CNE ALERT:
IMPORTANT UPDATES YOU NEED TO KNOW

CURRENT AND DESIRED STATES

OBJECTIVES VS. OUTCOMES

SHORT AND LONG TERM EVALUATION

WMSD Educational Presentation

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WHY DOES THIS MATTER?

ANCC Shift

FROM

- *session level objectives*

- *evaluating participant satisfaction with CE event logistics*

TO

- *assessing an activity's overall learning outcome designed to address the identified/designated learning gap and alter the current state (problem) and achieve the desired state*

- *measuring impact of the CE activity and enhancement of professional practice.*

CURRENT AND DESIRED STATE

Current State

- What is the problem? Where are we now?
- Are things out of control? Should things be more **efficient**, **effective** and have a more **logical** structure or approach?
- What information or data do you have to substantiate the problem?

Desired state

- What do you want to be or the unit to become?
- Do you want to be more efficient, effective, logical, improve patient outcomes, or enhance professional development?

Identified Gap

- What will move the participants from the current state to the desired state? What's the benefit for the participants, organization, patients?
- Gap is the difference between the current state of "what is" and the desirable or achievable state "what should be or desired"

WHAT IS THE DIFFERENCE?

Objectives - statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

Outcomes - statements that describe or list measurable and essential mastered content-knowledge—reflecting skills, competencies, and knowledge that learners have achieved and can demonstrate upon successfully completing a course.

WHAT IS THE DIFFERENCE - OBJECTIVES

- Describe the goals and intentions of the speaker who facilitates the presentation.

- Are often termed the input in the course, state the purpose and goals of the presentation.

- Focus on content and skills important within the program and describe what the speaker will do.

- Can often be numerous, specific, and detailed. Assessing and reporting on each objective for each participant may be impossible.

WHAT IS THE DIFFERENCE - LEARNING OUTCOMES

- Catalog the overarching "products" of the CE event and are the evidence that the goals or objectives were achieved.

- Express higher-level thinking skills that integrate course content and activities and can be observed as a behavior, skill, or discrete useable knowledge upon completing the event.

- Are exactly what assessments are intended to show -- specifically what the participant will be able to do upon completing the CE event.

- An assessable outcome can be displayed or observed and evaluated against predetermined criteria.

- Are clear and measurable criteria for guiding the teaching, learning, and assessment process in the CE event.

OBJECTIVES v. OUTCOMES - AN EXAMPLE

OBJECTIVES

- Describe characteristics of effective communication styles

- List 5 methods of creating a safe environment for holding a confidential conversation

- Define SBAR

- Apply principles of SBAR when communicating critical information

OUTCOMES

- Knowledge – At conclusion of the educational activity, participants will self report knowledge gain of effective communication styles using a Likert type scale.

- Competence/Skill – At the conclusion of the educational activity, participants will self report intent to change practice by applying evidence based communication strategies.

- Performance – At 6 months post-program evaluation, participants will self report actual change in practice.

- Patient Outcomes – At 9 months post-program evaluation, participants will self report impact on patient outcomes as a result of change in communication strategies.

OBJECTIVE v. OUTCOME – AN EXAMPLE

Objective

- What the CE provider will do

- By (month/year), (X%) of providers who reported incorrect gonorrhea treatment in County Z will be contacted within 1 month.

Outcome

- What will occur to the participant or others as a result of the participant attending the CE event

- By (month/year), increase the percentage from (X%) to (Y%) of providers in County Z that fully adhere to the CDC-STD treatment guidelines for appropriate treatment of gonorrhea.

"S.M.A.R.T."
OUTCOME MEASURE(S)

- Specific - includes the "who", "what", and "where". Use only one action verb to avoid issues with measuring success.

- Measurable - focuses on "how much" change is expected.

- Achievable - realistic given program resources and planned implementation.

- Relevant - relates directly to program/activity goals. The program/activity goals should be to close the identified gap (ie: the difference between the current and desired states).

- Time-bound - focuses on "when" the objective will be achieved.

"S. M. A. R. T." OUTCOMES - MODIFIED EXAMPLE

OUTCOMES

- <u>Knowledge</u> – At conclusion of the educational activity, the participants will self report knowledge gain of effective communication styles using a Likert type scale. On a 1 - 4 scale, the gain in knowledge will reflect an average score of 3.5.

- <u>Competence/Skill</u> – At the conclusion of the educational activity, 100% of the participants will self report intent to change practice by applying at least 1 evidence based communication strategies.

- <u>Performance</u> – At 6 months post-program evaluation, 85% of the participants will self report and identify an actual change in practice that has been applied.

- <u>Patient Outcomes</u> – At 9 months post-program evaluation, 85% of the participants will self report impact on patient outcomes and enhancement of professional as a result of change in communication strategies.

SHORT TERM v. LONG TERM EVALUATIONS

Short-term

- the initial expected changes in your target population(s) after implementing certain activities or interventions (e.g., changes in knowledge, skills, and attitudes).
  - Formative - provide both participants and speakers with the information they need to improve the learning process while it's happening

  - Summative - administered at the end of the event. Unlike formative assessments, which may occur several times during an event, summative assessments occur only a few times over a period of time with the goal to measure the mastery of learning standards.

  - Immediately upon completion of the CE event
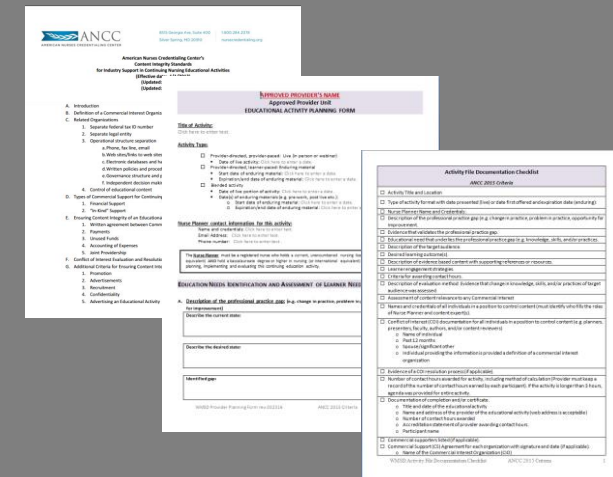
Long-term

- achieved only after the program has been in place for some time (e.g., changes in mortality, morbidity, quality of life, effect on patients, changes in behavior, improved professional development....).
  - Measured weeks or months after the completion of the event

PUTTING IT ALL TOGETHER

Current state	Desired state	Identified gap	Evidence to validate gap	Gap due to knowledge, skill and/or practice	Learning outcome	Method of evaluation
What is currently happening	What should be happening	Difference between what is and what should be	What evidence do you have to validate the current state	Why do you think the current state exists? What is the underlying or root cause?	What do you want learners to be able to do (demonstrate) as a result of participating in this activity	How are you going to measure (evaluate) that change?

WMSD RESOURCES

- WMSD Website
  - http://www.westernmsd.org/MainMenu/CE

- WMSD Approved Provider Application and Resources
  - http://www.westernmsd.org/MainMenu/CE/Approved-Provider-Application
    - *Approved Provider Application – Self Study*
    - *Approved Provider Annual Reports*
    - *Approved Provider Activity Documentation Forms*
    - *Resources to Learn ANCC Criteria and Self Study Application Requirements*
      - ANCC Content Integrity Standards
        - http://www.nursecredentialing.org/Accreditation-CEContentIntegrity.pdf

- WMSD Website FAQs
  - http://westernmsd.org/MainMenu/CE/Frequently-Asked-CNE-Questions

ANCC RESOURCES

- ANCC Website
  - Resource page
    - http://www.nursecredentialing.org/Accreditation/ResourcesServices

  - FAQs
    - http://www.nursecredentialing.org/AccreditationFAQ.asp

  - Accredited Provider Application manual – *note there are variances for Approved Providers requirements*
    - http://www.nursecredentialing.org/Search.aspx?SearchPhrase=application+manual

  - Content Integrity Standards
    - http://www.nursecredentialing.org/Accreditation-CEContentIntegrity.pdf