

Awarding Outcome-Based Continuing Education (CE) Credit

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Innovate. Involve. Inspire.

Is This Just a Time Warp?

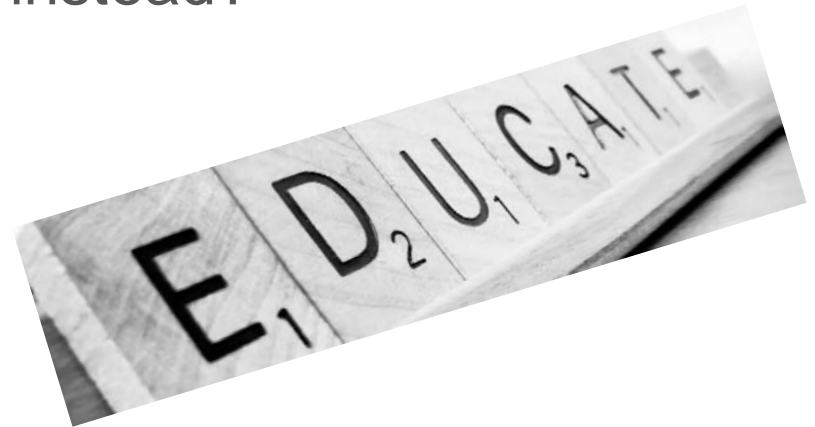
- Time-based “currency” for awarding CE
 - Easily understood
 - Consistent internationally
 - Added/subtracted
 - Finite
 - Equitable
 - Historic context (“Carnegie Unit” or credit hour)
- Do we need a different approach?

*Time meant nothing, never would again
Let's do the Time Warp again!*

Rocky Horror Picture Show

The Science of Learning and Change

- In relation to learning and change, does time matter?
- What should we be measuring instead?
 - Competence (ability to apply)
 - Practice change
 - Impact on practice

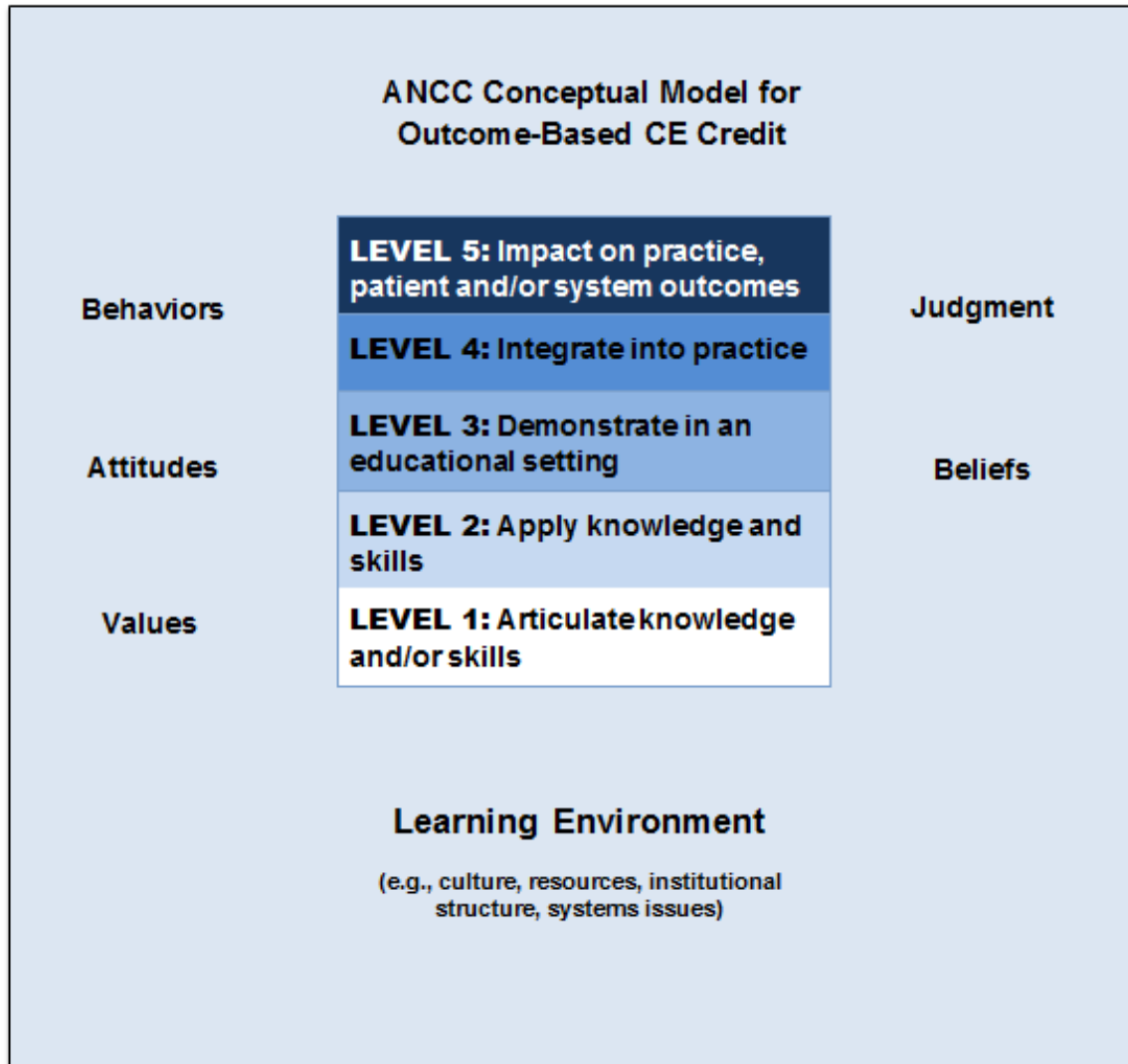


- Does time have value?

A Tea-Steeping or i-Doc Model for Medical Education?

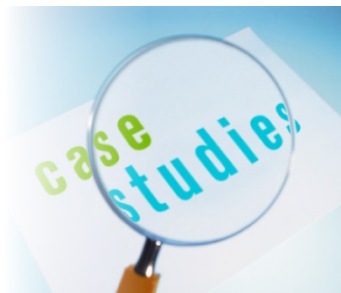
Academic Medicine, 85(9), September supplement, 2010

Conceptual Model



Testing the Model in Practice

- Pilot organizations:
 - American Nurses Association (ANA) Center for Continuing Education and Professional Development
 - Dartmouth-Hitchcock Nursing Continuing Education Council
 - Montana Nurses Association
 - OnCourse Learning
 - Versant
- Charge: Develop, implement, and evaluate up to 3 activities (Levels 2-5), with at least 1 activity at Level 3-5.



Performance in Practice

- Dartmouth-Hitchcock:
 - Working with nurse educators who are creating programs for Nurse Residents; conducting a needs assessment (identifying best practices) and developing a curriculum for the 1 year residency program; activities leveled at:
 - Level 1: conduct literature review; evaluate and identify best practices
 - Level 4: operationalize new curriculum
 - Level 5: assess impact
- OnCourse Learning:
 - Developing preceptor skills for specialty practice
 - Level 1: review module on evidence-based practice for preceptors/pass post-test
 - Level 2: review 12 vignettes and answer specific questions
 - Level 3: ? may not have
 - Level 4: integrate best practices into current practice
 - Level 5: assess impact (? With partner organizations)

Lessons Learned

- Ability to get credit for the learning activity is a positive motivator
- Too much work to operationalize this type of educational activity particularly if not certified or not ANCC certified; basically a *“thanks but no thanks”*
- Logistically complex to operationalize but liberating not to have to calculate CE hours
- *“My learners needed to be “volun-told” to participate.”*
- *“I can get credit for work-place learning? That is great!”*



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