Awarding Outcome-Based Continuing Education (CE) Credit

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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

ANCC Conceptual Model for Outcome-Based CE Credit

LEVEL 5: Impact on practice, patient and/or system outcomes
LEVEL 4: Integrate into practice
LEVEL 3: Demonstrate in an educational setting
LEVEL 2: Apply knowledge and skills
LEVEL 1: Articulate knowledge and/or skills

Behaviors
Attitudes
Values

Learning Environment
(e.g., culture, resources, institutional structure, systems issues)

Judgment
Beliefs
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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