provider may not use commercial support to pay for travel, lodging, honoraria, or personal expenses for non-teacher or non-author participants of a CNE activity. The provider may use commercial support to pay for travel, lodging, honoraria, or personal expenses for bona fide employees and volunteers of the provider, co-provider, or educational partner. This element applies only to nurses whose official residence is in the United States.

Accountability

- 3.13 The provider must be able to produce accurate documentation detailing the receipt and expenditure of commercial support.

STANDARD 4. Appropriate Management of Associated Commercial Promotion

Commercial exhibits and advertisements are promotional activities and not continuing nursing education. Therefore, monies paid by commercial interests to providers for these promotional activities are not considered to be “commercial support.” However, approved providers are expected to fulfill the requirements of Standard 4 and to use sound fiscal and business practices with respect to promotional activities.

- 4.1 Arrangements for commercial exhibits or advertisements cannot influence planning or interfere with the presentation, nor can they be a condition of the provision of commercial support for CNE activities.
- 4.2 Product-promotion material or product-specific advertisement of any type is prohibited in or during CNE activities. The juxtaposition of editorial and advertising material on the same products or subjects must be avoided. Live (staffed exhibits, presentations) or enduring (printed or electronic advertisements) promotional activities must be kept separate from CNE.
- **Print**, advertisements and promotional materials shall not be interleaved within the pages of the CNE content. Advertisements and promotional materials may face the first or last pages of printed CNE content as long as these materials are not related to the CNE content they face **and** are not paid for by the entities with commercial interests in the CNE activity.
 - **Computer-based**, advertisements and promotional materials shall not be visible on the screen at the same time as the CNE content and not interleaved between computer “windows” or screens of the CNE content.
 - **Audio and video recording**, advertisements and promotional materials shall not be included within the CNE. There will not be “commercial breaks.”
 - **Live, face-to-face CNE**, advertisements and promotional materials shall not be displayed or distributed in the educational space immediately before, during, or after a CNE activity . Providers shall not allow representatives of an entity with commercial interests to engage in sales or promotional activities while in the space or place of the CNE activity.
- 4.3 Educational materials that are part of a CNE activity, such as slides, abstracts, and handouts, shall not contain any advertising, trade name, or a product-group message.
- 4.4 Print or electronic information distributed about the non-CNE elements of a CNE activity that are not directly related to the transfer of education to the learner, such as schedules and content descriptions, may include product promotion material or product-specific advertisement.

- 4.5 A provider cannot use an entity with a commercial interest as the agent providing a CNE activity to learners, e.g., distribution of self-study CNE activities or arranging for electronic access to CNE activities.

STANDARD 5. Content and Format without Commercial Bias

- 5.1 The content or format of a CNE activity or its related materials must promote improvements or quality in health care and not a specific proprietary business interest of an entity with a commercial interest.
- 5.2 Presentations must give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. If the CNE educational material or content includes trade names, when available trade names from several companies should be used, not just trade names from a single company.

STANDARD 6. Disclosures Relevant to Potential Commercial Bias Relevant financial relationships of those with control over CNE content.

Disclosure of information about provider and faculty relationships may be disclosed verbally to participants of a CNE activity. When such information is disclosed verbally at a CNE activity, providers must be able to supply GNA with written verification that appropriate verbal disclosure occurred at that activity. With respect to this written verification:

- A. A representative of the provider who was in attendance at the time of the verbal disclosure must attest in writing:
- 1.) that verbal disclosure did occur; and
 - 2.) itemize the content of the disclosed information (Standard 6.1) or that there was nothing to disclose (Standard 6.2).
- B. The documentation that verifies that adequate verbal disclosure did occur must be completed within one month of the activity.
- 6.1 The approved provider is responsible for ensuring that learners are aware of any relevant financial relationship(s), to include the following information:
- The name of the individual
 - The name of the commercial interest(s), and
 - The nature of the relationship the person has with each commercial interest
- 6.2 For an individual with no relevant financial relationship(s), the learners must be informed that no relevant financial relationship(s) exist.

Commercial support for the CNE activity

The provider's acknowledgement of commercial support as required by Standard 6.3 and 6.4 may state the name, mission and areas of clinical involvement of the company or institution and may include corporate logos and slogans, if they are not product-promotional in nature.

- 6.3 The source of all support from entities with commercial interests must be disclosed to learners. When commercial support is other than monetary support, the nature of the support must be disclosed to learners.
- 6.4 "Disclosure" must never include the use of a trade name or a product-group message.

Timing of disclosure

- 6.5 A provider must disclose the above information to learners prior to the beginning of the educational activity.

SAMPLE COMMERCIAL SUPPORT AGREEMENT

Date:

Parties Involved in Agreement:

- Provider and representative's name:
- Co-provider(s) name (if applicable):
- Entity providing commercial support's name:

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

(Commercial Support Entity's name) will provide (list what providing – e.g., funding for keynote speaker, canvas bags for participants, etc.). The (Entity) will be recognized as providing commercial support in the advertising.

The commercial support and/or entity will in no way influence or bias the content of the CE presentation. According to commercial support standards as listed:

Appropriate Use of Commercial Support

- 3.14 A provider cannot be required by an entity with a commercial interest to accept advice or services concerning teachers, authors, or other education matters, including content, from the entity as conditions of contributing funds or services.
- 3.15 All commercial support associated with a CNE activity must be given with the full knowledge and approval of the provider.
- 3.16 The provider, the co-provider, or designated educational partner must pay directly any teacher or author honoraria or reimbursement of out-of-pocket expenses in compliance with the provider's written policies and procedures.
- 3.17 No other payment shall be given to the director of the activity, planning committee members, teachers or authors, co-provider, or any others involved with the supported activity.

Appropriate Management of Associated Commercial Promotion

Commercial exhibits and advertisements are promotional activities and not continuing nursing education. Therefore, monies paid by commercial interests to providers for these promotional activities are not considered to be "commercial support." However, approved providers are expected to fulfill the requirements of Standard 4 and to use sound fiscal and business practices with respect to promotional activities.

- 4.6 Arrangements for commercial exhibits or advertisements cannot influence planning or interfere with the presentation, nor can they be a condition of the provision of commercial support for CNE activities.
- 4.7 Product-promotion material or product-specific advertisement of any type is prohibited in or during CNE activities. The juxtaposition of editorial and advertising material on the same products or subjects must be avoided. Live (staffed exhibits, presentations) or enduring (printed or electronic advertisements) promotional activities must be kept separate from CNE.
 - **Print**, advertisements and promotional materials shall not be interleaved within the pages of the CNE content. Advertisements and promotional materials may face the first or last pages of printed CNE content as long as these materials are not related to the CNE content they face **and** are not paid for by the entities with commercial interests in the CNE activity.
 - **Computer-based**, advertisements and promotional materials shall not be visible on the screen at the same time as the CNE content and not interleaved between computer "windows" or screens of the CNE content.
 - **Audio and video recording**, advertisements and promotional materials shall not be included within the CNE. There will not be "commercial breaks."
 - **Live, face-to-face CNE**, advertisements and promotional materials shall not be displayed or distributed in the educational space immediately before, during, or after a CNE activity . Providers shall not

allow representatives of an entity with commercial interests to engage in sales or promotional activities while in the space or place of the CNE activity.

- 4.8 Educational materials that are part of a CNE activity, such as slides, abstracts, and handouts, shall not contain any advertising, trade name, or a product-group message.
- 4.9 Print or electronic information distributed about the non-CNE elements of a CNE activity that are not directly related to the transfer of education to the learner, such as schedules and content descriptions, may include product promotion material or product-specific advertisement.
- 4.10 A provider cannot use an entity with a commercial interest as the agent providing a CNE activity to learners, e.g., distribution of self-study CNE activities or arranging for electronic access to CNE activities.

Content and Format without Commercial Bias

- 5.3 The content or format of a CNE activity or its related materials must promote improvements or quality in health care and not a specific proprietary business interest of an entity with a commercial interest.
- 5.4 Presentations must give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. If the CNE educational material or content includes trade names, when available trade names from several companies should be used, not just trade names from a single company.

44

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

Approved Provider Unit representative [] Date: []

Electronic Signature: By checking this box, I verify that the above information is accurate and true to the best of my knowledge.

Co-provider (if applicable) representative [] Date: []

Electronic Signature: By checking this box, I verify that the above information is accurate and true to the best of my knowledge.

Commercial Support Entity: [] Date: []

Electronic Signature: By checking this box, I verify that the above information is accurate and true to the best of my knowledge.

SAMPLE DOCUMENTATION FORM FOR VERBAL DISCLOSURE

This sample form could be used to document verbal disclosure of conflict of interest by planners and faculty. It needs to be completed and inserted into the CE file.

Date of activity: []

Title of activity: []

Name & role of individual discloser: []

What was the name of the commercial interest(s) that the person disclosed?
[]

What was the nature of the relationship the person has with each commercial interest?
[]

OR The individual stated that there was no conflict of interest .

Signature of provider representative:

Date form completed:

Electronic Signature: By checking this box, I verify that the above information is accurate and true to the best of my knowledge.

.....

NOTE: The provider may choose to complete this form for each person on the planning committee and the faculty. Another option could be to document something like “The planners stated they had no conflict of interest; speaker Dr. Jones declared conflict of interest because he has done research with XYZ Company. He has stated that his presentation will reflect state-of-the science-data and not relate only to his own research findings.”

Appendix D

CONTINUING EDUCATION ACTIVITY EVALUATION FORM

Provider's Name

Activity Title:

Date:

As a learner please assist in the evaluation of this presentation. Please circle the number beside each statement that best reflects the extent of your agreement. Thank you.

		Disagree			Agree
Content					
1. The content was interesting to me.....	1	2	3	4	5
2. The content extended my knowledge of the topic.....	1	2	3	4	5
3. The content was consistent with the objectives.....	1	2	3	4	5
4. The content was related to my job.....	1	2	3	4	5
5. Objectives were consistent with purpose/goals of activity.....	1	2	3	4	5
Setting					
1. The room was conducive to learning.....	1	2	3	4	5
2. The learning environment stimulated idea exchange.....	1	2	3	4	5
3. Facility was appropriate for the activity.....	1	2	3	4	5
Faculty/Presenter Effectiveness: (Insert Presenter's Name here)					
1. The presentation was clear and to the point.....	1	2	3	4	5
2. The presenter demonstrated mastery of the topic.....	1	2	3	4	5
3. The method used to present the material held my attention.....	1	2	3	4	5
4. The presenter was responsive to participant concerns.....	1	2	3	4	5
Instructional Methods					
1. The instructional material was well organized.....	1	2	3	4	5
2. The instructional methods illustrated the concepts well.....	1	2	3	4	5
3. The handout materials given are likely to be used as a future reference.....	1	2	3	4	5
4. The teaching strategies were appropriate for the activity.....	1	2	3	4	5
Learner Achievement of Objectives					
1. (Type in specific objectives here).....	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5

Comments:

Appendix F
Provider's Name
Provider's Address

CERTIFICATE OF ATTENDANCE

Date: _____

(Name of Learner)

has successfully completed the continuing education activity entitled:

Activity ID# _____ held on _____
(Date)

at _____
(Location)

_____ Contact Hour(s)

(Authorized Signature)

This continuing nursing education activity was approved by the Georgia Nurses Association, an accredited approver by the American Nurses Credentialing Center's COA.