**Purdue Global University**

**MN603**

**Submitting your EBP Project for Continuing Education Credit**

**Overview of the project with definitions**

This assignment has multiple parts, and each are to be submitted to receive full credit for this assignment:

* + Part 1: Educational Design Process
  + Part 2: Writing Behavioral Objectives
  + Part 3: Awarding Contact Hours
    - Program Evaluation Form
    - Speaker Evaluation Form
  + Part 4: Curriculum Vitae (CV)

This document will be used to compete an application of your EBP project for continuing education submission. Note: this is not a complete form and if you were to submit an actual application, additional documentation would be required. The goal of this exercise is to provide you with some of the key concepts that are included in the application process. You will fill in the document with content from your current EBP project. Please complete any table, fill in the blank sections and check boxes with the appropriate content/response from your project.

**There are four attachments that will be included with this document:**

1. Meeting each of the course objectives evaluation form

2. Program effectiveness evaluation form

3. Speaker evaluation form

4. Curriculum vitae (CV)

**The entire document should be submitted as one entry the Assignment Dropbox**

**Definitions of Terms**

Behavioral Objective:

Objectives focus on the individual, achievable outcomes and focus on what the learner will be able to do or accomplish as a result of the education. Objectives should be: a. narrow in scope, b. include a specific step, c. associated with a timeframe, d. a means to an end result.

Contact Hour:

The unit of measurement of an approved organized educational activity lasting sixty (60) consecutive minutes (1 contact hour = 60 minutes). This does not include welcoming and closing remarks, or evaluation time. Your EBP CE presentation application should design your presentation to be a minimum of 0.5 credits (30 minutes) to 1.0 credits (60 minutes). It is up to you to decide the appropriate timeframe based upon the number of objectives and the number of minutes scheduled for the content related to the individual objective.

Content Outline:

The information that will be presented. Each section of content must have relevance to nursing practice. It should reflect attainment of the objectives, follow a logical order and demonstrate current knowledge and practice.

Faculty:

The student is the specific speaker/presenters for the session. A curriculum vitae is required with the submission of the CE form.

Measurement/Evaluation Method:

Describes how accomplishment of each of the objectives is evaluated/measured. An evaluation tool must be submitted. Objectives stated on the Evaluation Form must be stated exactly as they appear originally.

Conflict of Interest: A conflict of interest, as it relates to CE activity, is considered to exist if an individual or organization has both: a. A financial arrangement with a commercial interest, and b. The opportunity to affect the content of CE about the products or services of that commercial interest. A conflict of interest statement is included in the CE form.

Offering:

A single educational activity that may be presented once or repeated within a two-year time frame. Contact hours can only be awarded for attendance at the entire session.

Purpose (of offering):

A statement reflecting the overall aim/goal of the offering.

Teaching Method & Instructional Media:

The teaching/instructional method chosen (lecture, discussion, small groups, demonstration etc.) Instructional media describes any handouts or audiovisual tools used (slides, video, PowerPoint, etc.).

Approved Providers:

The awarding of Approved Provider status is the means by which the American Nurses

Association grants public recognition to an individual, organization, or part of an organization

that has met the established standards for providing continuing nursing education activities

(ANCC, n.d.).

Roles of the Committee Membership: Planning Committee:

A group of experts that represent the activity’s target audience. This planning committee will

help design and implement the educational activity and must include a representative for each

type of CE to be offered (if the CE is multidisciplinary). Members must complete a conflict of

interest form.

Nurse Planner:

* A member of the planning committee responsible for completion of the CE application related to the educational activity. The nurse planner must meet certain eligibility requirements:
* Currently licensed as an RN
* Holds a BSN or graduate degree in nursing
* Is not employed or does not represent a commercial interest organization
* Works to ensure the content integrity of the educational activity

Presenter (faculty, author)

A member of the planning committee responsible for the development of the educational

content. The presenter must complete a conflicts of interest form.

**Part 1 Assignment 4**

**Education Design Process**

**Instructions:**

Complete this form as if you were submitting your EBP project for contact hours credit.

Submit each section in this exercise as one document.

**Needs Assessment**

Definition: systematic processes for collecting peer reviewed resources information that provides the needed evidence to develop an effective educational program. The educational program is based on the best evidence along with the identified knowledge or practice gaps. There are many ways to identify learning needs including:

* Surveys
* Patient care needs
* Requests from internal and/or external stakeholders
* Evaluations from previous learning activities
* New equipment, technologies, treatments, medications

Describe the learning need(s) for your EBP project and how it was determined:

**Description of the Professional Practice Gap**: *This section should reflect a summary of your Gap Analysis from MN590.*

Select one type of gap:

\_\_\_\_Gap in Skills /Understanding (knows how)

\_\_\_\_Gap in Practice/ applying (shows/does)

\_\_\_\_Other - Describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the Current State:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the Desired State:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identified Gap:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educational need that underlies the professional practice gap (e.g. knowledge, skill and/or practice (may be more than one educational need underlying the knowledge gap):

**Desired Learning Outcome(s**): Expected outcomes are based on what you have learned from the need’s assessment and the gap analysis.

What will the outcome be as a result of participation in this activity? This statement is not about objectives or goals, rather it is about outcomes. What will be the learner’s outcome be as a result of participation?

**Expected Outcomes**

Professional Development: How will the education enhance the participant’s skill set?

As a result of this activity, the learner will\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Target audience:

\_\_\_\_\_Registered nurses

\_\_\_\_\_Advance practice nurses

\_\_\_\_\_Registered nurses in specialty area (Identify Specialty)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_Inter-professional (Describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_Licensed professional nurses

\_\_\_\_\_Other (Describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content of activity**: A description of the content with supporting references or resources. The evidence available should be from the past 5 years (add references below).

Add references from your Literature Review and other sources here:

**Conflicts of Interest**

**Conflict of Interest exists when:**

The individual has the ability to control or influence the content of the educational activity, or

has a financial interest in the products or services pertinent to educational program content.

Actions must be taken to resolve any potential or actual COI for planners, presenters/faculty/authors or content reviewers.

Individuals found to have a conflict of interest are not eligible to serve as a/the nurse planner but may be able to serve on the planning committee or as a presenter/author if measures are taken to resolve the conflict. Employees or representatives of a commercial interest may not serve as a planner of an educational activity, although they may be eligible to serve as faculty if measures are taken to resolve any potential conflict of interest.

**Definitions:**

**Relevant Relationships** (ANCC): Relationships that are expected to result in financial benefit from a commercial interest organization, the products or services of which are related to the content of the educational activity.

**Commercial Interest** (ANCC): Any entity producing, marketing, re-selling, or distributing healthcare goods or services consumed by or used on patients, or an entity that is owned or controlled by an entity that produces, markets, re-sells or distributes healthcare goods or services consumed by, or used on, patients. Nonprofit or government organizations, non-healthcare-related companies, healthcare facilities, and group medical practices are not considered commercial interests.

Conflict of Interest Disclosure Form:

a. \_\_\_\_\_I do not have any significant financial interest/arrangement or affiliation with any organization/institution whose products or services are being discussed in this education session.

b. \_\_\_\_\_I have a significant financial interest/arrangement or affiliation with an organization/institution whose products or services are being discussed in this session. I understand that I must disclose this information to the public who attend my presentation. Below are the financial interest/arrangement or affiliation as well as the nature of the relationship, e.g. employment, consulting fees, ownership or partnership, stock, and other remuneration, such as honoraria and travel expenses.

If you checked b., explain any potential conflicts below:

**Part 2: Assignment 4**

**Writing Behavioral Objectives**

Purpose:

* State what the learner will be able to do at the completion of the learning activity
* Guide the selection of the educational content
* Provide a framework for the evaluation process

Key Points:

* Use action verbs
* Results of the education should be observable through an appropriate evaluation tool
* The methodology, content and outcomes of the educational project should align with the objectives
* Use one verb per objective
* Focus should be on the learner, not the educator
* Avoid *Brand* names, acronyms and abbreviations
* Avoid using terms that are vague or cannot be measured

Bloom’s Taxonomy (program attributes being measured):

* Knowledge
* Comprehension
* Application
* Analysis
* Synthesis
* Evaluation

Table

Description automatically generated

**Writing Objectives Exercise**

Access the following article:

Chatterjee, D., & Corral, J. (2017). How to write well-defined learning objectives. Journal of *Education Perioperative Medicine, 19*(4), E160. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5944406/>

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Utilizing the PG Bloom’s Taxonomy Chart (above), write three objectives for your EBP project. Please use a minimum Level IV (Columns (4-6) or greater and a different attribute for each objective.

**Title of Evidence-based Practice Project:**

|  |  |
| --- | --- |
| **Blooms Level of Action Verb** | **Objective** |
|  |  |
|  |  |
|  |  |

**Part 3 Assignment 4**

**Awarding Contact Hours**

**Program Evaluation**

**Speaker Evaluation**

Create an evaluation plan for the awarding of contact hours for your EBP project. The evaluation plan should include how each of the program objectives were met and a speaker evaluation form. Your evaluation form should include three sections:

1. Program effectiveness
2. Meeting each of the course objectives
3. Speaker evaluation

The link below is an example of a Program Effectiveness Evaluation. There are numerous examples of writing course objective’s and speaker’s evaluations available online. Be sure that the contents of the evaluation forms relate to your specific initiative.

<https://www.irs.gov/pub/irs-utl/sampleevaluationform.pdf>

Attach your program and speaker evaluations to this document.

**Part 4 Assignment 4**

**Curriculum Vitae Assignment**

What to Include in a Curriculum Vitae:

* Contact information:Most CVs start with contact information and personal data but take care to avoid superfluous details, such as religious affiliation, children's names, and so on.
* Education and qualifications**:** Be sure to include the names of institutions and dates attended in reverseorder (most recent, first).
* Work experience/employment history: The most widely accepted style of employment record in reverse chronological order (most recent, first).
* Skills**:** Include computer skills, foreign language skills, and any other recent training.
* Dissertations/Theses: Here you can add your Capstone Project.
* Research experience
* Teaching experience
* Publications
* Presentations, lectures, and exhibitions
* Grants, scholarships, fellowships, and assistantships
* Awards and honors
* Technical, computer, and language skills
* Professional licenses, certifications, and memberships

**Incorporate your CV into this four part document and attach the completed assignment to the Dropbox**

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