



Montana Nurses Association

Approved Provider Newsletter

December, 2021



*Happy  
Holidays  
from the  
Montana  
Nurses  
Association!*



Vicky  
Kristi  
Robin  
Caroline  
Amy  
Jill  
Megan  
Leslie  
Jen

**From all of us to all of you – Have a wonderful holiday season!**

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## Required Submission-3/15/22

Each primary nurse planner is required to submit 3 templates on or before 3/15/22. See below for examples:

- Completed **Financial Disclosure Form** or template-see example template on MNA website Provider Unit Resources
- Completed **Activity Information** template
  - Nonclinical activity
- Completed **Activity Information** templates-see below for example
  - Clinical activity requiring mitigation

[Use this online form to submit 3 templates.](#)



# Montana Nurses Association

## Financial Disclosure Form



-Refer to the **Key Steps for the Identification, Mitigation, and Disclosure of Relevant Financial Relationships** document.  
 -Do not complete if content only addresses a non-clinical topic (e.g., leadership or communication skills training).

### Section 1: To be completed by Nurse Planner or designee

Name of Individual /credentials

Title of Activity

Date and location of activity:

Prospective Role in Educational Activity: (Check all that apply)

- Nurse Planner (must have a minimum of a baccalaureate degree in nursing)
- Content Expert
- Other Planning Committee Members
- Faculty/Presenter/Author
- Content Reviewer - Used to review and validate content after planning (**not** a member of the planning committee)
- Other:

### Section 2: To be Completed by Nurse Planner, Faculty, or Others Who May Control Educational Content

Please disclose all financial relationships that you have had in the **past 24 months** with **ineligible companies** (see definition below). For each financial relationship, enter the name of the ineligible company and the nature of the financial relationship(s). There is **no minimum financial threshold**; we ask that you disclose all financial relationships, regardless of the amount, with ineligible companies. You should disclose **all financial relationships regardless of the potential relevance** of each relationship to the education.

| <b>Enter the Name of Ineligible Company</b><br>An <b>ineligible company</b> is any entity whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. For specific examples of ineligible companies visit <a href="http://accme.org/standards">accme.org/standards</a> . | <b>Enter the Nature of Financial Relationship</b><br>Examples include employee, researcher, consultant, advisor, speaker, independent contractor (including contracted research), royalties or patent beneficiary, executive role, and ownership interest). Individual stocks and stock options <b>MUST</b> be disclosed; diversified mutual funds do not need to be disclosed. Research funding from ineligible companies <b>MUST</b> be disclosed by the principal or named investigator even if that individual's institution receives the research grant and manages the funds. | <b>Has the Relationship Ended?</b><br>If the financial relationship existed during the last 24 months, but has now ended, please check the box in this column. This will help the education staff determine if any mitigation steps need to be taken. |
|---|---|---|
| <input type="text"/>  | <input type="text"/>  | <input type="checkbox"/>  |
| <input type="text"/>  | <input type="text"/>  | <input type="checkbox"/>  |
| <input type="text"/>  | <input type="text"/>  | <input type="checkbox"/>  |
| <input type="text"/>  | <input type="text"/>  | <input type="checkbox"/>  |

In the past 24 months, I have not had any financial relationships with any ineligible companies.

I attest that the above information is correct as of this date of submission. DATE:

**Note for Nurse Planner-** If financial relationships are entered, complete the **Mitigation Worksheet** for the activity. Refer to the **Key Steps for the Identification, Mitigation, and Disclosure of Relevant Financial Relationships** document.

## Activity Information Example- Nonclinical Topic

### **Required:**

1. Criteria for successful completion
2. Approved provider statement

### **If Applicable:**

1. Joint providership
2. Commercial support
3. Expiration date (enduring materials)

## Activity Information Example- Clinical Topic—Relevant Financial Relationships Requiring Mitigation

### **Required:**

1. Criteria for successful completion
2. Approved provider statement
3. There are no relevant financial relationships with ineligible companies for those involved with the ability to control the content of this activity except for speaker X who was a consultant for X (ineligible company). All of the relevant financial relationships listed for this individual have been mitigated.

### **If Applicable:**

1. Joint providership
2. Commercial support
3. Expiration date (enduring materials)

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## “Accredited” Education Reminder

As you know, ANCC has adopted the ACCME *Standards for Integrity and Independence in Accredited Continuing Education*. This adoption means that these standards apply to organizations seeking approval from an ANCC accredited approver, like MNA. These standards apply to you as Approved Providers who plan, implement, and evaluate activities per ANCC criteria. While the education you provide is not itself accredited, your ability to offer contact hours is possible because of an ANCC accredited approver. Please reach out with any questions related to this distinction.

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# Use of Previously Developed Content

The nurse planner for an educational activity is responsible for determining that best available evidence is used to develop content that meets the needs of learners in helping to close an identified practice gap. Sometimes, previously developed content already exists that will meet the need. Common examples include ACLS, PALS, and NRP education. It is not acceptable to provide education just because it is “required”. The activity must be developed using the same educational design criteria as any other activity. Why do our learners need this content? What evidence do you have to validate the existence of the problem? Who is the target audience? What knowledge, skill, or practice gaps have we identified? What measurable outcome(s) do we expect from learners at the end of the activity? How will you evaluate whether learners achieved the desired outcome? What learner engagement strategies will be incorporated to help learners achieve the desired outcome? What will be required of learners in order to earn their contact hours? How will the nurse planner and planning committee ensure that content is current, based on best-available evidence, and relevant to the needs of learners? How will the nurse planner ensure that content is not copyright protected?

For example, you may find that your critical care team has had several codes recently that were not effectively managed from a team standpoint. You decide to add a 20-minute component to the class to practice team skills, specifically related to the problems that have been recently encountered. Your outcome measure and evaluation process must relate to the identified gap, not just that the activity was provided because it was time to renew. Your focus is on identified practice gaps and structuring of the educational plan to meet those needs. Additionally, this makes the learning more relevant and valuable.

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## NARS Reminder

**Important note:** Please be sure to have all activities entered and your attestation complete by **February 1, 2022**. If you have any trouble, please don't hesitate to reach out to MNA.

- If you'd like to view our webinar with multiple options of entering data into NARS, view the recording at: <https://youtu.be/fgrHxCHppO8>
- To upload your activities via the spreadsheet method, [click here to download the Excel template](#) and [click here to see the activity type guide](#). \*Please note: In the webinar I failed to mention the need for Column A in the spreadsheet. **Be sure** to have “Template A” in that column for each row of data—it triggers the correct upload information for NARS.

## NARS Classification Review

| Classification: | Description:  |
|-----------------|---|
| Course          | A course is a live educational activity where the learner participates in person. A course is planned as an individual event. Examples: annual meeting, conference, seminar. <i>For most of you in healthcare facilities, this will likely be what a majority of your activities are classified as.</i> |

|  |  |
|--|--|
|  | <p>For events with multiple sessions, like conferences, approved providers report one activity and calculate the hours of instruction by totaling the hours of all educational sessions offered for CNE credit. To calculate the numbers of learners, approved providers report the number of learners registered for the overall event. Approved providers are not required to calculate participant totals from the individual sessions.</p> <p>If a course is held multiple times for multiple audiences, then each instance is reported as a <b>separate activity</b>. – <i>This is important for activities like ACLS, trainings, etc. It also helps give a much more accurate picture of all your approved provider unit is doing.</i></p>   |
| <b>Regularly Scheduled Series</b>            | <p>A regularly scheduled series (RSS) is a course that is planned as a series with multiple, ongoing sessions, e.g., offered weekly, monthly, or quarterly; <b>and is primarily planned by and presented to</b> the approved provider's professional staff. [Examples include grand rounds, tumor boards, and morbidity and mortality conferences.] In the series, there is one unifying gap, and the content of each session contributes to the learners' ability to close or narrow that gap by the end of the series. While attendance can vary depending on learner availability, the series is intended for a consistent group of learners.</p> <p>Approved providers report each RSS as 1 activity. For example, you offer nursing grand rounds monthly for 1 year. You enter the activity in NARS a 1 activity with 12 contact hours. Count the total number of nurses participating in each session, and use that total as the number of participants. Example: 20 RNs attended each month for 12 months – the total number of RN participants is 240 (20 X 12).</p> |
| <b>Internet Live Course</b>                  | <p>An Internet live activity is an online course available via the Internet at a certain time on a certain date and is only available in real-time, just as if it were a course held in an auditorium. Once the event has taken place, learners may no longer participate in that activity unless it is again presented on a specific date and time and is only available in real-time. If an Internet live activity is presented on multiple occasions, each event is counted as a separate activity. [Example: webcast]</p>  |
| <b>Enduring Material (Independent study)</b> | <p>An enduring material is an activity that is printed or recorded and does not have a specific time or location designated for participation. Rather, the participant determines where and when to complete the activity.</p> <p>Sometimes, approved providers <b>will create an enduring material from a live CNE activity</b>. When this occurs, ANCC considers the provider to have created <b>two separate activities</b> – one live activity and one enduring material activity. Both activities must comply with all ANCC requirements.</p> <p>Enduring materials can be available for less than a year, a year, or multiple years. Each enduring material is counted as 1 activity for each year it is available, whether it is active for the entire year or part of the year. The approved provider reports the number of learners who participated during the year.</p>   |
| <b>Internet Activity Enduring Material</b>   | <p>An Internet enduring material activity is an "on demand activity," meaning that there is no specific time designated for participation. Rather, the participant determines when to complete the activity. [Examples: online interactive educational module, recorded presentation, podcast.] – <i>Report the participation for these in the same manner you would report Enduring Material (see above).</i></p>   |
| <b>Journal-based CNE</b>                     | <p>A journal-based CNE activity includes the reading of an article (or adapted formats for special needs), an approved provider learner engagement strategy (that may include reflection, discussion, or debate about the material contained in the article(s), and/or a requirement for the completion by the learner of a pre-determined set of questions or tasks relating to the content of the material as part of the learning process.</p>  |



The ANCC does not consider a journal-based CNE activity to have been completed until the learner documents participation in that activity to the provider.

Each article is counted as 1 activity. To calculate hours of instruction, the approved provider specifies the amount of time required to complete the activity. The number of participants reported by the approved provider equals the total number of individuals who completed the activity. Each participant is counted once, regardless of how many times they worked on the activity.

For example, an approved provider produces a journal that contains an article that is designated as a journal-based CNE activity. Twenty nurses read the article, reflect on the content, and complete questions related to the content of the article. The nurses spend 1 hour on this activity. The provider would report this as 1 journal-based CNE activity with 20 nurse participants and 1 hour of instruction.

**Have something you think would be a good topic for this section?** Email me at [caroline@mtnurses.org](mailto:caroline@mtnurses.org)

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## Congratulations to:

**Karen S. Reed, DHSc, MSN, RN, CNE, CNL, CRRN; Primary Nurse Planner, Office of Professional Nursing Development- University of Florida** on publication of 2 articles:

Reed, K. and Tes, S. (2021). Supporting Cambodian midwifery education through an international collaborative teaching project. *Journal of International Nursing Education*, 13 (4), 14-19. <https://doi.org/10.37506/ijone.v13i4.16582>

Reed, K. and Aul, K. (2021). Clinical unit handoff: Uplifting letters from seniors to juniors, *Nurse Educator*, 46(6),360. <https://doi.org/10.1097/NNE.0000000000001079>

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## References and Resources

Here are some references and resources that you might find helpful in your provider unit work. Please mail us if you have something you would like to share with your colleagues.

Holt Schneider, M. Park, C. (2021). Reflections on 2021 and Microaggressions in the Interprofessional Learning Environment, *Journal for Nurses in Professional Development*, 37(6) p 358-360. doi: 10.1097/NND.0000000000000811

Ma, H., et. al. (2021). Board Certification: A Role for the Nurse Educator. *Journal of Continuing Education in Nursing*, Published Online: November 01, 2021. <https://doi.org/10.3928/00220124-20211008-02>

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Mahoney, D. (2021). Learning Reinforcement—Don't Leave this to Chance. *Training Magazine*. Retrieved from: <https://trainingmag.com/learning-reinforcement-dont-leave-this-to-chance/>

Patel, S., et al. (2021). Expedited Cross-Training, *Journal for Nurses in Professional Development*, 37(6), p E20-E26 doi: 10.1097/NND.0000000000000738

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## 2022 Provider Unit Workshops

For the 2022 spring provider workshops, we are planning options for in-person and virtual--  
In person option—Bozeman, MT:

- Friday, April 22, 2022

Virtual option:

- Thursday, April 14

The agenda will include congruency in education design, standards for integrity and independence, the role of the Primary Nurse Planner and Nurse Planner in relation to the Provider Unit, and sharing of best practices.

**Click link to register:** <https://mtnurses.wufoo.com/forms/2022-provider-workshop-registration/>  
*To minimize administrative burden, we've simplified our registration fees to a flat \$100/person charge with no discount for multiple attendees from one organization.*

If you would like to be invoiced for multiple attendees from your organization, please email [jennifer@mtnurses.org](mailto:jennifer@mtnurses.org) with the following information:

- Your organization
- Number of registrants to be invoiced for
- Contact person name & email
- Invoicee name & email (if different than contact person)
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## Upcoming MNA Events, Activities, and Opportunities

**Transition to Practice**                      January 30-31, 2022    Virtual

**APRN Pharmacology Conference**      February 25-26, 2022    Virtual

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## Upcoming National Professional Development Conferences

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Alliance for Continuing Education in the Health Professions-January 12-15, 2022, in Aurora, CA-  
[www.acehp.org](http://www.acehp.org)

2022 ANPD Convention- Aspire to Trailblaze – March 22-25, 2022 in San Antonio, TX  
<https://www.anpd.org/page/2022-convention>

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## Contact Information

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**Find self-study modules for nurse planners at:**



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