Adding Incentive:

How to Offer CNE

Matthew S. Howard, MSN, RN, CEN, CPEN, CPN
Director of Educational Resources, STTI

To view the slides, go to: www.bit.ly/LC16Repository and search for: LEAD16E03
Faculty Disclosure

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Matt Howard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicts of Interest:</td>
<td>None</td>
</tr>
<tr>
<td>Employer:</td>
<td>STTI</td>
</tr>
<tr>
<td>Sponsorship / Commercial Support:</td>
<td>None</td>
</tr>
</tbody>
</table>

Purpose

- The purpose of this presentation is to explain the process of how to offer continuing nursing education credits at events and offer tips for success.

To view the slides, go to: [www.bit.ly/LC16Repository](http://www.bit.ly/LC16Repository) and search for: **LEAD16E03**
Objectives

• At the end of this presentation you will be able to:
  • Describe the importance of providing services that benefit nurses' needs.
  • Discuss potential avenues to offer continuing nursing education contact hours at chapter events.

To view the slides, go to: www.bit.ly/LC16Repository and search for: LEAD16E03
Increase Member Engagement

• Figure out who they are
• Figure out what they do
• Talk to them (The Circle, social media)
• Let them talk back
Engage Your Membership

• Define realistic engagement goals in every day terms
• Find ways to connect with team members individually
• Show you care about your team members’ work and lives
• Focus on and develop employees’ strengths
• Help employees verbalize and internalize what the company’s mission and purpose means to them
Engage Your Membership

• Extend and intensify the engagement level of new team members
• Enhance employees’ well-being
• Engage member persona profiles
• Provide compelling content
• Advocacy management
• Build a community
Engage Your Membership

Members feel more engaged when they are confident they know both the mission and what it takes to advance it.

Do you know this? How can you expect others to?
Engage Your Membership

Do you hold meetings?

Do you have members at your meetings?

What are their barriers?

How do you know this?
Engage Your Membership

• How have you done or attempted this?

Consistent Meetings

Value Added

Consistent Message

Food & Beverage
CNE Avenues

- How to obtain CNE for meetings / events?
  - State nurses associations
  - College/University/Facility
  - Specialty nursing associations
Process of CNE Development

Identification
- Needs ID
- Target Audience
- Needs Assessment

Production
- Gap Analysis
- Goals & Purpose
- Outcomes

Content
- Objectives/Content
- Evaluate
- Summary

Develop Your Timeline
Identify the Need

- Note a problem in practice
- Note an opportunity for improvement
  - New or updated guidelines
  - New or updated regulations
  - New or updated evidence regarding practice
  - Issue with patient care fostering discussion
  - New or updated educational issues
  - New or updated management issues
Select the Target Audience

• Who is impacted by the problem or opportunity for improvement?
• Who are the nurse learners that represent the audience?
  • Community-based nurses, clinic nurses?
  • Med-surg staff nurses?
  • Nurse managers?
  • Nurse educators?
Select the Target Audience

- Who wants/needs the education?
  - Younger nurses (<35 years) want CNE (Kvas, & Seljak, 2004)
    - Receive little support from co-workers
    - Receive little support from leadership/facility
  - CNE education should begin immediately after graduation in order to continue throughout a nurse’s career (Paterson, Henderson, & Trivella, 2010)
Needs Assessment

- National data indicates nurses who are certified in their specialty area provider safer care to their patients.
Needs Assessment

• Why?
  • Data used to identify and validate a gap in knowledge, skills or practice
  • Collect “pertinent data using valid and reliable techniques and instruments including, but not limited to, focus groups, questionnaires, evaluations of past programs, and analysis of trends” (ANA & NNSDO, 2010, p. 23).
Needs Assessment

• Multiple ways to get the data
  • Surveys:
    • Previous evaluations
    • Target audience surveys
    • Stakeholder surveys
  • Literature Reviews
  • Outcome data
  • Requests
Gap Analysis

• What’s the difference?
  • What does your audience know now?
  • What will they know afterwards?

• What’s the gap?
  • Knowledge
  • Skill
  • Application of one or each?
Gap Analysis

• Know the assessment
  • Clarify the areas of discomfort
  • Helps to target your learning activity

• Bite-sized educational activities
  • Refrains from trying to teach everything

Why is there a problem?

Lack of knowledge, skills and/or practices OR other issue

Is the problem amenable to an educational intervention?

How can I best address the problem?

PROBLEM
Gap Analysis

Answer the following questions/sentences:

- Current ability of the target audience related to this topic is:
- Is the difference between current and desired state based on lack of knowledge? Lack of skill? Lack of ability to apply the skill in practice?

- Desired ability of the target audience related to this topic is:
- What evidence supports this gap?
Setting Goals / Purpose

• Broad outcome statement related to the learner at conclusion of the activity.

• Addresses identified gap in knowledge, skills and/or practice.
  • Purpose statement should not be:
    • A statement of the purpose in providing the activity
  • Purpose statement should be:
    • What you want the learner to know or be able to do after
Setting Goals / Purpose

• Define your purpose statement
  • Shouldn’t be:
    • The purpose of this learning activity is to provide education surrounding the care of the patient with a myocardial infarction.
  • Should be:
    • The purpose of this learning activity is decrease the recognition time by registered nurses of a patient with a myocardial infarction.
Determine Outcomes

• Value in developing specific measureable criteria
  • Potential measureable outcomes for this activity might include:
    • Upon completion of the course, all participants will achieve an 80% pass rate on the post course assessment (test)
    • Within four weeks of completion of the course, 60% of door to AMI recognition time will be less than 10 minutes
    • Within three months of completion of the course, 75% of nurses who attended the course attest to feeling comfortable with MI recognition.
Objectives and Content Development

**PURPOSE**

Broad statement related to the learner at end of an activity. Addresses the identified gap in knowledge, skills and/or practice.

**OBJECTIVES**

Specific, measureable statement(s) that specify what the learner will know or do at the conclusion of the activity.

**CONTENT DEVELOPMENT**

Chosen strategies are based on purpose, objectives and outcome of the activity.

**OUTCOMES**

Evaluation measure identified in the planning process that is used to measure success of the activity.
Evaluation and Documentation

• Determine the criteria for successful completion
• What the learner will be expected to know or do
• Based on the importance of the content and the needs assessment
Evaluation

- Multiple factors
- Multiple points of interest
# Ready!!

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Time Frame</th>
<th>Facilitator</th>
<th>Teaching Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desired State</td>
<td>Current State</td>
<td>Identified Gap</td>
<td>Gap Analysis</td>
<td>Purpose</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pediatric patients in respiratory distress are placed on a non-rebreather facemask support that is applied appropriately within 5 minutes of presentation to the Emergency Department 100% of the time</td>
<td>Pediatric patients in respiratory distress are placed on a non-rebreather facemask support within 5 minutes of presentation to the Emergency Department 100% of the time, but frequently the facemask is not applied appropriately</td>
<td>Skill in applying non-rebreather facemask support for pediatric patients in respiratory distress</td>
<td>Lack of skill in applying a non-rebreather facemask support for pediatric patients in respiratory distress</td>
<td>Registered nurses in the emergency department will apply a non-rebreather facemask support correctly to all pediatric patients in respiratory distress</td>
</tr>
</tbody>
</table>

Summary

• Review your information
  • Does it meet the specific gap?
  • Do you have specific outcomes?
  • Are the outcomes measureable?
    • Not just “everyone achieves 100% on the post-test”
  • Will the educational activity have the overall impact you desire?

• Most importantly, will your membership be engaged?
• Is it important to them?